B. CHARTER SCHOOL EXEMPTIONS

5. Autonomy to allow teaching methods that are new or different from the school district.

The entire network continues to see solid/significant gains in student achievement thanks to teaching that is grounded in a balanced approach to literacy and authentic, student-centered instructional techniques. We have also been able to begin incorporating more technology into the classroom for student and teacher use. Once again, in addition to the aforementioned items, school leadership and instructional teams are able to choose the best approaches/strategies that will meet the needs of their students.

9. Autonomy to set employee compensation rates and/or provide bonuses.

Our autonomy in this area has allowed us to appropriately compensate educators who have demonstrated a high-impact track-record of success throughout their career and to reward excellent teaching. The higher the impact of a teacher’s instruction, the larger the increase in pay is through additional compensation and/or performance bonuses. This approach also ensures that we are able to retain highly-effective teachers and, in turn, prepare them for leadership positions at the new schools we will continue to open over the next several years (if they choose).

H. MISSION AND GOALS

The UNO Charter School Network shares UNO’s mission—to lead the transformation of the Hispanic Community toward an educated, powerful and prosperous citizenry by engaging and challenging it to redefine its potential and its legacy in metropolitan Chicago and the United States of America. The central principle behind UNO’s philosophy is the belief that Hispanic immigrants follow in the tradition of their immigrant predecessors in America, bringing with them strong family values, a unique work ethic, and an entrepreneurial spirit. Through its high quality schools, UNO-CSN seeks to redefine the culture and expectations of public education, especially among underserved students.

OUR EDUCATION PHILOSOPHY AND BELIEFS:
UNO-CSN strongly believes that all students can learn and deserve the opportunity to realize their potential. Through our rigorous curriculum and individualized approach, we develop students who act with integrity and are civically engaged, intellectually curious, and prepared for success in high school, college, and beyond. For us, academic success is not a hope; it is an expectation.

We also believe that:
- Parent partnerships are critical to our work.
- Effective classroom instruction is the key lever for student success.
- Students learn best in a structured, supportive, and intellectually stimulating environment.
- Robust data should drive all of our decisions.
- We are all accountable for the achievement of our students.

OUR VISION FOR OUR STUDENTS:
Through our academic program, UNO-CSN seeks to develop young men and women who are committed to continually improving themselves as both scholars and citizens. An UNO-CSN education ensures that every graduate is:

- Prepared to Compete Locally, Nationally, and Globally:
As competitors in the global marketplace, UNO graduates are ready for the rigors of high school, college, and beyond. They are technologically adept, culturally literate, and communicate effectively.

- Civically Engaged
  As citizen-leaders, UNO graduates are informed, active, and responsible members of their communities.

- Intellectually Curious
  As knowledge seekers, UNO graduates are analytical, innovative, and reflective thinkers.

- A Person of Integrity
  As ethical individuals, UNO graduates are honest, fair, and respectful.
ILLINOIS STATE BOARD OF EDUCATION
Legal Division
100 West Randolph Street, Suite 14-300
Chicago, Illinois 60601-3268
Telephone: 312.814.2223  Fax: 312.814.8871

2011-2012
CHARTER SCHOOL REPORT INFORMATION

INSTRUCTIONS: Complete this form for each campus of your charter school and return by December 21, 2012. You may mail to the attention of Jennifer Saba at the above address, fax to her at 312.814.8871, or e-mail to jsaba@isbe.net.

A. DIRECTORY INFORMATION. Provide the most recent information in each box.

<table>
<thead>
<tr>
<th>NAME OF CHARTER SCHOOL</th>
<th>TELEPHONE NUMBER (Include Area Code)</th>
<th>FAX NUMBER (Include Area Code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNO Bartolome de las Casas</td>
<td>312.432.6302</td>
<td>312.432.0077</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STREET ADDRESS (Number, Street, City, State, 9 Digit Zip Code)</th>
<th>NUMBER OF SCHOOL SITES IN 2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>1641 W. 16th St., Chicago, Illinois 60608</td>
<td>Attach a listing of multiple sites; include address, phone, fax, site administrator's name and title.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME OF PERSON COMPLETING THIS FORM</th>
<th>TELEPHONE OF PERSON COMPLETING THIS FORM (Include Area Code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alfred Quijano</td>
<td>312.432.6301</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME OF CHARTER SCHOOL DIRECTOR</th>
<th>E-MAIL OF CHARTER SCHOOL DIRECTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthew Moeller</td>
<td><a href="mailto:mmoeller@uno-online.org">mmoeller@uno-online.org</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME OF CHARTER SCHOOL GOVERNING BOARD PRESIDENT</th>
<th>SCHOOL'S WEBSITE ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juan Rangel</td>
<td><a href="http://www.unocharterschools.org">www.unocharterschools.org</a></td>
</tr>
</tbody>
</table>

OTHER SOCIAL MEDIA (Please check appropriate box and give username):

- [ ] Facebook Username: 
- [ ] Twitter Username: 
- [ ] Other Username: 

B. STUDENT DATA

1. Did your school hold an enrollment lottery for 2011-2012? [ ] Yes [ ] No

2. How many student enrollment applications were received for 2011-2012? 140

3. From these applications, how many students were selected via lottery? 36

4. How many students were on waiting list 2011-2012 on 20th day of school? 104

5. Grades served in 2011-2012.

6. Student enrollment in 2011-2012 on 20th day of school.

7. Student enrollment in 2011-2012 by grade on 20th day of school (Check all that apply and fill in total number of students at grade level.)

<table>
<thead>
<tr>
<th>Grade</th>
<th># Male N/A</th>
<th># Female N/A</th>
<th>Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>32</td>
<td>N/A</td>
<td>285</td>
</tr>
<tr>
<td>2</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. What was the max capacity for student seats at each grade level in 2011-2012?

<table>
<thead>
<tr>
<th>Grade</th>
<th># Male N/A</th>
<th># Female N/A</th>
<th>Max Capacity Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>32</td>
<td>N/A</td>
<td>288</td>
</tr>
<tr>
<td>2</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

9. What is the estimated enrollment for 2012-2013 on 20th day of school?

<table>
<thead>
<tr>
<th>Grade</th>
<th># Male N/A</th>
<th># Female N/A</th>
<th>Estimated Enrollment Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>32</td>
<td>N/A</td>
<td>288</td>
</tr>
<tr>
<td>2</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>32</td>
<td>N/A</td>
<td></td>
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<tr>
<td>8</td>
<td>32</td>
<td>N/A</td>
<td></td>
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<td>32</td>
<td>N/A</td>
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<tr>
<td>10</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

10. What is the max capacity for student seats at each grade level in 2012-2013?

<table>
<thead>
<tr>
<th>Grade</th>
<th># Male N/A</th>
<th># Female N/A</th>
<th>Max Capacity Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>32</td>
<td>N/A</td>
<td>288</td>
</tr>
<tr>
<td>2</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>32</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

ISBE 87-13 (10/12)
12. Number of out-of-district students served in 2011-2012 on a tuition basis: 0

13. School day in 2011-2012: From 08:00 a.m. to 3:30 p.m. Average number of instructional minutes per day: 420

14. Number of students who attended during 2010-2011 but did not return at the beginning of the 2011-2012 school year: Male ☐ Female ☐

15. Student discipline during 2011-2012. Note: Any student who is suspended or expelled multiple times from the same school during the same school year should be counted only once toward that school’s total number of students suspended and expelled. “Total Number of Suspension Days Served” for the school should include all suspension days served by students during the school year, including all days served by any one student who has been suspended multiple times during the same school year.

<table>
<thead>
<tr>
<th>Number and % Suspended</th>
<th>Number and % Expelled</th>
<th>Total Number of Suspension Days Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male 1, Female 0</td>
<td>0, 0</td>
<td>8</td>
</tr>
</tbody>
</table>

16. Student Retention during 2011-2012. Note: Transfer should be included whether the withdrawal occurred during the school year or at the end of the school year.

<table>
<thead>
<tr>
<th>Transferring to another school in the district</th>
<th>Transferring to another school outside the district</th>
<th>No longer attending school</th>
</tr>
</thead>
<tbody>
<tr>
<td># Male 11, # Female 0</td>
<td># Male 0, # Female 0</td>
<td># Male 0, # Female 0</td>
</tr>
</tbody>
</table>

17. Number of high school graduates during 2011-2012: Male N/A, Female N/A

18. Average class size for general education classrooms only: 32, Male 15, Female 16.4

19. Average class size for pull-out special education classrooms (if applicable): N/A, Male N/A, Female N/A

20. Average class size for all classrooms (include special education pull-out classes): 32, Male 15, Female 16.4

21. Does your school require community service as a graduation requirement? Yes

22. How many hours of community service are required each year? 40

23. Average entering test scores at lowest grade served or lowest grade tested.
   Grade: 3, Name of test: ISAT, Score: 70.3

24. Average comparable exiting test scores at highest grade served or highest grade tested.
   Grade: 8, Name of test: ISAT, Score: 70.9
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Total number of instructional personnel (in FTE) in 2010-2011.</td>
</tr>
<tr>
<td>2</td>
<td>Total number of instructional personnel (in FTE) in 2011-2012.</td>
</tr>
<tr>
<td>3</td>
<td>Total number of 2010-2011 staff who remained at school for 2011-2012 school year.</td>
</tr>
<tr>
<td>4</td>
<td>Of the instructional staff at school in 2011-2012, how many maintain Illinois teaching certificates?</td>
</tr>
<tr>
<td>5</td>
<td>Number of 2011-2012 instructional personnel who entered classroom via an alternative certification program.</td>
</tr>
<tr>
<td></td>
<td>List name of program.</td>
</tr>
<tr>
<td></td>
<td>Common schools/program(s): Teach for America</td>
</tr>
<tr>
<td>6</td>
<td>Number of instructional personnel who completed neither alternative nor traditional certification.</td>
</tr>
<tr>
<td>7</td>
<td>Number and percentage of instructional personnel with at least a Master's degree in a relevant field.</td>
</tr>
<tr>
<td>8</td>
<td>Number and percentage of instructional personnel with at least a PhD in relevant field.</td>
</tr>
<tr>
<td>9</td>
<td>Average number of years experience in classroom for instructional staff.</td>
</tr>
<tr>
<td>10</td>
<td>Average number of years experience in classroom at current charter school for instructional staff.</td>
</tr>
<tr>
<td>11</td>
<td>Is your staff unionized?</td>
</tr>
<tr>
<td></td>
<td>If Yes, what union?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Number of full staff development days included in 2011-2012 school year.</td>
</tr>
<tr>
<td>13</td>
<td>Did your charter school distribute performance bonuses for instructional staff for the 2011-2012 school year?</td>
</tr>
<tr>
<td>14</td>
<td>What was the total dollar amount of bonuses received by instructional staff members for 2011-2012?</td>
</tr>
<tr>
<td>15</td>
<td>What is the representation of bonuses as a percentage of total salary compensation for 2011-2012 instructional staff?</td>
</tr>
<tr>
<td>16</td>
<td>Number of non-clerical administrative personnel (in FTE) in 2011-2012.</td>
</tr>
<tr>
<td></td>
<td>Please list positions included in count.</td>
</tr>
<tr>
<td></td>
<td>Academic Director, Master Teacher</td>
</tr>
<tr>
<td>17</td>
<td>Of these, how many (in FTE) maintain Illinois administrative certificates?</td>
</tr>
<tr>
<td>18</td>
<td>Did your charter school distribute performance bonuses for non-clerical administrative personnel for the 2011-2012 school year?</td>
</tr>
<tr>
<td>19</td>
<td>What was the total dollar amount of bonuses received by non-clerical administrative personnel in 2011-2012?</td>
</tr>
<tr>
<td>20</td>
<td>What is the representation of bonuses as a percentage of total salary compensation for 2011-2012 non-clerical administrative personnel?</td>
</tr>
</tbody>
</table>
D. CHARTER SCHOOL EXEMPTIONS

Charter schools are exempt from much of the School Code. Indicate the areas of flexibility used by your school in 2011-2012. Check all that apply. For each area you check, please include a brief explanation of how that exemption assisted or impeded your ability to meet your stated goals and objectives.

☐ 1. Teacher certification.

☐ 2. Administrative certification.
   
   Our autonomy in this area had allowed us to hire the candidates who are the best fit for our network and have demonstrated a successful track record of instructional leadership through their previous professional experience. It is important to note that all UNO-CSN school leaders are either currently certified or are pursuing administrative certification through graduate courses at local universities.

☐ 3. Autonomy to set educational priorities.
   
   Our autonomy in this area has allowed our schools' leadership and instructional teams to set targeted attainment and growth goals based on the specific needs of their particular body of students; furthermore, schools can take a strengths-based approach to teaching and learning. In addition, the network has been able to provide even more differentiated, streamlined support to schools based on their specific strengths and areas for growth.

☐ 4. Autonomy to design curriculum independent from school district.
   
   We have been able to increase the rigor of our curriculum and instruction by fully adopting the Common Core Standards and have also elected to have several of our teachers participate in piloting the new World and U.S. History Common Core Standards. School leadership and instructional teams also have the ability to choose the curricular resources (i.e., textbooks) that best correlate with the needs and interests of their students.

☐ 5. Autonomy to allow teaching methods that are new or different from the school district.
   
   The entire network continues to see solid/significant gains in student achievement thanks to teaching that is grounded in a balanced approach to literacy and authentic, student-centered instructional techniques. We have also been able to begin incorporating more technology into the classroom for student and teacher use. Once again, in addition to the aforementioned items, school leadership and instructional teams are able to choose the best approaches/strategies that will meet the needs of

☐ 6. Autonomy to design different, additional performance standards.

☐ 7. Autonomy to set unique school day and school year schedules.
   
   Our longer school day (an additional 30 minutes per day) and year (a 5-week summer) has allowed us to provide even more learning time for students and has expanded our capacity to provide targeted interventions for individual students and small groups.

☐ 8. Autonomy to manage fiscal affairs independent of school district.
   
   Our autonomy over our finances has ensured that we are able to align our spending with instructional/student-family focused priorities and needs. The expansion and refinement of our overall academic model, as well as each school's academic program, is the driving factor behind the utilization of our funds.

☐ 9. Autonomy to set employee compensation rates and/or provide bonuses.
   
   Our autonomy in this area has allowed us to appropriately compensate educators who have demonstrated a high-impact track-record of success throughout their career and to reward excellent teaching. The higher the impact of a teacher's instruction, the larger the increase in pay is through additional compensation and/or performance bonuses. This approach also ensures that we are able to retain highly-effective teachers and, in turn, prepare them for leadership positions at the new school.

☐ 10. Autonomy to contract with external providers for various services (please list).
   
   Prior to contracting with Futures Education, our students with special needs were not receiving the related services that are critical to their academic, social, and emotional success. Our partnership with Futures has allowed us to bring a team of 14 highly-qualified clinicians into our schools; these professionals ensure students' needs are met and also collaborate very closely with our instructional teams to further ensure student progress.

☐ 11. Other (please describe):
E. SUGGESTED CHANGES IN THE LAW

Charter School and Authorizer Finances

☑ 1. Mandate at least 100% per capita funding from the authorizer.
   Charter schools in independent facilities (either rental or new construction) have much higher operating costs due to expenses such as rent and improvements to the facility. In addition, charters operate in high-needs areas/neighborhoods and need access to as equal financial resources. In turn, the authorizer’s equitable funding should be a non-negotiable for all charter schools.

☑ 2. Allocate additional operating funds to charter schools beyond the per capita assistance from the authorizing district.
   All public school students should have access to state funds. Grant decisions should be made based on the quality of a school’s application, proposed initiatives, and results, not on whether or not it is a charter or traditional public school.

☑ 3. Increase the amount of state start-up grants to up to $1,000 per enrolled student.
   Start-up funds are critical for a new school’s ability to prepare for incoming students through careful planning, selection, and procurement of instructional/culture-building resources, curricular materials, and technology. Again, increasing the per pupil start-up amount is especially critical for those charters who operate out of independent facilities.

☑ 4. Provide state grants to all schools including those in renewal periods.
   Charters should be allowed to receive/compete for state grants, even in a renewal year, as these schools are still providing educational services in the best way possible even while engaging in the renewal process. Especially if a charter school or network has continuously demonstrated positive results during the time leading up to the renewal period, state grants for these schools are much needed.

☐ 5. Allow charter school revolving loan repayment after initial charter term.

☐ 6. Appropriate funds sufficient to fully fund state start-up grants as well as transition impact aid to districts.

☑ 7. Allocate funds to provide incentive grants to districts that approve charter schools.
   As long as the incentive grants are then transferred directly to charter schools, then this particular potential law makes sense. If the grants have no direct impact on charters or charter operations and are used for other district purposes, then the law should not be enacted.

☑ 8. Provide transportation funding.
   Contrary to popular myths, charters do want to serve all students, including those who are outside the traditional neighborhood boundary and those with special needs. Because of the equitable funding issues mentioned above, charters are often unable to assist those families who must travel greater distances or make special arrangements to ensure their students attend school in a timely manner every day. Transportation funding would remove the roadblock presented by the current lack of monies and allow charters to better align their actions with their mission/intention to serve all students.

   Facilities funding is one of the most important issues for charter schools. As was stated previously, facilities costs are a major issue affecting charter schools. In order to address school overcrowding and the community’s demand for more quality public education options, new and renovated facilities that are safe and welcoming must open.

☑ 10. Prohibit districts from charging rent for district buildings used by charter schools.
   Since charter schools are also public schools, districts should definitely NOT charge rent for occupation in order to create another revenue source for themselves. Just as charters need equal access to funds, they also need equal access to quality facilities, especially if they are either under-utilized or unoccupied.
E. SUGGESTED CHANGES IN THE LAW (Continued)

Admissions/Enrollment

☐ 1. Allow children classified as “at-risk” to have preference in the lottery in all charter schools.

☐ 2. Allow children of employees to attend regardless of their home District.

☐ 3. Allow additional enrollment preferences (specify).

Authorization

☐ 1. Provide for alternative routes to authorization that do not require charter schools to first present to local school boards.

Charter schools should be allowed to open schools without presenting to the local school boards in areas where schools are overcrowded and/or where parents/the community have adequately voiced their demands for better, more high-quality options for their children’s education.

☐ 2. Allow statewide RFPs for charter schools.

☐ 3. Lengthen the 75 days currently allowed for authorizers to respond to charter school applications.

☐ 4. Permit authorizers to renew charter schools for up to 10 year terms.

The charter renewal period should be extended to up to 10 years only for those charters that are high-performing and have demonstrated a consistent track record of student achievement over a specific period of time. There should be benchmarks included within the 10-year term to ensure the aforementioned consistency.
E. SUGGESTED CHANGES IN THE LAW (Continued)

Expansion of Charter Schools

1. Increase the cap to allow more charter schools to open.
   Parents and families continue to self-advocate for increasing high-quality options for educating their children. Parents and families deserve to have a choice when it comes to schooling, and this choice should not be restricted by their zip code or their capacity to afford (or not afford) private schooling (which requires tuition).

☐ 2. Allow multiple campuses for all schools.

☐ 3. Prohibit multiple campuses for all schools.

Increased Autonomy/Flexibility

1. Remove the requirement that charter schools give the same standardized tests as the authorizing district.
   Many charters have already begun to adopt the Common Core in order to increase the rigor of instruction and accelerate student learning, especially for those that are struggling or behind. In order to effectively assess student progress and areas for improvement, charters must design and align their assessments to their Common Core-based instruction.

☐ 2. Eliminate the teacher certification requirements included in Public Acts 093-0003 and 096-0105.

☐ 3. Allow for-profit management companies for all schools.

Other (please specify, attach additional pages as necessary):
F. MANAGEMENT RELATIONSHIPS

Indicate the relationship of your school to charter or educational management organizations (CMOs or EMOs). Check all that apply. Use space below to indicate the name of the management organization as appropriate.

☐ 1. The school had a contract with a not-for-profit CMO or EMO for the first time in 2011-2012.

☑ 2. The school has had a contract with a not-for-profit CMO or EMO in the past (specify years: 2012).

☐ 3. The school had a contract with a for-profit CMO or EMO for the first time in 2011-2012.

☐ 4. The school has had a contract with a for-profit CMO or EMO in the past (specify years: 2012).

☐ 5. The school has never had a contract with a CMO or EMO, either for-profit or not-for-profit.

Comments:
G. ACCOUNTABILITY

Indicate how your school is held accountable by the charter authorizer. Check all that apply.

Yes  No

1. Does the school submit a written performance report to the authorizer each year?  
☑  ☐

2. Does the school submit a written performance report to the authorizer only for renewal?  
☑  ☐

3. Does the school communicate the results of its performance reports to student families each year?  
If Yes, give the date and nature of communication: NCLB Report is sent home in the middle of fall semester (ISAT)

☐  ☑

4. Does the school communicate the results of its performance reports to community members each year?  
If Yes, give date and nature of communication: __________________________

☐  ☑

5. Does the authorizer make an on-site visit to the school each year?  
If Yes, list the dates of 2011-2012 visits: __________________________

☑  ☐

6. Does the authorizer make an on-site visit to the school only for renewal?  

☑  ☐

7. Does your school have a board of directors?  
If Yes, how many members are on the board? 6 __________________________

What is the frequency of board meetings? Monthly __________________________
H. MISSION AND GOALS

1. State the mission and goals of your school.

MISSION:
The UNO Charter School Network shares UNO's mission – to lead the transformation of the Hispanic Community toward an educated, powerful and prosperous citizenry by engaging and challenging it to redefine its potential and its legacy in metropolitan Chicago and the United States of America. The central principle behind UNO's philosophy is the belief that Hispanic immigrants follow in the tradition of their immigrant predecessors in America, bringing with them strong family values, a unique work ethic, and an entrepreneurial spirit. Through its high quality schools, UNO-CSN seeks to redefine the culture and expectations of public education, especially among underserved students.

OUR EDUCATION PHILOSOPHY AND BELIEFS:
UNO-CSN strongly believes that all students can learn and deserve the opportunity to realize their potential. Through our rigorous curriculum and individualized approach, we develop students who act with integrity and are civically engaged, intellectually curious, and prepared for success in high school, college, and beyond. For us, academic success is not a hope; it is an expectation.

We also believe that:
- Parent partnerships are critical to our work.
- Effective classroom instruction is the key lever for student success.
- Students learn best in a structured, supportive, and intellectually stimulating environment.
- Robust data should drive all of our decisions.
- We are all accountable for the achievement of our students.

OUR VISION FOR OUR STUDENTS:
Through our academic program, UNO-CSN seeks to develop young men and women who are committed to continually improving themselves as both scholars and citizens. An UNO-CSN education ensures that every graduate is:

- Prepared to Compete Locally, Nationally, and Globally:
  As competitors in the global marketplace, UNO graduates are ready for the rigors of high school, college, and beyond. They are technologically adept, culturally literate, and communicate effectively.
- CIVICALLY ENGAGED:
  As citizen-leaders, UNO graduates are informed, active, and responsible members of their communities.
- INTELLECTUALLY CURIOUS:
  As knowledge seekers, UNO graduates are analytical, innovative, and reflective thinkers.
- A Person of Integrity

2. Describe the extent to which your school is accomplishing its mission and goals. Be sure to use specific examples and data. Attach additional pages if necessary.

The majority of UNO-CSN's 11 existing schools continue to meet the aggressive ISAT growth goals each campus sets for itself annually, especially in Math, as evidenced by the nearly five-point increase in our Math scores (80.2 to 85.6) in the spring of 2012. We will continue this upward trajectory by maintaining our interim assessment program (NWEA) and further developing teacher capacity to use data from these assessments to tailor their instruction to address student gaps. It is important to note that eight of our elementary campuses have partnered with The Achievement Network for 2012-2013. The Achievement Network provides [1] quarterly interim assessments (in addition to NWEA) that are aligned with Illinois and Common Core Standards, as well as [2] a data coach who consults with both school leadership and teachers on interpreting and analyzing assessment results through a series of data meetings over the course of the year. During these data meetings, school leaders and teachers also collaborate to make adjustments to unit plans (i.e., selecting which standards to re-teach, if necessary) and to monitor individual student progress. In addition to these efforts, each school’s Master Teachers will continue to work with each teacher one-on-one, developing individual Professional Growth Plans and providing the feedback and guidance necessary for improving effectiveness in the classroom, and in turn, student academic outcomes.
I. BEST PRACTICES

1. Name three to four “best practices” used by your school and describe how each benefits your student population. Attach additional pages as necessary.

   For example:
   - Teacher evaluation methods
   - Teacher and administrator incentive pay structures
   - Benefit structure available to staff
   - Student performance data management and school level performance management practices
   - Internal accountability programs
   - Successful partnerships with outside organizations
   - Parent and community engagement / outreach strategies
   - Professional development
   - Professional culture / recruitment and retention strategies
   - Extended school day / school year

   Comments:

   - Refining Our Curriculum, Making Both Rigor and Literacy a Priority
     In order to push students to even higher levels of attainment, UNO-CSN is currently working to build upon its current curriculum, making it even more rigorous by anchoring our scope and sequence in the Common Core Standards and ensuring that literacy is strategically embedded across all subject areas. We are currently forming teacher-leader curriculum task forces who will lead these efforts.

   - Creating a Robust Human Capital System to Increase Teacher Effectiveness
     UNO-CSN continues to create a human capital system that attracts and retains top-tier instructional leaders. We are currently expanding our local and national networks through partnerships with universities (i.e., Harvard Graduate School of Education, Teachers College, etc.) and key organizations (i.e., Teach for America, Education Pioneers, etc.), as well as strengthening established relationships with other critical stakeholders to build better pipelines of the most highly qualified candidates for our new and existing schools. Additionally, UNO-CSN will continue to refine STRIVE as we embark on its first year of implementation, further prioritizing workforce development, providing teacher support where needed, and helping current staff identify advancement opportunities throughout the organization.

   - Building Systems and Capacity for Better Data-Driven Decision Making
     UNO-CSN has recently designed and begun to utilize detailed student, school, and network dashboard systems, making achievement and growth data more accessible to teachers, school leaders, and even students and their families. This level of visualization, as well as increased accessibility to robust, meaningful data will also ensure that teachers and school leaders make instructional decisions based on both student strengths and areas for improvement. In addition, UNO-CSN will hold itself to high levels of accountability and transparency that will lead to increased student success and continual network growth.

   - Pushing for Authentic Parent Engagement
     UNO-CSN views parent and family engagement as one of the most crucial components of student success. We believe that forming strong teacher-parent and home-school relationships further invests each student in his/her own learning and achievement. Accordingly, each UNO-CSN family commits to a partnership with its respective school community, including their child’s teacher, as well as the Academic Director. Grounded in a genuine and open line of communication, as well as the two home visits our teachers are required to complete for each of their students, the working relationship between parents and teachers is truly reciprocal: while teachers detail student expectations, parents also hold teachers accountable for the type of academic, social, and emotional support they believe their children will need to achieve their full potential. This working relationship is also strengthened through quarterly parent-teacher strategy meetings, as well as monthly family literacy nights at our elementary schools and student showcase nights at our high school. In addition, each of our schools invites parents to partake in numerous volunteer opportunities year-round. Each UNO-CSN school also has a Parent Outreach Coordinator on staff, who provides an additional campus-based point of contact for families and manages initiatives such as parent leadership training and skill building workshops.
List the total amounts of your school’s funding streams for the categories below as well as what each category represents as a percentage of your total operating budget.

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Public funds from federal government</td>
<td>$298,518</td>
<td>10.5%</td>
</tr>
<tr>
<td>2. Public funds from state government</td>
<td>$263,714</td>
<td>9.3%</td>
</tr>
<tr>
<td>3. Public funds from local government</td>
<td>$2,240,430</td>
<td>78.8%</td>
</tr>
<tr>
<td>4. Private donations from individuals</td>
<td>$6,500</td>
<td>.2%</td>
</tr>
<tr>
<td>5. Private donations from corporations</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>6. Private donations from non-profits or foundations</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>7. Other sources (please explain): student fees and fundraising</td>
<td>$33,750</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

8. Total revenue/funding.                                       | $2,842,912| 100%       |

9. Are your facilities independent from district ownership?
   - Yes [✓] No [ ]

Provide a top-level breakdown of your budget based on the following categories. Please list both the amount spent as well as what each category represents as a percentage of total outlays.

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Administrative costs (clerical supplies, office machine rental/use, etc.)</td>
<td>$127,000</td>
<td>4.7%</td>
</tr>
<tr>
<td>11. Facilities rental/lease.</td>
<td>$82,944</td>
<td>3.1%</td>
</tr>
<tr>
<td>12. Facilities maintenance and upkeep.</td>
<td>$279,000</td>
<td>10.3%</td>
</tr>
<tr>
<td>13. Instructional personnel salaries.</td>
<td>$1,369,317</td>
<td>50.5%</td>
</tr>
<tr>
<td>14. Instructional personnel performance based bonuses.</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>15. Administrative non-clerical personnel salaries.</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>16. Administrative, non-clerical personnel performance bonuses.</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>17. Support staff salaries (maintenance, clerical, etc.).</td>
<td>$217,544</td>
<td>8.0%</td>
</tr>
<tr>
<td>18. Program supplies (books, computers, student instructional aides).</td>
<td>$84,020</td>
<td>3.1%</td>
</tr>
<tr>
<td>19. Professional development.</td>
<td>$5,000</td>
<td>.2%</td>
</tr>
<tr>
<td>20. Public relations / advertising.</td>
<td>$4,000</td>
<td>.1%</td>
</tr>
<tr>
<td>21. Student programs and activities (non-athletic).</td>
<td>$239,210</td>
<td>8.8%</td>
</tr>
<tr>
<td>22. Student programs and activities (athletic).</td>
<td>$3,000</td>
<td>.1%</td>
</tr>
<tr>
<td>23. Other (please explain broadly): CMO Fee, Student fund-raising expense</td>
<td>$301,451</td>
<td>11.1%</td>
</tr>
</tbody>
</table>

24. Total expenses.                                              | $2,712,486 | 100%       |

ISBE 87-13 (10/12)
K. OPTIONAL INFORMATION

Providing information on the points listed below is optional. Please attach additional pages as necessary if you choose to address the issues noted.

- Describe the need for changes in the approval process
- Summarize the results of any parent surveys conducted in the past year
- Describe any "success stories" from your school
- Describe any "lessons learned" for those interested in starting a charter school
- Describe the greatest challenge your school faced in the past year
- Provide any additional information not covered above.

Comments:

SUCCESS STORIES:

1. Creating a Robust Graduate Support Program
   In addition to a rigorous curriculum, a culture of achievement, and a strong set of reinforcements grounded in a successful school community, UNO-CSN students benefit from the high school and college readiness programming provided by our Graduate Support Team (GS). Beginning in Grade 6, GS team members prepare and guide students and families through the process of applying to competitive, highly selective high schools both locally and nationally. This past year, over 90% of UNO-CSN's graduating 8th graders matriculated into a high-quality high school, including some of Chicago's top performing selective enrollment, magnet, private, and charter schools. The GS Team also assists UNO-CSN's high school juniors and seniors in successfully completing the college application and acceptance process. GS supported UNO-CSN's first cohort of seniors – the Class of 2012 – in earning over $4 million in scholarships. In addition, every 12th grade student successfully graduated, with 105 enrolled in colleges/universities and 105 enlisted to serve in the armed forces. The GS Team's efforts, in conjunction with those of our teachers and parents, strengthen every UNO-CSN graduate's ability to persist through and complete college.

2. Driving Exemplar Parent and Family Engagement
   UNO and UNO-CSN continue to authentically engage parents and families through the development of lasting relationships that are grounded not only in trust and mutual respect, but also the challenge to further transform the Hispanic community. UNO organizes and pushes the greater community to take ownership of solving the issues that present obstacles to their own personal/professional growth and success, especially on behalf of their youth. One of our strongest indicators of effective parent engagement (and in turn, student investment) is UNO-CSN's daily attendance rate of 97% across the network. Our efficacy in this area is also evidenced by the group of UNO-CSN parents who organized and traveled to Springfield in 2009 to advocate for additional funding for UNO to build more quality schools. Their collective action led to the state awarding our organization $98 million in capital funds for network expansion. Through our current and future growth, UNO and UNO-CSN will continue to activate bases of parents and other key stakeholders across the city, who will strengthen the voice of the communities we serve and fuel their ongoing transformation.
A. DIRECTORY INFORMATION. Provide the most recent information in each box.

<table>
<thead>
<tr>
<th>NAME OF CHARTER SCHOOL</th>
<th>TELEPHONE NUMBER</th>
<th>FAX NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNO Soccer Academy</td>
<td>312.432.6302</td>
<td>312.432.0077</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STREET ADDRESS</th>
<th>NUMBER OF SCHOOL SITES IN 2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>5050 S. Homan Ave., Chicago, Illinois 60632</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME OF PERSON COMPLETING THIS FORM</th>
<th>TELEPHONE OF PERSON COMPLETING THIS FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alfred Quijano</td>
<td>312.432.6301</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME OF CHARTER SCHOOL DIRECTOR</th>
<th>E-MAIL OF CHARTER SCHOOL DIRECTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juan Rangel</td>
<td><a href="mailto:mmoeller@uno-online.org">mmoeller@uno-online.org</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME OF CHARTER SCHOOL GOVERNING BOARD PRESIDENT</th>
<th>SCHOOL'S WEBSITE ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthew Moeller</td>
<td><a href="http://www.unocharterschools.org">www.unocharterschools.org</a></td>
</tr>
</tbody>
</table>

B. STUDENT DATA

1. Did your school hold an enrollment lottery for 2011-2012? [ ] Yes [ ] No 1223

2. How many student enrollment applications were received for 2011-2012? 576

3. From these applications, how many students were selected via lottery? 647

4. How many students were on waiting list 2011-2012 on 20th day of school? K-8

5. Grades served in 2011-2012. 566

6. Student enrollment in 2011-2012 on 20th day of school.

7. Student enrollment in 2011-2012 by grade on 20th day of school (Check all that apply and fill in total number of students at grade level.)

<table>
<thead>
<tr>
<th>Grade</th>
<th># Male</th>
<th># Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>64</td>
<td>64</td>
<td>128</td>
</tr>
<tr>
<td>1</td>
<td>64</td>
<td>64</td>
<td>128</td>
</tr>
<tr>
<td>2</td>
<td>64</td>
<td>64</td>
<td>128</td>
</tr>
<tr>
<td>3</td>
<td>64</td>
<td>64</td>
<td>128</td>
</tr>
<tr>
<td>4</td>
<td>64</td>
<td>64</td>
<td>128</td>
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<tr>
<td>5</td>
<td>64</td>
<td>64</td>
<td>128</td>
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<tr>
<td>6</td>
<td>64</td>
<td>64</td>
<td>128</td>
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<tr>
<td>7</td>
<td>64</td>
<td>64</td>
<td>128</td>
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<tr>
<td>8</td>
<td>64</td>
<td>64</td>
<td>128</td>
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<tr>
<td>9</td>
<td>64</td>
<td>64</td>
<td>128</td>
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<tr>
<td>10</td>
<td>64</td>
<td>64</td>
<td>128</td>
</tr>
<tr>
<td>11</td>
<td>64</td>
<td>64</td>
<td>128</td>
</tr>
<tr>
<td>12</td>
<td>64</td>
<td>64</td>
<td>128</td>
</tr>
</tbody>
</table>

Max capacity total: 576

8. What was the max capacity for student seats at each grade level in 2011-2012?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Max capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>64</td>
</tr>
<tr>
<td>1</td>
<td>64</td>
</tr>
<tr>
<td>2</td>
<td>64</td>
</tr>
<tr>
<td>3</td>
<td>64</td>
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<tr>
<td>4</td>
<td>64</td>
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<tr>
<td>5</td>
<td>64</td>
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<td>6</td>
<td>64</td>
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<td>7</td>
<td>64</td>
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<td>8</td>
<td>64</td>
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<td>9</td>
<td>64</td>
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<tr>
<td>10</td>
<td>64</td>
</tr>
<tr>
<td>11</td>
<td>64</td>
</tr>
<tr>
<td>12</td>
<td>64</td>
</tr>
</tbody>
</table>

Max capacity total: 576

9. What is the estimated enrollment for 2012-2013 on 20th day of school?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Estimated enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>64</td>
</tr>
<tr>
<td>1</td>
<td>64</td>
</tr>
<tr>
<td>2</td>
<td>64</td>
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<tr>
<td>3</td>
<td>64</td>
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<tr>
<td>4</td>
<td>64</td>
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<tr>
<td>5</td>
<td>64</td>
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<td>6</td>
<td>64</td>
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<tr>
<td>7</td>
<td>64</td>
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<td>64</td>
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<tr>
<td>10</td>
<td>64</td>
</tr>
<tr>
<td>11</td>
<td>64</td>
</tr>
<tr>
<td>12</td>
<td>64</td>
</tr>
</tbody>
</table>

Estimated enrollment total: 576

10. What is the max capacity for student seats at each grade level in 2012-2013?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Max capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>64</td>
</tr>
<tr>
<td>1</td>
<td>64</td>
</tr>
<tr>
<td>2</td>
<td>64</td>
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<td>3</td>
<td>64</td>
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<td>4</td>
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<td>5</td>
<td>64</td>
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<td>6</td>
<td>64</td>
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<td>7</td>
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<td>9</td>
<td>64</td>
</tr>
<tr>
<td>10</td>
<td>64</td>
</tr>
<tr>
<td>11</td>
<td>64</td>
</tr>
<tr>
<td>12</td>
<td>64</td>
</tr>
</tbody>
</table>

Max capacity total: 576
12. Number of out-of-district students served in 2011-2012 on a tuition basis: 0

13. School day in 2011-2012: From 8:00 a.m. to 3:30 p.m. Average number of instructional minutes per day: 420

14. Number of students who attended during 2010-2011 but did not return at the beginning of the 2011-2012 school year: # Male 0 # Female 0

   Do not include students who completed last grade available by charter school.

15. Student discipline during 2011-2012. Note: Any student who is suspended or expelled multiple times from the same school during the same school year should be counted only once toward that school’s total number of students suspended and expelled. “Total Number of Suspension Days Served” for the school should include all suspension days served by students during the school year, including all days served by any one student who has been suspended multiple times during the same school year.

<table>
<thead>
<tr>
<th>Number and % Suspended</th>
<th>Number and % Expelled</th>
<th>Total Number of Suspension Days Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 / 0 %</td>
<td>0 / 0 %</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Raw # Male</th>
<th># Female</th>
<th>Raw # Male</th>
<th># Female</th>
<th>Raw # Male</th>
<th># Female</th>
</tr>
</thead>
</table>

16. Student Retention during 2011-2012. Note: Transfer should be included whether the withdrawal occurred during the school year or at the end of the school year.

<table>
<thead>
<tr>
<th>Transferring to another school in the district</th>
<th>Transferring to another school outside the district</th>
<th>No longer attending school</th>
</tr>
</thead>
<tbody>
<tr>
<td># Male _ # Female _</td>
<td># Male _ # Female _</td>
<td># Male _ # Female _</td>
</tr>
</tbody>
</table>

17. Number of high school graduates during 2011-2012: N/A # Male _ # Female _

18. Average class size for general education classrooms only: 31.8 # Male 17.6 # Female 14.2

19. Average class size for pull-out special education classrooms (if applicable): N/A # Male _ # Female _

20. Average class size for all classrooms (include special education pull-out classes): 31.8 # Male 17.6 # Female 14.2

21. Does your school require community service as a graduation requirement? YES

22. How many hours of community service are required each year? 40

23. Average entering test scores at lowest grade served or lowest grade tested.

   Grade: 3 Name of test: _ ISAT_ (ISAT, NWEA, EPAS, etc.) Score: 75.8

24. Average comparable exiting test scores at highest grade served or highest grade tested.

   Grade: 8 Name of test: _ ISAT_ (ISAT, NWEA, EPAS, etc. Should be the same as above.) Score: 88.9
C. STAFF DATA

1. Total number of instructional personnel (in FTE) in 2010-2011.
   - 0

2. Total number of instructional personnel (in FTE) in 2011-2012.
   - 25.5

3. Total number of 2010-2011 staff who remained at school for 2011-2012 school year.
   - N/A

4. Of the instructional staff at school in 2011-2012, how many maintain Illinois teaching certificates?
   - 24.5

5. Number of 2011-2012 instructional personnel who entered classroom via an alternative certification program.
   - 3

   List name of program.
   Common schools/program(s): Teach for America

6. Number of instructional personnel who completed neither alternative nor traditional certification.
   - 1

7. Number and percentage of instructional personnel with at least a Master's degree in a relevant field.
   - 8 / 31.4 %

8. Number and percentage of instructional personnel with at least a PhD in relevant field.
   - 0 / 0 %

9. Average number of years experience in classroom for instructional staff.
   - 1.88

10. Average number of years experience in classroom at current charter school for instructional staff.
    - 1

11. Is your staff unionized?
    - Yes ☐ No ☑

12. Number of full staff development days included in 2011-2012 school year.
    - 4

13. Did your charter school distribute performance bonuses for instructional staff for the 2011-2012 school year?
    - Yes ☐ No ☑

14. What was the total dollar amount of bonuses received by instructional staff members for 2011-2012?
    - N/A

15. What is the representation of bonuses as a percentage of total salary compensation for 2011-2012 instructional staff?
    - N/A

    - 3

    Please list positions included in count.
    Academic Director, Master Teacher

17. Of these, how many (in FTE) maintain Illinois administrative certificates?
    - 1

18. Did your charter school distribute performance bonuses for non-clerical administrative personnel for the 2011-2012 school year?
    - Yes ☐ No ☑

19. What was the total dollar amount of bonuses received by non-clerical administrative personnel in 2011-2012?
    - N/A

20. What is the representation of bonuses as a percentage of total salary compensation for 2011-2012 non-clerical administrative personnel?
    - N/A
Charter schools are exempt from much of the School Code. Indicate the areas of flexibility used by your school in 2011-2012. Check all that apply. For each area you check, please included a brief explanation of how that exemption assisted or impeded your ability to meet your stated goals and objectives.

1. Teacher certification.

2. Administrative certification.

   Our autonomy in this area had allowed us to hire the candidates who are the best fit for our network and have demonstrated a successful track record of instructional leadership through their previous professional experience. It is important to note that all UNO-CSN school leaders are either currently certified or are pursuing administrative certification through graduate courses at local universities.

3. Autonomy to set educational priorities.

   Our autonomy in this area has allowed our schools' leadership and instructional teams to set targeted attainment and growth goals based on the specific needs of their particular body of students; furthermore, schools can take a strengths-based approach to teaching and learning. In addition, the network has been able to provide even more differentiated, streamlined support to schools based on their specific strengths and areas for growth.

4. Autonomy to design curriculum independent from school district.

   We have been able to increase the rigor of our curriculum and instruction by fully adopting the Common Core Standards and have also elected to have several of our teachers participate in piloting the new World and U.S. History Common Core Standards. School leadership and instructional teams also have the ability to choose the curricular resources (i.e., textbooks) that best correlate with the needs and interests of their students.

5. Autonomy to allow teaching methods that are new or different from the school district.

   The entire network continues to see solid/significant gains in student achievement thanks to teaching that is grounded in a balanced approach to literacy and authentic, student-centered instructional techniques. We have also been able to begin incorporating more technology into the classroom for student and teacher use. Once again, in addition to the aforementioned items, school leadership and instructional teams are able to choose the best approaches/strategies that will meet the needs of

6. Autonomy to design different, additional performance standards.

7. Autonomy to set unique school day and school year schedules.

   Our longer school day (an additional 30 minutes per day) and year (a 5-week summer) has allowed us to provide even more learning time for students and has expanded our capacity to provide targeted interventions for individual students and small groups.

8. Autonomy to manage fiscal affairs independent of school district.

   Our autonomy over our finances has ensured that we are able to align our spending with instructional/student-family focused priorities and needs. The expansion and refinement of our overall academic model, as well as each school's academic program, is the driving factor behind the utilization of our funds.

9. Autonomy to set employee compensation rates and/or provide bonuses.

   Our autonomy in this area has allowed us to appropriately compensate educators who have demonstrated a high-impact track-record of success throughout their career and to reward excellent teaching. The higher the impact of a teacher's instruction, the larger the increase in pay is through additional compensation and/or performance bonuses. This approach also ensures that we are able to retain highly-effective teachers and, in turn, prepare them for leadership positions at the new school.

10. Autonomy to contract with external providers for various services (please list).

    Prior to contracting with Futures Education, our students with special needs were not receiving the related services that are critical to their academic, social, and emotional success. Our partnership with Futures has allowed us to bring a team of 14 highly-qualified clinicians into our schools; these professionals ensure students' needs are met and also collaborate very closely with our instructional teams to further ensure student progress.

11. Other (please describe):
E. SUGGESTED CHANGES IN THE LAW

Charter School and Authorizer Finances

1. Mandate at least 100% per capita funding from the authorizer.
   Charter schools in independent facilities (either rental or new construction) have much higher operating costs due to expenses such as rent and improvements to the facility. In addition, charters operate in high-needs areas/neighborhoods and need access to as equal financial resources. In turn, the authorizer’s equitable funding should be a non-negotiable for all charter schools.

2. Allocate additional operating funds to charter schools beyond the per capita assistance from the authorizing district.
   All public school students should have access to state funds. Grant decisions should be made based on the quality of a school’s application, proposed initiatives, and results, not on whether or not it is a charter or traditional public school.

3. Increase the amount of state start-up grants to up to $1,000 per enrolled student.
   Start-up funds are critical for a new school’s ability to prepare for incoming students through careful planning, selection, and procurement of instructional/culture-building resources, curricular materials, and technology. Again, increasing the per pupil start-up amount is especially critical for those charters who operate out of independent facilities.

4. Provide state grants to all schools including those in renewal periods.
   Charters should be allowed to receive/compete for state grants, even in a renewal year, as these schools are still providing educational services in the best way possible even while engaging in the renewal process. Especially if a charter school or network has continuously demonstrated positive results during the time leading up to the renewal period, state grants for these schools are much needed.

5. Allow charter school revolving loan repayment after initial charter term.

6. Appropriate funds sufficient to fully fund state start-up grants as well as transition impact aid to districts.

7. Allocate funds to provide incentive grants to districts that approve charter schools.
   As long as the incentive grants are then transferred directly to charter schools, then this particular potential law makes sense. If the grants have no direct impact on charters or charter operations and are used for other district purposes, then the law should not be enacted.

8. Provide transportation funding.
   Contrary to popular myths, charters do want to serve all students, including those who are outside the traditional neighborhood boundary and those with special needs. Because of the equitable funding issues mentioned above, charters are often unable to assist those families who must travel greater distances or make special arrangements to ensure their students attend school in a timely manner every day. Transportation funding would remove the roadblock presented by the current lack of monies and allow charters to better align their actions with their mission/intention to serve all students.

   Facilities funding is one of the most important issues for charter schools. As was stated previously, facilities costs are a major issue affecting charter schools. In order to address school overcrowding and the community’s demand for more quality public education options, new and renovated facilities that are safe and welcoming must open.

10. Prohibit districts from charging rent for district buildings used by charter schools.
    Since charter schools are also public schools, districts should definitely NOT charge rent for occupation in order to create another revenue source for themselves. Just as charters need equal access to funds, they also need equal access to quality facilities, especially if they are either under-utilized or unoccupied.
E. SUGGESTED CHANGES IN THE LAW (Continued)

Admissions/Enrollment

☐ 1. Allow children classified as "at-risk" to have preference in the lottery in all charter schools.

☐ 2. Allow children of employees to attend regardless of their home District.

☐ 3. Allow additional enrollment preferences (specify).

Authorization

☑ 1. Provide for alternative routes to authorization that do not require charter schools to first present to local school boards.

Charter schools should be allowed to open schools without presenting to the local school boards in areas where schools are overcrowded and/or where parents/the community have adequately voiced their demands for better, more high-quality options for their children's education.

☐ 2. Allow statewide RFPs for charter schools.

☐ 3. Lengthen the 75 days currently allowed for authorizers to respond to charter school applications.

☐ 4. Permit authorizers to renew charter schools for up to 10 year terms.

The charter renewal period should be extended to up to 10 years only for those charters that are high-performing and have demonstrated a consistent track record of student achievement over a specific period of time. There should be benchmarks included within the 10-year term to ensure the aforementioned consistency.
Other (please specify; attach additional pages as necessary):  

Allow for-profit management companies for all schools.  

Eliminate the teacher certification requirements included in Public Acts 93-0003 and 93-0105.  

Increased autonomy/ flexibility. Provide multiple campuses for all schools.  

Expand charter schools for all schools.
F. MANAGEMENT RELATIONSHIPS

Indicate the relationship of your school to charter or educational management organizations (CMOs or EMOs). Check all that apply. Use space below to indicate the name of the management organization as appropriate.

☐ 1. The school had a contract with a not-for-profit CMO or EMO for the first time in 2011-2012.

☒ 2. The school has had a contract with a not-for-profit CMO or EMO in the past (specify years: __________).

☐ 3. The school had a contract with a for-profit CMO or EMO for the first time in 2011-2012.

☐ 4. The school has had a contract with a for-profit CMO or EMO in the past (specify years: __________).

☐ 5. The school has never had a contract with a CMO or EMO, either for-profit or not-for-profit.

Comments:
G. ACCOUNTABILITY

Indicate how your school is held accountable by the charter authorizer. Check all that apply.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>☑</td>
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</table>

1. Does the school submit a written performance report to the authorizer each year?

2. Does the school submit a written performance report to the authorizer only for renewal?

3. Does the school communicate the results of its performance reports to student families each year?
   - If Yes, give the date and nature of communication: NCLB Report is sent home in the middle of fall semester (ISAT)

4. Does the school communicate the results of its performance reports to community members each year?
   - If Yes, give date and nature of communication: ________________________________________________

5. Does the authorizer make an on-site visit to the school each year?
   - If Yes, list the dates of 2011-2012 visits: ________________________________________________

6. Does the authorizer make an on-site visit to the school only for renewal?

7. Does your school have a board of directors?
   - If Yes, how many members are on the board? 6
   - What is the frequency of board meetings? Monthly
MISSION:
The UNO Charter School Network shares UNO's mission to lead the transformation of the Hispanic Community toward an educated, powerful, and prosperous citizenry by engaging and challenging it to redefine its potential and its legacy in a metropolitan Chicago and the United States. The central principle behind UNO's philosophy is the belief that Hispanic immigrants, following the tradition of their immigrant predecessors in America, bring with them strong family values, unique work ethic, and an entrepreneurial spirit. Through our rigorous curriculum and individualized approach, we develop students who act with integrity and are civically engaged, intellectually curious, and prepared for success in high school, college, and beyond. For us, academic success is not a hope; it is an expectation.

Our EDUCATION PHILOSOPHY AND BELIEFS:
UNO-CSN strongly believes that all students can learn and deserve the opportunity to realize their potential. Through our rigorous curriculum and individualized approach, we develop students who act with integrity and are civically engaged, intellectually curious, and prepared for success in high school, college, and beyond. They are prepared to compete locally, nationally, and globally.

As leaders in our community, UNO-CSN seeks to develop young men and women who are committed to continuously improving themselves as both scholars and citizens. An UNO-CSN education ensures that every graduate is intellectually curious. As citizen-leaders, UNO-CSN graduates are informed, active, and responsible members of their communities.

Our VISION FOR OUR STUDENTS:
Through our academic program, UNO-CSN seeks to develop young men and women who are committed to continuously improving themselves as both scholars and citizens. An UNO-CSN education ensures that every graduate is intellectually curious. As citizen-leaders, UNO-CSN graduates are informed, active, and responsible members of their communities.

Describe the extent to which your school is accomplishing its mission and goals. Be sure to use specific examples and data. Attach additional pages if necessary.

1. State the mission and goals of your school.

The majority of UNO-CSN's 11 existing schools continue to meet the aggressive ISAT growth goals each campus sets for itself annually; especially in Math, as evidenced by the nearly five-point increase in our Math scores (80.2 to 86.6) in the spring of 2012. We will continue this upward trajectory by maintaining our interim assessment program (IWEA) and further developing our teacher capacity to use data from these assessments to tailor their instruction to address student gaps. It is important to note that eight of our elementary campuses have partnered with The Achievement Network for 2012-2013. The Achievement Network provides [1] quarterly interim assessments to the participating campuses in addition to NWEA. [2] The Achievement Network also provides [2] a data coach to every school, [3] a data coach to every school, and [4] a data coach to every school. In addition to these efforts, each school's Master Teacher's will continue to work with each teacher on-on-one, developing Individual Professional Development Plans and providing feedback and guidance necessary for improving effectiveness in the classroom, and in turn, student academic outcomes.

2. Attach additional pages if necessary.
1. Name three to four “best practices” used by your school and describe how each benefits your student population. Attach additional pages as necessary.

For example:
- Teacher evaluation methods
- Teacher and administrator incentive pay structures
- Benefit structure available to staff
- Student performance data management and school level performance management practices
- Internal accountability programs
- Successful partnerships with outside organizations
- Parent and community engagement/outreach strategies
- Professional development
- Professional culture/recruitment and retention strategies
- Extended school day/school year

Comments:

- Refining Our Curriculum, Making Both Rigor and Literacy a Priority
  In order to push students to even higher levels of attainment, UNO-CSN is currently working to build upon its current curriculum, making it even more rigorous by anchoring our scope and sequence in the Common Core Standards and ensuring that literacy is strategically embedded across all subject areas. We are currently forming teacher-leader curriculum task forces who will lead these efforts.

- Creating a Robust Human Capital System to Increase Teacher Effectiveness
  UNO-CSN continues to create a human capital system that attracts and retains top-tier instructional leaders. We are currently expanding our local and national networks through partnerships with universities (i.e., Harvard Graduate School of Education, Teachers College, etc.) and key organizations (i.e., Teach for America, Education Pioneers, etc.), as well as strengthening established relationships with other critical stakeholders to build better pipelines of the most highly qualified candidates for our new and existing schools. Additionally, UNO-CSN will continue to refine STRIVE as we embark on its first year of implementation, further prioritizing workforce development, providing teacher support where needed, and helping current staff identify advancement opportunities throughout the organization.

- Building Systems and Capacity for Better Data-Driven Decision Making
  UNO-CSN has recently designed and begun to utilize detailed student, school, and network dashboard systems, making achievement and growth data more accessible to teachers, school leaders, and even students and their families. This level of visualization, as well as increased accessibility to robust, meaningful data will also ensure that teachers and school leaders make instructional decisions based on both student strengths and areas for improvement. In addition, UNO-CSN will hold itself to high levels of accountability and transparency that will lead to increased student success and continual network growth.

- Pushing for Authentic Parent Engagement
  UNO-CSN views parent and family engagement as one of the most crucial components of student success. We believe that forming strong teacher-parent and home-school relationships further invests each student in his/her own learning and achievement. Accordingly, each UNO-CSN family commits to a partnership with its respective school community, including their child’s teacher, as well as the Academic Director. Grounded in a genuine and open line of communication, as well as the two home visits our teachers are required to complete for each of their students, the working relationship between parents and teachers is truly reciprocal: while teachers detail student expectations, parents also hold teachers accountable for the type of academic, social, and emotional support they believe their children will need to achieve their full potential. This working relationship is also strengthened through quarterly parent-teacher strategy meetings, as well as monthly family literacy nights at our elementary schools and student showcase nights at our high school. In addition, each of our schools invites parents to partake in numerous volunteer opportunities year-round. Each UNO-CSN school also has a Parent Outreach Coordinator on staff, who provides an additional campus-based point of contact for families and manages initiatives such as parent leadership training and skill building workshops.
List the total amounts of your school’s funding streams for the categories below as well as what each category represents as a percentage of your total operating budget.

1. Public funds from federal government. $ 475,016 8.7%
2. Public funds from state government. $ 285,640 5.2%
3. Public funds from local government. $ 4,340,839 79.7%
4. Private donations from individuals. $ 0 0%
5. Private donations from corporations. $ 0%
6. Private donations from non-profits or foundations. $ 250,000 4.6%
7. Other sources (please explain).
   Student fees and fund raising $ 96,300 1.8%
8. Total revenue/funding. $ 5,477,595 100%
9. Are your facilities independent from district ownership? [ ] Yes [ ] No

Provide a top-level breakdown of your budget based on the following categories. Please list both the amount spent as well as what each category represents as a percentage of total outlays.

10. Administrative costs (clerical supplies, office machine rental/use, etc). $ 245,170 5.1%
11. Facilities rental/lease. $ 341,250 7.0%
12. Facilities maintenance and upkeep. $ 532,946 11.1%
13. Instructional personnel salaries. $ 1,847,070 38.1%
14. Instructional personnel performance based bonuses. $ 0 0%
15. Administrative non-clerical personnel salaries. $ 0 0%
16. Administrative, non-clerical personnel performance bonuses. $ 0 0%
17. Support staff salaries (maintenance, clerical, etc.). $ 213,529 4.4%
18. Program supplies (books, computers, student instructional aides). $ 576,752 11.9%
19. Professional development. $ 7,500 0.2%
20. Public relations / advertising. $ 13,000 0.3%
21. Student programs and activities (non-athletic). $ 473,596 9.8%
22. Student programs and activities (athletic). $ 0 0%
23. Other (please explain broadly):
   CMO fee $ 589,640 12.2%
   Student fund raising costs

24. Total expenses. $ 4,840,453 100%
K. OPTIONAL INFORMATION

Providing information on the points listed below is optional. Please attach additional pages as necessary if you choose to address the issues noted.

- Describe the need for changes in the approval process
- Summarize the results of any parent surveys conducted in the past year
- Describe any “success stories” from your school
- Describe any “lessons learned” for those interested in starting a charter school
- Describe the greatest challenge your school faced in the past year
- Provide any additional information not covered above.

Comments:

SUCCESS STORIES:

1. Creating a Robust Graduate Support Program
In addition to a rigorous curriculum, a culture of achievement, and a strong set of reinforcements grounded in a successful school community, UNO-CSN students benefit from the high school and college readiness programming provided by our Graduate Support Team (GS). Beginning in Grade 6, GS team members prepare and guide students and families through the process of applying to competitive, highly selective high schools both locally and nationally. This past year, over 90% of UNO-CSN’s graduating 8th graders matriculated into a high-quality high school, including some of Chicago’s top performing selective enrollment, magnet, private, and charter schools. The GS Team also assists UNO-CSN’s high school juniors and seniors in successfully completing the college application and acceptance process. GS supported UNO-CSN’s first cohort of seniors – the Class of 2012 – in earning over $4 million in scholarships. In addition, every 12th grade student successfully graduated, with 105 enrolled in colleges/universities and 26 enlisted to serve in the armed forces. The GS Team’s efforts, in conjunction with those of our teachers and parents, strengthen every UNO-CSN graduate’s ability to persist through and complete college.

2. Driving Exemplar Parent and Family Engagement
UNO and UNO-CSN continue to authentically engage parents and families through the development of lasting relationships that are grounded not only in trust and mutual respect, but also the challenge to further transform the Hispanic community. UNO organizes and pushes the greater community to take ownership of solving the issues that present obstacles to their own personal/professional growth and success, especially on behalf of its youth. One of our strongest indicators of effective parent engagement (and in turn, student investment) is UNO-CSN’s daily attendance rate of 97% across the network. Our efficacy in this area is also evidenced by the group of UNO-CSN parents who organized and traveled to Springfield in 2009 to advocate for additional funding for UNO to build more quality schools. Their collective action led to the state awarding our organization $98 million in capital funds for network expansion. Through our current and future growth, UNO and UNO-CSN will continue to activate bases of parents and other key stakeholders across the city, who will strengthen the voice of the communities we serve and fuel their ongoing transformation.
2011-2012
CHARTER SCHOOL REPORT INFORMATION

INSTRUCTIONS: Complete this form for each campus of your charter school and return by December 21, 2012. You may mail to the attention of Jennifer Saba at the above address, fax to her at 312.814.8871, or e-mail to jsaba@abe.net.

A. DIRECTORY INFORMATION. Provide the most recent information in each box.

NAME OF CHARTER SCHOOL: UNO Sandra Cisneros
TELEPHONE NUMBER (Include Area Code): 312.432.6302
FAX NUMBER (Include Area Code): 312.432.0077

STREET ADDRESS (Number, Street, City, State, 9 Digit Zip Code): 2744 W. Pershing Rd., Chicago, Illinois 60632

NAME OF PERSON COMPLETING THIS FORM: Alfred Quijano
TELEPHONE OF PERSON COMPLETING THIS FORM (Include Area Code): 312.432.6301

NAME OF CHARTER SCHOOL DIRECTOR: Matthew Moeller
E-MAIL OF CHARTER SCHOOL DIRECTOR: mmoeller@uno-online.org

NAME OF CHARTER SCHOOL GOVERNING BOARD PRESIDENT: Juan Rangel
SCHOOL'S WEB SITE ADDRESS: www.unocharterschools.org

OTHER SOCIAL MEDIA (Please check appropriate box and give username.)

Facebook Username: 
Twitter Username: 
Other Username: 

B. STUDENT DATA

1. Did your school hold an enrollment lottery for 2011-2012? Yes No
2. How many student enrollment applications were received for 2011-2012? 282
3. From these applications, how many students were selected via lottery? 76
4. How many students were on waiting list 2011-2012 on 20th day of school? 206
5. Grades served in 2011-2012.
6. Student enrollment in 2011-2012 on 20th day of school.
7. Student enrollment in 2011-2012 by grade on 20th day of school (Check all that apply and fill in total number of students at grade level.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Enrollment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>64</td>
</tr>
<tr>
<td>1</td>
<td>64</td>
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<tr>
<td>2</td>
<td>64</td>
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<td>3</td>
<td>64</td>
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<td>64</td>
</tr>
<tr>
<td>12</td>
<td>64</td>
</tr>
</tbody>
</table>

Max capacity total: 576

8. What was the max capacity for student seats at each grade level in 2011-2012?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Max Capacity Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>64</td>
</tr>
<tr>
<td>1</td>
<td>64</td>
</tr>
</tbody>
</table>

Max capacity total: 576

9. What is the estimated enrollment for 2012-2013 on 20th day of school?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Estimated Enrollment Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>64</td>
</tr>
<tr>
<td>1</td>
<td>64</td>
</tr>
</tbody>
</table>

Estimated enrollment total: 576

10. What is the max capacity for student seats at each grade level in 2012-2013?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Max Capacity Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>64</td>
</tr>
<tr>
<td>1</td>
<td>64</td>
</tr>
</tbody>
</table>

Max capacity total: 576

ISBE 87-13 (10/12)
B. STUDENT DATA (Continued)

12. Number of out-of-district students served in 2011-2012 on a tuition basis: 0

13. School day in 2011-2012: From 8:00 a.m. to 3:30 p.m. Average number of instructional minutes per day: 420

14. Number of students who attended during 2010-2011 but did not return at the beginning of the 2011-2012 school year: # Male 12 # Female 19

Do not include students who completed last grade available by charter school.

15. Student discipline during 2011-2012. Note: Any student who is suspended or expelled multiple times from the same school during the same school year should be counted only once toward that school's total number of students suspended and expelled. "Total Number of Suspension Days Served" for the school should include all suspension days served by students during the school year, including all days served by any one student who has been suspended multiple times during the same school year.

<table>
<thead>
<tr>
<th>NUMBER/PERCENT OF STUDENTS DISCIPLINED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and % Suspended</td>
</tr>
<tr>
<td>Raw # Male</td>
</tr>
<tr>
<td>Raw # Male</td>
</tr>
<tr>
<td>Raw # Male</td>
</tr>
</tbody>
</table>

16. Student Retention during 2011-2012. Note: Transfer should be included whether the withdrawal occurred during the school year or at the end of the school year.

<table>
<thead>
<tr>
<th>NUMBER OF STUDENTS LEAVING THE CHARTER SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transferring to another school in the district</td>
</tr>
<tr>
<td>21</td>
</tr>
<tr>
<td># Male</td>
</tr>
</tbody>
</table>

17. Number of high school graduates during 2011-2012. N/A # Male N/A # Female N/A

18. Average class size for general education classrooms only 31 # Male 15.3 # Female 15.7

19. Average class size for pull-out special education classrooms (if applicable). N/A # Male N/A # Female N/A

20. Average class size for all classrooms (include special education pull-out classes). 31 # Male 15.3 # Female 15.7

21. Does your school require community service as a graduation requirement? Yes

22. How many hours of community service are required each year? 40

23. Average entering test scores at lowest grade served or lowest grade tested.
   Grade: 3 Name of test: ISAT (ISAT, NWEA, EPAS, etc.) Score: 73.8

24. Average comparable exiting test scores at highest grade served or highest grade tested.
   Grade: 8 Name of test: ISAT (ISAT, NWEA, EPAS, etc. Should be the same as above.) Score: 89.2
<table>
<thead>
<tr>
<th>C. STAFF DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Total number of instructional personnel (in FTE) in 2010-2011.</td>
</tr>
<tr>
<td>2. Total number of instructional personnel (in FTE) in 2011-2012.</td>
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<tr>
<td>3. Total number of 2010-2011 staff who remained at school for 2011-2012 school year.</td>
</tr>
<tr>
<td>4. Of the instructional staff at school in 2011-2012, how many maintain Illinois teaching certificates?</td>
</tr>
<tr>
<td>5. Number of 2011-2012 instructional personnel who entered classroom via an alternative certification program.</td>
</tr>
<tr>
<td>List name of program.</td>
</tr>
<tr>
<td>6. Number of instructional personnel who completed neither alternative nor traditional certification.</td>
</tr>
<tr>
<td>7. Number and percentage of instructional personnel with at least a Master's degree in a relevant field.</td>
</tr>
<tr>
<td>8. Number and percentage of instructional personnel with at least a PhD in relevant field.</td>
</tr>
<tr>
<td>9. Average number of years experience in classroom for instructional staff.</td>
</tr>
<tr>
<td>10. Average number of years experience in classroom at current charter school for instructional staff.</td>
</tr>
<tr>
<td>11. Is your staff unionized?</td>
</tr>
<tr>
<td>If Yes, what union?</td>
</tr>
<tr>
<td>12. Number of full staff development days included in 2011-2012 school year.</td>
</tr>
<tr>
<td>13. Did your charter school distribute performance bonuses for instructional staff for the 2011-2012 school year?</td>
</tr>
<tr>
<td>14. What was the total dollar amount of bonuses received by instructional staff members for 2011-2012?</td>
</tr>
<tr>
<td>15. What is the representation of bonuses as a percentage of total salary compensation for 2011-2012 instructional staff?</td>
</tr>
<tr>
<td>16. Number of non-clerical administrative personnel (in FTE) in 2011-2012.</td>
</tr>
<tr>
<td>Please list positions included in count.</td>
</tr>
<tr>
<td>17. Of these, how many (in FTE) maintain Illinois administrative certificates?</td>
</tr>
<tr>
<td>18. Did your charter school distribute performance bonuses for non-clerical administrative personnel for the 2011-2012 school year?</td>
</tr>
<tr>
<td>19. What was the total dollar amount of bonuses received by non-clerical administrative personnel in 2011-2012?</td>
</tr>
<tr>
<td>20. What is the representation of bonuses as a percentage of total salary compensation for 2011-2012 non-clerical administrative personnel?</td>
</tr>
</tbody>
</table>
Charter schools are exempt from much of the School Code. Indicate the areas of flexibility used by your school in 2011-2012. **Check all that apply.** For each area you check, please include a brief explanation of how that exemption assisted or impeded your ability to meet your stated goals and objectives.

1. Teacher certification.

2. Administrative certification.
   Our autonomy in this area had allowed us to hire the candidates who are the best fit for our network and have demonstrated a successful track record of instructional leadership through their previous professional experience. It is important to note that all UNO-CSN school leaders are either currently certified or are pursuing administrative certification through graduate courses at local universities.

3. Autonomy to set educational priorities.
   Our autonomy in this area has allowed our schools' leadership and instructional teams to set targeted attainment and growth goals based on the specific needs of their particular body of students; furthermore, schools can take a strengths-based approach to teaching and learning. In addition, the network has been able to provide even more differentiated, streamlined support to schools based on their specific strengths and areas for growth.

4. Autonomy to design curriculum independent from school district.
   We have been able to increase the rigor of our curriculum and instruction by fully adopting the Common Core Standards and have also elected to have several of our teachers participate in piloting the new World and U.S. History Common Core Standards. School leadership and instructional teams also have the ability to choose the curricular resources (i.e., textbooks) that best correlate with the needs and interests of their students.

5. Autonomy to allow teaching methods that are new or different from the school district.
   The entire network continues to see solid/significant gains in student achievement thanks to teaching that is grounded in a balanced approach to literacy and authentic, student-centered instructional techniques. We have also been able to begin incorporating more technology into the classroom for student and teacher use. Once again, in addition to the aforementioned items, school leadership and instructional teams are able to choose the best approaches/strategies that will meet the needs of

6. Autonomy to design different. additional performance standards.

7. Autonomy to set unique school day and school year schedules.
   Our longer school day (an additional 30 minutes per day) and year (a 5-week summer) has allowed us to provide even more learning time for students and has expanded our capacity to provide targeted interventions for individual students and small groups.

8. Autonomy to manage fiscal affairs independent of school district.
   Our autonomy over our finances has ensured that we are able to align our spending with instructional/student-family focused priorities and needs. The expansion and refinement of our overall academic model, as well as each school's academic program, is the driving factor behind the utilization of our funds.

9. Autonomy to set employee compensation rates and/or provide bonuses.
   Our autonomy in this area has allowed us to appropriately compensate educators who have demonstrated a high-impact track-record of success throughout their career and to reward excellent teaching. The higher the impact of a teacher's instruction, the larger the increase in pay is through additional compensation and/or performance bonuses. This approach also ensures that we are able to retain highly-effective teachers and, in turn, prepare them for leadership positions at the new school.

10. Autonomy to contract with external providers for various services (please list).
    Prior to contracting with Futures Education, our students with special needs were not receiving the related services that are critical to their academic, social, and emotional success. Our partnership with Futures has allowed us to bring a team of 14 highly-qualified clinicians into our schools; these professionals ensure students' needs are met and also collaborate very closely with our instructional teams to further ensure student progress.

11. Other (please describe):
E. SUGGESTED CHANGES IN THE LAW

Charter School and Authorizer Finances

1. Mandate at least 100% per capita funding from the authorizer.
   Charter schools in independent facilities (either rental or new construction) have much higher operating costs due to expenses such as rent and improvements to the facility. In addition, charters operate in high-needs areas/neighborhoods and need access to as equal financial resources. In turn, the authorizer's equitable funding should be a non-negotiable for all charter schools.

2. Allocate additional operating funds to charter schools beyond the per capita assistance from the authorizing district.
   All public school students should have access to state funds. Grant decisions should be made based on the quality of a school's application, proposed initiatives, and results, not on whether or not it is a charter or traditional public school.

3. Increase the amount of state start-up grants to up to $1,000 per enrolled student.
   Start-up funds are critical for a new school's ability to prepare for incoming students through careful planning, selection, and procurement of instructional/culture-building resources, curricular materials, and technology. Again, increasing the per pupil start-up amount is especially critical for those charters who operate out of independent facilities.

4. Provide state grants to all schools including those in renewal periods.
   Charters should be allowed to receive/compete for state grants, even in a renewal year, as these schools are still providing educational services in the best way possible even while engaging in the renewal process. Especially if a charter school or network has continuously demonstrated positive results during the time leading up to the renewal period, state grants for these schools are much needed.

5. Allow charter school revolving loan repayment after initial charter term.

6. Appropriate funds sufficient to fully fund state start-up grants as well as transition impact aid to districts.

7. Allocate funds to provide incentive grants to districts that approve charter schools.
   As long as the incentive grants are then transferred directly to charter schools, then this particular potential law makes sense. If the grants have no direct impact on charters or charter operations and are used for other district purposes, then the law should not be enacted.

8. Provide transportation funding.
   Contrary to popular myths, charters do want to serve all students, including those who are outside the traditional neighborhood boundary and those with special needs. Because of the equitable funding issues mentioned above, charters are often unable to assist those families who must travel greater distances or make special arrangements to ensure their students attend school in a timely manner every day. Transportation funding would remove the roadblock presented by the current lack of monies and allow charters to better align their actions with their mission/intention to serve all students.

   Facilities funding is one of the most important issues for charter schools. As was stated previously, facilities costs are a major issue affecting charter schools. In order to address school overcrowding and the community's demand for more quality public education options, new and renovated facilities that are safe and welcoming must open.

10. Prohibit districts from charging rent for district buildings used by charter schools.
    Since charter schools are also public schools, districts should definitely NOT charge rent for occupation in order to create another revenue source for themselves. Just as charters need equal access to funds, they also need equal access to quality facilities, especially if they are either under-utilized or unoccupied.
E. SUGGESTED CHANGES IN THE LAW (Continued)

Admissions/Enrollment

☐ 1. Allow children classified as “at-risk” to have preference in the lottery in all charter schools.

☐ 2. Allow children of employees to attend regardless of their home District.

☐ 3. Allow additional enrollment preferences (specify).

Authorization

☑ 1. Provide for alternative routes to authorization that do not require charter schools to first present to local school boards.

   Charter schools should be allowed to open schools without presenting to the local school boards in areas where schools are overcrowded and/or where parents/the community have adequately voiced their demands for better, more high-quality options for their children’s education.

☐ 2. Allow statewide RFPs for charter schools.

☐ 3. Lengthen the 75 days currently allowed for authors to respond to charter school applications.

☑ 4. Permit authors to renew charter schools for up to 10 year terms.

   The charter renewal period should be extended to up to 10 years only for those charters that are high-performing and have demonstrated a consistent track record of student achievement over a specific period of time. There should be benchmarks included within the 10-year term to ensure the aforementioned consistency.
E. SUGGESTED CHANGES IN THE LAW (Continued)

Expansion of Charter Schools

1. Increase the cap to allow more charter schools to open.
   Parents and families continue to self-advocate for increasing high-quality options for educating their children. Parents and families deserve to have a choice when it comes to schooling, and this choice should not be restricted by their zip code or their capacity to afford (or not afford) private schooling (which requires tuition).

2. Allow multiple campuses for all schools.

3. Prohibit multiple campuses for all schools.

Increased Autonomy/Flexibility

1. Remove the requirement that charter schools give the same standardized tests as the authorizing district.
   Many charters have already begun to adopt the Common Core in order to increase the rigor of instruction and accelerate student learning, especially for those that are struggling or behind. In order to effectively assess student progress and areas for improvement, charters must design and align their assessments to their Common Core-based instruction.

2. Eliminate the teacher certification requirements included in Public Acts 093-0003 and 096-0105.

3. Allow for-profit management companies for all schools.

Other (please specify, attach additional pages as necessary):
F. MANAGEMENT RELATIONSHIPS

Indicate the relationship of your school to charter or educational management organizations (CMOs or EMOs). **Check all that apply.** Use space below to indicate the name of the management organization as appropriate.

☐ 1. The school had a contract with a not-for-profit CMO or EMO for the first time in 2011-2012.

☐ 2. The school has had a contract with a not-for-profit CMO or EMO in the past (specify years: **12**).

☐ 3. The school had a contract with a for-profit CMO or EMO for the first time in 2011-2012.

☐ 4. The school has had a contract with a for-profit CMO or EMO in the past (specify years: ____________).

☐ 5. The school has never had a contract with a CMO or EMO, either for-profit or not-for-profit.

Comments:
G. ACCOUNTABILITY

Indicate how your school is held accountable by the charter authorizer. **Check all that apply.**

Yes ☑️ No ☐

1. Does the school submit a written performance report to the authorizer each year?
2. Does the school submit a written performance report to the authorizer only for renewal?
3. Does the school communicate the results of its performance reports to student families each year?
   If Yes, give the date and nature of communication: **NCLB Report is sent home in the middle of fall semester (ISAT)**
4. Does the school communicate the results of its performance reports to community members each year?
   If Yes, give date and nature of communication: ____________________________
5. Does the authorizer make an on-site visit to the school each year?
   If Yes, list the dates of 2011-2012 visits: ____________________________
6. Does the authorizer make an on-site visit to the school only for renewal?
7. Does your school have a board of directors?
   If Yes, how many members are on the board? **6**
   What is the frequency of board meetings? **Monthly**
In the classroom, and in both academic programs, developing individualized curriculum plans and providing the feedback and guidance necessary for improving academic outcomes. Teachers will continue to work with each student on a one-to-one. Building a learning environment that enables each student to reach their full potential is essential. Teachers will assess each student's progress using their school district's assessment tools, including state-mandated assessments. Teachers will also use other methods and self-assessment tools to ensure that students are meeting benchmarks and are on track to meet their goals.

The mission of U.N.C.S.N. is to ensure that every student is prepared for success in high school, college, and beyond. For us, academic success is not a hope, it is an expectation. U.N.C.S.N. students believe that all students can learn and deserve the opportunity to realize their potential. Through rigorous education, U.N.C.S.N. prepares students for success in high school, college, and beyond.

OUR VISION FOR OUR STUDENTS:
- We are all accountable for the achievement of our students.
- Success is defined by each student's success.
- Success is demonstrated by their success.
- Success is the key to student success.
- Students are critical to our work.
- We believe that success is defined by each student's achievement.

OUR EDUCATION PHILOSOPHY AND BELIEFS:
- Students are critical to our work.
- Success is the key to student success.
- Students define success for each student.
- Success is demonstrated by their achievement.
- Students are critical to our work.

The U.N.C.S.N. mission is to lead the transformation of the Highline Community toward an inclusive, equitable, and equitable future.
1. Name three to four "best practices" used by your school and describe how each benefits your student population. *Attach additional pages as necessary.*

For example:
- Teacher evaluation methods
- Teacher and administrator incentive pay structures
- Benefit structure available to staff
- Student performance data management and school level performance management practices
- Internal accountability programs
- Successful partnerships with outside organizations
- Parent and community engagement / outreach strategies
- Professional development
- Professional culture / recruitment and retention strategies
- Extended school day / school year

Comments:

- Refining Our Curriculum, Making Both Rigor and Literacy a Priority
  In order to push students to even higher levels of attainment, UNO-CSN is currently working to build upon its current curriculum, making it even more rigorous by anchoring our scope and sequence in the Common Core Standards and ensuring that literacy is strategically embedded across all subject areas. We are currently forming teacher-leader curriculum task forces who will lead these efforts.

- Creating a Robust Human Capital System to Increase Teacher Effectiveness
  UNO-CSN continues to create a human capital system that attracts and retains top-tier instructional leaders. We are currently expanding our local and national networks through partnerships with universities (i.e., Harvard Graduate School of Education, Teachers College, etc.) and key organizations (i.e., Teach for America, Education Pioneers, etc.), as well as strengthening established relationships with other critical stakeholders to build better pipelines of the most highly qualified candidates for our new and existing schools. Additionally, UNO-CSN will continue to refine STRIVE as we embark on its first year of implementation, further prioritizing workforce development, providing teacher support where needed, and helping current staff identify advancement opportunities throughout the organization.

- Building Systems and Capacity for Better Data-Driven Decision Making
  UNO-CSN has recently designed and begun to utilize detailed student, school, and network dashboard systems, making achievement and growth data more accessible to teachers, school leaders, and even students and their families. This level of visualization, as well as increased accessibility to robust, meaningful data will also ensure that teachers and school leaders make instructional decisions based on both student strengths and areas for improvement. In addition, UNO-CSN will hold itself to high levels of accountability and transparency that will lead to increased student success and continual network growth.

- Pushing for Authentic Parent Engagement
  UNO-CSN views parent and family engagement as one of the most crucial components of student success. We believe that forming strong teacher-parent and home-school relationships further invests each student in his/her own learning and achievement. Accordingly, each UNO-CSN family commits to a partnership with its respective school community, including their child’s teacher, as well as the Academic Director. Grounded in a genuine and open line of communication, as well as the two home visits our teachers are required to complete for each of their students, the working relationship between parents and teachers is truly reciprocal: while teachers detail student expectations, parents also hold teachers accountable for the type of academic, social, and emotional support they believe their children will need to achieve their full potential. This working relationship is also strengthened through quarterly parent-teacher strategy meetings, as well as monthly family literacy nights at our elementary schools and student showcase nights at our high school. In addition, each of our schools invites parents to partake in numerous volunteer opportunities year-round. Each UNO-CSN school also has a Parent Outreach Coordinator on staff, who provides an additional campus-based point of contact for families and manages initiatives such as parent leadership training and skill building workshops.
List the total amounts of your school's funding streams for the categories below as well as what each category represents as a percentage of your total operating budget.

1. Public funds from federal government. $526,900 10.3%
2. Public funds from state government. $488,349 9.5%
3. Public funds from local government. $4,018,452 78.4%
4. Private donations from individuals. $12,000 2%
5. Private donations from corporations. $0 0%
6. Private donations from non-profits or foundations. $0 0%
7. Other sources (please explain). $78,300 1.5%

Provide a top-level breakdown of your budget based on the following categories. Please list both the amount spent as well as what each category represents as a percentage of total outlays.

10. Administrative costs (clerical supplies, office machine rental/lease, etc). $286,889 6.3%
11. Facilities rental/lease. $329,959 7.3%
12. Facilities maintenance and upkeep. $415,957 9.2%
13. Instructional personnel salaries. $2,218,575 48.9%
14. Instructional personnel performance based bonuses. $0 0%
15. Administrative non-clerical personnel salaries. $0 0%
16. Administrative, non-clerical personnel performance bonuses. $0 0%
17. Support staff salaries (maintenance, clerical, etc.). $222,902 4.9%
18. Program supplies (books, computers, student instructional aides). $162,628 3.6%
19. Professional development. $7,500 0.2%
20. Public relations / advertising. $4,000 0.1%
21. Student programs and activities (non-athletic). $347,242 7.7%
22. Student programs and activities (athletic). $4,402 0.1%
23. Other (please explain broadly): CMO fee and fund-raising costs. $538,716 11.9%

24. Total expenses. $4,538,770 100%
K. OPTIONAL INFORMATION

Providing information on the points listed below is optional. Please attach additional pages as necessary if you choose to address the issues noted.

- Describe the need for changes in the approval process
- Summarize the results of any parent surveys conducted in the past year
- Describe any “success stories” from your school
- Describe any “lessons learned” for those interested in starting a charter school
- Describe the greatest challenge your school faced in the past year
- Provide any additional information not covered above.

Comments:

SUCCESS STORIES:

1. Creating a Robust Graduate Support Program

In addition to a rigorous curriculum, a culture of achievement, and a strong set of reinforcements grounded in a successful school community, UNO-CSN students benefit from the high school and college readiness programming provided by our Graduate Support Team (GS). Beginning in Grade 6, GS team members prepare and guide students and families through the process of applying to competitive, highly selective high schools both locally and nationally. This past year, over 90% of UNO-CSN’s graduating 8th graders matriculated into a high-quality high school, including some of Chicago’s top performing selective enrollment, magnet, private, and charter schools. The GS Team also assists UNO-CSN’s high school juniors and seniors in successfully completing the college application and acceptance process. GS supported UNO-CSN’s first cohort of seniors – the Class of 2012 – in earning over $4 million in scholarships. In addition, every 12th grade student successfully graduated, with 105 enrolled in colleges/universities and enlisted to serve in the armed forces. The GS Team’s efforts, in conjunction with those of our teachers and parents, strengthen every UNO-CSN graduate’s ability to persist through and complete college.

2. Driving Exemplar Parent and Family Engagement

UNO and UNO-CSN continue to authentically engage parents and families through the development of lasting relationships that are grounded not only in trust and mutual respect, but also the challenge to further transform the Hispanic community. UNO organizes and pushes the greater community to take ownership of solving the issues that present obstacles to their own personal/professional growth and success, especially on behalf of its youth. One of our strongest indicators of effective parent engagement (and in turn, student investment) is UNO-CSN’s daily attendance rate of 97% across the network. Our efficacy in this area is also evidenced by the group of UNO-CSN parents who organized and traveled to Springfield in 2009 to advocate for additional funding for UNO to build more quality schools. Their collective action led to the state awarding our organization $98 million in capital funds for network expansion. Through our current and future growth, UNO and UNO-CSN will continue to activate bases of parents and other key stakeholders across the city, who will strengthen the voice of the communities we serve and fuel their ongoing transformation.
## 2011-2012
### CHARTER SCHOOL REPORT INFORMATION

**INSTRUCTIONS:** Complete this form for each campus of your charter school and return by December 21, 2012. You may mail to the attention of Jennifer Saba at the above address, fax to her at 312.814.8871, or e-mail to jsaba@isbe.net

### A. DIRECTORY INFORMATION

<table>
<thead>
<tr>
<th>NAME OF CHARTER SCHOOL</th>
<th>TELEPHONE NUMBER (Include Area Code)</th>
<th>FAX NUMBER (Include Area Code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNO Carlos Fuentes</td>
<td>312.432.6302</td>
<td>312.432.0077</td>
</tr>
</tbody>
</table>

**STREET ADDRESS (Number, Street, City, State, 9 Digit Zip Code)**

2845 W. Barry St., Chicago, Illinois 60618

**NUMBER OF SCHOOL SITES REPORTED IN 2011-2012**

1

**NAME OF PERSON COMPLETING THIS FORM**

Alfred Quijano

**TELEPHONE OF PERSON COMPLETING THIS FORM (Include Area Code)**

312.432.6301

**NAME OF CHARTER SCHOOL DIRECTOR**

Matthew Moeller

**E-MAIL OF CHARTER SCHOOL DIRECTOR**

mmoeller@uno-online.org

**NAME OF CHARTER SCHOOL GOVERNING BOARD PRESIDENT**

Juan Rangel

**SCHOOL’S WEBSITE ADDRESS**

www.unocharterschools.org

**OTHER SOCIAL MEDIA (Please check appropriate box and give username.)**

- Facebook Username: 
- Twitter Username: 
- Other Username: 

### B. STUDENT DATA

1. Did your school hold an enrollment lottery for 2011-2012?  
   - Yes [✓]  
   - No [ ]

2. How many student enrollment applications were received for 2011-2012?  
   - 187

3. From these applications, how many students were selected via lottery?  
   - 83

4. How many students were on waiting list 2011-2012 on 20th day of school?  
   - 104

5. Grades served in 2011-2012.  
   - K-8

6. Student enrollment in 2011-2012 on 20th day of school.  
   - 547

7. Student enrollment in 2011-2012 by grade on 20th day of school (Check all that apply and fill in total number of students at grade level.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>N/A</td>
<td>N/A</td>
<td>547</td>
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<tr>
<td>1</td>
<td>N/A</td>
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<td>83</td>
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<td>2</td>
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<td>3</td>
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8. What was the max capacity for student seats at each grade level in 2011-2012?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Capacity</th>
<th>Total</th>
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<tbody>
<tr>
<td>K</td>
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9. What is the estimated enrollment for 2012-2013 on 20th day of school?

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<thead>
<tr>
<th>Grade</th>
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</table>

10. What is the max capacity for student seats at each grade level in 2012-2013?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Capacity</th>
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<tbody>
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</tbody>
</table>
B. STUDENT DATA (Continued)

12. Number of out-of-district students served in 2011-2012 on a tuition basis: 0

13. School day in 2011-2012: From 8:00 a.m. to 3:30 p.m. Average number of instructional minutes per day: 420

14. Number of students who attended during 2010-2011 but did not return at the beginning of the 2011-2012 school year: # Male 10 # Female 0

Do not include students who completed last grade available by charter school.

15. Student discipline during 2011-2012. Note: Any student who is suspended or expelled multiple times from the same school during the same school year should be counted only once toward that school's total number of students suspended and expelled. “Total Number of Suspension Days Served” for the school should include all suspension days served by students during the school year, including all days served by any one student who has been suspended multiple times during the same school year.

<table>
<thead>
<tr>
<th>Number and % Suspended</th>
<th>Number and % Expelled</th>
<th>Total Number of Suspension Days Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 / 2.5 %</td>
<td>0 / 0 %</td>
<td>42</td>
</tr>
</tbody>
</table>

16. Student Retention during 2011-2012. Note: Transfer should be included whether the withdrawal occurred during the school year or at the end of the school year.

<table>
<thead>
<tr>
<th>Transferring to another school in the district</th>
<th>Transferring to another school outside the district</th>
<th>No longer attending school</th>
</tr>
</thead>
<tbody>
<tr>
<td># Male 0 # Female 0</td>
<td># Male 0 # Female 0</td>
<td># Male 0 # Female 0</td>
</tr>
</tbody>
</table>

17. Number of high school graduates during 2011-2012. N/A

18. Average class size for general education classrooms only. 32 # Male 16.3 # Female 15

19. Average class size for pull-out special education classrooms (if applicable). N/A # Male N/A # Female N/A

20. Average class size for all classrooms (include special education pull-out classes). 32 # Male 16.3 # Female 15

21. Does your school require community service as a graduation requirement? YES

22. How many hours of community service are required each year? 40

23. Average entering test scores at lowest grade served or lowest grade tested.

Grade: 3 Name of test: ISAT (ISAT, NWEA, EPAS, etc.) Score: 80.5

24. Average comparable exiting test scores at highest grade served or highest grade tested.

Grade: 8 Name of test: ISAT (ISAT, NWEA, EPAS, etc. Should be the same as above.) Score: 88.1
C. Staff Data

1. Total number of instructional personnel (in FTE) in 2010-2011. 24.5
2. Total number of instructional personnel (in FTE) in 2011-2012. 24.5
3. Total number of 2010-2011 staff who remained at school for 2011-2012 school year. 11
4. Of the instructional staff at school in 2011-2012, how many maintain Illinois teaching certificates? 24.5
5. Number of 2011-2012 instructional personnel who entered classroom via an alternative certification program.
   List name of program. Teach for America
6. Number of instructional personnel who completed neither alternative nor traditional certification. 0
7. Number and percentage of instructional personnel with at least a Master's degree in a relevant field. 9.5 / 39%
8. Number and percentage of instructional personnel with at least a PhD in relevant field: 0 / 0%
9. Average number of years experience in classroom for instructional staff. 4.24
10. Average number of years experience in classroom at current charter school for instructional staff. 2.1
11. Is your staff unionized? If Yes, what union? Yes
12. Number of full staff development days included in 2011-2012 school year. 5
13. Did your charter school distribute performance bonuses for instructional staff for the 2011-2012 school year? Yes
14. What was the total dollar amount of bonuses received by instructional staff members for 2011-2012? N/A
15. What is the representation of bonuses as a percentage of total salary compensation for 2011-2012 instructional staff? N/A
16. Number of non-clerical administrative personnel (in FTE) in 2011-2012. 3
   Please list positions included in count. Academic Director, Master Teacher
17. Of these, how many (in FTE) maintain Illinois administrative certificates? 0
18. Did your charter school distribute performance bonuses for non-clerical administrative personnel for the 2011-2012 school year? Yes
19. What was the total dollar amount of bonuses received by non-clerical administrative personnel in 2011-2012? N/A
20. What is the representation of bonuses as a percentage of total salary compensation for 2011-2012 non-clerical administrative personnel? N/A
D. CHARTER SCHOOL EXEMPTIONS

Charter schools are exempt from much of the School Code. Indicate the areas of flexibility used by your school in 2011-2012. **Check all that apply.** For each area you check, please included a brief explanation of how that exemption assisted or impeded your ability to meet your stated goals and objectives.

- [ ] 1. Teacher certification.

- [ ] 2. Administrative certification.
  
  Our autonomy in this area had allowed us to hire the candidates who are the best fit for our network and have demonstrated a successful track record of instructional leadership through their previous professional experience. It is important to note that all UNO-CSN school leaders are either currently certified or are pursuing administrative certification through graduate courses at local universities.

- [ ] 3. Autonomy to set educational priorities.
  
  Our autonomy in this area has allowed our schools’ leadership and instructional teams to set targeted attainment and growth goals based on the specific needs of their particular body of students; furthermore, schools can take a strengths-based approach to teaching and learning. In addition, the network has been able to provide even more differentiated, streamlined support to schools based on their specific strengths and areas for growth.

- [ ] 4. Autonomy to design curriculum independent from school district.
  
  We have been able to increase the rigor of our curriculum and instruction by fully adopting the Common Core Standards and have also elected to have several of our teachers participate in piloting the new World and U.S. History Common Core Standards. School leadership and instructional teams also have the ability to choose the curricular resources (i.e., textbooks) that best correlate with the needs and interests of their students.

- [ ] 5. Autonomy to allow teaching methods that are new or different from the school district.

  The entire network continues to see solid/significant gains in student achievement thanks to teaching that is grounded in a balanced approach to literacy and authentic, student-centered instructional techniques. We have also been able to begin incorporating more technology into the classroom for student and teacher use. Once again, in addition to the aforementioned items, school leadership and instructional teams are able to choose the best approaches/strategies that will meet the needs of...

- [ ] 6. Autonomy to design different, additional performance standards.

- [ ] 7. Autonomy to set unique school day and school year schedules.
  
  Our longer school day (an additional 30 minutes per day) and year (a 5-week summer) has allowed us to provide even more learning time for students and has expanded our capacity to provide targeted interventions for individual students and small groups.

- [ ] 8. Autonomy to manage fiscal affairs independent of school district.
  
  Our autonomy over our finances has ensured that we are able to align our spending with instructional/student-family focused priorities and needs. The expansion and refinement of our overall academic model, as well as each school’s academic program, is the driving factor behind the utilization of our funds.

- [ ] 9. Autonomy to set employee compensation rates and/or provide bonuses.
  
  Our autonomy in this area has allowed us to appropriately compensate educators who have demonstrated a high-impact track-record of success throughout their career and to reward excellent teaching. The higher the impact of a teacher’s instruction, the larger the increase in pay is through additional compensation and/or performance bonuses. This approach also ensures that we are able to retain highly-effective teachers and, in turn, prepare them for leadership positions at the new school.

- [ ] 10. Autonomy to contract with external providers for various services (please list).
  
  Prior to contracting with Futures Education, our students with special needs were not receiving the related services that are critical to their academic, social, and emotional success. Our partnership with Futures has allowed us to bring a team of 14 highly-qualified clinicians into our schools; these professionals ensure students’ needs are met and also collaborate very closely with our instructional teams to further ensure student progress.

- [ ] 11. Other (please describe):
E. SUGGESTED CHANGES IN THE LAW

Charter School and Authorizer Finances

1. Mandate at least 100% per capita funding from the authorizer.
   Charter schools in independent facilities (either rental or new construction) have much higher operating costs due to expenses such as rent and improvements to the facility. In addition, charters operate in high-needs areas/neighborhoods and need access to as equal financial resources. In turn, the authorizer's equitable funding should be a non-negotiable for all charter schools.

2. Allocate additional operating funds to charter schools beyond the per capita assistance from the authorizing district.
   All public school students should have access to state funds. Grant decisions should be made based on the quality of a school's application, proposed initiatives, and results, not on whether or not it is a charter or traditional public school.

3. Increase the amount of state start-up grants to up to $1,000 per enrolled student.
   Start-up funds are critical for a new school's ability to prepare for incoming students through careful planning, selection, and procurement of instructional/culture-building resources, curricular materials, and technology. Again, increasing the per pupil start-up amount is especially critical for those charters who operate out of independent facilities.

4. Provide state grants to all schools including those in renewal periods.
   Charters should be allowed to receive/compete for state grants, even in a renewal year, as these schools are still providing educational services in the best way possible even while engaging in the renewal process. Especially if a charter school or network has continuously demonstrated positive results during the time leading up to the renewal period, state grants for these schools are much needed.

5. Allow charter school revolving loan repayment after initial charter term.

6. Appropriate funds sufficient to fully fund state start-up grants as well as transition impact aid to districts.

7. Allocate funds to provide incentive grants to districts that approve charter schools.
   As long as the incentive grants are then transferred directly to charter schools, then this particular potential law makes sense. If the grants have no direct impact on charters or charter operations and are used for other district purposes, then the law should not be enacted.

8. Provide transportation funding.
   Contrary to popular myths, charters do want to serve all students, including those who are outside the traditional neighborhood boundary and those with special needs. Because of the equitable funding issues mentioned above, charters are often unable to assist those families who must travel greater distances or make special arrangements to ensure their students attend school in a timely manner every day. Transportation funding would remove the roadblock presented by the current lack of monies and allow charters to better align their actions with their mission/intention to serve all students.

   Facilities funding is one of the most important issues for charter schools. As was stated previously, facilities costs are a major issue affecting charter schools. In order to address school overcrowding and the community's demand for more quality public education options, new and renovated facilities that are safe and welcoming must open.

10. Prohibit districts from charging rent for district buildings used by charter schools.
    Since charter schools are also public schools, districts should definitely NOT charge rent for occupation in order to create another revenue source for themselves. Just as charters need equal access to funds, they also need equal access to quality facilities, especially if they are either under-utilized or unoccupied.
E. SUGGESTED CHANGES IN THE LAW (Continued)

Admissions/Enrollment

☐ 1. Allow children classified as “at-risk” to have preference in the lottery in all charter schools.

☐ 2. Allow children of employees to attend regardless of their home District.

☐ 3. Allow additional enrollment preferences (specify).

Authorization

☑ 1. Provide for alternative routes to authorization that do not require charter schools to first present to local school boards.
   Charter schools should be allowed to open schools without presenting to the local school boards in areas where schools are overcrowded and/or where parents/the community have adequately voiced their demands for better, more high-quality options for their children’s education.

☐ 2. Allow statewide RFPs for charter schools.

☐ 3. Lengthen the 75 days currently allowed for authorizers to respond to charter school applications.

☑ 4. Permit authorizers to renew charter schools for up to 10 year terms.
   The charter renewal period should be extended to up to 10 years only for those charters that are high-performing and have demonstrated a consistent track record of student achievement over a specific period of time. There should be benchmarks included within the 10-year term to ensure the aforementioned consistency.
**E. SUGGESTED CHANGES IN THE LAW (Continued)**

**Expansion of Charter Schools**

1. Increase the cap to allow more charter schools to open.

   Parents and families continue to self-advocate for increasing high-quality options for educating their children. Parents and families deserve to have a choice when it comes to schooling, and this choice should not be restricted by their zip code or their capacity to afford (or not afford) private schooling (which requires tuition).

2. Allow multiple campuses for all schools.

3. Prohibit multiple campuses for all schools.

**Increased Autonomy/Flexibility**

1. Remove the requirement that charter schools give the same standardized tests as the authorizing district.

   Many charters have already begun to adopt the Common Core in order to increase the rigor of instruction and accelerate student learning, especially for those that are struggling or behind. In order to effectively assess student progress and areas for improvement, charters must design and align their assessments to their Common Core-based instruction.

2. Eliminate the teacher certification requirements included in Public Acts 093-0003 and 096-0105.

3. Allow for-profit management companies for all schools.

Other (please specify, attach additional pages as necessary):
F. MANAGEMENT RELATIONSHIPS

Indicate the relationship of your school to charter or educational management organizations (CMOs or EMOs). **Check all that apply.** Use space below to indicate the name of the management organization as appropriate.

- 1. The school had a contract with a not-for-profit CMO or EMO for the first time in 2011-2012.

- 2. The school has had a contract with a not-for-profit CMO or EMO in the past (specify years: 12).

- 3. The school had a contract with a for-profit CMO or EMO for the first time in 2011-2012.

- 4. The school has had a contract with a for-profit CMO or EMO in the past (specify years: ).

- 5. The school has never had a contract with a CMO or EMO, either for-profit or not-for-profit.

Comments:
G. ACCOUNTABILITY

Indicate how your school is held accountable by the charter authorizer. Check all that apply.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>2.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>3.</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

- Does the school submit a written performance report to the authorizer each year?
- Does the school submit a written performance report to the authorizer only for renewal?
- Does the school communicate the results of its performance reports to student families each year?
  If Yes, give the date and nature of communication: ________________________________

- Does the school communicate the results of its performance reports to community members each year?
  If Yes, give date and nature of communication: **NCLB Report is sent home in the middle of fall semester (ISAT)**

- Does the authorizer make an on-site visit to the school each year?
  If Yes, list the dates of 2011-2012 visits: ______________________________________

- Does the authorizer make an on-site visit to the school only for renewal?

- Does your school have a board of directors?
  If Yes, how many members are on the board? 6
  What is the frequency of board meetings? **Monthly**

---

ISBE 87-13 (10/12)
In the classroom and in the community, our schools are committed to: enhancing student academic outcomes; developing individual professional growth plans; providing the feeder and guidance necessary for improving school attendance; ensuring that teachers are prepared to meet state and federal standards; and ensuring that teachers receive adequate training in the use of technology to enhance learning outcomes. In addition to these efforts, each school's Master Teacher remains in close contact with the student's teacher one-on-one, providing progress reports on a regular basis to ensure that the student is advancing at an acceptable pace. Through a variety of strategies, including comprehensive classroom management, individualized instruction, and parental involvement, the school is able to make progress on its goals and objectives.

The mission of LNSN is to ensure that all students can learn and achieve the highest level of success possible through rigorous curriculum, dedicated faculty, and a supportive school environment. Our schools are committed to the education and development of all students, regardless of their background or circumstances. Through our comprehensive programs, we strive to provide each student with the necessary tools to reach their full potential. Our schools are committed to the transformation of the HISPS community, guided by the principle that every student can succeed and that success is earned through hard work and dedication.

H. MISSION AND GOALS

Share the vision and goals of your school.
I. BEST PRACTICES

1. Name three to four “best practices” used by your school and describe how each benefits your student population. Attach additional pages as necessary.

   For example:
   - Teacher evaluation methods
   - Teacher and administrator incentive pay structures
   - Benefit structure available to staff
   - Student performance data management and school level performance management practices
   - Internal accountability programs
   - Successful partnerships with outside organizations
   - Parent and community engagement / outreach strategies
   - Professional development
   - Professional culture / recruitment and retention strategies
   - Extended school day / school year

Comments:

- Refining Our Curriculum, Making Both Rigor and Literacy a Priority
  In order to push students to even higher levels of attainment, UNO-CSN is currently working to build upon its current curriculum, making it even more rigorous by anchoring our scope and sequence in the Common Core Standards and ensuring that literacy is strategically embedded across all subject areas. We are currently forming teacher-leader curriculum task forces who will lead these efforts.

- Creating a Robust Human Capital System to Increase Teacher Effectiveness
  UNO-CSN continues to create a human capital system that attracts and retains top-tier instructional leaders. We are currently expanding our local and national networks through partnerships with universities (i.e., Harvard Graduate School of Education, Teachers College, etc.) and key organizations (i.e., Teach for America, Education Pioneers, etc.), as well as strengthening established relationships with other critical stakeholders to build better pipelines of the most highly qualified candidates for our new and existing schools. Additionally, UNO-CSN will continue to refine STRIVE as we embark on its first year of implementation, further prioritizing workforce development, providing teacher support where needed, and helping current staff identify advancement opportunities throughout the organization.

- Building Systems and Capacity for Better Data-Driven Decision Making
  UNO-CSN has recently designed and begun to utilize detailed student, school, and network dashboard systems, making achievement and growth data more accessible to teachers, school leaders, and even students and their families. This level of visualization, as well as increased accessibility to robust, meaningful data will also ensure that teachers and school leaders make instructional decisions based on both student strengths and areas for improvement. In addition, UNO-CSN will hold itself to high levels of accountability and transparency that will lead to increased student success and continual network growth.

- Pushing for Authentic Parent Engagement
  UNO-CSN views parent and family engagement as one of the most crucial components of student success. We believe that forming strong teacher-parent and home-school relationships further invests each student in his/her own learning and achievement. Accordingly, each UNO-CSN family commits to a partnership with its respective school community, including their child’s teacher, as well as the Academic Director. Grounded in a genuine and open line of communication, as well as the two home visits our teachers are required to complete for each of their students, the working relationship between parents and teachers is truly reciprocal: while teachers detail student expectations, parents also hold teachers accountable for the type of academic, social, and emotional support they believe their children will need to achieve their full potential. This working relationship is also strengthened through quarterly parent-teacher strategy meetings, as well as monthly family literacy nights at our elementary schools and student showcase nights at our high school. In addition, each of our schools invites parents to partake in numerous volunteer opportunities year-round. Each UNO-CSN school also has a Parent Outreach Coordinator on staff, who provides an additional campus-based point of contact for families and manages initiatives such as parent leadership training and skill building workshops.
**J. BUDGET**

List the total amounts of your school's funding streams for the categories below as well as what each category represents as a percentage of your total operating budget.

1. Public funds from federal government. $505,898 10.3%
2. Public funds from state government. $451,302 9.2%
3. Public funds from local government. $3,870,907 78.9%
4. Private donations from individuals. $8,000 .2%
5. Private donations from corporations. $0 0%
6. Private donations from non-profits or foundations. $0 0%
7. Other sources (please explain). $69,500 1.4%

**Student fees and fund-raising**

8. Total revenue/funding. $4,905,607 100%

9. Are your facilities independent from district ownership? Yes No

Provide a top-level breakdown of your budget based on the following categories. Please list both the amount spent as well as what each category represents as a percentage of total outlays.

10. Administrative costs (clerical supplies, office machine rental/usage, etc). $223,971 5.0%
11. Facilities rental/lease. $236,628 5.3%
12. Facilities maintenance and upkeep. $422,448 9.5%
13. Instructional personnel salaries. $2,204,909 49.4%
14. Instructional personnel performance based bonuses. $0 0%
15. Administrative non-clerical personnel salaries. $0 0%
16. Administrative, non-clerical personnel performance bonuses. $0 0%
17. Support staff salaries (maintenance, clerical, etc.). $212,581 4.8%
18. Program supplies (books, computers, student instructional aides). $156,100 3.5%
19. Professional development. $7,500 .2%
20. Public relations / advertising. $4,000 .1%
21. Student programs and activities (non-athletic). $362,192 8.1%
22. Student programs and activities (athletic). $10,615 .2%
23. Other (please explain broadly): CMO fee and student fund-raising costs. $622,721 14.0%

24. Total expenses. $4,463,665 100%
K. OPTIONAL INFORMATION

Providing information on the points listed below is optional. Please attach additional pages as necessary if you choose to address the issues noted.

- Describe the need for changes in the approval process
- Summarize the results of any parent surveys conducted in the past year
- Describe any "success stories" from your school
- Describe any "lessons learned" for those interested in starting a charter school
- Describe the greatest challenge your school faced in the past year
- Provide any additional information not covered above.

Comments:

1. Creating a Robust Graduate Support Program
In addition to a rigorous curriculum, a culture of achievement, and a strong set of reinforcements grounded in a successful school community, UNO-CSN students benefit from the high school and college readiness programming provided by our Graduate Support Team (GS). Beginning in Grade 6, GS team members prepare and guide students and families through the process of applying to competitive, highly selective high schools both locally and nationally. This past year, over 90% of UNO-CSN's graduating 8th graders matriculated into a high-quality high school, including some of Chicago's top performing selective enrollment, magnet, private, and charter schools. The GS Team also assists UNO-CSN's high school juniors and seniors in successfully completing the college application and acceptance process. GS supported UNO-CSN's first cohort of seniors – the Class of 2012 – in earning over $4 million in scholarships. In addition, every 12th grade student successfully graduated, with 105 enrolled in colleges/universities and enlisted to serve in the armed forces. The GS Team's efforts, in conjunction with those of our teachers and parents, strengthen every UNO-CSN graduate's ability to persist through and complete college.

2. Driving Exemplar Parent and Family Engagement
UNO and UNO-CSN continue to authentically engage parents and families through the development of lasting relationships that are grounded not only in trust and mutual respect, but also the challenge to further transform the Hispanic community. UNO organizes and pushes the greater community to take ownership of solving the issues that present obstacles to their own personal/professional growth and success, especially on behalf of its youth. One of our strongest indicators of effective parent engagement (and in turn, student investment) is UNO-CSN's daily attendance rate of 97% across the network. Our efficacy in this area is also evidenced by the group of UNO-CSN parents who organized and traveled to Springfield in 2009 to advocate for additional funding for UNO to build more quality schools. Their collective action led to the state awarding our organization $98 million in capital funds for network expansion. Through our current and future growth, UNO and UNO-CSN will continue to activate bases of parents and other key stakeholders across the city, who will strengthen the voice of the communities we serve and fuel their ongoing transformation.
### A. DIRECTORY INFORMATION

<table>
<thead>
<tr>
<th>NAME OF CHARTER SCHOOL</th>
<th>TELEPHONE NUMBER (Include Area Code)</th>
<th>FAX NUMBER (Include Area Code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNO Maj. Hector P. Garcia High School</td>
<td>312.432.6302</td>
<td>312.432.0077</td>
</tr>
</tbody>
</table>

**STREET ADDRESS (Number, Street, City, State, 9 Digit Zip Code)**
4245 W 47th St. 3rd Fl., Chicago, Illinois 60632

**NUMBER OF SCHOOL SITES IN 2011-2012**
1

**NAME OF PERSON COMPLETING THIS FORM**
Alfred Quijano

**NAME OF CHARTER SCHOOL DIRECTOR**
Matthew Moeller

**SCHOOL'S WEBSITE ADDRESS**
www.unocharterschools.org

**B. STUDENT DATA**

1. Did your school hold an enrollment lottery for 2011-2012? [ ] Yes [ ] No

2. How many student enrollment applications were received for 2011-2012? 385

3. From these applications, how many students were selected via lottery? 180

4. How many students were on waiting list 2011-2012 on 20th day of school? 205

5. Grades served in 2011-2012. 9 - 12

6. Student enrollment in 2011-2012 on 20th day of school. 592

7. Student enrollment in 2011-2012 by grade on 20th day of school (Check all that apply and fill in total number of students at grade level.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>1-2</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>3-4</td>
<td>7</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>5-6</td>
<td>9</td>
<td>N/A</td>
<td>18</td>
</tr>
<tr>
<td>6</td>
<td>N/A</td>
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<td>N/A</td>
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<tr>
<td>12</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>

**Total enrollment:** 592

8. What was the max capacity for student seats at each grade level in 2011-2012?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
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<tbody>
<tr>
<td>K</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>3</td>
<td>6</td>
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<td>7</td>
<td>14</td>
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<tr>
<td>5-6</td>
<td>9</td>
<td>N/A</td>
<td>18</td>
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<tr>
<td>6</td>
<td>N/A</td>
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<td>N/A</td>
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<tr>
<td>7</td>
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<td>9</td>
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</tbody>
</table>

**Max capacity total:** 720

9. What is the estimated enrollment for 2012-2013 on 20th day of school?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>1-2</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>3-4</td>
<td>7</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>5-6</td>
<td>9</td>
<td>N/A</td>
<td>18</td>
</tr>
<tr>
<td>6</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>7</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>8</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>9</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>10</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>11</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>12</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Estimated enrollment total:** 720

10. What is the max capacity for student seats at each grade level in 2012-2013?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>1-2</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>3-4</td>
<td>7</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>5-6</td>
<td>9</td>
<td>N/A</td>
<td>18</td>
</tr>
<tr>
<td>6</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>7</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>8</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>9</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>10</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>11</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>12</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Max capacity total:** 720
B. STUDENT DATA (Continued)

12. Number of out-of-district students served in 2011-2012 on a tuition basis: 0

13. School day in 2011-2012: From 8:00 a.m. to 4:00 p.m. Average number of instructional minutes per day: 420

14. Number of students who attended during 2010-2011 but did not return at the beginning of the 2011-2012 school year: # Male 27 # Female 11

Do not include students who completed last grade available by charter school.

15. Student discipline during 2011-2012. Note: Any student who is suspended or expelled multiple times from the same school during the same school year should be counted only once toward that school’s total number of students suspended and expelled. “Total Number of Suspension Days Served” for the school should include all suspension days served by students during the school year, including all days served by any one student who has been suspended multiple times during the same school year.

<table>
<thead>
<tr>
<th>NUMBER/PERCENT OF STUDENTS DISCIPLINED</th>
<th>Number and % Suspended</th>
<th>Number and % Expelled</th>
<th>Total Number of Suspension Days Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raw # Male 61 # Female 30</td>
<td>91 / 15 %</td>
<td>0 / 0 %</td>
<td>236</td>
</tr>
<tr>
<td>Raw # Male 0 # Female 0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raw # Male 180 # Female 56</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. Student Retention during 2011-2012. Note: Transfer should be included whether the withdrawal occurred during the school year or at the end of the school year.

<table>
<thead>
<tr>
<th>NUMBER OF STUDENTS LEAVING THE CHARTER SCHOOL</th>
<th>Transferring to another school in the district</th>
<th>Transferring to another school outside the district</th>
<th>No longer attending school</th>
</tr>
</thead>
<tbody>
<tr>
<td># Male 33 # Female 0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Male 0 # Female 0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

17. Number of high school graduates during 2011-2012: 107 # Male 54 # Female 53

18. Average class size for general education classrooms only: 24 # Male 12 # Female 12

19. Average class size for pull-out special education classrooms (if applicable): # Male 5 # Female 15

20. Average class size for all classrooms (include special education pull-out classes): 24 # Male 12 # Female 12

21. Does your school require community service as a graduation requirement? YES

22. How many hours of community service are required each year? 250

23. Average entering test scores at lowest grade served or lowest grade tested.

   Grade: 9 Name of test: Explore (ISAT, NWEA, EPAS, etc.) Score: 14.3

24. Average comparable exiting test scores at highest grade served or highest grade tested.

   Grade: 11 Name of test: ACT (ISAT, NWEA, EPAS, etc. Should be the same as above.) Score: 18.3
1. Total number of instructional personnel (in FTE) in 2010-2011: 40
2. Total number of instructional personnel (in FTE) in 2011-2012: 40
3. Total number of 2010-2011 staff who remained at school for 2011-2012 school year: 24
4. Of the instructional staff at school in 2011-2012, how many maintain Illinois teaching certificates?: 38
5. Number of 2011-2012 instructional personnel who entered classroom via an alternative certification program.
   List name of program: Teach for America
6. Number of instructional personnel who completed neither alternative nor traditional certification: 2
7. Number and percentage of instructional personnel with at least a Master's degree in a relevant field: 22 / 55%
8. Number and percentage of instructional personnel with at least a PhD in relevant field: 0 / 0%
9. Average number of years experience in classroom for instructional staff: 3.18
10. Average number of years experience in classroom at current charter school for instructional staff: 1.84
11. Is your staff unionized? If Yes, what union? Yes
12. Number of full staff development days included in 2011-2012 school year: 5
13. Did your charter school distribute performance bonuses for instructional staff for the 2011-2012 school year? Yes
14. What was the total dollar amount of bonuses received by instructional staff members for 2011-2012? N/A
15. What is the representation of bonuses as a percentage of total salary compensation for 2011-2012 instructional staff? N/A
16. Number of non-clerical administrative personnel (in FTE) in 2011-2012: 3
   Please list positions included in count: Master Teacher, Academic Director
17. Of these, how many (in FTE) maintain Illinois administrative certificates?: 0
18. Did your charter school distribute performance bonuses for non-clerical administrative personnel for the 2011-2012 school year? Yes
19. What was the total dollar amount of bonuses received by non-clerical administrative personnel in 2011-2012? N/A
20. What is the representation of bonuses as a percentage of total salary compensation for 2011-2012 non-clerical administrative personnel? N/A
D. CHARTER SCHOOL EXEMPTIONS

Charter schools are exempt from much of the School Code. Indicate the areas of flexibility used by your school in 2011-2012. Check all that apply. For each area you check, please included a brief explanation of how that exemption assisted or impeded your ability to meet your stated goals and objectives.

☐ 1. Teacher certification.

☐ 2. Administrative certification.
   Our autonomy in this area had allowed us to hire the candidates who are the best fit for our network and have demonstrated a successful track record of instructional leadership through their previous professional experience. It is important to note that all UNO-CSN school leaders are either currently certified or are pursuing administrative certification through graduate courses at local universities.

☐ 3. Autonomy to set educational priorities.
   Our autonomy in this area has allowed our schools' leadership and instructional teams to set targeted attainment and growth goals based on the specific needs of their particular body of students; furthermore, schools can take a strengths-based approach to teaching and learning. In addition, the network has been able to provide even more differentiated, streamlined support to schools based on their specific strengths and areas for growth.

☐ 4. Autonomy to design curriculum independent from school district.
   We have been able to increase the rigor of our curriculum and instruction by fully adopting the Common Core Standards and have also elected to have several of our teachers participate in piloting the new World and U.S. History Common Core Standards. School leadership and instructional teams also have the ability to choose the curricular resources (i.e., textbooks) that best correlate with the needs and interests of their students.

☐ 5. Autonomy to allow teaching methods that are new or different from the school district.
   The entire network continues to see solid/significant gains in student achievement thanks to teaching that is grounded in a balanced approach to literacy and authentic, student-centered instructional techniques. We have also been able to begin incorporating more technology into the classroom for student and teacher use. Once again, in addition to the aforementioned items, school leadership and instructional teams are able to choose the best approaches/strategies that will meet the needs of

☐ 6. Autonomy to design different, additional performance standards.

☐ 7. Autonomy to set unique school day and school year schedules.
   Our longer school day (an additional 30 minutes per day) and year (a 5-week summer) has allowed us to provide even more learning time for students and has expanded our capacity to provide targeted interventions for individual students and small groups.

☐ 8. Autonomy to manage fiscal affairs independent of school district.
   Our autonomy over our finances has ensured that we are able to align our spending with instructional/student-family focused priorities and needs. The expansion and refinement of our overall academic model, as well as each school's academic program, is the driving factor behind the utilization of our funds.

☐ 9. Autonomy to set employee compensation rates and/or provide bonuses.
   Our autonomy in this area has allowed us to appropriately compensate educators who have demonstrated a high-impact track-record of success throughout their career and to reward excellent teaching. The higher the impact of a teacher's instruction, the larger the increase in pay is through additional compensation and/or performance bonuses. This approach also ensures that we are able to retain highly-effective teachers and, in turn, prepare them for leadership positions at the new school.

☐ 10. Autonomy to contract with external providers for various services (please list).
   Prior to contracting with Futures Education, our students with special needs were not receiving the related services that are critical to their academic, social, and emotional success. Our partnership with Futures has allowed us to bring a team of 14 highly-qualified clinicians into our schools; these professionals ensure students' needs are met and also collaborate very closely with our instructional teams to further ensure student progress.

☐ 11. Other (please describe):
E. SUGGESTED CHANGES IN THE LAW

Charter School and Authorizer Finances

1. Mandate at least 100% per capita funding from the authorizer.
   Charter schools in independent facilities (either rental or new construction) have much higher operating costs due to expenses such as rent and improvements to the facility. In addition, charters operate in high-needs areas/neighborhoods and need access to as equal financial resources. In turn, the authorizer's equitable funding should be a non-negotiable for all charter schools.

2. Allocate additional operating funds to charter schools beyond the per capita assistance from the authorizing district.
   All public school students should have access to state funds. Grant decisions should be made based on the quality of a school's application, proposed initiatives, and results, not on whether or not it is a charter or traditional public school.

3. Increase the amount of state start-up grants to up to $1,000 per enrolled student.
   Start-up funds are critical for a new school's ability to prepare for incoming students through careful planning, selection, and procurement of instructional/culture-building resources, curricular materials, and technology. Again, increasing the per pupil start-up amount is especially critical for those charters who operate out of independent facilities.

4. Provide state grants to all schools including those in renewal periods.
   Charters should be allowed to receive/compete for state grants, even in a renewal year, as these schools are still providing educational services in the best way possible even while engaging in the renewal process. Especially if a charter school or network has continuously demonstrated positive results during the time leading up to the renewal period, state grants for these schools are much needed.

5. Allow charter school revolving loan repayment after initial charter term.

6. Appropriate funds sufficient to fully fund state start-up grants as well as transition impact aid to districts.

7. Allocate funds to provide incentive grants to districts that approve charter schools.
   As long as the incentive grants are then transferred directly to charter schools, then this particular potential law makes sense. If the grants have no direct impact on charters or charter operations and are used for other district purposes, then the law should not be enacted.

8. Provide transportation funding.
   Contrary to popular myths, charters do want to serve all students, including those who are outside the traditional neighborhood boundary and those with special needs. Because of the equitable funding issues mentioned above, charters are often unable to assist those families who must travel greater distances or make special arrangements to ensure their students attend school in a timely manner every day. Transportation funding would remove the roadblock presented by the current lack of monies and allow charters to better align their actions with their mission/intention to serve all students.

   Facilities funding is one of the most important issues for charter schools. As was stated previously, facilities costs are a major issue affecting charter schools. In order to address school overcrowding and the community's demand for more quality public education options, new and renovated facilities that are safe and welcoming must open.

10. Prohibit districts from charging rent for district buildings used by charter schools.
    Since charter schools are also public schools, districts should definitely NOT charge rent for occupation in order to create another revenue source for themselves. Just as charters need equal access to funds, they also need equal access to quality facilities, especially if they are either under-utilized or unoccupied.
E. SUGGESTED CHANGES IN THE LAW (Continued)

Admissions/Enrollment

☐ 1. Allow children classified as "at-risk" to have preference in the lottery in all charter schools.

☐ 2. Allow children of employees to attend regardless of their home District.

☐ 3. Allow additional enrollment preferences (specify).

Authorization

☑ 1. Provide for alternative routes to authorization that do not require charter schools to first present to local school boards.

   Charter schools should be allowed to open schools without presenting to the local school boards in areas where schools are overcrowded and/or where parents/the community have adequately voiced their demands for better, more high-quality options for their children's education.

☐ 2. Allow statewide RFPs for charter schools.

☐ 3. Lengthen the 75 days currently allowed for authorizers to respond to charter school applications.

☑ 4. Permit authorizers to renew charter schools for up to 10 year terms.

   The charter renewal period should be extended to up to 10 years only for those charters that are high-performing and have demonstrated a consistent track record of student achievement over a specific period of time. There should be benchmarks included within the 10-year term to ensure the aforementioned consistency.
**E. SUGGESTED CHANGES IN THE LAW (Continued)**

**Expansion of Charter Schools**

- **✓ 1. Increase the cap to allow more charter schools to open.**
  
  Parents and families continue to self-advocate for increasing high-quality options for educating their children. Parents and families deserve to have a choice when it comes to schooling, and this choice should not be restricted by their zip code or their capacity to afford (or not afford) private schooling (which requires tuition).

- **☐ 2. Allow multiple campuses for all schools.**

- **☐ 3. Prohibit multiple campuses for all schools.**

**Increased Autonomy/Flexibility**

- **✓ 1. Remove the requirement that charter schools give the same standardized tests as the authorizing district.**
  
  Many charters have already begun to adopt the Common Core in order to increase the rigor of instruction and accelerate student learning, especially for those that are struggling or behind. In order to effectively assess student progress and areas for improvement, charters must design and align their assessments to their Common Core-based instruction.

- **☐ 2. Eliminate the teacher certification requirements included in Public Acts 093-0003 and 096-0105.**

- **☐ 3. Allow for-profit management companies for all schools.**

Other (please specify, attach additional pages as necessary):
F. MANAGEMENT RELATIONSHIPS

Indicate the relationship of your school to charter or educational management organizations (CMOs or EMOs). **Check all that apply.** Use space below to indicate the name of the management organization as appropriate.

☐ 1. The school had a contract with a not-for-profit CMO or EMO for the first time in 2011-2012.

☐ 2. The school has had a contract with a not-for-profit CMO or EMO in the past (specify years: 12_________).

☐ 3. The school had a contract with a for-profit CMO or EMO for the first time in 2011-2012.

☐ 4. The school has had a contract with a for-profit CMO or EMO in the past (specify years: ___________).

☐ 5. The school has never had a contract with a CMO or EMO, either for-profit or not-for-profit.

Comments:
Indicate how your school is held accountable by the charter authorizer. Check all that apply.

Yes ☑ No ☐

1. Does the school submit a written performance report to the authorizer each year?

2. Does the school submit a written performance report to the authorizer only for renewal?

3. Does the school communicate the results of its performance reports to student families each year?
   - If Yes, give the date and nature of communication: NCLB Report is sent home in the middle of fall semester (ISAT)

4. Does the school communicate the results of its performance reports to community members each year?
   - If Yes, give date and nature of communication: 

5. Does the authorizer make an on-site visit to the school each year?
   - If Yes, list the dates of 2011-2012 visits: 

6. Does the authorizer make an on-site visit to the school only for renewal?

7. Does your school have a board of directors?
   - If Yes, how many members are on the board? 6
   - What is the frequency of board meetings? Monthly
G. ACCOUNTABILITY

Indicate how your school is held accountable by the charter authorizer. **Check all that apply.**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>✔</td>
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<td>✔</td>
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2. Does the school submit a written performance report to the authorizer only for renewal?

3. Does the school communicate the results of its performance reports to student families each year?
   If Yes, give the date and nature of communication: **NCLB Report is sent home in the middle of fall semester (ISAT)**

4. Does the school communicate the results of its performance reports to community members each year?
   If Yes, give date and nature of communication: ________________________________

5. Does the authorizer make an on-site visit to the school each year?
   If Yes, list the dates of 2011-2012 visits: ________________________________

6. Does the authorizer make an on-site visit to the school only for renewal?

7. Does your school have a board of directors?
   If Yes, how many members are on the board? **6**
   What is the frequency of board meetings? **Monthly**

---

ISBE 87-13 (10/12)
H. MISSION AND GOALS

1. State the mission and goals of your school.

MISSION:
The UNO Charter School Network shares UNO's mission – to lead the transformation of the Hispanic Community toward an educated, powerful and prosperous citizenry by engaging and challenging it to redefine its potential and its legacy in metropolitan Chicago and the United States of America. The central principle behind UNO’s philosophy is the belief that Hispanic immigrants follow in the tradition of their immigrant predecessors in America, bringing with them strong family values, a unique work ethic, and an entrepreneurial spirit. Through its high quality schools, UNO-CSN seeks to redefine the culture and expectations of public education, especially among underserved students.

OUR EDUCATION PHILOSOPHY AND BELIEFS:
UNO-CSN strongly believes that all students can learn and deserve the opportunity to realize their potential. Through our rigorous curriculum and individualized approach, we develop students who act with integrity and are civically engaged, intellectually curious, and prepared for success in high school, college, and beyond. For us, academic success is not a hope; it is an expectation.

We also believe that:
- Parent partnerships are critical to our work.
- Effective classroom instruction is the key lever for student success.
- Students learn best in a structured, supportive, and intellectually stimulating environment.
- Robust data should drive all of our decisions.
- We are all accountable for the achievement of our students.

OUR VISION FOR OUR STUDENTS:
Through our academic program, UNO-CSN seeks to develop young men and women who are committed to continually improving themselves as both scholars and citizens. An UNO-CSN education ensures that every graduate is:

- Prepared to Compete Locally, Nationally, and Globally:
  As competitors in the global marketplace, UNO graduates are ready for the rigors of high school, college, and beyond. They are technologically adept, culturally literate, and communicate effectively.
- Civically Engaged
  As citizen-leaders, UNO graduates are informed, active, and responsible members of their communities.
- Intellectually Curious
  As knowledge seekers, UNO graduates are analytical, innovative, and reflective thinkers.
- A Person of Integrity

2. Describe the extent to which your school is accomplishing its mission and goals. Be sure to use specific examples and data. Attach additional pages if necessary.

Garcia continues to meet the aggressive EPAS/ACT growth goals the school has set for itself this year. We will continue this upward trajectory by maintaining our interim assessment program (EPAS/Mastery Manager) and further developing teacher capacity to use data from these assessments to tailor their instruction to address student gaps. Garcia is also considering a partnership with Project Lead the Way, to bolster its current math/science focus into a full-fledged STEM program.
I. BEST PRACTICES

1. Name three to four "best practices" used by your school and describe how each benefits your student population. Attach additional pages as necessary.

For example:
- Teacher evaluation methods
- Teacher and administrator incentive pay structures
- Benefit structure available to staff
- Student performance data management and school level performance management practices
- Internal accountability programs
- Successful partnerships with outside organizations
- Parent and community engagement / outreach strategies
- Professional development
- Professional culture / recruitment and retention strategies
- Extended school day / school year

Comments:

- Refining Our Curriculum, Making Both Rigor and Literacy a Priority
  In order to push students to even higher levels of attainment, UNO-CSN is currently working to build upon its current curriculum, making it even more rigorous by anchoring our scope and sequence in the Common Core Standards and ensuring that literacy is strategically embedded across all subject areas. We are currently forming teacher-leader curriculum task forces who will lead these efforts.

- Creating a Robust Human Capital System to Increase Teacher Effectiveness
  UNO-CSN continues to create a human capital system that attracts and retains top-tier instructional leaders. We are currently expanding our local and national networks through partnerships with universities (i.e., Harvard Graduate School of Education, Teachers College, etc.) and key organizations (i.e., Teach for America, Education Pioneers, etc.), as well as strengthening established relationships with other critical stakeholders to build better pipelines of the most highly qualified candidates for our new and existing schools. Additionally, UNO-CSN will continue to refine STRIVE as we embark on its first year of implementation, further prioritizing workforce development, providing teacher support where needed, and helping current staff identify advancement opportunities throughout the organization.

- Building Systems and Capacity for Better Data-Driven Decision Making
  UNO-CSN has recently designed and begun to utilize detailed student, school, and network dashboard systems, making achievement and growth data more accessible to teachers, school leaders, and even students and their families. This level of visualization, as well as increased accessibility to robust, meaningful data will also ensure that teachers and school leaders make instructional decisions based on both student strengths and areas for improvement. In addition, UNO-CSN will hold itself to high levels of accountability and transparency that will lead to increased student success and continual network growth.

- Pushing for Authentic Parent Engagement
  UNO-CSN views parent and family engagement as one of the most crucial components of student success. We believe that forming strong teacher-parent and home-school relationships further invests each student in his/her own learning and achievement. Accordingly, each UNO-CSN family commits to a partnership with its respective school community, including their child's teacher, as well as the Academic Director. Grounded in a genuine and open line of communication, as well as the two home visits our teachers are required to complete for each of their students, the working relationship between parents and teachers is truly reciprocal: while teachers detail student expectations, parents also hold teachers accountable for the type of academic, social, and emotional support they believe their children will need to achieve their full potential. This working relationship is also strengthened through quarterly parent-teacher strategy meetings, as well as monthly family literacy nights at our elementary schools and student showcase nights at our high school. In addition, each of our schools invites parents to partake in numerous volunteer opportunities year-round. Each UNO-CSN school also has a Parent Outreach Coordinator on staff, who provides an additional campus-based point of contact for families and manages initiatives such as parent leadership training and skill building workshops.
List the total amounts of your school's funding streams for the categories below as well as what each category represents as a percentage of your total operating budget.

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Public funds from federal government.</td>
<td>$402,846</td>
<td>6.5%</td>
</tr>
<tr>
<td>2. Public funds from state government.</td>
<td>$388,198</td>
<td>6.2%</td>
</tr>
<tr>
<td>3. Public funds from local government.</td>
<td>$5,342,372</td>
<td>85.7%</td>
</tr>
<tr>
<td>4. Private donations from individuals.</td>
<td>$10,000</td>
<td>2%</td>
</tr>
<tr>
<td>5. Private donations from corporations.</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>6. Private donations from non-profits or foundations.</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>7. Other sources (please explain).</td>
<td>$87,600</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

Student fees and student fund raising

1. Total revenue/funding: $6,231,016 (100%)

9. Are your facilities independent from district ownership?  
   - Yes  
   - No

Provide a top-level breakdown of your budget based on the following categories. Please list both the amount spent as well as what each category represents as a percentage of total outlays.

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Administrative costs (clerical supplies, office machine rental/use, etc.)</td>
<td>$262,093</td>
<td>4.6%</td>
</tr>
<tr>
<td>11. Facilities rental/lease.</td>
<td>$343,526</td>
<td>6.0%</td>
</tr>
<tr>
<td>12. Facilities maintenance and upkeep.</td>
<td>$376,811</td>
<td>6.6%</td>
</tr>
<tr>
<td>13. Instructional personnel salaries.</td>
<td>$3,141,323</td>
<td>55.1%</td>
</tr>
<tr>
<td>14. Instructional personnel performance based bonuses.</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>15. Administrative non-clerical personnel salaries.</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>16. Administrative, non-clerical personnel performance bonuses.</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>17. Support staff salaries (maintenance, clerical, etc.).</td>
<td>$318,563</td>
<td>5.6%</td>
</tr>
<tr>
<td>18. Program supplies (books, computers, student instructional aides).</td>
<td>$253,988</td>
<td>4.5%</td>
</tr>
<tr>
<td>19. Professional development.</td>
<td>$7,500</td>
<td>.1%</td>
</tr>
<tr>
<td>20. Public relations / advertising.</td>
<td>$4,000</td>
<td>.1%</td>
</tr>
<tr>
<td>21. Student programs and activities (non-athletic).</td>
<td>$269,232</td>
<td>4.7%</td>
</tr>
<tr>
<td>22. Student programs and activities (athletic).</td>
<td>$59,200</td>
<td>1.0%</td>
</tr>
<tr>
<td>23. Other (please explain broadly):</td>
<td>$667,886</td>
<td>11.7%</td>
</tr>
</tbody>
</table>

CMO fee
Student fund raising costs

24. Total expenses: $5,704,122 (100%)
and the larger organizational transformation.

Advancing UCN-CSCS by focusing on four key elements across the city, we must strengthen the voice of the communities we serve.

Taking on the challenge of raising $40 million in capital funds for network expansion, through our current and future endeavors, UCN and UCN-CSCS will continue to address funding for UCN to build more quality schools. These collective actions to the state are critical for UCN.

UCN and UCN-CSCS continue to build and expand partnerships and family involvement in the development of lasting relationships that are grounded in trust and mutual respect.

SUCCESS STORIES:

1. Closing a High School Support Program

2. Driving Examiner Parent and Family Engagement

Our teachers and parents, students, and community members are engaged in the process. The GS Team's efforts, in conjunction with those of other organizations, have led to the successful transformation of over 90% of UCN-CSCS's high schools. In addition, over 12,000 students across the state of Oregon have matriculated into higher education institutions, including those of Chicago.

Providing additional information and contact details:

- There are additional resources available for more information on student success at UCN-CSCS.
- Contact the school for more details on the initiatives and programs for student success.

For students and parents, UCN-CSCS offers resources and support to navigate the college application process. The GS Team is dedicated to supporting students in achieving their academic goals and transitioning smoothly into higher education institutions.

For further information, please contact the school.
### A. DIRECTORY INFORMATION

Provide the most recent information in each box.

**NAME OF CHARTER SCHOOL**
UNO Ofc. Donald J. Marquez

**STREET ADDRESS**
296 W. 47th St., Chicago, Illinois 60632

**TELEPHONE NUMBER**
312.432.6302

**FAX NUMBER**
312.432.0077

**NUMBER OF SCHOOL SITES IN 2011-2012**
1

**NAME OF PERSON COMPLETING THIS FORM**
Alfred Quijano

**TELEPHONE OF PERSON COMPLETING THIS FORM**
312.432.6301

**NAME OF CHARTER SCHOOL DIRECTOR**
Matthew Moeller

**E-MAIL OF CHARTER SCHOOL DIRECTOR**
mmoeller@uno-online.org

**NAME OF CHARTER SCHOOL GOVERNING BOARD PRESIDENT**
Juan Rangel

**SCHOOL'S WEBSITE ADDRESS**
www.unocharterschools.org

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### B. STUDENT DATA

1. Did your school hold an enrollment lottery for 2011-2012?
   - Yes
   - No

2. How many student enrollment applications were received for 2011-2012?
   - 574

3. From these applications, how many students were selected via lottery?
   - 72

4. How many students were on waiting list 2011-2012 on 20th day of school?
   - K-8
   - 502

5. Grades served in 2011-2012.
   - K
   - 576

6. Student enrollment in 2011-2012 on 20th day of school.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>64</td>
<td>N/A</td>
<td>64</td>
</tr>
<tr>
<td>1</td>
<td>64</td>
<td>N/A</td>
<td>64</td>
</tr>
<tr>
<td>2</td>
<td>64</td>
<td>N/A</td>
<td>64</td>
</tr>
<tr>
<td>3</td>
<td>64</td>
<td>N/A</td>
<td>64</td>
</tr>
<tr>
<td>4</td>
<td>64</td>
<td>N/A</td>
<td>64</td>
</tr>
<tr>
<td>5</td>
<td>64</td>
<td>N/A</td>
<td>64</td>
</tr>
<tr>
<td>6</td>
<td>64</td>
<td>N/A</td>
<td>64</td>
</tr>
<tr>
<td>7</td>
<td>64</td>
<td>N/A</td>
<td>64</td>
</tr>
<tr>
<td>8</td>
<td>64</td>
<td>N/A</td>
<td>64</td>
</tr>
<tr>
<td>9</td>
<td>64</td>
<td>N/A</td>
<td>64</td>
</tr>
<tr>
<td>10</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>11</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>12</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Total</td>
<td>576</td>
<td></td>
<td>576</td>
</tr>
</tbody>
</table>

8. What was the max capacity for student seats at each grade level in 2011-2012?

- K: 64
- 1: 64
- 2: 64
- 3: 64
- 4: 64
- 5: 64
- 6: 64
- 7: 64
- 8: 64
- 9: 64
- 10: N/A
- 11: N/A
- Other: N/A

9. What is the estimated enrollment for 2012-2013 on 20th day of school?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>64</td>
<td>N/A</td>
<td>64</td>
</tr>
<tr>
<td>1</td>
<td>64</td>
<td>N/A</td>
<td>64</td>
</tr>
<tr>
<td>2</td>
<td>64</td>
<td>N/A</td>
<td>64</td>
</tr>
<tr>
<td>3</td>
<td>64</td>
<td>N/A</td>
<td>64</td>
</tr>
<tr>
<td>4</td>
<td>64</td>
<td>N/A</td>
<td>64</td>
</tr>
<tr>
<td>5</td>
<td>64</td>
<td>N/A</td>
<td>64</td>
</tr>
<tr>
<td>6</td>
<td>64</td>
<td>N/A</td>
<td>64</td>
</tr>
<tr>
<td>7</td>
<td>64</td>
<td>N/A</td>
<td>64</td>
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<tr>
<td>8</td>
<td>64</td>
<td>N/A</td>
<td>64</td>
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<tr>
<td>9</td>
<td>64</td>
<td>N/A</td>
<td>64</td>
</tr>
<tr>
<td>10</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>11</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

10. What is the max capacity for student seats at each grade level in 2012-2013?

- K: 64
- 1: 64
- 2: 64
- 3: 64
- 4: 64
- 5: 64
- 6: 64
- 7: 64
- 8: 64
- 9: 64
- 10: N/A
- 11: N/A
- Other: N/A

---

**Facebook Username:**
**Twitter Username:**
**Other Username:**
B. STUDENT DATA (Continued)

12. Number of out-of-district students served in 2011-2012 on a tuition basis: 0

13. School day in 2011-2012: From 8:00 a.m. to 3:30 p.m. Average number of instructional minutes per day: 420

14. Number of students who attended during 2010-2011 but did not return at the beginning of the 2011-2012 school year: Male 13 Female 10

15. Student discipline during 2011-2012. Note: Any student who is suspended or expelled multiple times from the same school during the same school year should be counted only once toward that school's total number of students suspended and expelled.

<table>
<thead>
<tr>
<th>Number and % Suspended</th>
<th>Number and % Expelled</th>
<th>Total Number of Suspension Days Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 / 2 %</td>
<td>0 / 0 %</td>
<td>31</td>
</tr>
</tbody>
</table>

Do not include students who completed last grade available by charter school.


17. Average class size for general education classrooms only.

18. Average class size for pull-out special education classrooms (if applicable).

19. Average class size for all classrooms (include special education pull-out classes).

20. Does your school require community service as a graduation requirement?

21. How many hours of community service are required each year?

22. Average entering test scores at lowest grade served or lowest grade tested.

Grade: 3 Name of test: ISAT Score: 68.5

23. Average comparable exiting test scores at highest grade served or highest grade tested.

Grade: 8 Name of test: ISAT Score: 87.1
### C. STAFF DATA

1. Total number of instructional personnel (in FTE) in 2010-2011.  
   - 26.5

2. Total number of instructional personnel (in FTE) in 2011-2012.  
   - 26.5

3. Total number of 2010-2011 staff who remained at school for 2011-2012 school year.  
   - 16.5

4. Of the instructional staff at school in 2011-2012, how many maintain Illinois teaching certificates?  
   - 26.5

5. Number of 2011-2012 instructional personnel who entered classroom via an alternative certification program.  
   - 4  
   
   **List name of program.**  
   **Common schools/program(s): Teach for America**

6. Number of instructional personnel who completed neither alternative nor traditional certification.  
   - 0

7. Number and percentage of instructional personnel with at least a Master's degree in a relevant field.  
   - 11 / 42%

8. Number and percentage of instructional personnel with at least a PhD in relevant field.  
   - 0 / 0%

9. Average number of years experience in classroom for instructional staff.  
   - 3.41

10. Average number of years experience in classroom at current charter school for instructional staff.  
    - 2.32

11. Is your staff unionized?  
    - □ Yes  ☑ No

12. Number of full staff development days included in 2011-2012 school year.  
    - N/A

13. Did your charter school distribute performance bonuses for instructional staff for the 2011-2012 school year?  
    - □ Yes  ☑ No

14. What was the total dollar amount of bonuses received by instructional staff members for 2011-2012?  
    - N/A

15. What is the representation of bonuses as a percentage of total salary compensation for 2011-2012 instructional staff?  
    - N/A

    - 3  
    
    **Please list positions included in count.**  
    **Academic Director, Master Teacher**

17. Of these, how many (in FTE) maintain Illinois administrative certificates?  
    - 2  
    - □ Yes  ☑ No

18. Did your charter school distribute performance bonuses for non-clerical administrative personnel for the 2011-2012 school year?  
    - N/A

19. What was the total dollar amount of bonuses received by non-clerical administrative personnel in 2011-2012?  
    - N/A

20. What is the representation of bonuses as a percentage of total salary compensation for 2011-2012 non-clerical administrative personnel?  
    - N/A
D. CHARTER SCHOOL EXEMPTIONS

Charter schools are exempt from much of the School Code. Indicate the areas of flexibility used by your school in 2011-2012. **Check all that apply.** For each area you check, please included a brief explanation of how that exemption assisted or impeded your ability to meet your stated goals and objectives.

- 1. Teacher certification.


  Our autonomy in this area had allowed us to hire the candidates who are the best fit for our network and have demonstrated a successful track record of instructional leadership through their previous professional experience. It is important to note that all UNO-CSN school leaders are either currently certified or are pursuing administrative certification through graduate courses at local universities.

- 3. Autonomy to set educational priorities.

  Our autonomy in this area has allowed our schools' leadership and instructional teams to set targeted attainment and growth goals based on the specific needs of their particular body of students; furthermore, schools can take a strengths-based approach to teaching and learning. In addition, the network has been able to provide even more differentiated, streamlined support to schools based on their specific strengths and areas for growth.

- 4. Autonomy to design curriculum independent from school district.

  We have been able to increase the rigor of our curriculum and instruction by fully adopting the Common Core Standards and have also elected to have several of our teachers participate in piloting the new World and U.S. History Common Core Standards. School leadership and instructional teams also have the ability to choose the curricular resources (i.e., textbooks) that best correlate with the needs and interests of their students.

- 5. Autonomy to allow teaching methods that are new or different from the school district.

  The entire network continues to see solid/significant gains in student achievement thanks to teaching that is grounded in a balanced approach to literacy and authentic, student-centered instructional techniques. We have also been able to begin incorporating more technology into the classroom for student and teacher use. Once again, in addition to the aforementioned items, school leadership and instructional teams are able to choose the best approaches/strategies that will meet the needs of...

- 6. Autonomy to design different, additional performance standards.

- 7. Autonomy to set unique school day and school year schedules.

  Our longer school day (an additional 30 minutes per day) and year (a 5-week summer) has allowed us to provide even more learning time for students and has expanded our capacity to provide targeted interventions for individual students and small groups.

- 8. Autonomy to manage fiscal affairs independent of school district.

  Our autonomy over our finances has ensured that we are able to align our spending with instructional/student-family focused priorities and needs. The expansion and refinement of our overall academic model, as well as each school's academic program, is the driving factor behind the utilization of our funds.

- 9. Autonomy to set employee compensation rates and/or provide bonuses.

  Our autonomy in this area has allowed us to appropriately compensate educators who have demonstrated a high-impact track-record of success throughout their career and to reward excellent teaching. The higher the impact of a teacher's instruction, the larger the increase in pay is through additional compensation and/or performance bonuses. This approach also ensures that we are able to retain highly-effective teachers and, in turn, prepare them for leadership positions at the new school.

- 10. Autonomy to contract with external providers for various services (please list).

  Prior to contracting with Futures Education, our students with special needs were not receiving the related services that are critical to their academic, social, and emotional success. Our partnership with Futures has allowed us to bring a team of 14 highly-qualified clinicians into our schools; these professionals ensure students' needs are met and also collaborate very closely with our instructional teams to further ensure student progress.

- 11. Other (please describe):
E. SUGGESTED CHANGES IN THE LAW

Charter School and Authorizer Finances

1. Mandate at least 100% per capita funding from the authorizer.
   Charter schools in independent facilities (either rental or new construction) have much higher operating costs due to expenses such as rent and improvements to the facility. In addition, charters operate in high-needs areas/neighborhoods and need access to as equal financial resources. In turn, the authorizer's equitable funding should be a non-negotiable for all charter schools.

2. Allocate additional operating funds to charter schools beyond the per capita assistance from the authorizing district.
   All public school students should have access to state funds. Grant decisions should be made based on the quality of a school's application, proposed initiatives, and results, not on whether or not it is a charter or traditional public school.

3. Increase the amount of state start-up grants to up to $1,000 per enrolled student.
   Start-up funds are critical for a new school's ability to prepare for incoming students through careful planning, selection, and procurement of instructional/culture-building resources, curricular materials, and technology. Again, increasing the per pupil start-up amount is especially critical for those charters who operate out of independent facilities.

4. Provide state grants to all schools including those in renewal periods.
   Charters should be allowed to receive compete for state grants, even in a renewal year, as these schools are still providing educational services in the best way possible even while engaging in the renewal process. Especially if a charter school or network has continuously demonstrated positive results during the time leading up to the renewal period, state grants for these schools are much needed.

5. Allow charter school revolving loan repayment after initial charter term.

6. Appropriate funds sufficient to fully fund state start-up grants as well as transition impact aid to districts.

7. Allocate funds to provide incentive grants to districts that approve charter schools.
   As long as the incentive grants are then transferred directly to charter schools, then this particular potential law makes sense. If the grants have no direct impact on charters or charter operations and are used for other district purposes, then the law should not be enacted.

8. Provide transportation funding.
   Contrary to popular myths, charters do want to serve all students, including those who are outside the traditional neighborhood boundary and those with special needs. Because of the equitable funding issues mentioned above, charters are often unable to assist those families who must travel greater distances or make special arrangements to ensure their students attend school in a timely manner every day. Transportation funding would remove the roadblock presented by the current lack of monies and allow charters to better align their actions with their mission/intention to serve all students.

   Facilities funding is one of the most important issues for charter schools. As was stated previously, facilities costs are a major issue affecting charter schools. In order to address school overcrowding and the community's demand for more quality public education options, new and renovated facilities that are safe and welcoming must open.

10. Prohibit districts from charging rent for district buildings used by charter schools.
    Since charter schools are also public schools, districts should definitely NOT charge rent for occupation in order to create another revenue source for themselves. Just as charters need equal access to funds, they also need equal access to quality facilities, especially if they are either under-utilized or unoccupied.
E. SUGGESTED CHANGES IN THE LAW (Continued)

Admissions/Enrollment

☐ 1. Allow children classified as "at-risk" to have preference in the lottery in all charter schools.

☐ 2. Allow children of employees to attend regardless of their home District.

☐ 3. Allow additional enrollment preferences (specify).

Authorization

☑ 1. Provide for alternative routes to authorization that do not require charter schools to first present to local school boards.
   Charter schools should be allowed to open schools without presenting to the local school boards in areas where schools are overcrowded and/or where parents/the community have adequately voiced their demands for better, more high-quality options for their children's education.

☐ 2. Allow statewide RFPs for charter schools.

☐ 3. Lengthen the 75 days currently allowed for authorizers to respond to charter school applications.

☑ 4. Permit authorizers to renew charter schools for up to 10 year terms.
   The charter renewal period should be extended to up to 10 years only for those charters that are high-performing and have demonstrated a consistent track record of student achievement over a specific period of time. There should be benchmarks included within the 10-year term to ensure the aforementioned consistency.
E. SUGGESTED CHANGES IN THE LAW (Continued)

Expansion of Charter Schools

☑ 1. Increase the cap to allow more charter schools to open.

Parents and families continue to self-advocate for increasing high-quality options for educating their children. Parents and families deserve to have a choice when it comes to schooling, and this choice should not be restricted by their zip code or their capacity to afford (or not afford) private schooling (which requires tuition).

☐ 2. Allow multiple campuses for all schools.

☐ 3. Prohibit multiple campuses for all schools.

Increased Autonomy/Flexibility

☑ 1. Remove the requirement that charter schools give the same standardized tests as the authorizing district.

Many charters have already begun to adopt the Common Core in order to increase the rigor of instruction and accelerate student learning, especially for those that are struggling or behind. In order to effectively assess student progress and areas for improvement, charters must design and align their assessments to their Common Core-based instruction.

☐ 2. Eliminate the teacher certification requirements included in Public Acts 093-0003 and 096-0105.

☐ 3. Allow for-profit management companies for all schools.

Other (please specify, attach additional pages as necessary):
F. MANAGEMENT RELATIONSHIPS

Indicate the relationship of your school to charter or educational management organizations (CMOs or EMOs). **Check all that apply.** Use space below to indicate the name of the management organization as appropriate.

☐ 1. The school had a contract with a not-for-profit CMO or EMO for the first time in 2011-2012.

☐ 2. The school has had a contract with a not-for-profit CMO or EMO in the past (specify years: 12__________).

☐ 3. The school had a contract with a for-profit CMO or EMO for the first time in 2011-2012.

☐ 4. The school has had a contract with a for-profit CMO or EMO in the past (specify years: ____________).

☐ 5. The school has never had a contract with a CMO or EMO, either for-profit or not-for-profit.

Comments:
Indicate how your school is held accountable by the charter authorizer. *Check all that apply.*

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
<td></td>
</tr>
</tbody>
</table>

1. Does the school submit a written performance report to the authorizer each year?  
☐  

2. Does the school submit a written performance report to the authorizer only for renewal?  
☑  

3. Does the school communicate the results of its performance reports to student families each year?  
If Yes, give the date and nature of communication: NCLB Report is sent home in the middle of fall semester (ISAT)  
☐  

4. Does the school communicate the results of its performance reports to community members each year?  
If Yes, give date and nature of communication:  
☐  

5. Does the authorizer make an on-site visit to the school each year?  
If Yes, list the dates of 2011-2012 visits:  
☑  

6. Does the authorizer make an on-site visit to the school only for renewal?  
☐  

7. Does your school have a board of directors?  
If Yes, how many members are on the board? 6  
What is the frequency of board meetings? Monthly
1. State the mission and goals of your school.

MISSION:
The UNO Charter School Network shares UNO's mission – to lead the transformation of the Hispanic Community toward an educated, powerful and prosperous citizenry by engaging and challenging it to redefine its potential and its legacy in metropolitan Chicago and the United States of America. The central principle behind UNO's philosophy is the belief that Hispanic immigrants follow in the tradition of their immigrant predecessors in America, bringing with them strong family values, a unique work ethic, and an entrepreneurial spirit. Through its high quality schools, UNO-CSN seeks to redefine the culture and expectations of public education, especially among underserved students.

OUR EDUCATION PHILOSOPHY AND BELIEFS:
UNO-CSN strongly believes that all students can learn and deserve the opportunity to realize their potential. Through our rigorous curriculum and individualized approach, we develop students who act with integrity and are civically engaged, intellectually curious, and prepared for success in high school, college, and beyond. For us, academic success is not a hope; it is an expectation.

We also believe that:
- Parent partnerships are critical to our work.
- Effective classroom instruction is the key lever for student success.
- Students learn best in a structured, supportive, and intellectually stimulating environment.
- Robust data should drive all of our decisions.
- We are all accountable for the achievement of our students.

OUR VISION FOR OUR STUDENTS:
Through our academic program, UNO-CSN seeks to develop young men and women who are committed to continually improving themselves as both scholars and citizens. An UNO-CSN education ensures that every graduate is:

- Prepared to Compete Locally, Nationally, and Globally:
  As competitors in the global marketplace, UNO graduates are ready for the rigors of high school, college, and beyond. They are technologically adept, culturally literate, and communicate effectively.
- Civically Engaged
  As citizen-leaders, UNO graduates are informed, active, and responsible members of their communities.
- Intellectually Curious
  As knowledge seekers, UNO graduates are analytical, innovative, and reflective thinkers.
- A Person of Integrity

2. Describe the extent to which your school is accomplishing its mission and goals. Be sure to use specific examples and data. Attach additional pages if necessary.

The majority of UNO-CSN's 11 existing schools continue to meet the aggressive ISAT growth goals each campus sets for itself annually, especially in Math, as evidenced by the nearly five-point increase in our Math scores (80.2 to 85.6) in the spring of 2012. We will continue this upward trajectory by maintaining our interim assessment program (NWEA) and further developing teacher capacity to use data from these assessments to tailor their instruction to address student gaps. It is important to note that eight of our elementary campuses have partnered with The Achievement Network for 2012-2013. The Achievement Network provides [1] quarterly interim assessments (in addition to NWEA) that are aligned with Illinois and Common Core Standards, as well as [2] a data coach who consults with both school leadership and teachers on interpreting and analyzing assessment results through a series of data meetings over the course of the year. During these data meetings, school leaders and teachers also collaborate to make adjustments to unit plans (i.e., selecting which standards to re-teach, if necessary) and to monitor individual student progress. In addition to these efforts, each school's Master Teachers will continue to work with each teacher one-on-one, developing individual Professional Growth Plans and providing the feedback and guidance necessary for improving effectiveness in the classroom, and in turn, student academic outcomes.
I. BEST PRACTICES

1. Name three to four “best practices” used by your school and describe how each benefits your student population. Attach additional pages as necessary.

For example:

- Teacher evaluation methods
- Teacher and administrator incentive pay structures
- Benefit structure available to staff
- Student performance data management and school level performance management practices
- Internal accountability programs
- Successful partnerships with outside organizations
- Parent and community engagement / outreach strategies
- Professional development
- Professional culture / recruitment and retention strategies
- Extended school day / school year

Comments:

- Refining Our Curriculum, Making Both Rigor and Literacy a Priority

In order to push students to even higher levels of attainment, UNO-CSN is currently working to build upon its current curriculum, making it even more rigorous by anchoring our scope and sequence in the Common Core Standards and ensuring that literacy is strategically embedded across all subject areas. We are currently forming teacher-leader curriculum task forces who will lead these efforts.

- Creating a Robust Human Capital System to Increase Teacher Effectiveness

UNO-CSN continues to create a human capital system that attracts and retains top-tier instructional leaders. We are currently expanding our local and national networks through partnerships with universities (i.e., Harvard Graduate School of Education, Teachers College, etc.) and key organizations (i.e., Teach for America, Education Pioneers, etc.), as well as strengthening established relationships with other critical stakeholders to build better pipelines of the most highly qualified candidates for our new and existing schools. Additionally, UNO-CSN will continue to refine STRIVE as we embark on its first year of implementation, further prioritizing workforce development, providing teacher support where needed, and helping current staff identify advancement opportunities throughout the organization.

- Building Systems and Capacity for Better Data-Driven Decision Making

UNO-CSN has recently designed and begun to utilize detailed student, school, and network dashboard systems, making achievement and growth data more accessible to teachers, school leaders, and even students and their families. This level of visualization, as well as increased accessibility to robust, meaningful data will also ensure that teachers and school leaders make instructional decisions based on both student strengths and areas for improvement. In addition, UNO-CSN will hold itself to high levels of accountability and transparency that will lead to increased student success and continual network growth.

- Pushing for Authentic Parent Engagement

UNO-CSN views parent and family engagement as one of the most crucial components of student success. We believe that forming strong teacher-parent and home-school relationships further invests each student in his/her own learning and achievement. Accordingly, each UNO-CSN family commits to a partnership with its respective school community, including their child’s teacher, as well as the Academic Director. Grounded in a genuine and open line of communication, as well as the two home visits our teachers are required to complete for each of their students, the working relationship between parents and teachers is truly reciprocal: while teachers detail student expectations, parents also hold teachers accountable for the type of academic, social, and emotional support they believe their children will need to achieve their full potential. This working relationship is also strengthened through quarterly parent-teacher strategy meetings, as well as monthly family literacy nights at our elementary schools and student showcase nights at our high school. In addition, each of our schools invites parents to partake in numerous volunteer opportunities year-round. Each UNO-CSN school also has a Parent Outreach Coordinator on staff, who provides an additional campus-based point of contact for families and manages initiatives such as parent leadership training and skill building workshops.
<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total operating budget</td>
<td>$5,583,218</td>
<td>100%</td>
</tr>
<tr>
<td>Public funds from federal government</td>
<td>$96,908</td>
<td>10.9%</td>
</tr>
<tr>
<td>Public funds from state government</td>
<td>$518,966</td>
<td>9.5%</td>
</tr>
<tr>
<td>Public funds from local government</td>
<td>$4,254,148</td>
<td>77.8%</td>
</tr>
<tr>
<td>Private donations from non-profits or foundations</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>Private donations from individuals</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>Private donations from corporations</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>Other sources (please explain)</td>
<td>$5,466,822</td>
<td>100%</td>
</tr>
<tr>
<td>1. Student fees and student fund raising</td>
<td>$301,225</td>
<td>5.4%</td>
</tr>
<tr>
<td>2. Salaries (e.g., teachers, custodians)</td>
<td>$989,004</td>
<td>17.7%</td>
</tr>
<tr>
<td>3. Supplies (e.g., paper, ink, software)</td>
<td>$479,401</td>
<td>8.6%</td>
</tr>
<tr>
<td>4. Utilities (electricity, gas, internet)</td>
<td>$2,334,216</td>
<td>41.9%</td>
</tr>
<tr>
<td>5. Benefits (health insurance, retirement plans)</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>6. Insurance (property, liability)</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>7. Legal and tax services</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>8. Loan payments</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>9. Taxes and fees</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>10. Administrative costs (e.g., office salaries, office supplies)</td>
<td>$163,172</td>
<td>2.9%</td>
</tr>
<tr>
<td>11. Student fees and student fund raising</td>
<td>$4,000</td>
<td>0.1%</td>
</tr>
<tr>
<td>12. Supplies (e.g., paper, ink, software)</td>
<td>$473,427</td>
<td>8.5%</td>
</tr>
<tr>
<td>13. Utilities (electricity, gas, internet)</td>
<td>$5,628</td>
<td>0.1%</td>
</tr>
<tr>
<td>14. Benefits (health insurance, retirement plans)</td>
<td>$600,115</td>
<td>10.7%</td>
</tr>
<tr>
<td>15. Legal and tax services</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>16. Loan payments</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>17. Taxes and fees</td>
<td>$0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Note: The total expenses listed above do not include the amount spent from other sources (e.g., private donations, fees).
K. OPTIONAL INFORMATION

Providing information on the points listed below is optional. Please attach additional pages as necessary if you choose to address the issues noted.

- Describe the need for changes in the approval process
- Summarize the results of any parent surveys conducted in the past year
- Describe any “success stories” from your school
- Describe any “lessons learned” for those interested in starting a charter school
- Describe the greatest challenge your school faced in the past year
- Provide any additional information not covered above.

Comments:

SUCCESS STORIES:

1. Creating a Robust Graduate Support Program

In addition to a rigorous curriculum, a culture of achievement, and a strong set of reinforcements grounded in a successful school community, UNO-CSN students benefit from the high school and college readiness programming provided by our Graduate Support Team (GS). Beginning in Grade 6, GS team members prepare and guide students and families through the process of applying to competitive, highly selective high schools both locally and nationally. This past year, over 90% of UNO-CSN’s graduating 8th graders matriculated into a high-quality high school, including some of Chicago’s top performing selective enrollment, magnet, private, and charter schools. The GS Team also assists UNO-CSN’s high school juniors and seniors in successfully completing the college application and acceptance process. GS supported UNO-CSN’s first cohort of seniors – the Class of 2012 – in earning over $4 million in scholarships. In addition, every 12th grade student successfully graduated, with 105 enrolled in colleges/universities and enlisted to serve in the armed forces. The GS Team’s efforts, in conjunction with those of our teachers and parents, strengthen every UNO-CSN graduate’s ability to persist through and complete college.

2. Driving Exemplar Parent and Family Engagement

UNO and UNO-CSN continue to authentically engage parents and families through the development of lasting relationships that are grounded not only in trust and mutual respect, but also the challenge to further transform the Hispanic community. UNO organizes and pushes the greater community to take ownership of solving the issues that present obstacles to their own personal/professional growth and success, especially on behalf of its youth. One of our strongest indicators of effective parent engagement (and in turn, student investment) is UNO-CSN’s daily attendance rate of 97% across the network. Our efficacy in this area is also evidenced by the group of UNO-CSN parents who organized and traveled to Springfield in 2009 to advocate for additional funding for UNO to build more quality schools. Their collective action led to the state awarding our organization $98 million in capital funds for network expansion. Through our current and future growth, UNO and UNO-CSN will continue to activate bases of parents and other key stakeholders across the city, who will strengthen the voice of the communities we serve and fuel their ongoing transformation.
### A. DIRECTORY INFORMATION

<table>
<thead>
<tr>
<th>NAME OF CHARTER SCHOOL</th>
<th>TELEPHONE NUMBER (Include Area Code)</th>
<th>FAX NUMBER (Include Area Code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNO Octavio Paz</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**STREET ADDRESS (Number, Street, City, State, 9 Digit Zip Code)**

2651 W. 23rd St, Chicago, Illinois 60608

**NAME OF PERSON COMPLETING THIS FORM**

Alfred Quijano

312.432.6301

**NAME OF CHARTER SCHOOL DIRECTOR**

Matthew Moeiler

mmoeller@uno-online.org

**NAME OF CHARTER SCHOOL GOVERNING BOARD PRESIDENT**

Juan Rangel

**SCHOOL'S WEBSITE ADDRESS**

www.unocharterschools.org

**OTHER SOCIAL MEDIA**

- Facebook Username: 
- Twitter Username: 
- Other Username: 

### B. STUDENT DATA

1. Did your school hold an enrollment lottery for 2011-2012? 

   - Yes 
   - No

2. How many student enrollment applications were received for 2011-2012?

   125

3. From these applications, how many students were selected via lottery?

   51

4. How many students were on waiting list 2011-2012 on 20th day of school?

   74

5. Grades served in 2011-2012.

   K-8

6. Student enrollment in 2011-2012 on 20th day of school.

   Total: 432

7. Student enrollment in 2011-2012 by grade on 20th day of school (Check all that apply and fill in total number of students at grade level.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. What was the max capacity for student seats at each grade level in 2011-2012?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>32/64</td>
</tr>
<tr>
<td>1</td>
<td>64/32</td>
</tr>
</tbody>
</table>

Max capacity total: 480

9. What is the estimated enrollment for 2012-2013 on 20th day of school?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Estimated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>32/59</td>
</tr>
<tr>
<td>1</td>
<td>32/60</td>
</tr>
</tbody>
</table>

Estimated enrollment total: 440

10. What is the max capacity for student seats at each grade level in 2012-2013?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>32/64</td>
</tr>
<tr>
<td>1</td>
<td>32/64</td>
</tr>
</tbody>
</table>

Max capacity total: 480
B. STUDENT DATA (Continued)

12. Number of out-of-district students served in 2011-2012 on a tuition basis: 

0

13. School day in 2011-2012: From 8:00 a.m. to 3:30 p.m. Average number of instructional minutes per day: 420

14. Number of students who attended during 2010-2011 but did not return at the beginning of the 2011-2012 school year: # Male 25 # Female 22

Do not include students who completed last grade available by charter school.

15. Student discipline during 2011-2012. Note: Any student who is suspended or expelled multiple times from the same school during the same school year should be counted only once toward that school's total number of students suspended and expelled. "Total Number of Suspension Days Served" for the school should include all suspension days served by students during the school year, including all days served by any one student who has been suspended multiple times during the same school year.

<table>
<thead>
<tr>
<th>Number and % Suspended</th>
<th>Number and % Expelled</th>
<th>Total Number of Suspension Days Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raw # Male 25 # Female</td>
<td>Raw # Male 0 # Female 0</td>
<td>Raw # Male 36 # Female 11</td>
</tr>
</tbody>
</table>

16. Student Retention during 2011-2012. Note: Transfer should be included whether the withdrawal occurred during the school year or at the end of the school year.

<table>
<thead>
<tr>
<th>Number of Students Leaving the Charter School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transferring to another school in the district</td>
</tr>
<tr>
<td># Male 12 # Female 17</td>
</tr>
</tbody>
</table>

17. Number of high school graduates during 2011-2012. N/A # Male N/A # Female N/A

18. Average class size for general education classrooms only. 28 # Male 14.6 # Female 13.4

19. Average class size for pull-out special education classrooms (if applicable). N/A # Male N/A # Female N/A

20. Average class size for all classrooms (include special education pull-out classes). 28 # Male 14.6 # Female 13.4

21. Does your school require community service as a graduation requirement? Yes

22. How many hours of community service are required each year? 40

23. Average entering test scores at lowest grade served or lowest grade tested.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Name of test</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>ISAT (ISAT, NWEA, EPAS, etc.)</td>
<td>80.6</td>
</tr>
</tbody>
</table>

24. Average comparable exiting test scores at highest grade served or highest grade tested.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Name of test</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>ISAT (ISAT, NWEA, EPAS, etc. Should be the same as above.)</td>
<td>67.2</td>
</tr>
<tr>
<td>C. STAFF DATA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>1. Total number of instructional personnel (in FTE) in 2010-2011.</td>
<td>26.5</td>
<td></td>
</tr>
<tr>
<td>2. Total number of instructional personnel (in FTE) in 2011-2012.</td>
<td>26.5</td>
<td></td>
</tr>
<tr>
<td>3. Total number of 2010-2011 staff who remained at school for 2011-2012 school year.</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>4. Of the instructional staff at school in 2011-2012, how many maintain Illinois teaching certificates?</td>
<td>23.5</td>
<td></td>
</tr>
<tr>
<td>5. Number of 2011-2012 instructional personnel who entered classroom via an alternative certification program.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>List name of program.</td>
<td>Teach for America</td>
<td></td>
</tr>
<tr>
<td>6. Number of instructional personnel who completed neither alternative nor traditional certification.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>7. Number and percentage of instructional personnel with at least a Master's degree in a relevant field.</td>
<td>17 / 64 %</td>
<td></td>
</tr>
<tr>
<td>8. Number and percentage of instructional personnel with at least a PhD in relevant field.</td>
<td>0 / 0 %</td>
<td></td>
</tr>
<tr>
<td>9. Average number of years experience in classroom for instructional staff.</td>
<td>4.96</td>
<td></td>
</tr>
<tr>
<td>10. Average number of years experience in classroom at current charter school for instructional staff.</td>
<td>2.15</td>
<td></td>
</tr>
<tr>
<td>11. Is your staff unionized?</td>
<td>□ Yes  ☑ No</td>
<td></td>
</tr>
<tr>
<td>12. Number of full staff development days included in 2011-2012 school year.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>13. Did your charter school distribute performance bonuses for instructional staff for the 2011-2012 school year?</td>
<td>□ Yes  ☑ No</td>
<td></td>
</tr>
<tr>
<td>14. What was the total dollar amount of bonuses received by instructional staff members for 2011-2012?</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>15. What is the representation of bonuses as a percentage of total salary compensation for 2011-2012 instructional staff?</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>16. Number of non-clerical administrative personnel (in FTE) in 2011-2012.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Please list positions included in count.</td>
<td>Academic Director, Master Teacher</td>
<td></td>
</tr>
<tr>
<td>17. Of these, how many (in FTE) maintain Illinois administrative certificates?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>18. Did your charter school distribute performance bonuses for non-clerical administrative personnel for the 2011-2012 school year?</td>
<td>□ Yes  ☑ No</td>
<td></td>
</tr>
<tr>
<td>19. What was the total dollar amount of bonuses received by non-clerical administrative personnel in 2011-2012?</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>20. What is the representation of bonuses as a percentage of total salary compensation for 2011-2012 non-clerical administrative personnel?</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
D. CHARTER SCHOOL EXEMPTIONS

Charter schools are exempt from much of the School Code. Indicate the areas of flexibility used by your school in 2011-2012. Check all that apply. For each area you check, please included a brief explanation of how that exemption assisted or impeded your ability to meet your stated goals and objectives.

☐ 1. Teacher certification.

☐ 2. Administrative certification.
   
   Our autonomy in this area had allowed us to hire the candidates who are the best fit for our network and have demonstrated a successful track record of instructional leadership through their previous professional experience. It is important to note that all UNO-CSN school leaders are either currently certified or are pursuing administrative certification through graduate courses at local universities.

☐ 3. Autonomy to set educational priorities.
   
   Our autonomy in this area has allowed our schools' leadership and instructional teams to set targeted attainment and growth goals based on the specific needs of their particular body of students; furthermore, schools can take a strengths-based approach to teaching and learning. In addition, the network has been able to provide even more differentiated, streamlined support to schools based on their specific strengths and areas for growth.

☐ 4. Autonomy to design curriculum independent from school district.
   
   We have been able to increase the rigor of our curriculum and instruction by fully adopting the Common Core Standards and have also elected to have several of our teachers participate in piloting the new World and U.S. History Common Core Standards. School leadership and instructional teams also have the ability to choose the curricular resources (i.e., textbooks) that best correlate with the needs and interests of their students.

☐ 5. Autonomy to allow teaching methods that are new or different from the school district.
   
   The entire network continues to see solid/significant gains in student achievement thanks to teaching that is grounded in a balanced approach to literacy and authentic, student-centered instructional techniques. We have also been able to begin incorporating more technology into the classroom for student and teacher use. Once again, in addition to the aforementioned items, school leadership and instructional teams are able to choose the best approaches/strategies that will meet the needs of...

☐ 6. Autonomy to design different, additional performance standards.

☐ 7. Autonomy to set unique school day and school year schedules.
   
   Our longer school day (an additional 30 minutes per day) and year (a 5-week summer) has allowed us to provide even more learning time for students and has expanded our capacity to provide targeted interventions for individual students and small groups.

☐ 8. Autonomy to manage fiscal affairs independent of school district.
   
   Our autonomy over our finances has ensured that we are able to align our spending with instructional/student-family focused priorities and needs. The expansion and refinement of our overall academic model, as well as each school's academic program, is the driving factor behind the utilization of our funds.

☐ 9. Autonomy to set employee compensation rates and/or provide bonuses.
   
   Our autonomy in this area has allowed us to appropriately compensate educators who have demonstrated a high-impact track-record of success throughout their career and to reward excellent teaching. The higher the impact of a teacher's instruction, the larger the increase in pay is through additional compensation and/or performance bonuses. This approach also ensures that we are able to retain highly-effective teachers and, in turn, prepare them for leadership positions at the new school.

☐ 10. Autonomy to contract with external providers for various services (please list).
   
   Prior to contracting with Futures Education, our students with special needs were not receiving the related services that are critical to their academic, social, and emotional success. Our partnership with Futures has allowed us to bring a team of 14 highly-qualified clinicians into our schools; these professionals ensure students' needs are met and also collaborate very closely with our instructional teams to further ensure student progress.

☐ 11. Other (please describe):
1. Mandate at least 100% per capita funding from the authorizer.
Charter schools in independent facilities (either rental or new construction) have much higher operating costs due to expenses such as rent and improvements to the facility. In addition, charters operate in high-needs areas/neighborhoods and need access to as equal financial resources. In turn, the authorizer's equitable funding should be a non-negotiable for all charter schools.

2. Allocate additional operating funds to charter schools beyond the per capita assistance from the authorizing district.
All public school students should have access to state funds. Grant decisions should be made based on the quality of a school's application, proposed initiatives, and results, not on whether or not it is a charter or traditional public school.

3. Increase the amount of state start-up grants to up to $1,000 per enrolled student.
Start-up funds are critical for a new school's ability to prepare for incoming students through careful planning, selection, and procurement of instructional/culture-building resources, curricular materials, and technology. Again, increasing the per pupil start-up amount is especially critical for those charters who operate out of independent facilities.

4. Provide state grants to all schools including those in renewal periods.
Charters should be allowed to receive/compete for state grants, even in a renewal year, as these schools are still providing educational services in the best way possible even while engaging in the renewal process. Especially if a charter school or network has continuously demonstrated positive results during the time leading up to the renewal period, state grants for these schools are much needed.

5. Allow charter school revolving loan repayment after initial charter term.

6. Appropriate funds sufficient to fully fund state start-up grants as well as transition impact aid to districts.

7. Allocate funds to provide incentive grants to districts that approve charter schools.
As long as the incentive grants are then transferred directly to charter schools, then this particular potential law makes sense. If the grants have no direct impact on charters or charter operations and are used for other district purposes, then the law should not be enacted.

8. Provide transportation funding.
Contrary to popular myths, charters do want to serve all students, including those who are outside the traditional neighborhood boundary and those with special needs. Because of the equitable funding issues mentioned above, charters are often unable to assist those families who must travel greater distances or make special arrangements to ensure their students attend school in a timely manner every day. Transportation funding would remove the roadblock presented by the current lack of monies and allow charters to better align their actions with their mission/intention to serve all students.

Facilities funding is one of the most important issues for charter schools. As was stated previously, facilities costs are a major issue affecting charter schools. In order to address school overcrowding and the community's demand for more quality public education options, new and renovated facilities that are safe and welcoming must open.

10. Prohibit districts from charging rent for district buildings used by charter schools.
Since charter schools are also public schools, districts should definitely NOT charge rent for occupation in order to create another revenue source for themselves. Just as charters need equal access to funds, they also need equal access to quality facilities, especially if they are either under-utilized or unoccupied.
E. SUGGESTED CHANGES IN THE LAW (Continued)

Admissions/Enrollment

☐ 1. Allow children classified as "at-risk" to have preference in the lottery in all charter schools.

☐ 2. Allow children of employees to attend regardless of their home District.

☐ 3. Allow additional enrollment preferences (specify).

Authorization

☒ 1. Provide for alternative routes to authorization that do not require charter schools to first present to local school boards.
   Charter schools should be allowed to open schools without presenting to the local school boards in areas where schools are overcrowded and/or where parents/the community have adequately voiced their demands for better, more high-quality options for their children's education.

☐ 2. Allow statewide RFPs for charter schools.

☐ 3. Lengthen the 75 days currently allowed for authorizers to respond to charter school applications.

☒ 4. Permit authorizers to renew charter schools for up to 10 year terms.
   The charter renewal period should be extended to up to 10 years only for those charters that are high-performing and have demonstrated a consistent track record of student achievement over a specific period of time. There should be benchmarks included within the 10-year term to ensure the aforementioned consistency.
E. SUGGESTED CHANGES IN THE LAW (Continued)

Expansion of Charter Schools

1. Increase the cap to allow more charter schools to open.

   Parents and families continue to self-advocate for increasing high-quality options for educating their children. Parents and families deserve to have a choice when it comes to schooling, and this choice should not be restricted by their zip code or their capacity to afford (or not afford) private schooling (which requires tuition).

2. Allow multiple campuses for all schools.

3. Prohibit multiple campuses for all schools.

Increased Autonomy/Flexibility

1. Remove the requirement that charter schools give the same standardized tests as the authorizing district.

   Many charters have already begun to adopt the Common Core in order to increase the rigor of instruction and accelerate student learning, especially for those that are struggling or behind. In order to effectively assess student progress and areas for improvement, charters must design and align their assessments to their Common Core-based instruction.

2. Eliminate the teacher certification requirements included in Public Acts 093-0003 and 096-0105.

3. Allow for-profit management companies for all schools.

Other (please specify, attach additional pages as necessary):
F. MANAGEMENT RELATIONSHIPS

Indicate the relationship of your school to charter or educational management organizations (CMOs or EMOs). **Check all that apply.** Use space below to indicate the name of the management organization as appropriate.

- [ ] 1. The school had a contract with a not-for-profit CMO or EMO for the first time in 2011-2012.
- [ ] 2. The school has had a contract with a not-for-profit CMO or EMO in the past (specify years: ___________).
- [ ] 3. The school had a contract with a for-profit CMO or EMO for the first time in 2011-2012.
- [ ] 4. The school has had a contract with a for-profit CMO or EMO in the past (specify years: ___________).
- [ ] 5. The school has never had a contract with a CMO or EMO, either for-profit or not-for-profit.

Comments:
G. ACCOUNTABILITY

Indicate how your school is held accountable by the charter authorizer. **Check all that apply.**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

1. Does the school submit a written performance report to the authorizer each year?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>☑</td>
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</tr>
</tbody>
</table>

2. Does the school submit a written performance report to the authorizer only for renewal?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
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</table>

3. Does the school communicate the results of its performance reports to student families each year?
   If Yes, give the date and nature of communication: **NCLB Report is sent home in the middle of fall semester (ISAT)**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

4. Does the school communicate the results of its performance reports to community members each year?
   If Yes, give date and nature of communication: ________________________________

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

5. Does the authorizer make an on-site visit to the school each year?
   If Yes, list the dates of 2011-2012 visits: ________________________________

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

6. Does the authorizer make an on-site visit to the school only for renewal?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

7. Does your school have a board of directors?
   If Yes, how many members are on the board? 6
   What is the frequency of board meetings? **Monthly**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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<tbody>
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</tbody>
</table>
H. MISSION AND GOALS

1. State the mission and goals of your school.

MISSION:
The UNO Charter School Network shares UNO's mission – to lead the transformation of the Hispanic Community toward an educated, powerful and prosperous citizenry by engaging and challenging it to redefine its potential and its legacy in metropolitan Chicago and the United States of America. The central principle behind UNO's philosophy is the belief that Hispanic immigrants follow in the tradition of their immigrant predecessors in America, bringing with them strong family values, a unique work ethic, and an entrepreneurial spirit. Through its high quality schools, UNO-CSN seeks to redefine the culture and expectations of public education, especially among underserved students.

OUR EDUCATION PHILOSOPHY AND BELIEFS:
UNO-CSN strongly believes that all students can learn and deserve the opportunity to realize their potential. Through our rigorous curriculum and individualized approach, we develop students who act with integrity and are civically engaged, intellectually curious, and prepared for success in high school, college, and beyond. For us, academic success is not a hope; it is an expectation.

We also believe that:
- Parent partnerships are critical to our work.
- Effective classroom instruction is the key lever for student success.
- Students learn best in a structured, supportive, and intellectually stimulating environment.
- Robust data should drive all of our decisions.
- We are all accountable for the achievement of our students.

OUR VISION FOR OUR STUDENTS:
Through our academic program, UNO-CSN seeks to develop young men and women who are committed to continually improving themselves as both scholars and citizens. An UNO-CSN education ensures that every graduate is:
- Prepared to Compete Locally, Nationally, and Globally:
  As competitors in the global marketplace, UNO graduates are ready for the rigors of high school, college, and beyond. They are technologically adept, culturally literate, and communicate effectively.
- Civilly Engaged
  As citizen-leaders, UNO graduates are informed, active, and responsible members of their communities.
- Intellectually Curious
  As knowledge seekers, UNO graduates are analytical, innovative, and reflective thinkers.
- A Person of Integrity

2. Describe the extent to which your school is accomplishing its mission and goals. Be sure to use specific examples and data. Attach additional pages if necessary.

The majority of UNO-CSN's 11 existing schools continue to meet the aggressive ISAT growth goals each campus sets for itself annually, especially in Math, as evidenced by the nearly five-point increase in our Math scores (80.2 to 85.6) in the spring of 2012. We will continue this upward trajectory by maintaining our interim assessment program (NWEA) and further developing teacher capacity to use data from these assessments to tailor their instruction to address student gaps. It is important to note that eight of our elementary campuses have partnered with The Achievement Network for 2012-2013. The Achievement Network provides [1] quarterly interim assessments (in addition to NWEA) that are aligned with Illinois and Common Core Standards, as well as [2] a data coach who consults with both school leadership and teachers on interpreting and analyzing assessment results through a series of data meetings over the course of the year. During these data meetings, school leaders and teachers also collaborate to make adjustments to unit plans (i.e., selecting which standards to re-teach, if necessary) and to monitor individual student progress. In addition to these efforts, each school's Master Teachers will continue to work with each teacher one-on-one, developing individual Professional Growth Plans and providing the feedback and guidance necessary for improving effectiveness in the classroom, and in turn, student academic outcomes.
I. BEST PRACTICES

1. Name three to four "best practices" used by your school and describe how each benefits your student population. Attach additional pages as necessary.

For example:
- Teacher evaluation methods
- Teacher and administrator incentive pay structures
- Benefit structure available to staff
- Student performance data management and school level performance management practices
- Internal accountability programs
- Successful partnerships with outside organizations
- Parent and community engagement / outreach strategies
- Professional development
- Professional culture / recruitment and retention strategies
- Extended school day / school year

Comments:
- Refining Our Curriculum, Making Both Rigor and Literacy a Priority
  In order to push students to even higher levels of attainment, UNO-CSN is currently working to build upon its current curriculum, making it even more rigorous by anchoring our scope and sequence in the Common Core Standards and ensuring that literacy is strategically embedded across all subject areas. We are currently forming teacher-leader curriculum task forces who will lead these efforts.

- Creating a Robust Human Capital System to Increase Teacher Effectiveness
  UNO-CSN continues to create a human capital system that attracts and retains top-tier instructional leaders. We are currently expanding our local and national networks through partnerships with universities (i.e., Harvard Graduate School of Education, Teachers College, etc.) and key organizations (i.e., Teach for America, Education Pioneers, etc.), as well as strengthening established relationships with other critical stakeholders to build better pipelines of the most highly qualified candidates for our new and existing schools. Additionally, UNO-CSN will continue to refine STRIVE as we embark on its first year of implementation, further prioritizing workforce development, providing teacher support where needed, and helping current staff identify advancement opportunities throughout the organization.

- Building Systems and Capacity for Better Data-Driven Decision Making
  UNO-CSN has recently designed and begun to utilize detailed student, school, and network dashboard systems, making achievement and growth data more accessible to teachers, school leaders, and even students and their families. This level of visualization, as well as increased accessibility to robust, meaningful data will also ensure that teachers and school leaders make instructional decisions based on both student strengths and areas for improvement. In addition, UNO-CSN will hold itself to high levels of accountability and transparency that will lead to increased student success and continual network growth.

- Pushing for Authentic Parent Engagement
  UNO-CSN views parent and family engagement as one of the most crucial components of student success. We believe that forming strong teacher-parent and home-school relationships further invests each student in his/her own learning and achievement. Accordingly, each UNO-CSN family commits to a partnership with its respective school community, including their child’s teacher, as well as the Academic Director. Grounded in a genuine and open line of communication, as well as the two home visits our teachers are required to complete for each of their students, the working relationship between parents and teachers is truly reciprocal: while teachers detail student expectations, parents also hold teachers accountable for the type of academic, social, and emotional support they believe their children will need to achieve their full potential. This working relationship is also strengthened through quarterly parent-teacher strategy meetings, as well as monthly family literacy nights at our elementary schools and student showcase nights at our high school. In addition, each of our schools invites parents to partake in numerous volunteer opportunities year-round. Each UNO-CSN school also has a Parent Outreach Coordinator on staff, who provides an additional campus-based point of contact for families and manages initiatives such as parent leadership training and skill building workshops.
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<th>J. BUDGET</th>
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<td></td>
<td>operating budget</td>
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</tr>
<tr>
<td>1</td>
<td>Public funds from federal government</td>
<td>$449,440</td>
<td>11.0%</td>
</tr>
<tr>
<td>2</td>
<td>Public funds from state government</td>
<td>$393,214</td>
<td>9.6%</td>
</tr>
<tr>
<td>3</td>
<td>Public funds from local government</td>
<td>$3,210,000</td>
<td>78.3%</td>
</tr>
<tr>
<td>4</td>
<td>Private donations from individuals</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>Private donations from corporations</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>6</td>
<td>Private donations from non-profits or foundations</td>
<td>$44,500</td>
<td>1.1%</td>
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<tr>
<td>7</td>
<td>Other sources (please explain)</td>
<td>$0</td>
<td>0%</td>
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<tr>
<td>8</td>
<td>Total revenue/funding</td>
<td>$4,101,784</td>
<td>100%</td>
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<tr>
<td>9</td>
<td>Are your facilities independent from district ownership?</td>
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<td>Yes</td>
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<td></td>
<td>No</td>
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<tr>
<td>10</td>
<td>Educational costs (clerical supplies, office machine rentals, etc.)</td>
<td>$230,880</td>
<td>5.6%</td>
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<tr>
<td>11</td>
<td>Facilities maintenance and upkeep</td>
<td>$227,311</td>
<td>5.4%</td>
</tr>
<tr>
<td>12</td>
<td>Instructional personnel salaries</td>
<td>$2,040,984</td>
<td>49.1%</td>
</tr>
<tr>
<td>13</td>
<td>Instructional personnel performance based bonuses</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>14</td>
<td>Administrative, non-clerical personnel salaries</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>15</td>
<td>Administrative, non-clerical personnel performance based bonuses</td>
<td>$219,049</td>
<td>5.4%</td>
</tr>
<tr>
<td>16</td>
<td>Support staff salaries (maintenance, clerical, etc.)</td>
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<tr>
<td>17</td>
<td>Program supplies (books, computers, student instructional aides)</td>
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<tr>
<td>18</td>
<td>Professional development</td>
<td>$4,000</td>
<td>0.1%</td>
</tr>
<tr>
<td>19</td>
<td>Student programs and activities (non-athletic)</td>
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<td>8.2%</td>
</tr>
<tr>
<td>20</td>
<td>Student programs and activities (athletic)</td>
<td>$5,800</td>
<td>0.1%</td>
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<tr>
<td>21</td>
<td>Other (please explain broadly)</td>
<td>$441,111</td>
<td>10.6%</td>
</tr>
<tr>
<td>22</td>
<td>CMO fee and student fund raising costs</td>
<td></td>
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</tr>
<tr>
<td>23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Total expenses</td>
<td>$3,950,874</td>
<td>100%</td>
</tr>
</tbody>
</table>
K. OPTIONAL INFORMATION

Providing information on the points listed below is optional. Please attach additional pages as necessary if you choose to address the issues noted.

- Describe the need for changes in the approval process
- Summarize the results of any parent surveys conducted in the past year
- Describe any “success stories” from your school
- Describe any “lessons learned” for those interested in starting a charter school
- Describe the greatest challenge your school faced in the past year
- Provide any additional information not covered above.

Comments:

SUCCESS STORIES:

1. Creating a Robust Graduate Support Program
In addition to a rigorous curriculum, a culture of achievement, and a strong set of reinforcements grounded in a successful school community, UNO-CSN students benefit from the high school and college readiness programming provided by our Graduate Support Team (GS). Beginning in Grade 6, GS team members prepare and guide students and families through the process of applying to competitive, highly selective high schools both locally and nationally. This past year, over 90% of UNO-CSN’s graduating 8th graders matriculated into a high-quality high school, including some of Chicago’s top performing selective enrollment, magnet, private, and charter schools. The GS Team also assists UNO-CSN’s high school juniors and seniors in successfully completing the college application and acceptance process. GS supported UNO-CSN’s first cohort of seniors – the Class of 2012 – in earning over $4 million in scholarships. In addition, every 12th grade student successfully graduated, with 105 enrolled in colleges/universities and enlisted to serve in the armed forces. The GS Team’s efforts, in conjunction with those of our teachers and parents, strengthen every UNO-CSN graduate’s ability to persist through and complete college.

2. Driving Exemplar Parent and Family Engagement
UNO and UNO-CSN continue to authentically engage parents and families through the development of lasting relationships that are grounded not only in trust and mutual respect, but also the challenge to further transform the Hispanic community. UNO organizes and pushes the greater community to take ownership of solving the issues that present obstacles to their own personal/professional growth and success, especially on behalf of its youth. One of our strongest indicators of effective parent engagement (and in turn, student investment) is UNO-CSN’s daily attendance rate of 97% across the network. Our efficacy in this area is also evidenced by the group of UNO-CSN parents who organized and traveled to Springfield in 2009 to advocate for additional funding for UNO to build more quality schools. Their collective action led to the state awarding our organization $98 million in capital funds for network expansion. Through our current and future growth, UNO and UNO-CSN will continue to activate bases of parents and other key stakeholders across the city, who will strengthen the voice of the communities we serve and fuel their ongoing transformation.
**A. DIRECTORY INFORMATION.** Provide the most recent information in each box.

<table>
<thead>
<tr>
<th>Name of Charter School Director</th>
<th>Telephone Number (Include Area Code)</th>
<th>Fax Number (Include Area Code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthew Moeller</td>
<td>312.432.6302</td>
<td>312.432.0077</td>
</tr>
</tbody>
</table>

**STREET ADDRESS (Number, Street, City, State, 9 Digit Zip Code)**

2510 W. Cortez., Chicago, Illinois 60622

**Name of Person Completing This Form**

AlfredQuijano

**E-MAIL OF CHARTER SCHOOL DIRECTOR**

mmoeller@uno-online.org

**Name of Charter School Governing Board President**

Juan Rangel

**SCHOOL’S WEBSITE ADDRESS**

www.unocharterschools.org

**B. STUDENT DATA**

1. Did your school hold an enrollment lottery for 2011-2012? [ ] Yes [ ] No

2. How many student enrollment applications were received for 2011-2012? 224

3. From these applications, how many students were selected via lottery? 224

4. How many students were on waiting list 2011-2012 on 20th day of school? 0

5. Grades served in 2011-2012.

   - K-8

6. Student enrollment in 2011-2012 on 20th day of school.

   - Total enrollment: 237

<table>
<thead>
<tr>
<th>Grade</th>
<th># Male</th>
<th># Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>32</td>
<td>32</td>
<td>64</td>
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<tr>
<td>1</td>
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<td>12</td>
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</tbody>
</table>

7. Student enrollment in 2011-2012 by grade on 20th day of school (Check all that apply and fill in total number of students at grade level.)

<table>
<thead>
<tr>
<th>Grade</th>
<th># Male</th>
<th># Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>32</td>
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<td>12</td>
<td>32</td>
<td>32</td>
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</tbody>
</table>

8. What was the max capacity for student seats at each grade level in 2011-2012?

   - K: 32
   - 1: 32
   - 2: 32
   - 3: 32
   - 4: 32
   - 5: 32
   - 6: 32
   - 7: 32
   - 8: 32
   - 9: 32
   - 10: 32
   - 11: 32
   - 12: 32

<table>
<thead>
<tr>
<th>Grade</th>
<th># Male</th>
<th># Female</th>
<th>Total</th>
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<tbody>
<tr>
<td>K</td>
<td>32</td>
<td>32</td>
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</tbody>
</table>

9. What is the estimated enrollment for 2012-2013 on 20th day of school?

   - Total enrollment: 288

<table>
<thead>
<tr>
<th>Grade</th>
<th># Male</th>
<th># Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>32</td>
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</tbody>
</table>

10. What is the max capacity for student seats at each grade level in 2012-2013?

   - Total enrollment: 288

<table>
<thead>
<tr>
<th>Grade</th>
<th># Male</th>
<th># Female</th>
<th>Total</th>
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<tbody>
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<td>K</td>
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<td>32</td>
<td>64</td>
</tr>
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<td>3</td>
<td>32</td>
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<td>64</td>
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<td>4</td>
<td>32</td>
<td>32</td>
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<td>6</td>
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<td>11</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>12</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
</tbody>
</table>
B. STUDENT DATA (Continued)

12. Number of out-of-district students served in 2011-2012 on a tuition basis: 0

13. School day in 2011-2012: From 8:00 a.m. to 3:30 p.m.  Average number of instructional minutes per day: 420

14. Number of students who attended during 2010-2011 but did not return at the beginning of the 2011-2012 school year: # Male 0  # Female 0

15. Student discipline during 2011-2012. Note: Any student who is suspended or expelled multiple times from the same school during the same school year should be counted only once toward that school’s total number of students suspended and expelled. “Total Number of Suspension Days Served” for the school should include all suspension days served by students during the school year, including all days served by any one student who has been suspended multiple times during the same school year.

16. Number and % Suspended

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>50</td>
<td>0%</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>0%</td>
</tr>
</tbody>
</table>

Total Number of Suspension Days Served: 53

17. Number of high school graduates during 2011-2012.

18. Average class size for general education classrooms only:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>27.5</td>
</tr>
<tr>
<td>Female</td>
<td>12.5</td>
</tr>
</tbody>
</table>

19. Average class size for pull-out special education classrooms (if applicable):

<table>
<thead>
<tr>
<th>Gender</th>
<th>Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>N/A</td>
</tr>
<tr>
<td>Female</td>
<td>N/A</td>
</tr>
</tbody>
</table>

20. Average class size for all classrooms (include special education pull-out classes):

<table>
<thead>
<tr>
<th>Gender</th>
<th>Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>27.5</td>
</tr>
<tr>
<td>Female</td>
<td>12.5</td>
</tr>
</tbody>
</table>

21. Does your school require community service as a graduation requirement? YES

22. How many hours of community service are required each year? 40

23. Average entering test scores at lowest grade served or lowest grade tested.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Name of Test</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>ISAT (ISAT, NWEA, EPAS, etc.)</td>
<td>62.5</td>
</tr>
</tbody>
</table>

24. Average comparable exiting test scores at highest grade served or highest grade tested.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Name of Test</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>ISAT (ISAT, NWEA, EPAS, etc. Should be the same as above.)</td>
<td>76.7</td>
</tr>
</tbody>
</table>
# C. STAFF DATA

1. Total number of instructional personnel (in FTE) in 2010-2011. ____________________________ 0

2. Total number of instructional personnel (in FTE) in 2011-2012. ____________________________ 14

3. Total number of 2010-2011 staff who remained at school for 2011-2012 school year. N/A

4. Of the instructional staff at school in 2011-2012, how many maintain Illinois teaching certificates? ____________________________ 14

5. Number of 2011-2012 instructional personnel who entered classroom via an alternative certification program. 0

   List name of program: Teach for America

6. Number of instructional personnel who completed neither alternative nor traditional certification. ____________________________ 0

7. Number and percentage of instructional personnel with at least a Master's degree in a relevant field. 8.5 \( \% \)

8. Number and percentage of instructional personnel with at least a PhD in relevant field. 0 \( \% \)

9. Average number of years experience in classroom for instructional staff. 4.93

10. Average number of years experience in classroom at current charter school for instructional staff. 1

11. Is your staff unionized?  
   If Yes, what union?  

12. Number of full staff development days included in 2011-2012 school year. 4

13. Did your charter school distribute performance bonuses for instructional staff for the 2011-2012 school year?  
   □ Yes  □ No

14. What was the total dollar amount of bonuses received by instructional staff members for 2011-2012? N/A

15. What is the representation of bonuses as a percentage of total salary compensation for 2011-2012 instructional staff? N/A

16. Number of non-clerical administrative personnel (in FTE) in 2011-2012. 3

   Please list positions included in count.  
   Academic Director, Master Teacher

17. Of these, how many (in FTE) maintain Illinois administrative certificates? 3

18. Did your charter school distribute performance bonuses for non-clerical administrative personnel for the 2011-2012 school year?  
   □ Yes  □ No

19. What was the total dollar amount of bonuses received by non-clerical administrative personnel in 2011-2012? N/A

20. What is the representation of bonuses as a percentage of total salary compensation for 2011-2012 non-clerical administrative personnel? N/A
Autonomy in this area had allowed us to hire the candidates who are the best fit for our network and have demonstrated a successful track record of instructional leadership through their previous professional experience. It is important to note that all CSN school leaders are either currently certified or are pursuing administrative certification through graduate courses at universities.

Autonomy to set educational priorities.

Our autonomy in this area has allowed our schools' leadership and instructional teams to set targeted attainment and growth goals based on the specific needs of their particular body of students; furthermore, schools can take a strengths-based approach to teaching and learning. In addition, the network has been able to provide even more differentiated, streamlined support to schools based on their specific strengths and areas for growth.

Autonomy to design curriculum independent from school district.

We have been able to increase the rigor of our curriculum and instruction by fully adopting the Common Core Standards and have also elected to have several of our teachers participate in piloting the new World and U.S. History Common Core Standards. School leadership and instructional teams also have the ability to choose the curricular resources (i.e., textbooks) that best correlate with the needs and interests of their students.

Autonomy to allow teaching methods that are new or different from the school district.

The entire network continues to see solid/significant gains in student achievement thanks to teaching that is grounded in a balanced approach to literacy and authentic, student-centered instructional techniques. We have also been able to begin incorporating more technology into the classroom for student and teacher use. Once again, in addition to the aforementioned items, school leadership and instructional teams are able to choose the best approaches/strategies that will meet the needs of students.

Autonomy to design different, additional performance standards.

Autonomy to set unique school day and school year schedules.

Our longer school day (an additional 30 minutes per day) and year (a 5-week summer) has allowed us to provide even more learning time for students and has expanded our capacity to provide targeted interventions for individual students and small groups.

Autonomy to manage fiscal affairs independent of school district.

Our autonomy over our finances has ensured that we are able to align our spending with instructional/student-family focused priorities and needs. The expansion and refinement of our overall academic model, as well as each school's academic program, is the driving factor behind the utilization of our funds.

Autonomy to set employee compensation rates and/or provide bonuses.

Our autonomy in this area has allowed us to appropriately compensate educators who have demonstrated a high-impact track-record of success throughout their careers and to reward excellent teaching. The higher the impact of a teacher's instruction, the larger the increase in pay is through additional compensation and/or performance bonuses. This approach also ensures that we are able to retain highly-effective teachers and, in turn, prepare them for leadership positions at the new school.

Autonomy to contract with external providers for various services (please list).

Prior to contracting with Futures Education, our students with special needs were not receiving the related services that are critical to their academic, social, and emotional success. Our partnership with Futures has allowed us to bring a team of 14 highly-qualified clinicians into our schools; these professionals ensure students' needs are met and also collaborate very closely with our instructional teams to further ensure student progress.

Other (please describe):
D. CHARTER SCHOOL EXEMPTIONS

Charter schools are exempt from much of the School Code. Indicate the areas of flexibility used by your school in 2011-2012. **Check all that apply.** For each area you check, please include a brief explanation of how that exemption assisted or impeded your ability to meet your stated goals and objectives.

- [ ] 1. Teacher certification.

- [x] 2. Administrative certification.

  Our autonomy in this area had allowed us to hire the candidates who are the best fit for our network and have demonstrated a successful track record of instructional leadership through their previous professional experience. It is important to note that all UNO-CSN school leaders are either currently certified or are pursuing administrative certification through graduate courses at local universities.

- [x] 3. Autonomy to set educational priorities.

  Our autonomy in this area has allowed our schools' leadership and instructional teams to set targeted attainment and growth goals based on the specific needs of their particular body of students; furthermore, schools can take a strengths-based approach to teaching and learning. In addition, the network has been able to provide even more differentiated, streamlined support to schools based on their specific strengths and areas for growth.

- [x] 4. Autonomy to design curriculum independent from school district.

  We have been able to increase the rigor of our curriculum and instruction by fully adopting the Common Core Standards and have also elected to have several of our teachers participate in piloting the new World and U.S. History Common Core Standards. School leadership and instructional teams also have the ability to choose the curricular resources (i.e., textbooks) that best correlate with the needs and interests of their students.

- [x] 5. Autonomy to allow teaching methods that are new or different from the school district.

  The entire network continues to see solid/significant gains in student achievement thanks to teaching that is grounded in a balanced approach to literacy and authentic, student-centered instructional techniques. We have also been able to begin incorporating more technology into the classroom for student and teacher use. Once again, in addition to the aforementioned items, school leadership and instructional teams are able to choose the best approaches/strategies that will meet the needs of

- [ ] 6. Autonomy to design different, additional performance standards.

- [x] 7. Autonomy to set unique school day and school year schedules.

  Our longer school day (an additional 30 minutes per day) and year (a 5-week summer) has allowed us to provide even more learning time for students and has expanded our capacity to provide targeted interventions for individual students and small groups.

- [x] 8. Autonomy to manage fiscal affairs independent of school district.

  Our autonomy over our finances has ensured that we are able to align our spending with instructional/student-family focused priorities and needs. The expansion and refinement of our overall academic model, as well as each school's academic program, is the driving factor behind the utilization of our funds.

- [x] 9. Autonomy to set employee compensation rates and/or provide bonuses.

  Our autonomy in this area has allowed us to appropriately compensate educators who have demonstrated a high-impact track-record of success throughout their career and to reward excellent teaching. The higher the impact of a teacher's instruction, the larger the increase in pay is through additional compensation and/or performance bonuses. This approach also ensures that we are able to retain highly-effective teachers and, in turn, prepare them for leadership positions at the new school.

- [x] 10. Autonomy to contract with external providers for various services (please list).

  Prior to contracting with Futures Education, our students with special needs were not receiving the related services that are critical to their academic, social, and emotional success. Our partnership with Futures has allowed us to bring a team of 14 highly-qualified clinicians into our schools; these professionals ensure students' needs are met and also collaborate very closely with our instructional teams to further ensure student progress.

- [ ] 11. Other (please describe):
E. SUGGESTED CHANGES IN THE LAW

Charter School and Authorizer Finances

1. Mandate at least 100% per capita funding from the authorizer.
   Charter schools in independent facilities (either rental or new construction) have much higher operating costs due to expenses such as rent and improvements to the facility. In addition, charters operate in high-needs areas/neighborhoods and need access to as equal financial resources. In turn, the authorizer's equitable funding should be a non-negotiable for all charter schools.

2. Allocate additional operating funds to charter schools beyond the per capita assistance from the authorizing district.
   All public school students should have access to state funds. Grant decisions should be made based on the quality of a school's application, proposed initiatives, and results, not on whether or not it is a charter or traditional public school.

3. Increase the amount of state start-up grants to up to $1,000 per enrolled student.
   Start-up funds are critical for a new school's ability to prepare for incoming students through careful planning, selection, and procurement of instructional/culture-building resources, curricular materials, and technology. Again, increasing the per pupil start-up amount is especially critical for those charters who operate out of independent facilities.

4. Provide state grants to all schools including those in renewal periods.
   Charters should be allowed to receive/compete for state grants, even in a renewal year, as these schools are still providing educational services in the best way possible even while engaging in the renewal process. Especially if a charter school or network has continuously demonstrated positive results during the time leading up to the renewal period, state grants for these schools are much needed.

5. Allow charter school revolving loan repayment after initial charter term.

6. Appropriate funds sufficient to fully fund state start-up grants as well as transition impact aid to districts.

7. Allocate funds to provide incentive grants to districts that approve charter schools.
   As long as the incentive grants are then transferred directly to charter schools, then this particular potential law makes sense. If the grants have no direct impact on charters or charter operations and are used for other district purposes, then the law should not be enacted.

8. Provide transportation funding.
   Contrary to popular myths, charters do want to serve all students, including those who are outside the traditional neighborhood boundary and those with special needs. Because of the equitable funding issues mentioned above, charters are often unable to assist those families who must travel greater distances or make special arrangements to ensure their students attend school in a timely manner every day. Transportation funding would remove the roadblock presented by the current lack of monies and allow charters to better align their actions with their mission/intention to serve all students.

   Facilities funding is one of the most important issues for charter schools. As was stated previously, facilities costs are a major issue affecting charter schools. In order to address school overcrowding and the community's demand for more quality public education options, new and renovated facilities that are safe and welcoming must open.

10. Prohibit districts from charging rent for district buildings used by charter schools.
    Since charter schools are also public schools, districts should definitely NOT charge rent for occupation in order to create another revenue source for themselves. Just as charters need equal access to funds, they also need equal access to quality facilities, especially if they are either under-utilized or unoccupied.
E. SUGGESTED CHANGES IN THE LAW (Continued)

Admissions/Enrollment

1. Allow children classified as "at-risk" to have preference in the lottery in all charter schools.

2. Allow children of employees to attend regardless of their home District.

3. Allow additional enrollment preferences (specify).

Authorization

1. Provide for alternative routes to authorization that do not require charter schools to first present to local school boards.

   Charter schools should be allowed to open schools without presenting to the local school boards in areas where schools are overcrowded and/or where parents/the community have adequately voiced their demands for better, more high-quality options for their children's education.

2. Allow statewide RFPs for charter schools.

3. Lengthen the 75 days currently allowed for authorizers to respond to charter school applications.

4. Permit authorizers to renew charter schools for up to 10 year terms.

   The charter renewal period should be extended to up to 10 years only for those charters that are high-performing and have demonstrated a consistent track record of student achievement over a specific period of time. There should be benchmarks included within the 10-year term to ensure the aforementioned consistency.
E. SUGGESTED CHANGES IN THE LAW (Continued)

Expansion of Charter Schools

☑ 1. Increase the cap to allow more charter schools to open.

Parents and families continue to self-advocate for increasing high-quality options for educating their children. Parents and families deserve to have a choice when it comes to schooling, and this choice should not be restricted by their zip code or their capacity to afford (or not afford) private schooling (which requires tuition).

☐ 2. Allow multiple campuses for all schools.

☐ 3. Prohibit multiple campuses for all schools.

Increased Autonomy/Flexibility

☑ 1. Remove the requirement that charter schools give the same standardized tests as the authorizing district.

Many charters have already begun to adopt the Common Core in order to increase the rigor of instruction and accelerate student learning, especially for those that are struggling or behind. In order to effectively assess student progress and areas for improvement, charters must design and align their assessments to their Common Core-based instruction.

☐ 2. Eliminate the teacher certification requirements included in Public Acts 093-0003 and 096-0105.

☐ 3. Allow for-profit management companies for all schools.

Other (please specify, attach additional pages as necessary):
F. MANAGEMENT RELATIONSHIPS

Indicate the relationship of your school to charter or educational management organizations (CMOs or EMOs). **Check all that apply.** Use space below to indicate the name of the management organization as appropriate.

- [ ] 1. The school had a contract with a not-for-profit CMO or EMO for the first time in 2011-2012.

- [x] 2. The school has had a contract with a not-for-profit CMO or EMO in the past (specify years: 12).

- [ ] 3. The school had a contract with a for-profit CMO or EMO for the first time in 2011-2012.

- [ ] 4. The school has had a contract with a for-profit CMO or EMO in the past (specify years: ________).

- [ ] 5. The school has never had a contract with a CMO or EMO, either for-profit or not-for-profit.

Comments:
G. ACCOUNTABILITY

Indicate how your school is held accountable by the charter authorizer. **Check all that apply.**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
<td></td>
</tr>
</tbody>
</table>

1. Does the school submit a written performance report to the authorizer each year?
   - Yes

2. Does the school submit a written performance report to the authorizer only for renewal?
   - Yes

3. Does the school communicate the results of its performance reports to student families each year?
   - Yes
   - NCLB Report is sent home in the middle of fall semester (ISAT)

4. Does the school communicate the results of its performance reports to community members each year?
   - Yes
   - [Date and Nature of Communication]

5. Does the authorizer make an on-site visit to the school each year?
   - Yes
   - Dates of 2011-2012 visits:

6. Does the authorizer make an on-site visit to the school only for renewal?
   - Yes

7. Does your school have a board of directors?
   - Yes
   - Number of members: 6
   - Frequency of board meetings: Monthly

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ISBE 87-13 (10/12)
H. MISSION AND GOALS

1. State the mission and goals of your school.

MISSION:
The UNO Charter School Network shares UNO’s mission – to lead the transformation of the Hispanic Community toward an educated, powerful and prosperous citizenry by engaging and challenging it to redefine its potential and its legacy in metropolitan Chicago and the United States of America. The central principle behind UNO’s philosophy is the belief that Hispanic immigrants follow in the tradition of their immigrant predecessors in America, bringing with them strong family values, a unique work ethic, and an entrepreneurial spirit. Through its high quality schools, UNO-CSN seeks to redefine the culture and expectations of public education, especially among underserved students.

OUR EDUCATION PHILOSOPHY AND BELIEFS:
UNO-CSN strongly believes that all students can learn and deserve the opportunity to realize their potential. Through our rigorous curriculum and individualized approach, we develop students who act with integrity and are civically engaged, intellectually curious, and prepared for success in high school, college, and beyond. For us, academic success is not a hope; it is an expectation.

We also believe that:
• Parent partnerships are critical to our work.
• Effective classroom instruction is the key lever for student success.
• Students learn best in a structured, supportive, and intellectually stimulating environment.
• Robust data should drive all of our decisions.
• We are all accountable for the achievement of our students.

OUR VISION FOR OUR STUDENTS:
Through our academic program, UNO-CSN seeks to develop young men and women who are committed to continually improving themselves as both scholars and citizens. An UNO-CSN education ensures that every graduate is:

• Prepared to Compete Locally, Nationally, and Globally:
As competitors in the global marketplace, UNO graduates are ready for the rigors of high school, college, and beyond. They are technologically adept, culturally literate, and communicate effectively.
• Civically Engaged
As citizen-leaders, UNO graduates are informed, active, and responsible members of their communities.
• Intellectually Curious
As knowledge seekers, UNO graduates are analytical, innovative, and reflective thinkers.
• A Person of Integrity

2. Describe the extent to which your school is accomplishing its mission and goals. Be sure to use specific examples and data. Attach additional pages if necessary.

The majority of UNO-CSN’s 11 existing schools continue to meet the aggressive ISAT growth goals each campus sets for itself annually, especially in Math, as evidenced by the nearly five-point increase in our Math scores (80.2 to 85.6) in the spring of 2012. We will continue this upward trajectory by maintaining our interim assessment program (NWEA) and further developing teacher capacity to use data from these assessments to tailor their instruction to address student gaps. It is important to note that eight of our elementary campuses have partnered with The Achievement Network for 2012-2013. The Achievement Network provides [1] quarterly interim assessments (in addition to NWEA) that are aligned with Illinois and Common Core Standards, as well as [2] a data coach who consults with both school leadership and teachers on interpreting and analyzing assessment results through a series of data meetings over the course of the year. During these data meetings, school leaders and teachers also collaborate to make adjustments to unit plans (i.e., selecting which standards to re-teach, if necessary) and to monitor individual student progress. In addition to these efforts, each school’s Master Teachers will continue to work with each teacher one-on-one, developing individual Professional Growth Plans and providing the feedback and guidance necessary for improving effectiveness in the classroom, and in turn, student academic outcomes.
I. BEST PRACTICES

1. Name three to four “best practices” used by your school and describe how each benefits your student population. Attach additional pages as necessary.

   For example:
   - Teacher evaluation methods
   - Teacher and administrator incentive pay structures
   - Benefit structure available to staff
   - Student performance data management and school level performance management practices
   - Internal accountability programs
   - Successful partnerships with outside organizations
   - Parent and community engagement / outreach strategies
   - Professional development
   - Professional culture / recruitment and retention strategies
   - Extended school day / school year

Comments:

- Refining Our Curriculum, Making Both Rigor and Literacy a Priority
  In order to push students to even higher levels of attainment, UNO-CSN is currently working to build upon its current curriculum, making it even more rigorous by anchoring our scope and sequence in the Common Core Standards and ensuring that literacy is strategically embedded across all subject areas. We are currently forming teacher-leader curriculum task forces who will lead these efforts.

- Creating a Robust Human Capital System to Increase Teacher Effectiveness
  UNO-CSN continues to create a human capital system that attracts and retains top-tier instructional leaders. We are currently expanding our local and national networks through partnerships with universities (i.e., Harvard Graduate School of Education, Teachers College, etc.) and key organizations (i.e., Teach for America, Education Pioneers, etc.), as well as strengthening established relationships with other critical stakeholders to build better pipelines of the most highly qualified candidates for our new and existing schools. Additionally, UNO-CSN will continue to refine STRIVE as we embark on its first year of implementation, further prioritizing workforce development, providing teacher support where needed, and helping current staff identify advancement opportunities throughout the organization.

- Building Systems and Capacity for Better Data-Driven Decision Making
  UNO-CSN has recently designed and begun to utilize detailed student, school, and network dashboard systems, making achievement and growth data more accessible to teachers, school leaders, and even students and their families. This level of visualization, as well as increased accessibility to robust, meaningful data will also ensure that teachers and school leaders make instructional decisions based on both student strengths and areas for improvement. In addition, UNO-CSN will hold itself to high levels of accountability and transparency that will lead to increased student success and continual network growth.

- Pushing for Authentic Parent Engagement
  UNO-CSN views parent and family engagement as one of the most crucial components of student success. We believe that forming strong teacher-parent and home-school relationships further invests each student in his/her own learning and achievement. Accordingly, each UNO-CSN family commits to a partnership with its respective school community, including their child’s teacher, as well as the Academic Director. Grounded in a genuine and open line of communication, as well as the two home visits our teachers are required to complete for each of their students, the working relationship between parents and teachers is truly reciprocal: while teachers detail student expectations, parents also hold teachers accountable for the type of academic, social, and emotional support they believe their children will need to achieve their full potential. This working relationship is also strengthened through quarterly parent-teacher strategy meetings, as well as monthly family literacy nights at our elementary schools and student showcase nights at our high school. In addition, each of our schools invites parents to partake in numerous volunteer opportunities year-round. Each UNO-CSN school also has a Parent Outreach Coordinator on staff, who provides an additional campus-based point of contact for families and manages initiatives such as parent leadership training and skill building workshops.
<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student and teaching costs</td>
<td>23</td>
<td>$2,990.912</td>
</tr>
<tr>
<td>Other (grants, research, etc.)</td>
<td>22</td>
<td>$1,941.12</td>
</tr>
<tr>
<td>Student programs and activities (non-district)</td>
<td>21</td>
<td>$1,940.00</td>
</tr>
<tr>
<td>Professional development</td>
<td>19</td>
<td>$1,940.00</td>
</tr>
<tr>
<td>Program supplies and equipment</td>
<td>18</td>
<td>$1,940.00</td>
</tr>
<tr>
<td>Support staff salaries (maintenance, central, etc.)</td>
<td>17</td>
<td>$1,940.00</td>
</tr>
<tr>
<td>Administrative non-district performance bonuses</td>
<td>16</td>
<td>$1,940.00</td>
</tr>
<tr>
<td>Administrative non-district performance expenses</td>
<td>15</td>
<td>$1,940.00</td>
</tr>
<tr>
<td>Instructional performance based bonus</td>
<td>14</td>
<td>$1,940.00</td>
</tr>
<tr>
<td>Instructional performance based expenses</td>
<td>13</td>
<td>$1,940.00</td>
</tr>
<tr>
<td>Faculty salaries</td>
<td>12</td>
<td>$1,940.00</td>
</tr>
<tr>
<td>Faculty maintenance and upkeep</td>
<td>11</td>
<td>$1,940.00</td>
</tr>
<tr>
<td>Administrative costs (general supplies, office maintenance, etc.)</td>
<td>10</td>
<td>$1,940.00</td>
</tr>
</tbody>
</table>

Provide a description of your budget:

- Total revenue/ends:

- Are your revenue/ends independent from district ownership?

- Total revenue/ends:

- Student fees and funds:

- Other sources (please explain):

- Private donations from non-profits or foundations:

- Private donations from corporations:

- Private donations from individuals:

- Public funds from state government:

- Public funds from local government:

- Public funds from federal government:

- Total revenue/ends:
K. OPTIONAL INFORMATION

Providing information on the points listed below is optional. Please attach additional pages as necessary if you choose to address the issues noted.

- Describe the need for changes in the approval process
- Summarize the results of any parent surveys conducted in the past year
- Describe any "success stories" from your school
- Describe any "lessons learned" for those interested in starting a charter school
- Describe the greatest challenge your school faced in the past year
- Provide any additional information not covered above.

Comments:
2011-2012
CHARTER SCHOOL REPORT INFORMATION

INSTRUCTIONS: Complete this form for each campus of your charter school and return by December 21, 2012. You may mail to the attention of Jennifer Saba at the above address, fax to her at 312.814.8871, or e-mail to jsaba@isbe.net.

A. DIRECTORY INFORMATION. Provide the most recent information in each box.

NAME OF CHARTER SCHOOL
UNO Rufino Tamayo

STREET ADDRESS (Number, Street, City, State, 9 Digit Zip Code)
5135 S. California Ave, Chicago, Illinois 60632

NAME OF PERSON COMPLETING THIS FORM
Alfred Quijano

NAME OF CHARTER SCHOOL DIRECTOR
Matthew Moeller

NAME OF CHARTER SCHOOL GOVERNING BOARD PRESIDENT
Juan Rangel

TELEPHONE NUMBER
312.432.6302

FAX NUMBER
312.432.0077

TELEPHONE OF PERSON COMPLETING THIS FORM
312.432.6301

E-MAIL OF CHARTER SCHOOL DIRECTOR
mmoeller@uno-online.org

SCHOOL’S WEBSITE ADDRESS
www.unocharterschools.org

OTHER SOCIAL MEDIA (Please check appropriate box and give username.)

Facebook Username:
Twitter Username:
Other Username:

B. STUDENT DATA

1. Did your school hold an enrollment lottery for 2011-2012? 
   ☑ Yes ☐ No 
   181

2. How many student enrollment applications were received for 2011-2012? 
   30

3. From these applications, how many students were selected via lottery? 
   143

4. How many students were on waiting list 2011-2012 on 20th day of school? 
   K-8 
   288

5. Grades served in 2011-2012.

7. Student enrollment in 2011-2012 by grade on 20th day of school (Check all that apply and fill in total number of students at grade level.)

<table>
<thead>
<tr>
<th>Grade</th>
<th># Male</th>
<th># Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>32</td>
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<td>12</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>288</td>
</tr>
</tbody>
</table>

8. What was the max capacity for student seats at each grade level in 2011-2012?

<table>
<thead>
<tr>
<th>Grade</th>
<th># Male</th>
<th># Female</th>
<th>Total</th>
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<tbody>
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<td>K</td>
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<td>64</td>
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<tr>
<td>Total</td>
<td></td>
<td></td>
<td>288</td>
</tr>
</tbody>
</table>

9. What is the estimated enrollment for 2012-2013 on 20th day of school?

<table>
<thead>
<tr>
<th>Grade</th>
<th># Male</th>
<th># Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
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<td>64</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>288</td>
</tr>
</tbody>
</table>

10. What is the max capacity for student seats at each grade level in 2012-2013?

<table>
<thead>
<tr>
<th>Grade</th>
<th># Male</th>
<th># Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
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<td>64</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>288</td>
</tr>
</tbody>
</table>
12. Number of out-of-district students served in 2011-2012 on a tuition basis: 0

13. School day in 2011-2012: From 8:00 a.m. to 3:30 p.m. Average number of instructional minutes per day: 420

14. Number of students who attended during 2010-2011 but did not return at the beginning of the 2011-2012 school year: # Male □ # Female □

15. Student discipline during 2011-2012. Note: Any student who is suspended or expelled multiple times from the same school during the same school year should be counted only once toward that school’s total number of students suspended and expelled. “Total Number of Suspension Days Served” for the school should include all suspension days served by students during the school year, including all days served by any one student who has been suspended multiple times during the same school year.

<table>
<thead>
<tr>
<th>Number and % Suspended</th>
<th>Number and % Expelled</th>
<th>Total Number of Suspension Days Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 / 4.8 %</td>
<td>0 / 0 %</td>
<td>19</td>
</tr>
</tbody>
</table>

| Raw # Male □ # Female □ | Raw # Male 0 # Female 0 | Raw # Male 16 # Female 3 |

16. Student Retention during 2011-2012. Note: Transfer should be included whether the withdrawal occurred during the school year or at the end of the school year.

**NUMBER OF STUDENTS LEAVING THE CHARTER SCHOOL**

<table>
<thead>
<tr>
<th>Transferring to another school in the district</th>
<th>Transferring to another school outside the district</th>
<th>No longer attending school</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>□</td>
<td>0</td>
</tr>
</tbody>
</table>

| # Male □ # Female 0 | # Male □ # Female 0 | # Male 0 # Female 0 |

17. Number of high school graduates during 2011-2012: N/A # Male □ N/A # Female N/A

18. Average class size for general education classrooms only: 31.6 # Male 17.4 # Female 14.2

19. Average class size for pull-out special education classrooms (if applicable): N/A # Male N/A # Female N/A

20. Average class size for all classrooms (include special education pull-out classes): 31.6 # Male 17.4 # Female 14.2

21. Does your school require community service as a graduation requirement? Yes

22. How many hours of community service are required each year? 40

23. Average entering test scores at lowest grade served or lowest grade tested:

   Grade: 3 Name of test: ISAT (ISAT, NWEA, EPAS, etc.) Score: 66.7

24. Average comparable exiting test scores at highest grade served or highest grade tested:

   Grade: 8 Name of test: ISAT (ISAT, NWEA, EPAS, etc. Should be the same as above.) Score: 87.5
<table>
<thead>
<tr>
<th>C. STAFF DATA</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Total number of instructional personnel (in FTE) in 2010-2011.</td>
<td></td>
</tr>
<tr>
<td>2. Total number of 2010-2011 staff who remained at school for 2011-2012 school year.</td>
<td></td>
</tr>
<tr>
<td>3. Total number of 2011-2012 instructional personnel who entered classroom via an alternative certification program.</td>
<td></td>
</tr>
<tr>
<td>4. Of the instructional staff at school in 2011-2012, how many maintain Illinois teaching certificates?</td>
<td></td>
</tr>
<tr>
<td>5. Number of 2011-2012 instructional personnel who completed neither alternative nor traditional certification, if applicable.</td>
<td></td>
</tr>
<tr>
<td>6. Name of program.</td>
<td></td>
</tr>
<tr>
<td>7. Number and percentage of instructional personnel with at least a Master's degree in a relevant field.</td>
<td></td>
</tr>
<tr>
<td>8. Number and percentage of instructional personnel with at least a PhD in relevant field.</td>
<td></td>
</tr>
<tr>
<td>9. Average number of years experience in classroom for instructional staff.</td>
<td></td>
</tr>
<tr>
<td>10. Average number of years experience in classroom for non-instructional staff.</td>
<td></td>
</tr>
<tr>
<td>11. Is your staff unionized?</td>
<td></td>
</tr>
<tr>
<td>12. Number of full-time instructional staff included in 2011-2012 school year.</td>
<td></td>
</tr>
<tr>
<td>13. Did your charter school distribute performance bonuses for instructional staff for the 2011-2012 school year?</td>
<td></td>
</tr>
<tr>
<td>14. What was the total dollar amount of bonuses received by instructional staff members for 2011-2012?</td>
<td></td>
</tr>
<tr>
<td>15. Number of non-clerical administrative personnel (in FTE) in 2011-2012.</td>
<td></td>
</tr>
<tr>
<td>16. Did your charter school distribute performance bonuses for non-clerical administrative personnel for the 2011-2012 school year?</td>
<td></td>
</tr>
<tr>
<td>17. What was the total dollar amount of bonuses received by non-clerical administrative personnel for 2011-2012?</td>
<td></td>
</tr>
<tr>
<td>18. What was the total dollar amount of bonuses received by non-clerical administrative personnel for 2011-2012?</td>
<td></td>
</tr>
<tr>
<td>19. What was the total dollar amount of bonuses received by non-clerical administrative personnel for 2011-2012?</td>
<td></td>
</tr>
<tr>
<td>20. What was the total dollar amount of bonuses received by non-clerical administrative personnel for 2011-2012?</td>
<td></td>
</tr>
</tbody>
</table>
D. CHARTER SCHOOL EXEMPTIONS

Charter schools are exempt from much of the School Code. Indicate the areas of flexibility used by your school in 2011-2012. Check all that apply. For each area you check, please included a brief explanation of how that exemption assisted or impeded your ability to meet your stated goals and objectives.

☐ 1. Teacher certification.

☐ 2. Administrative certification.

Our autonomy in this area had allowed us to hire the candidates who are the best fit for our network and have demonstrated a successful track record of instructional leadership through their previous professional experience. It is important to note that all UNO-CSN school leaders are either currently certified or are pursuing administrative certification through graduate courses at local universities.

☐ 3. Autonomy to set educational priorities.

Our autonomy in this area has allowed our schools' leadership and instructional teams to set targeted attainment and growth goals based on the specific needs of their particular body of students; furthermore, schools can take a strengths-based approach to teaching and learning. In addition, the network has been able to provide even more differentiated, streamlined support to schools based on their specific strengths and areas for growth.

☐ 4. Autonomy to design curriculum independent from school district.

We have been able to increase the rigor of our curriculum and instruction by fully adopting the Common Core Standards and have also elected to have several of our teachers participate in piloting the new World and U.S. History Common Core Standards. School leadership and instructional teams also have the ability to choose the curricular resources (i.e., textbooks) that best correlate with the needs and interests of their students.

☐ 5. Autonomy to allow teaching methods that are new or different from the school district.

The entire network continues to see solid/significant gains in student achievement thanks to teaching that is grounded in a balanced approach to literacy and authentic, student-centered instructional techniques. We have also been able to begin incorporating more technology into the classroom for student and teacher use. Once again, in addition to the aforementioned items, school leadership and instructional teams are able to choose the best approaches/strategies that will meet the needs of

☐ 6. Autonomy to design different, additional performance standards.

☐ 7. Autonomy to set unique school day and school year schedules.

Our longer school day (an additional 30 minutes per day) and year (a 5-week summer) has allowed us to provide even more learning time for students and has expanded our capacity to provide targeted interventions for individual students and small groups.

☐ 8. Autonomy to manage fiscal affairs independent of school district.

Our autonomy over our finances has ensured that we are able to align our spending with instructional/student-family focused priorities and needs. The expansion and refinement of our overall academic model, as well as each school's academic program, is the driving factor behind the utilization of our funds.

☐ 9. Autonomy to set employee compensation rates and/or provide bonuses.

Our autonomy in this area has allowed us to appropriately compensate educators who have demonstrated a high-impact track-record of success throughout their career and to reward excellent teaching. The higher the impact of a teacher's instruction, the larger the increase in pay is through additional compensation and/or performance bonuses. This approach also ensures that we are able to retain highly-effective teachers and, in turn, prepare them for leadership positions at the new school.

☐ 10. Autonomy to contract with external providers for various services (please list).

Prior to contracting with Futures Education, our students with special needs were not receiving the related services that are critical to their academic, social, and emotional success. Our partnership with Futures has allowed us to bring a team of 14 highly-qualified clinicians into our schools; these professionals ensure students' needs are met and also collaborate very closely with our instructional teams to further ensure student progress.

☐ 11. Other (please describe):
E. SUGGESTED CHANGES IN THE LAW

Charter School and Authorizer Finances

☑ 1. Mandate at least 100% per capita funding from the authorizer.
Charter schools in independent facilities (either rental or new construction) have much higher operating costs due to expenses such as rent and improvements to the facility. In addition, charters operate in high-needs areas/neighborhoods and need access to as equal financial resources. In turn, the authorizer's equitable funding should be a non-negotiable for all charter schools.

☑ 2. Allocate additional operating funds to charter schools beyond the per capita assistance from the authorizing district.
All public school students should have access to state funds. Grant decisions should be made based on the quality of a school's application, proposed initiatives, and results, not on whether or not it is a charter or traditional public school.

☑ 3. Increase the amount of state start-up grants to up to $1,000 per enrolled student.
Start-up funds are critical for a new school's ability to prepare for incoming students through careful planning, selection, and procurement of instructional/culture-building resources, curricular materials, and technology. Again, increasing the per pupil start-up amount is especially critical for those charters who operate out of independent facilities.

☑ 4. Provide state grants to all schools including those in renewal periods.
Charters should be allowed to receive/compete for state grants, even in a renewal year, as these schools are still providing educational services in the best way possible even while engaging in the renewal process. Especially if a charter school or network has continuously demonstrated positive results during the time leading up to the renewal period, state grants for these schools are much needed.

☐ 5. Allow charter school revolving loan repayment after initial charter term.

☐ 6. Appropriate funds sufficient to fully fund state start-up grants as well as transition impact aid to districts.

☑ 7. Allocate funds to provide incentive grants to districts that approve charter schools.
As long as the incentive grants are then transferred directly to charter schools, then this particular potential law makes sense. If the grants have no direct impact on charters or charter operations and are used for other district purposes, then the law should not be enacted.

☑ 8. Provide transportation funding.
Contrary to popular myths, charters do want to serve all students, including those who are outside the traditional neighborhood boundary and those with special needs. Because of the equitable funding issues mentioned above, charters are often unable to assist those families who must travel greater distances or make special arrangements to ensure their students attend school in a timely manner every day. Transportation funding would remove the roadblock presented by the current lack of monies and allow charters to better align their actions with their mission/intention to serve all students.

Facilities funding is one of the most important issues for charter schools. As was stated previously, facilities costs are a major issue affecting charter schools. In order to address school overcrowding and the community's demand for more quality public education options, new and renovated facilities that are safe and welcoming must open.

☑ 10. Prohibit districts from charging rent for district buildings used by charter schools.
Since charter schools are also public schools, districts should definitely NOT charge rent for occupation in order to create another revenue source for themselves. Just as charters need equal access to funds, they also need equal access to quality facilities, especially if they are either under-utilized or unoccupied.
E. SUGGESTED CHANGES IN THE LAW (Continued)

Admissions/Enrollment

☐ 1. Allow children classified as “at-risk” to have preference in the lottery in all charter schools.

☐ 2. Allow children of employees to attend regardless of their home District.

☐ 3. Allow additional enrollment preferences (specify).

Authorization

☑ 1. Provide for alternative routes to authorization that do not require charter schools to first present to local school boards.

   Charter schools should be allowed to open schools without presenting to the local school boards in areas where schools are overcrowded and/or where parents/community have adequately voiced their demands for better, more high-quality options for their children's education.

☐ 2. Allow statewide RFPs for charter schools.

☐ 3. Lengthen the 75 days currently allowed for authorizers to respond to charter school applications.

☐ 4. Permit authorizers to renew charter schools for up to 10 year terms.

   The charter renewal period should be extended to up to 10 years only for those charters that are high-performing and have demonstrated a consistent track record of student achievement over a specific period of time. There should be benchmarks included within the 10-year term to ensure the aforementioned consistency.
E. SUGGESTED CHANGES IN THE LAW (Continued)

Expansion of Charter Schools

1. Increase the cap to allow more charter schools to open.
   
   Parents and families continue to self-advocate for increasing high-quality options for educating their children. Parents and families deserve to have a choice when it comes to schooling, and this choice should not be restricted by their zip code or their capacity to afford (or not afford) private schooling (which requires tuition).

2. Allow multiple campuses for all schools.

3. Prohibit multiple campuses for all schools.

Increased Autonomy/Flexibility

1. Remove the requirement that charter schools give the same standardized tests as the authorizing district.
   
   Many charters have already begun to adopt the Common Core in order to increase the rigor of instruction and accelerate student learning, especially for those that are struggling or behind. In order to effectively assess student progress and areas for improvement, charters must design and align their assessments to their Common Core-based instruction.

2. Eliminate the teacher certification requirements included in Public Acts 093-0003 and 096-0105.

3. Allow for-profit management companies for all schools.

Other (please specify, attach additional pages as necessary):
Indicate the relationship of your school to charter or educational management organizations (CMOs or EMOs). Check all that apply. Use space below to indicate the name of the management organization as appropriate.

1. The school had a contract with a not-for-profit CMO or EMO for the first time in 2011-2012.

☐ 2. The school has had a contract with a not-for-profit CMO or EMO in the past (specify years: 12 ).

☐ 3. The school had a contract with a for-profit CMO or EMO for the first time in 2011-2012.

☐ 4. The school has had a contract with a for-profit CMO or EMO in the past (specify years: ).

☐ 5. The school has never had a contract with a CMO or EMO, either for-profit or not-for-profit.

Comments:
Indicate how your school is held accountable by the charter authorizer. **Check all that apply.**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

1. Does the school submit a written performance report to the authorizer each year?
   - Yes
   - No

2. Does the school submit a written performance report to the authorizer only for renewal?
   - Yes
   - No

3. Does the school communicate the results of its performance reports to student families each year?
   - Yes
   - No
   If Yes, give the date and nature of communication: **NCLB Report is sent home in the middle of fall semester (ISAT)**

4. Does the school communicate the results of its performance reports to community members each year?
   - Yes
   - No
   If Yes, give date and nature of communication: ________________________________

5. Does the authorizer make an on-site visit to the school each year?
   - Yes
   - No
   If Yes, list the dates of 2011-2012 visits: ________________________________

6. Does the authorizer make an on-site visit to the school only for renewal?
   - Yes
   - No

7. Does your school have a board of directors?
   - Yes
   - No
   If Yes, how many members are on the board? 6
   What is the frequency of board meetings? **Monthly**

---

*ISBE 87-13 (10/12)*
H. MISSION AND GOALS

MISSION:

The UNO Charter School Network shares UNO's mission— to lead the transformation of the Hispanic Community toward an educated, prosperous citizenry by engaging and challenging its people to realize their potential. Through our rigorous academic program, we believe that all students can learn and succeed, given the right environment and support. Our students, faculty, and staff work together to achieve our goals and create an environment that is focused on academic excellence and personal growth.

Our goal is to provide our students with the knowledge, skills, and values needed to succeed in high school, college, and beyond. We strive to create a supportive, challenging, and stimulating learning environment that encourages critical thinking, collaboration, and personal responsibility.

We also believe that:

1. Parent partnerships are critical to our work.
2. Effective classroom instruction is the key lever for student success.
3. Students learn best in a structured, supportive, and intellectually stimulating environment.
4. We are accountable for the achievement of all our students.

OUR EDUCATION PHILOSOPHY AND BELIEFS:

UNO-CSN strongly believes that all students can learn and succeed, given the right environment and support. Our students, faculty, and staff work together to achieve our goals and create an environment that is focused on academic excellence and personal growth.

We believe in:

1. Technological engagement
2. Creativity and curiosity
3. Intellectual curiosity
4. Analytical and reflective thinkers
5. As a challenge to which our school is committed to achieving its mission and goals. Be sure to use specific examples and data. Attach additional pages as necessary.

OUR VISION FOR OUR STUDENTS:

Throughout our district, UNO-CSN seeks to develop young men and women who are committed to continuing to improve themselves as both scholars and citizens. Our UNO-CSN education ensures that every graduate is:

- Prepared for success in high school, college, and beyond.
- Engaged in the development of leadership skills.
- Ready for the rigors of high school, college, and beyond.
- They are not only prepared for academic success, but also for personal and professional growth.

As educators, we strive to provide a safe, supportive, and challenging learning environment that fosters intellectual curiosity, creativity, and critical thinking. We believe that every student has the potential to succeed, and we are committed to ensuring that they do.

We are committed to:

1. Providing a challenging and engaging curriculum that prepares students for college and career success.
2. Encouraging a culture of continuous improvement and collaboration.
3. Fostering an environment that values diversity, equity, and inclusion.
4. Providing opportunities for students to develop leadership skills and contribute to the community.

We believe that education is a lifelong journey, and we are committed to helping our students reach their full potential. We strive to create a campus culture that is inclusive, supportive, and conducive to learning.

The majority of UNO-CSN's 11 existing schools continue to meet the aggressive ISAT growth goals each campus sets itself annually, especially in Math, as evidenced by the nearly five-point increase in our Math scores (80 to 85) during the spring of 2012. We will continue this upward trajectory by maintaining our interim assessments and refining our instructional strategies to improve student performance. We will also focus on developing individual Professional Growth Plans and providing the feedback and professional support necessary for improving effectiveness in the classroom and, in turn, student academic outcomes.
I. BEST PRACTICES

1. Name three to four “best practices” used by your school and describe how each benefits your student population. Attach additional pages as necessary.

For example:
- Teacher evaluation methods
- Teacher and administrator incentive pay structures
- Benefit structure available to staff
- Student performance data management and school level performance management practices
- Internal accountability programs
- Successful partnerships with outside organizations
- Parent and community engagement / outreach strategies
- Professional development
- Professional culture / recruitment and retention strategies
- Extended school day / school year

Comments:

- Refining Our Curriculum, Making Both Rigor and Literacy a Priority
  In order to push students to even higher levels of attainment, UNO-CSN is currently working to build upon its current curriculum, making it even more rigorous by anchoring our scope and sequence in the Common Core Standards and ensuring that literacy is strategically embedded across all subject areas. We are currently forming teacher-leader curriculum task forces who will lead these efforts.

- Creating a Robust Human Capital System to Increase Teacher Effectiveness
  UNO-CSN continues to create a human capital system that attracts and retains top-tier instructional leaders. We are currently expanding our local and national networks through partnerships with universities (i.e., Harvard Graduate School of Education, Teachers College, etc.) and key organizations (i.e., Teach for America, Education Pioneers, etc.), as well as strengthening established relationships with other critical stakeholders to build better pipelines of the most highly qualified candidates for our new and existing schools. Additionally, UNO-CSN will continue to refine STRIVE as we embark on its first year of implementation, further prioritizing workforce development, providing teacher support where needed, and helping current staff identify advancement opportunities throughout the organization.

- Building Systems and Capacity for Better Data-Driven Decision Making
  UNO-CSN has recently designed and begun to utilize detailed student, school, and network dashboard systems, making achievement and growth data more accessible to teachers, school leaders, and even students and their families. This level of visualization, as well as increased accessibility to robust, meaningful data will also ensure that teachers and school leaders make instructional decisions based on both student strengths and areas for improvement. In addition, UNO-CSN will hold itself to high levels of accountability and transparency that will lead to increased student success and continual network growth.

- Pushing for Authentic Parent Engagement
  UNO-CSN views parent and family engagement as one of the most crucial components of student success. We believe that forming strong teacher-parent and home-school relationships further invests each student in his/her own learning and achievement. Accordingly, each UNO-CSN family commits to a partnership with its respective school community, including their child’s teacher, as well as the Academic Director. Grounded in a genuine and open line of communication, as well as the two home visits our teachers are required to complete for each of their students, the working relationship between parents and teachers is truly reciprocal: while teachers detail student expectations, parents also hold teachers accountable for the type of academic, social, and emotional support they believe their children will need to achieve their full potential. This working relationship is also strengthened through quarterly parent-teacher strategy meetings, as well as monthly family literacy nights at our elementary schools and student showcase nights at our high school. In addition, each of our schools invites parents to partake in numerous volunteer opportunities year-round. Each UNO-CSN school also has a Parent Outreach Coordinator on staff, who provides an additional campus-based point of contact for families and manages initiatives such as parent leadership training and skill building workshops.
List the total amounts of your school’s funding streams for the categories below as well as what each category represents as a percentage of your total operating budget.

1. Public funds from federal government. $294,704 10.4%
2. Public funds from state government. $260,061 9.2%
3. Public funds from local government. $2,222,724 78.7%
4. Private donations from individuals. $0 0%
5. Private donations from corporations. $0 0%
6. Private donations from non-profits or foundations. $0 0%
7. Other sources (please explain). $48,400 1.7%

8. Total revenue/funding. $2,825,889 100%

9. Are your facilities independent from district ownership? □ Yes □ No

Provide a top-level breakdown of your budget based on the following categories. Please list both the amount spent as well as what each category represents as a percentage of total outlays.

10. Administrative costs (clerical supplies, office machine rental/use, etc). $162,978 6%
11. Facilities rental/lease. $164,292 6%
12. Facilities maintenance and upkeep. $244,784 9%
13. Instructional personnel salaries. $1,301,822 47.6%
14. Instructional personnel performance based bonuses. $0 0%
15. Administrative non-clerical personnel salaries. $0 0%
16. Administrative, non-clerical personnel performance bonuses. $0 0%
17. Support staff salaries (maintenance, clerical, etc.). $219,198 8.0%
18. Program supplies (books, computers, student instructional aides). $84,836 3.1%
19. Professional development. $5,000 0.2%
20. Public relations / advertising. $4,000 0.1%
21. Student programs and activities (non-athletic). $239,528 8.8%
22. Student programs and activities (athletic). $3,000 0.1%
23. Other (please explain broadly): $303,604 11.1%

CMO Fee
Student fund raising costs

24. Total expenses. $2,733,042 100%
K. OPTIONAL INFORMATION

Providing information on the points listed below is optional. Please attach additional pages as necessary if you choose to address the issues noted.

- Describe the need for changes in the approval process
- Summarize the results of any parent surveys conducted in the past year
- Describe any “success stories” from your school
- Describe any “lessons learned” for those interested in starting a charter school
- Describe the greatest challenge your school faced in the past year
- Provide any additional information not covered above.

Comments:

SUCCESS STORIES:

1. Creating a Robust Graduate Support Program

   In addition to a rigorous curriculum, a culture of achievement, and a strong set of reinforcements grounded in a successful school community, UNO-CSN students benefit from the high school and college readiness programming provided by our Graduate Support Team (GS). Beginning in Grade 6, GS team members prepare and guide students and families through the process of applying to competitive, highly selective high schools both locally and nationally. This past year, over 90% of UNO-CSN's graduating 8th graders matriculated into a high-quality high school, including some of Chicago's top performing selective enrollment, magnet, private, and charter schools. The GS Team also assists UNO-CSN's high school juniors and seniors in successfully completing the college application and acceptance process. GS supported UNO-CSN's first cohort of seniors - the Class of 2012 - in earning over $4 million in scholarships. In addition, every 12th grade student successfully graduated, with 105 enrolled in colleges/universities and enlisted to serve in the armed forces. The GS Team’s efforts, in conjunction with those of our teachers and parents, strengthen every UNO-CSN graduate’s ability to persist through and complete college.

2. Driving Exemplar Parent and Family Engagement

   UNO and UNO-CSN continue to authentically engage parents and families through the development of lasting relationships that are grounded not only in trust and mutual respect, but also the challenge to further transform the Hispanic community. UNO organizes and pushes the greater community to take ownership of solving the issues that present obstacles to their own personal/professional growth and success, especially on behalf of its youth. One of our strongest indicators of effective parent engagement (and in turn, student investment) is UNO-CSN’s daily attendance rate of 97% across the network. Our efficacy in this area is also evidenced by the group of UNO-CSN parents who organized and traveled to Springfield in 2009 to advocate for additional funding for UNO to build more quality schools. Their collective action led to the state awarding our organization $98 million in capital funds for network expansion. Through our current and future growth, UNO and UNO-CSN will continue to activate bases of parents and other key stakeholders across the city, who will strengthen the voice of the communities we serve and fuel their ongoing transformation.
### 2011-2012 CHARTER SCHOOL REPORT INFORMATION

**DIRECTORY INFORMATION.** Provide the most recent information in each box.

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone Number (Include Area Code)</th>
<th>Fax Number (Include Area Code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>O PFC Omar Torres</td>
<td>312.432.6302</td>
<td>312.432.0077</td>
</tr>
</tbody>
</table>

**ADDRESS (Number, Street, City, State, 9 Digit Zip Code)**

| 45 W 47th St. 2nd Fl., Chicago, Illinois 60632 |

**AME OF PERSON COMPLETING THIS FORM**

<table>
<thead>
<tr>
<th>fred Quijano</th>
</tr>
</thead>
</table>

**AME OF CHARTER SCHOOL DIRECTOR**

<table>
<thead>
<tr>
<th>Matthew Moeller</th>
</tr>
</thead>
</table>

**AME OF CHARTER SCHOOL GOVERNING BOARD PRESIDENT**

<table>
<thead>
<tr>
<th>Juan Rangel</th>
</tr>
</thead>
</table>

**OTHER SOCIAL MEDIA (Please check appropriate box and give username.)**

- [ ] Facebook Username: 
- [ ] Twitter Username: 
- [ ] Other Username: 

### B. STUDENT DATA

1. Did your school hold an enrollment lottery for 2011-2012? 
   - [ ] Yes 
   - [x] No

2. How many student enrollment applications were received for 2011-2012? 
   - [ ] 776

3. From these applications, how many students were selected via lottery? 
   - [ ] 74

4. How many students were on waiting list 2011-2012 on 20th day of school? 
   - [ ] 702

5. Grades served in 2011-2012. 
   - [ ] K - 8

6. Student enrollment in 2011-2012 on 20th day of school. 
   - [ ] 639

7. Student enrollment in 2011-2012 by grade on 20th day of school (Check all that apply and fill in total number of students at grade level):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Enrollment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>639</td>
</tr>
</tbody>
</table>

8. What was the max capacity for student seats at each grade level in 2011-2012?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Max Capacity Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>640</td>
</tr>
</tbody>
</table>

9. What is the estimated enrollment for 2012-2013 on 20th day of school?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Estimated Enrollment Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>640</td>
</tr>
</tbody>
</table>

10. What is the max capacity for student seats at each grade level in 2012-2013?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Max Capacity Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>640</td>
</tr>
</tbody>
</table>
12. Number of out-of-district students served in 2011-2012 on a tuition basis: 0

13. School day in 2011-2012: From 8:00 a.m. to 3:30 p.m. Average number of instructional minutes per day: 420

14. Number of students who attended during 2010-2011 but did not return at the beginning of the 2011-2012 school year: # Male ___ # Female ___
   Do not include students who completed last grade available by charter school.

15. Student discipline during 2011-2012. Note: Any student who is suspended or expelled multiple times from the same school during the same school year should be counted only once toward that school’s total number of students suspended and expelled. “Total Number of Suspension Days Served” for the school should include all suspension days served by students during the school year, including all days served by any one student who has been suspended multiple times during the same school year.

<table>
<thead>
<tr>
<th>Number and % Suspended</th>
<th>Number and % Expelled</th>
<th>Total Number of Suspension Days Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 / 1.8 %</td>
<td>0 / 0 %</td>
<td>22</td>
</tr>
</tbody>
</table>

16. Student Retention during 2011-2012. Note: Transfer should be included whether the withdrawal occurred during the school year or at the end of the school year.

<table>
<thead>
<tr>
<th>Transferring to another school in the district</th>
<th>Transferring to another school outside the district</th>
<th>No longer attending school</th>
</tr>
</thead>
<tbody>
<tr>
<td># Male # Female 12</td>
<td># Male # Female 0</td>
<td># Male 0 # Female 0</td>
</tr>
</tbody>
</table>

17. Number of high school graduates during 2011-2012: N/A # Male N/A # Female N/A

18. Average class size for general education classrooms only: 32 # Male 16 # Female 16

19. Average class size for pull-out special education classrooms (if applicable): N/A # Male N/A # Female N/A

20. Average class size for all classrooms (include special education pull-out classes): 32 # Male 16 # Female 16

21. Does your school require community service as a graduation requirement? YES

22. How many hours of community service are required each year? 40

23. Average entering test scores at lowest grade served or lowest grade tested.
   Grade: 3 Name of test: ISAT (ISAT, NWEA, EPAS, etc.) Score: 91.5

24. Average comparable exiting test scores at highest grade served or highest grade tested.
   Grade: 8 Name of test: ISAT (ISAT, NWEA, EPAS, etc. Should be the same as above.) Score: 94.5
### C. STAFF DATA

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Total number of instructional personnel (in FTE) in 2010-2011.</td>
<td>28.5</td>
</tr>
<tr>
<td>2.</td>
<td>Total number of instructional personnel (in FTE) in 2011-2012.</td>
<td>28.5</td>
</tr>
<tr>
<td>3.</td>
<td>Total number of 2010-2011 staff who remained at school for 2011-2012 school year.</td>
<td>23.5</td>
</tr>
<tr>
<td>4.</td>
<td>Of the instructional staff at school in 2011-2012, how many maintain Illinois teaching certificates?</td>
<td>26.5</td>
</tr>
<tr>
<td>5.</td>
<td>Number of 2011-2012 instructional personnel who entered classroom via an alternative certification program. List name of program. Common schools/program(s): Teach for America</td>
<td>4</td>
</tr>
<tr>
<td>6.</td>
<td>Number of instructional personnel who completed neither alternative nor traditional certification.</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>Number and percentage of instructional personnel with at least a Master's degree in a relevant field.</td>
<td>15 / 63 %</td>
</tr>
<tr>
<td>8.</td>
<td>Number and percentage of instructional personnel with at least a PhD in relevant field.</td>
<td>0 / 0 %</td>
</tr>
<tr>
<td>9.</td>
<td>Average number of years experience in classroom for instructional staff.</td>
<td>4.34</td>
</tr>
<tr>
<td>10.</td>
<td>Average number of years experience in classroom at current charter school for instructional staff.</td>
<td>2.73</td>
</tr>
<tr>
<td>11.</td>
<td>Is your staff unionized? If Yes, what union?</td>
<td>☐ Yes ☑ No</td>
</tr>
<tr>
<td>12.</td>
<td>Number of full staff development days included in 2011-2012 school year.</td>
<td>5</td>
</tr>
<tr>
<td>13.</td>
<td>Did your charter school distribute performance bonuses for instructional staff for the 2011-2012 school year?</td>
<td>☐ Yes ☑ No</td>
</tr>
<tr>
<td>14.</td>
<td>What was the total dollar amount of bonuses received by instructional staff members for 2011-2012?</td>
<td>N/A</td>
</tr>
<tr>
<td>15.</td>
<td>What is the representation of bonuses as a percentage of total salary compensation for 2011-2012 instructional staff?</td>
<td>N/A</td>
</tr>
<tr>
<td>16.</td>
<td>Number of non-clerical administrative personnel (in FTE) in 2011-2012. Please list positions included in count. Academic Director, Master Teacher</td>
<td>3</td>
</tr>
<tr>
<td>17.</td>
<td>Of these, how many (in FTE) maintain Illinois administrative certificates?</td>
<td>1</td>
</tr>
<tr>
<td>18.</td>
<td>Did your charter school distribute performance bonuses for non-clerical administrative personnel for the 2011-2012 school year?</td>
<td>☑ Yes ☐ No</td>
</tr>
<tr>
<td>19.</td>
<td>What was the total dollar amount of bonuses received by non-clerical administrative personnel in 2011-2012?</td>
<td>N/A</td>
</tr>
<tr>
<td>20.</td>
<td>What is the representation of bonuses as a percentage of total salary compensation for 2011-2012 non-clerical administrative personnel?</td>
<td>N/A</td>
</tr>
</tbody>
</table>
D. CHARTER SCHOOL EXEMPTIONS

Charter schools are exempt from much of the School Code. Indicate the areas of flexibility used by your school in 2011-2012. Check all that apply. For each area you check, please include a brief explanation of how that exemption assisted or impeded your ability to meet your stated goals and objectives.

☐ 1. Teacher certification.

☒ 2. Administrative certification.
   
   Our autonomy in this area has allowed us to hire the candidates who are the best fit for our network and have demonstrated a successful track record of instructional leadership through their previous professional experience. It is important to note that all UNO-CSN school leaders are either currently certified or are pursuing administrative certification through graduate courses at local universities.

☒ 3. Autonomy to set educational priorities.
   
   Our autonomy in this area has allowed our schools' leadership and instructional teams to set targeted attainment and growth goals based on the specific needs of their particular body of students; furthermore, schools can take a strengths-based approach to teaching and learning. In addition, the network has been able to provide even more differentiated, streamlined support to schools based on their specific strengths and areas for growth.

☒ 4. Autonomy to design curriculum independent from school district.
   
   We have been able to increase the rigor of our curriculum and instruction by fully adopting the Common Core Standards and have also elected to have several of our teachers participate in piloting the new World and U.S. History Common Core Standards. School leadership and instructional teams also have the ability to choose the curricular resources (i.e., textbooks) that best correlate with the needs and interests of their students.

☒ 5. Autonomy to allow teaching methods that are new or different from the school district.
   
   The entire network continues to see solid/significant gains in student achievement thanks to teaching that is grounded in a balanced approach to literacy and authentic, student-centered instructional techniques. We have also been able to begin incorporating more technology into the classroom for student and teacher use. Once again, in addition to the aforementioned items, school leadership and instructional teams are able to choose the best approaches/strategies that will meet the needs of

☐ 6. Autonomy to design different, additional performance standards.

☒ 7. Autonomy to set unique school day and school year schedules.
   
   Our longer school day (an additional 30 minutes per day) and year (a 5-week summer) has allowed us to provide even more learning time for students and has expanded our capacity to provide targeted interventions for individual students and small groups.

☒ 8. Autonomy to manage fiscal affairs independent of school district.
   
   Our autonomy over our finances has ensured that we are able to align our spending with instructional/student-family focused priorities and needs. The expansion and refinement of our overall academic model, as well as each school's academic program, is the driving factor behind the utilization of our funds.

☒ 9. Autonomy to set employee compensation rates and/or provide bonuses.
   
   Our autonomy in this area has allowed us to appropriately compensate educators who have demonstrated a high-impact track-record of success throughout their career and to reward excellent teaching. The higher the impact of a teacher's instruction, the larger the increase in pay is through additional compensation and/or performance bonuses. This approach also ensures that we are able to retain highly-effective teachers and, in turn, prepare them for leadership positions at the new school.

☒ 10. Autonomy to contract with external providers for various services (please list).
   
   Prior to contracting with Futures Education, our students with special needs were not receiving the related services that are critical to their academic, social, and emotional success. Our partnership with Futures has allowed us to bring a team of 14 highly-qualified clinicians into our schools; these professionals ensure students' needs are met and also collaborate very closely with our instructional teams to further ensure student progress.

☐ 11. Other (please describe):
Charter School and Authorizer Finances

1. Mandate at least 100% per capita funding from the authorizer.
   Charter schools in independent facilities (either rental or new construction) have much higher operating costs due to expenses such as rent and improvements to the facility. In addition, charters operate in high-needs areas/neighborhoods and need access to as equal financial resources. In turn, the authorizer's equitable funding should be a non-negotiable for all charter schools.

2. Allocate additional operating funds to charter schools beyond the per capita assistance from the authorizing district.
   All public school students should have access to state funds. Grant decisions should be made based on the quality of a school's application, proposed initiatives, and results, not on whether or not it is a charter or traditional public school.

3. Increase the amount of state start-up grants to up to $1,000 per enrolled student.
   Start-up funds are critical for a new school's ability to prepare for incoming students through careful planning, selection, and procurement of instructional/culture-building resources, curricular materials, and technology. Again, increasing the per pupil start-up amount is especially critical for those charters who operate out of independent facilities.

4. Provide state grants to all schools including those in renewal periods.
   Charters should be allowed to receive/compete for state grants, even in a renewal year, as these schools are still providing educational services in the best way possible even while engaging in the renewal process. Especially if a charter school or network has continuously demonstrated positive results during the time leading up to the renewal period, state grants for these schools are much needed.

5. Allow charter school revolving loan repayment after initial charter term.

6. Appropriate funds sufficient to fully fund state start-up grants as well as transition impact aid to districts.

7. Allocate funds to provide incentive grants to districts that approve charter schools.
   As long as the incentive grants are then transferred directly to charter schools, then this particular potential law makes sense. If the grants have no direct impact on charters or charter operations and are used for other district purposes, then the law should not be enacted.

8. Provide transportation funding.
   Contrary to popular myths, charters do want to serve all students, including those who are outside the traditional neighborhood boundary and those with special needs. Because of the equitable funding issues mentioned above, charters are often unable to assist those families who must travel greater distances or make special arrangements to ensure their students attend school in a timely manner every day. Transportation funding would remove the roadblock presented by the current lack of monies and allow charters to better align their actions with their mission/intention to serve all students.

   Facilities funding is one of the most important issues for charter schools. As was stated previously, facilities costs are a major issue affecting charter schools. In order to address school overcrowding and the community's demand for more quality public education options, new and renovated facilities that are safe and welcoming must open.

10. Prohibit districts from charging rent for district buildings used by charter schools.
    Since charter schools are also public schools, districts should definitely NOT charge rent for occupation in order to create another revenue source for themselves. Just as charters need equal access to funds, they also need equal access to quality facilities, especially if they are either under-utilized or unoccupied.
E. SUGGESTED CHANGES IN THE LAW (Continued)

Admissions/Enrollment

☐ 1. Allow children classified as "at-risk" to have preference in the lottery in all charter schools.

☐ 2. Allow children of employees to attend regardless of their home District.

☐ 3. Allow additional enrollment preferences (specify).

Authorization

☐ 1. Provide for alternative routes to authorization that do not require charter schools to first present to local school boards.

   Charter schools should be allowed to open schools without presenting to the local school boards in areas where schools are overcrowded and/or where parents/community have adequately voiced their demands for better, more high-quality options for their children’s education.

☐ 2. Allow statewide RFPs for charter schools.

☐ 3. Lengthen the 75 days currently allowed for authorizers to respond to charter school applications.

☐ 4. Permit authorizers to renew charter schools for up to 10 year terms.

   The charter renewal period should be extended to up to 10 years only for those charters that are high-performing and have demonstrated a consistent track record of student achievement over a specific period of time. There should be benchmarks included within the 10-year term to ensure the aforementioned consistency.
E. SUGGESTED CHANGES IN THE LAW (Continued)

Expansion of Charter Schools

☑ 1. Increase the cap to allow more charter schools to open.

Parents and families continue to self-advocate for increasing high-quality options for educating their children. Parents and families deserve to have a choice when it comes to schooling, and this choice should not be restricted by their zip code or their capacity to afford (or not afford) private schooling (which requires tuition).

☐ 2. Allow multiple campuses for all schools.

☐ 3. Prohibit multiple campuses for all schools.

Increased Autonomy/Flexibility

☑ 1. Remove the requirement that charter schools give the same standardized tests as the authorizing district.

Many charters have already begun to adopt the Common Core in order to increase the rigor of instruction and accelerate student learning, especially for those that are struggling or behind. In order to effectively assess student progress and areas for improvement, charters must design and align their assessments to their Common Core-based instruction.

☐ 2. Eliminate the teacher certification requirements included in Public Acts 093-0003 and 096-0105.

☐ 3. Allow for-profit management companies for all schools.

Other (please specify, attach additional pages as necessary):
F. MANAGEMENT RELATIONSHIPS

Indicate the relationship of your school to charter or educational management organizations (CMOs or EMOs). Check all that apply. Use space below to indicate the name of the management organization as appropriate.

☐ 1. The school had a contract with a not-for-profit CMO or EMO for the first time in 2011-2012.

☑ 2. The school has had a contract with a not-for-profit CMO or EMO in the past (specify years: 12).

☐ 3. The school had a contract with a for-profit CMO or EMO for the first time in 2011-2012.

☐ 4. The school has had a contract with a for-profit CMO or EMO in the past (specify years: ).

☐ 5. The school has never had a contract with a CMO or EMO, either for-profit or not-for-profit.

Comments:
G. ACCOUNTABILITY

Indicate how your school is held accountable by the charter authorizer. **Check all that apply.**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

1. Does the school submit a written performance report to the authorizer each year?
   - [ ] Yes
   - [ ] No

2. Does the school submit a written performance report to the authorizer only for renewal?
   - [ ] Yes
   - [ ] No

3. Does the school communicate the results of its performance reports to student families each year?
   - [ ] Yes
   - [ ] No
   - If Yes, give the date and nature of communication: **NCLB Report is sent home in the middle of fall semester (ISAT)**

4. Does the school communicate the results of its performance reports to community members each year?
   - [ ] Yes
   - [ ] No
   - If Yes, give date and nature of communication: __________________________

5. Does the authorizer make an on-site visit to the school each year?
   - [ ] Yes
   - [ ] No
   - If Yes, list the dates of 2011-2012 visits: __________________________

6. Does the authorizer make an on-site visit to the school only for renewal?
   - [ ] Yes
   - [ ] No

7. Does your school have a board of directors?
   - [ ] Yes
   - [ ] No
   - If Yes, how many members are on the board? **6**
   - What is the frequency of board meetings? **Monthly**

---

ISBE 87-13 (10/12)
H. MISSION AND GOALS

1. State the mission and goals of your school.

MISSION:
The UNO Charter School Network shares UNO's mission – to lead the transformation of the Hispanic Community toward an educated, powerful and prosperous citizenry by engaging and challenging it to redefine its potential and its legacy in metropolitan Chicago and the United States of America. The central principle behind UNO's philosophy is the belief that Hispanic immigrants follow in the tradition of their immigrant predecessors in America, bringing with them strong family values, a unique work ethic, and an entrepreneurial spirit. Through its high quality schools, UNO-CSN seeks to redefine the culture and expectations of public education, especially among underserved students.

OUR EDUCATION PHILOSOPHY AND BELIEFS:
UNO-CSN strongly believes that all students can learn and deserve the opportunity to realize their potential. Through our rigorous curriculum and individualized approach, we develop students who act with integrity and are civically engaged, intellectually curious, and prepared for success in high school, college, and beyond. For us, academic success is not a hope; it is an expectation.

We also believe that:
- Parent partnerships are critical to our work.
- Effective classroom instruction is the key lever for student success.
- Students learn best in a structured, supportive, and intellectually stimulating environment.
- Robust data should drive all of our decisions.
- We are all accountable for the achievement of our students.

OUR VISION FOR OUR STUDENTS:
Through our academic program, UNO-CSN seeks to develop young men and women who are committed to continually improving themselves as both scholars and citizens. An UNO-CSN education ensures that every graduate is:

- Prepared to Compete Locally, Nationally, and Globally:
  As competitors in the global marketplace, UNO graduates are ready for the rigors of high school, college, and beyond. They are technologically adept, culturally literate, and communicate effectively.
- Civically Engaged
  As citizen-leaders, UNO graduates are informed, active, and responsible members of their communities.
- Intellectually Curious
  As knowledge seekers, UNO graduates are analytical, innovative, and reflective thinkers.
- A Person of Integrity

2. Describe the extent to which your school is accomplishing its mission and goals. Be sure to use specific examples and data. Attach additional pages if necessary.

The majority of UNO-CSN's 11 existing schools continue to meet the aggressive ISAT growth goals each campus sets for itself annually, especially in Math, as evidenced by the nearly five-point increase in our Math scores (80.2 to 85.6) in the spring of 2012. We will continue this upward trajectory by maintaining our interim assessment program (NWEA) and further developing teacher capacity to use data from these assessments to tailor their instruction to address student gaps. It is important to note that eight of our elementary campuses have partnered with The Achievement Network for 2012-2013. The Achievement Network provides [1] quarterly interim assessments (in addition to NWEA) that are aligned with Illinois and Common Core Standards, as well as [2] a data coach who consults with both school leadership and teachers on interpreting and analyzing assessment results through a series of data meetings over the course of the year. During these data meetings, school leaders and teachers also collaborate to make adjustments to unit plans (i.e., selecting which standards to re-teach, if necessary) and to monitor individual student progress. In addition to these efforts, each school's Master Teachers will continue to work with each teacher one-on-one, developing individual Professional Growth Plans and providing the feedback and guidance necessary for improving effectiveness in the classroom, and in turn, student academic outcomes.
I. BEST PRACTICES

1. Name three to four “best practices” used by your school and describe how each benefits your student population. *Attach additional pages as necessary.*

   For example:
   - Teacher evaluation methods
   - Teacher and administrator incentive pay structures
   - Benefit structure available to staff
   - Student performance data management and school level performance management practices
   - Internal accountability programs
   - Successful partnerships with outside organizations
   - Parent and community engagement / outreach strategies
   - Professional development
   - Professional culture / recruitment and retention strategies
   - Extended school day / school year

Comments:

- Refining Our Curriculum, Making Both Rigor and Literacy a Priority
  In order to push students to even higher levels of attainment, UNO-CSN is currently working to build upon its current curriculum, making it even more rigorous by anchoring our scope and sequence in the Common Core Standards and ensuring that literacy is strategically embedded across all subject areas. We are currently forming teacher-leader curriculum task forces who will lead these efforts.

- Creating a Robust Human Capital System to Increase Teacher Effectiveness
  UNO-CSN continues to create a human capital system that attracts and retains top-tier instructional leaders. We are currently expanding our local and national networks through partnerships with universities (i.e., Harvard Graduate School of Education, Teachers College, etc.) and key organizations (i.e., Teach for America, Education Pioneers, etc.), as well as strengthening established relationships with other critical stakeholders to build better pipelines of the most highly qualified candidates for our new and existing schools. Additionally, UNO-CSN will continue to refine STRIVE as we embark on its first year of implementation, further prioritizing workforce development, providing teacher support where needed, and helping current staff identify advancement opportunities throughout the organization.

- Building Systems and Capacity for Better Data-Driven Decision Making
  UNO-CSN has recently designed and begun to utilize detailed student, school, and network dashboard systems, making achievement and growth data more accessible to teachers, school leaders, and even students and their families. This level of visualization, as well as increased accessibility to robust, meaningful data will also ensure that teachers and school leaders make instructional decisions based on both student strengths and areas for improvement. In addition, UNO-CSN will hold itself to high levels of accountability and transparency that will lead to increased student success and continual network growth.

- Pushing for Authentic Parent Engagement
  UNO-CSN views parent and family engagement as one of the most crucial components of student success. We believe that forming strong teacher-parent and home-school relationships further invests each student in his/her own learning and achievement. Accordingly, each UNO-CSN family commits to a partnership with its respective school community, including their child’s teacher, as well as the Academic Director. Grounded in a genuine and open line of communication, as well as the two home visits our teachers are required to complete for each of their students, the working relationship between parents and teachers is truly reciprocal: while teachers detail student expectations, parents also hold teachers accountable for the type of academic, social, and emotional support they believe their children will need to achieve their full potential. This working relationship is also strengthened through quarterly parent-teacher strategy meetings, as well as monthly family literacy nights at our elementary schools and student showcase nights at our high school. In addition, each of our schools invites parents to partake in numerous volunteer opportunities year-round. Each UNO-CSN school also has a Parent Outreach Coordinator on staff, who provides an additional campus-based point of contact for families and manages initiatives such as parent leadership training and skill building workshops.
List the total amounts of your school's funding streams for the categories below as well as what each category represents as a percentage of your total operating budget.

1. Public funds from federal government. $ 735,856 12.5%
2. Public funds from state government. $ 439,560 7.5%
3. Public funds from local government. $ 4,613,922 78.3%
4. Private donations from individuals. $ 14,000 .2%
5. Private donations from corporations. $ 0 0%
6. Private donations from non-profits or foundations. $ 0 0%
7. Other sources (please explain).
   Student fees
   Student fundraising $ 85,950 1.5%
8. Total revenue/funding. $ 5,889,288 100%
9. Are your facilities independent from district ownership? Yes No

Provide a top-level breakdown of your budget based on the following categories. Please list both the amount spent as well as what each category represents as a percentage of total outlays.

10. Administrative costs (clerical supplies, office machine rental/use, etc). $ 332,023 6.5%
11. Facilities rental/lease. $ 343,526 6.7%
12. Facilities maintenance and upkeep. $ 471,498 9.2%
13. Instructional personnel salaries. $ 2,471,054 47.9%
14. Instructional personnel performance based bonuses. $ 0 0%
15. Administrative non-clerical personnel salaries. $ 0 0%
16. Administrative, non-clerical personnel performance bonuses. $ 0 0%
17. Support staff salaries (maintenance, clerical, etc.). $ 229,217 4.5%
18. Program supplies (books, computers, student instructional aides). $ 180,308 3.5%
19. Professional development. $ 7,500 .1%
20. Public relations / advertising. $ 4,000 .1%
21. Student programs and activities (non-athletic). $ 457,434 8.9%
22. Student programs and activities (athletic). $ 6,699 .1%
23. Other (please explain broadly): CMO fee
   Student fund raising costs $ 642,455 12.5%
24. Total expenses. $ 5,145,714 100%
Providing information on the points listed below is optional. Please attach additional pages as necessary if you choose to address the issues noted.

- Describe the need for changes in the approval process
- Summarize the results of any parent surveys conducted in the past year
- Describe any "success stories" from your school
- Describe any "lessons learned" for those interested in starting a charter school
- Describe the greatest challenge your school faced in the past year
- Provide any additional information not covered above.

Comments:

SUCCESS STORIES:

1. Creating a Robust Graduate Support Program
   In addition to a rigorous curriculum, a culture of achievement, and a strong set of reinforcements grounded in a successful school community, UNO-CSN students benefit from the high school and college readiness programming provided by our Graduate Support Team (GS). Beginning in Grade 6, GS team members prepare and guide students and families through the process of applying to competitive, highly selective high schools both locally and nationally. This past year, over 90% of UNO-CSN's graduating 8th graders matriculated into a high-quality high school, including some of Chicago's top performing selective enrollment, magnet, private, and charter schools. The GS Team also assists UNO-CSN's high school juniors and seniors in successfully completing the college application and acceptance process. GS supported UNO-CSN's first cohort of seniors - the Class of 2012 - in earning over $4 million in scholarships. In addition, every 12th grade student successfully graduated, with 105 enrolled in colleges/universities and enlisted to serve in the armed forces. The GS Team's efforts, in conjunction with those of our teachers and parents, strengthen every UNO-CSN graduate's ability to persist through and complete college.

2. Driving Exemplar Parent and Family Engagement
   UNO and UNO-CSN continue to authentically engage parents and families through the development of lasting relationships that are grounded not only in trust and mutual respect, but also the challenge to further transform the Hispanic community. UNO organizes and pushes the greater community to take ownership of solving the issues that present obstacles to their own personal/professional growth and success, especially on behalf of its youth. One of our strongest indicators of effective parent engagement (and in turn, student investment) is UNO-CSN's daily attendance rate of 97% across the network. Our efficacy in this area is also evidenced by the group of UNO-CSN parents who organized and traveled to Springfield in 2009 to advocate for additional funding for UNO to build more quality schools. Their collective action led to the state awarding our organization $98 million in capital funds for network expansion. Through our current and future growth, UNO and UNO-CSN will continue to activate bases of parents and other key stakeholders across the city, who will strengthen the voice of the communities we serve and fuel their ongoing transformation.
### A. DIRECTORY INFORMATION

Provide the most recent information in each box.

<table>
<thead>
<tr>
<th>NAME OF CHARTER SCHOOL</th>
<th>TELEPHONE NUMBER (Include Area Code)</th>
<th>FAX NUMBER (Include Area Code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNO SPC. Daniel Zizumbo</td>
<td>312.432.6302</td>
<td>312.432.0077</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STREET ADDRESS (Number, Street, City, State, 9 Digit Zip Code)</th>
<th>NUMBER OF SCHOOL SITES IN 2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>4245 W 47th St., Chicago, Illinois 60632</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME OF PERSON COMPLETING THIS FORM</th>
<th>TELEPHONE OF PERSON COMPLETING THIS FORM (Include Area Code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alfred Quijano</td>
<td>312.432.6301</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME OF CHARTER SCHOOL DIRECTOR</th>
<th>E-MAIL OF CHARTER SCHOOL DIRECTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthew Moeller</td>
<td><a href="mailto:mmoeller@uno-online.org">mmoeller@uno-online.org</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME OF CHARTER SCHOOL GOVERNING BOARD PRESIDENT</th>
<th>SCHOOL'S WEBSITE ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juan Rangel</td>
<td><a href="http://www.unocharterschools.org">www.unocharterschools.org</a></td>
</tr>
</tbody>
</table>

**OTHER SOCIAL MEDIA (Please check appropriate box and give username.)**

- Facebook Username:  
- Twitter Username:  
- Other Username: 

### B. STUDENT DATA

1. Did your school hold an enrollment lottery for 2011-2012?  
   - Yes  
   - No

2. How many student enrollment applications were received for 2011-2012?  
   - 896

3. From these applications, how many students were selected via lottery?  
   - 78

4. How many students were on waiting list 2011-2012 on 20th day of school?  
   - K - 8

5. Grades served in 2011-2012.

6. Student enrollment in 2011-2012 on 20th day of school.  
   - 640

7. Student enrollment in 2011-2012 by grade on 20th day of school (Check all that apply and fill in total number of students at grade level.)

<table>
<thead>
<tr>
<th>Grade</th>
<th># Male</th>
<th># Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>64</td>
<td>1</td>
<td>640</td>
</tr>
<tr>
<td>2</td>
<td>64</td>
<td>1</td>
<td>640</td>
</tr>
<tr>
<td>3</td>
<td>64</td>
<td>1</td>
<td>640</td>
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<tr>
<td>4</td>
<td>96</td>
<td>5</td>
<td>640</td>
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<tr>
<td>5</td>
<td>96</td>
<td>7</td>
<td>640</td>
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<td>6</td>
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<td>9</td>
<td>640</td>
</tr>
<tr>
<td>7</td>
<td>64</td>
<td>11</td>
<td>640</td>
</tr>
</tbody>
</table>

8. What was the max capacity for student seats at each grade level in 2011-2012?

<table>
<thead>
<tr>
<th>Grade</th>
<th># Male</th>
<th># Female</th>
<th>Max capacity total</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>64</td>
<td>1</td>
<td>640</td>
</tr>
<tr>
<td>2</td>
<td>64</td>
<td>1</td>
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<tr>
<td>7</td>
<td>64</td>
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<td>64</td>
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</tbody>
</table>

9. What is the estimated enrollment for 2012-2013 on 20th day of school?

<table>
<thead>
<tr>
<th>Grade</th>
<th># Male</th>
<th># Female</th>
<th>Estimated enrollment total</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>64</td>
<td>1</td>
<td>640</td>
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</tbody>
</table>

10. What is the max capacity for student seats at each grade level in 2012-2013?

<table>
<thead>
<tr>
<th>Grade</th>
<th># Male</th>
<th># Female</th>
<th>Max capacity total</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
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<td>2</td>
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<td>7</td>
<td>64</td>
<td>11</td>
<td>64</td>
</tr>
</tbody>
</table>
12. Number of out-of-district students served in 2011-2012 on a tuition basis: 0

13. School day in 2011-2012: From 8:00 a.m. to 3:30 p.m. Average number of instructional minutes per day: 420

14. Number of students who attended during 2010-2011 but did not return at the beginning of the 2011-2012 school year: Male 14 Female

15. Student discipline during 2011-2012. Note: Any student who is suspended or expelled multiple times from the same school during the same school year should be counted only once toward that school's total number of students suspended and expelled. "Total Number of Suspension Days Served" for the school should include all suspension days served by students during the school year, including all days served by any one student who has been suspended multiple times during the same school year.

<table>
<thead>
<tr>
<th>Number/Percent of Students Disciplined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and % Suspended</td>
</tr>
<tr>
<td>13 / 2 %</td>
</tr>
</tbody>
</table>

16. Student Retention during 2011-2012. Note: Transfer should be included whether the withdrawal occurred during the school year or at the end of the school year.

<table>
<thead>
<tr>
<th>Number of Students Leaving the Charter School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transferring to another school in the district</td>
</tr>
<tr>
<td># Male 10 # Female</td>
</tr>
</tbody>
</table>

17. Number of high school graduates during 2011-2012: Male # Female

18. Average class size for general education classrooms only: Male 32 Female

19. Average class size for pull-out special education classrooms (if applicable): Male 32 Female

20. Average class size for all classrooms (include special education pull-out classes): Male 32 Female

21. Does your school require community service as a graduation requirement? Yes

22. How many hours of community service are required each year? 20

23. Average entering test scores at lowest grade served or lowest grade tested.

Grade 3 Name of test: ISAT Score: 84.2

24. Average comparable exiting test scores at highest grade served or highest grade tested.

Grade 8 Name of test: ISAT Score: 88.7
### C. STAFF DATA

1. Total number of instructional personnel (in FTE) in 2010-2011: 28.5
2. Total number of instructional personnel (in FTE) in 2011-2012: 28.5
3. Total number of 2010-2011 staff who remained at school for 2011-2012 school year: 21.5
4. Of the instructional staff at school in 2011-2012, how many maintain Illinois teaching certificates? 28.5
5. Number of 2011-2012 instructional personnel who entered classroom via an alternative certification program. List name of program.
   Common schools/program(s): Teach for America
6. Number of instructional personnel who completed neither alternative nor traditional certification: 0
7. Number and percentage of instructional personnel with at least a Master's degree in a relevant field: 10 / 35%
8. Number and percentage of instructional personnel with at least a PhD in relevant field: 0 / 0%
9. Average number of years experience in classroom for instructional staff: 3.69
10. Average number of years experience in classroom at current charter school for instructional staff: 2.22
11. Is your staff unionized? If Yes, what union?
    - Yes [ ]  No [x]
12. Number of full staff development days included in 2011-2012 school year: 5
13. Did your charter school distribute performance bonuses for instructional staff for the 2011-2012 school year? Yes [ ]  No [x]
14. What was the total dollar amount of bonuses received by instructional staff members for 2011-2012? N/A
15. What is the representation of bonuses as a percentage of total salary compensation for 2011-2012 instructional staff? N/A
16. Number of non-clerical administrative personnel (in FTE) in 2011-2012: 3
    Please list positions included in count.
    - Academic Director, Master Teacher
17. Of these, how many (in FTE) maintain Illinois administrative certificates: 1
18. Did your charter school distribute performance bonuses for non-clerical administrative personnel for the 2011-2012 school year? Yes [ ]  No [x]
19. What was the total dollar amount of bonuses received by non-clerical administrative personnel in 2011-2012? N/A
20. What is the representation of bonuses as a percentage of total salary compensation for 2011-2012 non-clerical administrative personnel? N/A
D. CHARTER SCHOOL EXEMPTIONS

Charter schools are exempt from much of the School Code. Indicate the areas of flexibility used by your school in 2011-2012. **Check all that apply.** For each area you check, please included a brief explanation of how that exemption assisted or impeded your ability to meet your stated goals and objectives.

☐ 1. Teacher certification.

☐ 2. Administrative certification.
   
   Our autonomy in this area had allowed us to hire the candidates who are the best fit for our network and have demonstrated a successful track record of instructional leadership through their previous professional experience. It is important to note that all UNO-CSN school leaders are either currently certified or are pursuing administrative certification through graduate courses at local universities.

☐ 3. Autonomy to set educational priorities.
   
   Our autonomy in this area has allowed our schools' leadership and instructional teams to set targeted attainment and growth goals based on the specific needs of their particular body of students; furthermore, schools can take a strengths-based approach to teaching and learning. In addition, the network has been able to provide even more differentiated, streamlined support to schools based on their specific strengths and areas for growth.

☐ 4. Autonomy to design curriculum independent from school district.
   
   We have been able to increase the rigor of our curriculum and instruction by fully adopting the Common Core Standards and have also elected to have several of our teachers participate in piloting the new World and U.S. History Common Core Standards. School leadership and instructional teams also have the ability to choose the curricular resources (i.e., textbooks) that best correlate with the needs and interests of their students.

☐ 5. Autonomy to allow teaching methods that are new or different from the school district.
   
   The entire network continues to see solid/significant gains in student achievement thanks to teaching that is grounded in a balanced approach to literacy and authentic, student-centered instructional techniques. We have also been able to begin incorporating more technology into the classroom for student and teacher use. Once again, in addition to the aforementioned items, school leadership and instructional teams are able to choose the best approaches/strategies that will meet the needs of...

☐ 6. Autonomy to design different, additional performance standards.

☐ 7. Autonomy to set unique school day and school year schedules.
   
   Our longer school day (an additional 30 minutes per day) and year (a 5-week summer) has allowed us to provide even more learning time for students and has expanded our capacity to provide targeted interventions for individual students and small groups.

☐ 8. Autonomy to manage fiscal affairs independent of school district.
   
   Our autonomy over our finances has ensured that we are able to align our spending with instructional/student-family focused priorities and needs. The expansion and refinement of our overall academic model, as well as each school's academic program, is the driving factor behind the utilization of our funds.

☐ 9. Autonomy to set employee compensation rates and/or provide bonuses.
   
   Our autonomy in this area has allowed us to appropriately compensate educators who have demonstrated a high-impact track-record of success throughout their career and to reward excellent teaching. The higher the impact of a teacher's instruction, the larger the increase in pay is through additional compensation and/or performance bonuses. This approach also ensures that we are able to retain highly-effective teachers and, in turn, prepare them for leadership positions at the new school.

☐ 10. Autonomy to contract with external providers for various services (please list).
   
   Prior to contracting with Futures Education, our students with special needs were not receiving the related services that are critical to their academic, social, and emotional success. Our partnership with Futures has allowed us to bring a team of 14 highly-qualified clinicians into our schools; these professionals ensure students' needs are met and also collaborate very closely with our instructional teams to further ensure student progress.

☐ 11. Other (please describe):
E. SUGGESTED CHANGES IN THE LAW

Charter School and Authorizer Finances

1. Mandate at least 100% per capita funding from the authorizer.
   Charter schools in independent facilities (either rental or new construction) have much higher operating costs due to expenses such as rent and improvements to the facility. In addition, charters operate in high-needs areas/neighborhoods and need access to as equal financial resources. In turn, the authorizer’s equitable funding should be a non-negotiable for all charter schools.

2. Allocate additional operating funds to charter schools beyond the per capita assistance from the authorizing district.
   All public school students should have access to state funds. Grant decisions should be made based on the quality of a school’s application, proposed initiatives, and results, not on whether or not it is a charter or traditional public school.

3. Increase the amount of state start-up grants to up to $1,000 per enrolled student.
   Start-up funds are critical for a new school’s ability to prepare for incoming students through careful planning, selection, and procurement of instructional/culture-building resources, curricular materials, and technology. Again, increasing the per pupil start-up amount is especially critical for those charters who operate out of independent facilities.

4. Provide state grants to all schools including those in renewal periods.
   Charters should be allowed to receive/compete for state grants, even in a renewal year, as these schools are still providing educational services in the best way possible even while engaging in the renewal process. Especially if a charter school or network has continuously demonstrated positive results during the time leading up to the renewal period, state grants for these schools are much needed.

5. Allow charter school revolving loan repayment after initial charter term.

6. Appropriate funds sufficient to fully fund state start-up grants as well as transition impact aid to districts.

7. Allocate funds to provide incentive grants to districts that approve charter schools.
   As long as the incentive grants are then transferred directly to charter schools, then this particular potential law makes sense. If the grants have no direct impact on charters or charter operations and are used for other district purposes, then the law should not be enacted.

8. Provide transportation funding.
   Contrary to popular myths, charters do want to serve all students, including those who are outside the traditional neighborhood boundary and those with special needs. Because of the equitable funding issues mentioned above, charters are often unable to assist those families who must travel greater distances or make special arrangements to ensure their students attend school in a timely manner every day. Transportation funding would remove the roadblock presented by the current lack of monies and allow charters to better align their actions with their mission/intention to serve all students.

   Facilities funding is one of the most important issues for charter schools. As was stated previously, facilities costs are a major issue affecting charter schools. In order to address school overcrowding and the community’s demand for more quality public education options, new and renovated facilities that are safe and welcoming must open.

10. Prohibit districts from charging rent for district buildings used by charter schools.
    Since charter schools are also public schools, districts should definitely NOT charge rent for occupation in order to create another revenue source for themselves. Just as charters need equal access to funds, they also need equal access to quality facilities, especially if they are either under-utilized or unoccupied.
Admissions/Enrollment

1. Allow children classified as “at-risk” to have preference in the lottery in all charter schools.

2. Allow children of employees to attend regardless of their home District.

3. Allow additional enrollment preferences (specify).

Authorization

1. Provide for alternative routes to authorization that do not require charter schools to first present to local school boards.

   Charter schools should be allowed to open schools without presenting to the local school boards in areas where schools are overcrowded and/or where parents/the community have adequately voiced their demands for better, more high-quality options for their children’s education.

2. Allow statewide RFPs for charter schools.

3. Lengthen the 75 days currently allowed for authorizers to respond to charter school applications.

4. Permit authorizers to renew charter schools for up to 10 year terms.

   The charter renewal period should be extended to up to 10 years only for those charters that are high-performing and have demonstrated a consistent track record of student achievement over a specific period of time. There should be benchmarks included within the 10-year term to ensure the aforementioned consistency.
E. SUGGESTED CHANGES IN THE LAW (Continued)

Expansion of Charter Schools

☑ 1. Increase the cap to allow more charter schools to open.

Parents and families continue to self-advocate for increasing high-quality options for educating their children. Parents and families deserve to have a choice when it comes to schooling, and this choice should not be restricted by their zip code or their capacity to afford (or not afford) private schooling (which requires tuition).

☐ 2. Allow multiple campuses for all schools.

☐ 3. Prohibit multiple campuses for all schools.

Increased Autonomy/Flexibility

☑ 1. Remove the requirement that charter schools give the same standardized tests as the authorizing district.

Many charters have already begun to adopt the Common Core in order to increase the rigor of instruction and accelerate student learning, especially for those that are struggling or behind. In order to effectively assess student progress and areas for improvement, charters must design and align their assessments to their Common Core-based instruction.

☐ 2. Eliminate the teacher certification requirements included in Public Acts 093-0003 and 096-0105.

☐ 3. Allow for-profit management companies for all schools.

Other (please specify, attach additional pages as necessary):
F. MANAGEMENT RELATIONSHIPS

Indicate the relationship of your school to charter or educational management organizations (CMOs or EMOs). Check all that apply. Use space below to indicate the name of the management organization as appropriate.

☐ 1. The school had a contract with a not-for-profit CMO or EMO for the first time in 2011-2012.

☑ 2. The school has had a contract with a not-for-profit CMO or EMO in the past (specify years: 12).

☐ 3. The school had a contract with a for-profit CMO or EMO for the first time in 2011-2012.

☐ 4. The school has had a contract with a for-profit CMO or EMO in the past (specify years: ).

☐ 5. The school has never had a contract with a CMO or EMO, either for-profit or not-for-profit.

Comments:
G. ACCOUNTABILITY

Indicate how your school is held accountable by the charter authorizer. Check all that apply.

Yes ☒ No ☐

1. Does the school submit a written performance report to the authorizer each year?

2. Does the school submit a written performance report to the authorizer only for renewal?

3. Does the school communicate the results of its performance reports to student families each year?
   If Yes, give the date and nature of communication: **NCLB Report is sent home in the middle of fall semester (ISAT)**

4. Does the school communicate the results of its performance reports to community members each year?
   If Yes, give the date and nature of communication:

5. Does the authorizer make an on-site visit to the school each year?
   If Yes, list the dates of 2011-2012 visits:

6. Does the authorizer make an on-site visit to the school only for renewal?

7. Does your school have a board of directors?
   If Yes, how many members are on the board? 6
   What is the frequency of board meetings? **Monthly**
H. Mission and Goals

The UConn Charter School Network (UCS) is dedicated to the transformation of the public school landscape in Connecticut. The mission of the UCS is to create and support high-quality public charter schools that are designed to provide equitable educational opportunities for all students. The UCS works to ensure that these schools are accountable, transparent, and effective in meeting the educational needs of all students. Through this mission, the UCS aims to improve student outcomes and elevate the status of public education in Connecticut.
1. Name three to four "best practices" used by your school and describe how each benefits your student population. Attach additional pages as necessary.

For example:
- Teacher evaluation methods
- Teacher and administrator incentive pay structures
- Benefit structure available to staff
- Student performance data management and school level performance management practices
- Internal accountability programs
- Successful partnerships with outside organizations
- Parent and community engagement / outreach strategies
- Professional development
- Professional culture / recruitment and retention strategies
- Extended school day / school year

Comments:
- Refining Our Curriculum, Making Both Rigor and Literacy a Priority
  In order to push students to even higher levels of attainment, UNO-CSN is currently working to build upon its current curriculum, making it even more rigorous by anchoring our scope and sequence in the Common Core Standards and ensuring that literacy is strategically embedded across all subject areas. We are currently forming teacher-leader curriculum task forces who will lead these efforts.
- Creating a Robust Human Capital System to Increase Teacher Effectiveness
  UNO-CSN continues to create a human capital system that attracts and retains top-tier instructional leaders. We are currently expanding our local and national networks through partnerships with universities (i.e., Harvard Graduate School of Education, Teachers College, etc.) and key organizations (i.e., Teach for America, Education Pioneers, etc.), as well as strengthening established relationships with other critical stakeholders to build better pipelines of the most highly qualified candidates for our new and existing schools. Additionally, UNO-CSN will continue to refine STRIVE as we embark on its first year of implementation, further prioritizing workforce development, providing teacher support where needed, and helping current staff identify advancement opportunities throughout the organization.
- Building Systems and Capacity for Better Data-Driven Decision Making
  UNO-CSN has recently designed and begun to utilize detailed student, school, and network dashboard systems, making achievement and growth data more accessible to teachers, school leaders, and even students and their families. This level of visualization, as well as increased accessibility to robust, meaningful data will also ensure that teachers and school leaders make instructional decisions based on both student strengths and areas for improvement. In addition, UNO-CSN will hold itself to high levels of accountability and transparency that will lead to increased student success and continual network growth.
- Pushing for Authentic Parent Engagement
  UNO-CSN views parent and family engagement as one of the most crucial components of student success. We believe that forming strong teacher-parent and home-school relationships further invests each student in his/her own learning and achievement. Accordingly, each UNO-CSN family commits to a partnership with its respective school community, including their child’s teacher, as well as the Academic Director. Grounded in a genuine and open line of communication, as well as the two home visits our teachers are required to complete for each of their students, the working relationship between parents and teachers is truly reciprocal: while teachers detail student expectations, parents also hold teachers accountable for the type of academic, social, and emotional support they believe their children will need to achieve their full potential. This working relationship is also strengthened through quarterly parent-teacher strategy meetings, as well as monthly family literacy nights at our elementary schools and student showcase nights at our high school. In addition, each of our schools invites parents to partake in numerous volunteer opportunities year-round. Each UNO-CSN school also has a Parent Outreach Coordinator on staff, who provides an additional campus-based point of contact for families and manages initiatives such as parent leadership training and skill building workshops.
List the total amounts of your school's funding streams for the categories below as well as what each category represents as a percentage of your total operating budget.

1. Public funds from federal government. $623,214 10.8%
2. Public funds from state government. $518,203 8.9%
3. Public funds from local government. $4,548,220 78.5%
4. Private donations from individuals. $15,000 0.3%
5. Private donations from corporations. $0 0%
6. Private donations from non-profits or foundations. $0 0%
7. Other sources (please explain).
   - Student fees
   - Student fund raising
8. Total revenue/funding. $5,796,637 100%
9. Are your facilities independent from district ownership? Yes  No

Provide a top-level breakdown of your budget based on the following categories. Please list both the amount spent as well as what each category represents as a percentage of total outlays.

10. Administrative costs (clerical supplies, office machine rental/use, etc.). $328,846 6.6%
11. Facilities rental/lease. $343,526 6.9%
12. Facilities maintenance and upkeep. $462,097 9.3%
13. Instructional personnel salaries. $2,293,710 46.2%
14. Instructional personnel performance based bonuses. $0 0%
15. Administrative non-clerical personnel salaries. $0 0%
16. Administrative, non-clerical personnel performance bonuses. $0 0%
17. Support staff salaries (maintenance, clerical, etc.). $223,493 4.5%
18. Program supplies (books, computers, student instructional aides). $180,580 3.6%
19. Professional development. $7,500 0.2%
20. Public relations / advertising. $4,000 0.1%
21. Student programs and activities (non-athletic). $484,840 9.8%
22. Student programs and activities (athletic). $7,000 0.1%
23. Other (please explain broadly).
   - CMO fee
   - Student fund raising
   - Student fund raising
24. Total expenses. $4,964,756 100%
SUCCESS STORIES:

1. Creating a Robust Graduate Support Program
   In addition to a rigorous curriculum, a culture of achievement, and a strong set of reinforcements grounded in a successful school community, UNO-CSN students benefit from the high school and college readiness programming provided by our Graduate Support Team (GS). Beginning in Grade 6, GS team members prepare and guide students and families through the process of applying to competitive, highly selective high schools both locally and nationally. This past year, over 90% of UNO-CSN’s graduating 8th graders matriculated into a high-quality high school, including some of Chicago’s top performing selective enrollment, magnet, private, and charter schools. The GS Team also assists UNO-CSN’s high school juniors and seniors in successfully completing the college application and acceptance process. GS supported UNO-CSN’s first cohort of seniors – the Class of 2012 – in earning over $4 million in scholarships. In addition, every 12th grade student successfully graduated, with 105 enrolled in colleges/universities and 6 enlisted to serve in the armed forces. The GS Team’s efforts, in conjunction with those of our teachers and parents, strengthen every UNO-CSN graduate’s ability to persist through and complete college.

2. Driving Exemplar Parent and Family Engagement
   UNO and UNO-CSN continue to authentically engage parents and families through the development of lasting relationships that are grounded not only in trust and mutual respect, but also the challenge to further transform the Hispanic community. UNO organizes and pushes the greater community to take ownership of solving the issues that present obstacles to their own personal/professional growth and success, especially on behalf of its youth. One of our strongest indicators of effective parent engagement (and in turn, student investment) is UNO-CSN’s daily attendance rate of 97% across the network. Our efficacy in this area is also evidenced by the group of UNO-CSN parents who organized and traveled to Springfield in 2009 to advocate for additional funding for UNO to build more quality schools. Their collective action led to the state awarding our organization $98 million in capital funds for network expansion. Through our current and future growth, UNO and UNO-CSN will continue to activate bases of parents and other key stakeholders across the city, who will strengthen the voice of the communities we serve and fuel their ongoing transformation.