D. 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 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

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-CSN 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-CSN graduates are informed, active, and responsible members of their communities.
- Intellectually Curious
  As knowledge seekers, UNO-CSN graduates are analytical, innovative, and reflective thinkers.
- A Person of Integrity
  As ethical individuals, UNO-CSN graduates are honest, fair, and respectful.
### A. DIRECTORY INFORMATION

- **NAME OF PERSON COMPLETING THIS FORM**: Matthew Moeller
- **TELEPHONE NUMBER**: 312.432.6302
- **ADDRESS**: 1641 W. 16th St., Chicago, Illinois 60608
- **NUMBER OF SCHOOL SITES IN 2012-2013**: 1

### B. STUDENT DATA

1. **Did your school hold an enrollment lottery for 2012-2013?**
   - Yes
2. **How many student enrollment applications were received for 2012-2013?**
   - 169
3. **How many students were selected via lottery?**
   - 33
4. **How many students were on waiting list 2012-2013 on 20th day of school?**
   - 136

#### 7. Student enrollment in 2012-2013 by grade 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>15</td>
<td>17</td>
<td>32</td>
</tr>
<tr>
<td>1</td>
<td>13</td>
<td>19</td>
<td>32</td>
</tr>
<tr>
<td>2</td>
<td>31</td>
<td>15</td>
<td>46</td>
</tr>
<tr>
<td>3</td>
<td>16</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>16</td>
<td>32</td>
</tr>
</tbody>
</table>

Total enrollment: 287

### 8. What was 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>32</td>
</tr>
<tr>
<td>1</td>
<td>32</td>
</tr>
<tr>
<td>2</td>
<td>32</td>
</tr>
<tr>
<td>3</td>
<td>32</td>
</tr>
</tbody>
</table>

Max capacity total: 288

### 9. What is the estimated enrollment for 2013-2014 on 20th day of school?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Estimated enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>32</td>
</tr>
<tr>
<td>1</td>
<td>32</td>
</tr>
</tbody>
</table>

Estimated enrollment total: 288

### 10. What is the max capacity for student seats at each grade level in 2013-2014?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Max capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>32</td>
</tr>
<tr>
<td>1</td>
<td>32</td>
</tr>
</tbody>
</table>

Max capacity total: 288
B. STUDENT DATA (Continued)

11. Number of out-of-district students served in 2012-2013 on a tuition basis: 0

12. School day in 2012-2013: From 8:00 a.m. to 3:30 p.m. Average number of instructional minutes per day: 420

13. Number of students who attended during 2011-2012 but did not return at the beginning of the 2012-2013 school year: # Male 14

14. Student discipline during 2012-2013. 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 0 # Female 0</td>
<td>Raw # Male 0 # Female 0</td>
<td>Raw # Male 2 # Female 0</td>
</tr>
</tbody>
</table>

15. Student Retention during 2012-2013. 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 15 # Female 0</td>
<td># Male 0 # Female 0</td>
<td># Male 0 # Female 0</td>
</tr>
</tbody>
</table>

16. Number of high school graduates during 2012-2013. N/A # Male N/A # Female N/A

17. Average class size for general education classrooms only. 32 # Male 15.3 # Female 16.5

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

19. Average class size for all classrooms (include special education pull-out classes). 32 # Male 15.3 # Female 16.5

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

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Name of test</th>
<th>ISAT (ISAT, NWEA, EPAS, etc.)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td>ISAT</td>
<td>207.1</td>
</tr>
</tbody>
</table>

23. 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>ISAT (ISAT, NWEA, EPAS, etc. Should be the same as above.)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td></td>
<td>ISAT</td>
<td>255.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Total number of instructional personnel (in FTE) in 2011-2012.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Total number of instructional personnel (in FTE) in 2012-2013.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Total number of 2011-2012 staff who remained at school for 2012-2013 school year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>14.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Of the instructional staff at school in 2012-2013, how many maintain Illinois teaching certificates?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>14.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Number of 2012-2013 instructional personnel who entered classroom via an alternative certification program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>List name of program.</td>
<td>Teach for America</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common schools/program(s):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Number of instructional personnel who completed neither alternative nor traditional certification.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.5</td>
<td></td>
<td></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></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.5 / 29 %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Number and percentage of instructional personnel with at least a PhD in relevant field.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0 / 0 %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Average number of years experience in classroom for instructional staff.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Average number of years experience in classroom at current charter school for instructional staff.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Is your staff unionized?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ Yes ☐ No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Number of full staff development days included in 2012-2013 school year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Did your charter school distribute performance bonuses for instructional staff for the 2012-2013 school year?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☑ Yes ☐ No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>What was the total dollar amount of bonuses received by instructional staff members for 2012-2013?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$32,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>What is the representation of bonuses as a percentage of total salary compensation for 2012-2013 instructional staff?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.70%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please list positions included in count.</td>
<td>Academic Director, Master Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Of these, how many (in FTE) maintain Illinois administrative certificates?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Did your charter school distribute performance bonuses for non-clerical administrative personnel for the 2012-2013 school year?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Yes ☑ No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>What was the total dollar amount of bonuses received by non-clerical administrative personnel in 2012-2013?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>What is the representation of bonuses as a percentage of total salary compensation for 2012-2013 non-clerical administrative personnel?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N/A</td>
<td></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 2012-2013. 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 most 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 quality of 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 equal financial resources. 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.

☐ 4. Provide state grants to all schools including those in renewal periods.

☐ 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.

☐ 8. Provide transportation funding.

   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.
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.

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 for charters that are high-performing and have demonstrated a consistent track record of student achievement over a specific period of time.
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.

☐ 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 2012-2013.

☐ 2. The school has had a contract with a not-for-profit CMO or EMO in the past (specify years: 7).

☐ 3. The school had a contract with a for-profit CMO or EMO for the first time in 2012-2013.

☐ 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 2012-2013 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? **Quarterly**
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-CSN 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-CSN graduates are informed, active, and responsible members of their communities.
- Intellectually Curious
As knowledge seekers, UNO-CSN 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 16 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 nine of our elementary campuses have partnered with The Achievement Network for 2013-2014. 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 adjust 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 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.
1. **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 continues 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 have formed teacher-leader curriculum task forces who 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 continue to expand 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.). We also continue to strengthen our 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 continues to refine STRIVE as we embark on its second year of implementation, further prioritizing workforce development, providing teacher support where needed, and helping current staff identify advancement opportunities throughout the organization. These professional opportunities for teachers create a positive classroom environment, which adds to our student’s success.

   - Building Systems and Capacity for Better Data-Driven Decision Making
     UNO-CSN uses 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, ensures that teachers and school leaders make instructional decisions based on both student strengths and areas for improvement. In addition, UNO-CSN continues to hold itself to high levels of accountability and transparency that lead to increased student success and continual network growth.

   - Pushing for Authentic Parent Engagement
     UNO-CSN encourages strong parental involvement because we view parent and family engagement as one of the most crucial components of our student’s success. We believe that forming strong teacher-parent and home-school relationships further invests each student in his or 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. This parental and community involvement works because it is grounded in a genuine and open line of communication. Each UNO-CSN school has a Parent Outreach Coordinator on staff, who provides a campus-based point of contact for families and manages initiatives such as parent leadership training and skill building workshops. We also require our teachers to visit each of their students at home. These home visits establish a working relationship between parents and teachers that is truly reciprocal: while teachers detail student expectations, parents hold teachers accountable for the type of academic, social, and emotional support they believe their children will need to achieve their full potential. In addition, quarterly parent-teacher strategy meetings, as well as monthly family literacy nights at our elementary schools and student showcase nights at our high school strengthen this working relationship. Each of our schools also encourages parental involvement in the community by inviting parents to partake in numerous volunteer opportunities year-round. Our students have continued to succeed because of our dedication to parental and community involvement in our schools.
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. Please report actuals for Fiscal Year 2013 rather than budgeted.

1. Public funds from federal government. $392,764 12.14%
2. Public funds from state government. $260,054 8.04%
3. Public funds from local government. $2,503,762 77.36%
4. Private donations from individuals. $14,268 0.44%
5. Private donations from corporations. $17,585 0.54%
6. Private donations from non-profits or foundations. $15,380 0.05%
7. Other sources (please explain).
   Student fees and fundraising.
8. Total revenue/funding. $3,236,248 100.00%
9. Are your facilities independent from district ownership? Yes

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). $160,526 5.40%
11. Facilities rental/lease. $96,709 3.25%
12. Facilities maintenance and upkeep. $212,382 7.14%
13. Instructional personnel salaries. $1,333,428 44.86%
14. Instructional personnel performance based bonuses. $32,000 1.08%
15. Administrative non-clerical personnel salaries. $203,912 6.86%
16. Administrative, non-clerical personnel performance bonuses. $0 0.0%
17. Support staff salaries (maintenance, clerical, etc.). $239,852 8.07%
18. Program supplies (books, computers, student instructional aides). $98,864 3.33%
19. Professional development. $8,290 0.28%
20. Public relations / advertising. $6,965 0.23%
21. Student programs and activities (non-athletic). $298,877 10.05%
22. Student programs and activities (athletic). $60,468 0.20%
23. Other (please explain broadly): $274,897 9.25%

The amount above consists of fees and expenses incurred which include, but are not limited to the following functions:
- Operations
- HR Support
- Financial Accounting services
- Facilities Management
- Reporting and Communication with governmental entities
- Contract Management
- Community Outreach
- School Level Fundraising

24. Total expenses. $2,972,750 100.00%
Please do not type beyond the space provided.

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:
**2012-2013 CHARTER SCHOOL REPORT INFORMATION**

**INSTRUCTIONS:** Complete this form for each campus of your charter school and return by September 30, 2013. You may mail to the attention of Jennifer Saba at the above address, fax to 312.814.8871, or e-mail to jsaba@isbe.net. Please do not type beyond the space provided.

### 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 Roberto Clemente</td>
<td>312.432.6302</td>
<td>312.432.0077</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STREET ADDRESS (Number, Street, City, State, ZIP Code)</th>
<th>NUMBER OF SCHOOL SITES IN 2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>2050 N Natchez, Chicago, 60707</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>Matthew Moeller</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>Richard Rodriguez</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: @UNOschools
- [ ] Other Username: ______________________

### B. STUDENT DATA

1. Did your school hold an enrollment lottery for 2012-2013?  
   - [ ] Yes  
   - [ ] No  
   - 730

2. How many student enrollment applications were received for 2012-2013?  
   - 576

3. From these applications, how many students were selected via lottery?  
   - 421

4. How many students were on waiting list 2012-2013 on 20th day of school?  
   - 11

5. Grades served in 2012-2013:  
   - K-8

6. Student enrollment in 2012-2013 on 20th day of school:  
   - 554

7. Student enrollment in 2012-2013 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>34</td>
<td>64</td>
</tr>
<tr>
<td>1</td>
<td>64</td>
<td>33</td>
<td>97</td>
</tr>
<tr>
<td>2</td>
<td>64</td>
<td>26</td>
<td>90</td>
</tr>
<tr>
<td>3</td>
<td>64</td>
<td>26</td>
<td>90</td>
</tr>
<tr>
<td>4</td>
<td>64</td>
<td>21</td>
<td>85</td>
</tr>
<tr>
<td>5</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>6</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>7</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>8</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>9</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>10</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>11</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>12</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
</tbody>
</table>

8. What was the max capacity for student seats at each grade level in 2012-2013?  
   - Max capacity total: 576

9. What is the estimated enrollment for 2013-2014 on 20th day of school?  
   - Estimated enrollment total: 576

10. What is the max capacity for student seats at each grade level in 2013-2014?  
    - Max capacity total: 576
B. STUDENT DATA (Continued)

11. Number of out-of-district students served in 2012-2013 on a tuition basis: 0

12. School day in 2012-2013: From 8:00 a.m. to 3:30 p.m. Average number of instructional minutes per day: 420

13. Number of students who attended during 2011-2012 but did not return at the beginning of the 2012-2013 school year: # Male 0 # Female 0

14. Student discipline during 2012-2013. 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 / 2.27 %</td>
</tr>
<tr>
<td>Raw # Male 0 # Female 0</td>
</tr>
</tbody>
</table>

15. Student Retention during 2012-2013. 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>19</td>
</tr>
<tr>
<td># Male 0 # Female 0</td>
</tr>
</tbody>
</table>

16. Number of high school graduates during 2012-2013. N/A # Male N/A # Female N/A

17. Average class size for general education classrooms only. 30.7 # Male 16.1 # Female 14.6

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

19. Average class size for all classrooms (include special education pull-out classes). 30.7 # Male 16.1 # Female 14.6

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

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

22. Average entering test scores at lowest grade served or lowest grade tested:
Grade: 3 Name of test: ISAT (ISAT, NWEA, EPAS, etc.) Score: 195.0

23. 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: 249.5
<table>
<thead>
<tr>
<th>C. STAFF DATA</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Total number of instructional personnel (in FTE) in 2011-2012.</td>
<td>0</td>
</tr>
<tr>
<td>2. Total number of instructional personnel (in FTE) in 2012-2013.</td>
<td>28.5</td>
</tr>
<tr>
<td>3. Total number of 2011-2012 staff who remained at school for 2012-2013 school year.</td>
<td>32.5</td>
</tr>
<tr>
<td>4. Of the instructional staff at school in 2012-2013, how many maintain Illinois teaching certificates?</td>
<td>25.5</td>
</tr>
<tr>
<td>5. Number of 2012-2013 instructional personnel who entered classroom via an alternative certification program. List name of program.</td>
<td>5</td>
</tr>
<tr>
<td>Common schools/program(s): 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>
</tr>
<tr>
<td>7. Number and percentage of instructional personnel with at least a Master’s degree in a relevant field.</td>
<td>6.5 / 23%</td>
</tr>
<tr>
<td>8. Number and percentage of instructional personnel with at least a PhD in relevant field.</td>
<td>0 / 0%</td>
</tr>
<tr>
<td>9. Average number of years experience in classroom for instructional staff.</td>
<td>1.97</td>
</tr>
<tr>
<td>10. Average number of years experience in classroom at current charter school for instructional staff.</td>
<td>1</td>
</tr>
<tr>
<td>11. Is your staff unionized?</td>
<td></td>
</tr>
<tr>
<td>If Yes, what union? Chicago Alliance of Charter Teachers and Staff (Chicago ACTS)</td>
<td>Yes □ No ✓</td>
</tr>
<tr>
<td>12. Number of full staff development days included in 2012-2013 school year.</td>
<td>8</td>
</tr>
<tr>
<td>13. Did your charter school distribute performance bonuses for instructional staff for the 2012-2013 school year?</td>
<td>Yes □ No ✓</td>
</tr>
<tr>
<td>14. What was the total dollar amount of bonuses received by instructional staff members for 2012-2013?</td>
<td>$12,000</td>
</tr>
<tr>
<td>15. What is the representation of bonuses as a percentage of total salary compensation for 2012-2013 instructional staff?</td>
<td>.63%</td>
</tr>
<tr>
<td>16. Number of non-clerical administrative personnel (in FTE) in 2012-2013. Please list positions included in count.</td>
<td>3</td>
</tr>
<tr>
<td>Academic Director (1), Master Teacher (2)</td>
<td></td>
</tr>
<tr>
<td>17. Of these, how many (in FTE) maintain Illinois administrative certificates?</td>
<td>2</td>
</tr>
<tr>
<td>18. Did your charter school distribute performance bonuses for non-clerical administrative personnel for the 2012-2013 school year?</td>
<td>□ Yes ✓ No</td>
</tr>
<tr>
<td>19. What was the total dollar amount of bonuses received by non-clerical administrative personnel in 2012-2013?</td>
<td>N/A</td>
</tr>
<tr>
<td>20. What is the representation of bonuses as a percentage of total salary compensation for 2012-2013 non-clerical administrative personnel?</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Charter schools are exempt from much of the School Code. Indicate the areas of flexibility used by your school in 2012-2013. 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 most 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.

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 quality 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 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.

4. Provide state grants to all schools including those in renewal periods.

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.

8. Provide transportation funding.

   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.
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.

☐ 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 for 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

- Checklist:
  - 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

- Checklist:
  - 1. Remove the requirement that charter schools give the same standardized tests as the authorizing district.
  - 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 2012-2013.

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

☐ 3. The school had a contract with a for-profit CMO or EMO for the first time in 2012-2013.

☐ 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>
<tr>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>☑</td>
<td></td>
</tr>
<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 2012-2013 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? Quarterly
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-CSN 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-CSN graduates are informed, active, and responsible members of their communities.

- Intellectually Curious
  As knowledge seekers, UNO-CSN 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 16 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 nine of our elementary campuses have partnered with The Achievement Network for 2013-2014. 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 adjust 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 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 continues 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 have formed teacher-leader curriculum task forces who 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 continue to expand 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.). We also continue to strengthen our 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 continues to refine STRIVE as we embark on its second year of implementation, further prioritizing workforce development, providing teacher support where needed, and helping current staff identify advancement opportunities throughout the organization. These professional opportunities for teachers create a positive classroom environment, which adds to our student’s success.

   - Building Systems and Capacity for Better Data-Driven Decision Making
     UNO-CSN uses 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 we ensures that teachers and school leaders make instructional decisions based on both student strengths and areas for improvement. In addition, UNO-CSN continues to hold itself to high levels of accountability and transparency that lead to increased student success and continual network growth.

   - Pushing for Authentic Parent Engagement
     UNO-CSN encourages strong parental involvement because we view parent and family engagement as one of the most crucial components of our student’s success. We believe that forming strong teacher-parent and home-school relationships further invests each student in his or 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. This parental and community involvement works because it is grounded in a genuine and open line of communication. Each UNO-CSN school has a Parent Outreach Coordinator on staff, who provides a campus-based point of contact for families and manages initiatives such as parent leadership training and skill building workshops. We also require our teachers to visit each of their students at home. These home visits establish a working relationship between parents and teachers that is truly reciprocal: while teachers detail student expectations, parents hold teachers accountable for the type of academic, social, and emotional support they believe their children will need to achieve their full potential. In addition, quarterly parent-teacher strategy meetings, as well as monthly family literacy nights at our elementary schools and student showcase nights at our high school strengthen this working relationship. Each of our schools also encourages parental involvement in the community by inviting parents to partake in numerous volunteer opportunities year-round. Our students have continued to succeed because of our dedication to parental and community involvement in our schools.
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. Please report actuals for Fiscal Year 2013 rather than budgeted.

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public funds from federal government</td>
<td>$1,108,870</td>
<td>16.25%</td>
</tr>
<tr>
<td>Public funds from state government</td>
<td>$408,977</td>
<td>6.04%</td>
</tr>
<tr>
<td>Public funds from local government</td>
<td>$517,424</td>
<td>76.41%</td>
</tr>
<tr>
<td>Private donations from individuals</td>
<td>$14,268</td>
<td>0.21%</td>
</tr>
<tr>
<td>Private donations from corporations</td>
<td>$17,585</td>
<td>0.26%</td>
</tr>
<tr>
<td>Private donations from non-profits or foundations</td>
<td>$1538</td>
<td>0.02%</td>
</tr>
<tr>
<td>Other sources (please explain)</td>
<td>$55,082</td>
<td>0.81%</td>
</tr>
<tr>
<td>Student fees and fundraising</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total revenue/funding</td>
<td>$6,772,559</td>
<td>100.0%</td>
</tr>
<tr>
<td>Are your facilities independent from district ownership?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

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>Administrative costs (clerical supplies, office machine rental/use, etc.)</td>
<td>$246,183</td>
<td>4.90%</td>
</tr>
<tr>
<td>Facilities rental/lease</td>
<td>$340,197</td>
<td>6.78%</td>
</tr>
<tr>
<td>Facilities maintenance and upkeep</td>
<td>$445,806</td>
<td>8.88%</td>
</tr>
<tr>
<td>Instructional personnel salaries</td>
<td>$191,648</td>
<td>38.17%</td>
</tr>
<tr>
<td>Instructional personnel performance based bonuses</td>
<td>$12,000</td>
<td>0.24%</td>
</tr>
<tr>
<td>Administrative non-clerical personnel salaries</td>
<td>$302,222</td>
<td>6.02%</td>
</tr>
<tr>
<td>Administrative, non-clerical personnel performance bonuses</td>
<td>$0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Support staff salaries (maintenance, clerical, etc.)</td>
<td>$226,139</td>
<td>4.50%</td>
</tr>
<tr>
<td>Program supplies (books, computers, student instructional aides)</td>
<td>$419,235</td>
<td>8.35%</td>
</tr>
<tr>
<td>Professional development</td>
<td>$11,247</td>
<td>0.22%</td>
</tr>
<tr>
<td>Public relations / advertising</td>
<td>$15,051</td>
<td>0.30%</td>
</tr>
<tr>
<td>Student programs and activities (non-athletic)</td>
<td>$538,861</td>
<td>10.73%</td>
</tr>
<tr>
<td>Student programs and activities (athletic)</td>
<td>$19,651</td>
<td>0.39%</td>
</tr>
<tr>
<td>Other (please explain broadly)</td>
<td>$528,177</td>
<td>10.52%</td>
</tr>
</tbody>
</table>

The amount above consists of fees and expenses incurred which include, but are not limited to the following functions:
- Operations
- HR Support
- Financial Accounting services
- Facilities Management
- Reporting and Communication with governmental entities
- Contract Management
- Community Outreach
- School Level Fundraising

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total expenses</td>
<td>$502,1256</td>
<td>100.0%</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:
### A. DIRECTORY INFORMATION

**NAME OF CHARTER SCHOOL**
UNO Maj. Hector P. Garcia High School

**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)
4245 W 47th St., 3rd Fl. Chicago, Illinois 60632

**NUMBER OF SCHOOL SITES IN 2012-2013**
Note that a separate ISBE Form 87-13 must be completed for each campus in operation in 2012-2013

**NAME OF PERSON COMPLETING THIS FORM**
Matthew Moeller

**TELEPHONE OF PERSON COMPLETING THIS FORM** (Include Area Code) 312.432.6301

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

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

### B. STUDENT DATA

1. Did your school hold an enrollment lottery for 2012-2013?  
   - Yes [ ]  No [ ]

2. How many student enrollment applications were received for 2012-2013? 335

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

4. How many students were on waiting list 2012-2013 on 20th day of school? 155

5. Grades served in 2012-2013: 9-12

6. Student enrollment in 2012-2013 on 20th day of school: 644

7. Student enrollment in 2012-2013 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></td>
<td></td>
<td>644</td>
</tr>
<tr>
<td>1</td>
<td>12</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>8</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>6</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>11</td>
<td>166</td>
</tr>
<tr>
<td>10</td>
<td>12</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>12</td>
<td>24</td>
</tr>
</tbody>
</table>

8. What was 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>120</td>
</tr>
<tr>
<td>1</td>
<td>120</td>
</tr>
<tr>
<td>2</td>
<td>120</td>
</tr>
<tr>
<td>3</td>
<td>120</td>
</tr>
<tr>
<td>4</td>
<td>120</td>
</tr>
<tr>
<td>5</td>
<td>120</td>
</tr>
<tr>
<td>6</td>
<td>120</td>
</tr>
<tr>
<td>7</td>
<td>120</td>
</tr>
<tr>
<td>8</td>
<td>180</td>
</tr>
<tr>
<td>9</td>
<td>180</td>
</tr>
<tr>
<td>10</td>
<td>180</td>
</tr>
<tr>
<td>11</td>
<td>166</td>
</tr>
<tr>
<td>12</td>
<td>120</td>
</tr>
</tbody>
</table>

9. What is the estimated enrollment for 2013-2014 on 20th day of school?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Estimated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>646</td>
</tr>
<tr>
<td>1</td>
<td>646</td>
</tr>
<tr>
<td>2</td>
<td>646</td>
</tr>
<tr>
<td>3</td>
<td>646</td>
</tr>
<tr>
<td>4</td>
<td>646</td>
</tr>
<tr>
<td>5</td>
<td>646</td>
</tr>
<tr>
<td>6</td>
<td>646</td>
</tr>
<tr>
<td>7</td>
<td>646</td>
</tr>
<tr>
<td>8</td>
<td>646</td>
</tr>
<tr>
<td>9</td>
<td>180</td>
</tr>
<tr>
<td>10</td>
<td>180</td>
</tr>
<tr>
<td>11</td>
<td>166</td>
</tr>
<tr>
<td>12</td>
<td>120</td>
</tr>
</tbody>
</table>

10. What is the max capacity for student seats at each grade level in 2013-2014?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Max Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>646</td>
</tr>
<tr>
<td>1</td>
<td>646</td>
</tr>
<tr>
<td>2</td>
<td>646</td>
</tr>
<tr>
<td>3</td>
<td>646</td>
</tr>
<tr>
<td>4</td>
<td>646</td>
</tr>
<tr>
<td>5</td>
<td>646</td>
</tr>
<tr>
<td>6</td>
<td>646</td>
</tr>
<tr>
<td>7</td>
<td>646</td>
</tr>
<tr>
<td>8</td>
<td>646</td>
</tr>
<tr>
<td>9</td>
<td>180</td>
</tr>
<tr>
<td>10</td>
<td>180</td>
</tr>
<tr>
<td>11</td>
<td>166</td>
</tr>
<tr>
<td>12</td>
<td>120</td>
</tr>
</tbody>
</table>
B. STUDENT DATA (Continued)

11. Number of out-of-district students served in 2012-2013 on a tuition basis: 0

12. School day in 2012-2013: From 8:00 a.m. to 3:30 p.m. Average number of instructional minutes per day: 420

13. Number of students who attended during 2011-2012 but did not return at the beginning of the 2012-2013 school year: Male 36, Female 19

14. Student discipline during 2012-2013. 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>32 / 4.61 %</td>
<td></td>
<td>167</td>
</tr>
<tr>
<td>Raw # Male 21 # Female 11</td>
<td>Raw # Male # Female 0</td>
<td></td>
</tr>
</tbody>
</table>

15. Student Retention during 2012-2013. 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>65 # Male 44 # Female 21</td>
</tr>
</tbody>
</table>

16. Number of high school graduates during 2012-2013: 107 # Male 54 # Female 53

17. Average class size for general education classrooms only: 26.8 # Male 13.1 # Female 13.6

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

19. Average class size for all classrooms (include special education pull-out classes): 26.8 # Male 13.1 # Female 13.6

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

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

22. Average entering test scores at lowest grade served or lowest grade tested:
   Grade: 9 Name of test: Explore (ISAT, NWEA, EPAS, etc.) Score: 14.6

23. 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: 18.1
C. STAFF DATA

1. Total number of instructional personnel (in FTE) in 2011-2012. 40
2. Total number of instructional personnel (in FTE) in 2012-2013. 40
3. Total number of 2011-2012 staff who remained at school for 2012-2013 school year. 36.5
4. Of the instructional staff at school in 2012-2013, how many maintain Illinois teaching certificates? 33
5. Number of 2012-2013 instructional personnel who entered classroom via an alternative certification program. 5
   List name of program.
   Common schools/program(s): Teach for America
6. Number of instructional personnel who completed neither alternative nor traditional certification. 7
7. Number and percentage of instructional personnel with at least a Master’s degree in a relevant field. 17 / 42.5 %
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. 3.49
10. Average number of years experience in classroom at current charter school for instructional staff. 2.48
11. Is your staff unionized? Yes, what union? Chicago Alliance of Charter Teachers and Staff (Chicago ACTS)
12. Number of full staff development days included in 2012-2013 school year. 8
13. Did your charter school distribute performance bonuses for instructional staff for the 2012-2013 school year? Yes
14. What was the total dollar amount of bonuses received by instructional staff members for 2012-2013? $10,350
15. What is the representation of bonuses as a percentage of total salary compensation for 2012-2013 instructional staff? 0.36%
16. Number of non-clerical administrative personnel (in FTE) in 2012-2013. 3
   Please list positions included in count.
   Academic Director (1), Master Teacher (2)
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 2012-2013 school year? No
19. What was the total dollar amount of bonuses received by non-clerical administrative personnel in 2012-2013? N/A
20. What is the representation of bonuses as a percentage of total salary compensation for 2012-2013 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 2012-2013. 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 most 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...[text cut off]

☐ 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 quality of 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 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.

☐ 4. Provide state grants to all schools including those in renewal periods.

☐ 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.

☐ 8. Provide transportation funding.

   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.
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.

☐ 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 for charters that are high-performing and have demonstrated a consistent track record of student achievement over a specific period of time.
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.

☐  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 2012-2013.

☑ 2. The school has had a contract with a not-for-profit CMO or EMO in the past (specify years: 5).

☐ 3. The school had a contract with a for-profit CMO or EMO for the first time in 2012-2013.

☐ 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:
Please do not type beyond the space provided.

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>
<tr>
<td>☑</td>
<td></td>
</tr>
<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 2012-2013 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? **Quarterly**
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-CSN 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-CSN graduates are informed, active, and responsible members of their communities.

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

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 16 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 nine of our elementary campuses have partnered with The Achievement Network for 2013-2014. The Achievement Network provides quarterly interim assessments (in addition to NWEA) that are aligned with Illinois and Common Core Standards, as well as 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 adjust 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 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. 

   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 continues 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 have formed teacher-leader curriculum task forces who 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 continue to expand 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.). We also continue to strengthen our 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 continues to refine STRIVE as we embark on its second year of implementation, further prioritizing workforce development, providing teacher support where needed, and helping current staff identify advancement opportunities throughout the organization. These professional opportunities for teachers create a positive classroom environment, which adds to our student’s success.

   • Building Systems and Capacity for Better Data-Driven Decision Making  
     UNO-CSN uses 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 we ensures that teachers and school leaders make instructional decisions based on both student strengths and areas for improvement. In addition, UNO-CSN continues to hold itself to high levels of accountability and transparency that lead to increased student success and continual network growth.

   • Pushing for Authentic Parent Engagement  
     UNO-CSN encourages strong parental involvement because we view parent and family engagement as one of the most crucial components of our student’s success. We believe that forming strong teacher-parent and home-school relationships further invests each student in his or 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. This parental and community involvement works because it is grounded in a genuine and open line of communication. Each UNO-CSN school has a Parent Outreach Coordinator on staff, who provides a campus-based point of contact for families and manages initiatives such as parent leadership training and skill building workshops. We also require our teachers to visit each of their students at home. These home visits establish a working relationship between parents and teachers that is truly reciprocal: while teachers detail student expectations, parents hold teachers accountable for the type of academic, social, and emotional support they believe their children will need to achieve their full potential. In addition, quarterly parent-teacher strategy meetings, as well as monthly family literacy nights at our elementary schools and student showcase nights at our high school strengthen this working relationship. Each of our schools also encourages parental involvement in the community by inviting parents to partake in numerous volunteer opportunities year-round. Our students have continued to succeed because of our dedication to parental and community involvement in our schools.
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. Please report actuals for Fiscal Year 2013 rather than budgeted.

1. Public funds from federal government. $636062  8.37 %
2. Public funds from state government. $485641  6.40 %
3. Public funds from local government. $6225434  82.00 %
4. Private donations from individuals. $14268  0.19 %
5. Private donations from corporations. $127585  1.68 %
6. Private donations from non-profits or foundations. $1538  0.02 %
7. Other sources (please explain). Student fees and fundraising. $101373  1.34 %

8. Total revenue/funding. $7591901  100.0 %

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/lease, etc.). $349483  5.53 %
11. Facilities rental/lease. $384771  3.08 %
12. Facilities maintenance and upkeep. $435255  6.88 %
13. Instructional personnel salaries. $2812155  44.47 %
14. Instructional personnel performance based bonuses. $10350  0.16 %
15. Administrative non-clerical personnel salaries. $294341  4.65 %
16. Administrative, non-clerical personnel performance bonuses. $0  0.0 %
17. Support staff salaries (maintenance, clerical, etc.). $645537  10.21 %
18. Program supplies (books, computers, student instructional aides). $134341  2.12 %
19. Professional development. $12767  0.20 %
20. Public relations / advertising. $13189  0.21 %
21. Student programs and activities (non-athletic). $578838  9.15 %
22. Student programs and activities (athletic). $64482  1.02 %
23. Other (please explain broadly). $589204  9.32 %

The amount above consists of fees and expenses incurred which include, but are not limited to the following functions:
- Operations
- HR Support
- Financial Accounting services
- Facilities Management
- Reporting and Communication with governmental entities
- Contract Management
- Community Outreach
- School Level Fundraising

24. Total expenses. $6324712  100.0 %
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:
2012-2013

CHARTER SCHOOL REPORT INFORMATION

INSTRUCTIONS: Complete this form for each campus of your charter school and return by September 30, 2013. You may mail to the attention of Jennifer Saba at the above address, fax to 312.814.8871, or e-mail to jsaba@isbe.net. Please do not type beyond the space provided.

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

NAME OF CHARTER SCHOOL
UNO Octavio Paz

STREET ADDRESS (Number, Street, City, State, Zip Code)
2651 W. 23rd St, Chicago, Illinois 60608

NAME OF PERSON COMPLETING THIS FORM
Matthew Moeller

TELEPHONE NUMBER (Include Area Code)
312.432.6302

FAX NUMBER (Include Area Code)
312.432.0077

NUMBER OF SCHOOL SITES IN 2012-2013
1

NAME OF CHARTER SCHOOL GOVERNING BOARD PRESIDENT
Richard Rodriguez

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

SCHOOL’S WEBSITE ADDRESS
www.unocharterschools.org

B. STUDENT DATA

1. Did your school hold an enrollment lottery for 2012-2013? Yes

2. How many student enrollment applications were received for 2012-2013? 199

3. From these applications, how many students were selected via lottery? 85

4. How many students were on waiting list 2012-2013 on 20th day of school? 114

5. Grades served in 2012-2013. K-8

6. Student enrollment in 2012-2013 on 20th day of school. 444

7. Student enrollment in 2012-2013 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>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>14</td>
<td>18</td>
<td>32</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>28</td>
<td>30</td>
<td>58</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
<td>32</td>
<td>52</td>
<td>N/A</td>
</tr>
<tr>
<td>3</td>
<td>29</td>
<td>12</td>
<td>41</td>
<td>N/A</td>
</tr>
<tr>
<td>4</td>
<td>29</td>
<td>20</td>
<td>49</td>
<td>N/A</td>
</tr>
<tr>
<td>5</td>
<td>31</td>
<td>12</td>
<td>43</td>
<td>N/A</td>
</tr>
<tr>
<td>6</td>
<td>28</td>
<td>32</td>
<td>60</td>
<td>N/A</td>
</tr>
<tr>
<td>7</td>
<td>26</td>
<td>30</td>
<td>56</td>
<td>N/A</td>
</tr>
<tr>
<td>8</td>
<td>29</td>
<td>12</td>
<td>41</td>
<td>N/A</td>
</tr>
<tr>
<td>9</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>10</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Total enrollment: 444

8. What was 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>32</td>
</tr>
<tr>
<td>2</td>
<td>64</td>
</tr>
<tr>
<td>3</td>
<td>64</td>
</tr>
<tr>
<td>4</td>
<td>64</td>
</tr>
<tr>
<td>5</td>
<td>64</td>
</tr>
<tr>
<td>6</td>
<td>64</td>
</tr>
<tr>
<td>7</td>
<td>64</td>
</tr>
<tr>
<td>8</td>
<td>64</td>
</tr>
<tr>
<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>Other</td>
<td>444</td>
</tr>
</tbody>
</table>

9. What is the estimated enrollment for 2013-2014 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>32</td>
</tr>
<tr>
<td>2</td>
<td>32</td>
</tr>
<tr>
<td>3</td>
<td>64</td>
</tr>
<tr>
<td>4</td>
<td>64</td>
</tr>
<tr>
<td>5</td>
<td>32</td>
</tr>
<tr>
<td>6</td>
<td>64</td>
</tr>
<tr>
<td>7</td>
<td>64</td>
</tr>
<tr>
<td>8</td>
<td>64</td>
</tr>
<tr>
<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>Other</td>
<td>444</td>
</tr>
</tbody>
</table>

10. What is the max capacity for student seats at each grade level in 2013-2014?

<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>32</td>
</tr>
<tr>
<td>2</td>
<td>32</td>
</tr>
<tr>
<td>3</td>
<td>64</td>
</tr>
<tr>
<td>4</td>
<td>64</td>
</tr>
<tr>
<td>5</td>
<td>32</td>
</tr>
<tr>
<td>6</td>
<td>64</td>
</tr>
<tr>
<td>7</td>
<td>64</td>
</tr>
<tr>
<td>8</td>
<td>64</td>
</tr>
<tr>
<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>Other</td>
<td>444</td>
</tr>
</tbody>
</table>
11. Number of out-of-district students served in 2012-2013 on a tuition basis: 0

12. School day in 2012-2013: From 8:00 a.m. to 3:30 p.m. Average number of instructional minutes per day: 420

13. Number of students who attended during 2011-2012 but did not return at the beginning of the 2012-2013 school year: # Male 44 # Female 35
Do not include students who completed last grade available at charter school.

14. Student discipline during 2012-2013. 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 of 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>21 / 4.32 %</td>
<td>0 / 0 %</td>
<td>44</td>
</tr>
</tbody>
</table>

15. Student Retention during 2012-2013. 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>55</td>
<td>32</td>
<td>0</td>
</tr>
</tbody>
</table>

16. Number of high school graduates during 2012-2013. N/A # Male N/A # Female N/A

17. Average class size for general education classrooms only 28 # Male 14.5 # Female 13.2

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

19. Average class size for all classrooms (include special education pull-out classes) 28 # Male 14.5 # Female 13.2

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

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

22. Average entering test scores at lowest grade served or lowest grade tested.
   Grade: 3 Name of test: ISAT (ISAT, NWEA, EPAS, etc.) Score: 191.2

23. 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: 250.6
1. Total number of instructional personnel (in FTE) in 2011-2012.  
\[ 26.5 \]
2. Total number of instructional personnel (in FTE) in 2012-2013.  
\[ 24.5 \]
3. Total number of 2011-2012 staff who remained at school for 2012-2013 school year.  
\[ 29 \]
4. Of the instructional staff at school in 2012-2013, how many maintain Illinois teaching certificates?  
\[ 23.5 \]
5. Number of 2012-2013 instructional personnel who entered classroom via an alternative certification program.  
List name of program.  
Common schools/program(s):  
Teach for America  
\[ 0 \]
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.  
\[ \frac{12}{100} / 49\% \]
8. Number and percentage of instructional personnel with at least a PhD in relevant field.  
\[ \frac{0}{100} / 0\% \]
9. Average number of years experience in classroom for instructional staff.  
\[ 5 \]
10. Average number of years experience in classroom at current charter school for instructional staff.  
\[ 2.55 \]
11. Is your staff unionized?  
If Yes, what union?  
Chicago Alliance of Charter Teachers and Staff (Chicago ACTS)  
\[ \checkmark \text{Yes} \, \square \text{No} \]
12. Number of full staff development days included in 2012-2013 school year.  
\[ 8 \]
13. Did your charter school distribute performance bonuses for instructional staff for the 2012-2013 school year?  
\[ \checkmark \text{Yes} \, \square \text{No} \]
14. What was the total dollar amount of bonuses received by instructional staff members for 2012-2013?  
\[ $42,100 \]
15. What is the representation of bonuses as a percentage of total salary compensation for 2012-2013 instructional staff?  
\[ 2.18\% \]
Please list positions included in count.  
Academic Director (1), Master Teacher (2)  
\[ 3 \]
17. Of these, how many (in FTE) maintain Illinois administrative certificates?  
\[ 2 \]
18. Did your charter school distribute performance bonuses for non-clerical administrative personnel for the 2012-2013 school year?  
\[ \square \text{Yes} \, \checkmark \text{No} \]
19. What was the total dollar amount of bonuses received by non-clerical administrative personnel in 2012-2013?  
\[ \text{N/A} \]
20. What is the representation of bonuses as a percentage of total salary compensation for 2012-2013 non-clerical administrative personnel?  
\[ \text{N/A} \]
D. CHARTER SCHOOL EXEMPTIONS

Charter schools are exempt from much of the School Code. Indicate the areas of flexibility used by your school in 2012-2013. 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 most 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 quality of 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 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.

4. Provide state grants to all schools including those in renewal periods.

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.

8. Provide transportation funding.

   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.
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.

☐ 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 for charters that are high-performing and have demonstrated a consistent track record of student achievement over a specific period of time.
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.

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 2012-2013.

☑ 2. The school has had a contract with a not-for-profit CMO or EMO in the past (specify years: 13).

☐ 3. The school had a contract with a for-profit CMO or EMO for the first time in 2012-2013.

☑ 4. The school has had a contract with a for-profit CMO or EMO in the past (specify years: 2).

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

Comments:
Please do not type beyond the space provided.

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 2012-2013 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? Quarterly

ISBE 87-13 (7/13)
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-CSN 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-CSN graduates are informed, active, and responsible members of their communities.
  - Intellectually Curious
    As knowledge seekers, UNO-CSN 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 16 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 nine of our elementary campuses have partnered with The Achievement Network for 2013-2014. 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 adjust 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 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. 

   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 continues 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 have formed teacher-leader curriculum task forces who 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 continue to expand 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.). We also continue to strengthen our 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 continues to refine STRIVE as we embark on its second year of implementation, further prioritizing workforce development, providing teacher support where needed, and helping current staff identify advancement opportunities throughout the organization. These professional opportunities for teachers create a positive classroom environment, which adds to our student’s success.
   - Building Systems and Capacity for Better Data-Driven Decision Making
     UNO-CSN uses 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 we ensures that teachers and school leaders make instructional decisions based on both student strengths and areas for improvement. In addition, UNO-CSN continues to hold itself to high levels of accountability and transparency that lead to increased student success and continual network growth.
   - Pushing for Authentic Parent Engagement
     UNO-CSN encourages strong parental involvement because we view parent and family engagement as one of the most crucial components of our student’s success. We believe that forming strong teacher-parent and home-school relationships further invests each student in his or 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. This parental and community involvement works because it is grounded in a genuine and open line of communication. Each UNO-CSN school has a Parent Outreach Coordinator on staff, who provides a campus-based point of contact for families and manages initiatives such as parent leadership training and skill building workshops. We also require our teachers to visit each of their students at home. These home visits establish a working relationship between parents and teachers that is truly reciprocal: while teachers detail student expectations, parents hold teachers accountable for the type of academic, social, and emotional support they believe their children will need to achieve their full potential. In addition, quarterly parent-teacher strategy meetings, as well as monthly family literacy nights at our elementary schools and student showcase nights at our high school strengthen this working relationship. Each of our schools also encourages parental involvement in the community by inviting parents to partake in numerous volunteer opportunities year-round. Our students have continued to succeed because of our dedication to parental and community involvement in our schools.
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. Please report actuals for Fiscal Year 2013 rather than budgeted.

1. Public funds from federal government. $592,942 12.31%
2. Public funds from state government. $392,418 8.15%
3. Public funds from local government. $3,759,206 78.07%
4. Private donations from individuals. $14,268 0.30%
5. Private donations from corporations. $175,850 0.37%
6. Private donations from non-profits or foundations. $15,380 0.03%
7. Other sources (please explain). $370,150 0.77%

8. Total revenue/funding. $4,814,972 100.00%

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/lease, etc). $207,812 4.82%
11. Facilities rental/lease. $252,756 5.86%
12. Facilities maintenance and upkeep. $246,935 5.72%
13. Instructional personnel salaries. $203,2184 47.12%
14. Instructional personnel performance based bonuses. $42,100 0.98%
15. Administrative non-clerical personnel salaries. $331,881 7.69%
16. Administrative, non-clerical personnel performance bonuses. $0 0.0%
17. Support staff salaries (maintenance, clerical, etc.). $190,563 4.42%
18. Program supplies (books, computers, student instructional aides). $136,279 3.16%
19. Professional development. $18,333 0.42%
20. Public relations / advertising. $9,213 0.21%
21. Student programs and activities (non-athletic). $422,430 9.79%
22. Student programs and activities (athletic). $7,021 0.16%
23. Other (please explain broadly): $416,204 9.65%

The amount above consists of fees and expenses incurred which include, but are not limited to the following functions:
- Operations
- HR Support
- Financial Accounting services
- Facilities Management
- Reporting and Communication with governmental entities
- Contract Management
- Community Outreach
- School Level Fundraising

24. Total expenses. $4,313,709 100.00%
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:
### A. DIRECTORY INFORMATION

Name of Charter School: UNO Esmeralda Santiago

- Street Address: 2510 W. Cortez., Chicago, Illinois 60622
- Telephone Number: 312.432.6302
- Fax Number: 312.432.0077
- Name of Person Completing This Form: Matthew Moeller
- Name of Charter School Director: Matthew Moeller
- Name of Charter School Governing Board President: Richard Rodriguez

#### Other Social Media (Please check appropriate box and give username.)
- Facebook Username: [Fill in]
- Twitter Username: @UNOschools
- Other Username: [Fill in]

### B. STUDENT DATA

1. Did your school hold an enrollment lottery for 2012-2013? [Yes] [No]  
   - Yes: 143
   - No: 0

2. How many student enrollment applications were received for 2012-2013? 143

3. From these applications, how many students were selected via lottery? 52

4. How many students were on waiting list 2012-2013 on 20th day of school? 9

5. Grades served in 2012-2013: K-8

6. Student enrollment in 2012-2013 on 20th day of school: 267

#### 7. Student enrollment in 2012-2013 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>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

- Total Enrollment: 267

8. What was the max capacity for student seats at each grade level in 2012-2013?  
   - K: 32
   - 2: 32
   - 3: 32
   - 4: 32
   - 5: 32
   - 6: 32
   - 7: 32
   - 8: 32
   - 9: 32
   - 10: 32
   - 11: 32
   - 12: 32

   Max capacity total: 267

9. What is the estimated enrollment for 2013-2014 on 20th day of school?  
   - K: 30
   - 2: 31
   - 3: 32
   - 4: 32
   - 5: 32
   - 6: 32
   - 7: 32
   - 8: 32
   - 9: 32
   - 10: 32
   - 11: 32

   Estimated enrollment total: 277

10. What is the max capacity for student seats at each grade level in 2013-2014?  
    - K: 32
    - 2: 32
    - 3: 32
    - 4: 32
    - 5: 32
    - 6: 32
    - 7: 32
    - 8: 32
    - 9: 32
    - 10: 32
    - 11: 32

    Max capacity total: 288
B. STUDENT DATA (Continued)

11. Number of out-of-district students served in 2012-2013 on a tuition basis: 0

12. School day in 2012-2013: From 8:00 a.m. to 3:30 p.m. Average number of instructional minutes per day: 420

13. Number of students who attended during 2011-2012 but did not return at the beginning of the 2012-2013 school year: # Male 30 # Female 30

14. Student discipline during 2012-2013. 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>17 / 5.80 %</td>
<td>0 / 0 %</td>
<td>46</td>
</tr>
<tr>
<td>Raw # Male 24 # Female 22</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. Student Retention during 2012-2013. 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>34</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td># Male 24 # Female 10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. Number of high school graduates during 2012-2013: N/A # Male N/A # Female N/A

17. Average class size for general education classrooms only: 29.6 # Male 16.3 # Female 13.3

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

19. Average class size for all classrooms (include special education pull-out classes): 29.6 # Male 16.3 # Female 13.3

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

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

22. Average entering test scores at lowest grade served or lowest grade tested:
   Grade: 3 Name of test: ISAT (ISAT, NWEA, EPAS, etc.) Score: 188.8

23. 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: 258.1
### C. STAFF DATA

1. Total number of instructional personnel (in FTE) in 2011-2012.  
   14

2. Total number of instructional personnel (in FTE) in 2012-2013.  
   14.5

3. Total number of 2011-2012 staff who remained at school for 2012-2013 school year.  
   17.5

4. Of the instructional staff at school in 2012-2013, how many maintain Illinois teaching certificates?  
   14.5

5. Number of 2012-2013 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.  
   4.5 / 31%

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.  
   5.29

10. Average number of years experience in classroom at current charter school for instructional staff.  
    2.07

11. Is your staff unionized?  
    Yes ☑️ No ☐  
    *Chicago Alliance of Charter Teachers and Staff (Chicago ACTS)*

12. Number of full staff development days included in 2012-2013 school year.  
    8

13. Did your charter school distribute performance bonuses for instructional staff for the 2012-2013 school year?  
    Yes ☑️ No ☐

14. What was the total dollar amount of bonuses received by instructional staff members for 2012-2013?  
    $14,000

15. What is the representation of bonuses as a percentage of total salary compensation for 2012-2013 instructional staff?  
    1.17%

    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 2012-2013 school year?  
    Yes ☑️ No ☐

19. What was the total dollar amount of bonuses received by non-clerical administrative personnel in 2012-2013?  
    N/A

20. What is the representation of bonuses as a percentage of total salary compensation for 2012-2013 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 2012-2013. 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 most 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 quality of 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 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.

☐ 4. Provide state grants to all schools including those in renewal periods.

☐ 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.

☐ 8. Provide transportation funding.

   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.
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.

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 for charters that are high-performing and have demonstrated a consistent track record of student achievement over a specific period of time.
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.

☐ 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 2012-2013.

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

- [ ] 3. The school had a contract with a for-profit CMO or EMO for the first time in 2012-2013.

- [ ] 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?

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 2012-2013 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? **Quarterly**
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-CSN 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-CSN graduates are informed, active, and responsible members of their communities.
- Intellectually Curious
  As knowledge seekers, UNO-CSN 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 16 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 nine of our elementary campuses have partnered with The Achievement Network for 2013-2014. 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 adjust 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 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 continues 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 have formed teacher-leader curriculum task forces who 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 continue to expand 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.). We also continue to strengthen our 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 continues to refine STRIVE as we embark on its second year of implementation, further prioritizing workforce development, providing teacher support where needed, and helping current staff identify advancement opportunities throughout the organization. These professional opportunities for teachers create a positive classroom environment, which adds to our student’s success.

- Building Systems and Capacity for Better Data-Driven Decision Making
  UNO-CSN uses 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, ensures that teachers and school leaders make instructional decisions based on both student strengths and areas for improvement. In addition, UNO-CSN continues to hold itself to high levels of accountability and transparency that lead to increased student success and continual network growth.

- Pushing for Authentic Parent Engagement
  UNO-CSN encourages strong parental involvement because we view parent and family engagement as one of the most crucial components of our student’s success. We believe that forming strong teacher-parent and home-school relationships further invests each student in his or 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. This parental and community involvement works because it is grounded in a genuine and open line of communication. Each UNO-CSN school has a Parent Outreach Coordinator on staff, who provides a campus-based point of contact for families and manages initiatives such as parent leadership training and skill building workshops. We also require our teachers to visit each of their students at home. These home visits establish a working relationship between parents and teachers that is truly reciprocal: while teachers detail student expectations, parents hold teachers accountable for the type of academic, social, and emotional support they believe their children will need to achieve their full potential. In addition, quarterly parent-teacher strategy meetings, as well as monthly family literacy nights at our elementary schools and student showcase nights at our high school strengthen this working relationship. Each of our schools also encourages parental involvement in the community by inviting parents to participate in numerous volunteer opportunities year-round. Our students have continued to succeed because of our dedication to parental and community involvement in our schools.
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. Please report actuals for Fiscal Year 2013 rather than budgeted.

<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>$370,370</td>
<td>12.18%</td>
</tr>
<tr>
<td>2. Public funds from state government</td>
<td>$231,036</td>
<td>7.60%</td>
</tr>
<tr>
<td>3. Public funds from local government</td>
<td>$238,291</td>
<td>78.32%</td>
</tr>
<tr>
<td>4. Private donations from individuals</td>
<td>$14,268</td>
<td>0.47%</td>
</tr>
<tr>
<td>5. Private donations from corporations</td>
<td>$17,585</td>
<td>0.58%</td>
</tr>
<tr>
<td>6. Private donations from non-profits or foundations</td>
<td>$15,381</td>
<td>0.05%</td>
</tr>
<tr>
<td>7. Other sources (please explain)</td>
<td>$24,309</td>
<td>0.80%</td>
</tr>
<tr>
<td>8. Total revenue/funding</td>
<td>$304,139</td>
<td>100.00%</td>
</tr>
<tr>
<td>9. Are your facilities independent from district ownership?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☑ Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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>$172,011</td>
<td>5.76%</td>
</tr>
<tr>
<td>11. Facilities rental/lease</td>
<td>$155,680</td>
<td>5.22%</td>
</tr>
<tr>
<td>12. Facilities maintenance and upkeep</td>
<td>$197,494</td>
<td>6.62%</td>
</tr>
<tr>
<td>13. Instructional personnel salaries</td>
<td>$121,487</td>
<td>40.69%</td>
</tr>
<tr>
<td>14. Instructional personnel performance based bonuses</td>
<td>$14,000</td>
<td>0.47%</td>
</tr>
<tr>
<td>15. Administrative non-clerical personnel salaries</td>
<td>$297,126</td>
<td>9.96%</td>
</tr>
<tr>
<td>16. Administrative, non-clerical personnel performance bonuses</td>
<td>$0</td>
<td>0.0%</td>
</tr>
<tr>
<td>17. Support staff salaries (maintenance, clerical, etc.)</td>
<td>$243,795</td>
<td>8.17%</td>
</tr>
<tr>
<td>18. Program supplies (books, computers, student instructional aides)</td>
<td>$115,785</td>
<td>3.88%</td>
</tr>
<tr>
<td>19. Professional development</td>
<td>$16,884</td>
<td>0.57%</td>
</tr>
<tr>
<td>20. Public relations / advertising</td>
<td>$6,509</td>
<td>0.22%</td>
</tr>
<tr>
<td>21. Student programs and activities (non-athletic)</td>
<td>$294,744</td>
<td>9.88%</td>
</tr>
<tr>
<td>22. Student programs and activities (athletic)</td>
<td>$9,785</td>
<td>0.33%</td>
</tr>
<tr>
<td>23. Other (please explain broadly):</td>
<td>$245,519</td>
<td>8.23%</td>
</tr>
<tr>
<td>The amount above consists of fees and expenses incurred which include, but are not limited to the following functions:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Operations • HR Support • Financial Accounting services • Facilities Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reporting and Communication with governmental entities • Contract Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Community Outreach • School Level Fundraising</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Total expenses</td>
<td>$298,420</td>
<td>100.00%</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:
**A. DIRECTORY INFORMATION.** Provide the most recent information in each box.

**NAME OF CHARTER SCHOOL**
UNO Rufino Tamayo Charter School

**TELEPHONE NUMBER** (include Area Code)
312.432.6302

**FAX NUMBER** (include Area Code)
312.432.0077

**STREET ADDRESS** (Number, Street, City, State, 5 Digit Zip Code)
5135 S. California Ave, Chicago, Illinois 60632

**NAME OF PERSON COMPLETING THIS FORM**
Matthew Moeller

**TELEPHONE OF PERSON COMPLETING THIS FORM** (Include Area Code)
312.432.0077

**NAME OF CHARTER SCHOOL DIRECTOR**
Matthew Moeller

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

**NAME OF CHARTER SCHOOL GOVERNING BOARD PRESIDENT**
Richard Rodriguez

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

**Number of School Sites in 2012-2013**
1

---

**B. STUDENT DATA**

1. Did your school hold an enrollment lottery for 2012-2013?  
2. How many student enrollment applications were received for 2012-2013?  
3. From these applications, how many students were selected via lottery?  
4. How many students were on waiting list 2012-2013 on 20th day of school?  
5. Grades served in 2012-2013: K-8

6. Student enrollment in 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>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>1</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>2</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>3</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>4</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>5</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>6</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>7</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>8</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>9</td>
<td>32</td>
<td>32</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>
</tbody>
</table>

Total enrollment: 289

8. What was 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>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>1</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>2</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>3</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>4</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>5</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>6</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>7</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>8</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>9</td>
<td>32</td>
<td>32</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>
</tbody>
</table>

Max capacity total: 289

9. What is the estimated enrollment for 2013-2014 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>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>1</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>2</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>3</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>4</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>5</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>6</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>7</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>8</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>9</td>
<td>32</td>
<td>32</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>
</tbody>
</table>

Estimated enrollment total: 288

10. What is the max capacity for student seats at each grade level in 2013-2014?

<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>
</tr>
<tr>
<td>1</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>2</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>3</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>4</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>5</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>6</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>7</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>8</td>
<td>32</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>9</td>
<td>32</td>
<td>32</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>
</tbody>
</table>

Max capacity total: 288
B. STUDENT DATA (Continued)

11. Number of out-of-district students served in 2012-2013 on a tuition basis: 0

12. School day in 2012-2013: From 8:00 a.m. to 3:30 p.m. Average number of instructional minutes per day: 420

13. Number of students who attended during 2011-2012 but did not return at the beginning of the 2012-2013 school year:

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

14. Student discipline during 2012-2013. 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 0 # Female 0</td>
<td>0 / 0 %</td>
<td>Raw # Male 0 # Female 0</td>
</tr>
<tr>
<td>Raw # Male 7 # Female 0</td>
<td></td>
<td>Raw # Male 7 # Female 0</td>
</tr>
</tbody>
</table>

15. Student Retention during 2012-2013. 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>Transferring to another school outside the district</td>
</tr>
<tr>
<td>No longer attending school</td>
</tr>
<tr>
<td># Male 0 # Female 0</td>
</tr>
<tr>
<td># Male 0 # Female 0</td>
</tr>
<tr>
<td># Male 0 # Female 0</td>
</tr>
</tbody>
</table>

16. Number of high school graduates during 2012-2013. N/A

17. Average class size for general education classrooms only. 32

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

19. Average class size for all classrooms (include special education pull-out classes). 32

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

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

22. Average entering test scores at lowest grade served or lowest grade tested. Grade: 3 Name of test: ISAT (ISAT, NWEA, EPAS, etc.) Score: 203.4

23. 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: 259.2
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Total number of instructional personnel (in FTE) in 2011-2012.</td>
<td></td>
</tr>
<tr>
<td>2. Total number of instructional personnel (in FTE) in 2012-2013.</td>
<td>15.5</td>
</tr>
<tr>
<td>3. Total number of 2011-2012 staff who remained at school for 2012-2013 school year.</td>
<td>18</td>
</tr>
<tr>
<td>4. Of the instructional staff at school in 2012-2013, how many maintain Illinois teaching certificates?</td>
<td>15</td>
</tr>
<tr>
<td>5. Number of 2012-2013 instructional personnel who entered classroom via an alternative certification program.</td>
<td>0</td>
</tr>
<tr>
<td>List name of program. Common schools/program(s): Teach for America</td>
<td></td>
</tr>
<tr>
<td>6. Number of instructional personnel who completed neither alternative nor traditional certification.</td>
<td>.5</td>
</tr>
<tr>
<td>7. Number and percentage of instructional personnel with at least a Master's degree in a relevant field.</td>
<td>8.5 / 54.8%</td>
</tr>
<tr>
<td>8. Number and percentage of instructional personnel with at least a PhD in relevant field.</td>
<td>0 / 0%</td>
</tr>
<tr>
<td>9. Average number of years experience in classroom for instructional staff.</td>
<td>4.78</td>
</tr>
<tr>
<td>10. Average number of years experience in classroom at current charter school for instructional staff.</td>
<td>2.13</td>
</tr>
<tr>
<td>11. Is your staff unionized? If Yes, what union? Chicago Alliance of Charter Teachers and Staff (Chicago ACTS)</td>
<td>Yes</td>
</tr>
<tr>
<td>12. Number of full staff development days included in 2012-2013 school year.</td>
<td>8</td>
</tr>
<tr>
<td>13. Did your charter school distribute performance bonuses for instructional staff for the 2012-2013 school year?</td>
<td>Yes</td>
</tr>
<tr>
<td>14. What was the total dollar amount of bonuses received by instructional staff members for 2012-2013?</td>
<td>$21,050</td>
</tr>
<tr>
<td>15. What is the representation of bonuses as a percentage of total salary compensation for 2012-2013 instructional staff?</td>
<td>1.81%</td>
</tr>
<tr>
<td>16. Number of non-clerical administrative personnel (in FTE) in 2012-2013.</td>
<td>2</td>
</tr>
<tr>
<td>Please list positions included in count. 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>
</tr>
<tr>
<td>18. Did your charter school distribute performance bonuses for non-clerical administrative personnel for the 2012-2013 school year?</td>
<td>No</td>
</tr>
<tr>
<td>19. What was the total dollar amount of bonuses received by non-clerical administrative personnel in 2012-2013?</td>
<td>N/A</td>
</tr>
<tr>
<td>20. What is the representation of bonuses as a percentage of total salary compensation for 2012-2013 non-clerical administrative personnel?</td>
<td>N/A</td>
</tr>
</tbody>
</table>
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 most 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 students.

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 quality of 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 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.

4. Provide state grants to all schools including those in renewal periods.

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.

8. Provide transportation funding.

   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.
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.

☐ 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 for charters that are high-performing and have demonstrated a consistent track record of student achievement over a specific period of time.
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.

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 2012-2013.

☐ 2. The school has had a contract with a not-for-profit CMO or EMO in the past (specify years: 8).

☐ 3. The school had a contract with a for-profit CMO or EMO for the first time in 2012-2013.

☐ 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:
<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td></td>
</tr>
<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 2012-2013 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? **Quarterly** ________________________________
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-CSN 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-CSN graduates are informed, active, and responsible members of their communities.
- Intellectually Curious
  As knowledge seekers, UNO-CSN 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 16 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 nine of our elementary campuses have partnered with The Achievement Network for 2013-2014. 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 adjust 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 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.
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 continues 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 have formed teacher-leader curriculum task forces who 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 continue to expand 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.). We also continue to strengthen our 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 continues to refine STRIVE as we embark on its second year of implementation, further prioritizing workforce development, providing teacher support where needed, and helping current staff identify advancement opportunities throughout the organization. These professional opportunities for teachers create a positive classroom environment, which adds to our student’s success.

- Building Systems and Capacity for Better Data-Driven Decision Making
  UNO-CSN uses 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 we ensures that teachers and school leaders make instructional decisions based on both student strengths and areas for improvement. In addition, UNO-CSN continues to hold itself to high levels of accountability and transparency that lead to increased student success and continual network growth.

- Pushing for Authentic Parent Engagement
  UNO-CSN encourages strong parental involvement because we view parent and family engagement as one of the most crucial components of our student’s success. We believe that forming strong teacher-parent and home-school relationships further invests each student in his or 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. This parental and community involvement works because it is grounded in a genuine and open line of communication. Each UNO-CSN school has a Parent Outreach Coordinator on staff, who provides a campus-based point of contact for families and manages initiatives such as parent leadership training and skill building workshops. We also require our teachers to visit each of their students at home. These home visits establish a working relationship between parents and teachers that is truly reciprocal: while teachers detail student expectations, parents hold teachers accountable for the type of academic, social, and emotional support they believe their children will need to achieve their full potential. In addition, quarterly parent-teacher strategy meetings, as well as monthly family literacy nights at our elementary schools and student showcase nights at our high school strengthen this working relationship. Each of our schools also encourages parental involvement in the community by inviting parents to partake in numerous volunteer opportunities year-round. Our students have continued to succeed because of our dedication to parental and community involvement in our schools.
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. Please report actuals for Fiscal Year 2013 rather than budgeted.

1. Public funds from federal government. $411,224 12.62%
2. Public funds from state government. $256,147 7.86%
3. Public funds from local government. $249,999 76.68%
4. Private donations from individuals. $14,268 0.44%
5. Private donations from corporations. $17,585 0.54%
6. Private donations from non-profits or foundations.
7. Other sources (please explain). $589,400 1.81%
8. Total revenue/funding. $3,259,696 100.00%

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). $166,923 5.80%
11. Facilities rental/lease. $165,008 5.73%
12. Facilities maintenance and upkeep. $227,634 7.90%
13. Instructional personnel salaries. $112,261 38.97%
14. Instructional personnel performance based bonuses. $21,050 0.73%
15. Administrative non-clerical personnel salaries. $208,976 7.26%
16. Administrative, non-clerical personnel performance bonuses. $0 0.0%
17. Support staff salaries (maintenance, clerical, etc.). $259,410 9.01%
18. Program supplies (books, computers, student instructional aides). $105,606 3.67%
19. Professional development. $7,435 0.26%
20. Public relations / advertising. $68,771 0.24%
21. Student programs and activities (non-athletic). $303,864 10.55%
22. Student programs and activities (athletic). $73,723 0.26%
23. Other (please explain broadly): $275,894 9.62%

The amount above consists of fees and expenses incurred which include, but are not limited to the following functions:
- Operations
- HR Support
- Financial Accounting services
- Facilities Management
- Reporting and Communication with governmental entities
- Contract Management
- Community Outreach
- School Level Fundraising

24. Total expenses. $2,879,659 100.00%
Please do not type beyond the space provided.

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:
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

2012-2013
CHARTER SCHOOL REPORT INFORMATION

INSTRUCTIONS: Complete this form for each campus of your charter school and return by September 30, 2013. You may mail to the attention of Jennifer Saba at the above address, fax to 312.814.8871, or e-mail to jsaba@ilsbe.net. Please do not type beyond the space provided.

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>
<tr>
<td>STREET ADDRESS (Number, Street, City, State, 9 Digit Zip Code)</td>
<td>NUMBER OF SCHOOL SITES IN 2012-2013</td>
<td>Note that a separate ISBE Form 87-13 must be completed for each campus in operation in 2012-2013</td>
</tr>
<tr>
<td>4245 W 47th St., 1st Fl. Chicago, Illinois 60632</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

NAME OF PERSON COMPLETING THIS FORM
Matthew Moeller

NAME OF CHARTER SCHOOL DIRECTOR
Matthew Moeller

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

NAME OF CHARTER SCHOOL GOVERNING BOARD PRESIDENT
Richard Rodriguez

SCHOOL'S WEBSITE ADDRESS
www.unocharterschools.org

B. STUDENT DATA

1. Did your school hold an enrollment lottery for 2012-2013? Yes No 868

2. How many student enrollment applications were received for 2012-2013? 868

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

4. How many students were on waiting list 2012-2013 on 20th day of school? 796

5. Grades served in 2012-2013. K-8

6. Student enrollment in 2012-2013 on 20th day of school. 638

7. Student enrollment in 2012-2013 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>K</th>
<th>64</th>
<th>2</th>
<th>64</th>
<th>4</th>
<th>96</th>
<th>6</th>
<th>64</th>
<th>8</th>
<th>64</th>
<th>10</th>
<th>N/A</th>
<th>12</th>
<th>N/A</th>
<th>Total enrollment:</th>
</tr>
</thead>
<tbody>
<tr>
<td># Male</td>
<td>29</td>
<td># Male</td>
<td>30</td>
<td># Male</td>
<td>50</td>
<td># Male</td>
<td>38</td>
<td># Male</td>
<td>39</td>
<td># Male</td>
<td>N/A</td>
<td># Male</td>
<td>N/A</td>
<td># Male</td>
</tr>
<tr>
<td># Female</td>
<td>35</td>
<td># Female</td>
<td>34</td>
<td># Female</td>
<td>45</td>
<td># Female</td>
<td>26</td>
<td># Female</td>
<td>25</td>
<td># Female</td>
<td>N/A</td>
<td># Female</td>
<td>N/A</td>
<td># Female</td>
</tr>
<tr>
<td>1</td>
<td>64</td>
<td>3</td>
<td>64</td>
<td>5</td>
<td>95</td>
<td>7</td>
<td>64</td>
<td>9</td>
<td>N/A</td>
<td>11</td>
<td>N/A</td>
<td>Other</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td># Male</td>
<td>30</td>
<td># Male</td>
<td>38</td>
<td># Male</td>
<td>39</td>
<td># Male</td>
<td>26</td>
<td># Male</td>
<td>N/A</td>
<td># Male</td>
<td>N/A</td>
<td># Male</td>
<td>N/A</td>
<td># Male</td>
</tr>
<tr>
<td># Female</td>
<td>34</td>
<td># Female</td>
<td>26</td>
<td># Female</td>
<td>56</td>
<td># Female</td>
<td>38</td>
<td># Female</td>
<td>N/A</td>
<td># Female</td>
<td>N/A</td>
<td># Female</td>
<td>N/A</td>
<td># Female</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>K</th>
<th>64</th>
<th>2</th>
<th>64</th>
<th>4</th>
<th>96</th>
<th>6</th>
<th>64</th>
<th>8</th>
<th>64</th>
<th>10</th>
<th>12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>64</td>
<td>3</td>
<td>64</td>
<td>5</td>
<td>96</td>
<td>7</td>
<td>64</td>
<td>9</td>
<td>11</td>
<td>Other</td>
<td>Max capacity total:</td>
<td></td>
</tr>
</tbody>
</table>

9. What is the estimated enrollment for 2013-2014 on 20th day of school?

<table>
<thead>
<tr>
<th>K</th>
<th>64</th>
<th>2</th>
<th>64</th>
<th>4</th>
<th>64</th>
<th>6</th>
<th>96</th>
<th>8</th>
<th>64</th>
<th>10</th>
<th>12</th>
<th>Estimated enrollment total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>64</td>
<td>3</td>
<td>64</td>
<td>5</td>
<td>96</td>
<td>7</td>
<td>64</td>
<td>9</td>
<td>11</td>
<td>Other</td>
<td>640</td>
<td></td>
</tr>
</tbody>
</table>

10. What is the max capacity for student seats at each grade level in 2013-2014?

<table>
<thead>
<tr>
<th>K</th>
<th>64</th>
<th>2</th>
<th>64</th>
<th>4</th>
<th>64</th>
<th>6</th>
<th>96</th>
<th>8</th>
<th>64</th>
<th>10</th>
<th>12</th>
<th>Max capacity total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>64</td>
<td>3</td>
<td>64</td>
<td>5</td>
<td>96</td>
<td>7</td>
<td>64</td>
<td>9</td>
<td>11</td>
<td>Other</td>
<td>640</td>
<td></td>
</tr>
</tbody>
</table>
B. STUDENT DATA (Continued)

11. Number of out-of-district students served in 2012-2013 on a tuition basis: 0

12. School day in 2012-2013: From 8:00 a.m. to 3:30 p.m. Average number of instructional minutes per day: 420

13. Number of students who attended during 2011-2012 but did not return at the beginning of the 2012-2013 school year: Male 17 Female 13

14. Student discipline during 2012-2013. 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.

### NUMBER/PERCENT OF STUDENTS DISCIPLINED

<table>
<thead>
<tr>
<th></th>
<th>Number and % Suspended</th>
<th>Number and % Expelled</th>
<th>Total Number of Suspension Days Served</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14 / 2.17 %</td>
<td>0 / 0 %</td>
<td>32</td>
</tr>
<tr>
<td>Raw # Male</td>
<td>14</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Raw # Female</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

15. Student Retention during 2012-2013. 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></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></td>
<td>12</td>
<td>21</td>
<td>0</td>
</tr>
<tr>
<td># Male</td>
<td># Male # Female</td>
<td># Male # Female</td>
<td># Male # Female</td>
</tr>
</tbody>
</table>

16. Number of high school graduates during 2012-2013. Male N/A Female N/A

17. Average class size for general education classrooms only. Male 32 Female 18.3

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

19. Average class size for all classrooms (include special education pull-out classes). Male 32 Female 18.3

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

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

22. Average entering test scores at lowest grade served or lowest grade tested.
   Grade: 3 Name of test: ISAT (ISAT, NWEA, EPAS, etc.) Score: 213.0

23. 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: 259.9
<table>
<thead>
<tr>
<th>C. STAFF DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Total number of instructional personnel (in FTE) in 2011-2012.</td>
</tr>
<tr>
<td>2. Total number of instructional personnel (in FTE) in 2012-2013.</td>
</tr>
<tr>
<td>3. Total number of 2011-2012 staff who remained at school for 2012-2013 school year.</td>
</tr>
<tr>
<td>4. Of the instructional staff at school in 2012-2013, how many maintain Illinois teaching certificates?</td>
</tr>
<tr>
<td>5. Number of 2012-2013 instructional personnel who entered classroom via an alternative certification program. List name of program. Common schools/program(s): Teach for America</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? If Yes, what union? Chicago Alliance of Charter Teachers and Staff (Chicago ACTS)</td>
</tr>
<tr>
<td>12. Number of full staff development days included in 2012-2013 school year.</td>
</tr>
<tr>
<td>13. Did your charter school distribute performance bonuses for instructional staff for the 2012-2013 school year?</td>
</tr>
<tr>
<td>14. What was the total dollar amount of bonuses received by instructional staff members for 2012-2013?</td>
</tr>
<tr>
<td>15. What is the representation of bonuses as a percentage of total salary compensation for 2012-2013 instructional staff?</td>
</tr>
<tr>
<td>16. Number of non-clerical administrative personnel (in FTE) in 2012-2013. Please list positions included in count. Academic Director (1), Master Teacher (2)</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 2012-2013 school year?</td>
</tr>
<tr>
<td>19. What was the total dollar amount of bonuses received by non-clerical administrative personnel in 2012-2013?</td>
</tr>
<tr>
<td>20. What is the representation of bonuses as a percentage of total salary compensation for 2012-2013 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 2012-2013. 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 most 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 quality of 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 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.

☐ 4. Provide state grants to all schools including those in renewal periods.

☐ 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.

☐ 8. Provide transportation funding.

   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.
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.

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 for charters that are high-performing and have demonstrated a consistent track record of student achievement over a specific period of time.
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.

☐  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 2012-2013.

☐ 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 2012-2013.

☐ 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>
<tr>
<td>☑</td>
<td></td>
</tr>
<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 2012-2013 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? **Quarterly**
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-CSN 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-CSN graduates are informed, active, and responsible members of their communities.
- Intellectually Curious
  As knowledge seekers, UNO-CSN 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 16 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 nine of our elementary campuses have partnered with The Achievement Network for 2013-2014. 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 adjust 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 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.
Refining Our Curriculum, Making Both Rigor and Literacy a Priority

In order to push students to even higher levels of attainment, UNO-CSN continues 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 have formed teacher-leader curriculum task forces who 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 continue to expand 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.). We also continue to strengthen our 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 continues to refine STRIVE as we embark on its second year of implementation, further prioritizing workforce development, providing teacher support where needed, and helping current staff identify advancement opportunities throughout the organization. These professional opportunities for teachers create a positive classroom environment, which adds to our student’s success.

Building Systems and Capacity for Better Data-Driven Decision Making

UNO-CSN uses 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 we ensures that teachers and school leaders make instructional decisions based on both student strengths and areas for improvement. In addition, UNO-CSN continues to hold itself to high levels of accountability and transparency that lead to increased student success and continual network growth.

Pushing for Authentic Parent Engagement

UNO-CSN encourages strong parental involvement because we view parent and family engagement as one of the most crucial components of our student’s success. We believe that forming strong teacher-parent and home-school relationships further invests each student in his or 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. This parental and community involvement works because it is grounded in a genuine and open line of communication. Each UNO-CSN school has a Parent Outreach Coordinator on staff, who provides a campus-based point of contact for families and manages initiatives such as parent leadership training and skill building workshops. We also require our teachers to visit each of their students at home. These home visits establish a working relationship between parents and teachers that is truly reciprocal: while teachers detail student expectations, parents hold teachers accountable for the type of academic, social, and emotional support they believe their children will need to achieve their full potential. In addition, quarterly parent-teacher strategy meetings, as well as monthly family literacy nights at our elementary schools and student showcase nights at our high school strengthen this working relationship. Each of our schools also encourages parental involvement in the community by inviting parents to partake in numerous volunteer opportunities year-round. Our students have continued to succeed because of our dedication to parental and community involvement in our schools.
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. Please report actuals for Fiscal Year 2013 rather than budgeted.

<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>$ 736999</td>
<td>11.60%</td>
</tr>
<tr>
<td>2. Public funds from state government</td>
<td>$ 533353</td>
<td>8.39%</td>
</tr>
<tr>
<td>3. Public funds from local government</td>
<td>$ 4959575</td>
<td>78.07%</td>
</tr>
<tr>
<td>4. Private donations from individuals</td>
<td>$ 14268</td>
<td>0.22%</td>
</tr>
<tr>
<td>5. Private donations from corporations</td>
<td>$ 17585</td>
<td>0.28%</td>
</tr>
<tr>
<td>6. Private donations from non-profits or foundations</td>
<td>$ 1538</td>
<td>0.02%</td>
</tr>
<tr>
<td>7. Other sources (please explain)</td>
<td>$ 90195</td>
<td>1.42%</td>
</tr>
<tr>
<td>Student fees and fundraising</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Total revenue/funding</td>
<td>$ 6353514</td>
<td>100.00%</td>
</tr>
<tr>
<td>9. Are your facilities independent from district ownership?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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>$ 318461</td>
<td>5.97%</td>
</tr>
<tr>
<td>11. Facilities rent/lease</td>
<td>$ 381271</td>
<td>7.15%</td>
</tr>
<tr>
<td>12. Facilities maintenance and upkeep</td>
<td>$ 430597</td>
<td>8.07%</td>
</tr>
<tr>
<td>13. Instructional personnel salaries</td>
<td>$ 2083823</td>
<td>39.07%</td>
</tr>
<tr>
<td>14. Instructional personnel performance based bonuses</td>
<td>$ 79525</td>
<td>1.49%</td>
</tr>
<tr>
<td>15. Administrative non-clerical personnel salaries</td>
<td>$ 298581</td>
<td>5.60%</td>
</tr>
<tr>
<td>16. Administrative, non-clerical personnel performance bonuses</td>
<td>$ 0</td>
<td>0.0%</td>
</tr>
<tr>
<td>17. Support staff salaries (maintenance, clerical, etc.)</td>
<td>$ 279248</td>
<td>5.24%</td>
</tr>
<tr>
<td>18. Program supplies (books, computers, student instructional aides)</td>
<td>$ 170724</td>
<td>3.20%</td>
</tr>
<tr>
<td>19. Professional development</td>
<td>$ 16616</td>
<td>0.31%</td>
</tr>
<tr>
<td>20. Public relations / advertising</td>
<td>$ 12133</td>
<td>0.23%</td>
</tr>
<tr>
<td>21. Student programs and activities (non-athletic)</td>
<td>$ 641816</td>
<td>12.04%</td>
</tr>
<tr>
<td>22. Student programs and activities (athletic)</td>
<td>$ 8902</td>
<td>0.17%</td>
</tr>
<tr>
<td>23. Other (please explain broadly):</td>
<td>$ 611144</td>
<td>11.46%</td>
</tr>
</tbody>
</table>

The amount above consists of fees and expenses incurred which include, but are not limited to the following functions:
- Operations
- HR Support
- Financial Accounting services
- Facilities Management
- Reporting and Communication with governmental entities
- Contract Management
- Community Outreach
- School Level Fundraising

| 24. Total expenses                                                       | $ 5332841  | 100.00%    |
Please do not type beyond the space provided.

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:
2012-2013
CHARTER SCHOOL REPORT INFORMATION

INSTRUCTIONS: Complete this form for each campus of your charter school and return by September 30, 2013. You may mail to the attention of Jennifer Saba at the above address, fax to 312.814.8871, or e-mail to jsaba@isbe.net. Please do not type beyond the space provided.

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 Sandra Cisneros</td>
<td>312.432.6302</td>
<td>312.432.0077</td>
</tr>
<tr>
<td>STREET ADDRESS (Number, Street, City, State, 9 Digit Zip Code)</td>
<td>NUMBER OF SCHOOL SITES IN 2012-2013</td>
<td></td>
</tr>
<tr>
<td>2744 W. Pershing Rd., Chicago, Illinois 60632</td>
<td>Note that a separate ISBE Form 87-13 must be completed for each campus in operation in 2012-2013 1</td>
<td></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>Matthew Moeller</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>Richard Rodriguez</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: @UNOschools
- [ ] Other Username: ____________________________

B. STUDENT DATA

1. Did your school hold an enrollment lottery for 2012-2013?
- [ ] Yes   [ ] No

2. How many student enrollment applications were received for 2012-2013?
- 198

3. From these applications, how many students were selected via lottery?
- 78

4. How many students were on waiting list 2012-2013 on 20th day of school?
- 120

5. Grades served in 2012-2013.
- K-8

6. Student enrollment in 2012-2013 on 20th day of school.
- 572

7. Student enrollment in 2012-2013 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>K</th>
<th>64</th>
<th>2</th>
<th>64</th>
<th>4</th>
<th>64</th>
<th>6</th>
<th>64</th>
<th>8</th>
<th>64</th>
<th>10</th>
<th>N/A</th>
<th>12</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td># Male</td>
<td>31</td>
<td># Male</td>
<td>37</td>
<td># Male</td>
<td>36</td>
<td># Male</td>
<td>31</td>
<td># Male</td>
<td>40</td>
<td># Male</td>
<td>N/A</td>
<td># Male</td>
<td>N/A</td>
</tr>
<tr>
<td># Female</td>
<td>33</td>
<td># Female</td>
<td>27</td>
<td># Female</td>
<td>28</td>
<td># Female</td>
<td>31</td>
<td># Female</td>
<td>23</td>
<td># Female</td>
<td>N/A</td>
<td># Female</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>64</td>
<td>3</td>
<td>64</td>
<td>5</td>
<td>63</td>
<td>7</td>
<td>64</td>
<td>9</td>
<td>N/A</td>
<td>11</td>
<td>N/A</td>
<td>Other</td>
<td>N/A</td>
</tr>
<tr>
<td># Male</td>
<td>28</td>
<td># Male</td>
<td>30</td>
<td># Male</td>
<td>35</td>
<td># Male</td>
<td>32</td>
<td># Male</td>
<td>N/A</td>
<td># Male</td>
<td>N/A</td>
<td># Male</td>
<td>N/A</td>
</tr>
<tr>
<td># Female</td>
<td>36</td>
<td># Female</td>
<td>34</td>
<td># Female</td>
<td>28</td>
<td># Female</td>
<td>32</td>
<td># Female</td>
<td>N/A</td>
<td># Female</td>
<td>N/A</td>
<td># Female</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Total enrollment: 572

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

<table>
<thead>
<tr>
<th>K</th>
<th>64</th>
<th>2</th>
<th>64</th>
<th>4</th>
<th>64</th>
<th>6</th>
<th>64</th>
<th>8</th>
<th>64</th>
<th>10</th>
<th>_______</th>
<th>12</th>
<th>_______</th>
</tr>
</thead>
</table>
| 1 | 64 | 3 | 64 | 5 | 64 | 7 | 64 | 9 | _______ | 11 | _______ | Other | _______

Max capacity total: 576

9. What is the estimated enrollment for 2013-2014 on 20th day of school?

<table>
<thead>
<tr>
<th>K</th>
<th>64</th>
<th>2</th>
<th>64</th>
<th>4</th>
<th>64</th>
<th>6</th>
<th>64</th>
<th>8</th>
<th>64</th>
<th>10</th>
<th>_______</th>
<th>12</th>
<th>_______</th>
</tr>
</thead>
</table>
| 1 | 64 | 3 | 64 | 5 | 64 | 7 | 64 | 9 | _______ | 11 | _______ | Other | _______

Estimated enrollment total: 576

10. What is the max capacity for student seats at each grade level in 2013-2014?

<table>
<thead>
<tr>
<th>K</th>
<th>64</th>
<th>2</th>
<th>64</th>
<th>4</th>
<th>64</th>
<th>6</th>
<th>64</th>
<th>8</th>
<th>64</th>
<th>10</th>
<th>_______</th>
<th>12</th>
<th>_______</th>
</tr>
</thead>
</table>
| 1 | 64 | 3 | 64 | 5 | 64 | 7 | 64 | 9 | _______ | 11 | _______ | Other | _______

Max capacity total: 576
B. STUDENT DATA (Continued)

11. Number of out-of-district students served in 2012-2013 on a tuition basis: 0

12. School day in 2012-2013: From 8:00 a.m. to 3:30 p.m.  Average number of instructional minutes per day: 420

13. Number of students who attended during 2011-2012 but did not return at the beginning of the 2012-2013 school year: # Male 26 # Female 32
   Do not include students who completed last grade available at charter school.

14. Student discipline during 2012-2013. 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 0 # Female 0</td>
</tr>
</tbody>
</table>

15. Student Retention during 2012-2013. 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>31</td>
</tr>
<tr>
<td># Male 10 # Female 21</td>
</tr>
</tbody>
</table>

16. Number of high school graduates during 2012-2013.  N/A

17. Average class size for general education classrooms only.  31.7 # Male 16.6 # Female 15.1

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

19. Average class size for all classrooms (include special education pull-out classes).  31.7 # Male 17.6 # Female 14.2

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

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

22. Average entering test scores at lowest grade served or lowest grade tested.
   Grade: 3 Name of test: ISAT (ISAT, NWEA, EPAS, etc.) Score: 203.3

23. 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: 260.7
C. STAFF DATA

1. Total number of instructional personnel (in FTE) in 2011-2012. 27.5
2. Total number of instructional personnel (in FTE) in 2012-2013. 26.5
3. Total number of 2011-2012 staff who remained at school for 2012-2013 school year. 30.5
4. Of the instructional staff at school in 2012-2013, how many maintain Illinois teaching certificates? 25.5
5. Number of 2012-2013 instructional personnel who entered classroom via an alternative certification program. 5

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. 14 / 52 %

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. 4.41

10. Average number of years experience in classroom at current charter school for instructional staff. 1.82

11. Is your staff unionized?
   If Yes, what union? Chicago Alliance of Charter Teachers and Staff (Chicago ACTS) yes

12. Number of full staff development days included in 2012-2013 school year. 8

13. Did your charter school distribute performance bonuses for instructional staff for the 2012-2013 school year? yes

14. What was the total dollar amount of bonuses received by instructional staff members for 2012-2013? $46,000

15. What is the representation of bonuses as a percentage of total salary compensation for 2012-2013 instructional staff? 2.41%

16. Number of non-clerical administrative personnel (in FTE) in 2012-2013. 3

   Please list positions included in count.
   Academic Director (1), Master Teacher (2)

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 2012-2013 school year? no

19. What was the total dollar amount of bonuses received by non-clerical administrative personnel in 2012-2013? N/A

20. What is the representation of bonuses as a percentage of total salary compensation for 2012-2013 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 2012-2013. **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 most 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/concepts 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 quality 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 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.

4. Provide state grants to all schools including those in renewal periods.

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.

8. Provide transportation funding.

   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.
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.

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 for charters that are high-performing and have demonstrated a consistent track record of student achievement over a specific period of time.
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.

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 2012-2013.

☒ 2. The school has had a contract with a not-for-profit CMO or EMO in the past (specify years: 3).

☐ 3. The school had a contract with a for-profit CMO or EMO for the first time in 2012-2013.

☐ 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>
<tr>
<td>✓</td>
<td></td>
</tr>
<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 2012-2013 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? **Quarterly**
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-CSN 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-CSN graduates are informed, active, and responsible members of their communities.
- Intellectually Curious
  As knowledge seekers, UNO-CSN 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 16 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 nine of our elementary campuses have partnered with The Achievement Network for 2013-2014. The Achievement Network provides quarterly interim assessments (in addition to NWEA) that are aligned with Illinois and Common Core Standards, as well as 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 adjust 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 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 continues 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 have formed teacher-leader curriculum task forces who 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 continue to expand 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.). We also continue to strengthen our 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 continues to refine STRIVE as we embark on its second year of implementation, further prioritizing workforce development, providing teacher support where needed, and helping current staff identify advancement opportunities throughout the organization. These professional opportunities for teachers create a positive classroom environment, which adds to our student's success.

   · Building Systems and Capacity for Better Data-Driven Decision Making
   UNO-CSN uses 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, ensures that teachers and school leaders make instructional decisions based on both student strengths and areas for improvement. In addition, UNO-CSN continues to hold itself to high levels of accountability and transparency that lead to increased student success and continual network growth.

   · Pushing for Authentic Parent Engagement
   UNO-CSN encourages strong parental involvement because we view parent and family engagement as one of the most crucial components of our student’s success. We believe that forming strong teacher-parent and home-school relationships further invests each student in his or 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. This parental and community involvement works because it is grounded in a genuine and open line of communication. Each UNO-CSN school has a Parent Outreach Coordinator on staff, who provides a campus-based point of contact for families and manages initiatives such as parent leadership training and skill building workshops. We also require our teachers to visit each of their students at home. These home visits establish a working relationship between parents and teachers that is truly reciprocal: while teachers detail student expectations, parents hold teachers accountable for the type of academic, social, and emotional support they believe their children will need to achieve their full potential. In addition, quarterly parent-teacher strategy meetings, as well as monthly family literacy nights at our elementary schools and student showcase nights at our high school strengthen this working relationship. Each of our schools also encourages parental involvement in the community by inviting parents to partake in numerous volunteer opportunities year-round. Our students have continued to succeed because of our dedication to parental and community involvement in our schools.
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. Please report actuals for Fiscal Year 2013 rather than budgeted.

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public funds from federal government</td>
<td>$721,811</td>
<td>12.15%</td>
</tr>
<tr>
<td>Public funds from state government</td>
<td>$510,514</td>
<td>8.59%</td>
</tr>
<tr>
<td>Public funds from local government</td>
<td>$4,626,909</td>
<td>77.87%</td>
</tr>
<tr>
<td>Private donations from individuals</td>
<td>$14,268</td>
<td>0.24%</td>
</tr>
<tr>
<td>Private donations from corporations</td>
<td>$17,585</td>
<td>0.30%</td>
</tr>
<tr>
<td>Private donations from non-profits or foundations</td>
<td>$15,38</td>
<td>0.03%</td>
</tr>
<tr>
<td>Other sources (please explain): Student fees and fundraising.</td>
<td>$48,897</td>
<td>0.82%</td>
</tr>
<tr>
<td>Total revenue/funding</td>
<td>$5,941,522</td>
<td>100.0%</td>
</tr>
<tr>
<td>Are your facilities independent from district ownership?</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

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>Administrative costs (clerical supplies, office machine rental/use, etc.)</td>
<td>$298,822</td>
<td>5.91%</td>
</tr>
<tr>
<td>Facilities rental/lease</td>
<td>$367,815</td>
<td>7.28%</td>
</tr>
<tr>
<td>Facilities maintenance and upkeep</td>
<td>$398,393</td>
<td>7.88%</td>
</tr>
<tr>
<td>Instructional personnel salaries</td>
<td>$209,075</td>
<td>41.39%</td>
</tr>
<tr>
<td>Instructional personnel performance based bonuses</td>
<td>$46,000</td>
<td>0.91%</td>
</tr>
<tr>
<td>Administrative non-clerical personnel salaries</td>
<td>$293,981</td>
<td>5.82%</td>
</tr>
<tr>
<td>Administrative, non-clerical personnel performance bonuses</td>
<td>$0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Support staff salaries (maintenance, clerical, etc.)</td>
<td>$265,725</td>
<td>5.26%</td>
</tr>
<tr>
<td>Program supplies (books, computers, student instructional aides)</td>
<td>$159,735</td>
<td>3.16%</td>
</tr>
<tr>
<td>Professional development</td>
<td>$11,949</td>
<td>0.24%</td>
</tr>
<tr>
<td>Public relations / advertising</td>
<td>$15,337</td>
<td>0.30%</td>
</tr>
<tr>
<td>Student programs and activities (non-athletic)</td>
<td>$555,967</td>
<td>11.00%</td>
</tr>
<tr>
<td>Student programs and activities (athletic)</td>
<td>$84,38</td>
<td>0.17%</td>
</tr>
<tr>
<td>Other (please explain broadly):</td>
<td>$539,980</td>
<td>10.68%</td>
</tr>
</tbody>
</table>

The amount above consists of fees and expenses incurred which include, but are not limited to the following functions:

- Operations
- HR Support
- Financial Accounting services
- Facilities Management
- Reporting and Communication with governmental entities
- Contract Management
- Community Outreach
- School Level Fundraising

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total expenses</td>
<td>$505,2796</td>
<td>100.0%</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:
### A. DIRECTORY INFORMATION

**NAME OF CHARTER SCHOOL**
UNO Carlos Fuentes

**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)
2845 W. Barry St., Chicago, Illinois 60618

**NAME OF PERSON COMPLETING THIS FORM**
Matthew Moeller

**TELEPHONE OF PERSON COMPLETING THIS FORM** (Include Area Code)
312.432.6302

**NAME OF CHARTER SCHOOL DIRECTOR**
Matthew Moeller

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

**NAME OF CHARTER SCHOOL GOVERNING BOARD PRESIDENT**
Richard Rodriguez

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

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

- [ ] Facebook Username: __________________________
- [ ] Twitter Username: @UNOschools
e- [ ] Other Username: __________________________

### B. STUDENT DATA

1. Did your school hold an enrollment lottery for 2012-2013?  
   - [X] Yes  
   - [ ] No

2. How many student enrollment applications were received for 2012-2013?  
   - 238

3. From these applications, how many students were selected via lottery?  
   - 73

4. How many students were on waiting list 2012-2013 on 20th day of school?  
   - 165

5. Grades served in 2012-2013.  
   - K-8

6. Student enrollment in 2012-2013 on 20th day of school.  
   - 562

7. Student enrollment in 2012-2013 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>31</td>
<td>95</td>
</tr>
<tr>
<td>1</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>2-5</td>
<td>59</td>
<td>22</td>
<td>81</td>
</tr>
<tr>
<td>6</td>
<td>61</td>
<td>28</td>
<td>89</td>
</tr>
<tr>
<td>7</td>
<td>64</td>
<td>26</td>
<td>90</td>
</tr>
<tr>
<td>8</td>
<td>59</td>
<td>34</td>
<td>93</td>
</tr>
<tr>
<td>9</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</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>575</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. What was 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>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>1</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>2</td>
<td>64</td>
<td>37</td>
<td>101</td>
</tr>
<tr>
<td>3</td>
<td>63</td>
<td>22</td>
<td>85</td>
</tr>
<tr>
<td>4</td>
<td>61</td>
<td>24</td>
<td>85</td>
</tr>
<tr>
<td>5</td>
<td>59</td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>6</td>
<td>27</td>
<td>13</td>
<td>40</td>
</tr>
<tr>
<td>7</td>
<td>34</td>
<td>13</td>
<td>47</td>
</tr>
<tr>
<td>8</td>
<td>25</td>
<td>12</td>
<td>37</td>
</tr>
<tr>
<td>9</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</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></td>
</tr>
</tbody>
</table>

9. What is the estimated enrollment for 2013-2014 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>31</td>
<td>95</td>
</tr>
<tr>
<td>1</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>2</td>
<td>64</td>
<td>37</td>
<td>101</td>
</tr>
<tr>
<td>3</td>
<td>63</td>
<td>22</td>
<td>85</td>
</tr>
<tr>
<td>4</td>
<td>61</td>
<td>24</td>
<td>85</td>
</tr>
<tr>
<td>5</td>
<td>59</td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>6</td>
<td>27</td>
<td>13</td>
<td>40</td>
</tr>
<tr>
<td>7</td>
<td>34</td>
<td>13</td>
<td>47</td>
</tr>
<tr>
<td>8</td>
<td>25</td>
<td>12</td>
<td>37</td>
</tr>
<tr>
<td>9</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</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></td>
</tr>
</tbody>
</table>

10. What is the max capacity for student seats at each grade level in 2013-2014?

<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>31</td>
<td>95</td>
</tr>
<tr>
<td>1</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>2</td>
<td>64</td>
<td>37</td>
<td>101</td>
</tr>
<tr>
<td>3</td>
<td>63</td>
<td>22</td>
<td>85</td>
</tr>
<tr>
<td>4</td>
<td>61</td>
<td>24</td>
<td>85</td>
</tr>
<tr>
<td>5</td>
<td>59</td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>6</td>
<td>27</td>
<td>13</td>
<td>40</td>
</tr>
<tr>
<td>7</td>
<td>34</td>
<td>13</td>
<td>47</td>
</tr>
<tr>
<td>8</td>
<td>25</td>
<td>12</td>
<td>37</td>
</tr>
<tr>
<td>9</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</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></td>
</tr>
</tbody>
</table>
11. Number of out-of-district students served in 2012-2013 on a tuition basis: 0

12. School day in 2012-2013: From 8:00 a.m. to 3:30 p.m. Average number of instructional minutes per day: 420

13. Number of students who attended during 2011-2012 but did not return at the beginning of the 2012-2013 school year: # Male 38 # Female 31

14. Student discipline during 2012-2013. 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>10</td>
</tr>
</tbody>
</table>

15. Student Retention during 2012-2013. 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>44</td>
<td>24</td>
<td>0</td>
</tr>
</tbody>
</table>

16. Number of high school graduates during 2012-2013. N/A # Male N/A # Female N/A

17. Average class size for general education classrooms only 31.2 # Male 16.8 # Female 14.3

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

19. Average class size for all classrooms (include special education pull-out classes). 31.2 # Male 16.8 # Female 14.3

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

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

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

   Grade: 3 Name of test: ISAT (ISAT, NWEA, EPAS, etc.) Score: 212.8

23. 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: 260.9
D. CHARTER SCHOOL EXEMPTIONS

Charter schools are exempt from much of the School Code. Indicate the areas of flexibility used by your school in 2012-2013. 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 most 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 our students.

☐ 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 quality of 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):
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 2012-2013.

☐ 2. The school has had a contract with a not-for-profit CMO or EMO in the past (specify years: 7).

☐ 3. The school had a contract with a for-profit CMO or EMO for the first time in 2012-2013.

☐ 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></td>
<td>![Check Mark]</td>
<td>![Blank]</td>
</tr>
<tr>
<td>1.</td>
<td>Does the school submit a written performance report to the authorizer each year?</td>
<td>![Blank]</td>
</tr>
<tr>
<td></td>
<td>![Check Mark]</td>
<td>![Blank]</td>
</tr>
<tr>
<td>2.</td>
<td>Does the school submit a written performance report to the authorizer only for renewal?</td>
<td>![Blank]</td>
</tr>
<tr>
<td></td>
<td>![Check Mark]</td>
<td>![Blank]</td>
</tr>
</tbody>
</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)** | ![Blank] |
|   | ![Check Mark] | ![Blank] |
| 4. | Does the school communicate the results of its performance reports to community members each year?  
If Yes, give date and nature of communication: | ![Blank] |
|   | ![Check Mark] | ![Blank] |
| 5. | Does the authorizer make an on-site visit to the school each year?  
If Yes, list the dates of 2012-2013 visits: | ![Blank] |
|   | ![Check Mark] | ![Blank] |
| 6. | Does the authorizer make an on-site visit to the school only for renewal? | ![Blank] |
|   | ![Check Mark] | ![Blank] |
| 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? **Quarterly** | ![Blank] |
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-CSN 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-CSN graduates are informed, active, and responsible members of their communities.

- Intellectually Curious
  - As knowledge seekers, UNO-CSN 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 16 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 nine of our elementary campuses have partnered with The Achievement Network for 2013-2014. 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 adjust 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 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 continues 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 have formed teacher-leader curriculum task forces who 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 continue to expand 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.). We also continue to strengthen our 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 continues to refine STRIVE as we embark on its second year of implementation, further prioritizing workforce development, providing teacher support where needed, and helping current staff identify advancement opportunities throughout the organization. These professional opportunities for teachers create a positive classroom environment, which adds to our student’s success.

   • Building Systems and Capacity for Better Data-Driven Decision Making
     UNO-CSN uses 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 we ensures that teachers and school leaders make instructional decisions based on both student strengths and areas for improvement. In addition, UNO-CSN continues to hold itself to high levels of accountability and transparency that lead to increased student success and continual network growth.

   • Pushing for Authentic Parent Engagement
     UNO-CSN encourages strong parental involvement because we view parent and family engagement as one of the most crucial components of our student’s success. We believe that forming strong teacher-parent and home-school relationships further invests each student in his or 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. This parental and community involvement works because it is grounded in a genuine and open line of communication. Each UNO-CSN school has a Parent Outreach Coordinator on staff, who provides a campus-based point of contact for families and manages initiatives such as parent leadership training and skill building workshops. We also require our teachers to visit each of their students at home. These home visits establish a working relationship between parents and teachers that is truly reciprocal: while teachers detail student expectations, parents hold teachers accountable for the type of academic, social, and emotional support they believe their children will need to achieve their full potential. In addition, quarterly parent-teacher strategy meetings, as well as monthly family literacy nights at our elementary schools and student showcase nights at our high school strengthen this working relationship. Each of our schools also encourages parental involvement in the community by inviting parents to partake in numerous volunteer opportunities year-round. Our students have continued to succeed because of our dedication to parental and community involvement in our schools.
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. Please report actuals for Fiscal Year 2013 rather than budgeted.

1. Public funds from federal government. $637598 11.31 %
2. Public funds from state government. $468632 8.32 %
3. Public funds from local government. $4426290 78.55 %
4. Private donations from individuals. $14268 0.25 %
5. Private donations from corporations. $17585 0.31 %
6. Private donations from non-profits or foundations. $1538 0.03 %
7. Other sources (please explain). $69300 1.23 %

Student fees and fundraising.

8. Total revenue/funding. $5635209 100.0 %

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). $229396 4.98 %
11. Facilities rental/lease. $234573 5.09 %
12. Facilities maintenance and upkeep. $374990 8.14 %
13. Instructional personnel salaries. $1867004 40.55 %
14. Instructional personnel performance based bonuses. $53,580 1.16 %
15. Administrative non-clerical personnel salaries. $324325 7.04 %
16. Administrative, non-clerical personnel performance bonuses. $0 0.0 %
17. Support staff salaries (maintenance, clerical, etc.). $318511 6.92 %
18. Program supplies (books, computers, student instructional aides). $146617 3.19 %
19. Professional development. $12971 0.28 %
20. Public relations / advertising. $10954 0.24 %
21. Student programs and activities (non-athletic). $496253 10.78 %
22. Student programs and activities (athletic). $11894 0.26 %
23. Other (please explain broadly): $523630 11.37 %

The amount above consists of fees and expenses incurred which include, but are not limited to the following functions:
- Operations
- HR Support
- Financial Accounting services
- Facilities Management
- Reporting and Communication with governmental entities
- Contract Management
- Community Outreach
- School Level Fundraising

24. Total expenses. $4604897 100.0 %
Please do not type beyond the space provided.

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:
2012-2013
CHARTER SCHOOL REPORT INFORMATION

INSTRUCTIONS: Complete this form for each campus of your charter school and return by September 30, 2013. You may mail to the attention of Jennifer Saba at the above address, fax to 312.814.8871, or e-mail to jsaba@isbe.net. Please do not type beyond the space provided.

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>
</tr>
</thead>
<tbody>
<tr>
<td>UNO Ofc. Donald J. Marquez</td>
<td>312.432.6302</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STREET ADDRESS (Number, Street, City, State, 9 Digit Zip Code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>296 W. 47th St., Chicago, Illinois 60632</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NUMBER OF SCHOOL SITES IN 2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note that a separate ISBE Form 87-13 must be completed for each campus in operation in 2012-2013</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>Matthew Moeller</td>
<td>312.432.6301</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME OF CHARTER SCHOOL GOVERNING BOARD PRESIDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard Rodriguez</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHOOL'S WEBSITE ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<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: @UNOSchools  □ Other Username: ___________________________

B. STUDENT DATA

1. Did your school hold an enrollment lottery for 2012-2013?  ✔ Yes  □ No

2. How many student enrollment applications were received for 2012-2013? 530

3. From these applications, how many students were selected via lottery? 69

4. How many students were on waiting list 2012-2013 on 20th day of school? 461

5. Grades served in 2012-2013.

6. Student enrollment in 2012-2013 on 20th day of school. 575

7. Student enrollment in 2012-2013 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>K</th>
<th>64</th>
<th>2</th>
<th>64</th>
<th>4</th>
<th>64</th>
<th>6</th>
<th>63</th>
<th>8</th>
<th>63</th>
<th>10</th>
<th>N/A</th>
<th>12</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td># Male</td>
<td>42</td>
<td># Male</td>
<td>38</td>
<td># Male</td>
<td>35</td>
<td># Male</td>
<td>31</td>
<td># Male</td>
<td>37</td>
<td># Male</td>
<td>N/A</td>
<td># Male</td>
<td>N/A</td>
</tr>
<tr>
<td># Female</td>
<td>22</td>
<td># Female</td>
<td>26</td>
<td># Female</td>
<td>29</td>
<td># Female</td>
<td>32</td>
<td># Female</td>
<td>27</td>
<td># Female</td>
<td>N/A</td>
<td># Female</td>
<td>N/A</td>
</tr>
<tr>
<td>1</td>
<td>64</td>
<td>3</td>
<td>64</td>
<td>5</td>
<td>64</td>
<td>7</td>
<td>64</td>
<td>9</td>
<td>N/A</td>
<td>11</td>
<td>N/A</td>
<td>Other</td>
<td>N/A</td>
</tr>
<tr>
<td># Male</td>
<td>35</td>
<td># Male</td>
<td>30</td>
<td># Male</td>
<td>33</td>
<td># Male</td>
<td>33</td>
<td># Male</td>
<td>N/A</td>
<td># Male</td>
<td>N/A</td>
<td># Male</td>
<td>N/A</td>
</tr>
<tr>
<td># Female</td>
<td>29</td>
<td># Female</td>
<td>34</td>
<td># Female</td>
<td>31</td>
<td># Female</td>
<td>33</td>
<td># Female</td>
<td>N/A</td>
<td># Female</td>
<td>N/A</td>
<td># Female</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>K</th>
<th>64</th>
<th>2</th>
<th>64</th>
<th>4</th>
<th>64</th>
<th>6</th>
<th>64</th>
<th>8</th>
<th>64</th>
<th>10</th>
<th>12</th>
<th>Max capacity total: 576</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>64</td>
<td>3</td>
<td>64</td>
<td>5</td>
<td>64</td>
<td>7</td>
<td>64</td>
<td>9</td>
<td>11</td>
<td>Other</td>
<td>576</td>
<td></td>
</tr>
</tbody>
</table>

9. What is the estimated enrollment for 2013-2014 on 20th day of school?

<table>
<thead>
<tr>
<th>K</th>
<th>64</th>
<th>2</th>
<th>64</th>
<th>4</th>
<th>64</th>
<th>6</th>
<th>64</th>
<th>8</th>
<th>64</th>
<th>10</th>
<th>12</th>
<th>Estimated enrollment total: 576</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>64</td>
<td>3</td>
<td>64</td>
<td>5</td>
<td>64</td>
<td>7</td>
<td>64</td>
<td>9</td>
<td>11</td>
<td>Other</td>
<td>576</td>
<td></td>
</tr>
</tbody>
</table>

10. What is the max capacity for student seats at each grade level in 2013-2014?

<table>
<thead>
<tr>
<th>K</th>
<th>64</th>
<th>2</th>
<th>64</th>
<th>4</th>
<th>64</th>
<th>6</th>
<th>64</th>
<th>8</th>
<th>64</th>
<th>10</th>
<th>12</th>
<th>Max capacity total: 576</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>64</td>
<td>3</td>
<td>64</td>
<td>5</td>
<td>64</td>
<td>7</td>
<td>64</td>
<td>9</td>
<td>11</td>
<td>Other</td>
<td>576</td>
<td></td>
</tr>
</tbody>
</table>
11. Number of out-of-district students served in 2012-2013 on a tuition basis: 0

12. School day in 2012-2013: From 8:00 a.m. to 3:30 p.m. Average number of instructional minutes per day: 420

13. Number of students who attended during 2011-2012 but did not return at the beginning of the 2012-2013 school year: # Male 22 # Female 13
   Do not include students who completed last grade available at charter school.

14. Student discipline during 2012-2013. 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>25 / 4.26 %</td>
<td>0 / 0 %</td>
<td>78</td>
</tr>
<tr>
<td>Raw # Male 59 # Female 19</td>
<td>Raw # Male 0 # Female 0</td>
<td></td>
</tr>
</tbody>
</table>

15. Student Retention during 2012-2013. 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>17</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td># Male # Female</td>
<td># Male # Female</td>
<td># Male # Female</td>
</tr>
</tbody>
</table>

16. Number of high school graduates during 2012-2013. N/A # Male N/A # Female N/A

17. Average class size for general education classrooms only. 31.9 # Male 17.3 # Female 14.6

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

19. Average class size for all classrooms (include special education pull-out classes). 31.9 # Male 17.6 # Female 14.2

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

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

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

   Grade: 3 Name of test: ISAT (ISAT, NWEA, EPAS, etc.) Score: 196.0

23. 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: 266.7
1. Total number of instructional personnel (in FTE) in 2011-2012: 26.5
2. Total number of instructional personnel (in FTE) in 2012-2013: 26.5
3. Total number of 2011-2012 staff who remained at school for 2012-2013 school year: 29.5
4. Of the instructional staff at school in 2012-2013, how many maintain Illinois teaching certificates? 23
5. Number of 2012-2013 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: 3.5
7. Number and percentage of instructional personnel with at least a Master's degree in a relevant field: 13 / 49%
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: 3.74
10. Average number of years experience in classroom at current charter school for instructional staff: 2.47
11. Is your staff unionized?
    Yes, what union? Chicago Alliance of Charter Teachers and Staff (Chicago ACTS)
12. Number of full staff development days included in 2012-2013 school year: 8
13. Did your charter school distribute performance bonuses for instructional staff for the 2012-2013 school year?
    Yes ☑ No ☐
    Total dollar amount of bonuses received by instructional staff members for 2012-2013: $28,800
    Representation of bonuses as a percentage of total salary compensation for 2012-2013 instructional staff: 1.46%
14. Number of non-clerical administrative personnel (in FTE) in 2012-2013: 3
    Please list positions included in count.
    Academic Director (1), Master Teacher (2)
15. Of these, how many (in FTE) maintain Illinois administrative certificates?
    Yes ☐ No ☑
16. Did your charter school distribute performance bonuses for non-clerical administrative personnel for the 2012-2013 school year?
    Yes ☑ No ☐
    Total dollar amount of bonuses received by non-clerical administrative personnel in 2012-2013: N/A
    Representation of bonuses as a percentage of total salary compensation for 2012-2013 non-clerical administrative personnel: N/A
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 most 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 students.

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 quality of 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 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.

4. Provide state grants to all schools including those in renewal periods.

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.

8. Provide transportation funding.

   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.
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.

☐ 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 for charters that are high-performing and have demonstrated a consistent track record of student achievement over a specific period of time.
Please do not type beyond the space provided.

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.

☐ 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 2012-2013.

☑ 2. The school has had a contract with a not-for-profit CMO or EMO in the past (specify years: 6).

☐ 3. The school had a contract with a for-profit CMO or EMO for the first time in 2012-2013.

☐ 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>Does the school submit a written performance report to the authorizer each year?</td>
<td>☑</td>
</tr>
<tr>
<td>2.</td>
<td>Does the school submit a written performance report to the authorizer only for renewal?</td>
<td>☑</td>
</tr>
</tbody>
</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) | ☑ | ☐ |
| 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 2012-2013 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? | Quarterly | |
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-CSN graduates are ready for the rigors of high school, college, and beyond. They are technologically adept, culturally literate, and communicate effectively.
- Civicly Engaged
  As citizen-leaders, UNO-CSN graduates are informed, active, and responsible members of their communities.
- Intellectually Curious
  As knowledge seekers, UNO-CSN 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 16 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 nine of our elementary campuses have partnered with The Achievement Network for 2013-2014. 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 adjust 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 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 continues 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 have formed teacher-leader curriculum task forces who 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 continue to expand 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.). We also continue to strengthen our 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 continues to refine STRIVE as we embark on its second year of implementation, further prioritizing workforce development, providing teacher support where needed, and helping current staff identify advancement opportunities throughout the organization. These professional opportunities for teachers create a positive classroom environment, which adds to our student’s success.

   - Building Systems and Capacity for Better Data-Driven Decision Making
     UNO-CSN uses 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 we ensures that teachers and school leaders make instructional decisions based on both student strengths and areas for improvement. In addition, UNO-CSN continues to hold itself to high levels of accountability and transparency that lead to increased student success and continual network growth.

   - Pushing for Authentic Parent Engagement
     UNO-CSN encourages strong parental involvement because we view parent and family engagement as one of the most crucial components of our student’s success. We believe that forming strong teacher-parent and home-school relationships further invests each student in his or 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. This parental and community involvement works because it is grounded in a genuine and open line of communication. Each UNO-CSN school has a Parent Outreach Coordinator on staff, who provides a campus-based point of contact for families and manages initiatives such as parent leadership training and skill building workshops. We also require our teachers to visit each of their students at home. These home visits establish a working relationship between parents and teachers that is truly reciprocal: while teachers detail student expectations, parents hold teachers accountable for the type of academic, social, and emotional support they believe their children will need to achieve their full potential. In addition, quarterly parent-teacher strategy meetings, as well as monthly family literacy nights at our elementary schools and student showcase nights at our high school strengthen this working relationship. Each of our schools also encourages parental involvement in the community by inviting parents to partake in numerous volunteer opportunities year-round. Our students have continued to succeed because of our dedication to parental and community involvement in our schools.
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. Please report actuals for Fiscal Year 2013 rather than budgeted.

<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>$714520</td>
<td>11.96%</td>
</tr>
<tr>
<td>2. Public funds from state government.</td>
<td>$518024</td>
<td>8.67%</td>
</tr>
<tr>
<td>3. Public funds from local government.</td>
<td>$4664474</td>
<td>78.05%</td>
</tr>
<tr>
<td>4. Private donations from individuals.</td>
<td>$14268</td>
<td>0.24%</td>
</tr>
<tr>
<td>5. Private donations from corporations.</td>
<td>$17585</td>
<td>0.29%</td>
</tr>
<tr>
<td>6. Private donations from non-profits or foundations.</td>
<td>$1538</td>
<td>0.03%</td>
</tr>
<tr>
<td>7. Other sources (please explain). Students fees and fundraising.</td>
<td>$45568</td>
<td>0.76%</td>
</tr>
<tr>
<td>Total revenue/funding</td>
<td>$5975977</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

| 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>$277054</td>
<td>4.72%</td>
</tr>
<tr>
<td>11. Facilities rental/lease.</td>
<td>$1191016</td>
<td>20.29%</td>
</tr>
<tr>
<td>12. Facilities maintenance and upkeep.</td>
<td>$509234</td>
<td>8.68%</td>
</tr>
<tr>
<td>13. Instructional personnel salaries.</td>
<td>$2026267</td>
<td>34.53%</td>
</tr>
<tr>
<td>14. Instructional personnel performance based bonuses.</td>
<td>$28800</td>
<td>0.49%</td>
</tr>
<tr>
<td>15. Administrative non-clerical personnel salaries.</td>
<td>$303373</td>
<td>5.17%</td>
</tr>
<tr>
<td>16. Administrative, non-clerical personnel performance bonuses.</td>
<td>$0</td>
<td>0.0%</td>
</tr>
<tr>
<td>17. Support staff salaries (maintenance, clerical, etc.).</td>
<td>$241092</td>
<td>4.11%</td>
</tr>
<tr>
<td>18. Program supplies (books, computers, student instructional aides).</td>
<td>$139500</td>
<td>2.38%</td>
</tr>
<tr>
<td>19. Professional development.</td>
<td>$12083</td>
<td>0.21%</td>
</tr>
<tr>
<td>20. Public relations / advertising.</td>
<td>$12628</td>
<td>0.22%</td>
</tr>
<tr>
<td>21. Student programs and activities (non-athletic).</td>
<td>$579621</td>
<td>9.88%</td>
</tr>
<tr>
<td>22. Student programs and activities (athletic).</td>
<td>$8547</td>
<td>0.15%</td>
</tr>
<tr>
<td>23. Other (please explain broadly):</td>
<td>$539648</td>
<td>9.20%</td>
</tr>
</tbody>
</table>

The amount above consists of fees and expenses incurred which include, but are not limited to the following functions:
- Operations
- HR Support
- Financial Accounting services
- Facilities Management
- Reporting and Communication with governmental entities
- Contract Management
- Community Outreach
- School Level Fundraising

| Total expenses.                                     | $5868864 | 100.0%     |
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:
### A. DIRECTORY INFORMATION

**NAME OF CHARTER SCHOOL:** UNO Rogers Park Elementary  
**TELEPHONE NUMBER:** 312.432.6302  
**FAX NUMBER:** 312.432.0077  
**STREET ADDRESS:** 2050 N Natchez, Chicago, 60707  
**NUMBER OF SCHOOL SITES IN 2012-2013:** 1  
**NAME OF PERSON COMPLETING THIS FORM:** Matthew Moeller  
**TELEPHONE NUMBER:** 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:** Richard Rodriguez  
**SCHOOL'S WEBSITE ADDRESS:** www.unocharterschools.org

### B. STUDENT DATA

1. Did your school hold an enrollment lottery for 2012-2013?  
☐ Yes ☐ No  

2. How many student enrollment applications were received for 2012-2013?  
512

3. From these applications, how many students were selected via lottery?  
512

4. How many students were on waiting list 2012-2013 on 20th day of school?  
191

5. Grades served in 2012-2013.  
K-8

6. Student enrollment in 2012-2013 on 20th day of school.  
486

<table>
<thead>
<tr>
<th>Grade</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>66</td>
<td>39</td>
<td>105</td>
</tr>
<tr>
<td>1</td>
<td>64</td>
<td>39</td>
<td>103</td>
</tr>
</tbody>
</table>

8. What was 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>64</td>
<td>64</td>
<td>128</td>
</tr>
<tr>
<td>1</td>
<td>64</td>
<td>64</td>
<td>128</td>
</tr>
</tbody>
</table>

9. What is the estimated enrollment for 2013-2014 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>64</td>
<td>128</td>
</tr>
<tr>
<td>1</td>
<td>64</td>
<td>64</td>
<td>128</td>
</tr>
</tbody>
</table>

10. What is the max capacity for student seats at each grade level in 2013-2014?  

<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>
</tbody>
</table>
B. STUDENT DATA (Continued)

11. Number of out-of-district students served in 2012-2013 on a tuition basis: 0

12. School day in 2012-2013: From 8:00 a.m. to 3:30 p.m. Average number of instructional minutes per day: 420

13. Number of students who attended during 2011-2012 but did not return at the beginning of the 2012-2013 school year: # Male 0 # Female 0
Do not include students who completed last grade available at charter school.

14. Student discipline during 2012-2013. 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>20 / 3.75 %</td>
<td>0 / 0 %</td>
<td>70</td>
</tr>
<tr>
<td>Raw # Male 32 # Female 28</td>
<td>Raw # Male 0 # Female 0</td>
<td>Raw # Male 64 # Female 6</td>
</tr>
</tbody>
</table>

15. Student Retention during 2012-2013. 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>60</td>
<td>24</td>
<td>0</td>
</tr>
<tr>
<td># Male 32 # Female 28</td>
<td># Male 10 # Female 14</td>
<td># Male 0 # Female 0</td>
</tr>
</tbody>
</table>

16. Number of high school graduates during 2012-2013. N/A # Male N/A # Female N/A

17. Average class size for general education classrooms only. 30.37 # Male 16.8 # Female 15.6

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

19. Average class size for all classrooms (include special education pull-out classes). 30.37 # Male 16.1 # Female 14.6

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

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

22. Average entering test scores at lowest grade served or lowest grade tested.
   Grade: 3 Name of test: ISAT (ISAT, NWEA, EPAS, etc.) Score: 200.5

23. 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: 255.8
## C. STAFF DATA

<table>
<thead>
<tr>
<th>Q.</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Total number of instructional personnel (in FTE) in 2011-2012</td>
<td>0</td>
</tr>
<tr>
<td>2. Total number of instructional personnel (in FTE) in 2012-2013</td>
<td>25</td>
</tr>
<tr>
<td>3. Total number of 2011-2012 staff who remained at school for 2012-2013 school year</td>
<td>30.5</td>
</tr>
<tr>
<td>4. Of the instructional staff at school in 2012-2013, how many maintain Illinois teaching certificates?</td>
<td>24</td>
</tr>
<tr>
<td>5. Number of 2012-2013 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. Number of instructional personnel who completed neither alternative nor traditional certification.</td>
<td>1</td>
</tr>
<tr>
<td>7. Number and percentage of instructional personnel with at least a Master’s degree in a relevant field.</td>
<td>3 / 12%</td>
</tr>
<tr>
<td>8. Number and percentage of instructional personnel with at least a PhD in relevant field.</td>
<td>0 / 0%</td>
</tr>
<tr>
<td>9. Average number of years experience in classroom for instructional staff.</td>
<td>2.52</td>
</tr>
<tr>
<td>10. Average number of years experience in classroom at current charter school for instructional staff.</td>
<td>.96</td>
</tr>
<tr>
<td>11. Is your staff unionized? If Yes, what union? Chicago Alliance of Charter Teachers and Staff (Chicago ACTS)</td>
<td>Yes</td>
</tr>
<tr>
<td>12. Number of full staff development days included in 2012-2013 school year.</td>
<td>8</td>
</tr>
<tr>
<td>13. Did your charter school distribute performance bonuses for instructional staff for the 2012-2013 school year?</td>
<td>Yes</td>
</tr>
<tr>
<td>14. What was the total dollar amount of bonuses received by instructional staff members for 2012-2013?</td>
<td>$24,000</td>
</tr>
<tr>
<td>15. What is the representation of bonuses as a percentage of total salary compensation for 2012-2013 instructional staff?</td>
<td>1.70%</td>
</tr>
<tr>
<td>16. Number of non-clerical administrative personnel (in FTE) in 2012-2013. Please list positions included in count.</td>
<td>3</td>
</tr>
<tr>
<td>Academic Director (1), Master Teacher (2)</td>
<td></td>
</tr>
<tr>
<td>17. Of these, how many (in FTE) maintain Illinois administrative certificates?</td>
<td>1</td>
</tr>
<tr>
<td>18. Did your charter school distribute performance bonuses for non-clerical administrative personnel for the 2012-2013 school year?</td>
<td>No</td>
</tr>
<tr>
<td>19. What was the total dollar amount of bonuses received by non-clerical administrative personnel in 2012-2013?</td>
<td>N/A</td>
</tr>
<tr>
<td>20. What is the representation of bonuses as a percentage of total salary compensation for 2012-2013 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 2012-2013. **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 most 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 students.

☐ 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 quality of 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 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.

4. Provide state grants to all schools including those in renewal periods.

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.

8. Provide transportation funding.

   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.
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.

☐ 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 for charters that are high-performing and have demonstrated a consistent track record of student achievement over a specific period of time.
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.

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 2012-2013.

☑ 2. The school has had a contract with a not-for-profit CMO or EMO in the past (specify years: 1).

☐ 3. The school had a contract with a for-profit CMO or EMO for the first time in 2012-2013.

☐ 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?

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 2012-2013 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? **Quarterly**
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-CSN graduates are ready for the rigors of high school, college, and beyond. They are technologically adept, culturally literate, and communicate effectively.
  As citizen-leaders, UNO-CSN graduates are informed, active, and responsible members of their communities.
  Intellectually Curious
  As knowledge seekers, UNO-CSN 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 16 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 nine of our elementary campuses have partnered with The Achievement Network for 2013-2014. 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 adjust 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 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 continues 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 have formed teacher-leader curriculum task forces who 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 continue to expand 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.). We also continue to strengthen our 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 continues to refine STRIVE as we embark on its second year of implementation, further prioritizing workforce development, providing teacher support where needed, and helping current staff identify advancement opportunities throughout the organization. These professional opportunities for teachers create a positive classroom environment, which adds to our student’s success.

- Building Systems and Capacity for Better Data-Driven Decision Making
  UNO-CSN uses 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 we ensures that teachers and school leaders make instructional decisions based on both student strengths and areas for improvement. In addition, UNO-CSN continues to hold itself to high levels of accountability and transparency that lead to increased student success and continual network growth.

- Pushing for Authentic Parent Engagement
  UNO-CSN encourages strong parental involvement because we view parent and family engagement as one of the most crucial components of our student’s success. We believe that forming strong teacher-parent and home-school relationships further invests each student in his or 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. This parental and community involvement works because it is grounded in a genuine and open line of communication. Each UNO-CSN school has a Parent Outreach Coordinator on staff, who provides a campus-based point of contact for families and manages initiatives such as parent leadership training and skill building workshops. We also require our teachers to visit each of their students at home. These home visits establish a working relationship between parents and teachers that is truly reciprocal: while teachers detail student expectations, parents hold teachers accountable for the type of academic, social, and emotional support they believe their children will need to achieve their full potential. In addition, quarterly parent-teacher strategy meetings, as well as monthly family literacy nights at our elementary schools and student showcase nights at our high school strengthen this working relationship. Each of our schools also encourages parental involvement in the community by inviting parents to partake in numerous volunteer opportunities year-round. Our students have continued to succeed because of our dedication to parental and community involvement in our schools.
### 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. Please report actuals for Fiscal Year 2013 rather than budgeted.

1. Public funds from federal government. $6,985,111 11.29%
2. Public funds from state government. $3,626,920 5.86%
3. Public funds from local government. $4,786,799 77.36%
4. Private donations from individuals. $1,426,800 0.23%
5. Private donations from corporations. $1,758,500 0.28%
6. Private donations from non-profits or foundations. $2,515,380 4.07%
7. Other sources (please explain).
   - Student fees and fundraising. $5,601,000 0.91%
8. Total revenue/funding. $6,187,404 100.00%
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.). $2,565,711 5.52%
11. Facilities rental/lease. $3,737,820 8.04%
12. Facilities maintenance and upkeep. $6,206,100 13.34%
13. Instructional personnel salaries. $1,542,126 33.14%
14. Instructional personnel performance based bonuses. $240,000 0.52%
15. Administrative non-clerical personnel salaries. $1,930,980 4.15%
16. Administrative, non-clerical personnel performance bonuses. $0 0.0%
17. Support staff salaries (maintenance, clerical, etc.). $2,615,150 5.62%
18. Program supplies (books, computers, student instructional aides). $4,194,530 9.02%
19. Professional development. $1,289,100 0.28%
20. Public relations / advertising. $446,080 0.96%
21. Student programs and activities (non-athletic). $4,245,290 9.13%
22. Student programs and activities (athletic). $1,410,500 0.30%
23. Other (please explain broadly):
   - The amount above consists of fees and expenses incurred which include, but are not limited to the following functions:
     - Operations ▪ HR Support ▪ Financial Accounting services ▪ Facilities Management
     - Reporting and Communication with governmental entities ▪ Contract Management
     - Community Outreach ▪ School Level Fundraising
   - Total expenses. $4,651,593 100.00%
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:
### A. DIRECTORY INFORMATION

**NAME OF CHARTER SCHOOL**
UNO Soccer Academy

**STREET ADDRESS (Number, Street, City, State, 9 Digit Zip Code)**
5050 S. Homan Ave., Chicago, Illinois 60632

**TELEPHONE NUMBER** (Include Area Code)
312.432.6302

**NAME OF PERSON COMPLETING THIS FORM**
Matthew Moeller

**NAME OF CHARTER SCHOOL DIRECTOR**
Matthew Moeller

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

**NAME OF CHARTER SCHOOL GOVERNING BOARD PRESIDENT**
Richard Rodriguez

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

**B. STUDENT DATA**

1. Did your school hold an enrollment lottery for 2012-2013?  
   - Yes  
   - No

2. How many student enrollment applications were received for 2012-2013?  
   - 1562

3. From these applications, how many students were selected via lottery?  
   - 68

4. How many students were on waiting list 2012-2013 on 20th day of school?  
   - 1494

5. Grades served in 2012-2013:  
   - K-8

6. Student enrollment in 2012-2013 on 20th day of school.  
   - 575

7. Student enrollment in 2012-2013 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>32</td>
<td>96</td>
</tr>
<tr>
<td>1</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>2</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>3</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>4</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>5</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>6</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>7</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>8</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>9</td>
<td>64</td>
<td>31</td>
<td>95</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>
</tbody>
</table>

Total enrollment: 576

8. What was 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>64</td>
<td>32</td>
<td>96</td>
</tr>
<tr>
<td>1</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>2</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>3</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>4</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>5</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>6</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>7</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>8</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>9</td>
<td>64</td>
<td>31</td>
<td>95</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>
</tbody>
</table>

Max capacity total: 576

9. What is the estimated enrollment for 2013-2014 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>32</td>
<td>96</td>
</tr>
<tr>
<td>1</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>2</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>3</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>4</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>5</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>6</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>7</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>8</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>9</td>
<td>64</td>
<td>31</td>
<td>95</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>
</tbody>
</table>

Estimated enrollment total: 576

10. What is the max capacity for student seats at each grade level in 2013-2014?

<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>32</td>
<td>96</td>
</tr>
<tr>
<td>1</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>2</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>3</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>4</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>5</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>6</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>7</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>8</td>
<td>64</td>
<td>31</td>
<td>95</td>
</tr>
<tr>
<td>9</td>
<td>64</td>
<td>31</td>
<td>95</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>
</tbody>
</table>

Max capacity total: 576
B. STUDENT DATA (Continued)

11. Number of out-of-district students served in 2012-2013 on a tuition basis: 0

12. School day in 2012-2013: From 8:00 a.m. to 3:30 p.m. Average number of instructional minutes per day: 420

13. Number of students who attended during 2011-2012 but did not return at the beginning of the 2012-2013 school year: # Male 10, # Female 11

14. Student discipline during 2012-2013. 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 0 %</td>
<td>0 / 0 %</td>
<td>Raw # Male 6 # Female 1</td>
<td></td>
</tr>
</tbody>
</table>

15. Student Retention during 2012-2013. 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>13</td>
</tr>
<tr>
<td># Male 6 # Female 2</td>
</tr>
</tbody>
</table>

16. Number of high school graduates during 2012-2013. N/A # Male N/A # Female N/A

17. Average class size for general education classrooms only. 31.9 # Male 17.6 # Female 14.2

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

19. Average class size for all classrooms (include special education pull-out classes). 31.9 # Male 17.6 # Female 14.2

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

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

22. Average entering test scores at lowest grade served or lowest grade tested. Grade: 3 Name of test: ISAT (ISAT, NWEA, EPAS, etc.) Score: 210.5

23. 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: 263.8
### C. STAFF DATA

1. Total number of instructional personnel (in FTE) in 2011-2012. 25.5
2. Total number of instructional personnel (in FTE) in 2012-2013. 27.5
3. Total number of 2011-2012 staff who remained at school for 2012-2013 school year. 34
4. Of the instructional staff at school in 2012-2013, how many maintain Illinois teaching certificates? 24
5. Number of 2012-2013 instructional personnel who entered classroom via an alternative certification program. 3
   - List name of program. Common school(s)/program(s): Teach for America
6. Number of instructional personnel who completed neither alternative nor traditional certification. 3.5
7. Number and percentage of instructional personnel with at least a Master's degree in a relevant field. 11 / 40 %
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. 2.68
10. Average number of years experience in classroom at current charter school for instructional staff. 1.74
11. Is your staff unionized? If Yes, what union? **Chicago Alliance of Charter Teachers and Staff (Chicago ACTS)**
   - Yes □ No □
12. Number of full staff development days included in 2012-2013 school year. 8
13. Did your charter school distribute performance bonuses for instructional staff for the 2012-2013 school year? Yes □ No □
   - Total dollar amount of bonuses received by instructional staff members for 2012-2013. $27,800
14. What is the representation of bonuses as a percentage of total salary compensation for 2012-2013 instructional staff? 1.57%
15. Number of non-clerical administrative personnel (in FTE) in 2012-2013. 3
   - Please list positions included in count. **Academic Director (1), Master Teacher (2)**
16. Of these, how many (in FTE) maintain Illinois administrative certificates? 0
17. Did your charter school distribute performance bonuses for non-clerical administrative personnel for the 2012-2013 school year? □ Yes □ No
18. What was the total dollar amount of bonuses received by non-clerical administrative personnel in 2012-2013? N/A
19. What is the representation of bonuses as a percentage of total salary compensation for 2012-2013 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 2012-2013. 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 most 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 students.

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 quality of 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 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.

4. Provide state grants to all schools including those in renewal periods.

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.

8. Provide transportation funding.

   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.
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.

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 for charters that are high-performing and have demonstrated a consistent track record of student achievement over a specific period of time.
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 2012-2013.

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

☐ 3. The school had a contract with a for-profit CMO or EMO for the first time in 2012-2013.

☐ 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?  
| ☑   |    | 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 2012-2013 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? Quarterly  

ISBE 87-13 (7/13)  
Page 9 of 13
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-CSN graduates are ready for the rigors of high school, college, and beyond. They are technologically adept, culturally literate, and communicate effectively.
- C civically Engaged
  As citizen-leaders, UNO-CSN graduates are informed, active, and responsible members of their communities.
- Intellectually Curious
  As knowledge seekers, UNO-CSN 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 16 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 nine of our elementary campuses have partnered with The Achievement Network for 2013-2014. 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 adjust 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 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 continues 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 have formed teacher-leader curriculum task forces who 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 continue to expand 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.). We also continue to strengthen our 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 continues to refine STRIVE as we embark on its second year of implementation, further prioritizing workforce development, providing teacher support where needed, and helping current staff identify advancement opportunities throughout the organization. These professional opportunities for teachers create a positive classroom environment, which adds to our student's success.

- Building Systems and Capacity for Better Data-Driven Decision Making
   UNO-CSN uses 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 we ensures that teachers and school leaders make instructional decisions based on both student strengths and areas for improvement. In addition, UNO-CSN continues to hold itself to high levels of accountability and transparency that lead to increased student success and continual network growth.

- Pushing for Authentic Parent Engagement
   UNO-CSN encourages strong parental involvement because we view parent and family engagement as one of the most crucial components of our student's success. We believe that forming strong teacher-parent and home-school relationships further invests each student in his or 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. This parental and community involvement works because it is grounded in a genuine and open line of communication. Each UNO-CSN school has a Parent Outreach Coordinator on staff, who provides a campus-based point of contact for families and manages initiatives such as parent leadership training and skill building workshops. We also require our teachers to visit each of their students at home. These home visits establish a working relationship between parents and teachers that is truly reciprocal: while teachers detail student expectations, parents hold teachers accountable for the type of academic, social, and emotional support they believe their children will need to achieve their full potential. In addition, quarterly parent-teacher strategy meetings, as well as monthly family literacy nights at our elementary schools and student showcase nights at our high school strengthen this working relationship. Each of our schools also encourages parental involvement in the community by inviting parents to partake in numerous volunteer opportunities year-round. Our students have continued to succeed because of our dedication to parental and community involvement in our schools.
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. Please report actuals for Fiscal Year 2013 rather than budgeted.

1. Public funds from federal government. $ 697465 12.05 %
2. Public funds from state government. $ 500083 8.64 %
3. Public funds from local government. $ 4475225 77.31 %
4. Private donations from individuals. $ 15768 0.27 %
5. Private donations from corporations. $ 17585 0.30 %
6. Private donations from non-profits or foundations. $ 1538 0.03 %
7. Other sources (please explain).
   Student fees and fundraising.
8. Total revenue/funding. $ 5788614 100.00 %
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). $ 357219 6.97 %
11. Facilities rental/lease. $ 410072 8.01 %
12. Facilities maintenance and upkeep. $ 504211 9.84 %
13. Instructional personnel salaries. $ 1945149 37.98 %
14. Instructional personnel performance based bonuses. $ 27800 0.54 %
15. Administrative non-clerical personnel salaries. $ 306204 5.98 %
16. Administrative, non-clerical personnel performance bonuses. $ 225120 4.39 %
17. Support staff salaries (maintenance, clerical, etc.). $ 202080 3.94 %
18. Program supplies (books, computers, student instructional aides). $ 10862 0.21 %
19. Professional development. $ 11194 0.22 %
20. Public relations/ advertising. $ 574280 11.21 %
21. Student programs and activities (non-athletic). $ 8107 0.16 %
22. Student programs and activities (athletic). $ 540293 10.55 %
23. Other (please explain broadly): $ 5122591 100.00 %

The amount above consists of fees and expenses incurred which include, but are not limited to the following functions:
- Operations
- HR Support
- Financial Accounting services
- Facilities Management
- Reporting and Communication with governmental entities
- Contract Management
- Community Outreach
- School Level Fundraising

ISBE 87-13 (7/13)
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:
### B. STUDENT DATA

1. Did your school hold an enrollment lottery for 2012-2013?  
   - [ ] Yes  
   - [x] No  
   - 675

2. How many student enrollment applications were received for 2012-2013?  
   - 72

3. From these applications, how many students were selected via lottery?  
   - 603

4. How many students were on the waiting list for 2012-2013 on the 20th day of school?  
   - 638

5. Grades served in 2012-2013.  
   - K-8

6. What was the student enrollment in 2012-2013 on the 20th day of school?  
   - 638

#### 7. Student enrollment in 2012-2013 by grade on the 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>63</td>
<td>63</td>
</tr>
<tr>
<td>1</td>
<td>32</td>
<td>31</td>
</tr>
<tr>
<td>2</td>
<td>30</td>
<td>34</td>
</tr>
<tr>
<td>3</td>
<td>96</td>
<td>96</td>
</tr>
<tr>
<td>4</td>
<td>64</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>64</td>
<td>37</td>
</tr>
<tr>
<td>6</td>
<td>30</td>
<td>34</td>
</tr>
<tr>
<td>7</td>
<td>27</td>
<td>31</td>
</tr>
<tr>
<td>8</td>
<td>56</td>
<td>34</td>
</tr>
<tr>
<td>9</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>11</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>12</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Total</td>
<td>638</td>
<td></td>
</tr>
</tbody>
</table>

8. What was the max capacity for student seats at each grade level in 2012-2013?  
   - Max capacity total: 640

9. What is the estimated enrollment for 2013-2014 on the 20th day of school?  
   - Estimated enrollment total: 640

10. What is the max capacity for student seats at each grade level in 2013-2014?  
    - Max capacity total: 640
Please do not type beyond the space provided.

B. STUDENT DATA (Continued)

11. Number of out-of-district students served in 2012-2013 on a tuition basis: 0

12. School day in 2012-2013: From 8:00 a.m. to 3:30 p.m. Average number of instructional minutes per day: 420

13. Number of students who attended during 2011-2012 but did not return at the beginning of the 2012-2013 school year: Male _#_ Female 19

14. Student discipline during 2012-2013. 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 19 # Female 0</td>
</tr>
</tbody>
</table>

15. Student Retention during 2012-2013. 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>
</tbody>
</table>

16. Number of high school graduates during 2012-2013. N/A

17. Average class size for general education classrooms only: 32 # Male 17 # Female 18.3

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

19. Average class size for all classrooms (include special education pull-out classes): 32 # Male 17 # Female 18.3

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

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

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

   Grade: 3 Name of test: ISAT (ISAT, NWEA, EPAS, etc.) Score: 216.7

23. 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: 262.9
### C. STAFF DATA

<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 2011-2012.</td>
</tr>
<tr>
<td></td>
<td>28.5</td>
</tr>
<tr>
<td>2.</td>
<td>Total number of instructional personnel (in FTE) in 2012-2013.</td>
</tr>
<tr>
<td></td>
<td>29.5</td>
</tr>
<tr>
<td>3.</td>
<td>Total number of 2011-2012 staff who remained at school for 2012-2013 school year.</td>
</tr>
<tr>
<td></td>
<td>31.5</td>
</tr>
<tr>
<td>4.</td>
<td>Of the instructional staff at school in 2012-2013, how many maintain Illinois teaching certificates?</td>
</tr>
<tr>
<td></td>
<td>26.5</td>
</tr>
<tr>
<td>5.</td>
<td>Number of 2012-2013 instructional personnel who entered classroom via an alternative certification program.</td>
</tr>
<tr>
<td></td>
<td>List name of program: Teach for America</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Number of instructional personnel who completed neither alternative nor traditional certification.</td>
</tr>
<tr>
<td></td>
<td>3</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></td>
<td>14 / 47.4 %</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></td>
<td>0 / 0 %</td>
</tr>
<tr>
<td>9.</td>
<td>Average number of years experience in classroom for instructional staff.</td>
</tr>
<tr>
<td></td>
<td>4.31</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></td>
<td>2.85</td>
</tr>
<tr>
<td>11.</td>
<td>Is your staff unionized?</td>
</tr>
<tr>
<td></td>
<td>Yes [□] No [✓] Chicago Alliance of Charter Teachers and Staff (Chicago ACTS)</td>
</tr>
<tr>
<td>12.</td>
<td>Number of full staff development days included in 2012-2013 school year.</td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
<tr>
<td>13.</td>
<td>Did your charter school distribute performance bonuses for instructional staff for the 2012-2013 school year?</td>
</tr>
<tr>
<td></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 2012-2013?</td>
</tr>
<tr>
<td></td>
<td>$59,225</td>
</tr>
<tr>
<td>15.</td>
<td>What is the representation of bonuses as a percentage of total salary compensation for 2012-2013 instructional staff?</td>
</tr>
<tr>
<td></td>
<td>2.99%</td>
</tr>
<tr>
<td></td>
<td>List positions included in count.</td>
</tr>
<tr>
<td></td>
<td>Academic Director (1), Master Teacher (2)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Of these, how many (in FTE) maintain Illinois administrative certificates?</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td>18.</td>
<td>Did your charter school distribute performance bonuses for non-clerical administrative personnel for the 2012-2013 school year?</td>
</tr>
<tr>
<td></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 2012-2013?</td>
</tr>
<tr>
<td></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 2012-2013 non-clerical administrative personnel?</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>
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 most 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 quality of 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 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.

4. Provide state grants to all schools including those in renewal periods.

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

6. Appropriately fund 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.

8. Provide transportation funding.

   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.
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.

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 for charters that are high-performing and have demonstrated a consistent track record of student achievement over a specific period of time.
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.

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 2012-2013.

☑ 2. The school has had a contract with a not-for-profit CMO or EMO in the past (specify years: 5).

☐ 3. The school had a contract with a for-profit CMO or EMO for the first time in 2012-2013.

☐ 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?

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 2012-2013 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? **Quarterly**
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-CSN 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-CSN graduates are informed, active, and responsible members of their communities.
- Intellectually Curious
  As knowledge seekers, UNO-CSN 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 16 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 nine of our elementary campuses have partnered with The Achievement Network for 2013-2014. 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 adjust 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 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 continues 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 have formed teacher-leader curriculum task forces who 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 continue to expand 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.). We also continue to strengthen our 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 continues to refine STRIVE as we embark on its second year of implementation, further prioritizing workforce development, providing teacher support where needed, and helping current staff identify advancement opportunities throughout the organization. These professional opportunities for teachers create a positive classroom environment, which adds to our student's success.

   · Building Systems and Capacity for Better Data-Driven Decision Making
   UNO-CSN uses 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 we ensures that teachers and school leaders make instructional decisions based on both student strengths and areas for improvement. In addition, UNO-CSN continues to hold itself to high levels of accountability and transparency that lead to increased student success and continual network growth.

   · Pushing for Authentic Parent Engagement
   UNO-CSN encourages strong parental involvement because we view parent and family engagement as one of the most crucial components of our student's success. We believe that forming strong teacher-parent and home-school relationships further invests each student in his or 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. This parental and community involvement works because it is grounded in a genuine and open line of communication. Each UNO-CSN school has a Parent Outreach Coordinator on staff, who provides a campus-based point of contact for families and manages initiatives such as parent leadership training and skill building workshops. We also require our teachers to visit each of their students at home. These home visits establish a working relationship between parents and teachers that is truly reciprocal: while teachers detail student expectations, parents hold teachers accountable for the type of academic, social, and emotional support they believe their children will need to achieve their full potential. In addition, quarterly parent-teacher strategy meetings, as well as monthly family literacy nights at our elementary schools and student showcase nights at our high school strengthen this working relationship. Each of our schools also encourages parental involvement in the community by inviting parents to partake in numerous volunteer opportunities year-round. Our students have continued to succeed because of our dedication to parental and community involvement in our schools.
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. Please report actuals for Fiscal Year 2013 rather than budgeted.

1. Public funds from federal government. $715860 11.25 %
2. Public funds from state government. $542039 8.52 %
3. Public funds from local government. $4993191 78.48 %
4. Private donations from individuals. $14268 0.22 %
5. Private donations from corporations. $17585 0.28 %
6. Private donations from non-profits or foundations. $1538 0.02 %
7. Other sources (please explain). $78123 1.23 %
   Student fees and fundraising.
8. Total revenue/funding. $6362605 100.00 %
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). $343562 6.39 %
11. Facilities rental/lease. $381271 7.09 %
12. Facilities maintenance and upkeep. $439237 8.17 %
13. Instructional personnel salaries. $2180482 40.59 %
14. Instructional personnel performance based bonuses. $59225 1.10 %
15. Administrative non-clerical personnel salaries. $313276 5.83 %
16. Administrative, non-clerical personnel performance bonuses. $0 0.0 %
17. Support staff salaries (maintenance, clerical, etc.). $248037 4.62 %
18. Program supplies (books, computers, student instructional aides). $182722 3.40 %
19. Professional development. $15645 0.29 %
20. Public relations / advertising. $12054 0.22 %
21. Student programs and activities (non-athletic). $597767 11.12 %
22. Student programs and activities (athletic). $8179 0.15 %
23. Other (please explain broadly): $592801 11.03 %

The amount above consists of fees and expenses incurred which include, but are not limited to the following functions:

- Operations
- HR Support
- Financial Accounting services
- Facilities Management
- Reporting and Communication with governmental entities
- Contract Management
- Community Outreach
- School Level Fundraising

24. Total expenses. $5374256 100.00 %
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: