

**Original Application**

# DELAWARE DEPARTMENT OF EDUCATION

## CHARTER SCHOOL APPLICATION FORM FOR

A NEW SCHOOL TO BE OPENED

2009 DEC 31 AM 9 32

IN AUGUST OR SEPTEMBER 2010

Las Americas ASPIRA Academy

Name of Proposed School

MariBeth Welch

Name of Contact Person

Jaime H. Rivera, M.D.

Name of the Head of the Board of Directors

mwelch@aspirail.org

Mailing Address of Contact Person

AUGUST 16, 2010

Proposed Opening Date

773-733-3632 x 135 (ASPIRA Inc. of Illinois)

Telephone Number of Contact Person

K-8

Grades for School

773-733-3632

Fax Number of Contact Person

mwelch@aspirail.org

E-mail Address of Contact Person

First Year Enrollment

340

Total Number

K-1 & 5

First Year Grade Span

Second Year Enrollment

540

Total Number

K-2 & 5-6

Second Year Grade Span

Third Year Enrollment

740

Total Number

K-3 & 5-7

Third Year Grade Span

Fourth Year Enrollment

940

Total Number

K-8

Fourth Year Grade Span

Note: If this application is approved by the Department of Education and State Board of Education, with or without amendment, the final approved application and any amendments and conditions will serve as the approved charter for the school. Once granted, a charter cannot be modified without the approval of the Secretary of Education (see 14 Delaware Code, Section 511).

### Enrollment Breakdown by Grades

List the enrollment per grade for each of the first four years of school operation.

**First Year Enrollment**

Grade	Number
K	120
1	120
5	120
<b>Total 1<sup>st</sup> Year Enrollment</b>	<b>360</b>

**Second Year Enrollment**

Grade	Number
K	120
1	100
2	120
5	100
6	120
<b>Total 2<sup>nd</sup> Year Enrollment</b>	<b>560</b>

**Third Year Enrollment**

Grade	Number
K	120
1	100
2	100
3	120
5	100
6	100
7	120
<b>Total 3<sup>rd</sup> Year Enrollment</b>	<b>760</b>

**Fourth Year Enrollment**

Grade	Number
K	120
1	100
2	100
3	100
4	120
5	100
6	100
7	100
8	120
<b>Total 4<sup>th</sup> Year Enrollment</b>	<b>960</b>

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**Las Americas ASPIRA Academy Narrative (one page).**

The *mission* of the **Las Americas ASPIRA Academy (LAAA)** is to provide a world-class education that prepares students through a dual language project-based learning curriculum, to become healthy productive community members and leaders, with an *expectation* that *every* child, regardless of race, gender, ethnicity, or socio-economic level, is college bound. In the initial four year authorization of the charter, LAAA will serve students K-8, beginning in the initial year with grades K-1 and 5. To be located in New Castle County, the school will seek to achieve a student body that is 50% First language Spanish - English Language Learners & 50% First Language English – Spanish Language Learners, and will serve 940 K-8 students of diverse ethnic, racial and socio-economic backgrounds, by FY2014.

The Las Americas ASPIRA Academy (LAAA) is the direct outgrowth of the mission of ASPIRA of Delaware, Inc., an associate office of the national ASPIRA Association. ASPIRA, since its start with ASPIRA New York, has had over forty-seven years of experience creating and implementing formal and informal education programs that build up youth self-esteem, cultural awareness, and leadership abilities. ASPIRA associate offices successfully operate nine charter schools in 3 cities: Philadelphia, Miami and Chicago. Originally founded as a Puerto-Rican organization, ASPIRA Associate Offices in the 6 states of Connecticut, New York, New Jersey, Delaware, Florida and Illinois and the commonwealth of Puerto Rico now serve a diverse population of youth, with the specific mission to empower the Puerto Rican and Latino community through advocacy and the education and leadership development of its youth.

A 2008 report<sup>1</sup> released by the Delaware Governor's Commission on Hispanic Affairs states that "over the last ten years the number of Hispanic children in Delaware's schools has grown significantly with an overall increase of about 60% between the '97-'98 and '07-'08 school years. Forty-four percent of Hispanic students enrolled in English language learner programming. Data from the Department of Education show that they continue to experience significant achievement gaps. For instance, when examining the annual Delaware State Testing Program (DSTP) scores, we find that across all test subjects, Hispanic ethnicity and limited English proficiency (LEP) are both associated with low testing scores." The LAAA dual language immersion project-based learning curriculum, where students learn language while learning academic content aligned to Delaware standards, is a proven approach for English Language Learners to attain both English literacy and to meet and exceed state learning standards.

**The academic, physical, social, and emotional development of our students rests on:**

- ***ASPIRA Principles*** of Awareness, Analysis and Action;
- The belief that the defining feature of a superb education rests on *what happens in the classroom*. Everything starts in the classroom and must be built around it;
- Setting *high expectations* that *every* student is college-bound;
- ***Building on the first language*** of English Language Learners to increase their academic performance and enriching the education of English-speaking children by having them achieve *literacy and fluency in a second language*;
- Creating ***strong partnerships*** among parents, community, private sectors, teachers and staff to increase overall educational achievement and attainment.

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<sup>1</sup> **The Education Status of the Hispanic Community in Delaware: An Issue Brief Presented by the Governor's Consortium on Hispanic Affairs** In Collaboration with the University of Delaware Center for Community Research and Service Issue Brief 2 | October, 2008.

## **Q#1. Applicant Qualifications**

ASPIRA of Delaware, Inc. is the founding community-based organization which decided to create the Las Americas ASPIRA Academy (LAAA), in response to the critical need for culturally relevant and pedagogically effective small schools that will set high education expectations and deliver a world class curriculum to Hispanic students and other underserved youth currently experiencing low academic outcomes. Dr. Jaime Rivera, the Chairperson of the ASPIRA of Delaware Board of Directors, the ASPIRA Board Members, and the parents and community members of the Wilmington Area Latino Communities have reached out to community partners<sup>1</sup> who have responded very positively to the LAAA proposal to locate a K-8 dual language project-based learning charter school in the New Castle County area where there are emerging and growing diverse income communities with growing Hispanic populations.

- a. Describe the involvement of each of the Delaware certified teachers, parents, and community members who have participated in the preparation of the application and the development of the proposed school.**

The Las Americas ASPIRA Academy charter school development team who participated in the groundwork and preparation of the application includes Delaware certified teachers, parents and community members, ASPIRA Association partners, and consultants, including ASPIRA Inc. of Illinois, Innovative Schools Development Corporation, The AXIS Group, and CB Richard Ellis.

**Delaware certified teachers:** Caridad Alonso is a Delaware certified teacher who is actively involved with ASPIRA's co-curricular programs promoting finishing high school and going to college, is the team leaders for LAAA curriculum development. Named 2007 Delaware Teacher of the Year, Caridad Alonso is a Spanish Reading Specialist in grades one through five at William C. Lewis Dual Language Elementary School in Wilmington. Ms. Alonso is the first Dual Language teacher to receive the Delaware's top educator honor and is the forty-third Teacher of the Year since Delaware's recognition program began in 1965. She also has been extremely active in improving the quality of education in Delaware. She has successfully authored numerous education grants for her school programs totaling nearly \$43,000. Ms. Alonso also developed an immersion foreign language program in Spanish for pre-K and first grade English native speakers. She has trained a cadre of teachers to implement this curriculum using effective instructional strategies. She also serves as an English Language Learner Elementary Support Specialist and provides district-wide monthly professional development workshops. Caridad will serve on the LAAA Board of Directors.

In addition, Margie Lopez Waite, part of the founding group and a member of the LAAA Board, is a Delaware certified K-8 teacher and a parent of two children enrolled in Delaware K-12 Public Schools. She brought these multiple perspectives to the table in developing the mission and vision of the Las Americas ASPIRA Academy.

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<sup>1</sup> See Appendix 1A: Community partner letters of support from the University of Delaware, Westside Family Healthcare, and the Delaware State Chamber of Commerce.

**Delaware Parents of K-12 Students:** To supplement the perspective brought by Margie Lopez Waite, ASPIRA Illinois, which has assisted throughout the process of developing the LAAA application, ASPIRA of Delaware also contracted with the Innovative Schools Development Corporation (ISDC) to conduct a feasibility study in Spanish and English,<sup>2</sup> interviewing potential parents regarding their concerns and interests related to the creation of a K-8 dual- language charter school. Findings included a high interest in the creation of a dual language charter school in the Bear Delaware area, with 22 out of the 23 parents interviewed stating that they are interested in the ASPIRA concept for their child(ren). The responses to the questionnaire, which asked a total of 25 questions ranging from school dual language concept to school location, school lunch, college expectations, email access and extended day programs were used to further inform and shape the design and offerings of the school.

**The Las Americas ASPIRA Academy Board of Directors** set the mission and vision of the charter and has final approval of the application. Jaime H. Rivera, MD the Chairman of the LAAA Board of Directors has been the team leader for the project, and has been involved with every step of the LAAA charter school development. He has been the liaison with the ASPIRA National Board, with ISDC, and with ASPIRA Inc. of Illinois. He has also reached out to ASPIRA community partners: the University of Delaware, the Westside Family Health Center the Delaware State Chamber of Commerce, the Latin American Community Center, and the Business Roundtable, among others. The Board of LAAA has also identified the probable site of the Las Americas ASPIRA Academy.

- b. Describe how the group that participated in the development of the application came together and if there are any partnership arrangement with existing schools, educational programs, business, non-profit organizations, or any other entities or groups. If any consultants or contractors were enlisted to help prepare this application, identify them, describe their qualifications, and indicate the areas where they provided information and assistance.**

**The Board of Directors of ASPIRA of Delaware, Inc.**, which is an affiliate of the 40 year-old ASPIRA Association, a national Hispanic organization with affiliates in six states and the Commonwealth of Puerto Rico, came together in Spring 2008 to discuss creating a charter school that would meet the educational needs of the growing Delaware Hispanic community. The AOD Board of Directors has been the wind behind the sails of the LAAA charter school launch. However, current members of the boards of directors of LAAA and Aspira of Delaware have been working together on a volunteer basis providing educational services to Hispanic Delawareans as Friends of Aspira for over a decade. Throughout this time, the group has been in active discussion regarding the need for Hispanic-serving charter schools in Delaware.

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<sup>2</sup> See Appendix 1B: Innovative Schools Development Corporation feasibility survey summary. Surveys conducted at the Greater Newark Boys and Girls Club on 11-18-08 as well as the Westside Health Clinic in Brookside 11-25-08.



**Community Partners:** Identified community partners<sup>3</sup> include Westside Family Health which will partner through providing family health support to the school; the Christina School District, which will partner by providing early childhood services; The University of Delaware, which will be a partner in curriculum and professional development; and the Delaware State Chamber of Commerce, among others.

**ASPIRA Association affiliates** in Miami, Philadelphia, and Chicago currently operate nine charter schools. The national ASPIRA Association, and two of the affiliates, ASPIRA Inc. of Illinois and ASPIRA of Pennsylvania, Inc., which currently operate a combined total of 6 charter schools<sup>4</sup>, partnered with ASPIRA of Delaware to produce this Charter School application, consult on instruction and facilities development, and provide back office support to the school for the first four years of its operations. All ASPIRA Charter Schools target underserved youth who are ESL learners and the schools have achieved distinction as charter schools showing significantly higher learning gains among schools serving similar populations. See attached profile of ASPIRA Charter Schools and their current standardized test score performances.<sup>5</sup>

**ASPIRA Inc. of Illinois:** ASPIRA Inc. of Illinois, which operates 4 charter schools in Chicago, IL, brought in their resources to assist ASPIRA DE in the preparation of its application and the start up of their school, including assigning MariBeth Welch, the ASPIRA IL Charter Management Organization Director to be the lead person on the writing and submission of the Las Americas ASPIRA Charter School Application. ASPIRA IL is also offering its back office support services to the ASPIRA DE charter, and will submit a proposal and bid to become the ASPIRA DE CMO at the time that the school becomes approved as a charter.

**Innovative Schools Development Corporation:** ASPIRA of Delaware, Inc. is working with Innovative Schools Development Corporation (ISDC), which is committed to strengthening community-based efforts to create and nurture innovative public schools in Delaware. ISDC was contracted by the ASPIRA Association to assist in the development of the charter school application.<sup>6</sup> ASPIRA Inc. of Illinois, one of the ASPIRA Associations with charter schools became the lead on the development of the application, with ISDC contracted to conduct a feasibility study for the school and to read and comment on all aspects of the application. ISDC brought in additional consultants to assist in providing ground level work on behalf of the completion of the application, including The Axis Group, which provided facilities advisement.

**CB Richard Ellis (CBRE):** ASPIRA Inc. of Illinois also brought in CB Richard Ellis (CBRE) real estate and project management divisions for the identification of temporary and permanent facility properties. It is expected that if the charter is approved, the CBRE will submit a proposal bid to become the project managers for LAAA facilities development.

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<sup>3</sup> See Appendix 1A - Community Partner Letters of Support.

<sup>4</sup> ASPIRA Philadelphia operates 2 K-8 Dual Language schools; ASPIRA Illinois operates 1 middle school 6-8, and 3 high schools, including 1 early college high school.

<sup>5</sup> See Appendix 1C: The ASPIRA Association Schools: Synopsis of their History, Accomplishments, Structure & Function.

<sup>6</sup> See Appendix 1D: ISDC - ASPIRA Letter of Agreement.

List the names, the places of residence, and the phone numbers of the founding board of directors and indicate which members are teachers currently certified in Delaware, parents, and community members. Describe how the location of the founding board members is related to the proposed location of the charter school.

**LAS AMERICAS ASPIRA ACADEMY CHARTER SCHOOL  
FOUNDING BOARD OF DIRECTORS<sup>7</sup>**

<b>BOARD MEMBERS</b>	<b>PLACE OF RESIDENCE &amp; PHONE NUMBER</b>	<b>Occupation/ Professional Position</b>	<b>DE Cert Teacher/ Parent/ Community Member</b>	<b>Proximity to Charter School (proposed Bear DE site)</b>
<b>Dr. Jaime Rivera, M.D.</b>	702 Cardiff Rd, Wilmington, DE 19803 302- 478-8332	Physician / Director, Delaware Division of Public Health, Delaware Department of Health and Social Services	Community Member	8 MILES
<b>Margaret Lopez Waite</b>	36 Peninsula Ct Bear, DE 19701 302-562-7283	DE Certified Teacher / Spanish Teacher, Everett Meredith Middle School, Appoquinimink School District.	Parent of DE K-12 Students / DE Cert Teacher / Community Member	1 MILES
<b>Milton Delgado</b>	217 North Broad St Middletown, DE 19709 302-376-1129	Nemours Health and Prevention Services, Newark, DE Program and Policy Analyst	Community Member	13 MILES
<b>Andres Centellas</b>	1401 Pennsylvania Ave Wilmington, DE 19806 (302) 379 9064	Marketing and Project Manager, Barclays - Wilmington	Community Member	18 MILES
<b>Caridad Alonso</b>	1113 North Franklin St Wilmington, DE 19806 (302) 589-4291	K-5 Spanish Reading Specialist at William C. Lewis Dual Language Elementary School & District K-5 ELL Support Specialist in the Red Clay Consolidated School District	DE Cert Teacher	18 MILES
<b>Monica Gonzales Gillespie</b>	13 Lehigh Ave, Wilmington, DE 19805 (302) 293-1019	Director of Personnel City of Wilmington	Community Member	18 MILES

<sup>7</sup> LAAA Board will include a Delaware certified teacher employed full time at the school and a parent of a child attending the school.

- c. **Describe the plans for further recruitment of board members of the school, especially teachers to be employed at the school and parents of students to be enrolled at the school.**

The founding board of six members will recruit and appoint an additional five board members. The Board membership will include a Delaware certified teacher *who teaches full time at LAAA* and a *parent of a student enrolled in LAAA*. Teacher and parent board members will be nominated by the principal/head of school, parents of students attending the school, teachers hired to teach at the school and others. The final nominations will be submitted to the Nominating Committee of the Board of Directors and they in turn will submit candidates for consideration by the Board, which will appoint these members. Recruitment and nomination of the remaining 3 Director Appointed members of the Board will be conducted by the Nominating Committee of the Board. These candidates will be drawn from the business, corporate, and non-profit/social service communities, based on the needs of the organization at the time and what each of them bring to the board such that the board will collectively hold the experience and expertise needed to govern and provide oversight to an independent charter school. These skills and talents are inclusive of research-based curriculum and instructional strategies, to particularly include the curriculum and instructional strategies of the proposed educational program; Diversity issues, including but not limited to outreach, student recruitment, and instruction; Business management, including but not limited to accounting and finance; Facilities Acquisition; Personnel management.; At-risk populations and children with disabilities, including but not limited to students eligible for special education and related services; and School operations, including but not limited to facilities management.

- d. **Describe how the background of each *member of the founding group* makes him or her qualified to operate a charter school and implement the proposed educational program.**
- e. **Describe how the board of directors has and will maintain collective experience, or contractual access to such experience, in the following areas:**

The **founding group** of the Board of Directors of the Las Americas ASPIRA Academy is made up of two members (Jaime H. Rivera, MD & Caridad Alonso) of the ASPIRA of Delaware Board of Directors, which developed a task force to explore opening up a charter school in New Castle County in the area south of Wilmington, targeted toward Latinos and other underserved youth. Four other Founding Members were drawn from the community after a careful and thorough search for candidates and establishing criteria for Founding Board Membership. ASPIRA of Delaware (AOD) delivers programs developed by the ASPIRA Association national youth and community development and youth leadership initiatives. Since its inception, ASPIRA has been what today is considered a "youth development" organization. Rather than following the traditional deficit model of youth services (intervention or services for youth to remedy deficiencies in education and development), the cornerstone of ASPIRA's program philosophy is a focus on the positive, highlighting the potential of each young person. This focus involves the development of self-esteem and leadership skills, enhancing academic achievement, cultural

awareness, and fostering a commitment to community service. In the ASPIRA model, each ASPIRANTE, the name for ASPIRA CLUB members and ASPIRA ALUMNI, is responsible for his /her own development in each of these areas, with ASPIRA providing the resources he/she needs to develop this potential. In the Clubs, ASPIRANTES develop leadership skills, set educational and career goals, plan for college and participate in community service activities throughout the year.

***The Board of Directors of ASPIRA of Delaware, Inc.*** is composed of Hispanic Delawareans and others with a passion for education and commitment to the educational and leadership needs of Hispanic students and parents. Many of the state's Hispanic leaders are members of ASPIRA of Delaware Board of Directors and include physicians, educators, attorneys, elected and appointed officials, business persons, government employees, parents, grassroots community volunteers and leaders with a strong history of community involvement.

**ASPIRA OF DELAWARE, INC. (AOD) Board of Directors:**

- Dr. Jaime Rivera, Chair, Director Public Health – State of Delaware. Dr. Rivera has served on many community nonprofit boards including several terms on the United Way of Delaware Board and the Board of the Latin American Community Center. He is a former W. K. Kellogg Foundation National Leadership Fellow. During his fellowship with Kellogg Dr. Rivera focused his studies on public education. Dr. Rivera also served on the Board of Directors of Wilmington Charter School – a very successful 9-12 charter in Wilmington, DE.
- Peter Gonzales, Esq. –Attorney, Rapposelli & Gonzales, Esq. Mr. Gonzales has extensive expertise in immigration law and brings a deep understanding of the immigrant community to the table.
- Aida Waserstein, Esq. – Ms. Waserstein is the only Hispanic judge in the state of Delaware. She is a judge in Family Court. She previously practiced family law in Delaware. As an immigrant from Cuba, she brings a deep understanding of immigrant and language issues to the table as well as a deep understanding of Hispanic family dynamics.
- Valentina Vera, Student Representative. Ms. Vera is an Aspirante having gone through the Aspira process while in high school. She is currently an undergraduate at the University of Delaware.
- Dr. Jari Santana-Wynn, Bilingual Outpatient Therapist, Holcomb Behavioral Health. Ms. Santana-Wynn has a deep understanding of the Hispanic family and children and their educational needs. She has expertise in psycho educational testing.
- Dr. Havidan Rodriguez, Vice-Provost, Academic Affairs and International Programs, University of Delaware. Dr. Rodriguez has been instrumental in helping Aspira of Delaware forge relationships and collaborations with the academy. We anticipate that the charter school will have deep ties to the University of Delaware School of Education.
- Margie Rivera, Senior Manager, AA/EEO, Astra Zeneca. Ms. Rivera, not related to Dr. Rivera, brings a deep understanding of EEOC and labor relations to the table.
- Lourdes Puig, DuPont – Technology Manager. Ms. Puig is a senior manager at DuPont who holds worldwide responsibility in her area of expertise. She brings a deep understanding and experience in management to the table.
- Eli Oriol, Newspaper Support Services, Treasurer. Mr. Oriol handles millions of dollars in cash transactions daily for his. He is an expert in cash management and treasury operations.
- Caridad Alonso, K-5 Spanish Reading Specialist, Red Clay Consolidated School District, Lewis Elementary School. Ms. Alonso is an experienced educator and teacher trainer. She is the 2007 Delaware Teacher of the Year.

The following members serve on the Founding Board:

- Dr. Rivera – See above.
- Caridad Alonso – See above.
- Margaret Lopez-Waite – Is an experienced teacher in Delaware and also brings a long history of business expertise to the table. She spent 16 years in the banking industry as a senior manager.
- Andres Centellas – Is an MBA graduate of the University of Delaware with significant financial and marketing expertise.
- Milton Delgado – Works for the Nemours Foundation Health and Prevention. He is a candidate for a Ph.D. in 2009. He has extensive expertise in interior design and purchasing.
- Monica Gonzales Gillespie – Is the Director of Personnel for the City of Wilmington. She brings years of personnel and labor relations experience to the table and is a former Executive Director of the Governor's Advisory Council on Hispanic Affairs.

All members of the AOD Board of Directors have been involved in the concept development of the charter school, and in making the decision to go forward and submit an application to gain charter school approval for a K-8 dual language project-based learning charter school. The **founding group** is composed of some members of the AOD board, the LAAA founding Board, Community members, and the Consultants, current and future, who will assist the founding board in carrying out their fiduciary duties as board members and school governors.

The **founding group** also reached out to local community members and to local and national professionals for the development of the application, as well as to potentially operate the charter school and implement the proposed educational program. The founding group has within its own membership a collective experience enhanced through contracts with consultants, in the following areas:

- Real Estate
- Business and Finance
- Public Health
- Behavioral and Mental Health
- K-8 Education (Teaching, Professional Development and Curriculum Development)
- School Architectural Design & Construction
- Charter School Development & Management

**FOUNDING GROUP COLLECTIVE EXPERTISE AND EXPERIENCE**

<b>Area of expertise/ professional skills:</b>	<b>Dr. Jaime Rivera (Board Chair)</b>	<b>Caridad Alonso (Teacher)</b>	<b>Margie Lopez Waite (Parent)</b>	<b>MariBeth Welch (ASPIRA ILLINOIS)</b>	<b>John Villamil (ASPIRA ASSOC)</b>	<b>CB Richard Ellis (Real Estate &amp; Proj Management)</b>	<b>ISDC &amp; THE AXIS GROUP</b>
Organizational and financial management	X		X	X	X	X	X
Community development	X			X		X	X
Administration	X		X	X			X
Academic/ education		X	X	X			
Business/ corporate	X		X	X	X	X	X
Accounting				X			
Banking and trusts			X	X			
Investments			X	X			
Fundraising experience	X			X	X		X
Charter school law/regulations	X	X		X	X		X
Government representative	X				X		
Law					X		
Marketing			X	X	X		X
Human Resources				X			X
Facilities – Physical Plant				X		X	X
Strategic or long-range planning	X			X		X	X
Public relations				X			
Real Estate				X		X	X
Community resident	X	X	X				
Business owner	X						
Prospective Faculty/Staff		X	X				
Other:	Public Health Executive, Gubernatorial Appointee	Teacher Reading Specialist Curriculum Prof Dev.	K-8 Teacher, Former Banker	Chief Operations Officer of large Aspira Associate (IL)			

The school board of directors has and will maintain collective experience, or contractual access to such experience, in the following areas:

Area of expertise/ professional skills:	LAAA BOARD MEMBERS						Advisor	CONSULTANTS (Provisional)		
	Dr. Jaime Rivera (Chair)	Margie Lopez Waite (Vice Chair)	Milton Delgado (Sec'y)	Andres Centellas (Treasurer)	Monica Gonzales Gillespie (Director)	Caridad Alonso (Director)	John Villamil (ASPIRA ASSOC)	MariBeth Welch (ASPIRA CMO ILLINOIS)	CB Richard Ellis (Real Estate & Proj Management)	ISDC & THE AXIS GROUP
Organizational and financial management	X	X			X		X	X	X	X
Community development	X		X					X	X	X
Administration	X	X		X	X			X		X
Academic/education		X				X		X		
Business/Corporate	X	X	X	X			X	X	X	X
Accounting								X		
Banking and trusts		X		X				X		
Investments		X						X		
Fundraising experience	X		X				X	X		X
Charter school law/regulations	X					X	X	X		X
Government representative	X				X			X		
Law								X		

LAS AMERICAS ASPIRA ACADEMY

Area of expertise/ professional skills:	LAAA BOARD MEMBERS						Advisor	CONSULTANTS (Provisional)		
	Dr. Jaime Rivera (Chair)	Margie Lopez Waite (Vice Chair)	Milton Delgado (Sec'y)	Andres Centellas (Treasurer)	Monica Gonzales Gillespie (Director)	Caridad Alonso (Director)	John Villamil (ASPIRA ASSOC)	MariBeth Welch (ASPIRA CMO ILLINOIS)	CB Richard Ellis (Real Estate & Proj Management)	ISDC & THE AXIS GROUP
Marketing		X	X	X			X	X		X
Human Resources	X	X			X		x			X
Facilities – Physical Plant			X				X		X	X
Strategic or long-range planning	X				X		X		X	X
Public relations	X		X				X			
Real Estate							X		X	X
Community resident	X	X	X	X	X					
Parent of prospective child		X		X						
Business owner	X		X							
Prospective Faculty/Staff		X				X				
Other	Strong Community & Govt Contacts	K-8 Teacher & 15 yrs exp in Marketing & Human Resources	Design & Purchase Furniture & Art	Business – Finance – Marketing Manager at Barclaycard	Director Personnel City of Wilmington Personnel & Union Experience	Teacher Reading Spec. Curriculum Prof Dev				



**2. Form of Organization**

Identify the name of the organizing corporation, date of incorporation, and names of the corporation's officers and the office held by each. Attach a copy of the Certificate of Incorporation<sup>8</sup> and a copy of the bylaws<sup>9</sup> of the corporation. The bylaws must be consistent with the provisions of the Freedom of Information Act, 29 Delaware Code, Chapter 100 (related to public bodies, public records, and open meetings) and *provide for representation of the school's teachers and parents of students on the board of directors*. The by-laws must demonstrate that the applicant's business is restricted to the opening and operation of charter schools, before school programs, after school programs and educationally related programs offered outside the traditional school year.

**NAME OF ORGANIZATION: LAS AMERICAS ASPIRA ACADEMY**

**DATE OF INCORPORATION: 12/5/2008**

<b>CORPORATION OFFICER</b>	<b>OFFICE</b>
<b>DR. JAIME RIVERA</b>	<b>CHAIR</b>
<b>MARGARET LOPEZ-WAITE</b>	<b>VICE CHAIR</b>
<b>MILTON DELGADO</b>	<b>SECRETARY</b>
<b>ANDRES CENTELLAS</b>	<b>TREASURER</b>

<sup>88</sup> See Appendix 2A: ASPIRA of Delaware Charter Operations, Inc. Certificate of Incorporation.

<sup>9</sup> See Appendix 2B: ASPIRA of Delaware Charter Operations, Inc. Bylaws.

**Q#3. Mission, Goals and Educational Objectives**

- a. **Describe the purpose, mission, goals, and core philosophy of the proposed school. Indicate how the mission, goals, and educational objectives are consistent with the legislative intent of 14 Delaware Code, Section 501, and the restrictions on charter schools set forth in 14 Delaware Code, Section 506.**

**Mission**

The mission of the Las Americas ASPIRA Academy (LAAA) is to provide a world-class education that prepares students through a dual language project-based learning curriculum, to become healthy productive community members and leaders, with an expectation that every child, regardless of race, gender, ethnicity, or socio-economic level, is college bound.

**Vision**

The LAAA vision is to create a high tech multi-cultural dual language learning community of parents, students, teachers and staff that nourishes and develops the mind and the health of each child, promoting academic excellence, multicultural awareness and appreciation, where students obtain the necessary knowledge and skills to become bilingual, bi-literate, productive, healthy and caring stewards of their communities.

**Three Core LAAA Philosophies**

The Las Americas ASPIRA Academy follows the core philosophy of ASPIRA Charter Schools. The ASPIRA Charter Schools educational approach is rooted in the youth development principles of the "ASPIRA Process," a well-regarded and proven youth development intervention strategy that has been the heart of ASPIRA's programs for over 47 years. Through the ASPIRA process, youth learn about and become aware of their own culture and history, are motivated to analyze the circumstances surrounding the issues that face them and are challenged to take appropriate and positive action. ASPIRA connects youth to positive community role models, imbue the youth with the experience of being contributors, not just recipients of their education, and clear, fair and high expectations are set for them and their roles in the school community and beyond.

The LAAA dual language learning approach underscores a second core LAAA philosophy that a world-class education in a global economy demands the development of students as bilingual bi-literate individuals who speak and write in a second or third language, and who, at an early age, have developed technological literacy and leadership and a knowledge of and a life-long appreciation for a multicultural society. Research shows that students' language abilities in either their primary or second language, are best developed when developed along with their knowledge of content area subject matter, i.e., when academic subjects are

taught to ELL students through both English and the non-English home language. Two-way immersion is an educational model that integrates native (primary) English speakers and native speakers of another language (e.g. Spanish) for all or most of the day, with the goals of promoting high academic achievement, first- and second-language development, and cross-cultural understanding for all students.

In two-way immersion dual language programs, language learning takes place primarily through content instruction. Longitudinal research findings from studies of one-way and two-way dual language enrichment models of schooling demonstrate the substantial power of dual language programs for enhancing student outcomes and fully closing the achievement gap for ELL students. Dual language schooling also can transform the experience of teachers, administrators, and parents into an inclusive and supportive school community for all.

The third core LAAA philosophy is that students learn best when they are “learning by doing.” ASPIRA Charter Schools, in the tradition of Dewey and other progressive education philosophers, emphasizes the importance of “learning by doing,” and making learning “authentic” or connected to the “real-world.” In order to organize the curriculum to enhance learning, the psychological foundation of our curriculum is rooted in cognitive-field theories of learning such as Tyler (1949). Tyler’s (1949) theory of education includes the following guiding principles for student learning: (1) Students learn through doing (2) Students experience success and derive satisfaction with their learning experiences so they will continue to be motivated. Recognizing differences in learning styles and preferences, teachers use a variety of methods to meet individual needs and promote satisfaction; and (3) multilevel (differentiated) instruction is used to address different stages of student cognitive development. The teacher, in the constructivist education approach, is the facilitator of the student’s learning and critical thinking/meta-cognitive processes, rather than the disseminator to the student of a pre-set collection of facts and figures that must be written into notebooks and recited from memory. This is accomplished by having: (1) engaged teachers as role models in the classrooms (2) youth as contributors in their education, not just recipients of information (3) clear, fair and high expectations in both the classroom and school community for students and staff.

The academic, physical, social, and emotional development of our students rests on:

- ASPIRA Principles of Awareness, Analysis and Action
- setting high expectations for each K-8 student, regardless of race, gender, ethnicity or socio-economic level, where every student is college-bound;
- building on the first language of English Language Learners to increase their academic performance;
- enriching the education of English speaking children by having them achieve literacy and fluency in a second language;

- making real-world connections for all learning;
- creating a healthy personalized school environment that is positive and student centered, focused on cross-cultural understanding;
- facilitating learning through investigations, interactions, and dual language instruction that is intellectually challenging and developmentally appropriate;
- providing ongoing professional development to teachers and staff in order to keep them abreast with the best research-based teaching practices;
- using systematic qualitative and quantitative student assessment to drive and strengthen instruction;
- creating a strong partnership between parents, community, private sectors, teachers and staff to increase overall educational achievement and attainment

### Educational Goals and Objectives

In the initial four year authorization of the charter, LAAA will serve students K-8, beginning in FY2011 with grades K-1 and 5. To be located in New Castle County, the school will seek to achieve a student body that is 50% First language Spanish - English Language Learners & 50% First Language English – Spanish Language Learners, and will serve 940 K-8 students by FY2014.

The objective is to create an innovative K-8 educational program in the state of Delaware whereby:

- all students develop proficiency in listening, speaking, reading and writing in English and Spanish;
- all students master content area subjects and understand the interconnections across subject areas;
- all students demonstrate skills in critical thinking, problem solving, communication, technology, working collaboratively and leadership;
- all students understand the importance of healthy choices, including taking care of their bodies and their minds;
- all students understand their civic responsibilities through community studies and community involvement;
- all students acquire knowledge about the Latino culture and develop a positive multicultural attitude toward other cultures and languages;
- all teachers and staff work closely with families to promote student achievement;
- All children acquire the skills, knowledge, and understanding to thrive academically and socially, find personal health and fulfillment, and take responsibility as productive members of their community.

The LAAA mission, goals, and educational objectives are in accordance with the legislative intent of 14 Delaware Code, Section 501 and with the restrictions on charter schools set forth in 14 Delaware Code, Section 506 in the following ways;

The Las Americas ASPIRA Academy will:

- establish open enrollment for all students at the entry grades of K-1 and 5
- provide a full day of kindergarten
- have minimum 1060 hours of instruction
- have a minimum of 7 hours of instruction per day
- meet measurable standards of student performance
- design and implement innovative curriculum based on research and proven teaching and learning methods
- provide parents and students with measures of improved school and student performance
- provide parents and students, especially ELL students, with greater opportunities in choosing public schools within and outside their school districts;
- provide opportunities for parent involvement within the school and in classroom and out of school learning activities;
- create a (PTPO) Parent-Teacher-Principal Organization as a vehicle for parent input into the activities and programs of the school;
- establish at least one LAAA parent and one LAAA teacher position on the LAAA Board of Directors
- Contribute toward creating a well-educated community.

And in accordance with the restrictions on charter schools set forth in 14 Delaware Code, Section 506, the Las Americas ASPIRA Academy shall not:

- Charge tuition or collect fees not permitted to be assessed by other school districts;
- Be home-based
- engage in any sectarian or religious practices in its educational program, admissions policies, employment policies or operations;
- circumvent a court-ordered desegregation plan;

The Las Americas ASPIRA Academy will NOT restrict student admissions except:

- By age and grade;
- By lottery in the case of over-enrollment;

The Las Americas ASPIRA Academy will not discriminate against any student in the admissions process because of race, creed, color, sex, handicap, or national origin, or because the student's school district of residence has a per student local expenditure lower than another student seeking admission;

- b. Describe the plan (including timetable) to be used for recruiting students. Describe how the school will publicize its program and admission procedures. Describe how the school will recruit a sufficient number of students to be financially viable.

Student recruitment already began with the process of preparing the application, as part of conducting a feasibility study to determine community interest. As part of the survey process, parents had the opportunity to state their interest in having their child enroll in the school in its opening year that starts fall 2010 and to request further information, by mail and/or by email.

Upon approval of the Charter, The Las Americas ASPIRA Academy will produce marketing materials to advertise the school's opening through the Spanish and English media, including brochures, flyers, placed stories and ads in local community papers; will conduct school informational sessions at community centers, early childhood centers and kindergartens and churches serving the Latino and non-Latino communities; and to recruit 5<sup>th</sup> graders, set up school presentations to 4<sup>th</sup> graders and their parents at area district elementary schools; and leave materials at churches, Laundromats and community centers. LAAA will also create an introductory video/PowerPoint presentation that provides an overview of the school design and philosophy. The video/PowerPoint will be shown at schools and at open houses conducted through the fall (2009) and early spring (2010).

The Las Americas ASPIRA Academy (LAAA) is committed to recruitment reflecting the community makeup in which the school will be located. While there is a growing Latino population in the area, the school will make a concentrated outreach to students of all races to insure that the school reflects the community. Thus, active recruitment will take place at the Bear Library, Bear YMCA, and to other community groups, such as the Bear MOMS Club to ensure awareness of LAAA's rigorous academic and language program that may be of interest to those outside of the Latino community. The Las Americas ASPIRA Academy faces a particular challenge in that the location where the school initially opens will possibly not be the permanent location for the school. Therefore those students recruited to the school need to be willing to continue to travel to the school when the school is no longer located in its original location.

By April 1, 2010 The Las Americas ASPIRA Academy will certify that it has recruited 80% of the first year 360 students (288 students) -- approximately 100 kindergarteners, 100 first graders and 100 5<sup>th</sup> graders.

**STUDENT RECRUITMENT PLAN AND TIMETABLE**

Fall 2008	Preparation of Application
November 2008	Feasibility Study – Interview with 25 parents in the Newark and Brookside communities regarding interest in school concept
December 31, 2008	Submission of LAAA Application
April – May 2009	Approval of the LAAA Charter School Application
June – July 2009	Development of marketing materials to advertise the school's opening through the Spanish and English media, including brochures, flyers, placed stories and ads in local community papers; Development of brochure materials and school multi-media and/or power point presentation to publicize the program and admission procedures, including the publication of the lottery date. The video/PowerPoint will be shown at schools and at open houses conducted through the fall (2009) and early spring (2010).
August – December 2009	Intensive recruitment and outreach, will conduct school informational sessions, to be conducted at community centers, early childhood centers and kindergartens and churches serving the Latino and non-Latino communities; To recruit 5 <sup>th</sup> graders, set up school presentations to 4 <sup>th</sup> graders and their parents at area district elementary schools; and leave materials at churches, Laundromats and community centers;
January 2010	Lottery (Date TBD)
February – March, 2010	Continued recruitment and outreach through media to create a waiting list of at least 20% (waiting list of 70-75 students)
April 1, 2010	80% of students recruited and enrolled into school
June 1, 2010	Achieve 100% of enrollment into LAAA; Continue to recruit to develop final waiting list of 60 students, 20 students for each entering grade.

- c. **List all the admissions preferences authorized by this statute the school will use. If more than one preference will be used, describe how the various preferences will be employed together.**

Preferences in student admissions will be applied in the following order (#1-5):

1. Children of LAAA school's founders, ( $\leq 5\%$  of the school's total student population)
  2. Siblings of students currently enrolled at the LAAA.
  3. Children of persons employed on a permanent basis for at least 30.0 hrs per week during the school year by the LAAA.<sup>1</sup>
  4. Students who have a specific interest in the LAAA's teaching methods, philosophy, and educational focus.
  5. Students residing within the regular school district in which LAAA is located
- d. **If the proposed school will give admissions preference to children of the school's founders, describe how the school will identify the founders and how the preference will be used in the enrollment process.**

School founders will be defined as the directors and members of ASPIRA of Delaware, Inc., and members of the founding Board of the Las Americas ASPIRA Association. The founding board of the Las Americas ASPIRA Association will be defined as the board directors in place on the LAAA Board when the school opens its doors.

- e. **Describe the plan for selecting students if more students seek admission than space allows. If a lottery is used, describe how it will be conducted.**

If more students seek admission than space allows, a lottery will be held in January of each school year. The lottery will be conducted as follows:

- 1) After the students admitted through the first three preferences, the remaining applications for the open enrollment grades of K, 1 and 5 will be divided by the two

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<sup>1</sup> LAAA founding group informed by Linda Fleetwood that currently this preference is limited by Federal Charter Law to full time Delaware certified teachers employed at the school, but the LAAA Board would like to have this preference extend to all permanent LAAA employees employed at least 30 hours per week during the school year.



remaining preference categories and "all others – no preference" and by open grade level, for a total of 9 boxes.

- 2) Each application will be placed in the appropriate lottery box. Applications will be drawn randomly, first from the Preference #4 boxes, then from the Preference #5 boxes, and then from the "all others-no preference." If there are more applications than seats for the grade level, then the lottery waiting list will be rank ordered in the order that the applications are pulled.

- f. **Describe the methods of internal evaluation that will be used by the board of directors to ensure that the school is meeting its stated educational mission and objectives.**

The Las Americas ASPIRA Academy Board of Directors will use both formal and informal evaluative measures to ensure that the school is meeting its mission and objectives. First, the Board will meet regularly in scheduled open board meetings and workshops. Agenda will be established and posted. The Board will routinely receive reports on school operations, performance and finances.

The Board will have a committee structure comprised of board members, staff, and parents. The Board committee structure will include the Personnel, Finance and Audit Committees that will work to provide oversight to our fiscal viability and sustainability. The Board will routinely examine such data and information as DSTP, School Improvement Plan, the Annual Report, the Annual Audit, and the School Profile. Every month the Principal and Business manager will report on academic and compliance benchmarks and the board will review monthly financial reports. In addition, the Board will maintain a linkage with the PTPO (Parent Teacher Principal Organization). The PTPO, after one year of school operations, will elect its representatives, who will make a report at each Board meeting.

- g. **Describe the procedures the school will use to ensure compliance with the requirements of 14 Delaware Code, Section 506, related to enrollment.**

(1) The Las Americas ASPIRA Academy shall have enrolled, on or before April 1 of each school year, at a minimum, 80% of its total authorized number of students. The principal/head of school shall provide a written certification of that enrollment to the Department of Education and to the superintendent of each public school district in which 1 or more of the charter school's students reside.

(2) The principal's certification shall contain an updated roster of students who are enrolled at the charter school, together with their home address and district of residence.

(3) The Las Americas ASPIRA Academy (LAAA) shall obtain a written confirmation, signed by a parent or guardian of each student in that student's initial year of attendance at the charter school, that the student will remain in the charter school for at least 1 school year.

(4) A pupil accepted for enrollment in LAAA shall remain enrolled therein for a minimum of 1 year unless, during that 1-year period, good cause exists for the failure to meet this requirement. LAAA will place a statement to this effect on the application form, requiring the parent to sign, to ensure "informed consent." "Good cause," which is determined by the receiving school district, shall be defined as a change in a child's residence due to a change in family residence, a change in the state in which the family residence is located, a change in the marital status of the child's parents, a change caused by a guardianship proceeding, placement of a child in foster care, adoption, participation by a child in a foreign exchange program, participation by a child in a substance abuse or mental health treatment program, mutual agreement by the board of directors of the charter school, the superintendent or board of the receiving district and the parent or parents or guardian of such child to the termination of such enrollment, or a set of circumstances consistent with this definition of "good cause."

- h. Describe how the school will ensure that by April 1 each year, it has enrolled at least 80% of the total authorized number of students and that it has notified each school district of information about enrolled students.**

The LAAA Board will require a monthly report from the Principal/Head of School on the progress of recruitment, and will require an adjustment in the recruitment plan and timetable stated in the response to question b, if warranted, to ensure that by April 1 LAAA has enrolled at least 80% of the total number of authorized number of students; The registrar will be trained on the DELSIS/ *eSchoolPlus* student data management system in February-March to effectuate that enrollment.

Also by April 1, the LAAA Board will ensure that the Principal/HOS submits Preliminary Pupil Rosters to the Department of Education and to the superintendent of each public school district in which 1 or more of the charter school's students reside, and going forward up to and beyond the first day of school, as additional students are enrolled.

- i. Describe how the school will ensure that parents sign statements that meet the requirements of 14 Delaware Code, Section 506(c).**

As part of the application & enrollment process, parents will sign a statement, included on the LAAA application form, stating that by enrolling their child into the Las Americas ASPIRA Academy, that the student will attend the Las Americas ASPIRA Academy for the minimum of one year. That confirmation shall include a statement reading: "I understand that my child is required to remain in this charter school, in the absence of any condition constituting good cause, for at least 1 school year" and shall be kept on file at the school and made available for inspection to Department of Education officials or representatives from the public school district in which the student resides.

- j. **Describe how the school will establish a student application and admissions process that will enable the school to provide the local districts in which the students reside with a preliminary roster of students for the subsequent year on or before April 1 each year.**

Following the lottery and/or once the student is officially accepted, the Registrar (who will receive training on DELSIS/ *eSchoolPlus* in February/March) will enter the student and student home address onto the statewide student information system DELSIS/ eSchoolPlus student information system and the roster of students from each district will be generated utilizing the GIS system. The preliminary roster of students will be generated by the registrar prior to the April 1 deadline, and submitted to the local districts in which the students reside. (Kindergarten students will be entered as new enrollments into DEDOE through entry into the DELSIS system.)

- k. **Provide the timetable for the school's application and admissions process. Demonstrate how it is consistent with the timetable set forth in 14 Delaware Code, Chapter 4, for the public school choice program.**

August 1, 2009 – July 31, 2010 -- Applications accepted

August 1, 2009 – December 31, 2009 – Intensive recruitment and outreach

January, 2010 – Lottery conducted for school (Exact date TBD)

February – March, 2010 – Continued recruitment and outreach to create a waiting list of at least 20% (waiting list of 70-75 students)

February-March 2010 – Registrar receive training on DELSIS/ eSchoolPlus system.

February – March 2010 – Registrar enter in the names, student numbers, addresses into the school's database.

April 1, 2010 – 80% of students recruited and pre-enrolled into DELSIS/ eSchoolPlus; Submit Preliminary Pupil Rosters to Department of Education and to the superintendent of each public school district in which 1 or more of the charter school's students reside.

June 1, 2010 – School Goal to achieve 100% of enrollment into LAAA.

**Q#4. Goals for Student Performance**

- a. List the specific student performance goals for students for the initial four years of operation and describe the assessment instruments that will be used to measure whether students meet or exceed those goals.
- b. Describe how each of the student performance goals relates to the State's content standards.

**ANNUAL STUDENT PERFORMANCE GOALS**  
**STUDENT PERFORMANCE BY GRADE CLUSTER**

<b>DSTP<sup>1</sup></b>	<b>GRADES K-3 (grades 2-3)</b>	<b>GRADES 4-6</b>	<b>GRADES 7-8</b>
<b>READING (% Meet or Exceed)</b>	<b>&gt;= state average</b>	<b>&gt;= state average</b>	<b>&gt;= state average</b>
<b>READING (annual mean learning gain)<sup>2</sup></b>	<b>&gt;= state mean</b>	<b>&gt;= state mean</b>	<b>&gt;= state mean</b>
<b>MATH(% Meet or Exceed)</b>	<b>&gt;= state average</b>	<b>&gt;= state average</b>	<b>&gt;= state average</b>
<b>MATH (annual mean learning gain)</b>	<b>&gt;= state mean</b>	<b>&gt;= state mean</b>	<b>&gt;= state mean</b>
<b>WRITING (% Meet or Exceed)</b>	<b>&gt;= state average</b>	<b>&gt;= state average</b>	<b>&gt;= state average</b>
<b>WRITING (annual mean learning gain)</b>	<b>&gt;= state mean</b>	<b>&gt;= state mean</b>	<b>&gt;= state mean</b>
<b>SCIENCE(% Meet or Exceed)</b>	<b>&gt;= state average</b>	<b>&gt;= state average</b>	<b>&gt;= state average</b>
<b>SCIENCE(annual mean learning gain)</b>	<b>&gt;= state mean</b>	<b>&gt;= state mean</b>	<b>&gt;= state mean</b>
<b>SOCIAL STUDIES(% Meet or Exceed)</b>	<b>&gt;= state average</b>	<b>&gt;= state average</b>	<b>&gt;= state average</b>
<b>SOCIAL STUDIES (annual mean learning gain)</b>	<b>&gt;= state mean</b>	<b>&gt;= state mean</b>	<b>&gt;= state mean</b>

<sup>1</sup> DSTP The Delaware Student Testing Program (DSTP)

- To serve as a measure of progress toward the Delaware Content Standards
- To ensure students apply their academic skills to realistic, everyday problems
- To promote better instruction and curriculum by providing timely reports of students' strengths and weaknesses
- To serve as a primary indicator in the statewide accountability system

<sup>2</sup> Annual Learning Gain based on longitudinal student information on Delaware *eSchoolPlus* Student Data System

POSITIVE BEHAVIORS	K-3	4-6	7-8
AVER DAILY ATTENDANCE	Average daily attendance will <i>increase</i> by at least 1% over the previous year's average attendance		
INCIDENTS OF STUDENT MISCONDUCT	The number of reportable incidents of student misconduct will <i>decrease</i> by 10%		
STUDENT ANNUAL COMPLETION RATE	>= 80% of the students on the September 30 <sup>th</sup> enrollment roster will complete the school year		

MARKET ACCOUNTABILITY	K-1	2-5	6-8
ADMISSIONS TO LEVEL OF CAP	Total Number Enrolled >= 95% of Total Number Authorized		
STUDENT ATTRITION	# Returning Students >= 80% Non-Graduating Student Body Grades 1-8		
STUDENT ENROLLMENT	Maintain at least 90% of the authorized total enrollment throughout school year (through student retention and mid-year enrollees)		
COMPLETION RATE (GRADES 1-8)	NA	NA	70% Complete Program

**Specific student performance goals:**

1. School will demonstrate that its students are increasing in academic achievement as measured by the state assessment (DSTP) and other standardized assessments through the achievement targets listed below:
  - a. The school will **participate in the DSTP** in each subject area (reading, writing, mathematics, social studies and science) at each grade required by the Department of Education.
  - b. For each subject assessed, **school average performance on the DSTP will *meet or exceed*** the state average (or mean, as appropriate) each year.
  
2. School will demonstrate that its students exhibit positive behavior related to academic success through the following:
  - a. **For each year** of operation, average daily attendance will *increase* by at least 1% over the previous year's average attendance.
  - b. **For each year** of operation, the number of **reportable incidents of student misconduct** will *decrease by 10%* over the previous year's reportable incidents of misconduct.
  - c. **For each year of operation**, except for students that move out of New Castle County, at least 80% of the students on the September 30<sup>th</sup> enrollment roster will complete the school year at the school.

3. During the initial four years of operations, the school will demonstrate that it has strong market accountability through the following:
- a. Each year, the school will have at least enough students seeking admissions to the school to enroll at least 95% of the number of students authorized by the charter.
  - b. Each year at least 80% of the non-graduating student body, grades 1-11, will return to the school the following school year.
  - c. Each year, the school will maintain an enrollment of at least 90% of the approved enrollment throughout the school year (through retention or midyear recruitment and enrollment).
  - d. Of all students entering the school, at least 70% will continue at the school through Grade 8 (the end of the educational program at the school.)

**MARKET ACCOUNTABILITY**

	2010-2011	2011-2012	2012-2013	2013-2014
<b>Enrollment Targets</b>				
<b>GRADE K</b>	120	120	120	120
<b>GRADE 1<sup>3</sup></b>	120	100	100	100
<b>GRADE 2</b>		120	100	100
<b>GRADE 3</b>			120	100
<b>GRADE 4</b>				120
<b>GRADE 5</b>	120	100	100	100
<b>GRADE 6</b>		120	100	100
<b>GRADE 7</b>			120	100
<b>GRADE 8</b>				120
<b>TOTAL</b>	<b>360</b>	<b>560</b>	<b>760</b>	<b>960</b>
<b>Annual Number of Applications by Open Enrollment Grade Levels</b>				
<b>GRADE K</b>	145	155	165	175
<b>GRADE 1</b>	145	155	165	175
<b>GRADE 5</b>	145	155	165	175
<b>TOTAL</b>	<b>435</b>	<b>465</b>	<b>495</b>	<b>525</b>

- c. List the specific measurable performance targets for each student performance goal for each year of the Delaware Student Testing Program (DSTP) for the initial four years of the charter.

LAAA Board agrees and certifies that it will comply with the requirements of the State Public Education and Accountability System pursuant to 14 Delaware Code, Sections 151, 152, 153, 154, and 157 and Department rules and regulations implementing Accountability, to specifically include the Delaware Student Testing Program (Regulation 275, Subsection 4.2.1.1).

<sup>3</sup> Total seats for first graders will be 120 seats; after the opening year space availability dependent upon attrition of students out of the previous year's Kindergarten class.

The LAAA Board, as part of the mission and vision of the school, sets high expectations for all students in all grade levels, and sets as a goal for the school to meet all AYP benchmarks. The first year of the charter, only 5<sup>th</sup> graders will be tested under the DSTP assessment, and a large portion of the 5<sup>th</sup> grade students are expected to be English Language Learners who are likely to come into the school below grade level. Therefore, LAAA sets as a performance target that the percentage of those students who have been enrolled in LAAA for *two or more years* and meet or exceed learning standards will be equal to or better than the state performance for students in the same grade. In addition, that the overall LAAA student performance on the DSTP for those students who have been enrolled in LAAA for two or more years will improve each year by a minimum of 5% of students meeting or exceeding standards.

**MINIMUM DSTP PERFORMANCE TARGETS  
BY SUBJECT, GRADE LEVEL AND YEAR<sup>4</sup>**

<b>GRADE 2</b>	<b>READING</b>	<b>MATH</b>	<b>WRITING</b>	<b>SCIENCE</b>	<b>SOC STUDIES</b>
<b>FY2011</b>	NA	NA	NA	NA	NA
<b>FY 2012</b>	LAAA Baseline		NA	NA	NA
<b>FY 2013</b>	Increase by 5% over baseline & LAAA performance >= State Average / Mean		NA	NA	NA
<b>FY 2014</b>	Increase by 5% over 2013 LAAA performance >= State Average / Mean		NA	NA	NA
<b>GRADE 3</b>	<b>READING</b>	<b>MATH</b>	<b>WRITING</b>	<b>SCIENCE</b>	<b>SOC STUDIES</b>
<b>FY 2011</b>	NA	NA	NA	NA	NA
<b>FY 2012</b>	NA	NA	NA	NA	NA
<b>FY 2013</b>	Increase by 5% over baseline & LAAA performance >= State Average / Mean			NA	NA
<b>FY 2014</b>	Increase by 5% over 2013 & LAAA performance >= State Average / Mean			NA	NA

<sup>4</sup> ELL students participate in DSTP standard assessment, in accordance with state regulations, Standard assessment (DSTP) may be administered with the following accommodations/modifications:

- Direct Linguistic Support Accommodations
- Indirect Linguistic Support Accommodations.

In Math Only:  Direct Linguistic Support Accommodations.

ELL students who also have disabilities may participate in an alternate assessment for ELL students (if available) in place of the standard reading and writing assessment if required criteria are met. In addition, if specified criteria are met, ELL students may not be required to take the reading and writing assessment, and may also be exempted from the science and social studies assessments in grade 11. All ELL students in grades 2-10 are to participate in the mathematics assessment.



GRADE 4	READING	MATH	WRITING	SCIENCE	SOC STUDIES
FY 2011	NA	NA	NA	NA	NA
FY 2012	NA	NA	NA	NA	NA
FY 2013	NA	NA	NA	NA	NA
FY 2014	Increase by 5% over 2013 & LAAA performance $\geq$ State Average / Mean				
GRADE 5	READING	MATH	WRITING	SCIENCE	SOC STUDIES
FY 2011	LAAA Baseline				
FY 2012	Increase by 5% over baseline				
FY 2013	Increase by 5% over 2012 (and for students 2+ years at LAAA performance $\geq$ State Average / Mean)				
FY 2014	Increase by 5% over 2013 (and for students 2+ years at LAAA performance $\geq$ State Average / Mean)				
GRADE 6	READING	MATH	WRITING	SCIENCE	SOC STUDIES
FY 2011	NA	NA	NA	NA	NA
FY 2012	Increase by 5% over baseline				
FY 2013	Increase by 5% over 2012 (and for students 2+ years at LAAA performance $\geq$ State Average / Mean)				
FY 2014	Increase by 5% over 2013 (and for students 2+ years at LAAA performance $\geq$ State Average / Mean)				

GRADE 7	READING	MATH	WRITING	SCIENCE	SOC STUDIES
FY 2011	NA	NA	NA	NA	NA
FY 2012	NA	NA	NA	NA	NA
FY 2013	Increase by 5% over 2012 & LAAA performance $\geq$ State Average / Mean			NA	NA
FY 2014	Increase by 5% over 2013 & LAAA performance $\geq$ State Average / Mean			NA	NA

GRADE 8	READING	MATH	WRITING	SCIENCE	SOC STUDIES
FY 2011	NA	NA	NA	NA	NA
FY 2012	NA	NA	NA	NA	NA
FY 2013	NA	NA	NA	NA	NA
FY 2014	Increase by 5% over 2013 (and for students 2+ years at LAAA performance $\geq$ State Average / Mean)				

- d. **List the assessment tools that will be used including the DSTP, standardized, or performance assessments. Describe why these particular assessment instruments have been selected and provide the timetable indicating when those instruments will be used.**

**The following standardized and performance assessment tools and data will be used by the LAAA Charter School:**

**1) DSTP results in all five content areas**

The DSTP results in the five content areas, Reading, Math, Writing, Science, and Social Studies, are the benchmark for measuring overall school performance and for determining whether an individual student is or is not meeting grade level expectations in the five tested content areas. Each year the principal and teachers will examine the individual test results in the five content areas to 1) determine which students are the closest to meeting or exceeding state standards as measured on the DSTP and 2) to determine what content area standards are weakest and need to be strengthened across the curriculum.

**Timetable: DSTP administered annually in spring.**

**2) Web-based state aligned computerized adaptive assessment such as NWEA, Scantron Ed Performance, or similar computerized adaptive assessments**

Both the NWEA Measures of Academic Progress (MAP) and the Scantron Ed Performance assessments are state-aligned computerized adaptive assessments that provide immediate, accurate, useful information about student achievement and growth. Both assessments use a measurement scale that has proven to be exceptionally stable and valid over time. The web-based assessments provide immediate results that are tailored to all members of a student's learning team. NWEA reports allow educators to investigate the impact they are making in each student's life.

The assessments available for Primary Grades system include Early Literacy and Early Numeracy Screening (diagnostic) tests, Skills Checklist (diagnostic) tests, and Survey with Goals (adaptive) tests in Reading and Mathematics.

These assessments:

- Provide teachers with an efficient way to assess achievement levels of early learners so they can spend more time teaching and less time administering individual diagnostic tests.
- Provide information to guide instruction during the early stages of a student's academic career. Early learners enter school with a wide variety of educational experiences. Early identification of achievement levels is foundational for teachers establishing an environment for early academic success.

- Identify the needs of all primary grades students, from struggling to advanced learners.
- Utilize engaging test items that encourage student participation for more accurate results.

**Timetable: Web-based computerized adaptive assessment administered three times per year: early fall, midyear, and late spring.**

### **3) Interim curriculum-based assessments**

The Principal/HOS and Assistant Principal will work with lead teachers by subject areas to create interim curriculum-based assessments that are aligned to the Delaware State Standards. The curriculum-based interim assessments will be uniform across grade levels and K-8 vertically aligned. The assessment will be administered utilizing a computerized platform, e.g. Scantron Ed Performance Achievement Series or *Study Island*, that will provide an analysis of student responses by correct and incorrect answers by teacher, by section, by subgroups.

**Timetable: Interim curriculum-based assessments administered quarterly.**

### **4) Presentations of Learning/ Exhibitions of Learning (5<sup>th</sup>-8<sup>th</sup> Grade)**

The LAAA follows a project-based learning educational design, which sets the expectation that every student will become a critical thinker, and will learn by doing through the creation, completion and presentation of projects. Presentations of Learning (POL) and Exhibitions of Learning (EOL) will occur in each content area as a part of the completion of educational units. Students will be evaluated based on student performance and exhibition rubrics that will be reviewed and correlated across classrooms, reflecting a consistent performance assessment of student learning and understandings. Presentations and exhibitions of learning that include public presentations to the school community, including invited guests such as parents and interested community observers, will be a regular part of the calendar of the school, occurring in each 5<sup>th</sup> – 8<sup>th</sup> grade classroom at minimum once per semester, or two times per year.

**Timetable: Public Presentations/ Exhibitions of Learning 2-4 times per year.**

### **5) Digital portfolios**

All students from grades 3-8 will produce digital portfolios, which will include the projects – presentations and exhibitions – that the student participates in as well as an expression of what the student finds engaging and important in his/her own life. The student and teacher will jointly choose what to include in the portfolio and each semester the portfolio becomes part of the permanent student academic file. This provides both student and teacher a retrospective on the growth of learning being displayed by the

student. Each spring the student will be required to present his/her portfolio to his/her parents and to another adult trained to review portfolios.

**Timetable: Digital portfolio reviewed and archived 2 times per year. Included as part of parent-teacher-student conferencing.**

**Q# 5. Evaluating Student Performance**

- a. *Describe how student evaluation information will be used to improve student performance.*
- b. *Describe the corrective action that will be taken when students do not meet performance expectations.*

LAAA will use all available student data to track student performance and determine areas of student learning gaps. Student evaluation information will be used on both an aggregate and individual student basis by principal, teachers, parent and students. LAAA will provide a setting that expects students to be actively engaged in their own learning and parents to be involved in their child's school program. Sharing of student evaluation information with the parents will connect school to home, and with that connection improve student performance. The school will routinely hold parent conferences and open houses, including presentations and exhibitions of learning where parents will have the opportunity to see their children grow into confident public speakers and young scholars. Parents will receive interim progress reports midway through the quarterly grading period and report cards at the end. These formalized ways of communication are supplemented through the web-based *eSchoolPlus* student data system.

Student data sources *in addition to the student data derived from the variety of student assessments described in question/ response #4* include 1) the Delaware *eSchoolPlus* student data information system and 2) student progress reports and report cards.

**1) The Delaware *eSchoolPlus* student data system**

Student academic, attendance and behavioral performance will be collected through the Delaware *eSchoolPlus* student data system. This secure web-based data system will make student performance available for viewing by school, student, and parent on a "real time on-demand" basis. Teachers can update grades from home or school; add comments, track attendance and post assignments, progress reports and report cards. Class rosters and student emergency information are just a few clicks away. Administrators have access to district and family demographics, master schedules and state reports, among other information. Students can access *eSchoolPlus* from home or school to check grades, assignments and other information. Parents who do not have a computer could access one in a public area, like a library. If requested, written reports will still be issued.

Student Behaviors will also be monitored through the daily analysis of attendance statistics and behavior incidents, all recorded on the Delaware *eSchoolPlus* student data system. Both at the school level and at the team level, faculty review the data, and then establish a course of action. This review of student data occurs daily at the instructor level, weekly at the team level and quarterly at the school level.

In addition to real time availability of student data through the Delaware *eSchoolPlus* student data system, longitudinal data is gathered on each individual student from year to year which makes it possible to follow individual student academic growth, determine the value-added of specific programs, and identify consistently high-performing schools and systems.

The Delaware *eSchoolPlus* student data system has in place all ten essential elements recommended by Data Quality Campaign (DQC)<sup>1</sup> of a quality longitudinal data system. Those ten elements are:

- A unique statewide student identifier that connects student data across key databases across years.
- Student-level enrollment, demographic and program participation information.
- The ability to match individual students' test records from year to year to measure academic growth.
- Information on untested students and the reasons they were not tested.
- A teacher identification system with the ability to match teachers to students.
- Student-level transcript information, including information on courses completed and grades earned.
- Student-level college readiness test scores.
- Student-level graduation and dropout data.
- The ability to match student records between the P-12 and postsecondary systems.
- A state audit system assessing data quality, validity and reliability.

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<sup>1</sup> The Data Quality Campaign (DQC) is a national, collaborative effort to encourage and support state policymakers to improve the collection, availability and use of high-quality education data and to implement state longitudinal data systems to improve student achievement. The campaign provides tools and resources that assist state development of quality longitudinal data systems, while providing a national forum for reducing duplication of effort and promoting greater coordination and consensus among the organizations focusing on improving data quality, access and use.

2) **Progress report/report card grades.**

Student grades are stored as permanent grades on the e-school student data information system on a quarterly basis, with a progress report issued every five weeks. Report cards and progress reports are printed out as a report on the *eSchoolPlus* student data system. Progress reports provide an opportunity for student, parents and teachers to discuss student progress at a point where a learning plan can be instituted and deficiencies addressed in the weeks remaining before grades are made permanent.

**How student data will be used:**

Student data will be used to create learning units and lesson plans, including the development of individualized learning plans. The annual DSTP exams provide a point in time measure of student performance on standardized exams, and as the summative measure of school performance set the benchmark and baseline for the overall student learning performance of the school. The standards-aligned NWEA type web-based assessment provides both a point-in-time diagnostic of student mastery and learning gaps, and classroom/ teacher level data that can be used to develop learning units that will optimize learning understandings in areas that the classroom as a whole show need for skill development and reinforcement and to set up small learning teams and/or work stations for students to work individually or in teams on the reinforcement of key learnings. Other criteria-referenced school assessments such as the curriculum-based interim assessments provide formative and real-time measures of student mastery of the curriculum which will inform teachers unit planning for the re-teaching or review of skills or the differentiation of instruction as the students move forward in tackling the challenges of the next project.

LAAA will follow the Wiggins and McTighe Understanding by Design (UbD) framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, the UbD framework works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities. Developed by nationally recognized educators Grant Wiggins and Jay McTighe, and published by the Association for Supervision and Curriculum Development (ASCD), Understanding by Design is based on the following key ideas:

- A primary goal of education should be the development and deepening of student understanding.
- Students reveal their understanding most effectively when they are provided with complex, authentic opportunities to explain, interpret, apply, shift perspective, empathize,

and self-assess. When applied to complex tasks, these "six facets" provide a conceptual lens through which teachers can better assess student understanding.

- Effective curriculum development reflects a three-stage design process called "backward design" that delays the planning of classroom activities until goals have been clarified and assessments designed. This process helps to avoid the twin problems of "textbook coverage" and "activity-oriented" teaching, in which no clear priorities and purposes are apparent.
- Student and school performance gains are achieved through regular reviews of results (achievement data and student work) followed by targeted adjustments to curriculum and instruction. Teachers become most effective when they seek feedback from students and their peers and use that feedback to adjust approaches to design and teaching.
- Teachers, schools, and districts benefit by "working smarter" through the collaborative design, sharing, and peer review of units of study.

**In practice, the Understanding by Design framework offers:**

- a three-stage "backward planning" curriculum design process anchored by a unit design template
- a set of design standards with attendant rubrics
- A comprehensive training package to help teachers design, edit, critique, peer-review, share, and improve their lessons and assessments.

LAAA recognizes that when students fail or struggle academically, it is the teacher and school's responsibility to determine how to best put together a learning program for that child. Further, if a number of students are failing or struggling in one classroom, and are not having the same learning challenges in another classroom with another teacher, then the principal/ head of school needs to critically assess why there are these challenges for one teacher over another, and whether that teacher needs additional supports in the classroom. Student data aggregated as classroom level data will provide considerable insight into necessary changes at the classroom, teacher and individualized learning plan level.

Finally, based on the data collected on an annual basis, and examined on a quarterly basis, LAAA will prepare its annual school improvement plan. Areas of improvement may include such teaching and learning areas as the use of student data to inform teaching and learning, the benchmarking of student learning, vertical and horizontal curriculum alignment, the development of common rubrics, and/or the improvement of the learning performance of ELL learners. The school improvement planning process will be inclusive of all faculty and staff, and its implementation will be monitored by the LAAA Board of Directors.



**Corrective Actions:**

LAAA will have several mechanisms in place to take corrective action when students do not meet performance expectations. The following is a list of interventions and a description of the ongoing methods to assist students who do not meet performance expectations:

- **Student Support Team** – When a teacher notices a student is struggling, he/she confers with the team members and provides interventions and determines the effect of those interventions. If those interventions fail after a sequence of trials, the teacher may refer that child to the Student Support Team. The teacher provides documentation of interventions and samples of the student's work and the teacher's evidence to verify the problem, develop classroom/family interventions, document such on the team-parent collaboration form. The teachers engage in another series of interventions and document results. If there is no improvement, they consult with the special education coordinator and may request further evaluation.
  - **Individualized learning plans** – Students' state test scores, other standardized measures, low classroom performance are screened to look for indicators of academic difficulty and to develop individualized learning plans.
  - **After-school tutoring** - Where indicated small group tutorials are established to address academic difficulties. Student grades are monitored on a weekly basis, and students assigned to tutoring if the student's grades fall below a C in any subject area. (After-school scheduling – who will attend, the weeks and hours of tutoring, etc. are dependent upon funding.)
  - **Summer School** – Summer School will be strongly encouraged of all students in grades 3-8 who score at a 2 or below (does not meet the standards) on the Spring DSTP in reading, writing and mathematics. (Note: Summer school scheduling – and who will attend, the weeks and hours of summer school, etc. are dependent upon funding. LAAA will seek outside sources of funding to ensure sufficient funds to support an annual summer school program).
- b. **If the proposed school will be using an enrollment preference for students at risk of academic failure, describe the expected performance of each student on the Delaware Student Testing Program in each grade during the initial four year charter period.**

LAAA is not using an enrollment preference for students at risk of academic failure.

**6. Educational Program**

**Overview of Educational Program:**

- a. Provide the scope and sequence of the school's curriculum, including the three representative units of instruction that will be covered in each content area in each grade cluster in which the school will provide instruction. The educational program must include provisions for extra instructional time for at risk students, summer school and other services pursuant to 14 Delaware Code, Section 153. If the applicant is proposing a secondary school, the following must be provided:

See Appendix 15 – Curriculum Scope and Sequence.<sup>1</sup>

- b. Provide a detailed chart demonstrating the alignment between the school's educational program with the Delaware Content Standards and state program requirements, and in the case of a high school, the state graduation requirements.

Subject Areas	Grade Levels	Published Curriculum	Delaware Content Standards Alignment
ELA	K-8	Harcourt – Storybook	See Appendix 15- ELA Curriculum Scope and Sequence
Science	K-8	DELAWARE Recommended Science Curriculum	Delaware Science Coalition (See MOU) <sup>2</sup>
Math	K-5	Kendall-Hunt Math Trailblazers	Delaware Math Coalition (See email re: intended membership) <sup>3</sup>
	6-8	Prentice Hall Connected Math OR Kendall-Hunt Middle School Math (Due to roll out Fall 2010)	
Social Studies	K-8 (Only Grades 2-8 Assessed)	DELAWARE Recommended Curriculum (in development)	Delaware Social Studies Coalition (See email regarding intended usage) <sup>4</sup>
Visual & Performing Arts	K-8	Delaware Recommended Curriculum	See DRAFT Visual & Performing Arts Scope and Sequence <sup>5</sup>
P.E./ Health	K-8	Delaware Recommended Curriculum	See P.E./Health Scope & Sequence <sup>6</sup>

<sup>1</sup> Appendix 15 – Curriculum Scope and Sequence.<sup>1</sup>

<sup>2</sup> See Appendix 6 A Delaware Science Coalition MOU

<sup>3</sup> See Appendix 6 A Delaware Math Coalition email

<sup>4</sup> See Appendix 6 A Delaware Social Studies Coalition email

<sup>5</sup> See Appendix 15: Curriculum Units and Scope and Sequence

**C. Describe how the instructional strategies are aligned with the school's curriculum and the assessment strategies that will be used. Describe how this alignment will enhance student learning.**

*The Las America's ASPIRA Academy (LAAA) will follow a dual language project-based learning educational design delivered in a high tech learning environment.* The state standards aligned curriculum will draw from the successful ASPIRA curriculum frameworks in existing elementary, middle school and high school ASPIRA Charter schools in Chicago IL; Philadelphia, PA; and Miami FL. ASPIRA Charter Schools, in the tradition of Dewey and other progressive education philosophers, emphasizes the importance of "learning by doing," and making learning "authentic" or connected to the "real-world."

Key to the ASPIRA dual-language project-based learning curriculum frameworks is *contextualizing* the learning – based on the principle that students learn best, i.e. obtain critical thinking skills and enduring understandings when there is a real-life contextualized purpose to both the learning activity and to the assessment of the learning. This key principle of learning pertains to all learners and all contexts – whether learning math or learning a second language. The Las Americas ASPIRA Academy (LAAA) mission is to serve both native speakers of English and native speakers of Spanish in the same classroom with the goal of 50% of the students coming from each language group. By alternating days between languages, each group of students' first language is used for teaching challenging academic content throughout the week. Thus, all students learn subject matter (core content classes such as social studies, English Language Arts [ELA], science, and mathematics) through their native language as well as through the second language and both language groups have the benefit of interaction with peers who are native speakers of the language they are learning. In addition to subject content mastery, English speaking students become functionally proficient in Spanish while the Spanish speaking students become functionally proficient in English. At the same time, all students continue to develop skills and proficiency in their native language while attaining high levels of bilingualism, bi-literacy and biculturalism.

The Las Americas ASPIRA Academy curriculum model draws on three compatible contextually based curriculum development and instructional strategies: (1) Project-based Learning Design, which draws on constructivist approaches to learning; (2) Wiggins and McTighe "Understanding by Design"<sup>7</sup>, the same educational framework that underlies the Delaware

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<sup>6</sup> See Appendix 15: Curriculum Units and Scope and Sequence

<sup>7</sup> Grant Wiggins and Jay McTighe, Association of Supervision and Curriculum Development (ASCD) Online resources: ASCD at [www.ascd.org/](http://www.ascd.org/) Understanding by Design Exchange Resources <http://www.ubdexchange.org/resources.html>.

recommended curriculum design, and (3) the highly regarded Sheltered Instruction Observation Protocol (*SIOP*) Model<sup>8</sup>, which integrates academic language development, content area instruction and explicit instruction in learning strategies for both content and language acquisition. All three strategies are the keys to the success delivery of the LAAA curriculum design, and are viewed as extremely compatible with the Delaware Recommended Curricula, in particular the Delaware Science Coalition recommended curriculum, the Delaware Math Coalition Curriculum and the Delaware Social Studies Curriculum (in development), which LAAA has enthusiastically agreed to adopt and implement.

#### **Science:**

LAAA Academy K-12 will follow the State of Delaware Science Coalition constructivist learning by design curriculum, including the adoption of all educational units and usage of the science inquiry kits. (See attached MOU).

#### **Social Studies**

Per discussion with Preston "Dusty" Shockley on December 4, 2008, LAAA Academy K-12 will be a member of the State of Delaware Social Studies Coalition, and as such will be a participating curriculum development and implementation site for the now in progress recommended curriculum development being undertaken by the coalition. (Per discussion, coalition educational units will be designed, implemented and assessed in grades 2-12). The foundation of LAAA's social studies curriculum in the early years will be based on topics which will help us expand students' understanding of their continually widening circles of interaction - from themselves, to their families, communities, and the world. Topics will be rich enough to sustain a wide range of worthwhile questions and experiences and will incorporate the use of literature, math, art, writing, and scientific inquiry as tools for children to express what they have found out and learned. As it is not enough to simply memorize facts, we will employ the use of trade books and invite community members with various jobs into the classroom to help us discover our surroundings and apply our learning to real life situations. We will help children formulate questions, pursue interests and compile, analyze and present data. It is also not enough for children to gain skills and understanding as individuals. Children need to acquire the perspective and skills that will enable them to live and work effectively with other people. Technology will be integrated into the social studies curriculum especially in creating maps,

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<sup>8</sup> Center for Applied Linguistics (2006, August). Adapting the Sheltered Instruction Observation Protocol (SIOP) for Two-Way Immersion Education: An Introduction to the TWIOP. Retrieved December 6, 2008, from <http://www.cal.org/twi/TWIOP.pdf>; Cloud, N., Genesee, F. & Hamayan E. (2000). Dual Language Instruction: A Handbook for Enriched Education. United States: Heinle & Heinle.; Echevarria, J., Vogt, M. & Short, D. (2008). Making Content Comprehensible for English Learners. United States: Pearson Education, Inc.

graphs, tables, charts and timelines which will allow children to share their learning with others in a powerful and meaningful form.

### **Health & Nutrition**

As a vital part of our mission, health and nutrition will have its own curriculum, goals and benchmarks. The aim of our health curriculum is to promote the understanding and application of the principles of good health and a healthy lifestyle in all aspects of the students learning. We will cover topics ranging from community to personal health. We will raise the consciousness of our students and the local community by involving families and outside speakers in the discussion of health and nutrition.

### **Physical Education & Health**

The physical education program at LAAA will be integrated across the curriculum and school design, with a primary goal of the PE program is to provide students with the opportunity to participate in sustained physical activity everyday in order to develop and maintain a healthy body. However, our goals do not end there. In keeping with the holistic philosophy of education embodied at LAAA, the PE program seeks to develop cognitive, physical, and social/emotional growth in our students through the study of movement.

In the primary grades (K-2), students learn to understand movement concepts and develop a full repertoire of movement that will serve as a foundation for more developmentally advanced movement disciplines such as sports and dance training as they grow up. In addition, one day a week is specifically dedicated to understanding fitness concepts. Students learn to distinguish cardiovascular exercises, strength training, and flexibility and participate in a balanced fitness program. As they progress, students take on more responsibility for individualized fitness goals. Students learn the importance of maintaining a healthy lifestyle which includes at least a half hour of physical activity per day.

Another component of the PE program is skill development. One day a week is dedicated to teaching students specific skills. For example students develop hand-eye coordination through practicing throwing, catching, kicking, and striking. Students develop gymnastic skills through balancing and tumbling. Also, students develop yoga skills such as balance, strength, flexibility, concentration, and mindfulness.

### **Project-based Learning: "Learning by Doing"**

The philosophical and psychological foundations of the project-based learning stem from progressivism and cognitive field theories. Progressivism places emphasis on teaching students "how" to think rather than "what" to think. In line with this philosophy, students are taught to recognize and apply information they have acquired in a variety of situations and to use prior

knowledge in complex and novel ways. With such an approach, students are more likely to become self-directed and lifelong learners. Passive learning methods such as traditional lecture and drill are minimally used and active learning methods such as projects, work-study and discussions are emphasized.

The ASPIRA Charter School (ACS) project-based curriculum design draws on the essential design principles of San Diego's highly successful High Tech High (HTH) funded since 2003 by the Gates Foundation to replicate the High Tech High model in locations throughout California and selected cities in the United States. ASPIRA Illinois' first charter school campus, founded in 2003, was a replication of the High Tech High school design, as part of the Gates-funded new small school replication initiative. Other High Tech High affiliate and replication sites are in Washington, Oregon, Colorado, New Mexico, and Massachusetts. Although the high tech high model is one born out of the mission to redesign the American High School, its design incorporates principles that are being implemented through K-12 classrooms, including the elementary, middle and high schools that now make up the High Tech High Learning Communities.<sup>9</sup>

The High Tech High model is based on a simple but compelling educational vision: provide each student with a rigorous and relevant academic curriculum, based in an authentic and real-life context, and you will build students with the understandings and skills they will need to live rewarding lives in our increasingly multicultural society and global economy. Academic subjects are taught through project-, problem-, and inquiry-based learning activities; contextual learning; interpersonal and interactive learning opportunities; authentic learning; engaged learning; participatory modes of instruction; team teaching; interdisciplinary teaching; seminars and group instruction; guest presentations; integrated math and science; and other alternative educational methodologies. Teachers are encouraged to recognize the importance of student experiences on subject matter and to incorporate these experiences in lessons where appropriate.

Brief subject overviews and direct instruction methods are used to disseminate new information and build upon prior knowledge. Discussions following overviews help students conceptualize new information and challenge their understanding. During class discussions the teacher serves as a facilitator and guide rather than an authoritarian pedagogue. Multi-level (differentiated) instruction is used to address different stages of student cognitive development. One way we accomplish multi-level instruction is to have students or groups of students work on different tasks to accomplish the same learning outcome, e.g. have students engaged in project learning.

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<sup>9</sup> See [www.hightechhigh.org](http://www.hightechhigh.org)

Peer learning, problem and case-based learning, independent seatwork, performance, and student reflection also are used to give students the opportunity to practice and engage actively in the learning process. The use of guest speakers, field trips, work-study, and assignments on the Internet are other strategies for student learning engagement. Our instructional practices emphasize personal responsibility, social development, and career integration as well as self-discipline, community involvement, and economic literacy. By using an integration of such methods students become better prepared to deal with issues and situations in a changing world.

Teachers are expected to work as teams and create a project-based learning curriculum where learning flows out of teacher-facilitated integrated curriculum units that engage students through a merging of faculty and student interests and hands-on discovery, exploration and problem-solving. Assessments, both formative and summative, are contextualized as well, and include student presentations and exhibitions of learning, student projects such as plays, films, investigations, demonstrations and experiments, student digital portfolios of learning, and, when appropriate, more traditional measures of learning such as quizzes, book reports, papers, and even multiple choice or closed response curriculum-based interim assessments. All student data is then used to inform and appropriately differentiate instruction. Administration is expected to create the systems and structure that will optimally support adherence to these design principles.

### **Wiggins and McTighe "Understanding by Design"**

Understanding by Design (UbD) is a framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities.

Developed by nationally recognized educators Grant Wiggins and Jay McTighe, and published by the Association for Supervision and Curriculum Development (ASCD), Understanding by Design is based on the following key ideas:

- A primary goal of education should be the development and deepening of student understanding.
- Students reveal their understanding most effectively when they are provided with complex, authentic opportunities to explain, interpret, apply, shift perspective, empathize, and self-assess. When applied to complex tasks, these "six facets" provide a conceptual lens through which teachers can better assess student understanding.
- Effective curriculum development reflects a three-stage design process called "backward design" that delays the planning of classroom activities until goals have been clarified and assessments designed. This process helps to avoid the twin problems of "textbook coverage" and "activity-oriented" teaching, in which no clear priorities and purposes are apparent.

- Student and school performance gains are achieved through regular reviews of results (achievement data and student work) followed by targeted adjustments to curriculum and instruction. Teachers become most effective when they seek feedback from students and their peers and use that feedback to adjust approaches to design and teaching.
- Teachers, schools, and districts benefit by "working smarter" through the collaborative design, sharing, and peer review of units of study.

In practice, Understanding by Design offers

- a three-stage "backward planning" curriculum design process anchored by a unit design template
- a set of design standards with attendant rubrics
- And a comprehensive training package to help teachers design, edit, critique, peer-review, share, and improve their lessons and assessments.

Operationally, the teachers will be organized into curriculum teams. To assist the teams in their curriculum design work, the teachers will utilize web-based software such as Rubicon Atlas<sup>10</sup> to align the curriculum units with the Delaware state standards, establishing the enduring understandings and essential questions that will be explored through the curriculum content and skill-building units. Essentially, following the "Understanding by Design" process, the teachers will be led through a curriculum designing process, in which the teachers *first explore "what works"* in terms of student learning and understanding; second, employ a "**backward design**" process, beginning with what we expect the students to know, and then, planning backwards create a curriculum designed to engage students in inquiry & "uncovering" ideas. *Third*, collectively propose a set of design standards, or filters, for achieving quality control in curriculum & assessment design.

The Stages of "Backward Design" are:

- Identify Desired Results
- Determine Acceptable Evidence

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<sup>10</sup> Rubicon Atlas is a customizable, web-based application designed to electronically encompass the process of curriculum mapping which facilitates collaboration among teachers across subjects, grades and schools. Its extensions go beyond just recording and reporting, to the sharing of curriculum strategies with administrators, superintendents, boards of trustees and parents. Armed with the most current and enhanced curriculum information, educators and administrators alike are empowered to make complex curriculum decisions in order to advance and improve the learning experience of all students on a continuum. Atlas is a: Tool designed for teachers; Tool useful for administrators; and Tool for communicating with students and parents.



- Plan Learning Experiences and Instruction
- Establish evidence of student understanding through:
  - i. Performance tasks
  - ii. Other assessments

**The Filters for Selecting Understandings:**

- Represent a big idea having enduring value beyond the classroom.
- Reside at the heart of the discipline (involve “doing” the subject).
- Require un-coverage (of abstract or often misunderstood ideas).
- Offer potential for engaging students.

**Big Picture of an “Understanding by Design” Approach**

Key Design Question	Design Considerations	Filters (Design Criteria)	What the Final Design Accomplishes
<b>Stage 1: What is worthy &amp; requiring of understanding?</b>	<ul style="list-style-type: none"> <li>* National Standards</li> <li>* State Standards</li> <li>* Teacher Expertise &amp; Interest</li> </ul>	<ul style="list-style-type: none"> <li>End * Enduring ideas.</li> <li>* Opportunities for authentic, discipline-based work. *</li> <li>“Uncoverage” *</li> <li>Engaging.</li> </ul>	Unit framed around enduring understandings and essential questions.
<b>Stage 2: What is evidence of understanding?</b>	<ul style="list-style-type: none"> <li>Six * Six facets of understanding. *</li> <li>* Continuum of assessment types.</li> </ul>	<ul style="list-style-type: none"> <li>Valid * Valid. *</li> <li>Reliable. *</li> <li>Sufficient. *</li> <li>Authentic work. *</li> <li>*Feasible. *</li> <li>Student friendly.</li> </ul>	Unit anchored in credible and educationally vital evidence of the desired understandings.
<b>Stage 3: What learning experiences &amp; teaching promote understanding, interest, and excellence?</b>	<ul style="list-style-type: none"> <li>Res * Research based repertoire of learning &amp; teaching strategies.</li> <li>Less * Essential &amp; enabling knowledge &amp; skill.</li> </ul>	<p>WHERE</p> <ul style="list-style-type: none"> <li>* Where is it going?</li> <li>* Hook the students.</li> <li>* Explore &amp; equip.</li> <li>* Rethink &amp; revise.</li> <li>* Exhibit &amp; evaluate.</li> </ul>	Coherent learning experiences & teaching that will evoke & develop the desired understandings, promote interest & make excellent performance more likely.

## TWO DIFFERENT APPROACHES

Thinking like an Assessor	Thinking like an Activity Designer
<ul style="list-style-type: none"> <li>• What would be sufficient &amp; revealing evidence of understanding?</li> </ul>	<ul style="list-style-type: none"> <li>• What would be interesting &amp; engaging activities on this topic?</li> </ul>
<ul style="list-style-type: none"> <li>• What performance tasks must anchor the unit and focus the instructional work?</li> </ul>	<ul style="list-style-type: none"> <li>• What resources and materials are available on this topic?</li> </ul>
<ul style="list-style-type: none"> <li>• How will I be able to distinguish between those who really understand and those who don't (though they may seem to)?</li> </ul>	<ul style="list-style-type: none"> <li>• What will students be doing in and out of class? What assignments will be given?</li> </ul>
<ul style="list-style-type: none"> <li>• Against what criteria will I distinguish work?</li> </ul>	<ul style="list-style-type: none"> <li>• How will I give students a grade (and justify it to their parents)?</li> </ul>
<ul style="list-style-type: none"> <li>• What misunderstandings are likely? How will I check for those?</li> </ul>	<ul style="list-style-type: none"> <li>• Did the activities work? Why or why not?</li> </ul>

## IMPLICATIONS FOR TEACHING

Acquisition of Organized Knowledge	Development of Intellectual Skills	Enlarged Understandings of Ideas and Values
Didactic Instruction	Coaching, Exercises, and Supervised Practice	Socratic Questioning and Active Participation

### **Sheltered Instruction Observation Protocol (SIOP) Model**

All students at LAAA will be learning content through a non-native language, either in Spanish for the native English speakers or English for the native Spanish speakers. Over the first four years of the charter (2011-2014) students in grades K-4 will be taught using the Two Way Immersion (TWI) - modified *SIOP* approach referred to as the *TWIOP* Model. For the first four years, until the students who began the dual language program in K-1 reach the 5<sup>th</sup> grade level, the 5-8 grade curriculum at LAAA will be delivered in a more traditional approach, with native English speaking students receiving instruction entirely in English, with an inclusion of Spanish as World Language, and English Language Learners receiving instruction through a Transitional Bilingual Program where academic content will be taught in both English and Spanish using a sheltered instruction approach to make the subject matter concepts comprehensible. A Transitional Bilingual Program is most appropriate for these grades given the

students point of entry into LAAA. The goal for these students is to become functionally proficient in English and master subject content through English in order to fully prepare them for their high school experience.

**SIOP** is a model of sheltered instruction that integrates academic language development, content area instruction and explicit instruction in learning strategies for both content and language acquisition. It is a research based instructional model for making content comprehensible for English language learners while promoting their English language development. Highlighting key language features and incorporating strategies make the content comprehensible to students. It is an approach that extends the time students have for getting language support services while learning content. **SIOP** is a proven method of instruction that engages students in meaningful learning while improving the academic achievement of second language learners.

The **TWIOP** Model is based on the **SIOP** Model. Modifications to the **SIOP** model were designed specifically for the **TWI** context by the Center for Applied Linguistics (CAL) in cooperation with experienced **TWI** teachers in 2005 with a grant from the Goldman Sachs Foundation. The modifications to the **SIOP** Model for the **TWI** context produced only two new features for the **TWIOP** Model:

1. Inclusion of *cultural objectives* clearly defined, displayed and reviewed.
2. Specific learning activities to meet the cultural objectives for the lesson.

In addition to the above modifications, LAAA is committed to coordinating instruction in the two program languages in order to facilitate the transfer of skills and promote language and literacy development for students in both languages. To this end, similar instructional strategies and assessments are used in the two program languages and *coordinating language objectives* are complementary across language programs. Coordinating instruction by ensuring common planning times between teachers to avoid repetition of *content objectives* across program languages is a priority at LAAA. Furthermore, explicit teaching of strategies and techniques to support effective peer interaction and peer modeling is critical. Such techniques include teaching students use of slower speech, gestures and visual aids when working with peers.

LAAA will use the **SIOP Protocol** as a tool to observe, rate and provide feedback to teachers on whether teachers effectively use sheltered techniques in their lessons. The **SIOP** protocol consists of thirty features grouped into the following eight components:

1. Lesson Preparation
2. Building Background Knowledge

3. Comprehensible Input
4. Strategies
5. Interaction
6. Practice/Application
7. Effectiveness of Lesson Delivery
8. Review/Assessment

These components emphasize instructional practices that are *critical* for second language learners as well as best practices that benefit all students.

The *SIOP Model* is used for lesson planning and delivery. The model provides teachers a framework for well prepared and well delivered sheltered lessons in any subject area. In preparing lessons, teachers must identify the following:

1. Standards
2. Unit/Theme
3. Content Objective
4. Language Objective
5. Learning Strategies
6. Key Vocabulary
7. Materials
8. Motivation - Building Vocabulary
9. Presentation – Language and content objectives, comprehensible input, strategies, interaction, feedback
10. Practice/Application – Meaningful activities, interaction, strategies, practice/application, feedback
11. Review/Assessment – Review objectives and vocabulary, assess learning
12. Extension

At LAAA, teachers will be professionally trained in incorporating all eight components and thirty features of the *SIOP Protocol* in their lesson planning and delivery.

## **Criteria for Success in Two-Way Bilingual Education<sup>11</sup>**

1. Programs should provide a minimum of four to six years of bilingual instruction to participating students.
2. The focus of instruction should be the same core academic curriculum that students in other programs experience.
3. Optimal language input (input that is comprehensible, interesting, and of sufficient quantity) as well as opportunities for output should be provided to students, including quality language arts instruction in both languages.
4. The non-English language should be used for instruction a minimum of 50 % of the time (to a maximum of 90 % in the early grades) and English should be used at least 10 % of the time.
5. The program should provide an additive bilingual environment where all students have the opportunity to learn a second language while continuing to develop their native language proficiency.
6. Classrooms should include a balance of students from the non-English and English backgrounds who participate in instructional activities together.
7. Positive interactions among students should be facilitated by the use of strategies such as cooperative learning.
8. Characteristics of effective schools should be incorporated into programs, such as qualified personnel and home-school collaboration.

### **DUAL LANGUAGE – K-4 Curriculum**

The dual language curriculum will be guided by the “Guiding Principles for Dual Language Education” (2005) out of the Center for Applied Linguistics, Washington, DC, a compendium of research and practice-based principles, anchored in the No Child Left Behind legislation, which allows programs to self-evaluate across strands and domains. The curricular approach follows exemplary practices in all pedagogical areas including program structure,

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<sup>11</sup> Adapted from Lindholm, K. 1990. Bilingual immersion education: Criteria for program development. In A. Padilla, H. Fairchild, & C. Valadez (Eds.), *Bilingual education: Issues and strategies*. pp. 91-105. Newbury Park, CA: Sage

curriculum, instruction, staff quality, professional development, assessment and accountability, parental involvement, community involvement, support and resources.

The *Early Balanced Literacy* Framework is designed to ensure that all students are provided opportunities to develop reading, writing, speaking, listening and thinking skills simultaneously. Literacy instruction emphasizes the acquisition of skills necessary to utilize literacy as a writing reciprocal as well as a meaning-making, problem solving process.

Students will be able to master the following skills in two languages:

- Use and appreciation of oral language through discussions, chants, songs, poems and games that involve talking, listening and following directions.
- Use and appreciation of printed language through activities that teach directionality of print, production of print, handling of books, word awareness and predictable and patterned languages.
- Listen to daily read-a-loud for the introduction of new words, places and ideas, hear vocabulary and text structures, support and extend oral language development and connect oral to written language.
- Understand and manipulate the building blocks of spoken language through rhyming games and auditory activities to manipulate sounds in words.
- Understand and manipulate the building blocks of written language through activities that teach names of letters, printing letters and experiment with and manipulate letters to make words and message.
- Understand the relationship between the sounds of spoken language and the letters of written language.
- Learn decoding strategies.
- Relate writing to spelling and reading.
- Accurate and fluent reading in decodable stories.
- Read and comprehend a wide assortment of books and other texts.
- Develop and comprehend new vocabulary through wide reading and direct vocabulary instruction.
- Apply comprehension strategies.

## **Delivery of Instruction – Kindergarten – 4<sup>th</sup> Grade**

- Language of the Day
- Spanish Language Arts for All LEP students
- English Language Arts for All Non-LEP students
- Math for All in English
- Science/Social Studies for All in Spanish
- English as a Second Language for All
- Spanish as a Second Language for All

**D Provide evidence to demonstrate that the school's educational program will improve student performance by identifying:**

- (1) Any academically independent peer reviewed studies of the proposed educational program conducted by persons or entities without a financial interest in the educational program or in the proposed charter school, or;**
- (2) Evidence of prior successful implementation of the proposed educational program, or;**
- (3) Adherence to professionally accepted models of student development.**

The LAAA/ASPIRA dual-language project-based learning curriculum is research-based and has a proven record for successfully preparing students to meet and exceed learning standards and preparing students for their next level of academic achievement.<sup>12</sup> ASPIRA Charter Schools in Miami Florida, Philadelphia Pennsylvania and Chicago Illinois, working with a similar target population of students have achieved notable successes, including high schools (in Chicago) ranking in the top 25% of non-selective schools and elementary and middle schools (in Philadelphia and Miami) meeting AYP every year for the last four years.<sup>13</sup>

The constructivist-based project-based learning approach is a proven approach for developing active learners that develop enduring understandings and critical thinking skills.

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<sup>12</sup> Dual Language Learners in the Early Years: Getting Ready to Succeed in School November, 2008

Dual language schools have an equally, if not even more impressive record in enhancing academic performance of its participants. A 2006 report<sup>14</sup> on a ten year longitudinal study of dual language schools across the country, states that the findings are incontrovertible: dual language schools “demonstrate the substantial power of this program for enhancing student outcomes and fully closing the achievement gap in second language (L2). Effect sizes for dual language are very large compared to other programs for English learners (ELLs). Dual language schooling also can transform the experience of teachers, administrators, and parents into an inclusive and supportive school community for all. Our research findings of the past 18 years are summarized here, with focus on ELLs’ outcomes in one-way and two-way, 50:50 and 90:10, dual language models, including heritage language programs for students of bilingual and bicultural ancestry who are more proficient in English than in their heritage language.”

The researchers found that “Enrichment dual language schooling closes the academic achievement gap in L2 and in first language (L1) students initially below grade level, and for all categories of students participating in this program. This is the only program for English learners that fully close the gap; in contrast, remedial models only partially close the gap. Once students leave a special remedial program and join the curricular mainstream, we find that, at best, they make one year’s progress each school year (just as typical native English speakers do), thus maintaining but not further closing the gap. Often, the gap widens again as students move into the cognitive challenge of the secondary years where former ELLs begin to make less than one year’s progress per year. In contrast to remedial programs that offer “watered down” instruction in a “special” curriculum focused on one small step at a time, dual language enrichment models are the curricular mainstream taught through two languages. Teachers in these bilingual classes create the cognitive challenge through thematic units of the core academic curriculum, focused on real-world problem solving that stimulate students to make more than one year’s progress every year, in both languages. With no translation and no repeated lessons in the other language, separation of the two languages is a key component of this model. Peer teaching and teachers using cooperative learning strategies to capitalize on this effect serve as an important stimulus for the cognitive challenge. Both one-way and two-way enrichment bilingual programs have this power.”

In Houston dual language schools, the researchers found that the students in two-way Bilingual Immersion far outscored students in either developmental Bilingual Education and Transitional Bilingual Education programs. Moreover progress not only was sustained, but students in later grades held onto their academic performance gains and were high achievers in all content areas. Authors also note that English native speakers also show high performance in

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<sup>14</sup> Virginia P. Collier and Wayne P. Thomas **the Astounding Effectiveness of Dual Language Education for All** (George Mason University, 2006).



all content areas when they have five or more years in a dual language two way immersion school.<sup>15</sup>

Finally, the ASPIRA model of education and youth leadership is a proven model of youth development. Independent audits performed by the Department of Education on the ASPIRA Illinois Talent Search program have found that 92% of students who participate in ASPIRA Talent Search finish high school and apply and are admitted to college. These are first generation college goers from families where many of the parents may not even have a high school diploma.

**e. Describe the school calendar and hours of operation. Provide the calendar for the first year of school operation.**

The LAAA 2010 school calendar will have 183 school days. The school year is divided into 4 quarters and students receive report cards at the end of each quarter.

The regular school day for students is from 8:30 a.m. – 4:00 p.m. Teachers must punch in by 7:30 a.m. and be ready for pre-instructional day responsibilities. From 7:30 – 8:15 Teachers meet with lead teachers and participate in professional development and whole school meetings in the one hour before school begins. Teachers are in their rooms and students begin instruction at 8:30 a.m. After-school extended learning and student activities take place from 4:00 – 5:30 p.m.

There are 9 early dismissal days for teacher PD, where students are dismissed at 2:00 p.m.; There are 8 full day PD days through the school year where students do not attend, releasing the teachers for PD. And there is a 3 day educational summit at the end of the school year and five days professional development before the school year begins.

**CALENDAR FOR FIRST YEAR OF SCHOOL OPERATIONS: FY2011**

Independence Day Holiday	July 4
New Teacher Professional Development	August 2-6
New Teacher Unit Planning & Preparation	August 16-20
First Day of School	August 16
Labor Day Holiday	September 7
Professional Development (No Students)	September 24
Columbus Day Holiday	October 12
End of 1 <sup>st</sup> Quarter Professional Development (No Students)	October 22
Quarter 2 begins	October 25
Report Card Pick Up & Professional Development (No Students)	October 29
Thanksgiving Break	Nov 25-27
Winter Break	Dec 20-Jan 3
Professional Development/ End of Q2 (No Students)	Jan 13-14

<sup>15</sup> See Appendix 6 B, Figures 1&2 Houston ISD ELL Achievement by Program.

Martin Luther King Holiday	Jan 17
Report Card Distribution	Jan 21
Professional Development (No Students)	Feb 11
President's Day	Feb 14
End of 3 <sup>rd</sup> Quarter/ Professional Development (no students)	March 25
Q4 Begins	March 28
Spring Vacation	April 4-8
Report Card Pick Up	April 15
Professional Development (No Students)	April 29
Memorial Day Holiday	May 31
Professional Development (No Students)	June 9
Q4 ends (Last Day of School for Students)	June 10
Educational Summit	June 13-15
Summer School Begins	June 20

**School day schedule:**

Teachers begin work day one hour before the start time for classroom instruction.

The Instructional day is 7 hours plus 30 minutes for lunch. Students have "recess" time for one half hour before or after lunch, depending on the classroom schedule. When the weather is fair students will take their supervised recess time outside the building. Otherwise "recess" will take place in the classroom, or gymnasium, supervised by the teacher(s).

c. Describe any other features of the school's educational plan (including special materials or focus on technology) that will aid the reviewers in understanding the unique nature of the school.

**f. Describe any other features of the school's educational plan (including special materials or focus on technology) that will aid the reviewers in understanding the unique nature of the school.**

To understand the unique nature of the Las Americas ASPIRA Academy, it is essential to understand that underlying the entire LAAA educational plan – underlying the dual language immersion, underlying the project-based learning, underlying the structure of the entire learning environment – is the ASPIRA Process. The Las Americas ASPIRA Academy (LAAA) is the direct outgrowth of the mission of ASPIRA of Delaware, Inc., an associate office of the national ASPIRA Association. ASPIRA, since its start with ASPIRA New York, has had over forty-seven years of experience creating and implementing formal and informal education programs with youth from a wide diversity of race, ethnicity, and national origin that build up youth self-esteem, cultural awareness, and leadership abilities.

*16 See Appendix 6 C: Expectations for Las Americas ASPIRA Academy and Staff.*

The Las Americas ASPIRA Academy's constructivist educational philosophy and organization is grounded in the almost 50 year-old ASPIRA theory of change – the ASPIRA theory of change being that concerned and caring adults can sow the seeds of a positive change for their communities by 1) by educating youth through a holistic family approach as they transition from children to adults 2) by setting high expectations for the children and underserved youth of our communities; and 3) by creating formal and informal learning spaces for children and youth where they can “learn by doing” and build their leadership capacities. That by setting high expectations and empowering our children and youth to access and demand resources and opportunities, youth will not only meet, but will exceed our expectations, academically, socially and professionally.

The LAAA curriculum will incorporate the ASPIRA Youth Leadership Development (YLD) curriculum at all school grade levels, in developmentally appropriate contexts. The YLD curriculum focuses on building critical thinking and leadership skills, in the early grades as early as Kindergarten through understanding their role as a responsible member of their classroom community, and as middle school and high school youth through participation in public policy, entrepreneurship, and community-based initiatives. The YLD curriculum is based on the following principles:

- Youth leadership development takes a long time—it is a *process*. Caring adults need to invest in children/young people over a period of years in order to provide consistency.
- Young people need to be actively engaged in the process of community change at all levels, from the street corner to the board room.
- Society must acknowledge and embrace the idea that youth are talented and capable of leading community change.
- Young people must lead positive change themselves in order for it to succeed.
- Leadership programs must identify, nurture and support more than talented elite.
- The process of developing young leaders begins with *learning how to learn*.

Through this “assets-based” model, ASPIRA Associations across the country have changed the cycle of hopeless and poverty and has created 3 generations of “*Aspirantes*” that know that the key to change is “leadership through education,” and that each generation of youth that grow into community leaders through the ASPIRA Schools and Clubs will exponentially increase the number of youth who come after them to complete high school, go to college, and go on to being productive community leaders who give back to their communities and participate as productive members of our society.

**g. Describe the teacher/student ratio of the school.**

<b>TEACHERS</b>	<b>FY2011 360 STUDENTS</b>	<b>FY2012 560 STUDENTS</b>	<b>FY2013 760 STUDENTS</b>	<b>FY 2014 960 STUDENTS</b>
<b>CLASSROOM TEACHERS</b>	18	28	38	48
<b>ART TEACHER</b>	1	2	3	4
<b>P.E./HEALTH TEACHER</b>	1	2	3	4
<b>READING SPECIALIST</b>	1	2	4	5
<b>LIBRARIAN TEACHER – MEDIA SPECIALIST</b>	1	1	1	1
<b>SPED TEACHERS</b>	2	3	4	5
<b>SPED TEACHER- CASEMANAGER</b>	1	1	2	2
<b>TOTAL TEACHERS</b>	25	39	55	69
<b>TEACHER/STUDENT RATIO</b>	14.4	14.4	13.8	13.9

**h. Describe the professional development activities/opportunities that will be made available to teachers and other staff.**

**i. Describe the professional development activities/opportunities that will be made available to teachers and other staff.**

The teaching staff of the Las Americas ASPIRA Academy will routinely participate in professional development activities. Professional development time is an integral part of the school calendar, including 9 early dismissal days for teacher PD, 8 full day PD days through the school year, a 3 day educational summit at the end of the school year and five

days professional development before the school year begins. In addition, from 7:30 – 8:15 a.m. Monday – Friday, teachers are expected to use that valuable before school teacher common preparation time to meet with lead teachers, meet with parents and special education teams, and participate in professional development and whole school meetings. Professional development time at ASPIRA schools includes curriculum teams developing and revising curriculum maps, and planning interdisciplinary projects. Some of the most valuable professional development will occur within the context and structure of the school where teachers confer in team meetings and department meetings relative to curriculum, instruction, school climate, and student progress. Additionally, teachers will visit colleagues' classrooms at least once per year to observe teaching, following the "making rounds" protocol currently implemented in many project-based learning schools.

Both new and on-going teachers will participate in summer institutes relative to dual language immersion, SIOP/ TWIOP protocols, project-based learning, its practices and principles. The dual language project-based learning approach to dual language curriculum delivery demands a high level of professional development, and in addition, systems such as the *eSchoolPlus*, the Rubicon Atlas curriculum planning software, require additional training prior to implementation. LAAA will plan to have all faculty participate in the professional development opportunities that these resource communities provide. In particular, all faculty will attend dual language immersion seminars and conferences such as the annual SIOP conference at the Center for Applied Linguistics<sup>16</sup>

Teachers will also be trained to differentiate instruction for each learner, how to specifically address the learning needs of ELL and SPED learners, and how to analyze learning outcomes and standardized test data.

Throughout the school year, members of the teaching staff will participate in offsite professional development activities to support the instructional goals of the school. LAAA is very excited that as a member of the Delaware science, math and social studies coalitions, additional professional development opportunities will be provided to the LAAA faculty and LAAA faculty will be part of the implementation and further development of the coalition curriculum development. If necessary, LAAA will provide a substitute teacher to replace the teacher attending these professional development workshops. In addition, teachers in all content areas will be expected to participate in

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<sup>16</sup> The Center for Applied Linguistics is dedicated to providing a comprehensive range of research-based information, tools, and resources related to language and culture. CAL is a private, nonprofit organization working to improve communication through better understanding of language and culture. Established in 1959, CAL is headquartered in Washington, DC. CAL has earned a national and international reputation for its contributions to the fields of bilingual, English as a second language, literacy, and foreign language education; dialect studies; language policy; refugee orientation; and the education of linguistically and culturally diverse adults and children. CAL's experienced staff of researchers and educators conduct research, design and develop instructional materials and language tests, provide technical assistance and professional development, conduct needs assessments and program evaluations, and disseminate information and resources related to language and culture.

benchmarking and standards setting sessions offered through the Department of Education.

Every attempt will be made to compose a faculty that is evenly distributed between more experienced and lesser experienced teachers. With that distribution of faculty teaching experience, it will be possible to partner new teachers with the more experienced, through a peer mentoring program. In addition, LAAA will seek foundation support to implement the TAP (Teacher Advancement Program), a well regarded whole school teacher development program that is currently being implemented as ASPIRA schools in Philadelphia.<sup>17</sup>

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<sup>17</sup> The TAP applied professional growth program calls on teachers to become active agents of their own improvement. Each teacher works in cooperation with his or her mentor and master teachers to develop an Individual Growth Plan (IGP). As well, each belongs to a professional learning group called a cluster group. Master and mentor teachers within the school lead these cluster sessions, which focus on teacher collaboration for instructional improvement. Through IGP and cluster group work teachers meet student learning needs by connecting research-based, data-driven best practices to daily classroom instruction. Both types of sessions are embedded in the school's daily schedule.

**Q#7. Students with Special Needs**

**The application must include the plan for each of the following:**

- a. Ensuring that the school will be in full compliance with current federal and state statutes relating to the education of students with disabilities, including but not limited to: evaluation, re-evaluation, accommodations, and employment of certified special education teachers prior to the admission of students. The plan must provide for a free appropriate public education to students with disabilities and include a continuum of educational placements for students with disabilities.**
- b. Complying with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990.**
- c. Complying with Title VI and VII of the Civil Rights Act of 1964.**
- d. Complying with Title IX of the Education amendments of 1972.**
- e. Having certified special education teacher(s) providing services for students with disabilities.**

**RESPONSE 7A-7E**

The Las Americas ASPIRA Academy (LAAA) will be in full compliance with the individuals with Disabilities Education Act (IDEA) 2004, the State Special Education Regulations (June 4, 2007) and Section #504 of the Vocational Rehabilitation Act of 1973. In compliance with Title VI, VII of the Civil Rights Act of 1964 and Title IX of the Education amendments of 1972, LAAA will have in place a policy statement that no person shall be subjected to discrimination in LAAA educational programs, services or activities based on race, national origin, gender, age or disability in accordance with state and federal laws.

LAAA will provide free, appropriate, public education to all students and no student will be denied admission on the basis of his/her disability. Further, the school will provide a *continuum* of educational placements and support systems for those students who learn differently and is committed to the differentiation of instruction to the learning styles and needs of every student. LAAA will be in full compliance with current federal and state statutes relating to the education of students with disabilities, including but not limited to: evaluation, re-evaluation, accommodations, and employment of certified special education teachers prior to the admission of students.

LAAA will have in place the necessary programs to optimize the success of students with disabilities in the general curriculum following IDEA 1997 and 2004 regulations regarding the

placement of students in the *least restrictive environment* (LRE) that is appropriate for them and as prescribed by the student's IEP plan. The spirit of this requirement is to ensure that children are not unnecessarily removed from the regular classroom or isolated from other non-disabled children of their age. LRE decisions will be made based on children's learning needs and vary from child to child. LAAA will provide a full continuum of services ranging from regular classrooms with support to special classes, and, if necessary, will assist parents in finding special school placements as needed.

Prior to the admission of students, LAAA will employ and maintain on staff at least one full time special education Delaware certified teacher. This teacher will provide co-teaching and coordination services for special education students. LAAA will also have secured the services of paraprofessionals to staff the multidisciplinary IEP teams, and to assess and provide appropriate services to LAAA special education and at-risk students.

LAAA will adhere to the IEP process up to and including providing related services required for identified students. This includes contracting with outside agencies or persons for services.

LAAA will adhere to serving students eligible for #504 status under the Vocational Rehabilitation Act by developing and implementing accommodation plans for those eligible students.

All areas of the school building will be handicapped accessible, in accordance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990.

Extended School Year services (ESY) will be provided to students, in accordance with the student's I.E.P. Student will attend the LAAA summer program and/or be provided with appropriate ESY services through a contract with the school district or a private provider.

LAAA will identify and address the needs of Special Education through various mechanisms. Parents of students with special needs will be involved in the assessment and individual program design. No student with a disability is discriminated against and all rights are afforded to those students identified as special education or at-risk populations. LAAA will have in place that no person shall be subjected to discrimination in educational programs, services or activities based on race, national origin, gender, age or disability in accordance with state and federal laws.

**Identification and Assessment of Kindergarten and First Grade Students new to DEDOE:**

LAAA will actively work with *Childfind* rapid assessment screeners, to assist in the early identification of special needs K-1 students (up through age 6) who are new to the DEDOE system and have enrolled into our school. *Childfind* is a federally funded program in the State of



Delaware which locates, identifies and provides educational services to eligible persons from three years of age through the age of twenty-one. These screenings will help identify children who may have delays in the areas of motor, concepts and/or communication development as well as those who may have behavioral problems. Following the screening, a recommendation may be made to the *Childfind* Office of Special Services requesting that further testing be done. *Childfind* evaluation services include assessments of learning strengths and needs. If in fact a child enrolled in LAAA is deemed eligible for services, the services will be provided in accordance with the IEP that is developed by the Special Education School team.

As part of school marketing and student recruitment, LAAA will be contacting pre-school and early childhood centers to speak with parents, and will also alert parents at that time to the availability of *Childfind* rapid assessment screenings. *Childfind* also is available to community agencies, institutions, private, parochial, and charter schools located within Christina School District boundaries to evaluate children (3-21 years) who are experiencing educational difficulties, and may be eligible for special education services.

## 8. Economic Viability

- a. List the staff positions and indicate the full-time equivalence for each position for the first four years of school operation. Include position descriptions for each job title. (See position descriptions for each job title in appendix)

POSITION <sup>1</sup>	FTE			
	FY 2011 360 Students	FY2012 560 Students	FY2013 760 students	FY2014 960 Students
Teacher	18	28	38	48
Art Teacher	1	2	3	4
P.E. Teacher	1	2	3	4
Reading Specialist	1	2	4	5
Librarian/ Teacher/Media Specialist	1	1	1	1
SPED Teacher	2	3	4	5
SPED Teacher/ Case Manager <sup>2</sup>	1	1	2	2
Social Worker	0	1	1	1
Principal/HOS	1	1	1	1
Business Manager (& Transportation & School Lunch Coordinator – FY2010)	1	1	1	1
Asst Principal/ Parent Coordinator	1	1	1	1
Transportation & School Lunch Coordinator	0	1	1	1
Parent Coordinator & Student Recruiter	0	1	1	1
School Nurse & Attendance Monitor	1	1	1	1
Attendance Monitor/ Truancy Specialist	0	1	1	1
Registrar & Attendance Clerk & Reception/ Clerical	2	2	2	2
Tech IT	1	2	3	3
Custodial Staff	1.5	2	2.5	3

<sup>1</sup> See Appendix 8A; Job Descriptions for all listed positions

<sup>2</sup> The Multi-Disciplinary Special Education Team will under a consulting contract to provide services on an as-needed basis.

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- b. List all positions **NOT** employed by the board of directors. Where there is intent to hold a contract, provide a contract or template of intended contractual relationships.

**Non Salaried/ Contractual Positions:**

- 1) Members of the Multi-Disciplinary Special Education IEP team – e.g. Social Worker (year 1 and as needed); Psychologist; Learning Specialist; Speech Therapist;
- 2) The Start up Year – Independent Contractor Relationship for Principal / HOS and Registrar/ Administrative Assistant.<sup>3</sup>

**FACILITIES**

- c. Describe the plan for facilities to accommodate all the students for the total enrollment for the initial four years of the charter

**Permanent Building Program (full capacity K-8 = 960 students)**

- a. 48 Classrooms– 900 square feet per classroom (up to 25 students per classroom)
- b. 2 Sections for Elementary School (640 K-5 – 32 classrooms); Middle School (320 6-8 – 16 classrooms)
- c. 3 Science/Specialty Labs (Middle School)
- d. 1 Art Room – Middle School (1200 SQ FT) (natural light and ventilation).
- e. 1 Music Room– Middle School (1200 SQ FT) (natural light and ventilation).
- f. Library/ Resource Room to serve entire school (E-Library & Stacks & Adult and Children Reading space)
- g. Full Gymnasium & Showers/Locker/Changing Rooms
- h. Cafeteria/ Commons & Full Kitchen
- i. Nurse Station (with separate examination/"sick child" room)
- j. SPED Classrooms, Conference room and Resource Room (large enough to accommodate speech therapist, occupational therapist, and testing)
- k. Administration area
- l. Reception area – at front entrance foyer area – with area for people to sit and wait
- m. 2 Teacher's Resource Rooms (one for each area)
- n. Parking as required by local building code
- o. Bus loops for each area of school (K-5, 6-8)
- p. K-1 play grounds; grades 2-5 Play grounds; Multi-use Playing fields and half basketball court

<sup>3</sup> See Appendix 8B for template of intended contractual relationships.

**2) TEMPORARY Building Program(Temporary up to 2 years – capacity 360 (1<sup>st</sup> year) -560 (2<sup>nd</sup> year) students:**

- a. 18-28 Elementary/Middle School Classrooms – 800-900 square feet ea. (up to 25 students per classroom)
- b. Sections for Elementary School (360 K-2); Middle School (220 5-6);
- c. Cafeteria/ Commons & Warming Kitchen
- d. Nurse Station
- e. 2 SPED Classrooms
- f. 1 SPED Resource Room
- g. Administration area
- h. Reception area
- i. Teacher's Resource Room
- j. Parking as required by school building code

**3) TECHNOLOGY (Both Temporary and Permanent)**

- a. PC Desktops – 3-5 desktops in each K-5 classroom
- b. Lap Top Computer Carts - 1:2 Computer Ratio in grades 6-8,
- c. Computer Labs: 1 Specialty Computer Lab for grades 5-8
- d. Wireless Access throughout the school buildings, including cafeteria, hallways, and exterior areas of school

**4) SHARED/ COMMON SPACES:** Cafeteria/Multi-purpose room, Gym, Resource Library, sections of outdoor areas

**5) SIZE SITE NEEDED:**

- a. Permanent Building: 72,000 Square Feet; 6-7 Acres of Land.
- b. Temporary Building: 30,600 - 48,600 Square Feet & adequate parking

- d. **Identify where the school will be located (include county location and any other location specifics). Describe the site and how it will be suitable for the proposed school. Indicate whether the site will be purchased or leased. Identify the date by which the school's board of directors will have direct control of the site either through a signed lease agreement or a signed purchase agreement.**

The prospective permanent site, publicly known as the "Reybold Site" or the "Lincoln Center Development," is located in Bear, Delaware, New Castle County, along Rt#7 (Bear Christiana Road) just north of Rt#40. Site is part of a larger parcel being developed by the Reybold Group as a community resource area, and will require site development and new construction.<sup>4</sup> The ownership of the site is being transferred/ sold to DELDOT, in exchange for the site on which Reybold is constructing a mixed use planned development. The land leased to

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<sup>4</sup> See Appendix 8C for Reybold Development Site Map.

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LAAA will remain within the public domain, but is expected to be made available to community non-profits serving the public good, such as Westside Family Health, Christina School District (Early Childhood Center) and for the Las Americas ASPIRA Academy, a public charter school. The site is expected to be under the control of LAAA and its governing board through the facility of a 99 year lease at a nominal amount per year. The developer is waiting for LAAA to receive a commitment for the Charter from DEDOE before putting the school on the development plan. It is expected that if the school receives its charter this spring, then the school could be placed on the plan and a commitment could be signed by June 1, 2009. LAAA will notify the Department of the Education by September 1, 2009 regarding having acquired control of the property, and will then provide a construction/renovation plan for preparation of the site for school opening.

Because the site identified for the permanent school facility will not be completed in time for the start of the school in fall 2010, LAAA, upon approval of the charter application, will also immediately look to acquire control of a temporary school facility. LAAA, through its ASPIRA partners, has already undertaken a survey of available properties, for lease or for nominal rent, in the Bear area. No school buildings in the Bear area have as yet been identified as available. Properties identified as potential temporary school locations include a 30,000 square foot warehouse, which will require approximately \$250,000 in renovation and would be sufficient to accommodate the school for the first year. Per DEDOE requirements, LAAA will obtain a Certificate of Occupancy by June 15<sup>th</sup>, 2010 in order to open the school in fall 2010.

ASPIRA Inc. of Illinois, which is providing Charter School Start Up Technical Assistance to ASPIRA Delaware and the Las Americas ASPIRA Academy Board, has entered into an exclusive representation agreement with CBRE Realty<sup>5</sup>, to develop a survey of available properties for alternatives to the Bear development site, and to assess what temporary sites will be available to house the school in its first year of operation.<sup>6</sup> Upon approval of the charter LAAA will bid out and enter into a contract with a project planner developer which will serve as project manager, construction architect, and general contractor for the construction project. The project planner/developer will be responsible for submitting permits for processing and approval, for making sure that the project proceeds in accordance with the laws and regulations regarding school construction, including but not limited to asbestos in schools, the project timeline and that there is sufficient time for the Facility to receive its certificate of occupancy in time for the school to open in August 2010.

If a temporary site is necessary, depending on the work plan for the selected site that is put under contract, LAAA may seek to lease available school property or, in the case of the Bear

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<sup>5</sup> See Appendix 8D for CBRE Exclusive Representation Agreement

<sup>6</sup> See Appendix 8E CBRE survey of available suitable temporary and permanent sites for renovation into a school.

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site, may move portable classrooms onto the site so that the students can begin their first day of school in the same location as the permanent facility.

Once the LAAA has received its certificate of occupancy, for both the temporary and the permanent facility, and the school is occupied, a copy of the final floor plan shall be sent to the Department of Education for custodial allocation review. The Department shall determine the total number of custodial positions allocated to the school based on the current State formula for school custodians.

- e. Describe how the facility is in full compliance with all applicable building codes for public schools and is accessible for individuals with disabilities. Describe any renovations of the facility and provide a schedule for that renovation.**

LAAA will seek bids and contract with project planners and developers that are certified and registered in the state of Delaware and as part of the contract with the project planner, architect and general contractor will stipulate that the facility will be in full compliance with all applicable building codes for public schools and that it is accessible for individuals with disabilities.

#### **FACILITIES FINANCING**

- f. Identify the amount and source of funds that will be needed to acquire (purchase or lease) the facilities and ready them for school opening. Describe the plan for obtaining these funds.**

LAAA will seek construction and acquisition financing through either a leveraged bond issuance or through a new tax markets credit financing. This financing is expected to be leveraged through the ASPIRA Association and ASPIRA Inc. of Illinois, which has a 40+ year history of providing educational services and six years of Charter School management experience. The K-8 building will be built in two phases: Elementary School K-5 section (completed by June 2011) and Middle School 6-8 section (completed by June 2012); the building will be financed with deferred interest payment for the first 18-24 months from the date of the bond issuance.

If a temporary facility is required for the first school year, LAAA, through the leveraged resources of ASPIRA Inc. of Illinois and ASPIRA National, will secure a construction loan to renovate an existing school or other suitable building for classroom use for the first 1-2 years of the school launch. The construction loan will be wrapped into the permanent facility mortgage as part of the leveraged bond or the new markets tax credits financing facility. The lease will be drawn up to begin with the first quarter payment based on student enrollment.

- g. Identify who will own the school facilities. In the event that the school closes or (if applicable) the management agreement with any contractor terminates, describe what will become of the facilities and any debt owed on those facilities.**

LAAA will have beneficial interest in the property, but it will not gain full ownership of the property until after a period of seven years, at the time when the seven year balloon payment will come due and the building will need to be refinanced into a 25 year fixed rate finance structure. At that point in time, LAAA will be in a position to be able to show its successful school performance, in terms of enrollments, budgetary constraint, and student performance, and the school will have passed through its fourth year charter renewal. In the event that the school closes, the facility will be either leased to another charter school operator or sold to pay the debt owed on the facility.

#### **STUDENT TRANSPORTATION #H-K**

- h. Describe how students will be transported to the school. Provide intended contract language for the transportation methods chosen (whether the school will provide its own transportation, contract out for transportation, request that a district provide transportation, or a combination thereof).**
- i. Describe how students who reside outside the district in which the school will be located will be transported to the school.**
- j. Describe how special needs students will be transported if specialized transportation is required by the IEP.**
- k. Provide the plan for oversight of school transportation operations, e.g., route planning, bus stop selection, drivers/aides, coordination with contractors if used, school bus discipline.**

LAAA plans to bid and contract out the student transportation service with one or more school transportation providers that are experienced in the delivery of school bus services in accordance with Delaware state requirements with charter buses meeting federal Department of Transportation standards and Delaware School Bus Standards. LAAA will use a public bid process for the transportation contract(s).

In accordance with state regulations, students grades K-6 who live one mile or more from the school and grades 7-12 who live two miles or more from the school will be transported to and from school under the LAAA transportation plan. Based on the budget estimate boiler plate, in the first year, the school will be reimbursed \$ 257,428, for an estimated 255 students that will

qualify for bus services. Based on discussion with Scott Kessel of DEDOE, we can expect that the costs of bus services will be equal to the bus allocation.

In addition, Special Education students with IEPs will be provided with transportation, by the independent transportation contractor, in accordance with the student's IEP. The LAAA transportation supervisor will attend IEP meetings for students with IEPs that require specialized transportation.

Transportation to and from school activities/field trips will be provided at the expense of LAAA and will not be reimbursable by state and district funds. The school's board of directors will carefully preview the school's location to ensure that there is sufficient space for safe school bus maneuvering and parking.

LAAA will contract with a transportation company by June 1, 2010, in preparation for the school opening in August 2010. As one exhibit in the transportation contract, LAAA will provide names and addresses of all students to be transported, as well as the designated pick up/drop off points.

### **Charter School Transportation Plans**

#### ***LAAA will ensure the following:***

- 1) Drivers shall attend the twelve-hour school bus driver's class and pass a criminal background check and pre-employment drug/alcohol screening.
- 2) The charter school shall maintain driver and training records. Driver's records may be checked by setting up an account with the Division of Motor Vehicles (DMV). Contact at the DMV may be made by calling 739-4343 or 739-5630.
- 3) The school will designate a person as school transportation supervisor. For the first year of the school operations, this person will be the School Business Manager. This person will approve school bus drivers' license fee waivers, will sign the drivers' physical cards (green cards) and will sign the school bus drivers' certificates (yellow cards).
- 4) LAAA will ensure that the private provider has set up a drug/alcohol testing program, and will maintain the records of the random testing on site.
- 5) The school will provide an appropriate amount of collision and liability insurance.
- 6) Safe routes will be designated and approved by the charter school.
- 7) School bus evacuation drills will be accomplished in the fall and spring.



8) Transportation will be offered to all those eligible and for whom the charter school receives funding. School buses will be inspected twice a year (January or February and June, July, or August).

9) The contractor shall obtain the same level of collision and liability insurance as required by contractors on regular public school routes.

**The school transportation contracts will identify the buses to be used (bus #, model, year, license and VIN #) and will be submitted to the DOE Transportation Supervisor by August 1 each year.** If parents transport their child, LAAA will require a parent's statement waiving the school's transportation. Parents may request the school provide transportation at a later date.

**For additional information LAAA will reference the following reference documents:**

- Del. C., Title 14, Chapter 5 (Charter Schools), Section 508, Responsibility for Student Transportation
- Minimum Standards for School Buses, State of Delaware, 1988.
- DOE Regulation, Section 1101, Standards for School Bus Chassis and Bodies Placed in Production After March 1, 1998.
- DOE Regulation, Section 1102, Standards for School Bus Chassis and Bodies Placed in Production After March 1, 2002.
- DOE Regulation, Section 1105 - Transportation
- School Bus Drivers Handbook
- Del. C., Title 14 and Title 21 also contain several chapters pertaining to pupil transportation
- Federal law for students with special needs
- 49 Code of Federal Regulations, Parts 40 and 382 regarding drug/alcohol testing.

#### **SCHOOL LUNCH PROGRAM #L-M**

- l. Describe the plan for providing meals to students, including students eligible for free and reduced lunch. If the school participates in the National School Lunch/Breakfast programs and it intends to contract for meals, identify the contractor and describe the services to be provided. List the estimated annual costs per student for food services.**
- m. Describe how the school will comply with the requirements of the Federal Free and Reduced Lunch Program for eligible students, if the school participates in the program.**

LAAA intends to participate in the National School Lunch/ Breakfast program and will provide a hot lunch to its students through either the local school district or an approved private food service provider. The provider has not yet been identified. The LAAA school business manager will ensure that the provider complies with all standards for the serving of nutritious meals.

LAAA will comply with all the federal Free and Reduced Lunch Program for eligible students. The school nurse will be the person who handles all applications and completes the requirements set forth by the Delaware Dept of Education – School Support Services – School and Community Nutrition Program.

**ADMINISTRATIVE TASKS TO BE UNDERTAKEN**

- n. List in detail the administrative tasks that will be undertaken between approval of the charter and school opening. Describe the tasks, how they will be accomplished, who will accomplish them, and the timetable by which they will be accomplished.

**TIMETABLE FOR SCHOOL START UP**

ADMIN TASK	HOW ACCOMPLISHED	WHO RESPONSIBLE	TIMETABLE
Prioritize Tasks	Tend to items in charter application that the authorizer emphasized during the application review process (e.g. facility, student recruitment, hiring HOS)	School Board Chairperson	May 1, 2009
Set up systems with DEDOE starting with financial accounts for Fed Grants	Founding Group will take steps to set up accounts, submit federal grant applications and prepare to draw down start up grant	School Board Chairperson	May 1, 2009
Secure legal counsel on retainer	Interview and select legal counsel	School Board Chairperson	May 1, 2009
Board Training, Policy Development	Seek and set up board training for interim and permanent board on roles and responsibilities	School Board Chairperson	May 1, 2009
Hire HOS/Principal	Publish Announcement	School Board	June 1, 2009
Contract with CMO	Publish Announcement; Accept Proposals; Interview CMO candidates; Select CMO.	School Board	June 1, 2009
Finalize School Budget	Finalize FY2010-2014 Budget	School Board	June 1, 2009
Develop Internal controls for fiscal management	Adapt internal controls protocol from a similar school operation	School Board with CMO	July 1, 2009
Set up financial accounting systems		School Board/ CMO	July 1, 2009
Apply for private foundation support for charter school start up	Submit proposals; make contacts with program officers	School Board/ CMO	July 1, 2009

LAS AMERICAS ASPIRA ACADEMY

ADMIN TASK	HOW ACCOMPLISHED	WHO RESPONSIBLE	TIMETABLE
Develop contract with Project Manager/ Project Development Consultant for site;	Set up bid process, accept proposals, select Project Development Consultant Group	School Board/ CMO/ ASPIRA Illinois	July 1, 2009
Acquire control on property for permanent site of school	Meet with Reybold Group and stakeholders to confirm participation in community use project;	School Board/ Project Development Consultant Group	July 1, 2009
Determine final construction project time line.		School Board/ Project Development Consultant Group/ ASPIRA Illinois	August 1, 2009
Acquire control on property for temporary site	Make decision on appropriate temporary site and gain lease for site.	School Board/ Project Developer	July 1, 2009
Gain financing commitment for construction and renovation of sites	Meet with financing entities regarding whether will seek bond financing or new markets tax credits financing	School Board/ CMO	August 1, 2009
Develop Student Recruitment Plan & Public Relations Campaign		Principal/ HOS with School Board	August 1, 2009
Establish community partners	Create MOU's with community partners	School Board/ CMO	September 1, 2009
Develop staffing and hiring plan	hire only when funding permits	School Board/ CMO	September 1, 2009
Recruit/ Hire Teachers & Staff	Advertise, put together interview process, job descriptions, pay salary chart, employment application, personnel policies and procedures, background check protocol	Principal/HOS	October 1, 2009
Hire Registrar/ Admin Assistant	Advertise, interview, hire	Principal/HOS	October 1, 2009
Set Up Presentations at schools and centers	Meet with school and pre-school directors; Create presentation format	Principal/HOS	October 1, 2009
Develop and Implement Marketing Plan		Principal/ HOS	October 1, 2009

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<b>ADMIN TASK</b>	<b>HOW ACCOMPLISHED</b>	<b>WHO RESPONSIBLE</b>	<b>TIMETABLE</b>
Set up Web Site		Principal/ CMO	October 1, 2009
Set up for Lottery and set Lottery Date		Principal/ CMO	January 1, 2010
Set up trainings for use of DEDOE data & financial management systems DELSIS/eSchoolPlus; DEEDS, PHURST;		Principal/HOS (for Registrar/ Admin Asst)	February 1, 2010
Hire Business Manager		School Board/ CMO	July 1, 2010
Set up contracts with Service Providers, Insurance, etc.		School Board/CMO/ Business Manager	See response to question "o" below
Set up benefits packages with DEDOE		School Board/ CMO	July 1, 2010
Set up leases for equipment and technology		School Board/ CMO/ School Business Manager	July 1, 2010
Set up technology systems		School Board/ CMO/ IT Staff	July 1, 2010
Set up open houses		Principal/HOS	October 1, 2009
Set up student orientations & develop process and plan for collecting required student documentation		Principal/HOS	April 1, 2010
Confirm memberships with Curriculum Coalitions		Principal/HOS/ School Business Manager	April 1, 2010
Order text books and curriculum materials		Principal/HOS/ School Business Manager	July 1, 2010
Set up Professional Development for teachers and staff		Principal/HOS/ School Business Manager	June 1, 2010
Set up school calendar for school year		Principal/HOS/ Board	June 1, 2010
Set up arrangements with uniform providers		Principal/School Business Manager	June 1, 2010

ADMIN TASK	HOW ACCOMPLISHED	WHO RESPONSIBLE	TIMETABLE
Prepare staff for meeting student needs and ensure compliance with school/ charter school law		Principal/ HOS	
Parent – Community Involvement Plan	Develop clear & specific opportunities for parents and the community to be involved in school	Principal/ Assistant Principal	July 1, 2010

- o. List each contract necessary for the school to open and the specific dates on which those contracts will be finalized and signed. Contracts include: equipment, bus and food services; related services such as speech therapy or occupational therapy for special education, leases of real and personal property, the purchase of real property, the construction and/or renovation to real property, and insurance. **THESE CONTRACT AMOUNTS MUST ALSO BE ITEMIZED IN THE BUDGET SHEETS.**

**CONTRACTS NECESSARY TO OPEN SCHOOL**

CONTRACT	EXECUTION DATE
EQUIPMENT, e.g. Copy Machines	July 1, 2010
BUS TRANSPORTATION	Aug 1, 2010
FOOD SERVICE – Private Food Service Provider	Aug 1, 2010
SPED SERVICES – IEP TEAM – Speech Therapy, Social Worker, Psychologist, Learning Specialist, Occupational Therapist	Aug 1, 2010
CMO MANAGEMENT SERVICES	June 1, 2009
Developer/ G.C. CONSTRUCTION/ RENOVATION	Sept 1, 2009
REAL ESTATE – LEASE OF TEMP BUILDING	Sept 1, 2009
INSURANCE	July 1, 2009

**COMPLETE AND BALANCED BUDGET FY2010 – FY 2014<sup>7</sup>**

- p. List all *start-up costs* projected for the twelve-month period prior to school opening. List the source(s) of funds to cover these costs and include details on amounts provided by each source.**

See first year (start up year) of 5 year Budget – State and Local Sources and Federal Sources Work Sheets -- Expenses and Revenues and Budget Narratives, Appendix 8F.

- q. List other intended sources of revenue in addition to the state and local funds. Should loans be included, list the source and terms of the intended loan(s). Should fundraising be included, explain activities in detail to also include collection and deposit methods. Describe the process by which funds will be deposited into the school's state account. If a state account is not used, describe where the funds will be deposited to ensure that all school funds are available for audit by the State Auditor's Office upon request.**

See 5 year Budget – Federal sources of Revenue, Appendix 8F. No fundraising other than grant writing is intended at this point in time. Construction Loan funds are expected to be entered into with a financial institution working with ASPIRA Inc. of Illinois. Fifth Third Bank, the ASPIRA Inc. of Illinois current mortgagor has indicated an interest in assisting in the financing of the Delaware school project using the New Markets Tax Credits financing facility, where Fifth Third Bank would be the lead investor of a group of financial institution investors. The loan funds would be held by Fifth Third Bank.

- r. Describe the school's intended contingency finance plan if enrollment falls below the projections as presented in this application. Include details of cost determination. List the minimum number of students the school can enroll each year to remain economically viable.**

The school plans to have in place a very tight strategic marketing and recruitment plan such that the student recruitment level will not drop below a base of 350 students for the first year of operations, not below 540 students in the second year off operations, and not below 700 students in the third year of operations. This is particularly critical since the building acquisition/ construction/ renovation is based on projected revenues, which are based on projected student enrollments.

The following chart provides an estimate of minimum number of students that are needed to support the school as designed. This analysis is based on an estimate of \$8000 revenues per student, thus a shortfall of ten students would be a shortfall of \$80,000 in the first year of operations. Based on the first year budget and the planned personnel, materials, maintenance and contract costs, the school could still operate with the reduction of 10 students only, with the elimination of one full time position, such as the Teacher/Librarian. The school would only hire

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<sup>7</sup> See Appendix 8 F: LAAA FY2010 – FY2014 budget and the original Budget revenue estimates.  
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teachers in accordance with confirmed enrollments. If there is any indication that the school may under-enroll students at any point, this will trigger additional recruitment/enrollment outreach and a freeze on all student enrollment dependent hires.

	2010	2011	2012	2013
<b>Minimum Number of Students</b>	350	540	730	920
<b>Potential Revenue Loss</b>	80,000	160,000	240,000	360,000
<b>Total Revenues based on Full Enrollment</b>	3,469,058	5,363,027	7,208,772	9,035,979
<b>% loss</b>	2.3%	2.9%	3.3%	3.9%

If at any time during any fiscal year of its existence, in accordance with Delaware Charter Law, LAAA knows or reasonably should know that it has or will become unable to pay in full its projected expenses as they fall due, the school shall immediately so advise the Department of Education, and shall provide the Department with all financial information relating to revenues and expenses of the school necessary for the Department to determine the extent and cause of any potential operating deficit.

**CHARTER SCHOOL MANAGEMENT COMPANY AGREEMENT**

- s. Describe the school’s intent concerning contracting with a management company or becoming a party to a “partnership agreement”. If the school intends to enter such a contract or partnership agreement, provide details of the terms of the contract and/or partnership agreement to include management and or partnership fees and other ancillary services.

LAAA intends to enter into a Charter Management agreement with a CMO for the purpose of gaining start up technical assistance, professional development, curriculum development technical assistance, and back office support. The details of the terms of the contract, in terms of the management/partnership fees and other ancillary services, will be determined after the selection of the CMO partner and the negotiations of the contract. See attached sample CMO contract for the type of contract that LAAA intends to enter into with a CMO.<sup>8</sup>

- t. Describe the source and disposition of remaining funds at each year’s end.

Any remaining local funds (8000) will be rolled over into the next fiscal year.

<sup>8</sup> See Appendix 8G Sample CMO Agreement.  
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**Q#9. Administrative and Financial Operations**

- a. **Provide the plan for managing the financial operations of the school in accordance with the State Budget and Accounting Manual and Title 29, Chapter 69 (in the areas of accounting, payroll, purchasing, compensation, retirement, and benefits management). Specify which individuals will have direct responsibility in each of these operations to also include internal controls for budgeting and financial management. Additional website references: [www.state.de.us/budget/accounting-manual/account-manual.shtml](http://www.state.de.us/budget/accounting-manual/account-manual.shtml)**

LAAA will have a number of internal control mechanisms in place for budgets and financial records. First the budgeting process begins with the Principal/Head of School (HOS) and School Business Manager meeting with the Charter Management Organization (CMO) director, to discuss anticipated revenues and expenditures and how the budget can best support student performance and the meeting of school goals and benchmarks. After consultations the budget is taken to the Chair of the Board Finance Committee. The Finance Committee will meet monthly and review monthly financial statements, which will be produced by the CMO Director. The Finance Committee presents the annual budget and subsequent revisions to the Board who approves the budget. Additionally, the Board will receive monthly financial reports and will discuss those reports at the regularly scheduled Board meetings. The LAAA Board will post the monthly financials on the LAAA website in the form required by the DEDOE.

LAAA will process its financial transactions through the DFMS system, and its payroll, compensation, retirement and benefits management through the Delaware Payroll Human Resource, Statewide Technology (PHRST) system. The School Business Manager will keep records of all purchase orders, payment vouchers, invoices and other forms on file on the school site. The school will comply with state regulations and guidelines relative to financial transactions.

Further, LAAA will contract with an independent auditor firm to conduct the annual financial audit. LAAA will select the auditor through an open bidding process, in accordance with Title 29, Chapter 69 and the State Budget and Accounting Manual.

- b. **Describe the roles and responsibilities of the board of directors including how the board of directors will ensure oversight of the school.**

The Board shall have, and exercise, the corporate powers prescribed by the laws of the State of Delaware. The essential function of the Board shall be policy making, the assurance of sound management and active participation in the provisions of necessary funds. The Board has ultimate responsibility to determine general, academic, financial personnel and related policies deemed necessary for the administration and development of the Charter School in accordance with its stated purposes and goals.



The sole business of the Board is that of the Las Americas ASPIRA Academy. The Board will hold 10 monthly meetings that comply with the FOIA and the Open Meetings Act. The business and minutes of the board will be a matter of public record.

The Board will meet monthly ten times during the school year. Dates and location for the meetings will be posted on the website and included in the comprehensive school calendar. In addition, agendas will be posted on the main access door of the school and on the LAAA website at least 48 hours prior to the meeting, as well as available at the meetings in hard copy form. All general sessions will be open to the public. After each meeting, all minutes and documents of the meeting, after approval, will be made available to the community via our website. Requests for hard copies can be submitted in accordance with the Freedom of Information Act.

**Process for making policy decisions:**

The Board will meet on a regular basis to make policy decisions. The Head of School will be empowered to make executive decisions in line with the school's policies and procedures.

An affirmative vote of a majority of the members of the Board of Directors of the Charter School shall be used in order to take action on the following subjects:

- School Calendar
  - Appointing or dismissing Charter School Head of School
  - Adopting the Annual Budget
  - Purchasing or selling of land
  - Locating new buildings or changing the locations of old ones
  - Creating or increasing any indebtedness
  - Designating depositories for school funds
  - Entering into contracts of any kind where the amount involved exceeds \$500
  - Fixing salaries or compensation of administrators, teachers or other employees of the Charter School
  - Entering into a contract with Charter Management Organization
- c. Describe how new board members will be recruited and prepared to fulfill their responsibilities.**

The new school board members, including the 5 members that will be recruited to fill out the board, will be recruited from community members and corporate/business leaders from the Wilmington/New Castle county area. Two of the 11 members on the board will be 1) a Delaware certified teacher that teaches at the LAAA School and 2) a parent of a student that attends the LAAA School. The process for nominating and electing the directors are described in the LAAA By-laws.

The candidates for the Board will be evaluated and considered from the standpoint of strengthening the collective experience of the Board. The consensus of the founding Board is to create a Board that is comprised of business and corporate leaders, educators, community partners, parents and community leaders. The founding board currently includes a Delaware Certified teacher and a parent of a K-12 child attending Delaware public schools. The board will receive background information and training on research-based instruction, dual language project-based learning curriculum, serving special-needs populations, financial operations, facilities management, and human resources.

To fill appointed and elected positions, the founding board will create a membership committee which will create a profile of the present board and determine the types of expertise needed at the stage of school development. The committee will then recruit individuals who can commit sufficient time to serve and who are internally motivated, reliable, and dedicated to the school and its mission and vision. Recruits will be given enough information about the expectations of the board to determine whether they should make the commitment. Once on the Board, new members receive a current copy of the board manual. Board manuals contain the vision and mission statements; the school's strategic plan; a list of the year's scheduled board meetings; agenda items routinely addressed, listed under each month; a roster of all board members and their contact information; the current year's operating budget; tabs for monthly board packets (agenda, previous meeting's minutes, financial statements, reports, background information or other materials); and other important documents (e.g. Educational Improvement Plan, state testing data, staff list). New Board members will also receive training in strategic planning, finance management, and program evaluation as needed. New board members will be prepared to fulfill their responsibilities as school board members through a set of trainings provided by a board consultant group such as ISDC (Innovative Schools Development Corporation) or a similar group. The preparation will include training in the following areas:

- Financial responsibility training (provided by the DEDOE) to instruct the charter school board members in properly discharging their responsibility to insure that public funds, including both state and local funds, are appropriately managed and expended, and shall also include training on state and local funding of public education. (75 Del. Laws, c. 264, § 1; 75 Del. Laws, c. 439, § 13.)
- Board Structure and Responsibilities
- Requirements of FOIA and Open Meetings/ Open Records Laws
- Legal Requirements for going into Executive or Closed Session
- How to know if the school is on course academically and how to make necessary improvements

- Engaging in Strategic Planning
  - How to Lead through the use of a Strategic Plan
  - Holding Productive Board Meetings
  - Promoting the Mission and Vision of the School
  - Developing Sound Policy
  - How to avoid conflict, or handle conflict if it becomes apparent
  - Guiding Renewal and Accreditation
  - Providing Financial Security and Oversight
  - Selecting, Reviewing and Supporting the HOS/ Key Administrator
  - Building Relationships with Parents and Community
  - Pitfalls to Avoid
- d. **Describe the internal form of management to be implemented at the school, including any plans to contract with an outside group to manage any portion of the educational, administrative, and/or financial operations of the school.**

The LAAA School Board plans to contract with a non-profit Charter Management Organization (CMO) to oversee the management of the facilities, and provide business and back office support to the school. The CMO contract<sup>1</sup> may also include services from a menu of supports, including the design and implementation of technology systems, the sharing of curriculum and various assessments and curriculum planning software, and the provision of professional development. The School back office support, including curriculum and professional development support, will be coordinated through the School Business Manager, while the academic instructional activities will be coordinated through the Principal/HOS.

The CMO Services will be provided in accordance with the educational goals, curriculum, methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule and age and grade range of pupils to be enrolled at the LAAA charter school, as adopted by the LAAA Charter School Board and as provided for in the Charter.

Internally at the school, the educational and instructional aspects of the school will fall under the leadership of the Principal/HOS and the administrative and financial day-to-day

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<sup>1</sup> A Sample Charter Management Agreement is attached in Appendix 8.

operations will fall under the School Business Manager. The Principal and School Business Manager will meet weekly to coordinate the administrative, maintenance and back office support activities of the school. The Principal and Assistant Principal will meet bi-weekly with teachers as part of the curriculum development and professional development activities of the school and to develop and implement school-wide initiatives for addressing student performance, plan presentations and exhibitions of learning, and to build school culture.

**e. Describe how teachers and parents will be involved in decision-making at the school.**

Teachers and parents will be highly involved in decision-making at LAAA. That involvement will be accomplished through various methods, including parent, teacher and principal involvement in the school through the Parent-Teacher-Principal Organization (PTPO). The PTPO will operate as an advisory group to the Principal/HOS, and will have the autonomy to develop its own activities relative to playing a positive role to support teachers, principals, parents and students at the school. In addition, one full time Delaware certified teacher at the school and one parent of a child attending the school will sit on the LAAA school board as voting members.

In addition to participating on these decision-making bodies, teachers will be involved in decision-making at a number of levels at the school level: In addition to having the Delaware Certified teacher teaching at the school on the board, teachers will be included as members on school board standing committees, and ad-hoc committees and taskforces. Also, teachers will be involved in the day-to-day decision making at the school. Teachers will attend weekly school meetings at which school issues will be discussed and resolved; and teachers will be involved in the creation of interdisciplinary projects, educational units and lesson planning.

Finally, at the end of each school year the school will administer satisfaction surveys, surveying staff, teachers and parents. This will be another vehicle through which parents and teachers will have input into the decision-making of the school.

**Q# 10 Insurance<sup>1</sup>**

Describe the types and limits of insurance coverage that the school plans to obtain and when it plans to have them in effect. *The proposed costs for the coverage are reflected in the budget worksheets.*

**LAAA will take out a package of miscellaneous policy coverages<sup>2</sup>, including:**

DESCRIPTION	LIMITS	TIMELINE
Director's and Officers Insurance; Gen'l Liability - Errors and Omissions.	\$1 million	Start April 1, 2009
Misc Liability Commercial Package (Gen'l Liability, Auto liability, School Property)	\$1 million	Start July 1, 2010
Worker's Comp & Employer's Liability	Employer's liability – up to level of payroll - DEDOE provides statutory benefits	Start July 1, 2009
Umbrella Policy – extending Misc Liability Package coverage by \$5 million	\$5 million	Start July 1, 2010
Property/ Building Coverage	\$10 m coverage	Start July 1, 2011

**DEDOE Suggested Charter School Coverages<sup>3</sup>**

Workers' Compensation and Employers Liability Insurance:

Workers compensation laws, which apply in the State of Delaware obligate employers to pay, specified medical, disability, rehabilitation, and death benefits for their employees' job-related injuries and diseases. The obligation to pay these benefits exists regardless of whether the employer was in any way at fault. In theory, employees are precluded from

<sup>1</sup> If a charter is granted, a copy of the Certificate of Insurance will be submitted to DEDOE prior to the opening of the school.

<sup>2</sup> Estimated coverage limits and costs provided by Pratt Insurance for Utica National, an A- Rated Insurer of Charter and Public Schools.

<sup>3</sup> Per instructions on application, LAAA contacted the Insurance Coverage Office at (302) 739-3651 for further information on liability protection for public schools in Delaware. Debra Lawhead, AIC, CPIW, the Insurance Coverage Administrator at the DEDOE Insurance Coverage Office provided the suggested Charter School insurance coverage information in a separate email. Debra Lawhead also explained that The State of Delaware's self insured program covers the employees who receive a state payroll check and vehicles that carry a state owned plate are also covered under the State's self insured auto program.

suing their employers for injuries or diseases covered by the applicable workers compensation law. However, in some cases employees are permitted to sue their employers for work-related accidents. Workers compensation and employers liability insurance provides two coverages: 1) Coverage for benefits the insured employer is obligated to pay under the workers compensation laws. 2) coverage for employee claims against the insured employer that are not covered by workers compensation laws.

Commercial General Liability: (\$1m bodily injury and property damage liability)

Every business, even on that has little or not property exposed to loss, faces the threat of claims and lawsuits for damages arising from its acts or omissions. The basic protection for this exposure is commercial general liability insurance. Commercial general liability insurance covers the loss exposures arising from an organization's premises and operations, its products, or its work. It also covers various other offenses that may give rise to claims or suits, such as libel slander, false arrest, and invasion of privacy.

Directors and officers liability policies:

Covers the directors and officers of a corporation against claims alleging damages resulting from wrongful act of the directors or officers.

Commercial Automobile Insurance:

Commercial property insurance does not cover physical damage to automobiles. Moreover, commercial general liability insurance excludes liability arising out the ownership, maintenance, or use of automobiles in most circumstances. Both automobile physical damage insurance and automobile liability insurance are available under a commercial automobile insurance policy or in the commercial auto coverage part of a package policy. For vehicle that are not owned or hired you should endorse this on to your policy. If you have volunteers and or teachers who are doing business for the school then you should also endorse them as additional insured's which would be excess over their own policies.

Umbrella and excess liability policies:

Provides amounts of insurance in addition to the limits provided by the insured's commercial general liability, auto liability, employers liability and perhaps other primary liability coverages. For example, an organization might have limits of \$2 million on its primary policies and an additional \$5 million limits on its umbrella liability policy.

Property Insurance:

Property insurance is any type of insurance that indemnifies an insured who suffers a financial loss because property has been lost, stolen, damaged, or destroyed. There are two type of policies names peril or all risk.

### **Q#11 Student Discipline and Attendance**

**The application must include a draft “Student Rights and Responsibilities Manual” that includes the school rules and guidelines governing student behavior. The manual must describe student rights and responsibilities and the plan the school will follow to discipline students.**<sup>1</sup>

- a. Describe how the manual will be distributed to parents and students prior to students applying for enrollment at the school.**

The LAAA Student Rights and Responsibilities Manual (which will be translated into English and Spanish) will be distributed to parents and students in three ways: (1) the manual (in English and Spanish) will be posted on the school’s website; (2) The manual will be made available to parent when the parent and student visit the school open house and the orientation will include an overview of the LAAA school rules and guidelines regarding student behavior; and (3) the manual will be distributed when the parent and student come to orientation. Parents will sign an expectations contract (which will be printed in English and Spanish) with the school as part of the new student-parent orientation session.

- b. Describe how discipline will be handled with students with disabilities. Describe how the school will report inappropriate behavior to affected parents, the Department, and when necessary, to law enforcement agencies.**

Discipline will be handled with special education students in accordance with the rules and regulations of the Individuals with Disabilities Education Act (IDEA) – 2004 and the State of Delaware Special Education regulations (June 11, 2007). Routinely, misbehaviors at LAAA will be first handled by the teacher. As part of addressing classroom misbehaviors, the teacher will contact the parent and discuss the behavior issues. Should the infraction be serious enough to involve the Principal or Head of School, he/she will investigate the situation, conference with the student, contact the parents, and make a determination regarding consequences for the infraction relative to the prevailing code of conduct, state law and federal law.

- c. Describe the plan the school will follow to ensure compliance with 14 Delaware Code, Section 4112, regarding the reporting of school crimes.**

Should the inappropriate behavior be a “Reportable Incident” the Head of School so advises the parent and the student and takes the appropriate action inclusive of reporting the incident to the Department of Education; and if a crime, a report will be made to the police. LAAA will use DELSIS/ *eSchoolPlus* as its student data management & reporting system and complete any reports in the form required by the DEDOE to ensure compliance with 14 Delaware Code, Section 4112.

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<sup>1</sup> See Appendix 11A: Draft “Student Rights and Responsibilities Manual”

- d. **Describe the attendance policies of the school. Describe the level of attendance that will be required of the students each year. Describe the actions that will be taken to ensure that students meet those levels of attendance. Describe how the attendance policies will be distributed to each student at the beginning of each school year.**

The LAAA attendance policy will be posted on the school website and outlined in the LAAA Student Rights and Responsibilities Manual. Students may be retained in the same grade, should they miss the equivalent of 24 days or more during the school year.

Teachers will enter absences and tardies into the DELSIS/ *eSchoolPlus* student data system. Parents will be called by the school attendance personnel anytime that a student is absent. The school attendance clerk will monitor the absences and notify the Principal/ Head of School whenever absences exceed more than 5 days each quarter. The Principal/ Head of School will notify the parent in writing.

For those children ages 6-16, the ages covered under the compulsory school attendance law, should there be insufficient documentation by the parent that the child is absent for one of the seven legal reasons for an excused absence, the Principal/Head of School will follow the procedures for notification of the truancy court system once the student has shown a pattern of three days unexcused absence.



**Q#12 Health and Safety**

- a. Describe the procedures that will be implemented to ensure the health and safety of the school's students, staff, and guests. List the staff (i.e. nurse) who will be hired or contracted to ensure that the following responsibilities will be handled in a satisfactory manner:
- Ensuring that students have physical examinations prior to enrollment.
  - Ensuring that required immunizations and screenings (lead, TB) are in compliance.
  - Administering medications and medical treatments, including first aid.
  - Screening for health problems (vision, hearing, postural/gait, etc.)
  - Monitoring student health and maintaining health records.
  - Ensuring emergency care for known and unknown life-threatening health conditions.
  - Ensuring health representation on IEP teams when student's needs require such.
  - Screen students returning to school after illness or unexcused absence.

LAAA will have on staff a full time Registered School Nurse who will follow the Nursing Technical Assistance Manual as promulgated by the Department of Education under the direction of the Education Specialist for Health Services. The school nurse will be responsible for disseminating & collecting health forms, and maintaining & archiving all student health records, in accordance with all state and federal laws. This will include physical examinations prior to student enrollment. S/he will administer medicines and provide medical treatment and first aid, ensure that immunizations and TB screenings are conducted, and screen for health problems, including vision, hearing, posture, gait, etc., all in accordance with federal and state procedures. Further, s/he will serve on IEP teams when deemed appropriate to the assessment, determination, or continued support of the specialized needs of the student. Students who have been absent due to illness or due to an unexcused absence will report to the School nurse for admittance. The school nurse will also be the school attendance monitor for the first school year.

- b. Describe the plan the school will use to ensure that criminal background checks will be made on the school's employees prior to hire.

The CMO/Business Manager will be responsible for ensuring that criminal background checks and documentation are secured *prior* to any one being employed by the Las Americas ASPIRA Academy. Documentation of such background checks will be held in the person's employment file and open to authorized audit compliance.

**Q#13 Student and School Data**

- a. **Describe the process and procedures the school will follow to comply with the Family Education Rights and Privacy Act (FERPA) and implementing federal and Department of Education regulations regarding disclosure of student records.**

LAAA will have policies and procedures in place that the school will follow to comply with the Family Education Rights and Privacy Act (FERPA) and implementing federal and DEDOE regulations regarding disclosure of student records. Parents and students have the right to access educational records kept by the school, the right to determine disclosure, the right to request amendment and the right to file complaints if the school discloses records in violation of FERPA. The policy of the school will be that parents must sign the "Release of Records" form, which must be kept on file, in order for the school to receive or transfer records.

LAAA will have a "Request for Records" document that must be signed by parent/guardians to release or receive student records. Whenever such a request is received, the registrar will forward the records to the requesting party.

- b. **Describe the plan for the timely transfers of student and school data to the Department of Education.**

LAAA will participate in the Delaware Department of Education (DEDOE) statewide student information system *DELSIS/eSchoolPlus*. In addition to providing "real time" data to school administrators, teachers, parents and students, this web-based student data system provides "real time" student and school data to the Department of Education as well.

LAAA administrative staff will participate in state trainings on utilization of the *DELSIS/eSchoolPlus* system, and to ensure the timely transfers of student and school data to DEDOE.

## **Q#14 Facilities Safety Issues**

The LAAA will be located in a facility that meets all state and local school codes.

### **Permanent Building Program (full capacity K-8 = 960 students)**

- a. 48 Classrooms— 900 square feet per classroom (up to 25 students per classroom)
- b. 2 Sections for Elementary School (640 K-5 – 32 classrooms); Middle School (320 6-8 – 16 classrooms)
- c. 3 Science/Specialty Labs (Middle School)
- d. 1 Art Room – Middle School (1200 SQ FT) (natural light and ventilation).
- e. 1 Music Room– Middle School (1200 SQ FT) (natural light and ventilation).
- f. Library/ Resource Room to serve entire school (E-Library & Stacks & Adult and Children Reading space)
- g. Full Gymnasium & Showers/Locker/Changing Rooms
- h. Cafeteria/ Commons & Full Kitchen
- i. Nurse Station (with separate examination/"sick child" room)
- j. SPED Classrooms, Conference room and Resource Room (large enough to accommodate speech therapist, occupational therapist, and testing)
- k. Administration area
- l. Reception area – at front entrance foyer area – with area for people to sit and wait
- m. 2 Teacher's Resource Rooms (one for each area)
- n. Parking as required by local building code
- o. Bus loops for each area of school (K-5, 6-8)
- p. K-1 play grounds; grades 2-5 Play grounds; Multi-use Playing fields and half basketball court

### **Temporary Building Program (Temporary up to 2 years – capacity 360 (1<sup>st</sup> year) -560 (2<sup>nd</sup> year) students:**

- q. 18-28 Elementary/Middle School Classrooms – 800-900 square feet ea. (up to 25 students per classroom)
- r. Sections for Elementary School (360 K-2); Middle School (220 5-6);
- s. Cafeteria/ Commons & Warming Kitchen
- t. Nurse Station
- u. 2 SPED Classrooms
- v. 1 SPED Resource Room
- w. Administration area
- x. Reception area
- y. Teacher's Resource Room
- z. Parking as required by school building code

- 2) **SHARED/ COMMON SPACES:** Cafeteria/Multi-purpose room, Gym, Resource Library, sections of outdoor areas

**a. Describe building maintenance practices which will provide a reasonable assurance of a safe school environment for students, staff, and visitors.**

Routine maintenance will be handled by the maintenance staff under the supervision of the School Custodian. The school custodian and a split team of maintenance staff will be present during the school day and will clean the school rooms in the evening in accordance with a pre-defined cleaning and maintenance schedule. All maintenance staff will be trained in OSHA practices, and will be trained in the proper handling and storage of all cleaning chemicals. All cleaning supplies will be "green" environmentally safe replacements for toxic cleaning chemicals. Anything hazardous or flammable will be stored in a locked, fireproof storage in compliance with MSDS, with the maintenance of applicable MSDS documentation.

The custodian reports any day to day maintenance/repair issues and hazards to the principal, who will inform the business manager and board. Any major maintenance is the responsibility of the LAAA Board of Directors. For example, periodic maintenance such as the replacement of a portion of the roof will require the Board of Director's oversight and action.

A monthly fire drill will be conducted and records maintained. The monthly fire drill, which will be coordinated with all school personnel and maintenance staff, is part of the Principal's responsibilities. Those records will be examined by the State Fire Marshall's office and will be available for viewing by the insurance underwriter. Further the State Fire Marshall and insurance underwriter will check quarterly and annual inspection records for the sprinkler system and security alarm system. In addition, all fire extinguishers in the building will be checked annually by a fire and safety equipment company.

**b. Describe safety concerns which must be addressed relative to the selected location, and tell how each will be addressed. How will access to the building be controlled?**

**School Drop-off and Pick Up:** The school will have separate designated bus and car drop-off areas developed in accordance with state safety standards related to the loading and unloading of school buses.

**Handicap Accessible and ADA Compliant:** Building will meet all IDEA and ADA standards.

**Interoffice Communication:** The school will have the following interior communication systems: a PA system that is piped from the office to all rooms in the school and the outside grounds; each room will have a telephone/speaker system for communicating with the office; all employees will have individual and direct access to a computer with internet and email capabilities.

**Wireless Internet Connections:** School will maintain wireless internet protocols such that student data will be fully protected and the WiFi internet connections and intranet can not be accessed external to the school intranet approved users.

**Practices limiting access to the building during school, after-school and at night:**

The school will have an exterior and interior camera surveillance system which is tied into the school computer network and monitored by ADT or a similar surveillance company. The school day monitoring of the system will be handled by the school administrative staff. Whenever this system is breached, the local police or fire company (whichever is applicable) respond and the surveillance company phones designated school employees.

Visitors will be required to report to and sign in at the school office prior to being authorized to go to other parts of the building. During the regular school day, access (ingress) will be limited to the locked front door.

**c. What location and facilities will be used for Physical Education? What further safety issues will this add, and how will they be addressed?**

The school building will have a gymnasium which will be shared by the middle and elementary school campuses for their physical education classes. In addition the school will have exterior recreation facilities including a half-court basketball court.

In addition, the elementary school will have access an exterior playground and play area. Playgrounds will be built in accordance with local safety codes.

Students will be supervised by a teacher or school staff at all times when in the gymnasium and when on the school playgrounds. A teacher or staff member will be assigned to supervise students using the playground and exterior recreational areas for 30 minutes before school and 30 minutes after the end of the school day. Elementary school students will be met at designated doors by their teachers and escorted to their homerooms in the beginning of the school day and the teachers will escort their students out of the school at the end of the day.

## ASSURANCES

The Board of Directors of this charter school assures that the school will:

- 1) Be in full compliance with the requirements of **14 Delaware Code, Chapter 5** and **14 Admin Code, Section 275** in the **Regulations of the Department of Education** at all times.
- 2) Not discriminate against any student in the admissions process because of race, creed, color, sex, disability, or national origin or because a student's school district of residence has a per student local expenditure lower than another student seeking admission.
- 3) Not operate in a sectarian manner or include religious practices in its educational program.
- 4) Participate in the Delaware Student Testing Program and meet the requirements for school accountability as described in state law.
- 5) Manage the school within all state administrative and financial systems including accounting, payroll, purchasing, retirement, and benefits. All school funds will be managed through the school's accounts set up in the Delaware Financial Management System (DFMS).
- 6) Initiate and maintain direct communication with other public and nonpublic schools to assure efficient notification and transfer and exchange of records.
- 7) Update the application to incorporate any modifications and/or conditions identified as pre-conditions to final approval by the Secretary of Education and State Board of Education as set forth in its written decisions; and operate the program in accordance with the content of the updated and approved charter granted by the Department of Education and State Board of Education. The school's board of directors will not implement any additional modifications to the charter school program or operation without the express written consent of the Department of Education.
- 8) Notify the Department of Education in writing when the school administrative head or any member of the board of directors changes.
- 9) Provide the Department of Education with copies of all policies and by-laws of the school and inform the Department in a timely manner when by-laws change.
- 10) Ensure that accurate information on all staff employed at the school is provided to the PHRST and DEEDS systems prior to September 1 each year the school is in operation.
- 11) Employ only staff who has complied with the requirement of having a successful criminal background check.
- 12) Cooperate fully with Department of Education requests for reporting information and activities related to monitoring the school's compliance with the charter and applicable state and federal laws and regulations.
- 13) Submit a proposed Performance Agreement for review and approval as required by the Secretary of Education.
- 14) Distribute copies of the Department's **Frequently Asked Questions** to all parents seeking to enroll their child(ren) as well as to parents of enrolled children.
- 15) Conduct all meetings of the board of directors in a manner consistent with the Freedom of Information Act, especially the legal requirements of 29 Delaware Code, Sections 10002, 10003 and 10004.
- 16) Include a representative of the teachers employed by the school and parents of students enrolled at the school on the board of directors, consistent with 14 Delaware Code, Section 511(a) prior to opening the school. Each year of operation, ensure that representatives of the teachers employed at the school and parents of children enrolled at the school are on the board of directors.
- 17) Comply with the requirements for reporting school crimes as described in 14 Delaware Code, Section 4112.
- 18) Advise any person or entity offering a loan to the school that debts of the school are not debts of the State of Delaware and that neither the State nor any other agency nor instrumentality of the State is responsible for the repayment of any indebtedness.
- 19) Annually certify to the Department, on a form to be provided by the Department, that prior to the payment of any fees or other sums to a management company employed by the board, the board will ensure that sufficient revenues of the school are devoted to adequately support the school's proposed educational program.
- 20) Participate in all training offered by the Department of Education to charter schools prior to the opening of the school.

As members of the Board of Directors of this Charter School, we agree to these assurances as conditions of approval of the charter.

We have reviewed both the Delaware Charter Law (14 Delaware Code, Chapter 5) and 14 Admin Code, Section 275 in the Regulations of the Department of Education (DOE Regulation 275), and have based the responses in this application on the review of these documents.

We understand the requirements of the Delaware Financial Management System (DFMS) and the state payroll system.

We understand that when submitted to the Department of Education, this application will be deemed to be a "public document" subject to disclosure pursuant to the provisions of the Delaware Freedom of Information Act.

We understand that if a charter is granted for this school, all future members of the school's board of directors will be bound by the terms of the charter unless the approved charter is formally modified with the written approval of the Secretary of Education.

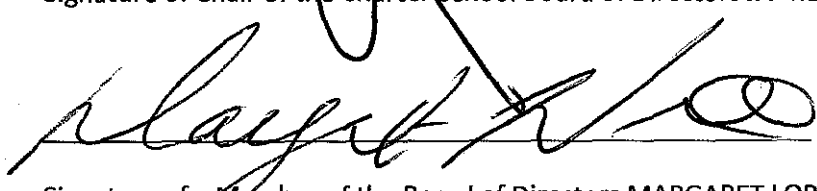
LAS AMERICAS ASPIRA ACADEMY

Name of Charter School

12/29/18

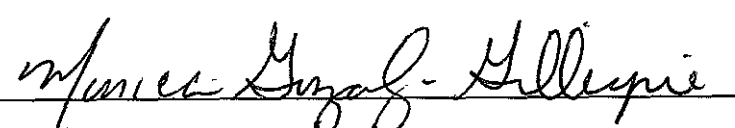
Date of Signatures

\_\_\_\_\_  
Signature of Chair of the Charter School Board of Directors JAIME H RIVERA, MD

  
\_\_\_\_\_  
Signature of a Member of the Board of Directors MARGARET LOPEZ WAITE

  
\_\_\_\_\_  
Signature of a Member of the Board of Directors ANDRES CENTELLAS

  
\_\_\_\_\_  
Signature of a Member of the Board of Directors MILTON DELGADO

  
\_\_\_\_\_  
Signature of a Member of the Board of Directors MONICA GONZALEZ GILLESPIE

  
\_\_\_\_\_  
Signature of a Member of the Board of Directors CARIDAD ALONSO

## **Renewal Application 2014-15**



# Delaware Charter School Renewal Application



## Las Américas ASPIRA Academy

326 Ruthar Drive  
Newark, DE 19711-8017  
Phone: 302-292-1463  
Fax: 302-292-1291  
[www.AspiraAcademy.org](http://www.AspiraAcademy.org)

**September 29, 2014**

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## I. Overview

### 1.1a

#### BASIC INFORMATION

Name of School	Las Américas ASPIRA Academy
Year School Opened	2011
Grade Level(s) in 2012-2013 and additional grade levels approved to be served in the next charter cycle	2012-2013: Kindergarten through 6 <sup>th</sup> grade 2013-2014: Kindergarten through 7 <sup>th</sup> grade 2014-2015: Kindergarten through 8 <sup>th</sup> grade 2015-2016: Kindergarten through 8 <sup>th</sup> grade 2016-2017: Kindergarten through 8 <sup>th</sup> grade 2017-2018: Kindergarten through 8 <sup>th</sup> grade 2018-2019: Kindergarten through 8 <sup>th</sup> grade 2019-2020: Kindergarten through 8 <sup>th</sup> grade
Current Enrollment	541 (September 2014)
Approved Enrollment	514
Current Waiting List by Grade	K-194; 1 <sup>st</sup> -66; 2 <sup>nd</sup> -66; 3 <sup>rd</sup> -69; 4 <sup>th</sup> -52; 5 <sup>th</sup> -40; 6 <sup>th</sup> -67; 7 <sup>th</sup> -22; 8 <sup>th</sup> -13
School Address(es)	326 Ruthar Drive, Newark, DE 19711
District(s) / Region of Residence	LAAA is located in the City of Newark within the Christina School District
Website Address	<a href="http://www.AspiraAcademy.org">www.AspiraAcademy.org</a>
Name of School Leader	Margie López Waite
School Leader Email and Phone Number	<a href="mailto:Margie.lopezwaite@laaa.k12.de.us">Margie.lopezwaite@laaa.k12.de.us</a> 302.292.1463
Name of Board President	Lourdes Puig
Board President Email and Phone Number	<a href="mailto:Lourdes.I.Puig-2@dupont.com">Lourdes.I.Puig-2@dupont.com</a> 302.388.5083

**1.1b**

<b>CURRENT YEAR ENROLLMENT &amp; DEMOGRAPHIC INFORMATION*</b>	
Total Enrollment	541
# of Students on Waiting List	589
<b>Gender</b>	
# Male	256
# Female	285
<b>Ethnicity/Race</b>	
# White	25.7%
# Black	12.5%
# Hispanic	57.9%
# Asian	2.5%
# Other	0.4%
# Multiracial	0.9%
<b>Special Populations</b>	
# Students with disabilities	4.6%
# English Language Learners	31.4%
# Low-Income	50%

\* at the time of submission

**II. Academic Framework**

**2.1 Is the academic program a success?**

- a) Discuss the school’s academic achievement results over the last three or four years. How has the school performed with regard to student growth and proficiency measures over the last charter term? In the absence of expected achievement, identify proposed changes to instructional practices that your school will implement to improve the school’s academic performance and student outcomes.

During the past three years, LAAA has made significant gains in our academic achievement results. Our overall rating improved from Does Not Meet Standard in Year 1 to Meets Standard in Year 2 and Year 3. LAAA accomplished consistent growth in ELA with scores exceeding State average in all grade levels. The biggest opportunity

for improvement exists with Math scores. In response to this need, we are supplementing our math program with targeted instruction for students performing below grade level. The Delaware Academic Performance Framework reveals the following achievements and opportunities for growth:

### **Achievements**

- We exceeded the state average in all grades for Reading.
  - 88% vs 71% (Class of 2019)
  - 78% vs 73% (Class of 2020)
  - 84% vs 76% (Class of 2021)
  - 78% vs 73% (Class of 2022)
  - 73% vs 70% (Class of 2023)
- The Reading proficiency for the Class of 2020 improved from 62% in Year 1 to 78% in Year 3.
- The Reading proficiency for the Class of 2021 improved from 65% in Year 1 to 84% in Year 3.
- The Reading proficiency for the Class of 2022 improved from 65% in Year 1 to 78% in Year 3.
- We exceeded the state average in three out of five grades for Math.
  - 72% vs 66% (Class of 2019)
  - 74% vs 71% (Class of 2021)
  - 78% vs 75% (Class of 2022)
- We exceeded the state average for Science (58% vs 49% for 5<sup>th</sup> grade).
- We exceeded the state average for Social Studies (80% vs 65% for 4<sup>th</sup> grade; 76% vs 59% for 7<sup>th</sup> grade).

### **Challenges/Opportunities for Growth**

- Math achievement for Class of 2020 (current 6<sup>th</sup> graders) is lower than state average (51% vs 66%); however, the gap has decreased to 15 compared to 22 the previous year.
- Math achievement for Class of 2023 (current 3<sup>rd</sup> graders) is lower than state average (61% vs 72%).
- Based on the DCAS results, we are taking the following action to address our achievement gaps:
  - Hired a Math Interventionist to provide targeted instructional support to students.
  - Identified supplemental materials to support math instruction (i.e., Khan Academy, IXL Math, etc.).
  - Providing free summer math tutoring with free transportation to targeted students needing additional support.
  - Dividing rising 7<sup>th</sup> graders (Class of 2020) into two smaller Math classes for more targeted small group instruction with the support of Special Education teachers.
  - Revising class schedule to create additional instructional time in the school day for targeted support in Math and/or Reading.
  - Working to expand extracurricular programs to include academic enrichment clubs such as Odyssey of the Mind, Science Olympiad and Math Olympiad.

We are confident that our results for Spring 2015 will reflect the positive impact of these actions. The implementation of Smarter Balance will result in new benchmark data; therefore, we will need to re-evaluate our growth targets for subsequent years due to the lack of correlation between DCAS and Smarter Balance data points. This will be part of the transition throughout the state since all schools/districts will need to re-establish their academic goals.

## **2.2 Is the school meeting its mission?**

- a) State the mission of the school as it appears in your charter application. How does your school measure and track mission accomplishment?

The mission of *Las Américas ASPIRA Academy* is to provide a world-class education that prepares students through a dual language project-based learning curriculum, to become healthy productive community members and leaders, with an **expectation** that **every** child, regardless of race, gender, ethnicity, or socio-economic level, is college bound.

We are accomplishing this mission through the full implementation of a dual language project-based learning curriculum. Dual language instruction is being delivered through an immersion model, which was introduced in K-1<sup>st</sup> grades in Year 1. The immersion program continues to grow each year as students are promoted to the next grade. Grades K-4<sup>th</sup> are currently included in the immersion program with full school-wide implementation to be completed in the 2018-2019 school year. Our curriculum also includes character education to address the needs of the whole child. Character traits are highlighted every day by various methods such as morning announcements, morning homeroom meetings, lesson modules and recognition programs. In the middle school (grades 6-8), we have also implemented Character Growth measurements to provide students with feedback on their character strengths and areas for improvement. Based on the Delaware Academic Performance Framework, LAAA is meeting its mission relative to student achievement and growth for both general and subgroup student populations. Its overall rating is "Meets Standard".

## **II. Organizational Framework**

### **3.1 Is the school organizationally sound?**

- a) Discuss the school's organizational performance over the last three or four years. How has the school performed with regard to organizational measures over the last charter term? In the absence of expected achievement, identify proposed changes to organizational practices that your school will implement to improve the school's organizational outcomes.

The school achieved an overall rating of "Meets Standards. Out of 13 measures that make up the overall rating, the school received 12 ratings of "Meets" and one rating of "Does not Meets Standard," specifically for measure 4c., staff credentialing requirements.

Significant progress was made last year, as the Highly Qualified Rate (HQT) increased from 77% in FY13 to 93.6% in FY14. We fully expect to achieve a 100% HQT rate this year. Las Américas ASPIRA Academy has had compliance visits from DDOE which showed the school has been compliant with all components of the DPAS II evaluation system, Title I programs, IDEA and the National School Lunch program. Our school website is in compliance as well, which is publicized in the Charter School Office's monthly monitoring reports. The school also meets all State Department of Health guidelines, which is evident by passing our annual health inspections (1/30/13 and 1/14/14), along with meeting the regulations set forth in the Delaware Food Code. Additionally, evidence of the school's compliance with operational expectations can be found in compliance monitoring reports issued by DDOE over the last three years, which is the duration of our school's existence. The most recent reports (2013) state that Las Américas ASPIRA Academy is in compliance with all monitored regulations, including but not limited to: McKinney-Vento Homeless Act, Child Abuse Reporting Training, immunization audit and policy regarding the release of students to persons other than parent/guardian.

**3.2 Is the school implementing the essential terms of the charter's education program as defined in the current charter, and complying with applicable state and federal requirements?**

- a) Provide specific examples of how your educational program is in compliance with instructional days/minutes requirements, the use of state assessments, Delaware content standards requirements, and providing an education and accommodations for at-risk students.

Las Américas ASPIRA Academy complies with all state and federal requirements including, but not limited to DCAS testing, Individuals with Disabilities Education Act (IDEA), Response to Intervention (RTI), section 504 of the Rehabilitation Act, etc. Our compliance has been demonstrated through regular DDOE compliance monitoring visits and desk audits. DDOE has also reviewed our curriculum as part of the charter application process and found it to be in alignment with State content standards. We have provided an ELA and Math unit with assessment in the Appendix to further demonstrate alignment for the new Common Core standards. According to DE Code Title 14, Chapter 10, Sub-chapter III, Section 1049, all school calendars must provide for school attendance of at least the following number of hours: Kindergarten @1060 hours; Grades 1-11 @1060 hours. Accordingly, the LAAA Board-approved calendar for the 2014-2015 school year will have 1,089 instructional hours. Therefore, LAAA meets the student attendance requirements. In regards to IDEA, Las Américas ASPIRA Academy has performed well in all audits. In a letter from DDOE's Special Education Director Mary Ann Mieczkowski dated June 17, 2014, LAAA met all applicable targets and no discrepancies were found.

Our Education Enrichment Team is responsible for supporting the educational needs and accommodations of "at-risk" students. The coordinator has been with LAAA since the first year of operation and has managed the Special Education, ELL and RTI

programs with great attention to detail. Every student is provided with 30 minutes a day of enrichment instruction for a total of 150 minutes a week. The Education Enrichment Team work closely with the regular education teachers to target and track student progress as part of the RTI Program. If supports or interventions are not working, then the team collaborates to identify additional methods to address the needs of the student. Strategies such as in-school/after school tutoring, free summer enrichment program and small group instruction have been implemented in an attempt to close achievement gaps among our lowest performing students. In compliance with Section 504 of the Rehabilitation Act of 1973, LAAA provides accommodations to students who do not require special education but do have some type of disability that impacts them educationally. The 504 eligibility team review assessments to determine if a student qualifies for a plan. If so, then a plan is devised with accommodations and/or services to meet the needs of the student. The 504 Plan is reviewed periodically and revised as necessary.

### **3.2 Is the school protecting the rights of students with disabilities and English language learners?**

- a) Describe the process by which students with special needs are identified and evidence that the school is effective in providing the right resources and services for students with disabilities.

Las Américas ASPIRA Academy employs an Education Enrichment Coordinator who ensures the school provides the full range of services for students with disabilities. Part of her role is to serve as special education coordinator, working with contracted bilingual and monolingual school psychologists as well as speech, occupational, and physical therapists for identification and service delivery. We also have 3 full-time Special Education Teachers and 2 part-time Special Education Paraprofessionals. As far as special education identification, we conduct evaluations for initial eligibility upon parent request or school referral. For concerns with development in reading and mathematics, we implement a school-wide K-8 Response to Intervention (RTI) program which is overseen by the Education Enrichment Coordinator as well. We use AIMSweb benchmark measures in reading and mathematics, as well as state test data where applicable, to place students in tiers for RTI intervention and all grades have a 30 minute intervention period built into their master schedule during each school day that is used for this purpose. We also have a Math Interventionist who assists with the oversight and instructional support for K-8 math RTI. Tier II and III instruction is provided during this period and RTI teams meet at the conclusion of each 6-week cycle of intervention to examine data and adjust students' intervention focus, method, and/or tiers depending on the need of individual students. Based on this data, students may be referred for evaluation for special education eligibility by the school if the grade level RTI teams, including the Dean of Instruction and the Education Enrichment Coordinator, determine that students are not responding to cycles of Tier II and III intervention and are not on a trajectory to meet grade level benchmarks.



- b) Describe the process by which students with English language learners are identified and evidence that the school is effective in providing the right resources and services for these students.

Las Américas ASPIRA Academy strives to serve all English language learners (ELL students) in accordance with Delaware regulations. In an effort to include our large population of Hispanic families in school information, the majority of all school-wide communication is offered bilingually to ensure the participation of all families. With particular emphasis on this, our ELL teacher has developed a literacy outreach program offered to all families but particularly geared towards Spanish-speaking families. This teacher works closely with staff at the New Castle County Library system to teach families how to access public library resources and also offers a bilingual workshop series throughout the school year. LAAA works closely with the DDOE Title III program director to ensure compliance with state ELL regulations. We issue a home language survey to all students upon enrollment to determine if they are exposed to engage in a language other than English in the home environment. If they are, LAAA administers testing as prescribed by the Delaware ELL regulations, the Model or W-APT WIDA Assessments. This initial placement information is compiled with previous end of year ACCESS test scores and presented to general education teachers at the start of the school year. Because we have a large population of both English Language Learners as well as Spanish Language Learners in our immersion program, all staff receive professional development in best practices and effective strategies in ELL. The entire faculty (including new staff) was trained in Sheltered Instruction in June of 2014. These practices continually focus our immersion teachers in supporting language development in both languages which is a research-based method of effectively teaching ELL students. Our ELL teacher consults with both English and Spanish teachers to help them with their lesson plans to accommodate English language learners. In addition to the immersion program, our ELL teacher teaches small groups of ELL students who demonstrate the highest need in language development across all four domains of listening, speaking, reading and writing based on their test scores or class performance.

**3.3 Is the school monitoring and minimizing attrition rates and maintaining enrollment stability?**

- a) Fill in the following chart with the appropriate enrollment information over the last 4 years (3 years if this is the school's first renewal):

School Enrollment Trends									
	2010-2011		2011-2012		2012-2013		2013-2014		
	Approved Enrollment	Sept 30 Enrollment Count*	Approved Enrollment	Sept 30 Enrollment Count	Approved Enrollment	Sept 30 Enrollment Count	Approved Enrollment	Sept 30 Enrollment Count	Current Waitlist for the 2014-2015 school year
K	n/a	n/a	100	99	50	51	100	100	194
Grade 1	n/a	n/a	50	51	88	90	44	48	66
Grade 2	n/a	n/a	44	43	40	42	88	88	66
Grade 3	n/a	n/a	44	46	42	44	40	43	69
Grade 4	n/a	n/a	40	41	40	43	42	46	52
Grade 5	n/a	n/a	22	23	40	43	42	48	40
Grade 6	n/a	n/a	n/a	n/a	22	25	40	41	67
Grade 7	n/a	n/a	n/a	n/a	n/a	n/a	22	25	22
Grade 8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13
Grade 9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 11	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 12	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Total</b>	<b>n/a</b>	<b>n/a</b>	<b>300</b>	<b>303</b>	<b>322</b>	<b>338</b>	<b>418</b>	<b>439</b>	<b>589</b>

b) Provide information regarding the school's attrition rate over the last 4 years (3 years if this is the school's first renewal). Using data starting with the number of students enrolled September 30, what number and percentage of students transferred out of the school by the end of the school year?

- 2011-2012: 0 students out of 303 (0%) left the school during the 2011-2012 school year for a reason other than moving to another state. After the school year ended, we had 26 students (8.58%) withdraw and not return for the following school year for reasons other than moving out of state. These students returned to their feeder school or enrolled in a charter or private school.
- 2012-2013: 0 students out of 338 (0%) left the school during the 2012-2013 school year for a reason other than moving to another state. After the school year ended, we had 29 students (8.57%) withdraw and not return for the following school year for reasons other than moving out of state. These students returned to their feeder school or enrolled in a charter or private school.
- 2013-2014: 0 students out of 439 (0%) left the school during the 2013-2014 school year for a reason other than moving to another state. After the school year ended, we had 21 students (4.78%) withdraw and not return for the following school year for reasons other than moving out of state. These students returned to their feeder school or enrolled in a charter or private school.

- c) How does the school both monitor and plan to minimize attrition rates? (*Attrition rate is calculated by the number of students leaving the school during the school year over number of students enrolled in the school on September 30.*) Provide a summary of why students left your school.

Student attrition is monitored by the school's administration. Notification of a student withdrawal with the parent's written statement of the reason is referred to the Head of School or Administrative Assistant. This data is reported to the Board of Directors each year by the Head of School as part of the year-end report. School satisfaction is an important indicator for LAAA, which is measured by the student attrition rate and parent survey. We minimize attrition by establishing open lines of communication with students, parents and families. We work closely with the PTO to address any concerns that may arise. The feedback is reviewed by the administrative team and the necessary action is taken to ensure the highest school satisfaction possible. A summary of why students left LAAA is provided above.

### **3.4 Is the school complying with governance and reporting requirements?**

- a) Provide a current organizational chart, which includes the Board of Trustees.

See Appendix 1: Organizational Chart

### **3.5 Is the school complying with closure requirements?**

- a) Describe the school's plan for procedures it will follow in the event of the closure or dissolution of the school, including a plan to set aside sufficient funds to cover the salaries owed to those employees who are paid over a 12-month period.

In the event of closure or dissolution of the school, LAAA will have reserve funds set aside to pay all employees according to their contractual agreements with the school. Any outstanding payroll obligations for school employees will be paid first with the use of all cash and cash equivalents, then to the remaining creditors of the school. The school's Board will annually review its fund balances and financial projections to ensure that its reserve balances would cover such a contingency. It is conceivable that a charter school could be closed for non-financial reasons and, following to the authorizer's charter school closure protocol, LAAA's Board would work closely with DDOE concerning steps forward (parent notifications, transfer of records, disposition of school assets, etc.) to ensure a smooth and orderly closure and transition. The school would allow all legal and regulatory requirement such as those contained in Delaware Code 512, Section 16.

## **4. Financial Framework**

### **4.1 Is the school financially viable?**

- a) Provide an analysis of the results of your Financial Performance Reports over the

last three years (2010-11, 2011-12, 2012-13). Where applicable, provide explanations for areas where standards were not met, including your plans and strategies for improving the individual measures and overall ratings.

Las Américas ASPIRA Academy has achieved a MEETS rating per the Performance Framework for the past three years (FY12-14). We ended with a surplus for the third straight year. Our overall performance was solid, thus represented by our cash carryover of \$502,748; however, we were forced to use operational funds to finance a portion of the Phase II construction (13 classrooms) and purchase of new classroom furniture. This plan was noted in last year's Annual Report and the FY14 preliminary and final operating budgets. Results show a \$58,000 reduction of our cash surplus from FY13 to FY14; however, if not for funding a portion of the Phase II construction project, our surplus would have increased for the 3<sup>rd</sup> straight year. That said, by adding back the \$225,732 FY14 construction and \$148,000 FY14 furniture (capital) expenditures into the school's operating funds, our surplus for the year would have grown to \$876,000, thus a net increase of \$315,000 from FY13. The school, though only in its 4<sup>th</sup> year of operation, has shown the ability to favorably manage its finances while completing a school start-up and its second phase of construction. For the past two years, and this year again, we will be at enrollment capacity (105%) with a current enrollment of 541 K-8<sup>th</sup> grade students. Our significant waiting list of students gives us the ability to manage our enrollment to ensure we reach capacity (as shown the last three years), thus ensuring our funding is at a maximum level each year.

- b) Provide a summary of findings from independent audits and, where applicable, how the school developed and implemented a corrective action plan in response to audit findings. (If necessary, evidence may be attached as clearly labeled documents in the Appendix.)

Independent audits of our FY12, FY13 and FY14 financials were conducted by Barbacane Thornton & Company. The FY14 audit produced no new findings or recommendations. The FY12 audit produced nine (9) material weaknesses or significant deficiencies. The school, in conjunction with the ADCO (School) Board, executed an action plan to eliminate such findings by implementing the recommendations by the auditing firm. A spreadsheet was developed and ownership was established for each finding (12-1 through 12-9) where responsible parties reported back to the Board until each corrective action was successfully implemented, thus closing out the respective finding. The FY13 audit produced no new findings, but the school had two FY12 findings (12-4 & 12-6) that had not been corrected. As in the first year, responsible parties followed up with the Board until both corrective actions were successfully implemented. Additionally, the auditing firm made two recommendations, which were for the school/Board to create and implement both a Fund Balance Policy and Debt Management Policy. Both policies were created and implemented in FY14. The Financial Audit Work Plan is included in the appendix.

- c) As an appendix, provide the following documents: Final Fiscal Year 2014 Revenue & Expenditure Budget Report in the prescribed DDOE format; Approved preliminary Fiscal Year 2015 Budget; Fiscal Year 2014 Audited Financial Statements (if final report is not available, draft version is acceptable); Projected revenue and budget worksheets and narrative through 2018-2019 in the prescribed DDOE projection format.

## **5. Five-Year Planning**

### **5.1 Projected Enrollment**

- a) Provide a five-year enrollment chart by grade level, in the prescribed format below. Ensure that the chart allows for the natural progression of students from year-to-year.

<b>Projected Enrollment</b>					
	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
K	90	88	88	88	88
Grade 1	98	100	88	88	88
Grade 2	50	100	100	88	88
Grade 3	91	50	100	100	88
Grade 4	48	90	50	100	100
Grade 5	48	50	90	50	100
Grade 6	50	50	50	90	50
Grade 7	41	50	50	50	90
Grade 8	25	50	49	50	50
Grade 9	n/a	n/a	n/a	n/a	n/a
Grade 10	n/a	n/a	n/a	n/a	n/a
Grade 11	n/a	n/a	n/a	n/a	n/a
Grade 12	n/a	n/a	n/a	n/a	n/a
<b>TOTAL</b>	<b>541</b>	<b>628</b>	<b>665</b>	<b>704</b>	<b>742</b>

NOTE: Our projected enrollment for the 2019-2020 school year is 780, with 88 students each grade from K-4, 100 students in each grade from 5-6, 50 in grade 7 and 90 in grade 8. For some reason, projections were not requested for the 2019-2020 school year; however, that will be the fifth year of our charter so we have chosen to include the projections.

### **5.2 What are the school's plans for the next five years of the charter?**

- a) Describe what changes and improvements the school will undertake in the next five years based on the school's examination of student performance outcomes.

LAAA will undertake the following in the next five years:

- Implement the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and Smarter Balanced (SBAC) assessments.
- Expand the dual language program one grade at a time from 2016-2020.
- Adjust scheduling and staffing to accommodate an increased number of classrooms at each grade level, one year at a time. We anticipate having four (4) classrooms at each grade level in grades K-5.
- Ensure that teachers receive appropriate training for all curricular approaches.
- Expand curricular (MS elective courses) and extracurricular offerings (MS Athletics, after-school programs such as S.T.E.A.M. and performing arts).

b) Provide goals and performance outcomes, including assessment tools and measures to be used. Provide a rationale for the identified goals and assessment measures. Provide any mission-specific goals that you will include in your Performance Agreement.

**Goal 1:**            **LAAA students will meet or exceed the state average in Mathematics.**

Outcome:            At the end of each school year, 50% of LAAA students in tested grades will achieve greater than the State average in Mathematics.

Assessment:        Smarter Balanced

Rationale:           The 2014-2015 academic year will be the first year of implementation of the Smarter Balanced assessments. Without any baseline data available to us, we are setting these goals with reasonable expectations.

**Goal 2:**            **LAAA students will meet or exceed state average in Language Arts.**

Outcome:            At the end of each school year, 50% of LAAA students in tested grades will achieve greater than the State average in Language Arts.

Assessment:        Smarter Balanced

Rationale:           The 2014-2015 academic year will be the first year of implementation of the Smarter Balanced assessments. Without any baseline data available to us, we are setting these goals with reasonable expectations.

**Goal 3:**            **LAAA students will meet or exceed state average in Science.**

Outcome:            At the end of each school year, at least 60% of LAAA students in tested grades will be proficient (meets or exceeds standard) in Science. (Note: There is currently no growth assessment for DCAS Science.)

Assessment:        DCAS Science

Rationale:           Aside from Reading and Math, it is critical to provide students with a solid foundation of science knowledge. This will allow them to transition successfully into STEM/STEAM programs at LAAA, in high school and beyond. A minimum goal of 60% is significantly higher than state average, yet it is achievable.

**Goal 4:**            **LAAA students will meet or exceed state average in Social Studies.**

Outcome:            At the end of each school year, at least 70% of LAAA students in tested grades will be proficient (meets or exceeds standard) in Social Studies. (Note: There is currently no growth assessment for DCAS Social Studies.)

Assessment: DCAS Social Studies  
Rationale: Aside from Reading and Math, it is critical to provide students with a solid foundation of social studies knowledge. This will allow them to make the necessary connections in language arts, history, civics and geography. A minimum goal of 70% is significantly higher than state average, yet it is achievable.

**Goal 5:** **LAAA students enrolled in the Dual Language Immersion Program will demonstrate a rate of improvement in reading fluency as outlined in the mission-specific portion of the Performance Framework.**

Outcome: Annually, 60% of students enrolled in the Dual Language Immersion Program will meet the standard outlined in the mission-specific portion of the Performance Framework.

Assessment: AIMSwebAssessments: MIDE-SRF, TEL-PSF, R Span ORF, R-ORF  
Rationale: One goal stated in our mission at Las Américas ASPIRA Academy is that our immersion program students will become biliterate in English and Spanish within six years of enrollment in the program. Our focus is on building academic biliteracy in alignment with achieving the Common Core Standards in English Language Arts and Spanish Language Arts. This objective will be measured using various AIMSweb benchmark fluency measures in both languages depending on the grade level.

**Goal 6:** **LAAA will demonstrate that it has strong capacity for enrollment.**

Outcome: Each year, LAAA will have enough students seeking admission to have at least 95% of the maximum number of students allowed by the charter enrolled in the first week of the school year.

Assessment: Attendance data compared to authorized enrollment.

Outcome: Each year, LAAA will have a waiting list of students seeking admission.

Assessment: School applications.

Outcome: Each year, at least 75% of the non-graduating students will return to LAAA the following September, excluding students who move out of New Castle County.

Assessment: Retention data from E-school.

Rationale: Our financial stability depends on revenue from student enrollment. Maintaining a high number of enrollment applications, wait list candidates and retention average is crucial to our financial health.

**Goal 7:** **LAAA will demonstrate that our parent community is satisfied with the school's program.**

Outcome: Each year, 80% of our parents will respond that they would recommend LAAA to other parents.

Assessment: Annual School Satisfaction Survey.

Rationale: Parent satisfaction and involvement is important to our school. This data point is relevant to the overall success of the school.

c) Provide detailed information on the school's plan for any changes or improvements to its facility for the five years of the next charter renewal term. The plan should

include an adequate and detailed financial arrangement and timeline for the proposed facility improvements.

The current school is at capacity with an enrollment of 541 students and 26 classrooms. The school entered into a sales agreement with its current landlord (Mattei Corp.) to purchase the building, which will add 51,500 sq. ft. to the existing school building. This agreement is contingent upon our charter renewal. Delaware Sportsplex LLC, Inc. also entered into a lease agreement for an additional two years with an option to renew for one year, which commences on November 1, 2014. The school is planning on building out an additional 12,800 sq. ft., but that will not impact the Sportsplex agreement, which allots them the remaining 38,700 sq. ft. to operate their existing business. The Sportsplex group will become the school's tenant, which will generate \$164,040 annually in lease revenue for the school. If the school is unable to obtain financing for the purchase of the building, the agreement states both seller and buyer agree to finalize a Master Lease for the property based on certain terms and conditions, primarily commencing with an initial term of five years with four five year renewal options.

- FY15 – Building Purchase
  - Executed Sales Agreement May 2014: Purchase Price = \$5.25 MM; Targeted Settlement – January 2015; Seller to hold 2<sup>nd</sup> Mortgage of \$1.5 MM; Interest Rate = 4.5%; 25 Year Amortization; Payable in full at end of 60<sup>th</sup> Payment
  - Financing Details: Currently exploring Local Bank and Bond Finance Options
  - Construction Details: Currently under contact with Architect; Architect to complete Phase III (nine classrooms) Bid Drawings by mid-October; Project out for Competitive Proposal (Bid) in November/December; General Contractor Selection December 2014/January 2015; Construction Commences February 2015; Construction Completed by July 31, 2015
- FY16 – Planning commences for final construction to build-out the remaining classrooms, other instructional areas, kitchen, auditorium and gymnasium. School will occupy entire 103,000 sq. ft. building for start-up of school in FY19.

d) Provide information regarding how the Board of Trustees effectively evaluates the school administration.

The Head of School is responsible for the evaluation of all staff including the school administration. The Chairperson of the Board of Directors will be responsible for the evaluation of the Head of School. The chairperson will obtain input from various stakeholders, such as staff, board members, students and parents. Feedback will be collected from observations, focus groups and/or surveys. LAAA implemented PD360/Observation360 in August 2014, which will be used to monitor and record all DPASII evaluations including the Head of School.

e) What policies and procedures are in place to evaluate the school leader on an annual basis?



We have adopted a policy regarding Employee Performance Appraisal to establish a systematic way of evaluating employee performance. This policy applies to all employees including the Head of School. LAAA implemented PD360/Observation360 in August 2014, which will be used to monitor and record all DPASII evaluations including the Head of School. The established procedure requires specific tasks to be assigned due dates to ensure compliance with DDOE, state and/or school regulations.

- f) Identify the school's plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.

Our current Board of Directors completed a charter governance training in May 2014. The training was developed by the Delaware Association for Non-Profit Advancement (DANA) organization in collaboration with the Delaware Charter Schools Network. Prior to the training, the board members participated in a Strategic Retreat in September 2013 to the school's performance to date and develop a long-term strategy for sustained viability. Potential board members are vetted by the board nomination committee prior to a formal nomination. All board members are expected to participate in one of the following committees which represents the three pillars of the Charter Performance Framework: Academic Excellence, Financial and Organizational.

- g) Describe the school's process for succession planning including identification, development and retention of school leaders.

Our succession planning begins with initial staff recruitment. In searching for new teachers and team members, we look for the most qualified candidates. In addition, we include specific professional attributes in our job descriptions to ensure we are attracting the right candidates for our school. Once we have identified and hired the best candidates, we focus on targeted professional development to strengthen his/her skills to improve teacher/specialist effectiveness. With the addition of Instructional Coach, we are able to provide novice teachers/specialists with more one-on-one support and feedback through the use of observations and meetings. Our Head of School meets with each team member to discuss their Professional Responsibilities as part of the DPASII process. During this conversation, the person's short-term and long-term goals are discussed in detail and an action plan is established to help them achieve these goals. Due to this approach, we have been able to promote from within to fill leadership and administrative positions such as Lead Teachers, Dean of Students and Education Enrichment Coordinator. This professional approach has resulted in a high retention rate among the school staff (78% for FY12, 88% for FY13, 96% in FY14). As we grow as a school, we will continue to identify team members with the desire and skill set to fill future positions. Our current organizational structure incorporates a succession option to back-fill each position if the need arises at any point.

## **Annual Report 2017-18**

# **LAS AMÉRICAS ASPIRA ACADEMY**

**ANNUAL REPORT**

**2017-2018**



**326 Ruthar Drive  
Newark, DE 19711  
Phone: (302)292-1463**

## I. OVERVIEW

### 1.1 School Overview:

Review the following chart with the school's basic information. (Note: This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

BASIC INFORMATION	
Name of School	Las Américas Aspira Academy
Year School Opened	2011
Enrollment 2017-2018 <sup>1</sup>	740
Approved Enrollment	704
School Address	326 Ruthar Drive, Newark, DE 19711
District(s) of Residence	Christina School District
Website Address	<a href="http://www.aspiraacademy.org">http://www.aspiraacademy.org</a>
Name of School Leader	Margie López Waite
School Leader Email and Phone Number	margie.lopezwaite@laaa.k12.de.us (302) 292-1463
Name of Board President	Lourdes Puig
<b>Mission Statement:</b> Las Americas ASPIRA Academy's mission is to educate and empower each student to realize their full potential and positively impact their communities.	

## 1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2017-2018. (Note: The remaining sections of the table will be completed by the Charter School Office. ***Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.***)

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2017-2018 <sup>1</sup>
Total Enrollment	740
# of Students on Waiting List	708
<b>Gender</b>	
% Male	47.84%
% Female	52.16%
<b>Ethnicity/Race</b>	
% African American	13.11%
% American Indian	0.14%
% Asian	1.49%
% Hispanic/Latino	60.27%
% White	23.92%
% Multiracial	0.95%
<b>Special Populations</b>	
%Special Education <sup>2</sup>	8.65%
% English Language Learners	34.46%
% Low-Income	27.97%

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Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2

LAAA serves a low-income population that equates to 49.53% of our student enrollment, which is based on the percentage of families receiving government [MLW1] assistance (27.97%) and the percentage living within the poverty income levels established by the federal government (21.56%).

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### 1.3 Approved Minor and Major Modifications:

The table lists any approved minor and/or major modifications over the course of the school's current charter term.

(Note: This table will be completed by the Charter School Office. Please review the following table for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

Date	Modification Requested	Outcome
Sep 2015	Minor - educator evaluation process	Approved

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Schools are invited but not required to comment on any aspect of the modification data above in table 1.3

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**1.4 School Enrollment:**

Please review the following chart with the school’s enrollment trends during the current term of the charter. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

<b>School Enrollment Trends</b>		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	<b>2017-2018</b>	
	<b>Approved Enrollment</b>	<b>30-Sep Enrollment Count</b>
K	88	100
Grade 1	88	104
Grade 2	88	101
Grade 3	100	98
Grade 4	100	100
Grade 5	50	51
Grade 6	90	93
Grade 7	50	45
Grade 8	50	48
Grade 9		
Grade 10		
Grade 11		
Grade 12		
<b>Total</b>	<b>704</b>	<b>740</b>

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Schools are invited but not required to comment on any aspect of the enrollment data above in table 1.4.

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**1.5 Reenrollment:**

Reenrollment Rate<sup>2</sup> is the % of students continuously enrolled in the school from one year to the next.

Review the following chart with the school’s reenrollment trends during the current charter term. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Reenrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
Las Américas Aspira Academy		
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K	4	
Grade 1	93	93.00%
Grade 2	93	88.57%
Grade 3	94	94.95%
Grade 4	95	95.00%
Grade 5	50	96.15%
Grade 6	91	91.00%
Grade 7	43	91.49%
Grade 8	47	94.00%
Grade 9		
Grade 10		
Grade 11		
Grade 12		
<b>Total/Avg</b>	<b>610</b>	<b>93.42%</b>

\*\* School entry grade level. Reenrollment data not collected for this grade level.

Describe the school’s plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

LAAA will continue to minimize attrition rates by providing students with a quality education and positive learning experience. LAAA’s reenrollment trends have remained strong each [MLW2] year in every grade with the exception of rising 6<sup>th</sup> graders due to their desire to secure enrollment in their preferred high school since our school ends with 8<sup>th</sup> grade. This trend did not materialize in the 2017-



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2018 school year, which we attribute to our facility expansion and renovation project. The project resulted in premier spaces such as a cafeteria, auditorium, gymnasium and performing arts classrooms. These spaces allowed us to expand our athletic and performing arts programs.

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## II. ACADEMIC PERFORMANCE

### 2.1 Delaware School Success Framework

#### Changes in the Academic Framework

From School Year (SY) 2014-15 through SY 2017-18, the academic performance of all charter schools was evaluated using the Delaware School Success Framework that were publishing annually. In December 2015, Congress reauthorized the Elementary and Secondary Education Act, the main federal law governing public education. The Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act (NCLB). ESSA implementation began in 2017-18 school year.

Overall Academic Ratings

#### Elementary (grades K-5)/Middle School (grades 6-8)

Indicator	Points	Point Earned	Percent Point
Academic Achievement	150.00	68.00	45% Approaching Expectations
Academic Progress	200.00	132.00	66% Meets Expectations
School Quality/Student Success	50.00	49.00	98% Exceeds Expectations
Progress Toward English Language Proficiency	50.00	37.00	74% Meets Expectations
Overall	450.00	286.00	64% Meets Expectations

- a) Based on the table above discuss the school's:
- overall academic achievement results,
  - major challenges,
  - and accomplishments over the course of the school year.

#### School Comments:

At LAAA, the majority of our students have demonstrated academic gains each year in ELA and Math based on their cohort (see tables below). Based on the number of data points, 50% of our students (67% from 2015 to 2018; 63% from 2016 to 2018) have improved their proficiency percentage. The most significant decrease in proficiency was in

Math, which is being addressed with targeted instructional coaching support and professional development in the 2018-2019 school year. This support will be provided by our new Math Supervisor, in addition to a partnership with the Delaware Math Coalition.

SBAC Proficiency Results - READING											
Class of Students	Spring 2015		Spring 2016		Spring 2017		Spring 2018		Change from 2015 to 2018	Change from 2016 to 2018	Change from 2017 to 2018
	Grade	Proficiency %	Grade	Proficiency %	Grade	Proficiency %	Grade	Proficiency %			
Class of 2027	K	n/a	1 <sup>st</sup>	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	32%	n/a	n/a	n/a
Class of 2026	1 <sup>st</sup>	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	47%	4 <sup>th</sup>	50%	n/a	n/a	+3
Class of 2025	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	44%	4 <sup>th</sup>	42%	5 <sup>th</sup>	52%	n/a	+8	+10
Class of 2024	3 <sup>rd</sup>	40%	4 <sup>th</sup>	47%	5 <sup>th</sup>	49%	6 <sup>th</sup>	46%	+6	-1	-3
Class of 2023	4 <sup>th</sup>	54%	5 <sup>th</sup>	48%	6 <sup>th</sup>	62%	7 <sup>th</sup>	75%	+21	+27	+13
Class of 2022	5 <sup>th</sup>	60%	6 <sup>th</sup>	63%	7 <sup>th</sup>	55%	8 <sup>th</sup>	67%	+7	+4	+12
Class of 2021	6 <sup>th</sup>	46%	7 <sup>th</sup>	49%	8 <sup>th</sup>	57%	n/a	n/a			
Class of 2020	7 <sup>th</sup>	51%	8 <sup>th</sup>	65%	n/a	n/a	n/a	n/a	100% improvement	75% improvement	80% improvement
Class of 2019	8 <sup>th</sup>	76%	n/a	n/a	n/a	n/a	n/a	n/a			
SBAC Proficiency Results - MATH											
Class of Students	Spring 2015		Spring 2016		Spring 2017		Spring 2018		Change from 2015 to 2018	Change from 2016 to 2018	Change from 2017 to 2018
	Grade	Proficiency %	Grade	Proficiency %	Grade	Proficiency %	Grade	Proficiency %			
Class of 2027	K	n/a	1 <sup>st</sup>	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	48%	n/a	n/a	n/a
Class of 2026	1 <sup>st</sup>	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	50%	4 <sup>th</sup>	41%	n/a	n/a	-9
Class of 2025	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	42%	4 <sup>th</sup>	38%	5 <sup>th</sup>	38%	n/a	-4	No Change
Class of 2024	3 <sup>rd</sup>	51%	4 <sup>th</sup>	55%	5 <sup>th</sup>	26%	6 <sup>th</sup>	35%	-16	-20	+9
Class of 2023	4 <sup>th</sup>	42%	5 <sup>th</sup>	29%	6 <sup>th</sup>	53%	7 <sup>th</sup>	40%	-2	+11	-13
Class of 2022	5 <sup>th</sup>	31%	6 <sup>th</sup>	39%	7 <sup>th</sup>	50%	8 <sup>th</sup>	41%	+10	+2	-9
Class of 2021	6 <sup>th</sup>	36%	7 <sup>th</sup>	43%	8 <sup>th</sup>	50%	n/a	n/a			
Class of 2020	7 <sup>th</sup>	41%	8 <sup>th</sup>	38%	n/a	n/a	n/a	n/a	33% improvement	50% improvement	20% improvement 20% no change
Class of 2019	8 <sup>th</sup>	28%	n/a	n/a	n/a	n/a	n/a	n/a			
									Overall 67% improvement	Overall 63% improvement	Overall 50% improvement

## Performance Agreement

### Academic Performance Expectations

As[MLW3] of Spring 2018, LAAA students have achieved 50% or greater proficiency in four out of the twelve data points. This equates to a 33% success rate with an additional 17% (two data points) within five points of the 50% goal (see Table 1 below).

In addition to proficiency percentage, another important metric is Student Growth Target Achievement. This metric shows the percentage of students that achieved their individual growth target, which is based on their expected growth from Spring 2017 to Spring 2018. This metric reveals a 70% success rate for a goal of 50% or greater of students meeting their growth target (see Table 2 below).

**Table 1: SBAC Proficiency**

Class of Students	Grade	ELA Proficiency	Math Proficiency
Class of 2027	3 <sup>rd</sup>	32%	48%
Class of 2026	4 <sup>th</sup>	50%	41%
Class of 2025	5 <sup>th</sup>	52%	38%
Class of 2024	6 <sup>th</sup>	46%	35%
Class of 2023	7 <sup>th</sup>	75%	40%
Class of 2022	8 <sup>th</sup>	67%	41%

**Table 2: Student Growth Target Achievement**

Class of Students	Grade	ELA Student Growth Target Achievement	Math Student Growth Target Achievement
Class of 2027	3 <sup>rd</sup>	n/a	n/a
Class of 2026	4 <sup>th</sup>	64%	52%
Class of 2025	5 <sup>th</sup>	32%	64%
Class of 2024	6 <sup>th</sup>	51%	55%
Class of 2023	7 <sup>th</sup>	55%	27%
Class of 2022	8 <sup>th</sup>	58%	45%

a) Discuss the school's academic performance based on its approved Performance Agreement (see above).

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School Comments

See comments noted above

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## 2.2 Academic Achievement

Metric	Value	Points	Points Earned
Proficiency ELA (Grades 3-8)	49.88%	75.00	37.00
Proficiency Math (Grades 3-8)	41.24%	75.00	31.00

Respond to the following questions.

a) Based on the school's Academic Achievement ratings over the course of the school year, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results. Please include local assessment data if applicable.

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### School Comment

AS<sub>[MLW4]</sub> of Spring 2018, LAAA students have achieved 50% or greater proficiency in four out of the twelve data points. This equates to a 33% success rate with an additional 17% (two data points) within five points of the 50% goal (see Table 1 above). In addition to proficiency percentage, another important metric is Student Growth Target Achievement. This metric shows the percentage of students that achieved their individual growth target, which is based on their expected growth from Spring 2017 to Spring 2018. This metric reveals a 70% success rate for a goal of 50% or greater of students meeting their growth target (see Table 2 above). This data reflects a positive trend due to the correlation between student growth and proficiency.

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b) Looking ahead, what are your expected outcomes for Academic Achievement and what steps will you take to achieve them?

Across content areas, we will continue to focus on the proficiency within each claim so that it positively impacts the overall proficiency. In ELA, we will continue to focus on the listening claim and in Math, we will shift our focus to conceptual understanding supporting the concepts and procedures claim. It is expected that we will continue to see gains in these areas for several reasons:

1. Interims will continue to be administered and built into the scope and sequence.
2. Interims will be used in ELA and Math as instructional activities, quick checks, to clarify criteria, and as standardized formal administration.
3. Interim administration will begin earlier in the school year (November/December).
4. Professional development Test Readiness resources that were developed will be updated and implemented during January professional development.
5. Number Talks and Number Strings will be implemented in grades K - 8 where there will be a focus on eliciting and building upon student thinking while targeting specific conceptual learning goals.
6. A new core math curriculum was adopted: EngageNY. According to EdReports this curriculum is highly aligned to the Common Core State Standards in Mathematics.
7. A math supervisor was hired and will support our teachers with coaching as well as leading the math professional development for our school.

In ELA, data analysis of the 2018 SBAC claim scores indicate that our students need more support in the listening claim. In order to address this issue during the 2018-2019 school year, the DDOE

Opportunity Grant was submitted and rewarded focusing on specific steps to improve the listening claim proficiency.

1. School-wide professional development (August-June) has been designed around supports within the listening claim targeting all students.
2. Grant funding has provided students with the necessary tools to practice speaking and listening activities in daily instruction.

In math, we will focus on conceptual understanding which will support the Procedures and Concepts claim. We will leverage our focus by eliciting student thinking and planning for conceptual learning goals. We will leverage Number Talks and Number Strings as a way to both elicit student thinking as well as to plan for conceptual learning goals.

c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Achievement outcomes?

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#### School Comments

Teachers in grades 3 - 8 will be administering Smarter Balanced Interim Assessment Blocks (IABs) in both ELA and Math. In addition, Grade 3 will continue to take the Interim Comprehensive Assessment Block (ICA). Teachers will be using this IABs for both assessment as well as instructional purposes. Students will be assessed using a similar scoring rubric to that of the state assessment. Students will also be offered questions during these IABs that will prepare them for similar question types they will see on the state assessment.

School-wide changes have been established and have begun to be implemented to support student growth in the SBAC claims. Since the Smarter Assessment is a summative measure and Smarter Interims are administered approximately 3 times per year in each subject, we continuously monitor student growth towards proficiency using the tools - ITracker and i-Ready. ITracker is a tool that houses data for state, curriculum, and progress monitoring assessments. i-Ready is used as our diagnostic assessment and creates individualized learning paths for students. The reports produced by this program provide alerts consistently and frequently to allow for possible, immediate intervention.

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## 2.3 Academic Progress

Metric	Value	Points	Points Earned
Growth - ELA (grades 4-8)	68.38%	75.00	51.00
Growth - Math (grades 4-8)	64.16%	75.00	48.00
Growth of Highest Quartile - ELA(grades 4-8)	64.08%	12.50	8.00
Growth of Highest Quartile - Math(grades 4-8)	65.33%	12.50	8.00
Growth of Lowest Quartile - ELA(grades 4-8)	74.82%	12.50	9.00
Growth of Lowest Quartile - Math(grades 4-8)	62.56%	12.50	8.00

Respond to the following questions.

- a) Based on the school's Academic Progress for all students over the course of the school year, discuss the school's current performance and provide at least three explanations/root causes for the results (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

---

### School Comments

Academic Achievement in ELA and Math is based on student overall proficiency (scoring a 3+) on the Smarter assessment. During the 2017-2018 school year, our ELA scores produced positive outcomes due to our school wide focus to give all students access to grade level complex texts by enhancing our core reading curriculum, Lucy Calkins Reading Workshop Units of Study. The W.O.L.V.E.S Reading Program was created in partnership with the University of Delaware (UD) in which our lead trainer, Dr. Steve Amendum, provided monthly professional learning. LAAA educators created the modules following a Before, During, and After (BDA) Framework. Educators received Sheltered Instruction Observation Protocol (SIOP) training, and professional development in Thinking Maps, Biliteracy Instructional Strategies, and Language Development, in order to design and create the modules. Additional coaching was provided by Dr. Amendum and walkthroughs/feedback sessions by LAAA Instructional Coaches. This all positively contributed to the effective design and implementation of the W.O.L.V.E.S Reading Program, during the 2017-18 school year. When looking at our reading claim proficiency, there was an upward trend, 10% proficiency (2017) to 58% proficiency (2018).

In math we did not have a consistent, school-wide curriculum in the 2017-2018 school year. Teachers were required to teach the Common Core State Standards using a variety of available resources.

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According to EdReports, the curriculum that several teachers did have access to (Math in Focus) did not have a strong alignment to the Common Core State Standards in Mathematics. Last year, teachers taught math with a focus on procedural understanding rather than conceptual understanding and their conceptual content knowledge was sporadic. While our scores are comparable to the state average, they did not show a significant increase in any grade level. Specifically, we noted a dip in 5th grade scores which was also comparable to statewide averages.

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b) Looking ahead, what are your expected outcomes for Academic Progress for all students and what steps will you take to achieve them?

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#### School Comments

Across content areas, we will continue to focus on the proficiency within each claim so that it positively impacts overall proficiency. In ELA, we will continue our focus on Reading claim while incorporating a focus on the Listening claim. In Math, we will focus on conceptual understanding which will support the Procedures and Concepts claim. We will leverage our focus by eliciting student thinking and planning for conceptual learning goals. We will leverage Number Talks and Number Strings as a way to both elicit student thinking as well as to plan for conceptual learning goals. It is expected that we will see gains in these areas for several reasons:

1. Interims will continue to be administered and built into the scope and sequence in both content areas (ELA and Math), and used as instructional tools.
  2. School-wide professional development will be provided by various contracted services, Dual Language Department of New Mexico, University of Delaware, and Delaware Math Coalition.
  3. Test Readiness tools and resources from the Smarter Digital Library will be incorporated into small group instruction. An Instructional Technology Coach was hired and will support teacher implementation of the available Smarter tools.
  4. Implementation of i-Ready diagnostic tool and personalized online instruction.
  5. Number Strings will be implemented in grades K - 8 where there will be a focus on eliciting and building upon student thinking while targeting specific conceptual learning goals.
  6. In addition to our current Elementary and Middle School Literacy coaches, a math supervisor was hired and will support our teachers with coaching as well as leading the math professional development for our school.
  7. A new math curriculum was adopted: EngageNY. According to EdReports this curriculum is highly aligned to the Common Core State Standards in Mathematics.
- 

c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Progress outcomes for all students.

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#### School Comments

Teachers will receive an i-Ready Teacher Data Report on a weekly basis that began this school year and will continue going forward. The student report includes students' individual progress and usage in i-Ready. Providing these reports allows data to continuously be monitored. We will continue to provide professional development in these resources that support growth and proficiency.

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Revisions to our master schedule have allowed for extended Enrichment periods for all students in grades K-8 to allow for intervention in both subject areas (ELA and Math). Intervention schedules are made on a rotating basis every 6 weeks to allow for ample time and any additional supports that students require in order to ensure growth. During this targeted instructional time, students work on individualized learning paths that will close gaps and move students closer to achieving proficiency.

During the Enrichment block, teachers have begun to meet with students on an individualized basis to support them in setting personal academic goals that directly correlate to their data reports. Teachers encourage students to do their own progress monitoring and provide data trackers in which students document scores achieved on lessons built into their individualized learning path, time spent on lessons, and number of lessons successfully completed. By setting goals and measuring progress, students take ownership of their learning and accountability.

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**2.4 School Quality/ Student Success**

Metric	Value	Points	Points Earned
Chronic Absenteeism	97.91%	50.00	49.00
Proficiency - Science(grades 5 and 8)		n/a	n/a
Proficiency - Social Studies(grades 4 and 7)		n/a	n/a

Respond to the following questions.

a) Based on the school’s School Quality/ Student Success ratings over the course of the school year, discuss the school’s current performance and provide explanations/root causes (positive and negative) for the results.

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**School Comments**

To support student success, we continue to monitor attendance and punctuality of our students. Families are notified if/when there are any concerns with their child’s attendance or punctuality. These notifications are initially made via letter but may require a meeting with a school administrator if concerns are not addressed appropriately.

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b) Looking ahead, what are your expected outcomes for School Quality/ Student Success and what steps will you take to achieve them?

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**School Comments**

We expect to continue to meet/exceed these metrics by monitoring the data and making adjustments as needed.

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c) Describe how you will measure progress to determine whether you are on track to meet your expected School Quality/ Student Success outcomes.

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**School Comments**

In regards to attendance, we will continue to monitor our school’s daily attendance to ensure every student is accounted for and concerns are addressed as quickly as possible. In regards to the Science and Social Studies proficiency rates, we will analyze the student data once available and address any deficiencies.

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## 2.5 Progress toward English language proficiency (ELP) \* new

Beginning in the 2017-2018 school year, every school was measured on student “Progress toward English language proficiency (ELP)” This metric is an index calculation that measures the percentage of all current ELs who make annual progress toward ELP as measured by the statewide ELP assessment. ELP is defined as scoring a PL of 5.0 on the statewide ELP assessment. Attainment has been defined in Delaware as a PL of 5.0 and a level in which a student is considered to have met a proficiency level comparable to their native English speaking peers. Therefore, a PL of 5.0 is considered a student’s Attainment Target (AT).

Metric	Value	Points	Points Earned
Progress Toward English Language Proficiency	74.17%	50.00	37.00

Respond to the following questions.

a) Based on your Progress toward English language proficiency (ELP) ratings over the course of the school year, discuss the school’s current performance and provide explanations/root causes for the results. Please include local assessment data if applicable.

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### School Comments[MLW5]

During the 2018 - 2019 School Year, we received the Opportunity Grant in which funds were used to increase ELL performance in the SBAC Reading Claim and WIDA/ACCESS Reading Domain. Our goal is to provide professional development and target supports/interventions in each claim/domain to increase student overall English Language Proficiency. Grant implementation showed overall positive results. ELL SBAC Reading Claim Proficiency increased from 10% proficient in spring 2017 to 58% proficient in spring 2018. ELL WIDA/ACCESS Reading Domain proficiency (score 5+) increased from 16% proficient in spring 2017 to 46% proficient in spring 2018.

In addition to supporting student achievement, we used grant funding to provided targeted professional development on language acquisition scaffolds. End of year educator confidence surveys indicated a significant increased from 30% of educators feeling confident in teaching language acquisition scaffolds during fall 2017 to 90% of educators feeling confident during spring 2018.

Our implementation of a Dual Language Immersion Program, also supports English Language Proficiency which incorporates best practices in language acquisition research and is designed to support L1 and L2 acquisition as students become academically biliterate. Our Biliteracy Framework stresses the importance of teaching for transfer between the L1 and L2. English as a Second Language (ESL) strategies as well as Spanish as a Second Language Strategies (SSL) are utilized in the classroom. Lessons are not translated when switching from one language to the other; rather, students learn language through parallel content. The classroom environments are language-rich, always supporting the language development of students by using realia, manipulatives, graphs, models, visual aids, and

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technology. Our focus on developing academic biliteracy will enable ALL of our students to develop the skills necessary to speak, listen, read, and write in English and Spanish.

Last school year, we also accepted 10 Newcomers from Puerto Rico with limited English Language Proficiency after the natural disaster occurred. We submitted an Amendment to Title 3 Funding in order to purchase materials to improve their proficiency. Imagine Learning Language and Literacy builds core reading and academic language skills using a research-based curriculum. The online curriculum provides adaptive instruction and personalized learning paths. The program specifically front loads the information in the students native language (Spanish) and then begins teaching them new concepts. Students practice their learning paths at school and at home. Built in assessments and reporting features provides immediate feedback for students and allows educators to use the data to adjust the instruction as necessary.

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b) Looking ahead, what are your expected outcomes for Progress toward English language proficiency (ELP) and what steps will you take to achieve them?

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#### School Comments

We applied and were rewarded the FY19 Opportunity Grant, which was written to continue supports in the SBAC Reading Claim and WIDA/ACCESS Reading Domain as well as specific supports targeting the SBAC Speaking and Listening Claim and WIDA/ACCESS Speaking Domain. With the growing population of English Language Learners (ELL), we used almost half of the funding to hire a second ELL teacher and the school has committed to sustaining this position in the coming years if the grant is no longer available. This investment in human capital is critical in creating and carrying out the plan set this school year with the goal of increasing student proficiency in each claim/domain ultimately having a positive impact on overall performance.

1. Increase the 35% of grades 3-8 students meeting a 3 or 4 on the SBAC Speaking and Listening Claim by 15%, through the use of personalized adaptive software and instructional/curricular enhancements in daily instruction.
2. Increase the 3% of students meeting a 5.0 on the speaking domain of the WIDA/ACCESS assessment by 15%, by improving the oracy development of all students especially ELLs through implementing the W.O.L.V.E.S Reading Program modules that include evidence-based language acquisition principles and practices.

In addition to the FY18 and FY19 Opportunity Grants, we also wrote and were awarded the 2018 - 2019 Reimagining Professional Learning Grant to support our ELL population. All three of these grants provide supports for not only our students but also our teachers. Professional Development partnerships were formed with the University of Delaware and the Dual Language Department of New Mexico (DLeNM). These partnerships provide ongoing Dual Language Oracy Strategy Instruction called Literacy Squared and ELL coaching embedded into classroom instruction. Below is the expected goals and outcomes.

1. Increase the 50% of educators meeting highly effective on the EEF IP5 scores by 30%. Increase the 8% of educators meeting highly effective on the EEF IP10 scores by 50% by enhancing educator's professional development in Common Core Speaking and Listening Standards.
2. Increase the W.O.L.V.E.S module lessons containing ELL enhancements by 70% by professional learning and resources on effective, evidence-based EL instructional strategies and language supports in both English and students' native languages.

c) Describe how you will measure progress to determine whether you are on track to meet your expected Progress toward English language proficiency (ELP) outcomes.

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**School Comments**

During the W.O.L.V.E.S reading portion of the day, formative assessments will be used to improve student achievement in ELA and track EL language development in reading, writing, listening, and speaking. Teacher observations of student language usage, feedback on student progress toward instructional goals for English, and student self assessments will be used throughout instruction. Teaching and learning activities will be embedded in instruction and linked to CCSS and WIDA ELP standards. Progress toward English language proficiency (ELP) outcomes will be monitored using WIDA rubrics and tracked using I-Tracker Pro. Oral language, literacy, productive language, and receptive language are all addressed in the WIDA Rubrics within I-Tracker Pro.

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### III. ORGANIZATIONAL PERFORMANCE

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

#### 3.1 Mission Specific Goal(s)

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

Essential Question Indicator 1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable				
Measure	Definition of Rating	Data Source	Data Collection Process	Mea
<p>The mission of <b>Las Américas ASPIRA Academy (LAAA)</b> is to provide a world-class education that prepares students through a dual language (English/Spanish) project-based learning curriculum, to become healthy productive community members and leaders, with an expectation that every child, regardless of race, gender, ethnicity, or socio-economic level, is college bound.</p> <p>We are accomplishing this mission through the full implementation of a dual language immersion, project-based learning curriculum. Our guiding principles – Accountability * Social and Emotional Intelligence * Positive Mindset * Inquiry * Resilience * Appreciation (ASPIRA) – represent the foundation of our character education program. These traits are an integral part of our school-wide implementation of the Responsive Classroom Approach which embraces a fostering of community, based upon teaching socially-responsible behaviors.</p>	<p>Meets Standard: LAAA's curriculum supports their school mission with respect to dual language acquisition and character development.</p>	LAAA curriculum documents	PDF Upload and entry into system by DOE	1a
	<p>Approaching Standard: LAAA's curriculum supports their school mission with respect to dual language acquisition and/or character development.</p>			
	<p>Far Below Standard: LAAA's curriculum does not support their school mission with respect to dual language acquisition and/or character development.</p>			

a) Rate the school's performance according to the criteria established by the school for its 2017-2018 mission specific goal(s).

#### School Comments

LAAA [MLW6] continues to be faithful to our mission by delivering a curriculum centered on dual language acquisition and character development. In grades K-5, students receive instruction in English 50% of the school year and in Spanish the other 50% based on an A/B daily rotation. In 6<sup>th</sup>-8<sup>th</sup> grades, our students receive dual language instruction as part of our Middle School Immersion Continuation Model with 25% of instruction in Spanish and 75% in English. In addition to our dual language program, we have incorporated character education in our curriculum, as well as our School Culture & Climate.

b) Provide as **Appendix 1** the results (data source) of the school's mission specific goal(s). Remember not to include any personally identifiable information (PII).

### 3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Organizational Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

## SUMMARY AND OVERALL RATING

### Las Américas Aspira Academy

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff		
Year	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	OVERALL RATING
2017-2018	M	M	M	M	M	M	M	M	M	M	Meets Standard

a<sup>[MLW7]</sup>) Describe the school's organizational performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments:

Our overall rating is Meets Standard, which is attributed to the strength of our leadership team and the quality of their oversight responsibilities.

b) Identify changes to organizational practices that the school has implemented to improve the school's organizational outcomes.

School Comments:

n/a



c) Address any measure where school did not meet standard or is approaching standard.

n/a

## Performance Agreement

### Organizational Performance Expectations

Discuss the school's organizational performance based on its approved Performance Agreement.

Las<sup>[MLW8]</sup> Américas ASPIRA Academy's overall organizational rating is Meets Standard for the 2017-2018 school year, which is attributed to the strength of our administrators and team overall. Each person understands their role and responsibilities. In addition, they understand the importance of meeting required due dates and remaining compliant with regulations.

a) Discuss the school's organizational performance based on its approved Performance Agreement (see above).

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School Comments<sup>[MLW9]</sup>:

Same as above

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### 3.3 Board Financial and Governance Members and Training

a) Please complete the chart below with the necessary information. In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.

#### Board Financial and Governance Training

First Name	Last Name	Role/Title	Financial Training Date
Tiffany	Burton	Teacher Representative	7/25/18
Alex	Fajardo	Member	8/20/15
Younes	Haboussi	Secretary	7/25/17
Crystal	Mayfield	Parent Representative	1/22/18
Margie	Lopez Waite	Ex-officio	7/1/12
Greg	Panchisin	Ex-officio	7/1/12
Don	Patton	Co-Chair	11/30/15
Lourdes	Puig	Chair	2/12/15
Serah	Pesce	Member	1/12/18
Luis	Santiago	Treasurer	3/30/17
Fred	West	Member	7/1/11

\*Please list only the most recent training date.

Please attach all certificates or evidence of Board Governance Training for active board members.

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School Comments<sup>[MLW10]</sup>:

See attached certificates

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b) Please complete the chart below with the necessary information. Pursuant to 14 Del. Admin. Code 736 6.1 Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within the allotted timeframe of his/her appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

**Citizen Budget Oversight Committee Membership & Trainings**

First Name	Last Name	Role/Title	Financial Training Date
Jessie	Forbes	Teacher Representative	10/19/17
Min	Guan	Member	10/18/17
Lucy	Li	Member	10/13/17
Margie	Lopez Waite	Member	7/1/12
Greg	Panchisin	Member	7/1/12
Richard	Riggs	DOE Representative	11/30/15
Luis	Santiago	Board Member	3/30/17

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School Comments<sup>[MLW11]</sup>:

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**3.4 Teacher Retention: Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teaching staff?**

2017-2018		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
87%	46	53

\* To be completed by the [MLW12] school

Review the table above with the school’s teacher retention trends and answer the following questions.

a) Describe the school’s plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.

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**School Comments:**

LAAA monitors teacher attrition on a continuing basis, and conducts exit interviews when possible to assess reasons for attrition and identify potential areas for improvement. We have developed a more robust approach to teacher recruitment and candidate evaluation with the expectation that this process will result in identifying teachers who will be successful at our school. We understand that an ability to offer compensation comparable to that of other area schools is important, and continue to work towards that goal. Our Early Childhood Development Center offers care for the infant through Pre-K children of staff members, which has been very attractive to teacher candidates.

**Reasons for 2017-2018 attrition:**

Relocation out-of-state (3); Personal (2); Family care issues (1); Secondary level desired (1)

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b) Describe how the school’s professional development plans support teachers and leadership.

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**School Comments:**

Las Américas ASPIRA Academy’s Alternate Educator Evaluation System, Educator Effectiveness Framework (EEF) received approval for teachers and specialists through the 2020-2021 school year. Overall, the DDOE considers the LEA application submitted by this charter school to be compelling. Our approach, grounded in a commitment to providing personalized professional learning for our educators, a robust coaching element within the EEF, as well as meaningful coaching and evaluation feedback, supports educator evaluation and professional learning aligned to the EEF. Evidence from on-site visits in 2017-18 and 2018-19 result in a compelling case for exemplary implementation of an evaluation system designed to promote educators’ professional growth.

The timeline for the coaching cycle begins with goal-setting for the upcoming year as a part of the Spring Benchmark Post-Observation Conference. The annual professional learning cycle consists of two cycles in which educators will work on specified learning goals identified in order to improve their

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practice. The first 8-week cycle focuses on professional learning related to the school-wide Student Outcomes Goal created by school leadership. The second cycle focused on personalized professional learning goal(s) for educators aligned to improving professional practice and, therefore, demonstrating growth from Fall to Spring on the EEF. Understanding that educators' needs and learning pace are very individualized, educators will work with their coaches to determine the amount of time necessary to achieve their goals. Educators who demonstrate achievement of their goal in one coaching cycle will have the opportunity to pursue an additional one. Those who need more time to develop their competency may choose to continue their learning in subsequent coaching cycles. Coaches and supervisors will monitor educators' progress with mid-point checks and end-of-coaching cycle ratings aligned to the EEF indicators. Coaching support provided by Supervisors, Instructional Coaches and CIP Mentors will include a blend of online learning (Frontline, GoogleDrive and Schoology) as well as F2F conferencing.

The DDOE considers several features in the evaluation system to be exemplary in implementation and/or worth observing and collecting additional information:

- There is a connection to the broader human capital continuum, linking the LEA evaluation system to innovations in teacher hiring/selection, professional development, and differential retention.
  - The evaluation system's alignment to Las Americas ASPIRA Academy's overall strategic plan is intentional and clearly identified.
  - There is flexibility in use of the system's framework allows educators to focus on only a limited number of the most important performance expectations at an individual level.
  - The creation of specific look-fors and artifacts aligned to each performance framework indicator for different educator groups is a promising practice that could deepen an educator's understanding of the rubric and assist the evaluator in both rating and providing feedback.
-

## IV. FINANCIAL PERFORMANCE

### 4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Financial Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

Financial Performance Framework Ratings	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	
2017-2018	M	M	M	M	F	AS	AS	M	M	Meets Standard

a<sup>[MLW13]</sup>) Describe the school's Financial performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments:

Our overall rating is Meets Standard, which is attributed to the strength of our Chief Operating Officer and his team.

b) Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.

School Comments:

The school's overall rating is a "Meets Standard." Our sustainability indicators were impacted by the increased debt service for our \$21MM Bond Financing and capital outlay for completion of the school's \$12MM renovation project that was managed at a 3% change order rate for the entire 18-month project. Additionally, we achieved our 105% enrollment target, thus maximizing funding. We finished the FY18 year with a \$2.19MM cash surplus, which was approximately \$400K less than the cash balance at the end of the FY17 year; however, LAAA used \$1.15MM out of its operating budget to support capital expenditures for the school expansion/construction project. Overall, we had another phenomenal year, as we now have a 125,000 sq. ft. facility to support a learning environment

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with 900 students. LAAA will continue to use its budgeting model that has enabled us much success in growing the facility, the overall learning environment and most importantly, student enrollment. Last, we will strive to maintain high student and staff retention rates, as well as our high level of financial success through continued ethical leadership, accountability and oversight, thus ensuring LAAA's stakeholders have a successful school.

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c) Address any measure where school did not meet standard or is approaching standard  
n/a

**Measure 2a. Total Margin:**

*Net Income divided by Total Revenue*

2017-2018
1 YR: -4.36%
3 YR: -4.09%

Total margin measures the deficit or surplus a school yields out of its total revenues ; in other words, whether or not the school is living within its available resources. The preferred result is a positive margin for the past year and the past 3 years.

**School Response To Rating:**

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LAAA secured \$21MM bond financing in July 2016 to refinance its existing mortgage and support an \$11.5MM construction and renovation of the school building, which allowed us to grow to a 125,000 sq. ft. school to accommodate 900 students. LAAA also used \$1.15MM of its operating funds to cover the remaining construction, equipment and furniture costs in FY18. GASB 65 accounting standards requires LAAA to recognize \$1.04MM of interest on its long-term debt. By backing out the overall \$2.19 MM from our expenses, the total margin increases to 9.16% and the three-year aggregate increases to 8.83%, thus a rating of "Meets Standard."

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**Measure 2b. Debt to Asset Ratio:**

*Total Liabilities divided by Total Assets*

2017-2018
0.96

The debt to asset ratio compares the school's liabilities to its assets, or what a school owes against what it owns. The preferred result is less than 0.90.

**School Response To Rating:**

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Total Liabilities = \$23,706,150 and Total Assets = \$24,667,449. As of FY18, LAAA was in its first full year of long-term debt service (\$22MM in bonds payable as of June 30, 2018), which was a result of its bond financing in July 2016. The preferred result for this metric is <.90, and LAAA is at .96; however, we will continue to pay down the debt which has a maximum annual debt service (MADS) of \$1.3MM.

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**Measure 2c. Cash Flow**

2017-2018
<b>1 YR: \$-83247</b>
<b>3 YR: \$475108</b>

Cash flow indicates the trend in the school’s cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school’s financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

**School Response To Rating:**

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LAAA used \$1.15MM of its operating funds to cover the remaining construction, equipment and furniture costs in FY18. We ended the year with just a deficit spend of \$83K, which shows our success in securing additional funding through local grants and donations. We successfully completed a wonderful school expansion, which will allow us to accommodate the education of 900 students in a beautiful and welcoming facility, which was formally a warehouse. Our ability to operate in the black for the previous six years enabled our continued school facility and enrollment expansion that shows LAAA’s ability to manage its resources and finances.

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## Performance Agreement

### Financial Performance Expectations

Las Americas ASPIRA Academy overall financial rating is Meets Standard for the 2017-2018 school year. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

- a) Discuss the school's financial performance based on its approved Performance Agreement.

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#### School Comments<sup>[MLW14]</sup>:

Our previous history of strong financial management and stewardship enabled the school to obtain over \$21MM in Bond Financing to pay off its existing mortgage debt and finance the last phase of construction, an \$11.5MM school building expansion/renovation project of our existing school building to support our enrollment growth. LAAA recognizes the challenges of taking on debt to support the capital expansion, thus the impact to the financial framework; however, we will continue to follow our budgeting model that has enabled our success to support our learning environment, grow the school and its student population. We will achieve our 105% enrollment target in FY19, and LAAA will continue to seek additional sources of revenue through private grants to help support our capital needs for school expansion, equipment and furniture. LAAA will achieve financial success through its continued ethical leadership, accountability, oversight and strategic planning, and transparency practices.

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- b) Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable).

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#### School Comments:

N/A (no findings, we had a clean audit)

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## V. INNOVATION

Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).

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School Comments<sup>[MLW15]</sup>:

- **Dual Language:** The K-5 Dual Language Immersion Program focuses on building academic biliteracy and fostering the transfer of concepts/skills across two languages (Spanish/English) in all core content areas. The Middle School Dual Language Immersion Continuation Model provides daily Spanish Language Arts instruction and Immersion Social Studies content taught in Spanish.
  - **Project-Based Learning (K-8):** A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge.
  - **Mastery Learning and Assessment (K-5):** Focus on implementation of Common Core, NGSS and DE Content Standards in a competency-based learning model. Implementation of MasteryConnect to provide real-time information to teachers and parents regarding students' mastery of concepts and skills.
  - **Social Curriculum:** A school-wide implementation of the Responsive Classroom Approach, which embraces a fostering of community, based upon teaching socially-responsible behaviors.
  - **Blended Learning Initiative:** 1:1 iPads in grades K-2; 1:1 Chromebooks in Grades 3-5 and Middle School; Implementation of Schoology, Google Apps for Education, Discovery Education Streaming (K-8) and Science Techbook (K-5); and Science Bits (6-8).
  - **Personalized Learning Pilot (3<sup>rd</sup>-4<sup>th</sup> Grade):** Personalized learning puts students at the center of the learning environment, and leverages the power of technology and real world experiences to empower students, teachers, and families to all work together towards students' individualized learning goals.
  - **Character Education:** ASPIRA's Character Education provides students the social and emotional foundation and skills necessary to work in a rich and diverse learning environment. It focuses on teaching Accountability, Social and Emotional Intelligence, Positive Mindset, Inquiry, Resilience, and Appreciation mostly through two components already embedded in our instructional practices: Morning Meetings and Community Circles. By having a character growth focus, we launch our students into a successful future. We teach one character trait per month of the year. We do this by incorporating conversations, quotes, readings, discussions, games, and other similar practices to one of our Morning Meeting components: Greeting, Sharing, Activity, or Morning Message. Growth Mindset is a key trait taught throughout the school year. Students at ASPIRA track their progress towards demonstrating these 7 traits throughout the school year. We use Character Growth Cards to provide opportunities for student self-reflection toward demonstrating these traits. Our Character Growth Cards are provided to students every trimester. Via a mini-conference with their homeroom teachers, students discuss their progress and next steps (strategies). At the end of each trimester, celebrations of learning occur to reinforce our students' social and emotional practices and growth. Since the inception of our Character Growth Cards, we have had 100% completion rate in Middle School. At ASPIRA, our social and emotional growth is as important as our academic growth.
  - **Grade-Level Proficiency:** LAAA prides itself on offering a balanced curriculum with two main components - a minilesson tied to grade-level Common Core State Standards and differentiated instruction to meet the needs of students at both their independent and instructional levels.
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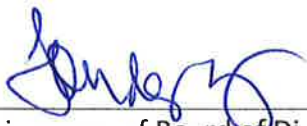
These concepts are accounted for in our daily lesson plans following the scope and sequence document. During the 2016 - 2017 school year, LAAA took an additional approach to meeting grade-level proficiency by providing staff and students with rich data analysis by Smarter assessment claim, research, and corresponding professional development. While SBAC Interims are used on a monthly basis to practice for the summative Smarter assessment, "Test Readiness" instruction has been incorporated into the units of study (1-2 months prior to the summative Smarter assessment). Data was analyzed comparing 2015-2016 (no test readiness units of study) to 2016- 2017 implementing test readiness units of study. Results indicated an increase in writing claim proficiency at each grade level: 4th Grade 10%, 5th Grade 13%, 6th Grade 15%, and 7th Grade 3%. The research and professional development around performance tasks and brief writes positively contributing to these increased outcomes could be shared and replicated at other schools in Delaware.

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**VII. ANNUAL REPORT CERTIFICATION STATEMENT**

<b>Name of School:</b>	Las Américas ASPIRA Academy
<b>Location:</b>	326 Ruthar Drive, Newark, DE 19711

I hereby certify that the information submitted in this annual of a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors.



11/26/18

Signature: Chairperson of Board of Directors (or designated signatory authority)

Date

<b>Print/Type Name:</b>	Lourdes Puig
<b>Title (if designated):</b>	Chairperson of the Board of Directors
<b>Date of approval by board of directors:</b>	November 26, 2018

## References:

<sup>1</sup> Based on September 30<sup>th</sup> Unit Count

<sup>2</sup> Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by “-” in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.
2. Only report percentages for grade level reporting within a school and district.
3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).
4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

<sup>3</sup> Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.

**Performance Framework Reports**

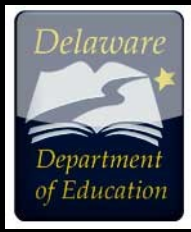
**<https://reportcard.doe.k12.de.us/detail.html#accountabilitypage?scope=school&district=69&school=568>**



**Performance Framework Reports :: Academic Performance Report  
2018-19**

**<https://reportcard.doe.k12.de.us/detail.html#accountabilitypage?scope=school&district=69&school=568>**

**Performance Framework Reports :: Organizational Performance Report  
2018-19**



# Organizational Framework Report

## LAS AMÉRICAS ASPIRA ACADEMY

Reporting Period: July 1, 2018 to June 30, 2019  
Published: October 29, 2019

Beginning in SY16/17 for each measure, a school receives one of three ratings:

Meets Standard
Approaching Standard
Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the [Delaware Performance Framework](#). Further clarifications for each measure’s data and methodology can be referenced in the [Organizational Framework Guidance Document](#). School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

*The school has elected to submit a response to one or more measures to provide context of not meeting standard(s). The statements made therein are not made by or on behalf of Delaware Department of Education.*

### 1. EDUCATION PROGRAM

#### Measure 1a.

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

Based on information available to the DOE, the charter school is implementing the essential terms of the education program in all material respects, including but not limited to Del. C., Title 14, Ch. 5, §512 (3), and the education program in operation reflects the essential terms as defined in the charter.

#### Measure 1b.

Is the school materially fulfilling applicable state and federal requirements pertaining to its education program (with the exception of responsibilities relating to SWDs and ELs, which are addressed separately under measures 1c. and 1d. in this framework)?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

The school is materially fulfilling applicable state and federal requirements including:

- Meeting state requirements on instructional minutes;
- Meeting state requirements for graduation and promotion in accordance with [14 DE Admin. Code 505](#) and [Del. C., Title 14, Ch. 1, II](#);
- Meeting Delaware content standards and state program requirements in accordance with [14 DE Admin. Code 500](#);
- Administering state assessments as required by Delaware law and [14 DE Admin. Code 100](#) and [Del. C., Title 14, Ch. 1, IV](#);
- Implementing a system of Response to Intervention (RTI) in accordance with the charter as well as [14 DE Admin. Code Title 14 Ch. 12](#);
- Implementing mandated programming in accordance with the terms of state and federal grants, as applicable; and
- Implementing mandated programming in accordance with the conditions and assurances for federal funds, as applicable.

**Measure 1c.**

**Is the school fulfilling legal responsibilities for students with disabilities (SWDs)?**

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

Consistent with the school’s status and responsibilities as a Local Education Agency (LEA), the school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the education of students with identified disabilities and those suspected of having a disability (including the [Individuals with Disabilities Education Act](#) (IDEA), [Section 504 of the Rehabilitation Act of 1973](#), and the [Americans with Disabilities Act](#)), including requirements for:

- Identification and referral;
- Access to the school’s facilities and programs for students and parents in a lawful manner and consistent with students’ abilities;
- Operational compliance to include the academic program, assessments, and all other aspects of the school’s program and responsibilities;
- Implementation of student Individualized Education Plans (IEPs) and Section 504 plans; and
- Discipline, including due process protections, manifestation determinations, and other identified state and federal requirements.

**Measure 1d.**

**Is the school fulfilling responsibilities for English Learners (ELs)?**

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

Consistent with the school's status and responsibilities as an LEA, the school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the education of students identified as English Learners ([U.S. Department of Education/Office of Civil Rights](#), Title III of the [Every Student Succeeds Act \(ESSA\)](#), and [Del.C., Title 14 Section 900 Special Populations, 920 Educational Programs for English Language Learners](#)), including requirements for:

- Policies for serving EL students and properly identifying students in need of EL services;
- Access to the program for students and parents as required by law and consistent with students' abilities;
- Operational compliance, including the academic program, assessments, and all other aspects of the school's program and responsibilities;
- Provision of student EL services;
- Implementation of accommodations on assessments; and
- Exit of students from EL services and ongoing monitoring of exited students.

## 2. GOVERNANCE AND REPORTING

### Measure 2a.

Is the school fulfilling essential governance and public stewardship responsibilities?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to governance by its board including but not limited to:

- Board composition and membership requirements, pursuant to [Del. C., Title 14, Ch. 5, §512 \(1-2\)](#);
- Board policies, including those related to oversight of a management organization, if applicable, and including but not limited to: Board bylaws, state open meeting laws, Articles of Incorporation, and State Code of Conduct pursuant to [Del. C., Title 29, Ch. 100](#), [Del. C., Title 14, Ch. 5, §512 \(14\)](#), and [Del. C., Title 14, Ch. 5, § 504 Corporate status](#);
- Board training as required by statute, pursuant to [Del. C., Title 14, Ch. 5, §512\(15\)](#) and [Del. C., Title 14, Ch. 18, §1803](#);
- Citizen Budget Oversight Committee (CBOC) regulations and training as required by statute, pursuant to [Del. C., Title 14, Ch. 15](#), [Del. C., Title 14, Ch. 15 §1508](#), and [14 Del. Admin. Code 736](#);
- Conflicts of interest, paperwork, and processes pursuant to [Del. C., Title 29, Ch. 58, §5805](#); and
- Conduct of meetings and other business in accordance with the requirements of [Del. C., Title 29, Ch. 100](#).

### Measure 2b.

Does the governing board oversee and evaluate school management?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to oversight of school management, including:

- Ensuring the leadership carries out the school plan for evaluating student and school performance pursuant to [Del. C., Title 14, Ch. 5, §512 \(5\)](#);
- Annually evaluating management according to state-approved criteria, if applicable, pursuant to [Del. C., Title 14, Ch. 12, §1270](#) and [14 Del. Admin. Code 108A](#); and
- (For schools contracting with Education Service Providers) Overseeing and maintaining authority over management, holding it accountable for performance as agreed under a written services agreement, and requiring annual financial reports of the education service provider pursuant to [Del. C., Title 14, Ch. 5, §512 \(14\)](#).

### Measure 2c.

Is the school fulfilling reporting requirements?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter relating to relevant reporting requirements to the school’s authorizer, state education agency, district education department, and/or federal authorities, including:

- All state and federal reporting requirements pursuant to [Del. C., Title 14, Ch. 5, §513](#); and
- Reporting requirements related to conditions placed on the charter.

### 3. STUDENTS AND STAFF

#### Measure 3a.

Is the school protecting the legal rights of all students?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the rights of students, including:

- Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and implementation of preferences, enrollment (including rights to enroll or maintain enrollment);
- Security and access to student records under the Family Educational Rights and Privacy Act and other applicable authorities;
- Access to documents maintained by the school under Delaware’s Freedom of Information Act and other applicable authorities;
- Transfer of student data to DDOE pursuant to [Del. C., Title 14, Ch. 5, §512 \(13\)](#);
- Due process protections, privacy, and civil rights; and
- Conduct of discipline and attendance pursuant to [Del. C., Title 14, Ch. 5, §512 \(11\)](#), including discipline hearings, suspension, and expulsion policies and practices. (Note: Proper handling of discipline processes for students with disabilities is addressed more specifically in Section 1.c.)

#### Measure 3b.

Is the school following requirements on staff certification and hiring?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to state certification requirements and background checks in accordance with [Del. C., Title 14, Ch. 5, §507 \(c\)](#), 14 Del. [Admin. Code 745](#), and [14 Del. Admin. Code 275, 12](#).



## 4. FACILITIES, TRANSPORTATION, HEALTH, AND SAFETY

### Measure 4a.

Is the school meeting facilities, transportation, health and safety requirements?

2016-2017	2017-2018	2018-2019
Meets Standard	Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the school facilities, grounds, transportation, safety, and the provision of health-related services pursuant to [Del. C., Title 14, Ch. 5, §512 \(12\)](#), including:

- Fire inspections and related records including the requirements of [Del. C., Title 29, Ch. 82, § 8237](#);
- Viable certificate of occupancy or other required building use authorization;
- Documentation of requisite insurance coverage pursuant to [Del. C., Title 29, Ch. 29](#);
- Provision of student transportation in accordance with [Del. C., Title 14, Ch. 5, §508](#) and 14 [Del. Admin. Code §1150](#);
- Required nursing services and dispensing of pharmaceuticals 14 [Del. Admin. Code 800 regulations](#);
- Provision of a no- or low-cost breakfast or lunch under a [federal national school breakfast or lunch program](#) in compliance with [State Regulations](#)—only applicable to schools utilizing SNAP/TANF; and
- Emergency management plan as required Del. C., [Title 29, Ch. 82, § 8237](#).

## SUMMARY AND OVERALL RATING

### Las Américas Aspira Academy

Year	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	OVERALL RATING
2016-2017	M	M	M	M	M	M	M	M	M	M	Meets Standard
2017-2018	M	M	M	M	M	M	M	M	M	M	Meets Standard
2018-2019	M	M	M	M	M	M	M	M	M	M	Meets Standard

### HISTORICAL DATA (SY 11/12- SY 15/16)

In the years prior to SY16/17 a school received one of the three ratings below:

Meets Standard
Does Not Meet Standard
Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the [Delaware Performance Framework](#). Further clarifications for each measure’s data and methodology can be referenced in the [Organizational Framework Guidance Document](#). School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

### SUMMARY AND OVERALL RATING FOR PREVIOUS YEARS

#### Las Américas Aspira Academy

Year	1a	1b	2*	3a	3b	3c	4a	4b	4c	4d	5a	5b	6	OVERALL RATING
2012-2013	M	M	*	M	M	M	M	M	D	M	M	D	M	Does Not Meet Standard
2013-2014	M	M	*	M	M	M	M	M	D	M	M	M	M	Meets Standard
2014-2015	M	M	*	M	M	M	M	M	M	N/R	M	M	M	Meets Standard
2015-2016	M	M	*	M	M	M	M	M	M	N/R	M	M	M	Meets Standard

## **DESCRIPTION OF PREVIOUS YEARS MEASURES:**

### **1. EDUCATION PROGRAM**

- 1a. Is the school implementing the essential terms of the charter's education program as defined in the current charter, and complying with applicable state and federal requirements?
- 1b. Is the school compliant with legal requirements for students with disabilities and English Learners?

### **2\*. FINANCIAL MANAGEMENT AND OVERSIGHT**

*\* Data for this measure is now included in the Financial Performance Framework*

### **3. GOVERNANCE AND REPORTING**

- 3a. Is the school complying with governance requirements?
- 3b. Is the school holding management accountable?
- 3c. Is the school complying with reporting requirements?

### **4. STUDENTS AND EMPLOYEES**

- 4a. Is the school protecting the rights of all students?
- 4b. Is the school meeting attendance goals?
- 4c. Is the school meeting all staff credentialing requirements?
- 4d. Is the school respecting employee rights?

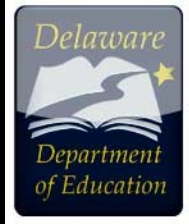
### **5. SCHOOL ENVIRONMENT**

- 5a. Is the school complying with facilities and transportation requirements?
- 5b. Is the school complying with health and safety requirements?

### **6. ADDITIONAL OBLIGATIONS**

- 6. Is the school complying with all other obligations?

**Performance Framework Reports :: DRAFT Financial Performance  
Report 2018-19**



# Financial Framework Report LAS AMÉRICAS ASPIRA ACADEMY

Reporting Period: July 1, 2018 to June 30, 2019

Beginning in SY16/17 for each measure, a school receives one of three ratings:

Meets Standard
Approaching Standard
Far Below Standard

In the years prior to SY16/17 a school received one of the three ratings below:

Meets Standard
Does Not Meet Standard
Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the [Delaware Performance Framework](#). Further clarifications for each measure’s data and methodology can be referenced in the [Financial Framework Guidance Document](#). School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

*The school has elected to submit a response to one or more measures to provide context of not meeting standard(s). The statements made therein are not made by or on behalf of Delaware Department of Education.*

## 1. NEAR TERM INDICATORS

### Measure 1a. Current Ratio:

*Current Assets divided by Current Liabilities*

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1.51	1.31	3.12	3.58	1.76

The current ratio measures a school’s ability to pay its obligations over the next twelve months. The preferred result is more than 1.0, which indicates that the school’s current assets exceed its current liabilities.

### School Response To Rating:(Max 1100 Characters)

**Measure 1b. Days Cash:**

*Cash divided by (Total Expenses / 365)*

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
84	79	75	66	36

The days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash. The preferred result is more than 60 days cash.

**School Response To Rating:(Max 1100 Characters)**

**Measure 1c. Enrollment Variance:**

*Actual Enrollment as of September 30 divided by Authorized Enrollment*

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
105%	102%	105%	105%	106%

The enrollment variance depicts actual versus authorized enrollment. A school budgets based on projected enrollment but is funded based on actual enrollment; therefore, a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses. The preferred result is more than 95%.

**School Response To Rating:(Max 1100 Characters)**

**Measure 1d. Default, Loan Covenants, & Debt Service Payments**

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
No	No	No	No	No

This metric addresses whether or not a school is meeting its loan covenants and / or is delinquent with its debt service payment, as noted in the notes accompanying the audited financial statements. A school which cannot meet the terms of its loan may be in financial distress.

School Response To Rating:(Max 1100 Characters)

## 2. SUSTAINABILITY INDICATORS

Measure 2a. Total Margin:

*Net Income divided by Total Revenue*

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1 YR: 14.44%	1 YR: 7.9%	1 YR: -14.33%	1 YR: -4.36%	1 YR: -11.46%
3 YR: 11.4%	3 YR: 9.61%	3 YR: 1.31%	3 YR: -4.09%	3 YR: -9.87%

Total margin measures the deficit or surplus a school yields out of its total revenues ; in other words, whether or not the school is living within its available resources. The preferred result is a positive margin for the past year and the past 3 years.

School Response To Rating:(Max 1100 Characters)

Measure 2b. Debt to Asset Ratio:

*Total Liabilities divided by Total Assets*

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
0.8	0.76	0.95	0.96	1.02

The debt to asset ratio compares the school's liabilities to its assets, or what a school owes against what it owns. The preferred result is less than 0.90.

School Response To Rating:(Max 1100 Characters)

Measure 2c. Cash Flow

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1 YR: \$1013507	1 YR: \$270903	1 YR: \$558355	1 YR: \$-83247	1 YR: \$-754837
3 YR: \$891359	3 YR: \$1284410	3 YR: \$829258	3 YR: \$475108	3 YR: \$-838084

Cash flow indicates the trend in the school’s cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school’s financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

**School Response To Rating:(Max 1100 Characters)**

**Measure 2d. Debt Service Coverage Ratio:**

$$(Net\ Income + Depreciation + Interest\ Expense) / (Principal\ and\ Interest\ Payments)$$

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1.23	3.14	0.06	1.1	0.3

The debt service coverage ratio indicates a school’s ability to cover its debt obligations in the current year.

**School Response To Rating:(Max 1100 Characters)**

**3. FINANCIAL MANAGEMENT AND OVERSIGHT**

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
M	M	M	M	M

This measure assesses the timeliness of reporting, the implementation of the Citizen Budget Oversight Committee, and the adherence to the policies and procedures of the First State Financial Management System.



School Response To Rating:(Max 1100 Characters)

## SUMMARY AND OVERALL RATING

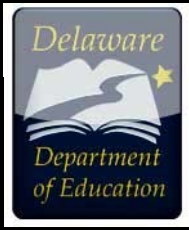
### Las Américas Aspira Academy

Year	1a	1b	1c	1d	2a	2b	2c	2d	3	OVERALL RATING
2014-2015	M	M	M	M	M	M	M	M	M	Meets Standard
2015-2016	M	M	M	M	M	M	M	M	M	Meets Standard
2016-2017	M	M	M	M	F	AS	M	AS	M	Meets Standard
2017-2018	M	M	M	M	F	AS	AS	M	M	Meets Standard
2018-2019	M	AS	M	M	F	F	F	AS	M	Approaching Standard

**Performance Framework Reports :: Academic Performance Report  
2017-18**

**<https://reportcard.doe.k12.de.us/detail.html#accountabilitypage?scope=school&district=69&school=568>**

**Performance Framework Reports :: Organizational Performance Report  
2017-18**



# Organizational Framework Report

## LAS AMÉRICAS ASPIRA ACADEMY

Reporting Period: July 1, 2017 to June 30, 2018  
Published: January 11, 2019

Beginning in SY16/17 for each measure, a school receives one of three ratings:

Meets Standard
Approaching Standard
Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the [Delaware Performance Framework](#). Further clarifications for each measure’s data and methodology can be referenced in the [Organizational Framework Guidance Document](#). School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

*The school has elected to submit a response to one or more measures to provide context of not meeting standard(s). The statements made therein are not made by or on behalf of Delaware Department of Education.*

### 1. EDUCATION PROGRAM

#### Measure 1a.

**Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?**

2016-2017	2017-2018
Meets Standard	Meets Standard

Based on information available to the DOE, the charter school is implementing the essential terms of the education program in all material respects, including but not limited to Del. C., Title 14, Ch. 5, §512 (3), and the education program in operation reflects the essential terms as defined in the charter.

**Measure 1b.**

**Is the school materially fulfilling applicable state and federal requirements pertaining to its education program (with the exception of responsibilities relating to SWDs and ELs, which are addressed separately under measures 1c. and 1d. in this framework)?**

2016-2017	2017-2018
Meets Standard	Meets Standard

The school is materially fulfilling applicable state and federal requirements including:

- Meeting state requirements on instructional minutes;
- Meeting state requirements for graduation and promotion in accordance with [14 DE Admin. Code 505](#) and [Del. C., Title 14, Ch. 1, II](#);
- Meeting Delaware content standards and state program requirements in accordance with [14 DE Admin. Code 500](#);
- Administering state assessments as required by Delaware law and [14 DE Admin. Code 100](#) and [Del. C., Title 14, Ch. 1, IV](#);
- Implementing a system of Response to Intervention (RTI) in accordance with the charter as well as [14 DE Admin. Code Title 14 Ch. 12](#);
- Implementing mandated programming in accordance with the terms of state and federal grants, as applicable; and
- Implementing mandated programming in accordance with the conditions and assurances for federal funds, as applicable.

**Measure 1c.**

**Is the school fulfilling legal responsibilities for students with disabilities (SWDs)?**

2016-2017	2017-2018
Meets Standard	Meets Standard

Consistent with the school’s status and responsibilities as a Local Education Agency (LEA), the school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the education of students with identified disabilities and those suspected of having a disability (including the [Individuals with Disabilities Education Act](#) (IDEA), [Section 504 of the Rehabilitation Act of 1973](#), and the [Americans with Disabilities Act](#)), including requirements for:

- Identification and referral;
- Access to the school’s facilities and programs for students and parents in a lawful manner and consistent with students’ abilities;
- Operational compliance to include the academic program, assessments, and all other aspects of the school’s program and responsibilities;
- Implementation of student Individualized Education Plans (IEPs) and Section 504 plans; and
- Discipline, including due process protections, manifestation determinations, and other identified state and federal requirements.

**Measure 1d.**

**Is the school fulfilling responsibilities for English Learners (ELs)?**

2016-2017	2017-2018
Meets Standard	Meets Standard

Consistent with the school’s status and responsibilities as an LEA, the school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the education of students identified as English Learners ([U.S. Department of Education/Office of Civil Rights](#), Title III of the [Every Student Succeeds Act \(ESSA\)](#), and [Del.C., Title 14 Section 900 Special Populations, 920 Educational Programs for English Language Learners](#)), including requirements for:

- Policies for serving EL students and properly identifying students in need of EL services;
- Access to the program for students and parents as required by law and consistent with students’ abilities;
- Operational compliance, including the academic program, assessments, and all other aspects of the school’s program and responsibilities;
- Provision of student EL services;
- Implementation of accommodations on assessments; and
- Exit of students from EL services and ongoing monitoring of exited students.

## 2. GOVERNANCE AND REPORTING

### Measure 2a.

**Is the school fulfilling essential governance and public stewardship responsibilities?**

2016-2017	2017-2018
Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to governance by its board including but not limited to:

- Board composition and membership requirements, pursuant to [Del. C., Title 14, Ch. 5, §512 \(1-2\)](#);
- Board policies, including those related to oversight of a management organization, if applicable, and including but not limited to: Board bylaws, state open meeting laws, Articles of Incorporation, and State Code of Conduct pursuant to [Del. C., Title 29, Ch. 100](#), [Del. C., Title 14, Ch. 5, §512 \(14\)](#), and [Del. C., Title 14, Ch. 5, § 504 Corporate status](#);
- Board training as required by statute, pursuant to [Del. C., Title 14, Ch. 5, §512\(15\)](#) and [Del. C., Title 14, Ch. 18, §1803](#);
- Citizen Budget Oversight Committee (CBOC) regulations and training as required by statute, pursuant to [Del. C., Title 14, Ch. 15](#), [Del. C., Title 14, Ch. 15 §1508](#), and [14 Del. Admin. Code 736](#);
- Conflicts of interest, paperwork, and processes pursuant to [Del. C., Title 29, Ch. 58, §5805](#); and
- Conduct of meetings and other business in accordance with the requirements of [Del. C., Title 29, Ch. 100](#).

### Measure 2b.

**Does the governing board oversee and evaluate school management?**

2016-2017	2017-2018
Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to oversight of school management, including:

- Ensuring the leadership carries out the school plan for evaluating student and school performance pursuant to [Del. C., Title 14, Ch. 5, §512 \(5\)](#);
- Annually evaluating management according to state-approved criteria, if applicable, pursuant to [Del. C., Title 14, Ch. 12, §1270](#) and [14 Del. Admin. Code 108A](#); and
- (For schools contracting with Education Service Providers) Overseeing and maintaining authority over management, holding it accountable for performance as agreed under a written services agreement, and requiring annual financial reports of the education service provider pursuant to [Del. C., Title 14, Ch. 5, §512 \(14\)](#).

**Measure 2c.**

**Is the school fulfilling reporting requirements?**

2016-2017	2017-2018
Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter relating to relevant reporting requirements to the school’s authorizer, state education agency, district education department, and/or federal authorities, including:

- All state and federal reporting requirements pursuant to [Del. C., Title 14, Ch. 5, §513](#); and
- Reporting requirements related to conditions placed on the charter.



### 3. STUDENTS AND STAFF

#### Measure 3a.

Is the school protecting the legal rights of all students?

2016-2017	2017-2018
Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the rights of students, including:

- Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and implementation of preferences, enrollment (including rights to enroll or maintain enrollment);
- Security and access to student records under the Family Educational Rights and Privacy Act and other applicable authorities;
- Access to documents maintained by the school under Delaware’s Freedom of Information Act and other applicable authorities;
- Transfer of student data to DDOE pursuant to [Del. C., Title 14, Ch. 5, §512 \(13\)](#);
- Due process protections, privacy, and civil rights; and
- Conduct of discipline and attendance pursuant to [Del. C., Title 14, Ch. 5, §512 \(11\)](#), including discipline hearings, suspension, and expulsion policies and practices. (Note: Proper handling of discipline processes for students with disabilities is addressed more specifically in Section 1.c.)

#### Measure 3b.

Is the school following requirements on staff certification and hiring?

2016-2017	2017-2018
Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to state certification requirements and background checks in accordance with [Del. C., Title 14, Ch. 5, §507 \(c\)](#), 14 Del. [Admin. Code 745](#), and [14 Del. Admin. Code 275, 12](#).

## 4. FACILITIES, TRANSPORTATION, HEALTH, AND SAFETY

### Measure 4a.

Is the school meeting facilities, transportation, health and safety requirements?

2016-2017	2017-2018
Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the school facilities, grounds, transportation, safety, and the provision of health-related services pursuant to [Del. C., Title 14, Ch. 5, §512 \(12\)](#), including:

- Fire inspections and related records including the requirements of [Del. C., Title 29, Ch. 82, § 8237](#);
- Viable certificate of occupancy or other required building use authorization;
- Documentation of requisite insurance coverage pursuant to [Del. C., Title 29, Ch. 29](#);
- Provision of student transportation in accordance with [Del. C., Title 14, Ch. 5, §508](#) and 14 [Del. Admin. Code §1150](#);
- Required nursing services and dispensing of pharmaceuticals 14 [Del. Admin. Code 800 regulations](#);
- Provision of a no- or low-cost breakfast or lunch under a [federal national school breakfast or lunch program](#) in compliance with [State Regulations](#)—only applicable to schools utilizing SNAP/TANF; and
- Emergency management plan as required Del. C., [Title 29, Ch. 82, § 8237](#).

## SUMMARY AND OVERALL RATING

### Las Américas Aspira Academy

Year	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	OVERALL RATING
2016-2017	M	M	M	M	M	M	M	M	M	M	Meets Standard
2017-2018	M	M	M	M	M	M	M	M	M	M	Meets Standard

### HISTORICAL DATA (SY 11/12- SY 15/16)

In the years prior to SY16/17 a school received one of the three ratings below:

Meets Standard
Does Not Meet Standard
Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the [Delaware Performance Framework](#). Further clarifications for each measure's data and methodology can be referenced in the [Organizational Framework Guidance Document](#). School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

### SUMMARY AND OVERALL RATING FOR PREVIOUS YEARS

#### Las Américas Aspira Academy

Year	1a	1b	2*	3a	3b	3c	4a	4b	4c	4d	5a	5b	6	OVERALL RATING
2012-2013	M	M	*	M	M	M	M	M	D	M	M	D	M	Does Not Meet Standard
2013-2014	M	M	*	M	M	M	M	M	D	M	M	M	M	Meets Standard
2014-2015	M	M	*	M	M	M	M	M	M	N/R	M	M	M	Meets Standard
2015-2016	M	M	*	M	M	M	M	M	M	N/R	M	M	M	Meets Standard

## **DESCRIPTION OF PREVIOUS YEARS MEASURES:**

### **1. EDUCATION PROGRAM**

- 1a. Is the school implementing the essential terms of the charter's education program as defined in the current charter, and complying with applicable state and federal requirements?
- 1b. Is the school compliant with legal requirements for students with disabilities and English Learners?

### **2\*. FINANCIAL MANAGEMENT AND OVERSIGHT**

*\* Data for this measure is now included in the Financial Performance Framework*

### **3. GOVERNANCE AND REPORTING**

- 3a. Is the school complying with governance requirements?
- 3b. Is the school holding management accountable?
- 3c. Is the school complying with reporting requirements?

### **4. STUDENTS AND EMPLOYEES**

- 4a. Is the school protecting the rights of all students?
- 4b. Is the school meeting attendance goals?
- 4c. Is the school meeting all staff credentialing requirements?
- 4d. Is the school respecting employee rights?

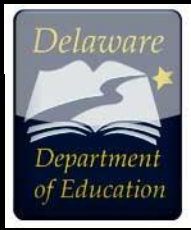
### **5. SCHOOL ENVIRONMENT**

- 5a. Is the school complying with facilities and transportation requirements?
- 5b. Is the school complying with health and safety requirements?

### **6. ADDITIONAL OBLIGATIONS**

- 6. Is the school complying with all other obligations?

**Performance Framework Reports :: Financial Performance Report  
2017-18**



# Financial Framework Report

## LAS AMÉRICAS ASPIRA ACADEMY

Reporting Period: July 1, 2017 to June 30, 2018

Published: January 11, 2019

Beginning in SY16/17 for each measure, a school receives one of three ratings:

Meets Standard
Approaching Standard
Far Below Standard

In the years prior to SY16/17 a school received one of the three ratings below:

Meets Standard
Does Not Meet Standard
Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the [Delaware Performance Framework](#). Further clarifications for each measure’s data and methodology can be referenced in the [Financial Framework Guidance Document](#). School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

*The school has elected to submit a response to one or more measures to provide context of not meeting standard(s). The statements made therein are not made by or on behalf of Delaware Department of Education.*

### 1. NEAR TERM INDICATORS

#### Measure 1a. Current Ratio:

*Current Assets divided by Current Liabilities*

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
0.87	1.51	1.31	3.12	3.58

The current ratio measures a school’s ability to pay its obligations over the next twelve months. The preferred result is more than 1.0, which indicates that the school’s current assets exceed its current liabilities.

**Measure 1b. Days Cash:***Cash divided by (Total Expenses / 365)*

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
30	84	79	75	66

The days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash. The preferred result is more than 60 days cash.

**Measure 1c. Enrollment Variance:***Actual Enrollment as of September 30 divided by Authorized Enrollment*

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
105%	105%	102%	105%	105%

The enrollment variance depicts actual versus authorized enrollment. A school budgets based on projected enrollment but is funded based on actual enrollment; therefore, a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses. The preferred result is more than 95%.

**Measure 1d. Default, Loan Covenants, & Debt Service Payments**

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
No	No	No	No	No

This metric addresses whether or not a school is meeting its loan covenants and / or is delinquent with its debt service payment, as noted in the notes accompanying the audited financial statements. A school which cannot meet the terms of its loan may be in financial distress.

## 2. SUSTAINABILITY INDICATORS

### Measure 2a. Total Margin:

*Net Income divided by Total Revenue*

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1 YR: 5.57%	1 YR: 14.44%	1 YR: 7.9%	1 YR: -14.33%	1 YR: -4.36%
3 YR: 10.45%	3 YR: 11.4%	3 YR: 9.61%	3 YR: 1.31%	3 YR: -4.09%

Total margin measures the deficit or surplus a school yields out of its total revenues ; in other words, whether or not the school is living within its available resources. The preferred result is a positive margin for the past year and the past 3 years.

### School Response To Rating:

LAAA secured \$21MM bond financing in July 2016 to refinance its existing mortgage and support an \$11.5MM construction and renovation of the school building, which allowed us to grow to a 125,000 sq. ft. school to accommodate 900 students. LAAA also used \$1.15MM of its operating funds to cover the remaining construction, equipment and furniture costs in FY18. GASB 65 accounting standards requires LAAA to recognize \$1.04MM of interest on its long-term debt. By backing out the overall \$2.19 MM from our expenses, the total margin increases to 9.16% and the three-year aggregate increases to 8.83%, thus a rating of "Meets Standard."

### Measure 2b. Debt to Asset Ratio:

*Total Liabilities divided by Total Assets*

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
0.57	0.8	0.76	0.95	0.96

The debt to asset ratio compares the school's liabilities to its assets, or what a school owes against what it owns. The preferred result is less than 0.90.

### School Response To Rating:

Total Liabilities = \$23,706,150 and Total Assets = \$24,667,449. As of FY18, LAAA was in its first full year of long-term debt service (\$22MM in bonds payable as of June 30, 2018), which was a result of its bond financing in July 2016. The preferred result for this metric is <.90, and LAAA is at .96; however, we will continue to pay down the debt which has a maximum annual debt service (MADS) of \$1.3MM.



## Measure 2c. Cash Flow

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1 YR: \$-122148	1 YR: \$1013507	1 YR: \$270903	1 YR: \$558355	1 YR: \$-83247
3 YR: \$-150188	3 YR: \$891359	3 YR: \$1284410	3 YR: \$829258	3 YR: \$475108

Cash flow indicates the trend in the school's cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school's financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

### School Response To Rating:

LAAA used \$1.15MM of its operating funds to cover the remaining construction, equipment and furniture costs in FY18. We ended the year with just a deficit spend of \$83K, which shows our success in securing additional funding through local grants and donations. We successfully completed a wonderful school expansion, which will allow us to accommodate the education of 900 students in a beautiful and welcoming facility, which was formally a warehouse. Our ability to operate in the black for the previous six years enabled our continued school facility and enrollment expansion that shows LAAA's ability to manage its resources and finances.

## Measure 2d. Debt Service Coverage Ratio:

*(Net Income + Depreciation + Interest Expense) / (Principal and Interest Payments)*

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
2.06	1.23	3.14	0.06	1.1

The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year.

### 3. FINANCIAL MANAGEMENT AND OVERSIGHT

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
M	M	M	M	M

This measure assesses the timeliness of reporting, the implementation of the Citizen Budget Oversight Committee, and the adherence to the policies and procedures of the First State Financial Management System.

### SUMMARY AND OVERALL RATING

#### Las Américas Aspira Academy

Year	1a	1b	1c	1d	2a	2b	2c	2d	3	OVERALL RATING
2013-2014	F	D	M	M	M	M	F	M	M	Meets Standard
2014-2015	M	M	M	M	M	M	M	M	M	Meets Standard
2015-2016	M	M	M	M	M	M	M	M	M	Meets Standard
2016-2017	M	M	M	M	F	AS	M	AS	M	Meets Standard
2017-2018	M	M	M	M	F	AS	AS	M	M	Meets Standard

## **Renewal Report - April 30, 2019**



Delaware Department of  
Education  
2019-2020 Renewal Report  
Las Américas ASPIRA Academy

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#### Attachments:

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- ii. 2016-2017 Annual Report
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- iv. 2015-2016 Academic Performance Report
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## Charter School Renewal Report

### Requirements Under the Law

The charter school law (14 *Del. C.* § 514A) outlines the provisions that the Delaware Department of Education (DDOE) follows for charter renewal and nonrenewal. The DDOE is required to review the preliminary performance of the charter school to determine its compliance with its charter and its satisfaction of the criteria set forth in this title for the purposes of renewal or nonrenewal<sup>1</sup>. 14 *Del. C.* § 514A (c) states that,

(c) No later than April 30, the approving authority shall issue a charter school renewal report and charter renewal application guidance to any charter school whose charter will expire the following year. The renewal report shall summarize the charter school's performance record to date, based on the data required by 79 *Del. Laws*, c. 51 and the charter contract, and shall provide notice of any weaknesses or concerns perceived by the approving authority concerning the charter school that may jeopardize its position in seeking renewal if not timely rectified. The charter school shall have 10 working days to respond to the renewal report and submit any corrections or clarifications for the report.

## I. OVERVIEW

### 1.1 Basic Information

Review the following chart with the school's basic information:

BASIC INFORMATION	
Name of School	Las Américas ASPIRA Academy
Year School Opened	2011
Enrollment 2018-2019 <sup>2</sup>	785
Approved Enrollment	742 (SY 2018-19)
School Address	326 Ruthar Dr, Newark, DE 19711
District(s) of Residence	Christina School District
Website Address	<a href="http://www.aspiraacademy.org/">http://www.aspiraacademy.org/</a>
Name of School Leader	Margie López-Waite
School Leader Email and Phone Number	margie.lopezwaite@laaa.k12.de.us (302) 292-1463
Name of Board President	Lourdes Puig
Board President Email	lourdes.i.puig-2@corteva.com
<b>Mission Statement:</b> Las Américas ASPIRA Academy's mission is to educate and empower each student to realize their full potential and positively impact their communities.	

## 1.2 School Demographic Data:

Review the following chart with the school's demographics at the time of submission (all information must be verifiable through state reporting tools):

<b>ENROLLMENT &amp; DEMOGRAPHIC INFORMATION</b>				
	<b>2015-2016<sup>2</sup></b>	<b>2016-2017<sup>2</sup></b>	<b>2017-2018<sup>2</sup></b>	<b>2018-2019<sup>2</sup></b>
Total Enrollment	639	698	740	785
<b>Gender</b>				
% Male	47.89%	47.85%	47.84%	49.55%
% Female	52.11%	52.15%	52.16%	50.45%
<b>Ethnicity/Race</b>				
% African American	13.93%	15.33%	13.11%	11.59%
% American Indian	0.16%	0.14%	0.14%	0.25%
% Asian	2.03%	2.15%	1.49%	1.40%
% Hispanic/Latino	56.65%	57.74%	60.27%	65.48%
% White	26.45%	23.64%	23.92%	19.87%
% Multiracial	0.63%	0.86%	0.95%	1.15%
<b>Special Populations</b>				
%Special Education <sup>3</sup>	8.45%	8.74%	8.65%	9.55%
% English Language Learners	25.98%	27.51%	34.46%	37.96%
% Low-Income	28.33%	27.08%	27.97%	26.62%

<b>School Comments 2017-2018</b>	LAAA serves a low-income population that equates to 49.53% of our student enrollment, which is based on the percentage of families receiving government assistance (27.97%) and the percentage living within the poverty income levels established by the federal government (21.56%).
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<b>School Comments 2016-2017</b>	LAAA serves a low-income population that equates to 48% of our student enrollment, which is based on the percentage of families receiving government assistance (27%) and the percentage living within the poverty income levels established by the federal government (21%).
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<b>School Comments 2015-2016</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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### 1.3 Approved Minor and Major Modifications:

The table lists any approved minor and/or major modifications over the course of the school's current charter term.

Date	Modification Requested	Outcome
Sep 2015	Minor - educator evaluation process	Approved

<b>School Comments 2017-2018</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information.
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<b>School Comments 2016-2017</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information.
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<b>School Comments 2015-2016</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information.
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## 1.4 Enrollment Trends

Review the following chart with the school's enrollment data.

School Enrollment Trends								
<i>Cells highlighted in gray were grade levels not serviced by this school.</i>								
	2015-2016		2016-2017		2017-2018		2018-2019	
	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count	Approved Enrollment	30-Sep Enrollment Count
K	88	100	88	100	88	100	88	99
Grade 1	100	100	88	105	88	104	88	106
Grade 2	100	100	100	99	88	101	88	96
Grade 3	50	50	100	100	100	98	88	97
Grade 4	90	100	50	52	100	100	100	93
Grade 5	50	48	90	100	50	51	100	101
Grade 6	50	51	50	47	90	93	50	56
Grade 7	50	50	50	50	50	45	90	93
Grade 8	50	40	49	45	50	48	50	44
Grade 9								
Grade 10								
Grade 11								
Grade 12								
<b>Total</b>	628	639	665	698	704	740	742	785

### DOE Summary:

Las Américas ASPIRA Academy Charter School has demonstrated consistent enrollment.



<b>School Comments 2016-2017</b>	LAAA serves a low-income population that equates to 48% of our student enrollment, which is based on the percentage of families receiving government assistance (27%) and the percentage living within the poverty income levels established by the federal government (21%).
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<b>School Comments 2015-2016</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information.
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## II. Academic Performance

### Changes in the Academic Framework

From School Year (SY) 2014-15 through SY 2017-18, the academic performance of all charter schools was evaluated using the Delaware School Success Framework that were publishing annually. In December 2015, Congress reauthorized the Elementary and Secondary Education Act, the main federal law governing public education. The Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act (NCLB). ESSA implementation began in 2017-18 school year.

### HISTORICAL DATA (SY 15/16-16/17)

#### 2.1 Delaware School Success Framework

Overall Academic Ratings

Metrics	Delaware School Success Framework (DSSF)	
	2015-2016	2016-2017
Academic Achievement	3 Stars (73/150pts) Approaching	3 Stars (72/150pts) Approaching
Growth	3 Stars (49/200pts) Approaching	3 Stars (113/200pts) Approaching
On Track to Graduation	5 Stars (49/50pts) Exceeds	5 Stars (48/50pts) Exceeds
College and Career Preparation	3 Stars (41/100pts) Approaching	3 Stars (46/100pts) Approaching

**School Comments  
2016-2017**

At LAAA, the majority of our students have demonstrated academic gains each year in ELA and Math based on their cohort (see tables below). Based on the number of data points, over 70% of our students (75% from 2015 to 2017; 72% from 2016 to 2017) have improved their proficiency percentage. The most significant decrease in proficiency was in Math by the Class of 2024 (5<sup>th</sup> grade in Spring 2017), which seems to be a trend and may be attributed to the rigor of the CCSS at that grade level. All deficiencies are being addressed through our targeted instructional coaching strategies.

SBAC Proficiency Results - ELA								
Class of Students	Spring 2015		Spring 2016		Spring 2017		Change from 2015 to 2017	Change from 2016 to 2017
	Grade	Proficiency %	Grade	Proficiency %	Grade	Proficiency %		
Class of 2026	1 <sup>st</sup>	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	47%	n/a	+3 <i>(compared to previous class)</i>
Class of 2025	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	44%	4 <sup>th</sup>	42%	n/a	-2
Class of 2024	3 <sup>rd</sup>	40%	4 <sup>th</sup>	47%	5 <sup>th</sup>	49%	+9	+2
Class of 2023	4 <sup>th</sup>	54%	5 <sup>th</sup>	48%	6 <sup>th</sup>	62%	+8	+14
Class of 2022	5 <sup>th</sup>	60%	6 <sup>th</sup>	63%	7 <sup>th</sup>	55%	-5	-8
Class of 2021	6 <sup>th</sup>	46%	7 <sup>th</sup>	49%	8 <sup>th</sup>	57%	+11	+8
Class of 2020	7 <sup>th</sup>	51%	8 <sup>th</sup>	65%	n/a	n/a	n/a	n/a
Class of 2019	8 <sup>th</sup>	76%	n/a	n/a	n/a	n/a	n/a	n/a

SBAC Proficiency Results - MATH								
Class of Students	Spring 2015		Spring 2016		Spring 2017		Change from 2015 to 2017	Change from 2016 to 2017
	Grade	Proficiency %	Grade	Proficiency %	Grade	Proficiency %		
Class of 2026	1 <sup>st</sup>	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	50%	n/a	+8 <i>(compared to previous class)</i>
Class of 2025	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	42%	4 <sup>th</sup>	38%	n/a	-4
Class of 2024	3 <sup>rd</sup>	51%	4 <sup>th</sup>	55%	5 <sup>th</sup>	26%	-25	-29
Class of 2023	4 <sup>th</sup>	42%	5 <sup>th</sup>	29%	6 <sup>th</sup>	53%	+11	+24
Class of 2022	5 <sup>th</sup>	31%	6 <sup>th</sup>	39%	7 <sup>th</sup>	50%	+19	+11
Class of 2021	6 <sup>th</sup>	36%	7 <sup>th</sup>	43%	8 <sup>th</sup>	50%	+14	+7
Class of 2020	7 <sup>th</sup>	41%	8 <sup>th</sup>	38%	n/a	n/a	n/a	n/a
Class of 2019	8 <sup>th</sup>	28%	n/a	n/a	n/a	n/a	n/a	n/a

**Note:** School comments for SY 15/16 : <https://www.doe.k12.de.us/Page/2654>

## Performance Agreement

### Academic Performance Expectations

*Las Américas ASPIRA Academy overall academic rating is Meets Standard for the 2013-2014 school year. By 2020, our expectation is to achieve the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.*

*Mission Specific Goals (optional):* One goal stated in our mission at Las Américas ASPIRA Academy is that our immersion program students will become biliterate in English and Spanish within six years of enrollment in the program. Our focus is on building academic biliteracy in alignment with achieving the Common Core Standards in English Language Arts and Spanish Language Arts. This objective will be measured using various AIMSweb benchmark fluency measures in both languages depending on the grade level. In Kindergarten and First Grade, Spanish language fluency will be measured using the MIDE Syllable Reading Fluency (SRF) assessment; in Second through Fifth Grades, the Reading-Spanish Curriculum Based Measurement (R-Span CBM). English reading fluency in Kindergarten and First Grade will be measured using the Phoneme Segmentation Fluency (PSF) assessment; in Second through Fifth Grades, the Reading-Curriculum Based Measurement (R- CBM).

Growth targets will be measured in terms of the rate of improvement (ROI) from the Fall benchmark (FB) to the Spring benchmark (SB), using the following formula:

$$\frac{\text{SB score} - \text{FB score}}{36 \text{ weeks}}$$

Listed below are the growth target tables for each fluency measure

Grade Level	AIMS Web Spanish Fluency Measures		AIMS Web English Fluency Measures	
	SRF	PSF	PSF	R- CBM
K	0.2	n/a	1.08	n/a
1	0.5	n/a	.38	n/a
2	n/a	0.7	n/a	1.02
3	n/a	0.6	n/a	1.16
4	n/a	0.5	n/a	.86
5	n/a	0.5	n/a	.80

We will receive one of the following four ratings based on our students' outcomes:

- Exceeds Standard (greater than 75% of students at each grade level within the Dual Language Immersion Program achieved their ROI growth targets)
- Meets Standard (60-75% of students at each grade level within the Dual Language Immersion Program achieved their ROI growth targets)
- Does Not Meet Standard (45-59% of students at each grade level within the Dual Language Immersion Program achieved their ROI growth targets)
- Falls Far Below Standard (less than 45% of students at each grade level within the Dual Language Immersion Program achieved their ROI growth targets)

The Spanish Fluency Measures targets were determined by looking at the AIMSweb National Norm data which reflect growth made by native Spanish speakers and making modifications based upon the linguistic profile of our student population. Since only 20% of our enrollment is comprised of native Spanish speakers (Spanish-L1) and the rest being second language (Spanish-L2) learners, we adjusted the targets to reflect growth patterns of second language acquisition and vocabulary development.

#### School Comments 2016-2017

Average English and Spanish literacy levels by grade exceeded the Rate of Improvement (ROI) targets for the 2016-17 academic year with the exception of the Kindergarten Spanish EDLs. We attribute this to a few factors: 1) This was the

first time administering the Pearson Evaluación del desarrollo de la lectura (EDL2); 2)The benchmark window is shorter (Winter to Spring); and 3) Eighty percent of our student population is English dominant with Kindergarten being the first exposure to academic literacy in Spanish.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

## 2.2 Academic Achievement/Proficiency Data

DSSF Definition: *Proficiency* in a given subject is the percent of students who are on grade level (i.e., proficient) in said subject.

Academic Achievement	Delaware School Success Framework (DSSF)			
	2015-2016		2016-2017	
Rating	3 Stars (73/150pts) Approaching		3 Stars (72/150pts) Approaching	
	School	State	School	State
ELA	53.57 %	54.91%	54.52 %	56.63%
Math	44.96%	42.87%	45.05%	45.13%
Science	44.44%	60.41%	37.24%	47.45%
Social Studies	57.11%	76.82%	n/a	n/a



**a) Academic Achievement ratings over the course of the charter term**

<b>School Comments 2016-2017</b>	<p>Academic Achievement in ELA and Math is based on student overall proficiency (scoring a 3+) on the Smarter assessment. During the 2016 - 2017 school year, our ELA scores exceeded the math scores because we applied the DDOE training in January called "Getting Smarter Results: Interim and Digital Library Training" to one core subject area which was ELA. This training contributed to the positive ELA results because it allowed us to identify specific interims to administer. With this in-depth data analysis from overall score to claim score (reading, writing, speaking/listening, and research), it allowed us to make curriculum changes using the resources from the Digital Library in the months of February to May. The writing claim proved to have the most room for improvement; therefore, school-wide professional development was designed around 1 out of the 4 ELA claims (writing) over the course of 4 months. When looking at our writing claim proficiency, there was an upward trend:</p> <ul style="list-style-type: none"><li>☑ 4th Grade - 13% proficient (2016) to 23% proficient (2017) = 10% increase</li><li>☑ 5th Grade - 20% proficient (2016) to 33% proficient (2017) = 13% increase</li><li>☑ 6th Grade - 15% proficient (2016) to 30% proficient (2017) = 15% increase</li><li>☑ 7th Grade - 30% proficient (2016) to 33% proficient (2017) = 3% increase</li></ul> <p>In Math, we took a different approach and focused on embedding practice performance tasks in the curriculum. While our scores are comparable to the state average, they did not show a significant increase in any grade level. Specifically, we noted a dip in 5th grade scores which was also comparable to statewide averages. In retrospect, we placed too much emphasis on performance tasks, which was at a deeper level than our students were prepared to handle at that time. Further SBAC data analysis showed that our students require more work in Claim 1: Concepts and Procedures. While students demonstrate understanding of a skill in the classroom during a particular unit, they are not necessarily generalizing that skill and retaining across units.</p>
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**b) Expected outcomes for Academic Achievement**

<b>School Comments 2016-2017</b>	<p>Across content areas, we will continue to focus on the proficiency within each claim so that it positively impacts the overall proficiency. In ELA, we will continue to focus on the Writing claim and in Math, we will shift our focus to the Concepts &amp; Procedures Claim. It is expected that we will continue to see gains in these areas for several reasons:</p> <ol style="list-style-type: none"><li>1. Interims will continue to be administered and built into the writing scope and sequence.</li><li>2. Writing Interim administration will begin sooner (December) after Interim training courses have become available and completed by teachers.</li><li>3. Professional development resources that were developed last year are online using Google Docs and Schoology.</li></ol>
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	<p>In addition, recent data analysis of the 2017 ELA SBAC claim scores indicate that specific large subgroups (ie. English Language Learners) making up more than 30% of our school population need more support in the reading claim vs. writing. In order to address this issue during the 2017 - 2018 school year, the DDOE Opportunity Grant was submitted and rewarded focusing on specific steps to improve the reading claim proficiency.</p> <ol style="list-style-type: none"> <li>1. Interims will be administered and incorporated in the reading scope and sequence.</li> <li>2. Reading interim administration will start at the same time as writing (December).</li> <li>3. School-wide professional development (November - June) has been designed around supports within the reading claim specifically targeting ELLs and adequate funding has been provided by the Opportunity Grant.</li> </ol> <p>In Math, we will focus on strengthening student knowledge and fluidity in concepts and procedures, which will help to build a stronger foundation for math knowledge on which to build higher-level thinking and application.</p>
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**c) Progress measures to track expected Academic Achievement outcomes**

<p><b>School Comments 2016-2017</b></p>	<p>As we establish school-wide change within each claim, increases towards proficiency within each claim will continue to be monitored. Each school year will have a claim focus and professional development resources available in an online format to be carried over into the following years for our students and staff. In addition, interims will continue to be added to the school year scope and sequence and will begin sooner as the trainings become available. Data from the interims will continue to be monitored in the AIRways platform to better understand which specific questions/concepts within the claims can be embedded in our core curriculum.</p>
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**Note:** School comments for SY 15/16 can be found at: <https://www.doe.k12.de.us/Page/2654>

## 2.3 Growth Data

DSSF Definition: Growth measures how well schools are doing at improving student learning over time. This metric is a relative calculation of student progress as compared to students with similar assessment history on statewide summative assessments.

Growth	Delaware School Success Framework (DSSF)			
	2015-2016		2016-2017	
Rating	3 Stars (49/200pts) Approaching		3 Stars (113/200pts) Approaching	
	School	State	School	State
ELA	49.33 %	50.00 %	69.50 %	50.00 %
Math	51.50 %	50.00 %	43.50 %	50.00 %

**a) School's Growth ratings for all students over the course of the charter term**

<b>School Comments 2016-2017</b>	<p>Academic Achievement in ELA and Math is based on student overall proficiency (scoring a 3+) on the Smarter assessment. During the 2016 - 2017 school year, our ELA scores exceeded the math scores because we applied the DDOE training in January called "Getting Smarter Results: Interim and Digital Library Training" to one core subject area which was ELA. This training contributed to the positive ELA results because it allowed us to identify specific interims to administer. With this in-depth data analysis from overall score to claim score (reading, writing, speaking/listening, and research), it allowed us to make curriculum changes using the resources from the Digital Library in the months of February to May. The writing claim proved to have the most room for improvement; therefore, school-wide professional development was designed around 1 out of the 4 ELA claims (writing) over the course of 4 months. When looking at our writing claim proficiency, there was an upward trend:</p> <ul style="list-style-type: none"><li>☑ 4th Grade - 13% proficient (2016) to 23% proficient (2017) = 10% increase</li><li>☑ 5th Grade - 20% proficient (2016) to 33% proficient (2017) = 13% increase</li><li>☑ 6th Grade - 15% proficient (2016) to 30% proficient (2017) = 15% increase</li><li>☑ 7th Grade - 30% proficient (2016) to 33% proficient (2017) = 3% increase</li></ul> <p>In Math, we took a different approach and focused on embedding practice performance tasks in the curriculum. While our scores are comparable to the state average, they did not show a significant increase in any grade level. Specifically, we noted a dip in 5th grade scores which was also comparable to statewide averages. In retrospect, we placed too much emphasis on performance tasks, which was at a deeper level than our students were prepared to handle at that time. Further SBAC data analysis showed that our students require more work in Claim 1: Concepts and Procedures. While students demonstrate understanding of a skill in the classroom during a particular unit, they are not necessarily generalizing that skill and retaining across units.</p>
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**b) Expected outcomes for Growth for all students**

<b>School Comments 2016-2017</b>	<p>Across content areas, we will continue to focus on the proficiency within each claim so that it positively impacts the overall proficiency. In ELA, we will continue to focus on the Writing claim and in Math, we will shift our focus to the Concepts &amp; Procedures Claim. It is expected that we will continue to see gains in these areas for several reasons:</p> <ol style="list-style-type: none"><li>1. Interims will continue to be administered and built into the writing scope and sequence.</li><li>2. Writing Interim administration will begin sooner (December) after Interim training courses have become available and completed by teachers.</li><li>3. Professional development resources that were developed last year are online using Google Docs and Schoology.</li></ol>
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In addition, recent data analysis of the 2017 ELA SBAC claim scores indicate that specific large subgroups (ie. English Language Learners) making up more than 30% of our school population need more support in the reading claim vs. writing. In order to address this issue during the 2017 - 2018 school year, the DDOE Opportunity Grant was submitted and rewarded focusing on specific steps to improve the reading claim proficiency.

1. Interims will be administered and incorporated in the reading scope and sequence.

2. Reading interim administration will start at the same time as writing (December).

3. School-wide professional development (November - June) has been designed around supports within the reading claim specifically targeting ELLs and adequate funding has been provided by the Opportunity Grant.

In Math, we will focus on strengthening student knowledge and fluidity in concepts and procedures, which will help to build a stronger foundation for math knowledge on which to build higher-level thinking and application.

### c) Progress measures to track Growth for all students

#### School Comments 2016-2017

As we establish school-wide change within each claim, increases towards proficiency within each claim will continue to be monitored. Each school year will have a claim focus and professional development resources available in an online format to be carried over into the following years for our students and staff. In addition, interims will continue to be added to the school year scope and sequence and will begin sooner as the trainings become available. Data from the interims will continue to be monitored in the AIRways platform to better understand which specific questions/concepts within the claims can be embedded in our core curriculum.

**Note:** School comments for SY 15/16 can be found at: <https://www.doe.k12.de.us/Page/2654>

## 2.4 On Track Graduation Data

DSSF Definition: In elementary and middle schools, attendance data are used to calculate On Track to Graduation Metric. In high schools, the data for the calculation of the On Track in 9th Grade metric is gathered from course credit information and statewide assessment data.

On Track to Graduation	Delaware School Success Framework (DSSF)			
	2015-2016		2016-2017	
Rating	5 Stars (49/50pts) Exceeds		5 Stars (48/50pts) Exceeds	
	School	State	School	State
Attendance	97.01 %	94.40 %	96.37 %	94.75 %
On-Track in the 9th grade	**	84.80 %	**	89.45 %
4-year Cohort Graduation Rate <sup>5</sup>	**	84.35 %	**	84.66 %
5-year Cohort Graduation Rate	**	85.84 %	**	85.60 %
6-year Cohort Graduation Rate	**	Not calculated at the state level	**	Not calculated at the state level

\*\* The school did not service students in the grade levels assessed by this metric.

### a) On Track to Graduation ratings over the course of the charter term

<b>School Comments 2016-2017</b>	
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### b) Expected outcomes for On Track to Graduation

<b>School Comments 2016-2017</b>	
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### c) Progress measures to monitor On Track to Graduation outcomes

<b>School Comments 2016-2017</b>	
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**Note:** School comments for SY 15/16 can be found at: <https://www.doe.k12.de.us/Page/2654>

## 2.5 College & Career Preparation Data

DSSF Definition: This metric gives an indication of whether students are growing enough to be proficient in the future. **For elementary and middle schools**, Growth to Proficiency in ELA and Math is based on 3 years of statewide assessment data, including Smarter assessment data and up to 3 years of DCAS, the prior statewide summative assessment. **For high schools:** *College and Career Preparation* is the percent of students who have demonstrated preparation for education and career training after high school through Smarter, AP, IB, SAT, Career and Technical Education (CTE) pathways, and dual enrollment.

College & Career Preparation	Delaware School Success Framework (DSSF)			
	2015-2016		2016-2017	
Rating	3 Stars (41/100pts) Approaching		3 Stars (46/100pts) Approaching	
	School	State	School	State
Growth to Proficiency ELA	50.18 %	57.10 %	65.05 %	59.19 %
Growth to Proficiency Math	32.52 %	34.42 %	26.74 %	35.41 %
College & Career Preparation	n/a	46.41 %	n/a	49.64 %

### a) College and Career Preparation ratings over the course of the charter term

<b>School Comments 2016-2017</b>	<p>Academic Achievement in ELA and Math is based on student overall proficiency (scoring a 3+) on the Smarter assessment. During the 2016 - 2017 school year, our ELA scores exceeded the math scores because we applied the DDOE training in January called "Getting Smarter Results: Interim and Digital Library Training" to one core subject area which was ELA. This training contributed to the positive ELA results because it allowed us to identify specific interims to administer. With this in-depth data analysis from overall score to claim score (reading, writing, speaking/listening, and research), it allowed us to make curriculum changes using the resources from the Digital Library in the months of February to May. The writing claim proved to have the most room for improvement; therefore, school-wide professional development was designed around 1 out of the 4 ELA claims (writing) over the course of 4 months. When looking at our writing claim proficiency, there was an upward trend:</p> <ul style="list-style-type: none"> <li>☑ 4th Grade - 13% proficient (2016) to 23% proficient (2017) = 10% increase</li> <li>☑ 5th Grade - 20% proficient (2016) to 33% proficient (2017) = 13% increase</li> <li>☑ 6th Grade - 15% proficient (2016) to 30% proficient (2017) = 15% increase</li> </ul>
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7 7th Grade - 30% proficient (2016) to 33% proficient (2017) = 3% increase

In Math, we took a different approach and focused on embedding practice performance tasks in the curriculum. While our scores are comparable to the state average, they did not show a significant increase in any grade level. Specifically, we noted a dip in 5th grade scores which was also comparable to statewide averages. In retrospect, we placed too much emphasis on performance tasks, which was at a deeper level than our students were prepared to handle at that time. Further SBAC data analysis showed that our students require more work in Claim 1: Concepts and Procedures. While students demonstrate understanding of a skill in the classroom during a particular unit, they are not necessarily generalizing that skill and retaining across units.

## b) Expected outcomes for College and Career Preparation

### School Comments 2016-2017

Across content areas, we will continue to focus on the proficiency within each claim so that it positively impacts the overall proficiency. In ELA, we will continue to focus on the Writing claim and in Math, we will shift our focus to the Concepts & Procedures Claim. It is expected that we will continue to see gains in these areas for several reasons:

1. Interims will continue to be administered and built into the writing scope and sequence.
2. Writing Interim administration will begin sooner (December) after Interim training courses have become available and completed by teachers.
3. Professional development resources that were developed last year are online using Google Docs and Schoology.

In addition, recent data analysis of the 2017 ELA SBAC claim scores indicate that specific large subgroups (ie. English Language Learners) making up more than 30% of our school population need more support in the reading claim vs. writing. In order to address this issue during the 2017 - 2018 school year, the DDOE Opportunity Grant was submitted and rewarded focusing on specific steps to improve the reading claim proficiency.

1. Interims will be administered and incorporated in the reading scope and sequence.
2. Reading interim administration will start at the same time as writing (December).
3. School-wide professional development (November - June) has been designed around supports within the reading claim specifically targeting ELLs and adequate funding has been provided by the Opportunity Grant.

In Math, we will focus on strengthening student knowledge and fluidity in concepts and procedures, which will help to build a stronger foundation for math knowledge on which to build higher-level thinking and application.





## SY 17/18

### 2.1 Delaware School Success Framework

Overall Academic Ratings

**Elementary (grades K-5)/Middle School (grades 6-8)**

Indicator	Points	Point Earned	Percent Point
Academic Achievement	150.00	68.00	45% Approaching Expectations
Academic Progress	200.00	132.00	66% Meets Expectations
School Quality/Student Success	50.00	49.00	98% Exceeds Expectations
Progress Toward English Language Proficiency	50.00	37.00	74% Meets Expectations
Overall	450.00	286.00	64% Meets Expectations

- a) Based on the table above discuss the school's:
- overall academic achievement results,
  - major challenges,
  - and accomplishments

**DOE Summary:**

In SY 16/17, prior to the implementation of ESSA, Las Americas ASPIRA Academy received 3 of 4 ratings of “Meets” or “Exceeds” on the DSSF. From SY15/16 to SY16/17, the school’s points earned for Academic Achievement decreased slightly from 73/150 points (Approaching) to 72/150 points (Approaching). From SY15/16 to SY16 /17 the school’s points earned for Growth increased from 101/200 points (Approaching) to 113/200 points (Approaching), respectively. From SY 15/16 to SY 16/17, the school’s points earned for On Track to Graduation decreased slightly from 49/50 points to 48/50 (Exceeds), respectively. From SY 15/16 to SY 16/17, the school’s points earned for College and Career Preparation increased from 41/100 points (Approaching) to 46/100 points (Approaching), respectively.

In SY 17/18, with the implementation of ESSA, each school received an overall rating on the DSSF in addition to ratings for each indicator. In SY 17/18, Las Americas ASPIRA Academy ‘s overall rating was “Meets Expectations.” At the indicator level, the school was rated “Approaching Expectations” for Academic Achievement; “Meets Expectations” for Academic Progress; “Exceeds Expectations” for School Quality/Student Success; and “Meets Expectations” for Progress Toward English Language Proficiency.

**School Comments  
2016-2017**

At LAAA, the majority of our students have demonstrated academic gains each year in ELA and Math based on their cohort (see tables below). Based on the number of data points, 50% of our students (67% from 2015 to 2018; 63% from 2016 to 2018) have improved their proficiency percentage. The most significant decrease in proficiency was in Math, which is being addressed with targeted instructional coaching support and professional development in the 2018-2019 school year. This support will be provided by our new Math Supervisor, in addition to a partnership with the Delaware Math Coalition.

50% Proficiency K-12 - RE/MATH											
Class of Students	Spring 2015		Spring 2016		Spring 2017		Spring 2018		Change from 2016 to 2018	Change from 2016 to 2019	Change from 2017 to 2018
	Grade	Proficiency %	Grade	Proficiency %	Grade	Proficiency %	Grade	Proficiency %			
Class of 2017	K	10%	1 <sup>st</sup>	10%	2 <sup>nd</sup>	10%	3 <sup>rd</sup>	32%	+	+	+
Class of 2018	1 <sup>st</sup>	10%	2 <sup>nd</sup>	10%	3 <sup>rd</sup>	47%	4 <sup>th</sup>	59%	+	+	+
Class of 2015	2 <sup>nd</sup>	10%	3 <sup>rd</sup>	44%	4 <sup>th</sup>	42%	5 <sup>th</sup>	52%	+	+	+
Class of 2016	3 <sup>rd</sup>	48%	4 <sup>th</sup>	47%	5 <sup>th</sup>	48%	6 <sup>th</sup>	48%	-	-	-
Class of 2019	4 <sup>th</sup>	54%	5 <sup>th</sup>	48%	6 <sup>th</sup>	62%	7 <sup>th</sup>	75%	+	+	+
Class of 2020	5 <sup>th</sup>	66%	6 <sup>th</sup>	63%	7 <sup>th</sup>	55%	8 <sup>th</sup>	67%	+	+	+
Class of 2021	6 <sup>th</sup>	46%	7 <sup>th</sup>	49%	8 <sup>th</sup>	57%	9 <sup>th</sup>	10%	+	+	+
Class of 2022	7 <sup>th</sup>	57%	8 <sup>th</sup>	65%	9 <sup>th</sup>	70%	10 <sup>th</sup>	70%	100% Improvement	100% Improvement	100% Improvement
Class of 2023	8 <sup>th</sup>	76%	9 <sup>th</sup>	80%	10 <sup>th</sup>	80%	11 <sup>th</sup>	80%	100% Improvement	100% Improvement	100% Improvement
50% Proficiency K-12 - WRIT											
Class of Students	Spring 2015		Spring 2016		Spring 2017		Spring 2018		Change from 2016 to 2018	Change from 2016 to 2019	Change from 2017 to 2018
	Grade	Proficiency %	Grade	Proficiency %	Grade	Proficiency %	Grade	Proficiency %			
Class of 2017	K	10%	1 <sup>st</sup>	10%	2 <sup>nd</sup>	10%	3 <sup>rd</sup>	46%	+	+	+
Class of 2018	1 <sup>st</sup>	10%	2 <sup>nd</sup>	10%	3 <sup>rd</sup>	56%	4 <sup>th</sup>	41%	+	+	-
Class of 2015	2 <sup>nd</sup>	10%	3 <sup>rd</sup>	42%	4 <sup>th</sup>	36%	5 <sup>th</sup>	36%	+	-	+
Class of 2016	3 <sup>rd</sup>	51%	4 <sup>th</sup>	55%	5 <sup>th</sup>	36%	6 <sup>th</sup>	35%	-	-	-
Class of 2019	4 <sup>th</sup>	42%	5 <sup>th</sup>	26%	6 <sup>th</sup>	53%	7 <sup>th</sup>	46%	-	+	+
Class of 2020	5 <sup>th</sup>	31%	6 <sup>th</sup>	36%	7 <sup>th</sup>	56%	8 <sup>th</sup>	41%	+	+	+
Class of 2021	6 <sup>th</sup>	36%	7 <sup>th</sup>	43%	8 <sup>th</sup>	55%	9 <sup>th</sup>	10%	+	+	+
Class of 2022	7 <sup>th</sup>	41%	8 <sup>th</sup>	36%	9 <sup>th</sup>	70%	10 <sup>th</sup>	70%	100% Improvement	100% Improvement	100% Improvement
Class of 2019	8 <sup>th</sup>	26%	9 <sup>th</sup>	10%	10 <sup>th</sup>	10%	11 <sup>th</sup>	10%	Overall 100% Improvement	Overall 100% Improvement	Overall 100% Improvement

## Performance Agreement

### Academic Performance Expectations

*Las Américas ASPIRA Academy overall academic rating is Meets Standard for the 2013-2014 school year. By 2020, our expectation is to achieve the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.*

*Mission Specific Goals (optional):* One goal stated in our mission at Las Américas ASPIRA Academy is that our immersion program students will become biliterate in English and Spanish within six years of enrollment in the program. Our focus is on building academic biliteracy in alignment with achieving the Common Core Standards in English Language Arts and Spanish Language Arts. This objective will be measured using various AIMSweb benchmark fluency measures in both languages depending on the grade level. In Kindergarten and First Grade, Spanish language fluency will be measured using the MIDE Syllable Reading Fluency (SRF) assessment; in Second through Fifth Grades, the Reading-Spanish Curriculum Based Measurement (R-Span CBM). English reading fluency in Kindergarten and First Grade will be measured using the Phoneme Segmentation Fluency (PSF) assessment; in Second through Fifth Grades, the Reading-Curriculum Based Measurement (R- CBM).

Growth targets will be measured in terms of the rate of improvement (ROI) from the Fall benchmark (FB) to the Spring benchmark (SB), using the following formula:

$$\frac{\text{SB score} - \text{FB score}}{36 \text{ weeks}}$$

Listed below are the growth target tables for each fluency measure

Grade Level	AIMS Web Spanish Fluency Measures		AIMS Web English Fluency Measures	
	SRF	PSF	PSF	R- CBM
K	0.2	n/a	1.08	n/a
1	0.5	n/a	.38	n/a
2	n/a	0.7	n/a	1.02
3	n/a	0.6	n/a	1.16
4	n/a	0.5	n/a	.86
5	n/a	0.5	n/a	.80

We will receive one of the following four ratings based on our students' outcomes:

- Exceeds Standard (greater than 75% of students at each grade level within the Dual Language Immersion Program achieved their ROI growth targets)
- Meets Standard (60-75% of students at each grade level within the Dual Language Immersion Program achieved their ROI growth targets)
- Does Not Meet Standard (45-59% of students at each grade level within the Dual Language Immersion Program achieved their ROI growth targets)
- Falls Far Below Standard (less than 45% of students at each grade level within the Dual Language Immersion Program achieved their ROI growth targets)

The Spanish Fluency Measures targets were determined by looking at the AIMSweb National Norm data which reflect growth made by native Spanish speakers and making modifications based upon the linguistic profile of our student population. Since only 20% of our enrollment is comprised of native Spanish speakers (Spanish-L1) and the rest being second language (Spanish-L2) learners, we adjusted the targets to reflect growth patterns of second language acquisition and vocabulary development.

a) Discuss the school's academic performance based on its approved Performance Agreement (see above).

#### DOE Summary:

In SY 17/18, Las Americas ASPIRA Academy earned an overall rating of “Meets Expectations.”

**School Comments  
2017-2018**

As of Spring 2018, LAAA students have achieved 50% or greater proficiency in four out of the twelve data points. This equates to a 33% success rate with an additional 17% (two data points) within five points of the 50% goal (see Table 1 below).

In addition to proficiency percentage, another important metric is Student Growth Target Achievement. This metric shows the percentage of students that achieved their individual growth target, which is based on their expected growth from Spring 2017 to Spring 2018. This metric reveals a 70% success rate for a goal of 50% or greater of students meeting their growth target (see Table 2 below).

**Table 1: SBAC Proficiency**

Class of Students	Grade	ELA Proficiency	Math Proficiency
Class of 2027	3 <sup>rd</sup>	32%	48%
Class of 2026	4 <sup>th</sup>	50%	41%
Class of 2025	5 <sup>th</sup>	52%	38%
Class of 2024	6 <sup>th</sup>	46%	35%
Class of 2023	7 <sup>th</sup>	75%	40%
Class of 2022	8 <sup>th</sup>	67%	41%

**Table 2: Student Growth Target Achievement**

Class of Students	Grade	ELA Student Growth Target Achievement	Math Student Growth Target Achievement
Class of 2027	3 <sup>rd</sup>	n/a	n/a
Class of 2026	4 <sup>th</sup>	64%	52%
Class of 2025	5 <sup>th</sup>	32%	64%
Class of 2024	6 <sup>th</sup>	51%	55%
Class of 2023	7 <sup>th</sup>	55%	27%
Class of 2022	8 <sup>th</sup>	58%	45%

## 2.2 Academic Achievement

Metric	Value	Points	Points Earned
Proficiency ELA (Grades 3-8)	49.88%	75.00	37.00
Proficiency Math (Grades 3-8)	41.24%	75.00	31.00

### DOE Summary:

In SY 17/18, Las Americas ASPIRA Academy was rated “Approaching Expectations” for Academic Achievement. ELA proficiency was at 49.88%, which was 4.64% lower than the State average (54.52%). Math proficiency was at 41.24%, which was slightly lower than the State average (42.89%).

a) Based on the school’s Academic Achievement ratings over the course of the school year, discuss the school’s current performance and provide explanations/root causes (positive and negative) for the results. Please include local assessment data if applicable.

<b>School Comments 2017-2018</b>	As of Spring 2018, LAAA students have achieved 50% or greater proficiency in four out of the twelve data points. This equates to a 33% success rate with an additional 17% (two data points) within five points of the 50% goal (see Table 1 above). In addition to proficiency percentage, another important metric is Student Growth Target Achievement. This metric shows the percentage of students that achieved their individual growth target, which is based on their expected growth from Spring 2017 to Spring 2018. This metric reveals a 70% success rate for a goal of 50% or greater of students meeting their growth target (see Table 2 above). This data reflects a positive trend due to the correlation between student growth and proficiency.
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b) Looking ahead, what are your expected outcomes for Academic Achievement and what steps will you take to achieve them?

<b>School Comments 2017-2018</b>	<p>Across content areas, we will continue to focus on the proficiency within each claim so that it positively impacts the overall proficiency. In ELA, we will continue to focus on the listening claim and in Math, we will shift our focus to conceptual understanding supporting the concepts and procedures claim. It is expected that we will continue to see gains in these areas for several reasons:</p> <ol style="list-style-type: none"> <li>1. Interims will continue to be administered and built into the scope and sequence.</li> <li>2. Interims will be used in ELA and Math as instructional activities, quick checks, to clarify criteria, and as standardized formal administration.</li> <li>3. Interim administration will begin earlier in the school year</li> </ol>
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### 2.3 Academic Progress

Metric	Value	Points	Points Earned
Growth - ELA (grades 4-8)	68.38%	75.00	51.00
Growth - Math (grades 4-8)	64.16%	75.00	48.00
Growth of Highest Quartile - ELA(grades 4-8)	64.08%	12.50	8.00
Growth of Highest Quartile - Math(grades 4-8)	65.33%	12.50	8.00
Growth of Lowest Quartile - ELA(grades 4-8)	74.82%	12.50	9.00
Growth of Lowest Quartile - Math(grades 4-8)	62.56%	12.50	8.00

#### DOE Summary:

In SY 17/18, Las Americas ASPIRA Academy earned a rating of “Meets Expectations” for Academic Progress.

#### English Language Arts - SY17/18

- 68.38% of Las Americas ASPIRA Academy students met growth targets in English Language Arts, which was 6.14% higher than the State average (62.24%).
- 64.08% of students in the highest quartile met growth targets in English Language Arts, which was 4% higher than the State average (61.80%).
- 74.82% of students in the lowest quartile met growth targets in English Language Arts, which was 9.9% higher than the State average (64.92%).

#### Math - SY17/18

- 64.16% of Las Americas ASPIRA Academy students met growth targets in math, which was 6.93% higher than the State average (57.23%).
- 65.33 % of students in the highest quartile met growth targets in math, which was 6.19%



higher than the State average (59.14%).

- 62.56% of students in the lowest quartile met growth targets in math, which was 3.71% higher than the State average (58.85%).

a) Based on the school’s Academic Progress for all students over the course of the school year, discuss the school’s current performance and provide at least three explanations/root causes for the results (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

<b>School Comments 2017-2018</b>	<p>Academic Achievement in ELA and Math is based on student overall proficiency (scoring a 3+) on the Smarter assessment. During the 2017-2018 school year, our ELA scores produced positive outcomes due to our school wide focus to give all students access to grade level complex texts by enhancing our core reading curriculum, Lucy Calkins Reading Workshop Units of Study. The W.O.L.V.E.S Reading Program was created in partnership with the University of Delaware (UD) in which our lead trainer, Dr. Steve Amendum, provided monthly professional learning. LAAA educators created the modules following a Before, During, and After (BDA) Framework. Educators received Sheltered Instruction Observation Protocol (SIOP) training, and professional development in Thinking Maps, Bilitery Instructional Strategies, and Language Development, in order to design and create the modules. Additional coaching was provided by Dr. Amendum and walkthroughs/feedback sessions by LAAA Instructional Coaches. This all positively contributed to the effective design and implementation of the W.O.L.V.E.S Reading Program, during the 2017-18 school year. When looking at our reading claim proficiency, there was an upward trend, 10% proficiency (2017) to 58% proficiency (2018).</p> <p>In math we did not have a consistent, school-wide curriculum in the 2017-2018 school year. Teachers were required to teach the Common Core State Standards using a variety of available resources. According to EdReports, the curriculum that several teachers did have access to (Math in Focus) did not have a strong alignment to the Common Core State Standards in Mathematics. Last year, teachers taught math with a focus on procedural understanding rather than conceptual understanding and their conceptual content knowledge was sporadic. While our scores are comparable to the state average, they did not show a significant increase in any grade level. Specifically, we noted a dip in 5th grade scores which was also comparable to statewide averages.</p>
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b) Looking ahead, what are your expected outcomes for Academic Progress for all students and what steps will you take to achieve them?

<b>School Comments 2017-2018</b>	Across content areas, we will continue to focus on the proficiency within each claim so that it positively impacts overall proficiency. In ELA, we will continue our focus on Reading claim while incorporating a focus on the Listening claim. In
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Math, we will focus on conceptual understanding which will support the Procedures and Concepts claim. We will leverage our focus by eliciting student thinking and planning for conceptual learning goals. We will leverage Number Talks and Number Strings as a way to both elicit student thinking as well as to plan for conceptual learning goals. It is expected that we will see gains in these areas for several reasons:

1. Interims will continue to be administered and built into the scope and sequence in both content areas (ELA and Math), and used as instructional tools.
2. School-wide professional development will be provided by various contracted services, Dual Language Department of New Mexico, University of Delaware, and Delaware Math Coalition.
3. Test Readiness tools and resources from the Smarter Digital Library will be incorporated into small group instruction. An Instructional Technology Coach was hired and will support teacher implementation of the available Smarter tools.
4. Implementation of i-Ready diagnostic tool and personalized online instruction.
5. Number Strings will be implemented in grades K - 8 where there will be a focus on eliciting and building upon student thinking while targeting specific conceptual learning goals.
6. In addition to our current Elementary and Middle School Literacy coaches, a math supervisor was hired and will support our teachers with coaching as well as leading the math professional development for our school.
7. A new math curriculum was adopted: EngageNY. According to EdReports this curriculum is highly aligned to the Common Core State Standards in Mathematics.

c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Progress outcomes for all students.

**School Comments  
2017-2018**

Teachers will receive an i-Ready Teacher Data Report on a weekly basis that began this school year and will continue going forward. The student report includes students' individual progress and usage in i-Ready. Providing these reports allows data to continuously be monitored. We will continue to provide professional development in these resources that support growth and proficiency.

Revisions to our master schedule have allowed for extended Enrichment periods for all students in grades K-8 to allow for intervention in both subject areas (ELA and Math). Intervention schedules are made on a rotating basis every 6 weeks to allow for ample time and any additional supports that students require in order to ensure growth. During this targeted instructional time, students work on individualized learning paths that will close gaps and move students closer to achieving proficiency.

During the Enrichment block, teachers have begun to meet with students on an individualized basis to support them in setting personal academic goals that directly correlate to their data reports. Teachers encourage students to do their own progress monitoring and provide data trackers in which students document scores achieved on lessons built into their individualized learning path, time spent on lessons, and number of lessons successfully completed. By setting goals and measuring progress, students take ownership of their learning and accountability

**2.4 School Quality/ Student Success**

Metric	Value	Points	Points Earned
Chronic Absenteeism	97.91%	50.00	49.00
Proficiency - Science(grades 5 and 8)	n/a	n/a	n/a
Proficiency - Social Studies(grades 4 and 7)	n/a	n/a	n/a

**DOE Summary:**

In SY17/18, 97.91% of Las Americas ASPIRA Academy students demonstrated on-track attendance, which was 11.46% higher than the State average (86.45%). The State assessments for social studies and science were not administered in SY 17/18.

a) Based on the school's School Quality/ Student Success ratings over the course of the school year,

discuss the school's current performance and provide explanations/root causes (positive and negative) for the results.

<b>School Comments 2017-2018</b>	To support student success, we continue to monitor attendance and punctuality of our students. Families are notified if/when there are any concerns with their child's attendance or punctuality. These notifications are initially made via letter but may require a meeting with a school administrator if concerns are not addressed appropriately.
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b) Looking ahead, what are your expected outcomes for School Quality/ Student Success and what steps will you take to achieve them?

<b>School Comments 2017-2018</b>	We expect to continue to meet/exceed these metrics by monitoring the data and making adjustments as needed.
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c) Describe how you will measure progress to determine whether you are on track to meet your expected School Quality/ Student Success outcomes.

<b>School Comments 2017-2018</b>	In regards to attendance, we will continue to monitor our school's daily attendance to ensure every student is accounted for and concerns are addressed as quickly as possible. In regards to the Science and Social Studies proficiency rates, we will analyze the student data once available and address any deficiencies.
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**2.5 Progress toward English language proficiency (ELP) \* new**

Beginning in the 2017-2018 school year, every school was measured on student “Progress toward English language proficiency (ELP)” This metric is an index calculation that measures the percentage of all current ELs who make annual progress toward ELP as measured by the statewide ELP assessment. ELP is defined as scoring a PL of 5.0 on the statewide ELP assessment. Attainment has been defined in Delaware as a PL of 5.0 and a level in which a student is considered to have met a proficiency level comparable to their native English speaking peers. [Therefore, a PL of 5.0 is considered a student’s Attainment Target \(AT\).](#)

Metric	Value	Points	Points Earned
Progress Toward English Language Proficiency	74.17%	50.00	37.00

**DOE Summary:**

In SY17/18, 74.17% of Las Americas ASPIRA Academy English learners demonstrated English language proficiency, which was 3.75% higher than the State average (70.42%).

a) Based on your Progress toward English language proficiency (ELP) ratings over the course of the school year, discuss the school’s current performance and provide explanations/root causes for the results. Please include local assessment data if applicable.

<b>School Comments 2017-2018</b>	<p>During the 2018 - 2019 School Year, we received the Opportunity Grant in which funds were used to increase ELL performance in the SBAC Reading Claim and WIDA/ACCESS Reading Domain. Our goal is to provide professional development and target supports/interventions in each claim/domain to increase student overall English Language Proficiency. Grant implementation showed overall positive results. ELL SBAC Reading Claim Proficiency increased from 10% proficient in spring 2017 to 58% proficient in spring 2018. ELL WIDA/ACCESS Reading Domain proficiency (score 5+) increased from 16% proficient in spring 2017 to 46% proficient in spring 2018.</p> <p>In addition to supporting student achievement, we used grant funding to provided targeted professional development on language acquisition scaffolds. End of year educator confidence surveys indicated a significant increased from 30% of educators feeling confident in teaching language acquisition scaffolds during fall 2017 to 90% of educators feeling confident during spring 2018.</p> <p>Our implementation of a Dual Language Immersion Program, also supports English Language Proficiency which incorporates best practices in language acquisition research and is designed to support L1 and L2 acquisition as students become academically biliterate. Our Biliteracy Framework stresses the</p>
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	<p>importance of teaching for transfer between the L1 and L2. English as a Second Language (ESL) strategies as well as Spanish as a Second Language Strategies (SSL) are utilized in the classroom. Lessons are not translated when switching from one language to the other; rather, students learn language through parallel content. The classroom environments are language-rich, always supporting the language development of students by using realia, manipulatives, graphs, models, visual aids, and technology. Our focus on developing academic biliteracy will enable ALL of our students to develop the skills necessary to speak, listen, read, and write in English and Spanish.</p> <p>Last school year, we also accepted 10 Newcomers from Puerto Rico with limited English Language Proficiency after the natural disaster occurred. We submitted an Amendment to Title 3 Funding in order to purchase materials to improve their proficiency. Imagine Learning Language and Literacy builds core reading and academic language skills using a research-based curriculum. The online curriculum provides adaptive instruction and personalized learning paths. The program specifically front loads the information in the students native language (Spanish) and then begins teaching them new concepts. Students practice their learning paths at school and at home. Built in assessments and reporting features provides immediate feedback for students and allows educators to use the data to adjust the instruction as necessary.</p>
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b) Looking ahead, what are your expected outcomes for Progress toward English language proficiency (ELP) and what steps will you take to achieve them?

<p><b>School Comments 2017-2018</b></p>	<p>We applied and were rewarded the FY19 Opportunity Grant, which was written to continue supports in the SBAC Reading Claim and WIDA/ACCESS Reading Domain as well as specific supports targeting the SBAC Speaking and Listening Claim and WIDA/ACCESS Speaking Domain. With the growing population of English Language Learners (ELL), we used almost half of the funding to hire a second ELL teacher and the school has committed to sustaining this position in the coming years if the grant is no longer available. This investment in human capital is critical in creating and carrying out the plan set this school year with the goal of increasing student proficiency in each claim/domain ultimately having a positive impact on overall performance.</p> <ol style="list-style-type: none"> <li>1. Increase the 35% of grades 3-8 students meeting a 3 or 4 on the SBAC Speaking and Listening Claim by 15%, through the use of personalized adaptive software and instructional/curricular enhancements in daily instruction.</li> <li>2. Increase the 3% of students meeting a 5.0 on the speaking domain of the WIDA/ACCESS assessment by 15%, by improving the oracy development of all students especially ELLs through implementing the W.O.L.V.E.S Reading Program modules that include evidence-based language acquisition principles and practices.</li> </ol> <p>In addition to the FY18 and FY19 Opportunity Grants, we also wrote and were</p>
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	<p>awarded the 2018 - 2019 Reimagining Professional Learning Grant to support our ELL population. All three of these grants provide supports for not only our students but also our teachers. Professional Development partnerships were formed with the University of Delaware and the Dual Language Department of New Mexico (DLeNM). These partnerships provide ongoing Dual Language Oracy Strategy Instruction called Literacy Squared and ELL coaching embedded into classroom instruction. Below is the expected goals and outcomes.</p> <ol style="list-style-type: none"> <li>1. Increase the 50% of educators meeting highly effective on the EEF IP5 scores by 30%. Increase the 8% of educators meeting highly effective on the EEF IP10 scores by 50% by enhancing educator’s professional development in Common Core Speaking and Listening Standards.</li> <li>2. Increase the W.O.L.V.E.S module lessons containing ELL enhancements by 70% by professional learning and resources on effective, evidence-based EL instructional strategies and language supports in both English and students’ native languages.</li> </ol>
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c) Describe how you will measure progress to determine whether you are on track to meet your expected Progress toward English language proficiency (ELP) outcomes.

<p><b>School Comments 2017-2018</b></p>	<p>During the W.O.L.V.E.S reading portion of the day, formative assessments will be used to improve student achievement in ELA and track EL language development in reading, writing, listening, and speaking. Teacher observations of student language usage, feedback on student progress toward instructional goals for English, and student self assessments will be used throughout instruction. Teaching and learning activities will be embedded in instruction and linked to CCSS and WIDA ELP standards. Progress toward English language proficiency (ELP) outcomes will be monitored using WIDA rubrics and tracked using I-Tracker Pro. Oral language, literacy, productive language, and receptive language are all addressed in the WIDA Rubrics within I-Tracker Pro.</p>
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### III. ORGANIZATIONAL PERFORMANCE

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

#### 3.1 Mission Specific Goal(s)

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

Essential Question indicator 1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable				
Staff				
Measure	Definition of Rating	Data Source	Data Collection Process	Measure
<p>The mission of Las Américas ASPIRA Academy (LAAA) is to provide a world-class education that prepares students through a dual language (English/Spanish) project-based learning curriculum, to become healthy productive community members and leaders, with an <i>expectation</i> that every child, regardless of race, gender, ethnicity, or socio-economic level, is college bound.</p> <p>We are accomplishing this mission through the full implementation of a dual language immersion, project-based learning curriculum. Our guiding principles – Accountability * Social and Emotional Intelligence * Positive Mindset * Inquiry * Resilience * Appreciation (ASPIRA) – represent the foundation of our character education program. These traits are an integral part of our school-wide implementation of the Responsive Classroom Approach which embraces a fostering of community, based upon teaching socially-responsible behaviors.</p>	Meets Standard: LAAA’s curriculum supports their school mission with respect to dual language acquisition and character development.	LAAA curriculum documents	PDF Upload and entry into system by DOE.	1a1
	Approaching Standard: LAAA’s curriculum supports their school mission with respect to dual language acquisition and/or character development.			
	Far Below Standard: LAAA’s curriculum does not support their school mission with respect to dual language acquisition and/or character development.			

**DOE Summary:**

Las Americas ASPIRA Academy has two mission specific goals in dual language proficiency and in social and emotional intelligence. The school was rated “Meets” on both of its mission specific goals.

**a) Mission Specific Goal(s).**

<b>School Comments 2017-2018</b>	LAAA continues to be faithful to our mission by delivering a curriculum centered on dual language acquisition and character development. In grades K-5, students receive instruction in English 50% of the school year and in Spanish the other 50% based on an A/B daily rotation. In 6th-8th grades, our students receive dual language instruction as part of our Middle School Immersion Continuation Model with 25% of instruction in Spanish and 75% in English. In addition to our dual language program, we have incorporated character education in our curriculum, as well as our School Culture & Climate.
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**Note:** This data element was added in the SY 16/17. The school was not required to provide a response to this information.

### 3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Organizational Performance Framework](#).

#### HISTORICAL DATA (SY 14/15- SY 15/16)

Year	Education Program		Financial Management	Governance and Reporting			Students and Employees				School Environment		Additional Obligations	OVERALL RATING
	1a	1b	2*	3a	3b	3c	4a	4b	4c	4d	5a	5b	6	
	Charter Terms	Students with Disabilities	Financial Management and Oversight	Governance	Management Accountability	Reporting Requirements	Protecting Student Rights	Attendance Goal	Staff Credentialing	Employee Rights	Facility and Transportation Requirements	Health and Safety Requirements	Additional Obligations	
2014-2015	M	M	*	M	M	M	M	M	M	N/R	M	M	M	Meets Standard
2015-2016	M	M	*	M	M	M	M	M	M	N/R	M	M	M	Meets Standard

\* Data for this measure is now included in the Financial Performance Framework

#### SUMMARY AND OVERALL RATING

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING	
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff			
	1a	1b	1c	1d	2a	2b	2c	3a	3b			4a
2016-2017	M	M	M	M	M	M	M	M	M	M	M	Meets Standard
2017-2018	M	M	M	M	M	M	M	M	M	M	M	Meets Standard

**DOE Summary:**

Las Americas ASPIRA Academy has met all standards measured by the Organizational Performance Framework annually for the last four years. The school has maintained an overall rating of “Meets Standard” on the Organizational Performance Framework.

**a) School's organizational performance over the current charter term**

<b>School Comments 2017-2018</b>	Our overall rating is Meets Standard, which is attributed to the strength of our leadership team and the quality of their oversight responsibilities.
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**b) Changes to organizational practices that the school has implemented to improve the school's organizational outcomes**

<b>School Comments 2017-2018</b>	n/a
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**c) Indicator measure where school did not meet standard or is approaching standard**

<b>School Comments 2016-2017</b>	School comments for SY 15/16 can be found at: <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a>
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<b>School Comments 2015-2016</b>	School comments for SY 14/15 can be found at: <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a>
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## Performance Agreement

### Organizational Performance Expectations

Las Americas ASPIRA Academy overall organizational rating is Meets Standard for the 2013-2014 school year. By 2020, our expectation is to achieve the overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

#### DOE Summary:

Las Americas ASPIRA Academy has met all standards measured by the Organizational Performance Framework annually for the last four years.

#### School Comments 2017-2018

Las Américas ASPIRA Academy's overall organizational rating is Meets Standard for the 2017-2018 school year, which is attributed to the strength of our administrators and team overall. Each person understands their role and responsibilities. In addition, they understand the importance of meeting required due dates and remaining compliant with regulations.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

### 3.3 Board Financial and Governance Members and Training

a) In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.

#### Board Financial and Governance Training

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Governance Training Date
Alex	Fajardo	6/14/2017		Member	8/20/2015	
Younes	Haboussi	6/14/2017		Secretary	7/25/2017	
Margie	Lopez Waite			Ex-officio	7/1/2012	
Greg	Panchisin			Ex-officio	7/1/2012	
Donald	Patton	6/14/2017		Co-Chair	11/30/2015	
Lourdes	Puig	6/14/2017		Chair	2/12/2015	
Luis	Santiago	9/16/2017		Treasurer	3/30/2017	
Fred	West	7/17/2017		Member	7/1/2011	
Tiffany	Burton	6/28/2018		Teacher Representative	7/25/2018	
Crystal	Mayfield	10/26/2017		Parent Representative	1/22/2018	
Serah	Pesce	10/26/2017		Member	1/12/2018	

#### DOE Summary:

Las Américas ASPIRA Academy's Board of Directors is currently in compliance with Board Membership and Financial and Governance Training requirements.

#### School Comments 2017-2018

See attached certificates

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

b) Pursuant to [14 Del. Admin. Code 736](#) 6.1 Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within the allotted timeframe of his/her appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

### Citizen Budget Oversight Committee Membership & Trainings

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Jessie	Forbes	9/18/2017		Teacher Representative	10/19/2017
Min	Guan	8/21/2017		Member	10/18/2017
Lucy	Li	8/21/2017		Member	10/13/2017
Margie	Lopez Waite	8/21/2017		Member	7/1/2012
Greg	Panchisin	8/21/2017		Member	7/1/2012
Richard	Riggs			DOE Representative	11/30/2015
Luis	Santiago	8/21/2017		Board Member	3/30/2017

#### DOE Summary:

Las Américas ASPIRA Academy's Citizen Budget Oversight Committee is in compliance with membership and financial training requirements.

#### School Comments 2017-2018

School did not provide a response

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

### 3.4 Teacher Retention

2016-2017			2017-2018		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
75.6	43	49	87	46	53

**DOE Summary:**

From SY16/17 to SY17/18, Las Americas ASPIRA Academy’s teacher retention rate increased from 75.6% to 87%.

**a) School’s plans to monitor and minimize teacher attrition rates**

<b>School Comments 2017-2018</b>	<p>LAAA monitors teacher attrition on a continuing basis, and conducts exit interviews when possible to assess reasons for attrition and identify potential areas for improvement. We have developed a more robust approach to teacher recruitment and candidate evaluation with the expectation that this process will result in identifying teachers who will be successful at our school. We understand that an ability to offer compensation comparable to that of other area schools is important, and continue to work towards that goal. Our Early Childhood Development Center offers care for the infant through Pre-K children of staff members, which has been very attractive to teacher candidates.</p> <p>Reasons for 2017-2018 attrition: Relocation out-of-state (3); Personal (2); Family care issues (1); Secondary level desired (1)</p>
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**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

**b) School’s professional development plans support teachers and leadership.**

<b>School Comments 2017-2018</b>	<p>Las Américas ASPIRA Academy’s Alternate Educator Evaluation System, Educator Effectiveness Framework (EEF) received approval for teachers and specialists through the 2020-2021 school year. Overall, the DDOE considers the LEA application submitted by this charter school to be compelling. Our approach, grounded in a commitment to providing personalized professional learning for our educators, a robust coaching element within the EEF, as well as meaningful coaching and evaluation feedback, supports educator evaluation and professional learning aligned to the EEF. Evidence from on-site visits in 2017-18 and 2018-19 result in a compelling case for exemplary implementation of an evaluation system designed to promote educators’ professional growth.</p>
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The timeline for the coaching cycle begins with goal-setting for the upcoming year as a part of the Spring Benchmark Post-Observation Conference. The annual professional learning cycle consists of two cycles in which educators will work on specified learning goals identified in order to improve their practice. The first 8-week cycle focuses on professional learning related to the school-wide Student Outcomes Goal created by school leadership. The second cycle focused on personalized professional learning goal(s) for educators aligned to improving professional practice and, therefore, demonstrating growth from Fall to Spring on the EEF. Understanding that educators' needs and learning pace are very individualized, educators will work with their coaches to determine the amount of time necessary to achieve their goals. Educators who demonstrate achievement of their goal in one coaching cycle will have the opportunity to pursue an additional one. Those who need more time to develop their competency may choose to continue their learning in subsequent coaching cycles. Coaches and supervisors will monitor educators' progress with mid-point checks and end-of-coaching cycle ratings aligned to the EEF indicators. Coaching support provided by Supervisors, Instructional Coaches and CIP Mentors will include a blend of online learning (Frontline, GoogleDrive and Schoology) as well as F2F conferencing.

The DDOE considers several features in the evaluation system to be exemplary in implementation and/or worth observing and collecting additional information:

- ☐ There is a connection to the broader human capital continuum, linking the LEA evaluation system to innovations in teacher hiring/selection, professional development, and differential retention.
- ☐ The evaluation system's alignment to Las Americas ASPIRA Academy's overall strategic plan is intentional and clearly identified.
- ☐ There is flexibility in use of the system's framework allows educators to focus on only a limited number of the most important performance expectations at an individual level.
- ☐ The creation of specific look-fors and artifacts aligned to each performance framework indicator for different educator groups is a promising practice that could deepen an educator's understanding of the rubric and assist the evaluator in both rating and providing feedback.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>



## IV. FINANCIAL PERFORMANCE

### 4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Financial Performance Framework](#).

Financial Performance Framework Ratings	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	
2015-2016	M	M	M	M	M	M	M	M	M	Meets Standard
2016-2017	M	M	M	M	F	AS	M	AS	M	Meets Standard
2017-2018	M	M	M	M	F	AS	AS	M	M	Meets Standard

#### DOE Summary:

Las Américas ASPIRA Academy has maintained an overall rating of “Meets Standard” for the past three years. In SY 16/17, the following measures did not meet standard: 2a. Total Margin (“Falls Far Below Standard”); 2b. Debt Asset Ratio (“Approaching Standard”); and 2d. Debt Service Coverage Ratio (“Approaching Standard”).

From SY 16/17 to SY 17/18, the school’s ratings for measures 2a. Total Margin remained at “Falls Far Below Standard;” measure 2b. Debt Asset Ratio remained at “Approaching Standard;” and measure 2c. Cash Flow regressed from “Meets Standard” to “Approaching Standard.” However, measure 2d. Debt Service Coverage Ratio improved from “Approaching Standard” to “Meets Standard.”

#### a) School's financial performance over the current charter term

<b>School Comments 2017-2018</b>	Our overall rating is Meets Standard, which is attributed to the strength of our Chief Operating Officer and his team.
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#### b) Financial practices that the school has implemented to improve the school's financial outcomes

<b>School Comments 2017-2018</b>	The school’s overall rating is a “Meets Standard.” Our sustainability indicators were impacted by the increased debt service for our \$21MM Bond Financing and capital outlay for completion of the school’s \$12MM renovation project that was managed at a 3% change order rate for the entire 18-month project. Additionally, we achieved our 105% enrollment target, thus maximizing funding. We finished the FY18 year with a \$2.19MM cash surplus, which was approximately \$400K less than the cash balance at the end of the FY17 year; however, LAAA used \$1.15MM out of its operating budget to support capital expenditures for the school expansion/construction project. Overall, we had another phenomenal year, as we now have a 125,000 sq. ft. facility to support a learning environment with 900 students. LAAA will continue to use its budgeting model that has enabled us much success in growing the facility, the overall learning environment and most importantly, student enrollment. Last, we will strive to maintain high student and staff retention rates, as well as our high level of financial success through continued ethical leadership, accountability and oversight, thus ensuring LAAA’s stakeholders have a successful school.
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**c) Indicator measure where school did not meet standard or is approaching standard**

School Comments 2017-2018			
<p><b>2. SUSTAINABILITY INDICATORS</b></p> <p><b>Measure 2a. Total Margin:</b></p> <p style="text-align: center;"><i>Net Income divided by Total Revenue</i></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr style="background-color: black; color: white;"> <th style="padding: 2px;">2017-2018</th> </tr> <tr style="background-color: #C00000; color: white;"> <td style="padding: 2px;">1 YR: -4.36%</td> </tr> <tr style="background-color: #C00000; color: white;"> <td style="padding: 2px;">3 YR: -4.09%</td> </tr> </table> <p>Total margin measures the deficit or surplus a school yields out of its total revenues ; in other words, whether or not the school is living within its available resources. The preferred result is a positive margin for the past year and the past 3 years.</p> <p><b>School Response To Rating:</b></p> <hr style="border: 1px solid #4F81BD;"/> <p>LAAA secured \$21MM bond financing in July 2016 to refinance its existing mortgage and support an \$11.5MM construction and renovation of the school building, which allowed us to grow to a 125,000 sq. ft. school to accommodate 900 students. LAAA also used \$1.15MM of its operating funds to cover the remaining construction, equipment and furniture costs in FY18. GASB 65 accounting standards requires LAAA to recognize \$1.04MM of interest on its long-term debt. By backing out the overall \$2.19 MM from our expenses, the total margin increases to 9.16% and the three-year aggregate increases to 8.83%, thus a</p>	2017-2018	1 YR: -4.36%	3 YR: -4.09%
2017-2018			
1 YR: -4.36%			
3 YR: -4.09%			

rating of "Meets Standard."

**Measure 2b. Debt to Asset Ratio:**

*Total Liabilities divided by Total Assets*

2017-2018
0.96

The debt to asset ratio compares the school's liabilities to its assets, or what a school owes against what it owns. The preferred result is less than 0.90.

**School Response To Rating:**

Total Liabilities = \$23,706,150 and Total Assets = \$24,667,449. As of FY18, LAAA was in its first full year of long-term debt service (\$22MM in bonds payable as of June 30, 2018), which was a result of its bond financing in July 2016. The preferred result for this metric is <.90, and LAAA is at .96; however, we will continue to pay down the debt which has a maximum annual debt service (MADS) of \$1.3MM.

**Measure 2c. Cash Flow**

2017-2018
1 YR: \$-83247
3 YR: \$475108

Cash flow indicates the trend in the school's cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school's financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

**School Response To Rating:**

LAAA used \$1.15MM of its operating funds to cover the remaining construction, equipment and furniture costs in FY18. We ended the year with just a deficit spend of \$83K, which shows our success in securing additional funding through local grants and donations. We successfully completed a wonderful school expansion, which will allow us to accommodate the education of 900 students in a beautiful and welcoming facility, which was formally a warehouse. Our ability to operate in the black for the previous six years enabled our continued school facility and enrollment expansion that shows LAAA's ability to manage its resources and finances.

**School Comments  
2016-2017**

School comments for SY 15/16 can be found at:  
<https://www.doe.k12.de.us/Page/2654>

**School Comments**  
**2015-2016**

School comments for SY 14/15 can be found at:  
<https://www.doe.k12.de.us/Page/2654>

## Performance Agreement

### Financial Performance Expectations

Las Americas ASPIRA Academy overall financial rating is Meets Standard for the 2013-2014 school year. By 2020, our expectation is to achieve the overall rating of "Meets" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

#### DOE Summary:

In SY17/18, Las Americas ASPIRA Academy earned an overall rating of "Meets Expectations."

#### School Comments 2017-2018

The school's overall rating is a "Meets Standard." Our sustainability indicators were impacted by the increased debt service for our \$21MM Bond Financing and capital outlay for completion of the school's \$12MM renovation project that was managed at a 3% change order rate for the entire 18-month project. Additionally, we achieved our 105% enrollment target, thus maximizing funding. We finished the FY18 year with a \$2.19MM cash surplus, which was approximately \$400K less than the cash balance at the end of the FY17 year; however, LAAA used \$1.15MM out of its operating budget to support capital expenditures for the school expansion/construction project. Overall, we had another phenomenal year, as we now have a 125,000 sq. ft. facility to support a learning environment with 900 students. LAAA will continue to use its budgeting model that has enabled us much success in growing the facility, the overall learning environment and most importantly, student enrollment. Last, we will strive to maintain high student and staff retention rates, as well as our high level of financial success through continued ethical leadership, accountability and oversight, thus ensuring LAAA's stakeholders have a successful school.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

**How the school developed and implemented a corrective action plan in response to audit findings (if applicable)**

**DOE Summary:**  
The FY18 independent audit did not have any audit findings.

<b>School Comments 2017-2018</b>	N/A (no findings, we had a clean audit)
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<b>School Comments 2016-2017</b>	N/A (no findings, we had a clean audit)
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<b>School Comments 2015-2016</b>	
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## V. INNOVATION

### School's innovative practice(s) that could be replicated at other schools in Delaware

<b>School Comments 2017-2018</b>	<ul style="list-style-type: none"><li>☑ Dual Language: The K-5 Dual Language Immersion Program focuses on building academic biliteracy and fostering the transfer of concepts/skills across two languages (Spanish/English) in all core content areas. The Middle School Dual Language Immersion Continuation Model provides daily Spanish Language Arts instruction and Immersion Social Studies content taught in Spanish.</li><li>☑ Project-Based Learning (K-8): A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge.</li><li>☑ Mastery Learning and Assessment (K-5): Focus on implementation of Common Core, NGSS and DE Content Standards in a competency-based learning model. Implementation of MasteryConnect to provide real-time information to teachers and parents regarding students' mastery of concepts and skills.</li><li>☑ Social Curriculum: A school-wide implementation of the Responsive Classroom Approach, which embraces a fostering of community, based upon teaching socially-responsible behaviors.</li><li>☑ Blended Learning Initiative: 1:1 iPads in grades K-2; 1:1 Chromebooks in Grades 3-5 and Middle School; Implementation of Schoology, Google Apps for Education, Discovery Education Streaming (K-8) and Science Techbook (K-5); and Science Bits (6-8).</li><li>☑ Personalized Learning Pilot (3rd-4th Grade): Personalized learning puts students at the center of the learning environment, and leverages the power of technology and real world experiences to empower students, teachers, and families to all work together towards students' individualized learning goals.</li><li>☑ Character Education: ASPIRA's Character Education provides students the social and emotional foundation and skills necessary to work in a rich and diverse learning environment. It focuses on teaching Accountability, Social and Emotional Intelligence, Positive Mindset, Inquiry, Resilience, and Appreciation mostly through two components already embedded in our instructional practices: Morning Meetings and Community Circles. By having a character growth focus, we launch our students into a successful future. We teach one character trait per month of the year. We do this by incorporating conversations, quotes, readings, discussions, games, and other similar practices to one of our Morning Meeting components: Greeting, Sharing, Activity, or Morning Message. Growth Mindset is a key trait taught throughout the school year. Students at ASPIRA track their progress towards demonstrating these 7 traits throughout the school year. We use Character Growth Cards to provide opportunities for student self-reflection toward demonstrating these traits. Our Character Growth Cards are provided to students every trimester. Via a mini-conference with their homeroom teachers, students discuss their progress and next steps (strategies). At the end of each trimester, celebrations of learning occur to reinforce our students' social and emotional practices and growth. Since the inception of our Character Growth Cards, we have had 100% completion rate in Middle School. At ASPIRA, our social and emotional growth is as important as our academic growth.</li><li>☑ Grade-Level Proficiency: LAAA prides itself on offering a balanced curriculum</li></ul>
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month of the year. We do this by incorporating conversations, quotes, readings, discussions, games, and other similar practices to one of our Morning Meeting components: Greeting, Sharing, Activity, or Morning Message. Growth Mindset is a key trait taught throughout the school year. Students at ASPIRA track their progress towards demonstrating these 7 traits throughout the school year. We use Character Growth Cards to provide opportunities for student self-reflection toward demonstrating these traits. Our Character Growth Cards are provided to students every trimester. Via a mini-conference with their homeroom teachers, students discuss their progress and next steps (strategies). At the end of each trimester, celebrations of learning occur to reinforce our students' social and emotional practices and growth. Since the inception of our Character Growth Cards, we have had 100% completion rate in Middle School. At ASPIRA, our social and emotional growth is as important as our academic growth.

▣ Grade-Level Proficiency: LAAA prides itself on offering a balanced curriculum with two main components - a mini lesson tied to grade-level Common Core State Standards and differentiated instruction to meet the needs of students at both their independent and instructional levels. These concepts are accounted for in our daily lesson plans following the scope and sequence document. During the 2016 - 2017 school year, LAAA took an additional approach to meeting grade-level proficiency by providing staff and students with rich data analysis by Smarter assessment claim, research, and corresponding professional development. While SBAC Interims are used on a monthly basis to practice for the summative Smarter assessment, "Test Readiness" instruction has been incorporated into the units of study (1-2 months prior to the summative Smarter assessment). Data was analyzed comparing 2015-2016 (no test readiness units of study) to 2016- 2017 implementing test readiness units of study. Results indicated an increase in writing claim proficiency at each grade level: 4th Grade 10%, 5th Grade 13%, 6th Grade 15%, and 7th Grade 3%. The research and professional development around performance tasks and brief writes positively contributing to these increased outcomes could be shared and replicated at other schools in Delaware.

**School Comments  
2015-2016**

School comments for SY 14/15 can be found at:  
<https://www.doe.k12.de.us/Page/2654>

## References:

<sup>1</sup>A full copy of 14 *Del. C.* Chapter 5 can be found at: <http://delcode.delaware.gov/title14/c005/>

<sup>2</sup>Based on September 30<sup>th</sup> Unit Count

<sup>3</sup> Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by “-” in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.
2. Only report percentages for grade level reporting within a school and district.
3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).
4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

<sup>4</sup> US DOE Flexibility Letter can be found at

[http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/domain/232/esea/DEESEA\\_Flex\\_Renewal\\_Letter\\_7-9-15.pdf](http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/domain/232/esea/DEESEA_Flex_Renewal_Letter_7-9-15.pdf).

<sup>5</sup>Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.

## **Renewal Application 2019-20**

**DELAWARE CHARTER SCHOOL  
RENEWAL APPLICATION  
September 30, 2019**



**LAS AMÉRICAS ASPIRA ACADEMY**

**326 Ruthar Drive  
Newark, DE 19711  
Phone: (302) 292-1463  
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## **I. INTRODUCTION AND RENEWAL APPLICATION GUIDANCE**

In accordance with 14 *Del. C.* § 514A(c), no later than April 30, the Department will issue a charter school renewal report and charter renewal application guidance to any charter school whose charter will expire the following year. The renewal report will summarize the charter school's performance record to date in accordance with the school's Performance Agreement, and as measured by the Performance Framework, and will provide notice of any weaknesses or concerns perceived by the Department concerning the charter school that may jeopardize its position in seeking renewal if not timely rectified. The charter school will have 10 working days to respond to the renewal report and submit any corrections or clarifications.

As stated in 14 *Del. C.* Ch. 5 § 514A(g), in making charter renewal decisions every approving authority shall:

1. Ground its decisions in evidence of the school's performance over the term of the charter contract in accordance with the performance agreement set forth in the charter contract;
2. Ensure that data used in making renewal decisions are available to the school and the public; and
3. Provide a public report summarizing the evidence basis for each decision.

In addition to the renewal guidance provided in 14 *Del. C.* § 514A(g), the following renewal guidance is stated in 14 DE Admin. Code 275.10:

- 10.1 Charters are granted for an initial period of 4 years of operation and are renewable every 5 years thereafter.
- 10.2 Renewals are only available to the current Charter Holder and may not be used to transfer a charter to a different legal entity.
- 10.3 Charters shall be renewed only if the school receives a satisfactory performance review. Performance reviews shall be conducted by the Department using the Performance Framework approved by the Department with the assent of the State Board.
- 10.4 The Department shall conduct annual performance reviews based on the Performance Framework. The Department shall provide the results of the Performance Review to the school.

The renewal application has been aligned with the measures and targets within the Performance Framework. The decision to renew a charter will be based on a comprehensive review, guided, in part, by the following three questions:

1. Is the academic program meeting or exceeding academic standards?
2. Is the school financially viable?
3. Is the school organizationally sound?

Applications will allow the applicant to include an analysis of the school's performance review and provide additional evidence, beyond the data contained in the Renewal

Report, supporting its case for charter renewal. The renewal application also gives a school the opportunity to examine its progress towards meeting its mission, goals and objectives, assess its strengths and needs, and plan its course for the future. The charter school may also describe improvements undertaken or planned for the school and detail the plans for the next charter term.

As defined in 14 DE Admin. C. 275, the Performance Framework is used by the Department to assess compliance with the Performance Agreement in the areas of academic performance, economic viability, organizational responsibilities and accountability of the Charter School. The completed framework will be provided to the Charter School Accountability Committee (“Accountability Committee”), Secretary of Education and State Board of Education to inform their decision making. Guidance Documents for the Delaware School Success Framework (DSSF), Organizational Performance Framework and Financial Performance may be found [here](#).

Pursuant to 14 *Del. C.* § 514A(b), where a charter school has demonstrated an outstanding record of performance, an approving authority may grant it a renewal term of 10 years. An “outstanding record of performance” is defined by the Department as a school that is entering at least its 4th renewal term and has earned overall ratings of meets or exceeds every year in all of the academic, financial, and organization performance frameworks. Note that any charter school receiving such an extended renewal term shall, at the midpoint of the 10-year charter, be subject to an annual performance and program evaluation that includes academic, financial and operations data that looks back to all of the years of the charter up to that point. If, upon this evaluation, the approving authority determines that the charter school's level of performance is deficient by renewal standards, the approving authority may initiate the formal renewal and nonrenewal process.

## II. RENEWAL PROCESS

**Application Submission:** A completed application must be received by the Department of Education’s Charter School Office on or before **September 30** in order for the application to be considered. Applications must be submitted electronically. Please refer to the Renewal Application Submission Guidelines and Checklist for further guidance. Incomplete applications, or applications received after the deadline, will not be considered.

**Application Review:** All applications must be complete in order to be evaluated. The application for renewal will be reviewed and evaluated by the approving authority as outlined in 14 *Del. C.* Ch. 5 and applicable provisions of 14 DE Admin. Code 275. The review process will include a meeting with the applicant and the Charter School Accountability Committee (CSAC) to discuss the components of the application and its alignment with the renewal criteria. The process will also include at least one published report by the Accountability Committee on its recommendation and a public hearing to assist in the decision.

**Renewal Determination:** The Secretary of Education will present the decision on charter renewal within sixty (60) working days of receipt of the renewal application.

Date	Item	Document Reference
April 30	Charter school renewal report and guidance document issued by Department of Education for those charters which will expire the following year; charter school renewal meetings held.	CHARTER 14 Del. C. 514(A)(c) Renewals and non-renewals
June	Renewal application published for charter schools renewing their charter.	CHARTER Renewal Timeline (DOE website)
July	The Charter School Office shall provide technical assistance to renewing charter schools.	CHARTER 14 Del. C. 510 (c)
September	Charter school board shall submit to the Department of Education (approving authority) a renewal application and annual report due by September 30.	CHARTER 14 Del. C. 514 A (f) Renewals and Non-renewals
October	Initial public hearings held; Initial Charter School Accountability Committee (CSAC) Meeting held; CSAC Initial Reports Issued on renewing applications.	CHARTER Renewal Timeline (DOE website)
November – early	Responses to CSAC initial reports due.	CHARTER Renewal Timeline (DOE website)
November – mid	Final CSAC meeting held; CSAC Final Reports issued.	CHARTER Renewal Timeline (DOE website)
December early to mid	Public hearings held for renewals; comment period ends.	CHARTER Renewal Timeline (DOE website)
December – mid	The State Board of Education Meeting is held and a decision is made on applications.	CHARTER Renewal Timeline (DOE website)



### III. APPLICATION CONTENT AND FORMAT

The prescribed content and format for the renewal application are specified below.

**Format:** All pages must be typed with 1-inch page margins and 12-point font, single-spaced Calibri. Charts may use single spacing and a type size of 10-point font.

- If a particular question does not apply, respond “Not Applicable,” and briefly explain.
- All required attachments should be clearly labeled.
- The following includes a list of attachments by section that must accompany the application.

**Table of Contents:** The application contains a clearly-labeled Table of Contents naming all major sections and appendices (Overview, Academic Framework/Delaware School Success Framework, Organizational Framework, etc.).

**Appendices:** All supplementary documents should be identified appropriately and properly labeled as appendices at the end of the application. Please refer to the “Application Content Checklist” for further guidance.

## IV. APPLICATION CONTENT CHECKLIST

The completed Application should present the required information in the following order (Note: Items with a check mark will be provided by the Charter School Office):

- Cover Page labeled "Charter School Renewal Application" that lists the following information:
  - School name
  - Application submission date
  - School address, phone number, fax number and website
  - School's logo
- Table of Contents: The application shall contain a clearly-labeled Table of Contents naming all major sections and appendices with corresponding page numbers.

### I. Overview

- 1.1 Review the table with the school's basic information (Note: Charter School Office will provide)
- 1.2 Review the table with the school's enrollment and demographics
- 1.3 Review Approved Minor and Major Modifications table (Note: Charter School Office will provide)
- 1.4 Review the School Enrollment Trends table (Note: Charter School Office will provide)
  - Complete the last column "Current Waitlist 2019-2020 school year"
- 1.5 Review the School Reenrollment Trends table (Note: Charter School Office will provide)
  - Describe the school's plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

### II. Academic Performance

- 2.1 Review the Academic Framework and Delaware School Success Framework tables.
  - 2.1.a Discuss the school's academic performance results over the course of the charter term
  - 2.1.b Discuss the school's academic performance results based on its approved Performance Agreement
- 2.2 Review the Academic Achievement/Proficiency Data
  - 2.2.a Discuss the school's current performance based on Academic Achievement ratings
  - 2.2.b Discuss the school's expected outcomes and steps to achieve them
  - 2.2.c Describe how the school will measure progress and track expected outcomes

- ☑ 2.3 Review the Growth Data
  - ☑ 2.3.a Discuss the school's current performance based on Academic Growth ratings
  - ☑ 2.3.b Discuss the school's expected outcomes and steps to achieve them
  - ☑ 2.3.c Describe how the school will measure progress and track expected outcomes
- ☑ ~~2.4 Review the On Track to Graduation Data~~ N/A
  - ~~☑ 2.4.a Discuss the school's current performance based on On Track to Graduation ratings~~
  - ~~☑ 2.4.b Discuss the school's expected outcomes and steps to achieve them~~
  - ~~☑ 2.4.c Describe how the school will measure progress and track expected outcomes~~
- ☑ 2.5 Review the School Quality/Student Success Data
  - ☑ 2.5.a Discuss the school's current performance based on School Quality/Student Success data
  - ☑ 2.5.b Discuss the school's expected outcomes and steps to achieve them
  - ☑ 2.5.c Describe how the school will measure progress and track expected outcomes
- ☑ 2.6 Review the school's Progress toward English language proficiency (ELP)
  - ☑ 2.6 Discuss the school's current performance based on English language proficiency (ELP) data

### III. Organizational Framework

#### 3.1 Mission Specific Goal(s)

- ☑ Review mission statement for accuracy.
- ☑ 3.1.a Rate the school's performance according to the criteria established by the school for its mission specific goal(s).
- ☑ 3.1.b Provide as **Appendix 1** the results (data source) of the school's mission specific goal(s). (See Appendix 2 for this information)

#### 3.2 Organizational Performance

- ☑ Review Table 3.2
- ☑ 3.2.a Describe the school's organizational performance results over the course of the charter...
- ☑ 3.2.b Identify changes to organizational practices that the school has implemented to improve the school's organizational outcomes.
- ☑ 3.2.c Address any measure where school did not meet standard or is approaching standard.
- ☑ 3.2.d Discuss the school's organizational performance results based on its

approved Performance Agreement.

### 3.3 Educational Program

- 3.3.a Describe any proposed changes to the educational program or curricula
- 3.3.b **Appendix 2** Provide an electronic copy of curricula including scope and sequence documents, units, assessments and content covered per core content area (Mathematics, English Language Arts, Social Studies, Science and Visual /Performing Arts) for each grade level the school serves.

### 3.4 At-risk students, Students with Disabilities, and English Language Learners

- Review Table 3.4
- 3.4.a If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, or English Language Learners.
- 3.4.b Describe the process by which at-risk students are identified and evidence that...
- 3.4.c Describe the process by which English Language Learners are identified and evidence...
- 3.4.d Describe the process by which students with disabilities are identified and evidence...

### 3.5 Financial Management and Oversight, Governance and Reporting Requirements

- Review Table 3.5
- 3.5.a Provide information regarding how the Board of Trustees effectively evaluates the School Leader(s), including any policies or procedures related to such evaluation(s).
- 3.5.b Provide information regarding how the Board of Trustees effectively evaluates its own success.
- 3.5.c Identify the school's plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.
- 3.5.d Describe the school's process for succession planning including identification, development and retention of school leaders.
- 3.5.e Share how the Board supports the school. Speak to the Board's involvement in events, operations, and fundraising activities.
- 3.5.f **Appendix 3** Current Organizational Chart
- 3.5.g Complete the Board of Trustees governance training chart
- 3.5.h Complete the Citizen Budget Oversight Committee chart
- 3.5.i **Appendix 4** Board Governance training certificates
- 3.5.j **Appendix 5** Board member and school leader succession plans.
- 3.5.k **Appendix 6** Current board bylaws.

### 3.6 Students, Employees, and School Environment

- Review Table 3.6
- 3.6.a Provide information about any metric where the school did not meet

standards including how the school addressed this deficiency.

- 3.6.b Provide information about the best practices the school uses to meet standards in the above noted areas.
- 3.6.c Appendices
  - Appendix 7** Up-to-date Certificate of Occupancy
  - Appendix 8** Up-to-date Fire Inspection Certificate
  - Appendix 9** Up-to-date Insurance Certificate(s)
  - Appendix 10** ERIP Reporting SY17/18 and SY18/19

3.7 Teacher Retention Rates: Is the school monitoring and minimizing teacher retention rates and maintaining a stable teaching staff?

- 3.7.a Review the chart with the school's teacher retention trends.
- 3.7.b Describe the school's plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.
- 3.7.c Describe how the school's professional development plans have evolved over the course of the charter term to support teachers and leadership.

3.8 Closure Requirements

- 3.8.a Describe the school's plans and procedures it will follow in the event of closure or dissolution of the school.

IV. Financial Framework

4.1 Financial Performance

- 4.1.a Discuss the school's financial performance results over the course of the charter term
- 4.1.b Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.
- 4.1.c Address any measure where school did not meet standard or is approaching standard
- 4.1.d Discuss the school's financial performance results based on its approved Performance Agreement
- 4.1.e Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable)
- 4.1.f Appendices
  - Appendix 11** Summary of Findings from Independent Audits
  - Appendix 12** Final Fiscal Year 2019 Revenue & Expenditure Budget Report
  - Appendix 13** Approved preliminary Fiscal Year 2020 Budget
  - Appendix 14** Fiscal Year 2018 and 2019 Audited Financial Statements
  - Appendix 15** Board approved 5-year budget sheets, and budget narrative.

Please submit two budgets with justification as to how the figures were derived:

- Appendix 16** A budget based on the 100% projected

enrollment; and

- Appendix 17** A budget based on 80% of the projected enrollment

#### V. Innovation

- 5.1.a Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).

#### VI. Five-Year Planning

##### 6.1 Projected Enrollment

- 6.1.a Complete the Projected Enrollment chart

##### 6.2 The school's plans for the next five years of the charter

- 6.2.1 Explain how the school's Board and Leadership Team will measure and evaluate...
  - 6.2.1.a Outline the clearly measurable annual performance status and growth goals...
  - 6.2.1.b Describe the student performance standards for the school as a whole
  - 6.2.1.c In addition to the State's mandatory assessments, identify the primary interim...
- 6.2.2 Explain how the school will collect and analyze student academic achievement data...
  - Appendix 18** LAAA data actuals and comparisons
- 6.2.3 Describe the corrective actions the school will take, pursuant to 14 Del. C. §512 (5)...
- 6.2.4 Describe how State data systems will be used and monitored to support informed...
- 6.2.5 Describe how the School Leadership Team will oversee and monitor compliance with...
- 6.2.6 Provide detailed information on the school's plan for any changes or improvements...
- 6.2.7 Provide detailed information on the board's plan to assess its performance annually and hold itself accountable for achieving its goals and govern effectively.

- VII. Compliance Certification Statement

- VIII. Renewal Application Certification Statement

#### IX. Performance Agreement Template

## V. CHARTER SCHOOL RENEWAL APPLICATION QUESTIONS

Please indicate below if the school is applying for a 5-year or 10-year charter:

- 5-year charter  
 10-year charter

Note: To be eligible for a 10-year charter, the school must be entering at least its fourth renewal term and earned overall ratings of Meets or Exceeds every year in all performance frameworks.

Please provide clear, complete, and accurate information in response to each question.

### I. OVERVIEW

**1.1 Basic Information:** Please review the following table for accuracy. Please fill in "Current Enrollment" at time of application submission.

BASIC INFORMATION	
Name of School	Las Américas Aspira Academy
Year School Opened	2011
Current Enrollment	946
Approved Enrollment	897
School Address	326 Ruthar Drive, Newark, DE 19711
District(s) of Residence	Christina School District
Website Address	<a href="http://www.aspiraacademy.org/">http://www.aspiraacademy.org/</a>
Name of School Leader	Margie López Waite
School Leader Email and Phone Number	margie.lopezwaite@laaa.k12.de.us (302) 292-1463
Name of Board President	Lourdes Puig
Board President Email	lourdes.i.puig-2@corteva.com
<b>Mission Statement:</b> Las Américas ASPIRA Academy's mission is to educate and empower each student to realize their full potential and positively impact their communities.	

**1.2 Enrollment and Demographics:** Please review the following table and complete the last column (SY 2019-20)

	2015-2016 <sup>1</sup>	2016-2017 <sup>1</sup>	2017-2018 <sup>1</sup>	2018-2019 <sup>1</sup>	2019-2020 <sup>1</sup>
Total Enrollment	639	698	740	785	947
<b>Gender</b>					
% Male	47.89%	47.85%	47.84%	49.55%	47.10%
% Female	52.11%	52.15%	52.16%	50.45%	52.90%
<b>Ethnicity/Race</b>					
% African American	13.93%	15.33%	13.11%	11.59%	14.25%
% American Indian	0.16%	0.14%	0.14%	0.25%	0.15%
% Asian	2.03%	2.15%	1.49%	1.40%	1.00%
% Hispanic/Latino	56.65%	57.74%	60.27%	65.48%	66.50%
% White	26.45%	23.64%	23.92%	19.87%	17.10%
% Multiracial	0.63%	0.86%	0.95%	1.15%	1.15%
<b>Special Populations</b>					
%Special Education <sup>3</sup>	8.45%	8.74%	8.65%	9.55%	12.27%
% English Language Learners	25.98%	27.51%	34.46%	37.96%	37.27%
% Low-Income	28.33%	27.08%	27.97%	26.62%	26.62%

<b>School Comments 2019-2020</b>	LAAA serves a low-income population that equates to 58.99% of our student enrollment, which is based on the percentage of families receiving government assistance (24.73%) and the percentage living within the poverty income levels established by the federal government (34.26%).
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<b>School Comments 2018-2019</b>	LAAA serves a low-income population that equates to 59.23% of our student enrollment, which is based on the percentage of families receiving government assistance (26.62%) and the percentage living within the poverty income levels established by the federal government (32.61%).
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<b>School Comments 2017-2018</b>	LAAA serves a low-income population that equates to 49.53% of our student enrollment, which is based on the percentage of families receiving government assistance (27.97%) and the percentage living within the poverty income levels established by the federal government (21.56%).
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<b>School Comments 2016-2017</b>	LAAA serves a low-income population that equates to 48% of our student enrollment, which is based on the percentage of families receiving government assistance (27%) and the percentage living within the poverty income levels established by the federal government (21%).
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<b>School Comments 2015-2016</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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**Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2.**

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**1.3 Approved Minor and Major Modifications:** The table lists any approved minor and/or major modifications over the course of the school’s current charter term.

Date	Modification Requested	Outcome
September 2015	Minor - educator evaluation process	Approved
June 2019	Major – expansion to grade 12	Approved

<b>School Comments 2018-2019</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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<b>School Comments 2017-2018</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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<b>School Comments 2016-2017</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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<b>School Comments 2015-2016</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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**Schools are invited but not required to comment on any aspect of the modification data above in table 1.3.**

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**1.4 Enrollment Trends:** Please review the following table with the school’s enrollment trends during the current term of the charter and complete the last column (“Current Waitlist for 2019-20”).

<b>School Enrollment Trends</b>									
<i>Cells highlighted in gray were grade levels not serviced by this school.</i>									
	<b>2015-2016</b>		<b>2016-2017</b>		<b>2017-2018</b>		<b>2018-2019</b>		
	<b>Approved Enrollment</b>	<b>30-Sep Enrollment Count</b>	<b>Approved Enrollment</b>	<b>30-Sep Enrollment Count</b>	<b>Approved Enrollment</b>	<b>30-Sep Enrollment Count</b>	<b>Approved Enrollment</b>	<b>30-Sep Enrollment Count</b>	<b>Current Wait list for 2019-2020</b>
K	88	100	88	100	88	100	88	99	362
Grade 1	100	100	88	105	88	104	88	106	102
Grade 2	100	100	100	99	88	101	88	96	89
Grade 3	50	50	100	100	100	98	88	97	77
Grade 4	90	100	50	52	100	100	100	93	68
Grade 5	50	48	90	100	50	51	100	101	64
Grade 6	50	51	50	47	90	93	50	56	131
Grade 7	50	50	50	50	50	45	90	93	101
Grade 8	50	40	49	45	50	48	50	44	30
Grade 9									
Grade 10									
Grade 11									
Grade 12									
<b>Total</b>	<b>628</b>	<b>639</b>	<b>665</b>	<b>698</b>	<b>704</b>	<b>740</b>	<b>742</b>	<b>785</b>	<b>1,024</b>

**DOE Summary:**  
 Las Américas ASPIRA Academy Charter School has demonstrated consistent enrollment.

**School Comments 2018-2019** This data element was added in the SY 16/17. The school was not required to provide a response to this information

<b>School Comments 2017-2018</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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<b>School Comments 2016-2017</b>	LAAA serves a low-income population that equates to 48% of our student enrollment, which is based on the percentage of families receiving government assistance (27%) and the percentage living within the poverty income levels established by the federal government (21%).
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<b>School Comments 2015-2016</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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**Schools are invited but not required to comment on any aspect of the demographic data above in table 1.4.**

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**1.5 Reenrollment Trends :** Please review the following table with the school’s reenrollment trends during the current term of the charter.

School Reenrollment Trends								
	2015-2016		2016-2017		2017-2018		2018-2019	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	30-Sep Enrollment Count	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
<b>Total/Avg</b>	471	91.28%	542	90.48%	610	93.42%	625	90.32%

**DOE Summary:**

Las Américas ASPIRA Academy has demonstrated a reenrollment rate of 90% or above.

**School Comments 2018-2019**

LAAA will continue to minimize attrition rates by providing students with a quality education and positive learning experience. LAAA’s reenrollment trends have remained strong each year in every grade.

**School Comments 2017-2018**

LAAA will continue to minimize attrition rates by providing students with a quality education and positive learning experience. LAAA’s reenrollment trends have remained strong each year in every grade with the exception of rising 6th graders due to their desire to secure enrollment in their preferred high school since our school ends with 8th grade. This trend did not materialize in the 2017-2018 school year, which we attribute to our facility expansion and renovation project. The project resulted in premier spaces such as a cafeteria, auditorium, gymnasium and performing arts classrooms. These spaces allowed us to expand our athletic and performing arts programs.

**School Comments 2016-2017**

LAAA serves a low-income population that equates to 48% of our student enrollment, which is based on the percentage of families receiving government assistance (27%) and the percentage living within the poverty income levels established by the federal government (21%).

**School Comments 2015-2016**

This data element was added in the SY 16/17. The school was not required to provide a response to this information

## II. ACADEMIC PERFORMANCE

### 2.1 Delaware School Success Framework

#### Changes in the Academic Framework

From School Year (SY) 2014-15 through SY 2017-18, the academic performance of all charter schools was evaluated using the Delaware School Success Framework that were publishing annually. In December 2015, Congress reauthorized the Elementary and Secondary Education Act, the main federal law governing public education. The Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act (NCLB). ESSA implementation began in 2017-18 school year.

Overall Academic Ratings

Elementary (grades K-5)/Middle School (grades 6-8)

### HISTORICAL DATA (SY 15/16-16/17)

#### 2.1 Delaware School Success Framework

Overall Academic Ratings

Metrics	Delaware School Success Framework (DSSF)	
	2015-2016	2016-2017
Academic Achievement	3 Stars (73/150pts) Approaching	3 Stars (72/150pts) Approaching
Growth	3 Stars (49/200pts) Approaching	3 Stars (113/200pts) Approaching
On Track to Graduation	5 Stars (49/50pts) Exceeds	5 Stars (48/50pts) Exceeds
College and Career Preparation	3 Stars (41/100pts) Approaching	3 Stars (46/100pts) Approaching

**School  
Comments  
2017-2018**

At LAAA, the majority of our students have demonstrated academic gains each year in ELA and Math based on their cohort (see tables below). Based on the number of data points, 50% of our students (67% from 2015 to 2018; 63% from 2016 to 2018) have improved their proficiency percentage. The most significant decrease in proficiency was in Math, which is being addressed with targeted instructional coaching support and professional development in the 2018-2019 school year. This support will be provided by our new Math Supervisor, in addition to a partnership with the Delaware Math Coalition.

SBAC Proficiency Results - READING											
Class of Students	Spring 2015		Spring 2016		Spring 2017		Spring 2018		Change from 2015 to 2018	Change from 2016 to 2018	Change from 2017 to 2018
	Grade	%	Grade	%	Grade	%	Grade	%			
Class of 2027	K	n/a	1 <sup>st</sup>	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	32%	n/a	n/a	n/a
Class of 2026	1 <sup>st</sup>	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	47%	4 <sup>th</sup>	50%	n/a	n/a	+3
Class of 2025	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	44%	4 <sup>th</sup>	42%	5 <sup>th</sup>	52%	n/a	+8	+10
Class of 2024	3 <sup>rd</sup>	40%	4 <sup>th</sup>	47%	5 <sup>th</sup>	49%	6 <sup>th</sup>	46%	+6	-1	-3
Class of 2023	4 <sup>th</sup>	54%	5 <sup>th</sup>	48%	6 <sup>th</sup>	62%	7 <sup>th</sup>	75%	+21	+27	+13
Class of 2022	5 <sup>th</sup>	60%	6 <sup>th</sup>	63%	7 <sup>th</sup>	55%	8 <sup>th</sup>	67%	+7	+4	+12
Class of 2021	6 <sup>th</sup>	46%	7 <sup>th</sup>	49%	8 <sup>th</sup>	57%	n/a	n/a	100% increase	75% increase	80% increase
Class of 2020	7 <sup>th</sup>	51%	8 <sup>th</sup>	65%	n/a	n/a	n/a	n/a			
Class of 2019	8 <sup>th</sup>	76%	n/a	n/a	n/a	n/a	n/a	n/a			

SBAC Proficiency Results - MATH											
Class of Students	Spring 2015		Spring 2016		Spring 2017		Spring 2018		Change from 2015 to 2018	Change from 2016 to 2018	Change from 2017 to 2018
	Grade	%	Grade	%	Grade	%	Grade	%			
Class of 2027	K	n/a	1 <sup>st</sup>	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	48%	n/a	n/a	n/a
Class of 2026	1 <sup>st</sup>	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	50%	4 <sup>th</sup>	41%	n/a	n/a	-9
Class of 2025	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	42%	4 <sup>th</sup>	38%	5 <sup>th</sup>	38%	n/a	-4	No Change
Class of 2024	3 <sup>rd</sup>	51%	4 <sup>th</sup>	55%	5 <sup>th</sup>	26%	6 <sup>th</sup>	35%	-16	-20	+9
Class of 2023	4 <sup>th</sup>	42%	5 <sup>th</sup>	29%	6 <sup>th</sup>	53%	7 <sup>th</sup>	40%	-2	+11	-13
Class of 2022	5 <sup>th</sup>	31%	6 <sup>th</sup>	39%	7 <sup>th</sup>	50%	8 <sup>th</sup>	41%	+10	+2	-9
Class of 2021	6 <sup>th</sup>	36%	7 <sup>th</sup>	43%	8 <sup>th</sup>	50%	n/a	n/a	33% increase	50% increase	20% increase 20% no change
Class of 2020	7 <sup>th</sup>	41%	8 <sup>th</sup>	38%	n/a	n/a	n/a	n/a			
Class of 2019	8 <sup>th</sup>	28%	n/a	n/a	n/a	n/a	n/a	n/a			
									Overall 67% increase	Overall 63% increase	Overall 50% increase



**School  
Comments  
2016-2017**

At LAAA, the majority of our students have demonstrated academic gains each year in ELA and Math based on their cohort (see tables below). Based on the number of data points, over 70% of our students (75% from 2015 to 2017; 72% from 2016 to 2017) have Improved their proficiency percentage. The most significant decrease in proficiency was in Math by the Class of 2024 (5<sup>th</sup> grade in Spring 2017), which seems to be a trend and may be attributed to the rigor of the CCSS at that grade level. All deficiencies are being addressed through our targeted instructional coaching strategies.

SBAC Proficiency Results - ELA								
Class of Students	Spring 2015		Spring 2016		Spring 2017		Change from 2015 to 2017	Change from 2016 to 2017
	Grade	Proficiency %	Grade	Proficiency %	Grade	Proficiency %		
Class of 2026	1 <sup>st</sup>	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	47%	n/a	+3 <i>(compared to previous class)</i>
Class of 2025	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	44%	4 <sup>th</sup>	42%	n/a	-2
Class of 2024	3 <sup>rd</sup>	40%	4 <sup>th</sup>	47%	5 <sup>th</sup>	49%	+9	+2
Class of 2023	4 <sup>th</sup>	54%	5 <sup>th</sup>	48%	6 <sup>th</sup>	62%	+8	+14
Class of 2022	5 <sup>th</sup>	60%	6 <sup>th</sup>	63%	7 <sup>th</sup>	55%	-5	-8
Class of 2021	6 <sup>th</sup>	46%	7 <sup>th</sup>	49%	8 <sup>th</sup>	57%	+11	+8
Class of 2020	7 <sup>th</sup>	51%	8 <sup>th</sup>	65%	n/a	n/a	n/a	n/a
Class of 2019	8 <sup>th</sup>	76%	n/a	n/a	n/a	n/a	n/a	n/a

SBAC Proficiency Results - MATH								
Class of Students	Spring 2015		Spring 2016		Spring 2017		Change from 2015 to 2017	Change from 2016 to 2017
	Grade	Proficiency %	Grade	Proficiency %	Grade	Proficiency %		
Class of 2026	1 <sup>st</sup>	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	50%	n/a	+8 <i>(compared to previous class)</i>
Class of 2025	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	42%	4 <sup>th</sup>	38%	n/a	-4
Class of 2024	3 <sup>rd</sup>	51%	4 <sup>th</sup>	55%	5 <sup>th</sup>	26%	-25	-29
Class of 2023	4 <sup>th</sup>	42%	5 <sup>th</sup>	29%	6 <sup>th</sup>	53%	+11	+24
Class of 2022	5 <sup>th</sup>	31%	6 <sup>th</sup>	39%	7 <sup>th</sup>	50%	+19	+11
Class of 2021	6 <sup>th</sup>	36%	7 <sup>th</sup>	43%	8 <sup>th</sup>	50%	+14	+7
Class of 2020	7 <sup>th</sup>	41%	8 <sup>th</sup>	38%	n/a	n/a	n/a	n/a
Class of 2019	8 <sup>th</sup>	28%	n/a	n/a	n/a	n/a	n/a	n/a

Note: School comments for SY 15/16 : <https://www.doe.k12.de.us/Page/2654>

**Performance Agreement**

**Academic Performance Expectations**

**Table 1: SBAC Proficiency**

Class of Students	Grade	ELA Proficiency	Math Proficiency
Class of 2027	3 <sup>rd</sup>	35%	45%
Class of 2026	4 <sup>th</sup>	31%	31%
Class of 2025	5 <sup>th</sup>	63%	50%
Class of 2024	6 <sup>th</sup>	56%	36%
Class of 2023	7 <sup>th</sup>	61%	32%
Class of 2022	8 <sup>th</sup>	75%	48%
<b>Total</b>		<b>50%</b>	<b>40%</b>

**Table 2: Student Growth Target Achievement**

Class of Students	Grade	ELA Student Growth Target Achievement	Math Student Growth Target Achievement
Class of 2027	3 <sup>rd</sup>	n/a	n/a
Class of 2026	4 <sup>th</sup>	36%	17%
Class of 2025	5 <sup>th</sup>	77%	78%
Class of 2024	6 <sup>th</sup>	72%	83%
Class of 2023	7 <sup>th</sup>	73%	69%
Class of 2022	8 <sup>th</sup>	51%	58%
<b>Total</b>		<b>62%</b>	<b>58%</b>

<b>School Comments 2018-2019</b>	<p>As of Spring 2019, LAAA students have achieved 50% or greater proficiency in five out of the twelve data points. This equates to a <u>42% success rate</u> with an additional 17% (two data points) within five points of the 50% goal (see Table 1 above).</p> <p>In addition to proficiency percentage, another important metric is Student Growth Target Achievement. This metric shows the percentage of students that achieved their individual growth target based on their expected growth from Spring 2018 to Spring 2019. This metric reveals an <u>80% success rate</u> for a goal of 50% or greater of students meeting their growth target (see Table 2 above).</p>
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**Table 1: SBAC Proficiency**

Class of Students	Grade	ELA Proficiency	Math Proficiency
Class of 2027	3 <sup>rd</sup>	32%	48%
Class of 2026	4 <sup>th</sup>	50%	41%
Class of 2025	5 <sup>th</sup>	52%	38%
Class of 2024	6 <sup>th</sup>	46%	35%
Class of 2023	7 <sup>th</sup>	75%	40%
Class of 2022	8 <sup>th</sup>	67%	41%

**Table 2: Student Growth Target Achievement**

Class of Students	Grade	ELA Student Growth Target Achievement	Math Student Growth Target Achievement
Class of 2027	3 <sup>rd</sup>	n/a	n/a
Class of 2026	4 <sup>th</sup>	64%	52%
Class of 2025	5 <sup>th</sup>	32%	64%
Class of 2024	6 <sup>th</sup>	51%	55%
Class of 2023	7 <sup>th</sup>	55%	27%
Class of 2022	8 <sup>th</sup>	58%	45%

<b>School Comments 2017-2018</b>	<p>As of Spring 2018, LAAA students have achieved 50% or greater proficiency in four out of the twelve data points. This equates to a <u>33% success rate</u> with an additional 17% (two data points) within five points of the 50% goal (see Table 1 above).</p> <p>In addition to proficiency percentage, another important metric is Student Growth Target Achievement. This metric shows the percentage of students that achieved their individual growth target, which is based on their expected growth from Spring 2017 to Spring 2018. This metric reveals a <u>70% success rate</u> for a goal of 50% or greater of students meeting their growth target (see Table 2 above).</p>
<b>School Comments 2016-2017</b>	<p>Average English and Spanish literacy levels by grade exceeded the Rate of Improvement (ROI) targets for the 2016-17 academic year with the exception of the Kindergarten Spanish EDLs. We attribute this to a few factors: 1) This was the first time administering the Pearson Evaluación del desarrollo de la lectura (EDL2); 2) The benchmark window is shorter (Winter to Spring); and 3) Eighty percent of our student population is English dominant with Kindergarten being the first exposure to academic literacy in Spanish.</p>

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

## 2.2 Academic Achievement/Proficiency Data

DSSF Definition: *Proficiency* in a given subject is the percent of students who are on grade level (i.e., proficient) in said subject.

Academic Achievement	Delaware School Success Framework (DSSF)			
	2015-2016		2016-2017	
Rating	3 Stars (73/150pts) Approaching		3 Stars (72/150pts) Approaching	
	School	State	School	State
ELA	53.57 %	54.91%	54.52 %	56.63%
Math	44.96%	42.87%	45.05%	45.13%
Science	44.44%	60.41%	37.24%	47.45%
Social Studies	57.11%	76.82%	n/a	n/a

### a) Academic Achievement ratings over the course of the charter term

<b>School Comments 2016-2017</b>	<p>Academic Achievement in ELA and Math is based on student overall proficiency (scoring a 3+) on the Smarter assessment. During the 2016 - 2017 school year, our ELA scores exceeded the math scores because we applied the DDOE training in January called "Getting Smarter Results: Interim and Digital Library Training" to one core subject area which was ELA. This training contributed to the positive ELA results because it allowed us to identify specific interims to administer. With this in-depth data analysis from overall score to claim score (reading, writing, speaking/listening, and research), it allowed us to make curriculum changes using the resources from the Digital Library in the months of February to May. The writing claim proved to have the most room for improvement; therefore, school-wide professional development was designed around 1 out of the 4 ELA claims (writing) over the course of 4 months. When looking at our writing claim proficiency, there was an upward trend:</p> <p>- 4th Grade - 13% proficient (2016) to 23% proficient (2017) = 10% increase</p>
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<p>- 5th Grade - 20% proficient (2016) to 33% proficient (2017) = 13% increase  - 6th Grade - 15% proficient (2016) to 30% proficient (2017) = 15% increase  - 7th Grade - 30% proficient (2016) to 33% proficient (2017) = 3% increase</p>	<p>In Math, we took a different approach and focused on embedding practice performance tasks in the curriculum. While our scores are comparable to the state average, they did not show a significant increase in any grade level. Specifically, we noted a dip in 5th grade scores, which was also comparable to statewide averages. In retrospect, we placed too much emphasis on performance tasks, which was at a deeper level than our students were prepared to handle at that time. Further SBAC data analysis showed that our students require more work in Claim 1: Concepts and Procedures. While students demonstrate understanding of a skill in the classroom during a particular unit, they are not necessarily generalizing that skill and retaining across units.</p>
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**b) Expected outcomes for Academic Achievement**

<p><b>School Comments 2016-2017</b></p>	<p>Across content areas, we will continue to focus on the proficiency within each claim so that it positively impacts the overall proficiency. In ELA, we will continue to focus on the Writing claim and in Math, we will shift our focus to the Concepts &amp; Procedures Claim. It is expected that we will continue to see gains in these areas for several reasons:</p> <ol style="list-style-type: none"> <li>1. Interims will continue to be administered and built into the writing scope and sequence.</li> <li>2. Writing Interim administration will begin sooner (December) after Interim training courses have become available and completed by teachers.</li> <li>3. Professional development resources that were developed last year are online using Google Docs and Schoology.</li> </ol> <p>In addition, recent data analysis of the 2017 ELA SBAC claim scores indicate that specific large subgroups (ie. English Language Learners) making up more than 30% of our school population need more support in the reading claim vs. writing. In order to address this issue during the 2017 - 2018 school year, the DDOE Opportunity Grant was submitted and rewarded focusing on specific steps to improve the reading claim proficiency.</p> <ol style="list-style-type: none"> <li>1. Interims will be administered and incorporated in the reading scope and sequence.</li> <li>2. Reading interim administration will start at the same time as writing (December).</li> <li>3. School-wide professional development (November - June) has been designed around supports within the reading claim specifically targeting ELLs</li> </ol>
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	<p>and adequate funding has been provided by the Opportunity Grant.</p> <p>In Math, we will focus on strengthening student knowledge and fluidity in concepts and procedures, which will help to build a stronger foundation for math knowledge on which to build higher-level thinking and application.</p>
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**c) Progress measures to track expected Academic Achievement outcomes**

<p><b>School Comments 2016-2017</b></p>	<p>As we establish school-wide change within each claim, increases towards proficiency within each claim will continue to be monitored. Each school year will have a claim focus and professional development resources available in an online format to be carried over into the following years for our students and staff. In addition, interims will continue to be added to the school year scope and sequence and will begin sooner as the trainings become available. Data from the interims will continue to be monitored in the AIRways platform to better understand which specific questions/concepts within the claims can be embedded in our core curriculum.</p>
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<p><b>Note:</b> School comments for SY 15/16 can be found at: <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a></p>
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### 2.3 Growth Data

DSSF Definition: Growth measures how well schools are doing at improving student learning over time. This metric is a relative calculation of student progress as compared to students with similar assessment history on statewide summative assessments.

Growth	Delaware School Success Framework (DSSF)			
	2015-2016		2016-2017	
Rating	3 Stars (49/200pts) Approaching		3 Stars (113/200pts) Approaching	
	School	State	School	State
ELA	49.33 %	50.00 %	69.50 %	50.00 %
Math	51.50 %	50.00 %	43.50 %	50.00 %

#### a) School's Growth ratings for all students over the course of the charter term

<b>School Comments 2016-2017</b>	<p>Academic Achievement in ELA and Math is based on student overall proficiency (scoring a 3+) on the Smarter assessment. During the 2016 - 2017 school year, our ELA scores exceeded the math scores because we applied the DDOE training in January called "Getting Smarter Results: Interim and Digital Library Training" to one core subject area which was ELA. This training contributed to the positive ELA results because it allowed us to identify specific interims to administer. With this in-depth data analysis from overall score to claim score (reading, writing, speaking/listening, and research), it allowed us to make curriculum changes using the resources from the Digital Library in the months of February to May. The writing claim proved to have the most room for improvement; therefore, school-wide professional development was designed around 1 out of the 4 ELA claims (writing) over the course of 4 months. When looking at our writing claim proficiency, there was an upward trend:</p> <ul style="list-style-type: none"> <li>- 4th Grade - 13% proficient (2016) to 23% proficient (2017) = 10% increase</li> <li>- 5th Grade - 20% proficient (2016) to 33% proficient (2017) = 13% increase</li> <li>- 6th Grade - 15% proficient (2016) to 30% proficient (2017) = 15% increase</li> <li>- 7th Grade - 30% proficient (2016) to 33% proficient (2017) = 3% increase</li> </ul>
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	In Math, we will focus on strengthening student knowledge and fluidity in concepts and procedures, which will help to build a stronger foundation for math knowledge on which to build higher-level thinking and application.
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**c) Progress measures to track Growth for all students**

<b>School Comments 2016-2017</b>	As we establish school-wide change within each claim, increases towards proficiency within each claim will continue to be monitored. Each school year will have a claim focus and professional development resources available in an online format to be carried over into the following years for our students and staff. In addition, interims will continue to be added to the school year scope and sequence and will begin sooner as the trainings become available. Data from the interims will continue to be monitored in the AIRways platform to better understand which specific questions/concepts within the claims can be embedded in our core curriculum.
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<b>Note:</b> School comments for SY 15/16 can be found at: <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a>
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## 2.4 On Track Graduation Data

DSSF Definition: In elementary and middle schools, attendance data are used to calculate On Track to Graduation Metric. In high schools, the data for the calculation of the On Track in 9th Grade metric is gathered from course credit information and statewide assessment data.

On Track to Graduation	Delaware School Success Framework (DSSF)			
	2015-2016		2016-2017	
Rating	5 Stars (49/50pts) Exceeds		5 Stars (48/50pts) Exceeds	
	School	State	School	State
Attendance	97.01 %	94.40 %	96.37 %	94.75 %
On-Track in the 9th grade	**	84.80 %	**	89.45 %
4-year Cohort Graduation Rate <sup>5</sup>	**	84.35 %	**	84.66 %
5-year Cohort Graduation Rate	**	85.84 %	**	85.60 %
6-year Cohort Graduation Rate	**	Not calculated at the state level	**	Not calculated at the state level

\*\* The school did not service students in the grade levels assessed by this metric.

### a) On Track to Graduation ratings over the course of the charter term

School Comments 2016-2017	n/a
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School Comments 2015-2016	n/a
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**b) Expected outcomes for On Track to Graduation**

<b>School Comments 2016-2017</b>	n/a
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<b>School Comments 2015-2016</b>	n/a
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**c) Progress measures to monitor On Track to Graduation outcomes**

<b>School Comments 2016-2017</b>	n/a
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<b>School Comments 2015-2016</b>	n/a
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**Note:** School comments for SY 15/16 can be found at:  
<https://www.doe.k12.de.us/Page/2654>

## 2.5 College & Career Preparation Data

DSSF Definition: This metric gives an indication of whether students are growing enough to be proficient in the future. **For elementary and middle schools**, Growth to Proficiency in ELA and Math is based on 3 years of statewide assessment data, including Smarter assessment data and up to 3 years of DCAS, the prior statewide summative assessment. **For high schools: College and Career Preparation** is the percent of students who have demonstrated preparation for education and career training after high school through Smarter, AP, IB, SAT, Career and Technical Education (CTE) pathways, and dual enrollment.

College & Career Preparation	Delaware School Success Framework (DSSF)			
	2015-2016		2016-2017	
Rating	3 Stars (41/100pts) Approaching		3 Stars (46/100pts) Approaching	
	School	State	School	State
Growth to Proficiency ELA	50.18 %	57.10 %	65.05 %	59.19 %
Growth to Proficiency Math	32.52 %	34.42 %	26.74 %	35.41 %
College & Career Preparation	n/a	46.41 %	n/a	49.64 %

### a) College and Career Preparation ratings over the course of the charter term

<b>School Comments 2016-2017</b>	Academic Achievement in ELA and Math is based on student overall proficiency (scoring a 3+) on the Smarter assessment. During the 2016 - 2017 school year, our ELA scores exceeded the math scores because we applied the DDOE training in January called "Getting Smarter Results: Interim and Digital Library Training" to one core subject area which was ELA. This training contributed to the positive ELA results because it allowed us to identify specific interims to administer. With this in-depth data analysis from overall score to claim score (reading, writing, speaking/listening, and research), it allowed us to make curriculum changes using the resources from the Digital Library in the months of February to May. The writing claim proved to have the most room for improvement; therefore, school-wide professional development was designed around 1 out of the 4 ELA claims (writing) over the course of 4 months. When
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<b>School Comments 2016-2017</b>	<p>looking at our writing claim proficiency, there was an upward trend:</p> <ul style="list-style-type: none"> <li>- 4th Grade - 13% proficient (2016) to 23% proficient (2017) = 10% increase</li> <li>- 5th Grade - 20% proficient (2016) to 33% proficient (2017) = 13% increase</li> <li>- 6th Grade - 15% proficient (2016) to 30% proficient (2017) = 15% increase</li> <li>- 7th Grade - 30% proficient (2016) to 33% proficient (2017) = 3% increase</li> </ul> <p>In Math, we took a different approach and focused on embedding practice performance tasks in the curriculum. While our scores are comparable to the state average, they did not show a significant increase in any grade level. Specifically, we noted a dip in 5th grade scores, which was also comparable to statewide averages. In retrospect, we placed too much emphasis on performance tasks, which was at a deeper level than our students were prepared to handle at that time. Further SBAC data analysis showed that our students require more work in Claim 1: Concepts and Procedures. While students demonstrate understanding of a skill in the classroom during a particular unit, they are not necessarily generalizing that skill and retaining across units.</p>
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**b) Expected outcomes for College and Career Preparation**

<b>School Comments 2016-2017</b>	<p>Across content areas, we will continue to focus on the proficiency within each claim so that it positively impacts the overall proficiency. In ELA, we will continue to focus on the Writing claim and in Math, we will shift our focus to the Concepts &amp; Procedures Claim. It is expected that we will continue to see gains in these areas for several reasons:</p> <ol style="list-style-type: none"> <li>1. Interims will continue to be administered and built into the writing scope and sequence.</li> <li>2. Writing Interim administration will begin sooner (December) after Interim training courses have become available and completed by teachers.</li> <li>3. Professional development resources that were developed last year are online using Google Docs and Schoology.</li> </ol> <p>In addition, recent data analysis of the 2017 ELA SBAC claim scores indicate that specific large subgroups (ie. English Language Learners) making up more than 30% of our school population need more support in the reading claim vs. writing. In order to address this issue during the 2017 - 2018 school year, the DDOE Opportunity Grant was submitted and rewarded focusing on specific steps to improve the reading claim proficiency.</p> <ol style="list-style-type: none"> <li>1. Interims will be administered and incorporated in the reading scope and</li> </ol>
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sequence.	<p>2. Reading interim administration will start at the same time as writing (December).</p> <p>3. School-wide professional development (November - June) has been designed around supports within the reading claim specifically targeting ELLs and adequate funding has been provided by the Opportunity Grant.</p> <p>In Math, we will focus on strengthening student knowledge and fluidity in concepts and procedures, which will help to build a stronger foundation for math knowledge on which to build higher-level thinking and application.</p>
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**c) Progress measures to track College and Career Preparation outcomes**

<b>School Comments 2016-2017</b>	<p>As we establish school-wide change within each claim, increases towards proficiency within each claim will continue to be monitored. Each school year will have a claim focus and professional development resources available in an online format to be carried over into the following years for our students and staff. In addition, interims will continue to be added to the school year scope and sequence and will begin sooner as the trainings become available. Data from the interims will continue to be monitored in the AIRways platform to better understand which specific questions/concepts within the claims can be embedded in our core curriculum.</p>
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**Note:** School comments for SY 15/16 can be found at: <https://www.doe.k12.de.us/Page/2654>

**SY 2017-18 & SY 2018-19**

**2.1 Delaware School Success Framework**

Overall Academic Ratings

**Elementary (grades K-5)/Middle School (grades 6-8)**

Indicator	2017-2018			2018-2019		
	Points	Point Earned	Percent Point	Points	Point Earned	Percent Point
Academic Achievement	150.00	68.00	45% Approaching Expectations	150.00	68.00	45% Approaching Expectations
Academic Progress	200.00	132.00	66% Meets Expectations	200.00	138.00	69% Meets Expectations
School Quality/Student Success	50.00	49.00	98% Exceeds Expectations	50.00	48.00	96% Exceeds Expectations
Progress Toward English Language Proficiency	50.00	37.00	74% Meets Expectations	50.00	40.00	80% Meets Expectations
Overall	450.00	286.00	64% Meets Expectations	450.00	294.00	65% Meets Expectations

**DOE Summary:**

In SY 16/17, prior to the implementation of ESSA, Las Americas ASPIRA Academy received 3 of 4 ratings of “Meets” or “Exceeds” on the DSSF. From SY15/16 to SY16/17, the school’s points earned for Academic Achievement decreased slightly from 73/150 points (Approaching) to 72/150 points (Approaching). From SY15/16 to SY16 /17 the school’s points earned for Growth increased from 101/200 points (Approaching) to 113/200 points (Approaching), respectively. From SY 15/16 to SY 16/17, the school’s points earned for On Track to Graduation decreased slightly from 49/50 points to 48/50 (Exceeds), respectively. From SY 15/16 to SY 16/17, the school’s points earned for College and Career Preparation increased from 41/100 points (Approaching) to 46/100 points (Approaching), respectively.

In SY 17/18, with the implementation of ESSA, each school received an overall rating on the DSSF in addition to ratings for each indicator. In SY 17/18, Las Americas ASPIRA Academy ‘s overall rating was



**“Meets Expectations.” At the indicator level, the school was rated “Approaching Expectations” for Academic Achievement; “Meets Expectations” for Academic Progress; “Exceeds Expectations” for School Quality/Student Success; and “Meets Expectations” for Progress Toward English Language Proficiency.**

SBAC Proficiency Results - READING														
Class of Students	Spring 2015		Spring 2016		Spring 2017		Spring 2018		Spring 2019		% Change from 2015 to 2019	% Change from 2016 to 2019	% Change from 2017 to 2019	% Change from 2018 to 2019
	Grade	%	Grade	%	Grade	%	Grade	%	Grade	%				
Class of 2028	n/a	n/a	n/a	n/a	n/a	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	35%	n/a	n/a	n/a	n/a
Class of 2027	K	n/a	1 <sup>st</sup>	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	32%	4 <sup>th</sup>	31%	n/a	n/a	n/a	-1
Class of 2026	1 <sup>st</sup>	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	47%	4 <sup>th</sup>	50%	5 <sup>th</sup>	63%	n/a	n/a	+16	+13
Class of 2025	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	44%	4 <sup>th</sup>	42%	5 <sup>th</sup>	52%	6 <sup>th</sup>	56%	n/a	+12	+14	+4
Class of 2024	3 <sup>rd</sup>	40%	4 <sup>th</sup>	47%	5 <sup>th</sup>	49%	6 <sup>th</sup>	46%	7 <sup>th</sup>	61%	+21	+14	+12	+15
Class of 2023	4 <sup>th</sup>	54%	5 <sup>th</sup>	48%	6 <sup>th</sup>	62%	7 <sup>th</sup>	75%	8 <sup>th</sup>	75%	+21	+27	+13	No Change
Class of 2022	5 <sup>th</sup>	60%	6 <sup>th</sup>	63%	7 <sup>th</sup>	55%	8 <sup>th</sup>	67%	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2021	6 <sup>th</sup>	46%	7 <sup>th</sup>	49%	8 <sup>th</sup>	57%	n/a	n/a	n/a	n/a	100% improvement	100% improvement	100% improvement	60% improvement 20% no change
Class of 2020	7 <sup>th</sup>	51%	8 <sup>th</sup>	65%	n/a	n/a	n/a	n/a	n/a	n/a				
Class of 2019	8 <sup>th</sup>	76%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a				

SBAC Proficiency Results - MATH														
Class of Students	Spring 2015		Spring 2016		Spring 2017		Spring 2018		Spring 2019		% Change from 2015 to 2019	% Change from 2016 to 2019	% Change from 2017 to 2019	% Change from 2018 to 2019
	Grade	%	Grade	%	Grade	%	Grade	%	Grade	%				
Class of 2028	n/a	n/a	n/a	n/a	n/a	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	45%	n/a	n/a	n/a	n/a
Class of 2027	K	n/a	1 <sup>st</sup>	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	48%	4 <sup>th</sup>	31%	n/a	n/a	n/a	-17
Class of 2026	1 <sup>st</sup>	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	50%	4 <sup>th</sup>	41%	5 <sup>th</sup>	50%	n/a	n/a	No Change	+9
Class of 2025	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	42%	4 <sup>th</sup>	38%	5 <sup>th</sup>	38%	6 <sup>th</sup>	36%	n/a	-6	-2	-2
Class of 2024	3 <sup>rd</sup>	51%	4 <sup>th</sup>	55%	5 <sup>th</sup>	26%	6 <sup>th</sup>	35%	7 <sup>th</sup>	32%	-19	-23	+6	-3
Class of 2023	4 <sup>th</sup>	42%	5 <sup>th</sup>	29%	6 <sup>th</sup>	53%	7 <sup>th</sup>	40%	8 <sup>th</sup>	45%	+3	+16	-8	+5
Class of 2022	5 <sup>th</sup>	31%	6 <sup>th</sup>	39%	7 <sup>th</sup>	50%	8 <sup>th</sup>	41%	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2021	6 <sup>th</sup>	36%	7 <sup>th</sup>	43%	8 <sup>th</sup>	50%	n/a	n/a	n/a	n/a	50% improvement	33% improvement	25% improvement 25% no change	40% improvement
Class of 2020	7 <sup>th</sup>	41%	8 <sup>th</sup>	38%	n/a	n/a	n/a	n/a	n/a	n/a				
Class of 2019	8 <sup>th</sup>	28%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a				

**School Comments  
2016-2017**

At LAAA, the majority of our students have demonstrated academic gains each year in ELA and Math based on their cohort (see tables below). Based on the number of data points, 50% of our students (67% from 2015 to 2018; 63% from 2016 to 2018) have improved their proficiency percentage. The most significant decrease in proficiency was in Math, which is being addressed with targeted instructional coaching support and professional development in the 2018-2019 school year. This support will be provided by our new Math Supervisor, in addition to a partnership with the Delaware Math Coalition.

**a. Based on the table above discuss the school’s overall academic achievement results, major challenges and accomplishments over the course of the charter term. Evidence should reflect performance during the course of the charter term.**

A factor contributing to the challenges is that SBAC are resources for measuring individual student achievement, calculating student growth, projecting proficiency on high-stakes assessments, and comparing a student’s growth to that of students across the country in monolingual schools. In addition, SBAC and i-Ready are a valid test for measuring a student’s achievement status to state standards, academic growth, and projecting proficiency to state standards in English.

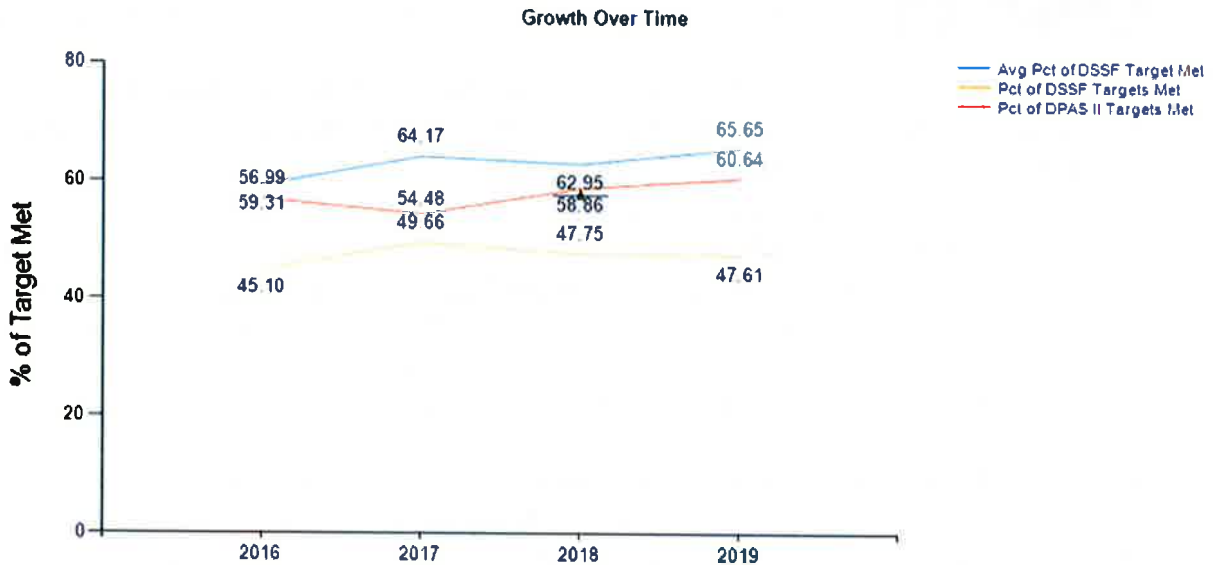
Since LAAA is a dual language language school, where students learn both English and Spanish, Herdina and Jessner (2002) argue, “As long as bilinguals are measured according to monolingual criteria, they appear to be greatly disadvantaged both in linguistic and cognitive terms.” When multilingual competence is assessed using monolingual constructs, test takers are expected to respond exclusively in the target language, even if they have multiple languages in their repertoire. Test takers’ performance are scored using monolingual scoring rubrics, meaning that if they respond using any other language than the target (either partially or completely), their responses are penalized. Monolingual assessments tend to ignore the different needs that bilinguals have for their two languages and do not take into account that bilinguals use these languages for different purposes, with different speakers, and in different contexts (Grosjen, 1989).

In addition, SBAC assessments evaluate the English language separately. These assessments often treat the languages of bilinguals as sets of discrete skills that function independently. In other words, languages are assessed and scored separately, and the scores are then interpreted separately (Hopewell & Escamilla, 2014).

To this point, we have consistently noted our students demonstrating greater levels of proficiency as they progress through the upper grades of our school. So, our average proficiency level for ELA over the past 5 years in 3rd grade has been 40% with that number increasing by grade level up to the 8th grade average over 5 years of 67%. This performance by our students is consistent with the dual language acquisition research. However, the fact that our overall school performance is judged by overall student proficiency levels does not account for the dual language immersion model that our students are engaged in on a daily basis.

## ELA SBAC Proficiency

SBAC results	2015	2016	2017	2018	2019
<b>ELA % Proficient</b>	<b>48.7</b>	<b>51.5</b>	<b>50.8</b>	<b>49.9</b>	<b>50.4</b>



Over the last several years, we focused our professional development opportunities around the various ELA Smarter Balanced claims:

- Writing Claim 2016-2017
- Reading Claim 2017-2018
- Speaking & Listening Claim 2018-2019

During the 2016 - 2017 school year, our ELA scores produced positive results, because we applied the DDOE training titled, "Getting Smarter Results: Interim and Digital Library Training" to one core subject area which was ELA. This training contributed to the positive ELA results because it allowed us to identify specific interims to administer. With this in-depth data analysis from overall score to claim score (reading, writing, speaking/listening, and research), it allowed us to make curriculum changes using the resources from the Digital Library in the months of February to May. The writing claim proved to have the most room for improvement; therefore, school-wide professional development was designed around 1 out of the 4 ELA claims (writing) over the course of 4 months. When looking at our writing claim proficiency, there was an upward trend:

- 4th Grade - 13% proficient (2016) to 23% proficient (2017) = 10% increase
- 5th Grade - 20% proficient (2016) to 33% proficient (2017) = 13% increase
- 6th Grade - 15% proficient (2016) to 30% proficient (2017) = 15% increase
- 7th Grade - 30% proficient (2016) to 33% proficient (2017) = 3% increase

During the 2018 - 2019 School Year, we received the FY18 Opportunity Grant in which funds were used to increase ELL performance in the SBAC Reading Claim and WIDA/ACCESS Reading Domain. Our goal is to provide professional development and target supports/interventions in each claim/domain to increase student overall English Language Proficiency. Grant implementation showed overall positive results. ELL SBAC Reading Claim Proficiency increased from 10% proficient in spring 2017 to 58% proficient in spring 2018. ELL WIDA/ACCESS Reading Domain proficiency (score 5+) increased from 16% proficient in spring 2017 to 46% proficient in spring 2018.

During the 2018-2019 school year, our ELA scores produced positive outcomes due to our school wide focus to give all students access to grade level complex texts by enhancing our core reading curriculum, Lucy Calkins Reading Workshop Units of Study. The W.O.L.V.E.S Reading Program was created in partnership with the University of Delaware (UD) in which our lead trainer, Dr. Steve Amendum, provided coaching support and professional learning during the past two school years. LAAA educators created the modules following a Before, During, and After (BDA) Framework. The modules were then enhanced to include specific speaking and listening scaffolds.

In addition, LAAA partnered with the Dual Language Education of New Mexico to provide professional development during the 2018-2019 school year on Literacy Squared techniques and strategies that support all language learners. Select educators were sent to La Cosecha Dual Language Conference in New Mexico in November 2018. Educators received Sheltered Instruction Observation Protocol (SIOP) training, and professional development in Thinking Maps, Biliteracy Instructional Strategies, and Language Development, in order to design and create the modules. This all positively contributed to the effective design and implementation of the W.O.L.V.E.S Reading Program, during the 2017-19 school years. When looking at our reading claim proficiency, there was an upward trend 10% proficiency (2017) to 58% proficiency (2018). When looking at our speaking and listening claim this year, 35% proficiency (2018) to 56% proficiency (2019).

### **Math SBAC Proficiency**

<b>SBAC results</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Math % Proficient</b>	<b>41.8</b>	<b>43.2</b>	<b>42.7</b>	<b>40.7</b>	<b>40.2</b>



### Data Analysis

Looking at the Growth Over Time graph above you can see that our DSSF data has remained stagnant where our DPAS II data has improved significantly. One point of optimism here is that the DSSF targets get progressively more difficult to meet year after year, so in order to remain stagnant you actually need to be improving. You can see that improvement on the DPAS II data where the target remains stagnant--it is simply norm-referenced data tied to similar students throughout the state (similar in terms of grade, previous scores, race, EL status, and SWD status). So when comparing growth of similar students we have gotten significantly better at supporting our students' growth in mathematics.

### Challenges

As LAAA has continued to expand in enrollment we are routinely adding new staff members to accommodate our growing student population. Each of these new teachers needs new training and support. We have also found that many elementary and traditionally-trained educators require support to be able to teach math for conceptual learning which is the goal of the Common Core State Standards. Additionally, we had a challenging time finding a math curriculum that is a good fit for our both our student population and our dual-language immersion model. Recognizing these needs, we moved to securing additional dedicated math support for our team in the 2018-2019 academic year.

### Accomplishments

The school now has an EdReports highly rated math curriculum--EngageNY--that we are in our second year of implementation (with many years to follow). Last year we hired a full-time math supervisor to support our students' success in math and who is able to support the training of new and existing staff. The support and stability seem to be paying off as this year in math our SBAC growth data saw 59.4% of our students meeting their growth goal in math (DPAS II) compared to the state average where 50.8% of students met their growth goal in math.

## Performance Agreement

### Academic Performance Expectations

*Las Américas ASPIRA Academy overall academic rating is **Meets Standard for the 2013-2014 school year**. By 2020, our expectation is to achieve the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.*

**Mission Specific Goals (optional):** One goal stated in our mission at Las Américas ASPIRA Academy is that our immersion program students will become biliterate in English and Spanish within six years of enrollment in the program. Our focus is on building academic biliteracy in alignment with achieving the Common Core Standards in English Language Arts and Spanish Language Arts. This objective will be measured using various AIMSweb benchmark fluency measures in both languages depending on the grade level. In Kindergarten and First Grade, Spanish language fluency will be measured using the MIDE Syllable Reading Fluency (SRF) assessment; in Second through Fifth Grades, the Reading-Spanish Curriculum Based Measurement (R-Span CBM). English reading fluency in Kindergarten and First Grade will be measured using the Phoneme Segmentation Fluency (PSF) assessment; in Second through Fifth Grades, the Reading-Curriculum Based Measurement (R- CBM).

Growth targets will be measured in terms of the rate of improvement (ROI) from the Fall benchmark (FB) to the Spring benchmark (SB), using the following formula:

$$\frac{\text{SB score} - \text{FB score}}{36 \text{ weeks}}$$

Listed below are the growth target tables for each fluency measure

Grade Level	AIMS Web Spanish Fluency Measures		AIMS Web English Fluency Measures	
	SRF	PSF	PSF	R- CBM
K	0.2	n/a	1.08	n/a
1	0.5	n/a	.38	n/a
2	n/a	0.7	n/a	1.02
3	n/a	0.6	n/a	1.16
4	n/a	0.5	n/a	.86
5	n/a	0.5	n/a	.80

We will receive one of the following four ratings based on our students' outcomes:

- Exceeds Standard (greater than 75% of students at each grade level within the Dual Language Immersion Program achieved their ROI growth targets)
- Meets Standard (60-75% of students at each grade level within the Dual Language Immersion Program achieved their ROI growth targets)
- Does Not Meet Standard (45-59% of students at each grade level within the Dual Language Immersion Program achieved their ROI growth targets)
- Falls Far Below Standard (less than 45% of students at each grade level within the Dual Language Immersion Program achieved their ROI growth targets)

The Spanish Fluency Measures targets were determined by looking at the AIMSweb National Norm data which reflect growth made by native Spanish speakers and making modifications based upon the linguistic profile of our student population. Since only 20% of our enrollment is comprised of native Spanish speakers (Spanish-L1) and the rest being second language (Spanish-L2) learners, we adjusted the targets to reflect growth patterns of second language acquisition and vocabulary development.

**DOE Summary:**

In SY 17/18, Las Americas ASPIRA Academy earned an overall rating of “Meets Expectations.”

**School  
Comments  
2017-2018**

**Table 1: SBAC Proficiency**

Class of Students	Grade	ELA Proficiency	Math Proficiency
Class of 2027	3 <sup>rd</sup>	32%	48%
Class of 2026	4 <sup>th</sup>	50%	41%
Class of 2025	5 <sup>th</sup>	52%	38%
Class of 2024	6 <sup>th</sup>	46%	35%
Class of 2023	7 <sup>th</sup>	75%	40%
Class of 2022	8 <sup>th</sup>	67%	41%

**Table 2: Student Growth Target Achievement**

Class of Students	Grade	ELA Student Growth Target Achievement	Math Student Growth Target Achievement
Class of 2027	3 <sup>rd</sup>	n/a	n/a
Class of 2026	4 <sup>th</sup>	64%	52%
Class of 2025	5 <sup>th</sup>	32%	64%
Class of 2024	6 <sup>th</sup>	51%	55%
Class of 2023	7 <sup>th</sup>	55%	27%
Class of 2022	8 <sup>th</sup>	58%	45%

As of Spring 2018, LAAA students have achieved 50% or greater proficiency in four out of the twelve data points. This equates to a 33% success rate with an additional 17% (two data points) within five points of the 50% goal (see Table 1 above).

In addition to proficiency percentage, another important metric is Student Growth Target Achievement. This metric shows the percentage of students that achieved their individual growth target, which is based on their expected growth from Spring 2017 to Spring 2018. This metric reveals a 70% success rate for a goal of 50% or greater of students meeting their growth target (see Table 2 above).



**b. Discuss the school's academic performance based on its approved Performance Agreement (see above).**

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LAAA has continued to make gains each year in academic achievement. It was our goal to achieve the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework, which we have accomplished each year. Our student academic growth has outpaced their SBAC proficiency rates; therefore, we anticipate that this trend will result in increased proficiency scores over the next two years. Aside from measuring our students' academic growth each year by cohort, we also track our students' results as compared to the state average and local school districts. This year DDOE provided all districts and charter schools with the disaggregated data for each LEA by subgroup. This data allowed us to compare our results within each subgroup. See Appendix 18 for this information. We were able to determine where we were making the best gains and where we still had more room for improvement. This information was also helpful because it showed us where there may be opportunities to gather best practices from other LEAs that achieved better results within a specific subgroup.

Due to a necessary change in our initial benchmark assessment tool (AIMSweb), we have not been able to measure language fluency in English and Spanish. However, we recently partnered with the DDOE Language Acquisition Office to evaluate their language proficiency scales, which we have now adopted as of Spring 2019. We are grateful to have this resources shared with us from DDOE since it has been difficult to find a proven resource to measure students' language proficiency. This tool will allow us to begin tracking this metric, along with academic outcomes.

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## 2.2 Academic Achievement

Metric	2017-2018			2018-2019		
	Value	Points	Points Earned	Value	Points	Points Earned
Proficiency ELA (Grades 3-8)	49.88%	75.00	37.00	50.71%	75.00	38.00
Proficiency Math (Grades 3-8)	41.24%	75.00	31.00	40.46%	75.00	30.00

### DOE Summary:

In SY 17/18, Las Americas ASPIRA Academy was rated “Approaching Expectations” for Academic Achievement. ELA proficiency was at 49.88%, which was 4.64% lower than the State average (54.52%). Math proficiency was at 41.24%, which was slightly lower than the State average (42.89%).

### a) Academic Achievement ratings over the course of the charter term

<b>School Comments 2017-2018</b>	<b>Table 1: SBAC Proficiency</b>			
	<b>Class of Students</b>	<b>Grade</b>	<b>ELA Proficiency</b>	<b>Math Proficiency</b>
	Class of 2027	3 <sup>rd</sup>	32%	48%
	Class of 2026	4 <sup>th</sup>	50%	41%
	Class of 2025	5 <sup>th</sup>	52%	38%
	Class of 2024	6 <sup>th</sup>	46%	35%
	Class of 2023	7 <sup>th</sup>	75%	40%
	Class of 2022	8 <sup>th</sup>	67%	41%
	<b>Table 2: Student Growth Target Achievement</b>			
	<b>Class of Students</b>	<b>Grade</b>	<b>ELA Student Growth Target Achievement</b>	<b>Math Student Growth Target Achievement</b>
Class of 2027	3 <sup>rd</sup>	n/a	n/a	
Class of 2026	4 <sup>th</sup>	64%	52%	
Class of 2025	5 <sup>th</sup>	32%	64%	
Class of 2024	6 <sup>th</sup>	51%	55%	
Class of 2023	7 <sup>th</sup>	55%	27%	
Class of 2022	8 <sup>th</sup>	58%	45%	
As of Spring 2018, LAAA students have achieved 50% or greater proficiency in four out of the twelve data points. This equates to a 33%				

success rate with an additional 17% (two data points) within five points of the 50% goal (see Table 1 above).

In addition to proficiency percentage, another important metric is Student Growth Target Achievement. This metric shows the percentage of students that achieved their individual growth target, which is based on their expected growth from Spring 2017 to Spring 2018. This metric reveals a 70% success rate for a goal of 50% or greater of students meeting their growth target (see Table 2 above). This data reflects a positive trend due to the correlation between student growth and proficiency.

### b) Expected outcomes for Academic Achievement

#### School Comments 2017-2018

Across content areas, we will continue to focus on the proficiency within each claim so that it positively impacts the overall proficiency. In ELA, we will continue to focus on the listening claim and in Math, we will shift our focus to conceptual understanding supporting the concepts and procedures claim. It is expected that we will continue to see gains in these areas for several reasons:

1. Interims will continue to be administered and built into the scope and sequence.
2. Interims will be used in ELA and Math as instructional activities, quick checks, to clarify criteria, and as standardized formal administration.
3. Interim administration will begin earlier in the school year (November/December).
4. Professional development Test Readiness resources that were developed will be updated and implemented during January professional development.
5. Number Talks and Number Strings will be implemented in grades K - 8 where there will be a focus on eliciting and building upon student thinking while targeting specific conceptual learning goals.
6. A new core math curriculum was adopted: EngageNY. According to EdReports this curriculum is highly aligned to the Common Core State Standards in Mathematics.
7. A math supervisor was hired and will support our teachers with coaching as well as leading the math professional development for our school.

In ELA, data analysis of the 2018 SBAC claim scores indicate that our students need more support in the listening claim. In order to address this issue during the 2018-2019 school year, the DDOE Opportunity Grant was submitted and rewarded focusing on specific steps to improve the listening claim proficiency.

	<p>1. School-wide professional development (August-June) has been designed around supports within the listening claim targeting all students.</p> <p>2. Grant funding has provided students with the necessary tools to practice speaking and listening activities in daily instruction.</p> <p>In math, we will focus on conceptual understanding which will support the Procedures and Concepts claim. We will leverage our focus by eliciting student thinking and planning for conceptual learning goals. We will leverage Number Talks and Number Strings as a way to both elicit student thinking as well as to plan for conceptual learning goals.</p>
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**c) Progress measures to track expected Academic Achievement outcomes**

<p><b>School Comments 2017-2018</b></p>	<p>Teachers in grades 3 - 8 will be administering Smarter Balanced Interim Assessment Blocks (IABs) in both ELA and Math. In addition, Grade 3 will continue to take the Interim Comprehensive Assessment Block (ICA). Teachers will be using this IABs for both assessment as well as instructional purposes. Students will be assessed using a similar scoring rubric to that of the state assessment. Students will also be offered questions during these IABs that will prepare them for similar question types they will see on the state assessment.</p> <p>School-wide changes have been established and have begun to be implemented to support student growth in the SBAC claims. Since the Smarter Assessment is a summative measure and Smarter Interims are administered approximately 3 times per year in each subject, we continuously monitor student growth towards proficiency using the tools - ITracker and i-Ready. ITracker is a tool that houses data for state, curriculum, and progress monitoring assessments. i-Ready is used as our diagnostic assessment and creates individualized learning paths for students. The reports produced by this program provide alerts consistently and frequently to allow for possible, immediate intervention.</p>
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The table above lists the school’s available Academic Achievement ratings. Respond to the following questions.

- a. Based on the school’s Academic Achievement ratings over the course of the charter term, discuss the school’s current performance and provide explanations/root causes (positive and negative) for the results.

**Table 1: SBAC Proficiency**

Class of Students	Grade	ELA Proficiency	Math Proficiency
Class of 2028	3 <sup>rd</sup>	35%	45%
Class of 2027	4 <sup>th</sup>	31%	31%
Class of 2026	5 <sup>th</sup>	63%	50%
Class of 2025	6 <sup>th</sup>	56%	36%
Class of 2024	7 <sup>th</sup>	61%	32%
Class of 2023	8 <sup>th</sup>	75%	48%
<b>Total</b>		<b>50%</b>	<b>40%</b>

**Table 2: Student Growth Target Achievement**

Class of Students	Grade	ELA Student Growth Target Achievement	Math Student Growth Target Achievement
Class of 2028	3 <sup>rd</sup>	n/a	n/a
Class of 2027	4 <sup>th</sup>	36%	17%
Class of 2026	5 <sup>th</sup>	77%	78%
Class of 2025	6 <sup>th</sup>	72%	83%
Class of 2024	7 <sup>th</sup>	73%	69%
Class of 2023	8 <sup>th</sup>	51%	58%
<b>Total</b>		<b>62%</b>	<b>58%</b>

As of Spring 2019, LAAA students have achieved 50% or greater proficiency in five out of the twelve data points. This equates to a 42% success rate with an additional 17% (two data points) within five points of the 50% goal (see Table 1 above).

In addition to proficiency percentage, another important metric is Student Growth Target Achievement. This metric shows the percentage of students that achieved their individual growth target based on their expected growth from Spring 2018 to Spring 2019. This metric reveals an 80% success rate for a goal of 50% or greater of students meeting their growth target (see Table 2 above).

- b. Looking ahead, what are the school’s expected outcomes for Academic Achievement and what steps will the school take to achieve them?

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Across content areas, we will continue to focus on the proficiency within each claim so that it positively impacts the overall proficiency. It is expected that we will continue to see gains in these areas for several reasons:

1. Interims will continue to be administered and built into the scope and sequence.
2. Interims will be used in ELA and Math as instructional activities, quick checks, to clarify criteria, and as standardized formal administration.
3. Interim administration will begin earlier in the school year (November/December).
4. Professional development Test Readiness resources that were developed will be updated and implemented during January professional development.
5. Number Talks and Number Strings will be implemented in grades K - 8 where there will be a focus on eliciting and building upon student thinking while targeting specific conceptual learning goals.
6. A new core math curriculum was adopted: EngageNY. According to EdReports this curriculum is highly aligned to the Common Core State Standards in Mathematics.
7. A math supervisor was hired and will support our teachers with coaching as well as leading the math professional development for our school.

In ELA, we will continue to meet the standard by continuing our core curriculum (TCRWP) and monitor fidelity of implementation. In math, we will continue to monitor the roll out of our new curriculum (Engage NY), as well as leverage Number Talks and Number Strings as a way to both elicit student thinking as well as to plan for conceptual learning goals.

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**c. Describe how the school will measure progress to determine whether the school is on track to meet the school's expected Academic Achievement outcomes.**

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Teachers in grades 3 - 8 will be administering Smarter Balanced Interim Assessment Blocks (IABs) in both ELA and Math. In addition, Grade 3 will continue to take the Interim Comprehensive Assessment Block (ICA). Teachers will be using these IABs for both assessment as well as instructional purposes. Students will be assessed using a similar scoring rubric to that of the state assessment. Students will also be offered questions during these IABs that will prepare them for similar question types they will see on the state assessment.

School-wide changes have been established and have begun to be implemented to support student growth in the SBAC claims. Since the Smarter Assessment is a summative measure and Smarter Interims are administered approximately 3 times per year in each subject, we continuously monitor student growth towards proficiency using the tools - ITracker and i-Ready. ITracker is a tool that houses data for state, curriculum, and progress monitoring assessments. i-Ready is used as our diagnostic assessment and creates individualized learning paths for students. The reports produced by this program provide alerts consistently and frequently to allow for possible, immediate intervention.

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### 2.3 Academic Progress

Metric	2017-2018			2018-2019		
	Value	Points	Points Earned	Value	Points	Points Earned
Growth - ELA (grades 4-8)	68.38%	75.00	51.00	70.65%	75.00	53.00
Growth - Math (grades 4-8)	64.16%	75.00	48.00	65.05%	75.00	49.00
Growth of Highest Quartile – ELA (grades 4-8)	64.08%	12.50	8.00	74.70%	12.50	9.00
Growth of Highest Quartile – Math (grades 4-8)	65.33%	12.50	8.00	71.46%	12.50	9.00
Growth of Lowest Quartile – ELA (grades 4-8)	74.82%	12.50	9.00	73.60%	12.50	9.00
Growth of Lowest Quartile – Math (grades 4-8)	62.56%	12.50	8.00	73.51%	12.50	9.00

#### **DOE Summary:**

*In SY 17/18, Las Americas ASPIRA Academy earned a rating of “Meets Expectations” for Academic Progress.*

#### *English Language Arts - SY17/18*

- *68.38% of Las Americas ASPIRA Academy students met growth targets in English Language Arts, which was 6.14% higher than the State average (62.24%).*
- *64.08% of students in the highest quartile met growth targets in English Language Arts, which was 4% higher than the State average (61.80%).*
- *74.82% of students in the lowest quartile met growth targets in English Language Arts, which was 9.9% higher than the State average (64.92%).*

#### *Math - SY17/18*

- *64.16% of Las Americas ASPIRA Academy students met growth targets in math, which was 6.93% higher than the State average (57.23%).*
- *65.33 % of students in the highest quartile met growth targets in math, which was 6.19% higher than the State average (59.14%).*
- *62.56% of students in the lowest quartile met growth targets in math, which was 3.71% higher than the State average (58.85%).*

**a) School's Academic Progress ratings for all students over the course of the charter term**

<b>School Comments 2017-2018</b>	<p>Academic Achievement in ELA and Math is based on student overall proficiency (scoring a 3+) on the Smarter assessment. During the 2017-2018 school year, our ELA scores produced positive outcomes due to our school wide focus to give all students access to grade level complex texts by enhancing our core reading curriculum, Lucy Calkins Reading Workshop Units of Study. The W.O.L.V.E.S Reading Program was created in partnership with the University of Delaware (UD) in which our lead trainer, Dr. Steve Amendum, provided monthly professional learning. LAAA educators created the modules following a Before, During, and After (BDA) Framework. Educators received Sheltered Instruction Observation Protocol (SIOP) training, and professional development in Thinking Maps, Biliteracy Instructional Strategies, and Language Development, in order to design and create the modules. Additional coaching was provided by Dr. Amendum and walkthroughs/feedback sessions by LAAA Instructional Coaches. This all positively contributed to the effective design and implementation of the W.O.L.V.E.S Reading Program, during the 2017-18 school year. When looking at our reading claim proficiency, there was an upward trend, 10% proficiency (2017) to 58% proficiency (2018).</p> <p>In math we did not have a consistent, school-wide curriculum in the 2017-2018 school year. Teachers were required to teach the Common Core State Standards using a variety of available resources. According to EdReports, the curriculum that several teachers did have access to (Math in Focus) did not have a strong alignment to the Common Core State Standards in Mathematics. Last year, teachers taught math with a focus on procedural understanding rather than conceptual understanding and their conceptual content knowledge was sporadic. While our scores are comparable to the state average, they did not show a significant increase in any grade level. Specifically, we noted a dip in 5th grade scores which was also comparable to statewide averages.</p>
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***b) Expected outcomes for Academic Progress for all students***

<b>School Comments 2017-2018</b>	<p>Across content areas, we will continue to focus on the proficiency within each claim so that it positively impacts overall proficiency. In ELA, we will continue our focus on Reading claim while incorporating a focus on the Listening claim. In Math, we will focus on conceptual understanding which will support the Procedures and Concepts claim. We will leverage our focus by eliciting student thinking and planning for conceptual learning goals. We will leverage Number Talks and Number Strings as a way to both elicit student thinking as well as to plan for conceptual learning goals. It is expected that we will see gains in these areas for several reasons:</p> <ol style="list-style-type: none"> <li>1. Interims will continue to be administered and built into the scope and sequence in both content areas (ELA and Math), and used as instructional</li> </ol>
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	<p>tools.</p> <p>2. School-wide professional development will be provided by various contracted services, Dual Language Department of New Mexico, University of Delaware, and Delaware Math Coalition.</p> <p>3. Test Readiness tools and resources from the Smarter Digital Library will be incorporated into small group instruction. An Instructional Technology Coach was hired and will support teacher implementation of the available Smarter tools.</p> <p>4. Implementation of i-Ready diagnostic tool and personalized online instruction.</p> <p>5. Number Strings will be implemented in grades K - 8 where there will be a focus on eliciting and building upon student thinking while targeting specific conceptual learning goals.</p> <p>6. In addition to our current Elementary and Middle School Literacy coaches, a math supervisor was hired and will support our teachers with coaching as well as leading the math professional development for our school.</p> <p>7. A new math curriculum was adopted: EngageNY. According to EdReports this curriculum is highly aligned to the Common Core State Standards in Mathematics.</p>
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***c) Progress measures to track Academic Progress for all students***

<p><b>School Comments</b> <b>2017-2018</b></p>	<p>Teachers will receive an i-Ready Teacher Data Report on a weekly basis that began this school year and will continue going forward. The student report includes students' individual progress and usage in i-Ready. Providing these reports allows data to continuously be monitored. We will continue to provide professional development in these resources that support growth and proficiency.</p> <p>Revisions to our master schedule have allowed for extended Enrichment periods for all students in grades K-8 to allow for intervention in both subject areas (ELA and Math). Intervention schedules are made on a rotating basis every 6 weeks to allow for ample time and any additional supports that students require in order to ensure growth. During this targeted instructional time, students work on individualized learning paths that will close gaps and move students closer to achieving proficiency.</p> <p>During the Enrichment block, teachers have begun to meet with students on an individualized basis to support them in setting personal academic goals that directly correlate to their data reports. Teachers encourage students to do their own progress monitoring and provide data trackers in which students document scores achieved on lessons built into their individualized learning path, time spent on lessons, and number of lessons successfully completed. By setting goals and measuring progress, students</p>
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take ownership of their learning and accountability

The table above lists the school's available Academic Progress ratings. Respond to the following questions.

a. Based on the school's Academic Progress ratings for all students over the course of the charter term, discuss the school's current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

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Our ELA scores produced positive outcomes due to our school wide focus to give all students access to grade level complex texts by enhancing our core reading curriculum, Lucy Calkins Reading Workshop Units of Study. Teachers College Reading and Writing Project's (TCRWP) Units of Study are high quality instructional resources with strong alignment to the Common Core State Standards. The Teachers College Reading and Writing Project's approach to literacy instruction includes best practices from a number of well-known researchers in the area of literacy. The units aim to prepare students to become life-long, confident readers and writers who display agency and independence. The work is informed by research in all of these areas:

- High volume of high-success, high interest reading
- Knowledge-base through nonfiction reading
- Comprehension skills and strategies to support reading achievement
- Value of Interactive Read-Aloud
- Foundation Skills/Phonics Instruction
- High volume of writing
- Literacy-rich content areas
- Argumentation across the curriculum
- Vocabulary acquisition
- A workshop approach that gives access to all students
- Support to English Language Learners
- Learning Progressions to accelerate student progress
- Assessment-based conferring and small group instruction
- Demonstration teaching as a scaffold towards greater independence
- Emphasis on staff development

In addition to our core ELA Curriculum, there are three possible explanations/root causes for our results include writing and being awarded the 2017 - 2018 Opportunity Grant, 2018-2019 Opportunity Funds, and 2018 - 2019 Reimagining Professional Learning Grant all focused around developing English language proficiency in both the dominant language (English) and the target language (Spanish) as well as access to complex, grade-level texts by creating The W.O.L.V.E.S Reading Program. The W.O.L.V.E.S Reading Program was created in partnership with the University of Delaware (UD) in which our lead trainer, Dr. Steve Amendum, provided monthly professional learning. LAAA educators created the modules following a Before, During, and After (BDA) Framework. Educators received

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Sheltered Instruction Observation Protocol (SIOP) training, and professional development in Thinking Maps, Biliteracy Instructional Strategies, and Language Development, in order to design and create the modules. Additional coaching was provided by Dr. Amendum and walkthroughs/feedback sessions by LAAA Instructional Coaches. This all positively contributed to the effective design and implementation of the W.O.L.V.E.S Reading Program

During the 2017 - 2018 and 2018 - 2019 school year, we received the Opportunity Grant in which funds were used to increase ELL performance in the SBAC Reading Claim and WIDA/ACCESS Reading Domain. Our goal was to provide professional development and target supports/ interventions in each claim/domain to increase student overall English Language Proficiency. Grant implementation showed overall positive results. ELL SBAC Reading Claim Proficiency increased from 10% proficient in spring 2017 to 58% proficient in spring 2018. ELL WIDA/ACCESS Reading Domain proficiency (score 5+) increased from 16% proficient in spring 2017 to 46% proficient in spring 2018. In addition to supporting student achievement, we used grant funding to provide targeted professional development on language acquisition scaffolds. End of year educator confidence surveys indicated a significant increase from 30% of educators feeling confident in teaching language acquisition scaffolds during fall 2017 to 90% of educators feeling confident during spring 2018.

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**b. Looking ahead, what are the school's expected outcomes for Academic Progress for all students and what steps will the school take to achieve them?**

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After literacy and math specialists attended the Getting Smarter Results Interim and Digital Library Training offered by DDOE during the 2016-2017 school year, we established a school-wide three year plan focusing on the proficiency within each claim so that it positively impacted overall proficiency. In ELA, during 2016 - 2017 the focus was on the writing claim, during 2017 - 2018 the focus was on the reading claim, and in 2018-2019 the focus was on the speaking/listening claims. In Math, the focus has been on conceptual understanding which supports the Procedures and Concepts claim. We leveraged our focus by eliciting student thinking and planning for conceptual learning goals. We also leveraged Number Talks and Number Strings as a way to both elicit student thinking as well as to plan for conceptual learning goals. It is expected that we will see gains in these areas for several reasons:

1. Interims will continue to be administered and built into the scope and sequence in both content areas (ELA and Math), and used as instructional tools.
  2. School-wide professional development will be provided by various contracted services, Dual Language Department of New Mexico, University of Delaware, and Delaware Math Coalition.
  3. Test Readiness tools and resources from the Smarter Digital Library will be incorporated into small group instruction. An Instructional Technology Coach was hired and will support
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teacher implementation of the available Smarter tools.

4. Implementation of i-Ready diagnostic tool and personalized online instruction.
5. Number Strings will be implemented in grades K - 8 where there will be a focus on eliciting and building upon student thinking while targeting specific conceptual learning goals.
6. In addition to our current Elementary and Middle School Literacy coaches, a math supervisor was hired and will support our teachers with coaching as well as leading the math professional development for our school.
7. A new math curriculum was adopted: EngageNY. According to EdReports this curriculum is highly aligned to the Common Core State Standards in Mathematics.

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**c. Describe how the school will measure progress to determine whether the school is on track to meet expected Academic Progress outcomes for all students.**

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During the 2018-2019 school year, teachers began to receive an i-Ready Teacher Data Report on a weekly basis and with positive feedback will continue moving forward. The student report includes students' individual progress and usage in i-Ready. Providing these reports allows data to continuously be monitored. In addition to continuing the reports, it is expected that we will see gains in these areas for several reasons:

1. Interims will continue to be administered and built into the scope and sequence in both content areas (ELA and Math), and used as instructional tools.
  2. School-wide professional development will be provided by various contracted services, Dual Language Department of New Mexico, University of Delaware, and Delaware Math Coalition.
  3. Test Readiness tools and resources from the Smarter Digital Library will be incorporated into small group instruction. An Instructional Technology Coach was hired and will support teacher implementation of the available Smarter tools.
  4. Implementation of i-Ready diagnostic tool and personalized online instruction.
  5. Number Strings will be implemented in grades K - 8 where there will be a focus on eliciting and building upon student thinking while targeting specific conceptual learning goals.
  6. In addition to our current Elementary and Middle School Literacy coaches, a math supervisor was hired and will support our teachers with coaching as well as leading the math professional development for our school.
  7. A new math curriculum was adopted: EngageNY. According to EdReports this curriculum is highly aligned to the Common Core State Standards in Mathematics.
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## 2.5 School Quality/ Student Success

Metric	2017-2018			2018-2019		
	Value	Points	Points Earned	Value	Points	Points Earned
Chronic Absenteeism	97.91%	50.00	49.00	95.11%	50.00	48.00
Proficiency – Science (grades 5 and 8)	n/a	n/a	n/a	n/a	n/a	n/a
Proficiency - Social Studies (grades 4 and 7)	n/a	n/a	n/a	n/a	n/a	n/a

### DOE Summary:

In SY17/18, 97.91% of Las Americas ASPIRA Academy students demonstrated on-track attendance, which was 11.46% higher than the State average (86.45%). The State assessments for social studies and science were not administered in SY 17/18.

### a) School's School Quality/ Student Success ratings over the course of charter term

<b>School Comments 2017-2018</b>	To support student success, we continue to monitor attendance and punctuality of our students. Families are notified if/when there are any concerns with their child's attendance or punctuality. These notifications are initially made via letter but may require a meeting with a school administrator if concerns are not addressed appropriately.
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### b) Expected outcomes for School Quality/ Student Success

<b>School Comments 2017-2018</b>	We expect to continue to meet/exceed these metrics by monitoring the data and making adjustments as needed.
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### c) Progress measures to track School Quality/ Student Success

<b>School Comments 2017-2018</b>	In regards to attendance, we will continue to monitor our school's daily attendance to ensure every student is accounted for and concerns are addressed as quickly as possible. In regards to the Science and Social Studies proficiency rates, we will analyze the student data once available and address any deficiencies.
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The table above lists the school's available School Quality/ Student Success ratings. Respond to the following questions.

**a. Based on the school's School Quality/ Student Success ratings for all students over the course of the charter term, discuss the school's current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)**

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To support student success, we continue to monitor attendance and punctuality of our students. Families are notified if/when there are any concerns with their child's attendance or punctuality. These notifications are initially made via letter but may require a meeting with a school administrator if concerns are not addressed appropriately.

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**b. Looking ahead, what are the school's expected outcomes for School Quality/ Student Success for all students and what steps will the school take to achieve them?**

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We expect to continue to meet/exceed these metrics by monitoring the data and making adjustments as needed.

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**c. Describe how the school will measure progress to determine whether the school is on track to meet expected School Quality/ Student Success outcomes for all students.**

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In regards to attendance, we will continue to monitor our school's daily attendance to ensure every student is accounted for and concerns are addressed as quickly as possible. In regards to the Science and Social Studies proficiency rates, we will analyze the student data once available and address any deficiencies.

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**2.6 Progress toward English language proficiency (ELP) \* new**

Beginning in the 2017-2018 school year, every school was measured on student “Progress toward English language proficiency (ELP)” This metric is an index calculation that measures the percentage of all current ELs who make annual progress toward ELP as measured by the statewide ELP assessment. ELP is defined as scoring a PL of 5.0 on the statewide ELP assessment. Attainment has been defined in Delaware as a PL of 5.0 and a level in which a student is considered to have met a proficiency level comparable to their native English speaking peers. [Therefore, a PL of 5.0 is considered a student’s Attainment Target \(AT\).](#)

Metric	2017-2018			2018-2019		
	Value	Points	Points Earned	Value	Points	Points Earned
Progress Toward English Language Proficiency	74.17%	50.00	37.00	80.64%	50.00	40.00

**DOE Summary:**

In SY17/18, 74.17% of Las Americas ASPIRA Academy English learners demonstrated English language proficiency, which was 3.75% higher than the State average (70.42%).

**a) English language proficiency (ELP) ratings over the course charter term**

<b>School Comments 2017-2018</b>	<p>During the 2018 - 2019 School Year, we received the Opportunity Grant in which funds were used to increase ELL performance in the SBAC Reading Claim and WIDA/ACCESS Reading Domain. Our goal is to provide professional development and target supports/interventions in each claim/domain to increase student overall English Language Proficiency. Grant implementation showed overall positive results. ELL SBAC Reading Claim Proficiency increased from 10% proficient in spring 2017 to 58% proficient in spring 2018. ELL WIDA/ACCESS Reading Domain proficiency (score 5+) increased from 16% proficient in spring 2017 to 46% proficient in spring 2018.</p> <p>In addition to supporting student achievement, we used grant funding to provided targeted professional development on language acquisition scaffolds. End of year educator confidence surveys indicated a significant increased from 30% of educators feeling confident in teaching language acquisition scaffolds during fall 2017 to 90% of</p>
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educators feeling confident during spring 2018.

Our implementation of a Dual Language Immersion Program, also supports English Language Proficiency which incorporates best practices in language acquisition research and is designed to support L1 and L2 acquisition as students become academically biliterate. Our Biliteracy Framework stresses the importance of teaching for transfer between the L1 and L2. English as a Second Language (ESL) strategies as well as Spanish as a Second Language Strategies (SSL) are utilized in the classroom. Lessons are not translated when switching from one language to the other; rather, students learn language through parallel content. The classroom environments are language-rich, always supporting the language development of students by using realia, manipulatives, graphs, models, visual aids, and technology. Our focus on developing academic biliteracy will enable ALL of our students to develop the skills necessary to speak, listen, read, and write in English and Spanish.

Last school year, we also accepted 10 Newcomers from Puerto Rico with limited English Language Proficiency after the natural disaster occurred. We submitted an Amendment to Title 3 Funding in order to purchase materials to improve their proficiency. Imagine Learning Language and Literacy builds core reading and academic language skills using a research-based curriculum. The online curriculum provides adaptive instruction and personalized learning paths. The program specifically front loads the information in the students native language (Spanish) and then begins teaching them new concepts. Students practice their learning paths at school and at home. Built in assessments and reporting features provides immediate feedback for students and allows educators to use the data to adjust the instruction as necessary.

**b) Expected outcomes for Progress toward English language proficiency (ELP)**

**School  
Comments  
2017-2018**

We applied and were rewarded the FY19 Opportunity Grant, which was written to continue supports in the SBAC Reading Claim and WIDA/ACCESS Reading Domain as well as specific supports targeting the SBAC Speaking and Listening Claim and WIDA/ACCESS Speaking Domain. With the growing population of English Language Learners (ELL), we used almost half of the funding to hire a second ELL teacher and the school has committed to sustaining this position in the coming years if the grant is no longer available. This investment in human capital is critical in creating and carrying out the plan set this school year with the

	<p>goal of increasing student proficiency in each claim/domain ultimately having a positive impact on overall performance.</p> <ol style="list-style-type: none"> <li>1. Increase the 35% of grades 3-8 students meeting a 3 or 4 on the SBAC Speaking and Listening Claim by 15%, through the use of personalized adaptive software and instructional/curricular enhancements in daily instruction.</li> <li>2. Increase the 3% of students meeting a 5.0 on the speaking domain of the WIDA/ACCESS assessment by 15%, by improving the oracy development of all students especially ELLs through implementing the W.O.L.V.E.S Reading Program modules that include evidence-based language acquisition principles and practices.</li> </ol> <p>In addition to the FY18 and FY19 Opportunity Grants, we also wrote and were awarded the 2018 - 2019 Reimagining Professional Learning Grant to support our ELL population. All three of these grants provide supports for not only our students but also our teachers. Professional Development partnerships were formed with the University of Delaware and the Dual Language Department of New Mexico (DLeNM). These partnerships provide ongoing Dual Language Oracy Strategy Instruction called Literacy Squared and ELL coaching embedded into classroom instruction. Below is the expected goals and outcomes.</p> <ol style="list-style-type: none"> <li>1. Increase the 50% of educators meeting highly effective on the EEF IP5 scores by 30%. Increase the 8% of educators meeting highly effective on the EEF IP10 scores by 50% by enhancing educator's professional development in Common Core Speaking and Listening Standards.</li> <li>2. Increase the W.O.L.V.E.S module lessons containing ELL enhancements by 70% by professional learning and resources on effective, evidence-based EL instructional strategies and language supports in both English and students' native languages.</li> </ol>
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**c) Progress measures to track English language proficiency (ELP) outcomes**

<p><b>School Comments 2017-2018</b></p>	<p>During the W.O.L.V.E.S reading portion of the day, formative assessments will be used to improve student achievement in ELA and track EL language development in reading, writing, listening, and speaking. Teacher observations of student language usage, feedback on student progress toward instructional goals for English, and student self assessments will be used throughout instruction. Teaching and learning activities will be embedded in instruction and linked to CCSS and WIDA ELP standards. Progress toward English language proficiency (ELP) outcomes will be monitored using WIDA rubrics and tracked using I-</p>
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Tracker Pro. Oral language, literacy, productive language, and receptive language are all addressed in the WIDA Rubrics within I-Tracker Pro.

**The table above lists the school's available English language proficiency (ELP) ratings. Respond to the following questions.**

- a. Based on the school's English language proficiency (ELP) ratings for all students over the course of the charter term, discuss the school's current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)**

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Our implementation of a Dual Language Immersion Program, supports English Language Proficiency which incorporates best practices in language acquisition research and is designed to support L1 and L2 acquisition as students become academically biliterate. Our Biliteracy Framework stresses the importance of teaching for transfer between the L1 and L2. English as a Second Language (ESL) strategies as well as Spanish as a Second Language Strategies (SSL) are utilized in the classroom. Lessons are not translated when switching from one language to the other; rather, students learn language through parallel content. The classroom environments are language-rich, always supporting the language development of students by using realia, manipulatives, graphs, models, visual aids, and technology. Our focus on developing academic biliteracy enables all of our students to develop the skills necessary to speak, listen, read, and write in English and Spanish.

In addition to our immersion program, there are three possible explanations/root causes for our results include writing and being awarded the 2017 - 2018 Opportunity Grant, 2018-2019 Opportunity Funds, and 2018 - 2019 Reimagining Professional Learning Grant all focused around developing English language proficiency in both the dominant language (English) and the target language (Spanish). Over the course of these years, the main goals were established and met/exceeded. Below is an explanation of each goal/outcome and how it has positively impacted our students identified as English learners.

During the 2017 - 2018 school year, we received the Opportunity Grant in which funds were used to increase ELL performance in the SBAC Reading Claim and WIDA/ACCESS Reading Domain. Our goal was to provide professional development and target supports/interventions in each claim/domain to increase student overall English Language Proficiency. Grant implementation showed overall positive results. ELL SBAC Reading Claim Proficiency increased from 10% proficient in spring 2017 to 58% proficient in spring 2018. ELL WIDA/ACCESS Reading Domain proficiency (score 5+) increased from 16% proficient in spring 2017 to 46% proficient in spring 2018.

In addition to supporting student achievement, we used grant funding to provide targeted professional development on language acquisition scaffolds. End of year educator confidence surveys indicated a significant increase from 30% of educators feeling

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confident in teaching language acquisition scaffolds during fall 2017 to 90% of educators feeling confident during spring 2018.

During the 2018 -2019 school year, we were provided Opportunity Funds, which we had written goals to continue supports in the SBAC Reading Claim and WIDA/ACCESS Reading Domain as well as specific supports targeting the SBAC Speaking and Listening Claim and WIDA/ACCESS Speaking Domain. With the growing population of English Language Learners, we used almost half of the funding to hire a second ELL teacher and the school has committed to sustaining this position during the 2019 - 2020 school year and in the coming years. This investment in human capital was critical in creating and carrying out the plan with the goal of increasing student proficiency in each claim/domain ultimately having a positive impact on overall performance.

**Goal:** Increase the 35% of grades 3-8 students meeting a 3 or 4 on the SBAC Speaking and Listening Claim by 15%, through the use of personalized adaptive software and instructional/curricular enhancements in daily instruction.

**Outcome:** The SBAC speaking/listening claim for all students in grades 3-8 increased proficiency from 35% in 2017-2018 to 56% in 2018-2019 surpassing the goal of a 15% increase.

**Goal:** Increase the 3% of students meeting a 5.0 on the speaking domain of the WIDA/ACCESS assessment by 15%, by improving the oracy development of all students, especially ELLs through implementing the W.O.L.V.E.S Reading Program modules that include evidence-based language acquisition principles and practices.

**Outcome:** The WIDA/ACCESS speaking domain proficiency for students identified as ELL in grades K-8 remained the same from 3% in 2017-2018 to 3% in 2018-2019; however, when looking at both the speaking and listening domains it increased to 34% Proficiency 2018-2019.

In addition to the FY18 and FY19 Opportunity Grants, we also wrote and were awarded the 2018 - 2019 Reimagining Professional Learning Grant to support our students identified as English learners. All three of these grants provide support for not only our students but also our teachers. Professional Development partnerships were formed with the University of Delaware and the Dual Language Department of New Mexico (DLeNM). These partnerships provide ongoing Dual Language Oracy Strategy Instruction called Literacy Squared and ELL coaching embedded into classroom instruction. Below were the expected goals and outcomes.

**Goal:** Increase the 50% of educators meeting highly effective on the EEF IP5 scores by 30%. Increase the 8% of educators meeting highly effective on the EEF IP7 scores by 50% by enhancing educator's professional development in Common Core Speaking and Listening

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Standards.

Outcome: Currently, 92.3% of educators are currently scoring **Effective or Highly Effective** on IP 5 (Language and Literacy Acquisition) and IP7 (Literacy and Communication Skills in the Content Areas) of the Alternative Educator Evaluation System called the Educator Effectiveness Framework (EEF).

Goal: Increase the W.O.L.V.E.S module lessons containing ELL enhancements by 70% by professional learning and resources on effective, evidence-based EL instructional strategies and language support in both English and students' native languages.

Outcome: **278** out of 318 W.O.L.V.E.S modules lessons containing ELL enhancements specific to speaking and listening.

- [English Guided Reading](#): 70
- [Spanish Guided Reading](#): 70
- [3-5 English/Spanish Shared Reading](#): 138

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**b. Looking ahead, what are the school's expected outcomes for English language proficiency (ELP) for all students and what steps will the school take to achieve them?**

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Metric	2017-2018			2018-2019		
	Value	Points	Points Earned	Value	Points	Points Earned
Progress Toward English Language Proficiency	74.17%	50.00	37.00	80%	50.00	39.97

LAAA's progress towards ELP has shown growth from 74.17% during the 2017-2018 school year to 80% during the 2018-2019 school year. This growth from one year to the next is 5.83%. In addition, LAAA surpassed the state average in ELP performance. During the 2017-2018 school year, LAAA's ELP was 3.75% higher than the state average (70.42%). The state average for the 2018 -2019 school year is not available at this time.

During the 2018-2019 school year, our ELA scores maintained positive outcomes (meeting our DSSF academic achievement and academic progress ELA goals) due to our school wide focus to give all students access to grade level complex texts (called the WOLVES Reading Program) by enhancing our core reading curriculum, Lucy Calkins Reading Workshop Units of Study. The W.O.L.V.E.S Reading Program was created using Opportunity Funds from 2017 - 2019 and in partnership with the University of Delaware (UD) in which our lead trainer, Dr. Steve Amendum. LAAA educators created the modules following a Before, During, and

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After (BDA) Framework. The modules were then enhanced to include specific speaking and listening scaffolds. Because over 300 modules were developed using a variety of strategies including Sheltered Instruction Observation Protocol (SIOP), Thinking Maps, Biliteracy Instructional Strategies, and best practices in language development the modules will continue to be taught; therefore, helping us to continue to see growth in our ELP from one year to the next, meeting standards and eventually exceeding.

In addition to continuing to provide scaffolds to allow our students to access grade level texts, continued development of teachers will also be an important role in achieving growth in our ELP each year. LAAA partnered with the Dual Language Education of New Mexico (DLENM) to provide professional development during the 2018-2019 school year on Literacy Squared techniques and strategies that support all language learners. Select educators were sent to La Cosecha Dual Language Conference in New Mexico in November 2017 and 2018 (8 more educators to attend in November 2019). Educators received training in Biliteracy Instructional Strategies and then brought them back to share with other educators on professional development days. Additional coaching was then provided by the University of Delaware professor Dr. Amendum and walkthroughs/feedback sessions by LAAA Instructional Coaches. This all positively contributed to the effective design and implementation of the W.O.L.V.E.S Reading Program, during the during the 2017-19 school years. When looking at our reading claim proficiency, there was an upward trend 10% proficiency (2017) to 58% proficiency (2018). When looking at our speaking and listening claim this year, 35% proficiency (2018) to 56% proficiency (2019). The strategies will continue to be learned and shared; therefore, helping us to continue to see growth in our ELA academic achievement, Academic progress, and our ELP from one year to the next, meeting standards and eventually exceeding.

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**c. Describe how the school will measure progress to determine whether the school is on track to meet expected English language proficiency (ELP) outcomes for all students.**

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The DSSF 2018-2019 takes four out of the five indicators into account (because the graduation rate does not apply to LAAA as a K-8 school): Academic Achievement, Academic Progress, School Quality/Student Success, and Progress Toward English Language Proficiency. Progress Toward English Language Proficiency is calculated using index scores within the ELL database. Targets were set by the Delaware Department of Education (DDOE), and considered language acquisition research and learning differences within the ELL population. While the targets are ambitious, the DDOE awards points to schools for students who meet the annual interim targets for on-time attainment of English Language Proficiency. Index scores for English Language Proficiency growth range from 0.00-1.10, with 0.00 assigned to students who show no growth, 0.01-0.99 assigned to students who have shown growth toward the target, and 1.00-1.10 assigned to students who have reached (1.00) or exceeded the target (1.01-1.09), with a maximum bonus for exceeding the target by 10% or more (1.10) (U.S. Department of Education, 2018). Index scores are

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projected in order to ensure annual growth is being made, with the goal of ultimately obtaining a composite score of 5 (proficiency) on the WIDA/ACCESS assessment. The average is calculated to generate percentage points (80%); however, since the point value is 50, it is essentially divided in half to yield the points earned (39.97 points). Overall, LAAA meets expectations for progress towards English Language Proficiency, and we have an overall report card rating of meeting expectations. Student WIDA/ACCESS scores and interim targets for on-time attainment for ELP are used to group students and provide targeted services listed in section 3.4 part C.

To determine whether the school is on track to meet expected ELP outcomes, the two EL Specialists use formative assessments to track students' ongoing progress toward English language proficiency throughout the school year. Performance based assessments are used to measure students' progress toward curricular goals and objectives. Observations of student language usage, feedback on students' progress toward instructional goals for English, and student self-assessments are used throughout instruction. During English language development (ELD) instruction, teaching and learning activities are embedded and linked to CCSS and WIDA ELP standards. Progress toward English language proficiency (ELP) outcomes are monitored using WIDA rubrics and tracked using I-Tracker Pro. Oral language, literacy, productive language, and receptive language are all addressed in the WIDA Rubrics within I-Tracker Pro.

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### III. ORGANIZATIONAL PERFORMANCE

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

#### 3.1 Mission Specific Goal(s)

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

Essential Question indicator 1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable				
Measure	Definition of Rating	Data Source	Data Collection Process	Measure
<p>The mission of Las Américas ASPIRA Academy (LAAA) is to provide a world-class education that prepares students through a dual language (English/Spanish) project-based learning curriculum, to become healthy productive community members and leaders, with an expectation that every child, regardless of race, gender, ethnicity, or socio-economic level, is college bound.</p> <p>We are accomplishing this mission through the full implementation of a dual language immersion, project-based learning curriculum. Our guiding principles – Accountability * Social and Emotional Intelligence * Positive Mindset * Inquiry * Resilience * Appreciation (ASPIRA) – represent the foundation of our character education program. These traits are an integral part of our school-wide implementation of the Responsive Classroom Approach which embraces a fostering of community, based upon teaching socially-responsible behaviors.</p>	<p>Meets Standard: LAAA’s curriculum supports their school mission with respect to dual language acquisition <u>and</u> character development.</p> <p>Approaching Standard: LAAA’s curriculum supports their school mission with respect to dual language acquisition and/or character development.</p> <p>Far Below Standard: LAAA’s curriculum <u>does not</u> support their school mission with respect to dual language acquisition and/or character development.</p>	LAAA curriculum documents	PDF Upload and entry into system by DOE	1a1

#### DOE Summary:

Las Americas ASPIRA Academy has two mission specific goals in dual language proficiency and in social and emotional intelligence. The school was rated “Meets” on both of its mission specific goals.

#### a) mission specific goal(s).

<b>School Comments 2018-2019</b>	LAAA is rated “Meets” on both mission specific goals. We continue to be faithful to our mission by delivering a curriculum centered on dual language acquisition and character development. In grades K-5, students receive instruction in English 50% of the school year and in Spanish the other 50% based on an A/B daily
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	rotation. In 6th-8th grades, our students receive dual language instruction as part of our Middle School Immersion Continuation Model with 25% of instruction in Spanish and 75% in English. In addition to our dual language program, we have incorporated character education in our curriculum, as well as our School Culture & Climate.
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<b>School Comments 2017-2018</b>	LAAA continues to be faithful to our mission by delivering a curriculum centered on dual language acquisition and character development. In grades K-5, students receive instruction in English 50% of the school year and in Spanish the other 50% based on an A/B daily rotation. In 6th-8th grades, our students receive dual language instruction as part of our Middle School Immersion Continuation Model with 25% of instruction in Spanish and 75% in English. In addition to our dual language program, we have incorporated character education in our curriculum, as well as our School Culture & Climate.
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<b>School Comments 2016-2017</b>	LAAA continues to be faithful to our mission by delivering a curriculum centered on dual language acquisition and character development. In grades K-5, students receive instruction in English 50% of the school year and in Spanish the other 50% based on an A/B daily rotation. In 6th-8th grades, our students receive dual language instruction as part of our Middle School Immersion Continuation Model with 25% of instruction in Spanish and 75% in English. In addition to our dual language program, we have incorporated character education in our curriculum, as well as our School Culture & Climate.
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**Note:** This data element was added in the SY 16/17. The school was not required to provide a response to this information.

**a. Rate the school's performance according to the criteria established by the school for its mission specific goal(s).**

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n/a

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**b. Provide as Appendix 1 the results (data source) of the school's mission specific goal(s). Remember not to include any personally identifiable information (PII).**

### 3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Organizational Performance Framework](#).

Year	Education Program		Financial Management	Governance and Reporting			Students and Employees				School Environment		Additional Obligations	OVERALL RATING
	1a	1b	2*	3a	3b	3c	4a	4b	4c	4d	5a	5b	6	
	Charter Terms	Students with Disabilities	Financial Management and Oversight	Governance	Management Accountability	Reporting Requirements	Protecting Student Rights	Attendance Goal	Staff Credentialing	Employee Rights	Facility and Transportation Requirements	Health and Safety Requirements	Additional Obligations	
2015-2016	M	M	*	M	M	M	M	M	M	N/R	M	M	M	Meets Standard

\* Data for this measure is now included in the Financial Performance Framework

Year	Education Program				Governance & Reporting			Students & Staff		OVERALL RATING	
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff		
	1a	1b	1c	1d	2a	2b	2c	3a	3b		4a
2016-2017	M	M	M	M	M	M	M	M	M	M	Meets Standard
2017-2018	M	M	M	M	M	M	M	M	M	M	Meets Standard
2018-2019	M	M	M	M	M	M	M	M	M	M	Meets Standard

**DOE Summary:**

Las Americas ASPIRA Academy has met all standards measured by the Organizational Performance Framework annually for the last four years. The school has maintained an overall rating of "Meets Standard" on the Organizational Performance Framework.

**a) School's organizational performance over the current charter term**

<b>School Comments 2017-2018</b>	Our overall rating is Meets Standard, which is attributed to the strength of our leadership team and the quality of their oversight responsibilities.
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<b>School Comments 2016-2017</b>	School did not provide a response
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**b) Changes to organizational practices that the school has implemented to improve the school's organizational outcomes**

<b>School Comments 2017-2018</b>	n/a
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<b>School Comments 2016-2017</b>	School did not provide a response
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**c) Indicator measure where school did not meet standard or is approaching standard**

<b>School Comments 2016-2017</b>	School comments for SY 16/17 can be found at: <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a>
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<b>School Comments 2015-2016</b>	School comments for SY 15/16 can be found at: <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a>
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**a. Describe the school’s organizational performance over the current charter term. (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)**

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Las Américas ASPIRA Academy’s overall organizational rating is Meets Standard for each school year in this current charter term. This accomplishment is attributed to the strength and skills of our administrative, instructional and operational teams. Each team member has clear and specific responsibilities and expectations, in addition to a vested interest in the success of our school.

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**b. Identify changes to organizational practices that the school has implemented to improve the school’s organizational outcomes.**

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Las Américas ASPIRA Academy’s overall organizational rating is Meets Standard for each school year in this current charter term. Therefore, we have not needed to make changes to our organizational practices. We have just continued to maintain our high level of expectations and accountability.

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**c. Address any measure where school did not meet standard or is approaching standard.**

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n/a

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## Performance Agreement

### Organizational Performance Expectations

*Las Américas ASPIRA Academy overall organizational rating is Meets Standard for the 2013-2014 school year. By 2020, our expectation is to achieve the overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.*

#### DOE Summary:

Las Americas ASPIRA Academy has met all standards measured by the Organizational Performance Framework annually for the last four years.

#### School Comments 2017-2018

Las Américas ASPIRA Academy's overall organizational rating is Meets Standard for the 2017-2018 school year, which is attributed to the strength of our administrators and team overall. Each person understands their role and responsibilities. In addition, they understand the importance of meeting required due dates and remaining compliant with regulations.

#### School Comments 2016-2017

School did not provide a response

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

#### d. Discuss the school's organizational performance based on its approved Performance Agreement.

Las Américas ASPIRA Academy's overall organizational rating is Meets Standard for each school year in this current charter term. Our success in achieving this rating consistently is attributed to the strength of our leadership team and team overall. Each person's role and responsibilities are clearly defined with accountability.

### 3.3 Educational Program

a. Describe any changes to the education program or curricula the Board plans to make prior to the renewal.

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n/a

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b. As appendices, provide the following documents as evidence of curriculum alignment to the Common Core State Standards and the Next Generation Science Standards:

**Appendix 2** Provide an electronic copy of curricula including scope and sequence documents, units, assessments and content covered per core content area (Mathematics, English Language Arts, Social Studies, Science, Visual / Performing Arts) for each grade level the school serves. The documents should demonstrate clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts and Mathematics, and Next Generation Science Standards) in core content areas. If the school plans to join the Science Coalition, then a signed MOU would replace the scope and sequence requirement for Science. If the school plans to join the Social Studies Coalition, then a signed MOU would replace the scope and sequence requirement for Social Studies.

Evidence to establish adherence to the state's expectations regarding **ELA instruction** through the grade bands should include the following:

- Evidence of the adoption of a high quality instructional resources as defined by EdReports.org. or curricular documents that meet the criteria of the appropriate IMET from achievethecore.org.
- Opportunities provided and embedded within curriculum for professional learning and strategic use of curricular resources.
- In addition, there needs to be a well-articulated RTI process for reading that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- For grades 9-12, English course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate, or dual enrollment courses.

Evidence to establish adherence to the state's expectations regarding **Math instruction** through the grade bands should include the following:

- Evidence of the adoption of a high quality, standards aligned instructional resources as defined by EdReports.org. or curricular documents that meet the

criteria of the appropriate IMET from [achievethecore.org](http://achievethecore.org) including additional resources selected to support areas where the curriculum materials were weak per [EdReports.org](http://EdReports.org) (yellow or red)

- Sample learning experiences (lesson/unit) and assessments
- Opportunities provided and embedded within curriculum for professional learning and strategic use of curricular resources.
- In addition, there needs to be a well-articulated RTI process for mathematics that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- Additionally, for grades 9-12, Mathematics course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate SL or HL, or dual enrollment courses.

Evidence to establish adherence to the state's expectations regarding **Science instruction** through the grade bands should include the following:

- A signed MOA from the Delaware Science Coalition **and** evidence of the adoption of a high-quality instructional resource by Ed Reports.org or curricular documents that meet the criteria of the EQulP rubric from [nextgenscience.org](http://nextgenscience.org).
- The LEA must provide a scope and sequence for each grade level that includes the unit topic, the unit phenomenon, standards that are covered in that unit, what the students are doing in that unit, and include a lesson from K-2, 3-5, 6-8, 9-12 depending on the structure of the school.

Questions:

- 1) What is the LEAs professional plan to roll out three-dimensional learning along with your instructional resources?
- 2) Can you describe how you ensure accessibility for all students in science?
- 3) How are your administrators monitoring science instruction to ensure the shifts in science are occurring?

Evidence to establish adherence to the state's expectations regarding **Social Studies instruction** through the grade bands should include the following:

- Scope and sequence showing standards targeted and major topics for each grade/course in the school.
- One sample assessment aligned to state standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- No curricular documents are required for AP, IB, or dual enrollment courses.
- Schedule of time allotted for social studies instruction in each grade

Evidence to establish adherence to the state's expectations regarding **Visual /Performing Arts instruction** through the grade bands should include the following:

- Scope and sequence showing standards targeted and major topics for each grade/course in the school.



- One sample assessment aligned to state standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- No curricular documents are required for AP, IB

### 3.4 At-risk students, Students with Disabilities, and English Language Learners

Year	Education Program
	1b
	Students with Disabilities
2015-2016	M

Year	Education Program		
	Applicable State & Federal Requirements	Students with Disabilities	English learners
	1b	1c	1d
2016-2017	M	M	M
2017-2018	M	M	M
2018-2019	M	M	M

*\*Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.*

**Note:** Each item below must be addressed separately.

- a. If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, or English Language Learners.

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The EL teachers will continue to collaborate with the special education teacher for dual identified students, completing the English Language Services Discussion for Students who are English Learners with Disabilities form and determine the best direct or indirect services for the students. In addition, continue to update the IEPs with the current WIDA/ACCESS scores.

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- b. Describe any changes or enhancements to the process by which at-risk students are identified and the evidence that the school was able to provide the right resources and services for these students.

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Our RTI process includes a universal screening assessment (i-Ready) administered 3 times per year. i-Ready is used as our diagnostic assessment and creates individualized learning paths for students. The reports produced by this program provide alerts consistently and frequently to allow for possible and immediate intervention. This helps in identifying students in need of reading and math intervention. High-quality, research-based interventions are used, along with weekly or biweekly progress monitoring. All student progress is recorded in Data Service Center I-Tracker. Intervention data is evaluated every six weeks by a team of teachers, specialists, and administrators.

Most recently, we have signed an MOU with the Delaware Department of Education to participate in state-wide efforts, collaborating with coaches from the American Institute for Research (AIR) which will take a look at academic, behavior, and social emotional supports under the Multi-Tiered System of Support Model (MTSS). At the end of the 2018-2019 school year we formed an MTSS team including a variety of stakeholders. The MTSS team participated in a comprehensive needs assessment to identify specific areas of improvement. An action plan was developed to address the need for a behavior screener and we have begun to pilot the screener in targeted grades (3 and 8) based on both academic and behavior data. We are looking forward to continuing to work with DDOE and AIR taking steps to transition from RTI to MTSS. Part of this process has allowed our team to identify students who are emotionally and/or behaviorally at-risk as well as those who are identified as at-risk academically.

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**c. Describe any changes or enhancements to the process by which English Language Learners are identified and the evidence that the school was able to provide the right resources and services for these students.**

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LAAA continues to use the process that is stated in Delaware Department of Education's EL Guidebook. Collaboration between the EL and front office teams ensures that enrollment procedures are followed. The school effectively communicates information with families, making the enrollment process more manageable and welcoming for all families. Based on the Home Language Surveys, students in grades K-8 are annually assessed using the WIDA ACCESS for ELLs 2.0 summative assessments. The assessments measure students' academic English language in four language domains: Listening, Reading, Speaking, Writing. As of September 6th, 2019, 46 kindergarten students were tested as EL using the WIDA model, as of September 9th, 2019 students were receiving services, and parent notifications were sent out on September 18th, 2019. Additional information about EL support will be shared with families during Kindergarten Student Success Night on October 15th, 2019. All other parent notifications and score reports are sent home at the end of the school year and at Student Success Nights.

Within the dual language immersion model, we have adopted a balanced literacy approach

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including reading workshop, writing workshop, and word study. Our core reading curriculum is Units of Study for Teaching Reading (Lucy Calkins and the TCRWP), which includes readers workshop with differentiated small group time in instructional level texts, read aloud/shared reading of grade level/complex texts, and independent reading in instructional level texts. The ESL push-in and pull-out supports have been designed around the balanced literacy framework. Small groups are made based on student language proficiency levels and academic achievement levels. The WIDA/ACCESS scores are analyzed by domain - listening, speaking, reading and writing. In addition, sub-group data is also analyzed on benchmark assessments and SBAC. The following EL interventions offered at each grade level and delivered by our two EL Specialists are evidence the school is able to provide the right resources.

Kindergarten is using the Teacher's college reading and writing project Phonics Units of Study purchased with Title III Funds in 2017 - 2018 school year. This K-2 curriculum is aligned with current reading and writing workshop units of study, in which terminology, tools, and methods are shared in ways that benefit teachers and students. It offers high-leverage phonics concepts and strategies that help all students understand when, how, and why they can use phonics to read and write, especially English Language Learners. There are five units per grade level (K-2) that are designed to be taught with the corresponding reading/writing unit of study and with the work students need as readers and writers to meet benchmark. Each lesson is designed to be 25 minutes in length.

First grade is using the Fountas & Pinnell Leveled Literacy Intervention System (LLI) purchased with Title III funds during the 2017-2018 school year. This is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of LLI is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. The LLI systems are designed to:

- Advance the literacy learning of students not meeting grade-level expectations in reading
- Deepen and expand comprehension with close reading
- Elevate the expertise of teachers
- Increase reading volume by engaging students in large amounts of successful daily reading
- Increase student engagement with books that build knowledge
- Intervene with small groups of struggling readers to maximize growth
- Meet the needs of struggling readers
- Monitor student progress

Second through eighth grade use our WOLVES Reading Program created with Opportunity Funding over the course of two school years 2017 - 2019. The W.O.L.V.E.S Reading Program was created in partnership with the University of Delaware (UD) in which our lead trainer, Dr. Steve Amendum, provided monthly professional learning. LAAA educators created the modules following a Before, During, and After (BDA) Framework. Educators

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received Sheltered Instruction Observation Protocol (SIOP) training, and professional development in Thinking Maps, Biliteracy Instructional Strategies, and Language Development, in order to design and create the modules. Through this reading program, teachers make efforts to support biliteracy development and reading comprehension of all students. Teachers are able to provide effective instruction in reading comprehension in both English and Spanish, while providing scaffolds that support their biliteracy development, and ultimately close the reading achievement gap. Specific strategies included in the WOLVES Reading Program are as follows:

- Before Reading - Reviews the reading selection, and prepare a brief, organized overview that points out:
  - Build Background Knowledge: Discuss relevant background information.
  - Teach Sight Words/Academic Vocabulary: Pre-teach key vocabulary necessary for comprehension of the text.
  - Preview the Text: Engage students in a picture walk; Look at the structure of the content (headings, pictures, vocabulary, diagrams, sidebars, etc.)
  - Set Purpose, Read & Discuss: For each new section/chapter of the text, set a new purpose, read, and discuss.
- During Reading - Students read “chunks” of texts chorally, in pairs, and/or individually:
  - Choral Reading: Whole class or group of students read in unison.
  - Partner Reading: Students alternate reading aloud by sentence, paragraph, page, or chapter.
- After Reading - Educator discusses the material students have heard and read when they are done reading. Begin the discussion by asking for the information students were told to look for.
  - Language Frames: Summarization and Sentence Framing: Students complete language frames.
  - Writing in Response to Reading: Students utilize the language frames to complete a text dependent writing activity using all that they’ve learned (i.e. text structure, summarization, etc.)

Sixth through eighth grade uses Saddleback resources such as the ELL Teen Literacy Library and Newcomers Library purchased with Title III funding during the 2017-2018 school year. These libraries are a collection of fiction and nonfiction books aimed at middle school English language learners, including newcomers. Many of these learners struggle with reading and a limited English vocabulary. This makes it difficult to do well in content-area classes, where textbooks are often written at or above grade level. For this reason, the ELL Teen Literacy Library focuses on social studies, math, and science topics, in books written at accessible levels. The Welcome Newcomers library is an instructional solution that introduces life in the United States to immigrant teens. As these students learn English and

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adapt to living in a new country, they must learn to fit in socially and academically. Developed around topics that are critical to success in American schools and communities. Following a guided reading format, both programs have a special emphasis on building vocabulary, because research indicates the importance of vocabulary acquisition for students learning English. These words are featured in a glossary at the back of each book and on photo vocabulary cards included with the collection.

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**d. Describe any changes or enhancements to the process by which students with disabilities are identified and the evidence that the school was able to provide the right resources and services for these students.**

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Students with disabilities are evaluated when referred by the school-based problem solving team and/or parents. The RTI team meets 6 times per year to evaluate grade-level data and place students in intervention groups that target their areas of needs. The teams use benchmark data provided by the i-Ready assessment for reading and math, as well as SBAC scores to determine student placement. While receiving additional math and/or reading interventions, students are progress monitored against grade level benchmarks. The problem solving team evaluates the progress monitoring data to determine next steps. If the team feels a student is having significant difficulty, they may decide to refer for a comprehensive evaluation to determine special education eligibility.

LAAA follows IDEA and Delaware regulations around educating students with disabilities. We ask for IEP status during the registration process for new students in order to start the transition process from students' existing schools to our school. We contract with multiple licensed school psychologists to conduct initial evaluations for special education eligibility. Following the prescribed timeline, LAAA acquires parental consent for evaluation. The process includes a comprehensive record review, classroom observations, and individual assessments. The IEP team meets to determine eligibility and, if applicable, develop an IEP. We always hold these meetings with parents present, as they are an integral member of a child's educational programming.

Our special education team includes a director, a coordinator, 10 teachers, 5 paraprofessionals, contracted speech, occupational, and physical therapists and psychologists who work together to appropriately identify and serve students with disabilities in our school.

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### 3.5 Financial Management and Oversight, Governance and Reporting Requirements

Year	Financial Management	Governance and Reporting		
	2*	3a	3b	3c
	Financial Management and Oversight	Governance	Management Accountability	Reporting Requirements
2015-2016	*	M	M	M

Year	Governance & Reporting		
	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements
	2a	2b	2c
2016-2017	M	M	M
2017-2018	M	M	M
2018-2019	M	M	M

Note: Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.

\* Measure 2: Financial Management and Oversight was moved to the Financial Performance Framework beginning in school year 2016-17.

**a. Provide information regarding how the Board of Trustees effectively evaluates the School Leader(s), including any policies or procedures related to such evaluation(s).**

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The Chairperson of the ADCO (ASPIRA of DE Charter Operations) Board of Directors oversees the evaluation process of the Head of School. The Head of School provides the Chairperson with end of year accomplishments by August each year with SBAC results included. The Chairperson oversees an evaluation discussion during Executive session in the September board meeting, which allows input from all board members.

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**b. Provide information regarding how the Board of Trustees effectively evaluates its own success. Include examples of any corrective actions, if applicable, the Board of Trustees implemented as a result of its evaluation.**

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The ADCO Board of Directors have worked with DANA (Delaware Association of Non-profit Associations) for several years. DANA has facilitated board training, as well as a board evaluation survey. The survey results were presented to the board to address the necessary corrective action. The action has included improving the onboarding process of new members and making sure the strategic plan is clearly defined and understood by all members.

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**c. Identify the school's plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.**

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The plan to ensure board effectiveness includes having all ADCO Board members completing all required training. The initial board training was facilitated by DANA and additional training was provided by DDOE.

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**d. Describe the school's process for succession planning including identification, development and retention of school leaders.**

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The LAAA Head of School is one of the founding board members and has served as the school leader since 2009 when the initial charter was approved by DDOE. This stability in leadership has been fundamental to the school's success. The Head of School has also built the leadership capacity to support a succession plan at any level.

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**e. Share how the Board supports the school. Speak to the Board's involvement in events, operations, and fundraising activities.**

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The ADCO Board is actively engaged in the school in many ways. The board members serve on board committees that focus on the academic, financial and operational aspects of the school. The members support fundraising efforts, including oversight of the Development Committee. Board members also attend school events throughout the year, such as the Visual & Performing Arts concerts/shows, sports games and other annual events (i.e., Hispanic Heritage Celebration, Unity Day, 8<sup>th</sup> grade graduation, Viva ASPIRA and Spring Carnival).

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**f. Appendix 3: Current Organizational Chart**

**g. Please complete the Board Financial and Governance table below with the necessary information. In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years;**

**h. Please complete the Citizen Budget Oversight Committee Membership and Training table**



below.

i. Please include:

**Appendix 4 Board Governance Training Certificates and/or Documentation.**

**Appendix 5 Board member and school leader succession plans.**

**Appendix 6 Current board bylaws**

**Board Financial and Governance Members and Training**

In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.

First Name	Last Name	Initial Term Begin Date	Current Term End Date	Role/Title	Financial Training Date	Board Governance Training Date*
Lourdes	Puig	6/14/17	6/14/20	Chair	2/12/15	6/11/19
Donald	Patton	6/15/17	6/15/20	Co-Chair	11/30/15	5/2/19
Luis	Santiago	9/16/17	9/16/20	Treasurer	3/30/17	5/2/19
Younes	Haboussi	1/17/17	1/17/20	Secretary	7/25/17	5/22/19
Fred	West	7/17/17	7/17/20	Member	10/1/11	6/11/19
Crystal	Mayfield	10/26/17	10/26/20	Parent Representative	1/22/18	5/2/19
Serah	Pesce	10/26/17	10/26/20	Member	1/12/18	5/2/19
Tiffany	Burton	6/28/18	6/28/20	Teacher Representative	7/25/18	5/2/19
Benjamin	Esparza	8/23/18	8/23/20	Member	8/20/15	9/30/19
Rosalie	Rolon Dow	3/28/19	3/28/20	Member	5/31/19	5/2/19

\*Please list only the most recent training date.

<b>DOE Summary:</b>
Las Américas ASPIRA Academy’s Board of Directors is currently in compliance with Board Membership and Financial and Governance Training requirements.

<b>School Comments</b> 2017-2018	See attached certificates
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**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

**Citizen Budget Oversight Committee Membership & Trainings**

Pursuant to [14 Del. Admin. Code 736.6.1](#) Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within the allotted timeframe of his/her appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

First Name	Last Name	Initial Term Begin Date	Current Term End Date	Role/Title	Financial Training Date
Jessie	Forbes	9/17/17	9/16/21	Teacher Representative	10/19/17
Min	Guan	8/15/17	8/14/21	Member	10/18/17
Lucy	Li	3/13/17	3/12/21	Member	10/13/17
Margie	López Waite	7/11/17	7/10/21	Member	7/1/12
Greg	Panchisin	7/11/17	7/10/21	Member	7/1/12
Richard	Riggs	8/9/15	n/a	DOE Representative	11/30/15
Luis	Santiago	9/16/17	9/15/21	Board Member	3/30/17

**DOE Summary:**

Las Americas ASPIRA Academy's Citizen Budget Oversight Committee is in compliance with membership and financial training requirements.

**School Comments 2017-2018**

School did not provide a response

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

### 3.6 Students, Employees and School Environment

Year	Students and Employees				School Environment		Additional Obligations
	4a	4b	4c	4d	5a	5b	6
	Protecting Student Rights	Attendance Goal	Staff Credentialing	Employee Rights	Facility and Transportation Requirements	Health and Safety Requirements	Additional Obligations
2015-2016	M	M	M	N/R	M	M	M

Year	Students & Staff		Facilities, Transportation, Health & Safety
	Students Rights	Req. on Teacher Certification & Hiring Staff	
	3a	3b	4a
2016-2017	M	M	M
2017-2018	M	M	M
2018-2019	M	M	M

Note: Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.

a. Provide information about any metric where the school did not meet standards including how the school addressed this deficiency.

n/a

b. Provide information about the best practices the school uses to meet standards in the above noted areas.

LAAA continues to meet each metric of the Organizational Performance Framework due to its effective oversight of school operations. The school leadership team consists of a diverse group of people with various backgrounds and skill sets. Our roles and responsibilities are clearly defined, so each person understands the expectations of their position. We also created a shared document with reoccurring tasks, so everyone is aware of due dates for compliance.

**c. Include the following documents as appendices:**

**Appendix 7** Up-to-date Certificate of Occupancy

**Appendix 8** Up-to-date Fire Inspection Certificate

**Appendix 9** Up-to date Insurance Certificate(s)

**Appendix 10** ERIP Reporting SY17/18 and SY18/19

**3.7 Teacher Retention: Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teaching staff?**

2016-2017			2017-2018			2018-2019		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
88%	43	49	87%	46	53	91%	50	55

***Note:** Teacher retention is defined as the number of teachers who remained employed from the previous year divided by the total number of teachers employed in that year. For example, if a school employed 100 teachers in SY 16/17 and 90 teachers remained employed in SY 17/18, the school's teacher retention rate would be 90%.*

**DOE Summary:**

From SY16/17 to SY17/18, Las Americas ASPIRA Academy's teacher retention rate increased from 75.6% to 87%.

**a) School's plans to monitor and minimize teacher attrition rates**

<b>School Comments 2017-2018</b>	<p>LAAA monitors teacher attrition on a continuing basis, and conducts exit interviews when possible to assess reasons for attrition and identify potential areas for improvement. We have developed a more robust approach to teacher recruitment and candidate evaluation with the expectation that this process will result in identifying teachers who will be successful at our school. We understand that an ability to offer compensation comparable to that of other area schools is important, and continue to work towards that goal. Our Early Childhood Development Center offers care for the infant through Pre-K children of staff members, which has been very attractive to teacher candidates.</p> <p>Reasons for 2017-2018 attrition: Relocation out-of-state (3); Personal (2); Family care issues (1); Secondary level desired (1)</p>
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**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

**b) School's professional development plans support teachers and leadership.**

<p><b>School Comments 2017-2018</b></p>	<p>Las Américas ASPIRA Academy's Alternate Educator Evaluation System, Educator Effectiveness Framework (EEF) received approval for teachers and specialists through the 2020-2021 school year. Overall, the DDOE considers the LEA application submitted by this charter school to be compelling. Our approach, grounded in a commitment to providing personalized professional learning for our educators, a robust coaching element within the EEF, as well as meaningful coaching and evaluation feedback, supports educator evaluation and professional learning aligned to the EEF. Evidence from on-site visits in 2017-18 and 2018-19 result in a compelling case for exemplary implementation of an evaluation system designed to promote educators' professional growth.</p> <p>The timeline for the coaching cycle begins with goal-setting for the upcoming year as a part of the Spring Benchmark Post-Observation Conference. The annual professional learning cycle consists of two cycles in which educators will work on specified learning goals identified in order to improve their practice. The first 8-week cycle focuses on professional learning related to the school-wide Student Outcomes Goal created by school leadership. The second cycle focused on personalized professional learning goal(s) for educators aligned to improving professional practice and, therefore, demonstrating growth from Fall to Spring on the EEF. Understanding that educators' needs and learning pace are very individualized, educators will work with their coaches to determine the amount of time necessary to achieve their goals. Educators who demonstrate achievement of their goal in one coaching cycle will have the opportunity to pursue an additional one. Those who need more time to develop their competency may choose to continue their learning in subsequent coaching cycles. Coaches and supervisors will monitor educators' progress with mid-point checks and end-of-coaching cycle ratings aligned to the EEF indicators. Coaching support provided by Supervisors, Instructional Coaches and CIP Mentors will include a blend of online learning (Frontline, GoogleDrive and Schoology) as well as F2F conferencing.</p> <p>The DDOE considers several features in the evaluation system to be exemplary in implementation and/or worth observing and collecting additional information:</p> <ul style="list-style-type: none"><li>- There is a connection to the broader human capital continuum, linking the LEA evaluation system to innovations in teacher hiring/selection, professional development, and differential retention.</li></ul>
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- The evaluation system's alignment to Las Americas ASPIRA Academy's overall strategic plan is intentional and clearly identified.
- There is flexibility in use of the system's framework allows educators to focus on only a limited number of the most important performance expectations at an individual level.
- The creation of specific look-fors and artifacts aligned to each performance framework indicator for different educator groups is a promising practice that could deepen an educator's understanding of the rubric and assist the evaluator in both rating and providing feedback.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report.



**a. Review the table above with the school's teacher retention trends.**

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From SY17/18 to SY18/19, Las Américas ASPIRA Academy's teacher retention rate increased 4% from 87% to 91%.

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**b. Describe the school's plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.**

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LAAA continues to conduct exit interviews to find out areas of improvement. We have adopted a better hiring practice to include Frontline, which now attracts a stronger pool of potential prospects. We continue to offer infant/childcare through our Early Childhood Development Center for staff members. This has added benefits to our potential candidates and has proven to be appealing to them.

Reasons for 2018-2019 attrition:

Relocation (3); Personal (1); Secondary Level Desired (1)

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**c. Describe how the school's professional development plans have evolved over the course of the charter term to support teachers and leadership.**

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LAAA continues to focus on increasing educator effectiveness, which not only has a positive impact on student outcomes but also results in strong retention rates. In 2015, we developed an alternative educator evaluation system (Educator Effectiveness Framework – EEF) to measure professional growth for each of our educators and specialists. The EEF has served as a needs assessment to drive professional development the following year. Two focuses have been Math and Literacy as described below:

**Math Professional Development**

Our math professional development began as vendor provided, workshop modeled support. The PD introduced the curriculum's structure and resources. In year 5 our PD shifted to focus on utilizing Delaware Department of Education's Digital Library with a focus on Smarter Assessment preparation; the PD was still workshop model support. Beginning last year, we shifted to a focus on student-centered, conceptually-guided instruction, specifically focusing on promoting Rough Draft Thinking in mathematics. Our current PD model pairs a workshop model with bi-weekly coaching cycles. Each coaching cycle consists of the math teacher and math supervisor co-planning a lesson, a lesson observation, and a

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lesson debrief. The debrief session's primary focus is on reflecting on whether or not the conceptual learning goal was supported by the lesson.

### **Literacy Professional Development**

Over the course of our charter, select teachers have attended various institutes at Teachers College Reading and Writing Project (TCRWP), at Columbia University (2011-Present) to support high quality implementation of our core literacy curriculum, Units of Study by Lucy Calkins. The institutes feature keynote addresses by authors, world renowned teacher-educators, and others in the field of literacy and learning. Institutes include small and large group sections that are designed to help teachers, coaches and administrators establish rigorous models of best practices. Select Institutes include: Summer Reading Institutes, Summer Writing Institutes, Coaching Institute on the Teaching of Writing K-8, Phonics Institute Grades K-2, Toolkits to Support Reading Comprehension K-8, Saturday Reunion Days. The Professional Development trainings have been designed in house and delivered by administrators, specialists, and instructional coaches who have attended TCRWP Institutes and/or received additional training. As LAAA has continued to expand in enrollment we are routinely adding new staff members to accommodate our growing student population. These trainings are provided each year to novice literacy teachers and on-going professional development is provided through coaching/ feedback sessions to our veterened, more experienced workshop teachers. In addition to continuing professional development around balanced literacy practices addressed in our TCRWP curriculum, we have expanded our trainings to include best practices in dual language settings including Sheltered Instruction Observation Protocol (SIOP), Biliteracy Squared, and Thinking Maps, Biliteracy Instructional Strategies, and Language Development. Outcomes of these professional learning opportunities are further described in the section titled "Discuss the school's overall academic achievement results (2015-2019)."

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### 3.8 Closure Requirements

- a) Describe the school's plan for procedures it will follow in the event of the closure or dissolution of the school. The plan should, at a minimum, address each of the following areas:
- Current balance of contingency reserve funds to be used to cover accrued expenses including summer pay obligations (identify estimated amount for the 2016-17 school year), final audit (identify estimated cost), and other expenses typically incurred by June but paid in July or thereafter.
  - If the current contingency reserve balance is insufficient to cover the estimated costs identified above, discuss the school's plan for ensuring the required funds are set aside, including the timeframe for meeting this requirement.
  - Identification of the individuals responsible for handling the school's final closeout activities after closure or dissolution (i.e., who will process any final payments, coordinate the final audit, etc.).

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LAAA includes payroll accrual (salary and OECs) in its operating budget. As depicted in the FY21-25 Preliminary Operating Budget (@ 80% and 100% enrollment), our FSF cash balance projected at year-end exceeds the accrual amount each year. This model of ensuring our cash balance exceeds payroll accrual is a requirement that LAAA will budget for and meet each year. Should the school experience a closure, Karen Contreras (HR Manager) will be responsible for processing LAAA's final payrolls, and Greg Panchisin (COO) will review and approve each payroll. Greg Panchisin will also be responsible for handling the school's final audit and coordinating payments to various vendors. Kellie Cruz (Business Office) will be responsible for processing all FSF vouchers, and Greg Panchisin will be the approver. Greg Panchisin and Margie López Waite (Head of School) will work in conjunction to oversee all closeout activities.

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## IV. FINANCIAL PERFORMANCE

### 4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Financial Performance Framework](#).

Financial Performance Framework Ratings	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating	
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio			
Year	1a	1b	1c	1d	2a	2b	2c	2d	3		
2015-2016	M	M	M	M	M	M	M	M	M	M	Meets Standard
2016-2017	M	M	M	M	F	AS	M	AS	M	M	Meets Standard
2017-2018	M	M	M	M	F	AS	AS	M	M	M	Meets Standard
2018-2019	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available	As Soon As Available

#### DOE Summary:

Las Americas ASPIRA Academy has maintained an overall rating of “Meets Standard” for the past three years. In SY 16/17, the following measures did not meet standard: 2a. Total Margin (“Falls Far Below Standard”); 2b. Debt Asset Ratio (“Approaching Standard”); and 2d. Debt Service Coverage Ratio (“Approaching Standard”).

From SY 16/17 to SY 17/18, the school’s ratings for measures 2a. Total Margin remained at “Falls Far Below Standard;” measure 2b. Debt Asset Ratio remained at “Approaching Standard;” and measure 2c. Cash Flow regressed from “Meets Standard” to “Approaching Standard.” However, measure 2d. Debt Service Coverage Ratio improved from “Approaching Standard” to “Meets Standard.”

**a) School's financial performance over the current charter term**

<p><b>School Comments 2017-2018</b></p>	<p>Our overall rating is Meets Standard, which is attributed to the strength of our Chief Operating Officer and his team.</p>
<p><b>School Comments 2016-2017</b></p>	<p>LAAA recognizes the challenges of taking on debt to support the capital expansion, thus the impact to the financial framework; however, we will continue to follow our budgeting model that has enabled our success to support our learning environment, grow the school and its student population. We will achieve our 105% enrollment target in FY18, and LAAA will continue to seek additional sources of revenue through private grants to help support our capital needs for school expansion, equipment and furniture. LAAA will achieve financial success through its continued ethical leadership, accountability, oversight and strategic planning, and transparency practices.</p>

**b) Financial practices that the school has implemented to improve the school's financial outcomes**

<p><b>School Comments 2017-2018</b></p>	<p>The school's overall rating is a "Meets Standard." Our sustainability indicators were impacted by the increased debt service for our \$21MM Bond Financing and capital outlay for completion of the school's \$12MM renovation project that was managed at a 3% change order rate for the entire 18-month project. Additionally, we achieved our 105% enrollment target, thus maximizing funding. We finished the FY18 year with a \$2.19MM cash surplus, which was approximately \$400K less than the cash balance at the end of the FY17 year; however, LAAA used \$1.15MM out of its operating budget to support capital expenditures for the school expansion/construction project. Overall, we had another phenomenal year, as we now have a 125,000 sq. ft. facility to support a learning environment with 900 students. LAAA will continue to use its budgeting model that has enabled us much success in growing the facility, the overall learning environment and most importantly, student enrollment. Last, we will strive to maintain high student and staff retention rates, as well as our high level of financial success through continued ethical leadership, accountability and oversight, thus ensuring LAAA's stakeholders have a successful school.</p>
<p><b>School Comments 2016-2017</b></p>	<p>The school's overall rating is a "Meets Standard." Our sustainability indicators were impacted by the increased debt service for our \$21MM Bond Financing and capital outlay for completion of the school's \$12MM renovation project that was managed at a 3% change order rate for the entire 18-month project. Additionally, we achieved our 105% enrollment</p>

	<p>target, thus maximizing funding. We finished the FY18 year with a \$2.19MM cash surplus, which was approximately \$400K less than the cash balance at the end of the FY17 year; however, LAAA used \$1.15MM out of its operating budget to support capital expenditures for the school expansion/construction project. Overall, we had another phenomenal year, as we now have a 125,000 sq. ft. facility to support a learning environment with 900 students. LAAA will continue to use its budgeting model that has enabled us much success in growing the facility, the overall learning environment and most importantly, student enrollment. Last, we will strive to maintain high student and staff retention rates, as well as our high level of financial success through continued ethical leadership, accountability and oversight, thus ensuring LAAA's stakeholders have a successful school.</p>
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c) Indicator measure where school did not meet standard or is approaching standard

School Comments  
2017-2018

## 2. SUSTAINABILITY INDICATORS

### Measure 2a. Total Margin:

*Net Income divided by Total Revenue*

2017-2018
1 YR: -4.36%
3 YR: -4.09%

Total margin measures the deficit or surplus a school yields out of its total revenues ; in other words, whether or not the school is living within its available resources. The preferred result is a positive margin for the past year and the past 3 years.

### School Response To Rating:

LAAA secured \$21MM bond financing in July 2016 to refinance its existing mortgage and support an \$11.5MM construction and renovation of the school building, which allowed us to grow to a 125,000 sq. ft. school to accommodate 900 students. LAAA also used \$1.15MM of its operating funds to cover the remaining construction, equipment and furniture costs in FY18. GASB 65 accounting standards requires LAAA to recognize \$1.04MM of interest on its long-term debt. By backing out the overall \$2.19 MM from our expenses, the total margin increases to 9.16% and the three-year aggregate increases to 8.83%, thus a rating of "Meets Standard."

### Measure 2b. Debt to Asset Ratio:

*Total Liabilities divided by Total Assets*

2017-2018
0.96

The debt to asset ratio compares the school's liabilities to its assets, or what a school owes against what it owns. The preferred result is less than 0.90.

**School Response To Rating:**

Total Liabilities = \$23,706,150 and Total Assets = \$24,667,449. As of FY18, LAAA was in its first full year of long-term debt service (\$22MM in bonds payable as of June 30, 2018), which was a result of its bond financing in July 2016. The preferred result for this metric is <.90, and LAAA is at .96; however, we will continue to pay down the debt which has a maximum annual debt service (MADS) of \$1.3MM.

**Measure 2c. Cash Flow**

<b>2017-2018</b>
<b>1 YR: \$-83247</b>
<b>3 YR: \$475108</b>

Cash flow indicates the trend in the school’s cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school’s financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

**School Response To Rating:**

LAAA used \$1.15MM of its operating funds to cover the remaining construction, equipment and furniture costs in FY18. We ended the year with just a deficit spend of \$83K, which shows our success in securing additional funding through local grants and donations. We successfully completed a wonderful school expansion, which will allow us to accommodate the education of 900 students in a beautiful and welcoming facility, which was formally a warehouse. Our ability to operate in the black for the previous six years enabled our continued school facility and enrollment expansion that shows LAAA’s ability to manage its resources and finances.

<b>School Comments 2016-2017</b>	School comments for SY 16/17 can be found at: <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a>
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<b>School Comments 2015-2016</b>	School comments for SY 15/16 can be found at: <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a>
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**a. Describe the school's Financial performance over the current charter term (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)**

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This section will be completed once the 2018-2019 Financial Performance Framework results are provided to us.

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**b. Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.**

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This section will be completed once the 2018-2019 Financial Performance Framework results are provided to us.

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**c. Address any measure where school did not meet standard or is approaching standard**

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This section will be completed once the 2018-2019 Financial Performance Framework results are provided to us.

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## Performance Agreement

### Financial Performance Expectations

*Las Américas ASPIRA Academy overall financial rating is Meets Standard for the 2013-2014 school year. By 2020, our expectation is to achieve the overall rating of "Meets" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.*

#### DOE Summary:

In SY17/18, Las Americas ASPIRA Academy earned an overall rating of "Meets Expectations."

#### School Comments 2017-2018

The school's overall rating is a "Meets Standard." Our sustainability indicators were impacted by the increased debt service for our \$21MM Bond Financing and capital outlay for completion of the school's \$12MM renovation project that was managed at a 3% change order rate for the entire 18-month project. Additionally, we achieved our 105% enrollment target, thus maximizing funding. We finished the FY18 year with a \$2.19MM cash surplus, which was approximately \$400K less than the cash balance at the end of the FY17 year; however, LAAA used \$1.15MM out of its operating budget to support capital expenditures for the school expansion/construction project. Overall, we had another phenomenal year, as we now have a 125,000 sq. ft. facility to support a learning environment with 900 students. LAAA will continue to use its budgeting model that has enabled us much success in growing the facility, the overall learning environment and most importantly, student enrollment. Last, we will strive to maintain high student and staff retention rates, as well as our high level of financial success through continued ethical leadership, accountability and oversight, thus ensuring LAAA's stakeholders have a successful school.

#### School Comments 2016-2017

Our previous history of strong financial management and stewardship enabled the school to obtain over \$21MM in Bond Financing to pay off its existing mortgage debt and finance the last phase of construction, an \$11.5MM school building expansion/renovation project of our existing school building to support our enrollment growth. We ended FY17 with a cash surplus of \$2.23MM, which was an increase of almost \$600K from the existing cash balance of \$1.67MM at the close of FY16. LAAA recognizes the challenges of taking on debt to support the capital expansion, thus the impact to the financial framework; however, we will

	continue to follow our budgeting model that has enabled our success to support our learning environment, grow the school and its student population. We will achieve our 105% enrollment target in FY18, and LAAA will continue to seek additional sources of revenue through private grants to help support our capital needs for school expansion, equipment and furniture. LAAA will achieve financial success through its continued ethical leadership, accountability, oversight and strategic planning, and transparency practices.
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**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

**How the school developed and implemented a corrective action plan in response to audit findings (if applicable)**

<b>DOE Summary:</b>
The FY18 independent audit did not have any audit findings.

<b>School Comments 2017-2018</b>	N/A (no findings, we had a clean audit)
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<b>School Comments 2016-2017</b>	N/A (no findings, we had a clean audit)
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<b>School Comments 2015-2016</b>	
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**d. Discuss the school’s financial performance based on its approved Performance Agreement.**

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This section will be completed once the 2018-2019 Financial Performance Framework results are provided to us.

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e. Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable).

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This section will be completed once we receive our final audit.

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f. As appendices, please provide the following documents:

**Appendix 11** Summary of Findings from Independent Audits (if applicable)

**Appendix 12** Final Fiscal Year 2018 Revenue & Expenditure Budget Report in the prescribed Department format

**Appendix 13** Approved preliminary Fiscal Year 2019 Budget in the prescribed Department format

**Appendix 14** Fiscal Year 2018 Audited Financial Statements (if final report is not available, a draft version is acceptable until final version is completed)

**Appendix 15** Five-year budget projections sheets and budget narrative based on both 100% projected enrollment 80% projected enrollment. (Note: If the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, please include a separate written justification for the modification request as well as budget documents reflecting the new enrollment figures.)

## V. INNOVATION

### School's innovative practice(s) that could be replicated at other schools in Delaware

<b>School Comments 2017-2018</b>	<ul style="list-style-type: none"><li>▪ Dual Language: The K-5 Dual Language Immersion Program focuses on building academic biliteracy and fostering the transfer of concepts/skills across two languages (Spanish/English) in all core content areas. The Middle School Dual Language Immersion Continuation Model provides daily Spanish Language Arts instruction and Immersion Social Studies content taught in Spanish.</li><li>▪ Project-Based Learning (K-8): A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge.</li><li>▪ Mastery Learning and Assessment (K-5): Focus on implementation of Common Core, NGSS and DE Content Standards in a competency-based learning model. Implementation of MasteryConnect to provide real-time information to teachers and parents regarding students' mastery of concepts and skills.</li><li>▪ Social Curriculum: A school-wide implementation of the Responsive Classroom Approach, which embraces a fostering of community, based upon teaching socially-responsible behaviors.</li><li>▪ Blended Learning Initiative: 1:1 iPads in grades K-2; 1:1 Chromebooks in Grades 3-5 and Middle School; Implementation of Schoology, Google Apps for Education, Discovery Education Streaming (K-8) and Science Techbook (K-5); and Science Bits (6-8).</li><li>▪ Personalized Learning Pilot (3rd-4th Grade): Personalized learning puts students at the center of the learning environment, and leverages the power of technology and real world experiences to empower students, teachers, and families to all work together towards students' individualized learning goals.</li><li>▪ Character Education: ASPIRA's Character Education provides students the social and emotional foundation and skills necessary to work in a rich and diverse learning environment. It focuses on teaching Accountability, Social and Emotional Intelligence, Positive Mindset, Inquiry, Resilience, and Appreciation mostly through two components already embedded in our instructional practices: Morning Meetings and Community Circles. By having a character growth focus, we launch our students into a successful future. We teach one character trait per month of the year. We do this by incorporating conversations, quotes, readings, discussions, games, and other similar practices to one of our Morning Meeting</li></ul>
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	<p>components: Greeting, Sharing, Activity, or Morning Message. Growth Mindset is a key trait taught throughout the school year. Students at ASPIRA track their progress towards demonstrating these 7 traits throughout the school year. We use Character Growth Cards to provide opportunities for student self-reflection toward demonstrating these traits. Our Character Growth Cards are provided to students every trimester. Via a mini-conference with their homeroom teachers, students discuss their progress and next steps (strategies). At the end of each trimester, celebrations of learning occur to reinforce our students' social and emotional practices and growth. Since the inception of our Character Growth Cards, we have had 100% completion rate in Middle School. At ASPIRA, our social and emotional growth is as important as our academic growth.</p> <ul style="list-style-type: none"> <li>▪ Grade-Level Proficiency: LAAA prides itself on offering a balanced curriculum with two main components - a minilesson tied to grade-level Common Core State Standards and differentiated instruction to meet the needs of students at both their independent and instructional levels. These concepts are accounted for in our daily lesson plans following the scope and sequence document. During the 2016 - 2017 school year, LAAA took an additional approach to meeting grade-level proficiency by providing staff and students with rich data analysis by Smarter assessment claim, research, and corresponding professional development. While SBAC Interims are used on a monthly basis to practice for the summative Smarter assessment, "Test Readiness" instruction has been incorporated into the units of study (1-2 months prior to the summative Smarter assessment). Data was analyzed comparing 2015-2016 (no test readiness units of study) to 2016- 2017 implementing test readiness units of study. Results indicated an increase in writing claim proficiency at each grade level: 4th Grade 10%, 5th Grade 13%, 6th Grade 15%, and 7th Grade 3%. The research and professional development around performance tasks and brief writes positively contributing to these increased outcomes could be shared and replicated at other schools in Delaware.</li> </ul>
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<p><b>School Comments 2016-2017</b></p>	<ul style="list-style-type: none"> <li>▪ Dual Language: The K-5 Dual Language Immersion Program focuses on building academic biliteracy and fostering the transfer of concepts/skills across two languages (Spanish/English) in all core content areas. The Middle School Dual Language Immersion Continuation Model provides daily Spanish Language Arts instruction and Immersion Social Studies content taught in Spanish.</li> <li>▪ Project-Based Learning (K-8): A teaching method in which students</li> </ul>
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gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge.

- **Mastery Learning and Assessment (K-5):** Focus on implementation of Common Core, NGSS and DE Content Standards in a competency-based learning model. Implementation of MasteryConnect to provide real-time information to teachers and parents regarding students' mastery of concepts and skills.
- **Social Curriculum:** A school-wide implementation of the Responsive Classroom Approach, which embraces a fostering of community, based upon teaching socially-responsible behaviors.
- **Blended Learning Initiative:** 1:1 iPads in grades K-2; 1:1 Chromebooks in Grades 3-5 and Middle School; Implementation of Schoology, Google Apps for Education, Discovery Education Streaming (K-8) and Science Techbook (K-5); and Science Bits (6-8).
- **Personalized Learning Pilot (3rd-4th Grade):** Personalized learning puts students at the center of the learning environment, and leverages the power of technology and real world experiences to empower students, teachers, and families to all work together towards students' individualized learning goals.
- **Character Education:** ASPIRA's Character Education provides students the social and emotional foundation and skills necessary to work in a rich and diverse learning environment. It focuses on teaching Accountability, Social and Emotional Intelligence, Positive Mindset, Inquiry, Resilience, and Appreciation mostly through two components already embedded in our instructional practices: Morning Meetings and Community Circles. By having a character growth focus, we launch our students into a successful future. We teach one character trait per month of the year. We do this by incorporating conversations, quotes, readings, discussions, games, and other similar practices to one of our Morning Meeting components: Greeting, Sharing, Activity, or Morning Message. Growth Mindset is a key trait taught throughout the school year. Students at ASPIRA track their progress towards demonstrating these 7 traits throughout the school year. We use Character Growth Cards to provide opportunities for student self-reflection toward demonstrating these traits. Our Character Growth Cards are provided to students every trimester. Via a mini-conference with their homeroom teachers, students discuss their progress and next steps (strategies). At the end of each trimester, celebrations of learning occur to reinforce our students' social and emotional practices and growth. Since the inception of our Character Growth Cards, we have had 100% completion rate in Middle School. At

	<p>ASPIRA, our social and emotional growth is as important as our academic growth.</p> <ul style="list-style-type: none"> <li>Grade-Level Proficiency: LAAA prides itself on offering a balanced curriculum with two main components - a minilesson tied to grade-level Common Core State Standards and differentiated instruction to meet the needs of students at both their independent and instructional levels. These concepts are accounted for in our daily lesson plans following the scope and sequence document. During the 2016 - 2017 school year, LAAA took an additional approach to meeting grade-level proficiency by providing staff and students with rich data analysis by Smarter assessment claim, research, and corresponding professional development. While SBAC Interims are used on a monthly basis to practice for the summative Smarter assessment, "Test Readiness" instruction has been incorporated into the units of study (1-2 months prior to the summative Smarter assessment). Data was analyzed comparing 2015-2016 (no test readiness units of study) to 2016- 2017 implementing test readiness units of study. Results indicated an increase in writing claim proficiency at each grade level: 4th Grade 10%, 5th Grade 13%, 6th Grade 15%, and 7th Grade 3%. The research and professional development around performance tasks and brief writes positively contributing to these increased outcomes could be shared and replicated at other schools in Delaware.</li> </ul>
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<b>School Comments 2015-2016</b>	<p>School comments for SY 15/16 can be found at:  <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a></p>
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a. Describe the school’s innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).

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- Dual Language:** LAAA aims to fulfill its mission by implementing a bilingual programmatic focus called dual language education. Dual language education is an instructional approach that develops language proficiency and literacy in English and a partner language. Immersion is one type of dual language education which begins in elementary school, and in which native English speakers and native speakers of another language learn academic content through English half of the time and a partner language the other half of the time. This immersion model was the first of its kind in Delaware, commencing in 2011 and seeking to educate and empower all language learners.
  - Academic:** The partner language at LAAA is Spanish; therefore, LAAA has an A/B day rotation in K-5 in which students alternate learning all core content (language arts,
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math, science, and social studies) in Spanish and English as they rotate each day. In grades 6-8 the continuation model includes English instruction in all core content areas (language arts, math, science, and social studies) and Spanish instruction in language arts and social studies known as humanities. Upon graduating 8<sup>th</sup> grade, students take the Assessment of Performance Toward Proficiency in Languages (AAPPL) which will allow them to apply for continued language courses in the 9<sup>th</sup> grade with the ultimate goal of applying for the Certificate of Multiliteracy at the end of high school graduation.

- **Project-Based Learning (K-8):** Project based learning (PBL) is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. LAAA is committed to providing PBL experiences for our students in which students can use their experiences in the classroom to benefit the wider community.
    - One of our largest PBL experiences is where second and third grade students team up to raise money for childhood cancer research by hosting our annual Alex's Lemonade Stand. Second grade students practice their mathematical skills such as measuring volume and counting money while third grade students focus on studying economics such as the production and distribution of yellow goods and services. In 2019, LAAA made a charitable donation to the ALS Foundation of \$7,500
    - In addition, our first grade team partners with Heifer International during their non-fiction writing unit. Students research and write books about animals in specific regions, at the same time students are introduced to Heifer International, which is a charity organization working to end hunger and poverty around the world by providing livestock and training to struggling communities. This makes a real world connection for the students to the people and animals living in different regions around the world. Homeroom classes agree on which animals to purchase which will help sustain food and an income for families over a long period of time. For example, after sharing their research and stories, last year the students chose to buy \$400 worth of beehives. The families can eat and sell the honey from the hives.
    - A school-wide PBL experience is the Outdoor Learning Environment (OLE) at ASPIRA, a National Wildlife Certified habitat, which serves as an extension to our classroom curricula. Our students at all grade levels benefit from hands-on, experiential learning in various facets of environmental education. ASPIRA's youngest learners have the opportunity to plant and maintain our edibles garden annually. Through a partnership with a local zoo, the crops are donated for animal enrichment. Students not only learn about the life cycle of plants, but also how plants and animals are interconnected. Our upper-elementary students take advantage of the storm water retention pond on our campus to learn about ecosystems and habitats of native wildlife. Learners conduct field observations, collect data, and research the animals that make their home in the Outdoor Learning Environment. As part of the Delaware Pathways to Green Schools program, middle school students at ASPIRA have researched the effects of
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climate change on local and global levels. With this information they created and implemented an action plan to reduce ASPIRA's carbon footprint by deeming our campus a 'no idling zone'. The entire student body and team members at ASPIRA enjoy the benefits of the Outdoor Learning Environment on a regular basis by engaging with nature on a personal level. These experiences have led to our students becoming environmental stewards at school, at home and around our community.

- **Mastery Learning and Assessment (K-5):** Focus on implementation of Common Core, NGSS and DE Content Standards in a competency-based learning model. Implementation of Progress Book to provide real-time information to teachers and parents regarding students' mastery of concepts and skills.
  - **Blended Learning and Personalized Learning:** LAAA offers 1:1 Chromebooks in Grades K-8; Implementation of Schoology (grades 3-5), Seesaw (grades K-2), Google Apps for Education (grades K-8), and STEMscopes (K-8). Blended learning models incorporated in our core curriculum and instructional approaches include flipped classroom, playlists, and station rotation, personalizing learning by tailoring instruction towards students' individualized learning goals. In addition, an innovation lab was created including activities often found in a makerspace incorporating all areas of STREAM (Science, Technology, Reading, Engineering, Art, & Mathematics).
  - **MTSS:** LAAA signed an MOU with DDOE to participate in these state-wide efforts, collaborating with coaches from the American Institute for Research (AIR) which will take a look at academic, behavior, and social emotional supports under the Multi-Tiered System of Support Model (MTSS). During the 2018-2019 school year we formed an MTSS team including a variety of stakeholders. The MTSS team participated in a comprehensive needs assessment to identify specific areas of improvement. An action plan was developed to address the need for a behavior screener and we have begun to pilot the screener in targeted grades (3 and 8) based on both academic and behavior data.
  - **Social Curriculum:** A school-wide implementation of the Responsive Classroom Approach, which embraces a fostering of community, based upon teaching socially-responsible behaviors.
  - **Character Education:** ASPIRA's Character Education provides students the social and emotional foundation and skills necessary to work in a rich and diverse learning environment. It focuses on teaching Accountability, Social and Emotional Intelligence, Positive Mindset, Inquiry, Resilience, and Appreciation mostly through two components already embedded in our instructional practices: Morning Meetings and Community Circles. By having a character growth focus, we launch our students into a successful future. We teach one character trait per month of the year. We do this by incorporating conversations, quotes, readings, discussions, games, and other similar practices to one of our Morning Meeting components: Greeting, Sharing, Activity, or Morning Message. Growth Mindset is a key trait taught throughout the school year. Students at ASPIRA track their progress towards demonstrating these 7 traits throughout the school year. We use Character Growth Cards to provide opportunities for student self-reflection
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toward demonstrating these traits. Our Character Growth Cards are provided to students every trimester. Via a mini-conference with their homeroom teachers, students discuss their progress and next steps (strategies). At the end of each trimester, celebrations of learning occur to reinforce our students' social and emotional practices and growth. Since the inception of our Character Growth Cards, we have had 100% completion rate in Middle School. At ASPIRA, our social and emotional growth is as important as our academic growth.

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## VI. Five-Year Planning

### 6.1 Projected Enrollment

- a. Provide a five-year enrollment chart by grade level, in the prescribed format below. Ensure that the chart allows for the natural progression of students from year-to-year.

**Note:** *This will become the school's authorized enrollment for the new charter term.*

Projected Enrollment						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
K	100	125	125	125	125	125
Grade 1	104	100	125	125	125	125
Grade 2	106	100	100	125	125	125
Grade 3	107	100	100	100	125	125
Grade 4	104	100	100	100	100	125
Grade 5	106	100	100	100	100	100
Grade 6	108	122	122	122	122	122
Grade 7	107	100	125	125	125	125
Grade 8	104	100	100	125	125	125
Grade 9		100	100	100	125	125
Grade 10			100	100	100	125
Grade 11				100	100	100
Grade 12					100	100
<b>Total</b>	<b>946</b>	<b>1,047</b>	<b>1,197</b>	<b>1,347</b>	<b>1,497</b>	<b>1,547</b>

**Note:** *An increase or decrease in enrollment exceeding 5%, but less than 15%, is considered a minor modification of the school's charter. 14 Del. Admin. C. § 275.9.9.1.4. An increase or decrease in enrollment exceeding 15% is considered a major modification of the school's charter, which requires a review by the Charter School Accountability Committee and the assent of the State Board of Education. See 14 Del. C. § 511(b)(2); 14 Del. Admin. C. § 275.9.8.1.3. As such, if the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, the school is required to submit a [Charter Modification Application](#) including budget sheets, and budget narrative reflecting the new enrollment figures.*

## **6.2 The school's plans for the next five years of the charter.**

*(Note: The school's responses to this 1.a, b, and c of this section will be used to populate the Academic Performance section of the school's new Performance Agreement.)*

1. Explain how the school's Board and School Leadership Team will measure and evaluate the academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract.

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LAAA's academic progress is monitored and evaluated throughout the year by the Instructional Leadership Team (ILT) and Academic Excellence Committee (AEC). The ILT meets biweekly to review every aspect of the instructional program from curriculum to assessments. The ILT consists of the Head of School, Assistant Heads of School, Director of Curriculum & Instruction, Director of Education Enrichment, Math Supervisor, Director of School Culture & Climate, and Instructional Coaches. The AEC includes the ILT, as well as the Chairperson and Co-Chairperson of the ADCO Board of Directors. As a group, we evaluate academic progress in the following ways:

- **iReady Assessments:** We evaluate students' fall, winter and spring benchmark data to identify trends that can be addressed with instructional coaching. We also measure student growth from one benchmark to the next to assess whether the individual student is on-track for SBAC growth and proficiency. We also use progress monitor data to drive instructional groups and practices for RTI.
- **SBAC Growth Data:** We evaluate SBAC growth data to determine if each individual student has achieved their growth target in ELA and Math. We take a deeper dive to determine if there are trends in the areas of deficiency by evaluating each claim within the SBAC assessment. We also evaluate this data by each disaggregated subgroup to measure successes and areas for improvement.
- **SBAC Proficiency Data:** We evaluate SBAC proficiency data to determine if each individual student has achieved proficiency in ELA and Math. We take a deeper dive to determine if there are trends in the areas of deficiency by evaluating each claim within the SBAC assessment. We also evaluate this data by each disaggregated subgroup to measure successes and areas for improvement.
- **Component V Data:** We evaluate Component V student achievement data to determine if each individual student has achieved their growth target within the designated measures (A/B/C). These discussions take place between the individual educators and their supervisor.

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- a. Outline the clearly measurable annual performance status and growth goals that the school will set over the course of the next charter term in order to monitor and evaluate its progress accelerating student achievement. Include information about proposed school's student performance goals and the DSSF.

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Over the next five years, LAAA has established academic goals to meet the needs of each individual student at their point of achievement. Our goals will not only address student achievement, but also focus on factors that affect student learning. Our goals include the following:

- **SBAC Growth:** 50% or greater of LAAA students will meet their SBAC growth targets in ELA and Math each year. This metric will be measured by student cohort, disaggregated subgroup and LAAA start date.
  - **SBAC Proficiency:** LAAA students' proficiency rates will be equal to or higher than the proficiency rates for the Christina, Colonial and Red Clay school districts (which equates to 95% of our students). This metric will be measured by student cohort, disaggregated subgroup and LAAA start date.
  - **Educator Effectiveness:** Novice educators will continue to have a positive average rate of growth from Fall to Spring as measured by our Educator Effectiveness Framework (EEF).
  - **Extended Learning:** Maintain or increase the number and/or participation level of curricular or extracurricular programs at LAAA to enhance student learning. This programs include those offered during the school day (i.e., Band, Choir), as well as after school programs (i.e., clubs, sports).
  - **Multi-Tiered Support System (MTSS):** In collaboration with DDOE, we are participating in a pilot program in grades 3 and 8 in the 2019-2020 school year. MTSS is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005). We will be expanding the implementation over the next five years.
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b. Describe the student performance standards for the school as a whole.

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Over the next five years, LAAA has established academic goals to meet the needs of each individual student at their point of achievement. Our goals will not only address student achievement, but also focus on factors that affect student learning. Our goals include the following:

- **SBAC Growth:** 50% or greater of LAAA students will meet their SBAC growth targets in ELA and Math each year. This metric will be measured by student cohort, disaggregated subgroup and LAAA start date.
  - **SBAC Proficiency:** LAAA students' proficiency rates will be equal to or higher than the proficiency rates for the Christina, Colonial and Red Clay school districts (which equates to 95% of our students). This metric will be measured by student cohort, disaggregated subgroup and LAAA start date.
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c. In addition to the State's mandatory assessments, identify the primary interim assessments that the school will use to assess student learning needs and demonstrate academic progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and Delaware Content Standards (Common Core State Standards in English Language Arts, Mathematics, and Next Generation Science Standards).

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In addition to the State's mandatory assessments, LAAA uses i-Ready as its diagnostic assessment for both reading and math. i-Ready assessments are aligned to grade-level Common Core State Standards for both reading and math. Students in grades 4-8 also participate in the Smarter Balanced Interim Assessment Blocks (IABs) and grade 3 takes the Interim Comprehensive Assessment (ICA). Students in grades K-8 are assessed on Next Generation Science Standards using STEMscopes assessments which include both multiple choice and Claim-Evidence-Reasoning assessments, in addition they are in alignment with the content taught at each grade as evidenced in our Scope & Sequence documents (see appendix).

In addition, in grades K-5 we assess students learning needs using Fountas and Pinnell Running Records (K-5). Students' guided reading levels are assessed a minimum of three times per year (fall, winter, spring), in both English and Spanish, through a running record assessment. Running records are a critical component to our core curriculum, Units of Study by Lucy Calkins, for both matching students to books and strategically planning targeted small group instruction. A running record assessment is an individually conducted formative assessment, which is ongoing and curriculum based. It provides a graphic representation of a student's oral reading, identifying patterns of effective and ineffective strategy use. Through a running record, teachers can obtain information about a student's use of reading strategies, information about a student's self-monitoring, an accuracy rate, an error rate, and a self-correction rate. Running records can be used to document reading progress over time, help teachers decide what students need to learn, and match students to appropriate books. The Independent Reading Benchmarks lay out a continuum of growth based on the demands of the Common Core Standards, and the expectation that students will enter kindergarten as emergent readers and finish eighth grade reading at level Z.

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2. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

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The Supervisor of Mathematics will collect and analyze data collected from both Smarter Assessment results as well as i-Ready diagnostic assessments. These data reports are provided at the claim level in both math as well as ELA by the state via EdInsights Report Portal and by i-Ready via the i-Ready school portal. Disaggregated data will be provided to grade level content teachers and Response to Intervention lessons will be provided by the Supervisor of Mathematics as well as the Literacy Coaches/Specialists to address students who showed deficiencies in these claims. Student success at

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the claim level will be analyzed by progress monitoring assessments within i-Ready and students will be re-assigned during the next six week RtI cycle if they have shown success on these targeted claims.

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3. Describe the corrective actions the school will take, pursuant to 14 Del. C. § 512(5), if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

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LAAA will take corrective action if/when student achievement falls short of expectations or goals. The first action will be taken by the educators in the classroom with differentiated instruction. The second action will take place with RTI/enrichment blocks, which provides additional targeted instruction to small groups. Additional action may include family/student/teacher conference to discuss possible barriers to the student's learning. One outcome of the conference may be an educational evaluation.

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4. Describe how state data systems will be used and monitored to support informed decision-making in the areas of academic performance, organizational management, and financial viability. Include any coordinated professional development intended to sustain these processes.

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The state's EdInsights Reports Portal provides data analysis on the Smarter Assessment both in terms of proficiency as well as student growth as measured by DSSF and DPAS II. The data analysis is disaggregated by grade which allows us to see which grades and which subjects are seeing their students meet appropriate growth measures. Poor growth reports have already led us to shift staff out of previous grade-levels to foster new team dynamics that would support student growth and success. Relatedly, high growth reports in a specific content and grade have influenced professional development decisions to help replicate this success. For example, our 5th grade math teachers alone received professional development last year on shifting the mathematical authority to their students. Our 5th grade math students showed the most growth of all of our math teams, so this year we are providing school-wide professional development on using similar strategies to transfer mathematical authority to students.

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5. Describe how the School Leadership Team will oversee and monitor compliance with statutory requirements as measured by the Organizational Framework. Include any additional organizational goals and targets that the school will have. State the goals clearly in terms of the measures or assessments that the school plans to use.



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The LAAA school leadership team will continue to oversee and monitor compliance with statutory requirements as measured by the Organizational Framework. The oversight will be handled in the following manner:

- **Educational Program:** The Instructional Leadership Team (ILT) has oversight for every aspect of the academic program. The ILT consists of the Head of School, Assistant Heads of School, Director of Curriculum & Instruction, Director of Education Enrichment, Math Supervisor, Director of School Culture & Climate, and Instructional Coaches. Specific oversight for our Special Education program reports to the Director of Education Enrichment and our EL program reports to the Director of Curriculum & Instruction. These two administrators are knowledgeable of the statutory requirements and attend statewide trainings to remain updated on any regulatory changes.
- **Governance and Reporting:** The ADCO Board of Directors, Head of School and Chief Operating Officer oversee the governance and reporting requirements.
- **Students and Staff:** These measures are overseen by multiple people on our school leadership team. Our Director of School Support & Services oversees the student enrollment process. The Main Office team reports to this director also, which allows complete oversight of the process from start to finish. Student discipline is managed by the Director of School Culture & Climate. The staff certification and hiring is handled by our Human Resources Manager. All of these administrators are knowledgeable of the statutory requirements and attend statewide trainings to remain updated on any regulatory changes.
- **Facilities, Transportation, Health, and Safety:** These areas report to our COO, which includes the Director of School Support & Services. The school nurse reports to this director, which allows her to have complete oversight of all facility, health and safety procedures. These administrators are knowledgeable of the statutory requirements and attend statewide trainings to remain updated on any regulatory changes.

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6. Provide detailed information on the school's plan for any changes or improvements to its facility for the five years of the next charter renewal term. The plan should include an adequate and detailed financial arrangement and timeline for the proposed facility improvements.

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Over the next year, LAAA will be expanding to a second campus and adding grades 9-12. There will be renovations made to the second facility to accommodate the school's programs. These plans were provided during our major modification application process, which was approved by the State Board of Education in May 2019.

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7. Provide detailed information on the board's plan to assess its performance annually and hold itself accountable for achieving its goals and govern effectively.

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The ADCO Board of Directors will continue to follow the annual performance framework provided by DANA. As part of their Board Excellence training, DANA introduced the board to a recommended survey to assess the board's progress and performance. The Board Chairperson will oversee this process each year.

---

## VII. Compliance certification statement

The Board of Directors of this charter school certifies that it will materially comply with all applicable laws, rules, regulations, and provisions of the charter relating to the education of all students enrolled at the school.

September 30, 2019

Date of Signature

Las Américas ASPIRA Academy

Name of the Charter School

We have reviewed the Delaware Charter Law (14 Del. C. Ch. 5) and 14 DE Admin. Code § 275 in Department of Education regulations (Regulation 275), and have based the responses in this renewal application on the review of these documents.



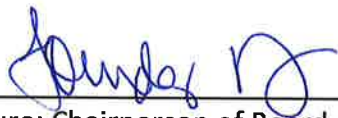
\_\_\_\_\_  
Signature of the Chairperson of the Board of Directors

Print/Type Name:	Lourdes Puig
Title (if designated):	ADCO Board Chairperson

## VIII. RENEWAL APPLICATION CERTIFICATION STATEMENT

<b>Name of School:</b>	Las Américas ASPIRA Academy
<b>Location:</b>	326 Ruthar Drive, Newark, DE 19711

I hereby certify that the information submitted in this application for renewal of a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. This is a true statement, made under the penalties of perjury.



\_\_\_\_\_  
Signature: Chairperson of Board of Directors (or designated signatory authority)



\_\_\_\_\_  
Date

<b>Print/Type Name:</b>	Lourdes Puig
<b>Title (if designated):</b>	ADCO Board Chairperson
<b>Date of approval by board of directors:</b>	September 26, 2019

## IX. PERFORMANCE Agreement Template

To be completed by the school in conjunction with the Department of Education should the school be renewed by the Secretary with the assent of the State Board of Education.

### DELAWARE DEPARTMENT OF EDUCATION CHARTER SCHOOL PERFORMANCE AGREEMENT – Renewing Charter School Las Américas ASPIRA Academy

This Performance Agreement (“Agreement” is entered into this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_ by and between the Delaware Department of Education (hereinafter referred to as “DDOE”) and \_\_\_\_\_, a public charter school of the State of Delaware (hereinafter referred to as “School”), authorized by the Department of Education with the assent of the Delaware State Board of Education (hereinafter referred to as “DSBE”).

1. **Effective Date.** Notwithstanding the date set forth above this Agreement shall become effective on the date upon which the DSBE shall assent to the terms and conditions of this Agreement.

2. **Term of the Agreement.** This agreement shall continue in full force and effect during the term of the school’s charter and any subsequent renewal term thereof; provided, nevertheless, that in the sole discretion of the DDOE, with the assent of the DSBE, this agreement may be amended at such time as the school’s charter may be renewed under the provisions of 14 *Del. C. §514A* or subjected to review under 14 *Del. C. §515 (b)*. This agreement may also be amended to comply with subsequent changes in state or federal law and/or regulations relating to charter schools or the Performance Framework (“Framework”) as deemed necessary by the DDOE, with the assent of the DSBE. This Agreement may also be modified:

(a) At any time by mutual consent of the DDOE and the School, provided, nevertheless that the DSBE shall assent to such modification; or

(b) If the DDOE shall determine, with the assent of the DSBE, that it is necessary or appropriate to modify this Agreement to reflect subsequent changes in the Performance Framework.

3. **Obligations of School.** While this agreement remains in effect, the School shall:

(a) Comply with all state and federal laws and regulations imposed on Delaware public charter schools, and otherwise comply with the terms of the School’s charter, including any conditions now or subsequently imposed upon its charter by the DDOE with the assent of the DSBE; and

(b) Make satisfactory annual progress toward the indicators and performance targets in the Academic, Financial and Organizational Expectations set forth in this Agreement as measured by the Framework. An annual performance review will be conducted by the Department of Education Charter School Office using the Framework to evaluate such progress. The Framework is incorporated into and made a part of this agreement. If the DDOE finds that the school is not making satisfactory progress toward its performance targets, the DDOE, with the assent of the DSBE, may place the school's charter on formal review pursuant to 14 Del. C. §515 (b).

***Background Information*** (Characteristics of school, current location, summary of student population and grades served by the school, etc.)

Las Américas ASPIRA Academy (LAAA) serves 945 students in grades K-8. Our school is located in Newark, Delaware at 326 Ruthar Drive. All students that reside in Delaware are eligible to enroll in LAAA; therefore, our student population is diverse and represents all of New Castle County. Our enrollment is determined by an open lottery because our applications exceed our capacity each year. The outcome of the lottery has consistently resulted in 60% of our students residing in the Christina School District, 25% from Colonial, 10% from Red Clay and the remaining from Brandywine and/or Appoquinimink. The racial/ethnic breakdown of our student population is 65% Hispanic, 20% White/Caucasian, 12% Black/African American, and 3% Asian and Multi-Racial.

***Mission Statement***

The mission of Las Américas ASPIRA Academy (LAAA) is to educate and empower each student to realize their full potential and positively impact their communities.

***Vision Statement***

The vision of Las Américas ASPIRA Academy (LAAA) is to have a fellowship of learners building culturally-inclusive communities.

## Academic Performance Expectations

*Las Américas ASPIRA Academy (LAAA) DSSF ratings are:*

Metric Area/Metrics	Points	Point Earned	Percent Point
<i>Academic Achievement</i>			
<i>Academic Progress</i>			
<i>School Quality/Student Success</i>			
<i>Graduation Rate</i>			
<i>Progress toward English Language Proficiency</i>			
<b>Overall Percentage/Ratings</b>			

*By September 2024, our expectation is to achieve an overall rating of “Meets” or “Exceeds” on the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.*

### *Mission Specific Goal(s):*

Over the next five years, LAAA has established academic goals to meet the needs of each individual student at their point of achievement. Our goals will not only address student achievement, but also focus on factors that affect student learning. Our goals include the following:

- **SBAC Growth:** 50% or greater of LAAA students will meet their SBAC growth targets in ELA and Math each year. This metric will be measured by student cohort, disaggregated subgroup and LAAA start date.
- **SBAC Proficiency:** LAAA students’ proficiency rates will be equal to or higher than the proficiency rates for the Christina, Colonial and Red Clay school districts (which equates to 95% of our students). This metric will be measured by student cohort, disaggregated subgroup and LAAA start date.
- **Educator Effectiveness:** Novice educators will continue to have a positive average rate of growth from Fall to Spring as measured by our Educator Effectiveness Framework (EEF).
- **Extended Learning:** Maintain or increase the number and/or participation level

of curricular or extracurricular programs at LAAA to enhance student learning. This programs include those offered during the school day (i.e., Band, Choir), as well as after school programs (i.e., clubs, sports).

- **Multi-Tiered Support System (MTSS):** In collaboration with DDOE, we are participating in a pilot program in grades 3 and 8 in the 2019-2020 school year. MTSS is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005). We will be expanding the implementation over the next five years.

### **Financial Performance Expectations**

*Las Américas ASPIRA Academy (LAAA) overall financial rating is MEETS. By September 2024, our expectation is to achieve the overall rating of "Meets" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.*

### **Organizational Performance Expectations**

*Las Américas ASPIRA Academy (LAAA) overall organizational rating is MEETS. By September 2024, our expectation is to achieve the overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.*

**IN WITNESS WHEREOF, the parties have hereunto set their Hand and Seals the day and year first above-written.**

**Las Américas ASPIRA Academy (LAAA)  
EDUCATION**

**DELAWARE DEPARTMENT OF**

**BY: \_\_\_\_\_  
President**

**BY: \_\_\_\_\_  
Secretary of Education**

**Assented to by resolution of the Delaware State Board of Education on the \_\_\_\_\_ day  
of \_\_\_\_\_, 20\_\_.**



**References:**

<sup>1</sup>Based on September 30<sup>th</sup> Unit Count

<sup>2</sup>Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.

## **Renewal Application Supplement**

# **DELAWARE CHARTER SCHOOL RENEWAL APPLICATION**

**September 30, 2019**



## **LAS AMÉRICAS ASPIRA ACADEMY**

**326 Ruthar Drive  
Newark, DE 19711  
Phone: (302) 292-1463  
Fax: (302) 292-1291**

**[www.aspiraacademy.org](http://www.aspiraacademy.org)**

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## I. INTRODUCTION AND RENEWAL APPLICATION GUIDANCE

In accordance with 14 *Del. C.* § 514A(c), no later than April 30, the Department will issue a charter school renewal report and charter renewal application guidance to any charter school whose charter will expire the following year. The renewal report will summarize the charter school's performance record to date in accordance with the school's Performance Agreement, and as measured by the Performance Framework, and will provide notice of any weaknesses or concerns perceived by the Department concerning the charter school that may jeopardize its position in seeking renewal if not timely rectified. The charter school will have 10 working days to respond to the renewal report and submit any corrections or clarifications.

As stated in 14 *Del. C.* Ch. 5 § 514A(g), in making charter renewal decisions every approving authority shall:

1. Ground its decisions in evidence of the school's performance over the term of the charter contract in accordance with the performance agreement set forth in the charter contract;
2. Ensure that data used in making renewal decisions are available to the school and the public; and
3. Provide a public report summarizing the evidence basis for each decision.

In addition to the renewal guidance provided in 14 *Del. C.* § 514A(g), the following renewal guidance is stated in 14 DE Admin. Code 275.10:

- 10.1 Charters are granted for an initial period of 4 years of operation and are renewable every 5 years thereafter.
- 10.2 Renewals are only available to the current Charter Holder and may not be used to transfer a charter to a different legal entity.
- 10.3 Charters shall be renewed only if the school receives a satisfactory performance review. Performance reviews shall be conducted by the Department using the Performance Framework approved by the Department with the assent of the State Board.
- 10.4 The Department shall conduct annual performance reviews based on the Performance Framework. The Department shall provide the results of the Performance Review to the school.

The renewal application has been aligned with the measures and targets within the Performance Framework. The decision to renew a charter will be based on a comprehensive review, guided, in part, by the following three questions:

1. Is the academic program meeting or exceeding academic standards?
2. Is the school financially viable?
3. Is the school organizationally sound?

Applications will allow the applicant to include an analysis of the school's performance review and provide additional evidence, beyond the data contained in the Renewal

Report, supporting its case for charter renewal. The renewal application also gives a school the opportunity to examine its progress towards meeting its mission, goals and objectives, assess its strengths and needs, and plan its course for the future. The charter school may also describe improvements undertaken or planned for the school and detail the plans for the next charter term.

As defined in 14 DE Admin. C. 275, the Performance Framework is used by the Department to assess compliance with the Performance Agreement in the areas of academic performance, economic viability, organizational responsibilities and accountability of the Charter School. The completed framework will be provided to the Charter School Accountability Committee (“Accountability Committee”), Secretary of Education and State Board of Education to inform their decision making. Guidance Documents for the Delaware School Success Framework (DSSF), Organizational Performance Framework and Financial Performance may be found [here](#).

Pursuant to 14 *Del. C.* § 514A(b), where a charter school has demonstrated an outstanding record of performance, an approving authority may grant it a renewal term of 10 years. An “outstanding record of performance” is defined by the Department as a school that is entering at least its 4th renewal term and has earned overall ratings of meets or exceeds every year in all of the academic, financial, and organization performance frameworks. Note that any charter school receiving such an extended renewal term shall, at the midpoint of the 10-year charter, be subject to an annual performance and program evaluation that includes academic, financial and operations data that looks back to all of the years of the charter up to that point. If, upon this evaluation, the approving authority determines that the charter school's level of performance is deficient by renewal standards, the approving authority may initiate the formal renewal and nonrenewal process.

## II. RENEWAL PROCESS

**Application Submission:** A completed application must be received by the Department of Education’s Charter School Office on or before **September 30** in order for the application to be considered. Applications must be submitted electronically. Please refer to the Renewal Application Submission Guidelines and Checklist for further guidance. Incomplete applications, or applications received after the deadline, will not be considered.

**Application Review:** All applications must be complete in order to be evaluated. The application for renewal will be reviewed and evaluated by the approving authority as outlined in 14 *Del. C.* Ch. 5 and applicable provisions of 14 DE Admin. Code 275. The review process will include a meeting with the applicant and the Charter School Accountability Committee (CSAC) to discuss the components of the application and its alignment with the renewal criteria. The process will also include at least one published report by the Accountability Committee on its recommendation and a public hearing to assist in the decision.

**Renewal Determination:** The Secretary of Education will present the decision on charter renewal within sixty (60) working days of receipt of the renewal application.

Date	Item	Document Reference
April 30	Charter school renewal report and guidance document issued by Department of Education for those charters which will expire the following year; charter school renewal meetings held.	CHARTER 14 Del. C. 514(A)(c) Renewals and non-renewals
June	Renewal application published for charter schools renewing their charter.	CHARTER Renewal Timeline (DOE website)
July	The Charter School Office shall provide technical assistance to renewing charter schools.	CHARTER 14 Del. C. 510 (c)
September	Charter school board shall submit to the Department of Education (approving authority) a renewal application and annual report due by September 30.	CHARTER 14 Del. C. 514 A (f) Renewals and Non-renewals
October	Initial public hearings held; Initial Charter School Accountability Committee (CSAC) Meeting held; CSAC Initial Reports Issued on renewing applications.	CHARTER Renewal Timeline (DOE website)
November – early	Responses to CSAC initial reports due.	CHARTER Renewal Timeline (DOE website)
November – mid	Final CSAC meeting held; CSAC Final Reports issued.	CHARTER Renewal Timeline (DOE website)
December early to mid	Public hearings held for renewals; comment period ends.	CHARTER Renewal Timeline (DOE website)
December – mid	The State Board of Education Meeting is held and a decision is made on applications.	CHARTER Renewal Timeline (DOE website)

### III. APPLICATION CONTENT AND FORMAT

The prescribed content and format for the renewal application are specified below.

**Format:** All pages must be typed with 1-inch page margins and 12-point font, single-spaced Calibri. Charts may use single spacing and a type size of 10-point font.

- If a particular question does not apply, respond “Not Applicable,” and briefly explain.
- All required attachments should be clearly labeled.
- The following includes a list of attachments by section that must accompany the application.

**Table of Contents:** The application contains a clearly-labeled Table of Contents naming all major sections and appendices (Overview, Academic Framework/Delaware School Success Framework, Organizational Framework, etc.).

**Appendices:** All supplementary documents should be identified appropriately and properly labeled as appendices at the end of the application. Please refer to the “Application Content Checklist” for further guidance.



## IV. APPLICATION CONTENT CHECKLIST

The completed Application should present the required information in the following order (Note: Items with a check mark will be provided by the Charter School Office):

- Cover Page labeled “Charter School Renewal Application” that lists the following information:
  - School name
  - Application submission date
  - School address, phone number, fax number and website
  - School’s logo
- Table of Contents: The application shall contain a clearly-labeled Table of Contents naming all major sections and appendices with corresponding page numbers.

### I. Overview

- 1.1 Review the table with the school’s basic information (Note: Charter School Office will provide)
- 1.2 Review the table with the school’s enrollment and demographics
- 1.3 Review Approved Minor and Major Modifications table (Note: Charter School Office will provide)
- 1.4 Review the School Enrollment Trends table (Note: Charter School Office will provide)
  - Complete the last column “Current Waitlist 2019-2020 school year”
- 1.5 Review the School Reenrollment Trends table (Note: Charter School Office will provide)
  - Describe the school’s plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

### II. Academic Performance

- 2.1 Review the Academic Framework and Delaware School Success Framework tables.
  - 2.1.a Discuss the school’s academic performance results over the course of the charter term
  - 2.1.b Discuss the school’s academic performance results based on its approved Performance Agreement
- 2.2 Review the Academic Achievement/Proficiency Data
  - 2.2.a Discuss the school’s current performance based on Academic Achievement ratings
  - 2.2.b Discuss the school’s expected outcomes and steps to achieve them
  - 2.2.c Describe how the school will measure progress and track expected outcomes

- ☑ 2.3 Review the Growth Data
  - ☑ 2.3.a Discuss the school's current performance based on Academic Growth ratings
  - ☑ 2.3.b Discuss the school's expected outcomes and steps to achieve them
  - ☑ 2.3.c Describe how the school will measure progress and track expected outcomes
- ☑ ~~2.4 Review the On Track to Graduation Data~~ **N/A**
  - ~~☑ 2.4.a Discuss the school's current performance based on On Track to Graduation ratings~~
  - ~~☑ 2.4.b Discuss the school's expected outcomes and steps to achieve them~~
  - ~~☑ 2.4.c Describe how the school will measure progress and track expected outcomes~~
- ☑ 2.5 Review the School Quality/Student Success Data
  - ☑ 2.5.a Discuss the school's current performance based on School Quality/Student Success data
  - ☑ 2.5.b Discuss the school's expected outcomes and steps to achieve them
  - ☑ 2.5.c Describe how the school will measure progress and track expected outcomes
- ☑ 2.6 Review the school's Progress toward English language proficiency (ELP)
  - ☑ 2.6 Discuss the school's current performance based on English language proficiency (ELP) data

### III. Organizational Framework

#### 3.1 Mission Specific Goal(s)

- ☑ Review mission statement for accuracy.
- ☑ 3.1.a Rate the school's performance according to the criteria established by the school for its mission specific goal(s).
- ☑ 3.1.b Provide as **Appendix 1** the results (data source) of the school's mission specific goal(s). (See Appendix 2 for this information)

#### 3.2 Organizational Performance

- ☑ Review Table 3.2
- ☑ 3.2.a Describe the school's organizational performance results over the course of the charter...
- ☑ 3.2.b Identify changes to organizational practices that the school has implemented to improve the school's organizational outcomes.
- ☑ 3.2.c Address any measure where school did not meet standard or is approaching standard.
- ☑ 3.2.d Discuss the school's organizational performance results based on its

approved Performance Agreement.

### 3.3 Educational Program

- 3.3.a Describe any proposed changes to the educational program or curricula
- 3.3.b **Appendix 2** Provide an electronic copy of curricula including scope and sequence documents, units, assessments and content covered per core content area (Mathematics, English Language Arts, Social Studies, Science and Visual /Performing Arts) for each grade level the school serves.

### 3.4 At-risk students, Students with Disabilities, and English Language Learners

- Review Table 3.4
- 3.4.a If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, or English Language Learners.
- 3.4.b Describe the process by which at-risk students are identified and evidence that...
- 3.4.c Describe the process by which English Language Learners are identified and evidence...
- 3.4.d Describe the process by which students with disabilities are identified and evidence...

### 3.5 Financial Management and Oversight, Governance and Reporting Requirements

- Review Table 3.5
- 3.5.a Provide information regarding how the Board of Trustees effectively evaluates the School Leader(s), including any policies or procedures related to such evaluation(s).
- 3.5.b Provide information regarding how the Board of Trustees effectively evaluates its own success.
- 3.5.c Identify the school's plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.
- 3.5.d Describe the school's process for succession planning including identification, development and retention of school leaders.
- 3.5.e Share how the Board supports the school. Speak to the Board's involvement in events, operations, and fundraising activities.
- 3.5.f **Appendix 3** Current Organizational Chart
- 3.5.g Complete the Board of Trustees governance training chart
- 3.5.h Complete the Citizen Budget Oversight Committee chart
- 3.5.i **Appendix 4** Board Governance training certificates
- 3.5.j **Appendix 5 Board member and school leader succession plans.**
- 3.5.k **Appendix 6** Current board bylaws.

### 3.6 Students, Employees, and School Environment

- Review Table 3.6
- 3.6.a Provide information about any metric where the school did not meet

standards including how the school addressed this deficiency.

- 3.6.b Provide information about the best practices the school uses to meet standards in the above noted areas.
- 3.6.c Appendices
  - Appendix 7** Up-to-date Certificate of Occupancy
  - Appendix 8** Up-to-date Fire Inspection Certificate
  - Appendix 9** Up-to-date Insurance Certificate(s)
  - Appendix 10** ERIP Reporting SY17/18 and SY18/19

3.7 Teacher Retention Rates: Is the school monitoring and minimizing teacher retention rates and maintaining a stable teaching staff?

- 3.7.a Review the chart with the school's teacher retention trends.
- 3.7.b Describe the school's plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.
- 3.7.c Describe how the school's professional development plans have evolved over the course of the charter term to support teachers and leadership.

3.8 Closure Requirements

- 3.8.a Describe the school's plans and procedures it will follow in the event of closure or dissolution of the school.

IV. Financial Framework

4.1 Financial Performance

- 4.1.a Discuss the school's financial performance results over the course of the charter term
- 4.1.b Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.
- 4.1.c Address any measure where school did not meet standard or is approaching standard
- 4.1.d Discuss the school's financial performance results based on its approved Performance Agreement
- 4.1.e Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable)
- 4.1.f Appendices
  - Appendix 11** Summary of Findings from Independent Audits
  - Appendix 12** Final Fiscal Year 2019 Revenue & Expenditure Budget Report
  - Appendix 13** Approved preliminary Fiscal Year 2020 Budget
  - Appendix 14** Fiscal Year 2018 and 2019 Audited Financial Statements
  - Appendix 15** Board approved 5-year budget sheets, and budget narrative.

Please submit two budgets with justification as to how the figures were derived:

- Appendix 16** A budget based on the 100% projected

enrollment; and

- Appendix 17** A budget based on 80% of the projected enrollment

#### V. Innovation

- 5.1.a Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).

#### VI. Five-Year Planning

##### 6.1 Projected Enrollment

- 6.1.a Complete the Projected Enrollment chart

##### 6.2 The school's plans for the next five years of the charter

- 6.2.1 Explain how the school's Board and Leadership Team will measure and evaluate...
  - 6.2.1.a Outline the clearly measurable annual performance status and growth goals...
  - 6.2.1.b Describe the student performance standards for the school as a whole
  - 6.2.1.c In addition to the State's mandatory assessments, identify the primary interim...
- 6.2.2 Explain how the school will collect and analyze student academic achievement data...
  - Appendix 18** LAAA data actuals and comparisons
- 6.2.3 Describe the corrective actions the school will take, pursuant to 14 Del. C. §512 (5)...
- 6.2.4 Describe how State data systems will be used and monitored to support informed...
- 6.2.5 Describe how the School Leadership Team will oversee and monitor compliance with...
- 6.2.6 Provide detailed information on the school's plan for any changes or improvements...
- 6.2.7 Provide detailed information on the board's plan to assess its performance annually and hold itself accountable for achieving its goals and govern effectively.

- VII. Compliance Certification Statement

- VIII. Renewal Application Certification Statement

#### IX. Performance Agreement Template

## V. CHARTER SCHOOL RENEWAL APPLICATION QUESTIONS

Please indicate below if the school is applying for a 5-year or 10-year charter:

- 5-year charter  
 10-year charter

Note: To be eligible for a 10-year charter, the school must be entering at least its fourth renewal term and earned overall ratings of Meets or Exceeds every year in all performance frameworks.

Please provide clear, complete, and accurate information in response to each question.

### I. OVERVIEW

**1.1 Basic Information:** Please review the following table for accuracy. Please fill in “Current Enrollment” at time of application submission.

BASIC INFORMATION	
Name of School	Las Américas Aspira Academy
Year School Opened	2011
Current Enrollment	946
Approved Enrollment	897
School Address	326 Ruthar Drive, Newark, DE 19711
District(s) of Residence	Christina School District
Website Address	<a href="http://www.aspiraacademy.org/">http://www.aspiraacademy.org/</a>
Name of School Leader	Margie López Waite
School Leader Email and Phone Number	margie.lopezwaite@laaa.k12.de.us (302) 292-1463
Name of Board President	Lourdes Puig
Board President Email	lourdes.i.puig-2@corteva.com
<b>Mission Statement:</b> Las Américas ASPIRA Academy's mission is to educate and empower each student to realize their full potential and positively impact their communities.	

**1.2 Enrollment and Demographics:** Please review the following table and complete the last column (SY 2019-20)

	2015-2016 <sup>1</sup>	2016-2017 <sup>1</sup>	2017-2018 <sup>1</sup>	2018-2019 <sup>1</sup>	2019-2020 <sup>1</sup>
Total Enrollment	639	698	740	785	947
<b>Gender</b>					
% Male	47.89%	47.85%	47.84%	49.55%	47.10%
% Female	52.11%	52.15%	52.16%	50.45%	52.90%
<b>Ethnicity/Race</b>					
% African American	13.93%	15.33%	13.11%	11.59%	14.25%
% American Indian	0.16%	0.14%	0.14%	0.25%	0.15%
% Asian	2.03%	2.15%	1.49%	1.40%	1.00%
% Hispanic/Latino	56.65%	57.74%	60.27%	65.48%	66.50%
% White	26.45%	23.64%	23.92%	19.87%	17.10%
% Multiracial	0.63%	0.86%	0.95%	1.15%	1.15%
<b>Special Populations</b>					
%Special Education <sup>3</sup>	8.45%	8.74%	8.65%	9.55%	12.27%
% English Language Learners	25.98%	27.51%	34.46%	37.96%	37.27%
% Low-Income	28.33%	27.08%	27.97%	26.62%	26.62%

<b>School Comments 2019-2020</b>	LAAA serves a low-income population that equates to 58.99% of our student enrollment, which is based on the percentage of families receiving government assistance (24.73%) and the percentage living within the poverty income levels established by the federal government (34.26%).
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<b>School Comments 2018-2019</b>	LAAA serves a low-income population that equates to 59.23% of our student enrollment, which is based on the percentage of families receiving government assistance (26.62%) and the percentage living within the poverty income levels established by the federal government (32.61%).
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<b>School Comments 2017-2018</b>	LAAA serves a low-income population that equates to 49.53% of our student enrollment, which is based on the percentage of families receiving government assistance (27.97%) and the percentage living within the poverty income levels established by the federal government (21.56%).
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<b>School Comments 2016-2017</b>	LAAA serves a low-income population that equates to 48% of our student enrollment, which is based on the percentage of families receiving government assistance (27%) and the percentage living within the poverty income levels established by the federal government (21%).
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<b>School Comments 2015-2016</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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**Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2.**

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**1.3 Approved Minor and Major Modifications:** The table lists any approved minor and/or major modifications over the course of the school’s current charter term.

Date	Modification Requested	Outcome
September 2015	Minor - educator evaluation process	Approved
June 2019	Major – expansion to grade 12	Approved

<b>School Comments 2018-2019</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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<b>School Comments 2017-2018</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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<b>School Comments 2016-2017</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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<b>School Comments 2015-2016</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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**Schools are invited but not required to comment on any aspect of the modification data above in table 1.3.**

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**1.4 Enrollment Trends:** Please review the following table with the school’s enrollment trends during the current term of the charter and complete the last column (“Current Waitlist for 2019-20”).

<b>School Enrollment Trends</b>									
<i>Cells highlighted in gray were grade levels not serviced by this school.</i>									
	<b>2015-2016</b>		<b>2016-2017</b>		<b>2017-2018</b>		<b>2018-2019</b>		
	<b>Approved Enrollment</b>	<b>30-Sep Enrollment Count</b>	<b>Approved Enrollment</b>	<b>30-Sep Enrollment Count</b>	<b>Approved Enrollment</b>	<b>30-Sep Enrollment Count</b>	<b>Approved Enrollment</b>	<b>30-Sep Enrollment Count</b>	<b>Current Wait list for 2019-2020</b>
K	88	100	88	100	88	100	88	99	362
Grade 1	100	100	88	105	88	104	88	106	102
Grade 2	100	100	100	99	88	101	88	96	89
Grade 3	50	50	100	100	100	98	88	97	77
Grade 4	90	100	50	52	100	100	100	93	68
Grade 5	50	48	90	100	50	51	100	101	64
Grade 6	50	51	50	47	90	93	50	56	131
Grade 7	50	50	50	50	50	45	90	93	101
Grade 8	50	40	49	45	50	48	50	44	30
Grade 9									
Grade 10									
Grade 11									
Grade 12									
<b>Total</b>	628	639	665	698	704	740	742	785	1,024

<b>DOE Summary:</b>
Las Américas ASPIRA Academy Charter School has demonstrated consistent enrollment.

<b>School Comments 2018-2019</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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<b>School Comments 2017-2018</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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<b>School Comments 2016-2017</b>	LAAA serves a low-income population that equates to 48% of our student enrollment, which is based on the percentage of families receiving government assistance (27%) and the percentage living within the poverty income levels established by the federal government (21%).
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<b>School Comments 2015-2016</b>	This data element was added in the SY 16/17. The school was not required to provide a response to this information
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**Schools are invited but not required to comment on any aspect of the demographic data above in table 1.4.**

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**1.5 Reenrollment Trends :** Please review the following table with the school’s reenrollment trends during the current term of the charter.

School Reenrollment Trends								
	2015-2016		2016-2017		2017-2018		2018-2019	
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	30-Sep Enrollment Count	Number of Students Reenrolled Count	Percentage of Students Reenrolled %	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
<b>Total/Avg</b>	471	91.28%	542	90.48%	610	93.42%	625	90.32%

**DOE Summary:**

Las Américas ASPIRA Academy has demonstrated a reenrollment rate of 90% or above.

**School Comments 2018-2019** LAAA will continue to minimize attrition rates by providing students with a quality education and positive learning experience. LAAA’s reenrollment trends have remained strong each year in every grade.

**School Comments 2017-2018** LAAA will continue to minimize attrition rates by providing students with a quality education and positive learning experience. LAAA’s reenrollment trends have remained strong each year in every grade with the exception of rising 6th graders due to their desire to secure enrollment in their preferred high school since our school ends with 8th grade. This trend did not materialize in the 2017-2018 school year, which we attribute to our facility expansion and renovation project. The project resulted in premier spaces such as a cafeteria, auditorium, gymnasium and performing arts classrooms. These spaces allowed us to expand our athletic and performing arts programs.

**School Comments 2016-2017** LAAA serves a low-income population that equates to 48% of our student enrollment, which is based on the percentage of families receiving government assistance (27%) and the percentage living within the poverty income levels established by the federal government (21%).

**School Comments 2015-2016** This data element was added in the SY 16/17. The school was not required to provide a response to this information

## II. ACADEMIC PERFORMANCE

### 2.1 Delaware School Success Framework

#### Changes in the Academic Framework

From School Year (SY) 2014-15 through SY 2017-18, the academic performance of all charter schools was evaluated using the Delaware School Success Framework that were publishing annually. In December 2015, Congress reauthorized the Elementary and Secondary Education Act, the main federal law governing public education. The Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act (NCLB). ESSA implementation began in 2017-18 school year.

Overall Academic Ratings

**Elementary (grades K-5)/Middle School (grades 6-8)**

### HISTORICAL DATA (SY 15/16-16/17)

#### 2.1 Delaware School Success Framework

Overall Academic Ratings

Metrics	Delaware School Success Framework (DSSF)	
	2015-2016	2016-2017
Academic Achievement	3 Stars (73/150pts) Approaching	3 Stars (72/150pts) Approaching
Growth	3 Stars (49/200pts) Approaching	3 Stars (113/200pts) Approaching
On Track to Graduation	5 Stars (49/50pts) Exceeds	5 Stars (48/50pts) Exceeds
College and Career Preparation	3 Stars (41/100pts) Approaching	3 Stars (46/100pts) Approaching

<b>School Comments 2017-2018</b>	At LAAA, the majority of our students have demonstrated academic gains each year in ELA and Math based on their cohort (see tables below). Based on the number of data points, 50% of our students (67% from 2015 to 2018; 63% from 2016 to 2018) have improved their proficiency percentage. The most significant decrease in proficiency was in Math, which is being addressed with targeted instructional coaching support and professional development in the 2018-2019 school year. This support will be provided by our new Math Supervisor, in addition to a partnership with the Delaware Math Coalition.
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<b>SBAC Proficiency Results - READING</b>											
Class of Students	Spring 2015		Spring 2016		Spring 2017		Spring 2018		Change from 2015 to 2018	Change from 2016 to 2018	Change from 2017 to 2018
	Grade	%	Grade	%	Grade	%	Grade	%			
Class of 2027	K	n/a	1 <sup>st</sup>	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	32%	n/a	n/a	n/a
Class of 2026	1 <sup>st</sup>	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	47%	4 <sup>th</sup>	50%	n/a	n/a	+3
Class of 2025	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	44%	4 <sup>th</sup>	42%	5 <sup>th</sup>	52%	n/a	+8	+10
Class of 2024	3 <sup>rd</sup>	40%	4 <sup>th</sup>	47%	5 <sup>th</sup>	49%	6 <sup>th</sup>	46%	+6	-1	-3
Class of 2023	4 <sup>th</sup>	54%	5 <sup>th</sup>	48%	6 <sup>th</sup>	62%	7 <sup>th</sup>	75%	+21	+27	+13
Class of 2022	5 <sup>th</sup>	60%	6 <sup>th</sup>	63%	7 <sup>th</sup>	55%	8 <sup>th</sup>	67%	+7	+4	+12
Class of 2021	6 <sup>th</sup>	46%	7 <sup>th</sup>	49%	8 <sup>th</sup>	57%	n/a	n/a	100% increase	75% increase	80% increase
Class of 2020	7 <sup>th</sup>	51%	8 <sup>th</sup>	65%	n/a	n/a	n/a	n/a			
Class of 2019	8 <sup>th</sup>	76%	n/a	n/a	n/a	n/a	n/a	n/a			
<b>SBAC Proficiency Results - MATH</b>											
Class of Students	Spring 2015		Spring 2016		Spring 2017		Spring 2018		Change from 2015 to 2018	Change from 2016 to 2018	Change from 2017 to 2018
	Grade	%	Grade	%	Grade	%	Grade	%			
Class of 2027	K	n/a	1 <sup>st</sup>	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	48%	n/a	n/a	n/a
Class of 2026	1 <sup>st</sup>	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	50%	4 <sup>th</sup>	41%	n/a	n/a	-9
Class of 2025	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	42%	4 <sup>th</sup>	38%	5 <sup>th</sup>	38%	n/a	-4	No Change
Class of 2024	3 <sup>rd</sup>	51%	4 <sup>th</sup>	55%	5 <sup>th</sup>	26%	6 <sup>th</sup>	35%	-16	-20	+9
Class of 2023	4 <sup>th</sup>	42%	5 <sup>th</sup>	29%	6 <sup>th</sup>	53%	7 <sup>th</sup>	40%	-2	+11	-13
Class of 2022	5 <sup>th</sup>	31%	6 <sup>th</sup>	39%	7 <sup>th</sup>	50%	8 <sup>th</sup>	41%	+10	+2	-9
Class of 2021	6 <sup>th</sup>	36%	7 <sup>th</sup>	43%	8 <sup>th</sup>	50%	n/a	n/a	33% increase	50% increase	20% increase 20% no change
Class of 2020	7 <sup>th</sup>	41%	8 <sup>th</sup>	38%	n/a	n/a	n/a	n/a			
Class of 2019	8 <sup>th</sup>	28%	n/a	n/a	n/a	n/a	n/a	n/a			
									<b>Overall 67% increase</b>	<b>Overall 63% increase</b>	<b>Overall 50% increase</b>

**School  
Comments  
2016-2017**

At LAAA, the majority of our students have demonstrated academic gains each year in ELA and Math based on their cohort (see tables below). Based on the number of data points, over 70% of our students (75% from 2015 to 2017; 72% from 2016 to 2017) have improved their proficiency percentage. The most significant decrease in proficiency was in Math by the Class of 2024 (5<sup>th</sup> grade in Spring 2017), which seems to be a trend and may be attributed to the rigor of the CCSS at that grade level. All deficiencies are being addressed through our targeted instructional coaching strategies.

SBAC Proficiency Results - ELA								
Class of Students	Spring 2015		Spring 2016		Spring 2017		Change from 2015 to 2017	Change from 2016 to 2017
	Grade	Proficiency %	Grade	Proficiency %	Grade	Proficiency %		
Class of 2026	1 <sup>st</sup>	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	47%	n/a	+3 <i>(compared to previous class)</i>
Class of 2025	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	44%	4 <sup>th</sup>	42%	n/a	-2
Class of 2024	3 <sup>rd</sup>	40%	4 <sup>th</sup>	47%	5 <sup>th</sup>	49%	+9	+2
Class of 2023	4 <sup>th</sup>	54%	5 <sup>th</sup>	48%	6 <sup>th</sup>	62%	+8	+14
Class of 2022	5 <sup>th</sup>	60%	6 <sup>th</sup>	63%	7 <sup>th</sup>	55%	-5	-8
Class of 2021	6 <sup>th</sup>	46%	7 <sup>th</sup>	49%	8 <sup>th</sup>	57%	+11	+8
Class of 2020	7 <sup>th</sup>	51%	8 <sup>th</sup>	65%	n/a	n/a	n/a	n/a
Class of 2019	8 <sup>th</sup>	76%	n/a	n/a	n/a	n/a	n/a	n/a

SBAC Proficiency Results - MATH								
Class of Students	Spring 2015		Spring 2016		Spring 2017		Change from 2015 to 2017	Change from 2016 to 2017
	Grade	Proficiency %	Grade	Proficiency %	Grade	Proficiency %		
Class of 2026	1 <sup>st</sup>	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	50%	n/a	+8 <i>(compared to previous class)</i>
Class of 2025	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	42%	4 <sup>th</sup>	38%	n/a	-4
Class of 2024	3 <sup>rd</sup>	51%	4 <sup>th</sup>	55%	5 <sup>th</sup>	26%	-25	-29
Class of 2023	4 <sup>th</sup>	42%	5 <sup>th</sup>	29%	6 <sup>th</sup>	53%	+11	+24
Class of 2022	5 <sup>th</sup>	31%	6 <sup>th</sup>	39%	7 <sup>th</sup>	50%	+19	+11
Class of 2021	6 <sup>th</sup>	36%	7 <sup>th</sup>	43%	8 <sup>th</sup>	50%	+14	+7
Class of 2020	7 <sup>th</sup>	41%	8 <sup>th</sup>	38%	n/a	n/a	n/a	n/a
Class of 2019	8 <sup>th</sup>	28%	n/a	n/a	n/a	n/a	n/a	n/a

**Note:** School comments for SY 15/16 : <https://www.doe.k12.de.us/Page/2654>



## Performance Agreement

### Academic Performance Expectations

**Table 1: SBAC Proficiency**

Class of Students	Grade	ELA Proficiency	Math Proficiency
Class of 2027	3 <sup>rd</sup>	35%	45%
Class of 2026	4 <sup>th</sup>	31%	31%
Class of 2025	5 <sup>th</sup>	63%	50%
Class of 2024	6 <sup>th</sup>	56%	36%
Class of 2023	7 <sup>th</sup>	61%	32%
Class of 2022	8 <sup>th</sup>	75%	48%
<b>Total</b>		<b>50%</b>	<b>40%</b>

**Table 2: Student Growth Target Achievement**

Class of Students	Grade	ELA Student Growth Target Achievement	Math Student Growth Target Achievement
Class of 2027	3 <sup>rd</sup>	n/a	n/a
Class of 2026	4 <sup>th</sup>	36%	17%
Class of 2025	5 <sup>th</sup>	77%	78%
Class of 2024	6 <sup>th</sup>	72%	83%
Class of 2023	7 <sup>th</sup>	73%	69%
Class of 2022	8 <sup>th</sup>	51%	58%
<b>Total</b>		<b>62%</b>	<b>58%</b>

<b>School Comments 2018-2019</b>	<p>As of Spring 2019, LAAA students have achieved 50% or greater proficiency in five out of the twelve data points. This equates to a <u>42% success rate</u> with an additional 17% (two data points) within five points of the 50% goal (see Table 1 above).</p> <p>In addition to proficiency percentage, another important metric is Student Growth Target Achievement. This metric shows the percentage of students that achieved their individual growth target based on their expected growth from Spring 2018 to Spring 2019. This metric reveals an <u>80% success rate</u> for a goal of 50% or greater of students meeting their growth target (see Table 2 above).</p>
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**Table 1: SBAC Proficiency**

Class of Students	Grade	ELA Proficiency	Math Proficiency
Class of 2027	3 <sup>rd</sup>	32%	48%
Class of 2026	4 <sup>th</sup>	50%	41%
Class of 2025	5 <sup>th</sup>	52%	38%
Class of 2024	6 <sup>th</sup>	46%	35%
Class of 2023	7 <sup>th</sup>	75%	40%
Class of 2022	8 <sup>th</sup>	67%	41%

**Table 2: Student Growth Target Achievement**

Class of Students	Grade	ELA Student Growth Target Achievement	Math Student Growth Target Achievement
Class of 2027	3 <sup>rd</sup>	n/a	n/a
Class of 2026	4 <sup>th</sup>	64%	52%
Class of 2025	5 <sup>th</sup>	32%	64%
Class of 2024	6 <sup>th</sup>	51%	55%
Class of 2023	7 <sup>th</sup>	55%	27%
Class of 2022	8 <sup>th</sup>	58%	45%

<b>School Comments 2017-2018</b>	<p>As of Spring 2018, LAAA students have achieved 50% or greater proficiency in four out of the twelve data points. This equates to a <u>33% success rate</u> with an additional 17% (two data points) within five points of the 50% goal (see Table 1 above).</p> <p>In addition to proficiency percentage, another important metric is Student Growth Target Achievement. This metric shows the percentage of students that achieved their individual growth target, which is based on their expected growth from Spring 2017 to Spring 2018. This metric reveals a <u>70% success rate</u> for a goal of 50% or greater of students meeting their growth target (see Table 2 above).</p>
<b>School Comments 2016-2017</b>	<p>Average English and Spanish literacy levels by grade exceeded the Rate of Improvement (ROI) targets for the 2016-17 academic year with the exception of the Kindergarten Spanish EDLs. We attribute this to a few factors: 1) This was the first time administering the Pearson Evaluación del desarrollo de la lectura (EDL2); 2) The benchmark window is shorter (Winter to Spring); and 3) Eighty percent of our student population is English dominant with Kindergarten being the first exposure to academic literacy in Spanish.</p>

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

## 2.2 Academic Achievement/Proficiency Data

DSSF Definition: *Proficiency* in a given subject is the percent of students who are on grade level (i.e., proficient) in said subject.

Academic Achievement	Delaware School Success Framework (DSSF)			
	2015-2016		2016-2017	
Rating	3 Stars (73/150pts) Approaching		3 Stars (72/150pts) Approaching	
	School	State	School	State
ELA	53.57 %	54.91%	54.52 %	56.63%
Math	44.96%	42.87%	45.05%	45.13%
Science	44.44%	60.41%	37.24%	47.45%
Social Studies	57.11%	76.82%	n/a	n/a

### a) Academic Achievement ratings over the course of the charter term

<b>School Comments 2016-2017</b>	<p>Academic Achievement in ELA and Math is based on student overall proficiency (scoring a 3+) on the Smarter assessment. During the 2016 - 2017 school year, our ELA scores exceeded the math scores because we applied the DDOE training in January called "Getting Smarter Results: Interim and Digital Library Training" to one core subject area which was ELA. This training contributed to the positive ELA results because it allowed us to identify specific interims to administer. With this in-depth data analysis from overall score to claim score (reading, writing, speaking/listening, and research), it allowed us to make curriculum changes using the resources from the Digital Library in the months of February to May. The writing claim proved to have the most room for improvement; therefore, school-wide professional development was designed around 1 out of the 4 ELA claims (writing) over the course of 4 months. When looking at our writing claim proficiency, there was an upward trend:</p> <p>- 4th Grade - 13% proficient (2016) to 23% proficient (2017) = 10% increase</p>
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	<p>- 5th Grade - 20% proficient (2016) to 33% proficient (2017) = 13% increase          - 6th Grade - 15% proficient (2016) to 30% proficient (2017) = 15% increase          - 7th Grade - 30% proficient (2016) to 33% proficient (2017) = 3% increase</p> <p>In Math, we took a different approach and focused on embedding practice performance tasks in the curriculum. While our scores are comparable to the state average, they did not show a significant increase in any grade level. Specifically, we noted a dip in 5th grade scores, which was also comparable to statewide averages. In retrospect, we placed too much emphasis on performance tasks, which was at a deeper level than our students were prepared to handle at that time. Further SBAC data analysis showed that our students require more work in Claim 1: Concepts and Procedures. While students demonstrate understanding of a skill in the classroom during a particular unit, they are not necessarily generalizing that skill and retaining across units.</p>
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**b) Expected outcomes for Academic Achievement**

<p><b>School Comments 2016-2017</b></p>	<p>Across content areas, we will continue to focus on the proficiency within each claim so that it positively impacts the overall proficiency. In ELA, we will continue to focus on the Writing claim and in Math, we will shift our focus to the Concepts &amp; Procedures Claim. It is expected that we will continue to see gains in these areas for several reasons:</p> <ol style="list-style-type: none"> <li>1. Interims will continue to be administered and built into the writing scope and sequence.</li> <li>2. Writing Interim administration will begin sooner (December) after Interim training courses have become available and completed by teachers.</li> <li>3. Professional development resources that were developed last year are online using Google Docs and Schoology.</li> </ol> <p>In addition, recent data analysis of the 2017 ELA SBAC claim scores indicate that specific large subgroups (ie. English Language Learners) making up more than 30% of our school population need more support in the reading claim vs. writing. In order to address this issue during the 2017 - 2018 school year, the DDOE Opportunity Grant was submitted and rewarded focusing on specific steps to improve the reading claim proficiency.</p> <ol style="list-style-type: none"> <li>1. Interims will be administered and incorporated in the reading scope and sequence.</li> <li>2. Reading interim administration will start at the same time as writing (December).</li> <li>3. School-wide professional development (November - June) has been designed around supports within the reading claim specifically targeting ELLs</li> </ol>
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	<p>and adequate funding has been provided by the Opportunity Grant.</p> <p>In Math, we will focus on strengthening student knowledge and fluidity in concepts and procedures, which will help to build a stronger foundation for math knowledge on which to build higher-level thinking and application.</p>
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**c) Progress measures to track expected Academic Achievement outcomes**

<p><b>School Comments 2016-2017</b></p>	<p>As we establish school-wide change within each claim, increases towards proficiency within each claim will continue to be monitored. Each school year will have a claim focus and professional development resources available in an online format to be carried over into the following years for our students and staff. In addition, interims will continue to be added to the school year scope and sequence and will begin sooner as the trainings become available. Data from the interims will continue to be monitored in the AIRways platform to better understand which specific questions/concepts within the claims can be embedded in our core curriculum.</p>
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**Note:** School comments for SY 15/16 can be found at: <https://www.doe.k12.de.us/Page/2654>

### 2.3 Growth Data

DSSF Definition: Growth measures how well schools are doing at improving student learning over time. This metric is a relative calculation of student progress as compared to students with similar assessment history on statewide summative assessments.

Growth	Delaware School Success Framework (DSSF)			
	2015-2016		2016-2017	
Rating	3 Stars (49/200pts) Approaching		3 Stars (113/200pts) Approaching	
	School	State	School	State
ELA	49.33 %	50.00 %	69.50 %	50.00 %
Math	51.50 %	50.00 %	43.50 %	50.00 %

#### a) School's Growth ratings for all students over the course of the charter term

<b>School Comments 2016-2017</b>	<p>Academic Achievement in ELA and Math is based on student overall proficiency (scoring a 3+) on the Smarter assessment. During the 2016 - 2017 school year, our ELA scores exceeded the math scores because we applied the DDOE training in January called "Getting Smarter Results: Interim and Digital Library Training" to one core subject area which was ELA. This training contributed to the positive ELA results because it allowed us to identify specific interims to administer. With this in-depth data analysis from overall score to claim score (reading, writing, speaking/listening, and research), it allowed us to make curriculum changes using the resources from the Digital Library in the months of February to May. The writing claim proved to have the most room for improvement; therefore, school-wide professional development was designed around 1 out of the 4 ELA claims (writing) over the course of 4 months. When looking at our writing claim proficiency, there was an upward trend:</p> <ul style="list-style-type: none"> <li>- 4th Grade - 13% proficient (2016) to 23% proficient (2017) = 10% increase</li> <li>- 5th Grade - 20% proficient (2016) to 33% proficient (2017) = 13% increase</li> <li>- 6th Grade - 15% proficient (2016) to 30% proficient (2017) = 15% increase</li> <li>- 7th Grade - 30% proficient (2016) to 33% proficient (2017) = 3% increase</li> </ul>
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	<p>In Math, we took a different approach and focused on embedding practice performance tasks in the curriculum. While our scores are comparable to the state average, they did not show a significant increase in any grade level. Specifically, we noted a dip in 5th grade scores which was also comparable to statewide averages. In retrospect, we placed too much emphasis on performance tasks, which was at a deeper level than our students were prepared to handle at that time. Further SBAC data analysis showed that our students require more work in Claim 1: Concepts and Procedures. While students demonstrate understanding of a skill in the classroom during a particular unit, they are not necessarily generalizing that skill and retaining across units.</p>
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**b) Expected outcomes for Growth for all students**

<p><b>School Comments 2016-2017</b></p>	<p>Across content areas, we will continue to focus on the proficiency within each claim so that it positively impacts the overall proficiency. In ELA, we will continue to focus on the Writing claim and in Math, we will shift our focus to the Concepts &amp; Procedures Claim. It is expected that we will continue to see gains in these areas for several reasons:</p> <ol style="list-style-type: none"> <li>1. Interims will continue to be administered and built into the writing scope and sequence.</li> <li>2. Writing Interim administration will begin sooner (December) after Interim training courses have become available and completed by teachers.</li> <li>3. Professional development resources that were developed last year are online using Google Docs and Schoology.</li> </ol> <p>In addition, recent data analysis of the 2017 ELA SBAC claim scores indicate that specific large subgroups (ie. English Language Learners) making up more than 30% of our school population need more support in the reading claim vs. writing. In order to address this issue during the 2017 - 2018 school year, the DDOE Opportunity Grant was submitted and rewarded focusing on specific steps to improve the reading claim proficiency.</p> <ol style="list-style-type: none"> <li>1. Interims will be administered and incorporated in the reading scope and sequence.</li> <li>2. Reading interim administration will start at the same time as writing (December).</li> <li>3. School-wide professional development (November - June) has been designed around supports within the reading claim specifically targeting ELLs and adequate funding has been provided by the Opportunity Grant.</li> </ol>
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	In Math, we will focus on strengthening student knowledge and fluidity in concepts and procedures, which will help to build a stronger foundation for math knowledge on which to build higher-level thinking and application.
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**c) Progress measures to track Growth for all students**

<p><b>School Comments 2016-2017</b></p>	As we establish school-wide change within each claim, increases towards proficiency within each claim will continue to be monitored. Each school year will have a claim focus and professional development resources available in an online format to be carried over into the following years for our students and staff. In addition, interims will continue to be added to the school year scope and sequence and will begin sooner as the trainings become available. Data from the interims will continue to be monitored in the AIRways platform to better understand which specific questions/concepts within the claims can be embedded in our core curriculum.
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**Note:** School comments for SY 15/16 can be found at: <https://www.doe.k12.de.us/Page/2654>

## 2.4 On Track Graduation Data

DSSF Definition: In elementary and middle schools, attendance data are used to calculate On Track to Graduation Metric. In high schools, the data for the calculation of the On Track in 9th Grade metric is gathered from course credit information and statewide assessment data.

On Track to Graduation	Delaware School Success Framework (DSSF)			
	2015-2016		2016-2017	
Rating	5 Stars (49/50pts) Exceeds		5 Stars (48/50pts) Exceeds	
	School	State	School	State
Attendance	97.01 %	94.40 %	96.37 %	94.75 %
On-Track in the 9th grade	**	84.80 %	**	89.45 %
4-year Cohort Graduation Rate <sup>5</sup>	**	84.35 %	**	84.66 %
5-year Cohort Graduation Rate	**	85.84 %	**	85.60 %
6-year Cohort Graduation Rate	**	Not calculated at the state level	**	Not calculated at the state level

\*\* The school did not service students in the grade levels assessed by this metric.

### a) On Track to Graduation ratings over the course of the charter term

<b>School Comments 2016-2017</b>	n/a
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<b>School Comments 2015-2016</b>	n/a
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**b) Expected outcomes for On Track to Graduation**

<b>School Comments 2016-2017</b>	n/a
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<b>School Comments 2015-2016</b>	n/a
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**c) Progress measures to monitor On Track to Graduation outcomes**

<b>School Comments 2016-2017</b>	n/a
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<b>School Comments 2015-2016</b>	n/a
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**Note:** School comments for SY 15/16 can be found at:  
<https://www.doe.k12.de.us/Page/2654>

## 2.5 College & Career Preparation Data

DSSF Definition: This metric gives an indication of whether students are growing enough to be proficient in the future. **For elementary and middle schools**, Growth to Proficiency in ELA and Math is based on 3 years of statewide assessment data, including Smarter assessment data and up to 3 years of DCAS, the prior statewide summative assessment. **For high schools: College and Career Preparation** is the percent of students who have demonstrated preparation for education and career training after high school through Smarter, AP, IB, SAT, Career and Technical Education (CTE) pathways, and dual enrollment.

College & Career Preparation	Delaware School Success Framework (DSSF)			
	2015-2016		2016-2017	
Rating	3 Stars (41/100pts) Approaching		3 Stars (46/100pts) Approaching	
	School	State	School	State
Growth to Proficiency ELA	50.18 %	57.10 %	65.05 %	59.19 %
Growth to Proficiency Math	32.52 %	34.42 %	26.74 %	35.41 %
College & Career Preparation	n/a	46.41 %	n/a	49.64 %

### a) College and Career Preparation ratings over the course of the charter term

<b>School Comments 2016-2017</b>	<p>Academic Achievement in ELA and Math is based on student overall proficiency (scoring a 3+) on the Smarter assessment. During the 2016 - 2017 school year, our ELA scores exceeded the math scores because we applied the DDOE training in January called "Getting Smarter Results: Interim and Digital Library Training" to one core subject area which was ELA. This training contributed to the positive ELA results because it allowed us to identify specific interims to administer. With this in-depth data analysis from overall score to claim score (reading, writing, speaking/listening, and research), it allowed us to make curriculum changes using the resources from the Digital Library in the months of February to May. The writing claim proved to have the most room for improvement; therefore, school-wide professional development was designed around 1 out of the 4 ELA claims (writing) over the course of 4 months. When</p>
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	<p>looking at our writing claim proficiency, there was an upward trend:</p> <ul style="list-style-type: none"> <li>- 4th Grade - 13% proficient (2016) to 23% proficient (2017) = 10% increase</li> <li>- 5th Grade - 20% proficient (2016) to 33% proficient (2017) = 13% increase</li> <li>- 6th Grade - 15% proficient (2016) to 30% proficient (2017) = 15% increase</li> <li>- 7th Grade - 30% proficient (2016) to 33% proficient (2017) = 3% increase</li> </ul> <p>In Math, we took a different approach and focused on embedding practice performance tasks in the curriculum. While our scores are comparable to the state average, they did not show a significant increase in any grade level. Specifically, we noted a dip in 5th grade scores, which was also comparable to statewide averages. In retrospect, we placed too much emphasis on performance tasks, which was at a deeper level than our students were prepared to handle at that time. Further SBAC data analysis showed that our students require more work in Claim 1: Concepts and Procedures. While students demonstrate understanding of a skill in the classroom during a particular unit, they are not necessarily generalizing that skill and retaining across units.</p>
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**b) Expected outcomes for College and Career Preparation**

<p><b>School Comments 2016-2017</b></p>	<p>Across content areas, we will continue to focus on the proficiency within each claim so that it positively impacts the overall proficiency. In ELA, we will continue to focus on the Writing claim and in Math, we will shift our focus to the Concepts &amp; Procedures Claim. It is expected that we will continue to see gains in these areas for several reasons:</p> <ol style="list-style-type: none"> <li>1. Interims will continue to be administered and built into the writing scope and sequence.</li> <li>2. Writing Interim administration will begin sooner (December) after Interim training courses have become available and completed by teachers.</li> <li>3. Professional development resources that were developed last year are online using Google Docs and Schoology.</li> </ol> <p>In addition, recent data analysis of the 2017 ELA SBAC claim scores indicate that specific large subgroups (ie. English Language Learners) making up more than 30% of our school population need more support in the reading claim vs. writing. In order to address this issue during the 2017 - 2018 school year, the DDOE Opportunity Grant was submitted and rewarded focusing on specific steps to improve the reading claim proficiency.</p> <ol style="list-style-type: none"> <li>1. Interims will be administered and incorporated in the reading scope and</li> </ol>
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	<p>sequence.</p> <p>2. Reading interim administration will start at the same time as writing (December).</p> <p>3. School-wide professional development (November - June) has been designed around supports within the reading claim specifically targeting ELLs and adequate funding has been provided by the Opportunity Grant.</p> <p>In Math, we will focus on strengthening student knowledge and fluidity in concepts and procedures, which will help to build a stronger foundation for math knowledge on which to build higher-level thinking and application.</p>
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**c) Progress measures to track College and Career Preparation outcomes**

<p><b>School Comments 2016-2017</b></p>	<p>As we establish school-wide change within each claim, increases towards proficiency within each claim will continue to be monitored. Each school year will have a claim focus and professional development resources available in an online format to be carried over into the following years for our students and staff. In addition, interims will continue to be added to the school year scope and sequence and will begin sooner as the trainings become available. Data from the interims will continue to be monitored in the AIRways platform to better understand which specific questions/concepts within the claims can be embedded in our core curriculum.</p>
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**Note:** School comments for SY 15/16 can be found at: <https://www.doe.k12.de.us/Page/2654>



## SY 2017-18 & SY 2018-19

### 2.1 Delaware School Success Framework

Overall Academic Ratings

Elementary (grades K-5)/Middle School (grades 6-8)

Indicator	2017-2018			2018-2019		
	Points	Point Earned	Percent Point	Points	Point Earned	Percent Point
Academic Achievement	150.00	68.00	45% Approaching Expectations	150.00	68.00	45% Approaching Expectations
Academic Progress	200.00	132.00	66% Meets Expectations	200.00	138.00	69% Meets Expectations
School Quality/Student Success	50.00	49.00	98% Exceeds Expectations	50.00	48.00	96% Exceeds Expectations
Progress Toward English Language Proficiency	50.00	37.00	74% Meets Expectations	50.00	40.00	80% Meets Expectations
Overall	450.00	286.00	64% Meets Expectations	450.00	294.00	65% Meets Expectations

#### DOE Summary:

In SY 16/17, prior to the implementation of ESSA, Las Americas ASPIRA Academy received 3 of 4 ratings of “Meets” or “Exceeds” on the DSSF. From SY15/16 to SY16/17, the school’s points earned for Academic Achievement decreased slightly from 73/150 points (Approaching) to 72/150 points (Approaching). From SY15/16 to SY16 /17 the school’s points earned for Growth increased from 101/200 points (Approaching) to 113/200 points (Approaching), respectively. From SY 15/16 to SY 16/17, the school’s points earned for On Track to Graduation decreased slightly from 49/50 points to 48/50 (Exceeds), respectively. From SY 15/16 to SY 16/17, the school’s points earned for College and Career Preparation increased from 41/100 points (Approaching) to 46/100 points (Approaching), respectively.

In SY 17/18, with the implementation of ESSA, each school received an overall rating on the DSSF in addition to ratings for each indicator. In SY 17/18, Las Americas ASPIRA Academy ‘s overall rating was



“Meets Expectations.” At the indicator level, the school was rated “Approaching Expectations” for Academic Achievement; “Meets Expectations” for Academic Progress; “Exceeds Expectations” for School Quality/Student Success; and “Meets Expectations” for Progress Toward English Language Proficiency.

SBAC Proficiency Results - READING														
Class of Students	Spring 2015		Spring 2016		Spring 2017		Spring 2018		Spring 2019		% Change from 2015 to 2019	% Change from 2016 to 2019	% Change from 2017 to 2019	% Change from 2018 to 2019
	Grade	%	Grade	%	Grade	%	Grade	%	Grade	%				
Class of 2028	n/a	n/a	n/a	n/a	n/a	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	35%	n/a	n/a	n/a	n/a
Class of 2027	K	n/a	1 <sup>st</sup>	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	32%	4 <sup>th</sup>	31%	n/a	n/a	n/a	-1
Class of 2026	1 <sup>st</sup>	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	47%	4 <sup>th</sup>	50%	5 <sup>th</sup>	63%	n/a	n/a	+16	+13
Class of 2025	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	44%	4 <sup>th</sup>	42%	5 <sup>th</sup>	52%	6 <sup>th</sup>	56%	n/a	+12	+14	+4
Class of 2024	3 <sup>rd</sup>	40%	4 <sup>th</sup>	47%	5 <sup>th</sup>	49%	6 <sup>th</sup>	46%	7 <sup>th</sup>	61%	+21	+14	+12	+15
Class of 2023	4 <sup>th</sup>	54%	5 <sup>th</sup>	48%	6 <sup>th</sup>	62%	7 <sup>th</sup>	75%	8 <sup>th</sup>	75%	+21	+27	+13	No Change
Class of 2022	5 <sup>th</sup>	60%	6 <sup>th</sup>	63%	7 <sup>th</sup>	55%	8 <sup>th</sup>	67%	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2021	6 <sup>th</sup>	46%	7 <sup>th</sup>	49%	8 <sup>th</sup>	57%	n/a	n/a	n/a	n/a	100% improvement	100% improvement	100% improvement	60% improvement 20% no change
Class of 2020	7 <sup>th</sup>	51%	8 <sup>th</sup>	65%	n/a	n/a	n/a	n/a	n/a	n/a				
Class of 2019	8 <sup>th</sup>	76%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a				

SBAC Proficiency Results - MATH														
Class of Students	Spring 2015		Spring 2016		Spring 2017		Spring 2018		Spring 2019		% Change from 2015 to 2019	% Change from 2016 to 2019	% Change from 2017 to 2019	% Change from 2018 to 2019
	Grade	%	Grade	%	Grade	%	Grade	%	Grade	%				
Class of 2028	n/a	n/a	n/a	n/a	n/a	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	45%	n/a	n/a	n/a	n/a
Class of 2027	K	n/a	1 <sup>st</sup>	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	48%	4 <sup>th</sup>	31%	n/a	n/a	n/a	-17
Class of 2026	1 <sup>st</sup>	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	50%	4 <sup>th</sup>	41%	5 <sup>th</sup>	50%	n/a	n/a	No Change	+9
Class of 2025	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	42%	4 <sup>th</sup>	38%	5 <sup>th</sup>	38%	6 <sup>th</sup>	36%	n/a	-6	-2	-2
Class of 2024	3 <sup>rd</sup>	51%	4 <sup>th</sup>	55%	5 <sup>th</sup>	26%	6 <sup>th</sup>	35%	7 <sup>th</sup>	32%	-19	-23	+6	-3
Class of 2023	4 <sup>th</sup>	42%	5 <sup>th</sup>	29%	6 <sup>th</sup>	53%	7 <sup>th</sup>	40%	8 <sup>th</sup>	45%	+3	+16	-8	+5
Class of 2022	5 <sup>th</sup>	31%	6 <sup>th</sup>	39%	7 <sup>th</sup>	50%	8 <sup>th</sup>	41%	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2021	6 <sup>th</sup>	36%	7 <sup>th</sup>	43%	8 <sup>th</sup>	50%	n/a	n/a	n/a	n/a	50% improvement	33% improvement	25% improvement 25% no change	40% improvement
Class of 2020	7 <sup>th</sup>	41%	8 <sup>th</sup>	38%	n/a	n/a	n/a	n/a	n/a	n/a				
Class of 2019	8 <sup>th</sup>	28%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a				

**School Comments  
2016-2017**

At LAAA, the majority of our students have demonstrated academic gains each year in ELA and Math based on their cohort (see tables below). Based on the number of data points, 50% of our students (67% from 2015 to 2018; 63% from 2016 to 2018) have improved their proficiency percentage. The most significant decrease in proficiency was in Math, which is being addressed with targeted instructional coaching support and professional development in the 2018-2019 school year. This support will be provided by our new Math Supervisor, in addition to a partnership with the Delaware Math Coalition.

**a. Based on the table above discuss the school’s overall academic achievement results, major challenges and accomplishments over the course of the charter term. Evidence should reflect performance during the course of the charter term.**

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A factor contributing to the challenges is that SBAC are resources for measuring individual student achievement, calculating student growth, projecting proficiency on high-stakes assessments, and comparing a student’s growth to that of students across the country in monolingual schools. In addition, SBAC and i-Ready are a valid test for measuring a student’s achievement status to state standards, academic growth, and projecting proficiency to state standards in English.

Since LAAA is a dual language language school, where students learn both English and Spanish, Herdina and Jessner (2002) argue, “As long as bilinguals are measured according to monolingual criteria, they appear to be greatly disadvantaged both in linguistic and cognitive terms.” When multilingual competence is assessed using monolingual constructs, test takers are expected to respond exclusively in the target language, even if they have multiple languages in their repertoire. Test takers’ performance are scored using monolingual scoring rubrics, meaning that if they respond using any other language than the target (either partially or completely), their responses are penalized. Monolingual assessments tend to ignore the different needs that bilinguals have for their two languages and do not take into account that bilinguals use these languages for different purposes, with different speakers, and in different contexts (Grosjen, 1989).

In addition, SBAC assessments evaluate the English language separately. These assessments often treat the languages of bilinguals as sets of discrete skills that function independently. In other words, languages are assessed and scored separately, and the scores are then interpreted separately (Hopewell & Escamilla, 2014).

To this point, we have consistently noted our students demonstrating greater levels of proficiency as they progress through the upper grades of our school. So, our average proficiency level for ELA over the past 5 years in 3rd grade has been 40% with that number increasing by grade level up to the 8th grade average over 5 years of 67%. This performance by our students is consistent with the dual language acquisition research. However, the fact that our overall school performance is judged by overall student proficiency levels does not account for the dual language immersion model that our students are engaged in on a daily basis.

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## ELA SBAC Proficiency

SBAC results	2015	2016	2017	2018	2019
<b>ELA % Proficient</b>	<b>48.7</b>	<b>51.5</b>	<b>50.8</b>	<b>49.9</b>	<b>50.4</b>



Over the last several years, we focused our professional development opportunities around the various ELA Smarter Balanced claims:

- Writing Claim 2016-2017
- Reading Claim 2017-2018
- Speaking & Listening Claim 2018-2019

During the 2016 - 2017 school year, our ELA scores produced positive results, because we applied the DDOE training titled, “Getting Smarter Results: Interim and Digital Library Training” to one core subject area which was ELA. This training contributed to the positive ELA results because it allowed us to identify specific interims to administer. With this in-depth data analysis from overall score to claim score (reading, writing, speaking/listening, and research), it allowed us to make curriculum changes using the resources from the Digital Library in the months of February to May. The writing claim proved to have the most room for improvement; therefore, school-wide professional development was designed around 1 out of the 4 ELA claims (writing) over the course of 4 months. When looking at our writing claim proficiency, there was an upward trend:

- 4th Grade - 13% proficient (2016) to 23% proficient (2017) = 10% increase
- 5th Grade - 20% proficient (2016) to 33% proficient (2017) = 13% increase
- 6th Grade - 15% proficient (2016) to 30% proficient (2017) = 15% increase
- 7th Grade - 30% proficient (2016) to 33% proficient (2017) = 3% increase

During the 2018 - 2019 School Year, we received the FY18 Opportunity Grant in which funds were used to increase ELL performance in the SBAC Reading Claim and WIDA/ACCESS Reading Domain. Our goal is to provide professional development and target supports/interventions in each claim/domain to increase student overall English Language Proficiency. Grant implementation showed overall positive results. ELL SBAC Reading Claim Proficiency increased from 10% proficient in spring 2017 to 58% proficient in spring 2018. ELL WIDA/ACCESS Reading Domain proficiency (score 5+) increased from 16% proficient in spring 2017 to 46% proficient in spring 2018.

During the 2018-2019 school year, our ELA scores produced positive outcomes due to our school wide focus to give all students access to grade level complex texts by enhancing our core reading curriculum, Lucy Calkins Reading Workshop Units of Study. The W.O.L.V.E.S Reading Program was created in partnership with the University of Delaware (UD) in which our lead trainer, Dr. Steve Amendum, provided coaching support and professional learning during the past two school years. LAAA educators created the modules following a Before, During, and After (BDA) Framework. The modules were then enhanced to include specific speaking and listening scaffolds.

In addition, LAAA partnered with the Dual Language Education of New Mexico to provide professional development during the 2018-2019 school year on Literacy Squared techniques and strategies that support all language learners. Select educators were sent to La Cosecha Dual Language Conference in New Mexico in November 2018. Educators received Sheltered Instruction Observation Protocol (SIOP) training, and professional development in Thinking Maps, Biliteracy Instructional Strategies, and Language Development, in order to design and create the modules. This all positively contributed to the effective design and implementation of the W.O.L.V.E.S Reading Program, during the 2017-19 school years. When looking at our reading claim proficiency, there was an upward trend 10% proficiency (2017) to 58% proficiency (2018). When looking at our speaking and listening claim this year, 35% proficiency (2018) to 56% proficiency (2019).

### Math SBAC Proficiency

SBAC results	2015	2016	2017	2018	2019
<b>Math % Proficient</b>	<b>41.8</b>	<b>43.2</b>	<b>42.7</b>	<b>40.7</b>	<b>40.2</b>



### Data Analysis

Looking at the Growth Over Time graph above you can see that our DSSF data has remained stagnant where our DPAS II data has improved significantly. One point of optimism here is that the DSSF targets get progressively more difficult to meet year after year, so in order to remain stagnant you actually need to be improving. You can see that improvement on the DPAS II data where the target remains stagnant--it is simply norm-referenced data tied to similar students throughout the state (similar in terms of grade, previous scores, race, EL status, and SWD status). So when comparing growth of similar students we have gotten significantly better at supporting our students' growth in mathematics.

### Challenges

As LAAA has continued to expand in enrollment we are routinely adding new staff members to accommodate our growing student population. Each of these new teachers needs new training and support. We have also found that many elementary and traditionally-trained educators require support to be able to teach math for conceptual learning which is the goal of the Common Core State Standards. Additionally, we had a challenging time finding a math curriculum that is a good fit for our both our student population and our dual-language immersion model. Recognizing these needs, we moved to securing additional dedicated math support for our team in the 2018-2019 academic year.

### Accomplishments

The school now has an EdReports highly rated math curriculum--EngageNY--that we are in our second year of implementation (with many years to follow). Last year we hired a full-time math supervisor to support our students' success in math and who is able to support the training of new and existing staff. The support and stability seem to be paying off as this year in math our SBAC growth data saw 59.4% of our students meeting their growth goal in math (DPAS II) compared to the state average where 50.8% of students met their growth goal in math.

## Performance Agreement

### Academic Performance Expectations

*Las Américas ASPIRA Academy overall academic rating is Meets Standard for the 2013-2014 school year. By 2020, our expectation is to achieve the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.*

*Mission Specific Goals (optional):* One goal stated in our mission at Las Américas ASPIRA Academy is that our immersion program students will become biliterate in English and Spanish within six years of enrollment in the program. Our focus is on building academic biliteracy in alignment with achieving the Common Core Standards in English Language Arts and Spanish Language Arts. This objective will be measured using various AIMSweb benchmark fluency measures in both languages depending on the grade level. In Kindergarten and First Grade, Spanish language fluency will be measured using the MIDE Syllable Reading Fluency (SRF) assessment; in Second through Fifth Grades, the Reading-Spanish Curriculum Based Measurement (R-Span CBM). English reading fluency in Kindergarten and First Grade will be measured using the Phoneme Segmentation Fluency (PSF) assessment; in Second through Fifth Grades, the Reading-Curriculum Based Measurement (R- CBM).

Growth targets will be measured in terms of the rate of improvement (ROI) from the Fall benchmark (FB) to the Spring benchmark (SB), using the following formula:

$$\frac{\text{SB score} - \text{FB score}}{36 \text{ weeks}}$$

Listed below are the growth target tables for each fluency measure

Grade Level	AIMS Web Spanish Fluency Measures		AIMS Web English Fluency Measures	
	SRF	PSF	PSF	R- CBM
K	0.2	n/a	1.08	n/a
1	0.5	n/a	.38	n/a
2	n/a	0.7	n/a	1.02
3	n/a	0.6	n/a	1.16
4	n/a	0.5	n/a	.86
5	n/a	0.5	n/a	.80

We will receive one of the following four ratings based on our students' outcomes:

- Exceeds Standard (greater than 75% of students at each grade level within the Dual Language Immersion Program achieved their ROI growth targets)
- Meets Standard (60-75% of students at each grade level within the Dual Language Immersion Program achieved their ROI growth targets)
- Does Not Meet Standard (45-59% of students at each grade level within the Dual Language Immersion Program achieved their ROI growth targets)
- Falls Far Below Standard (less than 45% of students at each grade level within the Dual Language Immersion Program achieved their ROI growth targets)

The Spanish Fluency Measures targets were determined by looking at the AIMSweb National Norm data which reflect growth made by native Spanish speakers and making modifications based upon the linguistic profile of our student population. Since only 20% of our enrollment is comprised of native Spanish speakers (Spanish-L1) and the rest being second language (Spanish-L2) learners, we adjusted the targets to reflect growth patterns of second language acquisition and vocabulary development.

**DOE Summary:**

In SY 17/18, Las Americas ASPIRA Academy earned an overall rating of “Meets Expectations.”

**School  
Comments  
2017-2018**

**Table 1: SBAC Proficiency**

Class of Students	Grade	ELA Proficiency	Math Proficiency
Class of 2027	3 <sup>rd</sup>	32%	48%
Class of 2026	4 <sup>th</sup>	50%	41%
Class of 2025	5 <sup>th</sup>	52%	38%
Class of 2024	6 <sup>th</sup>	46%	35%
Class of 2023	7 <sup>th</sup>	75%	40%
Class of 2022	8 <sup>th</sup>	67%	41%

**Table 2: Student Growth Target Achievement**

Class of Students	Grade	ELA Student Growth Target Achievement	Math Student Growth Target Achievement
Class of 2027	3 <sup>rd</sup>	n/a	n/a
Class of 2026	4 <sup>th</sup>	64%	52%
Class of 2025	5 <sup>th</sup>	32%	64%
Class of 2024	6 <sup>th</sup>	51%	55%
Class of 2023	7 <sup>th</sup>	55%	27%
Class of 2022	8 <sup>th</sup>	58%	45%

As of Spring 2018, LAAA students have achieved 50% or greater proficiency in four out of the twelve data points. This equates to a 33% success rate with an additional 17% (two data points) within five points of the 50% goal (see Table 1 above).

In addition to proficiency percentage, another important metric is Student Growth Target Achievement. This metric shows the percentage of students that achieved their individual growth target, which is based on their expected growth from Spring 2017 to Spring 2018. This metric reveals a 70% success rate for a goal of 50% or greater of students meeting their growth target (see Table 2 above).



**b. Discuss the school’s academic performance based on its approved Performance Agreement (see above).**

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LAAA has continued to make gains each year in academic achievement. It was our goal to achieve the overall rating of “Meets” or “Exceeds” standard as measured by the Academic Performance Framework, which we have accomplished each year. Our student academic growth has outpaced their SBAC proficiency rates; therefore, we anticipate that this trend will result in increased proficiency scores over the next two years. Aside from measuring our students’ academic growth each year by cohort, we also track our students’ results as compared to the state average and local school districts. This year DDOE provided all districts and charter schools with the disaggregated data for each LEA by subgroup. This data allowed us to compare our results within each subgroup. See Appendix 18 for this information. We were able to determine where we were making the best gains and where we still had more room for improvement. This information was also helpful because it showed us where there may be opportunities to gather best practices from other LEAs that achieved better results within a specific subgroup.

Due to a necessary change in our initial benchmark assessment tool (AIMSweb), we have not been able to measure language fluency in English and Spanish. However, we recently partnered with the DDOE Language Acquisition Office to evaluate their language proficiency scales, which we have now adopted as of Spring 2019. We are grateful to have this resources shared with us from DDOE since it has been difficult to find a proven resource to measure students’ language proficiency. This tool will allow us to begin tracking this metric, along with academic outcomes.

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## 2.2 Academic Achievement

Metric	2017-2018			2018-2019		
	Value	Points	Points Earned	Value	Points	Points Earned
Proficiency ELA (Grades 3-8)	49.88%	75.00	37.00	50.71%	75.00	38.00
Proficiency Math (Grades 3-8)	41.24%	75.00	31.00	40.46%	75.00	30.00

### DOE Summary:

In SY 17/18, Las Americas ASPIRA Academy was rated “Approaching Expectations” for Academic Achievement. ELA proficiency was at 49.88%, which was 4.64% lower than the State average (54.52%). Math proficiency was at 41.24%, which was slightly lower than the State average (42.89%).

### a) Academic Achievement ratings over the course of the charter term

<b>School Comments 2017-2018</b>	<b>Table 1: SBAC Proficiency</b>			
	<b>Class of Students</b>	<b>Grade</b>	<b>ELA Proficiency</b>	<b>Math Proficiency</b>
	Class of 2027	3 <sup>rd</sup>	32%	48%
	Class of 2026	4 <sup>th</sup>	50%	41%
	Class of 2025	5 <sup>th</sup>	52%	38%
	Class of 2024	6 <sup>th</sup>	46%	35%
	Class of 2023	7 <sup>th</sup>	75%	40%
	Class of 2022	8 <sup>th</sup>	67%	41%
	<b>Table 2: Student Growth Target Achievement</b>			
	<b>Class of Students</b>	<b>Grade</b>	<b>ELA Student Growth Target Achievement</b>	<b>Math Student Growth Target Achievement</b>
Class of 2027	3 <sup>rd</sup>	n/a	n/a	
Class of 2026	4 <sup>th</sup>	64%	52%	
Class of 2025	5 <sup>th</sup>	32%	64%	
Class of 2024	6 <sup>th</sup>	51%	55%	
Class of 2023	7 <sup>th</sup>	55%	27%	
Class of 2022	8 <sup>th</sup>	58%	45%	
As of Spring 2018, LAAA students have achieved 50% or greater proficiency in four out of the twelve data points. This equates to a 33%				

	<p>success rate with an additional 17% (two data points) within five points of the 50% goal (see Table 1 above).</p> <p>In addition to proficiency percentage, another important metric is Student Growth Target Achievement. This metric shows the percentage of students that achieved their individual growth target, which is based on their expected growth from Spring 2017 to Spring 2018. This metric reveals a 70% success rate for a goal of 50% or greater of students meeting their growth target (see Table 2 above). This data reflects a positive trend due to the correlation between student growth and proficiency.</p>
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**b) Expected outcomes for Academic Achievement**

<p><b>School Comments 2017-2018</b></p>	<p>Across content areas, we will continue to focus on the proficiency within each claim so that it positively impacts the overall proficiency. In ELA, we will continue to focus on the listening claim and in Math, we will shift our focus to conceptual understanding supporting the concepts and procedures claim. It is expected that we will continue to see gains in these areas for several reasons:</p> <ol style="list-style-type: none"> <li>1. Interims will continue to be administered and built into the scope and sequence.</li> <li>2. Interims will be used in ELA and Math as instructional activities, quick checks, to clarify criteria, and as standardized formal administration.</li> <li>3. Interim administration will begin earlier in the school year (November/December).</li> <li>4. Professional development Test Readiness resources that were developed will be updated and implemented during January professional development.</li> <li>5. Number Talks and Number Strings will be implemented in grades K - 8 where there will be a focus on eliciting and building upon student thinking while targeting specific conceptual learning goals.</li> <li>6. A new core math curriculum was adopted: EngageNY. According to EdReports this curriculum is highly aligned to the Common Core State Standards in Mathematics.</li> <li>7. A math supervisor was hired and will support our teachers with coaching as well as leading the math professional development for our school.</li> </ol> <p>In ELA, data analysis of the 2018 SBAC claim scores indicate that our students need more support in the listening claim. In order to address this issue during the 2018-2019 school year, the DDOE Opportunity Grant was submitted and rewarded focusing on specific steps to improve the listening claim proficiency.</p>
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	<p>1. School-wide professional development (August-June) has been designed around supports within the listening claim targeting all students.</p> <p>2. Grant funding has provided students with the necessary tools to practice speaking and listening activities in daily instruction.</p> <p>In math, we will focus on conceptual understanding which will support the Procedures and Concepts claim. We will leverage our focus by eliciting student thinking and planning for conceptual learning goals. We will leverage Number Talks and Number Strings as a way to both elicit student thinking as well as to plan for conceptual learning goals.</p>
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**c) Progress measures to track expected Academic Achievement outcomes**

<p><b>School Comments 2017-2018</b></p>	<p>Teachers in grades 3 - 8 will be administering Smarter Balanced Interim Assessment Blocks (IABs) in both ELA and Math. In addition, Grade 3 will continue to take the Interim Comprehensive Assessment Block (ICA). Teachers will be using this IABs for both assessment as well as instructional purposes. Students will be assessed using a similar scoring rubric to that of the state assessment. Students will also be offered questions during these IABs that will prepare them for similar question types they will see on the state assessment.</p> <p>School-wide changes have been established and have begun to be implemented to support student growth in the SBAC claims. Since the Smarter Assessment is a summative measure and Smarter Interims are administered approximately 3 times per year in each subject, we continuously monitor student growth towards proficiency using the tools - ITracker and i-Ready. ITracker is a tool that houses data for state, curriculum, and progress monitoring assessments. i-Ready is used as our diagnostic assessment and creates individualized learning paths for students. The reports produced by this program provide alerts consistently and frequently to allow for possible, immediate intervention.</p>
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The table above lists the school’s available Academic Achievement ratings. Respond to the following questions.

- a. Based on the school’s Academic Achievement ratings over the course of the charter term, discuss the school’s current performance and provide explanations/root causes (positive and negative) for the results.

**Table 1: SBAC Proficiency**

Class of Students	Grade	ELA Proficiency	Math Proficiency
Class of 2028	3 <sup>rd</sup>	35%	45%
Class of 2027	4 <sup>th</sup>	31%	31%
Class of 2026	5 <sup>th</sup>	63%	50%
Class of 2025	6 <sup>th</sup>	56%	36%
Class of 2024	7 <sup>th</sup>	61%	32%
Class of 2023	8 <sup>th</sup>	75%	48%
<b>Total</b>		<b>50%</b>	<b>40%</b>

**Table 2: Student Growth Target Achievement**

Class of Students	Grade	ELA Student Growth Target Achievement	Math Student Growth Target Achievement
Class of 2028	3 <sup>rd</sup>	n/a	n/a
Class of 2027	4 <sup>th</sup>	36%	17%
Class of 2026	5 <sup>th</sup>	77%	78%
Class of 2025	6 <sup>th</sup>	72%	83%
Class of 2024	7 <sup>th</sup>	73%	69%
Class of 2023	8 <sup>th</sup>	51%	58%
<b>Total</b>		<b>62%</b>	<b>58%</b>

As of Spring 2019, LAAA students have achieved 50% or greater proficiency in five out of the twelve data points. This equates to a 42% success rate with an additional 17% (two data points) within five points of the 50% goal (see Table 1 above).

In addition to proficiency percentage, another important metric is Student Growth Target Achievement. This metric shows the percentage of students that achieved their individual growth target based on their expected growth from Spring 2018 to Spring 2019. This metric reveals an 80% success rate for a goal of 50% or greater of students meeting their growth target (see Table 2 above).

- b. Looking ahead, what are the school’s expected outcomes for Academic Achievement and what steps will the school take to achieve them?

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Across content areas, we will continue to focus on the proficiency within each claim so that it positively impacts the overall proficiency. It is expected that we will continue to see gains in these areas for several reasons:

1. Interims will continue to be administered and built into the scope and sequence.
2. Interims will be used in ELA and Math as instructional activities, quick checks, to clarify criteria, and as standardized formal administration.
3. Interim administration will begin earlier in the school year (November/December).
4. Professional development Test Readiness resources that were developed will be updated and implemented during January professional development.
5. Number Talks and Number Strings will be implemented in grades K - 8 where there will be a focus on eliciting and building upon student thinking while targeting specific conceptual learning goals.
6. A new core math curriculum was adopted: EngageNY. According to EdReports this curriculum is highly aligned to the Common Core State Standards in Mathematics.
7. A math supervisor was hired and will support our teachers with coaching as well as leading the math professional development for our school.

In ELA, we will continue to meet the standard by continuing our core curriculum (TCRWP) and monitor fidelity of implementation. In math, we will continue to monitor the roll out of our new curriculum (Engage NY), as well as leverage Number Talks and Number Strings as a way to both elicit student thinking as well as to plan for conceptual learning goals.

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**c. Describe how the school will measure progress to determine whether the school is on track to meet the school's expected Academic Achievement outcomes.**

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Teachers in grades 3 - 8 will be administering Smarter Balanced Interim Assessment Blocks (IABs) in both ELA and Math. In addition, Grade 3 will continue to take the Interim Comprehensive Assessment Block (ICA). Teachers will be using this IABs for both assessment as well as instructional purposes. Students will be assessed using a similar scoring rubric to that of the state assessment. Students will also be offered questions during these IABs that will prepare them for similar question types they will see on the state assessment.

School-wide changes have been established and have begun to be implemented to support student growth in the SBAC claims. Since the Smarter Assessment is a summative measure and Smarter Interims are administered approximately 3 times per year in each subject, we continuously monitor student growth towards proficiency using the tools - ITracker and i-Ready. ITracker is a tool that houses data for state, curriculum, and progress monitoring assessments. i-Ready is used as our diagnostic assessment and creates individualized learning paths for students. The reports produced by this program provide alerts consistently and frequently to allow for possible, immediate intervention.

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### 2.3 Academic Progress

Metric	2017-2018			2018-2019		
	Value	Points	Points Earned	Value	Points	Points Earned
Growth - ELA (grades 4-8)	68.38%	75.00	51.00	70.65%	75.00	53.00
Growth - Math (grades 4-8)	64.16%	75.00	48.00	65.05%	75.00	49.00
Growth of Highest Quartile – ELA (grades 4-8)	64.08%	12.50	8.00	74.70%	12.50	9.00
Growth of Highest Quartile – Math (grades 4-8)	65.33%	12.50	8.00	71.46%	12.50	9.00
Growth of Lowest Quartile – ELA (grades 4-8)	74.82%	12.50	9.00	73.60%	12.50	9.00
Growth of Lowest Quartile – Math (grades 4-8)	62.56%	12.50	8.00	73.51%	12.50	9.00

**DOE Summary:**

*In SY 17/18, Las Americas ASPIRA Academy earned a rating of “Meets Expectations” for Academic Progress.*

*English Language Arts - SY17/18*

- *68.38% of Las Americas ASPIRA Academy students met growth targets in English Language Arts, which was 6.14% higher than the State average (62.24%).*
- *64.08% of students in the highest quartile met growth targets in English Language Arts, which was 4% higher than the State average (61.80%).*
- *74.82% of students in the lowest quartile met growth targets in English Language Arts, which was 9.9% higher than the State average (64.92%).*

*Math - SY17/18*

- *64.16% of Las Americas ASPIRA Academy students met growth targets in math, which was 6.93% higher than the State average (57.23%).*
- *65.33 % of students in the highest quartile met growth targets in math, which was 6.19% higher than the State average (59.14%).*
- *62.56% of students in the lowest quartile met growth targets in math, which was 3.71% higher than the State average (58.85%).*

**a) School's Academic Progress ratings for all students over the course of the charter term**

<p><b>School Comments 2017-2018</b></p>	<p>Academic Achievement in ELA and Math is based on student overall proficiency (scoring a 3+) on the Smarter assessment. During the 2017-2018 school year, our ELA scores produced positive outcomes due to our school wide focus to give all students access to grade level complex texts by enhancing our core reading curriculum, Lucy Calkins Reading Workshop Units of Study. The W.O.L.V.E.S Reading Program was created in partnership with the University of Delaware (UD) in which our lead trainer, Dr. Steve Amendum, provided monthly professional learning. LAAA educators created the modules following a Before, During, and After (BDA) Framework. Educators received Sheltered Instruction Observation Protocol (SIOP) training, and professional development in Thinking Maps, Biliteracy Instructional Strategies, and Language Development, in order to design and create the modules. Additional coaching was provided by Dr. Amendum and walkthroughs/feedback sessions by LAAA Instructional Coaches. This all positively contributed to the effective design and implementation of the W.O.L.V.E.S Reading Program, during the 2017-18 school year. When looking at our reading claim proficiency, there was an upward trend, 10% proficiency (2017) to 58% proficiency (2018).</p> <p>In math we did not have a consistent, school-wide curriculum in the 2017-2018 school year. Teachers were required to teach the Common Core State Standards using a variety of available resources. According to EdReports, the curriculum that several teachers did have access to (Math in Focus) did not have a strong alignment to the Common Core State Standards in Mathematics. Last year, teachers taught math with a focus on procedural understanding rather than conceptual understanding and their conceptual content knowledge was sporadic. While our scores are comparable to the state average, they did not show a significant increase in any grade level. Specifically, we noted a dip in 5th grade scores which was also comparable to statewide averages.</p>
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**b) Expected outcomes for Academic Progress for all students**

<p><b>School Comments 2017-2018</b></p>	<p>Across content areas, we will continue to focus on the proficiency within each claim so that it positively impacts overall proficiency. In ELA, we will continue our focus on Reading claim while incorporating a focus on the Listening claim. In Math, we will focus on conceptual understanding which will support the Procedures and Concepts claim. We will leverage our focus by eliciting student thinking and planning for conceptual learning goals. We will leverage Number Talks and Number Strings as a way to both elicit student thinking as well as to plan for conceptual learning goals. It is expected that we will see gains in these areas for several reasons:</p> <ol style="list-style-type: none"> <li>1. Interims will continue to be administered and built into the scope and sequence in both content areas (ELA and Math), and used as instructional</li> </ol>
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	<p>tools.</p> <p>2. School-wide professional development will be provided by various contracted services, Dual Language Department of New Mexico, University of Delaware, and Delaware Math Coalition.</p> <p>3. Test Readiness tools and resources from the Smarter Digital Library will be incorporated into small group instruction. An Instructional Technology Coach was hired and will support teacher implementation of the available Smarter tools.</p> <p>4. Implementation of i-Ready diagnostic tool and personalized online instruction.</p> <p>5. Number Strings will be implemented in grades K - 8 where there will be a focus on eliciting and building upon student thinking while targeting specific conceptual learning goals.</p> <p>6. In addition to our current Elementary and Middle School Literacy coaches, a math supervisor was hired and will support our teachers with coaching as well as leading the math professional development for our school.</p> <p>7. A new math curriculum was adopted: EngageNY. According to EdReports this curriculum is highly aligned to the Common Core State Standards in Mathematics.</p>
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***c) Progress measures to track Academic Progress for all students***

<p><b>School Comments 2017-2018</b></p>	<p>Teachers will receive an i-Ready Teacher Data Report on a weekly basis that began this school year and will continue going forward. The student report includes students' individual progress and usage in i-Ready. Providing these reports allows data to continuously be monitored. We will continue to provide professional development in these resources that support growth and proficiency.</p> <p>Revisions to our master schedule have allowed for extended Enrichment periods for all students in grades K-8 to allow for intervention in both subject areas (ELA and Math). Intervention schedules are made on a rotating basis every 6 weeks to allow for ample time and any additional supports that students require in order to ensure growth. During this targeted instructional time, students work on individualized learning paths that will close gaps and move students closer to achieving proficiency.</p> <p>During the Enrichment block, teachers have begun to meet with students on an individualized basis to support them in setting personal academic goals that directly correlate to their data reports. Teachers encourage students to do their own progress monitoring and provide data trackers in which students document scores achieved on lessons built into their individualized learning path, time spent on lessons, and number of lessons successfully completed. By setting goals and measuring progress, students</p>
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	take ownership of their learning and accountability
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The table above lists the school's available Academic Progress ratings. Respond to the following questions.

a. Based on the school's Academic Progress ratings for all students over the course of the charter term, discuss the school's current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

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Our ELA scores produced positive outcomes due to our school wide focus to give all students access to grade level complex texts by enhancing our core reading curriculum, Lucy Calkins Reading Workshop Units of Study. Teachers College Reading and Writing Project's (TCRWP) Units of Study are high quality instructional resources with strong alignment to the Common Core State Standards. The Teachers College Reading and Writing Project's approach to literacy instruction includes best practices from a number of well-known researchers in the area of literacy. The units aim to prepare students to become life-long, confident readers and writers who display agency and independence. The work is informed by research in all of these areas:

- High volume of high-success, high interest reading
- Knowledge-base through nonfiction reading
- Comprehension skills and strategies to support reading achievement
- Value of Interactive Read-Aloud
- Foundation Skills/Phonics Instruction
- High volume of writing
- Literacy-rich content areas
- Argumentation across the curriculum
- Vocabulary acquisition
- A workshop approach that gives access to all students
- Support to English Language Learners
- Learning Progressions to accelerate student progress
- Assessment-based conferring and small group instruction
- Demonstration teaching as a scaffold towards greater independence
- Emphasis on staff development

In addition to our core ELA Curriculum, there are three possible explanations/root causes for our results include writing and being awarded the 2017 - 2018 Opportunity Grant, 2018-2019 Opportunity Funds, and 2018 - 2019 Reimagining Professional Learning Grant all focused around developing English language proficiency in both the dominant language (English) and the target language (Spanish) as well as access to complex, grade-level texts by creating The W.O.L.V.E.S Reading Program. The W.O.L.V.E.S Reading Program was created in partnership with the University of Delaware (UD) in which our lead trainer, Dr. Steve Amendum, provided monthly professional learning. LAAA educators created the modules following a Before, During, and After (BDA) Framework. Educators received

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Sheltered Instruction Observation Protocol (SIOP) training, and professional development in Thinking Maps, Biliteracy Instructional Strategies, and Language Development, in order to design and create the modules. Additional coaching was provided by Dr. Amendum and walkthroughs/feedback sessions by LAAA Instructional Coaches. This all positively contributed to the effective design and implementation of the W.O.L.V.E.S Reading Program

During the 2017 - 2018 and 2018 - 2019 school year, we received the Opportunity Grant in which funds were used to increase ELL performance in the SBAC Reading Claim and WIDA/ACCESS Reading Domain. Our goal was to provide professional development and target supports/ interventions in each claim/domain to increase student overall English Language Proficiency. Grant implementation showed overall positive results. ELL SBAC Reading Claim Proficiency increased from 10% proficient in spring 2017 to 58% proficient in spring 2018. ELL WIDA/ACCESS Reading Domain proficiency (score 5+) increased from 16% proficient in spring 2017 to 46% proficient in spring 2018. In addition to supporting student achievement, we used grant funding to provide targeted professional development on language acquisition scaffolds. End of year educator confidence surveys indicated a significant increase from 30% of educators feeling confident in teaching language acquisition scaffolds during fall 2017 to 90% of educators feeling confident during spring 2018.

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**b. Looking ahead, what are the school's expected outcomes for Academic Progress for all students and what steps will the school take to achieve them?**

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After literacy and math specialists attended the Getting Smarter Results Interim and Digital Library Training offered by DDOE during the 2016-2017 school year, we established a school-wide three year plan focusing on the proficiency within each claim so that it positively impacted overall proficiency. In ELA, during 2016 - 2017 the focus was on the writing claim, during 2017 - 2018 the focus was on the reading claim, and in 2018-2019 the focus was on the speaking/listening claims. In Math, the focus has been on conceptual understanding which supports the Procedures and Concepts claim. We leveraged our focus by eliciting student thinking and planning for conceptual learning goals. We also leveraged Number Talks and Number Strings as a way to both elicit student thinking as well as to plan for conceptual learning goals. It is expected that we will see gains in these areas for several reasons:

1. Interims will continue to be administered and built into the scope and sequence in both content areas (ELA and Math), and used as instructional tools.
  2. School-wide professional development will be provided by various contracted services, Dual Language Department of New Mexico, University of Delaware, and Delaware Math Coalition.
  3. Test Readiness tools and resources from the Smarter Digital Library will be incorporated into small group instruction. An Instructional Technology Coach was hired and will support
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teacher implementation of the available Smarter tools.

4. Implementation of i-Ready diagnostic tool and personalized online instruction.

5. Number Strings will be implemented in grades K - 8 where there will be a focus on eliciting and building upon student thinking while targeting specific conceptual learning goals.

6. In addition to our current Elementary and Middle School Literacy coaches, a math supervisor was hired and will support our teachers with coaching as well as leading the math professional development for our school.

7. A new math curriculum was adopted: EngageNY. According to EdReports this curriculum is highly aligned to the Common Core State Standards in Mathematics.

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**c. Describe how the school will measure progress to determine whether the school is on track to meet expected Academic Progress outcomes for all students.**

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During the 2018-2019 school year, teachers began to receive an i-Ready Teacher Data Report on a weekly basis and with positive feedback will continue moving forward. The student report includes students' individual progress and usage in i-Ready. Providing these reports allows data to continuously be monitored. In addition to continuing the reports, it is expected that we will see gains in these areas for several reasons:

1. Interims will continue to be administered and built into the scope and sequence in both content areas (ELA and Math), and used as instructional tools.

2. School-wide professional development will be provided by various contracted services, Dual Language Department of New Mexico, University of Delaware, and Delaware Math Coalition.

3. Test Readiness tools and resources from the Smarter Digital Library will be incorporated into small group instruction. An Instructional Technology Coach was hired and will support teacher implementation of the available Smarter tools.

4. Implementation of i-Ready diagnostic tool and personalized online instruction.

5. Number Strings will be implemented in grades K - 8 where there will be a focus on eliciting and building upon student thinking while targeting specific conceptual learning goals.

6. In addition to our current Elementary and Middle School Literacy coaches, a math supervisor was hired and will support our teachers with coaching as well as leading the math professional development for our school.

7. A new math curriculum was adopted: EngageNY. According to EdReports this curriculum is highly aligned to the Common Core State Standards in Mathematics.

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## 2.5 School Quality/ Student Success

Metric	2017-2018			2018-2019		
	Value	Points	Points Earned	Value	Points	Points Earned
Chronic Absenteeism	97.91%	50.00	49.00	95.11%	50.00	48.00
Proficiency – Science (grades 5 and 8)	n/a	n/a	n/a	n/a	n/a	n/a
Proficiency - Social Studies (grades 4 and 7)	n/a	n/a	n/a	n/a	n/a	n/a

### DOE Summary:

In SY17/18, 97.91% of Las Americas ASPIRA Academy students demonstrated on-track attendance, which was 11.46% higher than the State average (86.45%). The State assessments for social studies and science were not administered in SY 17/18.

### a) School's School Quality/ Student Success ratings over the course of charter term

<b>School Comments 2017-2018</b>	To support student success, we continue to monitor attendance and punctuality of our students. Families are notified if/when there are any concerns with their child's attendance or punctuality. These notifications are initially made via letter but may require a meeting with a school administrator if concerns are not addressed appropriately.
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### b) Expected outcomes for School Quality/ Student Success

<b>School Comments 2017-2018</b>	We expect to continue to meet/exceed these metrics by monitoring the data and making adjustments as needed.
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### c) Progress measures to track School Quality/ Student Success

<b>School Comments 2017-2018</b>	In regards to attendance, we will continue to monitor our school's daily attendance to ensure every student is accounted for and concerns are addressed as quickly as possible. In regards to the Science and Social Studies proficiency rates, we will analyze the student data once available and address any deficiencies.
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The table above lists the school's available School Quality/ Student Success ratings. Respond to the following questions.

**a. Based on the school's School Quality/ Student Success ratings for all students over the course of the charter term, discuss the school's current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)**

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To support student success, we continue to monitor attendance and punctuality of our students. Families are notified if/when there are any concerns with their child's attendance or punctuality. These notifications are initially made via letter but may require a meeting with a school administrator if concerns are not addressed appropriately.

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**b. Looking ahead, what are the school's expected outcomes for School Quality/ Student Success for all students and what steps will the school take to achieve them?**

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We expect to continue to meet/exceed these metrics by monitoring the data and making adjustments as needed.

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**c. Describe how the school will measure progress to determine whether the school is on track to meet expected School Quality/ Student Success outcomes for all students.**

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In regards to attendance, we will continue to monitor our school's daily attendance to ensure every student is accounted for and concerns are addressed as quickly as possible. In regards to the Science and Social Studies proficiency rates, we will analyze the student data once available and address any deficiencies.

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**2.6 Progress toward English language proficiency (ELP) \* new**

Beginning in the 2017-2018 school year, every school was measured on student “Progress toward English language proficiency (ELP)” This metric is an index calculation that measures the percentage of all current ELs who make annual progress toward ELP as measured by the statewide ELP assessment. ELP is defined as scoring a PL of 5.0 on the statewide ELP assessment. Attainment has been defined in Delaware as a PL of 5.0 and a level in which a student is considered to have met a proficiency level comparable to their native English speaking peers. [Therefore, a PL of 5.0 is considered a student’s Attainment Target \(AT\).](#)

Metric	2017-2018			2018-2019		
	Value	Points	Points Earned	Value	Points	Points Earned
Progress Toward English Language Proficiency	74.17%	50.00	37.00	80.64%	50.00	40.00

**DOE Summary:**

In SY17/18, 74.17% of Las Americas ASPIRA Academy English learners demonstrated English language proficiency, which was 3.75% higher than the State average (70.42%).

**a) English language proficiency (ELP) ratings over the course charter term**

<b>School Comments 2017-2018</b>	<p>During the 2018 - 2019 School Year, we received the Opportunity Grant in which funds were used to increase ELL performance in the SBAC Reading Claim and WIDA/ACCESS Reading Domain. Our goal is to provide professional development and target supports/interventions in each claim/domain to increase student overall English Language Proficiency. Grant implementation showed overall positive results. ELL SBAC Reading Claim Proficiency increased from 10% proficient in spring 2017 to 58% proficient in spring 2018. ELL WIDA/ACCESS Reading Domain proficiency (score 5+) increased from 16% proficient in spring 2017 to 46% proficient in spring 2018.</p> <p>In addition to supporting student achievement, we used grant funding to provided targeted professional development on language acquisition scaffolds. End of year educator confidence surveys indicated a significant increased from 30% of educators feeling confident in teaching language acquisition scaffolds during fall 2017 to 90% of</p>
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	<p>educators feeling confident during spring 2018.</p> <p>Our implementation of a Dual Language Immersion Program, also supports English Language Proficiency which incorporates best practices in language acquisition research and is designed to support L1 and L2 acquisition as students become academically biliterate. Our Biliteracy Framework stresses the importance of teaching for transfer between the L1 and L2. English as a Second Language (ESL) strategies as well as Spanish as a Second Language Strategies (SSL) are utilized in the classroom. Lessons are not translated when switching from one language to the other; rather, students learn language through parallel content. The classroom environments are language-rich, always supporting the language development of students by using realia, manipulatives, graphs, models, visual aids, and technology. Our focus on developing academic biliteracy will enable ALL of our students to develop the skills necessary to speak, listen, read, and write in English and Spanish.</p> <p>Last school year, we also accepted 10 Newcomers from Puerto Rico with limited English Language Proficiency after the natural disaster occurred. We submitted an Amendment to Title 3 Funding in order to purchase materials to improve their proficiency. Imagine Learning Language and Literacy builds core reading and academic language skills using a research-based curriculum. The online curriculum provides adaptive instruction and personalized learning paths. The program specifically front loads the information in the students native language (Spanish) and then begins teaching them new concepts. Students practice their learning paths at school and at home. Built in assessments and reporting features provides immediate feedback for students and allows educators to use the data to adjust the instruction as necessary.</p>
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**b) Expected outcomes for Progress toward English language proficiency (ELP)**

<p><b>School Comments 2017-2018</b></p>	<p>We applied and were rewarded the FY19 Opportunity Grant, which was written to continue supports in the SBAC Reading Claim and WIDA/ACCESS Reading Domain as well as specific supports targeting the SBAC Speaking and Listening Claim and WIDA/ACCESS Speaking Domain. With the growing population of English Language Learners (ELL), we used almost half of the funding to hire a second ELL teacher and the school has committed to sustaining this position in the coming years if the grant is no longer available. This investment in human capital is critical in creating and carrying out the plan set this school year with the</p>
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	<p>goal of increasing student proficiency in each claim/domain ultimately having a positive impact on overall performance.</p> <ol style="list-style-type: none"> <li>1. Increase the 35% of grades 3-8 students meeting a 3 or 4 on the SBAC Speaking and Listening Claim by 15%, through the use of personalized adaptive software and instructional/curricular enhancements in daily instruction.</li> <li>2. Increase the 3% of students meeting a 5.0 on the speaking domain of the WIDA/ACCESS assessment by 15%, by improving the oracy development of all students especially ELLs through implementing the W.O.L.V.E.S Reading Program modules that include evidence-based language acquisition principles and practices.</li> </ol> <p>In addition to the FY18 and FY19 Opportunity Grants, we also wrote and were awarded the 2018 - 2019 Reimagining Professional Learning Grant to support our ELL population. All three of these grants provide supports for not only our students but also our teachers. Professional Development partnerships were formed with the University of Delaware and the Dual Language Department of New Mexico (DLeNM). These partnerships provide ongoing Dual Language Oracy Strategy Instruction called Literacy Squared and ELL coaching embedded into classroom instruction. Below is the expected goals and outcomes.</p> <ol style="list-style-type: none"> <li>1. Increase the 50% of educators meeting highly effective on the EEF IP5 scores by 30%. Increase the 8% of educators meeting highly effective on the EEF IP10 scores by 50% by enhancing educator's professional development in Common Core Speaking and Listening Standards.</li> <li>2. Increase the W.O.L.V.E.S module lessons containing ELL enhancements by 70% by professional learning and resources on effective, evidence-based EL instructional strategies and language supports in both English and students' native languages.</li> </ol>
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**c) Progress measures to track English language proficiency (ELP) outcomes**

<p><b>School Comments 2017-2018</b></p>	<p>During the W.O.L.V.E.S reading portion of the day, formative assessments will be used to improve student achievement in ELA and track EL language development in reading, writing, listening, and speaking. Teacher observations of student language usage, feedback on student progress toward instructional goals for English, and student self assessments will be used throughout instruction. Teaching and learning activities will be embedded in instruction and linked to CCSS and WIDA ELP standards. Progress toward English language proficiency (ELP) outcomes will be monitored using WIDA rubrics and tracked using I-</p>
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Tracker Pro. Oral language, literacy, productive language, and receptive language are all addressed in the WIDA Rubrics within I-Tracker Pro.

**The table above lists the school's available English language proficiency (ELP) ratings. Respond to the following questions.**

- a. Based on the school's English language proficiency (ELP) ratings for all students over the course of the charter term, discuss the school's current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)**

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Our implementation of a Dual Language Immersion Program, supports English Language Proficiency which incorporates best practices in language acquisition research and is designed to support L1 and L2 acquisition as students become academically biliterate. Our Biliteracy Framework stresses the importance of teaching for transfer between the L1 and L2. English as a Second Language (ESL) strategies as well as Spanish as a Second Language Strategies (SSL) are utilized in the classroom. Lessons are not translated when switching from one language to the other; rather, students learn language through parallel content. The classroom environments are language-rich, always supporting the language development of students by using realia, manipulatives, graphs, models, visual aids, and technology. Our focus on developing academic biliteracy enables all of our students to develop the skills necessary to speak, listen, read, and write in English and Spanish.

In addition to our immersion program, there are three possible explanations/root causes for our results include writing and being awarded the 2017 - 2018 Opportunity Grant, 2018-2019 Opportunity Funds, and 2018 - 2019 Reimagining Professional Learning Grant all focused around developing English language proficiency in both the dominant language (English) and the target language (Spanish). Over the course of these years, the main goals were established and met/exceeded. Below is an explanation of each goal/outcome and how it has positively impacted our students identified as English learners.

During the 2017 - 2018 school year, we received the Opportunity Grant in which funds were used to increase ELL performance in the SBAC Reading Claim and WIDA/ACCESS Reading Domain. Our goal was to provide professional development and target supports/interventions in each claim/domain to increase student overall English Language Proficiency. Grant implementation showed overall positive results. ELL SBAC Reading Claim Proficiency increased from 10% proficient in spring 2017 to 58% proficient in spring 2018. ELL WIDA/ACCESS Reading Domain proficiency (score 5+) increased from 16% proficient in spring 2017 to 46% proficient in spring 2018.

In addition to supporting student achievement, we used grant funding to provide targeted professional development on language acquisition scaffolds. End of year educator confidence surveys indicated a significant increase from 30% of educators feeling

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confident in teaching language acquisition scaffolds during fall 2017 to 90% of educators feeling confident during spring 2018.

During the 2018 -2019 school year, we were provided Opportunity Funds, which we had written goals to continue supports in the SBAC Reading Claim and WIDA/ACCESS Reading Domain as well as specific supports targeting the SBAC Speaking and Listening Claim and WIDA/ACCESS Speaking Domain. With the growing population of English Language Learners, we used almost half of the funding to hire a second ELL teacher and the school has committed to sustaining this position during the 2019 - 2020 school year and in the coming years. This investment in human capital was critical in creating and carrying out the plan with the goal of increasing student proficiency in each claim/domain ultimately having a positive impact on overall performance.

Goal: Increase the 35% of grades 3-8 students meeting a 3 or 4 on the SBAC Speaking and Listening Claim by 15%, through the use of personalized adaptive software and instructional/curricular enhancements in daily instruction.

Outcome: The SBAC speaking/listening claim for all students in grades 3-8 increased proficiency from 35% in 2017-2018 to 56% in 2018-2019 surpassing the goal of a 15% increase.

Goal: Increase the 3% of students meeting a 5.0 on the speaking domain of the WIDA/ACCESS assessment by 15%, by improving the oracy development of all students, especially ELLs through implementing the W.O.L.V.E.S Reading Program modules that include evidence-based language acquisition principles and practices.

Outcome: The WIDA/ACCESS speaking domain proficiency for students identified as ELL in grades K-8 remained the same from 3% in 2017-2018 to 3% in 2018-2019; however, when looking at both the speaking and listening domains it increased to 34% Proficiency 2018-2019.

In addition to the FY18 and FY19 Opportunity Grants, we also wrote and were awarded the 2018 - 2019 Reimagining Professional Learning Grant to support our students identified as English learners. All three of these grants provide support for not only our students but also our teachers. Professional Development partnerships were formed with the University of Delaware and the Dual Language Department of New Mexico (DLNM). These partnerships provide ongoing Dual Language Oracy Strategy Instruction called Literacy Squared and ELL coaching embedded into classroom instruction. Below were the expected goals and outcomes.

Goal: Increase the 50% of educators meeting highly effective on the EEF IP5 scores by 30%. Increase the 8% of educators meeting highly effective on the EEF IP7 scores by 50% by enhancing educator's professional development in Common Core Speaking and Listening

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Standards.

Outcome: Currently, 92.3% of educators are currently scoring **Effective or Highly Effective** on IP 5 (Language and Literacy Acquisition) **and** IP7 (Literacy and Communication Skills in the Content Areas) of the Alternative Educator Evaluation System called the Educator Effectiveness Framework (EEF).

Goal: Increase the W.O.L.V.E.S module lessons containing ELL enhancements by 70% by professional learning and resources on effective, evidence-based EL instructional strategies and language support in both English and students' native languages.

Outcome: **278** out of 318 W.O.L.V.E.S modules lessons containing ELL enhancements specific to speaking and listening.

- [English Guided Reading](#): 70
- [Spanish Guided Reading](#): 70
- [3-5 English/Spanish Shared Reading](#): 138

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**b. Looking ahead, what are the school's expected outcomes for English language proficiency (ELP) for all students and what steps will the school take to achieve them?**

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Metric	2017-2018			2018-2019		
	Value	Points	Points Earned	Value	Points	Points Earned
Progress Toward English Language Proficiency	74.17%	50.00	37.00	80%	50.00	39.97

LAAA's progress towards ELP has shown growth from 74.17% during the 2017-2018 school year to 80% during the 2018-2019 school year. This growth from one year to the next is 5.83%. In addition, LAAA surpassed the state average in ELP performance. During the 2017-2018 school year, LAAA's ELP was 3.75% higher than the state average (70.42%). The state average for the 2018 -2019 school year is not available at this time.

During the 2018-2019 school year, our ELA scores maintained positive outcomes (meeting our DSSF academic achievement and academic progress ELA goals) due to our school wide focus to give all students access to grade level complex texts (called the WOLVES Reading Program) by enhancing our core reading curriculum, Lucy Calkins Reading Workshop Units of Study. The W.O.L.V.E.S Reading Program was created using Opportunity Funds from 2017 - 2019 and in partnership with the University of Delaware (UD) in which our lead trainer, Dr. Steve Amendum. LAAA educators created the modules following a Before, During, and

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After (BDA) Framework. The modules were then enhanced to include specific speaking and listening scaffolds. Because over 300 modules were developed using a variety of strategies including Sheltered Instruction Observation Protocol (SIOP), Thinking Maps, Biliteracy Instructional Strategies, and best practices in language development the modules will continue to be taught; therefore, helping us to continue to see growth in our ELP from one year to the next, meeting standards and eventually exceeding.

In addition to continuing to provide scaffolds to allow our students to access grade level texts, continued development of teachers will also be an important role in achieving growth in our ELP each year. LAAA partnered with the Dual Language Education of New Mexico (DLENM) to provide professional development during the 2018-2019 school year on Literacy Squared techniques and strategies that support all language learners. Select educators were sent to La Cosecha Dual Language Conference in New Mexico in November 2017 and 2018 (8 more educators to attend in November 2019). Educators received training in Biliteracy Instructional Strategies and then brought them back to share with other educators on professional development days. Additional coaching was then provided by the University of Delaware professor Dr. Amendum and walkthroughs/feedback sessions by LAAA Instructional Coaches. This all positively contributed to the effective design and implementation of the W.O.L.V.E.S Reading Program, during the during the 2017-19 school years. When looking at our reading claim proficiency, there was an upward trend 10% proficiency (2017) to 58% proficiency (2018). When looking at our speaking and listening claim this year, 35% proficiency (2018) to 56% proficiency (2019). The strategies will continue to be learned and shared; therefore, helping us to continue to see growth in our ELA academic achievement, Academic progress, and our ELP from one year to the next, meeting standards and eventually exceeding.

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**c. Describe how the school will measure progress to determine whether the school is on track to meet expected English language proficiency (ELP) outcomes for all students.**

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The DSSF 2018-2019 takes four out of the five indicators into account (because the graduation rate does not apply to LAAA as a K-8 school): Academic Achievement, Academic Progress, School Quality/Student Success, and Progress Toward English Language Proficiency. Progress Toward English Language Proficiency is calculated using index scores within the ELL database. Targets were set by the Delaware Department of Education (DDOE), and considered language acquisition research and learning differences within the ELL population. While the targets are ambitious, the DDOE awards points to schools for students who meet the annual interim targets for on-time attainment of English Language Proficiency. Index scores for English Language Proficiency growth range from 0.00-1.10, with 0.00 assigned to students who show no growth, 0.01-0.99 assigned to students who have shown growth toward the target, and 1.00-1.10 assigned to students who have reached (1.00) or exceeded the target (1.01-1.09), with a maximum bonus for exceeding the target by 10% or more (1.10) (U.S. Department of Education, 2018). Index scores are

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projected in order to ensure annual growth is being made, with the goal of ultimately obtaining a composite score of 5 (proficiency) on the WIDA/ACCESS assessment. The average is calculated to generate percentage points (80%); however, since the point value is 50, it is essentially divided in half to yield the points earned (39.97 points). Overall, LAAA meets expectations for progress towards English Language Proficiency, and we have an overall report card rating of meeting expectations. Student WIDA/ACCESS scores and interim targets for on-time attainment for ELP are used to group students and provide targeted services listed in section 3.4 part C.

To determine whether the school is on track to meet expected ELP outcomes, the two EL Specialists use formative assessments to track students' ongoing progress toward English language proficiency throughout the school year. Performance based assessments are used to measure students' progress toward curricular goals and objectives. Observations of student language usage, feedback on students' progress toward instructional goals for English, and student self-assessments are used throughout instruction. During English language development (ELD) instruction, teaching and learning activities are embedded and linked to CCSS and WIDA ELP standards. Progress toward English language proficiency (ELP) outcomes are monitored using WIDA rubrics and tracked using I-Tracker Pro. Oral language, literacy, productive language, and receptive language are all addressed in the WIDA Rubrics within I-Tracker Pro.

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### III. ORGANIZATIONAL PERFORMANCE

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

#### 3.1 Mission Specific Goal(s)

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

Essential Question indicator 1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable				
Staff				
Measure	Definition of Rating	Data Source	Data Collection Process	Measure
<p>The mission of Las Américas ASPIRA Academy (LAAA) is to provide a world-class education that prepares students through a dual language (English/Spanish) project-based learning curriculum, to become healthy productive community members and leaders, with an <i>expectation</i> that <i>every</i> child, regardless of race, gender, ethnicity, or socio-economic level, is college bound.</p> <p>We are accomplishing this mission through the full implementation of a dual language immersion, project-based learning curriculum. Our guiding principles – Accountability * Social and Emotional Intelligence * Positive Mindset * Inquiry * Resilience * Appreciation (ASPIRA) – represent the foundation of our character education program. These traits are an integral part of our school-wide implementation of the Responsive Classroom Approach which embraces a fostering of community, based upon teaching socially-responsible behaviors.</p>	<p>Meets Standard: LAAA’s curriculum supports their school mission with respect to dual language acquisition <u>and</u> character development.</p>	LAAA curriculum documents	PDF Upload and entry into system by DOE	1a1
	<p>Approaching Standard: LAAA’s curriculum supports their school mission with respect to dual language acquisition and/or character development.</p>			
	<p>Far Below Standard: LAAA’s curriculum <u>does not</u> support their school mission with respect to dual language acquisition and/or character development.</p>			

#### DOE Summary:

Las Americas ASPIRA Academy has two mission specific goals in dual language proficiency and in social and emotional intelligence. The school was rated “Meets” on both of its mission specific goals.

#### a) mission specific goal(s).

<b>School Comments 2018-2019</b>	LAAA is rated “Meets” on both mission specific goals. We continue to be faithful to our mission by delivering a curriculum centered on dual language acquisition and character development. In grades K-5, students receive instruction in English 50% of the school year and in Spanish the other 50% based on an A/B daily
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	rotation. In 6th-8th grades, our students receive dual language instruction as part of our Middle School Immersion Continuation Model with 25% of instruction in Spanish and 75% in English. In addition to our dual language program, we have incorporated character education in our curriculum, as well as our School Culture & Climate.
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<b>School Comments 2017-2018</b>	LAAA continues to be faithful to our mission by delivering a curriculum centered on dual language acquisition and character development. In grades K-5, students receive instruction in English 50% of the school year and in Spanish the other 50% based on an A/B daily rotation. In 6th-8th grades, our students receive dual language instruction as part of our Middle School Immersion Continuation Model with 25% of instruction in Spanish and 75% in English. In addition to our dual language program, we have incorporated character education in our curriculum, as well as our School Culture & Climate.
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<b>School Comments 2016-2017</b>	LAAA continues to be faithful to our mission by delivering a curriculum centered on dual language acquisition and character development. In grades K-5, students receive instruction in English 50% of the school year and in Spanish the other 50% based on an A/B daily rotation. In 6th-8th grades, our students receive dual language instruction as part of our Middle School Immersion Continuation Model with 25% of instruction in Spanish and 75% in English. In addition to our dual language program, we have incorporated character education in our curriculum, as well as our School Culture & Climate.
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**Note:** This data element was added in the SY 16/17. The school was not required to provide a response to this information.

**a. Rate the school’s performance according to the criteria established by the school for its mission specific goal(s).**

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n/a

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**b. Provide as Appendix 1 the results (data source) of the school’s mission specific goal(s). Remember not to include any personally identifiable information (PII).**

### 3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Organizational Performance Framework](#).

Year	Education Program		Financial Management	Governance and Reporting			Students and Employees				School Environment		Additional Obligations	OVERALL RATING
	1a	1b	2*	3a	3b	3c	4a	4b	4c	4d	5a	5b	6	
	Charter Terms	Students with Disabilities	Financial Management and Oversight	Governance	Management Accountability	Reporting Requirements	Protecting Student Rights	Attendance Goal	Staff Credentialing	Employee Rights	Facility and Transportation Requirements	Health and Safety Requirements	Additional Obligations	
2015-2016	M	M	*	M	M	M	M	M	M	N/R	M	M	M	Meets Standard

\* Data for this measure is now included in the Financial Performance Framework

Year	Education Program				Governance & Reporting			Students & Staff		OVERALL RATING	
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff		
	1a	1b	1c	1d	2a	2b	2c	3a	3b		4a
2016-2017	M	M	M	M	M	M	M	M	M	M	Meets Standard
2017-2018	M	M	M	M	M	M	M	M	M	M	Meets Standard
2018-2019	M	M	M	M	M	M	M	M	M	M	Meets Standard

**DOE Summary:**

Las Americas ASPIRA Academy has met all standards measured by the Organizational Performance Framework annually for the last four years. The school has maintained an overall rating of "Meets Standard" on the Organizational Performance Framework.

**a) School's organizational performance over the current charter term**

<b>School Comments 2017-2018</b>	Our overall rating is Meets Standard, which is attributed to the strength of our leadership team and the quality of their oversight responsibilities.
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<b>School Comments 2016-2017</b>	School did not provide a response
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**b) Changes to organizational practices that the school has implemented to improve the school's organizational outcomes**

<b>School Comments 2017-2018</b>	n/a
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<b>School Comments 2016-2017</b>	School did not provide a response
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**c) Indicator measure where school did not meet standard or is approaching standard**

<b>School Comments 2016-2017</b>	School comments for SY 16/17 can be found at: <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a>
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<b>School Comments 2015-2016</b>	School comments for SY 15/16 can be found at: <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a>
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**a. Describe the school’s organizational performance over the current charter term. (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)**

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Las Américas ASPIRA Academy’s overall organizational rating is Meets Standard for each school year in this current charter term. This accomplishment is attributed to the strength and skills of our administrative, instructional and operational teams. Each team member has clear and specific responsibilities and expectations, in addition to a vested interest in the success of our school.

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**b. Identify changes to organizational practices that the school has implemented to improve the school’s organizational outcomes.**

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Las Américas ASPIRA Academy’s overall organizational rating is Meets Standard for each school year in this current charter term. Therefore, we have not needed to make changes to our organizational practices. We have just continued to maintain our high level of expectations and accountability.

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**c. Address any measure where school did not meet standard or is approaching standard.**

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n/a

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## Performance Agreement

### Organizational Performance Expectations

*Las Américas ASPIRA Academy overall organizational rating is Meets Standard for the 2013-2014 school year. By 2020, our expectation is to achieve the overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.*

#### DOE Summary:

Las Americas ASPIRA Academy has met all standards measured by the Organizational Performance Framework annually for the last four years.

#### School Comments 2017-2018

Las Américas ASPIRA Academy's overall organizational rating is Meets Standard for the 2017-2018 school year, which is attributed to the strength of our administrators and team overall. Each person understands their role and responsibilities. In addition, they understand the importance of meeting required due dates and remaining compliant with regulations.

#### School Comments 2016-2017

School did not provide a response

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

#### d. Discuss the school's organizational performance based on its approved Performance Agreement.

Las Américas ASPIRA Academy's overall organizational rating is Meets Standard for each school year in this current charter term. Our success in achieving this rating consistently is attributed to the strength of our leadership team and team overall. Each person's role and responsibilities are clearly defined with accountability.

### 3.3 Educational Program

a. Describe any changes to the education program or curricula the Board plans to make prior to the renewal.

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n/a

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b. As appendices, provide the following documents as evidence of curriculum alignment to the Common Core State Standards and the Next Generation Science Standards:

**Appendix 2** Provide an electronic copy of curricula including scope and sequence documents, units, assessments and content covered per core content area (Mathematics, English Language Arts, Social Studies, Science, Visual / Performing Arts) for each grade level the school serves. The documents should demonstrate clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts and Mathematics, and Next Generation Science Standards) in core content areas. If the school plans to join the Science Coalition, then a signed MOU would replace the scope and sequence requirement for Science. If the school plans to join the Social Studies Coalition, then a signed MOU would replace the scope and sequence requirement for Social Studies.

Evidence to establish adherence to the state's expectations regarding **ELA instruction** through the grade bands should include the following:

- Evidence of the adoption of a high quality instructional resources as defined by EdReports.org. or curricular documents that meet the criteria of the appropriate IMET from achievethecore.org.
- Opportunities provided and embedded within curriculum for professional learning and strategic use of curricular resources.
- In addition, there needs to be a well-articulated RTI process for reading that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- For grades 9-12, English course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate, or dual enrollment courses.

Evidence to establish adherence to the state's expectations regarding **Math instruction** through the grade bands should include the following:

- Evidence of the adoption of a high quality, standards aligned instructional resources as defined by EdReports.org. or curricular documents that meet the

criteria of the appropriate IMET from [achievethecore.org](http://achievethecore.org) including additional resources selected to support areas where the curriculum materials were weak per [EdReports.org](http://EdReports.org) (yellow or red)

- Sample learning experiences (lesson/unit) and assessments
- Opportunities provided and embedded within curriculum for professional learning and strategic use of curricular resources.
- In addition, there needs to be a well-articulated RTI process for mathematics that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- Additionally, for grades 9-12, Mathematics course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate SL or HL, or dual enrollment courses.

Evidence to establish adherence to the state’s expectations regarding **Science instruction** through the grade bands should include the following:

- A signed MOA from the Delaware Science Coalition **and** evidence of the adoption of a high-quality instructional resource by Ed Reports.org or curricular documents that meet the criteria of the EQulP rubric from [nextgenscience.org](http://nextgenscience.org).
- The LEA must provide a scope and sequence for each grade level that includes the unit topic, the unit phenomenon, standards that are covered in that unit, what the students are doing in that unit, and include a lesson from K-2, 3-5, 6-8, 9-12 depending on the structure of the school.

Questions:

- 1) What is the LEAs professional plan to roll out three-dimensional learning along with your instructional resources?
- 2) Can you describe how you ensure accessibility for all students in science?
- 3) How are your administrators monitoring science instruction to ensure the shifts in science are occurring?

Evidence to establish adherence to the state’s expectations regarding **Social Studies instruction** through the grade bands should include the following:

- Scope and sequence showing standards targeted and major topics for each grade/course in the school.
- One sample assessment aligned to state standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- No curricular documents are required for AP, IB, or dual enrollment courses.
- Schedule of time allotted for social studies instruction in each grade

Evidence to establish adherence to the state’s expectations regarding **Visual /Performing Arts instruction** through the grade bands should include the following:

- Scope and sequence showing standards targeted and major topics for each grade/course in the school.



- One sample assessment aligned to state standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- No curricular documents are required for AP, IB

### 3.4 At-risk students, Students with Disabilities, and English Language Learners

Year	Education Program
	1b
	Students with Disabilities
2015-2016	M

Year	Education Program		
	Applicable State & Federal Requirements	Students with Disabilities	English learners
	1b	1c	1d
2016-2017	M	M	M
2017-2018	M	M	M
2018-2019	M	M	M

*\*Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.*

**Note:** Each item below must be addressed separately.

- a. If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, or English Language Learners.**

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The EL teachers will continue to collaborate with the special education teacher for dual identified students, completing the English Language Services Discussion for Students who are English Learners with Disabilities form and determine the best direct or indirect services for the students. In addition, continue to update the IEPs with the current WIDA/ACCESS scores.

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- b. Describe any changes or enhancements to the process by which at-risk students are identified and the evidence that the school was able to provide the right resources and services for these students.**

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Our RTI process includes a universal screening assessment (i-Ready) administered 3 times per year. i-Ready is used as our diagnostic assessment and creates individualized learning paths for students. The reports produced by this program provide alerts consistently and frequently to allow for possible and immediate intervention. This helps in identifying students in need of reading and math intervention. High-quality, research-based interventions are used, along with weekly or biweekly progress monitoring. All student progress is recorded in Data Service Center I-Tracker. Intervention data is evaluated every six weeks by a team of teachers, specialists, and administrators.

Most recently, we have signed an MOU with the Delaware Department of Education to participate in state-wide efforts, collaborating with coaches from the American Institute for Research (AIR) which will take a look at academic, behavior, and social emotional supports under the Multi-Tiered System of Support Model (MTSS). At the end of the 2018-2019 school year we formed an MTSS team including a variety of stakeholders. The MTSS team participated in a comprehensive needs assessment to identify specific areas of improvement. An action plan was developed to address the need for a behavior screener and we have begun to pilot the screener in targeted grades (3 and 8) based on both academic and behavior data. We are looking forward to continuing to work with DDOE and AIR taking steps to transition from RTI to MTSS. Part of this process has allowed our team to identify students who are emotionally and/or behaviorally at-risk as well as those who are identified as at-risk academically.

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**c. Describe any changes or enhancements to the process by which English Language Learners are identified and the evidence that the school was able to provide the right resources and services for these students.**

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LAAA continues to use the process that is stated in Delaware Department of Education's EL Guidebook. Collaboration between the EL and front office teams ensures that enrollment procedures are followed. The school effectively communicates information with families, making the enrollment process more manageable and welcoming for all families. Based on the Home Language Surveys, students in grades K-8 are annually assessed using the WIDA ACCESS for ELLs 2.0 summative assessments. The assessments measure students' academic English language in four language domains: Listening, Reading, Speaking, Writing. As of September 6th, 2019, 46 kindergarten students were tested as EL using the WIDA model, as of September 9th, 2019 students were receiving services, and parent notifications were sent out on September 18th, 2019. Additional information about EL support will be shared with families during Kindergarten Student Success Night on October 15th, 2019. All other parent notifications and score reports are sent home at the end of the school year and at Student Success Nights.

Within the dual language immersion model, we have adopted a balanced literacy approach

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including reading workshop, writing workshop, and word study. Our core reading curriculum is Units of Study for Teaching Reading (Lucy Calkins and the TCRWP), which includes readers workshop with differentiated small group time in instructional level texts, read aloud/shared reading of grade level/complex texts, and independent reading in instructional level texts. The ESL push-in and pull-out supports have been designed around the balanced literacy framework. Small groups are made based on student language proficiency levels and academic achievement levels. The WIDA/ACCESS scores are analyzed by domain - listening, speaking, reading and writing. In addition, sub-group data is also analyzed on benchmark assessments and SBAC. The following EL interventions offered at each grade level and delivered by our two EL Specialists are evidence the school is able to provide the right resources.

Kindergarten is using the Teacher's college reading and writing project Phonics Units of Study purchased with Title III Funds in 2017 - 2018 school year. This K-2 curriculum is aligned with current reading and writing workshop units of study, in which terminology, tools, and methods are shared in ways that benefit teachers and students. It offers high-leverage phonics concepts and strategies that help all students understand when, how, and why they can use phonics to read and write, especially English Language Learners. There are five units per grade level (K-2) that are designed to be taught with the corresponding reading/writing unit of study and with the work students need as readers and writers to meet benchmark. Each lesson is designed to be 25 minutes in length.

First grade is using the Fountas & Pinnell Leveled Literacy Intervention System (LLI) purchased with Title III funds during the 2017-2018 school year. The is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of LLI is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. The LLI systems are designed to:

- Advance the literacy learning of students not meeting grade-level expectations in reading
- Deepen and expand comprehension with close reading
- Elevate the expertise of teachers
- Increase reading volume by engaging students in large amounts of successful daily reading
- Increase student engagement with books that build knowledge
- Intervene with small groups of struggling readers to maximize growth
- Meet the needs of struggling readers
- Monitor student progress

Second through eighth grade use our WOLVES Reading Program created with Opportunity Funding over the course of two school years 2017 - 2019. The W.O.L.V.E.S Reading Program was created in partnership with the University of Delaware (UD) in which our lead trainer, Dr. Steve Amendum, provided monthly professional learning. LAAA educators created the modules following a Before, During, and After (BDA) Framework. Educators

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received Sheltered Instruction Observation Protocol (SIOP) training, and professional development in Thinking Maps, Biliteracy Instructional Strategies, and Language Development, in order to design and create the modules. Through this reading program, teachers make efforts to support biliteracy development and reading comprehension of all students. Teachers are able to provide effective instruction in reading comprehension in both English and Spanish, while providing scaffolds that support their biliteracy development, and ultimately close the reading achievement gap. Specific strategies included in the WOLVES Reading Program are as follows:

- Before Reading - Reviews the reading selection, and prepare a brief, organized overview that points out:
  - Build Background Knowledge: Discuss relevant background information.
  - Teach Sight Words/Academic Vocabulary: Pre-teach key vocabulary necessary for comprehension of the text.
  - Preview the Text: Engage students in a picture walk; Look at the structure of the content (headings, pictures, vocabulary, diagrams, sidebars, etc.)
  - Set Purpose, Read & Discuss: For each new section/chapter of the text, set a new purpose, read, and discuss.
- During Reading - Students read “chunks” of texts chorally, in pairs, and/or individually:
  - Choral Reading: Whole class or group of students read in unison.
  - Partner Reading: Students alternate reading aloud by sentence, paragraph, page, or chapter.
- After Reading - Educator discusses the material students have heard and read when they are done reading. Begin the discussion by asking for the information students were told to look for.
  - Language Frames: Summarization and Sentence Framing: Students complete language frames.
  - Writing in Response to Reading: Students utilize the language frames to complete a text dependent writing activity using all that they’ve learned (i.e. text structure, summarization, etc.)

Sixth through eighth grade uses Saddleback resources such as the ELL Teen Literacy Library and Newcomers Library purchased with Title III funding during the 2017-2018 school year. These libraries are a collection of fiction and nonfiction books aimed at middle school English language learners, including newcomers. Many of these learners struggle with reading and a limited English vocabulary. This makes it difficult to do well in content-area classes, where textbooks are often written at or above grade level. For this reason, the ELL Teen Literacy Library focuses on social studies, math, and science topics, in books written at accessible levels. The Welcome Newcomers library is an instructional solution that introduces life in the United States to immigrant teens. As these students learn English and

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adapt to living in a new country, they must learn to fit in socially and academically. Developed around topics that are critical to success in American schools and communities. Following a guided reading format, both programs have a special emphasis on building vocabulary, because research indicates the importance of vocabulary acquisition for students learning English. These words are featured in a glossary at the back of each book and on photo vocabulary cards included with the collection.

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**d. Describe any changes or enhancements to the process by which students with disabilities are identified and the evidence that the school was able to provide the right resources and services for these students.**

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Students with disabilities are evaluated when referred by the school-based problem solving team and/or parents. The RTI team meets 6 times per year to evaluate grade-level data and place students in intervention groups that target their areas of needs. The teams use benchmark data provided by the i-Ready assessment for reading and math, as well as SBAC scores to determine student placement. While receiving additional math and/or reading interventions, students are progress monitored against grade level benchmarks. The problem solving team evaluates the progress monitoring data to determine next steps. If the team feels a student is having significant difficulty, they may decide to refer for a comprehensive evaluation to determine special education eligibility.

LAAA follows IDEA and Delaware regulations around educating students with disabilities. We ask for IEP status during the registration process for new students in order to start the transition process from students' existing schools to our school. We contract with multiple licensed school psychologists to conduct initial evaluations for special education eligibility. Following the prescribed timeline, LAAA acquires parental consent for evaluation. The process includes a comprehensive record review, classroom observations, and individual assessments. The IEP team meets to determine eligibility and, if applicable, develop an IEP. We always hold these meetings with parents present, as they are an integral member of a child's educational programming.

Our special education team includes a director, a coordinator, 10 teachers, 5 paraprofessionals, contracted speech, occupational, and physical therapists and psychologists who work together to appropriately identify and serve students with disabilities in our school.

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### 3.5 Financial Management and Oversight, Governance and Reporting Requirements

Year	Financial Management	Governance and Reporting		
	2*	3a	3b	3c
	Financial Management and Oversight	Governance	Management Accountability	Reporting Requirements
2015-2016	*	M	M	M

Year	Governance & Reporting		
	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements
	2a	2b	2c
2016-2017	M	M	M
2017-2018	M	M	M
2018-2019	M	M	M

Note: Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.

\* Measure 2: Financial Management and Oversight was moved to the Financial Performance Framework beginning in school year 2016-17.

**a. Provide information regarding how the Board of Trustees effectively evaluates the School Leader(s), including any policies or procedures related to such evaluation(s).**

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The Chairperson of the ADCO (ASPIRA of DE Charter Operations) Board of Directors oversees the evaluation process of the Head of School. The Head of School provides the Chairperson with end of year accomplishments by August each year with SBAC results included. The Chairperson oversees an evaluation discussion during Executive session in the September board meeting, which allows input from all board members.

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**b. Provide information regarding how the Board of Trustees effectively evaluates its own success. Include examples of any corrective actions, if applicable, the Board of Trustees implemented as a result of its evaluation.**

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The ADCO Board of Directors have worked with DANA (Delaware Association of Non-profit Associations) for several years. DANA has facilitated board training, as well as a board evaluation survey. The survey results were presented to the board to address the necessary corrective action. The action has included improving the onboarding process of new members and making sure the strategic plan is clearly defined and understood by all members.

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**c. Identify the school’s plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.**

The plan to ensure board effectiveness includes having all ADCO Board members completing all required training. The initial board training was facilitated by DANA and additional training was provided by DDOE.

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**d. Describe the school’s process for succession planning including identification, development and retention of school leaders.**

The LAAA Head of School is one of the founding board members and has served as the school leader since 2009 when the initial charter was approved by DDOE. This stability in leadership has been fundamental to the school’s success. The Head of School has also built the leadership capacity to support a succession plan at any level.

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**e. Share how the Board supports the school. Speak to the Board’s involvement in events, operations, and fundraising activities.**

The ADCO Board is actively engaged in the school in many ways. The board members serve on board committees that focus on the academic, financial and operational aspects of the school. The members support fundraising efforts, including oversight of the Development Committee. Board members also attend school events throughout the year, such as the Visual & Performing Arts concerts/shows, sports games and other annual events (i.e., Hispanic Heritage Celebration, Unity Day, 8<sup>th</sup> grade graduation, Viva ASPIRA and Spring Carnival).

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**f. Appendix 3: Current Organizational Chart**

**g. Please complete the Board Financial and Governance table below with the necessary information. In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years;**

**h. Please complete the Citizen Budget Oversight Committee Membership and Training table**



below.

i. Please include:

**Appendix 4** Board Governance Training Certificates and/or Documentation.

**Appendix 5** Board member and school leader succession plans.

**Appendix 6** Current board bylaws

**Board Financial and Governance Members and Training**

In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.

First Name	Last Name	Initial Term Begin Date	Current Term End Date	Role/Title	Financial Training Date	Board Governance Training Date*
Lourdes	Puig	6/14/17	6/14/20	Chair	2/12/15	6/11/19
Donald	Patton	6/15/17	6/15/20	Co-Chair	11/30/15	5/2/19
Luis	Santiago	9/16/17	9/16/20	Treasurer	3/30/17	5/2/19
Younes	Haboussi	1/17/17	1/17/20	Secretary	7/25/17	5/22/19
Fred	West	7/17/17	7/17/20	Member	10/1/11	6/11/19
Crystal	Mayfield	10/26/17	10/26/20	Parent Representative	1/22/18	5/2/19
Serah	Pesce	10/26/17	10/26/20	Member	1/12/18	5/2/19
Tiffany	Burton	6/28/18	6/28/20	Teacher Representative	7/25/18	5/2/19
Benjamin	Esparza	8/23/18	8/23/20	Member	8/20/15	9/30/19
Rosalie	Rolon Dow	3/28/19	3/28/20	Member	5/31/19	5/2/19

\*Please list only the most recent training date.

<b>DOE Summary:</b>
Las Américas ASPIRA Academy’s Board of Directors is currently in compliance with Board Membership and Financial and Governance Training requirements.

<b>School Comments 2017-2018</b>	See attached certificates
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**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

### Citizen Budget Oversight Committee Membership & Trainings

Pursuant to [14 Del. Admin. Code 736.6.1](#) Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within the allotted timeframe of his/her appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

First Name	Last Name	Initial Term Begin Date	Current Term End Date	Role/Title	Financial Training Date
Jessie	Forbes	9/17/17	9/16/21	Teacher Representative	10/19/17
Min	Guan	8/15/17	8/14/21	Member	10/18/17
Lucy	Li	3/13/17	3/12/21	Member	10/13/17
Margie	López Waite	7/11/17	7/10/21	Member	7/1/12
Greg	Panchisin	7/11/17	7/10/21	Member	7/1/12
Richard	Riggs	8/9/15	n/a	DOE Representative	11/30/15
Luis	Santiago	9/16/17	9/15/21	Board Member	3/30/17

**DOE Summary:**

Las Americas ASPIRA Academy’s Citizen Budget Oversight Committee is in compliance with membership and financial training requirements.

<b>School Comments 2017-2018</b>	School did not provide a response
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**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

### 3.6 Students, Employees and School Environment

Year	Students and Employees				School Environment		Additional Obligations
	4a	4b	4c	4d	5a	5b	6
	Protecting Student Rights	Attendance Goal	Staff Credentialing	Employee Rights	Facility and Transportation Requirements	Health and Safety Requirements	Additional Obligations
2015-2016	M	M	M	N/R	M	M	M

Year	Students & Staff		Facilities, Transportation, Health & Safety
	Students Rights	Req. on Teacher Certification & Hiring Staff	
	3a	3b	4a
2016-2017	M	M	M
2017-2018	M	M	M
2018-2019	M	M	M

Note: Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.

**a. Provide information about any metric where the school did not meet standards including how the school addressed this deficiency.**

n/a

**b. Provide information about the best practices the school uses to meet standards in the above noted areas.**

LAAA continues to meet each metric of the Organizational Performance Framework due to its effective oversight of school operations. The school leadership team consists of a diverse group of people with various backgrounds and skill sets. Our roles and responsibilities are clearly defined, so each person understands the expectations of their position. We also created a shared document with reoccurring tasks, so everyone is aware of due dates for compliance.

**c. Include the following documents as appendices:**

**Appendix 7** Up-to-date Certificate of Occupancy

**Appendix 8** Up-to-date Fire Inspection Certificate

**Appendix 9** Up-to date Insurance Certificate(s)

**Appendix 10** ERIP Reporting SY17/18 and SY18/19

**3.7 Teacher Retention: Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teaching staff?**

2016-2017			2017-2018			2018-2019		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
88%	43	49	87%	46	53	91%	50	55

***Note:** Teacher retention is defined as the number of teachers who remained employed from the previous year divided by the total number of teachers employed in that year. For example, if a school employed 100 teachers in SY 16/17 and 90 teachers remained employed in SY 17/18, the school's teacher retention rate would be 90%.*

**DOE Summary:**

From SY16/17 to SY17/18, Las Americas ASPIRA Academy's teacher retention rate increased from 75.6% to 87%.

**a) School's plans to monitor and minimize teacher attrition rates**

<b>School Comments 2017-2018</b>	<p>LAAA monitors teacher attrition on a continuing basis, and conducts exit interviews when possible to assess reasons for attrition and identify potential areas for improvement. We have developed a more robust approach to teacher recruitment and candidate evaluation with the expectation that this process will result in identifying teachers who will be successful at our school. We understand that an ability to offer compensation comparable to that of other area schools is important, and continue to work towards that goal. Our Early Childhood Development Center offers care for the infant through Pre-K children of staff members, which has been very attractive to teacher candidates.</p> <p>Reasons for 2017-2018 attrition: Relocation out-of-state (3); Personal (2); Family care issues (1); Secondary level desired (1)</p>
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**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 16/17 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

**b) School's professional development plans support teachers and leadership.**

<p><b>School Comments 2017-2018</b></p>	<p>Las Américas ASPIRA Academy's Alternate Educator Evaluation System, Educator Effectiveness Framework (EEF) received approval for teachers and specialists through the 2020-2021 school year. Overall, the DDOE considers the LEA application submitted by this charter school to be compelling. Our approach, grounded in a commitment to providing personalized professional learning for our educators, a robust coaching element within the EEF, as well as meaningful coaching and evaluation feedback, supports educator evaluation and professional learning aligned to the EEF. Evidence from on-site visits in 2017-18 and 2018-19 result in a compelling case for exemplary implementation of an evaluation system designed to promote educators' professional growth.</p> <p>The timeline for the coaching cycle begins with goal-setting for the upcoming year as a part of the Spring Benchmark Post-Observation Conference. The annual professional learning cycle consists of two cycles in which educators will work on specified learning goals identified in order to improve their practice. The first 8-week cycle focuses on professional learning related to the school-wide Student Outcomes Goal created by school leadership. The second cycle focused on personalized professional learning goal(s) for educators aligned to improving professional practice and, therefore, demonstrating growth from Fall to Spring on the EEF. Understanding that educators' needs and learning pace are very individualized, educators will work with their coaches to determine the amount of time necessary to achieve their goals. Educators who demonstrate achievement of their goal in one coaching cycle will have the opportunity to pursue an additional one. Those who need more time to develop their competency may choose to continue their learning in subsequent coaching cycles. Coaches and supervisors will monitor educators' progress with mid-point checks and end-of-coaching cycle ratings aligned to the EEF indicators. Coaching support provided by Supervisors, Instructional Coaches and CIP Mentors will include a blend of online learning (Frontline, GoogleDrive and Schoology) as well as F2F conferencing.</p> <p>The DDOE considers several features in the evaluation system to be exemplary in implementation and/or worth observing and collecting additional information:</p> <ul style="list-style-type: none"><li>- There is a connection to the broader human capital continuum, linking the LEA evaluation system to innovations in teacher hiring/selection, professional development, and differential retention.</li></ul>
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- The evaluation system's alignment to Las Americas ASPIRA Academy's overall strategic plan is intentional and clearly identified.
- There is flexibility in use of the system's framework allows educators to focus on only a limited number of the most important performance expectations at an individual level.
- The creation of specific look-fors and artifacts aligned to each performance framework indicator for different educator groups is a promising practice that could deepen an educator's understanding of the rubric and assist the evaluator in both rating and providing feedback.

**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report.



**a. Review the table above with the school's teacher retention trends.**

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From SY17/18 to SY18/19, Las Américas ASPIRA Academy's teacher retention rate increased 4% from 87% to 91%.

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**b. Describe the school's plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.**

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LAAA continues to conduct exit interviews to find out areas of improvement. We have adopted a better hiring practice to include Frontline, which now attracts a stronger pool of potential prospects. We continue to offer infant/childcare through our Early Childhood Development Center for staff members. This has added benefits to our potential candidates and has proven to be appealing to them.

Reasons for 2018-2019 attrition:

Relocation (3); Personal (1); Secondary Level Desired (1)

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**c. Describe how the school's professional development plans have evolved over the course of the charter term to support teachers and leadership.**

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LAAA continues to focus on increasing educator effectiveness, which not only has a positive impact on student outcomes but also results in strong retention rates. In 2015, we developed an alternative educator evaluation system (Educator Effectiveness Framework – EEF) to measure professional growth for each of our educators and specialists. The EEF has served as a needs assessment to drive professional development the following year. Two focuses have been Math and Literacy as described below:

**Math Professional Development**

Our math professional development began as vendor provided, workshop modeled support. The PD introduced the curriculum's structure and resources. In year 5 our PD shifted to focus on utilizing Delaware Department of Education's Digital Library with a focus on Smarter Assessment preparation; the PD was still workshop model support. Beginning last year, we shifted to a focus on student-centered, conceptually-guided instruction, specifically focusing on promoting Rough Draft Thinking in mathematics. Our current PD model pairs a workshop model with bi-weekly coaching cycles. Each coaching cycle consists of the math teacher and math supervisor co-planning a lesson, a lesson observation, and a

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lesson debrief. The debrief session's primary focus is on reflecting on whether or not the conceptual learning goal was supported by the lesson.

### **Literacy Professional Development**

Over the course of our charter, select teachers have attended various institutes at Teachers College Reading and Writing Project (TCRWP), at Columbia University (2011-Present) to support high quality implementation of our core literacy curriculum, Units of Study by Lucy Calkins. The institutes feature keynote addresses by authors, world renowned teacher-educators, and others in the field of literacy and learning. Institutes include small and large group sections that are designed to help teachers, coaches and administrators establish rigorous models of best practices. Select Institutes include: Summer Reading Institutes, Summer Writing Institutes, Coaching Institute on the Teaching of Writing K-8, Phonics Institute Grades K-2, Toolkits to Support Reading Comprehension K-8, Saturday Reunion Days. The Professional Development trainings have been designed in house and delivered by administrators, specialists, and instructional coaches who have attended TCRWP Institutes and/or received additional training. As LAAA has continued to expand in enrollment we are routinely adding new staff members to accommodate our growing student population. These trainings are provided each year to novice literacy teachers and on-going professional development is provided through coaching/ feedback sessions to our veterened, more experienced workshop teachers. In addition to continuing professional development around balanced literacy practices addressed in our TCRWP curriculum, we have expanded our trainings to include best practices in dual language settings including Sheltered Instruction Observation Protocol (SIOP), Biliteracy Squared, and Thinking Maps, Biliteracy Instructional Strategies, and Language Development. Outcomes of these professional learning opportunities are further described in the section titled "Discuss the school's overall academic achievement results (2015-2019)."

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### 3.8 Closure Requirements

- a) Describe the school's plan for procedures it will follow in the event of the closure or dissolution of the school. The plan should, at a minimum, address each of the following areas:
- Current balance of contingency reserve funds to be used to cover accrued expenses including summer pay obligations (identify estimated amount for the 2016-17 school year), final audit (identify estimated cost), and other expenses typically incurred by June but paid in July or thereafter.
  - If the current contingency reserve balance is insufficient to cover the estimated costs identified above, discuss the school's plan for ensuring the required funds are set aside, including the timeframe for meeting this requirement.
  - Identification of the individuals responsible for handling the school's final closeout activities after closure or dissolution (i.e., who will process any final payments, coordinate the final audit, etc.).

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LAAA includes payroll accrual (salary and OECs) in its operating budget. As depicted in the FY21-25 Preliminary Operating Budget (@ 80% and 100% enrollment), our FSF cash balance projected at year-end exceeds the accrual amount each year. This model of ensuring our cash balance exceeds payroll accrual is a requirement that LAAA will budget for and meet each year. Should the school experience a closure, Karen Contreras (HR Manager) will be responsible for processing LAAA's final payrolls, and Greg Panchisin (COO) will review and approve each payroll. Greg Panchisin will also be responsible for handling the school's final audit and coordinating payments to various vendors. Kellie Cruz (Business Office) will be responsible for processing all FSF vouchers, and Greg Panchisin will be the approver. Greg Panchisin and Margie López Waite (Head of School) will work in conjunction to oversee all closeout activities.

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## IV. FINANCIAL PERFORMANCE

### 4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Financial Performance Framework](#).

Financial Performance Framework Ratings	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	
2015-2016	M	M	M	M	M	M	M	M	M	Meets Standard
2016-2017	M	M	M	M	F	AS	M	AS	M	Meets Standard
2017-2018	M	M	M	M	F	AS	AS	M	M	Meets Standard
2018-2019	M	AS	M	M	F	F	F	AS	M	Approaching Standard

#### DOE Summary:

Las Americas ASPIRA Academy has maintained an overall rating of “Meets Standard” for the past three years. In SY 16/17, the following measures did not meet standard: 2a. Total Margin (“Falls Far Below Standard”); 2b. Debt Asset Ratio (“Approaching Standard”); and 2d. Debt Service Coverage Ratio (“Approaching Standard”).

From SY 16/17 to SY 17/18, the school’s ratings for measures 2a. Total Margin remained at “Falls Far Below Standard;” measure 2b. Debt Asset Ratio remained at “Approaching Standard;” and measure 2c. Cash Flow regressed from “Meets Standard” to “Approaching Standard.” However, measure 2d. Debt Service Coverage Ratio improved from “Approaching Standard” to “Meets Standard.”

**a) School's financial performance over the current charter term**

<p><b>School Comments 2017-2018</b></p>	<p>Our overall rating is Meets Standard, which is attributed to the strength of our Chief Operating Officer and his team.</p>
<p><b>School Comments 2016-2017</b></p>	<p>LAAA recognizes the challenges of taking on debt to support the capital expansion, thus the impact to the financial framework; however, we will continue to follow our budgeting model that has enabled our success to support our learning environment, grow the school and its student population. We will achieve our 105% enrollment target in FY18, and LAAA will continue to seek additional sources of revenue through private grants to help support our capital needs for school expansion, equipment and furniture. LAAA will achieve financial success through its continued ethical leadership, accountability, oversight and strategic planning, and transparency practices.</p>

**b) Financial practices that the school has implemented to improve the school's financial outcomes**

<p><b>School Comments 2017-2018</b></p>	<p>The school's overall rating is a "Meets Standard." Our sustainability indicators were impacted by the increased debt service for our \$21MM Bond Financing and capital outlay for completion of the school's \$12MM renovation project that was managed at a 3% change order rate for the entire 18-month project. Additionally, we achieved our 105% enrollment target, thus maximizing funding. We finished the FY18 year with a \$2.19MM cash surplus, which was approximately \$400K less than the cash balance at the end of the FY17 year; however, LAAA used \$1.15MM out of its operating budget to support capital expenditures for the school expansion/construction project. Overall, we had another phenomenal year, as we now have a 125,000 sq. ft. facility to support a learning environment with 900 students. LAAA will continue to use its budgeting model that has enabled us much success in growing the facility, the overall learning environment and most importantly, student enrollment. Last, we will strive to maintain high student and staff retention rates, as well as our high level of financial success through continued ethical leadership, accountability and oversight, thus ensuring LAAA's stakeholders have a successful school.</p>
<p><b>School Comments 2016-2017</b></p>	<p>The school's overall rating is a "Meets Standard." Our sustainability indicators were impacted by the increased debt service for our \$21MM Bond Financing and capital outlay for completion of the school's \$12MM renovation project that was managed at a 3% change order rate for the entire 18-month project. Additionally, we achieved our 105% enrollment</p>

target, thus maximizing funding. We finished the FY18 year with a \$2.19MM cash surplus, which was approximately \$400K less than the cash balance at the end of the FY17 year; however, LAAA used \$1.15MM out of its operating budget to support capital expenditures for the school expansion/construction project. Overall, we had another phenomenal year, as we now have a 125,000 sq. ft. facility to support a learning environment with 900 students. LAAA will continue to use its budgeting model that has enabled us much success in growing the facility, the overall learning environment and most importantly, student enrollment. Last, we will strive to maintain high student and staff retention rates, as well as our high level of financial success through continued ethical leadership, accountability and oversight, thus ensuring LAAA's stakeholders have a successful school.

c) Indicator measure where school did not meet standard or is approaching standard

School Comments  
2017-2018

## 2. SUSTAINABILITY INDICATORS

### Measure 2a. Total Margin:

*Net Income divided by Total Revenue*

2017-2018
1 YR: -4.36%
3 YR: -4.09%

Total margin measures the deficit or surplus a school yields out of its total revenues ; in other words, whether or not the school is living within its available resources. The preferred result is a positive margin for the past year and the past 3 years.

### School Response To Rating:

LAAA secured \$21MM bond financing in July 2016 to refinance its existing mortgage and support an \$11.5MM construction and renovation of the school building, which allowed us to grow to a 125,000 sq. ft. school to accommodate 900 students. LAAA also used \$1.15MM of its operating funds to cover the remaining construction, equipment and furniture costs in FY18. GASB 65 accounting standards requires LAAA to recognize \$1.04MM of interest on its long-term debt. By backing out the overall \$2.19 MM from our expenses, the total margin increases to 9.16% and the three-year aggregate increases to 8.83%, thus a rating of "Meets Standard."

### Measure 2b. Debt to Asset Ratio:

*Total Liabilities divided by Total Assets*

2017-2018
0.96

The debt to asset ratio compares the school's liabilities to its assets, or what a school owes against what it owns. The preferred result is less than 0.90.

**School Response To Rating:**

Total Liabilities = \$23,706,150 and Total Assets = \$24,667,449. As of FY18, LAAA was in its first full year of long-term debt service (\$22MM in bonds payable as of June 30, 2018), which was a result of its bond financing in July 2016. The preferred result for this metric is <.90, and LAAA is at .96; however, we will continue to pay down the debt which has a maximum annual debt service (MADS) of \$1.3MM.

**Measure 2c. Cash Flow**

<b>2017-2018</b>
<b>1 YR: \$-83247</b>
<b>3 YR: \$475108</b>

Cash flow indicates the trend in the school’s cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school’s financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

**School Response To Rating:**

LAAA used \$1.15MM of its operating funds to cover the remaining construction, equipment and furniture costs in FY18. We ended the year with just a deficit spend of \$83K, which shows our success in securing additional funding through local grants and donations. We successfully completed a wonderful school expansion, which will allow us to accommodate the education of 900 students in a beautiful and welcoming facility, which was formally a warehouse. Our ability to operate in the black for the previous six years enabled our continued school facility and enrollment expansion that shows LAAA’s ability to manage its resources and finances.

<b>School Comments 2016-2017</b>	School comments for SY 16/17 can be found at: <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a>
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<b>School Comments 2015-2016</b>	School comments for SY 15/16 can be found at: <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a>
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**a. Describe the school's Financial performance over the current charter term (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)**

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For the current charter term, LAAA achieved an overall rating of Meets Standard in each year, except for FY19. Our overall rating of Approaching Standard in FY19 is a direct result of the \$21MM bond finance debt we secured in July 2016. Doing so, enabled LAAA to refinance its original mortgage and complete the final phase of construction to include expanding to a 125,000 sq. ft. school building. Because of our debt load and additional capital expenses in excess of \$2.5MM over the last three years, our individual metrics, primarily the sustainability indicators have been impacted since FY17. Our cash carry over from FY19 is solid at almost \$1.4MM.

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**b. Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.**

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Going forward, we will budget to increase our cash carryover each year, all the while, pay down our long term debt which has a MADS of \$1.3MM. Additionally, our goal is to cover capital expenditures necessary to accommodate our student enrollment by initiating a capital campaign, as well as maintaining our aggressive approach in securing private funding. To date, LAAA has raised in excess of \$3.94MM in private funding since 2011.

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**c. Address any measure where school did not meet standard or is approaching standard**

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**1b. Days Cash**

In FY19, LAAA used \$660,000 of its operating funds to cover capital expenses related to library construction, a new side exit for our school's parking lot, and to make necessary drainage repairs to our rear parking lot. Adding back the \$660,000 used for capital expenditures to our 2019 cash balance puts LAAA at 49 Days Cash. We also recognize \$1,029,813 in interest for our long-term debt that we acquired to complete our \$12.5MM school construction project in FY18. By adding back the FY19 interest payment, LAAA ends up with 73 Day cash, thus the exceeding the minimum requirement of 60 Days Cash.

**2a. Total Margin**

LAAA secured \$21MM bond financing in July 2016 to refinance its existing mortgage and support a \$12.5MM construction and renovation of the school building, which allowed us to expand to a 125,000 sq. ft. school to accommodate our growing enrollment. LAAA also used \$1.15MM of its operating funds to cover the remaining construction, equipment and furniture costs in FY18, as well as \$660,000 in FY19 as mentioned in our "Days Cash" comments. Accounting standards require

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LAAA to recognize \$1.03MM of interest in FY19 on its long-term debt. By backing out the overall \$1.69 MM from our FY19 expenses, the Total Margin improves to **-8.99%**; however, the Three-Year aggregate increases to 2.66%.

## **2b. Debt to Asset Ratio**

Total Liabilities = \$24,011,278 and Total Assets = \$23,527,618. AS of FY19, LAAA was in its second full year of long-term debt service (\$21.98MM in bonds payable as of June 30, 2019), which was a result of its bond financing (capital expenses for the building purchase and construction) in July 2016. The preferred result for this metric is <.90, and LAAA is at 1.02; however, we will continue to pay down the debt which has a maximum annual debt service (MADS) of \$1.3MM.

## **2c. Cash Flow**

Adding back the \$1,689,813 (per the 1c. comments) in FY19, as well as the adjusted FY18 total (Cash = \$3,298.392), LAAA's FY 19 One-Year Cash Flow is **-\$214,964**; however, our Three-Year cash Flow is \$851,759. In the last three years, LAAA has incurred capital expenses covered by operating funds in excess of \$2.5MM, and we are at our MADS of 1.3MM. On a cash accounting method, using July 1, 2019 – June 30, 2020, our One-Year Cash Flow will increase, and LAAA will continue to increase its cash carry over going forward. Construction at our K-8 school building is complete, and we include the annual \$1.3MM debt service in our operating budget. Our intent is to operate in the black each year, but also maintain an aggressive approach for obtaining private funding to finance capital expenditures necessary to support our school's overall program. To date, LAAA has secured private funding (outside of the \$21MM Bond Financing) in excess of \$3.94MM since the school's inception in 2011.

## **2d. Debt Service Ratio**

LAAA's Debt Service Coverage Ratio is 0.3, which is below the desirable 1.10 ratio. We are now at our MADS, which is \$1.3MM of debt service each year. This metric will improve each year, though it will be a slow improvement. As mentioned above in the "Cash Flow" comments, LAAA will strive to operate in the black going forward, thus building our cash carry over each year and resulting in a positive net income.

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**Performance Agreement**

**Financial Performance Expectations**

*Las Américas ASPIRA Academy overall financial rating is Meets Standard for the 2013-2014 school year. By 2020, our expectation is to achieve the overall rating of “Meets” standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.*

**DOE Summary:**

In SY17/18, Las Americas ASPIRA Academy earned an overall rating of “Meets Expectations.”

**School Comments  
2017-2018**

The school’s overall rating is a “Meets Standard.” Our sustainability indicators were impacted by the increased debt service for our \$21MM Bond Financing and capital outlay for completion of the school’s \$12MM renovation project that was managed at a 3% change order rate for the entire 18-month project. Additionally, we achieved our 105% enrollment target, thus maximizing funding. We finished the FY18 year with a \$2.19MM cash surplus, which was approximately \$400K less than the cash balance at the end of the FY17 year; however, LAAA used \$1.15MM out of its operating budget to support capital expenditures for the school expansion/construction project. Overall, we had another phenomenal year, as we now have a 125,000 sq. ft. facility to support a learning environment with 900 students. LAAA will continue to use its budgeting model that has enabled us much success in growing the facility, the overall learning environment and most importantly, student enrollment. Last, we will strive to maintain high student and staff retention rates, as well as our high level of financial success through continued ethical leadership, accountability and oversight, thus ensuring LAAA’s stakeholders have a successful school.

**School Comments  
2016-2017**

Our previous history of strong financial management and stewardship enabled the school to obtain over \$21MM in Bond Financing to pay off its existing mortgage debt and finance the last phase of construction, an \$11.5MM school building expansion/renovation project of our existing school building to support our enrollment growth. We ended FY17 with a cash surplus of \$2.23MM, which was an increase of almost \$600K from the existing cash balance of \$1.67MM at the close of FY16. LAAA recognizes the challenges of taking on debt to support the capital expansion, thus the impact to the financial framework; however, we will

	continue to follow our budgeting model that has enabled our success to support our learning environment, grow the school and its student population. We will achieve our 105% enrollment target in FY18, and LAAA will continue to seek additional sources of revenue though private grants to help support our capital needs for school expansion, equipment and furniture. LAAA will achieve financial success through its continued ethical leadership, accountability, oversight and strategic planning, and transparency practices.
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**Note:** This data element was included in SY 16/17 for direct school reporting. School information regarding the performance agreement for SY 14/15 and SY 15/16 can be found in their overall annual report at <https://www.doe.k12.de.us/Page/2654>

**How the school developed and implemented a corrective action plan in response to audit findings (if applicable)**

<b>DOE Summary:</b>
The FY18 independent audit did not have any audit findings.

<b>School Comments 2017-2018</b>	N/A (no findings, we had a clean audit)
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<b>School Comments 2016-2017</b>	N/A (no findings, we had a clean audit)
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<b>School Comments 2015-2016</b>	
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**d. Discuss the school’s financial performance based on its approved Performance Agreement.**

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LAAA achieved a rating of Approaching Standard for FY19; however, we achieved a Meets Standard rating in all previous years. We will continue to meet all financial obligations, which include an annual debt service of \$1.3MM and 100% of our salary accrual each year. Additionally, and though our substantial debt load will continue to affect our metrics, we will strive to increase our cash carry over each year going forward. Our metrics will slowly improve over the next few years, and LAAA will continue to seek other funding options to support necessary capital expenditures.

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e. Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable).

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No Findings – N/A

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f. As appendices, please provide the following documents:

**Appendix 11** Summary of Findings from Independent Audits (if applicable)

**Appendix 12** Final Fiscal Year 2018 Revenue & Expenditure Budget Report in the prescribed Department format

**Appendix 13** Approved preliminary Fiscal Year 2019 Budget in the prescribed Department format

**Appendix 14** Fiscal Year 2018 Audited Financial Statements (if final report is not available, a draft version is acceptable until final version is completed)

**Appendix 15** Five-year budget projections sheets and budget narrative based on both 100% projected enrollment 80% projected enrollment. (Note: If the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, please include a separate written justification for the modification request as well as budget documents reflecting the new enrollment figures.)

## V. INNOVATION

### School's innovative practice(s) that could be replicated at other schools in Delaware

<b>School Comments 2017-2018</b>	<ul style="list-style-type: none"><li>▪ Dual Language: The K-5 Dual Language Immersion Program focuses on building academic biliteracy and fostering the transfer of concepts/skills across two languages (Spanish/English) in all core content areas. The Middle School Dual Language Immersion Continuation Model provides daily Spanish Language Arts instruction and Immersion Social Studies content taught in Spanish.</li><li>▪ Project-Based Learning (K-8): A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge.</li><li>▪ Mastery Learning and Assessment (K-5): Focus on implementation of Common Core, NGSS and DE Content Standards in a competency-based learning model. Implementation of MasteryConnect to provide real-time information to teachers and parents regarding students' mastery of concepts and skills.</li><li>▪ Social Curriculum: A school-wide implementation of the Responsive Classroom Approach, which embraces a fostering of community, based upon teaching socially-responsible behaviors.</li><li>▪ Blended Learning Initiative: 1:1 iPads in grades K-2; 1:1 Chromebooks in Grades 3-5 and Middle School; Implementation of Schoology, Google Apps for Education, Discovery Education Streaming (K-8) and Science Techbook (K-5); and Science Bits (6-8).</li><li>▪ Personalized Learning Pilot (3rd-4th Grade): Personalized learning puts students at the center of the learning environment, and leverages the power of technology and real world experiences to empower students, teachers, and families to all work together towards students' individualized learning goals.</li><li>▪ Character Education: ASPIRA's Character Education provides students the social and emotional foundation and skills necessary to work in a rich and diverse learning environment. It focuses on teaching Accountability, Social and Emotional Intelligence, Positive Mindset, Inquiry, Resilience, and Appreciation mostly through two components already embedded in our instructional practices: Morning Meetings and Community Circles. By having a character growth focus, we launch our students into a successful future. We teach one character trait per month of the year. We do this by incorporating conversations, quotes, readings, discussions, games, and other similar practices to one of our Morning Meeting</li></ul>
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	<p>components: Greeting, Sharing, Activity, or Morning Message. Growth Mindset is a key trait taught throughout the school year. Students at ASPIRA track their progress towards demonstrating these 7 traits throughout the school year. We use Character Growth Cards to provide opportunities for student self-reflection toward demonstrating these traits. Our Character Growth Cards are provided to students every trimester. Via a mini-conference with their homeroom teachers, students discuss their progress and next steps (strategies). At the end of each trimester, celebrations of learning occur to reinforce our students’ social and emotional practices and growth. Since the inception of our Character Growth Cards, we have had 100% completion rate in Middle School. At ASPIRA, our social and emotional growth is as important as our academic growth.</p> <ul style="list-style-type: none"> <li>▪ Grade-Level Proficiency: LAAA prides itself on offering a balanced curriculum with two main components - a minilesson tied to grade-level Common Core State Standards and differentiated instruction to meet the needs of students at both their independent and instructional levels. These concepts are accounted for in our daily lesson plans following the scope and sequence document. During the 2016 - 2017 school year, LAAA took an additional approach to meeting grade-level proficiency by providing staff and students with rich data analysis by Smarter assessment claim, research, and corresponding professional development. While SBAC Interims are used on a monthly basis to practice for the summative Smarter assessment, “Test Readiness” instruction has been incorporated into the units of study (1-2 months prior to the summative Smarter assessment). Data was analyzed comparing 2015-2016 (no test readiness units of study) to 2016- 2017 implementing test readiness units of study. Results indicated an increase in writing claim proficiency at each grade level: 4th Grade 10%, 5th Grade 13%, 6th Grade 15%, and 7th Grade 3%. The research and professional development around performance tasks and brief writes positively contributing to these increased outcomes could be shared and replicated at other schools in Delaware.</li> </ul>
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<b>School Comments 2016-2017</b>	<ul style="list-style-type: none"> <li>▪ Dual Language: The K-5 Dual Language Immersion Program focuses on building academic biliteracy and fostering the transfer of concepts/skills across two languages (Spanish/English) in all core content areas. The Middle School Dual Language Immersion Continuation Model provides daily Spanish Language Arts instruction and Immersion Social Studies content taught in Spanish.</li> <li>▪ Project-Based Learning (K-8): A teaching method in which students</li> </ul>
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	<p>gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge.</p> <ul style="list-style-type: none"> <li>▪ Mastery Learning and Assessment (K-5): Focus on implementation of Common Core, NGSS and DE Content Standards in a competency-based learning model. Implementation of MasteryConnect to provide real-time information to teachers and parents regarding students' mastery of concepts and skills.</li> <li>▪ Social Curriculum: A school-wide implementation of the Responsive Classroom Approach, which embraces a fostering of community, based upon teaching socially-responsible behaviors.</li> <li>▪ Blended Learning Initiative: 1:1 iPads in grades K-2; 1:1 Chromebooks in Grades 3-5 and Middle School; Implementation of Schoology, Google Apps for Education, Discovery Education Streaming (K-8) and Science Techbook (K-5); and Science Bits (6-8).</li> <li>▪ Personalized Learning Pilot (3rd-4th Grade): Personalized learning puts students at the center of the learning environment, and leverages the power of technology and real world experiences to empower students, teachers, and families to all work together towards students' individualized learning goals.</li> <li>▪ Character Education: ASPIRA's Character Education provides students the social and emotional foundation and skills necessary to work in a rich and diverse learning environment. It focuses on teaching Accountability, Social and Emotional Intelligence, Positive Mindset, Inquiry, Resilience, and Appreciation mostly through two components already embedded in our instructional practices: Morning Meetings and Community Circles. By having a character growth focus, we launch our students into a successful future. We teach one character trait per month of the year. We do this by incorporating conversations, quotes, readings, discussions, games, and other similar practices to one of our Morning Meeting components: Greeting, Sharing, Activity, or Morning Message. Growth Mindset is a key trait taught throughout the school year. Students at ASPIRA track their progress towards demonstrating these 7 traits throughout the school year. We use Character Growth Cards to provide opportunities for student self-reflection toward demonstrating these traits. Our Character Growth Cards are provided to students every trimester. Via a mini-conference with their homeroom teachers, students discuss their progress and next steps (strategies). At the end of each trimester, celebrations of learning occur to reinforce our students' social and emotional practices and growth. Since the inception of our Character Growth Cards, we have had 100% completion rate in Middle School. At</li> </ul>
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	<p>ASPIRA, our social and emotional growth is as important as our academic growth.</p> <ul style="list-style-type: none"> <li>Grade-Level Proficiency: LAAA prides itself on offering a balanced curriculum with two main components - a minilesson tied to grade-level Common Core State Standards and differentiated instruction to meet the needs of students at both their independent and instructional levels. These concepts are accounted for in our daily lesson plans following the scope and sequence document. During the 2016 - 2017 school year, LAAA took an additional approach to meeting grade-level proficiency by providing staff and students with rich data analysis by Smarter assessment claim, research, and corresponding professional development. While SBAC Interims are used on a monthly basis to practice for the summative Smarter assessment, "Test Readiness" instruction has been incorporated into the units of study (1-2 months prior to the summative Smarter assessment). Data was analyzed comparing 2015-2016 (no test readiness units of study) to 2016- 2017 implementing test readiness units of study. Results indicated an increase in writing claim proficiency at each grade level: 4th Grade 10%, 5th Grade 13%, 6th Grade 15%, and 7th Grade 3%. The research and professional development around performance tasks and brief writes positively contributing to these increased outcomes could be shared and replicated at other schools in Delaware.</li> </ul>
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<b>School Comments 2015-2016</b>	School comments for SY 15/16 can be found at: <a href="https://www.doe.k12.de.us/Page/2654">https://www.doe.k12.de.us/Page/2654</a>
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**a. Describe the school’s innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).**

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- Dual Language:** LAAA aims to fulfill its mission by implementing a bilingual programmatic focus called dual language education. Dual language education is an instructional approach that develops language proficiency and literacy in English and a partner language. Immersion is one type of dual language education which begins in elementary school, and in which native English speakers and native speakers of another language learn academic content through English half of the time and a partner language the other half of the time. This immersion model was the first of its kind in Delaware, commencing in 2011 and seeking to educate and empower all language learners.
  - Academic:** The partner language at LAAA is Spanish; therefore, LAAA has an A/B day rotation in K-5 in which students alternate learning all core content (language arts,
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math, science, and social studies) in Spanish and English as they rotate each day. In grades 6-8 the continuation model includes English instruction in all core content areas (language arts, math, science, and social studies) and Spanish instruction in language arts and social studies known as humanities. Upon graduating 8<sup>th</sup> grade, students take the Assessment of Performance Toward Proficiency in Languages (AAPPL) which will allow them to apply for continued language courses in the 9<sup>th</sup> grade with the ultimate goal of applying for the Certificate of Multiliteracy at the end of high school graduation.

- **Project-Based Learning (K-8):** Project based learning (PBL) is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. LAAA is committed to providing PBL experiences for our students in which students can use their experiences in the classroom to benefit the wider community.
  - One of our largest PBL experiences is where second and third grade students team up to raise money for childhood cancer research by hosting our annual Alex’s Lemonade Stand. Second grade students practice their mathematical skills such as measuring volume and counting money while third grade students focus on studying economics such as the production and distribution of yellow goods and services. In 2019, LAAA made a charitable donation to the ALS Foundation of \$7,500
  - In addition, our first grade team partners with Heifer International during their non-fiction writing unit. Students research and write books about animals in specific regions, at the same time students are introduced to Heifer International, which is a charity organization working to end hunger and poverty around the world by providing livestock and training to struggling communities. This makes a real world connection for the students to the people and animals living in different regions around the world. Homeroom classes agree on which animals to purchase which will help sustain food and an income for families over a long period of time. For example, after sharing their research and stories, last year the students chose to buy \$400 worth of beehives. The families can eat and sell the honey from the hives.
  - A school-wide PBL experience is the Outdoor Learning Environment (OLE) at ASPIRA, a National Wildlife Certified habitat, which serves as an extension to our classroom curricula. Our students at all grade levels benefit from hands-on, experiential learning in various facets of environmental education. ASPIRA’s youngest learners have the opportunity to plant and maintain our edibles garden annually. Through a partnership with a local zoo, the crops are donated for animal enrichment. Students not only learn about the life cycle of plants, but also how plants and animals are interconnected. Our upper-elementary students take advantage of the storm water retention pond on our campus to learn about ecosystems and habitats of native wildlife. Learners conduct field observations, collect data, and research the animals that make their home in the Outdoor Learning Environment. As part of the Delaware Pathways to Green Schools program, middle school students at ASPIRA have researched the effects of

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climate change on local and global levels. With this information they created and implemented an action plan to reduce ASPIRA's carbon footprint by deeming our campus a 'no idling zone'. The entire student body and team members at ASPIRA enjoy the benefits of the Outdoor Learning Environment on a regular basis by engaging with nature on a personal level. These experiences have led to our students becoming environmental stewards at school, at home and around our community.

- **Mastery Learning and Assessment (K-5):** Focus on implementation of Common Core, NGSS and DE Content Standards in a competency-based learning model. Implementation of Progress Book to provide real-time information to teachers and parents regarding students' mastery of concepts and skills.
  - **Blended Learning and Personalized Learning:** LAAA offers 1:1 Chromebooks in Grades K-8; Implementation of Schoology (grades 3-5), Seesaw (grades K-2), Google Apps for Education (grades K-8), and STEMscopes (K-8). Blended learning models incorporated in our core curriculum and instructional approaches include flipped classroom, playlists, and station rotation, personalizing learning by tailoring instruction towards students' individualized learning goals. In addition, an innovation lab was created including activities often found in a makerspace incorporating all areas of STREAM (Science, Technology, Reading, Engineering, Art, & Mathematics).
  - **MTSS:** LAAA signed an MOU with DDOE to participate in these state-wide efforts, collaborating with coaches from the American Institute for Research (AIR) which will take a look at academic, behavior, and social emotional supports under the Multi-Tiered System of Support Model (MTSS). During the 2018-2019 school year we formed an MTSS team including a variety of stakeholders. The MTSS team participated in a comprehensive needs assessment to identify specific areas of improvement. An action plan was developed to address the need for a behavior screener and we have begun to pilot the screener in targeted grades (3 and 8) based on both academic and behavior data.
  - **Social Curriculum:** A school-wide implementation of the Responsive Classroom Approach, which embraces a fostering of community, based upon teaching socially-responsible behaviors.
  - **Character Education:** ASPIRA's Character Education provides students the social and emotional foundation and skills necessary to work in a rich and diverse learning environment. It focuses on teaching Accountability, Social and Emotional Intelligence, Positive Mindset, Inquiry, Resilience, and Appreciation mostly through two components already embedded in our instructional practices: Morning Meetings and Community Circles. By having a character growth focus, we launch our students into a successful future. We teach one character trait per month of the year. We do this by incorporating conversations, quotes, readings, discussions, games, and other similar practices to one of our Morning Meeting components: Greeting, Sharing, Activity, or Morning Message. Growth Mindset is a key trait taught throughout the school year. Students at ASPIRA track their progress towards demonstrating these 7 traits throughout the school year. We use Character Growth Cards to provide opportunities for student self-reflection
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toward demonstrating these traits. Our Character Growth Cards are provided to students every trimester. Via a mini-conference with their homeroom teachers, students discuss their progress and next steps (strategies). At the end of each trimester, celebrations of learning occur to reinforce our students' social and emotional practices and growth. Since the inception of our Character Growth Cards, we have had 100% completion rate in Middle School. At ASPIRA, our social and emotional growth is as important as our academic growth.

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## VI. Five-Year Planning

### 6.1 Projected Enrollment

- a. Provide a five-year enrollment chart by grade level, in the prescribed format below. Ensure that the chart allows for the natural progression of students from year-to-year.

**Note:** *This will become the school's authorized enrollment for the new charter term.*

Projected Enrollment						
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
K	100	125	125	125	125	125
Grade 1	104	100	125	125	125	125
Grade 2	106	100	100	125	125	125
Grade 3	107	100	100	100	125	125
Grade 4	104	100	100	100	100	125
Grade 5	106	100	100	100	100	100
Grade 6	108	122	122	122	122	122
Grade 7	107	100	125	125	125	125
Grade 8	104	100	100	125	125	125
Grade 9		100	100	100	125	125
Grade 10			100	100	100	125
Grade 11				100	100	100
Grade 12					100	100
<b>Total</b>	<b>946</b>	<b>1,047</b>	<b>1,197</b>	<b>1,347</b>	<b>1,497</b>	<b>1,547</b>

**Note:** *An increase or decrease in enrollment exceeding 5%, but less than 15%, is considered a minor modification of the school's charter. 14 Del. Admin. C. § 275.9.9.1.4. An increase or decrease in enrollment exceeding 15% is considered a major modification of the school's charter, which requires a review by the Charter School Accountability Committee and the assent of the State Board of Education. See 14 Del. C. § 511(b)(2); 14 Del. Admin. C. § 275.9.8.1.3. As such, **if the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, the school is required to submit a [Charter Modification Application](#) including budget sheets, and budget narrative reflecting the new enrollment figures.***



## **6.2 The school's plans for the next five years of the charter.**

*(Note: The school's responses to this 1.a, b, and c of this section will be used to populate the Academic Performance section of the school's new Performance Agreement.)*

1. Explain how the school's Board and School Leadership Team will measure and evaluate the academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract.

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LAAA's academic progress is monitored and evaluated throughout the year by the Instructional Leadership Team (ILT) and Academic Excellence Committee (AEC). The ILT meets biweekly to review every aspect of the instructional program from curriculum to assessments. The ILT consists of the Head of School, Assistant Heads of School, Director of Curriculum & Instruction, Director of Education Enrichment, Math Supervisor, Director of School Culture & Climate, and Instructional Coaches. The AEC includes the ILT, as well as the Chairperson and Co-Chairperson of the ADCO Board of Directors. As a group, we evaluate academic progress in the following ways:

- iReady Assessments: We evaluate students' fall, winter and spring benchmark data to identify trends that can be addressed with instructional coaching. We also measure student growth from one benchmark to the next to assess whether the individual student is on-track for SBAC growth and proficiency. We also use progress monitor data to drive instructional groups and practices for RTI.
- SBAC Growth Data: We evaluate SBAC growth data to determine if each individual student has achieved their growth target in ELA and Math. We take a deeper dive to determine if there are trends in the areas of deficiency by evaluating each claim within the SBAC assessment. We also evaluate this data by each disaggregated subgroup to measure successes and areas for improvement.
- SBAC Proficiency Data: We evaluate SBAC proficiency data to determine if each individual student has achieved proficiency in ELA and Math. We take a deeper dive to determine if there are trends in the areas of deficiency by evaluating each claim within the SBAC assessment. We also evaluate this data by each disaggregated subgroup to measure successes and areas for improvement.
- Component V Data: We evaluate Component V student achievement data to determine if each individual student has achieved their growth target within the designated measures (A/B/C). These discussions take place between the individual educators and their supervisor.

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- a. Outline the clearly measurable annual performance status and growth goals that the school will set over the course of the next charter term in order to monitor and evaluate its progress accelerating student achievement. Include information about proposed school's student performance goals and the DSSF.

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Over the next five years, LAAA has established academic goals to meet the needs of each individual student at their point of achievement. Our goals will not only address student achievement, but also focus on factors that affect student learning. Our goals include the following:

- **SBAC Growth:** 50% or greater of LAAA students will meet their SBAC growth targets in ELA and Math each year. This metric will be measured by student cohort, disaggregated subgroup and LAAA start date.
- **SBAC Proficiency:** LAAA students' proficiency rates will be equal to or higher than the proficiency rates for the Christina, Colonial and Red Clay school districts (which equates to 95% of our students). This metric will be measured by student cohort, disaggregated subgroup and LAAA start date.
- **Educator Effectiveness:** Novice educators will continue to have a positive average rate of growth from Fall to Spring as measured by our Educator Effectiveness Framework (EEF).
- **Extended Learning:** Maintain or increase the number and/or participation level of curricular or extracurricular programs at LAAA to enhance student learning. This programs include those offered during the school day (i.e., Band, Choir), as well as after school programs (i.e., clubs, sports).
- **Multi-Tiered Support System (MTSS):** In collaboration with DDOE, we are participating in a pilot program in grades 3 and 8 in the 2019-2020 school year. MTSS is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005). We will be expanding the implementation over the next five years.

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b. Describe the student performance standards for the school as a whole.

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Over the next five years, LAAA has established academic goals to meet the needs of each individual student at their point of achievement. Our goals will not only address student achievement, but also focus on factors that affect student learning. Our goals include the following:

- **SBAC Growth:** 50% or greater of LAAA students will meet their SBAC growth targets in ELA and Math each year. This metric will be measured by student cohort, disaggregated subgroup and LAAA start date.
  - **SBAC Proficiency:** LAAA students' proficiency rates will be equal to or higher than the proficiency rates for the Christina, Colonial and Red Clay school districts (which equates to 95% of our students). This metric will be measured by student cohort, disaggregated subgroup and LAAA start date.
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c. In addition to the State's mandatory assessments, identify the primary interim assessments that the school will use to assess student learning needs and demonstrate academic progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and Delaware Content Standards (Common Core State Standards in English Language Arts, Mathematics, and Next Generation Science Standards).

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In addition to the State's mandatory assessments, LAAA uses i-Ready as its diagnostic assessment for both reading and math. i-Ready assessments are aligned to grade-level Common Core State Standards for both reading and math. Students in grades 4-8 also participate in the Smarter Balanced Interim Assessment Blocks (IABs) and grade 3 takes the Interim Comprehensive Assessment (ICA). Students in grades K-8 are assessed on Next Generation Science Standards using STEMscopes assessments which include both multiple choice and Claim-Evidence-Reasoning assessments, in addition they are in alignment with the content taught at each grade as evidenced in our Scope & Sequence documents (see appendix).

In addition, in grades K-5 we assess students learning needs using Fountas and Pinnell Running Records (K-5). Students' guided reading levels are assessed a minimum of three times per year (fall, winter, spring), in both English and Spanish, through a running record assessment. Running records are a critical component to our core curriculum, Units of Study by Lucy Calkins, for both matching students to books and strategically planning targeted small group instruction. A running record assessment is an individually conducted formative assessment, which is ongoing and curriculum based. It provides a graphic representation of a student's oral reading, identifying patterns of effective and ineffective strategy use. Through a running record, teachers can obtain information about a student's use of reading strategies, information about a student's self-monitoring, an accuracy rate, an error rate, and a self-correction rate. Running records can be used to document reading progress over time, help teachers decide what students need to learn, and match students to appropriate books. The Independent Reading Benchmarks lay out a continuum of growth based on the demands of the Common Core Standards, and the expectation that students will enter kindergarten as emergent readers and finish eighth grade reading at level Z.

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2. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

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The Supervisor of Mathematics will collect and analyze data collected from both Smarter Assessment results as well as i-Ready diagnostic assessments. These data reports are provided at the claim level in both math as well as ELA by the state via EdInsights Report Portal and by i-Ready via the i-Ready school portal. Disaggregated data will be provided to grade level content teachers and Response to Intervention lessons will be provided by the Supervisor of Mathematics as well as the Literacy Coaches/Specialists to address students who showed deficiencies in these claims. Student success at

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the claim level will be analyzed by progress monitoring assessments within i-Ready and students will be re-assigned during the next six week RtI cycle if they have shown success on these targeted claims.

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3. Describe the corrective actions the school will take, pursuant to 14 *Del. C.* § 512(5), if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

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LAAA will take corrective action if/when student achievement falls short of expectations or goals. The first action will be taken by the educators in the classroom with differentiated instruction. The second action will take place with RTI/enrichment blocks, which provides additional targeted instruction to small groups. Additional action may include family/student/teacher conference to discuss possible barriers to the student's learning. One outcome of the conference may be an educational evaluation.

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4. Describe how state data systems will be used and monitored to support informed decision-making in the areas of academic performance, organizational management, and financial viability. Include any coordinated professional development intended to sustain these processes.

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The state's EdInsights Reports Portal provides data analysis on the Smarter Assessment both in terms of proficiency as well as student growth as measured by DSSF and DPAS II. The data analysis is disaggregated by grade which allows us to see which grades and which subjects are seeing their students meet appropriate growth measures. Poor growth reports have already led us to shift staff out of previous grade-levels to foster new team dynamics that would support student growth and success. Relatedly, high growth reports in a specific content and grade have influenced professional development decisions to help replicate this success. For example, our 5th grade math teachers alone received professional development last year on shifting the mathematical authority to their students. Our 5th grade math students showed the most growth of all of our math teams, so this year we are providing school-wide professional development on using similar strategies to transfer mathematical authority to students.

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5. Describe how the School Leadership Team will oversee and monitor compliance with statutory requirements as measured by the Organizational Framework. Include any additional organizational goals and targets that the school will have. State the goals clearly in terms of the measures or assessments that the school plans to use.

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The LAAA school leadership team will continue to oversee and monitor compliance with statutory requirements as measured by the Organizational Framework. The oversight will be handled in the following manner:

- **Educational Program:** The Instructional Leadership Team (ILT) has oversight for every aspect of the academic program. The ILT consists of the Head of School, Assistant Heads of School, Director of Curriculum & Instruction, Director of Education Enrichment, Math Supervisor, Director of School Culture & Climate, and Instructional Coaches. Specific oversight for our Special Education program reports to the Director of Education Enrichment and our EL program reports to the Director of Curriculum & Instruction. These two administrators are knowledgeable of the statutory requirements and attend statewide trainings to remain updated on any regulatory changes.
- **Governance and Reporting:** The ADCO Board of Directors, Head of School and Chief Operating Officer oversee the governance and reporting requirements.
- **Students and Staff:** These measures are overseen by multiple people on our school leadership team. Our Director of School Support & Services oversees the student enrollment process. The Main Office team reports to this director also, which allows complete oversight of the process from start to finish. Student discipline is managed by the Director of School Culture & Climate. The staff certification and hiring is handled by our Human Resources Manager. All of these administrators are knowledgeable of the statutory requirements and attend statewide trainings to remain updated on any regulatory changes.
- **Facilities, Transportation, Health, and Safety:** These areas report to our COO, which includes the Director of School Support & Services. The school nurse reports to this director, which allows her to have complete oversight of all facility, health and safety procedures. These administrators are knowledgeable of the statutory requirements and attend statewide trainings to remain updated on any regulatory changes.

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6. Provide detailed information on the school's plan for any changes or improvements to its facility for the five years of the next charter renewal term. The plan should include an adequate and detailed financial arrangement and timeline for the proposed facility improvements.

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Over the next year, LAAA will be expanding to a second campus and adding grades 9-12. There will be renovations made to the second facility to accommodate the school's programs. These plans were provided during our major modification application process, which was approved by the State Board of Education in May 2019.

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7. Provide detailed information on the board's plan to assess its performance annually and hold itself accountable for achieving its goals and govern effectively.

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The ADCO Board of Directors will continue to follow the annual performance framework provided by DANA. As part of their Board Excellence training, DANA introduced the board to a recommended survey to assess the board's progress and performance. The Board Chairperson will oversee this process each year.

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## VII. Compliance certification statement

The Board of Directors of this charter school certifies that it will materially comply with all applicable laws, rules, regulations, and provisions of the charter relating to the education of all students enrolled at the school.

September 30, 2019

Date of Signature

Las Américas ASPIRA Academy

Name of the Charter School

We have reviewed the Delaware Charter Law (14 *Del. C.* Ch. 5) and 14 DE Admin. Code § 275 in Department of Education regulations (Regulation 275), and have based the responses in this renewal application on the review of these documents.

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Signature of the Chairperson of the Board of Directors

Print/Type Name:	Lourdes Puig
Title (if designated):	ADCO Board Chairperson

## VIII. RENEWAL APPLICATION CERTIFICATION STATEMENT

<b>Name of School:</b>	Las Américas ASPIRA Academy
<b>Location:</b>	326 Ruthar Drive, Newark, DE 19711

I hereby certify that the information submitted in this application for renewal of a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. This is a true statement, made under the penalties of perjury.

\_\_\_\_\_  
Signature: Chairperson of Board of Directors (or designated signatory authority)

\_\_\_\_\_  
Date

<b>Print/Type Name:</b>	Lourdes Puig
<b>Title (if designated):</b>	ADCO Board Chairperson
<b>Date of approval by board of directors:</b>	September 26, 2019

## IX. PERFORMANCE Agreement Template

To be completed by the school in conjunction with the Department of Education should the school be renewed by the Secretary with the assent of the State Board of Education.

### DELAWARE DEPARTMENT OF EDUCATION CHARTER SCHOOL PERFORMANCE AGREEMENT – Renewing Charter School Las Américas ASPIRA Academy

This Performance Agreement (“Agreement” is entered into this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_ by and between the Delaware Department of Education (hereinafter referred to as “DDOE”) and \_\_\_\_\_, a public charter school of the State of Delaware (hereinafter referred to as “School”), authorized by the Department of Education with the assent of the Delaware State Board of Education (hereinafter referred to as “DSBE”).

1. **Effective Date.** Notwithstanding the date set forth above this Agreement shall become effective on the date upon which the DSBE shall assent to the terms and conditions of this Agreement.

2. **Term of the Agreement.** This agreement shall continue in full force and effect during the term of the school’s charter and any subsequent renewal term thereof; provided, nevertheless, that in the sole discretion of the DDOE, with the assent of the DSBE, this agreement may be amended at such time as the school’s charter may be renewed under the provisions of 14 *Del. C.* §514A or subjected to review under 14 *Del. C.* §515 (b). This agreement may also be amended to comply with subsequent changes in state or federal law and/or regulations relating to charter schools or the Performance Framework (“Framework”) as deemed necessary by the DDOE, with the assent of the DSBE. This Agreement may also be modified:

(a) At any time by mutual consent of the DDOE and the School, provided, nevertheless that the DSBE shall assent to such modification; or

(b) If the DDOE shall determine, with the assent of the DSBE, that it is necessary or appropriate to modify this Agreement to reflect subsequent changes in the Performance Framework.

3. **Obligations of School.** While this agreement remains in effect, the School shall:

(a) Comply with all state and federal laws and regulations imposed on Delaware public charter schools, and otherwise comply with the terms of the School’s charter, including any conditions now or subsequently imposed upon its charter by the DDOE with the assent of the DSBE; and

(b) Make satisfactory annual progress toward the indicators and performance targets in the Academic, Financial and Organizational Expectations set forth in this Agreement as measured by the Framework. An annual performance review will be conducted by the Department of Education Charter School Office using the Framework to evaluate such progress. The Framework is incorporated into and made a part of this agreement. If the DDOE finds that the school is not making satisfactory progress toward its performance targets, the DDOE, with the assent of the DSBE, may place the school's charter on formal review pursuant to 14 *Del. C.* §515 (b).

***Background Information*** (Characteristics of school, current location, summary of student population and grades served by the school, etc.)

Las Américas ASPIRA Academy (LAAA) serves 945 students in grades K-8. Our school is located in Newark, Delaware at 326 Ruthar Drive. All students that reside in Delaware are eligible to enroll in LAAA; therefore, our student population is diverse and represents all of New Castle County. Our enrollment is determined by an open lottery because our applications exceed our capacity each year. The outcome of the lottery has consistently resulted in 60% of our students residing in the Christina School District, 25% from Colonial, 10% from Red Clay and the remaining from Brandywine and/or Appoquinimink. The racial/ethnic breakdown of our student population is 65% Hispanic, 20% White/Caucasian, 12% Black/African American, and 3% Asian and Multi-Racial.

***Mission Statement***

The mission of Las Américas ASPIRA Academy (LAAA) is to educate and empower each student to realize their full potential and positively impact their communities.

***Vision Statement***

The vision of Las Américas ASPIRA Academy (LAAA) is to have a fellowship of learners building culturally-inclusive communities.

## Academic Performance Expectations

*Las Américas ASPIRA Academy (LAAA) DSSF ratings are:*

Metric Area/Metrics	Points	Point Earned	Percent Point
<b>Academic Achievement</b>			
<b>Academic Progress</b>			
<b>School Quality/Student Success</b>			
<b>Graduation Rate</b>			
<b>Progress toward English Language Proficiency</b>			
<b>Overall Percentage/Ratings</b>			

*By September 2024, our expectation is to achieve an overall rating of “Meets” or “Exceeds” on the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.*

### *Mission Specific Goal(s):*

Over the next five years, LAAA has established academic goals to meet the needs of each individual student at their point of achievement. Our goals will not only address student achievement, but also focus on factors that affect student learning. Our goals include the following:

- **SBAC Growth:** 50% or greater of LAAA students will meet their SBAC growth targets in ELA and Math each year. This metric will be measured by student cohort, disaggregated subgroup and LAAA start date.
- **SBAC Proficiency:** LAAA students’ proficiency rates will be equal to or higher than the proficiency rates for the Christina, Colonial and Red Clay school districts (which equates to 95% of our students). This metric will be measured by student cohort, disaggregated subgroup and LAAA start date.
- **Educator Effectiveness:** Novice educators will continue to have a positive average rate of growth from Fall to Spring as measured by our Educator Effectiveness Framework (EEF).
- **Extended Learning:** Maintain or increase the number and/or participation level



of curricular or extracurricular programs at LAAA to enhance student learning. This programs include those offered during the school day (i.e., Band, Choir), as well as after school programs (i.e., clubs, sports).

- **Multi-Tiered Support System (MTSS):** In collaboration with DDOE, we are participating in a pilot program in grades 3 and 8 in the 2019-2020 school year. MTSS is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005). We will be expanding the implementation over the next five years.

### Financial Performance Expectations

*Las Américas ASPIRA Academy (LAAA) overall financial rating is MEETS. By September 2024, our expectation is to achieve the overall rating of "Meets" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.*

### Organizational Performance Expectations

*Las Américas ASPIRA Academy (LAAA) overall organizational rating is MEETS. By September 2024, our expectation is to achieve the overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.*

**IN WITNESS WHEREOF, the parties have hereunto set their Hand and Seals the day and year first above-written.**

**Las Américas ASPIRA Academy (LAAA)  
EDUCATION**

**DELAWARE DEPARTMENT OF**

**BY: \_\_\_\_\_  
President**

**BY: \_\_\_\_\_  
Secretary of Education**

**Assented to by resolution of the Delaware State Board of Education on the \_\_\_\_\_ day  
of \_\_\_\_\_, 20\_\_.**

**References:**

<sup>1</sup>Based on September 30<sup>th</sup> Unit Count

<sup>2</sup>Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.

## **Appendix 1 Mission Specific Goal Data Source**

**Las Américas ASPIRA Academy Charter Renewal Pages 57 and 58 Appendix**

<b><i>Curriculum alignment to the Common Core State Standards and the Next Generation Science Standards</i></b>		
<b>Item</b>	<b>Description</b>	<b>Evidence</b>
<b>Scope and Sequence</b>	Our K-8 curricular Scope and Sequence document demonstrates clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts and Mathematics, and Next Generation Science Standards) in core content areas.	<a href="#">Scope and Sequence Document</a>
<b><i>English Language Arts</i></b>		
<b>Item</b>	<b>Summary</b>	<b>Evidence</b>
<b>High Quality Instructional Resources</b>	<p>Teachers College Reading and Writing Project’s Units of Study are high quality instructional resources with strong alignment to the Common Core State Standards.</p> <p>The Teachers College Reading and Writing Project’s approach to literacy instruction includes best practices from a number of well-known researchers in the area of literacy. The units aim to prepare students to become life-long, confident readers and writers who display agency and independence. The work is informed by research in all of these areas:</p> <ul style="list-style-type: none"> <li>● High volume of high-success, high interest reading</li> </ul>	<p><a href="#">Research Base Underlying the Teachers College Reading and Writing Project’s Approach to Literacy Instruction</a></p> <p><a href="#">Reading Units of Study Common Core Standards Alignment</a></p> <p><a href="#">Writing Units of Study Common Core Standards Alignment</a></p>

	<ul style="list-style-type: none"> <li>● Knowledge-base through nonfiction reading</li> <li>● Comprehension skills and strategies to support reading achievement</li> <li>● Value of Interactive Read-Aloud</li> <li>● Foundation Skills/Phonics Instruction</li> <li>● High volume of writing</li> <li>● Literacy-rich content areas</li> <li>● Argumentation across the curriculum</li> <li>● Vocabulary acquisition</li> <li>● A workshop approach that gives access to all students</li> <li>● Support to English Language Learners</li> <li>● Learning Progressions to accelerate student progress</li> <li>● Assessment-based conferring and small group instruction</li> <li>● Demonstration teaching as a scaffold towards greater independence</li> <li>● Emphasis on staff development</li> </ul>	
<p><b>Sample Learning Experiences</b></p>	<p>Reading and writing workshops are deliberately designed to offer a simple and predictable environment so that the teacher can focus on the complex work of observing students' progress and teaching into their needs. Each session begins with a mini-lesson. Students sit with a long-term partner while in the mini-lesson. The mini-lesson ends with the students practicing independently. As students work, the teacher confers with them and leads differentiated small groups.</p>	<p><a href="#">Literacy Sample Lesson Plan</a>  <a href="#">Sample Standards Assessment</a></p>

	<p>Assessments are aligned to the daily teaching point/objective and the Common Core State Standard, allowing students to demonstrate mastery of the strategy and standard.</p>	
<p><b>Professional Learning</b></p>	<p>Select teachers have attended various institutes at Teachers College Reading and Writing Project (2011-Present). The institutes feature keynote addresses by authors, world renowned teacher-educators, and others in the field of literacy and learning. Institutes include small and large group sections that are designed to help teachers, coaches and administrators establish rigorous models of best practices.</p> <p>The Professional Development trainings have been designed in house and delivered by administrators, specialists, and instructional coaches who have attended TCRWP Institutes and/or received additional training. These trainings are provided each year to novice literacy teachers and on-going professional development is provided through coaching/feedback sessions to our veterened, more experienced workshop teachers.</p>	<p>Institutes staff have attended:</p> <ul style="list-style-type: none"> <li>● Summer Reading Institutes</li> <li>● Summer Writing Institutes</li> <li>● Coaching Institute on the Teaching of Writing K-8</li> <li>● Phonics Institute Grades K-2</li> <li>● Toolkits to Support Reading Comprehension K-8</li> <li>● Saturday Reunion Days</li> </ul> <p>Trainings developed as a result of those institutes:</p> <p><a href="#">Balanced Literacy Professional Development</a> (updated yearly)</p> <p><a href="#">Methods of Staff Development</a></p> <p><a href="#">Phonics Professional Development</a></p> <p>Ongoing coaching support:</p> <p><a href="#">Videos to support units of study implementation</a></p> <p><a href="#">Sample Teacher Coaching Reflection (General Education)</a></p> <p><a href="#">Sample Teacher Coaching Reflection (Special Education)</a></p>

<p><b>RTI Process</b></p>	<p>Our RTI process includes a universal screening assessment administered 3 times per year. This helps in identifying students in need of reading intervention and providing it to them immediately. Intervention data is evaluated every six weeks by a team of teachers, specialists, and administrators.</p> <p>High-quality, research-based interventions are used, along with weekly or biweekly progress monitoring. Lists of the intervention tools we use for Tier 2 and 3 and progress monitoring are provided. All student data is recorded in Data Service Center I-Tracker.</p>	<p>Screening:</p> <ul style="list-style-type: none"> <li>• <a href="#">RTI Cycle Calendar</a></li> </ul> <p>Diagnostics Testing:</p> <ul style="list-style-type: none"> <li>• <a href="#">Fall Testing Calendar</a></li> <li>• <a href="#">Winter Testing Calendar</a></li> <li>• <a href="#">Spring Testing Calendar</a></li> </ul> <p>Interventions:</p> <p><a href="#">LAAA Intervention Menu</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Ready Common Core</a> (Comprehension)</li> <li>• Wilson Reading</li> <li>• <a href="#">Foundations</a> (phonics, high frequency words, fluency, vocabulary): multisensory and systematic approach</li> <li>• Sharon Walpole</li> <li>• Leveled Literacy Intervention: LLI is a small-group supplemental literacy intervention system designed to help struggling K-2 students quickly achieve grade-level competency. It emphasizes systematic and explicit instruction in phonological awareness, phonics, fluency, comprehension, and the expansion of oral language skills. In the course of 12-18 weeks, students participating in LLI increase their literacy by participating in daily lessons that utilize a series of leveled texts</li> </ul>
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		<p>developed to align with the F &amp; P Text Level Gradient</p> <ul style="list-style-type: none"> <li>● <a href="#">Achieve 3000</a>: The efficacy of the program has shown that when students used it with fidelity, their lexile scores did increase. The platform focuses on content-area knowledge, academic and cross-disciplinary vocabulary. Literacy skills and targeted test practice to bridge gaps for students as they work to succeed across curriculum and prepare for the rigor of state assessments.</li> </ul> <p>Progress Monitoring tools:</p> <ul style="list-style-type: none"> <li>● Ready Assessment Book</li> <li>● AIMSweb</li> <li>● Walpole</li> <li>● Foundations</li> <li>● Read Works</li> <li>● Teen Biz Boost</li> <li>● Common Lit</li> </ul>
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<b>Mathematics</b>		
<b>Item</b>	<b>Summary</b>	<b>Evidence</b>
<b>High Quality Instructional Resources</b>	The curriculum analysis group EdReports gave our math curriculum, EngageNY (a.k.a. Eureka Math), very high marks. There are no additional resources needed to support the 3 yellow ratings in middle school as all 3	<a href="#">EdReports page</a>

ratings received are in the usability area and our teachers have been trained and are proficient in navigating the resources.



**Sample Learning Experiences**

Our math lessons consist of a warm up, launch, exploration, share out, and closure. Teachers create a cognitive need for the exploration during the launch and during the exploration students grapple with the mathematics then negotiate mathematical meaning during the share out and closure.

[Sample unit/lessons](#)  
[Sample assessment](#)  
[Structure of our math lessons](#)

**Professional Learning**

During the 2018-2019 school year we partnered with the Delaware Math Coalition as they helped us as we began implementing a new curriculum (EngageNY) as well as a new warm up structure (Number Talks). Furthermore, we hired a math supervisor in August of 2018 to support our teachers in improving their math instruction. The supervisor would meet with math teachers on a bi-weekly basis to initiate a coaching cycle of plan, observe, debrief.

Slides:  
[LAAA Math PD August 2018 Day 1](#)  
[LAAA Math PD August 2018 Day 2](#)  
[LAAA Number Talks for Teaching Content September 2018](#)  
[LAAA Math PD November 15 2018](#)  
[LAAA Math PD Jan 2 2019](#)  
[LAAA Math PD Feb 4 2019](#)

<p><b>RTI Process</b></p>	<p>Our RTI process includes a universal screening assessment administered 3 times per year. This helps in identifying students in need of math intervention and providing it to them immediately. Intervention data is evaluated every six weeks by a team of teachers, specialists, and administrators.</p> <p>High-quality, research-based interventions are used, along with weekly or biweekly progress monitoring. Lists of the intervention tools we use for Tier 2 and 3 and progress monitoring are provided. All student data is recorded in Data Service Center I-Tracker.</p>	<p>Screening:</p> <ul style="list-style-type: none"> <li>• <a href="#">RTI Cycle Calendar</a></li> </ul> <p>Diagnostics:</p> <ul style="list-style-type: none"> <li>• <a href="#">Fall Testing Calendar</a></li> <li>• <a href="#">Winter Testing Calendar</a></li> <li>• <a href="#">Spring Testing Calendar</a></li> </ul> <p>Interventions:</p> <ul style="list-style-type: none"> <li>• Ready Common Core</li> <li>• Zearn</li> <li>• Touch Math</li> </ul> <p>Progress Monitoring Tools:</p> <ul style="list-style-type: none"> <li>• AIMSweb</li> <li>• Ready Common Core</li> <li>• Ready Assessment Book</li> <li>• Khan Academy</li> <li>• Zearn</li> <li>• Touch Math</li> </ul>
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<b>Science</b>		
<b>Item</b>	<b>Summary</b>	<b>Evidence</b>
<p><b>High Quality Instructional Resources</b></p>	<p>STEMscopes has provided their research studies from multiple case studies across the United States.</p> <p>STEMscopes has provided a case study from Cascade School District- Turner, Oregon. In this case study the</p>	<p><a href="#">STEMscopes Research Summary Document</a></p> <p><a href="#">STEMScopes Case Study</a></p>

	district shares their success with implementation of STEMscopes.	
<b>Scope and Sequence</b>	Scopes are aligned to the NGSS and CCSS. Each Scope aligns to standards and phenomena that guides the learning.	<a href="#">Scope and Sequence K-5</a> <a href="#">Scope and Sequence 6-8</a>
<b>Sample Learning Experiences</b>	Scopes/units follow a 5E model (Engage, Explore, Elaborate, Evaluate). In Engage students are able to explore the phenomena that goes along with the topic. In Explore students are able to participate in a variety of labs or experiments that will help answer the investigative phenomena. In Elaborate students are able to access cross-curricular activities to enhance their understanding. Finally, in Evaluate students have the opportunity to communicate what they have learned from the investigations into the phenomena.	<a href="#">K-2 Lesson</a> <a href="#">3-5 Lesson</a> <a href="#">6-8 Lesson</a>
<b>Professional Learning</b>	The Professional Development trainings have been provided by STEMscopes. STEMscopes provided time for educators to learn how to implement STEMscopes, the NGSS standards and 5E Model into their lesson plans.	<a href="#">STEMscopes PD Agenda</a>
<b>Accessibility</b>	STEMScopes lessons are integrated with the SIOP model to support English Language Learners in science.	<a href="#">ELL Supports</a>

	Teachers are provided with a toolbox of interventions for students with disabilities, which include: communication development, physical development, cognitive development, social or emotional development, adaptive development, and tiered intervention support.	<a href="#">Interventions/Scaffolds for Special Education Students</a>
<b>Monitoring of Science Instruction</b>	Our teachers are observed by their supervisors twice a year using the Educator Effectiveness Framework. In between the observations teachers work closely with an Instructional Coach. During the coaching sessions coaches use the Six Steps to Effective Feedback model, observing on a biweekly basis and providing specific actionable feedback items for educators to use. This is a sample of a coach's feedback to science teacher focusing on accessibility for all learners.	<a href="#">Sample Feedback Form</a>

<b><i>Social Studies</i></b>		
<b>Item</b>	<b>Summary</b>	<b>Evidence</b>
<b>Scope and Sequence</b>	<p>Our K-8 curricular Scope and Sequence document demonstrates clear alignment with the Delaware Social Studies Standards.</p> <p>K-5 Social Studies units include a combination of the Delaware Recommended Curriculum, shared reading texts, and Rozzy Learning.</p>	<a href="#">Scope and Sequence Document</a>

	<p>6-8 Humanities Curriculum, <i>Networks</i> (McGraw Hill ConnectEd), is an equal blend of both ELA and Social Studies. Students will learn Social Studies content while reinforcing English Language Arts skills through Reading and Writing with a focus on fiction and informational text. Fictional work are selected with a focus on historical content, for example while learning about Ancient Greece they will also focus on Greek Mythology. With blended content, students will be able to obtain information aligned to both English and Social Studies Standards equally.</p>	
<p><b>Sample Assessment</b></p>	<p>K-8 assessments are aligned to state standards focusing on student achievement of standards.</p> <p>The sample assessments for K-5 have been created in conjunction with the Delaware Social Studies Coalition during the 2017-2018 school year.</p> <p>6-8 assessments focus on equal mastery of both ELA and Social Studies standards. These assessments are a blend of text analysis, writing, and project-based learning. Within project assessments there is cross-curricular aspect that aligns with content areas such as Spanish, Science and/or art.</p>	<p>K-5 Sample:  <a href="#">G3 Production and Allocation of Goods</a>  <a href="#">G3 Obtaining Goods in an Ancient World</a></p> <p>6-8 Sample:  <a href="#">Informational Text Analysis- Summative</a>  <a href="#">Cross Curricular Assessment- Summative</a></p>
<p><b>Schedule</b></p>	<p>K-8 has scheduled time allotted for social studies instruction in each grade. K-5 is approximately 30 minutes per day. Due to the blended nature of the</p>	<p><a href="#">Schedule</a></p>

	<p>curriculum for 6-8 grade, one hour per day is provided for the instruction of English and Social Studies, as well as one hour dedicated to SLA and Social Studies as they are embedded/blended together.</p>	
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## **Appendix 2 Curriculum Documents**



**Las Américas ASPIRA Academy Charter Renewal Pages 57 and 58 Appendix**

*All information highlighted in yellow was added by LAAA in response to the Academic Support Team feedback received on 9/17/19.*

<b>Curriculum alignment to the Common Core State Standards and the Next Generation Science Standards</b>		
<b>Item</b>	<b>Description</b>	<b>Evidence</b>
<b>Scope and Sequence</b>	Our K-8 curricular Scope and Sequence document demonstrates clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts and Mathematics, and Next Generation Science Standards) in core content areas.	<a href="#"><u>Scope and Sequence Document</u></a>
<b>English Language Arts</b>		
<b>Item</b>	<b>Summary</b>	<b>Evidence</b>
<b>High Quality Instructional Resources</b>	<p>Teachers College Reading and Writing Project's Units of Study are high quality instructional resources with strong alignment to the Common Core State Standards.</p> <p>The Teachers College Reading and Writing Project's approach to literacy instruction includes best practices from a number of well-known researchers in the area of literacy. The units aim to prepare students to become life-long, confident readers and writers who display agency and independence. The work is informed by research in all of these areas:</p> <ul style="list-style-type: none"> <li>● High volume of high-success, high interest reading</li> <li>● Knowledge-base through nonfiction reading</li> <li>● Comprehension skills and strategies to support reading achievement</li> </ul>	<p><a href="#"><u>Research Base Underlying the Teachers College Reading and Writing Project's Approach to Literacy Instruction</u></a></p> <p><a href="#"><u>Reading Units of Study Common Core Standards Alignment</u></a></p> <p><a href="#"><u>Writing Units of Study Common Core Standards Alignment</u></a></p>

	<ul style="list-style-type: none"> <li>● Value of Interactive Read-Aloud</li> <li>● Foundation Skills/Phonics Instruction</li> <li>● High volume of writing</li> <li>● Literacy-rich content areas</li> <li>● Argumentation across the curriculum</li> <li>● Vocabulary acquisition</li> <li>● A workshop approach that gives access to all students</li> <li>● Support to English Language Learners</li> <li>● Learning Progressions to accelerate student progress</li> <li>● Assessment-based conferring and small group instruction</li> <li>● Demonstration teaching as a scaffold towards greater independence</li> <li>● Emphasis on staff development</li> </ul>	
<p><b>Sample Learning Experiences</b></p>	<p>Reading and writing workshops are deliberately designed to offer a simple and predictable environment so that the teacher can focus on the complex work of observing students' progress and teaching into their needs. Each session begins with a mini-lesson. Students sit with a long-term partner while in the mini-lesson. The mini-lesson ends with the students practicing independently. As students work, the teacher confers with them and leads differentiated small groups. Assessments are aligned to the daily teaching point/objective and the Common Core State Standard, allowing students to demonstrate mastery of the strategy and standard.</p> <p><b>The K-5 Units of Study document organizes our reading and writing curricular scope and sequence by grade level, K-</b></p>	<p><a href="#">Literacy Sample Lesson Plan</a></p> <p><a href="#">Sample Standards Assessment</a></p> <p><a href="#">K-5 Units of Study</a></p>

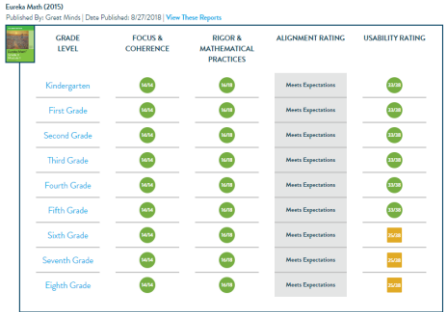
	<p>5 including recommendations and expectations from the Academic Support Team (feedback received 9/17/2019):</p> <ul style="list-style-type: none"> <li>● <b>Unit summary statements</b> are provided for each unit of study. (<i>Recommendation</i>)</li> <li>● <b>Unit overview documents with daily teaching points</b> are hyperlinked for each unit of study. (<i>Recommendation</i>)</li> <li>● <b>Common Core Standards alignment</b> documents are hyperlinked for each unit of study. (<i>Expectation</i>)</li> <li>● <b>Two full units of study</b>, one reading and one writing per grade are hyperlinked. (<i>Recommendation</i>)</li> <li>● Corresponding reading <b>anchor texts</b> are listed with lexiles noting the appropriate level of text complexity, for that grade across the year. (<i>Expectation</i>)</li> <li>● Additional lesson plans for corresponding anchor texts are hyperlinked showcasing the use of academic vocabulary and language acquisition scaffolds in grade level complex texts, (see W.O.L.V.E.S. Reading lesson plans in grades 3-5). (<i>Recommendation/Expectation</i>)</li> <li>● Sample <b>end of unit assessments/rubrics</b> including performance tasks with text dependent questions are provided (one per grade level K-2, one per unit grade 3-5). (<i>Recommendation</i>)</li> </ul>	
<p><b>Professional Learning</b></p>	<p>Select teachers have attended various institutes at Teachers College Reading and Writing Project (2011-Present). The institutes feature keynote addresses by authors, world renowned teacher-educators, and others in the field of literacy and learning. Institutes include small and large group</p>	<p>Institutes staff have attended:</p> <ul style="list-style-type: none"> <li>● Summer Reading Institutes</li> <li>● Summer Writing Institutes</li> <li>● Coaching Institute on the Teaching of Writing K-8</li> <li>● Phonics Institute Grades K-2</li> </ul>

	<p>sections that are designed to help teachers, coaches and administrators establish rigorous models of best practices.</p> <p>The Professional Development trainings have been designed in house and delivered by administrators, specialists, and instructional coaches who have attended TCRWP Institutes and/or received additional training. These trainings are provided each year to novice literacy teachers and on-going professional development is provided through coaching/feedback sessions to our veterened, more experienced workshop teachers.</p>	<ul style="list-style-type: none"> <li>• Toolkits to Support Reading Comprehension K-8</li> <li>• Saturday Reunion Days</li> </ul> <p>Trainings developed as a result of those institutes:</p> <p><a href="#">Balanced Literacy Professional Development</a> (updated yearly)</p> <p><a href="#">Methods of Staff Development</a></p> <p><a href="#">Phonics Professional Development</a></p> <p>Ongoing coaching support:</p> <p><a href="#">Videos to support units of study implementation</a></p> <p><a href="#">Sample Teacher Coaching Reflection (General Education)</a></p> <p><a href="#">Sample Teacher Coaching Reflection (Special Education)</a></p>
<p><b>6-8 Humanities Curriculum ELA Alignment Documents</b></p>	<p>The <b>instructional materials</b> listed below organize our humanities curriculum by grade level, 6-8 including expectations from the Academic Support Team (feedback received 9/17/2019):</p> <ul style="list-style-type: none"> <li>• The Unit 1 ELA (English Language Arts), SLA (Spanish Language Arts), and SS (Social Studies) Map provides a connection between all three subject areas to form the humanities curriculum.</li> <li>• The ELA and SLA Scope and Sequence lists the standards associated with each assignment. These assignments capture all five of the CCSS categories. (<i>Expectation</i>)</li> </ul>	<p><b>Grade 6:</b></p> <p><a href="#">Unit 1 ELA, SLA, and SS Map</a></p> <p><a href="#">ELA Scope &amp; Sequence</a></p> <p><a href="#">SLA Scope &amp; Sequence</a></p> <p><a href="#">ELA Unit 1</a></p> <p><a href="#">SLA Unit 1</a></p> <p><b>Grade 7:</b></p> <p><a href="#">Unit 1 ELA, SLA, and SS Map</a></p> <p><a href="#">ELA Scope &amp; Sequence</a></p> <p><a href="#">SLA Scope &amp; Sequence</a></p> <p><a href="#">ELA Unit 1</a></p> <p><a href="#">SLA Unit 1.1</a></p>

	<ul style="list-style-type: none"> <li>● In the first column of the ELA and SLA Scope and Sequence, grade-level appropriate anchor texts are indicated in each language. <i>(Expectation)</i></li> <li>● The ELA and SLA Unit 1 from each grade level demonstrates a focus on high quality texts, text specific tasks, and student engagement in the lesson. <i>(Expectation)</i></li> <li>● Within the unit plan, summative assignment descriptions include the culminating speaking and listening, language, and writing tasks expected by the grade-level standards. <i>(Expectation)</i></li> </ul>	<a href="#">SLA Unit 1.2</a> <a href="#">SLA Unit 1.3</a> <a href="#">SLA Unit 1.4</a>  Grade 8: <a href="#">Unit 1 ELA, SLA, and SS Map</a> <a href="#">ELA Scope &amp; Sequence</a> <a href="#">SLA Scope &amp; Sequence</a> <a href="#">ELA Unit 1</a> <a href="#">SLA Unit 1</a>
<b>RTI Process</b>	<p>Our RTI process includes a universal screening assessment administered 3 times per year. This helps in identifying students in need of reading intervention and providing it to them immediately. Intervention data is evaluated every six weeks by a team of teachers, specialists, and administrators.</p> <p>High-quality, research-based interventions are used, along with weekly or biweekly progress monitoring. Lists of the intervention tools we use for Tier 2 and 3 and progress monitoring are provided. All student data is recorded in Data Service Center I-Tracker.</p>	Screening: <ul style="list-style-type: none"> <li>● <a href="#">RTI Cycle Calendar</a></li> </ul> Diagnostics Testing: <ul style="list-style-type: none"> <li>● <a href="#">Fall Testing Calendar</a></li> <li>● <a href="#">Winter Testing Calendar</a></li> <li>● <a href="#">Spring Testing Calendar</a></li> </ul> Interventions: <a href="#">LAAA Intervention Menu</a> <ul style="list-style-type: none"> <li>● <a href="#">Ready Common Core</a> (Comprehension)</li> <li>● Wilson Reading</li> <li>● <a href="#">Foundations</a> (phonics, high frequency words, fluency, vocabulary): multisensory and systematic approach</li> <li>● Sharon Walpole</li> <li>● Leveled Literacy Intervention: LLI is a small-group supplemental literacy intervention system</li> </ul>

		<p>designed to help struggling K-2 students quickly achieve grade-level competency. It emphasizes systematic and explicit instruction in phonological awareness, phonics, fluency, comprehension, and the expansion of oral language skills. In the course of 12-18 weeks, students participating in LLI increase their literacy by participating in daily lessons that utilize a series of leveled texts developed to align with the F &amp; P Text Level Gradient</p> <ul style="list-style-type: none"><li>● <a href="#">Achieve 3000</a>: The efficacy of the program has shown that when students used it with fidelity, their lexile scores did increase. The platform focuses on content-area knowledge, academic and cross-disciplinary vocabulary. Literacy skills and targeted test practice to bridge gaps for students as they work to succeed across curriculum and prepare for the rigor of state assessments.</li></ul> <p>Progress Monitoring tools:</p> <ul style="list-style-type: none"><li>● Ready Assessment Book</li><li>● AIMSweb</li></ul>
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		<ul style="list-style-type: none"> <li>● Walpole</li> <li>● Foundations</li> <li>● Read Works</li> <li>● Teen Biz Boost</li> <li>● Common Lit</li> </ul>
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<b>Mathematics</b>																																																				
<b>Item</b>	<b>Summary</b>	<b>Evidence</b>																																																		
<p><b>High Quality Instructional Resources</b></p>	<p>The curriculum analysis group EdReports gave our math curriculum, EngageNY (a.k.a. Eureka Math), very high marks. There are no additional resources needed to support the 3 yellow ratings in middle school as all 3 ratings received are in the usability area and our teachers have been trained and are proficient in navigating the resources.</p>	<p><a href="#">EdReports page</a></p>  <table border="1"> <thead> <tr> <th>GRADE LEVEL</th> <th>FOCUS &amp; COHERENCE</th> <th>BIG IDEAS &amp; MATHEMATICAL PRACTICES</th> <th>ALIGNMENT RATING</th> <th>USABILITY RATING</th> </tr> </thead> <tbody> <tr><td>Kindergarten</td><td>Meets Expectations</td><td>Meets Expectations</td><td>Meets Expectations</td><td>Meets Expectations</td></tr> <tr><td>First Grade</td><td>Meets Expectations</td><td>Meets Expectations</td><td>Meets Expectations</td><td>Meets Expectations</td></tr> <tr><td>Second Grade</td><td>Meets Expectations</td><td>Meets Expectations</td><td>Meets Expectations</td><td>Meets Expectations</td></tr> <tr><td>Third Grade</td><td>Meets Expectations</td><td>Meets Expectations</td><td>Meets Expectations</td><td>Meets Expectations</td></tr> <tr><td>Fourth Grade</td><td>Meets Expectations</td><td>Meets Expectations</td><td>Meets Expectations</td><td>Meets Expectations</td></tr> <tr><td>Fifth Grade</td><td>Meets Expectations</td><td>Meets Expectations</td><td>Meets Expectations</td><td>Meets Expectations</td></tr> <tr><td>Sixth Grade</td><td>Meets Expectations</td><td>Meets Expectations</td><td>Meets Expectations</td><td>Needs Improvement</td></tr> <tr><td>Seventh Grade</td><td>Meets Expectations</td><td>Meets Expectations</td><td>Meets Expectations</td><td>Needs Improvement</td></tr> <tr><td>Eighth Grade</td><td>Meets Expectations</td><td>Meets Expectations</td><td>Meets Expectations</td><td>Needs Improvement</td></tr> </tbody> </table>	GRADE LEVEL	FOCUS & COHERENCE	BIG IDEAS & MATHEMATICAL PRACTICES	ALIGNMENT RATING	USABILITY RATING	Kindergarten	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	First Grade	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Second Grade	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Third Grade	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Fourth Grade	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Fifth Grade	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Sixth Grade	Meets Expectations	Meets Expectations	Meets Expectations	Needs Improvement	Seventh Grade	Meets Expectations	Meets Expectations	Meets Expectations	Needs Improvement	Eighth Grade	Meets Expectations	Meets Expectations	Meets Expectations	Needs Improvement
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<p><b>Sample Learning Experiences</b></p>	<p>Our math lessons consist of a warm up, launch, exploration, share out, and closure. Teachers create a cognitive need for the exploration during the launch and during the exploration students grapple with the mathematics then negotiate mathematical meaning during the share out and closure.</p>	<p><a href="#">Sample unit/lessons</a>  <a href="#">Sample assessment</a>  <a href="#">Structure of our math lessons</a></p> <p><b>Grade Level Overviews:</b>  <a href="#">Grade K</a>  <a href="#">Grade 1</a>  <a href="#">Grade 2</a>  <a href="#">Grade 3</a>  <a href="#">Grade 4</a></p>																																																		

		<a href="#">Grade 5</a> <a href="#">Grade 6</a> <a href="#">Grade 7</a> <a href="#">Grade 8</a>  <b>Exemplar Units:</b> <a href="#">Grade K</a> <a href="#">Grade 1</a> <a href="#">Grade 2</a> <a href="#">Grade 3</a> <a href="#">Grade 4</a> <a href="#">Grade 5</a> <a href="#">Grade 6</a> <a href="#">Grade 7</a> <a href="#">Grade 8</a>
<b>Professional Learning</b>	<p>During the 2018-2019 school year we partnered with the Delaware Math Coalition as they helped us as we began implementing a new curriculum (EngageNY) as well as a new warm up structure (Number Talks). Furthermore, we hired a math supervisor in August of 2018 to support our teachers in improving their math instruction. The supervisor would meet with math teachers on a bi-weekly basis to initiate a coaching cycle of plan, observe, debrief.</p>	<p>Slides:</p> <p><a href="#">LAAA Math PD August 2018 Day 1</a>  <a href="#">LAAA Math PD August 2018 Day 2</a>  <a href="#">LAAA Number Talks for Teaching Content September 2018</a>  <a href="#">LAAA Math PD November 15 2018</a>  <a href="#">LAAA Math PD Jan 2 2019</a>  <a href="#">LAAA Math PD Feb 4 2019</a></p>
<b>RTI Process</b>	<p>Our RTI process includes a universal screening assessment administered 3 times per year. This helps in identifying students in need of math intervention and providing it to them</p>	<p>Screening:</p> <ul style="list-style-type: none"> <li>• <a href="#">RTI Cycle Calendar</a></li> </ul> <p>Diagnostics:</p> <ul style="list-style-type: none"> <li>• <a href="#">Fall Testing Calendar</a></li> </ul>



	<p>immediately. Intervention data is evaluated every six weeks by a team of teachers, specialists, and administrators.</p> <p>High-quality, research-based interventions are used, along with weekly or biweekly progress monitoring. Lists of the intervention tools we use for Tier 2 and 3 and progress monitoring are provided. All student data is recorded in Data Service Center I-Tracker.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Winter Testing Calendar</a></li> <li>● <a href="#">Spring Testing Calendar</a></li> </ul> <p>Interventions:</p> <ul style="list-style-type: none"> <li>● Ready Common Core</li> <li>● Zearn</li> <li>● Touch Math</li> </ul> <p>Progress Monitoring Tools:</p> <ul style="list-style-type: none"> <li>● AIMSweb</li> <li>● Ready Common Core</li> <li>● Ready Assessment Book</li> <li>● Khan Academy</li> <li>● Zearn</li> <li>● Touch Math</li> </ul>
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<b>Science</b>		
<b>Item</b>	<b>Summary</b>	<b>Evidence</b>



<p><b>Sample Learning Experiences</b></p>	<p>Scopes/units in grades K-8 follow a 5E model (Engage, Explore, Elaborate, Evaluate). In Engage students are able to explore the phenomena that goes along with the topic. In Explore students are able to participate in a variety of labs or experiments that will help answer the investigative phenomena. In Elaborate students are able to access cross-curricular activities to enhance their understanding. Finally, in Evaluate students have the opportunity to communicate what they have learned from the investigations into the phenomena.</p>	<p><a href="#">K-2 Lesson</a>  <a href="#">3-5 Lesson</a>  <a href="#">6-8 Lesson</a></p>
<p><b>Professional Learning</b></p>	<p>The Professional Development trainings have been provided by STEMscopes. STEMscopes provided time for educators to learn how to implement STEMscopes, the NGSS standards and 5E Model into their lesson plans.</p> <p>Based on the recommendation, the Director of Curriculum and Instruction and Instructional Technology Coach who support science instruction attended the NGSX trainings on September 24th and 25th. They plan to continue the training on October 28th and November 22nd. At the training Science and Engineering Practices were covered, the team gained valuable knowledge on how to address the Science and Engineering Practices in the classroom using various strategies that they plan to share with educators throughout the NGSS rollout at ASPIRA. The Instructional Team plans to share these strategies with science educators as it correlates directly to the "Sensemaking Practices" in the Science Practices Continuum that will be implemented this school year. <i>(Recommendation)</i>.</p>	<p><a href="#">STEMscopes PD Agenda</a></p>

<p><b>Accessibility</b></p>	<p>STEMScopes lessons are integrated with the SIOP model to support English Language Learners in science.</p> <p>Teachers are provided with a toolbox of interventions for students with disabilities, which include: communication development, physical development, cognitive development, social or emotional development, adaptive development, and tiered intervention support.</p>	<p><a href="#">ELL Supports</a></p> <p><a href="#">Interventions/Scaffolds for Special Education Students</a></p>
<p><b>Monitoring of Science Instruction</b></p>	<p>Our teachers are observed by their supervisors twice a year using the Educator Effectiveness Framework. In between the observations teachers work closely with an Instructional Coach. During the coaching sessions coaches use the Six Steps to Effective Feedback model, observing on a biweekly basis and providing specific actionable feedback items for educators to use. This is a sample of a coach's feedback to science teacher focusing on accessibility for all learners. Additionally, this school year the coach will be working with science teachers on the Science Practices Continuum. This continuum is adapted from the Instructional Leadership for Science Practices (<i>Recommendation</i>).</p>	<p><a href="#">Sample Feedback Form</a></p> <p><a href="#">Science Continuum 2019-2020 SY</a></p>

<p style="text-align: center;"><b>Social Studies</b></p>		
<p style="text-align: center;"><b>Item</b></p>	<p style="text-align: center;"><b>Summary</b></p>	<p style="text-align: center;"><b>Evidence</b></p>
<p><b>Scope and Sequence</b></p>	<p>Our K-8 curricular Scope and Sequence document demonstrates clear alignment with the Delaware Social Studies Standards.</p>	<p><a href="#">Scope and Sequence Document</a></p>

## K-5 Instruction

K-5 Social Studies units include a combination of the Delaware Recommended Curriculum, shared reading texts, and Rozzy Learning.

### 3rd Grade History Summary

During Social Studies lessons, the Social Studies Standards are driving the objective and agenda so that Social Studies is in the forefront and literacy is in the background. Below is a specific example of literacy practices being promoted by using complex text, (including research based practices to best support language learners and students within a dual immersion setting) ensuring students are writing, speaking, and listening, but the Social Studies content and skills drives the lesson. (*Expectation*)

During the 3rd Grade History, Delaware History, students develop awareness of major events and people in Delaware History (H.3.K-3b) using the text Delaware by Dottie Brown. In the first lesson, students read to learn about the Lenape including where they lived, their source of food, and major events that happened along the Delaware Bay. In the second lesson, students read to learn about the first European settlers in Delaware including the first European explorer that explored Delaware and who took over the Swedes' and Dutch's settlements. In the third lesson, students learn about how Delaware developed and changed over time, specifically how Great Britain taxed the colonists and what the colonists did in response to these taxes. In the fourth lesson, students learn about how Delaware changed including how people were moving to this state and businesses were growing, and their stance on Slavery during the early 1800's. The ELA CCSS

### Social Studies Forefront Examples:

#### 3rd Grade History:

[Delaware History](#)

#### 4th Grade Geography:

[City Histories in Maps](#)

#### 5th Grade Economics:

[J.A. Biztown Financial Literacy](#)

### ELA Forefront Examples:

#### 4th Grade Reading Unit 3:

[Reading History: The American Revolution](#)

#### 5th Grade Writing Unit 2:

[The Lens of History: Research Reports](#)

[SS Coalition MOU](#)

(RI.3.3) is in the background using strategies to help students describe relationships between a series of historical events.

#### **4th Grade Reading Unit 3 Summary**

On the other hand, below is an example in which the ELA curriculum and pedagogy drives instruction, so the Common Core State Standards (CCSS) take the forefront in planning. The curriculum and lessons involve social studies content, but they aren't driving the objective. (*Expectation*)

The 4th Grade Reading Unit, Reading History: American Revolution, guides students to learn to read like historians. In the first part of the unit, or bend, students embark on a research project about the events leading up to the American Revolution. Students build their knowledge about the era by reading accessible texts, and learning how researchers pay attention to text structures in order to organize their notes and their thinking. As students narrow their research focus to a subtopic, they then synthesize new information into what they already know, paying special attention as historians do, to the people, geography, and chronology of the event they are studying. Students are introduced to primary sources, and strategies for tackling these more difficult texts. By the end of the bend, students celebrate their new learning by sharing that learning with each other. The second part of the unit moves the chronology forward to the eve of the American Revolution. Students continue their research in preparation to debate the question of independence from Great Britain. During this bend, students learn about multiple points of view in order to gain a more complete picture of events in the past. Students will prepare to take sides on this great question, with some of them researching the viewpoint of the Patriots and others researching the Loyalists' perspective. As they gather their evidence and angle it to support their side, students hone their skills of supporting a position with reasons and solid evidence.

	<p>The bend culminates with a reenactment of the Second Continental Congress, with students debating the heady question of independence for America. At the end of the unit, students attend the Museum of the American Revolution and/or Colonial Plantation.</p> <p>During the 2017-2018 school year, we had three teachers attend the Delaware Social Studies Coalition. The focus the past two years has been on creating assessments which is captured in the “sample assessments” section. This year, the coalition is focused on developing a deeper understanding of the standards for grades 4, 5, and 7. We have signed the MOU and plan to use the information gained at the trainings for each grade to revise and enhance our curriculum as necessary.</p>	
<p><b>6-8 Instruction</b></p>	<p>The Delaware Middle School Immersion Advisory Committee found through examination of MS immersion models a focus on Social Studies as the overwhelming choice for immersion continuation. Social Studies standards focus on world cultures and world economies which allow for natural cultural comparisons and connections to be made in our SLA Humanities. As stated above in the literacy section of this document, texts in ELA and SLA are selected purposefully to match and extend the social studies content forming the Humanities Curriculum.</p> <p>The ELA and SLA Unit 1 documents show that there is a shift in what is driving instruction (Language Arts vs. Social Studies).. Looking at the unit documents, there are lessons in which the language arts curriculum and pedagogy are driving instruction, so the Common Core State Standards (CCSS) take the foreground in planning. The curriculum and lessons may involve social studies content, but they aren’t driving the</p>	<p><b>Grade 6:</b>  <a href="#">Unit 1 ELA, SLA, and SS Map</a>  <a href="#">English SS Scope &amp; Sequence</a>  <a href="#">Spanish SS Scope &amp; Sequence</a>  <a href="#">ELA Unit 1</a>  <a href="#">SLA Unit 1</a></p> <p><b>Grade 7:</b>  <a href="#">Unit 1 ELA, SLA, and SS Map</a>  <a href="#">English SS Scope &amp; Sequence</a>  <a href="#">Spanish SS Scope &amp; Sequence</a>  <a href="#">ELA Unit 1</a>  <a href="#">SLA Unit 1.1</a>  <a href="#">SLA Unit 1.2</a>  <a href="#">SLA Unit 1.3</a>  <a href="#">SLA Unit 1.4</a></p>

objective. On the other hand, there are some lessons that the social studies standards are driving the objective and agenda so that social studies is in the forefront and CCSS ELA for the social sciences is in the background. Below is an example from the 8th grade unit of study Ancient Empires, specifically the lessons around [Ancient Greece](#) demonstrating the shifts between the focus on ELA and social studies. (*Expectation*)

- Slides 6-25 - Social Studies Standards are driving the instruction. These slides provide the historical background of Ancient Greece that students need in order to understand the cultural aspect of their literature.
- Slides 26-33 - ELA CCSS are driving the instruction through exposure to Ancient Greek mythology. As part of the CCSS RL8.9, students are expected to analyze classical literature while making connections to modern works. Therefore, it is essential to merge the SS and ELA concepts.
- Slides 34 - 43 - Social Studies Standards are driving the instruction through the introduction of The Golden Age in which students are again exposed to the historical content of Ancient Greek conflict, as required by the Geography S4-b: Students will explain how conflict and cooperation among people contributes to the division of the Earth's surface into distinctive cultural regions and political territories.
- Slides 45 - 49 - ELA CCSS are driving the instruction by focusing on a short story on Alexander the Great.
- Slides 51 - 53 - Social Studies Standards are driving the instruction providing a conclusion to the concept through a summary of the legacy left by Ancient Greece, including the concept of the epic hero. This concept of

**Grade 8:**

[Unit 1 ELA, SLA, and SS Map](#)  
[English SS Scope & Sequence](#)  
[Spanish SS Scope & Sequence](#)  
[ELA Unit 1](#)  
[SLA Unit 1](#)

[SS Coalition MOU](#)



	<p>the epic hero is then driven by the ELA CCSS SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest, through the summative assignment associated with Ancient Greece.</p> <p>Within the same unit during Spanish Humanities, students are continuing to gain a deeper understanding of the standards when learning about ancient empires. For example:</p> <ul style="list-style-type: none"> <li>• When learning about the Chinese Empire the Social Studies Standards are driving instruction. At the same time, students are reading the Myth of Mulan and the Delaware World Readiness Standards for Learning Languages (DWRSL) are driving instruction.</li> <li>• When learning about the Roman Empire the Social Studies Standards are driving instruction. At the same time, students are reading The Ides of March and the DWRSL Standards are driving instruction.</li> <li>• When learning about Mesopotamia the Social Studies Standards are driving the instruction. At the same time, students are reading the Epic of Gilgamesh and the DWRSL Standards are driving instruction.</li> </ul> <p>This year, the Delaware Social Studies Coalition is focused on developing a deeper understanding of the standards for grades 4, 5, and 7. We have signed the MOU and plan to use the information gained at the trainings for each grade to revise and enhance our curriculum as necessary.</p>	
<p><b>Sample Assessment</b></p>	<p>K-8 assessments are aligned to state standards focusing on student achievement of standards.</p>	<p>K-5 Sample:</p>

	<p>The sample assessments for K-5 have been created in conjunction with the Delaware Social Studies Coalition during the 2017-2018 school year.</p> <p>6-8 assessments focus on equal mastery of both ELA and Social Studies standards. These assessments are a blend of text analysis, writing, and project-based learning. Within project assessments there is cross-curricular aspect that aligns with content areas such as Spanish, Science and/or art.</p>	<p><a href="#">G3 Production and Allocation of Goods</a>  <a href="#">G3 Obtaining Goods in an Ancient World</a></p> <p>6-8 Sample:  <a href="#">Informational Text Analysis-Summative</a>  <a href="#">Cross Curricular Assessment-Summative</a></p>
<p><b>K-5 Schedule</b></p>	<p>The school allocates enough time to teach the required Social Studies Standards in grades K-5 with an increasing amount of time allocated at each grade level, with the most amount of time spent in grades 4-5. K-2 has 30 minutes allocated per day, grade 3 increases to 35 minutes per day, and grades 4-5 to 40 minutes per day. When this document was originally submitted, teachers created the schedule prior to students returning to school; therefore, teachers needed time to adjust their new schedules with their new students. The information listed to right is the most up to date times in which social studies is taught. It is important to note that starting in second grade teachers are departmentalized; therefore, they have allocated two sections of social studies for two different classes of students. <i>(Expectation)</i></p>	<p>Kindergarten</p> <ul style="list-style-type: none"> <li>● 2:25pm-2:55pm (30 minutes)</li> </ul> <p>1st Grade</p> <ul style="list-style-type: none"> <li>● 2:45pm-3:15pm (30 minutes)</li> </ul> <p>2nd Grade</p> <ul style="list-style-type: none"> <li>● Block 1 - 12:55pm - 1:25pm (30 minutes)</li> <li>● Block 2 - 2:55pm - 3:25pm (30 minutes)</li> </ul> <p>3rd Grade</p> <ul style="list-style-type: none"> <li>● Block 1 - 10:05am -10:40am (35 minutes)</li> <li>● Block 2 - 2:45pm-3:20pm (35 minutes)</li> </ul> <p>4th Grade</p> <ul style="list-style-type: none"> <li>● Block 1 - 11:00am-11:10am and 1:00pm – 1:30pm (40 minutes)</li> </ul>

		<ul style="list-style-type: none"> <li>• Block 2 - 2:40pm-3:20pm (40 minutes)</li> </ul> 5th Grade <ul style="list-style-type: none"> <li>• Block 1 - 11:10am - 11:25am and 12:00pm-12:25pm (40 minutes)</li> <li>• Block 2 - 2:45pm -3:25pm (40 minutes)</li> </ul>
<b>6-8 Schedule</b>	<p>In grades 6-8, one hour per day is provided for the instruction of English and Social Studies, as well as one hour dedicated to SLA and Social Studies, as they are embedded/blended together to support the humanities approach described above. While there is not a separate, scheduled daily block of time for Language Arts and Social Studies in the schedule, the amount of time spent in Language Arts compared to Social Studies over the course of the school year makes it clear that the school allocates enough time to teach the Language Arts and Social Studies Standards. This information can be found in the scope and sequence documents and a specific example listed below. <i>(Expectation)</i></p>	8th Grade Example: <a href="#">ELA Scope and Sequence</a> <a href="#">SS Scope and Sequence</a>

<i>Visual and Performing Arts</i>		
Item	Summary	Evidence
<b>Visual Arts</b>	Links for example rubrics are within each curriculum map.	<a href="#">Grade K Curriculum Map</a> <a href="#">Grade 1 Curriculum Map</a>

		<a href="#">Grade 2 Curriculum Map</a> <a href="#">Grade 3 Curriculum Map</a> <a href="#">Grade 4 Curriculum Map</a>  <a href="#">3rd Grade Self-Portrait Rubric</a> <a href="#">4th Grade Recycled Sculpture Rubric</a> <a href="#">4th Grade Recycled Sculpture Peer Feedback Form</a> <a href="#">4th Grade Recycled Sculpture Formative</a>
<b>Performing Arts</b>	<a href="#">Links for example unit plans are within music scope and sequence.</a>	<a href="#">Music Scope and Sequence</a> <a href="#">Primary Performance Scoring Rubric</a> <a href="#">K-2 Music Assessment</a> <a href="#">Musical Theater Unit 1 Assessment</a> <a href="#">Musical Theater Unit 1 Quiz</a>

## **Appendix 3 Current Organizational Chart**



# Las Américas ASPIRA Academy



ASPIRA of DE Charter Operations (ADCO)  
Board of Directors

Margie López Waite  
*Head of School*

Greg Panchisin  
*COO*

Assistant Head of School  
*(Primary School)*

Assistant Head of School  
*(Secondary School)*

Director of Curriculum & Instruction

Director of Education Enrichment

Director of Culture & Climate

Human Resources & Payroll

School Finances

School Transportation

School Nutrition

School Facilities

School Services & Support

**Appendix 4 Board Governance Training Certificates/Documents**

# **APPENDIX 4**

## **Board Governance Training Certificates**





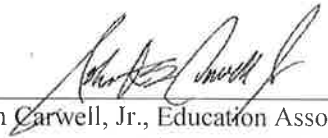


# Certificate of Completion

*Lourdes Puig*

**Charter School Board Governance Training  
Session 1: Governance Standards**

May 2, 2019



John Carwell, Jr., Education Associate  
Charter School Office  
Delaware Department of Education



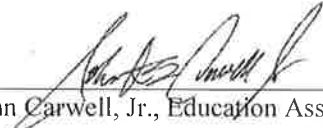


# **Certificate of Completion**

*Lourdes Puig*

**Charter School Board Governance Training  
Session 2: School Leader Evaluation**

May 22, 2019

  
John Carwell, Jr., Education Associate  
Charter School Office  
Delaware Department of Education



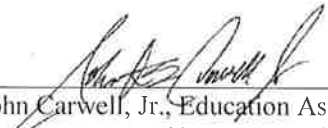


# Certificate of Completion

*Lourdes Puig*

**Charter School Board Governance Training  
Session 3: The Board's Role in Academic Oversight**

June 11, 2019



John Carwell, Jr., Education Associate  
Charter School Office  
Delaware Department of Education



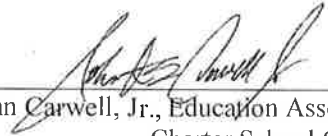


# **Certificate of Completion**

*Frederick West*

**Charter School Board Governance Training  
Session 2: School Leader Evaluation**

May 22, 2019

  
John Carwell, Jr., Education Associate  
Charter School Office  
Delaware Department of Education





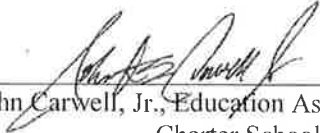


# **Certificate of Completion**

*Frederick West*

**Charter School Board Governance Training  
Session 3: The Board's Role in Academic Oversight**

June 11, 2019

  
John Carwell, Jr., Education Associate  
Charter School Office  
Delaware Department of Education



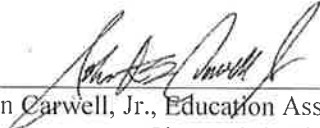


# **Certificate of Completion**

*Younes Haboussi*

**Charter School Board Governance Training  
Session 2: School Leader Evaluation**

May 22, 2019

  
John Carwell, Jr., Education Associate  
Charter School Office  
Delaware Department of Education



## Panchisin Greg

---

**From:** West, Frederick G <fwest@barclaycardus.com>  
**Sent:** Thursday, October 26, 2017 3:55 PM  
**To:** Panchisin Greg  
**Subject:** RE: Website Monitoring

Sorry for the late reply Greg. I checked with our Finance Chair on my previous board and she said I completed it in October of 2011. Thanks.

Fred

---

**From:** Panchisin Greg [mailto:greg.panchisin@laaa.k12.de.us]  
**Sent:** Thursday, October 19, 2017 12:44 PM  
**To:** West, Frederick G  
**Subject:** RE: Website Monitoring

THIS MAIL ORIGINATED FROM OUTSIDE OUR ORGANIZATION

That'll work, Fred. Thank you.

Greg Panchisin  
Chief Operating Officer  
Las Américas ASPIRA Academy  
Phone: 302-292-1463, Ext. 203  
Fax: 302-292-1291

---

**From:** West, Frederick G [mailto:fwest@barclaycardus.com]  
**Sent:** Thursday, October 19, 2017 10:23 AM  
**To:** Panchisin Greg <greg.panchisin@laaa.k12.de.us>  
**Subject:** RE: Website Monitoring

I don't off the top of my head. I can get it from my home office and let you know tomorrow.

---

**From:** Panchisin Greg [mailto:greg.panchisin@laaa.k12.de.us]  
**Sent:** Thursday, October 19, 2017 8:45 AM  
**To:** West, Frederick G  
**Subject:** RE: Website Monitoring

THIS MAIL ORIGINATED FROM OUTSIDE OUR ORGANIZATION

Thank you, Fred. By chance, do you know the date? No worries, if not.

Greg Panchisin  
Chief Operating Officer  
Las Américas ASPIRA Academy  
Phone: 302-292-1463, Ext. 203  
Fax: 302-292-1291

**From:** West, Frederick G [<mailto:fwest@barclaycardus.com>]

**Sent:** Thursday, October 19, 2017 8:44 AM

**To:** PUIG, LOURDES I <[Lourdes.I.Puig-2@dupont.com](mailto:Lourdes.I.Puig-2@dupont.com)>; Panchisin Greg <[greg.panchisin@laaa.k12.de.us](mailto:greg.panchisin@laaa.k12.de.us)>; Lopez-Waite Margie <[Margie.Lopez-Waite@laaa.k12.de.us](mailto:Margie.Lopez-Waite@laaa.k12.de.us)>

**Subject:** RE: Website Monitoring

Yes, I completed finance training.

---

**From:** PUIG, LOURDES I [<mailto:Lourdes.I.Puig-2@dupont.com>]

**Sent:** Thursday, October 19, 2017 8:15 AM

**To:** Panchisin Greg; Lopez-Waite Margie

**Cc:** West, Frederick G

**Subject:** RE: Website Monitoring

THIS MAIL ORIGINATED FROM OUTSIDE OUR ORGANIZATION

Greg, thanks for the update. I am hoping that Fred is up-to-date given that he volunteered at another charter school.

Fred, can you confirm?

Regards,  
Lourdes

---

**From:** Panchisin Greg [<mailto:greg.panchisin@laaa.k12.de.us>]

**Sent:** Thursday, October 19, 2017 8:01 AM

**To:** PUIG, LOURDES I <[Lourdes.I.Puig-2@dupont.com](mailto:Lourdes.I.Puig-2@dupont.com)>; Lopez-Waite Margie <[Margie.Lopez-Waite@laaa.k12.de.us](mailto:Margie.Lopez-Waite@laaa.k12.de.us)>

**Subject:** [EXTERNAL] RE: Website Monitoring

Lourdes,

As of this morning, Jessie Forbes (FOC) completed her financial training, so the FOC is now 100%. I don't recall seeing a certificate for Fred West, so the ADCO Board may not be 100%. Can you check with him to see if he completed the training? I know you will be adding another member, but if Fred hasn't completed the training, we need to make sure he does so ASAP.

Thank you,  
Greg Panchisin  
Chief Operating Officer  
Las Américas ASPIRA Academy  
Phone: 302-292-1463, Ext. 203  
Fax: 302-292-1291

---

**From:** Panchisin Greg

**Sent:** Tuesday, October 17, 2017 3:28 PM

**To:** 'PUIG, LOURDES I' <[Lourdes.I.Puig-2@dupont.com](mailto:Lourdes.I.Puig-2@dupont.com)>; Lopez-Waite Margie <[Margie.Lopez-Waite@laaa.k12.de.us](mailto:Margie.Lopez-Waite@laaa.k12.de.us)>

**Subject:** RE: Website Monitoring

Lourdes,



## **Certificate of Completion**

*Benjamin M. Esparza, Esq.*

**Financial Responsibility Training for Charter School Board and Citizen  
Budget Oversight Committee Members**

November 21, 2018

A handwritten signature in cursive script, appearing to read "Brook A. Hughes".

---

Brook A. Hughes, Education Associate  
Delaware Department of Education







# Certificate of Completion

*Rosalie Rolon Dow*

**Financial Responsibility Training for Charter School Board and Citizen  
Budget Oversight Committee Members**

May 31, 2019

A handwritten signature in cursive script, appearing to read "Brook A. Hughes".

---

Brook A. Hughes, Education Associate  
Delaware Department of Education






# Certificate of Completion

*Lucy Li*

**Financial Responsibility Training for Charter School Board and Citizen  
Budget Oversight Committee Members**

October 13, 2017

  
\_\_\_\_\_  
Brook A. Hughes, Education Associate  
Delaware Department of Education





# Certificate of Completion

*Crystal J. Mayfield*

**Financial Responsibility Training for Charter School Board and Citizen  
Budget Oversight Committee Members**

January 22, 2018

A handwritten signature in cursive script that reads "Brook A. Hughes".

---

Brook A. Hughes, Education Associate  
Delaware Department of Education





# Certificate of Completion

*Serah Pesce*

**Financial Responsibility Training for Charter School Board and Citizen  
Budget Oversight Committee Members**

January 12, 2018

A handwritten signature in cursive script that reads "Brook A. Hughes".

---

Brook A. Hughes, Education Associate  
Delaware Department of Education







# Certificate of Completion

*Jessie Forbes*

**Financial Responsibility Training for Charter School Board and Citizen  
Budget Oversight Committee Members**

October 19, 2017

A handwritten signature in cursive script, appearing to read "Brook A. Hughes".

---

Brook A. Hughes, Education Associate  
Delaware Department of Education





# Certificate of Completion

*Min Guan*

**Financial Responsibility Training for Charter School Board and Citizen  
Budget Oversight Committee Members**

October 18, 2017

A handwritten signature in black ink that reads "Brook A. Hughes".

---

Brook A. Hughes, Education Associate  
Delaware Department of Education





# **Certificate of Completion**

*Jose-Luis Riera*

**Citizen Budget Oversight Committee  
&  
Board Member Finance Training**

July 25, 2017

A handwritten signature in cursive script that reads "Brook A. Hughes".

---

Brook A. Hughes, Education Associate  
Delaware Department of Education





# Certificate of Completion

*Tiffany J. Burton*

**Financial Responsibility Training for Charter School Board and Citizen  
Budget Oversight Committee Members**

July 25, 2018

A handwritten signature in black ink that reads "Brook A. Hughes".

---

Brook A. Hughes, Education Associate  
Delaware Department of Education







# **Certificate of Completion**

*Younes Haboussi*

**Citizen Budget Oversight Committee  
&  
Board Member Finance Training**

July 25, 2017

A handwritten signature in black ink that reads "Brook A. Hughes".

---

Brook A. Hughes, Education Associate  
Delaware Department of Education



## Panchisin Greg

---

**From:** Hughes Brook  
**Sent:** Thursday, July 06, 2017 1:26 PM  
**To:** Panchisin Greg  
**Subject:** RE: CBOC & Board Finance Training

Hi Greg,

Here's what I have for your school:

First Name	Last Name	School	Date Attended
Lourdes	Puig	Las Americas ASPIRA Academy	2/12/2015
Jim	Coyne	Las Americas ASPIRA Academy	8/20/2015
Alex	Fajardo	Las Americas Aspira Academy	8/20/2015
Michele	Burris	Las Americas Aspira Academy	9/15/2015
Nancy	Labanda	Las Americas Aspira Academy	11/30/2015
Donald B.	Patton	Las Americas Aspira Academy	11/30/2015
Luis	Santiago	Las Americas ASPIRA Academy	3/30/2017

We will update our records to give credit to you and Margie.

Thanks,

**Brook A. Hughes**

Education Associate, Charter School Finance  
Delaware Department of Education  
302-735-4050(T) 302-739-7768(F)  
[brook.hughes@doe.k12.de.us](mailto:brook.hughes@doe.k12.de.us)

**From:** Panchisin Greg  
**Sent:** Monday, July 3, 2017 9:04 AM  
**To:** Hughes Brook <brook.hughes@DOE.K12.DE.US>  
**Cc:** Lopez-Waite Margie <Margie.Lopez-Waite@laaa.k12.de.us>; PUIG, LOURDES I <Lourdes.I.Puig-2@dupont.com>  
**Subject:** RE: CBOC & Board Finance Training

Thank you, Brook. I know Margie and I attended along with other members of the ADCO Board, which might have been conducted by Scott Kessel. We've had turnover on the Board, but I will attempt to reach out to the one Board Secretary that might have the information. I believe Margie and I attended in 2012, but I can't be certain of the exact date. Are you able to determine from your class lists going back to 2013 who at our school attended? If not, can you forward me the lists?

Happy 4<sup>th</sup>!

Greg Panchisin  
Chief Operating Officer  
Las Américas ASPIRA Academy  
Phone: 302-292-1463, Ext. 203  
Fax: 302-292-1291



## **Appendix 5 Board member and school leader succession plans**

# **APPENDIX 5**

## **Board Governance & School Leadership Succession Plan**





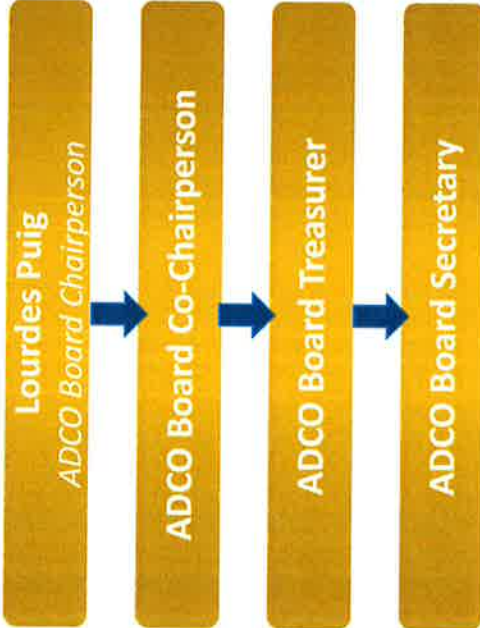


# Las Américas ASPIRA Academy

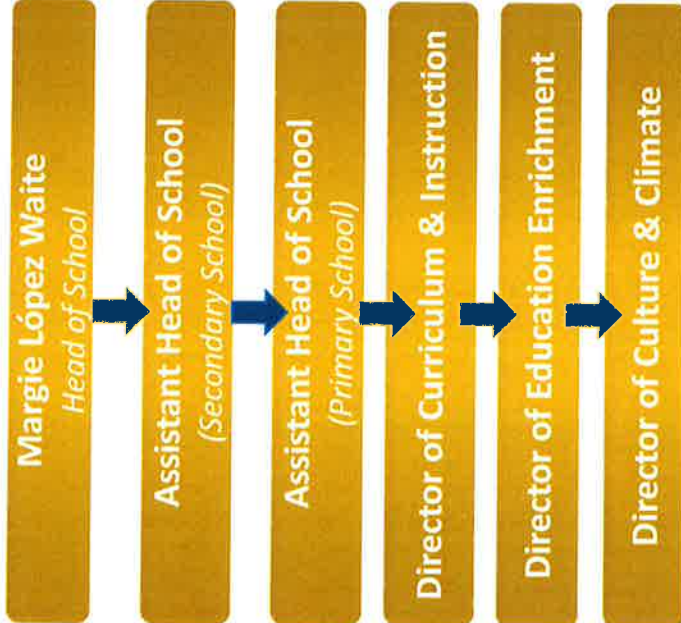


## Succession Plan for Board Governance & School Leadership

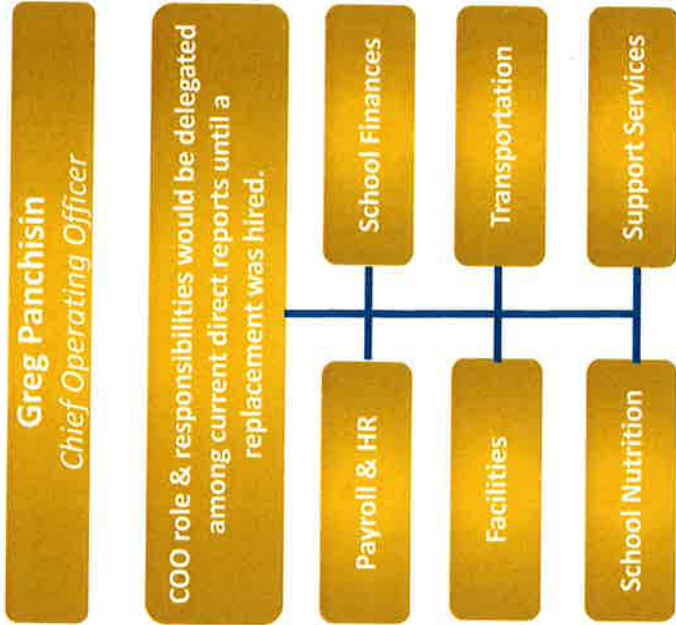
### Board Governance Succession



### School Leadership Succession



### School Leadership Succession





## **Appendix 6 Current Board Bylaws**

before school programs, after school programs, and educationally related programs related to the School that are offered outside the traditional school year. The name of the School may be selected and changed at any time by the Board of Directors and approval of The Member(s) of the Corporation.

Section 3. Discrimination Prohibited. The Corporation shall not, in the operation of its activities in fulfillment of its corporate purposes, discriminate against students or applicants on the basis of race, color, religion, national origin, sex, marital status, age, sexual orientation, gender identity and expression, disability or on any other basis prohibited by applicable law; provided that Corporation may conduct school classes for children of certain specified ages.

Section 4. Definitions.

Director-Elected Director – shall mean a director that has been elected onto the Board of Directors by all directors presiding on the board at the time of the vote (Member-Appointed and Director-Elected Directors). Six (6) Director-Elected Directors shall be appointed and serve on the Board of Directors in accordance with these bylaws. One of the six Director-Elected Directors shall be a Parent Director (as defined below). One of the six Director-Elected Directors shall be a Teacher Director (as defined below).

Member(s) - the Member of the Corporation shall be ASPIRA of Delaware, Inc. Any and all rights, privileges and duties of the member, including, but not limited to, additional of other member(s), shall comply with these bylaws.

Member-Appointed Director –shall mean a director that has been appointed to the Board of Directors by the member(s). Five (5) Member-Appointed Directors shall be appointed and serve on the Board of Directors in accordance with these bylaws.

Parent Director – shall mean one Director-Elected Director who is the parent and/or legal guardian of a student enrolled at the School. At least one (1) Parent Director shall always be included on the Board of Directors. Parent Director(s) shall be elected and serve in accordance with these bylaws.

Teacher Director – shall mean one Director-Elected Director who is a certified teacher and is employed at the School. At least one (1) Teacher Director shall always be included on the Board of Directors. Teacher Director(s) shall be elected and serve in accordance with these bylaws.

**Article III**  
**Offices**

Section 1. Registered Office. The principal office of the Corporation shall be 326 Ruthar Drive, Newark, New Castle County, Delaware 19711-8017. The registered agent for the Corporation is ATA Corporate Services, LLC with an address of 222 Delaware Avenue, Suite 1200, Wilmington, DE 19801. The Corporation shall have and continuously maintain its principal office in New Castle County, Delaware.

Section 2. Other Offices. The Corporation may also have office or offices at any other place or places that its business may require.

**Article IV**  
**Members**

Section 1. Eligibility. The initial member of the Corporation (the "Members") shall be ASPIRA of Delaware, Inc. Additional Members may be admitted upon the affirmative vote or written consent of all of the then existing Members. No member of the Board of Directors shall be a Member of the Corporation, unless admitted in accordance with this section.

Section 2. Annual Meeting. An annual meeting of the Members, for the appointment of Member-Appointed Directors as set forth in Article VI, Sections 2 and 5 hereto, and the transaction of such other business as may properly come before the meeting, shall be held at such place, on such date, and at such time as shall have been established by the Board of Directors.

Section 3. Special Meetings. Special meetings of the Members of the Corporation may be held at the call of the Board of Directors, or by written petition by at least one-third of the Members, for any purpose or purposes. Such request shall state the purpose or purposes of the proposed meeting.

Section 4. Notice. A notice of any annual or special meeting of the Member(s), setting forth the time, date, and place of the meeting, shall be given by the Secretary in person, by mail, by telephone, by facsimile, or by electronic mail not less than seven (7) days in advance of the meeting to each Member at the address last shown on the records of the Corporation. Unless otherwise indicated in the notice thereof, any and all business may be transacted at any annual or special meeting.

Section 5. Quorum. At any meeting of the Members, a quorum for the transaction of business shall consist of a majority of all of the Members either present at a meeting or represented by proxy, except to the extent that a greater number of Members may otherwise be required by law. An act of the majority of Members present and voting or represented by proxy shall be the act of the Members, except as may otherwise be required by these Bylaws.

Section 6. Waiver. The transaction of business at any meeting of the Members, however called and noticed and wherever held, shall be as valid as though held at a meeting after regular call and notice, if a quorum is present in person or by proxy.

Section 7. Action Without Formal Meeting. Any action that may be taken by the Members at a meeting may be taken by written consent without a meeting if such consent is signed by the requisite number of Members needed to approve such action as provided hereunder and such writing is filed with the minutes of the proceedings of the Members.

#### **Article V Powers and Functions of Directors**

Section 1. Subject to limitations imposed by law, the Certificate of Incorporation, or these Bylaws, all corporate powers shall be exercised by or under the authority of the Board of Directors (the "Board"). The Board has the power to manage the property of the Corporation and the business of the Corporation, as described in Article II, Section 2, of these Bylaws. The

Members shall have no voting rights, other than as provided by the General Corporation Law of the State of Delaware and the provisions of these Bylaws.

Without limiting the foregoing, the Board shall conduct the business of the Corporation, including:

- i) Adopting the Bylaws of the Corporation, subject to the consent of a majority of the Members;
- ii) Determining the general policies and strategic planning of the Corporation;
- iii) Establishing the annual budget and approving major expenditures;
- iv) Selecting projects and approving the overall budget of said projects;
- v) Approving the budgets of the Corporation;
- vi) Approving the annual reports of the Corporation;
- vii) Approving the annual financial statements of the Corporation; and
- viii) Except as otherwise provided for herein, electing officers and filling vacancies in said offices as may occur from time to time during the year.

## **Article VI Board of Directors**

Section 1. Founding Board; Operating Board; Number. Prior to the School's First Instructional Day, as such term is defined in Chapter 5 of Title 14 of the Delaware Code and the regulations promulgated thereunder (the "First Instructional Day"), or such earlier time as the Board may decide in its sole discretion, the Board shall be designated the "Founding Board" and shall consist of five members. Upon the School's First Instructional Day, or such earlier time as the Founding Board may decide in its sole discretion, the Board shall consist of eleven members (hereinafter referred to as the "Board" or the "Operating Board"). However, the number of directors constituting the Board at any time may be reduced as a result of one or more vacancies.

Section 2. Election; Eligibility. All members of the Founding Board, and five of the members of the Operating Board (in either case, such members referred to herein as the “Member-Appointed Directors”) shall be appointed by the Members. The remaining members of the Board (such members referred to herein as the “Director-Elected Directors”) shall be elected by vote of the directors (both Member-Appointed Directors and Director-Elected Directors) then presiding on the Board at the time of the vote, provided, however, that the Board shall always include at least one certified teacher employed as a teacher at the School (any such director, a “Teacher Director”) and at least one parent or legal guardian of a student that is enrolled at the School (any such director, a “Parent Director”). A director will be designated as a Parent Director or a Teacher Director at the time of election, but no director may simultaneously serve as both a Parent Director and a Teacher Director for the purposes of this Section. A Parent Director who ceases to be a parent or legal guardian of a student enrolled in the School may continue in office until the next annual meeting of the Corporation. A Teacher Director shall be deemed to have resigned from the Board on the date the Teacher Director is no longer employed as a teacher at the School. The Board of Directors shall appoint a Nominating Committee, at least one member of which shall be a Member-Appointed Director, to solicit candidates who are interested in serving as Parent Directors or Teacher Directors. A report from the Nominating Committee shall accompany the notice of any special or annual meeting of the Board at which Director-Elected Directors are to be elected. The report of the Nominating Committee shall include the name, address, occupation, employer, educational background and such other information as the Nominating Committee shall choose to provide with respect to all candidates.

Section 3. Voting Rights. Except as otherwise provided in Section 2, each director shall have one vote.



Section 4. Liability. No director shall be personally liable for the debts, liabilities, or obligations of the Corporation.

Section 5. Term. The initial directors of the Corporation shall be selected by the Incorporator pursuant to a written action. At the first annual meeting of Members, the Members shall appoint directors to the Board to serve one-year terms, each expiring upon a director's resignation or the appointment of his or her successor at the first annual meeting of the Members following his or her appointment. Upon the institution of the Operating Board, which institution must take place prior to the First Instructional Day:

(a) At the annual meeting of the Members, the Members shall appoint five Member-Appointed Directors to serve one-year terms, each expiring upon resignation or the appointment of his or her successor at the first annual meeting of the Members following his or her appointment;

(b) At the last annual meeting of the Board prior to the First Instructional Day, the newly elected Member-Appointed Directors shall elect six Director-Elected Directors, including at least one Teacher Director and one Parent Director, with (i) one Teacher Director and one other Director-Elected Director serving initial terms each expiring at the election of his or her successor at the first annual meeting of the Board following his or her election, (ii) one Parent Director and one other Director-Elected Director serving initial terms expiring at the election of his or her successor at the second annual meeting of the Board following his or her election, and (iii) the remaining Director-Elected Director serving an initial term expiring at the election of his or her successor at the third annual meeting of the Board following his or her election; and

(c) At any subsequent annual meeting of the Board, the Member-Appointed Directors, and any Director-Elected Directors that are currently serving on the Board, if any, shall elect a Director-Elected Director for each Director-Elected Director whose term is due to expire at such meeting, provided that the Board shall always include at least one Teacher Director and at least one Parent Director. After the initial terms described in enumerated items (a) and (b) above:

(x) Member-Appointed Directors shall serve at the pleasure of the member(s) for terms of one year, each to commence with his or her appointment at the annual meeting of the Members, and each to expire upon resignation or the appointment of his or her successor at the first annual meeting of the Members following the commencement of such term, and (y) the Director-Elected Directors shall serve terms of three years, each to commence with his or her election at the annual meeting of the Board, and each to expire upon resignation or the election of his or her successor at the third annual meeting of the Members following the commencement of such term. Director-Elected Directors shall be limited to serving two (2) three-year terms.

Section 6. Vacancies. Any vacancies created by the removal or resignation of a Member-Appointed Director shall be filled by appointment by the Members. The directors may, in their discretion, fill any vacancy created by the removal or resignation of a Director-Elected Director by an affirmative vote of three-quarters of the directors then serving; provided, however, that any vacancy that leaves the Board with no Parent Directors must be filled by a parent or legal guardian of a student enrolled in the School, and any vacancy that leaves the

Board with no Teacher Directors must be filled by a certified teacher employed as a teacher at the School.

Section 7. Removal. A director may be removed from the Board, with or without cause, by an affirmative vote of both three-quarters of all directors and a majority of Member-Appointed Directors, provided that the removal of a Member-Appointed Director shall also require the consent of a majority of the Members.

Section 8. Compensation. Directors shall serve without compensation.

Section 9. Resignations. Any director may resign from a committee of the Board, an office of the Board, or the Board itself by giving written notice to the Chair/President or the Secretary. Any such resignation shall take effect on the date of receipt of such notice or at any later time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective.

Section 10. Fiduciary Duties. A director of the Corporation shall stand in a fiduciary relation to the Corporation and shall perform his or her duties as a director, including his or her duties as an officer or a member of any committee of the Board upon which he or she may serve, in good faith, in a manner he or she reasonably believes to be in the best interest of the Corporation, and with such care, including reasonable inquiry, skill, and diligence as a person of ordinary prudence would use under similar circumstances. A director of the Corporation shall have no personal liability to the corporation or its members for monetary damages for breach of fiduciary duty as a director, provided that this provision shall not eliminate the liability of a director (i) for any breach of the director's duty of loyalty to the Corporation or its Members, (ii) for acts or omissions not in good faith or that involve intentional misconduct or a knowing

violation of law, (iii) under Section 174 of the Delaware General Corporation Law, or (iv) for any transaction from which the director derived an improper personal benefit

Section 11. Conflicts. The Board of Directors is subject to the State Code of Conduct as set forth in Title 29, Chapter 58 of the Delaware Code (the “Code of Conduct”) and any action of the Board of Directors shall be in accordance with the Code of Conduct.

## **Article VII Meetings of the Board**

Section 1. Compliance with the Provisions of the Freedom of Information Act. The Board shall conduct its meetings as if it were a “public body” as defined in 29 Del. C. § 10002(a) and according to the requirements of Chapter 100 of said Title 29 (the “Act”). In addition to the published notices required by the Act, notices of each meeting of the Board shall be forwarded to its members by any method which preserves proof of such notice.

Section 2. Meetings. A regular meeting of the Board shall be held once a year, on the same day as the annual meeting of the Members, and shall constitute the annual meeting of the Board. The schedule of regular meetings for the coming year, which schedule shall contain at least nine meetings in addition to the annual meeting, will be established at the annual meeting of the Board. Special meetings of the Board may be held at the call of any three directors, for any purpose or purposes. Such request shall state the purpose or purposes of the proposed meeting.

Section 3. Notice. A notice of any annual or special meeting, setting forth the time, date, and place of the meeting, shall be given by the Secretary in person, by mail, by telephone, by facsimile, or by electronic mail not less than seven (7) days in advance of the meeting to each

director at the address last shown on the records of the Corporation. Unless otherwise indicated in the notice thereof, any and all business may be transacted at any annual or special meeting.

Section 4. Quorum. A quorum for the transaction of business at any meeting of the Board shall consist of the majority of the voting directors then serving, except as may otherwise be required by law. An act of the majority of directors present and voting at a duly called meeting shall be the act of the Board, except as may otherwise be provided elsewhere by these Bylaws.

Section 5. Participation by Conference Telephone or Other Telecommunications System. Notwithstanding any provision of these Bylaws to the contrary, and unless otherwise prohibited by law, members of any committee of the Board may participate in a meeting of such committee by means of conference telephone, telecommunications or information technology system, or similar communications equipment by means of which all persons participating in the meeting can hear each other and such participation shall constitute presence in person at such meeting.

Section 6. Action Without Formal Meeting. Any action that may be taken by the Board at a meeting may be taken by written consent without a meeting if such consent is signed by the requisite number of members of the Board needed to approve such action as provided hereunder and such writing is filed with the minutes of the proceedings of the Board; provided, however, that no such action without a meeting may be taken if such action were to be regarded as the sort of action that may only be taken at a public meeting as required by the Act.

Section 7. Reliance. A member of the Board, or of any committee or office thereof, shall in the performance of his or her duties, be fully protected in relying in good faith upon the records of the Corporation and upon such information, opinions, reports, or statements presented

to the Corporation by any of its officers, employees, or committees of the Board, or by any other person as to matters the member reasonably believes are within such other person's professional or expert competence and who has been selected with reasonable care by or on behalf of the Corporation.

### **Article VIII Committees of the Board**

Section 1. Establishment by Board. The Board may appoint, or may provide for the appointment of, committees consisting of directors with such duties and powers as the Board may, from time to time, designate and prescribe. In the absence or disqualification of any member of any committee and any alternate member in his or her place, the Board may appoint another director to act at the meeting in the place of any such absent or disqualified member. The Board may, from time to time, suspend, alter, continue, or terminate any of such committees or the powers and functions thereof.

Section 2. Action. Unless otherwise provided in the resolution of the Board designating a committee, a majority of the members of the whole committee shall constitute a quorum unless the committee shall consist of one or two members, in which case one member shall constitute a quorum. All matters properly brought before the committee shall be determined by a majority vote of the members present.

Section 3. Action Without Formal Meeting. Any action that may be taken by a committee at a meeting may be taken without a meeting if all members thereof consent thereto in writing, and such writing is filed with the minutes of the proceedings of such committee; provided, however, that no such action without a meeting may be taken if such action were to be regarded as the sort of action that may only be taken at a public meeting as required by the Act.

Section 4. Procedures. Each committee may determine the procedural rules for meeting and conducting its business and shall act in accordance therewith, except as otherwise provided by law. Adequate provision shall be made for notice to all members of any committee of all meetings of that committee.

### **Article IX Officers**

Section 1. Officers. The officers of the Corporation shall consist of a Chair/President, a Vice Chair/Vice Chair/President, a Secretary, a Treasurer, and such assistants as the Board may deem necessary. The officers shall perform such duties as described in this Article and shall receive no compensation for these services, except as otherwise expressly noted or agreed. Only directors may serve as the Chair/President or Vice Chair/Vice President. Any person may hold more than one office. Notwithstanding any provision of these Bylaws to the contrary, no Member or Officer has the express or implied authority to unilaterally bind the Corporation through the execution of any agreement, contract, written instrument, or other legal obligation of any kind, unless the Board has specifically authorized one or more Officers or Members to execute an agreement, contract, written instrument, or other legal obligation pursuant to a majority vote of the Board Members.

Section 2. Election and Term. The officers of the Corporation shall be elected by, and serve at the pleasure of, the Board for terms to expire at the first meeting of the directors following the next annual meeting of the Members, provided that an officer appointed to fill a vacancy shall serve for the remainder of the term of his or her predecessor, and provided further that an officer shall serve until his or her successor is elected and qualified in accordance with these Bylaws. The Board will nominate a Chair/President, a Vice Chair/Vice President, a Treasurer and a Secretary.

Section 3. Vacancies. A vacancy in any of the offices of the Corporation may be filled for the unexpired term by the Board.

Section 4. Chair/President. The Chair/President shall preside at all meetings of the Board. The Chair/President shall have such other powers and duties as may be prescribed from time to time by the Board. The Chair/President shall serve as the principal executive officer of the Corporation. The Chair/President shall see that all orders and resolutions of the Board and the Executive Committee or other committees of the Board are carried into effect. The Chair/President shall also have general supervision and direction of the officers and shall see that their duties and those assigned to other directors are properly performed.

Section 5. Vice Chair/Vice President. The Vice Chair/Vice President shall have such powers and duties as may be prescribed from time to time by the Chair/President or by the Board. In the absence or disability of the Chair/President, the Vice Chair/Vice President shall perform all the duties of the Chair/President.

Section 6. Secretary. The Secretary shall keep or cause to be kept a record of the proceedings of the Board, shall make service of all such notices as may be required under the provisions of these Bylaws or by law, shall be custodian of the corporate records and of the corporate seal, and shall have such other powers and duties as may be prescribed from time to time by the Chair/President or the Board.

Section 7. Treasurer. The Treasurer shall be responsible for the oversight of the custody of all funds of the Corporation, shall generally supervise the accounting and bookkeeping of the Corporation, shall regularly report to the Board as to the financial condition and results of the operation of the Corporation, and shall have such other powers and duties as may be prescribed from time to time by the Chair/President or the Board. The Treasurer shall not



authorize the release of any funds of the Corporation requested for the payment for any goods or services unless the Treasurer has first received a certification from the Head of School that the procurement of any such goods or services for which payment is requested has been included in the school's annual operating budget, is within the discretionary spending power of the Head of School or others vested by the Board with this authority, has been approved by the Board of Directors through the budget process or otherwise, and has been conducted in accordance with the school's board approved procurement policies and procedures.

### **Article X Indemnification**

Section 1. Right to Indemnification. The Corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person who was or is made or is threatened to be made a party or is otherwise involved in any action, suit, or proceeding, whether civil, criminal, administrative, or investigative (a "proceeding") by reason of the fact the he or she, or a person for whom he or she is the legal representative, is or was a director or officer of the Corporation or is or was serving at the request of the Corporation as a director, officer, employee, or agent of another corporation or of a partnership, joint venture, trust, enterprise, or nonprofit entity, including service with respect to employee benefit plans, against all liability and loss suffered and expenses (including attorneys' fees) reasonably incurred by such person. The Corporation shall be required to indemnify a person in connection with a proceeding (or part thereof) initiated by such person only if the proceeding (or part thereof) was authorized by the Board.

Section 2. Prepayment of Expenses. The Corporation shall pay the expenses (including attorneys' fees) incurred in defending any proceeding in advance of its final disposition, provided, however, that the payment of expenses incurred by a director or officer in

advance of the final disposition of the proceeding shall be made only upon receipt of an undertaking by the director or officer to repay all amounts advanced if it should be ultimately determined that the director or officer is not entitled to be indemnified under this Article or otherwise.

Section 3. Claims. If a claim for indemnification or payment of expenses under this Article is not paid in full within sixty days after a written claim therefore has been received by the Corporation, the claimant may file suit to recover the unpaid amount of such claim and, if successful in whole or in part, shall be entitled to be paid the expense of prosecuting such claim. In any such action the Corporation shall have the burden of proving that the claimant was not entitled to the requested indemnification or payment of expenses under applicable law.

Section 4. Nonexclusivity of Rights. The indemnification and advancement rights conferred on any person by this Article X shall not be exclusive of, shall be in addition to, and may be broadened by, any other rights that such person may have or hereafter acquire under any statute, provision of the certificate of incorporation, these Bylaws, an agreement, vote of Members or disinterested directors, or otherwise.

Section 5. Other Indemnification. The Corporation's obligation, if any, to indemnify any person who was or is serving at its request as a director, officer, employee, or agent of another corporation, partnership, joint venture, trust, enterprise, or nonprofit entity shall be reduced by any amount such person may collect as indemnification from such other corporation, partnership, joint venture, trust, enterprise, or nonprofit enterprise.

Section 6. Liability Insurance. The Corporation may purchase and maintain insurance on behalf of any person who was or is a director, officer, employee, or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer,

employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise against any liability asserted against him or her and incurred by him or her in any such capacity, or arising out of his or her status as such, whether or not the Corporation would have the power or the obligation to indemnify him or her against such liability under the provisions of this Article X.

Section 7. Amendment or Repeal. Any repeal or modification of the foregoing provisions of this Article X shall not adversely affect any right or protection hereunder of any person in respect of any act or omission occurring prior to the time of such repeal or modification.

## **Article XI Records**

Section 1. Corporate Records. The Corporation shall keep at its registered office in this State or at its principal place of business wherever situated an original or duplicate record of the proceedings of the directors and the original or copy of its Bylaws, including all amendments and alterations thereto to date, and a register, giving the names and addresses of the directors. The Corporation shall also keep complete and accurate books or records of account.

Section 2. Right of Inspection. Every director shall, upon written demand under oath stating the purpose thereof, have a right to examine, in person or by agent or attorney, during the usual hours for business for any proper purpose, one reasonably related to the interest of such person as a director, books and records of account, and records of the proceedings of the directors, and to make copies or extracts therefrom.

Section 3. Execution of Written Instruments. Subject to Article IX, Section 1 of these By Laws, all contracts, deeds, mortgages, obligations, documents, and instruments, whether or not requiring a seal, may be executed by the Chair/President and attested by the

Secretary or their designees. All checks, notes, drafts, and orders for the payment of money processed through the state's financial system will be the responsibility of the school's business manager under the direction of the Head of School and shall be governed by the school's financial policies and procedures. Said policies and procedures will also include safeguards, approved by the board, to avoid theft and fraud.

## **Article XII Conflicts of Interest Policy**

Section 1. Purpose. The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 2. Voting and Disclosure. In order to minimize any risk of any conflict of interest concerning the Board and officers of the Corporation, all directors and officers shall refrain from voting on any issue in which they have a financial interest. In particular, Teacher Directors are precluded from voting on issues related to teacher compensation at the School. All directors and officers must make a full disclosure annually of all organizations, together with any other relationships, which, in the judgment of the director or officer, has the potential for creating a conflict of interest. Furthermore, in the event that the Board considers any matter that may have a material impact on any organization of which a director or officer serves as a director, officer, or key employee or as to which a director or officer otherwise has a material relationship, such director or officer must disclose such relationship to the Board and must refrain from voting on such matter.

Section 3. Board Approval. No director or officer, or any spouse, sibling, parent, or child (in each case whether by birth, marriage, guardianship, or legal adoption) of such director or officer or any employee or other person or entity in which a director or officer has a material financial interest, shall receive any payment or other direct benefit from the Corporation for any services rendered, unless the Board, after full disclosure of the terms and conditions of such payments, approves such payment.

### **Article XIII Corporate Seal**

Section 1. The Board shall provide a corporate seal, containing the name of the Corporation, which seal shall be in the charge of the Secretary.

### **Article XIV Gifts**

Section 1. The Board may accept, on behalf of the Corporation, any contribution, gift, bequest, or devise for the general purpose, or any special purpose, of the Corporation.

### **Article XV Irrevocable Dedication; Dissolution And Reversion**

Section 1. Irrevocable Dedication. The Corporation is not organized, nor shall it be operated, for a pecuniary gain or profit. The property, assets, profits, and net income of the Corporation are irrevocably dedicated to charitable, scientific, or educational purposes, and no part of the profits or net income shall inure to the benefit of any officer or member thereof.

Section 2. Dissolution. Should the Corporation cease to act and be dissolved, its property and assets then remaining shall be paid over to and become the property of a charitable organization designated by the Board, provided, however, that payment shall be made hereunder only to such corporations, trusts, foundations, or other organizations that are organized and operated exclusively for charitable, educational, or scientific purposes and that are exempt from

Federal income tax under Section 501(a) of the Code, or under the corresponding provision of any subsequent law, as organizations described in Section 501(c)(3) of the Code, or in the corresponding provision of any subsequent law, or to the federal government or a state or local government for a public purpose. In the event that an organization herein above named shall not qualify hereunder, the amount that it would have received upon dissolution shall be paid over to one or more other qualifying organizations.

**Article XVI  
Amendments**

Section 1. These Bylaws may be amended, suspended, or repealed by the affirmative vote of three-quarters of all of the directors then serving at a meeting noticed and called for the purpose of amending, suspending, or repealing the Bylaws, if any such action is ratified by the affirmative vote of three-quarters of all of the Board.

**Article XVII  
Fiscal Year**

Section 1. Fiscal Year. The fiscal year of the Corporation shall commence on the first day of July of each year.

**Article XVIII  
Effective Date**

Section 1. Effective Date. These Bylaws shall take effect immediately.

Date: September 26, 2019

## **Appendix 7 Up-to-date Certificate of Occupancy**

**DEPARTMENT OF BUILDING INSPECTION**  
**WILMINGTON, DELAWARE**  
**CERTIFICATE OF USE & OCCUPANCY**

As provided by Section 119.1 of the Building Code it shall be unlawful to use or permit the use of any building or premises or part thereof hereafter created, erected, altered, changed or converted wholly or partly in its use or structure until a CERTIFICATE OF OCCUPANCY to the effect that the building or premises or the part thereof so created, erected, altered, changed or converted and the proposed use thereof conform to the provisions of the Code shall have been issued by the Chief Building Inspector.

Certificate of Occupancy No. 99120120 Date Issued 08/04/00 Fee Paid \$50.00  
 Location 900 E 22ND ST Parcel Number 2602940235  
 Owner's Name SCHOOL OF WILMINGTON THOMAS EDISON CHARTER

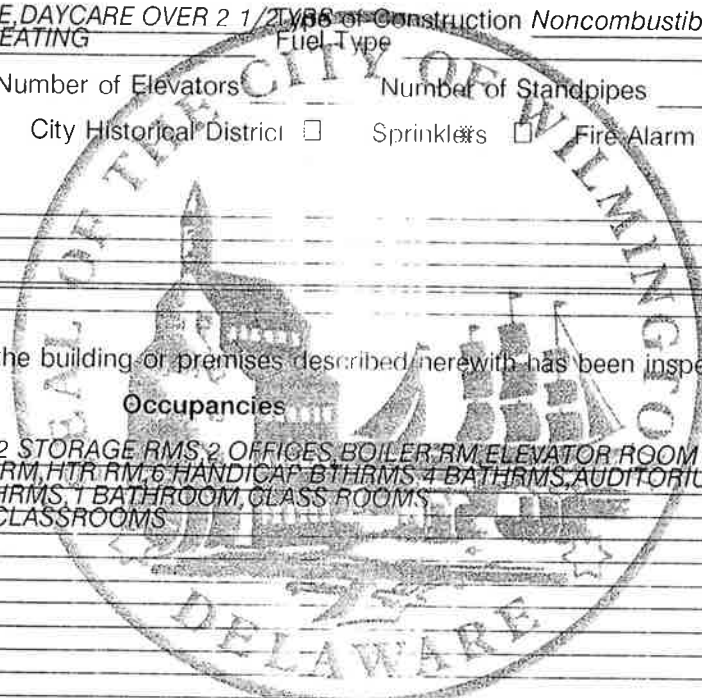
**Description of Building or Premises**

Use Group EDUCATIONAL USE, DAYCARE OVER 2 1/2 Type of Construction Noncombustible/Protected  
 Heating System GAS FIRED HEATING Fuel Type \_\_\_\_\_

Number of Stories 3 Number of Elevators \_\_\_\_\_ Number of Standpipes \_\_\_\_\_ Elevation \_\_\_\_\_

Air Cond. & Mech. Vent.  City Historical District  Sprinklers  Fire Alarm System  Flood Plain

Other Information:  
ADD TEMP C OF O



THIS IS TO CERTIFY that the building or premises described herewith has been inspected and the following occupancy thereof is hereby authorized.

**Occupancies**

Basement COMPUTER RM, 2 STORAGE RMS, 2 OFFICES, BOILER RM, ELEVATOR ROOM  
 1st Floor MECH RM, ELEC RM, HTR RM, 6 HANDICAP BTHRMS, 4 BATHRMS, AUDITORIUM  
 2nd Floor 2 HANDICAP BTHRMS, 1 BATHROOM, CLASS ROOMS  
 3rd Floor 2 BATHROOMS, CLASSROOMS  
 4th Floor \_\_\_\_\_  
 5th Floor \_\_\_\_\_  
 6th Floor \_\_\_\_\_  
 7th Floor \_\_\_\_\_  
 8th Floor \_\_\_\_\_  
 9th Floor \_\_\_\_\_  
 10th Floor \_\_\_\_\_  
 Other Floors \_\_\_\_\_

Notes:  
ELEC INSP 7/27/00 CONTROL WIRING INSP 8/4/00 FMO INSP 8/4/00 PLUMB/MECH INSP 8/4/00

Commissioner, Department of Licenses & Inspections

Any changes in the use and occupancy as designated hereon without the approval of the Department of Building Inspection will automatically render this Certificate null and void.



**Appendix 8 Up-to-date Fire Inspection Certificate**

# **APPENDIX 8**

## **Fire Inspection Certificate**





STATE OF DELAWARE  
OFFICE OF THE STATE FIRE MARSHAL

MEMO

**TO:** Dave Moore

**FROM:** John Yedinak

**Date:** 09/19/2018

**Subject:** Notification of Inspection

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On 9/18/2018 Las Americas ASPIRA Academy was inspected.

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This facility is in compliance with the requirements of the State Fire Prevention Regulations. No re-inspection required.



## Panchisin Greg

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**From:** Panchisin Greg  
**Sent:** Monday, September 30, 2019 12:03 PM  
**To:** john.krzyasiak@state.de.us  
**Subject:** ASPIRA Academy Building Inspection - 9/17/19  
**Attachments:** ASPIRA Academy Inspection 2018 Memo\_9.19.18.pdf  
  
**Importance:** High

Hi John,

Are you able to send us an updated certificate like the one that is attached? Reason I ask, we are up for our charter renewal and we need an updated certificate to submit with our application to the State of DE.

Thank you,  
Greg Panchisin  
Chief Operating Officer  
Las Américas ASPIRA Academy  
Phone: 302-292-1463, Ext. 203  
Fax: 302-292-1291

### STATE OF DELAWARE



**John J. Krzyasiak**  
Deputy State Fire Marshal

Office of the State Fire Marshal  
New Castle Division  
2307 MacArthur Road  
New Castle, DE 19720-2426

Phone: (302) 323-5375  
Fax: (302) 323-5367  
Email: john.krzyasiak@state.de.us  
Web: www.statefiremarshal.delaware.gov



**Appendix 9 Up-to-date Insurance Certificate(s)**





# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

08/18/2022

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

<b>PRODUCER</b> Sovereign Insurance Group 920 Cassatt Road Suite 100 Berwyn PA 19312	<b>CONTACT NAME:</b> SELECT <b>PHONE (A/C, No., Ext):</b> (800) 222-4478 <b>FAX (A/C, No.):</b> (610) 535-6810 <b>E-MAIL ADDRESS:</b> amyw@sovinsurance.com													
	<table border="1"> <tr> <th>INSURER(S) AFFORDING COVERAGE</th> <th>NAIC #</th> </tr> <tr> <td>INSURER A: Selective Way Insurance Company</td> <td>26301</td> </tr> <tr> <td>INSURER B:</td> <td></td> </tr> <tr> <td>INSURER C:</td> <td></td> </tr> <tr> <td>INSURER D:</td> <td></td> </tr> <tr> <td>INSURER E:</td> <td></td> </tr> <tr> <td>INSURER F:</td> <td></td> </tr> </table>	INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A: Selective Way Insurance Company	26301	INSURER B:		INSURER C:		INSURER D:		INSURER E:		INSURER F:
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INSURER F:														
<b>INSURED</b> THOMAS A EDISON CHARTER SCHOOL 2200 N LOCUST ST WILMINGTON DE 19802														

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INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> <b>COMMERCIAL GENERAL LIABILITY</b> <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR <input checked="" type="checkbox"/> Sexual Abuse & Molestation \$1,000,000/\$1,000,000 GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			S2481870	06/30/2022	06/30/2023	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 20,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000 \$
A	<b>AUTOMOBILE LIABILITY</b> <input type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			S2481870	06/30/2022	06/30/2023	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ Hired Car Physical \$ 75,000 Damage EACH OCCURRENCE \$ 5,000,000 AGGREGATE \$ 5,000,000 \$
A	<input checked="" type="checkbox"/> <b>UMBRELLA LIAB</b> <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 0			S2481870	06/30/2022	06/30/2023	PER STATUTE OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below Y/N <input type="checkbox"/> N/A						

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Evidence of Coverage.

**CERTIFICATE HOLDER****CANCELLATION**

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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## **Appendix 10 ERIP Reporting SY17/18 and SY18/19**

# **APPENDIX 10**

**ERIP Reporting SY17/18 and SY18/19**



## Panchisin Greg

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**From:** Meredith Lilia  
**Sent:** Tuesday, September 17, 2019 12:03 PM  
**To:** Panchisin Greg  
**Subject:** FW: ERIP compliance  
**Attachments:** Las Americas Tabletops completed last two years.PNG; Las Americas Lockdown compliant last two years.PNG

---

**From:** Scheer, Douglas (DEMA) [mailto:douglas.scheer@delaware.gov]  
**Sent:** Tuesday, September 17, 2019 11:55 AM  
**To:** Meredith Lilia <Lilia.Meredith@laaa.k12.de.us>  
**Subject:** RE: ERIP compliance

Good Morning Lilia,

Las Americas ASPIRA Academy has been compliant with the Omnibus School Safety act the past two years pertaining to Lockdown Drills and Tabletop Exercises. I have attached a snippet of both for your records. We do not track Fire Drills, but Wafa from the District Office has access and can help you gather that if needed.

IF I can help otherwise please let me know.

Thank you,  
Doug

*Douglas Scheer*

Comprehensive School Safety Program  
Delaware Emergency Management Agency  
165 Brick Store Landing Road  
Smyrna, Delaware 19977  
Ofc 302-659-2254  
Cell 302-270-9142  
[douglas.scheer@delaware.gov](mailto:douglas.scheer@delaware.gov)



---

**From:** Meredith Lilia <Lilia.Meredith@laaa.k12.de.us>  
**Sent:** Tuesday, September 17, 2019 9:53 AM

**To:** Scheer, Douglas (DEMA) <[douglas.scheer@delaware.gov](mailto:douglas.scheer@delaware.gov)>

**Subject:** ERIP compiance

Hello Dough,

Could you please send me an email stating that ASPIRA was in compliance ERIP for the last two years (2017-2018 an 2018-2019)? We need this information for the Charter renewal.

Thank you,

**Lilia E. Meredith**

Director of School Support Services

Las Américas ASPIRA Academy

302.292.1463 (P)

302.292.1291 (F)

**Appendix 11 Summary of Findings from Independent Audits**

# APPENDIX





# **APPENDIX 1**

Mission Specific Goal(s) - See Appendix 2



# **APPENDIX 2**

## **LAAA Curricula Documents**



**Las Américas ASPIRA Academy Charter Renewal Pages 57 and 58 Appendix**

*All information highlighted in yellow was added by LAAA in response to the Academic Support Team feedback received on 9/17/19.*

<b>Curriculum alignment to the Common Core State Standards and the Next Generation Science Standards</b>		
<b>Item</b>	<b>Description</b>	<b>Evidence</b>
<b>Scope and Sequence</b>	Our K-8 curricular Scope and Sequence document demonstrates clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts and Mathematics, and Next Generation Science Standards) in core content areas.	<a href="#"><u>Scope and Sequence Document</u></a>
<b>English Language Arts</b>		
<b>Item</b>	<b>Summary</b>	<b>Evidence</b>
<b>High Quality Instructional Resources</b>	<p>Teachers College Reading and Writing Project's Units of Study are high quality instructional resources with strong alignment to the Common Core State Standards.</p> <p>The Teachers College Reading and Writing Project's approach to literacy instruction includes best practices from a number of well-known researchers in the area of literacy. The units aim to prepare students to become life-long, confident readers and writers who display agency and independence. The work is informed by research in all of these areas:</p> <ul style="list-style-type: none"> <li>• High volume of high-success, high interest reading</li> <li>• Knowledge-base through nonfiction reading</li> <li>• Comprehension skills and strategies to support reading achievement</li> </ul>	<p><a href="#"><u>Research Base Underlying the Teachers College Reading and Writing Project's Approach to Literacy Instruction</u></a></p> <p><a href="#"><u>Reading Units of Study Common Core Standards Alignment</u></a></p> <p><a href="#"><u>Writing Units of Study Common Core Standards Alignment</u></a></p>

	<ul style="list-style-type: none"> <li>● Value of Interactive Read-Aloud</li> <li>● Foundation Skills/Phonics Instruction</li> <li>● High volume of writing</li> <li>● Literacy-rich content areas</li> <li>● Argumentation across the curriculum</li> <li>● Vocabulary acquisition</li> <li>● A workshop approach that gives access to all students</li> <li>● Support to English Language Learners</li> <li>● Learning Progressions to accelerate student progress</li> <li>● Assessment-based conferring and small group instruction</li> <li>● Demonstration teaching as a scaffold towards greater independence</li> <li>● Emphasis on staff development</li> </ul>	
<p><b>Sample Learning Experiences</b></p>	<p>Reading and writing workshops are deliberately designed to offer a simple and predictable environment so that the teacher can focus on the complex work of observing students' progress and teaching into their needs. Each session begins with a mini-lesson. Students sit with a long-term partner while in the mini-lesson. The mini-lesson ends with the students practicing independently. As students work, the teacher confers with them and leads differentiated small groups. Assessments are aligned to the daily teaching point/objective and the Common Core State Standard, allowing students to demonstrate mastery of the strategy and standard.</p> <p>The <b>K-5 Units of Study document organizes our reading and writing curricular scope and sequence by grade level, K-</b></p>	<p><a href="#">Literacy Sample Lesson Plan</a></p> <p><a href="#">Sample Standards Assessment</a></p> <p><b>K-5 Units of Study</b></p>

	<p>5 including recommendations and expectations from the Academic Support Team (feedback received 9/17/2019):</p> <ul style="list-style-type: none"> <li>● <b>Unit summary statements</b> are provided for each unit of study. (<i>Recommendation</i>)</li> <li>● <b>Unit overview documents with daily teaching points</b> are hyperlinked for each unit of study. (<i>Recommendation</i>)</li> <li>● <b>Common Core Standards alignment documents</b> are hyperlinked for each unit of study. (<i>Expectation</i>)</li> <li>● <b>Two full units of study</b>, one reading and one writing per grade are hyperlinked. (<i>Recommendation</i>)</li> <li>● <b>Corresponding reading anchor texts</b> are listed with lexiles noting the appropriate level of text complexity, for that grade across the year. (<i>Expectation</i>)</li> <li>● <b>Additional lesson plans</b> for corresponding anchor texts are hyperlinked showcasing the use of academic vocabulary and language acquisition scaffolds in grade level complex texts, (see W.O.L.V.E.S. Reading lesson plans in grades 3-5). (<i>Recommendation/Expectation</i>)</li> <li>● <b>Sample end of unit assessments/rubrics</b> including performance tasks with text dependent questions are provided (one per grade level K-2, one per unit grade 3-5). (<i>Recommendation</i>)</li> </ul>	
<p><b>Professional Learning</b></p>	<p>Select teachers have attended various institutes at Teachers College Reading and Writing Project (2011-Present). The institutes feature keynote addresses by authors, world renowned teacher-educators, and others in the field of literacy and learning. Institutes include small and large group</p>	<p>Institutes staff have attended:</p> <ul style="list-style-type: none"> <li>● Summer Reading Institutes</li> <li>● Summer Writing Institutes</li> <li>● Coaching Institute on the Teaching of Writing K-8</li> <li>● Phonics Institute Grades K-2</li> </ul>



	<p>sections that are designed to help teachers, coaches and administrators establish rigorous models of best practices.</p> <p>The Professional Development trainings have been designed in house and delivered by administrators, specialists, and instructional coaches who have attended TCRWP Institutes and/or received additional training. These trainings are provided each year to novice literacy teachers and on-going professional development is provided through coaching/feedback sessions to our veteraned, more experienced workshop teachers.</p>	<ul style="list-style-type: none"> <li>• Toolkits to Support Reading Comprehension K-8</li> <li>• Saturday Reunion Days</li> </ul> <p>Trainings developed as a result of those institutes:</p> <p><a href="#">Balanced Literacy Professional Development</a> (updated yearly)</p> <p><a href="#">Methods of Staff Development</a></p> <p><a href="#">Phonics Professional Development</a></p> <p>Ongoing coaching support:</p> <p><a href="#">Videos to support units of study implementation</a></p> <p><a href="#">Sample Teacher Coaching Reflection (General Education)</a></p> <p><a href="#">Sample Teacher Coaching Reflection (Special Education)</a></p>
<p><b>6-8 Humanities Curriculum</b> <b>ELA Alignment Documents</b></p>	<p>The <b>instructional materials</b> listed below organize our humanities curriculum by grade level, 6-8 including expectations from the Academic Support Team (feedback received 9/17/2019):</p> <ul style="list-style-type: none"> <li>• The Unit 1 ELA (English Language Arts), SLA (Spanish Language Arts), and SS (Social Studies) Map provides a connection between all three subject areas to form the humanities curriculum.</li> <li>• The ELA and SLA Scope and Sequence lists the standards associated with each assignment. These assignments capture all five of the CCSS categories. (<i>Expectation</i>)</li> </ul>	<p><b>Grade 6:</b></p> <p><a href="#">Unit 1 ELA, SLA, and SS Map</a></p> <p><a href="#">ELA Scope &amp; Sequence</a></p> <p><a href="#">SLA Scope &amp; Sequence</a></p> <p><a href="#">ELA Unit 1</a></p> <p><a href="#">SLA Unit 1</a></p> <p><b>Grade 7:</b></p> <p><a href="#">Unit 1 ELA, SLA, and SS Map</a></p> <p><a href="#">ELA Scope &amp; Sequence</a></p> <p><a href="#">SLA Scope &amp; Sequence</a></p> <p><a href="#">ELA Unit 1</a></p> <p><a href="#">SLA Unit 1.1</a></p>

	<ul style="list-style-type: none"> <li>• In the first column of the ELA and SLA Scope and Sequence, grade-level appropriate anchor texts are indicated in each language. <i>(Expectation)</i></li> <li>• The ELA and SLA Unit 1 from each grade level demonstrates a focus on high quality texts, text specific tasks, and student engagement in the lesson. <i>(Expectation)</i></li> <li>• Within the unit plan, summative assignment descriptions include the culminating speaking and listening, language, and writing tasks expected by the grade-level standards. <i>(Expectation)</i></li> </ul>	<p><a href="#">SLA Unit 1.2</a>  <a href="#">SLA Unit 1.3</a>  <a href="#">SLA Unit 1.4</a></p> <p>Grade 8:  <a href="#">Unit 1 ELA, SLA, and SS Map</a>  <a href="#">ELA Scope &amp; Sequence</a>  <a href="#">SLA Scope &amp; Sequence</a>  <a href="#">ELA Unit 1</a>  <a href="#">SLA Unit 1</a></p>
<p><b>RTI Process</b></p> <p>Our RTI process includes a universal screening assessment administered 3 times per year. This helps in identifying students in need of reading intervention and providing it to them immediately. Intervention data is evaluated every six weeks by a team of teachers, specialists, and administrators.</p> <p>High-quality, research-based interventions are used, along with weekly or biweekly progress monitoring. Lists of the intervention tools we use for Tier 2 and 3 and progress monitoring are provided. All student data is recorded in Data Service Center I-Tracker.</p>	<p>Screening:</p> <ul style="list-style-type: none"> <li>• <a href="#">RTI Cycle Calendar</a></li> </ul> <p>Diagnostics Testing:</p> <ul style="list-style-type: none"> <li>• <a href="#">Fall Testing Calendar</a></li> <li>• <a href="#">Winter Testing Calendar</a></li> <li>• <a href="#">Spring Testing Calendar</a></li> </ul> <p>Interventions:</p> <p><a href="#">LAAA Intervention Menu</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Ready Common Core (Comprehension)</a></li> <li>• <a href="#">Wilson Reading</a></li> <li>• <a href="#">Foundations</a> (phonics, high frequency words, fluency, vocabulary): multisensory and systematic approach</li> <li>• Sharon Walpole</li> <li>• Leveled Literacy</li> </ul> <p>Intervention: LLI is a small-group supplemental literacy intervention system</p>	

designed to help struggling K-2 students quickly achieve grade-level competency. It emphasizes systematic and explicit instruction in phonological awareness, phonics, fluency, comprehension, and the expansion of oral language skills. In the course of 12-18 weeks, students participating in LLI increase their literacy by participating in daily lessons that utilize a series of leveled texts developed to align with the F & P Text

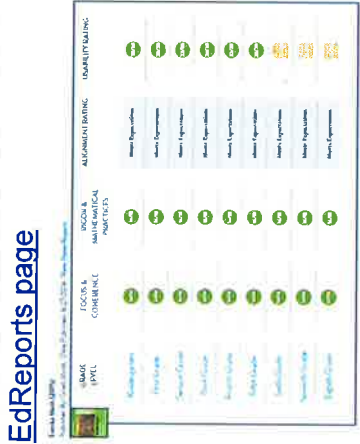
**Level Gradient**

- Achieve 3000: The efficacy of the program has shown that when students used it with fidelity, their lexile scores did increase. The platform focuses on content-area knowledge, academic and cross-disciplinary vocabulary. Literacy skills and targeted test practice to bridge gaps for students as they work to succeed across curriculum and prepare for the rigor of state assessments.

**Progress Monitoring tools:**

- Ready Assessment Book
- AIMSweb

	<ul style="list-style-type: none"> <li>• Walpole</li> <li>• Fundations</li> <li>• Read Works</li> <li>• Teen Biz Boost</li> <li>• Common Lit</li> </ul>
--	---

<b>Mathematics</b>		
<b>Item</b>	<b>Summary</b>	<b>Evidence</b>
<p><b>High Quality Instructional Resources</b></p>	<p>The curriculum analysis group EdReports gave our math curriculum, EngageNY (a.k.a. Eureka Math), very high marks. There are no additional resources needed to support the 3 yellow ratings in middle school as all 3 ratings received are in the usability area and our teachers have been trained and are proficient in navigating the resources.</p>	<p><a href="#">EdReports page</a></p> 
<p><b>Sample Learning Experiences</b></p>	<p>Our math lessons consist of a warm up, launch, exploration, share out, and closure. Teachers create a cognitive need for the exploration during the launch and during the exploration students grapple with the mathematics then negotiate mathematical meaning during the share out and closure.</p>	<p><a href="#">Sample unit/lessons</a>  <a href="#">Sample assessment</a>  <a href="#">Structure of our math lessons</a></p> <p><b>Grade Level Overviews:</b>  <a href="#">Grade K</a>  <a href="#">Grade 1</a>  <a href="#">Grade 2</a>  <a href="#">Grade 3</a>  <a href="#">Grade 4</a></p>

		<p><a href="#">Grade 5</a>  <a href="#">Grade 6</a>  <a href="#">Grade 7</a>  <a href="#">Grade 8</a></p> <p><b>Exemplar Units:</b>  <a href="#">Grade K</a>  <a href="#">Grade 1</a>  <a href="#">Grade 2</a>  <a href="#">Grade 3</a>  <a href="#">Grade 4</a>  <a href="#">Grade 5</a>  <a href="#">Grade 6</a>  <a href="#">Grade 7</a>  <a href="#">Grade 8</a></p>
<p><b>Professional Learning</b></p>	<p>During the 2018-2019 school year we partnered with the Delaware Math Coalition as they helped us as we began implementing a new curriculum (EngageNY) as well as a new warm up structure (Number Talks). Furthermore, we hired a math supervisor in August of 2018 to support our teachers in improving their math instruction. The supervisor would meet with math teachers on a bi-weekly basis to initiate a coaching cycle of plan, observe, debrief.</p>	<p><b>Slides:</b>  <a href="#">LAAA Math PD August 2018 Day 1</a>  <a href="#">LAAA Math PD August 2018 Day 2</a>  <a href="#">LAAA Number Talks for Teaching Content September 2018</a>  <a href="#">LAAA Math PD November 15 2018</a>  <a href="#">LAAA Math PD Jan 2 2019</a>  <a href="#">LAAA Math PD Feb 4 2019</a></p>
<p><b>RTI Process</b></p>	<p>Our RTI process includes a universal screening assessment administered 3 times per year. This helps in identifying students in need of math intervention and providing it to them</p>	<p><b>Screening:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">RTI Cycle Calendar</a></li> </ul> <p><b>Diagnostics:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Fall Testing Calendar</a></li> </ul>

<p>immediately. Intervention data is evaluated every six weeks by a team of teachers, specialists, and administrators.</p> <p>High-quality, research-based interventions are used, along with weekly or biweekly progress monitoring. Lists of the intervention tools we use for Tier 2 and 3 and progress monitoring are provided. All student data is recorded in Data Service Center I-Tracker.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Winter Testing Calendar</a></li> <li>● <a href="#">Spring Testing Calendar</a></li> </ul> <p>Interventions:</p> <ul style="list-style-type: none"> <li>● Ready Common Core</li> <li>● Zearn</li> <li>● Touch Math</li> </ul> <p>Progress Monitoring Tools:</p> <ul style="list-style-type: none"> <li>● AIMSweb</li> <li>● Ready Common Core</li> <li>● Ready Assessment Book</li> <li>● Khan Academy</li> <li>● Zearn</li> <li>● Touch Math</li> </ul>
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<b>Science</b>		
<b>Item</b>	<b>Summary</b>	<b>Evidence</b>

<p><b>High Quality Instructional Resources</b></p>	<p>It was recommended by the Academic Support Team (feedback received 9/17/2019) that we align our curriculum with the EQulP Rubrics. STEMscopes has provided their <b>EQulP Rubrics</b> for both elementary school and middle school. The rubrics include evidence of quality instructional materials that align to the NGSS standards, instructional shifts, and Three Dimensional learning (<i>Recommendation</i>). In addition to the alignment to the Equip rubric, there is alignment to our charter - with many resources provided in Spanish for example but not limited to:</p> <ul style="list-style-type: none"> <li>● assessments</li> <li>● videos</li> <li>● songs</li> <li>● content specific text</li> </ul> <p>STEMscopes has provided their research studies from multiple case studies across the United States.</p> <p>STEMscopes has provided a case study from Cascade School District- Turner, Oregon. In this case study the district shares their success with implementation of STEMscopes.</p>	<p><a href="#">STEMscopes EQulP Rubric- Elementary School</a></p> <p><a href="#">STEMscopes EQulP Rubric- Middle School</a></p> <p><a href="#">STEMscopes Research Summary Document</a></p> <p><a href="#">STEMscopes Case Study</a></p>
<p><b>Scope and Sequence</b></p>	<p>Scopes are aligned to the NGSS and CCSS. Each Scope aligns to standards and phenomena that guides the learning. Added to the <b>Scope and Sequence</b> documents are the <b>Engineering Design Standards</b> for grades K-2 and 3-5 (<i>Expectation</i>).</p>	<p><a href="#">Scope and Sequence K-5</a></p> <p><a href="#">Scope and Sequence 6-8</a></p>

<p><b>Sample Learning Experiences</b></p>	<p>Scopes/units in grades K-8 follow a 5E model (Engage, Explore, Elaborate, Evaluate). In Engage students are able to explore the phenomena that goes along with the topic. In Explore students are able to participate in a variety of labs or experiments that will help answer the investigative phenomena. In Elaborate students are able to access cross-curricular activities to enhance their understanding. Finally, in Evaluate students have the opportunity to communicate what they have learned from the investigations into the phenomena.</p>	<p><a href="#">K-2 Lesson</a>  <a href="#">3-5 Lesson</a>  <a href="#">6-8 Lesson</a></p>
<p><b>Professional Learning</b></p>	<p>The Professional Development trainings have been provided by STEMscopes. STEMscopes provided time for educators to learn how to implement STEMscopes, the NGSS standards and 5E Model into their lesson plans.</p> <p>Based on the recommendation, the Director of Curriculum and Instruction and Instructional Technology Coach who support science instruction attended the NGSX trainings on September 24th and 25th. They plan to continue the training on October 28th and November 22nd. At the training Science and Engineering Practices were covered, the team gained valuable knowledge on how to address the Science and Engineering Practices in the classroom using various strategies that they plan to share with educators throughout the NGSS rollout at ASPIRA. The Instructional Team plans to share these strategies with science educators as it correlates directly to the "Sensemaking Practices" in the Science Practices Continuum that will be implemented this school year. (<i>Recommendation</i>).</p>	<p><a href="#">STEMscopes PD Agenda</a></p>



<p><b>Accessibility</b></p>	<p>STEMscopes lessons are integrated with the SIOP model to support English Language Learners in science.</p> <p>Teachers are provided with a toolbox of interventions for students with disabilities, which include: communication development, physical development, cognitive development, social or emotional development, adaptive development, and tiered intervention support.</p>	<p><a href="#">ELL Supports</a></p> <p><a href="#">Interventions/Scaffolds for Special Education Students</a></p>
<p><b>Monitoring of Science Instruction</b></p>	<p>Our teachers are observed by their supervisors twice a year using the Educator Effectiveness Framework. In between the observations teachers work closely with an Instructional Coach. During the coaching sessions coaches use the Six Steps to Effective Feedback model, observing on a biweekly basis and providing specific actionable feedback items for educators to use. This is a sample of a coach's feedback to science teacher focusing on accessibility for all learners. <b>Additionally, this school year the coach will be working with science teachers on the Science Practices Continuum. This continuum is adapted from the Instructional Leadership for Science Practices (Recommendation).</b></p>	<p><a href="#">Sample Feedback Form</a></p> <p><a href="#">Science Continuum 2019-2020 SY</a></p>

<p><b>Social Studies</b></p>		
<p><b>Item</b></p>	<p><b>Summary</b></p>	<p><b>Evidence</b></p>
<p><b>Scope and Sequence</b></p>	<p>Our K-8 curricular Scope and Sequence document demonstrates clear alignment with the Delaware Social Studies Standards.</p>	<p><a href="#">Scope and Sequence Document</a></p>

## K-5 Instruction

K-5 Social Studies units include a combination of the Delaware Recommended Curriculum, shared reading texts, and Rozzy Learning.

### 3rd Grade History Summary

During Social Studies lessons, the Social Studies Standards are driving the objective and agenda so that Social Studies is in the forefront and literacy is in the background. Below is a specific example of literacy practices being promoted by using complex text, (including research based practices to best support language learners and students within a dual immersion setting) ensuring students are writing, speaking, and listening, but the Social Studies content and skills drives the lesson. (*Expectation*)

During the 3rd Grade History, Delaware History, students develop awareness of major events and people in Delaware History (H.3.K-3b) using the text Delaware by Dottie Brown. In the first lesson, students read to learn about the Lenape including where they lived, their source of food, and major events that happened along the Delaware Bay. In the second lesson, students read to learn about the first European settlers in Delaware including the first European explorer that explored Delaware and who took over the Swedes' and Dutch's settlements. In the third lesson, students learn about how Delaware developed and changed over time, specifically how Great Britain taxed the colonists and what the colonists did in response to these taxes. In the fourth lesson, students learn about how Delaware changed including how people were moving to this state and businesses were growing, and their stance on Slavery during the early 1800's. The ELA CCSS

## Social Studies Forefront Examples:

### 3rd Grade History:

[Delaware History](#)

### 4th Grade Geography:

[City Histories in Maps](#)

### 5th Grade Economics:

[J.A. Biztown Financial Literacy](#)

## ELA Forefront Examples:

### 4th Grade Reading Unit 3:

[Reading History: The American Revolution](#)

### 5th Grade Writing Unit 2:

[The Lens of History: Research Reports](#)

[SS Coalition MOU](#)

(RI.3.3) is in the background using strategies to help students describe relationships between a series of historical events.

#### **4th Grade Reading Unit 3 Summary**

On the other hand, below is an example in which the ELA curriculum and pedagogy drives instruction, so the Common Core State Standards (CCSS) take the forefront in planning. The curriculum and lessons involve social studies content, but they aren't driving the objective. (*Expectation*)

The 4th Grade Reading Unit, Reading History: American Revolution, guides students to learn to read like historians. In the first part of the unit, or bend, students embark on a research project about the events leading up to the American Revolution. Students build their knowledge about the era by reading accessible texts, and learning how researchers pay attention to text structures in order to organize their notes and their thinking. As students narrow their research focus to a subtopic, they then synthesize new information into what they already know, paying special attention as historians do, to the people, geography, and chronology of the event they are studying. Students are introduced to primary sources, and strategies for tackling these more difficult texts. By the end of the bend, students celebrate their new learning by sharing that learning with each other. The second part of the unit moves the chronology forward to the eve of the American Revolution. Students continue their research in preparation to debate the question of independence from Great Britain. During this bend, students learn about multiple points of view in order to gain a more complete picture of events in the past. Students will prepare to take sides on this great question, with some of them researching the viewpoint of the Patriots and others researching the Loyalists' perspective. As they gather their evidence and angle it to support their side, students hone their skills of supporting a position with reasons and solid evidence.

	<p>The bend culminates with a reenactment of the Second Continental Congress, with students debating the heady question of independence for America. At the end of the unit, students attend the Museum of the American Revolution and/or Colonial Plantation.</p> <p>During the 2017-2018 school year, we had three teachers attend the Delaware Social Studies Coalition. The focus the past two years has been on creating assessments which is captured in the "sample assessments" section. This year, the coalition is focused on developing a deeper understanding of the standards for grades 4, 5, and 7. We have signed the MOU and plan to use the information gained at the trainings for each grade to revise and enhance our curriculum as necessary.</p>	
<p><b>6-8 Instruction</b></p>	<p>The Delaware Middle School Immersion Advisory Committee found through examination of MS immersion models a focus on Social Studies as the overwhelming choice for immersion continuation. Social Studies standards focus on world cultures and world economies which allow for natural cultural comparisons and connections to be made in our SLA Humanities. As stated above in the literacy section of this document, texts in ELA and SLA are selected purposefully to match and extend the social studies content forming the Humanities Curriculum.</p> <p>The ELA and SLA Unit 1 documents show that there is a shift in what is driving instruction (Language Arts vs. Social Studies). Looking at the unit documents, there are lessons in which the language arts curriculum and pedagogy are driving instruction, so the Common Core State Standards (CCSS) take the foreground in planning. The curriculum and lessons may involve social studies content, but they aren't driving the</p>	<p><b>Grade 6:</b>  Unit 1 <a href="#">ELA, SLA, and SS Map</a>  <a href="#">English SS Scope &amp; Sequence</a>  <a href="#">Spanish SS Scope &amp; Sequence</a>  <a href="#">ELA Unit 1</a>  <a href="#">SLA Unit 1</a></p> <p><b>Grade 7:</b>  Unit 1 <a href="#">ELA, SLA, and SS Map</a>  <a href="#">English SS Scope &amp; Sequence</a>  <a href="#">Spanish SS Scope &amp; Sequence</a>  <a href="#">ELA Unit 1</a>  <a href="#">SLA Unit 1.1</a>  <a href="#">SLA Unit 1.2</a>  <a href="#">SLA Unit 1.3</a>  <a href="#">SLA Unit 1.4</a></p>

objective. On the other hand, there are some lessons that the social studies standards are driving the objective and agenda so that social studies is in the forefront and CCSS ELA for the social sciences is in the background. Below is an example from the 8th grade unit of study Ancient Empires, specifically the lessons around Ancient Greece demonstrating the shifts between the focus on ELA and social studies. (*Expectation*)

- Slides 6-25 - Social Studies Standards are driving the instruction. These slides provide the historical background of Ancient Greece that students need in order to understand the cultural aspect of their literature.
- Slides 26-33 - ELA CCSS are driving the instruction through exposure to Ancient Greek mythology. As part of the CCSS RL8.9, students are expected to analyze classical literature while making connections to modern works. Therefore, it is essential to merge the SS and ELA concepts.
- Slides 34 - 43 - Social Studies Standards are driving the instruction through the introduction of The Golden Age in which students are again exposed to the historical content of Ancient Greek conflict, as required by the Geography S4-b. Students will explain how conflict and cooperation among people contributes to the division of the Earth's surface into distinctive cultural regions and political territories.
- Slides 45 - 49 - ELA CCSS are driving the instruction by focusing on a short story on Alexander the Great.
- Slides 51 - 53 - Social Studies Standards are driving the instruction providing a conclusion to the concept through a summary of the legacy left by Ancient Greece, including the concept of the epic hero. This concept of

**Grade 8:**

[Unit 1 ELA, SLA, and SS Map](#)

[English SS Scope & Sequence](#)

[Spanish SS Scope & Sequence](#)

[ELA Unit 1](#)

[SLA Unit 1](#)

[SS Coalition MOU](#)

the epic hero is then driven by the ELA CCSS SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest, through the summative assignment associated with Ancient Greece.

Within the same unit during Spanish Humanities, students are continuing to gain a deeper understanding of the standards when learning about ancient empires. For example:

- When learning about the Chinese Empire the Social Studies Standards are driving instruction. At the same time, students are reading the Myth of Mulan and the Delaware World Readiness Standards for Learning Languages (DWRSL) are driving instruction.
- When learning about the Roman Empire the Social Studies Standards are driving instruction. At the same time, students are reading The Ides of March and the DWRSL Standards are driving instruction.
- When learning about Mesopotamia the Social Studies Standards are driving the instruction. At the same time, students are reading the Epic of Gilgamesh and the DWRSL Standards are driving instruction.

This year, the Delaware Social Studies Coalition is focused on developing a deeper understanding of the standards for grades 4, 5, and 7. We have signed the MOU and plan to use the information gained at the trainings for each grade to revise and enhance our curriculum as necessary.

**Sample Assessment**

K-8 assessments are aligned to state standards focusing on student achievement of standards.

K-5 Sample:

	<p>The sample assessments for K-5 have been created in conjunction with the Delaware Social Studies Coalition during the 2017-2018 school year.</p> <p>6-8 assessments focus on equal mastery of both ELA and Social Studies standards. These assessments are a blend of text analysis, writing, and project-based learning. Within project assessments there is cross-curricular aspect that aligns with content areas such as Spanish, Science and/or art.</p>	<p><a href="#">G3 Production and Allocation of Goods</a>  <a href="#">G3 Obtaining Goods in an Ancient World</a></p> <p>6-8 Sample:  <a href="#">Informational Text Analysis-Summative</a>  <a href="#">Cross Curricular Assessment-Summative</a></p>
<p><b>K-5 Schedule</b></p>	<p>The school allocates enough time to teach the required Social Studies Standards in grades K-5 with an increasing amount of time allocated at each grade level, with the most amount of time spent in grades 4-5. K-2 has 30 minutes allocated per day, grade 3 increases to 35 minutes per day, and grades 4-5 to 40 minutes per day. When this document was originally submitted, teachers created the schedule prior to students returning to school; therefore, teachers needed time to adjust their new schedules with their new students. The information listed to right is the most up to date times in which social studies is taught. It is important to note that starting in second grade teachers are departmentalized; therefore, they have allocated two sections of social studies for two different classes of students. <i>(Expectation)</i></p>	<p><b>Kindergarten</b></p> <ul style="list-style-type: none"> <li>● 2:25pm-2:55pm (30 minutes)</li> </ul> <p><b>1st Grade</b></p> <ul style="list-style-type: none"> <li>● 2:45pm-3:15pm (30 minutes)</li> </ul> <p><b>2nd Grade</b></p> <ul style="list-style-type: none"> <li>● Block 1 - 12:55pm - 1:25pm (30 minutes)</li> <li>● Block 2 - 2:55pm - 3:25pm (30 minutes)</li> </ul> <p><b>3rd Grade</b></p> <ul style="list-style-type: none"> <li>● Block 1 - 10:05am -10:40am (35 minutes)</li> <li>● Block 2 - 2:45pm-3:20pm (35 minutes)</li> </ul> <p><b>4th Grade</b></p> <ul style="list-style-type: none"> <li>● Block 1 - 11:00am-11:10am and 1:00pm – 1:30pm (40 minutes)</li> </ul>

		<ul style="list-style-type: none"> <li>• Block 2 - 2:40pm-3:20pm (40 minutes)</li> </ul> <p>5th Grade</p> <ul style="list-style-type: none"> <li>• Block 1 - 11:10am - 11:25am and 12:00pm-12:25pm (40 minutes)</li> <li>• Block 2 - 2:45pm -3:25pm (40 minutes)</li> </ul>
<p><b>6-8 Schedule</b></p>	<p>In grades 6-8, one hour per day is provided for the instruction of English and Social Studies, as well as one hour dedicated to SLA and Social Studies, as they are embedded/blended together to support the humanities approach described above. While there is not a separate, scheduled daily block of time for Language Arts and Social Studies in the schedule, the amount of time spent in Language Arts compared to Social Studies over the course of the school year makes it clear that the school allocates enough time to teach the Language Arts and Social Studies Standards. This information can be found in the scope and sequence documents and a specific example listed below. (<i>Expectation</i>)</p>	<p>8th Grade Example:  <a href="#">ELA Scope and Sequence</a>  <a href="#">SS Scope and Sequence</a></p>

<b>Visual and Performing Arts</b>		
<b>Item</b>	<b>Summary</b>	<b>Evidence</b>
<b>Visual Arts</b>	<p>Links for example rubrics are within each curriculum map.</p>	<p><a href="#">Grade K Curriculum Map</a>  <a href="#">Grade 1 Curriculum Map</a></p>



		<a href="#">Grade 2 Curriculum Map</a> <a href="#">Grade 3 Curriculum Map</a> <a href="#">Grade 4 Curriculum Map</a>  <a href="#">3rd Grade Self-Portrait Rubric</a> <a href="#">4th Grade Recycled Sculpture Rubric</a> <a href="#">4th Grade Recycled Sculpture Peer Feedback Form</a> <a href="#">4th Grade Recycled Sculpture Formative</a>
<b>Performing Arts</b>	Links for example unit plans are within music scope and sequence.	<a href="#">Music Scope and Sequence Primary Performance Scoring Rubric</a> <a href="#">K-2 Music Assessment</a> <a href="#">Musical Theater Unit 1 Assessment</a> <a href="#">Musical Theater Unit 1 Quiz</a>

# **APPENDIX 3**

## **LAAA Organizational Chart**





# Las Américas ASPIRA Academy



ASPIRA of DE Charter Operations (ADCO)  
Board of Directors

Margie López Waite  
*Head of School*

Greg Panchisin  
*COO*

Assistant Head of School  
*(Primary School)*

Assistant Head of School  
*(Secondary School)*

Director of Curriculum & Instruction

Director of Education Enrichment

Director of Culture & Climate

Human Resources & Payroll

School Finances

School Transportation

School Nutrition

School Facilities

School Services & Support



# **APPENDIX 4**

## **Board Governance Training Certificates**



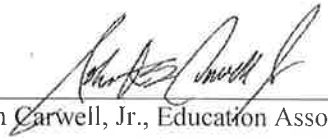


# **Certificate of Completion**

*Lourdes Puig*

**Charter School Board Governance Training  
Session 1: Governance Standards**

May 2, 2019



John Carwell, Jr., Education Associate  
Charter School Office  
Delaware Department of Education





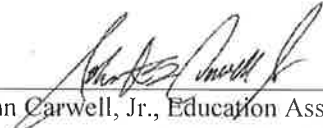


# **Certificate of Completion**

*Lourdes Puig*

**Charter School Board Governance Training  
Session 2: School Leader Evaluation**

May 22, 2019

  
John Carwell, Jr., Education Associate  
Charter School Office  
Delaware Department of Education



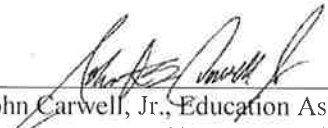


# Certificate of Completion

*Lourdes Puig*

**Charter School Board Governance Training  
Session 3: The Board's Role in Academic Oversight**

June 11, 2019



---

John Carwell, Jr., Education Associate  
Charter School Office  
Delaware Department of Education



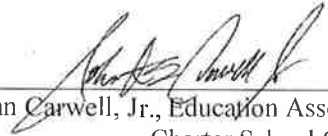


# **Certificate of Completion**

*Frederick West*

**Charter School Board Governance Training  
Session 2: School Leader Evaluation**

May 22, 2019

  
John Carwell, Jr., Education Associate  
Charter School Office  
Delaware Department of Education



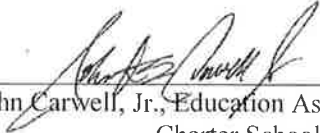


# **Certificate of Completion**

*Frederick West*

**Charter School Board Governance Training  
Session 3: The Board's Role in Academic Oversight**

June 11, 2019

  
John Carwell, Jr., Education Associate  
Charter School Office  
Delaware Department of Education





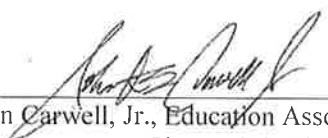


# **Certificate of Completion**

*Younes Haboussi*

**Charter School Board Governance Training  
Session 2: School Leader Evaluation**

May 22, 2019



John Carwell, Jr., Education Associate  
Charter School Office  
Delaware Department of Education



## Panchisin Greg

---

**From:** West, Frederick G <fwest@barclaycardus.com>  
**Sent:** Thursday, October 26, 2017 3:55 PM  
**To:** Panchisin Greg  
**Subject:** RE: Website Monitoring

Sorry for the late reply Greg. I checked with our Finance Chair on my previous board and she said I completed it in October of 2011. Thanks.

Fred

---

**From:** Panchisin Greg [mailto:greg.panchisin@laaa.k12.de.us]  
**Sent:** Thursday, October 19, 2017 12:44 PM  
**To:** West, Frederick G  
**Subject:** RE: Website Monitoring

THIS MAIL ORIGINATED FROM OUTSIDE OUR ORGANIZATION

That'll work, Fred. Thank you.

Greg Panchisin  
Chief Operating Officer  
Las Américas ASPIRA Academy  
Phone: 302-292-1463, Ext. 203  
Fax: 302-292-1291

---

**From:** West, Frederick G [mailto:fwest@barclaycardus.com]  
**Sent:** Thursday, October 19, 2017 10:23 AM  
**To:** Panchisin Greg <greg.panchisin@laaa.k12.de.us>  
**Subject:** RE: Website Monitoring

I don't off the top of my head. I can get it from my home office and let you know tomorrow.

---

**From:** Panchisin Greg [mailto:greg.panchisin@laaa.k12.de.us]  
**Sent:** Thursday, October 19, 2017 8:45 AM  
**To:** West, Frederick G  
**Subject:** RE: Website Monitoring

THIS MAIL ORIGINATED FROM OUTSIDE OUR ORGANIZATION

Thank you, Fred. By chance, do you know the date? No worries, if not.

Greg Panchisin  
Chief Operating Officer  
Las Américas ASPIRA Academy  
Phone: 302-292-1463, Ext. 203  
Fax: 302-292-1291

**From:** West, Frederick G [<mailto:fwest@barclaycardus.com>]

**Sent:** Thursday, October 19, 2017 8:44 AM

**To:** PUIG, LOURDES I <[Lourdes.I.Puig-2@dupont.com](mailto:Lourdes.I.Puig-2@dupont.com)>; Panchisin Greg <[greg.panchisin@laaa.k12.de.us](mailto:greg.panchisin@laaa.k12.de.us)>; Lopez-Waite Margie <[Margie.Lopez-Waite@laaa.k12.de.us](mailto:Margie.Lopez-Waite@laaa.k12.de.us)>

**Subject:** RE: Website Monitoring

Yes, I completed finance training.

---

**From:** PUIG, LOURDES I [<mailto:Lourdes.I.Puig-2@dupont.com>]

**Sent:** Thursday, October 19, 2017 8:15 AM

**To:** Panchisin Greg; Lopez-Waite Margie

**Cc:** West, Frederick G

**Subject:** RE: Website Monitoring

THIS MAIL ORIGINATED FROM OUTSIDE OUR ORGANIZATION

Greg, thanks for the update. I am hoping that Fred is up-to-date given that he volunteered at another charter school.

Fred, can you confirm?

Regards,  
Lourdes

---

**From:** Panchisin Greg [<mailto:greg.panchisin@laaa.k12.de.us>]

**Sent:** Thursday, October 19, 2017 8:01 AM

**To:** PUIG, LOURDES I <[Lourdes.I.Puig-2@dupont.com](mailto:Lourdes.I.Puig-2@dupont.com)>; Lopez-Waite Margie <[Margie.Lopez-Waite@laaa.k12.de.us](mailto:Margie.Lopez-Waite@laaa.k12.de.us)>

**Subject:** [EXTERNAL] RE: Website Monitoring

Lourdes,

As of this morning, Jessie Forbes (FOC) completed her financial training, so the FOC is now 100%. I don't recall seeing a certificate for Fred West, so the ADCO Board may not be 100%. Can you check with him to see if he completed the training? I know you will be adding another member, but if Fred hasn't completed the training, we need to make sure he does so ASAP.

Thank you,  
Greg Panchisin  
Chief Operating Officer  
Las Américas ASPIRA Academy  
Phone: 302-292-1463, Ext. 203  
Fax: 302-292-1291

---

**From:** Panchisin Greg

**Sent:** Tuesday, October 17, 2017 3:28 PM

**To:** 'PUIG, LOURDES I' <[Lourdes.I.Puig-2@dupont.com](mailto:Lourdes.I.Puig-2@dupont.com)>; Lopez-Waite Margie <[Margie.Lopez-Waite@laaa.k12.de.us](mailto:Margie.Lopez-Waite@laaa.k12.de.us)>

**Subject:** RE: Website Monitoring

Lourdes,



# **Certificate of Completion**

*Benjamin M. Esparza, Esq.*

**Financial Responsibility Training for Charter School Board and Citizen  
Budget Oversight Committee Members**

November 21, 2018

A handwritten signature in black ink that reads "Brook A. Hughes".

---

Brook A. Hughes, Education Associate  
Delaware Department of Education





# Certificate of Completion

*Rosalie Rolon Dow*

**Financial Responsibility Training for Charter School Board and Citizen  
Budget Oversight Committee Members**

May 31, 2019

A handwritten signature in cursive script, appearing to read "Brook A. Hughes".

---

Brook A. Hughes, Education Associate  
Delaware Department of Education








# Certificate of Completion

*Lucy Li*

**Financial Responsibility Training for Charter School Board and Citizen  
Budget Oversight Committee Members**

October 13, 2017

  
Brook A. Hughes, Education Associate  
Delaware Department of Education





# Certificate of Completion

*Crystal J. Mayfield*

**Financial Responsibility Training for Charter School Board and Citizen  
Budget Oversight Committee Members**

January 22, 2018

A handwritten signature in black ink that reads "Brook A. Hughes".

---

Brook A. Hughes, Education Associate  
Delaware Department of Education





# Certificate of Completion

*Serah Pesce*

**Financial Responsibility Training for Charter School Board and Citizen  
Budget Oversight Committee Members**

January 12, 2018

A handwritten signature in cursive script that reads "Brook A. Hughes".

---

Brook A. Hughes, Education Associate  
Delaware Department of Education





# Certificate of Completion

*Jessie Forbes*

**Financial Responsibility Training for Charter School Board and Citizen  
Budget Oversight Committee Members**

October 19, 2017

A handwritten signature in cursive script, appearing to read "Brook A. Hughes".

---

Brook A. Hughes, Education Associate  
Delaware Department of Education







# Certificate of Completion

*Min Guan*

**Financial Responsibility Training for Charter School Board and Citizen  
Budget Oversight Committee Members**

October 18, 2017

A handwritten signature in black ink that reads "Brook A. Hughes".

---

Brook A. Hughes, Education Associate  
Delaware Department of Education





# **Certificate of Completion**

*Jose-Luis Riera*

**Citizen Budget Oversight Committee  
&  
Board Member Finance Training**

July 25, 2017

A handwritten signature in cursive script that reads "Brook A. Hughes".

---

Brook A. Hughes, Education Associate  
Delaware Department of Education





# Certificate of Completion

*Tiffany J. Burton*

**Financial Responsibility Training for Charter School Board and Citizen  
Budget Oversight Committee Members**

July 25, 2018

A handwritten signature in black ink that reads "Brook A. Hughes".

---

Brook A. Hughes, Education Associate  
Delaware Department of Education





# **Certificate of Completion**

*Younes Haboussi*

**Citizen Budget Oversight Committee  
&  
Board Member Finance Training**

July 25, 2017

A handwritten signature in cursive script that reads "Brook A. Hughes".

---

Brook A. Hughes, Education Associate  
Delaware Department of Education





## Panchisin Greg

---

**From:** Hughes Brook  
**Sent:** Thursday, July 06, 2017 1:26 PM  
**To:** Panchisin Greg  
**Subject:** RE: CBOC & Board Finance Training

Hi Greg,

Here's what I have for your school:

First Name	Last Name	School	Date Attended
Lourdes	Puig	Las Americas ASPIRA Academy	2/12/2015
Jim	Coyne	Las Americas ASPIRA Academy	8/20/2015
Alex	Fajardo	Las Americas Aspira Academy	8/20/2015
Michele	Burris	Las Americas Aspira Academy	9/15/2015
Nancy	Labanda	Las Americas Aspira Academy	11/30/2015
Donald B.	Patton	Las Americas Aspira Academy	11/30/2015
Luis	Santiago	Las Americas ASPIRA Academy	3/30/2017

We will update our records to give credit to you and Margie.

Thanks,

**Brook A. Hughes**

Education Associate, Charter School Finance  
Delaware Department of Education  
302-735-4050(T) 302-739-7768(F)  
[brook.hughes@doe.k12.de.us](mailto:brook.hughes@doe.k12.de.us)

**From:** Panchisin Greg  
**Sent:** Monday, July 3, 2017 9:04 AM  
**To:** Hughes Brook <brook.hughes@DOE.K12.DE.US>  
**Cc:** Lopez-Waite Margie <Margie.Lopez-Waite@laaa.k12.de.us>; PUIG, LOURDES I <Lourdes.I.Puig-2@dupont.com>  
**Subject:** RE: CBOC & Board Finance Training

Thank you, Brook. I know Margie and I attended along with other members of the ADCO Board, which might have been conducted by Scott Kessel. We've had turnover on the Board, but I will attempt to reach out to the one Board Secretary that might have the information. I believe Margie and I attended in 2012, but I can't be certain of the exact date. Are you able to determine from your class lists going back to 2013 who at our school attended? If not, can you forward me the lists?

Happy 4<sup>th</sup>!

Greg Panchisin  
Chief Operating Officer  
Las Américas ASPIRA Academy  
Phone: 302-292-1463, Ext. 203  
Fax: 302-292-1291



# **APPENDIX 5**

## **Board Governance & School Leadership Succession Plan**



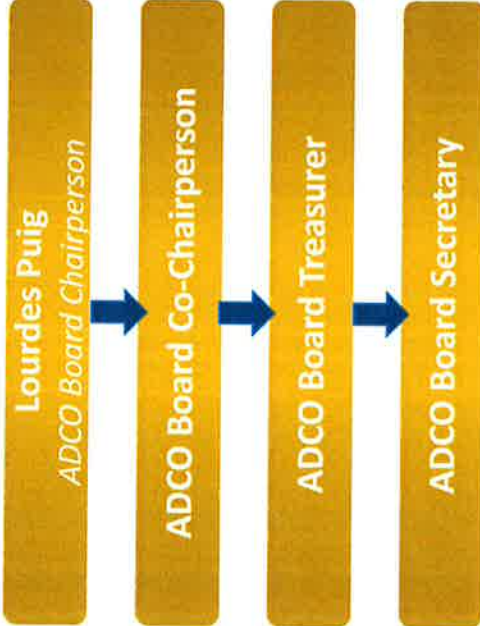


# Las Américas ASPIRA Academy

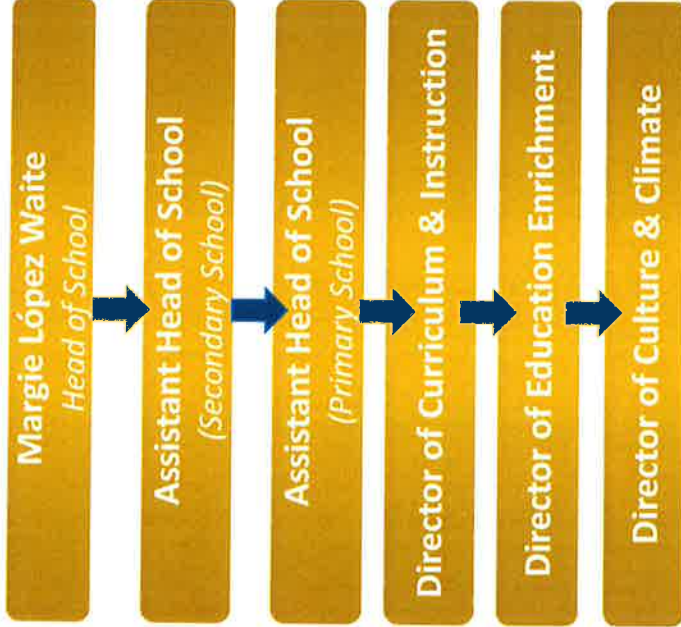


## Succession Plan for Board Governance & School Leadership

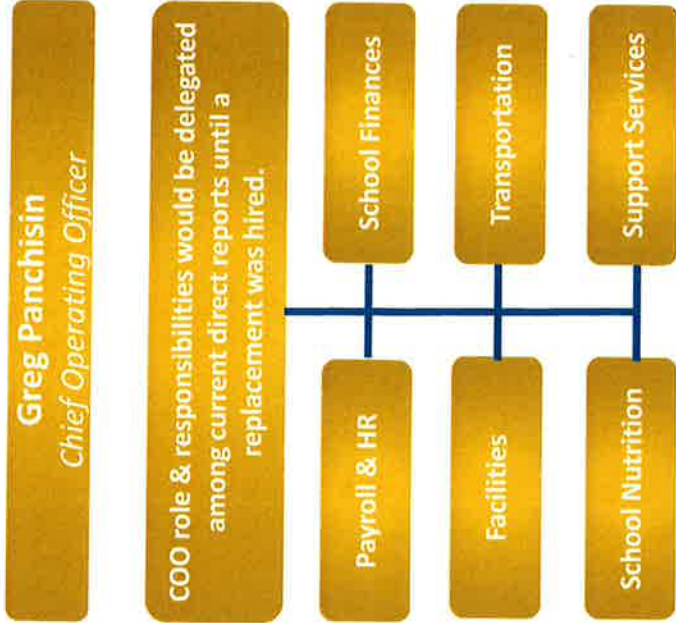
### Board Governance Succession



### School Leadership Succession



### School Leadership Succession





# **APPENDIX 6**

## **ADCO Board Bylaws**





**AMENDED AND RESTATED BYLAWS  
OF  
ASPIRA OF DELAWARE CHARTER OPERATIONS, INC.**

**Adopted as of September 26, 2019**

**Article I  
Title**

Section 1. Name. The name of the corporation shall be ASPIRA of Delaware Charter Operations, Inc., hereinafter referred to as the "Corporation."

**Article II  
Purpose**

Section 1. Purpose. The purposes for which the Corporation is established are as stated in its Certificate of Incorporation, to wit:

The Corporation is organized and shall be operated exclusively for charitable, scientific, and educational purposes. No part of its earnings shall inure to the benefit of any member or officer nor shall any substantial part of its activities consist of carrying on propaganda or otherwise attempting to influence legislation (except as may be permitted under Section 501(h) of the Internal Revenue Code of 1986, as amended (the "Code"), or under the corresponding provision of any subsequent law.

Section 2. Business. The business of the Corporation is restricted to the operation of charter schools, including, without limitation, the charter school to be named Las Americas ASPIRA Academy (or such other name that may be chosen) (collectively, the "School") and

before school programs, after school programs, and educationally related programs related to the School that are offered outside the traditional school year. The name of the School may be selected and changed at any time by the Board of Directors and approval of The Member(s) of the Corporation.

Section 3. Discrimination Prohibited. The Corporation shall not, in the operation of its activities in fulfillment of its corporate purposes, discriminate against students or applicants on the basis of race, color, religion, national origin, sex, marital status, age, sexual orientation, gender identity and expression, disability or on any other basis prohibited by applicable law; provided that Corporation may conduct school classes for children of certain specified ages.

Section 4. Definitions.

Director-Elected Director – shall mean a director that has been elected onto the Board of Directors by all directors presiding on the board at the time of the vote (Member-Appointed and Director-Elected Directors). Six (6) Director-Elected Directors shall be appointed and serve on the Board of Directors in accordance with these bylaws. One of the six Director-Elected Directors shall be a Parent Director (as defined below). One of the six Director-Elected Directors shall be a Teacher Director (as defined below).

Member(s) - the Member of the Corporation shall be ASPIRA of Delaware, Inc. Any and all rights, privileges and duties of the member, including, but not limited to, additional of other member(s), shall comply with these bylaws.

Member-Appointed Director –shall mean a director that has been appointed to the Board of Directors by the member(s). Five (5) Member-Appointed Directors shall be appointed and serve on the Board of Directors in accordance with these bylaws.

Parent Director – shall mean one Director-Elected Director who is the parent and/or legal guardian of a student enrolled at the School. At least one (1) Parent Director shall always be included on the Board of Directors. Parent Director(s) shall be elected and serve in accordance with these bylaws.

Teacher Director – shall mean one Director-Elected Director who is a certified teacher and is employed at the School. At least one (1) Teacher Director shall always be included on the Board of Directors. Teacher Director(s) shall be elected and serve in accordance with these bylaws.

**Article III  
Offices**

Section 1. Registered Office. The principal office of the Corporation shall be 326 Ruthar Drive, Newark, New Castle County, Delaware 19711-8017. The registered agent for the Corporation is ATA Corporate Services, LLC with an address of 222 Delaware Avenue, Suite 1200, Wilmington, DE 19801. The Corporation shall have and continuously maintain its principal office in New Castle County, Delaware.

Section 2. Other Offices. The Corporation may also have office or offices at any other place or places that its business may require.

**Article IV  
Members**

Section 1. Eligibility. The initial member of the Corporation (the "Members") shall be ASPIRA of Delaware, Inc. Additional Members may be admitted upon the affirmative vote or written consent of all of the then existing Members. No member of the Board of Directors shall be a Member of the Corporation, unless admitted in accordance with this section.

Section 2. Annual Meeting. An annual meeting of the Members, for the appointment of Member-Appointed Directors as set forth in Article VI, Sections 2 and 5 hereto, and the transaction of such other business as may properly come before the meeting, shall be held at such place, on such date, and at such time as shall have been established by the Board of Directors.

Section 3. Special Meetings. Special meetings of the Members of the Corporation may be held at the call of the Board of Directors, or by written petition by at least one-third of the Members, for any purpose or purposes. Such request shall state the purpose or purposes of the proposed meeting.

Section 4. Notice. A notice of any annual or special meeting of the Member(s), setting forth the time, date, and place of the meeting, shall be given by the Secretary in person, by mail, by telephone, by facsimile, or by electronic mail not less than seven (7) days in advance of the meeting to each Member at the address last shown on the records of the Corporation. Unless otherwise indicated in the notice thereof, any and all business may be transacted at any annual or special meeting.

Section 5. Quorum. At any meeting of the Members, a quorum for the transaction of business shall consist of a majority of all of the Members either present at a meeting or represented by proxy, except to the extent that a greater number of Members may otherwise be required by law. An act of the majority of Members present and voting or represented by proxy shall be the act of the Members, except as may otherwise be required by these Bylaws.

Section 6. Waiver. The transaction of business at any meeting of the Members, however called and noticed and wherever held, shall be as valid as though held at a meeting after regular call and notice, if a quorum is present in person or by proxy.

Section 7. Action Without Formal Meeting. Any action that may be taken by the Members at a meeting may be taken by written consent without a meeting if such consent is signed by the requisite number of Members needed to approve such action as provided hereunder and such writing is filed with the minutes of the proceedings of the Members.

#### **Article V Powers and Functions of Directors**

Section 1. Subject to limitations imposed by law, the Certificate of Incorporation, or these Bylaws, all corporate powers shall be exercised by or under the authority of the Board of Directors (the "Board"). The Board has the power to manage the property of the Corporation and the business of the Corporation, as described in Article II, Section 2, of these Bylaws. The

Members shall have no voting rights, other than as provided by the General Corporation Law of the State of Delaware and the provisions of these Bylaws.

Without limiting the foregoing, the Board shall conduct the business of the Corporation, including:

- i) Adopting the Bylaws of the Corporation, subject to the consent of a majority of the Members;
- ii) Determining the general policies and strategic planning of the Corporation;
- iii) Establishing the annual budget and approving major expenditures;
- iv) Selecting projects and approving the overall budget of said projects;
- v) Approving the budgets of the Corporation;
- vi) Approving the annual reports of the Corporation;
- vii) Approving the annual financial statements of the Corporation; and
- viii) Except as otherwise provided for herein, electing officers and filling vacancies in said offices as may occur from time to time during the year.

## **Article VI Board of Directors**

Section 1. Founding Board; Operating Board; Number. Prior to the School's First Instructional Day, as such term is defined in Chapter 5 of Title 14 of the Delaware Code and the regulations promulgated thereunder (the "First Instructional Day"), or such earlier time as the Board may decide in its sole discretion, the Board shall be designated the "Founding Board" and shall consist of five members. Upon the School's First Instructional Day, or such earlier time as the Founding Board may decide in its sole discretion, the Board shall consist of eleven members (hereinafter referred to as the "Board" or the "Operating Board"). However, the number of directors constituting the Board at any time may be reduced as a result of one or more vacancies.

Section 2. Election; Eligibility. All members of the Founding Board, and five of the members of the Operating Board (in either case, such members referred to herein as the “Member-Appointed Directors”) shall be appointed by the Members. The remaining members of the Board (such members referred to herein as the “Director-Elected Directors”) shall be elected by vote of the directors (both Member-Appointed Directors and Director-Elected Directors) then presiding on the Board at the time of the vote, provided, however, that the Board shall always include at least one certified teacher employed as a teacher at the School (any such director, a “Teacher Director”) and at least one parent or legal guardian of a student that is enrolled at the School (any such director, a “Parent Director”). A director will be designated as a Parent Director or a Teacher Director at the time of election, but no director may simultaneously serve as both a Parent Director and a Teacher Director for the purposes of this Section. A Parent Director who ceases to be a parent or legal guardian of a student enrolled in the School may continue in office until the next annual meeting of the Corporation. A Teacher Director shall be deemed to have resigned from the Board on the date the Teacher Director is no longer employed as a teacher at the School. The Board of Directors shall appoint a Nominating Committee, at least one member of which shall be a Member-Appointed Director, to solicit candidates who are interested in serving as Parent Directors or Teacher Directors. A report from the Nominating Committee shall accompany the notice of any special or annual meeting of the Board at which Director-Elected Directors are to be elected. The report of the Nominating Committee shall include the name, address, occupation, employer, educational background and such other information as the Nominating Committee shall choose to provide with respect to all candidates.

Section 3. Voting Rights. Except as otherwise provided in Section 2, each director shall have one vote.

Section 4. Liability. No director shall be personally liable for the debts, liabilities, or obligations of the Corporation.

Section 5. Term. The initial directors of the Corporation shall be selected by the Incorporator pursuant to a written action. At the first annual meeting of Members, the Members shall appoint directors to the Board to serve one-year terms, each expiring upon a director's resignation or the appointment of his or her successor at the first annual meeting of the Members following his or her appointment. Upon the institution of the Operating Board, which institution must take place prior to the First Instructional Day:

(a) At the annual meeting of the Members, the Members shall appoint five Member-Appointed Directors to serve one-year terms, each expiring upon resignation or the appointment of his or her successor at the first annual meeting of the Members following his or her appointment;

(b) At the last annual meeting of the Board prior to the First Instructional Day, the newly elected Member-Appointed Directors shall elect six Director-Elected Directors, including at least one Teacher Director and one Parent Director, with (i) one Teacher Director and one other Director-Elected Director serving initial terms each expiring at the election of his or her successor at the first annual meeting of the Board following his or her election, (ii) one Parent Director and one other Director-Elected Director serving initial terms expiring at the election of his or her successor at the second annual meeting of the Board following his or her election, and (iii) the remaining Director-Elected Director serving an initial term expiring at the election of his or her successor at the third annual meeting of the Board following his or her election; and



(c) At any subsequent annual meeting of the Board, the Member-Appointed Directors, and any Director-Elected Directors that are currently serving on the Board, if any, shall elect a Director-Elected Director for each Director-Elected Director whose term is due to expire at such meeting, provided that the Board shall always include at least one Teacher Director and at least one Parent Director. After the initial terms described in enumerated items (a) and (b) above:

(x) Member-Appointed Directors shall serve at the pleasure of the member(s) for terms of one year, each to commence with his or her appointment at the annual meeting of the Members, and each to expire upon resignation or the appointment of his or her successor at the first annual meeting of the Members following the commencement of such term, and (y) the Director-Elected Directors shall serve terms of three years, each to commence with his or her election at the annual meeting of the Board, and each to expire upon resignation or the election of his or her successor at the third annual meeting of the Members following the commencement of such term. Director-Elected Directors shall be limited to serving two (2) three-year terms.

Section 6. Vacancies. Any vacancies created by the removal or resignation of a Member-Appointed Director shall be filled by appointment by the Members. The directors may, in their discretion, fill any vacancy created by the removal or resignation of a Director-Elected Director by an affirmative vote of three-quarters of the directors then serving; provided, however, that any vacancy that leaves the Board with no Parent Directors must be filled by a parent or legal guardian of a student enrolled in the School, and any vacancy that leaves the

Board with no Teacher Directors must be filled by a certified teacher employed as a teacher at the School.

Section 7. Removal. A director may be removed from the Board, with or without cause, by an affirmative vote of both three-quarters of all directors and a majority of Member-Appointed Directors, provided that the removal of a Member-Appointed Director shall also require the consent of a majority of the Members.

Section 8. Compensation. Directors shall serve without compensation.

Section 9. Resignations. Any director may resign from a committee of the Board, an office of the Board, or the Board itself by giving written notice to the Chair/President or the Secretary. Any such resignation shall take effect on the date of receipt of such notice or at any later time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective.

Section 10. Fiduciary Duties. A director of the Corporation shall stand in a fiduciary relation to the Corporation and shall perform his or her duties as a director, including his or her duties as an officer or a member of any committee of the Board upon which he or she may serve, in good faith, in a manner he or she reasonably believes to be in the best interest of the Corporation, and with such care, including reasonable inquiry, skill, and diligence as a person of ordinary prudence would use under similar circumstances. A director of the Corporation shall have no personal liability to the corporation or its members for monetary damages for breach of fiduciary duty as a director, provided that this provision shall not eliminate the liability of a director (i) for any breach of the director's duty of loyalty to the Corporation or its Members, (ii) for acts or omissions not in good faith or that involve intentional misconduct or a knowing

violation of law, (iii) under Section 174 of the Delaware General Corporation Law, or (iv) for any transaction from which the director derived an improper personal benefit

Section 11. Conflicts. The Board of Directors is subject to the State Code of Conduct as set forth in Title 29, Chapter 58 of the Delaware Code (the “Code of Conduct”) and any action of the Board of Directors shall be in accordance with the Code of Conduct.

## **Article VII Meetings of the Board**

Section 1. Compliance with the Provisions of the Freedom of Information Act. The Board shall conduct its meetings as if it were a “public body” as defined in 29 Del. C. § 10002(a) and according to the requirements of Chapter 100 of said Title 29 (the “Act”). In addition to the published notices required by the Act, notices of each meeting of the Board shall be forwarded to its members by any method which preserves proof of such notice.

Section 2. Meetings. A regular meeting of the Board shall be held once a year, on the same day as the annual meeting of the Members, and shall constitute the annual meeting of the Board. The schedule of regular meetings for the coming year, which schedule shall contain at least nine meetings in addition to the annual meeting, will be established at the annual meeting of the Board. Special meetings of the Board may be held at the call of any three directors, for any purpose or purposes. Such request shall state the purpose or purposes of the proposed meeting.

Section 3. Notice. A notice of any annual or special meeting, setting forth the time, date, and place of the meeting, shall be given by the Secretary in person, by mail, by telephone, by facsimile, or by electronic mail not less than seven (7) days in advance of the meeting to each

director at the address last shown on the records of the Corporation. Unless otherwise indicated in the notice thereof, any and all business may be transacted at any annual or special meeting.

Section 4. Quorum. A quorum for the transaction of business at any meeting of the Board shall consist of the majority of the voting directors then serving, except as may otherwise be required by law. An act of the majority of directors present and voting at a duly called meeting shall be the act of the Board, except as may otherwise be provided elsewhere by these Bylaws.

Section 5. Participation by Conference Telephone or Other Telecommunications System. Notwithstanding any provision of these Bylaws to the contrary, and unless otherwise prohibited by law, members of any committee of the Board may participate in a meeting of such committee by means of conference telephone, telecommunications or information technology system, or similar communications equipment by means of which all persons participating in the meeting can hear each other and such participation shall constitute presence in person at such meeting.

Section 6. Action Without Formal Meeting. Any action that may be taken by the Board at a meeting may be taken by written consent without a meeting if such consent is signed by the requisite number of members of the Board needed to approve such action as provided hereunder and such writing is filed with the minutes of the proceedings of the Board; provided, however, that no such action without a meeting may be taken if such action were to be regarded as the sort of action that may only be taken at a public meeting as required by the Act.

Section 7. Reliance. A member of the Board, or of any committee or office thereof, shall in the performance of his or her duties, be fully protected in relying in good faith upon the records of the Corporation and upon such information, opinions, reports, or statements presented

to the Corporation by any of its officers, employees, or committees of the Board, or by any other person as to matters the member reasonably believes are within such other person's professional or expert competence and who has been selected with reasonable care by or on behalf of the Corporation.

### **Article VIII Committees of the Board**

Section 1. Establishment by Board. The Board may appoint, or may provide for the appointment of, committees consisting of directors with such duties and powers as the Board may, from time to time, designate and prescribe. In the absence or disqualification of any member of any committee and any alternate member in his or her place, the Board may appoint another director to act at the meeting in the place of any such absent or disqualified member. The Board may, from time to time, suspend, alter, continue, or terminate any of such committees or the powers and functions thereof.

Section 2. Action. Unless otherwise provided in the resolution of the Board designating a committee, a majority of the members of the whole committee shall constitute a quorum unless the committee shall consist of one or two members, in which case one member shall constitute a quorum. All matters properly brought before the committee shall be determined by a majority vote of the members present.

Section 3. Action Without Formal Meeting. Any action that may be taken by a committee at a meeting may be taken without a meeting if all members thereof consent thereto in writing, and such writing is filed with the minutes of the proceedings of such committee; provided, however, that no such action without a meeting may be taken if such action were to be regarded as the sort of action that may only be taken at a public meeting as required by the Act.

Section 4. Procedures. Each committee may determine the procedural rules for meeting and conducting its business and shall act in accordance therewith, except as otherwise provided by law. Adequate provision shall be made for notice to all members of any committee of all meetings of that committee.

### **Article IX Officers**

Section 1. Officers. The officers of the Corporation shall consist of a Chair/President, a Vice Chair/Vice Chair/President, a Secretary, a Treasurer, and such assistants as the Board may deem necessary. The officers shall perform such duties as described in this Article and shall receive no compensation for these services, except as otherwise expressly noted or agreed. Only directors may serve as the Chair/President or Vice Chair/Vice President. Any person may hold more than one office. Notwithstanding any provision of these Bylaws to the contrary, no Member or Officer has the express or implied authority to unilaterally bind the Corporation through the execution of any agreement, contract, written instrument, or other legal obligation of any kind, unless the Board has specifically authorized one or more Officers or Members to execute an agreement, contract, written instrument, or other legal obligation pursuant to a majority vote of the Board Members.

Section 2. Election and Term. The officers of the Corporation shall be elected by, and serve at the pleasure of, the Board for terms to expire at the first meeting of the directors following the next annual meeting of the Members, provided that an officer appointed to fill a vacancy shall serve for the remainder of the term of his or her predecessor, and provided further that an officer shall serve until his or her successor is elected and qualified in accordance with these Bylaws. The Board will nominate a Chair/President, a Vice Chair/Vice President, a Treasurer and a Secretary.

Section 3. Vacancies. A vacancy in any of the offices of the Corporation may be filled for the unexpired term by the Board.

Section 4. Chair/President. The Chair/President shall preside at all meetings of the Board. The Chair/President shall have such other powers and duties as may be prescribed from time to time by the Board. The Chair/President shall serve as the principal executive officer of the Corporation. The Chair/President shall see that all orders and resolutions of the Board and the Executive Committee or other committees of the Board are carried into effect. The Chair/President shall also have general supervision and direction of the officers and shall see that their duties and those assigned to other directors are properly performed.

Section 5. Vice Chair/Vice President. The Vice Chair/Vice President shall have such powers and duties as may be prescribed from time to time by the Chair/President or by the Board. In the absence or disability of the Chair/President, the Vice Chair/Vice President shall perform all the duties of the Chair/President.

Section 6. Secretary. The Secretary shall keep or cause to be kept a record of the proceedings of the Board, shall make service of all such notices as may be required under the provisions of these Bylaws or by law, shall be custodian of the corporate records and of the corporate seal, and shall have such other powers and duties as may be prescribed from time to time by the Chair/President or the Board.

Section 7. Treasurer. The Treasurer shall be responsible for the oversight of the custody of all funds of the Corporation, shall generally supervise the accounting and bookkeeping of the Corporation, shall regularly report to the Board as to the financial condition and results of the operation of the Corporation, and shall have such other powers and duties as may be prescribed from time to time by the Chair/President or the Board. The Treasurer shall not

authorize the release of any funds of the Corporation requested for the payment for any goods or services unless the Treasurer has first received a certification from the Head of School that the procurement of any such goods or services for which payment is requested has been included in the school's annual operating budget, is within the discretionary spending power of the Head of School or others vested by the Board with this authority, has been approved by the Board of Directors through the budget process or otherwise, and has been conducted in accordance with the school's board approved procurement policies and procedures.

### **Article X Indemnification**

Section 1. Right to Indemnification. The Corporation shall indemnify and hold harmless, to the fullest extent permitted by applicable law as it presently exists or may hereafter be amended, any person who was or is made or is threatened to be made a party or is otherwise involved in any action, suit, or proceeding, whether civil, criminal, administrative, or investigative (a "proceeding") by reason of the fact the he or she, or a person for whom he or she is the legal representative, is or was a director or officer of the Corporation or is or was serving at the request of the Corporation as a director, officer, employee, or agent of another corporation or of a partnership, joint venture, trust, enterprise, or nonprofit entity, including service with respect to employee benefit plans, against all liability and loss suffered and expenses (including attorneys' fees) reasonably incurred by such person. The Corporation shall be required to indemnify a person in connection with a proceeding (or part thereof) initiated by such person only if the proceeding (or part thereof) was authorized by the Board.

Section 2. Prepayment of Expenses. The Corporation shall pay the expenses (including attorneys' fees) incurred in defending any proceeding in advance of its final disposition, provided, however, that the payment of expenses incurred by a director or officer in



advance of the final disposition of the proceeding shall be made only upon receipt of an undertaking by the director or officer to repay all amounts advanced if it should be ultimately determined that the director or officer is not entitled to be indemnified under this Article or otherwise.

Section 3. Claims. If a claim for indemnification or payment of expenses under this Article is not paid in full within sixty days after a written claim therefore has been received by the Corporation, the claimant may file suit to recover the unpaid amount of such claim and, if successful in whole or in part, shall be entitled to be paid the expense of prosecuting such claim. In any such action the Corporation shall have the burden of proving that the claimant was not entitled to the requested indemnification or payment of expenses under applicable law.

Section 4. Nonexclusivity of Rights. The indemnification and advancement rights conferred on any person by this Article X shall not be exclusive of, shall be in addition to, and may be broadened by, any other rights that such person may have or hereafter acquire under any statute, provision of the certificate of incorporation, these Bylaws, an agreement, vote of Members or disinterested directors, or otherwise.

Section 5. Other Indemnification. The Corporation's obligation, if any, to indemnify any person who was or is serving at its request as a director, officer, employee, or agent of another corporation, partnership, joint venture, trust, enterprise, or nonprofit entity shall be reduced by any amount such person may collect as indemnification from such other corporation, partnership, joint venture, trust, enterprise, or nonprofit enterprise.

Section 6. Liability Insurance. The Corporation may purchase and maintain insurance on behalf of any person who was or is a director, officer, employee, or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer,

employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise against any liability asserted against him or her and incurred by him or her in any such capacity, or arising out of his or her status as such, whether or not the Corporation would have the power or the obligation to indemnify him or her against such liability under the provisions of this Article X.

Section 7. Amendment or Repeal. Any repeal or modification of the foregoing provisions of this Article X shall not adversely affect any right or protection hereunder of any person in respect of any act or omission occurring prior to the time of such repeal or modification.

## **Article XI Records**

Section 1. Corporate Records. The Corporation shall keep at its registered office in this State or at its principal place of business wherever situated an original or duplicate record of the proceedings of the directors and the original or copy of its Bylaws, including all amendments and alterations thereto to date, and a register, giving the names and addresses of the directors. The Corporation shall also keep complete and accurate books or records of account.

Section 2. Right of Inspection. Every director shall, upon written demand under oath stating the purpose thereof, have a right to examine, in person or by agent or attorney, during the usual hours for business for any proper purpose, one reasonably related to the interest of such person as a director, books and records of account, and records of the proceedings of the directors, and to make copies or extracts therefrom.

Section 3. Execution of Written Instruments. Subject to Article IX, Section 1 of these By Laws, all contracts, deeds, mortgages, obligations, documents, and instruments, whether or not requiring a seal, may be executed by the Chair/President and attested by the

Secretary or their designees. All checks, notes, drafts, and orders for the payment of money processed through the state's financial system will be the responsibility of the school's business manager under the direction of the Head of School and shall be governed by the school's financial policies and procedures. Said policies and procedures will also include safeguards, approved by the board, to avoid theft and fraud.

## **Article XII Conflicts of Interest Policy**

Section 1. Purpose. The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 2. Voting and Disclosure. In order to minimize any risk of any conflict of interest concerning the Board and officers of the Corporation, all directors and officers shall refrain from voting on any issue in which they have a financial interest. In particular, Teacher Directors are precluded from voting on issues related to teacher compensation at the School. All directors and officers must make a full disclosure annually of all organizations, together with any other relationships, which, in the judgment of the director or officer, has the potential for creating a conflict of interest. Furthermore, in the event that the Board considers any matter that may have a material impact on any organization of which a director or officer serves as a director, officer, or key employee or as to which a director or officer otherwise has a material relationship, such director or officer must disclose such relationship to the Board and must refrain from voting on such matter.

Section 3. Board Approval. No director or officer, or any spouse, sibling, parent, or child (in each case whether by birth, marriage, guardianship, or legal adoption) of such director or officer or any employee or other person or entity in which a director or officer has a material financial interest, shall receive any payment or other direct benefit from the Corporation for any services rendered, unless the Board, after full disclosure of the terms and conditions of such payments, approves such payment.

### **Article XIII Corporate Seal**

Section 1. The Board shall provide a corporate seal, containing the name of the Corporation, which seal shall be in the charge of the Secretary.

### **Article XIV Gifts**

Section 1. The Board may accept, on behalf of the Corporation, any contribution, gift, bequest, or devise for the general purpose, or any special purpose, of the Corporation.

### **Article XV Irrevocable Dedication; Dissolution And Reversion**

Section 1. Irrevocable Dedication. The Corporation is not organized, nor shall it be operated, for a pecuniary gain or profit. The property, assets, profits, and net income of the Corporation are irrevocably dedicated to charitable, scientific, or educational purposes, and no part of the profits or net income shall inure to the benefit of any officer or member thereof.

Section 2. Dissolution. Should the Corporation cease to act and be dissolved, its property and assets then remaining shall be paid over to and become the property of a charitable organization designated by the Board, provided, however, that payment shall be made hereunder only to such corporations, trusts, foundations, or other organizations that are organized and operated exclusively for charitable, educational, or scientific purposes and that are exempt from

Federal income tax under Section 501(a) of the Code, or under the corresponding provision of any subsequent law, as organizations described in Section 501(c)(3) of the Code, or in the corresponding provision of any subsequent law, or to the federal government or a state or local government for a public purpose. In the event that an organization herein above named shall not qualify hereunder, the amount that it would have received upon dissolution shall be paid over to one or more other qualifying organizations.

**Article XVI  
Amendments**

Section 1. These Bylaws may be amended, suspended, or repealed by the affirmative vote of three-quarters of all of the directors then serving at a meeting noticed and called for the purpose of amending, suspending, or repealing the Bylaws, if any such action is ratified by the affirmative vote of three-quarters of all of the Board.

**Article XVII  
Fiscal Year**

Section 1. Fiscal Year. The fiscal year of the Corporation shall commence on the first day of July of each year.

**Article XVIII  
Effective Date**

Section 1. Effective Date. These Bylaws shall take effect immediately.

Date: September 26, 2019

# **APPENDIX 7**

## **Certificate of Occupancy**



**NEW CASTLE COUNTY**  
**Department of Land Use - Licensing Division**  
**87 Reads Way, New Castle, DE 19720**

**CERTIFICATE OF OCCUPANCY**

**Effective Date:** 12/4/2017

**Permit Number:** 201609666

**Contractor:**

**Property Owner:**

GG&A (GRAYSON,GRAYSON & ASSOC)  
1050 INDUSTRIAL DR  
SUITE 110  
MIDDLETOWN, DE 19709-2802

ASPIRA OF DELAWARE CHARTER  
OPERATIONS INC  
326 RUTHAR DRIVE  
NEWARK, DE 19711

**Parcel Number:** 0901600038

**Lot:**

**Property Address:** 326 RUTHAR DR

**Subdivision:** ASPIRA OF DELAWARE

**Project Information:**

Applicable Code: 2015 International Building Code as amended by New Castle County.

Occupancy/Use Group: E

Type of Construction: IIB

Automatic Sprinkler System Provided

**Permission is hereby granted to occupy:**

"ASPIRA ACADEMY" PHASE 1--INTERIOR AND EXTERIOR RENOVATIONS OF EXISTING CONDITIONS ONLY (NO PUBLIC ASSEMBLY AREA, ADDITIONAL CLASSROOMS OR ADDITIONAL GROSS FLOOR AREA PERMITTED IN THIS PHASE) (REV. 2/16/17: PHASE 2--ADD ADDITIONAL GFA ON 2nd FLOOR AND ASSEMBLY/GYM/KITCHEN/OFFICE AREA ON 1st FLOOR)

The areas of the structure(s) listed above have been inspected for compliance with the applicable codes listed for the occupancy and the use for which the project is classified. Additionally, any special stipulations and conditions for this certificate are defined above.

This certificate of occupancy may be suspended or revoked wherever the certificate is issued in error, or on the basis of incorrect information supplied, or where it is determined that the building or structure or portion thereof is in violation of the provisions of the New Castle County Code.

**Code Official Signature**







**NEW CASTLE COUNTY**  
Department of Land Use - Licensing Division  
87 Reads Way, New Castle, DE 19720

**CERTIFICATE OF OCCUPANCY**

**Effective Date:** 8/25/2017

**Permit Number:** 201706365

**Contractor:**

**Property Owner:**

GG&A (GRAYSON, GRAYSON & ASSOC)

ASPIRA OF DELAWARE CHARTER  
OPERATIONS INC

1050 INDUSTRIAL DR

326 RUTHAR DRIVE

SUITE 110

NEWARK, DE 19711

MIDDLETOWN, DE 19709-2802

**Parcel Number:** 0901600038

**Lot:**

**Property Address:** 326 RUTHAR DR

**Subdivision:** ASPIRA OF DELAWARE

**Project Information:**

Applicable Code: 2015 International Building Code as amended by New Castle County

Occupancy/Use Group: E

Type of Construction: IIB

Automatic Sprinkler System Provided

**Permission is hereby granted to occupy:**

FIT-OUT/RENOVATION 'ASPIRA ACADEMY'--PHASE 3A

The areas of the structure(s) listed above have been inspected for compliance with the applicable codes listed for the occupancy and the use for which the project is classified. Additionally, any special stipulations and conditions for this certificate are defined above.

This certificate of occupancy may be suspended or revoked wherever the certificate is issued in error, or on the basis of incorrect information supplied, or where it is determined that the building or structure or portion thereof is in violation of the provisions of the New Castle County Code.

**Code Official Signature**





# **APPENDIX 8**

## **Fire Inspection Certificate**





STATE OF DELAWARE  
OFFICE OF THE STATE FIRE MARSHAL

MEMO

**TO:** Dave Moore

**FROM:** John Yedinak

**Date:** 09/19/2018

**Subject:** Notification of Inspection

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On 9/18/2018 Las Americas ASPIRA Academy was inspected.

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This facility is in compliance with the requirements of the State Fire Prevention Regulations. No re-inspection required.



## Panchisin Greg

---

**From:** Panchisin Greg  
**Sent:** Monday, September 30, 2019 12:03 PM  
**To:** john.krzyasiak@state.de.us  
**Subject:** ASPIRA Academy Building Inspection - 9/17/19  
**Attachments:** ASPIRA Academy Inspection 2018 Memo\_9.19.18.pdf  
  
**Importance:** High

Hi John,

Are you able to send us an updated certificate like the one that is attached? Reason I ask, we are up for our charter renewal and we need an updated certificate to submit with our application to the State of DE.

Thank you,  
Greg Panchisin  
Chief Operating Officer  
Las Américas ASPIRA Academy  
Phone: 302-292-1463, Ext. 203  
Fax: 302-292-1291

### STATE OF DELAWARE



**John J. Krzyasiak**  
Deputy State Fire Marshal

Office of the State Fire Marshal  
New Castle Division  
2307 MacArthur Road  
New Castle, DE 19720-2426

Phone: (302) 323-5375  
Fax: (302) 323-5367  
Email: john.krzyasiak@state.de.us  
Web: www.statefiremarshal.delaware.gov





# **APPENDIX 9**

## **Insurance Certificate**





# EVIDENCE OF PROPERTY INSURANCE

DATE (MM/DD/YYYY)  
09/17/2019

THIS EVIDENCE OF PROPERTY INSURANCE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE ADDITIONAL INTEREST NAMED BELOW. THIS EVIDENCE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS EVIDENCE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE ADDITIONAL INTEREST.

AGENCY <b>Pratt Insurance, Inc. Four Village Square Smyrna, DE 19977</b>		PHONE (A/C, No, Ext): <b>302-653-6681</b>	COMPANY <b>Liberty Mutual Insurance Co Mid-Atlantic 6230 Old Dobbin Lane, Ste 200 Columbia, MD 21045</b>	
FAX (A/C, No): <b>302-653-2370</b>	E-MAIL ADDRESS:		POLICY NUMBER <b>CBP8994074</b>	
CODE: AGENCY CUSTOMER ID #: <b>ASPIR-2</b>	SUB CODE:			
INSURED  <b>Aspira of Delaware Charter Operations Inc, M. Lopez Waite 326 Ruthar Drive Newark, DE 19711</b>		LOAN NUMBER	EFFECTIVE DATE <b>10/01/18</b>	
			EXPIRATION DATE <b>10/01/19</b>	
				<input type="checkbox"/> CONTINUED UNTIL TERMINATED IF CHECKED
THIS REPLACES PRIOR EVIDENCE DATED:				

### PROPERTY INFORMATION

LOCATION/DESCRIPTION <b>326 Ruthar Drive Newark, DE 19711</b>	<b>Charter Schol for Gradses K-12</b>
THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS EVIDENCE OF PROPERTY INSURANCE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.	

### COVERAGE INFORMATION

COVERAGE / PERILS / FORMS	PERILS INSURED				AMOUNT OF INSURANCE	DEDUCTIBLE
	BASIC	BROAD	SPECIAL			
Premise 1 Building 1 Building & BUS PERS PROP including Equipment Breakdown Property of Others Coverage Flood Coverage					25,355,277	500
					50,000	
					1,000,000	25,000

**REMARKS (Including Special Conditions)**  
326 Ruthar Drive, Newark, DE 19711 and 750 Otts Chapel Road, Newark, DE 19713

**CANCELLATION**  
SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

**ADDITIONAL INTEREST**

NAME AND ADDRESS  <b>DE Department of Education 401 Federal Street, Ste 2 Dover, DE 19901</b>	ADDITIONAL INSURED	LENDER'S LOSS PAYABLE	<input type="checkbox"/> LOSS PAYEE
	MORTGAGEE		
	LOAN #		
AUTHORIZED REPRESENTATIVE <i>Craig C. Hankins</i>			





# EVIDENCE OF PROPERTY INSURANCE

DATE (MM/DD/YYYY)  
09/17/2019

THIS EVIDENCE OF PROPERTY INSURANCE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE ADDITIONAL INTEREST NAMED BELOW. THIS EVIDENCE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS EVIDENCE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE ADDITIONAL INTEREST.

AGENCY <b>Pratt Insurance, Inc.</b> Four Village Square Smyrna, DE 19977		PHONE (A/C, No, Ext): <b>302-653-6681</b>	COMPANY <b>Liberty Mutual Insurance Co</b> Mid-Atlantic 6230 Old Dobbin Lane, Ste 200 Columbia, MD 21045	
FAX (A/C, No): 302-653-2370	E-MAIL ADDRESS:			
CODE:	SUB CODE:			
AGENCY CUSTOMER ID #: <b>ASPIR-2</b>				
INSURED  Aspira of Delaware Charter Operations Inc, M. Lopez Waite 326 Ruthar Drive Newark, DE 19711		LOAN NUMBER	POLICY NUMBER <b>CBP8994074</b>	
		EFFECTIVE DATE <b>10/01/19</b>	EXPIRATION DATE <b>10/01/20</b>	<input type="checkbox"/> CONTINUED UNTIL TERMINATED IF CHECKED
THIS REPLACES PRIOR EVIDENCE DATED:				

### PROPERTY INFORMATION

LOCATION/DESCRIPTION <b>326 Ruthar Drive</b> <b>Newark, DE 19711</b>	<b>Charter Schol for Gradses K-12</b>
--	---------------------------------------

THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS EVIDENCE OF PROPERTY INSURANCE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

COVERAGE INFORMATION	PERILS INSURED	BASIC	BROAD	SPECIAL	AMOUNT OF INSURANCE	
					DEDUCTIBLE	
Premise 1 Building 1 Building & BUS PERS PROP including Equipment Breakdown Property of Others Coverage Flood Coverage					25,355,277	500
					50,000	
					1,000,000	25,000

**REMARKS (Including Special Conditions)**

326 Ruthar Drive, Newark, DE 19711 and 750 Otts Chapel Road, Newark, DE 19713

**CANCELLATION**

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

**ADDITIONAL INTEREST**

NAME AND ADDRESS  <b>DE Department of Education</b> 401 Federal Street, Ste 2 Dover, DE 19901	ADDITIONAL INSURED	LENDER'S LOSS PAYABLE	<input type="checkbox"/> LOSS PAYEE
	MORTGAGEE		
	LOAN #		
AUTHORIZED REPRESENTATIVE <i>Cheryl C. Harbeck</i>			





# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)  
09/17/2019

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

<b>PRODUCER</b> <b>Pratt Insurance, Inc.</b> <b>Four Village Square</b> <b>Smyrna, DE 19977</b>	<b>302-653-6681</b>	<b>CONTACT NAME:</b> Pratt Insurance Inc <b>PHONE (A/C, No, Ext):</b> 302-653-6681 <b>FAX (A/C, No):</b> 302-653-2370 <b>E-MAIL ADDRESS:</b>
	<b>INSURER(S) AFFORDING COVERAGE</b>	
<b>INSURED</b> <b>Aspira of Delaware Charter Operations Inc, M. Lopez Waite</b> <b>326 Ruthar Drive</b> <b>Newark, DE 19711</b>	<b>INSURER A : Netherlands Insurance Co</b>	
	<b>INSURER B :</b>	
	<b>INSURER C :</b>	
	<b>INSURER D :</b>	
	<b>INSURER E :</b>	
	<b>INSURER F :</b>	

**COVERAGES**

**CERTIFICATE NUMBER:**

**REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> <b>COMMERCIAL GENERAL LIABILITY</b> <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR  GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC OTHER:			CBP8994074	10/01/2019	10/01/2020	EACH OCCURRENCE \$ <b>1,000,000</b> DAMAGE TO RENTED PREMISES (Ea occurrence) \$ <b>300,000</b> MED EXP (Any one person) \$ <b>15,000</b> PERSONAL & ADV INJURY \$ <b>1,000,000</b> GENERAL AGGREGATE \$ <b>2,000,000</b> PRODUCTS - COMP/OP AGG \$ <b>2,000,000</b> <b>Emp Ben.</b> \$ <b>1,000,000</b>
A	<b>AUTOMOBILE LIABILITY</b> <input type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			BA8997774	10/01/2019	10/01/2020	COMBINED SINGLE LIMIT (Ea accident) \$ <b>1,000,000</b> BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
A	<input checked="" type="checkbox"/> <b>UMBRELLA LIAB</b> <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ <b>10,000</b>			CU8997974	10/01/2019	10/01/2020	EACH OCCURRENCE \$ <b>5,000,000</b> AGGREGATE \$ <b>5,000,000</b> \$
A	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) <input type="checkbox"/> Y/N If yes, describe under DESCRIPTION OF OPERATIONS below		N/A	CBP8994074 EMPLOYERS STOP GAB LIAB	10/01/2019	10/01/2020	<input type="checkbox"/> PER STATUTE <input checked="" type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ <b>1,000,000</b> E.L. DISEASE - EA EMPLOYEE \$ <b>1,000,000</b> E.L. DISEASE - POLICY LIMIT \$ <b>2,000,000</b>

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

**CERTIFICATE HOLDER**

**CANCELLATION**

DEDEPAR

De Department of Education  
401 Federal St, Ste 2  
Dover, DE 19901

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

*Christy C. Hunsicker*





# **APPENDIX 10**

**ERIP Reporting SY17/18 and SY18/19**



## Panchisin Greg

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**From:** Meredith Lilia  
**Sent:** Tuesday, September 17, 2019 12:03 PM  
**To:** Panchisin Greg  
**Subject:** FW: ERIP compliance  
**Attachments:** Las Americas Tabletops completed last two years.PNG; Las Americas Lockdown compliant last two years.PNG

---

**From:** Scheer, Douglas (DEMA) [mailto:douglas.scheer@delaware.gov]  
**Sent:** Tuesday, September 17, 2019 11:55 AM  
**To:** Meredith Lilia <Lilia.Meredith@laaa.k12.de.us>  
**Subject:** RE: ERIP compliance

Good Morning Lilia,

Las Americas ASPIRA Academy has been compliant with the Omnibus School Safety act the past two years pertaining to Lockdown Drills and Tabletop Exercises. I have attached a snippet of both for your records. We do not track Fire Drills, but Wafa from the District Office has access and can help you gather that if needed.

IF I can help otherwise please let me know.

Thank you,  
Doug

*Douglas Scheer*

Comprehensive School Safety Program  
Delaware Emergency Management Agency  
165 Brick Store Landing Road  
Smyrna, Delaware 19977  
Ofc 302-659-2254  
Cell 302-270-9142  
[douglas.scheer@delaware.gov](mailto:douglas.scheer@delaware.gov)



---

**From:** Meredith Lilia <Lilia.Meredith@laaa.k12.de.us>  
**Sent:** Tuesday, September 17, 2019 9:53 AM

**To:** Scheer, Douglas (DEMA) <[douglas.scheer@delaware.gov](mailto:douglas.scheer@delaware.gov)>

**Subject:** ERIP compiance

Hello Dough,

Could you please send me an email stating that ASPIRA was in compliance ERIP for the last two years (2017-2018 an 2018-2019)? We need this information for the Charter renewal.

Thank you,

**Lilia E. Meredith**

Director of School Support Services

Las Américas ASPIRA Academy

302.292.1463 (P)

302.292.1291 (F)

# APPENDIX 11

## Summary of Findings from Independent Audits

**There were no findings in our  
independent audits.**



# **APPENDIX 12**

## **Final Fiscal Year 2019 Revenue & Expenditure Budget Report**





**Las Américas ASPIRA Academy Charter School**  
**Monthly Financial Report**



**Report Ending Date: June 30, 2019**  
**2019 Fiscal Year: July 1, 2018 to June 30, 2019**  
**Percent of Fiscal Year Complete: 100%**

**July 15, 2019**

**326 Ruthar Drive**  
**Newark, DE 19711**  
**(302) 292-1463**



**ASPIRA of Delaware Charter Operations Inc.  
Board of Directors**

Lourdes Puig, Ph.D. – Chairperson

Donald Patton – Vice Chairperson

Luis Santiago – Treasurer

Younes Haboussi - Secretary

Tiffany Burton

Benjamin Esparza, Esq.

Crystal Mayfield

Serah Jo Pesce

Rosalie Rolon Dow, Ph.D.

Fred West

**Las Américas ASPIRA Academy Charter School  
Citizen Budget Oversight Committee**

Luis Santiago – Community Representative - Chairperson

Greg Panchisin – Chief Operating Officer - Vice Chairperson

Lucy Li – Community Representative - Secretary

Richard Riggs – DDOE Representative (Non-Voting Member)

Margie López Waite – Head of School

Jessie Forbes – Teacher Representative

Min Guan - Parent Representative



Las Americas ASPIRA Academy Charter School  
 Financial Summary Update - Cash Basis  
 Twelve Months Ended June 30, 2019

B) Budget vs. Actual Comparison @ June 30, 2019 (Summary Level):

A) Revenues - FSF:

(Reconciled from DG, DR & DG, DR)

	Full Year Budget	Actual @ 6/30/2019	FY18 Carryover	Total	% of Budget (Target = 100%)	Difference*	Variance*
State - Unit Formula (05213)	\$ 6,461,450	\$ 6,497,993	\$ 47,211	\$ 6,545,204	101%	\$ 36,543	
State - Stipends (05195)	\$ -	\$ 22,725	\$ -	\$ 22,725	100%	\$ -	
State - Professional Learning Grant (05225)	\$ -	\$ 18,634	\$ -	\$ 18,634	100%	\$ -	
State - Technology Block Grant (05235)	\$ -	\$ 139,232	\$ -	\$ 139,232	100%	\$ -	
State - Ed Sustainability Fund (05289)	\$ -	\$ 119,500	\$ -	\$ 119,500	100%	\$ -	
State - Minor Capital Improvements (50022)	\$ -	\$ 196,813	\$ -	\$ 196,813	100%	\$ -	
State - Education Opportunity Grant (05297)	\$ -	\$ 10,893	\$ -	\$ 10,893	100%	\$ -	
State - SS95 - K-3 (05309)	\$ -	\$ 79,366	\$ -	\$ 79,366	100%	\$ -	
State - SS95 Reading (05310)	\$ -	\$ 23,580	\$ -	\$ 23,580	100%	\$ -	
State - School Safety and Security (01711)	\$ -	\$ 23,580	\$ -	\$ 23,580	100%	\$ -	
<b>Subtotal State</b>	<b>\$ 7,072,193</b>	<b>\$ 7,108,736</b>	<b>\$ 47,211</b>	<b>\$ 7,155,947</b>	<b>101%</b>	<b>\$ 36,543</b>	<b>Favorable</b>
Local - District Funding (98000)	\$ 3,403,701	\$ 3,403,701	\$ 899,574	\$ 4,303,275	100%	\$ 0	
Local - Other (98000)	\$ 159,028	\$ 159,936	\$ -	\$ 159,936	123%	\$ 36,508	
Local - Before & After Care (98139)	\$ 129,445	\$ 150,824	\$ 27,788	\$ 188,592	124%	\$ 31,379	
Local - Donations (98159)	\$ 36,000	\$ 26,042	\$ 251,152	\$ 277,194	72%	\$ (9,558)	
Local - Caterera (91100)	\$ 479,731	\$ 459,410	\$ 25,567	\$ 494,976	98%	\$ (10,321)	
Local - Construction Fund (98133)	\$ 141,000	\$ 141,000	\$ 663,755	\$ 804,755	100%	\$ -	
Local - Summer Camps (98205)	\$ 43,491	\$ 66,768	\$ 16,062	\$ 82,830	154%	\$ 23,277	
Local - Early Childhood (98080)	\$ 172,949	\$ 190,879	\$ 9,568	\$ 200,446	110%	\$ 17,930	
Local - Local Grants (99126)	\$ -	\$ 215,000	\$ -	\$ 215,000	110%	\$ 215,000	
Local - Donations II (Annual Gaming - 98235)	\$ -	\$ -	\$ 803	\$ 803	100%	\$ -	
Local - Contingency (98079)	\$ -	\$ -	\$ 204,468	\$ 204,468	100%	\$ -	
Local - CSRP (98041)	\$ 536	\$ -	\$ 71	\$ 71	100%	\$ (536)	
Local - CSD Settlement (99150)	\$ 119,834	\$ 119,834	\$ -	\$ 119,834	100%	\$ 0	
<b>Subtotal Local</b>	<b>\$ 4,685,715</b>	<b>\$ 4,589,334</b>	<b>\$ 2,098,788</b>	<b>\$ 7,088,182</b>	<b>106%</b>	<b>\$ 303,679</b>	<b>Favorable</b>
Federal - Title I (40554) FY17	\$ -	\$ -	\$ -	\$ -	100%	\$ -	
Federal - Title II (40114) FY17	\$ -	\$ -	\$ -	\$ -	100%	\$ -	
Federal - Title III ELL (40580) FY17	\$ -	\$ -	\$ -	\$ -	100%	\$ -	
Federal - IDEA B (40584) FY17	\$ -	\$ -	\$ -	\$ -	100%	\$ -	
Federal - IDEA Preschool (40585) FY17	\$ -	\$ -	\$ -	\$ -	100%	\$ -	
Federal - Title I (40554) FY18	\$ -	\$ -	\$ 23,796	\$ 23,796	100%	\$ -	
Federal - Title II (40114) FY18	\$ -	\$ -	\$ 3,076	\$ 3,076	100%	\$ -	
Federal - Title III ELL (40580) FY18	\$ -	\$ -	\$ 6,448	\$ 6,448	100%	\$ -	
Federal - IDEA B (40584) FY18	\$ -	\$ -	\$ 13,855	\$ 13,855	100%	\$ -	
Federal - IDEA Preschool (40585) FY18	\$ -	\$ -	\$ 29,253	\$ 29,253	100%	\$ -	
Federal - Title IV (40532) FY18	\$ -	\$ -	\$ 32	\$ 32	100%	\$ -	
Federal - Title I (40554) FY19	\$ 188,814	\$ 188,948	\$ -	\$ 188,948	100%	\$ 134	
Federal - Title II (40114) FY19	\$ 37,550	\$ 38,112	\$ -	\$ 38,112	101%	\$ 562	
Federal - Impact Aid Displaced Std. (40530) FY19	\$ 72,000	\$ 72,000	\$ -	\$ 72,000	100%	\$ -	
Federal - Title III ELL & Immigrant (40560) FY19	\$ 21,319	\$ 21,319	\$ -	\$ 21,319	100%	\$ -	
Federal - IDEA B (40584) FY19	\$ 120,695	\$ 132,089	\$ -	\$ 132,089	109%	\$ 11,374	
Federal - IDEA Preschool (40585) FY19	\$ 567	\$ 585	\$ -	\$ 585	103%	\$ 18	
Federal - Title IV (40532) FY19	\$ 19,882	\$ 19,959	\$ -	\$ 19,959	100%	\$ 77	
<b>Subtotal Federal</b>	<b>\$ 476,225</b>	<b>\$ 488,390</b>	<b>\$ 47,207</b>	<b>\$ 535,597</b>	<b>103%</b>	<b>\$ 12,165</b>	<b>Favorable</b>
<b>FSF Revenue</b>	<b>\$ 12,234,133</b>	<b>\$ 12,586,520</b>	<b>\$ 2,193,207</b>	<b>\$ 14,779,727</b>	<b>103%</b>	<b>\$ 352,387</b>	<b>Favorable</b>
Perly Cash Fund (outside FSF)	\$ 1,200	\$ 1,288	\$ -	\$ 1,288	N/A	\$ 88	
<b>Total Revenue</b>	<b>\$ 12,235,333</b>	<b>\$ 12,587,809</b>	<b>\$ 2,193,207</b>	<b>\$ 14,781,015</b>	<b>103%</b>	<b>\$ 352,475</b>	<b>Favorable</b>
<b>Total FSF Revenue (FY19 and FY18 C/O)</b>	<b>\$ 14,427,340</b>						

Las Americas ASPIRA Academy Charter School  
 Financial Summary Update - Cash Basis  
 Twelve Months Ended June 30, 2019

B) Expenses - FSF:  
 (Reconciled from DGL115 & DGL22)

	Full Year Budget	Actual @ 6/30/2019	% of Budget (Target <=100%)	Remaining Balance	Variance
Salaries (510)	\$ 5,877,950	\$ 5,928,724	101%	\$ (48,774)	Favorable
Other Employment Costs (520)	\$ 3,188,317	\$ 3,145,717	99%	\$ 42,600	Favorable
Services to Clients & Agencies	\$ -	\$ -	-	\$ -	N/A
Travel (540)	\$ 28,000	\$ 27,099	93%	\$ 1,901	Favorable
Debt Service (530)	\$ 1,088,213	\$ 1,088,213	100%	\$ (0)	Favorable
Contracted Services (550)	\$ 1,839,080	\$ 1,829,531	99%	\$ 9,549	Favorable
Supplies & Materials (560)	\$ 744,750	\$ 708,096	95%	\$ 36,654	Favorable
Capital Outlay-Equipment (570)	\$ 73,000	\$ 89,156	122%	\$ (16,156)	Favorable
Capital Outlay-Property (580)	\$ 587,000	\$ 599,200	95%	\$ 27,800	Favorable
	\$ 13,425,310	\$ 13,372,736	100%	\$ 52,574	Favorable

Net FSF Excess or (Deficit) for Year

	\$ 1,408,991
Note: YTD Revenue Minus YTD Expenditures	

Contingency Reserve (2%)

	\$ (177,825)
--	--------------

FSF Cash Balance less required Contingency Reserve

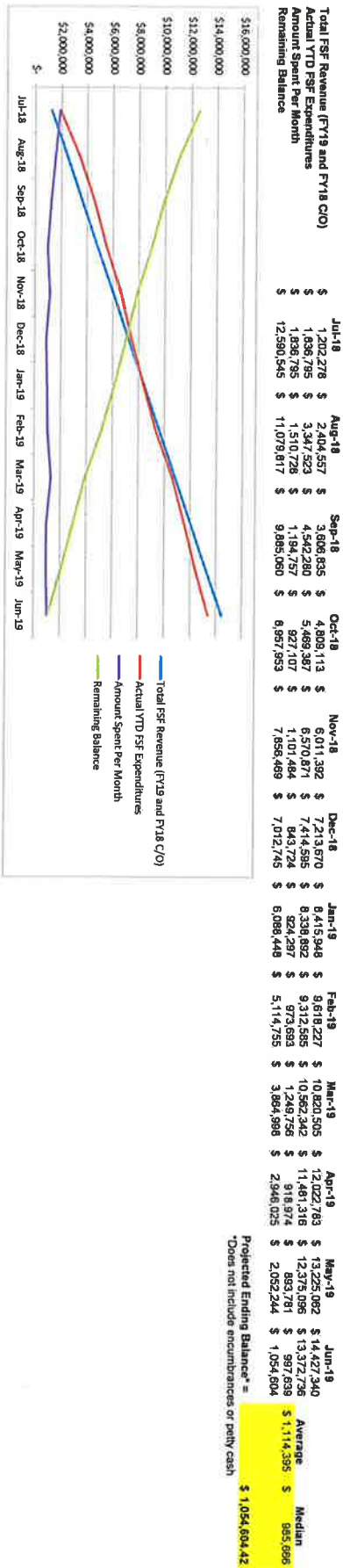
	\$ 1,229,166
--	--------------

Variance Notes:

\*Variance footnoted if percentage spent is 25 percentage points higher than the percentage of months into the fiscal year  
 TWELVE MONTHS = 100%  
 EXPENDITURE VARIANCE >= 125%

Las Americas ASP/PA Academy Charter School  
 Financial Summary Update - Cash Basis  
 Twelve Months Ended June 30, 2019

M) YTD Budget vs. Expenditure Trending:



Projected Ending Balance = \$ 1,054,604.42  
 \*Does not include encumbrances or petty cash

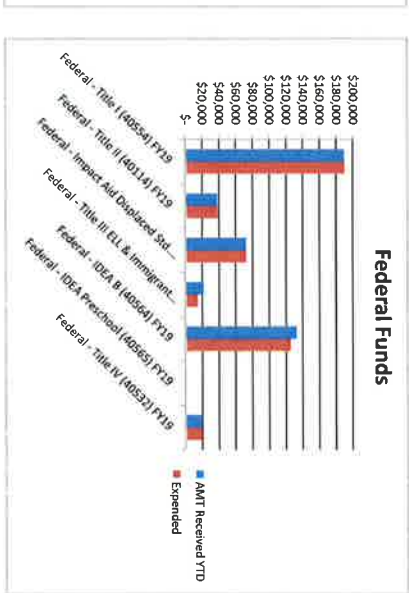
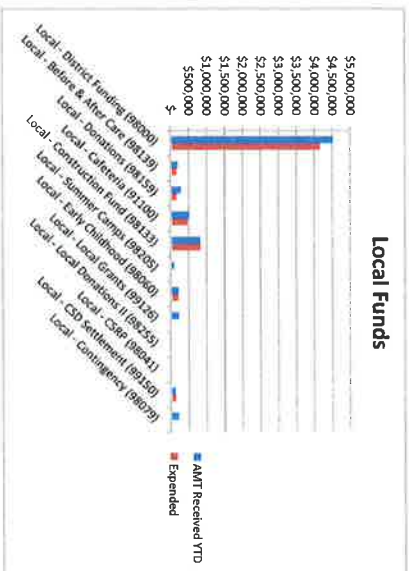
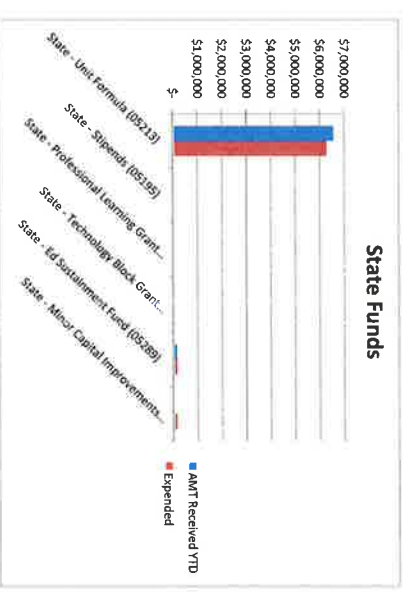
M) Local Funding Update:

	Number of Students	Budget*	Actual	Difference
Appoquinimik	11	\$ 22,098	\$ 22,098	\$ -
Brandywine	8	\$ 38,609	\$ 38,609	\$ -
Christina	460	\$ 2,332,931	\$ 2,332,931	\$ -
Colonial	188	\$ 511,465	\$ 511,465	\$ -
Red Clay	115	\$ 498,280	\$ 498,280	\$ -
Shryana	2	\$ 2,319	\$ 2,319	\$ -
<b>Total</b>	<b>784</b>	<b>\$ 3,403,701</b>	<b>\$ 3,403,701</b>	<b>\$ -</b>

\*According to the Charter School Billing Report in IMS



	AMT Received YTD	Expended	Encumbered	Remaining Balance	% Expended & Encumbered
State - Unit Formula (05213)	\$ 6,545,204	\$ 6,255,765	\$ -	\$ 289,439.62	96%
State - Silebends (05195)	\$ -	\$ 22,725	\$ -	\$ -	100%
State - Professional Learning Grant (05225)	\$ -	\$ 18,634	\$ -	\$ -	100%
State - Technology Block Grant (05235)	\$ -	\$ 139,232	\$ -	\$ -	100%
State - Ed Substitution Fund (05289)	\$ -	\$ 119,500	\$ -	\$ -	100%
State - Minor Capital Improvements (50022)	\$ -	\$ 196,813	\$ -	\$ -	88%
State - Education Opportunity Grant (05297)	\$ -	\$ 10,893	\$ -	\$ -	100%
State - SSRG - K-3 (05309)	\$ -	\$ 79,366	\$ -	\$ -	100%
State - SSRG Reading (05310)	\$ -	\$ 23,580	\$ -	\$ -	54%
State - School Safety and Security (10171)	\$ -	\$ 4,469,211	\$ -	\$ -	92%
Local - District Funding (98000)	\$ -	\$ 1,885,892	\$ -	\$ -	74%
Local - Before & After Care (98139)	\$ -	\$ 277,194	\$ -	\$ -	52%
Local - Donations (98159)	\$ -	\$ 454,976	\$ -	\$ -	91%
Local - Caledonia (91100)	\$ -	\$ 804,755	\$ -	\$ -	100%
Local - Construction Fund (98133)	\$ -	\$ 82,830	\$ -	\$ -	33%
Local - Summer Camps (98205)	\$ -	\$ 200,446	\$ -	\$ -	91%
Local - Early Childhood (98060)	\$ -	\$ 215,000	\$ -	\$ -	100%
Local - Local Grants (99128)	\$ -	\$ 1,193	\$ -	\$ -	0%
Local - Local Donations II (98255)	\$ -	\$ 803	\$ -	\$ -	100%
Local - CSPP (98041)	\$ -	\$ 71	\$ -	\$ -	0%
Local - CSD Settlement (99150)	\$ -	\$ 119,834	\$ -	\$ -	100%
Local - Conings (98079)	\$ -	\$ 204,468	\$ -	\$ -	0%
Federal - Title I (40554) FY17	\$ -	\$ -	\$ -	\$ -	100%
Federal - Title II ELL (40560) FY17	\$ -	\$ -	\$ -	\$ -	100%
Federal - Title III ELL (40560) FY17	\$ -	\$ -	\$ -	\$ -	100%
Federal - IDEA B (40564) FY17	\$ -	\$ -	\$ -	\$ -	100%
Federal - IDEA Preschool (40565) FY17	\$ -	\$ -	\$ -	\$ -	100%
Federal - Title I (40554) FY18	\$ -	\$ 23,796	\$ -	\$ -	100%
Federal - Title II ELL (40560) FY18	\$ -	\$ 3,076	\$ -	\$ -	100%
Federal - Title III ELL (40560) FY18	\$ -	\$ 6,448	\$ -	\$ -	100%
Federal - IDEA B (40564) FY18	\$ -	\$ 29,253	\$ -	\$ -	100%
Federal - IDEA Preschool (40565) FY18	\$ -	\$ 32	\$ -	\$ -	100%
Federal - Title IV (40532) FY18	\$ -	\$ 188,948	\$ -	\$ -	100%
Federal - Title IV (40554) FY19	\$ -	\$ 38,112	\$ -	\$ -	100%
Federal - Title II (40114) FY19	\$ -	\$ 72,000	\$ -	\$ -	100%
Federal - Impact Aid Displaced St (40530) FY19	\$ -	\$ 21,319	\$ -	\$ -	65%
Federal - Title III ELL & Immigrant (40560) FY19	\$ -	\$ 132,089	\$ -	\$ -	95%
Federal - IDEA B (40564) FY19	\$ -	\$ 585	\$ -	\$ -	100%
Federal - IDEA Preschool (40565) FY19	\$ -	\$ 19,959	\$ -	\$ -	100%
Federal - Title IV (40532) FY19	\$ -	\$ 14,779,727	\$ 13,372,736	\$ 1,406,991.11	90%
Petty Cash Fund Balance (outside FSP)	\$ 1,288	\$ -	\$ -	\$ -	
<b>Total</b>	<b>\$ 14,781,015</b>	<b>\$ 13,372,736</b>	<b>\$ -</b>	<b>\$ 1,408,279</b>	<b>90%</b>



Las Americas ASPPRA Academy Charter School  
 Financial Expenditure Detail Update - Cash Basis  
 Twelve Months Ended June 30, 2019

(Reconciled from DOL 115, DOL/LOC & DP00002)

Account Category	Account Code	Description	Subtotals	Budget FY19	Encumbrance @ 6/30/2019	Actual @ 6/30/2019	Total Encumbered & Expended	Remaining Balance	% Expended (Target <= 100%)	% Encumbered & Expended	Notes
510	Various	Salary - All Employees		\$ 5,877,950	\$ -	\$ 5,926,724	\$ 5,926,724	\$(48,774)	101%	101%	
		<b>Total Salaries/Other (510)</b>		\$ 5,877,950	\$ -	\$ 5,926,724	\$ 5,926,724	\$(48,774)	101%	101%	
520	52001	Pension/Employee Share (23.15%)		\$ 1,346,016	\$ -	\$ 1,322,462	\$ 1,322,462	\$ 23,554	98%	98%	
520	52002	Health Insurance/Employee Share (\$9,989)		\$ 1,000,390	\$ -	\$ 1,291,113	\$ 1,291,113	\$ 277	99%	99%	
520	52005	Workers Compensation (1.55%) (\$9,989)		\$ -	\$ -	\$ 91,094	\$ 91,094	\$ (7,493)	101%	101%	
520	52006	Social Security/Employee Share (7.2%)		\$ 360,081	\$ -	\$ 351,358	\$ 351,358	\$ 8,723	98%	98%	
520	52009	Unemployment Insurance (0.11%)		\$ 6,571	\$ -	\$ 6,249	\$ 6,249	\$ 322	100%	100%	
520	52016	Medical/Employee Share (1.45%)		\$ 84,212	\$ -	\$ 82,242	\$ 82,242	\$ 1,970	98%	98%	
		<b>Total Other Employment Costs (520)</b>		\$ 3,188,317	\$ -	\$ 3,145,717	\$ 3,145,717	\$ 42,800	99%	99%	
530	55353	Grant Reversions		\$ -	\$ -	\$ -	\$ -	\$ -			
530	55371	Tuition Reimbursement (state reimburses school for this expense)		\$ -	\$ -	\$ -	\$ -	\$ -			
		<b>Total Svcs To Clients &amp; Agencies (530)</b>		\$ -	\$ -	\$ -	\$ -	\$ -			
540	54001	Mileage/Pay Car in State		\$ 2,500	\$ -	\$ 2,416	\$ 2,416	\$ 84	97%	97%	
540	54003	Meals in State		\$ 3,000	\$ -	\$ 712	\$ 712	\$ 2,288	24%	24%	
540	54101	Mileage/Pay Car out of State		\$ 3,000	\$ -	\$ 688	\$ 688	\$ 2,312	23%	23%	
540	54103	Meals - Out of State		\$ 3,000	\$ -	\$ 2,458	\$ 2,458	\$ 542	81%	81%	
540	54104	Log/Travel/Out of State		\$ 3,000	\$ -	\$ 2,800	\$ 2,800	\$ 200	131%	131%	
540	54109	Other Travel - Out of State		\$ 12,000	\$ -	\$ 13,845	\$ 13,845	\$ (1,845)	114%	114%	
		<b>Total Travel (540)</b>		\$ 29,000	\$ -	\$ 27,099	\$ 27,099	\$ 1,901	93%	93%	Dual Language Training and Newschools Collaboration

Account Category	Account Code	Description	Subtotals	Budget FY19	Encumbrance @ 6/30/2019	Actual @ 6/30/2019	Total Encumbered & Expended	Remaining Balance	% Expended (Target <=100%)	% Encumbered & Expended	Notes
DHPL	55396	Loans - Bond Financing		\$ 1,086,213	\$ -	\$ 1,086,213	\$ 1,086,213	\$ (0)	100%	100%	
		<b>Total Debt Service (550)</b>		<b>\$ 1,086,213</b>	<b>\$ -</b>	<b>\$ 1,086,213</b>	<b>\$ 1,086,213</b>	<b>\$ (0)</b>	<b>100%</b>	<b>100%</b>	
550	55000	Other Proj Service-Instructional Staff	\$ 23,550	\$ 164,100	\$ -	\$ 171,635	\$ 171,635	\$ (7,535)	105%	105%	
		Data Service Center (DSC) - Enrollment Attendance, PHRS, RAP Training	\$ 17,000								
		Substitute Service	\$ 4,800								
		SAP Annual Surveillance Fee (Bonds) & DEDA Annual Fees	\$ 77,750								
		DOSM & Auditor	\$ 14,800								
		Auditing Services	\$ 20,000								
		Providence Service Corporation - Alternative School	\$ 4,000								
		Construction - Project Manager	\$ 2,000								
		POS Maintenance/Service Contract	\$ 2,000								
550	55010	Medical Services (Occupational & Speech Therapy, Psychologists, etc.)	\$ 160,000	\$ 160,000	\$ -	\$ 145,155	\$ 145,155	\$ 14,845	91%	91%	
550	55020	Legal Services	\$ 7,500	\$ 7,500	\$ -	\$ 4,871	\$ 4,871	\$ 2,630	65%	101%	
550	55073	Computer Services	\$ 19,000	\$ 19,000	\$ -	\$ 19,199	\$ 19,199	\$ (199)	101%	101%	
550	55101	Postage	\$ 3,000	\$ 3,000	\$ -	\$ 1,950	\$ 1,950	\$ 1,050	65%	65%	
550	55125	Telecommunication	\$ 13,500	\$ 13,500	\$ -	\$ 8,902	\$ 8,902	\$ 4,598	66%	66%	
550	55200	Water & Sewer	\$ 15,000	\$ 15,000	\$ -	\$ 13,482	\$ 13,482	\$ 1,518	90%	90%	
550	55203	Energy	\$ 162,000	\$ 162,000	\$ -	\$ 157,465	\$ 157,465	\$ 4,535	97%	97%	
550	55400	Equipment Lease (Copiers & Chromabooks)	\$ 175,000	\$ 175,000	\$ -	\$ 162,206	\$ 162,206	\$ 12,794	93%	93%	
550	55402	Buildings - Office Space	\$ 500	\$ 500	\$ -	\$ 218	\$ 218	\$ 283	44%	44%	
550	55434	Fuel Rental (Transportation)	\$ 791,980	\$ 791,980	\$ -	\$ 804,791	\$ 804,791	\$ (12,811)	102%	102%	
550	55452	Insurance (Bldg & Contents)	\$ 41,500	\$ 41,500	\$ -	\$ 41,448	\$ 41,448	\$ 52	100%	100%	
550	55507	Maintenance	\$ 96,000	\$ 96,000	\$ -	\$ 102,570	\$ 102,570	\$ (6,570)	107%	107%	
550	55510	Equipment Repair	\$ 39,000	\$ 39,000	\$ -	\$ 20,865	\$ 20,865	\$ 18,135	54%	54%	
550	55600	Printing & Binding	\$ 3,000	\$ 3,000	\$ -	\$ 2,075	\$ 2,075	\$ 925	69%	69%	
550	55610	Advertising	\$ 5,000	\$ 5,000	\$ -	\$ 5,600	\$ 5,600	\$ (600)	112%	112%	
550	55631	Assoc. Dues & Conf Fees	\$ 26,000	\$ 26,000	\$ -	\$ 31,655	\$ 31,655	\$ (5,655)	122%	122%	
550	55647	Student Body Activity	\$ 48,000	\$ 48,000	\$ -	\$ 58,277	\$ 58,277	\$ (10,277)	121%	121%	
550	55667	Training	\$ 40,000	\$ 40,000	\$ -	\$ 46,674	\$ 46,674	\$ (6,674)	117%	117%	
550	55692	Trash Removal - Sanitary Services	\$ 29,000	\$ 29,000	\$ -	\$ 30,494	\$ 30,494	\$ (1,494)	105%	105%	
		<b>Total - Contracted Services (550)</b>		<b>\$ 1,839,080</b>	<b>\$ -</b>	<b>\$ 1,829,531</b>	<b>\$ 1,829,531</b>	<b>\$ 9,549</b>	<b>99%</b>	<b>98%</b>	

Account Category	Account Code	Description	Subtotals	Budget FY19	Encumbrance @ 6/30/2019	Actual @ 6/30/2019	Total Encumbered & Expended	Remaining Balance	% Expended (Target <=100%)	% Encumbered & Expended	Notes
560	56000	Office Supplies		\$ 93,000	\$ -	\$ 90,225	\$ 90,225	\$ 2,775	97%	97%	
560	56007	Employee Recognition/T-shirt/bldg		\$ 11,000	\$ -	\$ 10,699	\$ 10,699	\$ 301	99%	99%	
560	56111	Food		\$ 191,750	\$ -	\$ 179,244	\$ 179,244	\$ 12,506	93%	93%	
560	56128	Medical Supplies/Medical/Health Aids		\$ 8,500	\$ -	\$ 2,501	\$ 2,501	\$ 5,999	29%	29%	
560	56141	Custodial Supplies		\$ 38,500	\$ -	\$ 35,677	\$ 35,677	\$ 2,823	98%	98%	
560	56145	Computer Supplies		\$ 13,500	\$ -	\$ 15,223	\$ 13,223	\$ 2,277	98%	98%	
560	56150	Instructional Supplies (mag, manuals, audio, etc.)		\$ 142,000	\$ -	\$ 137,092	\$ 137,092	\$ 4,908	100%	100%	
560	56157	Text Books/Library and Yearbooks		\$ 44,000	\$ -	\$ 44,517	\$ 44,517	\$ (517)	100%	100%	
560	56220	Building Materials		\$ 44,000	\$ -	\$ 46,028	\$ 46,028	\$ (2,028)	96%	96%	
560	56950	Institutional Equipment - Expensed		\$ 34,000	\$ -	\$ 28,092	\$ 28,092	\$ 5,908	83%	83%	
560	56950	Atchive Supplies		\$ 21,500	\$ -	\$ 18,498	\$ 18,498	\$ 3,002	86%	86%	
		<b>Total Supplies/Materials (560)</b>		<b>\$ 744,750</b>	<b>\$ -</b>	<b>\$ 709,096</b>	<b>\$ 709,096</b>	<b>\$ 35,654</b>	<b>95%</b>	<b>95%</b>	
570	57010	Office & Computer Equip/Software		\$ -	\$ -	\$ -	\$ -	\$ -			
570	57020	Institutional Equipment		\$ 73,000	\$ -	\$ 89,156	\$ 89,156	\$ (16,156)	122%	122%	
570	57040	Audio Visual Equipment		\$ -	\$ -	\$ -	\$ -	\$ -			
570	57210	Custodial/Janitor Equipment		\$ -	\$ -	\$ -	\$ -	\$ -			
570	57310	Refri/Freezer/Condi/Heat		\$ -	\$ -	\$ -	\$ -	\$ -			
		<b>Total Capital Outlay-Equipment (570)</b>		<b>\$ 73,000</b>	<b>\$ -</b>	<b>\$ 89,156</b>	<b>\$ 89,156</b>	<b>\$ (16,156)</b>	<b>122%</b>	<b>122%</b>	
580	58100	Land Improvements		\$ 427,000	\$ -	\$ 399,200	\$ 399,200	\$ 27,800	93%	93%	
580	58300	Main Bldg Alteration by Contract		\$ 160,000	\$ -	\$ 160,000	\$ 160,000	\$ -	100%	100%	
		<b>Total Capital Outlay-Property (580)</b>		<b>\$ 587,000</b>	<b>\$ -</b>	<b>\$ 559,200</b>	<b>\$ 559,200</b>	<b>\$ 27,800</b>	<b>95%</b>	<b>95%</b>	
		<b>Grand Totals - All Categories</b>		<b>\$ 13,425,310</b>	<b>\$ -</b>	<b>\$ 13,372,736</b>	<b>\$ 13,372,736</b>	<b>\$ 52,574</b>	<b>100%</b>	<b>100%</b>	



## REVENUE BUDGET

For the Month Ending June 30, 2019

	Bd Approved Budget	Receipt To Date	100% of year % Received	Anticipated Receipts Remaining
<b>STATE FUNDS</b>				
1 Division I - Title 14, Chapter 13 (Salary & OEC)				
2 Division II (Materials, Supplies, Services, Energy, Academic Excellence)				
3 Division III (Equalization, Academic Excellence)				
4 Other State Funds				
5 Minor Cap (Maintenance)				
6 Transportation				
<b>Total State Funds</b>	<b>7,072,193.00</b>	<b>7,108,736.06</b>	<b>100.6%</b>	<b>(36,543.06)</b>
<b>LOCAL FUNDS</b>				
Local Tax Revenues	3,403,701.00	3,403,701.06	100.0%	(0.06)
Other Local	159,028.00	195,935.69	123.2%	(36,907.69)
Before & After Care Program	129,445.00	160,824.29	124.2%	0.00
Donations	36,000.00	26,042.07	72.3%	9,957.93
Food Service	479,731.00	469,409.79	97.8%	10,321.21
Construction Fund	141,000.00	141,000.00		
Summer Camps	43,491.00	66,768.09	153.5%	(23,277.09)
Local Grants	0.00	215,000.00		(215,000.00)
Early Childhood	172,949.00	190,878.75	110.4%	(17,929.75)
Annual Giving	0.00	0.00		0.00
CSRP	536.49	0.00		536.49
CSD Settlement	119,834.00	119,834.38		
<b>Total Local Revenues</b>	<b>4,685,715.49</b>	<b>4,989,394.12</b>	<b>106.5%</b>	<b>(303,678.63)</b>
<b>FEDERAL FUNDS</b>				
Federal - Title I (40554) FY19	188,814.00	188,948.00	100.1%	(134.00)
Federal - Title II (40114) FY19	37,550.00	38,112.00	101.5%	(562.00)
Federal - Impact Aid Displaced Std. (40530) FY19	72,000.00	72,000.00		0.00
Federal - Title III ELL (40560) FY19	21,319.00	21,319.00	100.0%	0.00
Federal - IDEA B (40564) FY19	120,695.00	132,069.00	109.4%	(11,374.00)
Federal - IDEA Preschool (40565) FY19	567.00	585.00	103.2%	(18.00)
Federal - Title IV (TBD) FY19	19,882.00	19,959.00	100.4%	(77.00)
Federal - Previous Year Amendments	15,398.00	15,398.00		
<b>Total Federal Funds</b>	<b>476,225.00</b>	<b>488,390.00</b>	<b>102.6%</b>	<b>(12,165.00)</b>
<b>FY18 Carryover</b>	<b>2,193,206.54</b>	<b>2,193,206.54</b>		
<b>All Funds Total</b>	<b>14,427,340.03</b>	<b>14,779,726.72</b>	<b>102.4%</b>	<b>(352,386.69)</b>

**EXPENDITURE BUDGET**

<b>Operating Budget</b>				100% of year	
<b>Description</b>	<b>Bd Approved Budget</b>	<b>Encumbrance</b>	<b>Expenditures</b>	<b>Remaining Balance</b>	<b>% Obligated</b>
1 State & Local Salaries and Benefits	9,066,267.00	0.00	9,072,440.59	(6,173.59)	100.1%
2 Federal Salaries and Benefits	Included in line 1	0.00		0.00	Included in line 1
3 Utilities	177,000.00	0.00	170,947.46	6,052.54	96.6%
4 Facility--Lease	0.00	0.00	0.00	0.00	0.0%
5 Facility--Mortgage	1,086,213.00	0.00	1,086,213.02	(0.02)	100.0%
6 Other Expenses	1,530,500.00	0.00	1,466,509.19	63,990.81	95.8%
7 Transportation	791,980.00	0.00	804,791.29	(12,811.29)	101.6%
8 Contractor--Other	164,100.00	0.00	171,634.75	(7,534.75)	104.6%
9 Contractor--Food Services	191,750.00	0.00	179,244.06	12,505.94	93.5%
10 Management Company	0.00	0.00	0.00	0.00	
11 Textbooks and Instructional Supplies	285,000.00	0.00	282,508.91	2,491.09	99.1%
12 Building Maintenance and Custodial Services	132,500.00	0.00	138,446.34	(5,946.34)	104.5%
<b>Subtotal Operating Expenditures</b>	<b>13,425,310.00</b>	<b>0.00</b>	<b>13,372,736.61</b>	<b>52,574.39</b>	<b>99.6%</b>
13 Contingency	177,825.00				
<b>Total Operating Budget</b>	<b>13,603,135.00</b>	<b>0.00</b>	<b>13,372,736.61</b>	<b>52,574.39</b>	<b>98.3%</b>

# **APPENDIX 13**

Approved Preliminary Fiscal Year 2020 Budget





**Las Américas ASPIRA Academy Charter School**  
**FY 2020 Preliminary Operating Budget**



**August 19, 2019**

**326 Ruthar Drive  
Newark, DE 19711  
(302) 292-1463**

**ASPIRA of Delaware Charter Operations Inc.  
Board of Directors**

Lourdes Puig, Ph.D. – Chairperson

Donald Patton – Vice Chairperson

Luis Santiago – Treasurer

Younes Haboussi - Secretary

Tiffany Burton

Benjamin Esparza, Esq.

Crystal Mayfield

Serah Jo Pesce

Rosalie Rolon Dow, Ph.D.

Fred West

**Citizen Budget Oversight Committee**

Luis Santiago – ADCO Board Treasurer/Community Representative - Chairperson

Greg Panchisin – Chief Operating Officer - Vice Chairperson

Lucy Li – Community Representative - Secretary

Richard Riggs – DDOE Representative (Non-Voting Member)

Margie López Waite – Head of School

Jessie Forbes – Teacher Representative

Min Guan – Parent Representative

Las Américas ASPIRA Academy Charter School  
 Budget Assumption and Guidelines  
 FY 2020 Preliminary Operating Budget

Key Assumptions and Notes:

- 1) Projected September 30th enrollment = 943 Students (105%)
- 2) Revenue projections include a carryover from FY19 of \$1.407MM
- 3) Revenue projections assume minimal donations for FY20
- 4) State Funding projections based on FY19 funding
- 5) Local School District Funding projections based on FY19 funding
- 6) Revenue projections include \$1.5MM investment money and recently awarded Charter School Grant (replication/expansion) = \$500K of \$750K funded this year
- 7) Salaries based on the Christina School District's salary schedule: 6th Yr. Staff @ 100%, 5th Yr. @ 98%, 4th Yr. @ 96%, 3rd Yr. @ 94%, 2nd Yr. @ 92%, 1st Yr. @ 90%
- 8) Expenditures include lease, fit out, operational and maintenance costs of HS property

Guidelines for Total Expenditures

New Revenue / No Carryover

- Salaries & OECs 65% to 75%
- Mortgage/Rent <15%
- Student Transportation 8% to 10%
- Remainder 10% to 15%

Percent of Total FY 20 Revenue Targets

- 74%
- 9%
- 6%
- 11%

FY19 Operating Budget FY20 Preliminary Operating Budget

- 68%
- 11%
- 7%
- 14%

\*\*\*Calculations do not include \$1.5 MM investment or \$500k grant

FY19 Percent of Total Revenues



FY20 Percent of Total Revenues



Las Américas ASPIRA Academy Charter School  
 Budget Summary - Cash Basis  
 FY 2020 Preliminary Operating Budget

Fund	Rev. Acct. Code	Description	Final Operating Budget FY18	Final Operating Budget FY19	Preliminary Operating Budget FY20	Difference
<b>REVENUES</b>						
		Number of Students	740	785	943	
		High School		0	0	
		Elementary		785	943	
		Div I Units		51.36	60.04	
		Total Personnel Units		81.11	94.67	
		Classrooms (Homerooms only)	30	32	36	
State	05213	Division I (Salary & OEC)	\$ 4,416,199	\$ 5,161,838	\$ 6,073,449	\$ 911,611
State	05213	Division II (Materials, Supplies, Services)	\$ 18,048	\$ 21,634	\$ 25,290	\$ 3,656
State	05213	Division II (Energy)	\$ 114,600	\$ 122,566	\$ 143,315	\$ 20,715
State	05213	Division II (Academic Excellence)	\$ 6,658	\$ 9,185	\$ 10,737	\$ 1,552
State	05213	Division III (Equalization)	\$ 318,643	\$ 339,948	\$ 397,400	\$ 57,452
State	05213	Division III (Visiting Teacher)	\$ 1,291	\$ 1,360	\$ 1,625	\$ 235
State	05213	Division III (Academic Excellence)	\$ 19,846	\$ 20,783	\$ 24,295	\$ 3,512
State	05213	Division III (Psychologist)	\$ 1,938	\$ 2,039	\$ 2,384	\$ 345
State	05213	Professional & Curriculum Development	\$ 8,149	\$ 8,006	\$ 10,528	\$ 1,522
State	05213	Adjustment (Payouts)	\$ -	\$ 17,051	\$ -	\$ -
State	05213	Student Transportation	\$ 694,608	\$ 755,980	\$ 909,161	\$ 153,182
State	05213	C/O	\$ 265	\$ 47,211	\$ 289,440	\$ -
State	50022	MCI/Annual Maintenance	\$ 82,790	\$ 119,500	\$ 126,386	\$ 6,886
State	05225	Professional Learning Grant	\$ -	\$ 22,725	\$ -	\$ (22,725)
State	05285	Technology Block Grant	\$ 10,581	\$ 18,634	\$ 18,670	\$ 36
State	05287	Education Opportunity Funding	\$ 100,000	\$ 196,813	\$ 105,850	\$ (90,963)
State	05287	C/O	\$ -	\$ -	\$ 24,377	\$ -
State	05288	Education Sustainment Fund	\$ 132,507	\$ 138,232	\$ 138,503	\$ 271
State	05309	SSBG - K-3 (05309)	\$ -	\$ 10,893	\$ 25,963	\$ 15,070
State	05310	SSBG Reading (05310)	\$ -	\$ 79,366	\$ 81,102	\$ 1,736
State	05311	Opportunity Fund - Health & Reading Support	\$ -	\$ -	\$ 79,890	\$ -
State	05388	Contracted Sub Reimbursement - Parental Leave	\$ -	\$ -	\$ -	\$ -
State	05389	Sub Reimbursement - Parental Leave	\$ -	\$ -	\$ -	\$ -
State	08814	Opportunity Fund	\$ -	\$ -	\$ 105,850	\$ -
State	08915	Opportunity Fund - Health & Reading Support	\$ -	\$ -	\$ 79,890	\$ -
State	10171	School Safety & Security Grant	\$ -	\$ 23,580	\$ 24,769	\$ 1,189
State	10171	C/O	\$ -	\$ -	\$ 10,955	\$ -
State		Charter School Grant (Expansion/Replication)	\$ -	\$ -	\$ 500,000	\$ -
		<b>Subtotal State</b>	<b>\$ 5,927,637</b>	<b>\$ 7,072,193</b>	<b>\$ 8,686,059</b>	<b>\$ 1,065,287</b>
Local	98000	School District Local Fund Transfers	\$ 2,963,598	\$ 3,403,701	\$ 4,068,777	\$ 665,078
Local	98000	Local (Other than School District)	\$ 93,775	\$ 159,028	\$ 244,868	\$ 85,870
Local	98000	C/O	\$ 1,859,050	\$ 899,574	\$ 351,362	\$ -
Local	98090	ECDC	\$ 92,803	\$ 172,949	\$ 222,790	\$ 49,841
Local	98090	C/O	\$ 842	\$ 9,599	\$ 17,359	\$ -
Local	98139	Before and After School Program	\$ 158,698	\$ 129,445	\$ 183,194	\$ 63,749
Local	98139	C/O	\$ 15,115	\$ 27,768	\$ 49,255	\$ -
Local	98159	Donations	\$ 20,000	\$ 38,000	\$ 26,042	\$ (9,958)
Local	98159	C/O	\$ 325,136	\$ 251,152	\$ 131,853	\$ -
Local	98133	Construction Fund	\$ 242,646	\$ 141,000	\$ 1,500,000	\$ 1,359,000
Local	98133	C/O	\$ -	\$ 683,755	\$ -	\$ -
Local	91100	Lunch Reimbursement & Purchases	\$ 327,797	\$ 478,731	\$ 563,877	\$ 84,146
Local	91100	C/O	\$ 22,938	\$ 25,567	\$ 42,815	\$ -
Local	98205	Summer Camp	\$ 48,000	\$ 43,481	\$ 79,770	\$ 36,279
Local	98205	C/O	\$ -	\$ 16,062	\$ 55,812	\$ -
Local	98255	Donations II (Annual Giving)	\$ -	\$ -	\$ -	\$ -
Local	98255	Donations II (Annual Giving) C/O	\$ 2,960	\$ 803	\$ 803	\$ -
Local	99079	Contingency C/O	\$ 204,468	\$ 204,468	\$ 204,468	\$ -
Local	98041	CSRP	\$ -	\$ 536	\$ 976	\$ 440
Local	98041	CSRP C/O	\$ -	\$ 71	\$ -	\$ -
Local	99126	Local Grants	\$ -	\$ -	\$ -	\$ -
Local	99126	C/O / NewSchools Grant	\$ -	\$ -	\$ 213,807	\$ 213,807
Local	99150	FY17 CSD Settlement	\$ 111,992	\$ 119,834	\$ 144,002	\$ 24,168
		<b>Subtotal Local</b>	<b>\$ 4,059,310</b>	<b>\$ 4,655,715</b>	<b>\$ 7,064,326</b>	<b>\$ 2,592,417</b>
Federal	40554	Title I	\$ 185,475	\$ 188,814	\$ 208,399	\$ 19,585
Federal	40554	Title I	\$ 27,535	\$ 23,796	\$ -	\$ -
Federal	40114	Title II	\$ 35,941	\$ 37,550	\$ 44,371	\$ 6,821
Federal	40114	Title II	\$ 1,031	\$ 3,076	\$ -	\$ -
Federal	40564	IDEA	\$ 102,168	\$ 120,895	\$ 133,109	\$ 12,414
Federal	40564	IDEA	\$ 34,170	\$ 13,855	\$ 7,252	\$ -
Federal	40565	IDEA Preschool	\$ 380	\$ 567	\$ 1,688	\$ 1,121
Federal	40595	IDEA Preschool	\$ -	\$ -	\$ -	\$ -
Federal	40530	Impact Aid Displaced Std.	\$ -	\$ 72,000	\$ -	\$ (72,000)
Federal	40560	Title III ELL	\$ 19,851	\$ 21,319	\$ 22,692	\$ 1,373
Federal	40560	Title III ELL	\$ 6,096	\$ 6,448	\$ 7,412	\$ 954
Federal	40560	Title III Immigrant	\$ 36	\$ -	\$ 83	\$ 83
Federal	40560	Title III Immigrant	\$ -	\$ -	\$ -	\$ -
Federal	40532	Title IV	\$ 10,000	\$ 16,862	\$ 22,975	\$ 3,093
Federal	40532	Title IV	\$ -	\$ 32	\$ -	\$ -
Federal		Previous Year Federal Grant Increases	\$ 2,547	\$ 15,398	\$ -	\$ (15,398)
		<b>Subtotal Federal</b>	<b>\$ 356,398</b>	<b>\$ 476,225</b>	<b>\$ 433,297</b>	<b>\$ (41,964)</b>
		<b>Total FSF Revenue</b>	<b>\$ 10,343,344</b>	<b>\$ 12,234,133</b>	<b>\$ 16,363,682</b>	<b>\$ 3,615,740</b>
		Previous Year Carryover	\$ 2,299,396	\$ 2,193,207	\$ 1,406,991	\$ 785,215
Other		Petty Cash (Not Reported in FSF - WSFS Account)	\$ 1,200	\$ 1,200	\$ 1,200	\$ -
		<b>Total Revenues - All Categories including carryover</b>	<b>\$ 12,643,941</b>	<b>\$ 14,428,540</b>	<b>\$ 17,791,873</b>	<b>\$ 4,401,956</b>
510		Total Salaries/Other (10)	\$ 4,835,000	\$ 5,877,950	\$ 6,377,224	\$ 1,042,950
520		Total Other Employment Costs (20)	\$ 2,476,270	\$ 3,188,317	\$ 3,472,063	\$ 712,048
540		Total Travel (40)	\$ 37,200	\$ 29,000	\$ 990,081	\$ (6,200)
550		Total - Contracted Services (50)	\$ 1,814,667	\$ 1,839,080	\$ 1,707,180	\$ 24,412
560		Total Supplies/Materials (60)	\$ 711,500	\$ 733,750	\$ 825,850	\$ 22,250
570		Total Capital Outlay-Equipment (70)	\$ 521,500	\$ 73,000	\$ 20,000	\$ (448,500)
580		Total Capital Outlay-Property (80) INCLUDES BOND DEBT SERVICE & FEES	\$ 543,000	\$ 587,000	\$ 2,681,700	\$ 44,000
		<b>Total Expenditures - All Categories</b>	<b>\$ 11,445,507</b>	<b>\$ 13,414,310</b>	<b>\$ 16,274,058</b>	<b>\$ 1,968,803</b>
		<b>Net Excess or (Deficit) for Year</b>	<b>\$ 1,198,434</b>	<b>\$ 1,014,230</b>	<b>\$ 1,517,815</b>	<b>\$ 2,433,153</b>
		Petty Cash (Not Reported in FSF - WSFS Account)	\$ 1,200	\$ 1,200	\$ 1,200	\$ -
		Salary and OECs Accrual (4 pay periods - July/August 2020)	\$ 1,124,811	\$ 1,364,810	\$ 1,515,275	\$ -
		FSF Cash Balance Projected at End of FY	\$ 1,197,235	\$ 1,015,440	\$ 1,516,545	\$ 509,885
		Contingency Reserve (2%)	\$ (177,825)	\$ (209,518)	\$ (259,497)	\$ (31,693)
		<b>FSF Cash Balance Projected at End of FY (Less Contingency Reserve)</b>	<b>\$ 1,019,410</b>	<b>\$ 805,922</b>	<b>\$ 1,257,048</b>	<b>\$ 478,192</b>

Las Americas ASPIRA Academy Charter School  
 Detailed Budgeted Expenditures - Cash Basis  
 FY 2020 Preliminary Operating Budget

Account Category	Account Code	Description	Final Operating Budget FY18	Final Operating Budget FY19	Preliminary Operating Budget FY20	Difference
510		Various Salary - All Employees	\$ 4,835,000	\$ 5,877,950	\$ 6,377,224	\$ 499,274
		<b>Total Salaries/Other (\$10)</b>				
520	52001	Pensions/Employee Share (23.02%)	\$ 1,028,588	\$ 1,346,016	\$ 1,468,037	\$ 122,021
520	52002	Health Insurance/Employee Share (\$9,988)	\$ 1,005,305	\$ 1,300,390	\$ 1,410,306	\$ 109,916
520	52005	Workmen's Compensation (1.55%)	\$ 69,965	\$ 91,108	\$ 98,847	\$ 7,739
520	52006	Social Security/Employee Share (6.2%)	\$ 299,160	\$ 380,081	\$ 395,388	\$ 35,307
520	52009	Unemployment Insurance (0.11%)	\$ 5,308	\$ 6,510	\$ 7,015	\$ 505
520	52016	Medicare/Employee Share (1.45%)	\$ 69,965	\$ 84,212	\$ 92,470	\$ 8,257
		<b>Total Other Employment Costs (\$20) - 32.33%</b>	\$ 2,476,270	\$ 3,188,317	\$ 3,472,063	\$ 283,746
		<b>Total Salaries and OECs (32.33%)</b>	\$ 7,311,270	\$ 9,066,267	\$ 9,849,287	\$ 783,020
		<b>% of New Revenue (\$1.5 investment and \$500K grant not included)</b>		73.90%	88.48%	-5.42%
540	54001	Mileage/Pvt Car in state	\$ 2,700	\$ 2,500	\$ 2,900	\$ 400
540	54003	Meals - In State	\$ 6,000	\$ 3,000	\$ 2,000	\$ (1,000)
540	54101	Mileage/Pvt Car out of state	\$ 4,000	\$ 3,000	\$ 3,000	\$ -
540	54103	Meals - Out of State	\$ 4,000	\$ 3,000	\$ 5,000	\$ 2,000
540	54104	Lodging/Out of State	\$ 12,500	\$ 5,500	\$ 10,000	\$ (2,500)
540	54105	Other Travel - Out of State	\$ 8,000	\$ 12,000	\$ 15,000	\$ 3,000
540	54107	Student Travel - Field Trips			\$ 14,000	\$ 14,000
550	55034	Athletic Travel			\$ 21,000	\$ 21,000
550	55036	Student Transportation - Bus Transportation Contract			\$ 917,161	\$ 917,161
		<b>Total Travel (\$40)</b>	\$ 37,200	\$ 29,000	\$ 990,061	\$ 961,061

Account Category	Account Code	Description	Final Operating Budget FY18	Final Operating Budget FY19	Preliminary Operating Budget FY20	Difference
Debt	55396	Loans				
		Bond Financing	\$ 506,369	\$ 1,086,213	\$ -	\$ (1,086,213)
		Total Debt Service (550)	\$ 506,369	\$ 1,086,213	\$ -	\$ (1,086,213)
		Professional Services:				
	55000	Data Service Center (DSC) - Enrollment, Attendance, PHRST, RAP & Truancy	\$ 14,900	\$ 23,550	\$ -	\$ (23,550)
		Substitute Service	\$ 4,900	\$ 4,900	\$ -	\$ (4,900)
		S&P Annual Surveillance Fee (Bonds) & DEDA Annual Fees	\$ 85,000	\$ -	\$ -	\$ (85,000)
		Office Movers	\$ -	\$ 77,750	\$ -	\$ (77,750)
		DCSN Consulting	\$ -	\$ 14,900	\$ -	\$ (14,900)
		Auditing Services	\$ 17,375	\$ 14,900	\$ -	\$ (2,475)
		Transforming Lives - Alternative School	\$ 20,000	\$ 20,000	\$ -	\$ (20,000)
		Construction - Project Manager	\$ 20,000	\$ 4,000	\$ -	\$ (16,000)
		POS Maintenance/Service Contract	\$ 3,500	\$ 2,000	\$ -	\$ (1,500)
		Total	\$ 182,675	\$ 164,100	\$ -	\$ (184,100)
	55000	Other Prof Service-Instructional Staff	\$ -	\$ 16,500	\$ -	\$ (16,500)
	550	Landscaping Services	\$ -	\$ 16,000	\$ -	\$ (16,000)
	55007	Construction / Building Services	\$ -	\$ 42,000	\$ -	\$ (42,000)
	55010	Medical Services (Contracted Nurse)	\$ -	\$ 6,000	\$ -	\$ (6,000)
	550	Legal Services	\$ -	\$ 57,000	\$ -	\$ (57,000)
	55030	Instructional Services	\$ -	\$ 132,000	\$ -	\$ (132,000)
	55032	Related Services / Psych, PT, OT, Speech	\$ -	\$ 95,000	\$ -	\$ (95,000)
	55033	Instr. Support Services	\$ -	\$ 48,000	\$ -	\$ (48,000)
	55035	Central Admin Services - Auditing / Data Service Center	\$ -	\$ 3,000	\$ -	\$ (3,000)
	55037	Food Service Operations / Equipment Maintenance	\$ -	\$ 19,000	\$ -	\$ (19,000)
	55073	Computer Services	\$ -	\$ 3,500	\$ -	\$ (3,500)
	55101	Postage	\$ -	\$ 3,000	\$ -	\$ (3,000)
	55110	Security (monitoring, installation & maintenance)	\$ -	\$ 20,000	\$ -	\$ (20,000)
	55125	Telephone Services	\$ -	\$ 6,500	\$ -	\$ (6,500)
	55200	Water & Sewer	\$ -	\$ 24,160	\$ -	\$ (24,160)
	55205	Electric	\$ -	\$ 183,750	\$ -	\$ (183,750)
	55206	Natural Gas	\$ -	\$ 61,250	\$ -	\$ (61,250)
	55371	Tuition Reimbursement	\$ -	\$ 10,000	\$ -	\$ (10,000)
	55400	Equipment Lease (Copiers & Chromebooks)	\$ -	\$ 252,000	\$ -	\$ (252,000)
	55402	Buildings - Office Space (Copiers)	\$ -	\$ 335,500	\$ -	\$ (335,500)
	55404	Fleet Rental (Bus Transportation)	\$ -	\$ 791,980	\$ -	\$ (791,980)
	55452	Insurance (Bag & Contents)	\$ -	\$ 36,500	\$ -	\$ (36,500)
	55500	Maintenance	\$ -	\$ 80,000	\$ -	\$ (80,000)
	55509	Software (Instructional)	\$ -	\$ 7,500	\$ -	\$ (7,500)
	55501	Equipment Repair	\$ -	\$ 18,000	\$ -	\$ (18,000)
	55504	Data Storage/Backup	\$ -	\$ 3,000	\$ -	\$ (3,000)
	55800	Printing & Binding	\$ -	\$ 5,000	\$ -	\$ (5,000)
	55810	Advertising	\$ -	\$ 26,000	\$ -	\$ (26,000)
	55831	Assessm. Dues & Conference Fees	\$ -	\$ 44,000	\$ -	\$ (44,000)
	55847	Student Body Activity	\$ -	\$ 40,000	\$ -	\$ (40,000)
	55667	Training	\$ -	\$ 65,000	\$ -	\$ (65,000)
	55661	Employee Recognition/Teambuilding	\$ -	\$ 28,000	\$ -	\$ (28,000)
	55662	Treat Removal	\$ -	\$ 20,000	\$ -	\$ (20,000)
		Total - Contracted Services (550)	\$ 1,814,567	\$ 1,839,080	\$ 1,707,150	\$ (131,920)
	56000	Office Supplies	\$ -	\$ 93,000	\$ 95,000	\$ 2,000
	56111	Food	\$ -	\$ 168,000	\$ 214,000	\$ 22,250
	56128	Medical Supplies/Medical/Health Aids	\$ -	\$ 9,000	\$ 9,000	\$ -
	56141	Custodial Supplies	\$ -	\$ 19,800	\$ 8,500	\$ (11,300)
	56144	Caterina Supplies	\$ -	\$ 51,200	\$ 36,500	\$ (14,700)
	56145	Computer Supplies (non-instructional)	\$ -	\$ 8,000	\$ 6,000	\$ (2,000)
	56149	Instructional Supplies (mag, manuals, audio, music, band, art, etc.)	\$ -	\$ 140,000	\$ 225,000	\$ 85,000
	56157	Text Books/Library and Yearbooks	\$ -	\$ 99,000	\$ 30,000	\$ (69,000)
	56220	Building Materials (Paint, Plumbing, Electrical, etc.)	\$ -	\$ 48,000	\$ 48,000	\$ -
	56950	Instructional Equipment (includes furniture)	\$ -	\$ 44,000	\$ 34,000	\$ (10,000)
	56960	Athletic Supplies/Materials (560)	\$ -	\$ 21,500	\$ 23,000	\$ 1,500
		Total Supplies/Materials (560)	\$ 711,500	\$ 733,750	\$ 825,850	\$ 92,100
	57020	Institutional Equipment	\$ -	\$ 400,000	\$ 73,000	\$ (327,000)
	57040	Audio Visual Equipment (interactive boards and projectors)	\$ -	\$ 91,500	\$ -	\$ (91,500)
	57210	Custodial/Main Equipment	\$ -	\$ 30,000	\$ 20,000	\$ (10,000)
	57310	Refrig/Air Condition/Heat	\$ -	\$ -	\$ -	\$ -
		Total Capital Outlay-Equipment (570)	\$ 521,500	\$ 73,000	\$ 20,000	\$ (498,500)
	58100	Land Improvements	\$ -	\$ 18,000	\$ 427,000	\$ 409,000
	58300	Major Bldg Alteration by Contract / Bond Debt Service	\$ -	\$ 525,000	\$ 160,000	\$ (365,000)
		Total Capital Outlay-Property (580)	\$ 543,000	\$ 587,000	\$ 2,881,700	\$ 2,294,700
		Grand Totals - All Categories	\$ 11,445,507	\$ 13,414,310	\$ 16,274,058	\$ 2,859,748

# **APPENDIX 14**

## **Fiscal Year 2018 and 2019 Audited Financial Statements**







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**LAS AMÉRICAS ASPIRA ACADEMY**  
(A Component Unit of the State of Delaware)  
**NEWARK, DELAWARE**

**FINANCIAL STATEMENTS**

**JUNE 30, 2018**

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**LAS AMÉRICAS ASPIRA ACADEMY**  
**(A Component Unit of the State of Delaware)**

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LAS AMÉRICAS ASPIRA ACADEMY  
(A Component Unit of the State of Delaware)

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INDEPENDENT AUDITOR'S REPORT

September 28, 2018

Board of Directors  
Las Américas ASPIRA Academy  
Newark, Delaware

Report on Financial Statements

We have audited the accompanying financial statements of the governmental activities and each major fund of Las Américas ASPIRA Academy ("the School"), Newark, Delaware (a component unit of the State of Delaware), as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

Board of Directors  
Las Américas ASPIRA Academy

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of Las Américas ASPIRA Academy as of June 30, 2018, and the respective changes in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of a Matter

As discussed in Note 1 to the financial statements, Las Américas ASPIRA Academy has adopted the requirements of GASB Statement No. 75, "Accounting and Financial Reporting for Postemployment Benefits Other than Pensions." This statement modifies the accounting for the School's other postemployment benefits. As a result, the beginning governmental activities net position has been restated. Our opinion is not modified with respect to this matter.

Report on Summarized Comparative Information

We have previously audited Las Américas ASPIRA Academy's 2017 financial statements, and we expressed unmodified opinions on the respective financial statements of the governmental activities and each major fund in our report dated September 25, 2017. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2017 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Matters

*Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 4 through 12, and the budgetary comparison schedule - general fund, schedule of the School's proportionate share of the net pension liability, schedule of School pension contributions, schedule of the School's proportionate share of the net OPEB liability, and schedule of School OPEB contributions on pages 42 through 46 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Board of Directors  
Las Américas ASPIRA Academy

*Other Information*

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Las Américas ASPIRA Academy's basic financial statements. The combining balance sheet - general fund, combining statement of revenues, expenditures and changes in fund balances - general fund, and schedule of expenditures by natural classification - governmental funds are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The combining balance sheet - general fund, combining statement of revenues, expenditures, and changes in fund balances - general fund, and schedule of expenditures by natural classification - governmental funds are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining balance sheet - general fund, the combining statement of revenues, expenditures, and changes in fund balances - general fund, and schedule of expenditures by natural classification - governmental funds are fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 28, 2018, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

*Barbacane, Thornton & Company LLP*  
BARBACANE, THORNTON & COMPANY LLP

## **MANAGEMENT'S DISCUSSION AND ANALYSIS**



**LAS AMÉRICAS ASPIRA ACADEMY  
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED  
JUNE 30, 2018**

This discussion and analysis of the financial performance of Las Américas ASPIRA Academy ("the School") provides an overview of the School's financial activities for the year ended June 30, 2018, which was the School's seventh year of operations. The School is located at 326 Ruthar Drive, Newark, DE 19711. Please read this analysis in conjunction with the Independent Auditor's Report and School's financial statements.

**FINANCIAL HIGHLIGHTS**

General revenues increased by 12.1 percent from \$8,498,344 to \$9,526,750, primarily due to an increase in state and local school district funding, both a direct result of the School's growing enrollment which went from 698 to 740 students. The School's total liabilities decreased by 4.1 percent from \$43,697,879 to \$41,916,338.

The school implemented Governmental Accounting Standards Board ("GASB") Statement No. 75, "Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions." The purpose of this statement is to improve transparency, consistency, and comparability of postemployment benefits other than pensions reported by state and local governments (e.g. charter schools and school districts). The implementation of GASB Statement No. 75 has had an impact on the entity-wide statements. The School is now required to report its proportionate share of the net other post-employment benefits ("OPEB") liability. This portion of the net OPEB liability was a major factor in the total deficit in net position of \$15,358,490. The net OPEB liability reported in these financial statements at June 30, 2018 totals \$15,409,745. While the net OPEB liability is significant to the School's financial statements, it is a liability that the School has limited control over. This liability is anticipated to continue to increase in future years as medical costs increase. Reporting in the governmental fund is not affected by the implementation of this statement.

**USING THIS ANNUAL FINANCIAL REPORT**

This annual financial report consists of a series of financial statements and notes to those statements. The statements are organized so that the reader can understand the School as a whole and then proceed to provide an increasingly detailed look at specific financial activities.

**REPORTING THE SCHOOL AS A WHOLE**

***The Statement of Net Position and Statement of Activities***

One of the most important questions asked about school finances is, "Is the School better or worse off as a result of the year's activities?" The statement of net position and the statement of activities report information about the School as a whole and about its activities in a manner that helps to answer this question. These statements include all assets, deferred outflows of resources, liabilities, and deferred

**LAS AMÉRICAS ASPIRA ACADEMY  
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)  
JUNE 30, 2018**

inflows of resources using the accrual basis of accounting similar to the accounting used by private sector corporations. All of the current year's revenues and expenses are taken into consideration regardless of when cash is received or paid.

These two statements report the School's net position and the changes in net position. The change in net position provides the reader with a tool to assist in determining whether the School's financial health is improving or deteriorating. The reader will need to consider other nonfinancial factors such as student enrollment stability and facility conditions in arriving at a conclusion regarding the overall health of the School.

**REPORTING THE SCHOOL'S MOST SIGNIFICANT FUNDS**

***Fund Financial Statements***

This analysis of the School's major funds and fund financial statements provides detailed information about the most significant funds - not the School as a whole. Some funds are required to be established by State statute, while many other funds are established by the School to help manage money for particular purposes and compliance with various grant provisions.

***Governmental Funds***

The School's activities are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year end available for spending in future periods. These funds are reported using the modified accrual accounting method, which measures cash and other financial assets that can be readily converted to cash. The governmental fund statements provide a detailed short-term view of the School's general government operations and the basic services it provides. Governmental fund information helps one determine whether there are more or fewer financial resources available to spend in the near future to finance the School's programs. The relationship (or differences) between governmental activities (reported in the statement of net position and the statement of activities) and governmental funds is reconciled in the basic financial statements. Activities related to capital assets, long-term debt, and compensated absences are the primary reconciling items.

**ENTITY-WIDE FINANCIAL ANALYSIS**

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In the case of the School, liabilities and deferred inflows of resources exceeded assets and deferred outflows of resources by \$15,358,490 at the close of the fiscal year. Note that investment in capital assets is reported net of related debt and net of depreciation. The School uses capital assets to provide services; consequently, these assets are not available for future spending.

A comparative analysis of net position and changes in net position follows:

**LAS AMÉRICAS ASPIRA ACADEMY**  
**MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)**  
**JUNE 30, 2018**

**Table 1**  
**NET POSITION**  
**June 30, 2018 and 2017**

	Governmental Activities	
	2018	2017
<b>ASSETS AND DEFERRED OUTFLOWS OF RESOURCES</b>		
Current Assets:		
Cash, pooled cash, and investments	\$ 3,588,368	\$ 8,508,813
Receivables	238,326	162,410
Prepaid expenses	201,043	507,191
Total Current Assets	<u>4,027,737</u>	<u>9,178,414</u>
Noncurrent assets:		
Capital assets, net of depreciation	<u>20,639,732</u>	<u>17,871,380</u>
Total Assets	<u>24,667,469</u>	<u>27,049,794</u>
<b>DEFERRED OUTFLOWS OF RESOURCES:</b>		
Deferred outflows of resources - pension contributions	495,387	365,501
Deferred outflows of resources - pension	1,501,379	1,698,753
Deferred outflows of resources - OPEB contributions	254,241	442,791
Deferred outflows of resources - OPEB	1,248,230	-
Total Deferred Outflows of Resources	<u>3,769,237</u>	<u>2,498,045</u>
<b>TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES</b>	<u>\$ 28,436,706</u>	<u>\$ 29,547,839</u>
<b>LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION</b>		
Current Liabilities:		
Accounts payable	\$ 46,419	\$ 1,284,807
Accrued salaries and related costs	946,386	666,364
Retainage payable	-	803,101
Unearned revenue	12,948	3,865
Capital lease payable	-	65,390
Bonds payable, net	120,129	120,129
Total Current Liabilities	<u>1,125,882</u>	<u>2,943,656</u>
Noncurrent Liabilities:		
Compensated absences	261,142	210,485
Bonds payable, net	22,319,126	22,439,255
Net pension liability	2,800,443	2,646,247
Net OPEB liability	15,409,745	15,458,236
Total Noncurrent Liabilities	<u>40,790,456</u>	<u>40,754,223</u>
Total Liabilities	<u>41,916,338</u>	<u>43,697,879</u>
<b>DEFERRED INFLOWS OF RESOURCES:</b>		
Deferred inflows of resources - pension	49,374	58,045
Deferred inflows of resources - OPEB	1,829,484	-
Total Deferred Inflows of Resources	<u>1,878,858</u>	<u>58,045</u>
<b>NET POSITION (DEFICIT):</b>		
Net investment in capital assets	(359,607)	(549,438)
Unrestricted (deficit)	(14,998,883)	(13,658,647)
Total Net Position (Deficit)	<u>(15,358,490)</u>	<u>(14,208,085)</u>
<b>TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION</b>	<u>\$ 28,436,706</u>	<u>\$ 29,547,839</u>

**LAS AMÉRICAS ASPIRA ACADEMY  
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)  
JUNE 30, 2018**

**Table 2  
CHANGES IN NET POSITION  
For the Fiscal Years Ended June 30, 2018 and 2017**

	Governmental Activities	
	2018	2017
<b>REVENUES</b>		
General revenues:		
Charges to school districts	\$ 3,075,591	\$ 2,637,528
Payments from primary government	6,142,755	5,394,405
Other local revenue	218,441	358,264
Interest income	89,963	108,147
<b>Total General Revenues</b>	<u>9,526,750</u>	<u>8,498,344</u>
Program revenues:		
Charges for services	316,737	201,686
Operation grants and contributions	1,514,353	735,957
Capital grants and contributions	-	100,000
<b>Total Program Revenues</b>	<u>1,831,090</u>	<u>1,037,643</u>
<b>TOTAL REVENUES</b>	<u>11,355,343</u>	<u>9,535,987</u>
<b>EXPENSES</b>		
Instructional services	9,096,299	6,851,364
Support services:		
Operation and maintenance of facilities	1,122,176	836,849
Transportation	734,670	623,850
Food service	512,220	340,081
Interest on long-term debt	1,040,383	2,250,507
Loss on disposal of fixed assets	2,497	-
<b>TOTAL EXPENSES</b>	<u>12,508,245</u>	<u>10,902,651</u>
<b>Change in Net Position (Deficit)</b>	<u>\$ (1,150,405)</u>	<u>\$ (1,366,664)</u>

***Governmental Activities***

Net position of the School's governmental activities decreased by \$1,150,405, and unrestricted net position reflects a negative balance of \$14,998,883.

The statement of activities shows the cost of program services and the charges for services and grants offsetting those services. The next table reflects the cost of program services and the net cost of those services after taking into account the program revenues for governmental activities. General revenues

**LAS AMÉRICAS ASPIRA ACADEMY  
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)  
JUNE 30, 2018**

that include charges to school districts, investment earnings, and state entitlements must support the net cost of the School's programs.

	2018		2017	
	Total Cost	Net Cost	Total Cost	Net Cost
<b>Governmental Activities:</b>				
Instructional services	\$ 9,096,299	\$ 7,667,894	\$ 6,851,364	\$ 6,162,307
<b>Support services:</b>				
Operation and maintenance of facilities	1,122,176	1,112,576	836,849	727,249
Transportation	734,670	734,670	623,850	623,850
Food service	512,220	119,135	340,081	101,095
Interest on long-term debt	1,040,383	1,040,383	2,250,507	2,250,507
Loss on disposal of fixed assets	2,497	2,497	-	-
<b>Total Expenses</b>	<b>\$ 12,508,245</b>	<b>\$ 10,677,155</b>	<b>\$ 10,902,651</b>	<b>\$ 9,865,008</b>

The reliance on general revenues to support governmental activities is indicated by the net services column reflecting the need for \$10,677,155 of support.

**THE SCHOOL'S FUNDS**

The School's governmental funds (as presented on the balance sheet) reported a combined fund balance of \$2,865,299, compared to last year's total of \$6,293,986. The schedule below indicates the fund balance as of June 30, 2018 and 2017 and the change in fund balance for the year ended June 30, 2018.

	Governmental Funds		
	2018	2017	Change
<b>FUND BALANCES</b>			
Nonspendable	\$ 60,043	\$ 264,545	\$ (204,502)
Restricted	1,439,916	4,203,956	(2,764,040)
Unassigned	1,365,340	1,825,485	(460,145)
<b>TOTAL FUND BALANCES</b>	<b>\$ 2,865,299</b>	<b>\$ 6,293,986</b>	<b>\$ (3,428,687)</b>

**Governmental Funds**

The School's fund balances decrease are due to a variety of factors. The table that follows assists in illustrating the financial activities and balance of governmental funds.

**LAS AMÉRICAS ASPIRA ACADEMY  
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)  
JUNE 30, 2018**

**REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES**

	2018	2017
<b>REVENUES</b>		
Charges to school districts	\$ 3,075,591	\$ 2,637,528
State aid	6,112,361	5,368,561
Federal aid	668,319	456,782
Interest income	44,834	63,018
Food service revenue	138,934	60,242
Other local revenues	228,041	367,864
After care	154,708	107,178
Donations	846,034	379,175
Summer camp	13,495	24,666
<b>TOTAL REVENUES</b>	<b>11,282,317</b>	<b>9,465,014</b>
<b>EXPENDITURES</b>		
Current:		
Instruction	8,001,570	6,397,099
Operation and maintenance of facilities	675,383	645,214
Transportation	734,670	623,850
Food service	512,220	340,081
Capital outlays:		
Property	2,774,595	9,161,446
Equipment	831,793	189,098
Debt service:		
Principal	140,390	7,336,735
Interest	1,040,383	1,475,944
Bond issuance cost	-	774,563
<b>TOTAL EXPENDITURES</b>	<b>14,711,004</b>	<b>26,944,030</b>
<b>OTHER FINANCING SOURCES</b>		
Bond proceeds	-	21,025,000
Bond premium	-	1,579,513
<b>NET CHANGE IN FUND BALANCES</b>	<b>(3,428,687)</b>	<b>5,125,497</b>
<b>FUND BALANCES, BEGINNING OF YEAR</b>	<b>6,293,986</b>	<b>1,168,489</b>
<b>FUND BALANCES, END OF YEAR</b>	<b>\$ 2,865,299</b>	<b>\$ 6,293,986</b>

The largest revenue reported by the School for the year was for aid received from the State of Delaware, accounting for 54.2 percent of total revenues. Charges to local school districts for students attending the School was also significant, accounting for 27.3 percent.

The largest portion of general fund expenditures is for personnel costs, which include salaries and related employment costs. The School is a service-oriented organization, and as such, is very labor intensive.

**LAS AMÉRICAS ASPIRA ACADEMY  
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)  
JUNE 30, 2018**

**GENERAL FUND AND DEBT SERVICE FUND BUDGET INFORMATION**

The School's budget is prepared on the modified accrual basis of accounting. The most significant budgeted fund in the general fund. The School may amend its revenue and expenditure estimates periodically due to changing conditions. The School operates on a preliminary operating budget for the first half of the year, and a final operating budget the second half of the year once the September 30 unit count is verified by the authorizer.

The following are explanations for the more significant variances between budget versus actual revenues and expenditures as shown on page 42.

***Revenues***

State Aid

A favorable variance of \$184,724 is attributable primarily to adjustments to final State funding.

Federal Aid

A favorable variance of \$82,463 is attributable primarily to increased participation in our school meal program, which generated higher than projected revenue from federal aid. This was the positive result of operating a full service kitchen. Prior to fiscal year 2018, the School vended all of its meals.

Local Revenues

A combined favorable variance of \$636,193 is attributable to receiving a grant of \$800,000 from the Longwood Foundation in June 2018.

***Expenditures***

Salaries and Employment Costs

A combined unfavorable variance of \$252,994 is a result of projecting salaries, health insurance, and other employment costs on a cash accounting method for the period of July 1, 2017 through June 30, 2018. Accrued salaries and other employment costs paid throughout the summer are included in the fiscal year 2019 Operating Budget.

Public Utilities

An unfavorable variance of \$33,373 is a result of the School operating the entire 125,000 sq. ft. building for the first full year (July 2017 - June 2018) after significant completion of the Phase IV Construction Project.

**LAS AMÉRICAS ASPIRA ACADEMY  
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)  
JUNE 30, 2018**

Transportation

An unfavorable variance of \$15,062 is a result of the School under projecting for extracurricular transportation costs, such as the middle school sports trips and School field trips.

Contractual Services

A favorable variance of \$289,597 is the result of projecting costs for various contracted services that were instead included as part of the Phase IV Construction/Renovation Project.

Maintenance

A favorable variance of \$18,219 is the result of conservatively projecting maintenance costs for the new 125,000 square foot building.

Capital Outlay

The combined unfavorable variance for capital outlay for property and equipment of \$352,688 is the result of the School's Phase IV Construction/Renovation Project, which was budgeted for in the Capital Projects Fund instead of the General Fund.

Debt Service Principal

The favorable variance of \$440,979 is due to principal payments being made out of the capital projects fund but being budgeted in the general fund.

**CAPITAL ASSETS**

The School has \$20,639,732 in net capital assets. Acquisitions for governmental activities totaled \$3,525,469, and depreciation was \$754,620. Detailed information regarding capital asset activity is included in Note 4 to the financial statements.

**DEBT ADMINISTRATION**

As of June 30, 2018, the School had total outstanding debt of \$22,439,255 in the form of revenue bonds issued for the purpose of refinancing previous debt and financing building improvements (Phase IV Construction).

Other obligations include accrued vacation pay and sick leave for School employees. More detailed information about long-term liabilities is included in Note 5 to the financial statements.



**LAS AMÉRICAS ASPIRA ACADEMY  
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)  
JUNE 30, 2018**

**FACTORS EXPECTED TO HAVE AN EFFECT ON FUTURE OPERATIONS**

Fiscal year 2018 was the seventh year of operation as a functioning School. The School's enrollment is at 740 with a planned enrollment of 819 students in fiscal year 2020. The School will complete its last phase of construction by June 2019. The construction will include a large library that will be located in the middle interior of the School, and two exterior projects that consist of eliminating parking lot drainage issues and the addition of a new parking lot exit onto Red Mill Road. Larger enrollment will result in an increase in state and local district revenues, as well as an increase in operating expenses and debt service.

The financial model the School has developed is based on the funding formula currently in effect under the Delaware Charter School Law. If the funding formula for charter schools changes, adjustments to the underlying assumptions of the model will be made.

**CONTACTING THE SCHOOL'S FINANCIAL MANAGEMENT**

This financial report is designed to provide our fellow citizens, customers, investors, and creditors with a general overview of the School's finances and to show the School's accountability for the money it receives. If you have questions about this report or need additional financial information, please contact the School's Chief Operating Officer at (302) 292-1463, Ext. 203.

## **BASIC FINANCIAL STATEMENTS**

**LAS AMÉRICAS ASPIRA ACADEMY  
STATEMENTS OF NET POSITION  
JUNE 30, 2018 AND 2017**

	2018	2017
<b>ASSETS AND DEFERRED OUTFLOWS OF RESOURCES</b>		
<b>CURRENT ASSETS:</b>		
Cash and pooled cash	\$ 2,148,452	\$ 2,231,699
Investments	1,439,916	6,277,114
Accounts receivable	81,641	36,119
Due from State	156,685	126,291
Deposits	141,000	242,646
Prepaid expenses	60,043	264,545
Total Current Assets	4,027,737	9,178,414
<b>NONCURRENT ASSETS:</b>		
Land	529,959	529,959
Construction-in-progress	-	9,549,029
Depreciable capital assets, net	20,109,773	7,792,392
Total Noncurrent Assets	20,639,732	17,871,380
<b>DEFERRED OUTFLOWS OF RESOURCES</b>		
Deferred pension contributions	495,387	356,501
Deferred pension	1,501,379	1,698,753
Deferred OPEB contributions	524,241	442,791
Deferred OPEB	1,248,230	-
TOTAL DEFERRED OUTFLOWS OF RESOURCES	3,769,237	2,498,045
<b>TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES</b>	\$ 28,436,706	\$ 29,547,839
<b>LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION</b>		
<b>CURRENT LIABILITIES:</b>		
Accounts payable	\$ 46,419	\$ 1,284,807
Accrued salaries and related costs	946,386	666,364
Retainage payable	-	803,101
Unearned summer camp fees	12,948	3,865
Bonds payable	120,129	120,129
Capital lease payable	-	65,390
Total Current Liabilities	1,125,882	2,943,656
<b>NONCURRENT LIABILITIES:</b>		
Compensated absences	261,142	210,485
Bonds payable	22,319,126	22,439,255
Net pension liability	2,800,443	2,646,247
Net OPEB liability	15,409,745	15,458,236
Total Noncurrent Liabilities	40,790,456	40,754,223
Total Liabilities	41,916,338	43,697,879
<b>DEFERRED INFLOWS OF RESOURCES:</b>		
Deferred pension	49,374	58,045
Deferred OPEB	1,829,484	-
TOTAL DEFERRED INFLOWS OF RESOURCES	1,878,858	58,045
<b>NET POSITION (DEFICIT):</b>		
Net investment in capital assets	(359,607)	(549,438)
Unrestricted (deficit)	(14,998,883)	(13,658,647)
Total Net Position (Deficit)	(15,358,490)	(14,208,085)
<b>TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION</b>	\$ 28,436,706	\$ 29,547,839

The accompanying notes are an integral part of these financial statements.

**LAS AMÉRICAS ASPIRA ACADEMY**  
**STATEMENT OF ACTIVITIES**  
**FOR THE YEAR ENDED JUNE 30, 2018**  
**(With Summarized Comparative Data for June 30, 2017)**

	Program Revenues		Net (Expense) Revenue and Changes in Net Position (Deficit)	
	Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Totals
	Expenses	2018	2017	2017
<b>GOVERNMENTAL ACTIVITIES</b>				
Instructional services	\$ (9,096,299)	\$ 168,203	\$ -	\$ (6,162,307)
Support services:				
Operation and maintenance of facilities	(1,122,176)	9,600	-	(727,249)
Transportation	(734,670)	-	-	(623,850)
Food service	(512,220)	138,934	254,151	(101,095)
Interest on long-term debt and bond issuance cost	(1,040,383)	-	-	(2,250,507)
Loss on disposal of fixed assets	(2,497)	-	-	-
<b>TOTAL GOVERNMENTAL ACTIVITIES</b>	<b>\$ (12,508,245)</b>	<b>\$ 316,737</b>	<b>\$ 1,514,353</b>	<b>(10,677,155)</b>
<b>GENERAL REVENUES</b>				
Charges to school districts		3,075,591		2,637,528
State aid not restricted to specific purposes		6,142,755		5,394,405
Other local revenues		218,441		358,264
Interest income		89,963		108,147
<b>TOTAL GENERAL REVENUES</b>		<b>9,526,750</b>		<b>8,498,344</b>
<b>CHANGE IN NET POSITION</b>		<b>(1,150,405)</b>		<b>(1,366,664)</b>
<b>NET POSITION (DEFICIT), BEGINNING OF YEAR, RESTATED</b>		<b>(14,208,085)</b>		<b>(12,841,421)</b>
<b>NET POSITION (DEFICIT), END OF YEAR</b>		<b>\$ (15,358,490)</b>		<b>\$ (14,208,085)</b>

The accompanying notes are an integral part of these financial statements.

**LAS AMÉRICAS ASPIRA ACADEMY  
BALANCE SHEET - GOVERNMENTAL FUNDS  
JUNE 30, 2018**

(With Summarized Comparative Data for June 30, 2017)

	General Fund	Capital Projects Fund	Total Government Funds	
	2018	2017	2018	2017
<b>ASSETS:</b>				
Cash and pooled cash	\$ 2,148,452	-	\$ 2,148,452	\$ 2,231,699
Investments	-	1,439,916	1,439,916	6,277,114
Accounts receivable	81,641	-	81,641	36,119
Deposit	141,000	-	141,000	242,646
Prepaid expenditures	60,043	-	60,043	264,545
<b>TOTAL ASSETS</b>	<b>\$ 2,431,136</b>	<b>\$ 1,439,916</b>	<b>\$ 3,871,052</b>	<b>\$ 9,052,123</b>
<b>LIABILITIES AND FUND BALANCES</b>				
<b>LIABILITIES:</b>				
Accounts payable	\$ 46,419	-	\$ 46,419	\$ 1,284,807
Retainage payable	-	-	-	803,101
Accrued salaries and related costs	946,386	-	946,386	666,364
Unearned summer camp fees	12,948	-	12,948	3,865
<b>TOTAL LIABILITIES</b>	<b>1,005,753</b>	<b>-</b>	<b>1,005,753</b>	<b>2,758,137</b>
<b>FUND BALANCES:</b>				
Nonspendable	60,043	-	60,043	264,545
Restricted	-	1,439,916	1,439,916	4,203,956
Unassigned	1,365,340	-	1,365,340	1,825,485
<b>TOTAL FUND BALANCES</b>	<b>1,425,383</b>	<b>1,439,916</b>	<b>2,865,299</b>	<b>6,293,986</b>
<b>TOTAL LIABILITIES AND FUND BALANCES</b>	<b>\$ 2,431,136</b>	<b>\$ 1,439,916</b>	<b>\$ 3,871,052</b>	<b>\$ 9,052,123</b>

The accompanying notes are an integral part of these financial statements.

**LAS AMÉRICAS ASPIRA ACADEMY  
RECONCILIATION OF BALANCE SHEET - GOVERNMENTAL  
FUNDS TO STATEMENT OF NET POSITION  
JUNE 30, 2018**

TOTAL FUND BALANCES - GOVERNMENTAL FUNDS \$ 2,865,299

Amounts reported for governmental activities in the statement of net position are different because:

Capital assets used in the governmental activities are not financial resources and, therefore, are not reported in the funds. Capital assets net of accumulated depreciation as detailed in the footnotes are included in the statement of net position. 20,639,732

Some liabilities are not due and payable in the current period and, therefore, are not reported in the funds. Those liabilities consist of:

Compensated absences	\$ (261,142)	
State portion of compensated absences	156,685	
Net pension liability	(2,800,443)	
Net OPEB liability	(15,409,745)	
Bonds payable in future years, net	<u>(22,439,255)</u>	<u>(40,753,900)</u>

Deferred inflows of resources and deferred outflows of resources related to the School's net pension liability are based on the differences between actuarially determined actual and expected investment returns, changes in the actuarially determined proportion of the School's amount of the total pension liability, and pension contributions made after the measurement date of the net pension liability. These amounts will be amortized over the estimated remaining average service life of the employees.

Deferred outflows - pension contributions	495,387	
Deferred outflows - pension	1,501,379	
Deferred inflows - pension	<u>(49,374)</u>	<u>1,947,392</u>

Deferred inflows and outflows related to the School's net OPEB liability are based on the differences between actuarially determined actual and expected investment returns, changes in the actuarially determined proportion of the School's amount of returns, changes in the actuarially determined proportion of the School's amount of the total OPEB liability, and OPEB contributions made after the measurement date of the net OPEB liability. These amounts will be amortized over the estimated remaining average service life of the employees.

Deferred outflows - OPEB contributions	524,241	
Deferred outflows - OPEB	1,248,230	
Deferred inflows - OPEB	<u>(1,829,484)</u>	<u>(57,013)</u>

TOTAL NET POSITION (DEFICIT) - GOVERNMENTAL ACTIVITIES \$(15,358,490)

The accompanying notes are an integral part of these financial statements.

**LAS AMÉRICAS ASPIRA ACADEMY**  
**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS**  
**FOR THE YEAR ENDED JUNE 30, 2018**  
**(With Summarized Comparative Data for the Year Ended June 30, 2017)**

	General Fund	Capital Projects Fund	2018	2017
<b>REVENUES</b>				
Charges to school districts	\$ 3,075,591	-	\$ 3,075,591	\$ 2,637,528
State aid	6,112,361	-	6,112,361	5,368,561
Federal aid	668,319	-	668,319	456,782
Interest income	9,242	35,592	44,834	63,018
Food service revenue	138,934	-	138,934	60,242
Other local revenues	228,041	-	228,041	367,864
After care	154,708	-	154,708	107,178
Donations	846,034	-	846,034	379,175
Summer camp	13,495	-	13,495	24,666
<b>TOTAL REVENUES</b>	<u>11,246,725</u>	<u>35,592</u>	<u>11,282,317</u>	<u>9,465,014</u>
<b>EXPENDITURES</b>				
Current:				
Instruction	8,001,570	-	8,001,570	6,397,099
Operation and maintenance of facilities	668,084	7,299	675,383	645,214
Transportation	734,670	-	734,670	623,850
Food services	512,220	-	512,220	340,081
Capital outlays:				
Property	585,395	2,189,200	2,774,595	9,161,446
Equipment	831,793	-	831,793	189,098
Debt service:				
Principal	65,390	75,000	140,390	7,336,735
Interest	5,883	1,034,500	1,040,383	1,475,944
Bond issuance cost	-	-	-	774,563
<b>TOTAL EXPENDITURES</b>	<u>11,405,005</u>	<u>3,305,999</u>	<u>14,711,004</u>	<u>26,944,030</u>
<b>DEFICIENCY OF REVENUES UNDER EXPENDITURES</b>	<u>(158,280)</u>	<u>(3,270,407)</u>	<u>(3,428,687)</u>	<u>(17,479,016)</u>
<b>OTHER FINANCING SOURCES (USES):</b>				
Bond proceeds	-	-	-	21,025,000
Bond premium	-	-	-	1,579,513
Transfers in (out)	(506,367)	506,367	-	-
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<u>(506,367)</u>	<u>506,367</u>	<u>-</u>	<u>22,604,513</u>
<b>NET CHANGE IN FUND BALANCES</b>	<u>(664,647)</u>	<u>(2,764,040)</u>	<u>(3,428,687)</u>	<u>5,125,497</u>
<b>FUND BALANCES, BEGINNING OF YEAR</b>	<u>2,090,030</u>	<u>4,203,956</u>	<u>6,293,986</u>	<u>1,168,489</u>
<b>FUND BALANCES, END OF YEAR</b>	<u>\$ 1,425,383</u>	<u>\$ 1,439,916</u>	<u>\$ 2,865,299</u>	<u>\$ 6,293,986</u>

The accompanying notes are an integral part of these financial statements.

**LAS AMÉRICAS ASPIRA ACADEMY  
RECONCILIATION OF STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES  
IN FUND BALANCES - GOVERNMENTAL FUNDS TO STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2018**

NET CHANGE IN FUND BALANCES - TOTAL GOVERNMENTAL FUNDS \$ (3,428,687)

Amounts reported for governmental activities in the statement of activities are different because:

Governmental funds report capital outlays as expenditures. However, in the statement of activities, assets with an initial, individual cost of more than \$5,000 are capitalized, and the cost is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which capital outlays exceeded depreciation in the current period. Disposal of fixed assets must be recognized at a gain or loss on entity-wide statements when incurred.

Capital outlays	\$ 3,525,469	
Loss of disposal of fixed asset	(2,497)	
Depreciation expense	<u>(754,620)</u>	2,768,352

Debt and capital lease proceeds are reported as financing sources in the governmental funds and, thus, contribute to the change in fund balance. In the statement of net position, however, issuing debt and obtaining capital leases increases long-term liabilities and does not affect the statement of activities. Similarly, repayment of principal is an expenditure in the governmental funds but reduces the liability in the statement of net position. In addition, bond premiums are reported as other financing sources; however, these amounts are reported on the statement of net position as deferred charges and amortized over the life of the debt.

Principal repayments	75,000	
Amortization of bond premium	45,129	
Lease payments	<u>65,390</u>	185,519

Some expenses reported in the statement of activities do not require the use of current financial resources and, therefore, are not reported as expenditures in the governmental funds:

Compensated absences, net of state portion	(20,263)
--	----------

Pension expenses in the statement of activities differ from the amount reported in the governmental funds because pension expenses are recognized on the statement of activities based on the School's proportionate share of the expenses of the cost-sharing pension plan, whereas pension expenditures are recognized in the governmental funds when a requirement to remit contributions to the plan exists.

(204,013)

OPEB expenses in the statement of activities differ from the amount reported in the governmental funds because OPEB expenses are recognized on the statement of activities based on the School's proportionate share of the expenses of the cost-sharing pension plan, whereas OPEB expenditures are recognized in the governmental funds when a requirement to remit contributions to the plan exists.

(451,313)

CHANGE IN NET POSITION (DEFICIT) - GOVERNMENTAL ACTIVITIES

\$ (1,150,405)

The accompanying notes are an integral part of these financial statements.



LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Description of the Charter School

Las Américas ASPIRA Academy is organized under Delaware Code, Title 14, Chapter 5 of the State of Delaware. The Charter School Law grants authority for independent public schools to be created for the purpose of increasing choices for parents of public school students and increasing academic performance. A charter school is an independent public school governed by an independent board of directors. In Delaware, charter schools have the same basic standing as a school district with some exceptions - most notably, they may not levy taxes. To encourage innovation, charter schools operate free from a number of state laws and regulations. Las Américas ASPIRA Academy's initial charter was granted for a four-year period, renewable every five years thereafter. Las Américas ASPIRA Academy's first full year of school started September 1, 2011.

Charter schools are funded similarly to other public schools in that state and local funds are allocated for each enrolled student. Public funds are not provided for facilities. Charter schools may charge for selected additional costs consistent with those permitted by other school districts. Because a charter school receives local, state, and federal funds, they may not charge tuition.

The financial statements of Las Américas ASPIRA Academy ("the School") have been prepared in conformity with generally accepted accounting principles as applied to local governmental units. The Governmental Accounting Standards Board ("GASB") is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant accounting policies of the School are described below.

Reporting Entity

The School is a special purpose government and is considered a component unit of the State of Delaware. A component unit, although a legally separate entity, is, in substance, part of the State of Delaware's operations. The School has no component units for which it is considered to be financially accountable.

Entity-wide and Fund Financial Statements

The entity-wide financial statements (the statement of net position and the statement of activities) report information on all activities of the School. For the most part, the effect of interfund activity has been removed from these financial statements.

The statement of activities demonstrates the degree to which the direct expenses of a given program are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific program. Program revenues include grants and contributions that are restricted to meeting the operational or capital requirements of a particular function.

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

Separate financial statements are provided for governmental funds. The major individual governmental funds are reported as separate columns in the fund financial statements.

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

**Entity-wide financial statements** are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Charges to the School are recognized as revenues in the year for which they are billed. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Amounts reported as program revenues include 1) charges to students for special fees, supplies, food, or services provided; 2) operating grants and contributions; and 3) capital grants and contributions. Internally dedicated resources are reported as general revenues rather than as program revenues. Likewise, general revenues include charges to school districts.

**Governmental fund financial statements** are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences, are recorded only when payment is due.

Charges to the school districts, state appropriations, and interest associated with the current fiscal period are all considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. All other revenue items are considered to be measurable and available only when the School receives cash.

The School reports the following major governmental funds:

- **General Fund.** The general fund is the School's primary operating fund. It accounts for all financial resources of the School, except those required to be accounted for in another fund.
- **Capital Projects Fund.** The capital projects fund accounts for resources accumulated and payments made for the acquisition and improvement of sites, construction and remodeling of facilities, and procurement of equipment necessary for providing educational programs for all students within the School.

LAS AMÉRICAS ASPIRA ACADEMY  
NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

Cash and Cash Equivalents

The School's cash and cash equivalents are considered to be cash on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition, as well as cash deposits held in an investment pool controlled by the personnel of the State Treasurer's Office in Dover, Delaware.

Investments

Investments are recorded at fair value.

In establishing the fair value of investments, the School uses the following hierarchy. The lowest level of valuation available is used for all investments.

*Level 1* – Valuations based on quoted market prices in active markets for identical assets or liabilities that the entity has the ability to access.

*Level 2* – Valuations based on quoted prices of similar products in active markets or identical products in markets that are not active or for which all significant inputs are observable, directly or indirectly.

*Level 3* – Valuations based on inputs that are unobservable and significant to the overall fair value measurement.

Receivables

The School considers all accounts receivable at year end to be collectible; therefore, no allowance for doubtful accounts has been recorded.

Capital Assets

Capital assets, which include land, buildings and improvements, furniture and fixtures, and equipment, are reported in the entity-wide financial statements. The School defines capital assets as assets with an initial, individual cost of more than \$5,000 and an estimated useful life in excess of one year.

Such assets are recorded at historical cost or estimated cost if purchased or constructed. Donated capital assets are recorded at estimated fair value at the date of donation. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend the lives of the assets are not capitalized. Major outlays for capital assets and improvements are capitalized as projects are constructed.

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

Building and improvements, furniture and fixtures, and equipment of the School are depreciated using the straight-line method over the estimated useful lives of the related assets. The School generally uses the following estimated useful lives:

Building and improvements	22 - 40 years
Furniture	3 years
Equipment	5 years

Deferred Inflows and Outflows of Resources

In addition to assets, the statement of net position includes a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to future periods and so will not be recognized as an outflow of resources (expense) until then. The School reports deferred pension and OPEB contributions resulting from pension and OPEB contributions subsequent to the measurement date of the net pension and OPEB liabilities and certain other items which represent differences related to changes in the net pension and OPEB liabilities which will be amortized over future periods. In addition to liabilities, the statement of net position includes a separate section for deferred inflows of resources. This separate financial statement element represents a source of net position that applies to future periods. The School reports certain items which represent differences related to changes in the net pension and OPEB liabilities which will be amortized over future periods.

Long-term Obligations

In the entity-wide financial statements, long-term debt is reported as liabilities. In the fund financial statements, the face amount of debt issued is reported as other financing sources. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as operating expenditures/expenses.

Compensated Absences

Vacation pay plus related payroll taxes are accrued when incurred in the entity-wide financial statements. The liability for these amounts is reported in the governmental funds only when the liability matures, for example, as a result of employee resignations and retirements.

**Vacation** – Twelve-month employees can accumulate up to 42 days of vacation. Any days in excess of 42 are dropped as of July 1 of each year. Employees are paid for unused vacation upon termination and retirement at the current rate of pay.

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

**Sick Leave** – Sick leave allowances are as follows: teachers shall be allowed 10 days of sick leave per year, and annual employees earn one day of sick leave for each month worked. Any unused sick days shall be accumulated to the employee's credit up to a maximum of 120 days. Compensation for accumulated sick days is received when employees (a) qualify and apply for state pension and are paid at a rate of 50 percent of the per diem rate of pay not to exceed 120 days; or (b) in the case of death, when payment is made to the employee's estate at a rate of one day's pay for each day of unused sick leave not to exceed 120 days.

The compensated absences liability was \$261,142 at June 30, 2018.

Fund Equity

Fund balance will be displayed in the following classification (if applicable) depicting the relative strength of the spending constraints placed on the purposes for which resources can be used:

*Nonspendable* – amounts that cannot be spent either because they are in nonspendable form or because they are legally or contractually required to be maintained intact.

*Restricted* – amounts that can be spent only for specific purposes because of constitutional provisions or enabling legislation or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

*Committed* – amounts that can be used only for specific purposes determined by formal action of the Board of Directors. The Board is the highest level of decision-making authority for the School. Commitments may be established, modified, or rescinded only through resolutions approved by the Board of Directors.

*Assigned* – amounts that do not meet the criteria to be classified as restricted or committed but that are intended to be used for specific purposes. The Head of School may assign amounts for specific purposes.

*Unassigned* – all other spendable amounts.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balances are available, the School considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the School considers amounts to have been spent first out of committed funds, then assigned funds and finally, unassigned funds, as needed, unless the Board or Head of School has provided otherwise in its commitment or assignment actions.

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

Net Position

Net position represents the difference between assets and deferred outflows of resources and liabilities and deferred inflows of resources. Net position invested in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction, or improvement of those assets. Net position is reported as restricted when there are limitations imposed on their use either through the enabling legislation adopted by the School or through external restrictions imposed by creditors, grantors, or laws or regulations of other governments. Any remaining portions of net position are reflected as unrestricted. When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first and then unrestricted resources as they are needed.

Income Tax Status

The School is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code and, therefore, has no provision for federal income taxes. The School qualifies for the charitable contribution deduction under Section 170(b)(1)(A) and has been classified as an organization that is not a private foundation under Section 509(a)(1). The School did not engage in any unrelated business activities during the fiscal year. Management believes more likely than not that its tax-exempt status and tax positions will be sustained if examined by authorities.

Use of Estimates in the Preparation of Financial Statements

The preparation of basic financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

Comparative Data

Comparative total data for the prior year is presented in the basic financial statements to provide an understanding of changes in the School's financial position and operations. That comparative data is not at the level of detail required for a presentation in conformity with generally accepted accounting principles and, therefore, should be read in conjunction with the School's financial statements for the year ended June 30, 2017, from which the summarized information was derived.

Implementation of GASB Statement

During the year ended June 30, 2018, the School implemented GASB Statement No. 75, "Accounting and Financial Reporting for Postemployment Benefits Other than Pensions." GASB Statement No. 75 replaces the requirements of GASB Statement No. 45, with the objective of

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

improving the accounting and financial reporting of state and local governments for other postemployment benefits. It requires that state and local governments recognize and record the actuarially determined net other postemployment benefit liability, or, for multi-employer cost sharing plans, the entity's share of the net other postemployment benefit liability, in the entity's financial statements.

NOTE 2 CASH, POOLED CASH, AND INVESTMENTS

***Deposits***

At June 30, 2018, the School had a cash and pooled cash balance of \$2,148,452. Of those amounts, \$2,145,999 was part of an investment pool controlled by the personnel of the State Treasurer's Office in Dover, Delaware, and all investment decisions are made by the State Treasurer's Office. These funds are considered to be highly liquid and available for immediate use and, thus, are recorded as cash equivalents in these financial statements.

The funds held by the State of Delaware investment pool, an internal investment pool, are specifically identified for the School, but the credit risk cannot be categorized for these funds. Credit risk for such investments depends on the financial stability of the State of Delaware. The State reports that its investment securities are stated at quoted market prices, except that investment securities with a remaining maturity at time of purchase of one year or less are stated at cost or amortized cost.

At June 30, 2018, the reported amount of the School's deposits outside of the State Treasurer's Office was \$2,453 and the bank balance was \$2,453, all of which was covered by federal depository insurance.

***Investments***

State statutes authorize the School to invest in U.S. government securities, government agency securities, certificates of deposit, time deposits and bankers acceptances, corporate debt instruments, money market funds, and other similar instruments that are insured by the Federal Deposit Insurance Corporation ("FDIC") or are backed by the full faith and credit of the United States of America or any of its agencies or instrumentalities.

The School categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles. The School has the following recurring fair value measurements as of June 30, 2018:

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 2 CASH, POOLED CASH, AND INVESTMENTS (cont'd)

<u>Investment Type</u>	<u>Fair Value</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
Money Market Mutual Fund	<u>\$ 1,439,916</u>	<u>\$ 1,439,916</u>	<u>\$ -</u>	<u>\$ -</u>
TOTAL	<u>\$ 1,439,916</u>	<u>\$ 1,439,916</u>	<u>\$ -</u>	<u>\$ -</u>

Custodial Credit Risk

For an investment, custodial credit risk is the risk that, in the event of the failure of the counterparty, the School will not be able to recover the value of its investments or collateral security that are in the possession of an outside party. As of June 30, 2018, none of School's investments were subject to custodial credit risk.

Interest Rate Risk

The School does not have an investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. However, to ensure that its assets remain liquid enough to satisfy its current obligations, at June 30, 2018, all of the School's investments had maturity dates of less than one year.

Credit Risk

The School has no investment policy that would limit its investment choices to those with certain credit ratings.

NOTE 3 ACCOUNTS RECEIVABLE

Accounts receivable represent receivables for revenues earned by the School. At June 30, 2017, receivables are as follows:

<u>Description</u>	
Passed through the State of Delaware:	
Federal government	\$ 67,321
Other receivables:	
Miscellaneous receivables	<u>14,320</u>
Total receivables	<u>\$ 81,641</u>



LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 4 CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2018 is as follows:

	Beginning Balances	Additions	Deletions	Ending Balances
<b>Governmental Activities:</b>				
General capital assets not being depreciated:				
Land	\$ 529,959	\$ -	\$ -	\$ 529,959
Construction-in-progress	9,549,029	2,738,106	(12,287,135)	-
Total general capital assets not being depreciated	<u>10,078,988</u>	<u>2,738,106</u>	<u>(12,287,135)</u>	<u>529,959</u>
General capital assets being depreciated:				
Building and improvements	8,063,005	12,287,135	-	20,350,140
Furniture and equipment	1,291,539	787,363	(18,548)	2,060,354
Total general capital assets being depreciated	9,354,544	13,074,498	(18,548)	22,410,494
Accumulated depreciation	1,562,152	754,620	(16,051)	2,300,721
Total general capital assets being depreciated, net	<u>7,792,392</u>	<u>12,319,878</u>	<u>(2,497)</u>	<u>20,109,773</u>
Governmental Activities, Net	<u>\$ 17,871,380</u>	<u>\$ 15,057,984</u>	<u>\$(12,639,732)</u>	<u>\$ 20,639,732</u>

Depreciation expense was charged to the following governmental activities:

Instructional services	\$ 388,746
Operation and maintenance of facilities	<u>365,874</u>
	<u>\$ 754,620</u>

NOTE 5 LONG-TERM DEBT

During the year ended June 30, 2017, the School issued revenue bonds, Series A and Series B of 2016 in the amounts of \$20,125,000 and \$900,000, respectively, in order to repay the balances of the three notes issued in 2015 and fund ongoing construction.

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 5 LONG-TERM DEBT (cont'd)

The Series of 2016A bonds bear interest ranging from 3.25 percent to 5.00 percent, maturing June 1 2026 to June 1, 2051, with interest payable on December 1 and June 1.

The Series of 2016B bonds bear interest at 6.25 percent and mature on June 1, 2022, with interest payable on December 1 and June 1.

A schedule of changes in debt for the year ended June 30, 2018 is as follows:

	Amounts Outstanding 7/1/2017	Additions	Retirements	Amounts Outstanding 6/30/2018	Due Within One Year
Governmental Activities:					
Bonds payable	\$21,025,000	\$ -	\$ 75,000	\$20,950,000	\$ 75,000
Bond premium	1,534,384	-	45,129	1,489,255	45,129
Leases payable	65,390	-	65,390	-	-
Compensated absences	210,485	50,657	-	261,142	-
<b>Total Governmental Activities</b>	<b>\$22,835,259</b>	<b>\$ 50,657</b>	<b>\$ 185,519</b>	<b>\$22,700,397</b>	<b>\$ 120,129</b>

A summary of the School's bonds payable is as follows:

Description	Amount of Original Issue	Interest Rate	Maturity Date	Balance June 30, 2018
Series A of 2016	\$20,125,000	3.25%-5.00%	Annually	\$ 20,125,000
Series B of 2016	900,000	6.25%	Annually	825,000
Bonds payable, at face				20,950,000
Unamortized premium				1,489,255
<b>Bonds payable, net</b>				<b>\$ 22,439,255</b>
Amounts due in one year				\$ 120,129
Amounts due after one year				22,319,126
				<b>\$ 22,439,255</b>

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 5 LONG-TERM DEBT (cont'd)

The total principal and interest maturities as of June 30, 2018 are as follows:

<u>Year Ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2019	\$ 75,000	\$ 1,029,813	\$ 1,104,813
2020	290,000	1,025,125	1,315,125
2021	305,000	1,007,000	1,312,000
2022	325,000	987,938	1,312,938
2022	340,000	972,725	1,312,725
2024-2028	1,890,000	4,683,413	6,573,413
2029-2033	2,365,000	4,206,000	6,571,000
2034-2038	3,020,000	3,553,000	6,573,000
2039-2043	3,850,000	2,718,250	6,568,250
2044-2048	4,915,000	1,654,750	6,569,750
2049-2051	3,575,000	363,250	3,938,250
Total	<u>\$ 20,950,000</u>	<u>\$ 22,201,264</u>	<u>\$ 43,151,264</u>

NOTE 6 FUND BALANCES

As of June 30, 2018, fund balances are composed of the following:

	<u>General Fund</u>	<u>Capital Projects Fund</u>	<u>Total Governmental Funds</u>
Nonspendable:			
Prepays	\$ 60,043	\$ -	\$ 60,043
Restricted:			
Capital Projects		22,916	22,916
Repair and Replacement	-	100,000	100,000
Reserve		1,317,000	1,317,000
Unassigned	<u>1,365,340</u>	<u>-</u>	<u>1,365,340</u>
Total Fund Balances	<u>\$ 1,425,383</u>	<u>\$ 1,439,916</u>	<u>\$ 2,865,299</u>

NOTE 7 LEASING ARRANGEMENTS

Capital Lease - Lessee

The School entered into various lease agreements as lessee for financing the acquisition of various equipment. These lease agreements qualify as capital leases for accounting purposes.

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 7 LEASING ARRANGEMENTS (cont'd)

During the fiscal year ended June 30, 2018, the capital lease obligation was paid in full. Information related to the capital lease is as follows:

Equipment acquired through capital lease	\$ 251,696
Less: accumulated depreciation	<u>(191,573)</u>
<b>TOTAL</b>	<b><u>\$ 60,123</u></b>

Amortization of leased equipment and vehicles under capital assets is included with depreciation expense.

Operating Lease – Lessee

The School leases copier equipment, computer, iPads, and related accessories through ten operating lease agreements. The School has entered into these lease agreements at different times during fiscal years 2016, 2017, and 2018. One of the leases expires this fiscal year, while the remaining leases expire at varying times in September 2018, October 2018, September 2019, May 2020, June 2020, and September 2020. Total expense paid under these lease agreements was \$160,489 for the year ended June 30, 2018.

At June 30, 2018, the minimum future rental payments under noncancelable leasing arrangements for the remaining years and in the aggregate are as follows:

<u>Year Ending June 30,</u>	
2019	\$ 127,180
2020	107,961
2021	<u>57,160</u>
	<b><u>\$ 292,301</u></b>

NOTE 8 PENSION PLAN

Plan Description

School employees are considered state employees and are covered under the State of Delaware Employees' Pension Plan ("the Plan"), which is a cost-sharing, multiple-employer defined benefit public employees' retirement system ("the State PERS") defined by the Delaware Code.

The State of Delaware General Assembly is responsible for setting benefits and contributions, and amending plan provisions; administrative rules and regulations are adopted and maintained by the Board of Pension Trustees ("the Board").

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 8 PENSION PLAN (cont'd)

The following are brief descriptions of the Plan in effect as of June 30, 2018. For a more complete description, please refer to the Delaware Employees' Pension Plan Comprehensive Annual Financial Report. Separately issued financial statements for the Plan may be obtained by writing to the State of Delaware Public Employee Retirement System, McArdle Building, Suite 1, 860 Silver Lake Boulevard, Dover, DE 19904; by calling 1-800-722-7300; or by visiting the PERS website at [www.delawarepensions.com](http://www.delawarepensions.com).

Plan Description and Eligibility

The State Employees' Pension Plan is a cost-sharing multiple employer defined benefit plan that covers virtually all full-time or regular part-time employees of the State, including employees of other affiliated entities.

There are two tiers within this plan: 1) employees hired prior to January 1, 2012, and 2) employees hired on or after January 1, 2012.

Benefits Provided

*Service Benefits*

Final average monthly compensation (employees hired on or after January 1, 2012 may not include overtime in pension compensation) multiplied by 2.0 percent and multiplied by years of credited service prior to January 1, 1997, plus final average monthly compensation multiplied by 1.85 percent and multiplied by years of credited service after December 31, 1996, subject to minimum limitations. For this plan, final average monthly compensation is the monthly average of the highest three periods of twelve consecutive months of compensation.

*Vesting*

Employees hired before January 1, 2012 vest in the plan after five years of credited service. Employees hired on or after January 1, 2012 vest in the plan after ten years of credited service.

*Retirement*

Employees hired before January 1, 2012 may retire at age 62 with five years of credited service; at age 60 with 15 years of credited service; or after 30 years of credited service at any age. Employees hired on or after January 1, 2012 may retire at age 65 with at least 10 years of credited service; at age 60 with 20 years of credited service; or after 30 years of credited service at any age.

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 8 PENSION PLAN (cont'd)

*Disability Benefits*

Disability benefits for those employees hired before January 1, 2012 are offered using the same calculations as the Service Benefits described above. Employees in this program must have five years of credited service. In lieu of disability pension benefits, over 90 percent of the members of this plan opted into a Disability Insurance Program offered by the State effective January 1, 2006. Employees hired on or after January 1, 2012 are also included in the Disability Insurance Program.

*Survivor and Burial Benefits*

In the event of the death of a member of the Plan, the eligible survivor receives 50 percent of the benefits received under the pension (or 67.7 percent with two percent reduction of the benefit, or 75 percent with a three percent reduction of the benefit, or 100 percent with six percent reduction of benefit). If the employee is an active member of the Plan with at least five years of credited service, the eligible survivor receives 75 percent of the benefit the active employee would have received at age 62.

Burial benefits are established at \$7,000 per plan member.

Contributions

*Member Contributions*

Employees hired before January 1, 2012 contribute three percent of earnings in excess of \$6,000. Employees hired on or after January 1, 2012 contribute five percent of earnings in excess of \$6,000.

*Employer Contributions*

Employer contributions are determined by the Board. For the year ended June 30, 2018, the rate of the employer contribution was 11.52 percent of covered payroll. The School's contribution to PERS for the year ended June 30, 2018 was \$495,387.

*PRI Contribution*

All reporting units participating in the State PERS make contributions to a PRI fund which accumulates resources to fund ad hoc post-retirement increases granted by the General Assembly. The increases are funded over a five-year period from the PRI fund. The allocation of the contribution from the PRI fund to the Pension Trust is a reduction of the net pension liability of each participating employer.

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 8 PENSION PLAN (cont'd)

Pension Liability and Expense, and Deferred Outflows and Inflows of Resources

At June 30, 2018, the School reported a liability of \$2,800,443 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2017, and the total pension liability used to calculate the net pension liability was determined by rolling forward the Plan's total pension liability as of June 30, 2016 to June 30, 2017. The School's proportion of the net pension liability was calculated based on the actual contributions made during the measurement period in proportion to the total of all employer contributions made during the measurement period. At June 30, 2017, the School's proportion was 0.1910 percent, which was an increase of 0.0154 percent from its proportion measured as of June 30, 2016.

For the year ended June 30, 2018, the School recognized pension expense of \$699,400. At June 30, 2018, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Net difference between projected and actual investment earnings	\$ 327,382	\$ -
Changes in proportions	591,419	-
Changes in assumptions	550,250	-
Contributions subsequent to the date of measurement	495,387	-
Differences between actual and expected experience	<u>32,328</u>	<u>49,374</u>
	<u>\$ 1,996,766</u>	<u>\$ 49,374</u>

An amount of \$495,387 is reported as deferred outflows of resources resulting from the School's contributions subsequent to the June 30, 2017 measurement date and will be recognized as a reduction of the net pension liability in the year ended June 30, 2018. Other amounts will be reported as deferred outflows of resources and deferred inflows of resources related to pensions, and will be recognized in pension expense as follows:

<u>Year Ending June 30,</u>	
2019	\$ 230,099
2020	509,547
2021	397,102
2022	123,109
2023	<u>192,148</u>
	<u>\$ 1,452,005</u>

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 8 PENSION PLAN (cont'd)

Actuarial Assumptions

The total pension liability as of the June 30, 2017 measurement date was determined by an actuarial valuation as of June 30, 2016, and update procedures were used to roll forward the total pension liability to June 30, 2017. These actuarial valuations used the following actuarial assumptions, applied to all periods:

- Investment return – 7.0 percent, including inflation of 2.5 percent
- Salary increases – 2.5 percent to 11.5 percent, including inflation of 2.5 percent
- Cost-of-living adjustments – ad hoc

The total pension liabilities are measured based on assumptions pertaining to interest rates, inflation rates, and employee demographic behavior in future years. It is likely that future experience will not exactly conform to these assumptions. To the extent that actual experience deviates from these assumptions, the emerging liabilities may be higher or lower than anticipated. The more the actual experience deviates, the larger the impact on future financial statements.

Mortality rates were based on the Sex Distinct RP-2014 Combined Mortality Table projected to 2017 using an adjusted version on MP-2015 mortality improvement scale on a fully generational basis.

Projected benefit payments do not include the effects of projected ad hoc cost-of-living adjustments ("ad hoc COLAs"), as they are not substantively automatic. The primary considerations relevant to making this determination include the historical patterns of granting the changes and the consistency in the amounts of the changes.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best estimate ranges of expected future real rates of return (expected returns, net of investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by an asset allocation percentage, which is based on the nature and mix of current and expected plan investments, and by adding expected inflation. Best estimates of geometric real rates of return for each major asset class included in the Plan are summarized in the following table:

<u>Asset Class</u>	<u>Long-term Expected Real Rate of Return</u>	<u>Target Asset Allocation</u>
Domestic equity	5.7%	33.5%
International equity	5.7%	13.7%
Fixed income	2.0%	26.6%
Alternative investments	7.8%	22.7%
Cash and equivalents	0.0%	3.5%



LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 8 PENSION PLAN (cont'd)

Discount Rate

The discount used to measure the total pension liability was 7.0 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that contributions from employers will be made at rates determined by the Board, as actuarially determined. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the School's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the net pension liability, calculated using the discount rate of 7.0 percent, as well as what the net pension liability would be if it were calculated using a discount rate that is one percentage point lower (6.0 percent) or one percentage point higher (8.0 percent) than the current rate.

	1% Decrease 6.0%	Current Rate Discount Rate 7.0%	1% Increase 8.0%
School's proportionate share of the net pension liability	\$ 5,041,485	\$ 2,800,443	\$ 900,601

Pension Plan Fiduciary Net Position

Detailed information about PERS' fiduciary net position is available in PERS Comprehensive Annual Financial Report, which can be found on the Plan's website at [www.delawarepensions.com](http://www.delawarepensions.com).

NOTE 9 OTHER POSTEMPLOYMENT BENEFITS PLAN

Plan Description

School employees are considered state employees and are covered under the State of Delaware Employees' Other Postemployment Benefit Fund Trust ("the Plan"), which is a cost-sharing, multiple-employer defined benefit plan defined by the Delaware Code.

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 9 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

The State of Delaware General Assembly is responsible for setting benefits and contributions, and amending plan provisions; administrative rules and regulations are adopted and maintained by the DPERS Board of Pension Trustees, which acts as the Board of Trustees ("the Board") for the Plan and is responsible for the financial management of the Plan.

The following are brief descriptions of the Plan in effect as of June 30, 2018. For a more complete description, please refer to the Delaware Public Employees' Retirement System Comprehensive Annual Financial Report. Separately issued financial statements for the Plan may be obtained by writing to the State of Delaware Public Employee Retirement System, McArdle Building, Suite 1, 860 Silver Lake Boulevard, Dover, DE 19904; by calling 1-800-722-7300; or by visiting the PERS website at [www.delawarepensions.com](http://www.delawarepensions.com).

Plan Description and Eligibility

The State of Delaware Employees' Other Postemployment Benefit ("OPEB") Fund Trust is a cost-sharing multiple employer plan that covers all employees of the State that are eligible to participate in the defined benefit pension plan, including employees of other affiliated entities.

Benefits Provided

The Plan provides medical coverage to pensioners and their eligible dependents. The participant's cost of Plan benefits is variable based on years of service. Pensioners who retire after July 1, 2012 and who become eligible for Medicare will pay an additional five percent of the Medicare Supplement offered by the State. Surviving spouses are eligible for coverage after a retiree's death.

Contributions

*Member Contributions*

By State Statute Chapter 52, Title 29 of the Delaware Code, contribution requirements of plan members are established and may not be amended by the State Legislature.

*Employer Contributions*

Participating employers fund the Plan for current retirees on a pay-as-you-go basis along with funding for future benefits at a rate that is approved in the annual budget, but not actuarially determined. For the year ended June 30, 2018, the rate of the employer contribution was 10.25 percent of covered payroll. The School's contribution to the Plan for the year ended June 30, 2018 was \$524,241.

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 9 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

Other Postemployment Benefits Plan Liability and Expense, and Deferred Outflows and Inflows of Resources

At June 30, 2018, the School reported a liability of \$15,409,745 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2017, and the total pension liability used to calculate the net OPEB liability was determined by rolling forward the Plan's total OPEB liability as of June 30, 2016 to June 30, 2017. The School's proportion of the net OPEB liability was calculated based on the actual contributions made during the measurement period in proportion to the total of all employer contributions made during the measurement period. At June 30, 2017, the School's proportion was 0.1867 percent, which was an increase of 0.0165 percent from its proportion measured as of June 30, 2016.

For the year ended June 30, 2018, the School recognized OPEB expense of \$975,554. At June 30, 2018, the School reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Net difference between projected and actual investment earnings	\$ -	\$ 30,512
Changes in proportions	1,248,230	-
Changes in assumptions	-	1,798,972
Contributions subsequent to the date of measurement	524,241	-
Differences between actual and expected experience	-	-
	<u>\$ 1,772,471</u>	<u>\$ 1,829,484</u>

An amount of \$524,241 is reported as deferred outflows of resources resulting from the School's contributions subsequent to the June 30, 2017 measurement date and will be recognized as a reduction of the net pension liability in the year ended June 30, 2019. Other amounts will be reported as deferred outflows of resources and deferred inflows of resources related to pensions, and will be recognized in OPEB expense as follows:

<u>Year Ending June 30,</u>	
2019	\$ (117,775)
2020	(117,775)
2021	(117,775)
2022	(117,775)
2023	<u>(110,154)</u>
	<u>\$ (581,254)</u>

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 9 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

Actuarial Assumptions

The total OPEB liability as of the June 30, 2017 measurement date was determined by an actuarial valuation as of June 30, 2016, and update procedures were used to roll forward the total pension liability to June 30, 2017. These actuarial valuations used the following actuarial assumptions:

- Discount rate – 3.58 percent
- Salary increases – 3.25 percent + merit
- Healthcare cost trend rates – 7.00 percent

Mortality rates were based on the Sex Distinct RP-2014 Total Dataset Healthy Annuitant Mortality Table, including adjustment for healthy annuitant and disabled annuitant. Future mortality improvements are projected to 2020.

The total OPEB liabilities are measured based on the assumptions pertaining to interest rates, inflation rates, and employee demographic behavior in future years. The assumptions used were based on the results of an actuarial experience study conducted in 2016. It is likely that future experience will not exactly conform to these assumptions. To the extent that actual experience deviates from these assumptions, the emerging liabilities may be higher or lower than anticipated. The more the actual experience deviates, the larger the impact on future financial statements.

Discount Rate

The discount rate to measure the total OPEB liability was 2.85 percent at the beginning of the current measurement period and 3.58 percent at the end, based on the Bond Buyer GO 20-Bond Municipal Bond Index, an index satisfying the GASB requirement of an index rate for 20-year, tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that employer contributions to the Plan will continue to follow the pay-as-you-go contribution policy. Based on the assumptions of a pay-as-you-go plan, the discounts rates used at the June 30, 2017 and 2016 measurement date are equal to the applicable rate of the 20-year, tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher.

Sensitivity of the School's proportionate Share of the Net OPEB Liability to Changes in the Discount Rate

The following presents the net OPEB liability, calculated using the discount rate of 3.58 percent, as well as what the net OPEB liability would be if it were calculated using a discount rate that is one percentage point lower (2.58 percent) or one percentage point higher (4.58 percent) than the current rate.

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 9 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

	1% Decrease 2.58%	Current Rate Discount Rate 3.58%	1% Increase 4.58%
School's proportionate share of the net pension liability	\$ 18,476,941	\$ 15,409,745	\$ 13,019,593

Sensitivity of the School's Proportionate Share of the Net OPEB Liability to Changes in the Healthcare Cost Trend Rates

The following presents the net OPEB liability, calculated using the healthcare cost trend rate of 7.0 percent, as well as what the net OPEB liability would be if it were calculated using a healthcare cost trend rate that is one percentage point lower (6.0 percent) or one percentage point higher (8.0 percent) than the current rate.

	1% Decrease 6.0%	Current Rate Discount Rate 7.0%	1% Increase 8.0%
School's proportionate share of the net pension liability	\$ 13,047,354	\$ 15,409,745	\$ 18,303,444

Plan Fiduciary Net Position

Detailed information about the Plan's fiduciary net position is available in PERS Comprehensive Annual Financial Report, which can be found on the Plan's website at [www.delawarepensions.com](http://www.delawarepensions.com).

NOTE 10 RISK MANAGEMENT

The School has purchased commercial insurance policies for various risks of loss related to torts; theft, damage, or destruction of assets; errors or omissions; injuries to employees; or acts of God. Payments of premiums for these policies are recorded as expenses of the School for the year ended June 30, 2018. There was no significant reduction in coverage compared to the prior year.

NOTE 11 COMMITMENTS AND CONTINGENCIES

In the normal course of business, there are various outstanding commitments and contingent liabilities in addition to the normal encumbrances for the purchase of goods and services. The School does not anticipate losses from these transactions.

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 11 COMMITMENTS AND CONTINGENCIES (cont'd)

Grants

The School receives significant financial assistance from federal agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and is subject to audit by the State Office of Auditor of Accounts. Any disallowed claims resulting from such audits could become a liability of the general fund. The School's administration believes such disallowance, if any, would be immaterial.

Construction Commitment

As of June 30, 2018, the anticipated construction commitment is as follows:

<u>Project</u>	<u>Contract Amount</u>	<u>Completed through June 30, 2018</u>	<u>Remaining Amount</u>
Building improvements, Phase IV	\$ 559,200	\$ -	\$ 559,200

NOTE 12 EXCESS EXPENDITURES OVER APPROPRIATIONS

The School overspent budgetary appropriations in the following categories:

Salaries	\$ 208,170
Employment costs	\$ 44,824
Communications	\$ 6,165
Public utilities service	\$ 33,373
Insurance	\$ 5,851
Transportation – buses	\$ 15,062
Supplies and materials	\$ 686
Student activities	\$ 48,239
Property	\$ 42,395
Equipment	\$ 310,293
Interest on debt service	\$ 5,883

The excess expenditures were covered by other expenditure categories that were less than their budgeted appropriations.

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 13 DEFICIT NET POSITION

For governmental activities, the unrestricted net deficit amount of \$14,998,883 includes the effect of deferring the recognition of pension and OPEB contributions made subsequent to the measurement date of the net pension liability and net OPEB liability, and the deferred outflows related to the pension and OPEB plans. This is offset by the School's actuarially determined pension liability and OPEB liability, and the deferred inflows related to the pension and OPEB plans.

NOTE 14 PRIOR PERIOD RESTATEMENT

The School has decreased its July 1, 2016 net position by \$15,015,445 due to the effects of implementing GASB Statement No. 75, "Accounting and Financial Reporting for Postemployment Benefits Other than Pensions." The School recorded a beginning deferred outflow for OPEB contributions of \$356,501 and a beginning net OPEB liability of \$15,458,236.

NOTE 15 SUBSEQUENT EVENTS

The School has evaluated all subsequent events through September 28, 2018, the date the financial statements were available to be issued.

**REQUIRED SUPPLEMENTARY INFORMATION**



**LAS AMÉRICAS ASPIRA ACADEMY  
BUDGETARY COMPARISON SCHEDULE - GENERAL FUND  
FOR THE YEAR ENDED JUNE 30, 2018**

	Original Budget	Final Budget	Actual Amounts	Variance with Final Budget Positive (Negative)
<b>REVENUES</b>				
Charges to school districts	\$ 2,792,454	\$ 3,075,591	\$ 3,075,591	\$ -
State aid	5,535,117	5,927,637	6,112,361	184,724
Federal aid	532,449	585,856	668,319	82,463
Interest income	-	-	9,242	9,242
Food service revenue	76,542	98,339	138,934	40,595
Other local revenues	498,662	429,224	228,041	(201,183)
After care	113,474	158,698	154,708	(3,990)
Donations	34,000	20,000	846,034	826,034
Summer camp	80,000	48,000	13,495	(34,505)
<b>TOTAL REVENUES</b>	<u>9,662,698</u>	<u>10,343,345</u>	<u>11,246,725</u>	<u>903,380</u>
<b>EXPENDITURES</b>				
<b>Current:</b>				
Salaries	4,676,313	4,835,000	5,043,170	(208,170)
Employment costs	2,420,502	2,476,270	2,521,094	(44,824)
Travel	30,000	37,200	23,353	13,847
Contractual services	641,659	751,059	461,462	289,597
Communications	19,800	26,300	32,465	(6,165)
Public utilities service	88,000	158,200	191,573	(33,373)
Insurance	45,000	36,500	42,351	(5,851)
Transportation - buses	621,461	719,608	734,670	(15,062)
Repairs and maintenance	120,000	123,000	104,781	18,219
Supplies and materials	493,200	712,700	713,386	(686)
Student activities	-	-	48,239	(48,239)
<b>Capital outlays:</b>				
Property	640,000	543,000	585,395	(42,395)
Equipment	485,000	521,500	831,793	(310,293)
<b>Debt service:</b>				
Principal	506,369	506,369	65,390	440,979
Interest	-	-	5,883	(5,883)
<b>TOTAL EXPENDITURES</b>	<u>10,787,304</u>	<u>11,446,706</u>	<u>11,405,005</u>	<u>41,701</u>
<b>DEFICIENCY OF REVENUES UNDER EXPENDITURES</b>	<u>(1,124,606)</u>	<u>(1,103,361)</u>	<u>(158,280)</u>	<u>945,081</u>
<b>OTHER FINANCING SOURCES</b>				
Transfer out	-	-	(506,367)	(506,367)
<b>TOTAL OTHER FINANCING SOURCES</b>	<u>-</u>	<u>-</u>	<u>(506,367)</u>	<u>(506,367)</u>
<b>NET CHANGE IN FUND BALANCE</b>	<u>(1,124,606)</u>	<u>(1,103,361)</u>	<u>(664,647)</u>	<u>438,714</u>
<b>FUND BALANCE, BEGINNING OF YEAR</b>	<u>2,090,030</u>	<u>2,090,030</u>	<u>2,090,030</u>	<u>-</u>
<b>FUND BALANCE, END OF YEAR</b>	<u>\$ 965,424</u>	<u>\$ 986,669</u>	<u>\$ 1,425,383</u>	<u>\$ 438,714</u>

NOTE: The School's budget is presented on the modified accrual basis of accounting.

**LAS AMÉRICAS ASPIRA ACADEMY  
 SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY  
 STATE OF DELAWARE EMPLOYEES' PENSION PLAN  
 FOR THE YEAR ENDED JUNE 30, 2018**

	MEASUREMENT DATE		
	<u>JUNE 30, 2017</u>	<u>JUNE 30, 2016</u>	<u>JUNE 30, 2015</u>
<u>PROPORTIONATE SHARE OF NET PENSION LIABILITY</u>			
School's proportion of the net pension liability	0.1910%	0.1756%	0.1409%
School's proportion of the net pension liability - dollar value	\$ 2,800,443	\$ 2,646,247	\$ 937,416
School's covered employee payroll	\$ 3,721,305	\$ 3,349,061	\$ 2,627,918
School's proportionate share of the net pension liability as a percentage of its covered employee payroll	75.25%	79.01%	35.67%
Plan fiduciary net position as a percentage of the total pension liability	85.31%	84.11%	92.67%
			20.13%
			95.80%

In accordance with GASB Statement No. 68, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

**LAS AMÉRICAS ASPIRA ACADEMY  
 SCHEDULE OF SCHOOL PENSION CONTRIBUTIONS  
 STATE OF DELAWARE EMPLOYEES' PENSION PLAN  
 FOR THE YEAR ENDED JUNE 30, 2018**

<u>CONTRIBUTIONS</u>	<u>JUNE 30, 2018</u>	<u>JUNE 30, 2017</u>	<u>JUNE 30, 2016</u>	<u>JUNE 30, 2015</u>
Contractually required contribution	\$ 495,387	\$ 356,501	\$ 320,840	\$ 251,229
Contributions in relation to the contractually required contribution	<u>495,387</u>	<u>356,501</u>	<u>320,840</u>	<u>251,229</u>
Contribution excess	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
School's covered employee payroll	\$ 4,300,226	\$ 3,721,305	\$ 3,349,060	\$ 2,627,918
Contributions as a percentage of covered-employee payroll	11.52%	9.58%	9.58%	9.56%

In accordance with GASB Statement No. 68, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

**LAS AMÉRICAS ASPIRA ACADEMY  
 SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE OF THE NET OPEB LIABILITY  
 STATE OF DELAWARE EMPLOYEES' OPEB PLAN  
 FOR THE YEAR ENDED JUNE 30, 2018**

<u>PROPORTIONATE SHARE OF NET OPEB LIABILITY</u>	<u>MEASUREMENT DATE JUNE 30, 2017</u>
School's proportion of the net OPEB liability	0.1867%
School's proportion of the net OPEB liability - dollar value	\$ 15,409,745
School's covered employee payroll	\$ 3,820,457
School's proportionate share of the net OPEB liability as a percentage of its covered employee payroll	403.35%
Plan fiduciary net position as a percentage of the total OPEB liability	4.13%

In accordance with GASB Statement No. 75, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

**LAS AMÉRICAS ASPIRA ACADEMY  
 SCHEDULE OF SCHOOL OPEB CONTRIBUTIONS  
 STATE OF DELAWARE EMPLOYEES' OPEB PLAN  
 FOR THE YEAR ENDED JUNE 30, 2018**

<u>CONTRIBUTIONS</u>	<u>JUNE 30, 2018</u>
Contractually required contribution	\$ 442,791
Contributions in relation to the contractually required contribution	<u>442,791</u>
Contribution excess	<u>\$ -</u>
School's covered employee payroll	\$ 4,319,912
Contributions as a percentage of covered-employee payroll	10.25%

In accordance with GASB Statement No. 75, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

**SUPPLEMENTARY INFORMATION**

**LAS AMÉRICAS ASPIRA ACADEMY**  
**COMBINING BALANCE SHEET - GENERAL FUND**  
**JUNE 30, 2018**

	State Allocation	Local Funding	Federal Funding	Total
<b>ASSETS</b>				
Cash and pooled cash	\$ 47,211	\$ 2,101,241	-	\$ 2,148,452
Accounts receivable	-	14,320	67,321	81,641
Deposits	-	141,000	-	141,000
Prepaid expenditures	-	60,043	-	60,043
<b>TOTAL ASSETS</b>	<b>\$ 47,211</b>	<b>\$ 2,316,604</b>	<b>\$ 67,321</b>	<b>\$ 2,431,136</b>
<b>LIABILITIES AND FUND BALANCES</b>				
<b>LIABILITIES</b>				
Accounts payable	-	\$ 46,419	-	\$ 46,419
Accrued salaries and related costs	-	879,065	67,321	946,386
Unearned summer camp fees	-	12,948	-	12,948
<b>TOTAL LIABILITIES</b>	<b>-</b>	<b>938,432</b>	<b>67,321</b>	<b>1,005,753</b>
<b>FUND BALANCES</b>				
Nonspendable	-	60,043	-	60,043
Unassigned	47,211	1,318,129	-	1,365,340
<b>TOTAL FUND BALANCES</b>	<b>47,211</b>	<b>1,378,172</b>	<b>-</b>	<b>1,425,383</b>
<b>TOTAL LIABILITIES AND FUND BALANCES</b>	<b>\$ 47,211</b>	<b>\$ 2,316,604</b>	<b>\$ 67,321</b>	<b>\$ 2,431,136</b>

**LAS AMÉRICAS ASPIRA ACADEMY  
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - GENERAL FUND  
FOR THE YEAR ENDED JUNE 30, 2018**

	State Allocation	Local Funding	Federal Funding	Total
<b>REVENUES</b>				
Charges to school districts	-	\$ 3,075,591	-	\$ 3,075,591
State aid	6,112,361	-	-	6,112,361
Federal aid	-	-	414,168	414,168
Interest income	-	9,242	-	9,242
Food service revenue	-	138,934	-	138,934
Other local revenues	-	228,041	254,151	393,085
After care	-	154,708	-	154,708
Donations	-	846,034	-	846,034
Summer camp	-	13,495	-	13,495
<b>TOTAL REVENUES</b>	<b>6,112,361</b>	<b>4,466,045</b>	<b>668,319</b>	<b>11,246,725</b>
<b>EXPENDITURES</b>				
Current:				
Instruction	5,820,459	1,766,943	414,168	8,001,570
Operation and maintenance of facilities	43,713	624,371	-	668,084
Transportation	-	734,670	-	734,670
Food services	118,453	139,616	254,151	512,220
Capital outlays:				
Property	-	585,395	-	585,395
Equipment	82,790	749,003	-	831,793
Debt service:				
Principal	-	65,390	-	65,390
Interest	-	5,883	-	5,883
<b>TOTAL EXPENDITURES</b>	<b>6,065,415</b>	<b>4,671,271</b>	<b>668,319</b>	<b>11,405,005</b>
<b>EXCESS OF REVENUES OVER EXPENDITURES</b>	46,946	(205,226)	-	(158,280)
<b>OTHER FINANCING SOURCES (USES):</b>				
Transfer out	-	(506,367)	-	(506,367)
<b>TOTAL OTHER FINANCING SOURCES</b>	<b>-</b>	<b>(506,367)</b>	<b>-</b>	<b>(506,367)</b>
<b>NET CHANGE IN FUND BALANCES</b>	46,946	(711,593)	-	(664,647)
<b>FUND BALANCES, BEGINNING OF YEAR</b>	<b>265</b>	<b>2,089,765</b>	<b>-</b>	<b>2,090,030</b>
<b>FUND BALANCES, END OF YEAR</b>	<b>\$ 47,211</b>	<b>\$ 1,378,172</b>	<b>\$ -</b>	<b>\$ 1,425,383</b>



**LAS AMÉRICAS ASPIRA ACADEMY  
 SCHEDULE OF EXPENDITURES BY NATURAL CLASSIFICATION -  
 GOVERNMENTAL FUNDS  
 FOR THE YEAR ENDED JUNE 30, 2018**

**EXPENDITURES**

Current:

Salaries	\$ 5,043,170
Employment costs	2,521,094
Travel	23,353
Contractual services	461,462
Communications	32,465
Public utilities service	191,573
Insurance	42,351
Transportation - buses	734,670
Repairs and maintenance	112,080
Supplies and materials	713,386
Student activities	48,239

Capital outlays:

Property	2,774,595
Equipment	831,793

Debt service:

Principal	140,390
Interest	1,040,383

**TOTAL EXPENDITURES**

\$ 14,711,004

INDEPENDENT AUDITOR'S  
REPORT ON INTERNAL CONTROL  
OVER FINANCIAL REPORTING AND ON  
COMPLIANCE AND OTHER MATTERS BASED  
ON AN AUDIT OF FINANCIAL STATEMENTS  
PERFORMED IN ACCORDANCE WITH  
GOVERNMENT AUDITING STANDARDS

September 28, 2018

Board of Directors  
Las Américas ASPIRA Academy  
Newark, Delaware

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of Las Américas ASPIRA Academy ("the School"), Newark, Delaware, as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated September 28, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting ("internal control") to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Board of Directors  
Las Américas ASPIRA Academy

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Barbacane, Thornton & Company LLP*  
BARBACANE, THORNTON & COMPANY LLP

# **APPENDIX 15**

Board Approved 5-Year Budget Narrative

*(see Appendix 16 & 17 for Budget Sheets)*



## Budget Narrative

### Revenue

Div. I Units and Personnel Units – Based on DOE revenue estimate worksheets with enrollment targets for each school district:

Appoquinimink @ 1%

Brandywine @ 1%

Christina @ 59%

Colonial @ 24%

Red Clay @ 15%

Special Education population @ 7.8%. Beginning in FY22, LAAA added and maintained 1.5 units for CTE courses through FY25. Consolidated Grant = additional 5.14 units (constant throughout FY25). State and Local School District revenue projections based on FY20 “preload” rate. State transportation funding = FY20 rate @ \$1003.78 per student (LAAA student population is 100% transportation eligible) throughout FY25.

Other Local Appropriations based on FY19 per pupil rates. Before and Aftercare revenue projections based on K-6 population @ FY19 per pupil rate. CSD settlement revenue projected on 58.6% of enrollment @ FY19 per pupil rate.

Consolidated Grant (Federal Funding) projections based on FY20 rate throughout FY25

### Expenditures

LAAA follows budget model for expenditure thresholds:

Salaries & OECs	65% to 75%
Mortgage/Rent	<15%
Transportation	8% to 10%
Remainder	10% to 15%

Salary, OECs (32.33%) and Health Insurance expense based on FY21 projections and Total Personnel Units through FY25.

LAAA received \$750,000 (CSP Grant) for HS expansion in FY20. \$263K in FY21 expense line 55007 will be funded from FY20 carryover of such funds to cover remaining construction services billed in early FY21; HS to open in August 2020.

HS building lease is in expense line 55402.

Bond Debt Service (for 326 Ruthar Drive/current K-8 school) is in expense line 58300.

Student Transportation is line 55036 – we pay Sutton Bus Company 100% of our transportation funding. Included in this expense line is an additional \$8K for ESY transportation.

### **80% Enrollment Budget Model**

This model reflects the decreased enrollment, thus a lower unit count, which would result in less funding. LAAA traditionally has a wait list greater than its student population; however, should we experience low enrollment, this model depicts the decreases in expense lines to represent our plan to adjust, but sustain our schools program while reducing expense. Not only would we experience a staff reduction, but LAAA would also reduce other expenditures to include cutting its contracted instructional support services. Our fixed costs; i.e., annual bond debt service and high school lease expenditures do not change in either budget model (80% or 100% enrollment).

# **APPENDIX 16**

**Budget Based on 100% Projected Enrollment**





**Las Américas ASPIRA Academy Charter School**  
**FY21-25 Preliminary Operating Budget @ 100% Enrollment**



**September 30, 2019**

**326 Ruthar Drive  
Newark, DE 19711  
(302) 292-1463**

**ASPIRA of Delaware Charter Operations Inc.  
Board of Directors**

Lourdes Puig, Ph.D. – Chairperson

Donald Patton – Vice Chairperson

Luis Santiago – Treasurer

Younes Haboussi - Secretary

Tiffany Burton

Benjamin Esparza, Esq.

Crystal Mayfield

Serah Jo Pesce

Rosalie Rolon Dow, Ph.D.

Fred West

**Citizen Budget Oversight Committee**

Luis Santiago – ADCO Board Treasurer/Community Representative - Chairperson

Greg Panchisin – Chief Operating Officer - Vice Chairperson

Lucy Li – Community Representative - Secretary

Richard Riggs – DDOE Representative (Non-Voting Member)

Margie López Waite – Head of School

Jessie Forbes – Teacher Representative

Min Guan – Parent Representative

**Las Américas ASPIRA Academy Charter School  
Budget Assumption and Guidelines  
FY 21-25 Preliminary Operating Budget @ 100% Enrollment**

**Key Assumptions and Notes:**

- 1) Planned 100% enrollment for FY21 - 1,047, FY22 - 1,197, FY23 - 1,347, FY24 - 1,497 & FY25 - 1,547
- 2) Revenue projections include a projected carryover from FY20 of \$1.532MM
- 3) Revenue projections assume minimal donations of \$26K with no increase throughout five years
- 4) State and Local School District Funding projections based on DDOE Charter School Worksheets (Staffing Units) and FY20 Receipts (Charter Bill and State Funding Summary)
- 5) Other Local (ECDC/Extended Care Programs/Lunch Reimbursements) funding projections based on FY19 receipts
- 6) Federal funding projections based on FY20 rates
- 7) Expense projections follow LAAA Budget Model (Percent of Total Budget Revenue Targets)

**Guidelines for Total Expenditures**

Percent of Total Budget Revenue Targets

**New Revenue / No Carryover**

Salaries & OECs	65% to 75%
Mortgage/Rent	<15%
Transportation	8% to 10%
Remainder	10% to 15%

Las Américas ASPIRA Academy Charter School  
 Budget Summary - Cash Basis  
 FY 21-25 Preliminary Operating Budget @ 100% Enrollment

Fund	Rev Apr # or Account Code	Description	FY21	FY22	FY23	FY24	FY25
<b>REVENUES</b>							
		Number of Students	1047	1197	1347	1497	1547
		High School	7-9 = 300	7-10 = 425	7-11 = 550	7-12 = 675	7-12 = 700
		Elementary	K-6 = 747	K-6 = 772	K-6 = 797	K-6 = 822	K-6 = 847
		Div I Units	67.45	77.95	87.06	96.57	99.27
		Personnel Units	102.37	116.8	127.69	140.42	143.93
		Additional Units - Consolidated Grant = 5.14	5.14	5.14	5.14	5.14	5.14
		Total Personnel Units	107.51	121.94	132.83	145.56	149.07
		Classrooms (Homerooms only)	42	49	56	62	64
State	05213	Division I (Salary & OEC)	\$ 6,603,565	\$ 7,631,548	\$ 8,523,446	\$ 9,454,504	\$ 9,718,843
State	05213	Division II (Materials, Supplies, Services)	\$ 56,780	\$ 65,619	\$ 73,288	\$ 81,294	\$ 83,567
State	05213	Division II (Energy)	\$ 161,003	\$ 186,067	\$ 207,812	\$ 230,513	\$ 236,958
State	05213	Division II (Academic Excellence)	\$ 12,058	\$ 13,935	\$ 15,564	\$ 17,264	\$ 17,747
State	05213	Division III (Equalization)	\$ 448,398	\$ 518,201	\$ 578,762	\$ 641,984	\$ 659,933
State	05213	Division III (Visiting Teacher)	\$ 1,812	\$ 2,095	\$ 2,339	\$ 2,595	\$ 2,668
State	05213	Division III (Academic Excellence)	\$ 27,404	\$ 31,670	\$ 35,372	\$ 39,235	\$ 40,332
State	05213	Division III (Psychologist)	\$ 2,678	\$ 3,095	\$ 3,456	\$ 3,834	\$ 3,941
State	05213	Professional & Curriculum Development	\$ 11,026	\$ 12,743	\$ 14,232	\$ 15,787	\$ 16,228
State	05213	Student Transportation	\$ 1,050,958	\$ 1,201,525	\$ 1,352,092	\$ 1,502,659	\$ 1,552,848
State	50022	MCI/Annual Maintenance	\$ 132,705	\$ 139,341	\$ 146,308	\$ 153,623	\$ 161,304
State	05235	Technology Block Grant	\$ 20,360	\$ 23,530	\$ 26,280	\$ 29,151	\$ 29,966
State	05297	Education Opportunity Funding	\$ 105,850	\$ 105,850	\$ -	\$ -	\$ -
State	05289	Education Sustainment Fund	\$ 152,134	\$ 175,817	\$ 196,364	\$ 217,814	\$ 223,904
State	05309	SSBG - K-3	\$ 28,735	\$ 32,852	\$ 36,968	\$ 41,085	\$ 42,457
State	05310	SSBG Reading	\$ 89,761	\$ 102,621	\$ 115,480	\$ 128,340	\$ 132,627
State	05311	Opportunity Fund - Health & Reading Support	\$ 79,890	\$ 79,890	\$ -	\$ -	\$ -
State	05388	Contracted Sub Reimbursement - Parental Leave	\$ -	\$ -	\$ -	\$ -	\$ -
State	05389	Sub Reimbursement - Parental Leave	\$ -	\$ -	\$ -	\$ -	\$ -
State	08914	Opportunity Fund	\$ 105,850	\$ 105,850	\$ -	\$ -	\$ -
State	08915	Opportunity Fund - Health & Reading Support	\$ 79,890	\$ 79,890	\$ -	\$ -	\$ -
State	59970	School Safety & Security Grant	\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Subtotal State</b>	<b>\$ 9,170,859</b>	<b>\$ 10,512,136</b>	<b>\$ 11,327,764</b>	<b>\$ 12,559,681</b>	<b>\$ 12,923,321</b>
Local	98000	School District Local Fund Transfers	\$ 4,549,065	\$ 5,200,794	\$ 5,852,522	\$ 6,504,251	\$ 6,721,494
Local	98000	Local (Other than School District)	\$ 280,644.62	\$ 330,452	\$ 381,461.55	\$ 433,541	\$ 457,620.88
Local	98060	ECDC	\$ 246,576	\$ 281,902	\$ 317,228	\$ 352,555	\$ 364,330
Local	98139	Before and After School Program	\$ 196,348	\$ 202,919	\$ 209,491	\$ 216,062	\$ 222,633
Local	98159	Donations	\$ 26,042	\$ 26,042	\$ 26,042	\$ 26,042	\$ 26,042
Local	98133	Construction Fund	\$ -	\$ -	\$ -	\$ -	\$ -
Local	91100	Lunch Reimbursement & Purchases	\$ 624,080	\$ 713,489	\$ 802,899	\$ 892,309	\$ 922,112
Local	98205	Summer Camp	\$ 88,287	\$ 100,935	\$ 113,584	\$ 126,232	\$ 130,448
Local	98041	CSRP	\$ 1,080	\$ 1,235	\$ 1,390	\$ 1,544	\$ 1,596
Local	99150	FY17 CSD Settlement	\$ 159,883	\$ 182,789	\$ 205,695	\$ 228,600	\$ 236,236
		<b>Subtotal Local</b>	<b>\$ 6,172,006</b>	<b>\$ 7,040,557</b>	<b>\$ 7,910,312</b>	<b>\$ 8,781,135</b>	<b>\$ 9,082,512</b>
Federal	40554	Title I	\$ 230,649	\$ 263,693	\$ 296,737	\$ 329,782	\$ 340,796
Federal	40114	Title II	\$ 49,108	\$ 56,144	\$ 63,179	\$ 70,215	\$ 72,560
Federal	40564	IDEA	\$ 147,320	\$ 168,427	\$ 189,533	\$ 210,639	\$ 217,674
Federal	40565	IDEA Preschool	\$ 1,868	\$ 2,136	\$ 2,404	\$ 2,671	\$ 2,760
Federal	40560	Title III ELL	\$ 25,184	\$ 28,793	\$ 32,401	\$ 36,009	\$ 37,211
Federal	40532	Title IV	\$ 25,428	\$ 29,071	\$ 32,714	\$ 36,357	\$ 37,571
Federal	40954	Delaware Charter School Program Grant	\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Subtotal Federal</b>	<b>\$ 479,558</b>	<b>\$ 548,263</b>	<b>\$ 616,967</b>	<b>\$ 685,672</b>	<b>\$ 708,573</b>
		<b>Total FSF Revenue</b>	<b>\$ 15,822,423</b>	<b>\$ 18,100,956</b>	<b>\$ 19,855,043</b>	<b>\$ 22,026,488</b>	<b>\$ 22,714,406</b>
		Previous Year Carryover	\$ 1,532,100	\$ 1,566,466	\$ 2,275,528	\$ 3,294,227	\$ 4,854,864
Other		Petty Cash (Not Reported in FSF - WSFS Account)	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200
		<b>Total Revenues - All Categories including carryover</b>	<b>\$ 17,355,723</b>	<b>\$ 19,668,622</b>	<b>\$ 22,131,771</b>	<b>\$ 25,321,916</b>	<b>\$ 27,570,470</b>
510		Total Salaries/Other	\$ 6,557,494	\$ 7,437,641	\$ 8,101,869	\$ 8,878,326	\$ 9,092,416
520		Total Other Employment Costs	\$ 3,564,440	\$ 4,042,859	\$ 4,403,911	\$ 4,825,968	\$ 4,942,340
540		Total Travel	\$ 1,139,026	\$ 1,301,577	\$ 1,463,276	\$ 1,625,220	\$ 1,678,913
550		Total - Contracted Services	\$ 2,282,784	\$ 2,250,697	\$ 2,403,463	\$ 2,565,419	\$ 2,692,124
560		Total Supplies/Materials	\$ 917,898	\$ 1,031,767	\$ 1,139,185	\$ 1,247,328	\$ 1,294,305
570		Total Capital Outlay-Equipment	\$ 12,500	\$ 12,500	\$ 10,000	\$ 10,000	\$ 10,000
580		Total Capital Outlay-Property	\$ 1,313,915	\$ 1,314,853	\$ 1,314,640	\$ 1,313,590	\$ 1,317,215
		<b>Total Expenditures - All Categories</b>	<b>\$ 15,788,057</b>	<b>\$ 17,391,894</b>	<b>\$ 18,836,344</b>	<b>\$ 20,465,851</b>	<b>\$ 21,027,314</b>
		<b>Net Excess or (Deficit) for Year</b>	<b>\$ 1,567,666</b>	<b>\$ 2,276,728</b>	<b>\$ 3,295,427</b>	<b>\$ 4,856,064</b>	<b>\$ 6,543,157</b>
		Petty Cash (Not Reported in FSF - WSFS Account)	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200
		Salary and OECs/Health Ins. Accrual (4 pay periods)	\$ 1,557,221	\$ 1,766,231	\$ 1,923,966	\$ 2,108,353	\$ 2,159,193
		<b>FSF Cash Balance Projected at End of FY</b>	<b>\$ 1,666,466</b>	<b>\$ 2,275,528</b>	<b>\$ 3,284,227</b>	<b>\$ 4,854,864</b>	<b>\$ 6,541,957</b>
		Contingency Reserve (2%)	\$ (274,398)	\$ (314,259)	\$ (343,606)	\$ (381,279)	\$ (392,896)
		<b>FSF Cash Balance Projected at End of FY (Less Contingency Reserve)</b>	<b>\$ 1,292,067</b>	<b>\$ 1,961,269</b>	<b>\$ 2,950,622</b>	<b>\$ 4,473,586</b>	<b>\$ 6,149,060</b>

Las Américas ASPIRA Academy Charter School  
 Detailed Budgeted Expenditures - Cash Basis  
 FY 21-25 Preliminary Operating Budget @ 100% Enrollment

Account Category	Account Code	Description	FY21	FY22	FY23	FY24	FY25
510		Various Salary - All Employees	6,557,494	7,437,641	8,101,869	8,878,326	9,092,416
		<b>Total Salaries/Other (510)</b>	<b>\$ 6,557,494</b>	<b>\$ 7,437,641</b>	<b>\$ 8,101,869</b>	<b>\$ 8,878,326</b>	<b>\$ 9,092,416</b>
520	52001	Pensions/Employer Share (23.02%)	\$ 1,509,535	\$ 1,712,145	\$ 1,865,050	\$ 2,043,791	\$ 2,093,074
520	52002	Health Insurance/Employer Share	\$ 1,444,402	\$ 1,638,269	\$ 1,784,577	\$ 1,955,605	\$ 2,002,762
520	52005	Workmen's Compensation (1.55%)	\$ 101,641	\$ 115,283	\$ 125,579	\$ 137,614	\$ 140,932
520	52006	Social Security/Employer Share (6.2%)	\$ 406,565	\$ 461,134	\$ 502,316	\$ 550,456	\$ 563,730
520	52009	Unemployment Insurance (0.11%)	\$ 7,213	\$ 8,181	\$ 8,912	\$ 9,766	\$ 10,002
520	52016	Medicare/Employer Share (1.45%)	\$ 95,084	\$ 107,846	\$ 117,477	\$ 128,736	\$ 131,840
		<b>Total Other Employment Costs (520) - 32.33%</b>	<b>\$ 3,564,440</b>	<b>\$ 4,042,859</b>	<b>\$ 4,403,911</b>	<b>\$ 4,825,968</b>	<b>\$ 4,942,340</b>
		<b>Total Salaries and OECs</b>	<b>\$ 10,121,934</b>	<b>\$ 11,480,500</b>	<b>\$ 12,505,780</b>	<b>\$ 13,704,294</b>	<b>\$ 14,034,756</b>
540	54001	Mileage/Pvt Car in state	\$ 3,163	\$ 3,655	\$ 4,082	\$ 4,528	\$ 4,655
540	54003	Meals - In State	\$ 2,181	\$ 2,521	\$ 2,815	\$ 3,123	\$ 3,210
540	54101	Mileage/Pvt Car out of state	\$ 3,272	\$ 3,781	\$ 4,223	\$ 4,684	\$ 4,815
540	54103	Meals - Out of State	\$ 5,453	\$ 6,302	\$ 7,038	\$ 7,807	\$ 8,025
540	54104	Lodging/Out of State	\$ 10,905	\$ 12,603	\$ 14,076	\$ 15,614	\$ 16,050
540	54105	Other Travel - Out of State	\$ 16,358	\$ 18,905	\$ 21,114	\$ 23,420	\$ 24,075
540	54107	Student Travel - Field Trips	\$ 15,495	\$ 17,715	\$ 19,934	\$ 22,154	\$ 22,894
550	55034	Athletic Travel - Sports	\$ 23,242	\$ 26,572	\$ 29,902	\$ 33,232	\$ 34,341
550	55036	Student Transportation - Bus Transportation Contract	\$ 1,058,958	\$ 1,209,525	\$ 1,360,092	\$ 1,510,659	\$ 1,560,848
		<b>Total Travel</b>	<b>\$ 1,139,026</b>	<b>\$ 1,301,577</b>	<b>\$ 1,463,276</b>	<b>\$ 1,625,220</b>	<b>\$ 1,678,913</b>
550	55003	Landscaping Services	\$ 20,625	\$ 25,781	\$ 27,070	\$ 28,424	\$ 29,845
550	55007	Construction / Building Services	\$ 263,079	\$ -	\$ -	\$ -	\$ -
550	55010	Medical Services (Contracted Nurse Services)	\$ 46,484	\$ 53,144	\$ 59,803	\$ 66,463	\$ 68,683
550	55020	Legal Services	\$ 8,500	\$ 9,000	\$ 9,500	\$ 10,000	\$ 10,000
550	55030	Instructional Services (Substitute Services)	\$ 62,161	\$ 71,838	\$ 80,233	\$ 88,997	\$ 91,486
550	55032	Related Services / Psych, PT, OT, Speech	\$ 146,093	\$ 167,023	\$ 187,953	\$ 208,884	\$ 215,860
550	55033	Instructional Support Services (C&C / Curriculum)	\$ 99,750	\$ 104,738	\$ 109,974	\$ 115,473	\$ 121,247
550	55035	Central Admin Services / Auditing and DSC	\$ 50,400	\$ 52,920	\$ 55,566	\$ 58,344	\$ 61,262
550	55037	Food Service Operations / Equipment Maintenance	\$ 3,150	\$ 3,308	\$ 3,473	\$ 3,647	\$ 3,829
550	55101	Postage	\$ 5,000	\$ 6,000	\$ 7,000	\$ 8,000	\$ 8,000
550	55110	Security (monitoring, installation & maintenance)	\$ 65,000	\$ 81,250	\$ 101,563	\$ 126,953	\$ 158,691
550	55125	Telephone Services (TLS Upgrade, Verizon, & Voice Shot)	\$ 25,000	\$ 31,250	\$ 32,813	\$ 34,453	\$ 36,176
550	55200	Water & Sewer	\$ 30,200	\$ 37,750	\$ 39,638	\$ 41,619	\$ 43,700
550	55205	Electricity	\$ 229,688	\$ 287,109	\$ 301,465	\$ 316,538	\$ 332,365
550	55206	Natural Gas	\$ 76,563	\$ 95,703	\$ 100,488	\$ 105,513	\$ 110,788
550	55371	Tuition Reimbursements	\$ 10,905	\$ 12,603	\$ 14,076	\$ 15,614	\$ 16,050
550	55400	Equipment Lease (Copiers & Chromebooks)	\$ 259,560	\$ 267,347	\$ 280,714	\$ 294,750	\$ 309,847
550	55402	Buildings - Office Space (High School)	\$ 490,800	\$ 501,924	\$ 513,382	\$ 525,183	\$ 537,339
550	55452	Insurance (Bldg & Contents)	\$ 75,000	\$ 93,750	\$ 98,438	\$ 103,359	\$ 108,527
550	55507	Maintenance (HVAC, Terminix, Fire Extinguishers & Snow Removal)	\$ 77,000	\$ 80,850	\$ 84,893	\$ 89,137	\$ 93,594
550	55509	Software (non-instructional)	\$ 7,875	\$ 8,269	\$ 8,682	\$ 9,116	\$ 9,572
550	55521	Data Storage/Back-up	\$ 18,900	\$ 19,845	\$ 20,837	\$ 21,879	\$ 22,973
550	55600	Printing & Binding	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
550	55610	Advertising	\$ 5,775	\$ 6,064	\$ 6,367	\$ 6,685	\$ 7,020
550	55631	Association Dues & Conference Fees	\$ 35,416	\$ 40,490	\$ 45,564	\$ 50,638	\$ 52,330
550	55647	Student Body Activity	\$ 61,979	\$ 70,858	\$ 79,738	\$ 88,617	\$ 91,577
550	55667	Training	\$ 70,885	\$ 81,920	\$ 91,494	\$ 101,488	\$ 104,326
550	55681	Employee Recognition/Team Building	\$ 11,996	\$ 13,863	\$ 15,484	\$ 17,175	\$ 17,655
550	55692	Trash Removal	\$ 22,000	\$ 23,100	\$ 24,255	\$ 25,468	\$ 26,741
		<b>Total - Contracted Services (550)</b>	<b>\$ 2,282,784</b>	<b>\$ 2,250,697</b>	<b>\$ 2,403,463</b>	<b>\$ 2,565,419</b>	<b>\$ 2,692,124</b>
560	56000	Office Supplies	\$ 99,750	\$ 104,738	\$ 109,974	\$ 115,473	\$ 121,247
560	56070	Institutional Supplies (maintenance)	\$ 31,500	\$ 33,075	\$ 34,729	\$ 36,465	\$ 38,288
560	56111	Food	\$ 236,848	\$ 270,780	\$ 304,712	\$ 338,645	\$ 349,956
560	56128	Medical Supplies/Medicines/Health Aids	\$ 9,961	\$ 11,388	\$ 12,815	\$ 14,242	\$ 14,718
560	56141	Custodial Supplies	\$ 48,532	\$ 55,485	\$ 62,438	\$ 69,391	\$ 71,708
560	56143	Cafeteria Supplies	\$ 38,737	\$ 44,286	\$ 49,836	\$ 55,386	\$ 57,236
560	56145	Computer Supplies (non-instructional)	\$ 6,641	\$ 7,592	\$ 8,543	\$ 9,495	\$ 9,812
560	56150	Instructional Supplies (mag, manuals, audio, music, band, art, etc.)	\$ 249,022	\$ 284,699	\$ 320,375	\$ 356,052	\$ 367,944
560	56157	Text Books/Library and Yearbooks	\$ 33,203	\$ 37,960	\$ 42,717	\$ 47,474	\$ 49,059
560	56220	Building Materials (Paint, Plumbing, Electrical, etc.)	\$ 60,000	\$ 70,500	\$ 74,025	\$ 77,726	\$ 81,613
560	56950	Institutional Equipment (included furniture)	\$ 78,250	\$ 82,163	\$ 86,271	\$ 90,584	\$ 95,113
560	56960	Athletic Supplies	\$ 25,456	\$ 29,103	\$ 32,749	\$ 36,396	\$ 37,612
		<b>Total Supplies/Materials (560)</b>	<b>\$ 917,898</b>	<b>\$ 1,031,767</b>	<b>\$ 1,139,185</b>	<b>\$ 1,247,328</b>	<b>\$ 1,294,305</b>
570	57210	Custodial/Maint Equipment	\$ 12,500	\$ 12,500	\$ 10,000	\$ 10,000	\$ 10,000
		<b>Total Capital Outlay-Equipment (570)</b>	<b>\$ 12,500</b>	<b>\$ 12,500</b>	<b>\$ 10,000</b>	<b>\$ 10,000</b>	<b>\$ 10,000</b>
580	58100	Land Improvements					
580	58300	Bond Debt Service	\$ 1,313,915	\$ 1,314,853	\$ 1,314,640	\$ 1,313,590	\$ 1,317,215
580	58300	Maj Bldg Alteration by Contract* (High School)	\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Total Capital Outlay-Property (580)</b>	<b>\$ 1,313,915</b>	<b>\$ 1,314,853</b>	<b>\$ 1,314,640</b>	<b>\$ 1,313,590</b>	<b>\$ 1,317,215</b>
		<b>Grand Totals - All Categories</b>	<b>\$ 15,788,057</b>	<b>\$ 17,391,894</b>	<b>\$ 18,836,344</b>	<b>\$ 20,465,851</b>	<b>\$ 21,027,314</b>



# **APPENDIX 17**

**Budget Based on 80% Projected Enrollment**





**Las Américas ASPIRA Academy Charter School**  
**FY21-25 Preliminary Operating Budget @ 80% Enrollment**



**September 30, 2019**

**326 Ruthar Drive  
Newark, DE 19711  
(302) 292-1463**

**ASPIRA of Delaware Charter Operations Inc.  
Board of Directors**

Lourdes Puig, Ph.D. – Chairperson

Donald Patton – Vice Chairperson

Luis Santiago – Treasurer

Younes Haboussi - Secretary

Tiffany Burton

Benjamin Esparza, Esq.

Crystal Mayfield

Serah Jo Pesce

Rosalie Rolon Dow, Ph.D.

Fred West

**Citizen Budget Oversight Committee**

Luis Santiago – ADCO Board Treasurer/Community Representative - Chairperson

Greg Panchisin – Chief Operating Officer - Vice Chairperson

Lucy Li – Community Representative - Secretary

Richard Riggs – DDOE Representative (Non-Voting Member)

Margie López Waite – Head of School

Jessie Forbes – Teacher Representative

Min Guan – Parent Representative

**Las Américas ASPIRA Academy Charter School  
Budget Assumption and Guidelines  
FY 21-25 Preliminary Operating Budget @ 80% Enrollment**

**Key Assumptions and Notes:**

- 1) 80% enrollment for FY21 - 838, FY22 - 958, FY23 - 1,078, FY24 - 1,198 & FY25 - 1,238
- 2) Revenue projections include a projected carryover from FY20 of \$1.532MM
- 3) Revenue projections assume minimal donations of \$26K with no increase throughout five years
- 4) State and Local School District Funding projections based on DDOE Charter School Worksheets (Staffing Units) and FY20 Receipts (Charter Bill and State Funding Summary)
- 5) Other Local (ECDC/Extended Care Programs/Lunch Reimbursements) funding projections based on FY19 receipts
- 6) Federal funding projections based on FY20 rates
- 7) Expense projections follow LAAA Budget Model (Percent of Total Budget Revenue Targets)

**Guidelines for Total Expenditures**

Percent of Total Budget Revenue Targets

**New Revenue / No Carryover**

Salaries & OECs	65% to 75%
Mortgage/Rent	<15%
Transportation	8% to 10%
Remainder	10% to 15%

Las Américas ASPIRA Academy Charter School  
 Budget Summary - Cash Basis  
 FY 21-25 Preliminary Operating Budget @ 80% Enrollment

Fund	Rev Apr # or Account Code	Description	FY21	FY22	FY23	FY24	FY25
<b>REVENUES</b>							
		Number of Students	838	958	1078	1198	1238
		High School	7-9 = 240	7-10 = 340	7-11 = 440	7-12 = 540	7-12 = 500
		Elementary	K-6 = 598	K-6 = 618	K-6 = 638	K-6 = 650	K-6 = 678
		Div I Units	53.96	62.36	69.648	77.256	79.416
		Personnel Units	81.90	93.44	102.15	112.34	115.14
		Additional Units - Consolidated Grant = 5.14	4.11	4.11	4.11	4.11	4.11
		Total Personnel Units	86.01	97.55	106.26	116.45	119.26
		Classrooms (Homerooms only)	42	49	56	62	64
State	05213	Division I (Salary & OEC)	\$ 5,282,852	\$ 6,105,239	\$ 6,818,757	\$ 7,563,603	\$ 7,775,074
State	05213	Division II (Materials, Supplies, Services)	\$ 45,424	\$ 52,495	\$ 58,630	\$ 65,035	\$ 66,853
State	05213	Division II (Energy)	\$ 128,803	\$ 148,853	\$ 166,250	\$ 184,410	\$ 189,566
State	05213	Division II (Academic Excellence)	\$ 9,646	\$ 11,148	\$ 12,451	\$ 13,811	\$ 14,197
State	05213	Division III (Equalization)	\$ 358,718	\$ 414,560	\$ 463,010	\$ 513,587	\$ 527,946
State	05213	Division III (Visiting Teacher)	\$ 1,450	\$ 1,676	\$ 1,872	\$ 2,076	\$ 2,134
State	05213	Division III (Academic Excellence)	\$ 21,923	\$ 25,336	\$ 28,297	\$ 31,388	\$ 32,266
State	05213	Division III (Psychologist)	\$ 2,142	\$ 2,476	\$ 2,765	\$ 3,067	\$ 3,153
State	05213	Professional & Curriculum Development	\$ 8,821	\$ 10,194	\$ 11,386	\$ 12,630	\$ 12,983
State	05213	Student Transportation	\$ 840,766	\$ 961,220	\$ 1,081,673	\$ 1,202,127	\$ 1,242,278
State	50022	MCI/Annual Maintenance	\$ 132,705	\$ 139,341	\$ 146,308	\$ 153,623	\$ 161,304
State	05235	Technology Block Grant	\$ 16,288	\$ 18,824	\$ 21,024	\$ 23,320	\$ 23,972
State	05297	Education Opportunity Funding	\$ 105,850	\$ 105,850	\$ -	\$ -	\$ -
State	05289	Education Sustainment Fund	\$ 121,707	\$ 140,653	\$ 157,091	\$ 174,251	\$ 179,123
State	05309	SSBG - K-3	\$ 22,988	\$ 26,281	\$ 29,575	\$ 32,868	\$ 33,966
State	05310	SSBG Reading	\$ 71,809	\$ 82,096	\$ 92,384	\$ 102,672	\$ 106,101
State	05311	Opportunity Fund - Health & Reading Support	\$ 79,890	\$ 79,890	\$ -	\$ -	\$ -
State	05388	Contracted Sub Reimbursement - Parental Leave	\$ -	\$ -	\$ -	\$ -	\$ -
State	05389	Sub Reimbursement - Parental Leave	\$ -	\$ -	\$ -	\$ -	\$ -
State	08914	Opportunity Fund	\$ 105,850	\$ 105,850	\$ -	\$ -	\$ -
State	08915	Opportunity Fund - Health & Reading Support	\$ 79,890	\$ 79,890	\$ -	\$ -	\$ -
State	59970	School Safety & Security Grant	\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Subtotal State</b>	<b>\$ 7,437,524</b>	<b>\$ 8,511,873</b>	<b>\$ 9,091,473</b>	<b>\$ 10,078,469</b>	<b>\$ 10,370,918</b>
Local	98000	School District Local Fund Transfers	\$ 3,639,252	\$ 4,160,635	\$ 4,682,018	\$ 5,203,401	\$ 5,377,195
Local	98000	Local (Other than School District)	\$ 226,435.69	\$ 268,476	\$ 311,719.99	\$ 356,033	\$ 377,524.22
Local	98060	ECDC	\$ 197,261	\$ 225,522	\$ 253,783	\$ 282,044	\$ 291,464
Local	98139	Before and After School Program	\$ 196,348	\$ 202,919	\$ 209,491	\$ 216,062	\$ 222,633
Local	98159	Donations	\$ 26,042	\$ 26,042	\$ 26,042	\$ 26,042	\$ 26,042
Local	98133	Construction Fund	\$ -	\$ -	\$ -	\$ -	\$ -
Local	91100	Lunch Reimbursement & Purchases	\$ 499,264	\$ 570,791	\$ 642,319	\$ 713,847	\$ 737,689
Local	98205	Summer Camp	\$ 70,629	\$ 80,748	\$ 90,867	\$ 100,986	\$ 104,359
Local	98041	CSRP	\$ 864	\$ 988	\$ 1,112	\$ 1,236	\$ 1,277
Local	99150	FY17 CSD Settlement	\$ 127,906	\$ 146,231	\$ 164,556	\$ 182,880	\$ 188,989
		<b>Subtotal Local</b>	<b>\$ 4,984,002</b>	<b>\$ 5,682,353</b>	<b>\$ 6,381,907</b>	<b>\$ 7,082,529</b>	<b>\$ 7,327,172</b>
Federal	40554	Title I	\$ 184,519	\$ 210,954	\$ 237,390	\$ 263,825	\$ 272,637
Federal	40114	Title II	\$ 39,287	\$ 44,915	\$ 50,544	\$ 56,172	\$ 58,048
Federal	40564	IDEA	\$ 117,856	\$ 134,741	\$ 151,626	\$ 168,511	\$ 174,139
Federal	40565	IDEA Preschool	\$ 1,495	\$ 1,709	\$ 1,923	\$ 2,137	\$ 2,208
Federal	40560	Title III ELL	\$ 20,148	\$ 23,034	\$ 25,920	\$ 28,807	\$ 29,769
Federal	40532	Title IV	\$ 20,342	\$ 23,257	\$ 26,171	\$ 29,085	\$ 30,057
Federal	40954	Delaware Charter School Program Grant	\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Subtotal Federal</b>	<b>\$ 383,646</b>	<b>\$ 438,610</b>	<b>\$ 493,574</b>	<b>\$ 548,538</b>	<b>\$ 566,859</b>
		<b>Total FSF Revenue</b>	<b>\$ 12,805,173</b>	<b>\$ 14,632,836</b>	<b>\$ 15,966,953</b>	<b>\$ 17,709,536</b>	<b>\$ 18,264,948</b>
		Previous Year Carryover	\$ 1,532,100	\$ 1,266,938	\$ 1,578,173	\$ 2,062,302	\$ 2,981,809
Other		Petty Cash (Not Reported in FSF - WSFS Account)	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200
		<b>Total Revenues - All Categories including carryover</b>	<b>\$ 14,338,473</b>	<b>\$ 15,900,975</b>	<b>\$ 17,546,326</b>	<b>\$ 19,773,038</b>	<b>\$ 21,247,957</b>
510		Total Salaries/Other	\$ 5,280,995	\$ 5,989,811	\$ 6,524,738	\$ 7,150,048	\$ 7,322,463
520		Total Other Employment Costs	\$ 2,802,867	\$ 3,179,068	\$ 3,462,979	\$ 3,794,859	\$ 3,886,368
540		Total Travel	\$ 912,821	\$ 1,042,861	\$ 1,172,221	\$ 1,301,776	\$ 1,344,731
550		Total - Contracted Services	\$ 2,061,018	\$ 2,004,235	\$ 2,134,673	\$ 2,272,977	\$ 2,383,358
560		Total Supplies/Materials	\$ 686,219	\$ 778,274	\$ 863,573	\$ 949,278	\$ 983,956
570		Total Capital Outlay-Equipment	\$ 12,500	\$ 12,500	\$ 10,000	\$ 7,500	\$ 7,500
580		Total Capital Outlay-Property	\$ 1,313,915	\$ 1,314,853	\$ 1,314,640	\$ 1,313,590	\$ 1,317,215
		<b>Total Expenditures - All Categories</b>	<b>\$ 13,070,335</b>	<b>\$ 14,321,602</b>	<b>\$ 15,482,824</b>	<b>\$ 16,790,029</b>	<b>\$ 17,245,591</b>
		<b>Net Excess or (Deficit) for Year</b>	<b>\$ 1,268,138</b>	<b>\$ 1,579,373</b>	<b>\$ 2,063,502</b>	<b>\$ 2,983,009</b>	<b>\$ 4,002,367</b>
		Petty Cash (Not Reported in FSF - WSFS Account)	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200
		Salary and OECs/Health Ins. Accrual (4 pay periods)	\$ 1,243,671	\$ 1,410,597	\$ 1,536,572	\$ 1,683,832	\$ 1,724,435
		<b>FSF Cash Balance Projected at End of FY</b>	<b>\$ 1,266,938</b>	<b>\$ 1,878,173</b>	<b>\$ 2,062,302</b>	<b>\$ 2,981,809</b>	<b>\$ 4,001,167</b>
		Contingency Reserve (2%)	\$ (221,536)	\$ (253,450)	\$ (275,470)	\$ (305,637)	\$ (314,962)
		<b>FSF Cash Balance Projected at End of FY (Less Contingency Reserve)</b>	<b>\$ 1,045,403</b>	<b>\$ 1,324,723</b>	<b>\$ 1,786,832</b>	<b>\$ 2,676,172</b>	<b>\$ 3,686,204</b>

Las Américas ASPIRA Academy Charter School  
 Detailed Budgeted Expenditures - Cash Basis  
 FY 21-25 Preliminary Operating Budget @ 80% Enrollment

Account Category	Account Code	Description	FY21	FY22	FY23	FY24	FY25
510		Various Salary - All Employees	\$ 5,280,995	\$ 5,989,811	\$ 6,524,738	\$ 7,150,048	\$ 7,322,463
		<b>Total Salaries/Other (510)</b>	<b>\$ 5,280,995</b>	<b>\$ 5,989,811</b>	<b>\$ 6,524,738</b>	<b>\$ 7,150,048</b>	<b>\$ 7,322,463</b>
520	52001	Pensions/Employer Share (23.02%)	\$ 1,215,685	\$ 1,378,854	\$ 1,501,995	\$ 1,645,941	\$ 1,685,631
520	52002	Health Insurance/Employer Share	\$ 1,095,521	\$ 1,242,562	\$ 1,353,531	\$ 1,483,249	\$ 1,519,016
520	52005	Workmen's Compensation (1.55%)	\$ 81,855	\$ 92,842	\$ 101,133	\$ 110,826	\$ 113,498
520	52006	Social Security/Employer Share (6.2%)	\$ 327,422	\$ 371,368	\$ 404,534	\$ 443,303	\$ 453,993
520	52009	Unemployment Insurance (0.11%)	\$ 5,809	\$ 6,589	\$ 7,177	\$ 7,865	\$ 8,055
520	52016	Medicare/Employer Share (1.45%)	\$ 76,574	\$ 86,852	\$ 94,609	\$ 103,676	\$ 106,176
		<b>Total Other Employment Costs (520) - 32.33%</b>	<b>\$ 2,802,867</b>	<b>\$ 3,179,068</b>	<b>\$ 3,462,979</b>	<b>\$ 3,794,859</b>	<b>\$ 3,886,368</b>
		<b>Total Salaries and OECs</b>	<b>\$ 8,083,862</b>	<b>\$ 9,168,879</b>	<b>\$ 9,987,717</b>	<b>\$ 10,944,908</b>	<b>\$ 11,208,831</b>
540	54001	Mileage/Pvt Car in state	\$ 2,530	\$ 2,924	\$ 3,266	\$ 3,622	\$ 3,724
540	54003	Meals - In State	\$ 1,745	\$ 2,016	\$ 2,252	\$ 2,498	\$ 2,568
540	54101	Mileage/Pvt Car out of state	\$ 2,617	\$ 3,025	\$ 3,378	\$ 3,747	\$ 3,852
540	54103	Meals - Out of State	\$ 4,362	\$ 5,041	\$ 5,630	\$ 6,245	\$ 6,420
540	54104	Lodging/Out of State	\$ 8,724	\$ 10,082	\$ 11,261	\$ 12,491	\$ 12,840
540	54105	Other Travel - Out of State	\$ 13,086	\$ 15,124	\$ 16,891	\$ 18,736	\$ 19,260
540	54107	Student Travel - Field Trips	\$ 12,396	\$ 14,172	\$ 15,948	\$ 17,723	\$ 18,315
550	55034	Athletic Travel - Sports	\$ 18,594	\$ 21,258	\$ 23,921	\$ 26,585	\$ 27,473
550	55036	Student Transportation - Bus Transportation Contract	\$ 848,766	\$ 969,220	\$ 1,089,673	\$ 1,210,127	\$ 1,250,278
		<b>Total Travel</b>	<b>\$ 912,821</b>	<b>\$ 1,042,861</b>	<b>\$ 1,172,221</b>	<b>\$ 1,301,776</b>	<b>\$ 1,344,731</b>
550	55003	Landscaping Services	\$ 20,625	\$ 25,781	\$ 27,070	\$ 28,424	\$ 29,845
550	55007	Construction / Building Services	\$ 263,079	\$ -	\$ -	\$ -	\$ -
550	55010	Medical Services (Contracted Nurse Services)	\$ 37,187	\$ 42,515	\$ 47,843	\$ 53,170	\$ 54,946
550	55020	Legal Services	\$ 8,500	\$ 9,000	\$ 9,500	\$ 10,000	\$ 10,000
550	55030	Instructional Services (Substitute Services)	\$ 49,729	\$ 57,470	\$ 64,187	\$ 71,198	\$ 73,189
550	55032	Related Services / Psych, PT, OT, Speech	\$ 116,874	\$ 133,619	\$ 150,363	\$ 167,107	\$ 172,688
550	55033	Instructional Support Services (C&C / Curriculum)	\$ -	\$ -	\$ -	\$ -	\$ -
550	55035	Central Admin Services / Auditing and DSC	\$ 50,400	\$ 52,920	\$ 55,566	\$ 58,344	\$ 61,262
550	55037	Food Service Operations / Equipment Maintenance	\$ 3,150	\$ 3,308	\$ 3,473	\$ 3,647	\$ 3,829
550	55101	Postage	\$ 5,000	\$ 6,000	\$ 7,000	\$ 8,000	\$ 8,000
550	55110	Security (monitoring, installation & maintenance)	\$ 54,600	\$ 68,250	\$ 85,313	\$ 106,641	\$ 133,301
550	55125	Telephone Services (TLS Upgrade, Verizon, & Voice Shot)	\$ 21,000	\$ 26,250	\$ 27,563	\$ 28,941	\$ 30,388
550	55200	Water & Sewer	\$ 19,328	\$ 24,160	\$ 25,368	\$ 26,636	\$ 27,968
550	55205	Electricity	\$ 229,688	\$ 287,109	\$ 301,465	\$ 316,538	\$ 332,365
550	55206	Natural Gas	\$ 76,563	\$ 95,703	\$ 100,488	\$ 105,513	\$ 110,788
550	55371	Tuition Reimbursements	\$ 8,724	\$ 10,082	\$ 11,261	\$ 12,491	\$ 12,840
550	55400	Equipment Lease (Copiers & Chromebooks)	\$ 252,000	\$ 259,560	\$ 272,538	\$ 286,165	\$ 300,473
550	55402	Buildings - Office Space (High School)	\$ 490,800	\$ 501,924	\$ 513,382	\$ 525,183	\$ 537,339
550	55452	Insurance (Bldg & Contents)	\$ 75,000	\$ 93,750	\$ 98,438	\$ 103,359	\$ 108,527
550	55507	Maintenance (HVAC, Terminix, Fire Extinguishers & Snow Removal)	\$ 77,000	\$ 80,850	\$ 84,893	\$ 89,137	\$ 93,594
550	55509	Software (non-instructional)	\$ 7,875	\$ 8,269	\$ 8,682	\$ 9,116	\$ 9,572
550	55521	Data Storage/Back-up	\$ 18,900	\$ 19,845	\$ 20,837	\$ 21,879	\$ 22,973
550	55600	Printing & Binding	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
550	55610	Advertising	\$ 5,775	\$ 6,064	\$ 6,367	\$ 6,685	\$ 7,020
550	55631	Association Dues & Conference Fees	\$ 28,333	\$ 32,392	\$ 36,452	\$ 40,511	\$ 41,864
550	55647	Student Body Activity	\$ 49,583	\$ 56,687	\$ 63,790	\$ 70,894	\$ 73,262
550	55667	Training	\$ 56,708	\$ 65,536	\$ 73,195	\$ 81,191	\$ 83,461
550	55681	Employee Recognition/Team Building	\$ 9,597	\$ 11,091	\$ 12,387	\$ 13,740	\$ 14,124
550	55692	Trash Removal	\$ 22,000	\$ 23,100	\$ 24,255	\$ 25,468	\$ 26,741
		<b>Total - Contracted Services (550)</b>	<b>\$ 2,061,018</b>	<b>\$ 2,004,235</b>	<b>\$ 2,134,673</b>	<b>\$ 2,272,977</b>	<b>\$ 2,383,358</b>
560	56000	Office Supplies	\$ 76,000	\$ 79,800	\$ 83,790	\$ 87,980	\$ 92,378
560	56070	Institutional Supplies (maintenance)	\$ 31,500	\$ 33,075	\$ 34,729	\$ 36,465	\$ 38,288
560	56111	Food	\$ 189,478	\$ 216,624	\$ 243,770	\$ 270,916	\$ 279,964
560	56128	Medical Supplies/Medicines/Health Aids	\$ 7,969	\$ 9,110	\$ 10,252	\$ 11,394	\$ 11,774
560	56141	Custodial Supplies	\$ 38,825	\$ 44,388	\$ 49,950	\$ 55,512	\$ 57,367
560	56143	Cafeteria Supplies	\$ 30,989	\$ 35,429	\$ 39,869	\$ 44,309	\$ 45,789
560	56145	Computer Supplies (non-instructional)	\$ 5,312	\$ 6,074	\$ 6,835	\$ 7,596	\$ 7,849
560	56150	Instructional Supplies (mag, manuals, audio, music, band, art, etc.)	\$ 199,218	\$ 227,759	\$ 256,300	\$ 284,841	\$ 294,355
560	56157	Text Books/Library and Yearbooks	\$ 26,562	\$ 30,368	\$ 34,173	\$ 37,979	\$ 39,247
560	56220	Building Materials (Paint, Plumbing, Electrical, etc.)	\$ 40,000	\$ 49,500	\$ 51,975	\$ 54,574	\$ 57,302
560	56950	Institutional Equipment (included furniture)	\$ 20,000	\$ 22,865	\$ 25,731	\$ 28,596	\$ 29,551
560	56960	Athletic Supplies	\$ 20,364	\$ 23,282	\$ 26,200	\$ 29,117	\$ 30,090
		<b>Total Supplies/Materials (560)</b>	<b>\$ 686,219</b>	<b>\$ 778,274</b>	<b>\$ 863,573</b>	<b>\$ 949,278</b>	<b>\$ 983,956</b>
570	57210	Custodial/Maint Equipment	\$ 12,500	\$ 12,500	\$ 10,000	\$ 7,500	\$ 7,500
		<b>Total Capital Outlay-Equipment (570)</b>	<b>\$ 12,500</b>	<b>\$ 12,500</b>	<b>\$ 10,000</b>	<b>\$ 7,500</b>	<b>\$ 7,500</b>
580	58100	Land Improvements					
580	58300	Bond Debt Service	\$ 1,313,915	\$ 1,314,853	\$ 1,314,640	\$ 1,313,590	\$ 1,317,215
580	58300	Maj Bldg Alteration by Contract* (High School)	\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Total Capital Outlay-Property (580)</b>	<b>\$ 1,313,915</b>	<b>\$ 1,314,853</b>	<b>\$ 1,314,640</b>	<b>\$ 1,313,590</b>	<b>\$ 1,317,215</b>
		<b>Grand Totals - All Categories</b>	<b>\$ 13,070,335</b>	<b>\$ 14,321,602</b>	<b>\$ 15,482,824</b>	<b>\$ 16,790,029</b>	<b>\$ 17,245,591</b>



# **APPENDIX 18**

## **LAAA Academic Data & Comparisons**







# Las Américas ASPIRA Academy

Academic Update - August 2019

## Goals for Academic Outcomes\*

- ▶ **Goal 1:** 50% or greater of LAAA students will meet state proficiency in ELA and Math by Spring 2019.
- ▶ **Goal 2:** LAAA students' scores will be equal to or higher than the proficiency rate for the Christina and Colonial school districts (which equates to 85% of our students).
- ▶ **Goal 3:** Novice educators will continue to have a positive average rate of growth from Fall to Spring.
- ▶ **Goal 4:** Maintain or increase the number and/or participation level of curricular or extracurricular programs at LAAA to enhance student learning.

*\*As indicated in Longwood Foundation grant application (March 2018)*

# Goals for Academic Outcomes

- ▶ **Goal 1:** 50% or greater of LAAA students will meet state proficiency in ELA and Math by Spring 2019.
- ▶ **Outcomes:**
  - ▶ As of Spring 2019, LAAA students have achieved 50% or greater proficiency in five out of the twelve data points. This equates to a 42% success rate with an additional 17% (two data points) within five points of the 50% goal (see Table 1).
  - ▶ In addition to proficiency percentage, another important metric is Student Growth Target Achievement. This metric shows the percentage of students that achieved their individual growth target based on their expected growth from Spring 2018 to Spring 2019. This metric reveals an 80% success rate for a goal of 50% or greater of students meeting their growth target (see Table 2).

# Goals for Academic Outcomes

**Table 1: SBAC Proficiency**

Class of Students	Grade	ELA Proficiency	Math Proficiency
Class of 2027	3 <sup>rd</sup>	35%	45%
Class of 2026	4 <sup>th</sup>	31%	31%
Class of 2025	5 <sup>th</sup>	63%	50%
Class of 2024	6 <sup>th</sup>	56%	36%
Class of 2023	7 <sup>th</sup>	61%	32%
Class of 2022	8 <sup>th</sup>	75%	48%
<b>Total</b>		<b>50%</b>	<b>40%</b>

**Table 2: Student Growth Target Achievement**

Class of Students	Grade	ELA Student Growth Target Achievement	Math Student Growth Target Achievement
Class of 2027	3 <sup>rd</sup>	n/a	n/a
Class of 2026	4 <sup>th</sup>	36%	17%
Class of 2025	5 <sup>th</sup>	77%	78%
Class of 2024	6 <sup>th</sup>	72%	83%
Class of 2023	7 <sup>th</sup>	73%	69%
Class of 2022	8 <sup>th</sup>	51%	58%
<b>Total</b>		<b>62%</b>	<b>58%</b>

## Goals for Academic Outcomes

- ▶ **Goal 2:** LAAA students' scores will be equal to or higher than the proficiency rate for the Christina and Colonial school districts (which equates to 85% of our students).
- ▶ **Outcomes:**
  - ▶ As of Spring 2019, LAAA achieved 100% success rate with its proficiency rate being higher than both school districts (see Table 3 & Table 4).
  - ▶ In addition, LAAA students' proficiency scores have exceeded Christina and Colonial rates in 75% of the data points (18 out of 24).

# Goals for Academic Outcomes

Table 3: LAAA and Christina School District Comparison

Class of Students	Grade	LAAA ELA Proficiency	Christina ELA Proficiency	LAAA Math Proficiency	Christina Math Proficiency
Class of 2027	3 <sup>rd</sup>	35%	45%	45%	55%
Class of 2026	4 <sup>th</sup>	31%	42%	31%	44%
Class of 2025	5 <sup>th</sup>	63%	47%	50%	38%
Class of 2024	6 <sup>th</sup>	56%	35%	36%	24%
Class of 2023	7 <sup>th</sup>	61%	37%	32%	30%
Class of 2022	8 <sup>th</sup>	75%	30%	48%	20%
<b>Overall</b>		<b>50%</b>	<b>40%</b>	<b>40%</b>	<b>37%</b>

Table 4: LAAA and Colonial School District Comparison

Class of Students	Grade	LAAA ELA Proficiency	Colonial ELA Proficiency	LAAA Math Proficiency	Colonial Math Proficiency
Class of 2027	3 <sup>rd</sup>	35%	33%	45%	30%
Class of 2026	4 <sup>th</sup>	31%	39%	31%	32%
Class of 2025	5 <sup>th</sup>	63%	46%	50%	29%
Class of 2024	6 <sup>th</sup>	56%	45%	36%	22%
Class of 2023	7 <sup>th</sup>	61%	39%	32%	23%
Class of 2022	8 <sup>th</sup>	35%	33%	48%	22%
<b>Overall</b>		<b>50%</b>	<b>41%</b>	<b>40%</b>	<b>26%</b>

# Goals for Academic Outcomes

- ▶ **Goal 3:** Novice educators will continue to have a positive average rate of growth from Fall to Spring.
- ▶ **Outcomes:**
  - ▶ Our data below reveals 100% success rate with a positive average rate of growth for all Educators, as well as Novice and Experienced Educators as measured by our Educator Effectiveness Framework (EEF).

## 2018-2019 Historical Data

- Average rate of growth from Fall to Spring for all Educators = 0.28
- Experienced Educators = 0.27
- Novice Educators = 0.75



## Goals for Academic Outcomes

- ▶ **Goal 4:** Maintain or increase the number and/or participation level of curricular or extracurricular programs at LAAA to enhance student learning.
- ▶ **Outcomes:**
  - ▶ LAAA achieved 100% success rate in increasing the number of curricular/extracurricular programs from the 2017-2018 to the 2018-2019 school year, as well as the participation level overall.

School Year	# of Programs	Participation Level
2017-2018	16	37%
2018-2019	17	42%



# SBAC Results - Spring 2015 to 2019

SBAC Proficiency Results - MATH														
Class of Students	Spring 2015		Spring 2016		Spring 2017		Spring 2018		Spring 2019		% Change from 2015 to 2019	% Change from 2016 to 2019	% Change from 2017 to 2019	% Change from 2018 to 2019
	Grade	Proficiency %	Grade	Proficiency %	Grade	Proficiency %	Grade	Proficiency %	Grade	Proficiency %				
Class of 2028	n/a	n/a	n/a	n/a	n/a	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	45%	n/a	n/a	n/a	n/a
Class of 2027	K	n/a	1 <sup>st</sup>	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	48%	4 <sup>th</sup>	31%	n/a	n/a	n/a	-17
Class of 2026	1 <sup>st</sup>	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	50%	4 <sup>th</sup>	41%	5 <sup>th</sup>	50%	n/a	n/a	No Change	+9
Class of 2025	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	42%	4 <sup>th</sup>	38%	5 <sup>th</sup>	38%	6 <sup>th</sup>	36%	n/a	-6	-2	-2
Class of 2024	3 <sup>rd</sup>	51%	4 <sup>th</sup>	55%	5 <sup>th</sup>	26%	6 <sup>th</sup>	35%	7 <sup>th</sup>	32%	-19	-23	+6	-3
Class of 2023	4 <sup>th</sup>	42%	5 <sup>th</sup>	29%	6 <sup>th</sup>	53%	7 <sup>th</sup>	40%	8 <sup>th</sup>	45%	+3	+16	-8	+5
Class of 2022	5 <sup>th</sup>	31%	6 <sup>th</sup>	39%	7 <sup>th</sup>	50%	8 <sup>th</sup>	41%	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2021	6 <sup>th</sup>	36%	7 <sup>th</sup>	43%	8 <sup>th</sup>	50%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25% improvement
Class of 2020	7 <sup>th</sup>	41%	8 <sup>th</sup>	38%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25% improvement 25% no change
Class of 2019	8 <sup>th</sup>	28%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	33% improvement
														50% improvement
														40% improvement

## SBAC Results - Spring 2019

- ▶ LAAA results by subgroups as compared to the State and the three surrounding school districts, which equates to 95% of our students.
- ▶ All Students
- ▶ Hispanic
- ▶ Black/African American
- ▶ White/Caucasian
- ▶ English Learners
- ▶ Low Income
- ▶ Special Education

# SBAC Results - Spring 2019

## ▶ LAAA results compared to State - ALL STUDENTS

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
State of Delaware	State	ELA	All Students	62761	2512.05	53.3%
Las Americas Aspira Academy	District	ELA	All Students	480	2498.07	50.4%
State of Delaware	State	MATH	All Students	63009	2505.54	44.1%
Las Americas Aspira Academy	District	MATH	All Students	483	2502.18	40.2%

-2.9

# SBAC Results - Spring 2019

## ▶ LAAA results compared to State - ALL STUDENTS

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
State of Delaware	State	ELA	All Students	62761	2512.05	53.3%
Las Americas Aspira Academy	District	ELA	All Students	480	2498.07	50.4%
State of Delaware	State	MATH	All Students	63009	2505.54	44.1%
Las Americas Aspira Academy	District	MATH	All Students	483	2502.18	40.2%

-3.9

# All Students

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Red Clay Consolidated School District	District	ELA	All Students	7765	2505.54	49.9%
Christina School District	District	ELA	All Students	6873	2474.97	39.9%
Colonial School District	District	ELA	All Students	5022	2484.53	40.6%
Las Americas Aspira Academy	District	ELA	All Students	480	2498.07	50.4%
Red Clay Consolidated School District	District	MATH	All Students	7814	2494.11	39.3%
Christina School District	District	MATH	All Students	6913	2479.68	36.5%
Colonial School District	District	MATH	All Students	5035	2467.25	26.4%
Las Americas Aspira Academy	District	MATH	All Students	483	2502.18	40.2%

1 out of 4

# All Students

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Red Clay Consolidated School District	District	ELA	All Students	7765	2505.54	49.9%
Christina School District	District	ELA	All Students	6873	2474.97	39.9%
Colonial School District	District	ELA	All Students	5022	2484.53	40.6%
Las Americas Aspira Academy	District	ELA	All Students	480	2498.07	50.4%
Red Clay Consolidated School District	District	MATH	All Students	7814	2494.11	39.3%
Christina School District	District	MATH	All Students	6913	2479.68	36.5%
Colonial School District	District	MATH	All Students	5035	2467.25	26.4%
Las Americas Aspira Academy	District	MATH	All Students	483	2502.18	40.2%

1 out of 4



# SBAC Results - Spring 2019

## ► LAAA results compared to State - HISPANIC STUDENTS

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
State of Delaware	State	ELA	Hispanic/Latino	11453	2487.17	42.9%
Las Americas Aspira Academy	District	ELA	Hispanic/Latino	310	2484.79	44.2%
State of Delaware	State	MATH	Hispanic/Latino	11670	2482	34.3%
Las Americas Aspira Academy	District	MATH	Hispanic/Latino	313	2491.48	33.2%

+1.3

# SBAC Results - Spring 2019

## ▶ LAAA results compared to State - HISPANIC STUDENTS

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
State of Delaware	State	ELA	Hispanic/Latino	11453	2487.17	42.9%
Las Americas Aspira Academy	District	ELA	Hispanic/Latino	310	2484.79	44.2%
State of Delaware	State	MATH	Hispanic/Latino	11670	2482	34.3%
Las Americas Aspira Academy	District	MATH	Hispanic/Latino	313	2491.48	33.2%

-1.1

# Hispanic Students

1 out of 4

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Red Clay Consolidated School District	District	ELA	Hispanic/ Latino	2365	2469.13	34.9%
Christina School District	District	ELA	Hispanic/ Latino	1635	2461.86	32.8%
Colonial School District	District	ELA	Hispanic/ Latino	1051	2481.69	36.9%
Las Americas Aspira Academy	District	ELA	Hispanic/ Latino	310	2484.79	44.2%
Red Clay Consolidated School District	District	MATH	Hispanic/ Latino	2405	2456.2	23.7%
Christina School District	District	MATH	Hispanic/ Latino	1656	2466.39	30.0%
Colonial School District	District	MATH	Hispanic/ Latino	1062	2464.5	21.7%
Las Americas Aspira Academy	District	MATH	Hispanic/ Latino	313	2491.48	33.2%

# Hispanic Students

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Red Clay Consolidated School District	District	ELA	Hispanic/ Latino	2365	2469.13	34.9%
Christina School District	District	ELA	Hispanic/ Latino	1635	2461.86	32.8%
Colonial School District	District	ELA	Hispanic/ Latino	1051	2481.69	36.9%
Las Americas Aspira Academy	District	ELA	Hispanic/ Latino	310	2484.79	44.2%
Red Clay Consolidated School District	District	MATH	Hispanic/ Latino	2405	2456.2	23.7%
Christina School District	District	MATH	Hispanic/ Latino	1656	2466.39	30.0%
Colonial School District	District	MATH	Hispanic/ Latino	1062	2464.5	21.7%
Las Americas Aspira Academy	District	MATH	Hispanic/ Latino	313	2491.48	33.2%

1 out of 4

# SBAC Results - Spring 2019

## ▶ LAAA results compared to State - BLACK/AFRICAN AMERICAN STUDENTS

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
State of Delaware	State	ELA	African American	19183	2474.31	36.8%
Las Americas Aspira Academy	District	ELA	African American	60	2511.28	58.3%
State of Delaware	State	MATH	African American	19183	2461.71	25.4%
Las Americas Aspira Academy	District	MATH	African American	60	2504.7	36.7%

+21.5

# SBAC Results - Spring 2019

## ▶ LAAA results compared to State - Black/African American Students

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
State of Delaware	State	ELA	African American	19183	2474.31	36.8%
Las Americas Aspira Academy	District	ELA	African American	60	2511.28	58.3%
State of Delaware	State	MATH	African American	19183	2461.71	25.4%
Las Americas Aspira Academy	District	MATH	African American	60	2504.7	36.7%

+11.3

# Black/African American Students

1 out of 4

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Red Clay Consolidated School District	District	ELA	African American	1624	2448.56	25.7%
Christina School District	District	ELA	African American	2671	2445.78	28.8%
Colonial School District	District	ELA	African American	2249	2472.33	35.6%
Las Americas Aspira Academy	District	ELA	African American	60	2511.28	58.3%
Red Clay Consolidated School District	District	MATH	African American	1631	2430.11	14.6%
Christina School District	District	MATH	African American	2674	2445.95	23.8%
Colonial School District	District	MATH	African American	2246	2451.96	20.5%
Las Americas Aspira Academy	District	MATH	African American	60	2504.7	36.7%

## Black/African American Students

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Red Clay Consolidated School District	District	ELA	African American	1624	2448.56	25.7%
Christina School District	District	ELA	African American	2671	2445.78	28.8%
Colonial School District	District	ELA	African American	2249	2472.33	35.6%
Las Americas Aspira Academy	District	ELA	African American	60	2511.28	58.3%
Red Clay Consolidated School District	District	MATH	African American	1631	2430.11	14.6%
Christina School District	District	MATH	African American	2674	2445.95	23.8%
Colonial School District	District	MATH	African American	2246	2451.96	20.5%
Las Americas Aspira Academy	District	MATH	African American	60	2504.7	36.7%

1 out of 4



# SBAC Results - Spring 2019

## ▶ LAAA results compared to State - White/Caucasian Students

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
State of Delaware	State	ELA	White	26685	2543.34	67.1%
Las Americas Aspira Academy	District	ELA	White	99	2532.34	65.7%
State of Delaware	State	MATH	White	26684	2538.82	58.6%
Las Americas Aspira Academy	District	MATH	White	99	2532.53	64.6%

-1.4

# SBAC Results - Spring 2019

## ▶ LAAA results compared to State - White/Caucasian Students

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
State of Delaware	State	ELA	White	26685	2543.34	67.1%
Las Americas Aspira Academy	District	ELA	White	99	2532.34	65.7%
State of Delaware	State	MATH	White	26684	2538.82	58.6%
Las Americas Aspira Academy	District	MATH	White	99	2532.53	64.6%

+6.0

## White/Caucasian Students

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Red Clay Consolidated School District	District	ELA	White	3039	2547.32	67.9%
Christina School District	District	ELA	White	1828	2514.35	54.8%
Colonial School District	District	ELA	White	1400	2502.93	49.9%
Las Americas Aspira Academy	District	ELA	White	99	2532.34	65.7%
Red Clay Consolidated School District	District	MATH	White	3039	2536.38	56.7%
Christina School District	District	MATH	White	1833	2521.58	52.0%
Colonial School District	District	MATH	White	1404	2488.62	36.3%
Las Americas Aspira Academy	District	MATH	White	99	2532.53	64.6%

2 out of 4

## White/Caucasian Students

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Red Clay Consolidated School District	District	ELA	White	3039	2547.32	67.9%
Christina School District	District	ELA	White	1828	2514.35	54.8%
Colonial School District	District	ELA	White	1400	2502.93	49.9%
Las Americas Aspira Academy	District	ELA	White	99	2532.34	65.7%
Red Clay Consolidated School District	District	MATH	White	3039	2536.38	56.7%
Christina School District	District	MATH	White	1833	2521.58	52.0%
Colonial School District	District	MATH	White	1404	2488.62	36.3%
Las Americas Aspira Academy	District	MATH	White	99	2532.53	64.6%

1 out of 4

# SBAC Results - Spring 2019

## ▶ LAAA results compared to State - ENGLISH LEARNERS

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
State of Delaware	State	ELA	English Learners	6428	2434.75	27.9%
Las Americas Aspira Academy	District	ELA	English Learners	164	2424.45	25.0%
State of Delaware	State	MATH	English Learners	6792	2442.26	27.2%
Las Americas Aspira Academy	District	MATH	English Learners	167	2449.02	22.2%

-2.7

# SBAC Results - Spring 2019

## ► LAAA results compared to State - ENGLISH LEARNERS

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
State of Delaware	State	ELA	English Learners	6428	2434.75	27.9%
Las Americas Aspira Academy	District	ELA	English Learners	164	2424.45	25.0%
State of Delaware	State	MATH	English Learners	6792	2442.26	27.2%
Las Americas Aspira Academy	District	MATH	English Learners	167	2449.02	22.2%

-5.0

# English Learners

1 out of 4

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Red Clay Consolidated School District	District	ELA	English Learners	1311	2419.42	22.6%
Christina School District	District	ELA	English Learners	945	2424.34	23.0%
Colonial School District	District	ELA	English Learners	598	2431.84	20.7%
Las Americas Aspira Academy	District	ELA	English Learners	164	2424.45	25.0%
Red Clay Consolidated School District	District	MATH	English Learners	1362	2419.96	18.1%
Christina School District	District	MATH	English Learners	1013	2439.17	27.6%
Colonial School District	District	MATH	English Learners	616	2426.49	16.6%
Las Americas Aspira Academy	District	MATH	English Learners	167	2449.02	22.2%

# English Learners

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Red Clay Consolidated School District	District	ELA	English Learners	1311	2419.42	22.6%
Christina School District	District	ELA	English Learners	945	2424.34	23.0%
Colonial School District	District	ELA	English Learners	598	2431.84	20.7%
Las Americas Aspira Academy	District	ELA	English Learners	164	2424.45	25.0%
Red Clay Consolidated School District	District	MATH	English Learners	1362	2419.96	18.1%
Christina School District	District	MATH	English Learners	1013	2439.17	27.6%
Colonial School District	District	MATH	English Learners	616	2426.49	16.6%
Las Americas Aspira Academy	District	MATH	English Learners	167	2449.02	22.2%

2 out of 4



# SBAC Results - Spring 2019

## ▶ LAAA results compared to State - LOW INCOME

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
State of Delaware	State	ELA	Low Income	21939	2471	36.3%
Las Americas Aspira Academy	District	ELA	Low Income	124	2466.69	33.9%
State of Delaware	State	MATH	Low Income	21946	2463.24	27.4%
Las Americas Aspira Academy	District	MATH	Low Income	124	2473.48	20.2%

-2.4

# SBAC Results - Spring 2019

## ▶ LAAA results compared to State - LOW INCOME

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
State of Delaware	State	ELA	Low Income	21939	2471	36.3%
Las Americas Aspira Academy	District	ELA	Low Income	124	2466.69	33.9%
State of Delaware	State	MATH	Low Income	21946	2463.24	27.4%
Las Americas Aspira Academy	District	MATH	Low Income	124	2473.48	20.2%

-7.2

# Low Income

1 out of 4

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Red Clay Consolidated School District	District	ELA	Low Income	2825	2451.76	28.4%
Christina School District	District	ELA	Low Income	2993	2443.65	27.9%
Colonial School District	District	ELA	Low Income	2006	2459.38	30.6%
Las Americas Aspira Academy	District	ELA	Low Income	124	2466.69	33.9%
Red Clay Consolidated School District	District	MATH	Low Income	2838	2437.5	17.4%
Christina School District	District	MATH	Low Income	2990	2446.21	24.5%
Colonial School District	District	MATH	Low Income	2012	2444.06	18.6%
Las Americas Aspira Academy	District	MATH	Low Income	124	2473.48	20.2%

## Low Income

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Red Clay Consolidated School District	District	ELA	Low Income	2825	2451.76	28.4%
Christina School District	District	ELA	Low Income	2993	2443.65	27.9%
Colonial School District	District	ELA	Low Income	2006	2459.38	30.6%
Las Americas Aspira Academy	District	ELA	Low Income	124	2466.69	33.9%
Red Clay Consolidated School District	District	MATH	Low Income	2838	2437.5	17.4%
Christina School District	District	MATH	Low Income	2990	2446.21	24.5%
Colonial School District	District	MATH	Low Income	2012	2444.06	18.6%
Las Americas Aspira Academy	District	MATH	Low Income	124	2473.48	20.2%

2 out of 4

# SBAC Results - Spring 2019

## ▶ LAAA results compared to State - STUDENTS WITH DISABILITIES

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
State of Delaware	State	ELA	Students with Disabilities	10085	2416.16	13.3%
Las Americas Aspira Academy	District	ELA	Students with Disabilities	62	2429.47	17.7%
State of Delaware	State	MATH	Students with Disabilities	10068	2407.57	9.5%
Las Americas Aspira Academy	District	MATH	Students with Disabilities	63	2442.95	11.1%

**+4.4**

# SBAC Results - Spring 2019

## ▶ LAAA results compared to State - STUDENTS WITH DISABILITIES

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
State of Delaware	State	ELA	Students with Disabilities	10085	2416.16	13.3%
Las Americas Aspira Academy	District	ELA	Students with Disabilities	62	2429.47	17.7%
State of Delaware	State	MATH	Students with Disabilities	10068	2407.57	9.5%
Las Americas Aspira Academy	District	MATH	Students with Disabilities	63	2442.95	11.1%

+1.6

# Students with Disabilities

1 out of 4

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Red Clay Consolidated School District	District	ELA	Students with Disabilities	1164	2392.7	8.1%
Christina School District	District	ELA	Students with Disabilities	1332	2390.29	8.6%
Colonial School District	District	ELA	Students with Disabilities	891	2396.04	6.7%
Las Americas Aspira Academy	District	ELA	Students with Disabilities	62	2429.47	17.7%
Red Clay Consolidated School District	District	MATH	Students with Disabilities	1165	2378.56	4.4%
Christina School District	District	MATH	Students with Disabilities	1332	2394.73	8.4%
Colonial School District	District	MATH	Students with Disabilities	889	2379.25	4.2%
Las Americas Aspira Academy	District	MATH	Students with Disabilities	63	2442.95	11.1%

# Students with Disabilities

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Red Clay Consolidated School District	District	ELA	Students with Disabilities	1164	2392.7	8.1%
Christina School District	District	ELA	Students with Disabilities	1332	2390.29	8.6%
Colonial School District	District	ELA	Students with Disabilities	891	2396.04	6.7%
Las Americas Aspira Academy	District	ELA	Students with Disabilities	62	2429.47	17.7%
Red Clay Consolidated School District	District	MATH	Students with Disabilities	1165	2378.56	4.4%
Christina School District	District	MATH	Students with Disabilities	1332	2394.73	8.4%
Colonial School District	District	MATH	Students with Disabilities	889	2379.25	4.2%
Las Americas Aspira Academy	District	MATH	Students with Disabilities	63	2442.95	11.1%



## SBAC Results - Spring 2019

- ▶ LAAA results by subgroups as compared to other Delaware charter schools.
  - ▶ All Students
  - ▶ Hispanic
  - ▶ Black/African American
  - ▶ White/Caucasian
  - ▶ English Learners
  - ▶ Low Income
  - ▶ Special Education



# ELA All Students

Organization	Content Area	Sub Group	Tested	Scale Score Avg.	% Proficient (PL3 & PL4)
Sussex Academy	ELA	All Students	369	2655.79	95.4%
Newark Charter School	ELA	All Students	1120	2599.63	87.0%
MOT Charter School	ELA	All Students	461	2567.57	78.5%
Odyssey Charter School	ELA	All Students	1037	2543.18	68.5%
First State Montessori Academy	ELA	All Students	320	2519.91	65.6%
Campus Community School	ELA	All Students	274	2533.87	65.0%
Providence Creek Academy Charter School	ELA	All Students	442	2530.15	63.6%
Las Americas Aspira Academy	ELA	All Students	480	2498.07	50.4%
Charter School of New Castle	ELA	All Students	486	2483.63	40.3%
Academy of Dover Charter School	ELA	All Students	128	2441.28	38.3%
Kuumba Academy Charter School	ELA	All Students	385	2474.08	35.8%
Edison (Thomas A.) Charter School	ELA	All Students	441	2456.5	29.9%
Freire Charter School Wilmington	ELA	All Students	94	2524.35	28.3%
Great Oaks Charter School	ELA	All Students	303	2481.9	22.8%
Academia Antonia Alonso	ELA	All Students	221	2393.47	21.7%
Gateway Lab School	ELA	All Students	164	2441.34	9.9%

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# MATH All Students

Organization	Content Area	Sub Group	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Newark Charter School	MATH	All Students	1120	2608.74	84.2%
Sussex Academy	MATH	All Students	369	2636.55	82.7%
MOT Charter School	MATH	All Students	461	2562.48	66.6%
Providence Creek Academy Charter School	MATH	All Students	441	2533.1	57.1%
Odyssey Charter School	MATH	All Students	1037	2531.69	56.5%
First State Montessori Academy	MATH	All Students	320	2504.51	51.3%
Campus Community School	MATH	All Students	275	2518.79	43.3%
Las Americas Aspira Academy	MATH	All Students	483	2502.18	40.2%
Charter School of New Castle	MATH	All Students	485	2484	39.2%
Kuumba Academy Charter School	MATH	All Students	385	2481.88	29.4%
Academy of Dover Charter School	MATH	All Students	128	2438.92	25.8%
Great Oaks Charter School	MATH	All Students	305	2475.19	16.4%
Edison (Thomas A.) Charter School	MATH	All Students	440	2429.46	10.7%
Freire Charter School Wilmington	MATH	All Students	94	2488.51	10.6%
Academia Antonia Alonso	MATH	All Students	226	2391.85	9.0%
Gateway Lab School	MATH	All Students	163	2413.12	3.7%

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# ELA Hispanic Students

Organization	Content Area	Sub Group	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Edison (Thomas A.) Charter School	ELA	Hispanic/Latino	<15	2506.8	#DIV/0!
Freire Charter School Wilmington	ELA	Hispanic/Latino	<15	2557.38	#DIV/0!
Campus Community School	ELA	Hispanic/Latino	22	2542.64	100.0%
MOT Charter School	ELA	Hispanic/Latino	32	2560.06	100.0%
First State Montessori Academy	ELA	Hispanic/Latino	15	2528.93	100.0%
Sussex Academy	ELA	Hispanic/Latino	47	2632.89	84.8%
Newark Charter School	ELA	Hispanic/Latino	64	2541.41	76.6%
Odyssey Charter School	ELA	Hispanic/Latino	81	2537.31	65.4%
Charter School of New Castle	ELA	Hispanic/Latino	42	2512.14	50.0%
Kuumba Academy Charter School	ELA	Hispanic/Latino	26	2504.46	50.0%
Providence Creek Academy Charter School	ELA	Hispanic/Latino	20	2486.9	50.0%
Las Americas Aspira Academy	ELA	Hispanic/Latino	310	2484.79	44.2%
Great Oaks Charter School	ELA	Hispanic/Latino	50	2517.7	30.0%
Academy of Dover Charter School	ELA	Hispanic/Latino	18	2432.28	29.4%
Academia Antonia Alonso	ELA	Hispanic/Latino	157	2387.56	18.5%
Gateway Lab School	ELA	Hispanic/Latino	18	2443.56	0.0%

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# MATH Hispanic Students

Organization	Content Area	Sub Group	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Edison (Thomas A.) Charter School	MATH	Hispanic/Latino	<15	2449.4	#DIV/0!
First State Montessori Academy	MATH	Hispanic/Latino	15	2498.47	#DIV/0!
Freire Charter School Wilmington	MATH	Hispanic/Latino	<15	2525.62	#DIV/0!
Sussex Academy	MATH	Hispanic/Latino	47	2601.62	75.6%
Newark Charter School	MATH	Hispanic/Latino	64	2547.88	68.8%
Campus Community School	MATH	Hispanic/Latino	22	2538.91	57.1%
Charter School of New Castle	MATH	Hispanic/Latino	42	2527	54.8%
MOT Charter School	MATH	Hispanic/Latino	32	2537.03	50.0%
Odyssey Charter School	MATH	Hispanic/Latino	81	2511.2	44.4%
Providence Creek Academy Charter School	MATH	Hispanic/Latino	20	2509.9	37.5%
Kuumba Academy Charter School	MATH	Hispanic/Latino	26	2525.15	36.4%
Las Americas Aspira Academy	MATH	Hispanic/Latino	313	2491.48	33.2%
Great Oaks Charter School	MATH	Hispanic/Latino	50	2522.22	28.0%
Academia Antonia Alonzo	MATH	Hispanic/Latino	161	2393.75	7.0%
Academy of Dover Charter School	MATH	Hispanic/Latino	18	2432.83	0.0%
Gateway Lab School	MATH	Hispanic/Latino	18	2406.39	0.0%

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# ELA Black/AA Students

5 out  
of 16

Organization	Content Area	Sub Group	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Sussex Academy	ELA	African American	21	2582.05	100.0%
MOT Charter School	ELA	African American	70	2541.61	74.3%
Newark Charter School	ELA	African American	122	2543.7	70.5%
Providence Creek Academy Charter School	ELA	African American	106	2531.03	58.5%
Las Americas Aspira Academy	ELA	African American	60	2511.28	58.3%
Campus Community School	ELA	African American	148	2520.84	57.4%
First State Montessori Academy	ELA	African American	58	2475.22	46.6%
Odyssey Charter School	ELA	African American	246	2505.68	45.5%
Charter School of New Castle	ELA	African American	404	2481.5	38.6%
Academy of Dover Charter School	ELA	African American	93	2439.45	37.6%
Kuumba Academy Charter School	ELA	African American	350	2471.54	34.9%
Edison (Thomas A.) Charter School	ELA	African American	429	2455.4	29.1%
Academia Antonia Alonso	ELA	African American	52	2408.5	25.0%
Freire Charter School Wilmington	ELA	African American	59	2506.58	20.3%
Great Oaks Charter School	ELA	African American	230	2470.01	20.0%
Gateway Lab School	ELA	African American	77	2425.27	7.8%

# MATH Black/AA Students

6 out  
of 16

Organization	Content Area	Sub Group	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Newark Charter School	MATH	African American	122	2543.25	63.9%
Sussex Academy	MATH	African American	21	2551.62	60.0%
MOT Charter School	MATH	African American	70	2529.94	55.7%
Providence Creek Academy Charter School	MATH	African American	106	2529.05	48.1%
Charter School of New Castle	MATH	African American	403	2480.78	37.7%
Las Americas Aspira Academy	MATH	African American	60	2504.7	36.7%
Campus Community School	MATH	African American	149	2499.46	33.6%
Odyssey Charter School	MATH	African American	246	2482.46	28.9%
Kuumba Academy Charter School	MATH	African American	350	2477.96	27.4%
Academy of Dover Charter School	MATH	African American	93	2435.2	22.6%
Great Oaks Charter School	MATH	African American	232	2459.09	12.1%
Edison (Thomas A.) Charter School	MATH	African American	428	2428.45	10.5%
Academia Antonia Alonso	MATH	African American	51	2377.69	9.8%
First State Montessori Academy	MATH	African American	58	2443.45	9.3%
Gateway Lab School	MATH	African American	77	2400.77	0.0%
Freire Charter School Wilmington	MATH	African American	59	2468.31	0.0%

# ELA White Students

Organization	Content Area	Sub Group	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Edison (Thomas A.) Charter School	ELA	White	<15	2487.86	#DIV/0!
Kuumba Academy Charter School	ELA	White	<15	2559.33	#DIV/0!
Academia Antonia Alonso	ELA	White	<15	2405.58	#DIV/0!
Freire Charter School Wilmington	ELA	White	<15	2541.58	#DIV/0!
Academy of Dover Charter School	ELA	White	15	2469.73	100.0%
Sussex Academy	ELA	White	269	2665.23	98.1%
Newark Charter School	ELA	White	723	2607.43	89.5%
MOT Charter School	ELA	White	299	2569.19	78.3%
Campus Community School	ELA	White	72	2551.01	75.0%
Odyssey Charter School	ELA	White	548	2550.64	75.0%
First State Montessori Academy	ELA	White	218	2534.7	71.1%
Providence Creek Academy Charter School	ELA	White	286	2533.54	66.1%
Las Americas Aspira Academy	ELA	White	99	2532.34	65.7%
Charter School of New Castle	ELA	White	20	2483.35	38.5%
Gateway Lab School	ELA	White	61	2458.61	11.9%
Great Oaks Charter School	ELA	White	15	2526.93	0.0%

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# MATH White Students

Organization	Content Area	Sub Group	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Edison (Thomas A.) Charter School	MATH	White	<15	2477	#DIV/0!
Kumba Academy Charter School	MATH	White	<15	2586.67	#DIV/0!
Academia Antonia Alonso	MATH	White	<15	2421.5	#DIV/0!
Freire Charter School Wilmington	MATH	White	<15	2511.75	#DIV/0!
Sussex Academy	MATH	White	269	2647.89	87.6%
Newark Charter School	MATH	White	723	2613.77	87.3%
MOT Charter School	MATH	White	299	2563.55	67.6%
Odyssey Charter School	MATH	White	548	2543	65.0%
Las Americas Aspira Academy	MATH	White	99	2532.53	64.6%
Providence Creek Academy Charter School	MATH	White	285	2536.04	59.6%
First State Montessori Academy	MATH	White	218	2522.83	59.6%
Campus Community School	MATH	White	72	2538.36	56.9%
Academy of Dover Charter School	MATH	White	15	2481	45.5%
Charter School of New Castle	MATH	White	20	2481.85	0.0%
Gateway Lab School	MATH	White	60	2428.55	0.0%
Great Oaks Charter School	MATH	White	15	2534.8	0.0%

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# ELA English Learners

Organization	Content Area	Sub Group	Tested	Scale Score Avg.	% Proficient (PL3 & PL4)
Campus Community School	ELA	English Learners	<15	2490.6	#DIV/0!
Edison (Thomas A.) Charter School	ELA	English Learners	<15	2475.5	#DIV/0!
Sussex Academy	ELA	English Learners	<15	2493.33	#DIV/0!
Kuumba Academy Charter School	ELA	English Learners	<15	2424.67	#DIV/0!
Providence Creek Academy Charter School	ELA	English Learners	<15	2405	#DIV/0!
MOT Charter School	ELA	English Learners	<15	2463.4	#DIV/0!
Gateway Lab School	ELA	English Learners	<15	2402.78	#DIV/0!
First State Montessori Academy	ELA	English Learners	<15	2432.29	#DIV/0!
Freire Charter School Wilmington	ELA	English Learners	<15	2490.5	#DIV/0!
Newark Charter School	ELA	English Learners	34	2469	61.3%
Odyssey Charter School	ELA	English Learners	39	2473	53.8%
Academy of Dover Charter School	ELA	English Learners	15	2443.67	45.5%
Las Americas Aspira Academy	ELA	English Learners	164	2424.45	25.0%
Academia Antonia Alonso	ELA	English Learners	115	2374.97	10.6%
Charter School of New Castle	ELA	English Learners	19	2429.32	0.0%
Great Oaks Charter School	ELA	English Learners	18	2436.89	0.0%

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# MATH English Learners

Organization	Content Area	Sub Group	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Campus Community School	MATH	English Learners	<15	2487.8	#DIV/0!
Edison (Thomas A.) Charter School	MATH	English Learners	<15	2428.75	#DIV/0!
Sussex Academy	MATH	English Learners	<15	2473.78	#DIV/0!
Kuumba Academy Charter School	MATH	English Learners	<15	2479	#DIV/0!
Providence Creek Academy Charter School	MATH	English Learners	<15	2417	#DIV/0!
MOT Charter School	MATH	English Learners	<15	2465.6	#DIV/0!
Gateway Lab School	MATH	English Learners	<15	2370.78	#DIV/0!
First State Montessori Academy	MATH	English Learners	<15	2442.29	#DIV/0!
Freire Charter School Wilmington	MATH	English Learners	<15	2385	#DIV/0!
Newark Charter School	MATH	English Learners	34	2486.97	73.3%
Odyssey Charter School	MATH	English Learners	39	2489.9	56.4%
Las Americas Aspira Academy	MATH	English Learners	167	2449.02	22.2%
Academia Antonia Alonso	MATH	English Learners	121	2387.61	4.2%
Charter School of New Castle	MATH	English Learners	19	2437.63	0.0%
Academy of Dover Charter School	MATH	English Learners	15	2424.53	0.0%
Great Oaks Charter School	MATH	English Learners	18	2456.94	0.0%

3 out of 7

# ELA Low Income

Organization	Content Area	Sub Group	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
MOT Charter School	ELA	Low Income	15	2543.93	100.0%
Sussex Academy	ELA	Low Income	34	2600.68	80.6%
Newark Charter School	ELA	Low Income	111	2551.66	75.7%
Campus Community School	ELA	Low Income	99	2521	61.6%
Odyssey Charter School	ELA	Low Income	142	2506.12	47.2%
Providence Creek Academy Charter School	ELA	Low Income	65	2491.29	44.6%
Academy of Dover Charter School	ELA	Low Income	81	2434.63	35.8%
First State Montessori Academy	ELA	Low Income	34	2470.97	35.5%
Las Americas Aspira Academy	ELA	Low Income	124	2466.69	33.9%
Kuumba Academy Charter School	ELA	Low Income	242	2460.2	31.0%
Freire Charter School Wilmington	ELA	Low Income	46	2509.91	30.4%
Charter School of New Castle	ELA	Low Income	220	2461.06	29.5%
Edison (Thomas A.) Charter School	ELA	Low Income	332	2450.26	28.6%
Academia Antonia Alonso	ELA	Low Income	130	2378.77	19.2%
Great Oaks Charter School	ELA	Low Income	192	2470.08	19.0%
Gateway Lab School	ELA	Low Income	62	2434.24	8.1%

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# MATH Low Income

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Organization	Content Area	Sub Group	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Newark Charter School	MATH	Low Income	111	2558.55	75.7%
Sussex Academy	MATH	Low Income	34	2567.29	58.8%
Providence Creek Academy Charter School	MATH	Low Income	65	2490.82	40.0%
Campus Community School	MATH	Low Income	99	2494.56	33.3%
Charter School of New Castle	MATH	Low Income	221	2455.54	29.0%
Odyssey Charter School	MATH	Low Income	142	2480.9	28.9%
Kumba Academy Charter School	MATH	Low Income	242	2468.23	25.2%
Las Americas Aspira Academy	MATH	Low Income	124	2473.48	20.2%
Academy of Dover Charter School	MATH	Low Income	81	2430.74	18.2%
Great Oaks Charter School	MATH	Low Income	193	2461.37	11.1%
Edison (Thomas A.) Charter School	MATH	Low Income	331	2427.45	9.7%
Academia Antonia Alonso	MATH	Low Income	132	2381.86	5.3%
MOT Charter School	MATH	Low Income	15	2517.6	0.0%
Gateway Lab School	MATH	Low Income	62	2410.56	0.0%
First State Montessori Academy	MATH	Low Income	34	2429.03	0.0%
Freire Charter School Wilmington	MATH	Low Income	46	2477.48	0.0%

# ELA SWD

4 out  
of 13

Organization	Content Area	Sub Group	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Sussex Academy	ELA	Students with Disabilities	15	2545.47	#DIV/0!
Academia Antonia Alonso	ELA	Students with Disabilities	24	2336	#DIV/0!
Freire Charter School Wilmington	ELA	Students with Disabilities	<15	2471.15	#DIV/0!
Newark Charter School	ELA	Students with Disabilities	104	2477.61	36.5%
First State Montessori Academy	ELA	Students with Disabilities	49	2456.27	31.3%
MOT Charter School	ELA	Students with Disabilities	35	2442.83	21.2%
Las Americas Aspira Academy	ELA	Students with Disabilities	62	2429.47	17.7%
Kuumba Academy Charter School	ELA	Students with Disabilities	70	2408.11	12.9%
Odyssey Charter School	ELA	Students with Disabilities	90	2417.04	11.5%
Campus Community School	ELA	Students with Disabilities	35	2453.43	0.0%
Edison (Thomas A.) Charter School	ELA	Students with Disabilities	45	2380.09	0.0%
Charter School of New Castle	ELA	Students with Disabilities	60	2372.78	0.0%
Academy of Dover Charter School	ELA	Students with Disabilities	15	2386.6	0.0%
Providence Creek Academy Charter School	ELA	Students with Disabilities	32	2426.34	0.0%
Gateway Lab School	ELA	Students with Disabilities	91	2423.38	0.0%
Great Oaks Charter School	ELA	Students with Disabilities	71	2392.76	0.0%

# MATH SWD

3 out  
of 13

Organization	Content Area	Sub Group	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Edison (Thomas A.) Charter School	MATH	Students with Disabilities	45	2346.73	#DIV/0!
Academy of Dover Charter School	MATH	Students with Disabilities	15	2401.07	#DIV/0!
Freire Charter School Wilmington	MATH	Students with Disabilities	<15	2402.54	#DIV/0!
Newark Charter School	MATH	Students with Disabilities	104	2477.68	27.9%
MOT Charter School	Math	Students with Disabilities	35	2456.37	22.9%
Las Americas Aspira Academy	MATH	Students with Disabilities	63	2442.95	11.1%
Odyssey Charter School	MATH	Students with Disabilities	90	2407.49	5.7%
Campus Community School	MATH	Students with Disabilities	35	2436.51	0.0%
Sussex Academy	MATH	Students with Disabilities	15	2515.47	0.0%
Charter School of New Castle	MATH	Students with Disabilities	60	2372.95	0.0%
Kuumba Academy Charter School	MATH	Students with Disabilities	70	2402.3	0.0%
Providence Creek Academy Charter School	MATH	Students with Disabilities	32	2423.19	0.0%
Gateway Lab School	MATH	Students with Disabilities	90	2390.53	0.0%
Academia Antonia Alonso	MATH	Students with Disabilities	25	2343	0.0%
First State Montessori Academy	MATH	Students with Disabilities	49	2434.49	0.0%
Great Oaks Charter School	MATH	Students with Disabilities	72	2388.57	0.0%

## Comparative Growth Data - LAAA vs State

	ELA				MATH			
	Students	Avg % DSSF Target Met	% Students Meeting DSSF Target	% Students Meetings DPAS II Growth Target	Students	Avg % DSSF Target Met	% Students Meeting DSSF Target	% Students Meetings DPAS II Growth Target
ALL	LAAA	376	65.65	47.61	384	60.50	42.97	59.38
	State	49444	55.38	41.12	49496	53.16	37.77	50.78
GR4	LAAA	92	53.28	29.35	93	37.05	15.05	17.20
	State	9895	61.85	43.37	9925	65.45	43.09	50.56
GR5	LAAA	100	75.52	53.00	100	76.93	63.00	77.00
	State	10087	58.19	39.78	10100	57.94	41.66	53.40
GR6	LAAA	51	68.15	58.82	54	76.30	53.70	83.33
	State	9881	51.90	42.40	9899	43.83	31.73	45.26
GR7	LAAA	90	73.23	55.56	93	58.91	43.01	68.82
	State	9895	55.08	40.68	9892	48.74	34.63	52.94
GR8	LAAA	42	50.64	45.24	43	56.26	44.19	58.14
	State	9629	49.61	39.33	9624	49.50	37.65	51.75



## Comparative Growth Data - LAAA vs State

		ELA				MATH			
		Students	Avg % DSSF Target Met	% Students Meeting DSSF Target	% Students Meetings DPAS II Growth Target	Students	Avg % DSSF Target Met	% Students Meeting DSSF Target	% Students Meetings DPAS II Growth Target
ALL	LAAA	376	65.65	47.61	60.64	384	60.50	42.97	59.38
	State	49444	55.38	41.12	50.08	49496	53.16	37.77	50.78
GR4	LAAA	92	53.28	29.35	35.87	93	37.05	15.05	17.20
	State	9895	61.85	43.37	48.57	9925	65.45	43.09	50.56
GR5	LAAA	100	75.52	53.00	73.00	100	76.93	63.00	77.00
	State	10087	58.19	39.78	49.88	10100	57.94	41.66	53.40
GR6	LAAA	51	68.15	58.82	70.59	54	76.30	53.70	83.33
	State	9881	51.90	42.40	51.77	9899	43.83	31.73	45.26
GR7	LAAA	90	73.23	55.56	71.11	93	58.91	43.01	68.82
	State	9895	55.08	40.68	52.32	9892	48.74	34.63	52.94
GR8	LAAA	42	50.64	45.24	52.38	43	56.26	44.19	58.14
	State	9629	49.61	39.33	47.82	9624	49.50	37.65	51.75

## Comparative Growth Data - LAAA vs State

		ELA				MATH			
	Students	Avg % DSSF Target Met	% Students Meeting DSSF Target	% Students Meetings DPAS II Growth Target	Students	Avg % DSSF Target Met	% Students Meeting DSSF Target	% Students Meetings DPAS II Growth Target	
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GR4	LAAA	92	53.28	29.35	35.87	93	37.05	15.05	17.20
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	State	9881	51.90	42.40	51.77	9899	43.83	31.73	45.26
GR7	LAAA	90	73.23	55.56	71.11	93	58.91	43.01	68.82
	State	9895	55.08	40.68	52.32	9892	48.74	34.63	52.94
GR8	LAAA	42	50.64	45.24	52.38	43	56.26	44.19	58.14
	State	9629	49.61	39.33	47.82	9624	49.50	37.65	51.75

## Comparative Growth Data - LAAA vs State

		ELA				MATH			
	Students	Avg % DSSF Target Met	% Students Meeting DSSF Target	% Students Meetings DPAS II Growth Target	Students	Avg % DSSF Target Met	% Students Meeting DSSF Target	% Students Meetings DPAS II Growth Target	
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	State	49444	55.38	41.12	49496	53.16	37.77	50.78	
GR4	LAAA	92	53.28	29.35	93	37.05	15.05	17.20	
	State	9895	61.85	43.37	9925	65.45	43.09	50.56	
GR5	LAAA	100	75.52	53.00	100	76.93	63.00	77.00	
	State	10087	58.19	39.78	10100	57.94	41.66	53.40	
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	State	9881	51.90	42.40	9899	43.83	31.73	45.26	
GR7	LAAA	90	73.23	55.56	93	58.91	43.01	68.82	
	State	9895	55.08	40.68	9892	48.74	34.63	52.94	
GR8	LAAA	42	50.64	45.24	43	56.26	44.19	58.14	
	State	9629	49.61	39.33	9624	49.50	37.65	51.75	

## Comparative Growth Data - LAAA vs State

		ELA				MATH			
		Students	Avg % DSSF Target Met	% Students Meeting DSSF Target	% Students Meetings DPAS II Growth Target	Students	Avg % DSSF Target Met	% Students Meeting DSSF Target	% Students Meetings DPAS II Growth Target
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	State	9881	51.90	42.40	51.77	9899	43.83	31.73	45.26
GR7	LAAA	90	73.23	55.56	71.11	93	58.91	43.01	68.82
	State	9895	55.08	40.68	52.32	9892	48.74	34.63	52.94
GR8	LAAA	42	50.64	45.24	52.38	43	56.26	44.19	58.14
	State	9629	49.61	39.33	47.82	9624	49.50	37.65	51.75

## Comparative Growth Data - LAAA vs State

	ELA				MATH			
	Students	Avg % DSSF Target Met	% Students Meeting DSSF Target	% Students Meetings DPAS II Growth Target	Students	Avg % DSSF Target Met	% Students Meeting DSSF Target	% Students Meetings DPAS II Growth Target
ALL	LAAA	376	65.65	47.61	384	60.50	42.97	59.38
	State	49444	55.38	41.12	49496	53.16	37.77	50.78
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	State	10087	58.19	39.78	10100	57.94	41.66	53.40
GR6	LAAA	51	68.15	58.82	54	76.30	53.70	83.33
	State	9881	51.90	42.40	9899	43.83	31.73	45.26
GR7	LAAA	90	73.23	55.56	93	58.91	43.01	68.82
	State	9895	55.08	40.68	9892	48.74	34.63	52.94
GR8	LAAA	42	50.64	45.24	43	56.26	44.19	58.14
	State	9629	49.61	39.33	9624	49.50	37.65	51.75

**Appendix 12 Final Fiscal Year 2019 Revenue & Expenditure Budget Report**

# **APPENDIX 12**

## **Final Fiscal Year 2019 Revenue & Expenditure Budget Report**





**Las Américas ASPIRA Academy Charter School**  
**Monthly Financial Report**



**Report Ending Date: June 30, 2019**  
**2019 Fiscal Year: July 1, 2018 to June 30, 2019**  
**Percent of Fiscal Year Complete: 100%**

**July 15, 2019**

**326 Ruthar Drive**  
**Newark, DE 19711**  
**(302) 292-1463**



**ASPIRA of Delaware Charter Operations Inc.  
Board of Directors**

Lourdes Puig, Ph.D. – Chairperson

Donald Patton – Vice Chairperson

Luis Santiago – Treasurer

Younes Haboussi - Secretary

Tiffany Burton

Benjamin Esparza, Esq.

Crystal Mayfield

Serah Jo Pesce

Rosalie Rolon Dow, Ph.D.

Fred West

**Las Américas ASPIRA Academy Charter School  
Citizen Budget Oversight Committee**

Luis Santiago – Community Representative - Chairperson

Greg Panchisin – Chief Operating Officer - Vice Chairperson

Lucy Li – Community Representative - Secretary

Richard Riggs – DDOE Representative (Non-Voting Member)

Margie López Waite – Head of School

Jessie Forbes – Teacher Representative

Min Guan - Parent Representative



Las Americas ASPIRA Academy Charter School  
 Financial Summary Update - Cash Basis  
 Twelve Months Ended June 30, 2019

B) Budget vs. Actual Comparison @ June 30, 2019 (Summary Level):

A) Revenues - FSF:

(Reconciled from DG, DR & DG, DR)

	Full Year Budget	Actual @ 6/30/2019	FY18 Carryover	Total	% of Budget (Target = 100%)	Difference*	Variance*
State - Unit Formula (05213)	\$ 6,461,450	\$ 6,497,993	\$ 47,211	\$ 6,545,204	101%	\$ 36,543	
State - Stipends (05195)	\$ -	\$ 22,725	\$ -	\$ 22,725	100%	\$ -	
State - Professional Learning Grant (05225)	\$ -	\$ 18,634	\$ -	\$ 18,634	100%	\$ -	
State - Technology Block Grant (05235)	\$ -	\$ 139,232	\$ -	\$ 139,232	100%	\$ -	
State - Ed Sustainability Fund (05289)	\$ -	\$ 119,500	\$ -	\$ 119,500	100%	\$ -	
State - Minor Capital Improvements (50022)	\$ -	\$ 196,813	\$ -	\$ 196,813	100%	\$ -	
State - Education Opportunity Grant (05297)	\$ -	\$ 10,893	\$ -	\$ 10,893	100%	\$ -	
State - SS95 - K-3 (05309)	\$ -	\$ 79,366	\$ -	\$ 79,366	100%	\$ -	
State - SS95 Reading (05310)	\$ -	\$ 23,580	\$ -	\$ 23,580	100%	\$ -	
State - School Safety and Security (01711)	\$ -	\$ 23,580	\$ -	\$ 23,580	100%	\$ -	
<b>Subtotal State</b>	<b>\$ 7,072,193</b>	<b>\$ 7,108,736</b>	<b>\$ 47,211</b>	<b>\$ 7,155,947</b>	<b>101%</b>	<b>\$ 36,543</b>	<b>Favorable</b>
Local - District Funding (98000)	\$ 3,403,701	\$ 3,403,701	\$ 899,574	\$ 4,303,275	100%	\$ 0	
Local - Other (98000)	\$ 159,028	\$ 159,936	\$ -	\$ 159,936	123%	\$ 36,508	
Local - Before & After Care (98139)	\$ 129,445	\$ 150,824	\$ 27,788	\$ 188,592	124%	\$ 31,379	
Local - Donations (98159)	\$ 36,000	\$ 26,042	\$ 251,152	\$ 277,194	72%	\$ (9,558)	
Local - Caterera (91100)	\$ 479,731	\$ 469,410	\$ 25,567	\$ 494,976	98%	\$ (10,321)	
Local - Construction Fund (98133)	\$ 141,000	\$ 141,000	\$ 663,755	\$ 804,755	100%	\$ -	
Local - Summer Camps (98205)	\$ 43,491	\$ 66,768	\$ 16,062	\$ 82,830	154%	\$ 23,277	
Local - Early Childhood (98080)	\$ 172,949	\$ 190,879	\$ 9,568	\$ 200,446	110%	\$ 17,930	
Local - Local Grants (99126)	\$ -	\$ 215,000	\$ -	\$ 215,000	110%	\$ 215,000	
Local - Donations II (Annual Gaming - 98235)	\$ -	\$ -	\$ 803	\$ 803	100%	\$ -	
Local - Contingency (98079)	\$ -	\$ -	\$ 204,468	\$ 204,468	100%	\$ -	
Local - CSRP (98041)	\$ 536	\$ -	\$ 71	\$ 71	100%	\$ (536)	
Local - CSD Settlement (99150)	\$ 119,834	\$ 119,834	\$ -	\$ 119,834	100%	\$ 0	
<b>Subtotal Local</b>	<b>\$ 4,685,715</b>	<b>\$ 4,589,334</b>	<b>\$ 2,098,788</b>	<b>\$ 7,088,182</b>	<b>106%</b>	<b>\$ 303,679</b>	<b>Favorable</b>
Federal - Title I (40554) FY17	\$ -	\$ -	\$ -	\$ -	100%	\$ -	
Federal - Title II (40114) FY17	\$ -	\$ -	\$ -	\$ -	100%	\$ -	
Federal - Title III ELL (40580) FY17	\$ -	\$ -	\$ -	\$ -	100%	\$ -	
Federal - IDEA B (40584) FY17	\$ -	\$ -	\$ -	\$ -	100%	\$ -	
Federal - IDEA Preschool (40585) FY17	\$ -	\$ -	\$ -	\$ -	100%	\$ -	
Federal - Title I (40554) FY18	\$ -	\$ -	\$ 23,796	\$ 23,796	100%	\$ -	
Federal - Title II (40114) FY18	\$ -	\$ -	\$ 3,076	\$ 3,076	100%	\$ -	
Federal - Title III ELL (40580) FY18	\$ -	\$ -	\$ 6,448	\$ 6,448	100%	\$ -	
Federal - IDEA B (40584) FY18	\$ -	\$ -	\$ 13,855	\$ 13,855	100%	\$ -	
Federal - IDEA Preschool (40585) FY18	\$ -	\$ -	\$ 29,253	\$ 29,253	100%	\$ -	
Federal - Title IV (40532) FY18	\$ -	\$ -	\$ 32	\$ 32	100%	\$ -	
Federal - Title I (40554) FY19	\$ 188,814	\$ 188,948	\$ -	\$ 188,948	100%	\$ 134	
Federal - Title II (40114) FY19	\$ 37,550	\$ 38,112	\$ -	\$ 38,112	101%	\$ 562	
Federal - Impact Aid Displaced Std. (40530) FY19	\$ 72,000	\$ 72,000	\$ -	\$ 72,000	100%	\$ -	
Federal - Title III ELL & Immigrant (40560) FY19	\$ 21,319	\$ 21,319	\$ -	\$ 21,319	100%	\$ -	
Federal - IDEA B (40584) FY19	\$ 120,695	\$ 132,089	\$ -	\$ 132,089	109%	\$ 11,374	
Federal - IDEA Preschool (40585) FY19	\$ 567	\$ 585	\$ -	\$ 585	103%	\$ 18	
Federal - Title IV (40532) FY19	\$ 19,882	\$ 19,959	\$ -	\$ 19,959	100%	\$ 77	
<b>Subtotal Federal</b>	<b>\$ 476,225</b>	<b>\$ 488,390</b>	<b>\$ 47,207</b>	<b>\$ 535,597</b>	<b>103%</b>	<b>\$ 12,165</b>	<b>Favorable</b>
<b>FSF Revenue</b>	<b>\$ 12,234,133</b>	<b>\$ 12,586,520</b>	<b>\$ 2,193,207</b>	<b>\$ 14,779,727</b>	<b>103%</b>	<b>\$ 352,387</b>	<b>Favorable</b>
Perly Cash Fund (outside FSF)	\$ 1,200	\$ 1,288	\$ -	\$ 1,288	N/A	\$ 88	
<b>Total Revenue</b>	<b>\$ 12,235,333</b>	<b>\$ 12,587,809</b>	<b>\$ 2,193,207</b>	<b>\$ 14,781,015</b>	<b>103%</b>	<b>\$ 352,475</b>	<b>Favorable</b>
<b>Total FSF Revenue (FY19 and FY18 C/O)</b>	<b>\$ 14,427,340</b>						

Las Americas ASPRA Academy Charter School  
 Financial Summary Update - Cash Basis  
 Twelve Months Ended June 30, 2019

B) Expenses - FSF:  
 (Reconciled from DGL115 & DGL22)

	Full Year Budget	Actual @ 6/30/2019	% of Budget (Target <=100%)	Remaining Balance	Variance
Salaries (510)	\$ 5,877,950	\$ 5,928,724	101%	\$ (48,774)	Favorable
Other Employment Costs (520)	\$ 3,188,317	\$ 3,145,717	99%	\$ 42,600	Favorable
Services to Clients & Agencies	\$ -	\$ -	-	\$ -	N/A
Travel (540)	\$ 28,000	\$ 27,099	93%	\$ 1,901	Favorable
Debt Service (530)	\$ 1,088,213	\$ 1,088,213	100%	\$ (0)	Favorable
Contracted Services (550)	\$ 1,839,080	\$ 1,829,531	99%	\$ 9,549	Favorable
Supplies & Materials (560)	\$ 744,750	\$ 708,096	95%	\$ 36,654	Favorable
Capital Outlay-Equipment (570)	\$ 73,000	\$ 89,156	122%	\$ (16,156)	Favorable
Capital Outlay-Property (580)	\$ 587,000	\$ 599,200	95%	\$ 27,800	Favorable
	\$ 13,425,310	\$ 13,372,736	100%	\$ 52,574	Favorable

Net FSF Excess or (Deficit) for Year

\$ 1,408,991  
 Note: YTD Revenue Minus YTD Expenditures

Contingency Reserve (2%)

\$ (177,825)

FSF Cash Balance less required Contingency Reserve

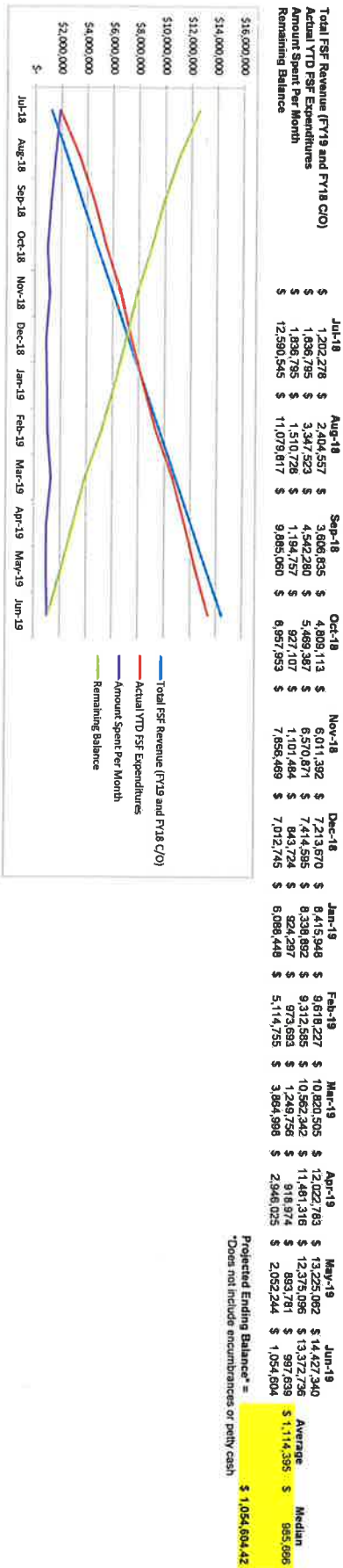
\$ 1,229,166

Variance Notes:

\*Variance footnoted if percentage spent is 25 percentage points higher than the percentage of months into the fiscal year  
 TWELVE MONTHS = 100%  
 EXPENDITURE VARIANCE >= 125%

Las Americas ASP/PA Academy Charter School  
 Financial Summary Update - Cash Basis  
 Twelve Months Ended June 30, 2019

M) YTD Budget vs. Expenditure Trending:



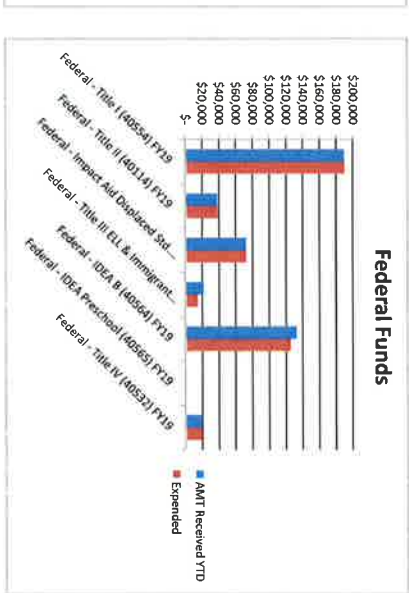
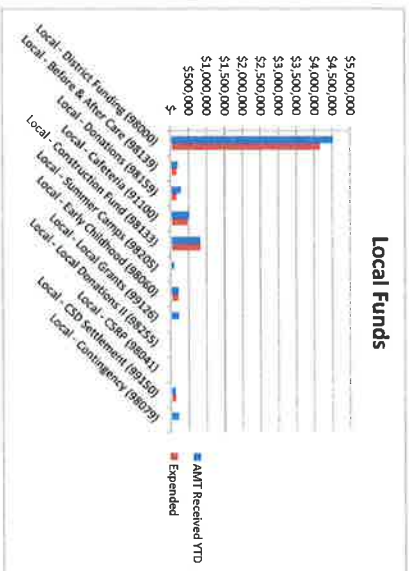
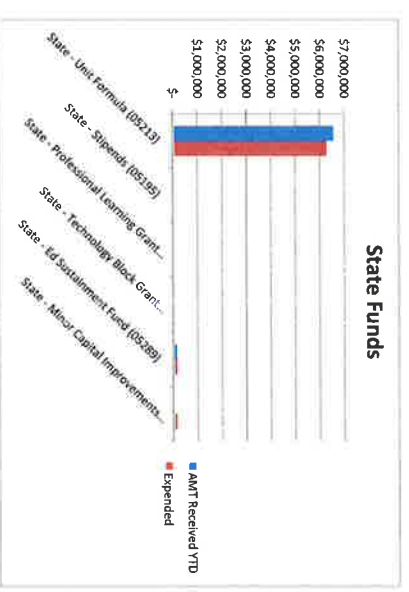
Projected Ending Balance = \$ 1,054,604.42  
 \*Does not include encumbrances or petty cash

M) Local Funding Update:

	Number of Students	Budget*	Actual	Difference
Appoquinimik	11	\$ 22,098	\$ 22,098	\$ -
Brandywine	8	\$ 38,609	\$ 38,609	\$ -
Christina	460	\$ 2,332,931	\$ 2,332,931	\$ -
Colonial	188	\$ 511,465	\$ 511,465	\$ -
Red Clay	115	\$ 498,280	\$ 498,280	\$ -
Shryana	2	\$ 2,319	\$ 2,319	\$ -
<b>Total</b>	<b>784</b>	<b>\$ 3,403,701</b>	<b>\$ 3,403,701</b>	<b>\$ -</b>

\*According to the Charter School Billing Report in IMS

	AMT Received YTD	Expended	Encumbered	Remaining Balance	% Expended & Encumbered
State - Unit Formula (05213)	\$ 6,545,204	\$ 6,255,765	\$ -	\$ 289,439.62	96%
State - Silebends (05195)	\$ -	\$ 22,725	\$ -	\$ -	100%
State - Professional Learning Grant (05225)	\$ -	\$ 18,634	\$ -	\$ -	100%
State - Technology Block Grant (05235)	\$ -	\$ 139,232	\$ -	\$ -	100%
State - Ed Substitution Fund (05289)	\$ -	\$ 119,500	\$ -	\$ -	100%
State - Minor Capital Improvements (50022)	\$ -	\$ 196,813	\$ -	\$ -	88%
State - Education Opportunity Grant (05297)	\$ -	\$ 10,893	\$ -	\$ -	100%
State - SSRG - K-3 (05309)	\$ -	\$ 79,366	\$ -	\$ -	100%
State - SSRG Reading (05310)	\$ -	\$ 23,580	\$ -	\$ -	54%
State - School Safety and Security (10171)	\$ -	\$ 4,469,211	\$ -	\$ -	92%
Local - District Funding (98000)	\$ -	\$ 1,885,892	\$ -	\$ -	74%
Local - Before & After Care (98139)	\$ -	\$ 277,194	\$ -	\$ -	52%
Local - Donations (98159)	\$ -	\$ 464,976	\$ -	\$ -	91%
Local - Caledonia (91100)	\$ -	\$ 804,755	\$ -	\$ -	100%
Local - Construction Fund (98133)	\$ -	\$ 82,830	\$ -	\$ -	33%
Local - Summer Camps (98205)	\$ -	\$ 200,446	\$ -	\$ -	91%
Local - Early Childhood (98060)	\$ -	\$ 215,000	\$ -	\$ -	100%
Local - Local Grants (99128)	\$ -	\$ 803	\$ -	\$ -	0%
Local - Local Donations II (98255)	\$ -	\$ 71	\$ -	\$ -	100%
Local - CSPP (98041)	\$ -	\$ 119,834	\$ -	\$ -	100%
Local - CSD Settlement (99150)	\$ -	\$ 204,468	\$ -	\$ -	0%
Local - CSPP (98029)	\$ -	\$ -	\$ -	\$ -	0%
Federal - Title I (40554) FY17	\$ -	\$ -	\$ -	\$ -	100%
Federal - Title II ELL (40560) FY17	\$ -	\$ -	\$ -	\$ -	100%
Federal - Title III ELL (40560) FY17	\$ -	\$ -	\$ -	\$ -	100%
Federal - IDEA B (40564) FY17	\$ -	\$ -	\$ -	\$ -	100%
Federal - IDEA B (40564) FY18	\$ -	\$ 23,796	\$ -	\$ -	100%
Federal - Title I (40554) FY18	\$ -	\$ 3,076	\$ -	\$ -	100%
Federal - Title II ELL (40560) FY18	\$ -	\$ 6,448	\$ -	\$ -	100%
Federal - Title III ELL (40560) FY18	\$ -	\$ 29,253	\$ -	\$ -	100%
Federal - IDEA B (40564) FY18	\$ -	\$ -	\$ -	\$ -	100%
Federal - IDEA B (40564) FY19	\$ -	\$ 32	\$ -	\$ -	100%
Federal - Title IV (40532) FY19	\$ -	\$ 188,948	\$ -	\$ -	100%
Federal - Title IV (40554) FY19	\$ -	\$ 38,112	\$ -	\$ -	100%
Federal - Title II (40114) FY19	\$ -	\$ 72,000	\$ -	\$ -	100%
Federal - Impact Aid Displaced St (40530) FY19	\$ -	\$ 21,319	\$ -	\$ -	65%
Federal - Title III ELL & Immigrant (40560) FY19	\$ -	\$ 132,089	\$ -	\$ -	95%
Federal - IDEA B (40564) FY19	\$ -	\$ 585	\$ -	\$ -	100%
Federal - IDEA PreSchool (40565) FY19	\$ -	\$ 19,959	\$ -	\$ -	100%
Federal - Title IV (40532) FY19	\$ -	\$ 14,779,727	\$ 13,372,736	\$ 1,406,991.11	90%
Partly Cash Fund Balance (outside FSP)	\$ 1,288	\$ -	\$ -	\$ -	
<b>Total</b>	<b>\$ 14,781,015</b>	<b>\$ 13,372,736</b>	<b>\$ -</b>	<b>\$ 1,408,279</b>	<b>90%</b>





Las Americas ASPPRA Academy Charter School  
 Financial Expenditure Detail Update - Cash Basis  
 Twelve Months Ended June 30, 2019

(Reconciled from DOL 115, DOL/LOC & DP00002)

Account Category	Account Code	Description	Subtotals	Budget FY19	Encumbrance @ 6/30/2019	Actual @ 6/30/2019	Total Encumbered & Expended	Remaining Balance	% Expended (Target <= 100%)	% Encumbered & Expended	Notes
510	Various	Salary - All Employees		\$ 5,877,950	\$ -	\$ 5,926,724	\$ 5,926,724	\$(48,774)	101%	101%	
		<b>Total Salaries/Other (510)</b>		\$ 5,877,950	\$ -	\$ 5,926,724	\$ 5,926,724	\$(48,774)	101%	101%	
520	52001	Pension/Employee Share (23.15%)		\$ 1,346,016	\$ -	\$ 1,322,462	\$ 1,322,462	\$ 23,554	98%	98%	
520	52002	Health Insurance/Employee Share (\$9,989)		\$ 1,000,390	\$ -	\$ 1,291,113	\$ 1,291,113	\$ 277	99%	99%	
520	52005	Workers Compensation (1.55%) (\$9,989)		\$ -	\$ -	\$ 91,094	\$ 91,094	\$ (7,493)	101%	101%	
520	52006	Social Security/Employee Share (7.2%)		\$ 360,081	\$ -	\$ 351,358	\$ 351,358	\$ 8,723	98%	98%	
520	52009	Unemployment Insurance (0.11%)		\$ 6,571	\$ -	\$ 6,249	\$ 6,249	\$ 322	100%	100%	
520	52016	Medical/Employee Share (1.45%)		\$ 84,212	\$ -	\$ 82,242	\$ 82,242	\$ 1,970	98%	98%	
		<b>Total Other Employment Costs (520)</b>		\$ 3,188,317	\$ -	\$ 3,145,717	\$ 3,145,717	\$ 42,800	99%	98%	
530	55353	Grant Reversions		\$ -	\$ -	\$ -	\$ -	\$ -			
530	55371	Tuition Reimbursement (state reimburses school for this expense)		\$ -	\$ -	\$ -	\$ -	\$ -			
		<b>Total Svcs To Clients &amp; Agencies (530)</b>		\$ -	\$ -	\$ -	\$ -	\$ -			
540	54001	Mileage/Pay Car in State		\$ 2,500	\$ -	\$ 2,416	\$ 2,416	\$ 84	97%	97%	
540	54003	Meals in State		\$ 3,000	\$ -	\$ 712	\$ 712	\$ 2,288	24%	24%	
540	54101	Mileage/Pay Car out of State		\$ 3,000	\$ -	\$ 688	\$ 688	\$ 2,312	23%	23%	
540	54103	Meals - Out of State		\$ 3,000	\$ -	\$ 2,458	\$ 2,458	\$ 542	81%	81%	
540	54104	Log/Travel/Out of State		\$ 3,000	\$ -	\$ 2,800	\$ 2,800	\$ 200	131%	131%	
540	54109	Other Travel - Out of State		\$ 12,000	\$ -	\$ 13,845	\$ 13,845	\$ (1,845)	114%	114%	
		<b>Total Travel (540)</b>		\$ 29,000	\$ -	\$ 27,099	\$ 27,099	\$ 1,901	93%	93%	Dual Language Training and Newschools Collaboration

Account Category	Account Code	Description	Subtotals	Budget FY19	Encumbrance @ 6/30/2019	Actual @ 6/30/2019	Total Encumbered & Expended	Remaining Balance	% Expended (Target <=100%)	% Encumbered & Expended	Notes
DHPL	55396	Loans - Bond Financing		\$ 1,086,213	\$ -	\$ 1,086,213	\$ 1,086,213	\$ (0)	100%	100%	
		<b>Total Debt Service (550)</b>		<b>\$ 1,086,213</b>	<b>\$ -</b>	<b>\$ 1,086,213</b>	<b>\$ 1,086,213</b>	<b>\$ (0)</b>	<b>100%</b>	<b>100%</b>	
550	55000	Other Proj Service-Instructional Staff	\$ 23,550	\$ 164,100	\$ -	\$ 171,635	\$ 171,635	\$ (7,535)	105%	105%	
		Data Service Center (DSC) - Enrollment Attendance, PHRS, RAP Training	\$ 17,000								
		Substitute Service	\$ 4,800								
		SAP Annual Surveillance Fee (Bonds) & DEDA Annual Fees	\$ 77,750								
		DOSM & Auditor	\$ 14,800								
		Auditing Services	\$ 20,000								
		Providence Service Corporation - Alternative School	\$ 4,000								
		Construction - Project Manager	\$ 2,000								
		POS Maintenance/Service Contract	\$ 2,000								
550	55010	Medical Services (Occupational & Speech Therapy, Psychologists, etc.)	\$ 160,000	\$ 160,000	\$ -	\$ 145,155	\$ 145,155	\$ 14,845	91%	91%	
550	55020	Legal Services	\$ 7,500	\$ 7,500	\$ -	\$ 4,871	\$ 4,871	\$ 2,630	65%	101%	
550	55073	Computer Services	\$ 19,000	\$ 19,000	\$ -	\$ 19,199	\$ 19,199	\$ (199)	101%	101%	
550	55101	Postage	\$ 3,000	\$ 3,000	\$ -	\$ 1,950	\$ 1,950	\$ 1,050	65%	65%	
550	55125	Telecommunication	\$ 13,500	\$ 13,500	\$ -	\$ 8,902	\$ 8,902	\$ 4,598	66%	66%	
550	55200	Water & Sewer	\$ 15,000	\$ 15,000	\$ -	\$ 13,482	\$ 13,482	\$ 1,518	90%	90%	
550	55203	Energy	\$ 162,000	\$ 162,000	\$ -	\$ 157,465	\$ 157,465	\$ 4,535	97%	97%	
550	55400	Equipment Lease (Copiers & Chromekooks)	\$ 175,000	\$ 175,000	\$ -	\$ 162,206	\$ 162,206	\$ 12,794	93%	93%	
550	55402	Buildings - Office Space	\$ 500	\$ 500	\$ -	\$ 218	\$ 218	\$ 283	44%	44%	
550	55434	Fuel Rental (Transportation)	\$ 791,980	\$ 791,980	\$ -	\$ 804,791	\$ 804,791	\$ (12,811)	102%	102%	
550	55452	Insurance (Bldg & Contents)	\$ 41,500	\$ 41,500	\$ -	\$ 41,448	\$ 41,448	\$ 52	100%	100%	
550	55507	Maintenance	\$ 96,000	\$ 96,000	\$ -	\$ 102,570	\$ 102,570	\$ (6,570)	107%	107%	
550	55510	Equipment Repair	\$ 39,000	\$ 39,000	\$ -	\$ 20,865	\$ 20,865	\$ 18,135	54%	54%	
550	55600	Printing & Binding	\$ 3,000	\$ 3,000	\$ -	\$ 2,075	\$ 2,075	\$ 925	69%	69%	
550	55610	Advertising	\$ 5,000	\$ 5,000	\$ -	\$ 5,600	\$ 5,600	\$ (600)	112%	112%	
550	55631	Assoc. Dues & Conf Fees	\$ 26,000	\$ 26,000	\$ -	\$ 31,655	\$ 31,655	\$ (5,655)	122%	122%	
550	55647	Student Body Activity	\$ 48,000	\$ 48,000	\$ -	\$ 58,277	\$ 58,277	\$ (10,277)	121%	121%	
550	55667	Training	\$ 40,000	\$ 40,000	\$ -	\$ 46,674	\$ 46,674	\$ (6,674)	117%	117%	
550	55692	Trash Removal - Sanitary Services	\$ 29,000	\$ 29,000	\$ -	\$ 30,494	\$ 30,494	\$ (1,494)	105%	105%	
		<b>Total - Contracted Services (550)</b>		<b>\$ 1,839,080</b>	<b>\$ -</b>	<b>\$ 1,829,531</b>	<b>\$ 1,829,531</b>	<b>\$ 9,549</b>	<b>99%</b>	<b>98%</b>	

Account Category	Account Code	Description	Subtotals	Budget FY19	Encumbrance @ 6/30/2019	Actual @ 6/30/2019	Total Encumbered & Expended	Remaining Balance	% Expended (Target <=100%)	% Encumbered & Expended	Notes
560	56000	Office Supplies		\$ 93,000	\$ -	\$ 90,225	\$ 90,225	\$ 2,775	97%	97%	
560	56007	Employee Recognition/T-shirt/Building		\$ 11,000	\$ -	\$ 10,699	\$ 10,699	\$ 301	99%	99%	
560	56111	Food		\$ 191,750	\$ -	\$ 179,244	\$ 179,244	\$ 12,506	93%	93%	
560	56128	Medical Supplies/Medical/Health Aids		\$ 8,500	\$ -	\$ 2,501	\$ 2,501	\$ 5,999	29%	29%	
560	56141	Custodial Supplies		\$ 38,500	\$ -	\$ 35,677	\$ 35,677	\$ 2,823	98%	98%	
560	56145	Computer Supplies		\$ 13,500	\$ -	\$ 15,223	\$ 13,223	\$ 2,277	98%	98%	
560	56150	Instructional Supplies (mag, manuals, audio, etc.)		\$ 140,000	\$ -	\$ 137,092	\$ 137,092	\$ 2,908	98%	98%	
560	56157	Text Books/Library and Yearbooks		\$ 44,000	\$ -	\$ 44,517	\$ 44,517	\$ (517)	100%	100%	
560	56220	Building Materials		\$ 44,000	\$ -	\$ 46,028	\$ 46,028	\$ (2,028)	96%	96%	
560	56950	Institutional Equipment - Expensed		\$ 34,000	\$ -	\$ 28,092	\$ 28,092	\$ 5,908	83%	83%	
560	56950	Atchive Supplies		\$ 21,500	\$ -	\$ 18,498	\$ 18,498	\$ 3,002	86%	86%	
		<b>Total Supplies/Materials (560)</b>		<b>\$ 744,750</b>	<b>\$ -</b>	<b>\$ 709,096</b>	<b>\$ 709,096</b>	<b>\$ 35,654</b>	<b>95%</b>	<b>95%</b>	
570	57010	Office & Computer Equip/Software		\$ -	\$ -	\$ -	\$ -	\$ -			
570	57020	Institutional Equipment		\$ 73,000	\$ -	\$ 89,156	\$ 89,156	\$ (16,156)	122%	122%	
570	57040	Audio Visual Equipment		\$ -	\$ -	\$ -	\$ -	\$ -			
570	57210	Custodial/Janitor Equipment		\$ -	\$ -	\$ -	\$ -	\$ -			
570	57310	Refri/Air Cond/HVAC		\$ -	\$ -	\$ -	\$ -	\$ -			
		<b>Total Capital Outlay-Equipment (570)</b>		<b>\$ 73,000</b>	<b>\$ -</b>	<b>\$ 89,156</b>	<b>\$ 89,156</b>	<b>\$ (16,156)</b>	<b>122%</b>	<b>122%</b>	
580	58100	Land Improvements		\$ 427,000	\$ -	\$ 399,200	\$ 399,200	\$ 27,800	93%	93%	
580	58300	Main Bldg Alteration by Contract		\$ 160,000	\$ -	\$ 160,000	\$ 160,000	\$ -	100%	100%	
		<b>Total Capital Outlay-Property (580)</b>		<b>\$ 587,000</b>	<b>\$ -</b>	<b>\$ 559,200</b>	<b>\$ 559,200</b>	<b>\$ 27,800</b>	<b>95%</b>	<b>95%</b>	
		<b>Grand Totals - All Categories</b>		<b>\$ 13,425,310</b>	<b>\$ -</b>	<b>\$ 13,372,736</b>	<b>\$ 13,372,736</b>	<b>\$ 52,574</b>	<b>100%</b>	<b>100%</b>	



## REVENUE BUDGET

For the Month Ending June 30, 2019

	Bd Approved Budget	Receipt To Date	100% of year % Received	Anticipated Receipts Remaining
<b>STATE FUNDS</b>				
1 Division I - Title 14, Chapter 13 (Salary & OEC)				
2 Division II (Materials, Supplies, Services, Energy, Academic Excellence)				
3 Division III (Equalization, Academic Excellence)				
4 Other State Funds				
5 Minor Cap (Maintenance)				
6 Transportation				
<b>Total State Funds</b>	<b>7,072,193.00</b>	<b>7,108,736.06</b>	<b>100.6%</b>	<b>(36,543.06)</b>
<b>LOCAL FUNDS</b>				
Local Tax Revenues	3,403,701.00	3,403,701.06	100.0%	(0.06)
Other Local	159,028.00	195,935.69	123.2%	(36,907.69)
Before & After Care Program	129,445.00	160,824.29	124.2%	0.00
Donations	36,000.00	26,042.07	72.3%	9,957.93
Food Service	479,731.00	469,409.79	97.8%	10,321.21
Construction Fund	141,000.00	141,000.00		
Summer Camps	43,491.00	66,768.09	153.5%	(23,277.09)
Local Grants	0.00	215,000.00		(215,000.00)
Early Childhood	172,949.00	190,878.75	110.4%	(17,929.75)
Annual Giving	0.00	0.00		0.00
CSRP	536.49	0.00		536.49
CSD Settlement	119,834.00	119,834.38		
<b>Total Local Revenues</b>	<b>4,685,715.49</b>	<b>4,989,394.12</b>	<b>106.5%</b>	<b>(303,678.63)</b>
<b>FEDERAL FUNDS</b>				
Federal - Title I (40554) FY19	188,814.00	188,948.00	100.1%	(134.00)
Federal - Title II (40114) FY19	37,550.00	38,112.00	101.5%	(562.00)
Federal - Impact Aid Displaced Std. (40530) FY19	72,000.00	72,000.00		0.00
Federal - Title III ELL (40560) FY19	21,319.00	21,319.00	100.0%	0.00
Federal - IDEA B (40564) FY19	120,695.00	132,069.00	109.4%	(11,374.00)
Federal - IDEA Preschool (40565) FY19	567.00	585.00	103.2%	(18.00)
Federal - Title IV (TBD) FY19	19,882.00	19,959.00	100.4%	(77.00)
Federal - Previous Year Amendments	15,398.00	15,398.00		
<b>Total Federal Funds</b>	<b>476,225.00</b>	<b>488,390.00</b>	<b>102.6%</b>	<b>(12,165.00)</b>
<b>FY18 Carryover</b>	<b>2,193,206.54</b>	<b>2,193,206.54</b>		
<b>All Funds Total</b>	<b>14,427,340.03</b>	<b>14,779,726.72</b>	<b>102.4%</b>	<b>(352,386.69)</b>

**EXPENDITURE BUDGET**

<b>Operating Budget</b>					100% of year	
<b>Description</b>	<b>Bd Approved Budget</b>	<b>Encumbrance</b>	<b>Expenditures</b>	<b>Remaining Balance</b>	<b>% Obligated</b>	
1 State & Local Salaries and Benefits	9,066,267.00	0.00	9,072,440.59	(6,173.59)	100.1%	
2 Federal Salaries and Benefits	Included in line 1	0.00		0.00	Included in line 1	
3 Utilities	177,000.00	0.00	170,947.46	6,052.54	96.6%	
4 Facility--Lease	0.00	0.00	0.00	0.00	0.0%	
5 Facility--Mortgage	1,086,213.00	0.00	1,086,213.02	(0.02)	100.0%	
6 Other Expenses	1,530,500.00	0.00	1,466,509.19	63,990.81	95.8%	
7 Transportation	791,980.00	0.00	804,791.29	(12,811.29)	101.6%	
8 Contractor--Other	164,100.00	0.00	171,634.75	(7,534.75)	104.6%	
9 Contractor--Food Services	191,750.00	0.00	179,244.06	12,505.94	93.5%	
10 Management Company	0.00	0.00	0.00	0.00		
11 Textbooks and Instructional Supplies	285,000.00	0.00	282,508.91	2,491.09	99.1%	
12 Building Maintenance and Custodial Services	132,500.00	0.00	138,446.34	(5,946.34)	104.5%	
<b>Subtotal Operating Expenditures</b>	<b>13,425,310.00</b>	<b>0.00</b>	<b>13,372,736.61</b>	<b>52,574.39</b>	<b>99.6%</b>	
13 Contingency	177,825.00					
<b>Total Operating Budget</b>	<b>13,603,135.00</b>	<b>0.00</b>	<b>13,372,736.61</b>	<b>52,574.39</b>	<b>98.3%</b>	

**Appendix 13 Approved Preliminary Fiscal Year 2020 Budget**

# **APPENDIX 13**

Approved Preliminary Fiscal Year 2020 Budget





**Las Américas ASPIRA Academy Charter School**  
**FY 2020 Preliminary Operating Budget**



**August 19, 2019**

**326 Ruthar Drive  
Newark, DE 19711  
(302) 292-1463**

**ASPIRA of Delaware Charter Operations Inc.  
Board of Directors**

Lourdes Puig, Ph.D. – Chairperson

Donald Patton – Vice Chairperson

Luis Santiago – Treasurer

Younes Haboussi - Secretary

Tiffany Burton

Benjamin Esparza, Esq.

Crystal Mayfield

Serah Jo Pesce

Rosalie Rolon Dow, Ph.D.

Fred West

**Citizen Budget Oversight Committee**

Luis Santiago – ADCO Board Treasurer/Community Representative - Chairperson

Greg Panchisin – Chief Operating Officer - Vice Chairperson

Lucy Li – Community Representative - Secretary

Richard Riggs – DDOE Representative (Non-Voting Member)

Margie López Waite – Head of School

Jessie Forbes – Teacher Representative

Min Guan – Parent Representative

Las Américas ASPIRA Academy Charter School  
 Budget Assumption and Guidelines  
 FY 2020 Preliminary Operating Budget

Key Assumptions and Notes:

- 1) Projected September 30th enrollment = 943 Students (105%)
- 2) Revenue projections include a carryover from FY19 of \$1.407MM
- 3) Revenue projections assume minimal donations for FY20
- 4) State Funding projections based on FY19 funding
- 5) Local School District Funding projections based on FY19 funding
- 6) Revenue projections include \$1.5MM investment money and recently awarded Charter School Grant (replication/expansion) = \$500K of \$750K funded this year
- 7) Salaries based on the Christina School District's salary schedule: 6th Yr. Staff @ 100%, 5th Yr. @ 98%, 4th Yr. @ 96%, 3rd Yr. @ 94%, 2nd Yr. @ 92%, 1st Yr. @ 90%
- 8) Expenditures include lease, fit out, operational and maintenance costs of HS property

Guidelines for Total Expenditures

New Revenue / No Carryover

- Salaries & OECs 65% to 75%
- Mortgage/Rent <15%
- Student Transportation 8% to 10%
- Remainder 10% to 15%

Percent of Total FY 20 Revenue Targets

- 74%
- 9%
- 6%
- 11%

FY19 Operating Budget FY20 Preliminary Operating Budget

- 68%
- 11%
- 7%
- 14%

\*\*\*Calculations do not include \$1.5 MM investment or \$500k grant

FY19 Percent of Total Revenues



FY20 Percent of Total Revenues



Las Américas ASPIRA Academy Charter School  
 Budget Summary - Cash Basis  
 FY 2020 Preliminary Operating Budget

Fund	Rev. Acct. Code	Description	Final Operating Budget FY18	Final Operating Budget FY19	Preliminary Operating Budget FY20	Difference
<b>REVENUES</b>						
		Number of Students	740	785	943	
		High School		0	0	
		Elementary		785	943	
		Div I Units		51.36	60.04	
		Total Personnel Units		81.11	94.67	
		Classrooms (Homerooms only)	30	32	36	
State	05213	Division I (Salary & OEC)	\$ 4,416,199	\$ 5,161,838	\$ 6,073,449	\$ 911,611
State	05213	Division II (Materials, Supplies, Services)	\$ 18,048	\$ 21,634	\$ 25,290	\$ 3,656
State	05213	Division II (Energy)	\$ 114,600	\$ 122,566	\$ 143,315	\$ 20,715
State	05213	Division II (Academic Excellence)	\$ 6,658	\$ 9,185	\$ 10,737	\$ 1,552
State	05213	Division III (Equalization)	\$ 318,643	\$ 339,948	\$ 397,400	\$ 57,452
State	05213	Division III (Visiting Teacher)	\$ 1,291	\$ 1,360	\$ 1,625	\$ 235
State	05213	Division III (Academic Excellence)	\$ 19,846	\$ 20,783	\$ 24,295	\$ 3,512
State	05213	Division III (Psychologist)	\$ 1,938	\$ 2,039	\$ 2,384	\$ 345
State	05213	Professional & Curriculum Development	\$ 8,149	\$ 8,006	\$ 10,528	\$ 1,522
State	05213	Adjustment (Payouts)	\$ -	\$ 17,051	\$ -	\$ -
State	05213	Student Transportation	\$ 694,608	\$ 755,980	\$ 909,161	\$ 153,182
State	05213	C/O	\$ 265	\$ 47,211	\$ 289,440	\$ -
State	50022	MCI/Annual Maintenance	\$ 82,790	\$ 119,500	\$ 126,386	\$ 6,886
State	05225	Professional Learning Grant	\$ -	\$ 22,725	\$ -	\$ (22,725)
State	05285	Technology Block Grant	\$ 10,581	\$ 18,634	\$ 18,670	\$ 36
State	05287	Education Opportunity Funding	\$ 100,000	\$ 196,813	\$ 105,850	\$ (90,963)
State	05287	C/O	\$ -	\$ -	\$ 24,377	\$ -
State	05288	Education Sustainment Fund	\$ 132,507	\$ 138,232	\$ 138,503	\$ 271
State	05309	SSBG - K-3 (05309)	\$ -	\$ 10,893	\$ 25,963	\$ 15,070
State	05310	SSBG Reading (05310)	\$ -	\$ 79,366	\$ 81,102	\$ 1,736
State	05311	Opportunity Fund - Health & Reading Support	\$ -	\$ -	\$ 79,890	\$ -
State	05388	Contracted Sub Reimbursement - Parental Leave	\$ -	\$ -	\$ -	\$ -
State	05389	Sub Reimbursement - Parental Leave	\$ -	\$ -	\$ -	\$ -
State	08814	Opportunity Fund	\$ -	\$ -	\$ 105,850	\$ -
State	08915	Opportunity Fund - Health & Reading Support	\$ -	\$ -	\$ 79,890	\$ -
State	10171	School Safety & Security Grant	\$ -	\$ 23,580	\$ 24,769	\$ 1,189
State	10171	C/O	\$ -	\$ -	\$ 10,955	\$ -
State		Charter School Grant (Expansion/Replication)	\$ -	\$ -	\$ 500,000	\$ -
		<b>Subtotal State</b>	<b>\$ 5,927,637</b>	<b>\$ 7,072,193</b>	<b>\$ 8,686,059</b>	<b>\$ 1,065,287</b>
Local	98000	School District Local Fund Transfers	\$ 2,963,598	\$ 3,403,701	\$ 4,068,777	\$ 665,078
Local	98000	Local (Other than School District)	\$ 93,775	\$ 159,028	\$ 244,868	\$ 85,870
Local	98000	C/O	\$ 1,859,050	\$ 899,574	\$ 351,362	\$ -
Local	98090	ECDC	\$ 92,803	\$ 172,949	\$ 222,790	\$ 49,841
Local	98090	C/O	\$ 842	\$ 9,599	\$ 17,359	\$ -
Local	98139	Before and After School Program	\$ 158,698	\$ 129,445	\$ 193,194	\$ 63,749
Local	98139	C/O	\$ 15,115	\$ 27,768	\$ 49,255	\$ -
Local	98159	Donations	\$ 20,000	\$ 38,000	\$ 26,042	\$ (9,958)
Local	98159	C/O	\$ 325,136	\$ 251,152	\$ 131,853	\$ -
Local	98133	Construction Fund	\$ 242,646	\$ 141,000	\$ 1,500,000	\$ 1,359,000
Local	98133	C/O	\$ -	\$ 683,755	\$ -	\$ -
Local	91100	Lunch Reimbursement & Purchases	\$ 327,797	\$ 478,731	\$ 563,877	\$ 84,146
Local	91100	C/O	\$ 22,938	\$ 25,567	\$ 42,815	\$ -
Local	98205	Summer Camp	\$ 48,000	\$ 43,481	\$ 79,770	\$ 36,279
Local	98205	C/O	\$ -	\$ 16,062	\$ 55,812	\$ -
Local	98255	Donations II (Annual Giving)	\$ -	\$ -	\$ -	\$ -
Local	98255	Donations II (Annual Giving) C/O	\$ 2,960	\$ 803	\$ 803	\$ -
Local	99079	Contingency C/O	\$ 204,468	\$ 204,468	\$ 204,468	\$ -
Local	98041	CSRP	\$ -	\$ 536	\$ 976	\$ 440
Local	98041	CSRP C/O	\$ -	\$ 71	\$ -	\$ -
Local	99126	Local Grants	\$ -	\$ -	\$ -	\$ -
Local	99126	C/O / NewSchools Grant	\$ -	\$ -	\$ 213,807	\$ 213,807
Local	99150	FY17 CSD Settlement	\$ 111,992	\$ 119,834	\$ 144,002	\$ 24,168
		<b>Subtotal Local</b>	<b>\$ 4,059,310</b>	<b>\$ 4,655,715</b>	<b>\$ 7,064,326</b>	<b>\$ 2,592,417</b>
Federal	40554	Title I	\$ 185,475	\$ 188,814	\$ 208,399	\$ 19,585
Federal	40554	Title I	\$ 27,535	\$ 23,796	\$ -	\$ -
Federal	40114	Title II	\$ 35,941	\$ 37,550	\$ 44,371	\$ 6,821
Federal	40114	Title II	\$ 1,031	\$ 3,076	\$ -	\$ -
Federal	40564	IDEA	\$ 102,168	\$ 120,895	\$ 133,109	\$ 12,414
Federal	40564	IDEA	\$ 34,170	\$ 13,855	\$ 7,252	\$ -
Federal	40565	IDEA Preschool	\$ 380	\$ 567	\$ 1,688	\$ 1,121
Federal	40595	IDEA Preschool	\$ -	\$ -	\$ -	\$ -
Federal	40530	Impact Aid Displaced Std.	\$ -	\$ 72,000	\$ -	\$ (72,000)
Federal	40560	Title III ELL	\$ 19,851	\$ 21,319	\$ 22,692	\$ 1,373
Federal	40560	Title III ELL	\$ 6,096	\$ 6,448	\$ 7,412	\$ 954
Federal	40560	Title III Immigrant	\$ 36	\$ -	\$ 83	\$ 83
Federal	40560	Title III Immigrant	\$ -	\$ -	\$ -	\$ -
Federal	40532	Title IV	\$ 10,000	\$ 16,862	\$ 22,975	\$ 3,093
Federal	40532	Title IV	\$ -	\$ 32	\$ -	\$ -
Federal		Previous Year Federal Grant Increases	\$ 2,547	\$ 15,398	\$ -	\$ (15,398)
		<b>Subtotal Federal</b>	<b>\$ 356,398</b>	<b>\$ 476,225</b>	<b>\$ 433,297</b>	<b>\$ (41,964)</b>
		<b>Total FSF Revenue</b>	<b>\$ 10,343,344</b>	<b>\$ 12,234,133</b>	<b>\$ 16,363,682</b>	<b>\$ 3,615,740</b>
		Previous Year Carryover	\$ 2,299,396	\$ 2,193,207	\$ 1,406,991	\$ 785,215
Other		Petty Cash (Not Reported in FSF - WSFS Account)	\$ 1,200	\$ 1,200	\$ 1,200	\$ -
		<b>Total Revenues - All Categories including carryover</b>	<b>\$ 12,643,941</b>	<b>\$ 14,428,540</b>	<b>\$ 17,791,873</b>	<b>\$ 4,401,956</b>
510		Total Salaries/Other (10)	\$ 4,835,000	\$ 5,877,950	\$ 6,377,224	\$ 1,042,950
520		Total Other Employment Costs (20)	\$ 2,476,270	\$ 3,188,317	\$ 3,472,063	\$ 712,048
540		Total Travel (40)	\$ 37,200	\$ 29,000	\$ 990,081	\$ (6,200)
550		Total - Contracted Services (50)	\$ 1,814,667	\$ 1,839,080	\$ 1,707,180	\$ 24,412
560		Total Supplies/Materials (60)	\$ 711,500	\$ 733,750	\$ 825,850	\$ 22,250
570		Total Capital Outlay-Equipment (70)	\$ 521,500	\$ 73,000	\$ 20,000	\$ (448,500)
580		Total Capital Outlay-Property (80) INCLUDES BOND DEBT SERVICE & FEES	\$ 543,000	\$ 587,000	\$ 2,681,700	\$ 44,000
		<b>Total Expenditures - All Categories</b>	<b>\$ 11,445,507</b>	<b>\$ 13,414,310</b>	<b>\$ 16,274,058</b>	<b>\$ 1,968,803</b>
		<b>Net Excess or (Deficit) for Year</b>	<b>\$ 1,198,434</b>	<b>\$ 1,014,230</b>	<b>\$ 1,517,815</b>	<b>\$ 2,433,153</b>
		Petty Cash (Not Reported in FSF - WSFS Account)	\$ 1,200	\$ 1,200	\$ 1,200	\$ -
		Salary and OECs Accrual (4 pay periods - July/August 2020)	\$ 1,124,811	\$ 1,364,810	\$ 1,575,275	\$ -
		FSF Cash Balance Projected at End of FY	\$ 1,197,235	\$ 1,015,440	\$ 1,516,545	\$ 509,885
		Contingency Reserve (2%)	\$ (177,825)	\$ (209,518)	\$ (259,497)	\$ (31,693)
		<b>FSF Cash Balance Projected at End of FY (Less Contingency Reserve)</b>	<b>\$ 1,019,410</b>	<b>\$ 805,922</b>	<b>\$ 1,257,048</b>	<b>\$ 478,192</b>

Las Americas ASPIRA Academy Charter School  
 Detailed Budgeted Expenditures - Cash Basis  
 FY 2020 Preliminary Operating Budget

Account Category	Account Code	Description	Final Operating Budget FY18	Final Operating Budget FY19	Preliminary Operating Budget FY20	Difference
510		Various Salary - All Employees	\$ 4,835,000	\$ 5,877,950	\$ 6,377,224	\$ 499,274
		<b>Total Salaries/Other (\$10)</b>				
520	52001	Pensions/Employee Share (23.02%)	\$ 1,028,588	\$ 1,346,016	\$ 1,468,037	\$ 122,021
520	52002	Health Insurance/Employee Share (\$9,988)	\$ 1,005,305	\$ 1,300,390	\$ 1,410,306	\$ 109,916
520	52005	Workmen's Compensation (1.55%)	\$ 69,965	\$ 91,108	\$ 98,847	\$ 7,739
520	52006	Social Security/Employee Share (6.2%)	\$ 299,160	\$ 380,081	\$ 395,388	\$ 35,307
520	52009	Unemployment Insurance (0.11%)	\$ 5,308	\$ 6,510	\$ 7,015	\$ 505
520	52016	Medicare/Employee Share (1.45%)	\$ 69,965	\$ 84,212	\$ 92,470	\$ 8,257
		<b>Total Other Employment Costs (\$20) - 32.33%</b>	\$ 2,476,270	\$ 3,188,317	\$ 3,472,063	\$ 283,746
		<b>Total Salaries and OECs (32.33%)</b>	\$ 7,311,270	\$ 9,066,267	\$ 9,849,287	\$ 783,020
		<b>% of New Revenue (\$1.5 investment and \$500K grant not included)</b>		73.90%	88.48%	-5.42%
540	54001	Mileage/Pvt Car in state	\$ 2,700	\$ 2,500	\$ 2,900	\$ 400
540	54003	Meals - in State	\$ 6,000	\$ 3,000	\$ 2,000	\$ (1,000)
540	54101	Mileage/Pvt Car out of state	\$ 4,000	\$ 3,000	\$ 3,000	\$ -
540	54103	Meals - Out of State	\$ 4,000	\$ 3,000	\$ 5,000	\$ 2,000
540	54104	Lodging/Out of State	\$ 12,500	\$ 5,500	\$ 10,000	\$ (2,500)
540	54105	Other Travel - Out of State	\$ 8,000	\$ 12,000	\$ 15,000	\$ 3,000
540	54107	Student Travel - Field Trips			\$ 14,000	\$ 14,000
550	55034	Athletic Travel			\$ 21,000	\$ 21,000
550	55036	Student Transportation - Bus Transportation Contract			\$ 917,161	\$ 917,161
		<b>Total Travel (\$40)</b>	\$ 37,200	\$ 29,000	\$ 990,061	\$ 961,061

Account Category	Account Code	Description	Final Operating Budget FY18	Final Operating Budget FY19	Preliminary Operating Budget FY20	Difference
Debt	55396	Loans				
		Bond Financing	\$ 506,369	\$ 1,086,213	\$ -	\$ (1,086,213)
		Total Debt Service (550)	\$ 506,369	\$ 1,086,213	\$ -	\$ (1,086,213)
		Professional Services:				
	55000	Data Service Center (DSC) - Enrollment, Attendance, PHRST, RAP & Truancy	14,900	23,550	16,500	7,050
		Substitute Service	19,000	17,000	16,000	3,000
		S&P Annual Surveillance Fee (Bonds) & DEDA Annual Fees	4,900	4,900	4,900	0
		Office Movers	85,000	-	-	85,000
		DCSN Consulting	-	77,750	-	77,750
		Auditing Services	17,375	14,900	14,900	2,475
		Transforming Lives - Alternative School	20,000	20,000	20,000	0
		Construction - Project Manager	20,000	4,000	4,000	16,000
		POS Maintenance/Service Contract	3,500	2,000	2,000	1,500
			182,875	164,100	164,100	18,775
	55000	Other Prof Service-Instructional Staff				
	55003	Landscaping Services			16,500	16,500
	55007	Construction / Building Services			16,000	16,000
	55010	Medical Services (Contracted Nurse)	188,000	160,000	42,000	28,000
	55020	Legal Services	7,500	7,500	6,000	1,500
	55030	Instructional Services			57,000	57,000
	55032	Related Services / Psych, PT, OT, Speech			132,000	132,000
	55033	Instr. Support Services			98,000	98,000
	55035	Central Admin Services - Auditing / Data Service Center			48,000	48,000
	55037	Food Service Operations / Equipment Maintenance			3,000	3,000
	55073	Computer Services	25,000	19,000	3,500	11,500
	55101	Postage	3,000	3,000	3,500	3,500
	55110	Security (monitoring, installation & maintenance)	23,000	13,500	20,000	20,000
	55125	Telephone Services	14,200	15,000	24,160	9,160
	55200	Water & Sewer	144,000	162,000	163,750	21,750
	55205	Electric			61,250	61,250
	55206	Natural Gas			10,000	10,000
	55371	Tuition Reimbursement	234,584	175,000	252,000	77,000
	55400	Equipment Lease (Copiers & Chromebooks)	2,800	500	338,000	335,500
	55402	Buildings - Office Space (corporation)	719,608	791,980	-	(791,980)
	55424	Fleet Rental (Bus Transportation)	36,500	41,500	60,000	18,500
	55452	Insurance (Bkg & Contents)	80,000	96,000	70,000	26,000
	55500	Maintenance			7,500	7,500
	55509	Software (non-instructional)	18,000	39,000	-	(39,000)
	55521	Equipment Repair			18,000	18,000
	55524	Data Storage/Backup			2,000	2,000
	55600	Printing & Binding	9,000	3,000	5,500	500
	55810	Advertising	9,000	26,000	32,000	6,000
	55831	Assessm. Dues & Conference Fees	44,000	48,000	56,000	8,000
	55847	Student Body Activity	41,000	40,000	65,000	25,000
	55667	Training			11,000	11,000
	55661	Employee Recognition/Teambuilding	27,500	28,000	20,000	8,000
	55662	Treat Removal	1,814,867	1,839,080	1,707,160	(131,920)
		Total - Contracted Services (550)	\$ 1,814,867	\$ 1,839,080	\$ 1,707,160	\$ (131,920)
	56000	Office Supplies	112,500	93,000	95,000	2,000
	56111	Food	168,000	191,750	214,000	22,250
	56128	Medical Supplies/Medical/Health Aids	19,800	8,500	9,000	500
	56141	Custodial Supplies	51,200	36,500	43,650	7,350
	56142	Caterina Supplies			35,000	35,000
	56143	Computer Supplies (non-instructional)	8,000	15,500	6,000	(9,500)
	56150	Instructional Supplies (mag, manuals, audio, music, band, art, etc.)	140,000	140,000	225,000	85,000
	56157	Text Books/Library and Yearbooks	99,000	145,000	30,000	(115,000)
	56220	Building Materials (Paint, Plumbing, Electrical, etc.)	48,000	48,000	80,000	32,000
	56950	Instructional Equipment (includes furniture)	44,000	34,000	65,000	31,000
	56960	Athletic Supplies/Materials (560)	21,000	21,500	23,000	1,500
		Total Supplies/Materials (560)	\$ 711,600	\$ 733,750	\$ 825,650	\$ 92,100
	57020	Institutional Equipment	400,000	73,000	-	(73,000)
	57040	Audio Visual Equipment (interactive boards and projectors)	91,500	-	-	-
	57210	Custodial/Main Equipment	30,000	20,000	-	20,000
	57310	Refrig/Air Condition/Heat	-	-	-	-
		Total Capital Outlay-Equipment (570)	\$ 521,500	\$ 73,000	\$ 20,000	\$ (53,000)
	58100	Land Improvements	18,000	427,000	-	(427,000)
	58300	Major Bldg Alteration by Contract / Bond Debt Service	525,000	160,000	2,851,700	2,721,700
		Total Capital Outlay-Property (580)	\$ 543,000	\$ 587,000	\$ 2,851,700	\$ 2,294,700
		Grand Totals - All Categories	\$ 11,445,507	\$ 13,414,310	\$ 16,274,058	\$ 2,859,748

## **Appendix 14 Fiscal Year 2019 Audited Financial Statements**





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**LAS AMÉRICAS ASPIRA ACADEMY**  
(A Component Unit of the State of Delaware)  
**NEWARK, DELAWARE**

**FINANCIAL STATEMENTS**

**JUNE 30, 2019**

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LAS AMÉRICAS ASPIRA ACADEMY  
(A Component Unit of the State of Delaware)

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LAS AMÉRICAS ASPIRA ACADEMY  
(A Component Unit of the State of Delaware)

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## INDEPENDENT AUDITOR'S REPORT

September 30, 2019

Board of Directors  
Las Américas ASPIRA Academy  
Newark, Delaware

### Report on Financial Statements

We have audited the accompanying financial statements of the governmental activities and each major fund of Las Américas ASPIRA Academy ("the School"), Newark, Delaware (a component unit of the State of Delaware), as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, as listed in the table of contents.

### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation

Board of Directors  
Las Américas ASPIRA Academy

and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

### Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of Las Américas ASPIRA Academy as of June 30, 2019, and the respective changes in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

### Report on Summarized Comparative Information

We have previously audited Las Américas ASPIRA Academy's 2018 financial statements, and we expressed unmodified opinions on the respective financial statements of the governmental activities and each major fund in our report dated September 28, 2018. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2018 is consistent, in all material respects, with the audited financial statements from which it has been derived.

### Other Matters

#### *Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 4 through 11, and the budgetary comparison schedule - general fund, schedule of the School's proportionate share of the net pension liability, schedule of School pension contributions, schedule of the School's proportionate share of the net OPEB liability, and schedule of School OPEB contributions on pages 40 through 44 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Board of Directors  
Las Américas ASPIRA Academy

*Other Information*

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The combining balance sheet - general fund, combining statement of revenues, expenditures, and changes in fund balances - general fund, schedule of expenditures by natural classification - governmental funds, and schedule of expenditures of federal awards, as required by the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"), are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The combining balance sheet - general fund, combining statement of revenues, expenditures, and changes in fund balances - general fund, schedule of expenditures by natural classification - governmental funds, and schedule of expenditures of federal awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining balance sheet - general fund, combining statement of revenues, expenditures, and changes in fund balances - general fund, schedule of expenditures by natural classification - governmental funds, and schedule of expenditures of federal awards are fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 30, 2019, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

*Barbacane, Thornton & Company LLP*

BARBACANE, THORNTON & COMPANY LLP

## **MANAGEMENT'S DISCUSSION AND ANALYSIS**

**LAS AMÉRICAS ASPIRA ACADEMY  
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED  
JUNE 30, 2019**

This discussion and analysis of the financial performance of Las Américas ASPIRA Academy ("the School") provides an overview of the School's financial activities for the year ended June 30, 2019, which was the School's eighth year of operations. The School is located at 326 Ruthar Drive, Newark, DE 19711. Please read this analysis in conjunction with the Independent Auditor's Report and School's financial statements.

**FINANCIAL HIGHLIGHTS**

General revenues increased by 19.3 percent from \$9,526,750 to \$11,365,928, primarily due to an increase in state and local school district funding, both a direct result of the School's growing enrollment which went from 740 to 784 students. The School's total liabilities increased by 10.4 percent from \$41,916,338 to \$46,265,001.

**USING THIS ANNUAL FINANCIAL REPORT**

This annual financial report consists of a series of financial statements and notes to those statements. The statements are organized so that the reader can understand the School as a whole and then proceed to provide an increasingly detailed look at specific financial activities.

**REPORTING THE SCHOOL AS A WHOLE**

*The Statement of Net Position and Statement of Activities*

One of the most important questions asked about school finances is, "Is the School better or worse off as a result of the year's activities?" The statement of net position and the statement of activities report information about the School as a whole and about its activities in a manner that helps to answer this question. These statements include all assets, deferred outflows of resources, liabilities, and deferred inflows of resources using the accrual basis of accounting similar to the accounting used by private sector corporations. All of the current year's revenues and expenses are taken into consideration regardless of when cash is received or paid.

These two statements report the School's net position and the changes in net position. The change in net position provides the reader with a tool to assist in determining whether the School's financial health is improving or deteriorating. The reader will need to consider other nonfinancial factors such as student enrollment stability and facility conditions in arriving at a conclusion regarding the overall health of the School.

**REPORTING THE SCHOOL'S MOST SIGNIFICANT FUNDS**

*Fund Financial Statements*

This analysis of the School's major funds and fund financial statements provides detailed information about the most significant funds - not the School as a whole. Some funds are required to be established



**LAS AMÉRICAS ASPIRA ACADEMY  
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)  
JUNE 30, 2019**

by State statute, while many other funds are established by the School to help manage money for particular purposes and compliance with various grant provisions.

**Governmental Funds**

The School's activities are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year end available for spending in future periods. These funds are reported using the modified accrual accounting method, which measures cash and other financial assets that can be readily converted to cash. The governmental fund statements provide a detailed short-term view of the School's general government operations and the basic services it provides. Governmental fund information helps one determine whether there are more or fewer financial resources available to spend in the near future to finance the School's programs. The relationship (or differences) between governmental activities (reported in the statement of net position and the statement of activities) and governmental funds is reconciled in the basic financial statements. Activities related to capital assets, long-term debt, and compensated absences are the primary reconciling items.

**ENTITY-WIDE FINANCIAL ANALYSIS**

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In the case of the School, liabilities and deferred inflows of resources exceeded assets and deferred outflows of resources by \$18,080,753 at the close of the fiscal year. Note that investment in capital assets is reported net of related debt and net of depreciation. The School uses capital assets to provide services; consequently, these assets are not available for future spending.

A comparative analysis of net position and changes in net position follows:

**Table 1  
NET POSITION  
June 30, 2019 and 2018**

	Governmental Activities	
	2019	2018
<b>ASSETS AND DEFERRED OUTFLOWS OF RESOURCES</b>		
Current assets:		
Cash, pooled cash, and investments	\$ 2,852,478	\$ 3,588,368
Receivables	30,973	81,641
Prepaid expenses	39,965	201,043
Total Current Assets	<u>2,923,416</u>	<u>3,871,052</u>
Noncurrent assets:		
Due from State	252,139	156,685
Capital assets, net of depreciation	20,352,063	20,639,732
Total Noncurrent Assets	<u>20,604,202</u>	<u>20,796,417</u>
Total Assets	<u>23,527,618</u>	<u>24,667,469</u>
<b>DEFERRED OUTFLOWS OF RESOURCES:</b>		
Deferred outflows of resources - pension	2,205,699	1,996,766
Deferred outflows of resources - OPEB	5,278,121	1,772,471
Total Deferred Outflows of Resources	<u>7,483,820</u>	<u>3,769,237</u>
<b>TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES</b>	<u><b>\$ 31,011,438</b></u>	<u><b>\$ 28,436,706</b></u>

**LAS AMÉRICAS ASPIRA ACADEMY  
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)  
JUNE 30, 2019**

**Table 1  
NET POSITION  
June 30, 2019 and 2018**

	Governmental Activities	
	2019	2018
(cont'd)		
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET DEFICIT		
Current liabilities:		
Accounts payable	\$ 31,276	\$ 46,419
Accrued salaries and related costs	1,273,789	946,386
Unearned revenue	17,511	12,948
Bonds payable	335,129	120,129
Total Current Liabilities	<u>1,657,705</u>	<u>1,125,882</u>
Noncurrent liabilities:		
Compensated absences	369,576	261,142
Bonds payable	21,983,997	22,319,126
Net pension liability	3,092,441	2,800,443
Net OPEB liability	19,161,282	15,409,745
Total Noncurrent Liabilities	<u>44,607,296</u>	<u>40,790,456</u>
Total Liabilities	<u>46,265,001</u>	<u>41,916,338</u>
DEFERRED INFLOWS OF RESOURCES:		
Deferred inflows of resources - pension	175,718	49,374
Deferred inflows of resources - OPEB	2,651,472	1,829,484
Total Deferred Inflows of Resources	<u>2,827,190</u>	<u>1,878,858</u>
NET DEFICIT:		
Net investment in capital assets	(508,200)	(359,607)
Unrestricted (deficit)	(17,572,553)	(14,998,883)
Total Net Deficit	<u>(18,080,753)</u>	<u>(15,358,490)</u>
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET DEFICIT	<u>\$ 31,011,438</u>	<u>\$ 28,436,706</u>

**Table 2  
CHANGES IN NET POSITION  
For the Fiscal Years Ended June 30, 2019 and 2018**

	Governmental Activities	
	2019	2018
REVENUES		
General revenues:		
Charges to school districts	\$ 3,523,535	\$ 3,075,591
Payments from primary government	7,204,190	6,142,755
Other local revenue	505,828	218,441
Interest income	132,375	89,963
Total General Revenues	<u>11,365,928</u>	<u>9,526,750</u>
Program revenues:		
Charges for services	377,460	316,737
Operation grants and contributions	862,706	1,514,353
Total Program Revenues	<u>1,240,166</u>	<u>1,831,090</u>
TOTAL REVENUES	<u>12,606,094</u>	<u>11,357,840</u>

**LAS AMÉRICAS ASPIRA ACADEMY  
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)  
JUNE 30, 2019**

**Table 2  
CHANGES IN NET POSITION  
For the Fiscal Years Ended June 30, 2019 and 2018**

(cont'd)	Governmental Activities	
	2019	2018
<b>EXPENSES</b>		
Instructional services	11,610,795	9,096,299
Support services:		
Operation and maintenance of facilities	1,271,370	1,122,176
Transportation	805,109	734,670
Food service	611,270	512,220
Interest on long-term debt	1,029,813	1,040,383
Loss on disposal of capital assets	-	2,497
<b>TOTAL EXPENSES</b>	<u>15,328,357</u>	<u>12,508,245</u>
Change in Net Deficit	<u>\$ (2,722,263)</u>	<u>\$ (1,150,405)</u>

**Governmental Activities**

Net position of the School's governmental activities decreased by \$2,722,263, and unrestricted net position reflects a negative balance of \$17,572,553.

The statement of activities shows the cost of program services and the charges for services and grants offsetting those services. The next table reflects the cost of program services and the net cost of those services after taking into account the program revenues for governmental activities. General revenues that include charges to school districts, investment earnings, and state entitlements must support the net cost of the School's programs.

	2019		2018	
	Total Cost	Net Cost	Total Cost	Net Cost
<b>Governmental Activities:</b>				
Instructional services	\$ 11,610,795	\$ 10,861,189	\$ 9,096,299	\$ 7,667,894
Support services:				
Operation and maintenance of facilities	1,271,370	1,261,770	1,122,176	1,112,576
Transportation	805,109	805,109	734,670	734,670
Food service	611,270	130,310	512,220	119,135
Interest on long-term debt	1,029,813	1,029,813	1,040,383	1,040,383
Loss on disposal of fixed assets	-	-	2,497	2,497
<b>Total Expenses</b>	<u>\$ 15,328,357</u>	<u>\$ 14,088,191</u>	<u>\$ 12,508,245</u>	<u>\$ 10,677,155</u>

The reliance on general revenues to support governmental activities is indicated by the net services column reflecting the need for \$14,088,191 of support.

**LAS AMÉRICAS ASPIRA ACADEMY  
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)  
JUNE 30, 2019**

**THE SCHOOL'S FUNDS**

The School's governmental funds (as presented on the balance sheet) reported a combined fund balance of \$1,600,840, compared to last year's total of \$2,865,299. The schedule below indicates the fund balance as of June 30, 2019 and 2018 and the change in fund balance for the year ended June 30, 2019.

	Governmental Funds		
	2019	2018	Change
<b>FUND BALANCES</b>			
Nonspendable	\$ 39,965	\$ 60,043	\$ (20,078)
Restricted	1,458,863	1,439,916	18,947
Unassigned	102,012	1,365,340	(1,263,328)
<b>TOTAL FUND BALANCES</b>	<b>\$ 1,600,840</b>	<b>\$ 2,865,299</b>	<b>\$ (1,264,459)</b>

***Governmental Funds***

The School's fund balances decrease is due to a variety of factors. The table that follows assists in illustrating the financial activities and balance of governmental funds.

**REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES**

	2019	2018
<b>REVENUES</b>		
Charges to school districts	\$ 3,523,535	\$ 3,075,591
State aid	7,108,736	6,112,361
Federal aid	837,418	668,319
Interest income	87,246	44,834
Food service revenue	140,679	138,934
Other local revenues	515,428	228,041
After care	160,824	154,708
Donations	25,288	846,034
Summer camp	66,357	13,495
<b>TOTAL REVENUES</b>	<b>12,465,511</b>	<b>11,282,317</b>
<b>EXPENDITURES</b>		
Current:		
Instruction	9,796,473	8,001,570
Operation and maintenance of facilities	661,304	675,383
Transportation	805,109	734,670
Food service	611,270	512,220

**LAS AMÉRICAS ASPIRA ACADEMY  
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)  
JUNE 30, 2019**

**REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES**

(cont'd)	2019	2018
Capital outlays:		
Property	592,730	2,774,595
Equipment	158,271	831,793
Debt service:		
Principal	75,000	140,390
Interest	1,029,813	1,040,383
TOTAL EXPENDITURES	13,729,970	14,711,004
NET CHANGE IN FUND BALANCES	(1,264,459)	(3,428,687)
FUND BALANCES, BEGINNING OF YEAR	2,865,299	6,293,986
FUND BALANCES, END OF YEAR	\$ 1,600,840	\$ 2,865,299

The largest revenue reported by the School for the year was for aid received from the State of Delaware, accounting for 57.0 percent of total revenues. Charges to local school districts for students attending the School was also significant, accounting for 28.3 percent.

The largest portion of general fund expenditures is for personnel costs, which include salaries and related employment costs. The School is a service-oriented organization, and as such, is very labor intensive.

**GENERAL FUND AND DEBT SERVICE FUND BUDGET INFORMATION**

The School's budget is prepared on the modified accrual basis of accounting. The most significant budgeted fund in the general fund. The School may amend its revenue and expenditure estimates periodically due to changing conditions. The School operates on a preliminary operating budget for the first half of the year, and a final operating budget the second half of the year once the September 30 unit count is verified by the authorizer.

The following are explanations for the more significant variances between budget versus actual revenues and expenditures as shown on page 40.

***Revenues***

State Aid

A favorable variance of \$1,181,099 is attributable primarily to adjustments to final state funding.

Federal Aid

A favorable variance of \$251,562 is attributable primarily to increased participation in our school meal program, which generated higher than projected revenue from federal aid. This was the positive result of operating a full service kitchen.

**LAS AMÉRICAS ASPIRA ACADEMY  
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)  
JUNE 30, 2019**

Local Revenues

A combined favorable variance of \$645,659 is attributable to receiving a grant of \$215,000 from the New Schools Venture Fund in March 2019, increased local school district funding, as well as higher than anticipated receipts for our extended care programs.

***Expenditures***

Salaries and Employment Costs

A combined unfavorable variance of \$333,574 is a result of projecting salaries, health insurance, and other employment costs on a cash accounting method for the period of July 1, 2018 through June 30, 2019. Accrued salaries and other employment costs paid throughout the summer are included in the fiscal year 2019 Operating Budget.

Public Utilities Service

A favorable variance of \$9,761 is a result of the School operating the entire 125,000 sq. ft. building for the second full year after completion of the Phase IV Construction Project. The School has its entire HVAC system on a schedule, thus producing savings when the school building is "unoccupied."

Transportation - Buses

An unfavorable variance of \$13,129 is a result of the School under projecting for extracurricular transportation costs, such as the middle school sports trips and School field trips.

Contractual Services

A favorable variance of \$158,612 is the result of projecting costs for various contracted services that were instead included in the Library renovation and exterior grounds improvements project, as well as lower than anticipated medical (therapy service) costs.

Repairs and Maintenance

A favorable variance of \$31,043 is the result of conservatively projecting maintenance costs for the new 125,000 square foot building.

Capital Outlay

The combined unfavorable variance for capital outlay for property and equipment of \$91,001 is the result of the School's library renovation and exterior grounds improvements project, which was budgeted for in the Capital Projects Fund instead of the General Fund.

**LAS AMÉRICAS ASPIRA ACADEMY  
MANAGEMENT'S DISCUSSION AND ANALYSIS – UNAUDITED (CONT'D)  
JUNE 30, 2019**

Capital Projects Fund

As of June 30, 2019, the School had a capital projects fund balance of \$1,458,863. This was an increase of \$18,947 from the prior year. The School pays for its general obligation bonds out of this fund. The District reported expenditures of \$1,111,112 in 2018 - 2019. These expenditures were primarily related to debt service payments.

**CAPITAL ASSETS**

The School has \$20,352,063 in net capital assets. Acquisitions for governmental activities totaled \$691,821, and depreciation was \$979,490. Detailed information regarding capital asset activity is included in Note 4 to the financial statements.

**DEBT ADMINISTRATION**

As of June 30, 2019, the School had total outstanding debt of \$22,319,126 in the form of revenue bonds issued for the purpose of refinancing previous debt and financing building improvements (Phase IV Construction).

Other obligations include accrued vacation pay and sick leave for School employees. More detailed information about long-term liabilities is included in Note 5 to the financial statements.

**FACTORS EXPECTED TO HAVE AN EFFECT ON FUTURE OPERATIONS**

Fiscal year 2019 was the eighth year of operation as a functioning K-8 School. The School's enrollment is at 784 with a planned enrollment of 945 students in fiscal year 2020. The Delaware Department of Education granted approval for us to expand to a High School with a planned opening in August 2020. We will operate the new campus at 750 Otts Chapel Rd, Newark, DE 19713. The School will incur some operational costs, as we now have possession of the new facility. Such costs are included in the FY 2020 Operating Budget. We will also complete a minor fit out of the new facility to accommodate the expansion, but we anticipate covering such capital costs with the procurement of additional grants. Additionally, larger enrollment will result in an increase in state and local district revenues, as well as an increase in operating expenses at our current K-8 school.

The financial model the School has developed is based on the funding formula currently in effect under the Delaware Charter School Law. If the funding formula for charter schools changes, adjustments to the underlying assumptions of the model will be made.

**CONTACTING THE SCHOOL'S FINANCIAL MANAGEMENT**

This financial report is designed to provide our fellow citizens, customers, investors, and creditors with a general overview of the School's finances and to show the School's accountability for the money it receives. If you have questions about this report or need additional financial information, please contact the School's Chief Operating Officer at (302) 292-1463, Ext. 203.

## **BASIC FINANCIAL STATEMENTS**



**LAS AMÉRICAS ASPIRA ACADEMY  
STATEMENTS OF NET POSITION  
JUNE 30, 2019 AND 2018**

	2019	2018
<b>ASSETS AND DEFERRED OUTFLOWS OF RESOURCES</b>		
<b>CURRENT ASSETS:</b>		
Cash and pooled cash	\$ 1,393,615	\$ 2,148,452
Investments	1,458,863	1,439,916
Accounts receivable	30,973	81,641
Deposits	-	141,000
Prepaid expenses	39,965	60,043
Total Current Assets	2,923,416	3,871,052
<b>NONCURRENT ASSETS:</b>		
Due from State	252,139	156,685
Land	529,959	529,959
Depreciable capital assets, net	19,822,104	20,109,773
Total Noncurrent Assets	20,604,202	20,796,417
 <b>DEFERRED OUTFLOWS OF RESOURCES</b>		
Deferred pension	2,205,699	1,996,766
Deferred OPEB	5,278,121	1,772,471
<b>TOTAL DEFERRED OUTFLOWS OF RESOURCES</b>	7,483,820	3,769,237
 <b>TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES</b>	\$ 31,011,438	\$ 28,436,706
 <b>LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET DEFICIT</b>		
<b>CURRENT LIABILITIES:</b>		
Accounts payable	\$ 31,276	\$ 46,419
Accrued salaries and related costs	1,273,789	946,386
Unearned summer camp fees	17,511	12,948
Bonds payable	335,129	120,129
Total Current Liabilities	1,657,705	1,125,882
<b>NONCURRENT LIABILITIES:</b>		
Compensated absences	369,576	261,142
Bonds payable	21,983,997	22,319,126
Net pension liability	3,092,441	2,800,443
Net OPEB liability	19,161,282	15,409,745
Total Noncurrent Liabilities	44,607,296	40,790,456
Total Liabilities	46,265,001	41,916,338
 <b>DEFERRED INFLOWS OF RESOURCES:</b>		
Deferred pension	175,718	49,374
Deferred OPEB	2,651,472	1,829,484
<b>TOTAL DEFERRED INFLOWS OF RESOURCES</b>	2,827,190	1,878,858
 <b>NET DEFICIT:</b>		
Net investment in capital assets	(508,200)	(359,607)
Unrestricted (deficit)	(17,572,553)	(14,998,883)
Total Net Deficit	(18,080,753)	(15,358,490)
 <b>TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET DEFICIT</b>	\$ 31,011,438	\$ 28,436,706

The accompanying notes are an integral part of these financial statements.

**LAS AMÉRICAS ASPIRA ACADEMY**  
**STATEMENT OF ACTIVITIES**  
**FOR THE YEAR ENDED JUNE 30, 2019**  
**(With Summarized Comparative Data for June 30, 2018)**

	Program Revenues			Net (Expense) Revenue and Changes in Net Deficit	
	Expenses	Charges for Services	Operating Grants and Contributions		Capital Grants and Contributions
	2019	2018	2019		2018
<b>GOVERNMENTAL ACTIVITIES</b>					
Instructional services	\$ (11,610,795)	\$ 227,181	\$ 522,425	\$ (7,667,894)	
Support services:					
Operation and maintenance of facilities	(1,271,370)	9,600	-	(1,112,576)	
Transportation	(805,109)	-	-	(734,670)	
Food service	(611,270)	140,679	340,281	(119,135)	
Interest on long-term debt	(1,029,813)	-	-	(1,040,383)	
Loss on disposal of capital assets	-	-	-	(2,497)	
<b>TOTAL GOVERNMENTAL ACTIVITIES</b>	<b>\$ (15,328,357)</b>	<b>\$ 377,460</b>	<b>\$ 862,706</b>	<b>(14,088,191)</b>	
<b>GENERAL REVENUES</b>					
Charges to school districts			3,523,535	3,075,591	
State aid not restricted to specific purposes			7,204,190	6,142,755	
Other local revenues			505,828	218,441	
Interest income			132,375	89,963	
<b>TOTAL GENERAL REVENUES</b>			<b>11,365,928</b>	<b>9,526,750</b>	
<b>CHANGE IN NET DEFICIT</b>			(2,722,263)	(1,150,405)	
<b>NET DEFICIT, BEGINNING OF YEAR</b>			<b>(15,358,490)</b>	<b>(14,208,085)</b>	
<b>NET DEFICIT, END OF YEAR</b>			<b>\$ (18,080,753)</b>	<b>\$ (15,358,490)</b>	

The accompanying notes are an integral part of these financial statements.

**LAS AMÉRICAS ASPIRA ACADEMY  
BALANCE SHEET - GOVERNMENTAL FUNDS**

**JUNE 30, 2019**

**(With Summarized Comparative Data for June 30, 2018)**

	General Fund	Capital Projects Fund	Total Government Funds	
			2019	2018
<b>ASSETS:</b>				
Cash and pooled cash	\$ 1,393,615	-	\$ 1,393,615	\$ 2,148,452
Investments	-	1,458,863	1,458,863	1,439,916
Accounts receivable	30,973	-	30,973	81,641
Deposit	-	-	-	141,000
Prepaid expenditures	39,965	-	39,965	60,043
<b>TOTAL ASSETS</b>	<b>\$ 1,464,553</b>	<b>\$ 1,458,863</b>	<b>\$ 2,923,416</b>	<b>\$ 3,871,052</b>
<b>LIABILITIES AND FUND BALANCES</b>				
<b>LIABILITIES:</b>				
Accounts payable	\$ 31,276	-	\$ 31,276	\$ 46,419
Accrued salaries and related costs	1,273,789	-	1,273,789	946,386
Unearned summer camp fees	17,511	-	17,511	12,948
<b>TOTAL LIABILITIES</b>	<b>1,322,576</b>	<b>-</b>	<b>1,322,576</b>	<b>1,005,753</b>
<b>FUND BALANCES:</b>				
Nonspendable	39,965	-	39,965	60,043
Restricted	-	1,458,863	1,458,863	1,439,916
Unassigned	102,012	-	102,012	1,365,340
<b>TOTAL FUND BALANCES</b>	<b>141,977</b>	<b>1,458,863</b>	<b>1,600,840</b>	<b>2,865,299</b>
<b>TOTAL LIABILITIES AND FUND BALANCES</b>	<b>\$ 1,464,553</b>	<b>\$ 1,458,863</b>	<b>\$ 2,923,416</b>	<b>\$ 3,871,052</b>

The accompanying notes are an integral part of these financial statements.

**LAS AMÉRICAS ASPIRA ACADEMY  
RECONCILIATION OF BALANCE SHEET - GOVERNMENTAL  
FUNDS TO STATEMENT OF NET POSITION  
JUNE 30, 2019**

TOTAL FUND BALANCES - GOVERNMENTAL FUNDS \$ 1,600,840

Amounts reported for governmental activities in the statement of net position are different because:

Capital assets used in the governmental activities are not financial resources and, therefore, are not reported in the funds. Capital assets net of accumulated depreciation as detailed in the footnotes are included in the statement of net position. 20,352,063

Long-term assets applicable to governmental activities are not due and receivable in the current period and, therefore, are not reported as fund assets.

Due from State of Delaware 252,139

Some liabilities are not due and payable in the current period and, therefore, are not reported in the funds. Those liabilities consist of:

Compensated absences	\$ (369,576)	
Net pension liability	(3,092,441)	
Net OPEB liability	(19,161,282)	
Bonds payable in future years, net	<u>(22,319,126)</u>	<u>(44,942,425)</u>

Deferred inflows of resources and deferred outflows of resources related to the School's net pension liability are based on the differences between actuarially determined actual and expected investment returns, changes in the actuarially determined proportion of the School's amount of the total pension liability, and pension contributions made after the measurement date of the net pension liability. These amounts will be amortized over the estimated remaining average service life of the employees.

Deferred outflows - pension	2,205,699	
Deferred inflows - pension	<u>(175,718)</u>	<u>2,029,981</u>

Deferred inflows and outflows of resources related to the School's net OPEB liability are based on the differences between actuarially determined actual and expected investment returns, changes in the actuarially determined proportion of the School's amount of returns, changes in the actuarially determined proportion of the School's amount of the total OPEB liability, and OPEB contributions made after the measurement date of the net OPEB liability. These amounts will be amortized over the estimated remaining average service life of the employees.

Deferred outflows - OPEB	5,278,121	
Deferred inflows - OPEB	<u>(2,651,472)</u>	<u>2,626,649</u>

TOTAL NET DEFICIT - GOVERNMENTAL ACTIVITIES \$ (18,080,753)

The accompanying notes are an integral part of these financial statements.

**LAS AMÉRICAS ASPIRA ACADEMY**  
**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS**  
**FOR THE YEAR ENDED JUNE 30, 2019**  
(With Summarized Comparative Data for the Year Ended June 30, 2018)

	General Fund	Capital Projects Fund	2019	2018
<b>REVENUES</b>				
Charges to school districts	\$ 3,523,535	-	\$ 3,523,535	\$ 3,075,591
State aid	7,108,736	-	7,108,736	6,112,361
Federal aid	837,418	-	837,418	668,319
Interest income	43,400	43,846	87,246	44,834
Food service revenue	140,679	-	140,679	138,934
Other local revenues	515,428	-	515,428	228,041
After care	160,824	-	160,824	154,708
Donations	25,288	-	25,288	846,034
Summer camp	66,357	-	66,357	13,495
<b>TOTAL REVENUES</b>	<b>12,421,665</b>	<b>43,846</b>	<b>12,465,511</b>	<b>11,282,317</b>
<b>EXPENDITURES</b>				
Current:				
Instruction	9,796,473	-	9,796,473	8,001,570
Operation and maintenance of facilities	655,005	6,299	661,304	675,383
Transportation	805,109	-	805,109	734,670
Food services	611,270	-	611,270	512,220
Capital outlays:				
Property	592,730	-	592,730	2,774,595
Equipment	158,271	-	158,271	831,793
Debt service:				
Principal	-	75,000	75,000	140,390
Interest	-	1,029,813	1,029,813	1,040,383
<b>TOTAL EXPENDITURES</b>	<b>12,618,858</b>	<b>1,111,112</b>	<b>13,729,970</b>	<b>14,711,004</b>
<b>DEFICIENCY OF REVENUES UNDER EXPENDITURES</b>	<b>(197,193)</b>	<b>(1,067,266)</b>	<b>(1,264,459)</b>	<b>(3,428,687)</b>
<b>OTHER FINANCING SOURCES (USES):</b>				
Transfers in (out)	(1,086,213)	1,086,213	-	-
<b>TOTAL OTHER FINANCING SOURCES (USES)</b>	<b>(1,086,213)</b>	<b>1,086,213</b>	<b>-</b>	<b>-</b>
<b>NET CHANGE IN FUND BALANCES</b>	<b>(1,283,406)</b>	<b>18,947</b>	<b>(1,264,459)</b>	<b>(3,428,687)</b>
<b>FUND BALANCES, BEGINNING OF YEAR</b>	<b>1,425,383</b>	<b>1,439,916</b>	<b>2,865,299</b>	<b>6,293,986</b>
<b>FUND BALANCES, END OF YEAR</b>	<b>\$ 141,977</b>	<b>\$ 1,458,863</b>	<b>\$ 1,600,840</b>	<b>\$ 2,865,299</b>

The accompanying notes are an integral part of these financial statements.

**LAS AMÉRICAS ASPIRA ACADEMY  
RECONCILIATION OF STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES  
IN FUND BALANCES - GOVERNMENTAL FUNDS TO STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2019**

NET CHANGE IN FUND BALANCES - TOTAL GOVERNMENTAL FUNDS \$ (1,264,459)

Amounts reported for governmental activities in the statement of activities are different because:

Governmental funds report capital outlays as expenditures. However, in the statement of activities, assets with an initial, individual cost of more than \$5,000 are capitalized, and the cost is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which depreciation exceeded capital outlays in the current period. Disposal of fixed assets must be recognized at a gain or loss on entity-wide statements when incurred.

Capital outlays	\$ 691,821	
Depreciation expense	<u>(979,490)</u>	(287,669)

Some revenues reported in the statement of activities are not available to finance current expenditures and, therefore, are not reported as revenues in the governmental funds.	95,454
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Debt and capital lease proceeds are reported as financing sources in the governmental funds and, thus, contribute to the change in fund balance. In the statement of net position, however, issuing debt and obtaining capital leases increases long-term liabilities and does not affect the statement of activities. Similarly, repayment of principal is an expenditure in the governmental funds but reduces the liability in the statement of net position. In addition, bond premiums are reported as other financing sources; however, these amounts are reported on the statement of net position as deferred charges and amortized over the life of the debt.

Principal repayments	75,000	
Amortization of bond premium	<u>45,129</u>	120,129

Some expenses reported in the statement of activities do not require the use of current financial resources and, therefore, are not reported as expenditures in the governmental funds:

Compensated absences	(108,434)
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Pension expenses in the statement of activities differ from the amount reported in the governmental funds because pension expenses are recognized on the statement of activities based on the School's proportionate share of the expenses of the cost-sharing pension plan, whereas pension expenditures are recognized in the governmental funds when a requirement to remit contributions to the plan exists.	(209,409)
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OPEB expenses in the statement of activities differ from the amount reported in the governmental funds because OPEB expenses are recognized on the statement of activities based on the School's proportionate share of the expenses of the cost-sharing OPEB plan, whereas OPEB expenditures are recognized in the governmental funds when a requirement to remit contributions to the plan exists.	<u>(1,067,875)</u>
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CHANGE IN NET DEFICIT - GOVERNMENTAL ACTIVITIES	<u><u>\$ (2,722,263)</u></u>
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The accompanying notes are an integral part of these financial statements.

## LAS AMÉRICAS ASPIRA ACADEMY

### NOTES TO FINANCIAL STATEMENTS

#### NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

##### Description of the Charter School

Las Américas ASPIRA Academy is organized under Delaware Code, Title 14, Chapter 5 of the State of Delaware. The Charter School Law grants authority for independent public schools to be created for the purpose of increasing choices for parents of public school students and increasing academic performance. A charter school is an independent public school governed by an independent board of directors. In Delaware, charter schools have the same basic standing as a school district with some exceptions - most notably, they may not levy taxes. To encourage innovation, charter schools operate free from a number of state laws and regulations. Las Américas ASPIRA Academy's initial charter was granted for a four-year period, renewable every five years thereafter. Las Américas ASPIRA Academy's first full year of school started September 1, 2011.

Charter schools are funded similarly to other public schools in that state and local funds are allocated for each enrolled student. Public funds are not provided for facilities. Charter schools may charge for selected additional costs consistent with those permitted by other school districts. Because a charter school receives local, state, and federal funds, they may not charge tuition.

The financial statements of Las Américas ASPIRA Academy ("the School") have been prepared in conformity with generally accepted accounting principles as applied to local governmental units. The Governmental Accounting Standards Board ("GASB") is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant accounting policies of the School are described below.

##### Reporting Entity

The School is a special purpose government and is considered a component unit of the State of Delaware. A component unit, although a legally separate entity, is, in substance, part of the State of Delaware's operations. The School has no component units for which it is considered to be financially accountable.

##### Entity-wide and Fund Financial Statements

The entity-wide financial statements (the statement of net position and the statement of activities) report information on all activities of the School. For the most part, the effect of interfund activity has been removed from these financial statements.

The statement of activities demonstrates the degree to which the direct expenses of a given program are offset by program revenues. Direct expenses are those that are clearly identifiable

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

with a specific program. Program revenues include grants and contributions that are restricted to meeting the operational or capital requirements of a particular function.

Separate financial statements are provided for governmental funds. The major individual governmental funds are reported as separate columns in the fund financial statements.

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

**Entity-wide financial statements** are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Charges to the School are recognized as revenues in the year for which they are billed. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Amounts reported as program revenues include 1) charges to students for special fees, supplies, food, or services provided; 2) operating grants and contributions; and 3) capital grants and contributions. Internally dedicated resources are reported as general revenues rather than as program revenues. Likewise, general revenues include charges to school districts.

**Governmental fund financial statements** are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences, are recorded only when payment is due.

Charges to the school districts, state appropriations, and interest associated with the current fiscal period are all considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. All other revenue items are considered to be measurable and available only when the School receives cash.

The School reports the following major governmental funds:

- **General Fund** – The general fund is the School's primary operating fund. It accounts for all financial resources of the School, except those required to be accounted for in another fund.



LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

- **Capital Projects Fund** – The capital projects fund accounts for resources accumulated and payments made for the acquisition and improvement of sites, construction and remodeling of facilities, and procurement of equipment necessary for providing educational programs for all students within the School.

Cash

The School's cash is considered to be cash on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition, as well as cash deposits held in an investment pool controlled by the personnel of the State Treasurer's Office in Dover, Delaware.

Investments

Investments are recorded at fair value.

In establishing the fair value of investments, the School uses the following hierarchy. The lowest level of valuation available is used for all investments.

*Level 1* – Valuations based on quoted market prices in active markets for identical assets or liabilities that the entity has the ability to access.

*Level 2* – Valuations based on quoted prices of similar products in active markets or identical products in markets that are not active or for which all significant inputs are observable, directly or indirectly.

*Level 3* – Valuations based on inputs that are unobservable and significant to the overall fair value measurement.

Receivables

The School considers all accounts receivable at year end to be collectible; therefore, no allowance for doubtful accounts has been recorded.

Capital Assets

Capital assets, which include land, buildings and improvements, furniture and fixtures, and equipment, are reported in the entity-wide financial statements. The School defines capital assets as assets with an initial, individual cost of more than \$5,000 and an estimated useful life in excess of one year.

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

Such assets are recorded at historical cost or estimated cost if purchased or constructed. Donated capital assets are recorded at estimated fair value at the date of donation. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend the lives of the assets are not capitalized. Major outlays for capital assets and improvements are capitalized as projects are constructed.

Building and improvements, furniture and fixtures, and equipment of the School are depreciated using the straight-line method over the estimated useful lives of the related assets. The School generally uses the following estimated useful lives:

Building and improvements	22 - 40 years
Furniture	3 years
Equipment	5 years

Deferred Inflows and Outflows of Resources

In addition to assets, the statement of net position includes a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to future periods and so will not be recognized as an outflow of resources (expense) until then. The School reports deferred pension and OPEB contributions resulting from pension and OPEB contributions subsequent to the measurement date of the net pension and OPEB liabilities and certain other items which represent differences related to changes in the net pension and OPEB liabilities which will be amortized over future periods. In addition to liabilities, the statement of net position includes a separate section for deferred inflows of resources. This separate financial statement element represents a source of net position that applies to future periods. The School reports certain items which represent differences related to changes in the net pension and OPEB liabilities which will be amortized over future periods.

Long-term Obligations

In the entity-wide financial statements, long-term debt is reported as liabilities. In the fund financial statements, the face amount of debt issued is reported as other financing sources. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as operating expenditures/expenses.

Compensated Absences

Vacation pay plus related payroll taxes are accrued when incurred in the entity-wide financial statements. The liability for these amounts is reported in the governmental funds only when the liability matures, for example, as a result of employee resignations and retirements.

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

**Vacation** – Twelve-month employees can accumulate up to 42 days of vacation. Any days in excess of 42 are dropped as of July 1 of each year. Employees are paid for unused vacation upon termination and retirement at the current rate of pay.

**Sick Leave** – Sick leave allowances are as follows: teachers shall be allowed 10 days of sick leave per year, and annual employees earn one day of sick leave for each month worked. Any unused sick days shall be accumulated to the employee's credit up to a maximum of 120 days. Compensation for accumulated sick days is received when employees (a) qualify and apply for state pension and are paid at a rate of 50 percent of the per diem rate of pay not to exceed 120 days; or (b) in the case of death, when payment is made to the employee's estate at a rate of one day's pay for each day of unused sick leave not to exceed 120 days.

The compensated absences liability was \$369,576 at June 30, 2019, of which \$252,139 was reimbursable by the State of Delaware.

Fund Equity

Fund balance will be displayed in the following classification (if applicable) depicting the relative strength of the spending constraints placed on the purposes for which resources can be used:

*Nonspendable* – amounts that cannot be spent either because they are in nonspendable form or because they are legally or contractually required to be maintained intact.

*Restricted* – amounts that can be spent only for specific purposes because of constitutional provisions or enabling legislation or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

*Committed* – amounts that can be used only for specific purposes determined by formal action of the Board of Directors. The Board is the highest level of decision-making authority for the School. Commitments may be established, modified, or rescinded only through resolutions approved by the Board of Directors.

*Assigned* – amounts that do not meet the criteria to be classified as restricted or committed but that are intended to be used for specific purposes. The Head of School may assign amounts for specific purposes.

*Unassigned* – all other spendable amounts.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balances are available, the School considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (cont'd)

available, the School considers amounts to have been spent first out of committed funds, then assigned funds and finally, unassigned funds, as needed, unless the Board or Head of School has provided otherwise in its commitment or assignment actions.

Net Position

Net position represents the difference between assets and deferred outflows of resources and liabilities and deferred inflows of resources. The net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction, or improvement of those assets. Net position is reported as restricted when there are limitations imposed on their use either through the enabling legislation adopted by the School or through external restrictions imposed by creditors, grantors, or laws or regulations of other governments. Any remaining portions of net position are reflected as unrestricted. When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first and then unrestricted resources as they are needed.

Income Tax Status

The School is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code and, therefore, has no provision for federal income taxes. The School qualifies for the charitable contribution deduction under Section 170(b)(1)(A) and has been classified as an organization that is not a private foundation under Section 509(a)(1). The School did not engage in any unrelated business activities during the fiscal year. Management believes more likely than not that its tax-exempt status and tax positions will be sustained if examined by authorities.

Use of Estimates in the Preparation of Financial Statements

The preparation of basic financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

Comparative Data

Comparative total data for the prior year is presented in the basic financial statements to provide an understanding of changes in the School's financial position and operations. That comparative data is not at the level of detail required for a presentation in conformity with generally accepted accounting principles and, therefore, should be read in conjunction with the School's financial statements for the year ended June 30, 2018, from which the summarized information was derived.

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 2 CASH, POOLED CASH, AND INVESTMENTS

***Deposits***

At June 30, 2019, the School had a cash and pooled cash balance of \$1,393,615. Of those amounts, \$1,392,326 was part of an investment pool controlled by the personnel of the State Treasurer's Office in Dover, Delaware, and all investment decisions are made by the State Treasurer's Office. These funds are considered to be highly liquid and available for immediate use and, thus, are recorded as cash equivalents in these financial statements.

The funds held by the State of Delaware investment pool, an internal investment pool, are specifically identified for the School, but the credit risk cannot be categorized for these funds. Credit risk for such investments depends on the financial stability of the State of Delaware. The State reports that its investment securities are stated at quoted market prices, except that investment securities with a remaining maturity at time of purchase of one year or less are stated at cost or amortized cost.

At June 30, 2019, the reported amount of the School's deposits outside of the State Treasurer's Office was \$1,289 and the bank balance was \$1,289, all of which was covered by federal depository insurance.

***Investments***

State statutes authorize the School to invest in U.S. government securities, government agency securities, certificates of deposit, time deposits and bankers acceptances, corporate debt instruments, money market funds, and other similar instruments that are insured by the Federal Deposit Insurance Corporation ("FDIC") or are backed by the full faith and credit of the United States of America or any of its agencies or instrumentalities.

The School categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles. The School has the following recurring fair value measurements as of June 30, 2019:

<u>Investment Type</u>	<u>Fair Value</u>	<u>Level 1</u>
Money Market Mutual Fund	<u>\$ 1,458,863</u>	<u>\$ 1,458,863</u>
TOTAL	<u>\$ 1,458,863</u>	<u>\$ 1,458,863</u>

**Custodial Credit Risk**

For an investment, custodial credit risk is the risk that, in the event of the failure of the counterparty, the School will not be able to recover the value of its investments or collateral

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 2 CASH, POOLED CASH, AND INVESTMENTS (cont'd)

security that are in the possession of an outside party. As of June 30, 2019, none of School's investments were subject to custodial credit risk.

Interest Rate Risk

The School does not have an investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. However, to ensure that its assets remain liquid enough to satisfy its current obligations, at June 30, 2019, all of the School's investments had maturity dates of less than one year.

Credit Risk

The School has no investment policy that would limit its investment choices to those with certain credit ratings.

NOTE 3 ACCOUNTS RECEIVABLE

Accounts receivable represent receivables for revenues earned by the School. At June 30, 2019, receivables are as follows:

<u>Description</u>	
Passed through the State of Delaware:	
Federal government	\$ 12,922
Other receivables:	
Miscellaneous receivables	<u>18,051</u>
Total accounts receivable	<u>\$ 30,973</u>

NOTE 4 CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2019 is as follows:

	<u>Beginning Balances</u>	<u>Additions</u>	<u>Deletions</u>	<u>Ending Balances</u>
<b><i>Governmental Activities:</i></b>				
General capital assets not being depreciated:				
Land	\$ 529,959	\$ -	\$ -	\$ 529,959
Total general capital assets not being depreciated	<u>529,959</u>	<u>-</u>	<u>-</u>	<u>529,959</u>

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 4 CAPITAL ASSETS (cont'd)

(cont'd)	Beginning Balances	Additions	Deletions	Ending Balances
General capital assets being depreciated:				
Building and improvements	20,350,140	559,200	-	20,909,340
Furniture and equipment	2,060,354	132,621	(40,108)	2,152,867
Total general capital assets being depreciated	22,410,494	691,821	(40,108)	23,062,207
Accumulated depreciation	2,300,721	979,490	(40,108)	3,240,103
Total general capital assets being depreciated, net	20,109,773	(287,669)	-	19,822,104
Governmental Activities, Net	<u>\$ 20,639,732</u>	<u>\$ (287,669)</u>	<u>\$ -</u>	<u>\$ 20,352,063</u>

Depreciation expense was charged to the following governmental activities:

Instructional services	\$ 428,604
Operation and maintenance of facilities	550,886
	<u>\$ 979,490</u>

NOTE 5 LONG-TERM DEBT

During the year ended June 30, 2017, the School issued revenue bonds, Series A and Series B of 2016 in the amounts of \$20,125,000 and \$900,000, respectively, in order to repay the balances of the three notes issued in 2015 and fund ongoing construction.

The Series A of 2016 bonds bear interest ranging from 3.25 percent to 5.00 percent, maturing June 1, 2026 to June 1, 2051, with interest payable on December 1 and June 1.

The Series B of 2016 bonds bear interest at 6.25 percent and mature on June 1, 2022, with interest payable on December 1 and June 1.

A schedule of changes in long-term liabilities for the year ended June 30, 2019 is as follows:

	Amounts Outstanding 7/1/2018	Additions	Retirements	Amounts Outstanding 6/30/2019	Due Within One Year
Governmental Activities:					
Bond payable	\$20,950,000	\$ -	\$ 75,000	\$20,875,000	\$ 290,000
Bond premium	1,489,255	-	45,129	1,444,126	45,129
Net pension liability	2,800,443	291,998	-	3,092,441	-
Net OPEB liability	15,409,745	3,751,537	-	19,161,282	-
Compensated absences	261,142	108,434	-	369,576	-
Total Governmental Activities	<u>\$40,910,585</u>	<u>\$4,151,969</u>	<u>\$ 120,129</u>	<u>\$44,942,425</u>	<u>\$ 335,129</u>

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 5 LONG-TERM DEBT (cont'd)

Payment of the bond payable is expected to be refunded by the Capital Projects Fund, and all other liabilities are expected to be funded by the General Fund.

A summary of the School's bonds payable is as follows:

Description	Amount of Original Issue	Interest Rate	Maturity Date	Balance June 30, 2019
Series A of 2016	\$20,125,000	3.25% - 5.00%	Annually	\$ 20,125,000
Series B of 2016	900,000	6.25%	Annually	750,000
Bonds payable, at face				<u>20,875,000</u>
Unamortized premium				<u>1,444,126</u>
Bonds payable, net				<u>\$ 22,319,126</u>
Amounts due in one year				\$ 335,129
Amounts due after one year				<u>21,983,997</u>
				<u>\$ 22,319,126</u>

The total principal and interest maturities as of June 30, 2019 are as follows:

Year Ending June 30,	Principal	Interest	Total
2020	\$ 290,000	\$ 1,025,125	\$ 1,315,125
2021	305,000	1,007,000	1,312,000
2022	325,000	987,938	1,312,938
2023	340,000	972,725	1,312,725
2024	350,000	961,675	1,311,675
2025 - 2029	1,970,000	4,607,987	6,577,987
2030 - 2034	2,480,000	4,087,750	6,567,750
2035 - 2039	3,175,000	3,402,000	6,577,000
2040 - 2044	4,040,000	2,525,750	6,565,750
2045 - 2049	5,160,000	1,409,000	6,569,000
2050 - 2051	<u>2,440,000</u>	<u>184,500</u>	<u>2,624,500</u>
Total	<u>\$ 20,875,000</u>	<u>\$ 21,171,450</u>	<u>\$ 42,046,450</u>



LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 6 FUND BALANCES

As of June 30, 2019, fund balances are composed of the following:

	<u>General Fund</u>	<u>Capital Projects Fund</u>	<u>Total Governmental Funds</u>
Nonspendable:			
Prepays	\$ 39,965	\$ -	\$ 39,965
Restricted:			
Capital Projects	-	41,863	41,863
Repair and Replacement	-	100,000	100,000
Reserve	-	1,317,000	1,317,000
Unassigned	<u>102,012</u>	<u>-</u>	<u>102,012</u>
Total Fund Balances	<u>\$ 141,977</u>	<u>\$ 1,458,863</u>	<u>\$ 1,600,840</u>

NOTE 7 LEASING ARRANGEMENTS

Operating Lease – Lessee

The School leases copier equipment, computer, iPads, and related accessories through ten operating lease agreements. The School has entered into these lease agreements at different times during fiscal years 2016, 2017, 2018, and 2019. Two of the leases expired this fiscal year, while the remaining leases expire at varying times in September 2019, May 2020, June 2020, and June 2021. Total expense paid under these lease agreements was \$172,478 for the year ended June 30, 2019.

At June 30, 2019, the minimum future rental payments under noncancelable leasing arrangements for the remaining years and in the aggregate are as follows:

<u>Year Ending June 30,</u>	
2020	\$ 131,970
2021	<u>45,298</u>
	<u>\$ 177,268</u>

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 8 PENSION PLAN

Plan Description

School employees are considered state employees and are covered under the State of Delaware Employees' Pension Plan ("the Plan"), which is a cost-sharing, multiple-employer defined benefit public employees' retirement system ("the State PERS") defined by the Delaware Code.

The State of Delaware General Assembly is responsible for setting benefits and contributions, and amending plan provisions; administrative rules and regulations are adopted and maintained by the Board of Pension Trustees ("the Board").

The following are brief descriptions of the Plan in effect as of June 30, 2018. For a more complete description, please refer to the Delaware Employees' Pension Plan Comprehensive Annual Financial Report. Separately issued financial statements for the Plan may be obtained by writing to the State of Delaware Public Employee Retirement System, McArdle Building, Suite 1, 860 Silver Lake Boulevard, Dover, DE 19904; by calling 1-800-722-7300; or by visiting the PERS website at [www.delawarepensions.com](http://www.delawarepensions.com).

Plan Description and Eligibility

The State Employees' Pension Plan is a cost-sharing multiple employer defined benefit plan that covers virtually all full-time or regular part-time employees of the State, including employees of other affiliated entities.

There are two tiers within this plan: 1) employees hired prior to January 1, 2012, and 2) employees hired on or after January 1, 2012.

Benefits Provided

*Service Benefits*

Final average monthly compensation (employees hired on or after January 1, 2012 may not include overtime in pension compensation) multiplied by 2.0 percent and multiplied by years of credited service prior to January 1, 1997, plus final average monthly compensation multiplied by 1.85 percent and multiplied by years of credited service after December 31, 1996, subject to minimum limitations. For this plan, final average monthly compensation is the monthly average of the highest three periods of twelve consecutive months of compensation.

*Vesting*

Employees hired before January 1, 2012 vest in the plan after five years of credited service. Employees hired on or after January 1, 2012 vest in the plan after ten years of credited service.

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 8 PENSION PLAN (cont'd)

*Retirement*

Employees hired before January 1, 2012 may retire at age 62 with five years of credited service; at age 60 with 15 years of credited service; or after 30 years of credited service at any age. Employees hired on or after January 1, 2012 may retire at age 65 with at least 10 years of credited service; at age 60 with 20 years of credited service; or after 30 years of credited service at any age.

*Disability Benefits*

Disability benefits for those employees hired before January 1, 2012 are offered using the same calculations as the Service Benefits described above. Employees in this program must have five years of credited service. In lieu of disability pension benefits, over 90 percent of the members of this plan opted into a Disability Insurance Program offered by the State effective January 1, 2006. Employees hired on or after January 1, 2012 are also included in the Disability Insurance Program.

*Survivor and Burial Benefits*

In the event of the death of a member of the Plan, the eligible survivor receives 50 percent of the benefits received under the pension (or 67.7 percent with two percent reduction of the benefit, or 75 percent with a three percent reduction of the benefit, or 100 percent with six percent reduction of benefit). If the employee is an active member of the Plan with at least five years of credited service, the eligible survivor receives 75 percent of the benefit the active employee would have received at age 62.

Burial benefits are established at \$7,000 per plan member.

Contributions

*Member Contributions*

Employees hired before January 1, 2012 contribute three percent of earnings in excess of \$6,000. Employees hired on or after January 1, 2012 contribute five percent of earnings in excess of \$6,000.

*Employer Contributions*

Employer contributions are determined by the Board. For the year ended June 30, 2019, the rate of the employer contribution was 11.83 percent of covered payroll. The School's contribution to PERS for the year ended June 30, 2019 was \$685,466.

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 8 PENSION PLAN (cont'd)

*PRI Contribution*

All reporting units participating in the State PERS make contributions to a PRI fund which accumulates resources to fund ad hoc postretirement increases granted by the General Assembly. The increases are funded over a five-year period from the PRI fund. The allocation of the contribution from the PRI fund to the Pension Trust is a reduction of the net pension liability of each participating employer.

Pension Liability and Expense, and Deferred Outflows and Inflows of Resources

At June 30, 2019, the School reported a liability of \$3,092,441 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2018, and the total pension liability used to calculate the net pension liability was determined by rolling forward the Plan's total pension liability as of June 30, 2017 to June 30, 2018. The School's proportion of the net pension liability was calculated based on the actual contributions made during the measurement period in proportion to the total of all employer contributions made during the measurement period. At June 30, 2018, the School's proportion was 0.2395 percent, which was an increase of 0.0485 percent from its proportion measured as of June 30, 2017.

For the year ended June 30, 2019, the School recognized pension expense of \$945,641. At June 30, 2019, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Net difference between projected and actual investment earnings	\$ -	\$ 131,087
Changes in proportions	820,187	-
Changes in assumptions	538,430	-
Contributions subsequent to the date of measurement	685,466	-
Differences between actual and expected experience	<u>161,616</u>	<u>44,631</u>
	<u>\$2,205,699</u>	<u>\$ 175,718</u>

An amount of \$685,466 is reported as deferred outflows of resources resulting from the School's contributions subsequent to the June 30, 2018 measurement date and will be recognized as a reduction of the net pension liability in the year ended June 30, 2020. Other amounts will be reported as deferred outflows of resources and deferred inflows of resources related to pensions, and will be recognized in pension expense as follows:

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 8 PENSION PLAN (cont'd)

Year Ending June 30,

2020	\$ 544,464
2021	403,511
2022	60,060
2023	146,602
2024	<u>189,878</u>
	<u><u>\$1,344,515</u></u>

Actuarial Assumptions

The total pension liability as of the June 30, 2018 measurement date was determined by an actuarial valuation as of June 30, 2017, and update procedures were used to roll forward the total pension liability to June 30, 2018. These actuarial valuations used the following actuarial assumptions, applied to all periods:

- Investment return – 7.0 percent, including inflation of 2.5 percent
- Salary increases – 2.5 percent + merit, including inflation of 2.5 percent
- Cost-of-living adjustments – ad hoc

The total pension liabilities are measured based on assumptions pertaining to interest rates, inflation rates, and employee demographic behavior in future years. It is likely that future experience will not exactly conform to these assumptions. To the extent that actual experience deviates from these assumptions, the emerging liabilities may be higher or lower than anticipated. The more the actual experience deviates, the larger the impact on future financial statements.

Mortality rates were based on the Sex Distinct RP-2014 Combined Mortality Table projected to 2017 using an adjusted version on MP-2015 mortality improvement scale on a fully generational basis.

Projected benefit payments do not include the effects of projected ad hoc cost-of-living adjustments (“ad hoc COLAs”), as they are not substantively automatic. The primary considerations relevant to making this determination include the historical patterns of granting the changes and the consistency in the amounts of the changes.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best estimate ranges of expected future real rates of return (expected returns, net of investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 8 PENSION PLAN (cont'd)

weighting the expected future real rates of return by an asset allocation percentage, which is based on the nature and mix of current and expected plan investments, and by adding expected inflation. Best estimates of geometric real rates of return for each major asset class included in the Plan are summarized in the following table:

Asset Class	Long-term Expected Real Rate of Return	Target Asset Allocation
Domestic equity	5.7%	30.7%
International equity	5.7%	13.9%
Fixed income	2.0%	23.3%
Alternative investments	7.8%	24.4%
Cash and equivalents	0.0%	7.7%

Discount Rate

The discount used to measure the total pension liability was 7.0 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that contributions from employers will be made at rates determined by the Board, as actuarially determined. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the School's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the net pension liability, calculated using the discount rate of 7.0 percent, as well as what the net pension liability would be if it were calculated using a discount rate that is one percentage point lower (6.0 percent) or one percentage point higher (8.0 percent) than the current rate.

	1% Decrease 6.0%	Current Rate Discount Rate 7.0%	1% Increase 8.0%
School's proportionate share of the net pension liability	\$ 6,001,215	\$ 3,092,441	\$ 650,081

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 8 PENSION PLAN (cont'd)

Pension Plan Fiduciary Net Position

Detailed information about PERS' fiduciary net position is available in PERS Comprehensive Annual Financial Report, which can be found on the Plan's website at [www.delawarepensions.com](http://www.delawarepensions.com).

NOTE 9 OTHER POSTEMPLOYMENT BENEFITS PLAN

Plan Description

School employees are considered state employees and are covered under the State of Delaware Employees' Other Postemployment Benefit Fund Trust ("the Plan"), which is a cost-sharing, multiple-employer defined benefit plan defined by the Delaware Code.

The State of Delaware General Assembly is responsible for setting benefits and contributions, and amending plan provisions; administrative rules and regulations are adopted and maintained by the DPERS Board of Pension Trustees, which acts as the Board of Trustees ("the Board") for the Plan and is responsible for the financial management of the Plan.

The following are brief descriptions of the Plan in effect as of June 30, 2018. For a more complete description, please refer to the Delaware Public Employees' Retirement System Comprehensive Annual Financial Report. Separately issued financial statements for the Plan may be obtained by writing to the State of Delaware Public Employee Retirement System, McArdle Building, Suite 1, 860 Silver Lake Boulevard, Dover, DE 19904; by calling 1-800-722-7300; or by visiting the PERS website at [www.delawarepensions.com](http://www.delawarepensions.com).

Plan Description and Eligibility

The State of Delaware Employees' Other Postemployment Benefit ("OPEB") Fund Trust is a cost-sharing multiple employer plan that covers all employees of the State that are eligible to participate in the defined benefit pension plan, including employees of other affiliated entities.

Benefits Provided

The Plan provides medical coverage to pensioners and their eligible dependents. The participant's cost of Plan benefits is variable based on years of service. Pensioners who retire after July 1, 2012 and who become eligible for Medicare will pay an additional five percent of the Medicare Supplement offered by the State. Surviving spouses are eligible for coverage after a retiree's death.

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 9 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

Contributions

*Employer Contributions*

Participating employers fund the Plan for current retirees on a pay-as-you-go basis along with funding for future benefits at a rate that is approved in the annual budget, but not actuarially determined. For the year ended June 30, 2019, the rate of the employer contribution was 11.79 percent of covered payroll. The School's contribution to the Plan for the year ended June 30, 2019 was \$683,069.

Other Postemployment Benefits Plan Liability and Expense, and Deferred Outflows and Inflows of Resources

At June 30, 2019, the School reported a liability of \$19,161,282 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2018, and the total OPEB liability used to calculate the net OPEB liability was determined by rolling forward the Plan's total OPEB liability as of June 30, 2017 to June 30, 2018. The School's proportion of the net OPEB liability was calculated based on the actual contributions made during the measurement period in proportion to the total of all employer contributions made during the measurement period. At June 30, 2018, the School's proportion was 0.2334 percent, which was an increase of 0.0467 percent from its proportion measured as of June 30, 2017.

For the year ended June 30, 2019, the School recognized OPEB expense of \$1,750,944. At June 30, 2019, the School reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Net difference between projected and actual investment earnings	\$ -	\$ 48,144
Changes in proportions	4,595,052	-
Changes in assumptions	-	2,603,328
Contributions subsequent to the date of measurement	<u>683,069</u>	<u>-</u>
	<u>\$5,278,121</u>	<u>\$2,651,472</u>

An amount of \$683,069 is reported as deferred outflows of resources resulting from the School's contributions subsequent to the June 30, 2018 measurement date and will be recognized as a reduction of the net OPEB liability in the year ended June 30, 2020. Other amounts will be



LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 9 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

reported as deferred outflows of resources and deferred inflows of resources related to OPEB, and will be recognized in OPEB expense as follows:

<u>Year Ending June 30,</u>	
2020	\$ 293,953
2021	293,953
2022	293,953
2023	303,489
2024	<u>758,232</u>
	<u>\$ 1,943,580</u>

Actuarial Assumptions

The total OPEB liability as of the June 30, 2018 measurement date was determined by an actuarial valuation as of June 30, 2017, and update procedures were used to roll forward the total pension liability to June 30, 2018. These actuarial valuations used the following actuarial assumptions:

- Discount rate – 3.87 percent
- Salary increases – 3.25 percent + merit
- Healthcare cost trend rates – 6.80 percent

Mortality rates were based on the Sex Distinct RP-2014 Total Dataset Healthy Annuitant Mortality Table, including adjustment for healthy annuitant and disabled annuitant. Future mortality improvements are projected to 2020.

The total OPEB liabilities are measured based on the assumptions pertaining to interest rates, inflation rates, and employee demographic behavior in future years. The assumptions used were based on the results of an actuarial experience study conducted in 2016. It is likely that future experience will not exactly conform to these assumptions. To the extent that actual experience deviates from these assumptions, the emerging liabilities may be higher or lower than anticipated. The more the actual experience deviates, the larger the impact on future financial statements.

Discount Rate

The discount rate used to measure the total OPEB liability was 3.58 percent at the beginning of the current measurement period and 3.87 percent at the end, based on the Bond Buyer GO 20-Bond Municipal Bond Index, an index satisfying the GASB requirement of an index rate for 20-

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 9 OTHER POSTEMPLOYMENT BENEFITS PLAN (cont'd)

year, tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current contribution rate and that employer contributions to the Plan will continue to follow the pay-as-you-go contribution policy. Based on the assumptions of a pay-as-you-go plan, the discount rates used at the June 30, 2018 and 2017 measurement date are equal to the applicable rate of the 20-year, tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher.

Sensitivity of the School's proportionate Share of the Net OPEB Liability to Changes in the Discount Rate

The following presents the net OPEB liability, calculated using the discount rate of 3.78 percent, as well as what the net OPEB liability would be if it were calculated using a discount rate that is one percentage point lower (2.78 percent) or one percentage point higher (4.78 percent) than the current rate.

	1% Decrease 2.78%	Current Rate Discount Rate 3.78%	1% Increase 4.78%
School's proportionate share of the net OPEB liability	\$ 22,801,428	\$ 19,161,282	\$ 16,299,053

Sensitivity of the School's Proportionate Share of the Net OPEB Liability to Changes in the Healthcare Cost Trend Rates

The following presents the net OPEB liability, calculated using the healthcare cost trend rate of 7.0 percent, as well as what the net OPEB liability would be if it were calculated using a healthcare cost trend rate that is one percentage point lower (6.0 percent) or one percentage point higher (8.0 percent) than the current rate.

	1% Decrease 5.8%	Current Rate Healthcare Trend Rate 6.8%	1% Increase 7.8%
School's proportionate share of the net OPEB liability	\$ 16,314,690	\$ 19,161,282	\$ 22,627,731

Plan Fiduciary Net Position

Detailed information about the Plan's fiduciary net position is available in PERS Comprehensive Annual Financial Report, which can be found on the Plan's website at [www.delawarepensions.com](http://www.delawarepensions.com).

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 10 RISK MANAGEMENT

The School has purchased commercial insurance policies for various risks of loss related to torts; theft, damage, or destruction of assets; errors or omissions; injuries to employees; or acts of God. Payments of premiums for these policies are recorded as expenses of the School for the year ended June 30, 2019. There was no significant reduction in coverage compared to the prior year.

NOTE 11 COMMITMENTS AND CONTINGENCIES

In the normal course of business, there are various outstanding commitments and contingent liabilities in addition to the normal encumbrances for the purchase of goods and services. The School does not anticipate losses from these transactions.

Grants

The School receives significant financial assistance from federal agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and is subject to audit by the State Office of Auditor of Accounts. Any disallowed claims resulting from such audits could become a liability of the general fund. The School's administration believes such disallowance, if any, would be immaterial.

NOTE 12 EXCESS EXPENDITURES OVER APPROPRIATIONS

The School overspent budgetary appropriations in the following categories:

Salaries	\$	297,137
Employment costs	\$	36,437
Transportation - buses	\$	13,129
Supplies and materials	\$	37,794
Student activities	\$	12,198
Property	\$	5,730
Equipment	\$	85,271

The excess expenditures were covered by other expenditure categories that were less than their budgeted appropriations and revenues that exceeded their budget.

NOTE 13 DEFICIT NET POSITION

For governmental activities, the unrestricted net deficit amount of \$17,572,553 includes the effect of deferring the recognition of pension and OPEB contributions made subsequent to the

LAS AMÉRICAS ASPIRA ACADEMY

NOTES TO FINANCIAL STATEMENTS

NOTE 13 DEFICIT NET POSITION (cont'd)

measurement date of the net pension and OPEB liabilities, and the deferred outflows related to the pension and OPEB plans. This is offset by the School's actuarially determined pension and OPEB liabilities, and the deferred inflows related to the pension and OPEB plans.

NOTE 14 SUBSEQUENT EVENTS

The School has evaluated all subsequent events through September 30, 2019, the date the financial statements were available to be issued.

**REQUIRED SUPPLEMENTARY INFORMATION**

**LAS AMÉRICAS ASPIRA ACADEMY  
BUDGETARY COMPARISON SCHEDULE - GENERAL FUND  
FOR THE YEAR ENDED JUNE 30, 2019**

	Original Budget	Final Budget	Actual Amounts	Variance with Final Budget Positive (Negative)
<b>REVENUES</b>				
Charges to school districts	\$ 3,143,817	\$ 3,075,591	\$ 3,523,535	\$ 447,944
State aid	6,957,298	5,927,637	7,108,736	1,181,099
Federal aid	734,893	585,856	837,418	251,562
Interest income	-	-	43,400	43,400
Food service revenue	141,929	98,339	140,679	42,340
Other local revenues	743,368	429,224	515,428	86,204
After care	164,116	158,698	160,824	2,126
Donations	36,000	20,000	25,288	5,288
Summer camp	63,000	48,000	66,357	18,357
<b>TOTAL REVENUES</b>	<u>11,984,421</u>	<u>10,343,345</u>	<u>12,421,665</u>	<u>2,078,320</u>
<b>EXPENDITURES</b>				
Current:				
Salaries	5,616,587	5,877,950	6,175,087	(297,137)
Employment costs	2,951,788	3,188,317	3,224,754	(36,437)
Travel	26,500	29,000	27,099	1,901
Contractual services	546,450	610,100	451,488	158,612
Communications	8,000	16,500	8,734	7,766
Public utilities service	161,000	177,000	167,239	9,761
Insurance	34,000	41,500	41,448	52
Transportation - buses	797,444	791,980	805,109	(13,129)
Repairs and maintenance	125,000	154,000	122,957	31,043
Supplies and materials	679,416	745,950	783,744	(37,794)
Student activities	48,000	48,000	60,198	(12,198)
Capital outlays:				
Property	587,000	587,000	592,730	(5,730)
Equipment	118,000	73,000	158,271	(85,271)
<b>TOTAL EXPENDITURES</b>	<u>11,699,185</u>	<u>12,340,297</u>	<u>12,618,858</u>	<u>(278,561)</u>
<b>EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES</b>	<u>285,236</u>	<u>(1,996,952)</u>	<u>(197,193)</u>	<u>1,799,759</u>
<b>OTHER FINANCING USES</b>				
Transfer out	(1,086,213)	(1,086,213)	(1,086,213)	-
<b>TOTAL OTHER FINANCING USES</b>	<u>(1,086,213)</u>	<u>(1,086,213)</u>	<u>(1,086,213)</u>	<u>-</u>
<b>NET CHANGE IN FUND BALANCE</b>	(800,977)	(3,083,165)	(1,283,406)	1,799,759
<b>FUND BALANCE, BEGINNING OF YEAR</b>	<u>1,425,383</u>	<u>1,425,383</u>	<u>1,425,383</u>	<u>-</u>
<b>FUND BALANCE, END OF YEAR</b>	<u>\$ 624,406</u>	<u>\$ (1,657,782)</u>	<u>\$ 141,977</u>	<u>\$ 1,799,759</u>

NOTE: The School's budget is presented on the modified accrual basis of accounting.

**LAS AMÉRICAS ASPIRA ACADEMY**  
**SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY**  
**STATE OF DELAWARE EMPLOYEES' PENSION PLAN**  
**FOR THE YEAR ENDED JUNE 30, 2019**

	MEASUREMENT DATE				
	<u>JUNE 30, 2018</u>	<u>JUNE 30, 2017</u>	<u>JUNE 30, 2016</u>	<u>JUNE 30, 2015</u>	<u>JUNE 30, 2014</u>
<u>PROPORTIONATE SHARE OF NET PENSION LIABILITY</u>					
School's proportion of the net pension liability	0.2395%	0.1910%	0.1756%	0.1409%	0.1061%
School's proportion of the net pension liability - dollar value	\$ 3,092,441	\$ 2,800,443	\$ 2,646,247	\$ 937,416	\$ 390,535
School's covered employee payroll	\$ 4,754,194	\$ 3,721,305	\$ 3,349,061	\$ 2,627,918	\$ 1,939,990
School's proportionate share of the net pension liability as a percentage of its covered employee payroll	65.05%	75.25%	79.01%	35.67%	20.13%
Plan fiduciary net position as a percentage of the total pension liability	87.49%	85.31%	84.11%	92.67%	95.80%

In accordance with GASB Statement No. 68, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

**LAS AMÉRICAS ASPIRA ACADEMY  
SCHEDULE OF SCHOOL PENSION CONTRIBUTIONS  
STATE OF DELAWARE EMPLOYEES' PENSION PLAN  
FOR THE YEAR ENDED JUNE 30, 2019**

<u>CONTRIBUTIONS</u>	<u>JUNE 30, 2019</u>	<u>JUNE 30, 2018</u>	<u>JUNE 30, 2017</u>	<u>JUNE 30, 2016</u>	<u>JUNE 30, 2015</u>
Contractually required contribution	\$ 685,466	\$ 495,387	\$ 356,501	\$ 320,840	\$ 251,229
Contributions in relation to the contractually required contribution	<u>685,466</u>	<u>495,387</u>	<u>356,501</u>	<u>320,840</u>	<u>251,229</u>
Contribution excess	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
School's covered employee payroll	\$ 5,794,303	\$ 4,754,194	\$ 3,721,305	\$ 3,349,060	\$ 2,627,918
Contributions as a percentage of covered-employee payroll	11.83%	10.42%	9.58%	9.58%	9.56%

In accordance with GASB Statement No. 68, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.



**LAS AMÉRICAS ASPIRA ACADEMY  
SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE OF THE NET OPEB LIABILITY  
STATE OF DELAWARE EMPLOYEES' OPEB PLAN  
FOR THE YEAR ENDED JUNE 30, 2019**

<u>PROPORTIONATE SHARE OF NET OPEB LIABILITY</u>	<u>MEASUREMENT DATE</u>	
	<u>JUNE 30, 2018</u>	<u>JUNE 30, 2017</u>
School's proportion of the net OPEB liability	0.2334%	0.1867%
School's proportion of the net OPEB liability - dollar value	\$ 19,161,282	\$ 15,409,745
School's covered employee payroll	\$ 5,794,303	\$ 4,754,194
School's proportionate share of the net OPEB liability as a percentage of its covered employee payroll	330.69%	324.13%
Plan fiduciary net position as a percentage of the total OPEB liability	4.44%	4.13%

In accordance with GASB Statement No. 75, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

**LAS AMÉRICAS ASPIRA ACADEMY  
SCHEDULE OF SCHOOL OPEB CONTRIBUTIONS  
STATE OF DELAWARE EMPLOYEES' OPEB PLAN  
FOR THE YEAR ENDED JUNE 30, 2019**

<u>CONTRIBUTIONS</u>	<u>JUNE 30, 2019</u>	<u>JUNE 30, 2018</u>
Contractually required contribution	\$ 683,069	\$ 524,241
Contributions in relation to the contractually required contribution	<u>683,069</u>	<u>524,241</u>
Contribution excess	<u>\$ -</u>	<u>\$ -</u>
School's covered employee payroll	\$ 5,794,303	\$ 4,754,194
Contributions as a percentage of covered-employee payroll	11.79%	11.03%

In accordance with GASB Statement No. 75, this schedule has been prepared prospectively as the above information for the preceding years is not readily available. This schedule will accumulate each year until sufficient information to present a ten-year trend is available.

**SUPPLEMENTARY INFORMATION**

**LAS AMÉRICAS ASPIRA ACADEMY  
COMBINING BALANCE SHEET - GENERAL FUND  
JUNE 30, 2019**

	State Allocation	Local Funding	Federal Funding	Total
<b>ASSETS</b>				
Cash and pooled cash	\$ 324,772	\$ 1,068,843	-	\$ 1,393,615
Accounts receivable	-	18,051	12,922	30,973
Deposits	-	-	-	-
Prepaid expenditures	-	39,965	-	39,965
Due from other funding source	-	12,922	-	12,922
<b>TOTAL ASSETS</b>	<b>\$ 324,772</b>	<b>\$ 1,139,781</b>	<b>\$ 12,922</b>	<b>\$ 1,477,475</b>
<b>LIABILITIES AND FUND BALANCES (DEFICIT)</b>				
<b>LIABILITIES</b>				
Accounts payable	-	\$ 31,276	-	\$ 31,276
Accrued salaries and related costs	-	1,273,789	-	1,273,789
Unearned summer camp fees	-	17,511	-	17,511
Due to other funding source	-	-	12,922	12,922
<b>TOTAL LIABILITIES</b>	<b>-</b>	<b>1,322,576</b>	<b>12,922</b>	<b>1,335,498</b>
<b>FUND BALANCES (DEFICIT)</b>				
Nonspendable	-	39,965	-	39,965
Unassigned (deficit)	324,772	(222,760)	-	102,012
<b>TOTAL FUND BALANCES (DEFICIT)</b>	<b>324,772</b>	<b>(182,795)</b>	<b>-</b>	<b>141,977</b>
<b>TOTAL LIABILITIES AND FUND BALANCES (DEFICIT)</b>	<b>\$ 324,772</b>	<b>\$ 1,139,781</b>	<b>\$ 12,922</b>	<b>\$ 1,477,475</b>

**LAS AMÉRICAS ASPIRA ACADEMY  
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - GENERAL FUND  
FOR THE YEAR ENDED JUNE 30, 2019**

	State Allocation	Local Funding	Federal Funding	Total
<b>REVENUES</b>				
Charges to school districts	-	\$ 3,523,535	-	\$ 3,523,535
State aid	7,108,736	-	-	7,108,736
Federal aid	-	-	497,137	497,137
Interest income	-	43,400	-	43,400
Food service revenue	-	140,679	340,281	480,960
Other local revenues	-	515,428	-	515,428
After care	-	160,824	-	160,824
Donations	-	25,288	-	25,288
Summer camp	-	66,357	-	66,357
<b>TOTAL REVENUES</b>	<u>7,108,736</u>	<u>4,475,511</u>	<u>837,418</u>	<u>12,421,665</u>
<b>EXPENDITURES</b>				
Current:				
Instruction	5,440,584	3,860,368	495,521	9,796,473
Operation and maintenance of facilities	40,470	613,294	1,241	655,005
Transportation	-	804,734	375	805,109
Food services	140,421	130,568	340,281	611,270
Capital outlays:				
Property	87,758	504,972	-	592,730
Equipment	35,729	122,542	-	158,271
<b>TOTAL EXPENDITURES</b>	<u>5,744,962</u>	<u>6,036,478</u>	<u>837,418</u>	<u>12,618,858</u>
<b>EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES</b>	1,363,774	(1,560,967)	-	(197,193)
<b>OTHER FINANCING USES:</b>				
Transfer out	(1,086,213)	-	-	(1,086,213)
<b>TOTAL OTHER FINANCING USES</b>	<u>(1,086,213)</u>	<u>-</u>	<u>-</u>	<u>(1,086,213)</u>
<b>NET CHANGE IN FUND BALANCES</b>	277,561	(1,560,967)	-	(1,283,406)
<b>FUND BALANCES, BEGINNING OF YEAR</b>	47,211	1,378,172	-	1,425,383
<b>FUND BALANCES (DEFICIT), END OF YEAR</b>	<u>\$ 324,772</u>	<u>\$ (182,795)</u>	<u>\$ -</u>	<u>\$ 141,977</u>

**LAS AMÉRICAS ASPIRA ACADEMY  
SCHEDULE OF EXPENDITURES BY NATURAL CLASSIFICATION -  
GOVERNMENTAL FUNDS  
FOR THE YEAR ENDED JUNE 30, 2019**

EXPENDITURES

Current:

Salaries	\$ 6,175,087
Employment costs	3,224,754
Travel	27,099
Contractual services	451,488
Communications	8,734
Public utilities service	167,239
Insurance	41,448
Transportation - buses	805,109
Repairs and maintenance	129,256
Supplies and materials	783,744
Student activities	60,198

Capital outlays:

Property	592,730
Equipment	158,271

Debt service:

Principal	75,000
Interest	<u>1,029,813</u>

TOTAL EXPENDITURES

\$ 13,729,970

**SINGLE AUDIT SUPPLEMENT**



INDEPENDENT AUDITOR'S REPORT ON  
INTERNAL CONTROL OVER FINANCIAL REPORTING AND  
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT  
OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE  
WITH GOVERNMENT AUDITING STANDARDS

September 30, 2019

Board of Directors  
Las Américas ASPIRA Academy  
Newark, Delaware

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of Las Américas ASPIRA Academy ("the School"), Newark, Delaware, as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated September 30, 2019.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting ("internal control") to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.



Board of Directors  
Las Américas ASPIRA Academy

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

#### Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

#### Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

  
BARBACANE, THORNTON & COMPANY LLP



INDEPENDENT AUDITOR'S REPORT ON  
COMPLIANCE FOR EACH MAJOR PROGRAM AND  
ON INTERNAL CONTROL OVER COMPLIANCE  
REQUIRED BY THE UNIFORM GUIDANCE

September 30, 2019

Board of Directors  
Las Américas ASPIRA Academy  
Newark, Delaware

Report on Compliance for Each Major Federal Program

We have audited Las Américas ASPIRA Academy's ("the School") compliance with the types of compliance requirements described in the OMB *Compliance Supplement* that could have a direct and material effect on the School's major federal programs for the year ended June, 30, 2019. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and recommendations.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

Board of Directors  
Las Américas ASPIRA Academy

We believe that our audit provides a reasonable basis for our opinion on compliance for the School's major federal programs. However, our audit does not provide a legal determination of the School's compliance.

#### Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each major federal program for the year ended June 30, 2019.

#### Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

*Barbacane, Thornton & Company LLP*  
BARBACANE, THORNTON & COMPANY LLP

**LAS AMÉRICAS ASPIRA ACADEMY  
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
FOR THE YEAR ENDED JUNE 30, 2019**

FEDERAL GRANTOR PROJECT TITLE	Source Code	FEDERAL CFDA NUMBER	GRANT PERIOD BEGINNING/ ENDING DATES	GRANT AMOUNT	TOTAL RECEIVED FOR YEAR	ACCRUED (DEFERRED) REVENUE 06/30/18	REVENUE RECOGNIZED	CURRENT YEAR EXPENDITURES	ACCRUED (DEFERRED) REVENUE 06/30/19	PASSED THROUGH TO SUB-RECIPIENTS
U.S. Department of Agriculture Passed through DE Department of Education National School Lunch Program	I	10.555	07/01/18-06/30/19	N/A	\$ 277,526	\$ -	\$ 283,877	\$ 283,877	\$ 6,351	\$ -
Summer Food Program For Children	I	10.559	07/01/18-06/30/19	N/A	6,207	-	12,158	12,158	5,951	-
Total Child Nutrition Cluster					283,733	-	296,035	296,035	12,302	-
Child and Adult Care Food Program	I	10.558	07/01/18-06/30/19	N/A	43,627	-	44,247	44,247	620	-
Total U.S. Department of Agriculture					327,360	-	340,282	340,282	12,922	-
U.S. Department of Education Passed through DE Department of Education	I	84.010	07/01/17-11/30/19	\$ 185,230	23,796	23,796	-	-	-	-
Title I - Grants to Local Education Agencies	I	84.010	07/01/18-11/30/20	188,948	188,948	-	188,948	188,948	-	-
Total CFDA #84.10					212,744	23,796	188,948	188,948	-	-
I.D.E.A. Part B	I	84.027	07/01/17-11/30/19	117,566	29,253	-	29,253	29,253	-	-
I.D.E.A. Part B	I	84.027	07/01/18-11/30/20	132,069	124,817	-	124,817	124,817	-	-
Total CFDA #84.027					154,070	-	154,070	154,070	-	-
Special Education Preschool Grants	I	84.173	07/01/18-06/30/19	585	585	-	585	585	-	-
Total Special Education Cluster					154,655	-	154,655	154,655	-	-
English Language Acquisition	I	84.365	07/01/17-11/30/19	19,887	6,448	-	6,448	6,448	-	-
English Language Acquisition	I	84.365	07/01/18-11/30/20	19,887	13,907	-	13,907	13,907	-	-
Total CFDA #84.365					20,355	-	20,355	20,355	-	-
Title II - Improving Teacher Quality State Grants	I	84.367	07/01/17-11/30/19	36,039	3,076	-	3,076	3,076	-	-
Title II - Improving Teacher Quality State Grants	I	84.367	07/01/18-11/30/20	38,112	38,112	-	38,112	38,112	-	-
Total CFDA #84.367					41,188	-	41,188	41,188	-	-
Temporary Emergency Impact Aid for Displaced Students	I	84.938C	07/01/18-02/28/19	72,000	72,000	-	72,000	72,000	-	-
Title IV	I	84.424	07/01/17-11/30/19	10,000	31	-	31	31	-	-
Title IV	I	84.424	07/01/18-11/30/20	19,959	19,959	-	19,959	19,959	-	-
Total CFDA #84.424					19,990	-	19,990	19,990	-	-
Total U.S. Department of Education					520,932	23,796	497,136	497,136	-	-
TOTAL FEDERAL AWARDS					\$ 848,292	\$ 23,796	\$ 837,418	\$ 837,418	\$ 12,922	\$ -

Source Code:

I = Indirect funding

LAS AMÉRICAS ASPIRA ACADEMY  
NEWARK, DELAWARE

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

NOTE A BASIS OF ACCOUNTING

All expenditures included in the schedule of expenditures of federal awards are presented on the basis that expenditures are reported to the respective federal grantor agencies. Accordingly, expenditures are recorded when the federal obligation is determined.

NOTE B INDIRECT COST RATE

The School has not elected to use the 10 percent de minimis indirect cost rate allowed under the Uniform Guidance. For the year ended June 30, 2019, there were no indirect costs included in the schedule of expenditures of federal awards.

## **SCHEDULE OF FINDINGS AND RECOMMENDATIONS**

LAS AMÉRICAS ASPIRA ACADEMY  
NEWARK, DELAWARE

SCHEDULE OF FINDINGS AND RECOMMENDATIONS

**PART A - SUMMARY OF AUDITOR'S RESULTS**

*Financial Statements*

Type of auditor's report issued [*unmodified, qualified, adverse, or disclaimer*]:

Unmodified

Internal control over financial reporting:

- Material weakness(es) identified?  Yes  No
- Significant deficiency(ies) identified?  Yes  None reported
- Noncompliance material to financial statements noted?  Yes  No

*Federal Awards*

Internal control over major program:

- Material weakness(es) identified?  Yes  No
- Significant deficiency(ies) identified?  Yes  None reported

Type of auditor's report issued on compliance for major program [*unmodified, qualified, adverse, or disclaimer*]:

Unmodified

Any audit findings disclosed that are required to be reported in accordance with the Uniform Guidance?

Yes  No

Identification of major programs:

CFDA Numbers

10.555, 10.559  
10.558

Name of Federal Program or Cluster

Child Nutrition Cluster  
Child and Adult Care Food Program

Dollar threshold used to distinguish between Type A and Type B programs:

\$ 750,000

Auditee qualified as low-risk auditee?

Yes  No

LAS AMÉRICAS ASPIRA ACADEMY  
NEWARK, DELAWARE

SCHEDULE OF FINDINGS AND RECOMMENDATIONS (cont'd)

**PART B - FINDINGS RELATED TO FINANCIAL STATEMENTS**

STATUS OF PRIOR YEAR FINDINGS

None.

CURRENT YEAR FINDINGS AND RECOMMENDATIONS

None.

**PART C - FINDINGS RELATED TO FEDERAL AWARDS**

STATUS OF PRIOR YEAR FINDINGS

None.

CURRENT YEAR FINDINGS AND RECOMMENDATIONS

None.



**Appendix 15 Board Approved 5-Year Budget Sheets (100% and 80% Enrollment)**

# **APPENDIX 15**

Board Approved 5-Year Budget Narrative

*(see Appendix 16 & 17 for Budget Sheets)*



## Budget Narrative

### Revenue

Div. I Units and Personnel Units – Based on DOE revenue estimate worksheets with enrollment targets for each school district:

Appoquinimink @ 1%

Brandywine @ 1%

Christina @ 59%

Colonial @ 24%

Red Clay @ 15%

Special Education population @ 7.8%. Beginning in FY22, LAAA added and maintained 1.5 units for CTE courses through FY25. Consolidated Grant = additional 5.14 units (constant throughout FY25). State and Local School District revenue projections based on FY20 “preload” rate. State transportation funding = FY20 rate @ \$1003.78 per student (LAAA student population is 100% transportation eligible) throughout FY25.

Other Local Appropriations based on FY19 per pupil rates. Before and Aftercare revenue projections based on K-6 population @ FY19 per pupil rate. CSD settlement revenue projected on 58.6% of enrollment @ FY19 per pupil rate.

Consolidated Grant (Federal Funding) projections based on FY20 rate throughout FY25

### Expenditures

LAAA follows budget model for expenditure thresholds:

Salaries & OECs	65% to 75%
Mortgage/Rent	<15%
Transportation	8% to 10%
Remainder	10% to 15%

Salary, OECs (32.33%) and Health Insurance expense based on FY21 projections and Total Personnel Units through FY25.

LAAA received \$750,000 (CSP Grant) for HS expansion in FY20. \$263K in FY21 expense line 55007 will be funded from FY20 carryover of such funds to cover remaining construction services billed in early FY21; HS to open in August 2020.

HS building lease is in expense line 55402.

Bond Debt Service (for 326 Ruthar Drive/current K-8 school) is in expense line 58300.

Student Transportation is line 55036 – we pay Sutton Bus Company 100% of our transportation funding. Included in this expense line is an additional \$8K for ESY transportation.

### **80% Enrollment Budget Model**

This model reflects the decreased enrollment, thus a lower unit count, which would result in less funding. LAAA traditionally has a wait list greater than its student population; however, should we experience low enrollment, this model depicts the decreases in expense lines to represent our plan to adjust, but sustain our schools program while reducing expense. Not only would we experience a staff reduction, but LAAA would also reduce other expenditures to include cutting its contracted instructional support services. Our fixed costs; i.e., annual bond debt service and high school lease expenditures do not change in either budget model (80% or 100% enrollment).

# **APPENDIX 16**

**Budget Based on 100% Projected Enrollment**



**Las Américas ASPIRA Academy Charter School**  
**FY21-25 Preliminary Operating Budget @ 100% Enrollment**

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**September 30, 2019**

**326 Ruthar Drive  
Newark, DE 19711  
(302) 292-1463**



**ASPIRA of Delaware Charter Operations Inc.  
Board of Directors**

Lourdes Puig, Ph.D. – Chairperson

Donald Patton – Vice Chairperson

Luis Santiago – Treasurer

Younes Haboussi - Secretary

Tiffany Burton

Benjamin Esparza, Esq.

Crystal Mayfield

Serah Jo Pesce

Rosalie Rolon Dow, Ph.D.

Fred West

**Citizen Budget Oversight Committee**

Luis Santiago – ADCO Board Treasurer/Community Representative - Chairperson

Greg Panchisin – Chief Operating Officer - Vice Chairperson

Lucy Li – Community Representative - Secretary

Richard Riggs – DDOE Representative (Non-Voting Member)

Margie López Waite – Head of School

Jessie Forbes – Teacher Representative

Min Guan – Parent Representative

**Las Américas ASPIRA Academy Charter School  
Budget Assumption and Guidelines  
FY 21-25 Preliminary Operating Budget @ 100% Enrollment**

**Key Assumptions and Notes:**

- 1) Planned 100% enrollment for FY21 - 1,047, FY22 - 1,197, FY23 - 1,347, FY24 - 1,497 & FY25 - 1,547
- 2) Revenue projections include a projected carryover from FY20 of \$1.532MM
- 3) Revenue projections assume minimal donations of \$26K with no increase throughout five years
- 4) State and Local School District Funding projections based on DDOE Charter School Worksheets (Staffing Units) and FY20 Receipts (Charter Bill and State Funding Summary)
- 5) Other Local (ECDC/Extended Care Programs/Lunch Reimbursements) funding projections based on FY19 receipts
- 6) Federal funding projections based on FY20 rates
- 7) Expense projections follow LAAA Budget Model (Percent of Total Budget Revenue Targets)

**Guidelines for Total Expenditures**

Percent of Total Budget Revenue Targets

**New Revenue / No Carryover**

Salaries & OECs	65% to 75%
Mortgage/Rent	<15%
Transportation	8% to 10%
Remainder	10% to 15%

Las Américas ASPIRA Academy Charter School  
 Budget Summary - Cash Basis  
 FY 21-25 Preliminary Operating Budget @ 100% Enrollment

Fund	Rev Apr # or Account Code	Description	FY21	FY22	FY23	FY24	FY25
<b>REVENUES</b>							
		Number of Students	1047	1197	1347	1497	1547
		High School	7-9 = 300	7-10 = 425	7-11 = 550	7-12 = 675	7-12 = 700
		Elementary	K-6 = 747	K-6 = 772	K-6 = 797	K-6 = 822	K-6 = 847
		Div I Units	67.45	77.95	87.06	96.57	99.27
		Personnel Units	102.37	116.8	127.69	140.42	143.93
		Additional Units - Consolidated Grant = 5.14	5.14	5.14	5.14	5.14	5.14
		Total Personnel Units	107.51	121.94	132.83	145.56	149.07
		Classrooms (Homerooms only)	42	49	56	62	64
State	05213	Division I (Salary & OEC)	\$ 6,603,565	\$ 7,631,548	\$ 8,523,446	\$ 9,454,504	\$ 9,718,843
State	05213	Division II (Materials, Supplies, Services)	\$ 56,780	\$ 65,619	\$ 73,288	\$ 81,294	\$ 83,567
State	05213	Division II (Energy)	\$ 161,003	\$ 186,067	\$ 207,812	\$ 230,513	\$ 236,958
State	05213	Division II (Academic Excellence)	\$ 12,058	\$ 13,935	\$ 15,564	\$ 17,264	\$ 17,747
State	05213	Division III (Equalization)	\$ 448,398	\$ 518,201	\$ 578,762	\$ 641,984	\$ 659,933
State	05213	Division III (Visiting Teacher)	\$ 1,812	\$ 2,095	\$ 2,339	\$ 2,595	\$ 2,668
State	05213	Division III (Academic Excellence)	\$ 27,404	\$ 31,670	\$ 35,372	\$ 39,235	\$ 40,332
State	05213	Division III (Psychologist)	\$ 2,678	\$ 3,095	\$ 3,456	\$ 3,834	\$ 3,941
State	05213	Professional & Curriculum Development	\$ 11,026	\$ 12,743	\$ 14,232	\$ 15,787	\$ 16,228
State	05213	Student Transportation	\$ 1,050,958	\$ 1,201,525	\$ 1,352,092	\$ 1,502,659	\$ 1,552,848
State	50022	MCI/Annual Maintenance	\$ 132,705	\$ 139,341	\$ 146,308	\$ 153,623	\$ 161,304
State	05235	Technology Block Grant	\$ 20,360	\$ 23,530	\$ 26,280	\$ 29,151	\$ 29,966
State	05297	Education Opportunity Funding	\$ 105,850	\$ 105,850	\$ -	\$ -	\$ -
State	05289	Education Sustainment Fund	\$ 152,134	\$ 175,817	\$ 196,364	\$ 217,814	\$ 223,904
State	05309	SSBG - K-3	\$ 28,735	\$ 32,852	\$ 36,968	\$ 41,085	\$ 42,457
State	05310	SSBG Reading	\$ 89,761	\$ 102,621	\$ 115,480	\$ 128,340	\$ 132,627
State	05311	Opportunity Fund - Health & Reading Support	\$ 79,890	\$ 79,890	\$ -	\$ -	\$ -
State	05388	Contracted Sub Reimbursement - Parental Leave	\$ -	\$ -	\$ -	\$ -	\$ -
State	05389	Sub Reimbursement - Parental Leave	\$ -	\$ -	\$ -	\$ -	\$ -
State	08914	Opportunity Fund	\$ 105,850	\$ 105,850	\$ -	\$ -	\$ -
State	08915	Opportunity Fund - Health & Reading Support	\$ 79,890	\$ 79,890	\$ -	\$ -	\$ -
State	59970	School Safety & Security Grant	\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Subtotal State</b>	<b>\$ 9,170,859</b>	<b>\$ 10,512,136</b>	<b>\$ 11,327,764</b>	<b>\$ 12,559,681</b>	<b>\$ 12,923,321</b>
Local	98000	School District Local Fund Transfers	\$ 4,549,065	\$ 5,200,794	\$ 5,852,522	\$ 6,504,251	\$ 6,721,494
Local	98000	Local (Other than School District)	\$ 280,644.62	\$ 330,452	\$ 381,461.55	\$ 433,541	\$ 457,620.88
Local	98060	ECDC	\$ 246,576	\$ 281,902	\$ 317,228	\$ 352,555	\$ 364,330
Local	98139	Before and After School Program	\$ 196,348	\$ 202,919	\$ 209,491	\$ 216,062	\$ 222,633
Local	98159	Donations	\$ 26,042	\$ 26,042	\$ 26,042	\$ 26,042	\$ 26,042
Local	98133	Construction Fund	\$ -	\$ -	\$ -	\$ -	\$ -
Local	91100	Lunch Reimbursement & Purchases	\$ 624,080	\$ 713,489	\$ 802,899	\$ 892,309	\$ 922,112
Local	98205	Summer Camp	\$ 88,287	\$ 100,935	\$ 113,584	\$ 126,232	\$ 130,448
Local	98041	CSRP	\$ 1,080	\$ 1,235	\$ 1,390	\$ 1,544	\$ 1,596
Local	99150	FY17 CSD Settlement	\$ 159,883	\$ 182,789	\$ 205,695	\$ 228,600	\$ 236,236
		<b>Subtotal Local</b>	<b>\$ 6,172,006</b>	<b>\$ 7,040,557</b>	<b>\$ 7,910,312</b>	<b>\$ 8,781,135</b>	<b>\$ 9,082,512</b>
Federal	40554	Title I	\$ 230,649	\$ 263,693	\$ 296,737	\$ 329,782	\$ 340,796
Federal	40114	Title II	\$ 49,108	\$ 56,144	\$ 63,179	\$ 70,215	\$ 72,560
Federal	40564	IDEA	\$ 147,320	\$ 168,427	\$ 189,533	\$ 210,639	\$ 217,674
Federal	40565	IDEA Preschool	\$ 1,868	\$ 2,136	\$ 2,404	\$ 2,671	\$ 2,760
Federal	40560	Title III ELL	\$ 25,184	\$ 28,793	\$ 32,401	\$ 36,009	\$ 37,211
Federal	40532	Title IV	\$ 25,428	\$ 29,071	\$ 32,714	\$ 36,357	\$ 37,571
Federal	40954	Delaware Charter School Program Grant	\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Subtotal Federal</b>	<b>\$ 479,558</b>	<b>\$ 548,263</b>	<b>\$ 616,967</b>	<b>\$ 685,672</b>	<b>\$ 708,573</b>
		<b>Total FSF Revenue</b>	<b>\$ 15,822,423</b>	<b>\$ 18,100,956</b>	<b>\$ 19,855,043</b>	<b>\$ 22,026,488</b>	<b>\$ 22,714,406</b>
		Previous Year Carryover	\$ 1,532,100	\$ 1,566,466	\$ 2,275,528	\$ 3,294,227	\$ 4,854,864
Other		Petty Cash (Not Reported in FSF - WSFS Account)	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200
		<b>Total Revenues - All Categories including carryover</b>	<b>\$ 17,355,723</b>	<b>\$ 19,668,622</b>	<b>\$ 22,131,771</b>	<b>\$ 25,321,916</b>	<b>\$ 27,570,470</b>
510		Total Salaries/Other	\$ 6,557,494	\$ 7,437,641	\$ 8,101,869	\$ 8,878,326	\$ 9,092,416
520		Total Other Employment Costs	\$ 3,564,440	\$ 4,042,859	\$ 4,403,911	\$ 4,825,968	\$ 4,942,340
540		Total Travel	\$ 1,139,026	\$ 1,301,577	\$ 1,463,276	\$ 1,625,220	\$ 1,678,913
550		Total - Contracted Services	\$ 2,282,784	\$ 2,250,697	\$ 2,403,463	\$ 2,565,419	\$ 2,692,124
560		Total Supplies/Materials	\$ 917,898	\$ 1,031,767	\$ 1,139,185	\$ 1,247,328	\$ 1,294,305
570		Total Capital Outlay-Equipment	\$ 12,500	\$ 12,500	\$ 10,000	\$ 10,000	\$ 10,000
580		Total Capital Outlay-Property	\$ 1,313,915	\$ 1,314,853	\$ 1,314,640	\$ 1,313,590	\$ 1,317,215
		<b>Total Expenditures - All Categories</b>	<b>\$ 15,788,057</b>	<b>\$ 17,391,894</b>	<b>\$ 18,836,344</b>	<b>\$ 20,465,851</b>	<b>\$ 21,027,314</b>
		<b>Net Excess or (Deficit) for Year</b>	<b>\$ 1,567,666</b>	<b>\$ 2,276,728</b>	<b>\$ 3,295,427</b>	<b>\$ 4,856,064</b>	<b>\$ 6,543,157</b>
		Petty Cash (Not Reported in FSF - WSFS Account)	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200
		Salary and OECs/Health Ins. Accrual (4 pay periods)	\$ 1,557,221	\$ 1,766,231	\$ 1,923,966	\$ 2,108,353	\$ 2,159,193
		<b>FSF Cash Balance Projected at End of FY</b>	<b>\$ 1,666,466</b>	<b>\$ 2,275,528</b>	<b>\$ 3,284,227</b>	<b>\$ 4,854,864</b>	<b>\$ 6,541,957</b>
		Contingency Reserve (2%)	\$ (274,398)	\$ (314,259)	\$ (343,606)	\$ (381,279)	\$ (392,896)
		<b>FSF Cash Balance Projected at End of FY (Less Contingency Reserve)</b>	<b>\$ 1,292,067</b>	<b>\$ 1,961,269</b>	<b>\$ 2,950,622</b>	<b>\$ 4,473,586</b>	<b>\$ 6,149,060</b>

Las Américas ASPIRA Academy Charter School  
 Detailed Budgeted Expenditures - Cash Basis  
 FY 21-25 Preliminary Operating Budget @ 100% Enrollment

Account Category	Account Code	Description	FY21	FY22	FY23	FY24	FY25
510		Various Salary - All Employees	6,557,494	7,437,641	8,101,869	8,878,326	9,092,416
		<b>Total Salaries/Other (510)</b>	<b>\$ 6,557,494</b>	<b>\$ 7,437,641</b>	<b>\$ 8,101,869</b>	<b>\$ 8,878,326</b>	<b>\$ 9,092,416</b>
520	52001	Pensions/Employer Share (23.02%)	\$ 1,509,535	\$ 1,712,145	\$ 1,865,050	\$ 2,043,791	\$ 2,093,074
520	52002	Health Insurance/Employer Share	\$ 1,444,402	\$ 1,638,269	\$ 1,784,577	\$ 1,955,605	\$ 2,002,762
520	52005	Workmen's Compensation (1.55%)	\$ 101,641	\$ 115,283	\$ 125,579	\$ 137,614	\$ 140,932
520	52006	Social Security/Employer Share (6.2%)	\$ 406,565	\$ 461,134	\$ 502,316	\$ 550,456	\$ 563,730
520	52009	Unemployment Insurance (0.11%)	\$ 7,213	\$ 8,181	\$ 8,912	\$ 9,766	\$ 10,002
520	52016	Medicare/Employer Share (1.45%)	\$ 95,084	\$ 107,846	\$ 117,477	\$ 128,736	\$ 131,840
		<b>Total Other Employment Costs (520) - 32.33%</b>	<b>\$ 3,564,440</b>	<b>\$ 4,042,859</b>	<b>\$ 4,403,911</b>	<b>\$ 4,825,968</b>	<b>\$ 4,942,340</b>
		<b>Total Salaries and OECs</b>	<b>\$ 10,121,934</b>	<b>\$ 11,480,500</b>	<b>\$ 12,505,780</b>	<b>\$ 13,704,294</b>	<b>\$ 14,034,756</b>
540	54001	Mileage/Pvt Car in state	\$ 3,163	\$ 3,655	\$ 4,082	\$ 4,528	\$ 4,655
540	54003	Meals - In State	\$ 2,181	\$ 2,521	\$ 2,815	\$ 3,123	\$ 3,210
540	54101	Mileage/Pvt Car out of state	\$ 3,272	\$ 3,781	\$ 4,223	\$ 4,684	\$ 4,815
540	54103	Meals - Out of State	\$ 5,453	\$ 6,302	\$ 7,038	\$ 7,807	\$ 8,025
540	54104	Lodging/Out of State	\$ 10,905	\$ 12,603	\$ 14,076	\$ 15,614	\$ 16,050
540	54105	Other Travel - Out of State	\$ 16,358	\$ 18,905	\$ 21,114	\$ 23,420	\$ 24,075
540	54107	Student Travel - Field Trips	\$ 15,495	\$ 17,715	\$ 19,934	\$ 22,154	\$ 22,894
550	55034	Athletic Travel - Sports	\$ 23,242	\$ 26,572	\$ 29,902	\$ 33,232	\$ 34,341
550	55036	Student Transportation - Bus Transportation Contract	\$ 1,058,958	\$ 1,209,525	\$ 1,360,092	\$ 1,510,659	\$ 1,560,848
		<b>Total Travel</b>	<b>\$ 1,139,026</b>	<b>\$ 1,301,577</b>	<b>\$ 1,463,276</b>	<b>\$ 1,625,220</b>	<b>\$ 1,678,913</b>
550	55003	Landscaping Services	\$ 20,625	\$ 25,781	\$ 27,070	\$ 28,424	\$ 29,845
550	55007	Construction / Building Services	\$ 263,079	\$ -	\$ -	\$ -	\$ -
550	55010	Medical Services (Contracted Nurse Services)	\$ 46,484	\$ 53,144	\$ 59,803	\$ 66,463	\$ 68,683
550	55020	Legal Services	\$ 8,500	\$ 9,000	\$ 9,500	\$ 10,000	\$ 10,000
550	55030	Instructional Services (Substitute Services)	\$ 62,161	\$ 71,838	\$ 80,233	\$ 88,997	\$ 91,486
550	55032	Related Services / Psych, PT, OT, Speech	\$ 146,093	\$ 167,023	\$ 187,953	\$ 208,884	\$ 215,860
550	55033	Instructional Support Services (C&C / Curriculum)	\$ 99,750	\$ 104,738	\$ 109,974	\$ 115,473	\$ 121,247
550	55035	Central Admin Services / Auditing and DSC	\$ 50,400	\$ 52,920	\$ 55,566	\$ 58,344	\$ 61,262
550	55037	Food Service Operations / Equipment Maintenance	\$ 3,150	\$ 3,308	\$ 3,473	\$ 3,647	\$ 3,829
550	55101	Postage	\$ 5,000	\$ 6,000	\$ 7,000	\$ 8,000	\$ 8,000
550	55110	Security (monitoring, installation & maintenance)	\$ 65,000	\$ 81,250	\$ 101,563	\$ 126,953	\$ 158,691
550	55125	Telephone Services (TLS Upgrade, Verizon, & Voice Shot)	\$ 25,000	\$ 31,250	\$ 32,813	\$ 34,453	\$ 36,176
550	55200	Water & Sewer	\$ 30,200	\$ 37,750	\$ 39,638	\$ 41,619	\$ 43,700
550	55205	Electricity	\$ 229,688	\$ 287,109	\$ 301,465	\$ 316,538	\$ 332,365
550	55206	Natural Gas	\$ 76,563	\$ 95,703	\$ 100,488	\$ 105,513	\$ 110,788
550	55371	Tuition Reimbursements	\$ 10,905	\$ 12,603	\$ 14,076	\$ 15,614	\$ 16,050
550	55400	Equipment Lease (Copiers & Chromebooks)	\$ 259,560	\$ 267,347	\$ 280,714	\$ 294,750	\$ 309,847
550	55402	Buildings - Office Space (High School)	\$ 490,800	\$ 501,924	\$ 513,382	\$ 525,183	\$ 537,339
550	55452	Insurance (Bldg & Contents)	\$ 75,000	\$ 93,750	\$ 98,438	\$ 103,359	\$ 108,527
550	55507	Maintenance (HVAC, Terminix, Fire Extinguishers & Snow Removal)	\$ 77,000	\$ 80,850	\$ 84,893	\$ 89,137	\$ 93,594
550	55509	Software (non-instructional)	\$ 7,875	\$ 8,269	\$ 8,682	\$ 9,116	\$ 9,572
550	55521	Data Storage/Back-up	\$ 18,900	\$ 19,845	\$ 20,837	\$ 21,879	\$ 22,973
550	55600	Printing & Binding	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
550	55610	Advertising	\$ 5,775	\$ 6,064	\$ 6,367	\$ 6,685	\$ 7,020
550	55631	Association Dues & Conference Fees	\$ 35,416	\$ 40,490	\$ 45,564	\$ 50,638	\$ 52,330
550	55647	Student Body Activity	\$ 61,979	\$ 70,858	\$ 79,738	\$ 88,617	\$ 91,577
550	55667	Training	\$ 70,885	\$ 81,920	\$ 91,494	\$ 101,488	\$ 104,326
550	55681	Employee Recognition/Team Building	\$ 11,996	\$ 13,863	\$ 15,484	\$ 17,175	\$ 17,655
550	55692	Trash Removal	\$ 22,000	\$ 23,100	\$ 24,255	\$ 25,468	\$ 26,741
		<b>Total - Contracted Services (550)</b>	<b>\$ 2,282,784</b>	<b>\$ 2,250,697</b>	<b>\$ 2,403,463</b>	<b>\$ 2,565,419</b>	<b>\$ 2,692,124</b>
560	56000	Office Supplies	\$ 99,750	\$ 104,738	\$ 109,974	\$ 115,473	\$ 121,247
560	56070	Institutional Supplies (maintenance)	\$ 31,500	\$ 33,075	\$ 34,729	\$ 36,465	\$ 38,288
560	56111	Food	\$ 236,848	\$ 270,780	\$ 304,712	\$ 338,645	\$ 349,956
560	56128	Medical Supplies/Medicines/Health Aids	\$ 9,961	\$ 11,388	\$ 12,815	\$ 14,242	\$ 14,718
560	56141	Custodial Supplies	\$ 48,532	\$ 55,485	\$ 62,438	\$ 69,391	\$ 71,708
560	56143	Cafeteria Supplies	\$ 38,737	\$ 44,286	\$ 49,836	\$ 55,386	\$ 57,236
560	56145	Computer Supplies (non-instructional)	\$ 6,641	\$ 7,592	\$ 8,543	\$ 9,495	\$ 9,812
560	56150	Instructional Supplies (mag, manuals, audio, music, band, art, etc.)	\$ 249,022	\$ 284,699	\$ 320,375	\$ 356,052	\$ 367,944
560	56157	Text Books/Library and Yearbooks	\$ 33,203	\$ 37,960	\$ 42,717	\$ 47,474	\$ 49,059
560	56220	Building Materials (Paint, Plumbing, Electrical, etc.)	\$ 60,000	\$ 70,500	\$ 74,025	\$ 77,726	\$ 81,613
560	56950	Institutional Equipment (included furniture)	\$ 78,250	\$ 82,163	\$ 86,271	\$ 90,584	\$ 95,113
560	56960	Athletic Supplies	\$ 25,456	\$ 29,103	\$ 32,749	\$ 36,396	\$ 37,612
		<b>Total Supplies/Materials (560)</b>	<b>\$ 917,898</b>	<b>\$ 1,031,767</b>	<b>\$ 1,139,185</b>	<b>\$ 1,247,328</b>	<b>\$ 1,294,305</b>
570	57210	Custodial/Maint Equipment	\$ 12,500	\$ 12,500	\$ 10,000	\$ 10,000	\$ 10,000
		<b>Total Capital Outlay-Equipment (570)</b>	<b>\$ 12,500</b>	<b>\$ 12,500</b>	<b>\$ 10,000</b>	<b>\$ 10,000</b>	<b>\$ 10,000</b>
580	58100	Land Improvements					
580	58300	Bond Debt Service	\$ 1,313,915	\$ 1,314,853	\$ 1,314,640	\$ 1,313,590	\$ 1,317,215
580	58300	Maj Bldg Alteration by Contract* (High School)	\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Total Capital Outlay-Property (580)</b>	<b>\$ 1,313,915</b>	<b>\$ 1,314,853</b>	<b>\$ 1,314,640</b>	<b>\$ 1,313,590</b>	<b>\$ 1,317,215</b>
		<b>Grand Totals - All Categories</b>	<b>\$ 15,788,057</b>	<b>\$ 17,391,894</b>	<b>\$ 18,836,344</b>	<b>\$ 20,465,851</b>	<b>\$ 21,027,314</b>



# **APPENDIX 17**

**Budget Based on 80% Projected Enrollment**



**Las Américas ASPIRA Academy Charter School**  
**FY21-25 Preliminary Operating Budget @ 80% Enrollment**



**September 30, 2019**

**326 Ruthar Drive  
Newark, DE 19711  
(302) 292-1463**



**ASPIRA of Delaware Charter Operations Inc.  
Board of Directors**

Lourdes Puig, Ph.D. – Chairperson

Donald Patton – Vice Chairperson

Luis Santiago – Treasurer

Younes Haboussi - Secretary

Tiffany Burton

Benjamin Esparza, Esq.

Crystal Mayfield

Serah Jo Pesce

Rosalie Rolon Dow, Ph.D.

Fred West

**Citizen Budget Oversight Committee**

Luis Santiago – ADCO Board Treasurer/Community Representative - Chairperson

Greg Panchisin – Chief Operating Officer - Vice Chairperson

Lucy Li – Community Representative - Secretary

Richard Riggs – DDOE Representative (Non-Voting Member)

Margie López Waite – Head of School

Jessie Forbes – Teacher Representative

Min Guan – Parent Representative

**Las Américas ASPIRA Academy Charter School  
Budget Assumption and Guidelines  
FY 21-25 Preliminary Operating Budget @ 80% Enrollment**

**Key Assumptions and Notes:**

- 1) 80% enrollment for FY21 - 838, FY22 - 958, FY23 - 1,078, FY24 - 1,198 & FY25 - 1,238
- 2) Revenue projections include a projected carryover from FY20 of \$1.532MM
- 3) Revenue projections assume minimal donations of \$26K with no increase throughout five years
- 4) State and Local School District Funding projections based on DDOE Charter School Worksheets (Staffing Units) and FY20 Receipts (Charter Bill and State Funding Summary)
- 5) Other Local (ECDC/Extended Care Programs/Lunch Reimbursements) funding projections based on FY19 receipts
- 6) Federal funding projections based on FY20 rates
- 7) Expense projections follow LAAA Budget Model (Percent of Total Budget Revenue Targets)

**Guidelines for Total Expenditures**

Percent of Total Budget Revenue Targets

**New Revenue / No Carryover**

Salaries & OECs	65% to 75%
Mortgage/Rent	<15%
Transportation	8% to 10%
Remainder	10% to 15%

Las Américas ASPIRA Academy Charter School  
 Budget Summary - Cash Basis  
 FY 21-25 Preliminary Operating Budget @ 80% Enrollment

Fund	Rev Apr # or Account Code	Description	FY21	FY22	FY23	FY24	FY25
<b>REVENUES</b>							
		Number of Students	838	958	1078	1198	1238
		High School	7-9 = 240	7-10 = 340	7-11 = 440	7-12 = 540	7-12 = 500
		Elementary	K-6 = 598	K-6 = 618	K-6 = 638	K-6 = 650	K-6 = 678
		Div I Units	53.96	62.36	69.648	77.256	79.416
		Personnel Units	81.90	93.44	102.15	112.34	115.14
		Additional Units - Consolidated Grant = 5.14	4.11	4.11	4.11	4.11	4.11
		Total Personnel Units	86.01	97.55	106.26	116.45	119.26
		Classrooms (Homerooms only)	42	49	56	62	64
State	05213	Division I (Salary & OEC)	\$ 5,282,852	\$ 6,105,239	\$ 6,818,757	\$ 7,563,603	\$ 7,775,074
State	05213	Division II (Materials, Supplies, Services)	\$ 45,424	\$ 52,495	\$ 58,630	\$ 65,035	\$ 66,853
State	05213	Division II (Energy)	\$ 128,803	\$ 148,853	\$ 166,250	\$ 184,410	\$ 189,566
State	05213	Division II (Academic Excellence)	\$ 9,646	\$ 11,148	\$ 12,451	\$ 13,811	\$ 14,197
State	05213	Division III (Equalization)	\$ 358,718	\$ 414,560	\$ 463,010	\$ 513,587	\$ 527,946
State	05213	Division III (Visiting Teacher)	\$ 1,450	\$ 1,676	\$ 1,872	\$ 2,076	\$ 2,134
State	05213	Division III (Academic Excellence)	\$ 21,923	\$ 25,336	\$ 28,297	\$ 31,388	\$ 32,266
State	05213	Division III (Psychologist)	\$ 2,142	\$ 2,476	\$ 2,765	\$ 3,067	\$ 3,153
State	05213	Professional & Curriculum Development	\$ 8,821	\$ 10,194	\$ 11,386	\$ 12,630	\$ 12,983
State	05213	Student Transportation	\$ 840,766	\$ 961,220	\$ 1,081,673	\$ 1,202,127	\$ 1,242,278
State	50022	MCI/Annual Maintenance	\$ 132,705	\$ 139,341	\$ 146,308	\$ 153,623	\$ 161,304
State	05235	Technology Block Grant	\$ 16,288	\$ 18,824	\$ 21,024	\$ 23,320	\$ 23,972
State	05297	Education Opportunity Funding	\$ 105,850	\$ 105,850	\$ -	\$ -	\$ -
State	05289	Education Sustainment Fund	\$ 121,707	\$ 140,653	\$ 157,091	\$ 174,251	\$ 179,123
State	05309	SSBG - K-3	\$ 22,988	\$ 26,281	\$ 29,575	\$ 32,868	\$ 33,966
State	05310	SSBG Reading	\$ 71,809	\$ 82,096	\$ 92,384	\$ 102,672	\$ 106,101
State	05311	Opportunity Fund - Health & Reading Support	\$ 79,890	\$ 79,890	\$ -	\$ -	\$ -
State	05388	Contracted Sub Reimbursement - Parental Leave	\$ -	\$ -	\$ -	\$ -	\$ -
State	05389	Sub Reimbursement - Parental Leave	\$ -	\$ -	\$ -	\$ -	\$ -
State	08914	Opportunity Fund	\$ 105,850	\$ 105,850	\$ -	\$ -	\$ -
State	08915	Opportunity Fund - Health & Reading Support	\$ 79,890	\$ 79,890	\$ -	\$ -	\$ -
State	59970	School Safety & Security Grant	\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Subtotal State</b>	<b>\$ 7,437,524</b>	<b>\$ 8,511,873</b>	<b>\$ 9,091,473</b>	<b>\$ 10,078,469</b>	<b>\$ 10,370,918</b>
Local	98000	School District Local Fund Transfers	\$ 3,639,252	\$ 4,160,635	\$ 4,682,018	\$ 5,203,401	\$ 5,377,195
Local	98000	Local (Other than School District)	\$ 226,435.69	\$ 268,476	\$ 311,719.99	\$ 356,033	\$ 377,524.22
Local	98060	ECDC	\$ 197,261	\$ 225,522	\$ 253,783	\$ 282,044	\$ 291,464
Local	98139	Before and After School Program	\$ 196,348	\$ 202,919	\$ 209,491	\$ 216,062	\$ 222,633
Local	98159	Donations	\$ 26,042	\$ 26,042	\$ 26,042	\$ 26,042	\$ 26,042
Local	98133	Construction Fund	\$ -	\$ -	\$ -	\$ -	\$ -
Local	91100	Lunch Reimbursement & Purchases	\$ 499,264	\$ 570,791	\$ 642,319	\$ 713,847	\$ 737,689
Local	98205	Summer Camp	\$ 70,629	\$ 80,748	\$ 90,867	\$ 100,986	\$ 104,359
Local	98041	CSRP	\$ 864	\$ 988	\$ 1,112	\$ 1,236	\$ 1,277
Local	99150	FY17 CSD Settlement	\$ 127,906	\$ 146,231	\$ 164,556	\$ 182,880	\$ 188,989
		<b>Subtotal Local</b>	<b>\$ 4,984,002</b>	<b>\$ 5,682,353</b>	<b>\$ 6,381,907</b>	<b>\$ 7,082,529</b>	<b>\$ 7,327,172</b>
Federal	40554	Title I	\$ 184,519	\$ 210,954	\$ 237,390	\$ 263,825	\$ 272,637
Federal	40114	Title II	\$ 39,287	\$ 44,915	\$ 50,544	\$ 56,172	\$ 58,048
Federal	40564	IDEA	\$ 117,856	\$ 134,741	\$ 151,626	\$ 168,511	\$ 174,139
Federal	40565	IDEA Preschool	\$ 1,495	\$ 1,709	\$ 1,923	\$ 2,137	\$ 2,208
Federal	40560	Title III ELL	\$ 20,148	\$ 23,034	\$ 25,920	\$ 28,807	\$ 29,769
Federal	40532	Title IV	\$ 20,342	\$ 23,257	\$ 26,171	\$ 29,085	\$ 30,057
Federal	40954	Delaware Charter School Program Grant	\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Subtotal Federal</b>	<b>\$ 383,646</b>	<b>\$ 438,610</b>	<b>\$ 493,574</b>	<b>\$ 548,538</b>	<b>\$ 566,859</b>
		<b>Total FSF Revenue</b>	<b>\$ 12,805,173</b>	<b>\$ 14,632,836</b>	<b>\$ 15,966,953</b>	<b>\$ 17,709,536</b>	<b>\$ 18,264,948</b>
		Previous Year Carryover	\$ 1,532,100	\$ 1,266,938	\$ 1,578,173	\$ 2,062,302	\$ 2,981,809
Other		Petty Cash (Not Reported in FSF - WSFS Account)	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200
		<b>Total Revenues - All Categories including carryover</b>	<b>\$ 14,338,473</b>	<b>\$ 15,900,975</b>	<b>\$ 17,546,326</b>	<b>\$ 19,773,038</b>	<b>\$ 21,247,957</b>
510		Total Salaries/Other	\$ 5,280,995	\$ 5,989,811	\$ 6,524,738	\$ 7,150,048	\$ 7,322,463
520		Total Other Employment Costs	\$ 2,802,867	\$ 3,179,068	\$ 3,462,979	\$ 3,794,859	\$ 3,886,368
540		Total Travel	\$ 912,821	\$ 1,042,861	\$ 1,172,221	\$ 1,301,776	\$ 1,344,731
550		Total - Contracted Services	\$ 2,061,018	\$ 2,004,235	\$ 2,134,673	\$ 2,272,977	\$ 2,383,358
560		Total Supplies/Materials	\$ 686,219	\$ 778,274	\$ 863,573	\$ 949,278	\$ 983,956
570		Total Capital Outlay-Equipment	\$ 12,500	\$ 12,500	\$ 10,000	\$ 7,500	\$ 7,500
580		Total Capital Outlay-Property	\$ 1,313,915	\$ 1,314,853	\$ 1,314,640	\$ 1,313,590	\$ 1,317,215
		<b>Total Expenditures - All Categories</b>	<b>\$ 13,070,335</b>	<b>\$ 14,321,602</b>	<b>\$ 15,482,824</b>	<b>\$ 16,790,029</b>	<b>\$ 17,245,591</b>
		<b>Net Excess or (Deficit) for Year</b>	<b>\$ 1,268,138</b>	<b>\$ 1,579,373</b>	<b>\$ 2,063,502</b>	<b>\$ 2,983,009</b>	<b>\$ 4,002,367</b>
		Petty Cash (Not Reported in FSF - WSFS Account)	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200	\$ 1,200
		Salary and OECs/Health Ins. Accrual (4 pay periods)	\$ 1,243,671	\$ 1,410,597	\$ 1,536,572	\$ 1,683,832	\$ 1,724,435
		<b>FSF Cash Balance Projected at End of FY</b>	<b>\$ 1,266,938</b>	<b>\$ 1,878,173</b>	<b>\$ 2,062,302</b>	<b>\$ 2,981,809</b>	<b>\$ 4,001,167</b>
		Contingency Reserve (2%)	\$ (221,536)	\$ (253,450)	\$ (275,470)	\$ (305,637)	\$ (314,962)
		<b>FSF Cash Balance Projected at End of FY (Less Contingency Reserve)</b>	<b>\$ 1,045,403</b>	<b>\$ 1,324,723</b>	<b>\$ 1,786,832</b>	<b>\$ 2,676,172</b>	<b>\$ 3,686,204</b>

Las Américas ASPIRA Academy Charter School  
 Detailed Budgeted Expenditures - Cash Basis  
 FY 21-25 Preliminary Operating Budget @ 80% Enrollment

Account Category	Account Code	Description	FY21	FY22	FY23	FY24	FY25
510		Various Salary - All Employees	5,280,995	5,989,811	6,524,738	7,150,048	7,322,463
		<b>Total Salaries/Other (510)</b>	<b>\$ 5,280,995</b>	<b>\$ 5,989,811</b>	<b>\$ 6,524,738</b>	<b>\$ 7,150,048</b>	<b>\$ 7,322,463</b>
520	52001	Pensions/Employer Share (23.02%)	\$ 1,215,685	\$ 1,378,854	\$ 1,501,995	\$ 1,645,941	\$ 1,685,631
520	52002	Health Insurance/Employer Share	\$ 1,095,521	\$ 1,242,562	\$ 1,353,531	\$ 1,483,249	\$ 1,519,016
520	52005	Workmen's Compensation (1.55%)	\$ 81,855	\$ 92,842	\$ 101,133	\$ 110,826	\$ 113,498
520	52006	Social Security/Employer Share (6.2%)	\$ 327,422	\$ 371,368	\$ 404,534	\$ 443,303	\$ 453,993
520	52009	Unemployment Insurance (0.11%)	\$ 5,809	\$ 6,589	\$ 7,177	\$ 7,865	\$ 8,055
520	52016	Medicare/Employer Share (1.45%)	\$ 76,574	\$ 86,852	\$ 94,609	\$ 103,676	\$ 106,176
		<b>Total Other Employment Costs (520) - 32.33%</b>	<b>\$ 2,802,867</b>	<b>\$ 3,179,068</b>	<b>\$ 3,462,979</b>	<b>\$ 3,794,859</b>	<b>\$ 3,886,368</b>
		<b>Total Salaries and OECs</b>	<b>\$ 8,083,862</b>	<b>\$ 9,168,879</b>	<b>\$ 9,987,717</b>	<b>\$ 10,944,908</b>	<b>\$ 11,208,831</b>
540	54001	Mileage/Pvt Car in state	\$ 2,530	\$ 2,924	\$ 3,266	\$ 3,622	\$ 3,724
540	54003	Meals - In State	\$ 1,745	\$ 2,016	\$ 2,252	\$ 2,498	\$ 2,568
540	54101	Mileage/Pvt Car out of state	\$ 2,617	\$ 3,025	\$ 3,378	\$ 3,747	\$ 3,852
540	54103	Meals - Out of State	\$ 4,362	\$ 5,041	\$ 5,630	\$ 6,245	\$ 6,420
540	54104	Lodging/Out of State	\$ 8,724	\$ 10,082	\$ 11,261	\$ 12,491	\$ 12,840
540	54105	Other Travel - Out of State	\$ 13,086	\$ 15,124	\$ 16,891	\$ 18,736	\$ 19,260
540	54107	Student Travel - Field Trips	\$ 12,396	\$ 14,172	\$ 15,948	\$ 17,723	\$ 18,315
550	55034	Athletic Travel - Sports	\$ 18,594	\$ 21,258	\$ 23,921	\$ 26,585	\$ 27,473
550	55036	Student Transportation - Bus Transportation Contract	\$ 848,766	\$ 969,220	\$ 1,089,673	\$ 1,210,127	\$ 1,250,278
		<b>Total Travel</b>	<b>\$ 912,821</b>	<b>\$ 1,042,861</b>	<b>\$ 1,172,221</b>	<b>\$ 1,301,776</b>	<b>\$ 1,344,731</b>
550	55003	Landscaping Services	\$ 20,625	\$ 25,781	\$ 27,070	\$ 28,424	\$ 29,845
550	55007	Construction / Building Services	\$ 263,079	\$ -	\$ -	\$ -	\$ -
550	55010	Medical Services (Contracted Nurse Services)	\$ 37,187	\$ 42,515	\$ 47,843	\$ 53,170	\$ 54,946
550	55020	Legal Services	\$ 8,500	\$ 9,000	\$ 9,500	\$ 10,000	\$ 10,000
550	55030	Instructional Services (Substitute Services)	\$ 49,729	\$ 57,470	\$ 64,187	\$ 71,198	\$ 73,189
550	55032	Related Services / Psych, PT, OT, Speech	\$ 116,874	\$ 133,619	\$ 150,363	\$ 167,107	\$ 172,688
550	55033	Instructional Support Services (C&C / Curriculum)	\$ -	\$ -	\$ -	\$ -	\$ -
550	55035	Central Admin Services / Auditing and DSC	\$ 50,400	\$ 52,920	\$ 55,566	\$ 58,344	\$ 61,262
550	55037	Food Service Operations / Equipment Maintenance	\$ 3,150	\$ 3,308	\$ 3,473	\$ 3,647	\$ 3,829
550	55101	Postage	\$ 5,000	\$ 6,000	\$ 7,000	\$ 8,000	\$ 8,000
550	55110	Security (monitoring, installation & maintenance)	\$ 54,600	\$ 68,250	\$ 85,313	\$ 106,641	\$ 133,301
550	55125	Telephone Services (TLS Upgrade, Verizon, & Voice Shot)	\$ 21,000	\$ 26,250	\$ 27,563	\$ 28,941	\$ 30,388
550	55200	Water & Sewer	\$ 19,328	\$ 24,160	\$ 25,368	\$ 26,636	\$ 27,968
550	55205	Electricity	\$ 229,688	\$ 287,109	\$ 301,465	\$ 316,538	\$ 332,365
550	55206	Natural Gas	\$ 76,563	\$ 95,703	\$ 100,488	\$ 105,513	\$ 110,788
550	55371	Tuition Reimbursements	\$ 8,724	\$ 10,082	\$ 11,261	\$ 12,491	\$ 12,840
550	55400	Equipment Lease (Copiers & Chromebooks)	\$ 252,000	\$ 259,560	\$ 272,538	\$ 286,165	\$ 300,473
550	55402	Buildings - Office Space (High School)	\$ 490,800	\$ 501,924	\$ 513,382	\$ 525,183	\$ 537,339
550	55452	Insurance (Bldg & Contents)	\$ 75,000	\$ 93,750	\$ 98,438	\$ 103,359	\$ 108,527
550	55507	Maintenance (HVAC, Terminix, Fire Extinguishers & Snow Removal)	\$ 77,000	\$ 80,850	\$ 84,893	\$ 89,137	\$ 93,594
550	55509	Software (non-instructional)	\$ 7,875	\$ 8,269	\$ 8,682	\$ 9,116	\$ 9,572
550	55521	Data Storage/Back-up	\$ 18,900	\$ 19,845	\$ 20,837	\$ 21,879	\$ 22,973
550	55600	Printing & Binding	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
550	55610	Advertising	\$ 5,775	\$ 6,064	\$ 6,367	\$ 6,685	\$ 7,020
550	55631	Association Dues & Conference Fees	\$ 28,333	\$ 32,392	\$ 36,452	\$ 40,511	\$ 41,864
550	55647	Student Body Activity	\$ 49,583	\$ 56,687	\$ 63,790	\$ 70,894	\$ 73,262
550	55667	Training	\$ 56,708	\$ 65,536	\$ 73,195	\$ 81,191	\$ 83,461
550	55681	Employee Recognition/Team Building	\$ 9,597	\$ 11,091	\$ 12,387	\$ 13,740	\$ 14,124
550	55692	Trash Removal	\$ 22,000	\$ 23,100	\$ 24,255	\$ 25,468	\$ 26,741
		<b>Total - Contracted Services (550)</b>	<b>\$ 2,061,018</b>	<b>\$ 2,004,235</b>	<b>\$ 2,134,673</b>	<b>\$ 2,272,977</b>	<b>\$ 2,383,358</b>
560	56000	Office Supplies	\$ 76,000	\$ 79,800	\$ 83,790	\$ 87,980	\$ 92,378
560	56070	Institutional Supplies (maintenance)	\$ 31,500	\$ 33,075	\$ 34,729	\$ 36,465	\$ 38,288
560	56111	Food	\$ 189,478	\$ 216,624	\$ 243,770	\$ 270,916	\$ 279,964
560	56128	Medical Supplies/Medicines/Health Aids	\$ 7,969	\$ 9,110	\$ 10,252	\$ 11,394	\$ 11,774
560	56141	Custodial Supplies	\$ 38,825	\$ 44,388	\$ 49,950	\$ 55,512	\$ 57,367
560	56143	Cafeteria Supplies	\$ 30,989	\$ 35,429	\$ 39,869	\$ 44,309	\$ 45,789
560	56145	Computer Supplies (non-instructional)	\$ 5,312	\$ 6,074	\$ 6,835	\$ 7,596	\$ 7,849
560	56150	Instructional Supplies (mag, manuals, audio, music, band, art, etc.)	\$ 199,218	\$ 227,759	\$ 256,300	\$ 284,841	\$ 294,355
560	56157	Text Books/Library and Yearbooks	\$ 26,562	\$ 30,368	\$ 34,173	\$ 37,979	\$ 39,247
560	56220	Building Materials (Paint, Plumbing, Electrical, etc.)	\$ 40,000	\$ 49,500	\$ 51,975	\$ 54,574	\$ 57,302
560	56950	Institutional Equipment (included furniture)	\$ 20,000	\$ 22,865	\$ 25,731	\$ 28,596	\$ 29,551
560	56960	Athletic Supplies	\$ 20,364	\$ 23,282	\$ 26,200	\$ 29,117	\$ 30,090
		<b>Total Supplies/Materials (560)</b>	<b>\$ 686,219</b>	<b>\$ 778,274</b>	<b>\$ 863,573</b>	<b>\$ 949,278</b>	<b>\$ 983,956</b>
570	57210	Custodial/Maint Equipment	\$ 12,500	\$ 12,500	\$ 10,000	\$ 7,500	\$ 7,500
		<b>Total Capital Outlay-Equipment (570)</b>	<b>\$ 12,500</b>	<b>\$ 12,500</b>	<b>\$ 10,000</b>	<b>\$ 7,500</b>	<b>\$ 7,500</b>
580	58100	Land Improvements					
580	58300	Bond Debt Service	\$ 1,313,915	\$ 1,314,853	\$ 1,314,640	\$ 1,313,590	\$ 1,317,215
580	58300	Maj Bldg Alteration by Contract* (High School)	\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Total Capital Outlay-Property (580)</b>	<b>\$ 1,313,915</b>	<b>\$ 1,314,853</b>	<b>\$ 1,314,640</b>	<b>\$ 1,313,590</b>	<b>\$ 1,317,215</b>
		<b>Grand Totals - All Categories</b>	<b>\$ 13,070,335</b>	<b>\$ 14,321,602</b>	<b>\$ 15,482,824</b>	<b>\$ 16,790,029</b>	<b>\$ 17,245,591</b>



**Attachment 1 LAAA Academic Data & Comparisons**



# Las Américas ASPIRA Academy

Academic Update - August 2019

## Goals for Academic Outcomes\*

- ▶ **Goal 1:** 50% or greater of LAAA students will meet state proficiency in ELA and Math by Spring 2019.
- ▶ **Goal 2:** LAAA students' scores will be equal to or higher than the proficiency rate for the Christina and Colonial school districts (which equates to 85% of our students).
- ▶ **Goal 3:** Novice educators will continue to have a positive average rate of growth from Fall to Spring.
- ▶ **Goal 4:** Maintain or increase the number and/or participation level of curricular or extracurricular programs at LAAA to enhance student learning.

*\*As indicated in Longwood Foundation grant application (March 2018)*



# Goals for Academic Outcomes

- ▶ **Goal 1:** 50% or greater of LAAA students will meet state proficiency in ELA and Math by Spring 2019.
- ▶ **Outcomes:**
  - ▶ As of Spring 2019, LAAA students have achieved 50% or greater proficiency in five out of the twelve data points. This equates to a 42% success rate with an additional 17% (two data points) within five points of the 50% goal (see Table 1).
  - ▶ In addition to proficiency percentage, another important metric is Student Growth Target Achievement. This metric shows the percentage of students that achieved their individual growth target based on their expected growth from Spring 2018 to Spring 2019. This metric reveals an 80% success rate for a goal of 50% or greater of students meeting their growth target (see Table 2).

# Goals for Academic Outcomes

**Table 1: SBAC Proficiency**

Class of Students	Grade	ELA Proficiency	Math Proficiency
Class of 2027	3 <sup>rd</sup>	35%	45%
Class of 2026	4 <sup>th</sup>	31%	31%
Class of 2025	5 <sup>th</sup>	63%	50%
Class of 2024	6 <sup>th</sup>	56%	36%
Class of 2023	7 <sup>th</sup>	61%	32%
Class of 2022	8 <sup>th</sup>	75%	48%
<b>Total</b>		<b>50%</b>	<b>40%</b>

**Table 2: Student Growth Target Achievement**

Class of Students	Grade	ELA Student Growth Target Achievement	Math Student Growth Target Achievement
Class of 2027	3 <sup>rd</sup>	n/a	n/a
Class of 2026	4 <sup>th</sup>	36%	17%
Class of 2025	5 <sup>th</sup>	77%	78%
Class of 2024	6 <sup>th</sup>	72%	83%
Class of 2023	7 <sup>th</sup>	73%	69%
Class of 2022	8 <sup>th</sup>	51%	58%
<b>Total</b>		<b>62%</b>	<b>58%</b>

## Goals for Academic Outcomes

- ▶ **Goal 2:** LAAA students' scores will be equal to or higher than the proficiency rate for the Christina and Colonial school districts (which equates to 85% of our students).
- ▶ **Outcomes:**
  - ▶ As of Spring 2019, LAAA achieved 100% success rate with its proficiency rate being higher than both school districts (see Table 3 & Table 4).
  - ▶ In addition, LAAA students' proficiency scores have exceeded Christina and Colonial rates in 75% of the data points (18 out of 24).

# Goals for Academic Outcomes

Table 3: LAAA and Christina School District Comparison

Class of Students	Grade	LAAA ELA Proficiency	Christina ELA Proficiency	LAAA Math Proficiency	Christina Math Proficiency
Class of 2027	3 <sup>rd</sup>	35%	45%	45%	55%
Class of 2026	4 <sup>th</sup>	31%	42%	31%	44%
Class of 2025	5 <sup>th</sup>	63%	47%	50%	38%
Class of 2024	6 <sup>th</sup>	56%	35%	36%	24%
Class of 2023	7 <sup>th</sup>	61%	37%	32%	30%
Class of 2022	8 <sup>th</sup>	75%	30%	48%	20%
<b>Overall</b>		<b>50%</b>	<b>40%</b>	<b>40%</b>	<b>37%</b>

Table 4: LAAA and Colonial School District Comparison

Class of Students	Grade	LAAA ELA Proficiency	Colonial ELA Proficiency	LAAA Math Proficiency	Colonial Math Proficiency
Class of 2027	3 <sup>rd</sup>	35%	33%	45%	30%
Class of 2026	4 <sup>th</sup>	31%	39%	31%	32%
Class of 2025	5 <sup>th</sup>	63%	46%	50%	29%
Class of 2024	6 <sup>th</sup>	56%	45%	36%	22%
Class of 2023	7 <sup>th</sup>	61%	39%	32%	23%
Class of 2022	8 <sup>th</sup>	35%	33%	48%	22%
<b>Overall</b>		<b>50%</b>	<b>41%</b>	<b>40%</b>	<b>26%</b>

# Goals for Academic Outcomes

- ▶ **Goal 3:** Novice educators will continue to have a positive average rate of growth from Fall to Spring.
- ▶ **Outcomes:**
  - ▶ Our data below reveals 100% success rate with a positive average rate of growth for all Educators, as well as Novice and Experienced Educators as measured by our Educator Effectiveness Framework (EEF).

## 2018-2019 Historical Data

- Average rate of growth from Fall to Spring for all Educators = 0.28
- Experienced Educators = 0.27
- Novice Educators = 0.75

## Goals for Academic Outcomes

- ▶ **Goal 4:** Maintain or increase the number and/or participation level of curricular or extracurricular programs at LAAA to enhance student learning.
- ▶ **Outcomes:**
  - ▶ LAAA achieved 100% success rate in increasing the number of curricular/extracurricular programs from the 2017-2018 to the 2018-2019 school year, as well as the participation level overall.

School Year	# of Programs	Participation Level
2017-2018	16	37%
2018-2019	17	42%



# SBAC Results - Spring 2015 to 2019

SBAC Proficiency Results - MATH														
Class of Students	Spring 2015		Spring 2016		Spring 2017		Spring 2018		Spring 2019		% Change from 2015 to 2019	% Change from 2016 to 2019	% Change from 2017 to 2019	% Change from 2018 to 2019
	Grade	Proficiency %	Grade	Proficiency %	Grade	Proficiency %	Grade	Proficiency %	Grade	Proficiency %				
Class of 2028	n/a	n/a	n/a	n/a	n/a	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	45%	n/a	n/a	n/a	n/a
Class of 2027	K	n/a	1 <sup>st</sup>	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	48%	4 <sup>th</sup>	31%	n/a	n/a	n/a	-17
Class of 2026	1 <sup>st</sup>	n/a	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	50%	4 <sup>th</sup>	41%	5 <sup>th</sup>	50%	n/a	n/a	No Change	+9
Class of 2025	2 <sup>nd</sup>	n/a	3 <sup>rd</sup>	42%	4 <sup>th</sup>	38%	5 <sup>th</sup>	38%	6 <sup>th</sup>	36%	n/a	-6	-2	-2
Class of 2024	3 <sup>rd</sup>	51%	4 <sup>th</sup>	55%	5 <sup>th</sup>	26%	6 <sup>th</sup>	35%	7 <sup>th</sup>	32%	-19	-23	+6	-3
Class of 2023	4 <sup>th</sup>	42%	5 <sup>th</sup>	29%	6 <sup>th</sup>	53%	7 <sup>th</sup>	40%	8 <sup>th</sup>	45%	+3	+16	-8	+5
Class of 2022	5 <sup>th</sup>	31%	6 <sup>th</sup>	39%	7 <sup>th</sup>	50%	8 <sup>th</sup>	41%	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2021	6 <sup>th</sup>	36%	7 <sup>th</sup>	43%	8 <sup>th</sup>	50%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25% improvement
Class of 2020	7 <sup>th</sup>	41%	8 <sup>th</sup>	38%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25% improvement 25% no change
Class of 2019	8 <sup>th</sup>	28%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	33% improvement
														50% improvement
														40% improvement



## SBAC Results - Spring 2019

- ▶ LAAA results by subgroups as compared to the State and the three surrounding school districts, which equates to 95% of our students.
- ▶ All Students
- ▶ Hispanic
- ▶ Black/African American
- ▶ White/Caucasian
- ▶ English Learners
- ▶ Low Income
- ▶ Special Education

# SBAC Results - Spring 2019

## ▶ LAAA results compared to State - ALL STUDENTS

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
State of Delaware	State	ELA	All Students	62761	2512.05	53.3%
Las Americas Aspira Academy	District	ELA	All Students	480	2498.07	50.4%
State of Delaware	State	MATH	All Students	63009	2505.54	44.1%
Las Americas Aspira Academy	District	MATH	All Students	483	2502.18	40.2%

-2.9

# SBAC Results - Spring 2019

## ▶ LAAA results compared to State - ALL STUDENTS

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
State of Delaware	State	ELA	All Students	62761	2512.05	53.3%
Las Americas Aspira Academy	District	ELA	All Students	480	2498.07	50.4%
State of Delaware	State	MATH	All Students	63009	2505.54	44.1%
Las Americas Aspira Academy	District	MATH	All Students	483	2502.18	40.2%

-3.9

# All Students

1 out of 4

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Red Clay Consolidated School District	District	ELA	All Students	7765	2505.54	49.9%
Christina School District	District	ELA	All Students	6873	2474.97	39.9%
Colonial School District	District	ELA	All Students	5022	2484.53	40.6%
Las Americas Aspira Academy	District	ELA	All Students	480	2498.07	50.4%
Red Clay Consolidated School District	District	MATH	All Students	7814	2494.11	39.3%
Christina School District	District	MATH	All Students	6913	2479.68	36.5%
Colonial School District	District	MATH	All Students	5035	2467.25	26.4%
Las Americas Aspira Academy	District	MATH	All Students	483	2502.18	40.2%

# All Students

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Red Clay Consolidated School District	District	ELA	All Students	7765	2505.54	49.9%
Christina School District	District	ELA	All Students	6873	2474.97	39.9%
Colonial School District	District	ELA	All Students	5022	2484.53	40.6%
Las Americas Aspira Academy	District	ELA	All Students	480	2498.07	50.4%
Red Clay Consolidated School District	District	MATH	All Students	7814	2494.11	39.3%
Christina School District	District	MATH	All Students	6913	2479.68	36.5%
Colonial School District	District	MATH	All Students	5035	2467.25	26.4%
Las Americas Aspira Academy	District	MATH	All Students	483	2502.18	40.2%

1 out of 4

# SBAC Results - Spring 2019

## ► LAAA results compared to State - HISPANIC STUDENTS

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
State of Delaware	State	ELA	Hispanic/Latino	11453	2487.17	42.9%
Las Americas Aspira Academy	District	ELA	Hispanic/Latino	310	2484.79	44.2%
State of Delaware	State	MATH	Hispanic/Latino	11670	2482	34.3%
Las Americas Aspira Academy	District	MATH	Hispanic/Latino	313	2491.48	33.2%

+1.3

# SBAC Results - Spring 2019

## ▶ LAAA results compared to State - HISPANIC STUDENTS

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
State of Delaware	State	ELA	Hispanic/Latino	11453	2487.17	42.9%
Las Americas Aspira Academy	District	ELA	Hispanic/Latino	310	2484.79	44.2%
State of Delaware	State	MATH	Hispanic/Latino	11670	2482	34.3%
Las Americas Aspira Academy	District	MATH	Hispanic/Latino	313	2491.48	33.2%

-1.1

# Hispanic Students

1 out of 4

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Red Clay Consolidated School District	District	ELA	Hispanic/ Latino	2365	2469.13	34.9%
Christina School District	District	ELA	Hispanic/ Latino	1635	2461.86	32.8%
Colonial School District	District	ELA	Hispanic/ Latino	1051	2481.69	36.9%
Las Americas Aspira Academy	District	ELA	Hispanic/ Latino	310	2484.79	44.2%
Red Clay Consolidated School District	District	MATH	Hispanic/ Latino	2405	2456.2	23.7%
Christina School District	District	MATH	Hispanic/ Latino	1656	2466.39	30.0%
Colonial School District	District	MATH	Hispanic/ Latino	1062	2464.5	21.7%
Las Americas Aspira Academy	District	MATH	Hispanic/ Latino	313	2491.48	33.2%



# Hispanic Students

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Red Clay Consolidated School District	District	ELA	Hispanic/ Latino	2365	2469.13	34.9%
Christina School District	District	ELA	Hispanic/ Latino	1635	2461.86	32.8%
Colonial School District	District	ELA	Hispanic/ Latino	1051	2481.69	36.9%
Las Americas Aspira Academy	District	ELA	Hispanic/ Latino	310	2484.79	44.2%
Red Clay Consolidated School District	District	MATH	Hispanic/ Latino	2405	2456.2	23.7%
Christina School District	District	MATH	Hispanic/ Latino	1656	2466.39	30.0%
Colonial School District	District	MATH	Hispanic/ Latino	1062	2464.5	21.7%
Las Americas Aspira Academy	District	MATH	Hispanic/ Latino	313	2491.48	33.2%

1 out of 4

# SBAC Results - Spring 2019

## ► LAAA results compared to State - BLACK/AFRICAN AMERICAN STUDENTS

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
State of Delaware	State	ELA	African American	19183	2474.31	36.8%
Las Americas Aspira Academy	District	ELA	African American	60	2511.28	58.3%
State of Delaware	State	MATH	African American	19183	2461.71	25.4%
Las Americas Aspira Academy	District	MATH	African American	60	2504.7	36.7%

+21.5

# SBAC Results - Spring 2019

## ▶ LAAA results compared to State - Black/African American Students

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
State of Delaware	State	ELA	African American	19183	2474.31	36.8%
Las Americas Aspira Academy	District	ELA	African American	60	2511.28	58.3%
State of Delaware	State	MATH	African American	19183	2461.71	25.4%
Las Americas Aspira Academy	District	MATH	African American	60	2504.7	36.7%

+11.3

# Black/African American Students

1 out of 4

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Red Clay Consolidated School District	District	ELA	African American	1624	2448.56	25.7%
Christina School District	District	ELA	African American	2671	2445.78	28.8%
Colonial School District	District	ELA	African American	2249	2472.33	35.6%
Las Americas Aspira Academy	District	ELA	African American	60	2511.28	58.3%
Red Clay Consolidated School District	District	MATH	African American	1631	2430.11	14.6%
Christina School District	District	MATH	African American	2674	2445.95	23.8%
Colonial School District	District	MATH	African American	2246	2451.96	20.5%
Las Americas Aspira Academy	District	MATH	African American	60	2504.7	36.7%

## Black/African American Students

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Red Clay Consolidated School District	District	ELA	African American	1624	2448.56	25.7%
Christina School District	District	ELA	African American	2671	2445.78	28.8%
Colonial School District	District	ELA	African American	2249	2472.33	35.6%
Las Americas Aspira Academy	District	ELA	African American	60	2511.28	58.3%
Red Clay Consolidated School District	District	MATH	African American	1631	2430.11	14.6%
Christina School District	District	MATH	African American	2674	2445.95	23.8%
Colonial School District	District	MATH	African American	2246	2451.96	20.5%
Las Americas Aspira Academy	District	MATH	African American	60	2504.7	36.7%

1 out of 4

# SBAC Results - Spring 2019

## ▶ LAAA results compared to State - White/Caucasian Students

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
State of Delaware	State	ELA	White	26685	2543.34	67.1%
Las Americas Aspira Academy	District	ELA	White	99	2532.34	65.7%
State of Delaware	State	MATH	White	26684	2538.82	58.6%
Las Americas Aspira Academy	District	MATH	White	99	2532.53	64.6%

-1.4

# SBAC Results - Spring 2019

## ▶ LAAA results compared to State - White/Caucasian Students

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
State of Delaware	State	ELA	White	26685	2543.34	67.1%
Las Americas Aspira Academy	District	ELA	White	99	2532.34	65.7%
State of Delaware	State	MATH	White	26684	2538.82	58.6%
Las Americas Aspira Academy	District	MATH	White	99	2532.53	64.6%

+6.0

## White/Caucasian Students

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Red Clay Consolidated School District	District	ELA	White	3039	2547.32	67.9%
Christina School District	District	ELA	White	1828	2514.35	54.8%
Colonial School District	District	ELA	White	1400	2502.93	49.9%
Las Americas Aspira Academy	District	ELA	White	99	2532.34	65.7%
Red Clay Consolidated School District	District	MATH	White	3039	2536.38	56.7%
Christina School District	District	MATH	White	1833	2521.58	52.0%
Colonial School District	District	MATH	White	1404	2488.62	36.3%
Las Americas Aspira Academy	District	MATH	White	99	2532.53	64.6%

2 out of 4



## White/Caucasian Students

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Red Clay Consolidated School District	District	ELA	White	3039	2547.32	67.9%
Christina School District	District	ELA	White	1828	2514.35	54.8%
Colonial School District	District	ELA	White	1400	2502.93	49.9%
Las Americas Aspira Academy	District	ELA	White	99	2532.34	65.7%
Red Clay Consolidated School District	District	MATH	White	3039	2536.38	56.7%
Christina School District	District	MATH	White	1833	2521.58	52.0%
Colonial School District	District	MATH	White	1404	2488.62	36.3%
Las Americas Aspira Academy	District	MATH	White	99	2532.53	64.6%

1 out of 4

# SBAC Results - Spring 2019

## ▶ LAAA results compared to State - ENGLISH LEARNERS

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
State of Delaware	State	ELA	English Learners	6428	2434.75	27.9%
Las Americas Aspira Academy	District	ELA	English Learners	164	2424.45	25.0%
State of Delaware	State	MATH	English Learners	6792	2442.26	27.2%
Las Americas Aspira Academy	District	MATH	English Learners	167	2449.02	22.2%

-2.7

# SBAC Results - Spring 2019

## ▶ LAEA results compared to State - ENGLISH LEARNERS

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
State of Delaware	State	ELA	English Learners	6428	2434.75	27.9%
Las Americas Aspira Academy	District	ELA	English Learners	164	2424.45	25.0%
State of Delaware	State	MATH	English Learners	6792	2442.26	27.2%
Las Americas Aspira Academy	District	MATH	English Learners	167	2449.02	22.2%

-5.0

# English Learners

1 out of 4

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Red Clay Consolidated School District	District	ELA	English Learners	1311	2419.42	22.6%
Christina School District	District	ELA	English Learners	945	2424.34	23.0%
Colonial School District	District	ELA	English Learners	598	2431.84	20.7%
Las Americas Aspira Academy	District	ELA	English Learners	164	2424.45	25.0%
Red Clay Consolidated School District	District	MATH	English Learners	1362	2419.96	18.1%
Christina School District	District	MATH	English Learners	1013	2439.17	27.6%
Colonial School District	District	MATH	English Learners	616	2426.49	16.6%
Las Americas Aspira Academy	District	MATH	English Learners	167	2449.02	22.2%

# English Learners

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Red Clay Consolidated School District	District	ELA	English Learners	1311	2419.42	22.6%
Christina School District	District	ELA	English Learners	945	2424.34	23.0%
Colonial School District	District	ELA	English Learners	598	2431.84	20.7%
Las Americas Aspira Academy	District	ELA	English Learners	164	2424.45	25.0%
Red Clay Consolidated School District	District	MATH	English Learners	1362	2419.96	18.1%
Christina School District	District	MATH	English Learners	1013	2439.17	27.6%
Colonial School District	District	MATH	English Learners	616	2426.49	16.6%
Las Americas Aspira Academy	District	MATH	English Learners	167	2449.02	22.2%

2 out of 4

# SBAC Results - Spring 2019

## ▶ LAAA results compared to State - LOW INCOME

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
State of Delaware	State	ELA	Low Income	21939	2471	36.3%
Las Americas Aspira Academy	District	ELA	Low Income	124	2466.69	33.9%
State of Delaware	State	MATH	Low Income	21946	2463.24	27.4%
Las Americas Aspira Academy	District	MATH	Low Income	124	2473.48	20.2%

-2.4

# SBAC Results - Spring 2019

## ▶ LAAA results compared to State - LOW INCOME

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
State of Delaware	State	ELA	Low Income	21939	2471	36.3%
Las Americas Aspira Academy	District	ELA	Low Income	124	2466.69	33.9%
State of Delaware	State	MATH	Low Income	21946	2463.24	27.4%
Las Americas Aspira Academy	District	MATH	Low Income	124	2473.48	20.2%

-7.2

# Low Income

1 out of 4

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Red Clay Consolidated School District	District	ELA	Low Income	2825	2451.76	28.4%
Christina School District	District	ELA	Low Income	2993	2443.65	27.9%
Colonial School District	District	ELA	Low Income	2006	2459.38	30.6%
Las Americas Aspira Academy	District	ELA	Low Income	124	2466.69	33.9%
Red Clay Consolidated School District	District	MATH	Low Income	2838	2437.5	17.4%
Christina School District	District	MATH	Low Income	2990	2446.21	24.5%
Colonial School District	District	MATH	Low Income	2012	2444.06	18.6%
Las Americas Aspira Academy	District	MATH	Low Income	124	2473.48	20.2%



## Low Income

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Red Clay Consolidated School District	District	ELA	Low Income	2825	2451.76	28.4%
Christina School District	District	ELA	Low Income	2993	2443.65	27.9%
Colonial School District	District	ELA	Low Income	2006	2459.38	30.6%
Las Americas Aspira Academy	District	ELA	Low Income	124	2466.69	33.9%
Red Clay Consolidated School District	District	MATH	Low Income	2838	2437.5	17.4%
Christina School District	District	MATH	Low Income	2990	2446.21	24.5%
Colonial School District	District	MATH	Low Income	2012	2444.06	18.6%
Las Americas Aspira Academy	District	MATH	Low Income	124	2473.48	20.2%

2 out of 4

# SBAC Results - Spring 2019

## ▶ LAAA results compared to State - STUDENTS WITH DISABILITIES

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
State of Delaware	State	ELA	Students with Disabilities	10085	2416.16	13.3%
Las Americas Aspira Academy	District	ELA	Students with Disabilities	62	2429.47	17.7%
State of Delaware	State	MATH	Students with Disabilities	10068	2407.57	9.5%
Las Americas Aspira Academy	District	MATH	Students with Disabilities	63	2442.95	11.1%

**+4.4**

# SBAC Results - Spring 2019

## ▶ LAAA results compared to State - STUDENTS WITH DISABILITIES

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
State of Delaware	State	ELA	Students with Disabilities	10085	2416.16	13.3%
Las Americas Aspira Academy	District	ELA	Students with Disabilities	62	2429.47	17.7%
State of Delaware	State	MATH	Students with Disabilities	10068	2407.57	9.5%
Las Americas Aspira Academy	District	MATH	Students with Disabilities	63	2442.95	11.1%

+1.6

# Students with Disabilities

1 out of 4

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Red Clay Consolidated School District	District	ELA	Students with Disabilities	1164	2392.7	8.1%
Christina School District	District	ELA	Students with Disabilities	1332	2390.29	8.6%
Colonial School District	District	ELA	Students with Disabilities	891	2396.04	6.7%
Las Americas Aspira Academy	District	ELA	Students with Disabilities	62	2429.47	17.7%
Red Clay Consolidated School District	District	MATH	Students with Disabilities	1165	2378.56	4.4%
Christina School District	District	MATH	Students with Disabilities	1332	2394.73	8.4%
Colonial School District	District	MATH	Students with Disabilities	889	2379.25	4.2%
Las Americas Aspira Academy	District	MATH	Students with Disabilities	63	2442.95	11.1%

# Students with Disabilities

Organization	Summary Level	Content Area	SubGroup	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Red Clay Consolidated School District	District	ELA	Students with Disabilities	1164	2392.7	8.1%
Christina School District	District	ELA	Students with Disabilities	1332	2390.29	8.6%
Colonial School District	District	ELA	Students with Disabilities	891	2396.04	6.7%
Las Americas Aspira Academy	District	ELA	Students with Disabilities	62	2429.47	17.7%
Red Clay Consolidated School District	District	MATH	Students with Disabilities	1165	2378.56	4.4%
Christina School District	District	MATH	Students with Disabilities	1332	2394.73	8.4%
Colonial School District	District	MATH	Students with Disabilities	889	2379.25	4.2%
Las Americas Aspira Academy	District	MATH	Students with Disabilities	63	2442.95	11.1%

## SBAC Results - Spring 2019

- ▶ LAAA results by subgroups as compared to other Delaware charter schools.
  - ▶ All Students
  - ▶ Hispanic
  - ▶ Black/African American
  - ▶ White/Caucasian
  - ▶ English Learners
  - ▶ Low Income
  - ▶ Special Education



# ELA All Students

Organization	Content Area	Sub Group	Tested	Scale Score Avg.	% Proficient (PL3 & PL4)
Sussex Academy	ELA	All Students	369	2655.79	95.4%
Newark Charter School	ELA	All Students	1120	2599.63	87.0%
MOT Charter School	ELA	All Students	461	2567.57	78.5%
Odyssey Charter School	ELA	All Students	1037	2543.18	68.5%
First State Montessori Academy	ELA	All Students	320	2519.91	65.6%
Campus Community School	ELA	All Students	274	2533.87	65.0%
Providence Creek Academy Charter School	ELA	All Students	442	2530.15	63.6%
Las Americas Aspira Academy	ELA	All Students	480	2498.07	50.4%
Charter School of New Castle	ELA	All Students	486	2483.63	40.3%
Academy of Dover Charter School	ELA	All Students	128	2441.28	38.3%
Kuumba Academy Charter School	ELA	All Students	385	2474.08	35.8%
Edison (Thomas A.) Charter School	ELA	All Students	441	2456.5	29.9%
Freire Charter School Wilmington	ELA	All Students	94	2524.35	28.3%
Great Oaks Charter School	ELA	All Students	303	2481.9	22.8%
Academia Antonia Alonso	ELA	All Students	221	2393.47	21.7%
Gateway Lab School	ELA	All Students	164	2441.34	9.9%

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# MATH All Students

Organization	Content Area	Sub Group	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Newark Charter School	MATH	All Students	1120	2608.74	84.2%
Sussex Academy	MATH	All Students	369	2636.55	82.7%
MOT Charter School	MATH	All Students	461	2562.48	66.6%
Providence Creek Academy Charter School	MATH	All Students	441	2533.1	57.1%
Odyssey Charter School	MATH	All Students	1037	2531.69	56.5%
First State Montessori Academy	MATH	All Students	320	2504.51	51.3%
Campus Community School	MATH	All Students	275	2518.79	43.3%
Las Americas Aspira Academy	MATH	All Students	483	2502.18	40.2%
Charter School of New Castle	MATH	All Students	485	2484	39.2%
Kuumba Academy Charter School	MATH	All Students	385	2481.88	29.4%
Academy of Dover Charter School	MATH	All Students	128	2438.92	25.8%
Great Oaks Charter School	MATH	All Students	305	2475.19	16.4%
Edison (Thomas A.) Charter School	MATH	All Students	440	2429.46	10.7%
Freire Charter School Wilmington	MATH	All Students	94	2488.51	10.6%
Academia Antonia Alonso	MATH	All Students	226	2391.85	9.0%
Gateway Lab School	MATH	All Students	163	2413.12	3.7%

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# ELA Hispanic Students

Organization	Content Area	Sub Group	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Edison (Thomas A.) Charter School	ELA	Hispanic/Latino	<15	2506.8	#DIV/0!
Freire Charter School Wilmington	ELA	Hispanic/Latino	<15	2557.38	#DIV/0!
Campus Community School	ELA	Hispanic/Latino	22	2542.64	100.0%
MOT Charter School	ELA	Hispanic/Latino	32	2560.06	100.0%
First State Montessori Academy	ELA	Hispanic/Latino	15	2528.93	100.0%
Sussex Academy	ELA	Hispanic/Latino	47	2632.89	84.8%
Newark Charter School	ELA	Hispanic/Latino	64	2541.41	76.6%
Odyssey Charter School	ELA	Hispanic/Latino	81	2537.31	65.4%
Charter School of New Castle	ELA	Hispanic/Latino	42	2512.14	50.0%
Kuumba Academy Charter School	ELA	Hispanic/Latino	26	2504.46	50.0%
Providence Creek Academy Charter School	ELA	Hispanic/Latino	20	2486.9	50.0%
Las Americas Aspira Academy	ELA	Hispanic/Latino	310	2484.79	44.2%
Great Oaks Charter School	ELA	Hispanic/Latino	50	2517.7	30.0%
Academy of Dover Charter School	ELA	Hispanic/Latino	18	2432.28	29.4%
Academia Antonia Alonso	ELA	Hispanic/Latino	157	2387.56	18.5%
Gateway Lab School	ELA	Hispanic/Latino	18	2443.56	0.0%

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# MATH Hispanic Students

Organization	Content Area	Sub Group	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Edison (Thomas A.) Charter School	MATH	Hispanic/Latino	<15	2449.4	#DIV/0!
First State Montessori Academy	MATH	Hispanic/Latino	15	2498.47	#DIV/0!
Freire Charter School Wilmington	MATH	Hispanic/Latino	<15	2525.62	#DIV/0!
Sussex Academy	MATH	Hispanic/Latino	47	2601.62	75.6%
Newark Charter School	MATH	Hispanic/Latino	64	2547.88	68.8%
Campus Community School	MATH	Hispanic/Latino	22	2538.91	57.1%
Charter School of New Castle	MATH	Hispanic/Latino	42	2527	54.8%
MOT Charter School	MATH	Hispanic/Latino	32	2537.03	50.0%
Odyssey Charter School	MATH	Hispanic/Latino	81	2511.2	44.4%
Providence Creek Academy Charter School	MATH	Hispanic/Latino	20	2509.9	37.5%
Kuumba Academy Charter School	MATH	Hispanic/Latino	26	2525.15	36.4%
Las Americas Aspira Academy	MATH	Hispanic/Latino	313	2491.48	33.2%
Great Oaks Charter School	MATH	Hispanic/Latino	50	2522.22	28.0%
Academia Antonia Alonzo	MATH	Hispanic/Latino	161	2393.75	7.0%
Academy of Dover Charter School	MATH	Hispanic/Latino	18	2432.83	0.0%
Gateway Lab School	MATH	Hispanic/Latino	18	2406.39	0.0%

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# ELA Black/AA Students

5 out  
of 16

Organization	Content Area	Sub Group	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Sussex Academy	ELA	African American	21	2582.05	100.0%
MOT Charter School	ELA	African American	70	2541.61	74.3%
Newark Charter School	ELA	African American	122	2543.7	70.5%
Providence Creek Academy Charter School	ELA	African American	106	2531.03	58.5%
Las Americas Aspira Academy	ELA	African American	60	2511.28	58.3%
Campus Community School	ELA	African American	148	2520.84	57.4%
First State Montessori Academy	ELA	African American	58	2475.22	46.6%
Odyssey Charter School	ELA	African American	246	2505.68	45.5%
Charter School of New Castle	ELA	African American	404	2481.5	38.6%
Academy of Dover Charter School	ELA	African American	93	2439.45	37.6%
Kuumba Academy Charter School	ELA	African American	350	2471.54	34.9%
Edison (Thomas A.) Charter School	ELA	African American	429	2455.4	29.1%
Academia Antonia Alonso	ELA	African American	52	2408.5	25.0%
Freire Charter School Wilmington	ELA	African American	59	2506.58	20.3%
Great Oaks Charter School	ELA	African American	230	2470.01	20.0%
Gateway Lab School	ELA	African American	77	2425.27	7.8%

# MATH Black/AA Students

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of 16

Organization	Content Area	Sub Group	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Newark Charter School	MATH	African American	122	2543.25	63.9%
Sussex Academy	MATH	African American	21	2551.62	60.0%
MOT Charter School	MATH	African American	70	2529.94	55.7%
Providence Creek Academy Charter School	MATH	African American	106	2529.05	48.1%
Charter School of New Castle	MATH	African American	403	2480.78	37.7%
Las Americas Aspira Academy	MATH	African American	60	2504.7	36.7%
Campus Community School	MATH	African American	149	2499.46	33.6%
Odyssey Charter School	MATH	African American	246	2482.46	28.9%
Kuumba Academy Charter School	MATH	African American	350	2477.96	27.4%
Academy of Dover Charter School	MATH	African American	93	2435.2	22.6%
Great Oaks Charter School	MATH	African American	232	2459.09	12.1%
Edison (Thomas A.) Charter School	MATH	African American	428	2428.45	10.5%
Academia Antonia Alonso	MATH	African American	51	2377.69	9.8%
First State Montessori Academy	MATH	African American	58	2443.45	9.3%
Gateway Lab School	MATH	African American	77	2400.77	0.0%
Freire Charter School Wilmington	MATH	African American	59	2468.31	0.0%

# ELA White Students

Organization	Content Area	Sub Group	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Edison (Thomas A.) Charter School	ELA	White	<15	2487.86	#DIV/0!
Kuumba Academy Charter School	ELA	White	<15	2559.33	#DIV/0!
Academia Antonia Alonso	ELA	White	<15	2405.58	#DIV/0!
Freire Charter School Wilmington	ELA	White	<15	2541.58	#DIV/0!
Academy of Dover Charter School	ELA	White	15	2469.73	100.0%
Sussex Academy	ELA	White	269	2665.23	98.1%
Newark Charter School	ELA	White	723	2607.43	89.5%
MOT Charter School	ELA	White	299	2569.19	78.3%
Campus Community School	ELA	White	72	2551.01	75.0%
Odyssey Charter School	ELA	White	548	2550.64	75.0%
First State Montessori Academy	ELA	White	218	2534.7	71.1%
Providence Creek Academy Charter School	ELA	White	286	2533.54	66.1%
Las Americas Aspira Academy	ELA	White	99	2532.34	65.7%
Charter School of New Castle	ELA	White	20	2483.35	38.5%
Gateway Lab School	ELA	White	61	2458.61	11.9%
Great Oaks Charter School	ELA	White	15	2526.93	0.0%

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# MATH White Students

Organization	Content Area	Sub Group	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Edison (Thomas A.) Charter School	MATH	White	<15	2477	#DIV/0!
Kumba Academy Charter School	MATH	White	<15	2586.67	#DIV/0!
Academia Antonia Alonso	MATH	White	<15	2421.5	#DIV/0!
Freire Charter School Wilmington	MATH	White	<15	2511.75	#DIV/0!
Sussex Academy	MATH	White	269	2647.89	87.6%
Newark Charter School	MATH	White	723	2613.77	87.3%
MOT Charter School	MATH	White	299	2563.55	67.6%
Odyssey Charter School	MATH	White	548	2543	65.0%
Las Americas Aspira Academy	MATH	White	99	2532.53	64.6%
Providence Creek Academy Charter School	MATH	White	285	2536.04	59.6%
First State Montessori Academy	MATH	White	218	2522.83	59.6%
Campus Community School	MATH	White	72	2538.36	56.9%
Academy of Dover Charter School	MATH	White	15	2481	45.5%
Charter School of New Castle	MATH	White	20	2481.85	0.0%
Gateway Lab School	MATH	White	60	2428.55	0.0%
Great Oaks Charter School	MATH	White	15	2534.8	0.0%

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# ELA English Learners

Organization	Content Area	Sub Group	Tested	Scale Score Avg.	% Proficient (PL3 & PL4)
Campus Community School	ELA	English Learners	<15	2490.6	#DIV/0!
Edison (Thomas A.) Charter School	ELA	English Learners	<15	2475.5	#DIV/0!
Sussex Academy	ELA	English Learners	<15	2493.33	#DIV/0!
Kuumba Academy Charter School	ELA	English Learners	<15	2424.67	#DIV/0!
Providence Creek Academy Charter School	ELA	English Learners	<15	2405	#DIV/0!
MOT Charter School	ELA	English Learners	<15	2463.4	#DIV/0!
Gateway Lab School	ELA	English Learners	<15	2402.78	#DIV/0!
First State Montessori Academy	ELA	English Learners	<15	2432.29	#DIV/0!
Freire Charter School Wilmington	ELA	English Learners	<15	2490.5	#DIV/0!
Newark Charter School	ELA	English Learners	34	2469	61.3%
Odyssey Charter School	ELA	English Learners	39	2473	53.8%
Academy of Dover Charter School	ELA	English Learners	15	2443.67	45.5%
Las Americas Aspira Academy	ELA	English Learners	164	2424.45	25.0%
Academia Antonia Alonso	ELA	English Learners	115	2374.97	10.6%
Charter School of New Castle	ELA	English Learners	19	2429.32	0.0%
Great Oaks Charter School	ELA	English Learners	18	2436.89	0.0%

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# MATH English Learners

Organization	Content Area	Sub Group	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Campus Community School	MATH	English Learners	<15	2487.8	#DIV/0!
Edison (Thomas A.) Charter School	MATH	English Learners	<15	2428.75	#DIV/0!
Sussex Academy	MATH	English Learners	<15	2473.78	#DIV/0!
Kuumba Academy Charter School	MATH	English Learners	<15	2479	#DIV/0!
Providence Creek Academy Charter School	MATH	English Learners	<15	2417	#DIV/0!
MOT Charter School	MATH	English Learners	<15	2465.6	#DIV/0!
Gateway Lab School	MATH	English Learners	<15	2370.78	#DIV/0!
First State Montessori Academy	MATH	English Learners	<15	2442.29	#DIV/0!
Freire Charter School Wilmington	MATH	English Learners	<15	2385	#DIV/0!
Newark Charter School	MATH	English Learners	34	2486.97	73.3%
Odyssey Charter School	MATH	English Learners	39	2489.9	56.4%
Las Americas Aspira Academy	MATH	English Learners	167	2449.02	22.2%
Academia Antonia Alonso	MATH	English Learners	121	2387.61	4.2%
Charter School of New Castle	MATH	English Learners	19	2437.63	0.0%
Academy of Dover Charter School	MATH	English Learners	15	2424.53	0.0%
Great Oaks Charter School	MATH	English Learners	18	2456.94	0.0%

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# ELA Low Income

Organization	Content Area	Sub Group	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
MOT Charter School	ELA	Low Income	15	2543.93	100.0%
Sussex Academy	ELA	Low Income	34	2600.68	80.6%
Newark Charter School	ELA	Low Income	111	2551.66	75.7%
Campus Community School	ELA	Low Income	99	2521	61.6%
Odyssey Charter School	ELA	Low Income	142	2506.12	47.2%
Providence Creek Academy Charter School	ELA	Low Income	65	2491.29	44.6%
Academy of Dover Charter School	ELA	Low Income	81	2434.63	35.8%
First State Montessori Academy	ELA	Low Income	34	2470.97	35.5%
Las Americas Aspira Academy	ELA	Low Income	124	2466.69	33.9%
Kuumba Academy Charter School	ELA	Low Income	242	2460.2	31.0%
Freire Charter School Wilmington	ELA	Low Income	46	2509.91	30.4%
Charter School of New Castle	ELA	Low Income	220	2461.06	29.5%
Edison (Thomas A.) Charter School	ELA	Low Income	332	2450.26	28.6%
Academia Antonia Alonso	ELA	Low Income	130	2378.77	19.2%
Great Oaks Charter School	ELA	Low Income	192	2470.08	19.0%
Gateway Lab School	ELA	Low Income	62	2434.24	8.1%

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# MATH Low Income

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Organization	Content Area	Sub Group	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Newark Charter School	MATH	Low Income	111	2558.55	75.7%
Sussex Academy	MATH	Low Income	34	2567.29	58.8%
Providence Creek Academy Charter School	MATH	Low Income	65	2490.82	40.0%
Campus Community School	MATH	Low Income	99	2494.56	33.3%
Charter School of New Castle	MATH	Low Income	221	2455.54	29.0%
Odyssey Charter School	MATH	Low Income	142	2480.9	28.9%
Kumba Academy Charter School	MATH	Low Income	242	2468.23	25.2%
Las Americas Aspira Academy	MATH	Low Income	124	2473.48	20.2%
Academy of Dover Charter School	MATH	Low Income	81	2430.74	18.2%
Great Oaks Charter School	MATH	Low Income	193	2461.37	11.1%
Edison (Thomas A.) Charter School	MATH	Low Income	331	2427.45	9.7%
Academia Antonia Alonso	MATH	Low Income	132	2381.86	5.3%
MOT Charter School	MATH	Low Income	15	2517.6	0.0%
Gateway Lab School	MATH	Low Income	62	2410.56	0.0%
First State Montessori Academy	MATH	Low Income	34	2429.03	0.0%
Freire Charter School Wilmington	MATH	Low Income	46	2477.48	0.0%

# ELA SWD

4 out  
of 13

Organization	Content Area	Sub Group	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Sussex Academy	ELA	Students with Disabilities	15	2545.47	#DIV/0!
Academia Antonia Alonso	ELA	Students with Disabilities	24	2336	#DIV/0!
Freire Charter School Wilmington	ELA	Students with Disabilities	<15	2471.15	#DIV/0!
Newark Charter School	ELA	Students with Disabilities	104	2477.61	36.5%
First State Montessori Academy	ELA	Students with Disabilities	49	2456.27	31.3%
MOT Charter School	ELA	Students with Disabilities	35	2442.83	21.2%
Las Americas Aspira Academy	ELA	Students with Disabilities	62	2429.47	17.7%
Kuumba Academy Charter School	ELA	Students with Disabilities	70	2408.11	12.9%
Odyssey Charter School	ELA	Students with Disabilities	90	2417.04	11.5%
Campus Community School	ELA	Students with Disabilities	35	2453.43	0.0%
Edison (Thomas A.) Charter School	ELA	Students with Disabilities	45	2380.09	0.0%
Charter School of New Castle	ELA	Students with Disabilities	60	2372.78	0.0%
Academy of Dover Charter School	ELA	Students with Disabilities	15	2386.6	0.0%
Providence Creek Academy Charter School	ELA	Students with Disabilities	32	2426.34	0.0%
Gateway Lab School	ELA	Students with Disabilities	91	2423.38	0.0%
Great Oaks Charter School	ELA	Students with Disabilities	71	2392.76	0.0%

# MATH SWD

3 out  
of 13

Organization	Content Area	Sub Group	Tested	Scale Score Avg	% Proficient (PL3 & PL4)
Edison (Thomas A.) Charter School	MATH	Students with Disabilities	45	2346.73	#DIV/0!
Academy of Dover Charter School	MATH	Students with Disabilities	15	2401.07	#DIV/0!
Freire Charter School Wilmington	MATH	Students with Disabilities	<15	2402.54	#DIV/0!
Newark Charter School	MATH	Students with Disabilities	104	2477.68	27.9%
MOT Charter School	Math	Students with Disabilities	35	2456.37	22.9%
Las Americas Aspira Academy	MATH	Students with Disabilities	63	2442.95	11.1%
Odyssey Charter School	MATH	Students with Disabilities	90	2407.49	5.7%
Campus Community School	MATH	Students with Disabilities	35	2436.51	0.0%
Sussex Academy	MATH	Students with Disabilities	15	2515.47	0.0%
Charter School of New Castle	MATH	Students with Disabilities	60	2372.95	0.0%
Kuumba Academy Charter School	MATH	Students with Disabilities	70	2402.3	0.0%
Providence Creek Academy Charter School	MATH	Students with Disabilities	32	2423.19	0.0%
Gateway Lab School	MATH	Students with Disabilities	90	2390.53	0.0%
Academia Antonia Alonso	MATH	Students with Disabilities	25	2343	0.0%
First State Montessori Academy	MATH	Students with Disabilities	49	2434.49	0.0%
Great Oaks Charter School	MATH	Students with Disabilities	72	2388.57	0.0%

## Comparative Growth Data - LAAA vs State

	ELA						MATH			
	Students	Avg % DSSF Target Met	% Students Meeting DSSF Target	% Students Meetings DPAS II Growth Target	Students	Avg % DSSF Target Met	% Students Meeting DSSF Target	% Students Meetings DPAS II Growth Target		
ALL	LAAA	376	65.65	47.61	384	60.50	42.97	59.38		
	State	49444	55.38	41.12	49496	53.16	37.77	50.78		
GR4	LAAA	92	53.28	29.35	93	37.05	15.05	17.20		
	State	9895	61.85	43.37	9925	65.45	43.09	50.56		
GR5	LAAA	100	75.52	53.00	100	76.93	63.00	77.00		
	State	10087	58.19	39.78	10100	57.94	41.66	53.40		
GR6	LAAA	51	68.15	58.82	54	76.30	53.70	83.33		
	State	9881	51.90	42.40	9899	43.83	31.73	45.26		
GR7	LAAA	90	73.23	55.56	93	58.91	43.01	68.82		
	State	9895	55.08	40.68	9892	48.74	34.63	52.94		
GR8	LAAA	42	50.64	45.24	43	56.26	44.19	58.14		
	State	9629	49.61	39.33	9624	49.50	37.65	51.75		

## Comparative Growth Data - LAAA vs State

		ELA				MATH			
	Students	Avg % DSSF Target Met	% Students Meeting DSSF Target	% Students Meetings DPAS II Growth Target	Students	Avg % DSSF Target Met	% Students Meeting DSSF Target	% Students Meetings DPAS II Growth Target	
ALL	LAAA	376	65.65	47.61	384	60.50	42.97	59.38	
	State	49444	55.38	41.12	49496	53.16	37.77	50.78	
GR4	LAAA	92	53.28	29.35	93	37.05	15.05	17.20	
	State	9895	61.85	43.37	9925	65.45	43.09	50.56	
GR5	LAAA	100	75.52	53.00	100	76.93	63.00	77.00	
	State	10087	58.19	39.78	10100	57.94	41.66	53.40	
GR6	LAAA	51	68.15	58.82	54	76.30	53.70	83.33	
	State	9881	51.90	42.40	9899	43.83	31.73	45.26	
GR7	LAAA	90	73.23	55.56	93	58.91	43.01	68.82	
	State	9895	55.08	40.68	9892	48.74	34.63	52.94	
GR8	LAAA	42	50.64	45.24	43	56.26	44.19	58.14	
	State	9629	49.61	39.33	9624	49.50	37.65	51.75	

## Comparative Growth Data - LAAA vs State

		ELA				MATH			
	Students	Avg % DSSF Target Met	% Students Meeting DSSF Target	% Students Meetings DPAS II Growth Target	Students	Avg % DSSF Target Met	% Students Meeting DSSF Target	% Students Meetings DPAS II Growth Target	
ALL	LAAA	376	65.65	47.61	384	60.50	42.97	59.38	
	State	49444	55.38	41.12	49496	53.16	37.77	50.78	
GR4	LAAA	92	53.28	29.35	93	37.05	15.05	17.20	
	State	9895	61.85	43.37	9925	65.45	43.09	50.56	
GR5	LAAA	100	75.52	53.00	100	76.93	63.00	77.00	
	State	10087	58.19	39.78	10100	57.94	41.66	53.40	
GR6	LAAA	51	68.15	58.82	54	76.30	53.70	83.33	
	State	9881	51.90	42.40	9899	43.83	31.73	45.26	
GR7	LAAA	90	73.23	55.56	93	58.91	43.01	68.82	
	State	9895	55.08	40.68	9892	48.74	34.63	52.94	
GR8	LAAA	42	50.64	45.24	43	56.26	44.19	58.14	
	State	9629	49.61	39.33	9624	49.50	37.65	51.75	

## Comparative Growth Data - LAAA vs State

		ELA				MATH			
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	State	49444	55.38	41.12	49496	53.16	37.77	50.78	
GR4	LAAA	92	53.28	29.35	93	37.05	15.05	17.20	
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	State	9881	51.90	42.40	9899	43.83	31.73	45.26	
GR7	LAAA	90	73.23	55.56	93	58.91	43.01	68.82	
	State	9895	55.08	40.68	9892	48.74	34.63	52.94	
GR8	LAAA	42	50.64	45.24	43	56.26	44.19	58.14	
	State	9629	49.61	39.33	9624	49.50	37.65	51.75	



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	State	9895	61.85	43.37	48.57	9925	65.45	43.09	50.56
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	State	10087	58.19	39.78	49.88	10100	57.94	41.66	53.40
GR6	LAAA	51	68.15	58.82	70.59	54	76.30	53.70	83.33
	State	9881	51.90	42.40	51.77	9899	43.83	31.73	45.26
GR7	LAAA	90	73.23	55.56	71.11	93	58.91	43.01	68.82
	State	9895	55.08	40.68	52.32	9892	48.74	34.63	52.94
GR8	LAAA	42	50.64	45.24	52.38	43	56.26	44.19	58.14
	State	9629	49.61	39.33	47.82	9624	49.50	37.65	51.75

## Comparative Growth Data - LAAA vs State

	ELA				MATH			
	Students	Avg % DSSF Target Met	% Students Meeting DSSF Target	% Students Meetings DPAS II Growth Target	Students	Avg % DSSF Target Met	% Students Meeting DSSF Target	% Students Meetings DPAS II Growth Target
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