

LAS AMÉRICAS ASPIRA ACADEMY

ANNUAL REPORT

2021-2022



East Campus (K-8)

326 Ruthar Dr. Newark, DE 19711

Phone: 302-292-1463

West Campus (9-12)

750 Otts Chapel Rd. Newark, DE 19713

Phone: 302-355-2300

***"A fellowship of learners building
culturally-inclusive communities."***

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 2021-2022 ¹	1,225
Approved Enrollment	1,197
School Address	326 Ruthar Dr, Newark, DE 19711
District(s) of Residence	Christina School District
Website Address	http://www.aspiraacademy.org/
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
Mission Statement: 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 2021-2022. (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	
	2021-2022 ¹
Total Enrollment	1225
# of Students on Wait List	735
Gender	
% Male	45.88%
% Female	54.12%
Ethnicity/Race	
% African American	13.22%
% American Indian	0.24%
% Asian	1.14%
% Hispanic/Latino	70.20%
% White	12.73%
% Multiracial	2.29%
Special Populations	
% Special Education ²	12.82%
% English Language Learners	32.24%
% Low-Income	24.08%

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

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
12/21/18	LAAA wishes to expand vertically by adding grades 9-12, and laterally, by leveling enrollment in grades K-12, starting the 2020-2021 school year.	Approved
12/21/18	Las Americas ASPIRA Academy's (LAAA) K-8 approved charter is for enrollment of 780 students. LAAA is requesting an increase in the K-8 enrollment to 897 students.	Approved

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

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.**)

School Enrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	2021-2022	
	Approved Enrollment	30-Sep Enrollment Count
K		104
Grade 1		111
Grade 2		108
Grade 3		112
Grade 4		114
Grade 5		115
Grade 6		150
Grade 7		120
Grade 8		131
Grade 9		95
Grade 10		65
Grade 11		
Grade 12		
Total		1,225

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

1.5 Reenrollment:

Reenrollment Rate² 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	3	
Grade 1	92	88.46%
Grade 2	91	88.35%
Grade 3	99	92.52%
Grade 4	91	86.67%
Grade 5	102	96.23%
Grade 6	90	83.33%
Grade 7	97	88.99%
Grade 8	102	94.44%
Grade 9	75	57.69%
Grade 10	56	70.00%
Grade 11		
Grade 12		
Total/Avg	898	84.72%

** 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.

II. ACADEMIC PERFORMANCE

2.1 Delaware School Success Framework

Overall Academic Ratings

Due to the impact of COVID-19 on learning and learning environments, accountability ratings for school year (SY) 21/22 were not issued. The school's assessment data for SY21/22 is available at: [Las Américas Aspira Academy School Report Card](#)

- a) a) Based on the data available on the Delaware Schools Report Card website and data compiled by the school discuss:
- overall academic achievement,
 - major challenges,
 - and accomplishments over the course of the school year.
 - You may also use this space to share the results of school-based data.

School Comments:

Performance Agreement

Academic Performance Expectations

Las Américas ASPIRA Academy's DSSF Ratings for 2018/2019 are:

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

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.

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

School Comments

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?

<i>Curriculum alignment to the Common Core State Standards and the Next Generation Science Standards</i>		
Item	Description	Evidence
Scope and Sequence	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.	Scope and Sequence Document
<i>English Language Arts</i>		
Item	Summary	Evidence
High Quality Instructional Resources	<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"> • High volume of high-success, high interest reading 	<p>Research Base Underlying the Teachers College Reading and Writing Project's Approach to Literacy Instruction</p> <p>Reading Units of Study Common Core Standards Alignment</p> <p>Writing Units of Study Common Core Standards Alignment</p>

a) Rate the school's performance according to the criteria established by the school for its 2021-2022 mission specific goal(s).

School Comments

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).

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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		
	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	
2021-2022	M	M	M	M	M	M	M	M	M	M	Meets Standard

a) 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:

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

School Comments:

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

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Performance Agreement

Organizational Performance Expectations

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

By September 2024, our expectation is to achieve an 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.

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

School Comments:

We have been successful in achieving an overall rating of Meets each year.

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	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Board Governance Training Date*
Margie	Lopez Waite	n/a	n/a	Ex-officio	7/1/2012	August 2021
Greg	Panchisin	n/a	n/a	Ex-officio	7/1/2012	June 2019
Lourdes	Puig	2014	6/30/2022	Chair	2/12/2015	August 2021
Donald	Patton	2015	6/30/2021	Co-Chair	1/30/2015	June 2019
Luis	Santiago	7/1/2019	6/30/2022	Treasurer	3/30/2017	August 2021
Serah	Pesce	2017	6/30/2021	Secretary	1/12/2018	June 2019
Keaira	Fana-Ruiz	7/1/2021	6/30/2024	Teacher Rep	7/28/2021	August 2021
Ana	Viscarra Gikas	7/1/2020	6/30/2023	Parent Rep	7/10/2020	August 2021
Alberto	Chavez	7/1/2021	6/30/2024	Secretary	8/10/2020	August 2021
Marissa	Terranova Fissel	7/9/2020	6/30/2023	Member	7/9/2020	August 2021
Guillermina	Gonzalez	4/8/2020	6/30/2023	Member	4/8/2020	August 2021
Rosalie	Rolon Dow	3/20/2020	6/30/2022	Member	5/31/2019	August 2021
Rebecca	Penix-Tadsen	8/23/2020	6/30/2023	Member	8/23/2020	August 2021
Renee	Rhem	7/1/2021	6/30/2024	Member	8/13/2021	August 2021
Martisha	Brown	7/1/2021	6/30/2024	Member	8/12/2021	August 2021

*Please list only the most recent training date.

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

School Comments:

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	Term Begin Date	Term End Date	Role/Title	Financial Training Date
Michele	Burris	8/15/2015	8/15/2017	Member	9/15/2015
Jessie	Forbes	9/17/2017	12/16/2019	Member	10/19/2017
Nicole	Florian	12/16/2019	n/a	Teacher Rep	2/10/2020
Min	Guan	8/15/2017	n/a	Member	10/18/2017
Lucy	Li	3/13/2017	n/a	Member	10/13/2017
Margie	López Waite	7/11/2017	n/a	Member	7/1/2012
Greg	Panchisin	7/11/2017	n/a	Member	7/1/2012
Richard	Riggs	8/9/2015	n/a	DOE Representative	11/30/2015
Luis	Santiago	9/16/2014	n/a	Board Member	3/30/2017

School Comments:

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

2021-2022		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
90%	74	82

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.

School Comments:

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

School Comments:

As part of our summative conference, we discuss professional development needs with each team member. This information is used to plan Team Professional Development (TPD) for the following school year. Whenever possible, we provide team members with various workshops during TPD so they can choose the sessions best suited for their needs and interests.

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	Current Ratio (Working Capital Ratio)	Debt to Asset Ratio	Days Cash	Debt Service Payments / Loan Covenants	Aggregated Three-Year Total Margin	Cash Flow	Debt Service Coverage Ratio	Enrollment Variance	Student Retention	Financial Management and Oversight	Overall Rating
Year	1	2	3	4	5	6	7	8	9	10	
2021-2022	M	AS	M	M	M	M	M	M	Not Rated	M	Meets Standard

a) 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: In January 2022, the school successfully acquired \$22.1MM in Bond Financing to fund the purchase and construction of our High School. That financing is in addition to the previous \$21MM Bond Financing we obtained in July 2016 to fund the purchase and construction of our K-8 School. Our current assets are at \$49MM; however, and primarily due to our Bond Service debt, our liabilities are at \$47MM. As a DE Public Charter School, we are required to secure our own funding to support the procurement of land, buildings, equipment and furniture, thus necessary capital expenses that are not included in our state and local school district funding. This metric will always be difficult for us to achieve; however, we will continue to seek outside opportunities for capital grants and donations.

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

School Comments:

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

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Performance Agreement

Financial Performance Expectations

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.

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

School Comments:

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

School Comments:

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).

Innovative Features of the School:

- **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, 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 8th grade, students take the Assessment of Performance Toward Proficiency in Languages (AAPPL) which will allow them to apply for continued language courses in the 9th grade with the ultimate goal of applying for the Certificate of Multiliteracy at the end of high school graduation. As of August 2020, we have now expanded to a high school so students can continue their pathway to biliteracy through 12th grade.
- **Restorative Practice Approach:** This approach began in 2013-2014 school year with the school-wide implementation of the Responsive Classroom Approach, which embraces a fostering of community, based upon teaching socially-responsible behaviors. We have now begun the three-year implementation of Restorative Justice & Practices by Restorative Justice Education. This program complements the Responsive Classroom Approach in grades K-5 and provides more age-appropriate tools to build stronger sense of community in grades 6-12.
- **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. At ASPIRA, our social and emotional growth is as important as our academic growth.
- **DEIB (Diversity, Equity, Inclusion and Belonging) Initiative:** This initiative was implemented in the spring of 2020 and continues to grow each year. It consists of four stakeholder groups that focus on strengthening DEIB throughout our school community, from policies to people. We also have student affinity groups in middle and high school to increase student voice in all

matters related to DEIB. In collaboration with our school board, we agreed to include the following equity statement as part of our core values:

At ASPIRA, we commit to:

- Identify and dismantle systemic inequities within education that contribute to opportunity gaps for our students.
 - Create a culture of caring that embraces all the identities of our school community members and provides a sense of belonging for all.
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VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	Las Américas ASPIRA Academy
Location:	<ul style="list-style-type: none"> ▪ East Campus (Grades K-8): 326 Ruthar Drive, Newark, DE 19711 ▪ West Campus (Grades 8-12): 750 Otts Chapel Road, Newark, DE 19713

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.

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

Date

Print/Type Name:	Guillermina Gonzalez
Title (if designated):	ADCO Board Chairperson
Date of approval by board of directors:	January 25, 2023

References:

¹ Based on September 30th Unit Count

² 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.

³ 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.