

Nasha Shkola Charter School

2018/19 Annual Report



District #4208-07
6717 85th Avenue North
Brooklyn Park, MN 55455
763/496-5550

Table of Contents

Introduction	3
Mission.....	3
Vision.....	3
Authorizer	3
School Overview	4
School Model.....	4
Curriculum	4
School Calendar	5
Enrollment & Demographics	5
Student Mobility	5
Comparison Demographics	6
Faculty Information	6
Professional Development.....	7
Academic Progress.....	8
Authorizer Goals	9
World's Best Workforce	10
Governance	10
School Administration	10
2017-2018 School Board	11
Board Table	12
Primary & Secondary Purposes of a Charter School	13
Survey Results.....	15
Innovative Practices	16
Future Plans.....	16
Financial Status.....	17
Non-Profit Status	18
Attachment 1: School Calendar.....	19
Attachment 2: Strategic Plan	20

Introduction

We are pleased to present the Annual & World's Best Workforce Reports regarding the 2018/19 school year at Nasha Shkola Charter School. We opened in 2012 and have completed our seventh year in operation as a Minnesota Charter School. Nasha Shkola is Russian for "Our School". The result of a project initiated by the Slavic Community Center, our school focuses on teaching Russian language and culture to students while providing them with a quality education that enables them to achieve their potential and prepare them for the world. Our program allows us to serve students who speak Russian at home and integrate them with English speaking children who desire to learn Russian. We are the only school in Minnesota to teach Russian language and culture to elementary and middle school aged students.

Nasha Shkola Charter School, Charter School District #4208-07

First year in Operation: 2012/13

Authorized Until: 2018

Grades Served: K-8

Address: 6717 85th Avenue North, Brooklyn Park, MN.

Phone: 763/496-5550

Website: www.nashashkola.org

Mission

Nasha Shkola aspires to be a multi-cultural charter school committed to exceptional education in all areas of academic inquiry with an emphasis on Russian Language and Culture, providing structured and responsive learning environment based upon educational best practices for all students and their families.

Vision

To be an academically rigorous school preparing students for continued success as motivated learners and global citizens.

Authorizer

Nasha Shkola is authorized by Innovative Quality Schools and has been for 5 years. We are currently authorized under IQS until 2023.

Innovative Quality Schools (IQS)

200 South 6th Street, Suite 4000

Minneapolis, MN 55402

612-501-9606

Authorizer Contact: [Thomas Tapper](mailto:Thomas.Tapper@strategictrc.com)

strategictrc@gmail.com



School Overview

School Model

Curriculum

Nasha Shkola (NS) has developed a robust, well-researched and engaging curriculum in a diverse range of subjects including language arts, math, science, social studies, creative art, Russian Language and Russian studies. Core curricula have been aligned with MN state standards. Academic excellence for all students is a central goal for Nasha Shkola. The school's talented staff works hard to support the students in achieving this goal. NS educational program includes:

- Core Knowledge Sequence and Curriculum provides comprehensive, content-rich learning material and sequence aligned with MN academic standards. CK curriculum develops student knowledge and skills and promotes educational excellence, multiculturalism and the arts. NS uses CK materials for Language Arts and social studies in grades K-5.
- Singapore Math emphasizes problem solving and positive attitudes toward mathematics, while focusing on student's development of skills, concepts, processes, and metacognition. NS uses SM in grades K-8.
- Science: NS uses a variety of curriculum resources including the *Framework for Delivery 1 of Minnesota Math & Science Standards*, *Pearson Interactive Science* in grades K-5, *Core Knowledge* in grades K-2, and a strong inquiry-based curriculum from many different sources in grades 6-8. *Interactive Science* and inquiry-based curriculum lead students to understand scientific concepts through active investigations, data collection, and written documentation.
- Creative Arts: Creative Arts curriculum offers music instruction, choir and theater groups. Music and Art are prominently included in the CK Sequence and integrated whenever possible with history and literature emphasizing an interdisciplinary approach. Students are expected to gain an appreciation for the interpretation of music and art, issues and viewpoints about music and art, understand the styles of music and art, influences and themes in art and music, and the historical and cultural contexts in which the music and art were generated. Studies have shown the connection between participation in art and music education and success in academics. Moreover, the opportunities to perform and participate help children build self-confidence and become comfortable with public speaking.
- World Language Instruction (Russian Language): Nasha Shkola was founded on the premise that daily Russian language and culture instruction is vital to global citizenship. Students receive one hour of daily Russian instruction that prepares them to be proficient in a world language and preserve their cultural heritage. Instruction is provided in two areas: Russian as a foreign language and Heritage

Russian. Research indicates that simply adding more English instruction time does not yield higher achievement measured in English for English Learners; rather, the students who achieve at the highest levels in English are those who achieve at the highest levels in the home language. In addition to Russian Language, Russian Studies Framework has been developed and implemented both in Russian and English, Language Arts, Music, Social Studies and Science subject areas.

School Calendar

During the 2018/19 school year Nasha Shkola provided 161 (8 snow days) school days and 15 full days of built in Professional Development days for staff.

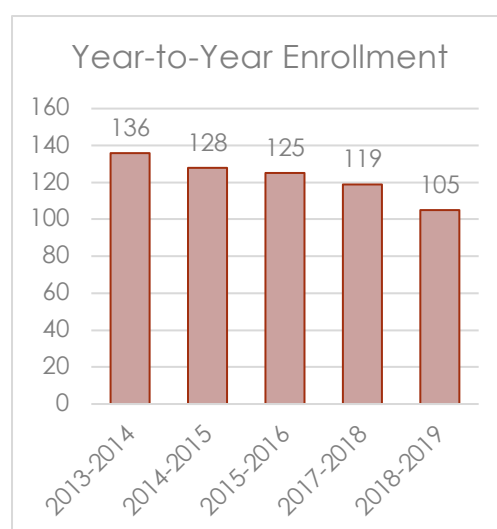
The School Calendar is Attachment 1 to this report.

Enrollment & Demographics

At the end of the 2018/19 school year, Nasha Shkola had an Average Daily Membership (ADM) rate of 105 students.

The overall attendance percentage for the school was 96% for the school year. Enrollment is highest in our 1st and 4th grade classes, and the lowest enrollment is in grades 7 and 8.

70% of students at Nasha Shkola qualify for the Free or Reduced Lunch Program, which indicates that their families fall within the Federal guidelines for living in poverty. 61% of our students qualify as English Learners, indicating that English is not their first language.



Student Mobility

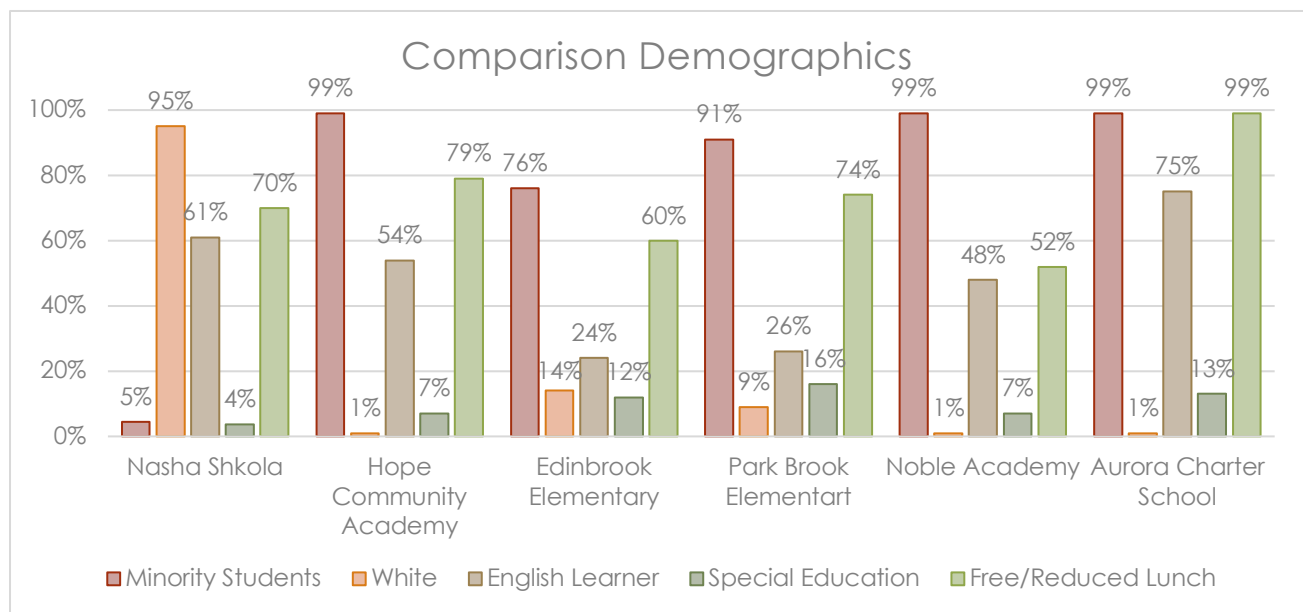
Student mobility is an indicator of the stability of the school's student body. Nasha Shkola continues to have a low student mobility number. Indicating that students who enroll at Nasha Shkola attend for the entire school year and return the next year. While we do not have a large student body, we do have one which is committed to our school. During 2018/19 Nasha Shkola added and kept more students than we lost. Our mobility percentage increased because of these additions.

	Summer Transfers In	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
2014-15	0	128	6	1	7	0.05%
2015-16	0	124	7	0	7	0.05%
2016-17	0	101	2	0	2	1%
2017-18	0	120	3	3	6	0.5%

2018-19	13	101	11	3	14	13%
---------	----	-----	----	---	----	-----

Comparison Demographics

Comparison schools are utilized to determine how Nasha Shkola measures up against its contemporaries. In looking for comparison schools we selected schools with missions focusing on language immersion: Noble Academy, Aurora Charter School, Brooklyn Park Schools



When considering the ethnicity data, it is important to remember that while students at Nasha Shkola are white as identified in the MN Student System, our students are a minority subgroup within the white category. Great majority of Nasha Shkola students are Slavic and East-European heritage and largely English Learners. They do not fit the traditional picture of a MN Student.

Among protected subgroups, Nasha Shkola is most similar to HOPE Community Academy, Nobel Academy and Aurora Charter School. HOPE Community Academy and Aurora Charter School English Learner programs similar to ours while Noble Academy focuses on classical education strategies. We also share similar percentages of students who qualify for the Free & Reduced lunch program. Edinbrook and Park Brook Elementary schools are in a similar geographic area as Nasha Shkola and have been included as comparison schools for that reason.

Nasha Shkola's ADM for the 2018/19 School year was 105. The attendance percentage for the year was 96%.

Faculty Information

During the 2018/19 school year Nasha Shkola employed 17 teaching staff for elementary and middle school. Going into the 2019/20 school year we will lose two

teaching staff. Both teachers have decided not to return due lack of funding. This puts our staff turnover rate from 2018/19 to 2019/20 at 11%, lower than our goal of 20% or less.

Unlicensed Staff

Employee Name	Job Assignment	Returning for 19/20
Inna Bly	School Office Manager	Yes
Leyanna Bibbs	Sped Para/Title Reading	Yes
Sam McCurry	Sped Para	No

Licensed Staff

Employee Name	License #	Job Assignment	Grade	Returning for 19/20
Yelena Hardcopf	378469	Executive Director		Yes
Amanda Rohde	475348	General Education	K	Yes
Sharon Oliech	327286	General Education	1 st	Yes
Natalya Johnson	502562	General Education	2 nd	Yes
Nicole Larson	485845	General Education	3 rd	No
Nicole Laferriere	509511	General Education	4 th	Yes
Christian Schmidt	412560	Social Studies	5-8	Yes
Svetlana Kazanecki	476090	Russian	K-8	Yes
Daniela Zochinova	483430	Russian	2-8	Yes
Andrew Wood	485833	ELA	6-8	Yes
Stacy Yoakiem	460151	ELL	K-8	No
Elizaveta Lindman	488633	Math	5-8	Yes
Ella Gerbuz	348710	Music	K-8	Yes
Yelena Bienemann	497284	Title, Math	K-6	Yes
Lada Bondar	501999	Title Reading/Russian	K-6	Yes

Professional Development

NS staff participate in both individually pursued activities and school-based, job-embedded approaches, such as Professional Learning Communities (PLCs). Professional development initiatives are aligned with NS academic improvement priorities and provide consistent opportunities to learn about new research and instructional practices. They are built in the regular school schedule throughout the school year. In the last three years, NS staff have completed PD in the areas of

curriculum and standards alignment, data interpretation, child find and RtI, formative assessment strategies, SIOP strategies, and curriculum programming (The Fountas & Pinnell Leveled Literacy Intervention System (LLI) and Singapore Math).

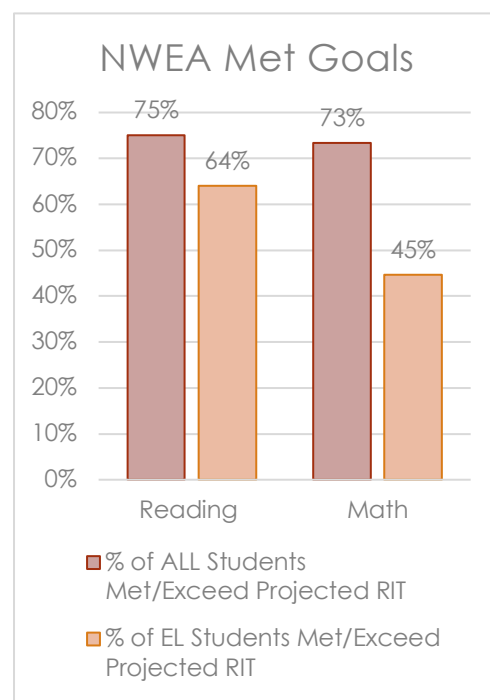
NS has established PLCs, collaboratively across grade levels and interdisciplinary teams. They meet regularly to reflect on students' progress, review students' work and data, and align instruction to academic standards and desired academic outcomes. For example, in FY 2019, NS Language Arts PLC is actively working to complete a comprehensive rubric that will guide writing instruction across all grades. PLCs and other forms of staff collaboration in NS support schoolwide efforts to drive cultural changes and develop staff accountability models. Leadership Improvement Team (LIT) reviews and evaluates the effectiveness of professional development opportunities to determine their effect on raising student achievement. LIT also establishes a means to determine fidelity through mentoring, peer observations, and teacher evaluation process.

Academic Progress

NWEA Data

During the 2018/19 school year we used NWEA data to set individual growth goals for students based on their fall NWEA scores. After they completed their spring test, we looked to see what progress they made towards achieving this goal.

Results from FY19 demonstrate that as a whole, Nasha Shkola students are equally proficient in reading that in math, and that EL students are almost 20% less proficient in reading than in math. These results also echo the MCA proficiency results from the school year.



All grade levels made more than 99% progress towards their goals. This indicates strong growth in all students tested.

MCA-II Proficiency Data

On the Reading and Math MCA, all students showed increase in proficiency. The EL student group showed 3% increase in reading and 13% increase in math.

Looking at our comparison groups, Nasha Shkola continues to have high proficiency in Math (67%), testing at or within ten percent of the statewide average and above our local districts average in math.

In Reading, Nasha Shkola works hard to close the gap in the All students group. For EL students, Nasha Shkola has high proficiency in comparison to similar schools.

Authorizer Goals

1. Students will perform as well or better than the state average, the average in the district where the school is located and with comparable schools on state tests. Comparable schools for this goal are: Aurora Charter School and Noble Academy.
 - i. Partially Meets: Continuously enrolled students at Nasha Shkola scored as 49% proficient on the Reading MCA (9% lower than the state average)
 - ii. However, compared to the state average of EL students, Nasha students score as 15% higher than the state average of 30.8% (Nasha's EL students score as 46% proficient) on the reading MCA.
 - iii. Meets: On the Mathematics MCA Nasha Shkola students scored as 67% proficient (13% higher than the state average).
 - iv. EL students score as 66% proficient, which is 37% higher than the state average of 29%. As 61% of Nasha Shkola students are EL, it is important to note our students are achieving at a higher rate than the state average on this designation.
2. Students who are continuously enrolled over a three-year period will Meet their growth standard, or Exceed their growth standard.
 - a. Of 37 students enrolled for three years, 56% met or exceeded their goals on the Reading MCAs and 72% on the Math MCA.
3. Students who are continuously enrolled for 3 or more years are making greater growth than comparison groups.
 - a. For 2018/19, 73% of students enrolled for three years met their NWEA RIT Goals in Math and 75% met their goals in Reading.
4. Student attendance (percentage of students who attend 90% of the time) will meet 85% at least.
 - a. The average attendance percentage of students who were enrolled for 90% of the school year or more was 96%.
5. Students will indicate the level of satisfaction with the school in the areas of safety, acceptance and learning. (Minimum 80% positive response).
 - a. 90% Positive responses to questions regarding Safety, Acceptance, and learning.
6. Parents will report a positive school climate and a challenging academic program. (Minimum 70% positive response)
 - a. 90% positive response to questions in regard to school culture and the school program.
7. Teachers will report their level of satisfaction with the school and with their professional roles with the school. (Minimum 80% positive response).

- a. 88% of staff believe that they are provided with sufficient opportunities to grow professionally.
- b. 88% of staff believe that NS adequately meets the needs of all students
- c. 100% of staff thinks that the overall atmosphere within Nasha Shkola is beneficial to student learning

World's Best Workforce

The World's Best Workforce is an educational bill that was passed in 2013 by the Minnesota State Legislature to ensure that schools are making progress to increase student achievement. The plan for developing the World's Best Workforce has five goals, only two of which pertain to students served by Nasha Shkola. Our goals and results for the 2018/19 school year are summarized below.

All Students in Third Grade Achieving Grade-Level Literacy	<i>50% of students enrolled in third grade on October 1 will test as proficient on the Reading MCA.</i>	<i>50% of Nasha Shkola 3rd graders were proficient on the Reading MCA.</i>
Close the Achievement Gap(s) Among All Groups	<i>The proficiency gap between EL and non-EL (after three years of continuous enrollment at Nasha Shkola) will decrease to less than 10 percentage points in both reading and math on the MCA for grades 3-8.</i>	<i>The achievement gap on the Math MCA is 5% between all student and EL students. The achievement gap on the Reading MCA is 40% points between all students and EL students.</i>

Governance

School Administration

Nasha Shkola's administrative team consists of two individuals: Executive Director and School Office Manager.

Yelena Hardcopf – Is the Director as Nasha Shkola and former chair of the Nasha Shkola School Board (October 2018). Mrs. Hardcopf has been employed at Nasha Shkola for seven years, originally in the capacity of the Russian Language and Culture teacher, and served as Lead Teacher from August of 2015 to October of 2018. She has over 20 years of experience in the area of Curriculum and Instruction, Russian Language and ELL. Mrs. Hardcopf received her 5 year degree in Philology, Russian Language & Literature from the Far Eastern State University, Russia, and Master's Degree in Curriculum & Instruction and ELL from University of Minnesota. As the Executive Director, Mrs. Hardcopf is responsible for school development, policy and compliance, management and development of all school staff, systems and resources, including

finances, operations, transportation, and food service. She also provides instructional leadership and responsible for school improvement, student achievement, teacher professional development, and student and family services.

Inna Bly, the School Office Manager, provides support in several areas including STAR and MARSS reporting, enrolment, attendance, transportation, food service, communications, and other functions.

2018-2019 School Board

Per the law, the Nasha Shkola Board of Directors will be comprised of at least one (1) teacher, one (1) parent and one (1) community member. Ex-officio members include the school director. Teachers, non-teaching staff members, parents, and board members will be allowed to vote in the Board elections at the Annual Meeting.

Nasha Shkola board meets on the 3rd Tuesday of each month at 6:30pm at the school. The Finance Committee meets at 5:30 prior to the board meeting at the school to review and discuss the budget and monthly financials.

Board Training: All board members attend their required training, which include Governance (Roles and Responsibilities), Employment, and Finance. Board training for the is held annually in July and facilitated by the school's authorizer, IQS.

Board Table

Board Member	Board Role	Term	Board Committees	Teacher/ Parent/ Community	Training Dates
Yelena Kurdymova info@runglobaltranslate.com	Vice-Chair	07/2017- 08/2020	Personnel	Community	7/24/2019
Mark Eilers meilers33@comcast.net	Chair	07/2018- 07/2021	Personnel Finance	Community	5/1/2019
Christian Schmidt christian.schmidt@nashashkola mn.org	Secretary	10/2017 – 6/2020	Policy	Teacher	7/26/2017
Elizaveta Lindman Liza.Lindman@nashashkolamn.o rg	Member	07/2019- 07/2022	Curriculum	Teacher	7/26/2017
Alexei Abyzov aabyzov@gmail.com	Member	07/2017- 07/2020	Personnel	Parent	7/26/2017
Andrew Wood	Member	11/2018- 06/2019		Teacher	7/24/2019
Julia Ishanova	Treasurer	07/2018- 07/2021	Finance	Parent	7/25/2018

Primary & Secondary Purposes of a Charter School

The purposes of Nasha Shkola include improving student learning and achievement, increasing learning opportunities, using different and innovative teaching methods, measuring learning outcomes with the use of different and innovative forms of measurement, and establishing new forms of accountability. The core purpose of Nasha Shkola is to improve student learning and achievement by providing a highly structured learning environment based upon educational best practices for students interested in the Russian language and culture. As specified in the school mission statement, we seek to achieve this through the collaborative efforts of parents, staff and the communities we serve.

Nasha Shkola is contacted to be a K-8 schools which will enroll a maximum of 180 students. We will provide students:

- A safe place to learn and grow while being provided an individualized learning opportunity that addresses their academics and also their emotional and social needs
- Caring adults who have an in-depth knowledge and understanding of the subject matter an innovative and instructional model that best meets the needs of their students
- Small class environments that assures each student will receive individualized attention and assistance
- An innovative model of learning that is consistent with its vision and mission

Secondary Purposes

Increase Learning Opportunities

Students at Nasha Shkola receive learning opportunities that are not available to other students in any other school in the state of Minnesota. All students receive education in Russian language, culture, and heritage, every day.

Different and Innovative Teaching Methods

At Nasha Shkola we incorporate different and innovative teaching methods through Singapore Math, Core Knowledge, and Guided Reading. Nasha has implemented differentiated Guided Reading program schoolwide to provide intervention, support, and enrichment in the area of reading. Throughout the grade levels and subject areas incorporate Russian Studies into lessons.

Establish New Forms of Accountability

Accountability is important to Nasha Shkola and we are establishing forms of accountability to best meet our needs. NS is working to raise standards and create professional accountability with approaches that make instructional practice more

transparent. Transparency is achieved through observations of classroom practice, implementing rubrics for observations, and providing mentoring and feedback to the teachers.

Parent Involvement

Nasha Shkola's Mission Statement for Emphasizing Parental/Family and Community Engagement is:

Nasha Shkola is committed to providing quality education for every child in its school. To this end, we want to establish partnerships with parents/families and with the community. Everyone gains if school and home work together to promote high achievement by our children. Neither home nor school can do the job alone. Parents/Families and Communities play an extremely important role as children's first teachers. Their support for their children and for the school is critical to their children's success at every step along the way.

Nasha Shkola's Parent/Family and Community Engagement (P/F&CE) Policy as required in [Section 1118(a) (2), ESEA.] ensures the following:

- Nasha Shkola has put into operation programs, activities and procedures for the engagement of parents/families at the school. The programs, activities and procedures are planned and operated with meaningful consultation with parents/families of our students.
- Nasha Shkola ensures that the required school-level Parent/Family and Community Engagement (P/F&CE) policy meets all requirements, and includes, as a component, the NS School/Parent Compact.
- Nasha Shkola has incorporated its Parent/Family and Community Engagement policy into its official school policies.

In carrying out the Parent/Family and Community Engagement requirements, to the extent practicable, Nasha Shkola provides full opportunities for the participation of parents/families with children with limited English proficiency, parents/families with children with disabilities, and parents/families of migratory children, including providing information and school reports in an understandable language and format. If necessary, school representatives will contact the families and converse in the parent/family home language. Additionally, the policy includes thirty-items to ensure the school addresses all aspects of, not only the parent/family, but the activities the school uses to ensure community engagement as well.

In addition to the activities outlined in our P/F & CE Policy. NS has several structures and strategies that are already in place to engage parents/family and help them understand how to help their students succeed in the American school system. These structures and strategies are built in the "Read Well by the 3rd Grade" school literacy

plan, school academic plan, and schoolwide improvement plan. Specific activities include:

- Back to School Information Night (prior to the beginning of the school year)
- 2 Parent Title/Support s Services Meetings (twice a year)
- 2 parent-teacher conferences held in the fall and in the spring
- PTO (Parent Teachers Organization) meetings – on monthly basis during the school year
- Monthly NS Board meetings and committees are open to parents and families
- School-wide and community cultural events

NS has tools necessary to build close relationships with the families. We have 9 staff members who speak Russian and other Slavic languages, the primary language to the majority of NS families. These staff members facilitate regular communication with families, including phone calls and email messages to struggling students, translation and interpretation services during the conferences, and special meetings.

Survey Results

Parent Survey Results

The 2018-2019 family survey was administered in the spring with 67% return rate. Overall, parents have very positive feedback for Nasha Shkola:

- 95% of families agreed that Nasha Shkola has a positive learning environment.
- 81% of families agreed that their child is challenged appropriately based on her/his individual strength and needs.
- 90% of families agreed that their child's teacher/s care about student's success.
- 83% of families agreed that their child's teacher/s have high expectations for learning achievement.

Staff Survey

A staff survey was administered to all staff in the spring of 2019 with 100% return rate. Staff at Nasha Shkola report being committed to the mission & vision (100% agree.)

In response to “I feel valued and appreciated by my colleagues and administration” 94% of staff agree.

Staff also reported that there is adequate respect in the school (94% agree).

88% of staff believe that they are provided with sufficient opportunities to grow professionally.

Finally, 100% of staff agree that “the overall atmosphere within Nasha Shkola is beneficial to student learning”.

Student Survey

Finally, a student survey was administered to middle school students in grades 5-8 with 100% return rate.

- 88% of students reported that they feel safe in school.
- 71% of students reported that they felt respected.
- 80% of students reported feeling challenged
- 97% of students reported that teachers motivate them to do their best.
- 91% of students reported that teachers are available for extra help whenever students need assistance.

In summary, the results of the stakeholder surveys indicate high levels of family, student and staff satisfaction; although, our goal is to have a higher level of satisfaction from students at Nasha. All results are used in the development of our annual School Improvement Plan that lead to positive changes in the areas measured by surveys.

Innovative Practices

Nasha Shkola is committed to providing the opportunity for culturally-diverse and low-income students to access a high quality academic programming using proven instructional practices to serve all learners. In order to do so, NS has developed a well-researched, standard-aligned, and engaging curriculum in a diverse range of subjects (Core Knowledge, Singapore Math, Russian Language). NS teaching team has chosen and implemented several research proven instructional practices that benefit all students (Formative Assessment, Guided Reading). NS continues monitoring students' performance and progress, reviewing root causes of the deficit and providing timely reaction and support of students' needs.

Our Russian Language and Culture program is presented to all children in all grades every day. We are the only school in Minnesota that teaches Russian language and culture in the elementary years. During this class time, students learn to speak, read, and write in Russian.

Future Plans

Nasha Shkola is working to add Russian Language annual standardized assessment, AAPPL in 2019-20. This assessment will allow us to track proficiency and growth in four areas: reading, writing, listening, and speaking. 8th grade students that score at "Intermediate Low" and above will receive the Certificate of Language Proficiency issue by the Minnesota Department of Education.

Financial Status

For questions regarding school finances and for complete financials for 2018-19 and/or an organizational budget for 2019-20, contact:

Name: Lisa M Hasledalen

Position: Finance Director

Contact info:

Phone: 651-255-8826

Email - lhasledalen@designlearn.net

Designs for Learning - Financial Service Provider provides accounting services for Nasha School #4208

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Innovative Quality Schools no later than December 31, 2019.

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Innovative Quality Schools no later than December 31, 2019.

FY19 Finances	Fund 1	Fund 2	
Total Revenues	\$1,393,857	\$45,407	
Total Expenditures	\$1,442,199	\$46,026	
Net Income	\$ -48,342	- 618	
Total Fund Balance	\$ -3,500	\$ -0-	

Overview

During FY 19 our annual revenue was less than anticipated by \$4,987. Our expenses were \$5,737 over budgeted amount. The school anticipated a decrease of \$38,237 however this left the school with a decrease of \$48,960. Our fund balance at year end was decreased to -\$3,500. We have addressed this in our budget for FY2020.

Revenues

At the beginning of FY19, Nasha Shkola had an enrollment estimate of 125 students. By the end of the year the enrollment had decreased to 103 ADM. The budget was revised to reflect this decrease. In FY18, Fund 2 had a positive balance of \$619 at yearend this was reduced to zero.

Expenses

Our total expenses for FY19 was \$1,393,857. There are 5 major areas that accounted for this expense:

- Payroll & Benefits – \$741,690
- Student Transportation – \$182,839
- Special Education Services - \$63,800
- Rent & Utilities – \$195,176
- Contacted Services- \$113,983

The school reduced their rent and utilities by \$11,328 for FY2018.

Net Income and Fund Balance

The net income for FY19 was decreased of \$48,342 which decreased the year-end balance to -\$3,500.

Non-Profit Status

Nasha Shkola Charter School is a nonprofit corporation registered as a Charity with the Minnesota Attorney General's office. Its current status is active; see <http://www.ag.state.mn.us/Charities/CharitySearch.asp>. Nasha Shkola also is a tax-exempt "501(c)3" organization recognized by the Internal Revenue Service.

Attachment 1: School Calendar

Nasha Shkola 2018-2019 School Calendar

July						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

4: Independence Day

August						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

20-30: Teacher Workshops & Planning

30: Back to school Night 4:00-7:00 pm

31: No School

September						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3: No School - Labor Day

4: School Begins, Begin 1st Quarter

21: No school

October						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

6: No school

18-19: No School - Education MN

November						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

8: End of 1st Quarter

7-8: Conferences, 4:00-7:00pm

9: No school

12: Begin 2nd Quarter

20-23: No School - Thanksgiving

December						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

7: No school, Staff PD

24-31: No School - Winter Break

January						
Su	M	Tu	W	Th	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1-4: No School - Winter Break

7: No school, Staff PD

8: Classes Resume

21: No School - MLK, Jr. Day

25: End of 2nd Quarter

28: Begin 3rd Quarter

February						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

15: No school

18: No School - President's Day

March						
Su	M	Tu	W	Th	F	S
						1
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

6-7: Conferences, 4:00-7:00pm

8: No school

29: End of 3rd Quarter

April						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1-5: No School - Spring Break

8: Classes resume, Begin 4th Quarter

May						
Su	M	Tu	W	Th	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

10: No school

24: No school, Staff PD

27: No School - Memorial Day

June						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

7: End of 4th Quarter

7: Last Day of School

10, 11: End-of-Year Workshops

KEY			
	No School		Conferences
	Holiday		Teacher Workday/No School
	First/Last Day		No School (Snow Day)

Number of school days 161

Number of Teacher Workdays 176

Q1	9/4/18 - 11/8/18	44 days
Q2	11/12/18 - 1/23/19	40 days
Q3	1/28/19 - 3/29/19	33 days
Q4	4/8/19 - 6/7/19	42 days

Attachment 2: Strategic Plan

Nasha Shkola Strategic Plan: Initiatives & Improvement 2018-2019

Mission: Nasha Shkola aspires to be a multi-cultural charter school committed to exceptional education in all areas of academic inquiry with an emphasis on Russian Language and Culture, providing structured and responsive learning environment based upon educational best practices for all students and their families. **Vision:** To be an academically rigorous school preparing students for continued success as motivated learners and global citizens.

Strategic Focus Areas	Academic achievement	Dual Language Enrichment	High-performing and dedicated team	Family and Community Engagement	Fiscal Responsibility	Efficient Operations
Initiatives	Maximize academic and personal growth and development for every student through strengthening of academic programs, providing continuous support and continuous assessment.	Provide high quality daily Russian language and culture instruction with the goal of bilingual fluency and cultural literacy.	Establish shared leadership and collaboration among all teachers and staff for higher levels of empowerment and productivity	Build strong relationships with families and communities to support academic success along with social and emotional wellbeing of all students.	Be fiscally responsible as we grow our enrollment to support school sustainability.	Have structured systems in place for successful daily operations.



Areas for improvement FY2019	<ul style="list-style-type: none"> • Embed and support best teaching practices to promote student learning and increase 	<ul style="list-style-type: none"> • Implement assessment tool (The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)) that 	<ul style="list-style-type: none"> • Develop and implement written staff development plan: create a comprehensive plan where PD is taking 	Increase stakeholder/ community involvement by: <ul style="list-style-type: none"> • Making engagement a priority and planning 	<ul style="list-style-type: none"> • Plan and implement to establish a fund balance of at least 10 percent • Explore 	<ul style="list-style-type: none"> • Have in place organizational systems to support safe and orderly learning and working environment.
-------------------------------------	--	--	--	---	--	--

	<p>proficiency</p> <ul style="list-style-type: none"> • Monitor progress and continually adjust to ensure instructional and assessment practices are being employed with fidelity • Develop a comprehensive ELL Program plan 	<p>would allow the school to evaluate achievement and growth in Russian language</p> <ul style="list-style-type: none"> • Develop comprehensive K-8 Russian Language and Culture curriculum map aligned with World Language Standards 	<p>place on a regular basis that focuses on increasing student performance.</p> <ul style="list-style-type: none"> • Build academic leadership capacity among teaching staff • Retain and recruit teachers who are highly qualified in their discipline and demonstrate excellence in teaching 	<ul style="list-style-type: none"> • Communicating proactively in the community • Offering meaningful activities/events to participate • Turn community supporters into leaders (increase participation in decision making, school improvement plans, etc.) 	<p>avenues that will increase and maintain student enrollment at expected levels</p> <ul style="list-style-type: none"> • Establish a small grant writing/fund raising initiative 	<ul style="list-style-type: none"> • Apply and plan for prekindergarten program for 2019-2020.
--	--	--	--	--	--	---

