

Nasha Shkola Charter School

2019/20 Annual Report



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

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Introduction

We are pleased to present the Annual & World's Best Workforce Reports regarding the 2019/20 school year at Nasha Shkola Charter School. We opened in 2012 and have completed our eighth 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: 2023

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: Laurie Schroeder

lschroeder@iqsmn.org



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 *Pearson Interactive Science/Core Knowledge* in grades K-5, 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 their 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 2019/20 school year Nasha Shkola provided 169 school days and 15 full days of built in Professional Development days for staff. 49 days were completed via Distance Learning due to the COVID-19 Pandemic. The Distance Learning Plan is Attachment 2 to this report.

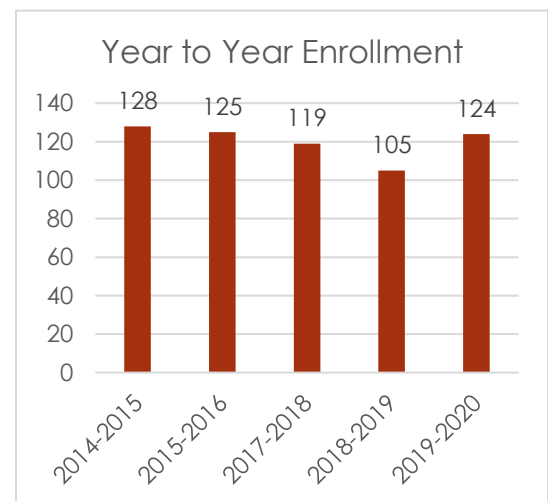
The School Calendar is Attachment 1 to this report.

Enrollment & Demographics

At the end of the 2019/20 school year, Nasha Shkola had an Average Daily Membership (ADM) rate of 124 students. This is the first increase in student enrollment since our second year of operation.

The overall attendance percentage for the school was 96% for the school year. Enrollment is highest in Kindergarten, 2nd Grade, and 5th Grades. It is lowest in grades 6-8.

64% 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. 56% of our students qualify as English Learners, indicating that English is not their first language.



Student Mobility

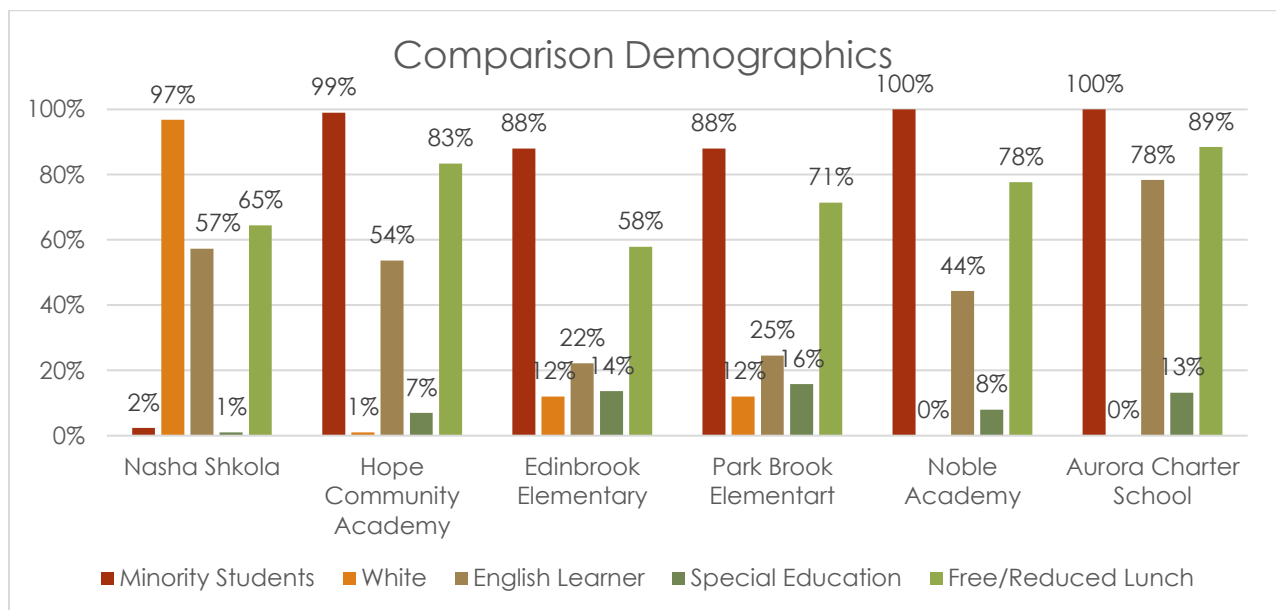
Student mobility is an indicator of the stability of the school's student body. Nasha Shkola continues to have a low student mobility number. Indicating that students who enroll at Nasha Shkola attend for the entire school year and return the next year. While we do not have a large student body, we do have one which is committed to our school.

| | 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% |

| | 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) |
|---------|---------------------|------------------------------|-----------------------|------------------------|--------------------------|--------------------------------|
| 2017-18 | 0 | 120 | 3 | 3 | 6 | 0.5% |
| 2018-19 | 13 | 101 | 11 | 3 | 14 | 13% |
| 2019-20 | 2 | 123 | 3 | 0 | 3 | 2% |

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. The 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 2019/20 School year was 124. The attendance percentage for the year was 96%.

Faculty Information

During the 2019/20 school year Nasha Shkola employed 13 teaching staff for elementary and middle school. Going into the 2020/21 school year we lost two teaching staff and added two. This puts our staff turnover rate from 2018/19 to 2019/20 at 7%, lower than our goal of 20% or less.

Unlicensed Staff

| Employee Name | Job Assignment | Returning for 20/21 |
|---------------|-------------------------|---------------------|
| Inna Bly | School Office Manager | Yes |
| Leyanna Bibbs | Sped Para/Title Reading | No |
| Yelena Durnev | Physical Education | Yes |

Licensed Staff

| Employee Name | License # | Job Assignment | Grade | Returning for 20/21 |
|--------------------|-----------|--------------------|-----------------|---------------------|
| Yelena Hardcopf | 378469 | Executive Director | | Yes |
| Amanda Rohde | 475348 | General Education | K | Yes |
| Sharon Oliech | 327286 | General Education | 1 st | No |
| Natalya Johnson | 502562 | General Education | 2 nd | Yes |
| Crosley Schultz | 494985 | 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 | 5-8 | Yes |
| Elizaveta Lindman | 488633 | Math | 5-8 | Yes |
| Elizabeth Das | 505532 | Science | 5-8 | New |

| | | | | |
|------------------|---------|--|-----|-----|
| Ella Gerbuz | 348710 | Music | K-8 | Yes |
| Yelena Bienemann | 497284 | Title, Math | K-6 | Yes |
| Lada Bondar | 501999 | Assessment Coordinator/Reading & ELL Support | K-8 | Yes |
| Nikki Wahl | 1002631 | Special Education | K-8 | New |

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 year, NS staff have completed PD in the areas Cultural Competencies, Positive Behavior Interventions, Interpreting ACCESS for ELLs Score Reports for Instruction, Formative Assessment: Providing Formative Feedback, Academic Conversations: Building a Foundation for Conversation Work, and Distance Learning: Technology and Pedagogy.

NS has established PLCs, collaboratively across grade levels and interdisciplinary teams. These teams meet regularly to reflect on students' progress, review students' work and data, and align instruction to academic standards and desired academic outcomes. 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.

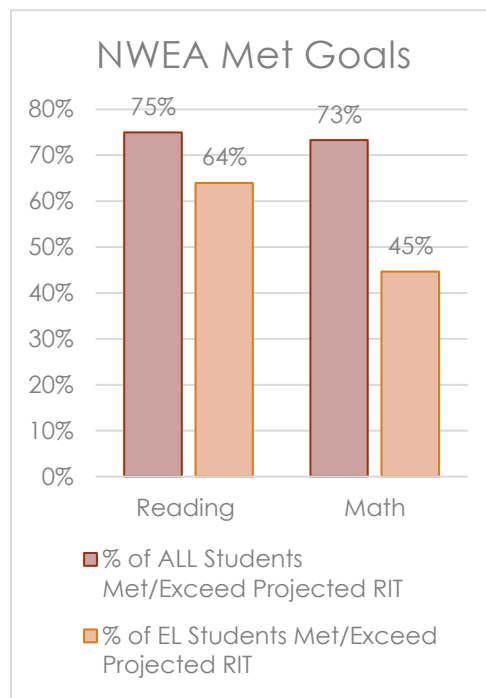
Academic Progress

NWEA Data

Due to the COVID-19 pandemic we were unable to complete NWEA testing during the 2019/20 school year. Results here are copies of last year's NWEA scores.

Results from FY19 demonstrated that as a whole, Nasha Shkola students are equally proficient in reading that in math, and that EL students are significantly less proficient in math. MCA Reading results from FY20 indicate that progress has been made towards closing this achievement gap.

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



MCA-II Proficiency Data

The Reading MCA was completed but the Math MCA was not completed due to Distance Learning and COVID-19.

ALL students tested as 58% proficient.

EL Students tested as 41% proficient.

MCA Reading data is not available for our comparison schools. But looking at prior year statewide averages, Nasha Shkola's students tested at the statewide average in the all students group, and above the average for the EL subgroup.

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. Improvements have been made in FY20 to close the achievement gap between FY19 and FY20.

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. Continuously enrolled students at Nasha Shkola scored as 58% proficient on the Reading MCA (State Average Not Available this year).

2. Students who are continuously enrolled over a three-year period will Meet their growth standard, or Exceed their growth standard.
 - a. Not available, due to COVID-19.
3. Students who are continuously enrolled for 3 or more years are making greater growth than comparison groups.
 - a. Not available, due to COVID-19.
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 2019/20 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>66% 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</i> | <i>The achievement gap on the Reading MCA is 17% points between all students and EL students.</i> |

| | | |
|--|---|--|
| | <i>decrease to less than 10 percentage points in both reading and math on the MCA for grades 3-8.</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 eight 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.

2019-2020 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 5:45 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. School Board Members completed Board training on July 24th, 2019.

Board Table

| Board Member | Board Role | Term | Board Committees | Teacher/ Parent/ Community | Training Dates |
|----------------------|-------------------|-------------------|-------------------------|---|-------------------------|
| Mark Eilers | Chair | 07/2018-06/2021 | Personnel Finance | Community | 5/1/2019, 7/24/2019 |
| Yelena Kurdymova | Member | 07/2017-06/2020 | Personnel | Community | 7/24/2019 |
| Christian Schmidt | Teacher | 10/2017 – 06/2020 | Policy | Teacher | 7/26/2017, 7/24/2019 |
| Elizaveta Lindman | Member | 07/2019-06/2022 | Curriculum | Teacher | 7/26/2017, 7/24/2019 |
| Andrew Wood | Secretary | 11/2018-06/2019 | Secretary | Teacher | 7/24/2019 |
| Alexei Abyzov | Member | 07/2017-06/2020 | Personnel | Parent | 7/26/2017, 7/24/2019 |
| Mariana Condrationuk | Treasurer | 07/2019-06/2020 | Finance | Parent | 7/24/2019 |
| Left During FY20 | | | | | |
| Julia Ishanova | Treasurer | 07/2018-06/2021 | 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 - Distance Learning

Nasha Shkola administered a parent survey specific to the spring Distance Learning program.

Overall, it appears that Distance Learning was considered a satisfactory experience. Comments on the survey indicate parents would rather have in-person school, but considering the present circumstances of the COVID-19 Pandemic, parents are satisfied.

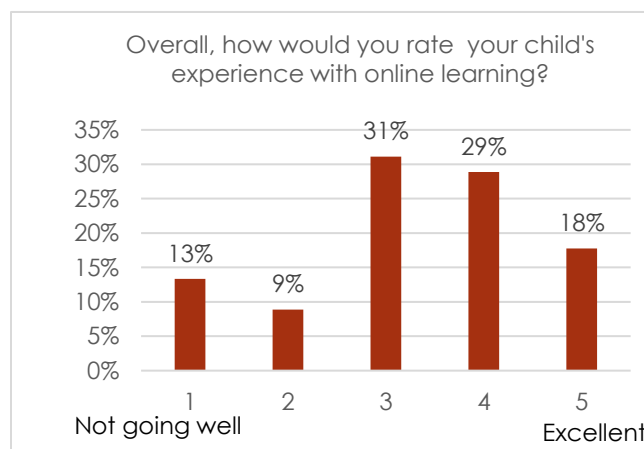
Specific comments call out the responsiveness and effort of teachers as being above-and-beyond the call of duty. Parents appreciate the video-meetings held with Teachers and the support the teachers are providing to families as a whole.

Parents reported feeling the amount of homework is "just right" and the time spent on schoolwork is appropriate.

Staff Survey

A staff survey was administered to all staff in the spring of 2020 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" 78% of staff agree, this is a 16% decrease from last year. 95% of staff Agree with the



statement "I feel valued and appreciated by the students and parents." This indicates a discrepancy between school administration and family satisfaction which will be addressed by additional team-building initiatives and opportunities for further leadership-level involvement.

76% of staff indicated adequate communication between administration and staff which implies that part of the problem may be communication during the Pandemic Crisis.

95% of staff believe that they are provided with sufficient opportunities to grow professionally, a 7% increase since last year's survey.

Finally, 94% of staff agree that "the overall atmosphere within Nasha Shkola is beneficial to student learning". This is a 5% decrease from prior year, but given the circumstances of the community at large this is still considered a positive result.

Student Survey

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

- 82% of students reported that they feel safe in school.
- 77% of students reported that they felt respected, an increase of 7% from prior year.
- 63% of students reported feeling challenged, a 17% decrease from prior year.
 - 100% of students reported having enough homework.
 - 96% of students reported feeling good or great about their academic performance.
- 96% of students reported that teachers motivate them to do their best, an 11% decrease since prior year.
- 91% of students reported that teachers are available for extra help whenever students need assistance. This is the same as in prior years.
- 91% Of students reported feeling successful with their learning.

The Student Survey did not specifically address Distance Learning but it was administered during the spring Distance Learning period. Overall, it appears students trust and enjoy their teachers and are satisfied with the social environment at school. Most concerning is the sharp decrease in student's feeling challenged at school. This will be addressed through ensuring the rigor of curriculum and instruction and further enrichment opportunities in the area of reading, math and science.

In summary, the results of the stakeholder surveys indicate high levels of family, student and staff satisfaction. With the increased stress of remote learning and the pandemic there is a greater need for enrichment and support of teachers and students.

All survey 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 2020-21. 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 2019-20 and/or an organizational budget for 2020-21, 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, 2020.

| FY20 Finances | Fund 1 | Fund 2 | |
|----------------------|---------------|---------------|--|
| Total Revenues | \$1,446,456 | \$42,637 | |
| Total Expenditures | \$1,335,796 | \$42,255 | |
| Net Income | \$ 110,660 | \$382 | |
| Total Fund Balance | \$ 18,585 | \$382 | |

Overview

During FY20 our annual revenue was greater than anticipated by \$110,660. And the school received the Payment Protection Loan of \$147,000. Our fund balance at year end was increased to \$18,585 an increase of 19% plus it increased by the \$147,000.

Revenues

At the beginning of FY20, Nasha Shkola had an enrollment estimate of 105 students. By the end of the year the enrollment had increased to 123 ADM. The budget was revised to reflect this increase. In FY19, Fund 2 had a zero balance at yearend this was increased to \$382.

Expenses

Our total expenses for FY20 was \$1,393,857. There are 5 major areas that accounted for this expense:

Payroll & Benefits – \$749,578
Student Transportation – \$152,467
Special Education Services - \$31,357
Rent & Utilities – \$212,571
Contacted Services- \$149,224

The school increased rent and utilities by \$7,395 from FY2019.

Net Income and Fund Balance

The net income for FY20 was increased of \$257,659 which increased the year-end balance to \$254,159. This was largely due to receiving the PPP loan of \$147,000.

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 2019-2020 (Approved 4/16/2019)

| 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 |

20-29: Teacher Workshops & Planning

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

30: 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 | | | | | |

2: No School - Labor Day

3: School Begins, Begin 1st Quarter

| 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 | | |

11: Parent Teacher Conferences

17-18: No School - Education MN

31: End of 1st Quarter

| 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 |

1: No school/Teacher workday

4: 2nd Quarter Begins

27: No school

28-29: 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 | | | | |

12/23-1/3: No School - Winter Break

| KEY | No School | Conferences |
|-----|-----------|---------------------------|
| | Holiday | Teacher Workday/No School |

Number of school days 169

Number of Teacher Workdays 185

| January | | | | | | |
|---------|----|----|----|----|----|----|
| 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 | |

1-3: No School - Winter Break

16: 2nd quarter ends

17: No school/Teacher Workday

20: No School - MLK, Jr. Day

21: 3rd Quarter begins

| 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 | 29 |

14: Parent Teacher Conferences

17: No School - President's Day

| March | | | | | | |
|-------|----|----|----|----|----|----|
| 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 | | | | |

26: End of 3rd Quarter

27: No school/Teacher Workday

3/30-1/3: Spring Break

| 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 | | |

6: 4th Quarter begins

10: No school

| May | | | | | | |
|-----|----|----|----|----|----|----|
| 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 | | | | | | |

25: 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 | | | | |

4: Last day of school

5: No school/Teacher workday

| | | |
|----|-------------------|---------|
| Q1 | 9/3/19 - 10/31/19 | 40 days |
| Q2 | 11/4/19 - 1/16/20 | 41 days |
| Q3 | 1/21/20 - 3/26/20 | 46 days |
| Q4 | 4/6/20 - 6/4/20 | 42 days |

Attachment 2: Distance Learning Plan

Nasha Shkola Charter School Distance Learning Plan School Year 2019-2020

Distance Learning defined: Students engaging in distance learning have access to appropriate educational materials and receive *daily interaction* with their licensed teacher(s). It is important to note that distance learning does not always mean e-learning or online learning.

Purpose: Ensure every student in Nasha Shkola Charter School receives a high quality education, which provides equitable access to learning and instruction during the COVID-19 pandemic.

Overview

NS Distance Learning Plan (DL) is based on the [School Closure Guidance for Public School Districts and Charter Schools](#) from the Minnesota Department of Education. In accordance with the Governor's Executive Order 20-02, Nasha Shkola Charter School (NS) intends to provide instruction to students in all grades via distance learning beginning on Monday, April 6th (i.e. after Spring Break).

Implementing distance learning will require the full cooperation of students, teachers, and parents to make the instruction and learning meaningful and in compliance with the full expectations of Minnesota Statutes.

NS has conducted a Technology Survey to identify needs of students and assure that each student has access to a personal computer or a tablet. NS will provide technology to each family in need for the use of distance learning. These devices are available upon request. However, alternative printed methods, such as mail, pickup, or delivery may be used in instances where students have limited digital access.

It is intended that the distance learning model of delivery will continue to provide students with new learning while sustaining previous learning. Therefore, the goal will be to connect learning to the regular instruction that has been occurring. Tasks will be meaningful and important to student learning goals and outcomes.

- Teachers will focus on essential learning. This does not mean that students will be working on academics for the same duration of time as a face-to-face school day.
- Teachers will focus on setting up routines and structures to support students/families.
- Teachers will strive to provide best practice instruction that meets the needs of all learners to the extent possible.
- Teachers will leverage digital tools students are using as part of their regular instruction (i.e., Google Classroom, Google Meet, and other Google apps).
- Teachers will be available to students during the regular school day during the established schedule.

Student Expectations

- Dedicate appropriate time to learning, comparable to school day and/or as guided by the teachers
- Daily check in with classroom teacher/Google Classroom for information, assignments, and resources.
- Attend, as much as possible, the regular engagements offered by each of their teachers
- Identify a comfortable and quiet space to study/learn. Ask your family for support if needed.
- Contact the teacher if you have questions.
- Engage in all learning posted with academic honesty

| |
|--|
| <ul style="list-style-type: none"> ● Keep healthy habits |
| <p><u>Family Expectations:</u> Support their child/ren in their learning by:</p> <ul style="list-style-type: none"> ● Providing an environment conducive to learning (access to technology, safe, and quiet space during daytime) ● Engaging in conversations on posted materials, assignments. ● Monitoring time spent engaging in online and offline learning ● Encourage attendance as much as possible to the regular engagements offered by each of their child's teachers ● Support emotional balance by providing ample room and time for reflection, physical activity, conversations, and play |
| <p>Distance Learning Platform & Communication Methods</p> |
| <p>The following Online Platforms support Distance Learning staff/student/family collaboration and communication to ensure a quality student learning experience when planning and delivering remotely:</p> <ol style="list-style-type: none"> 1. NS email and website https://nashashkolamn.org/ 2. Social Media: School Facebook Charter School of Russian Language and Culture "Nasha Shkola" 3. Automated Text notifications 4. Phone communication and instruction 5. Online Learning Platforms: Google Drive, Google Classroom, Google Meet, and other Google Apps 6. Print Resources and textbooks |
| <p>Attendance</p> |
| <p>Distance Learning will take place of regular schooling and therefore, attendance is important. All students should follow NS policies and guidelines for excused absences. Students whose family chooses to not participate in the day are reported as absent. It is up to the school whether to consider this an excused absence, according to <u>Minnesota Statutes, section 120A.22, subdivision 12.</u> (Minnesota Department of Education memo, March 2018).</p> <p>In the situation when a student has not participated in distance learning for over 48 hours, the teacher/school administration will reach out to the parents through text messages, emails, phone calls, or other communication tools. NS will monitor and report student daily attendance to the State of MN.</p> <p>Daily attendance will be taken in the following manner:</p> <ol style="list-style-type: none"> 1. NS will send Attendance Form (generated through Google Forms) to parents' email at 7:00 am daily. Parents should reply before 10:00 am confirming that their child is ready to participate in distance learning on that day. 2. In addition, attendance will be confirmed through Google Classroom in the form of a daily check-in/discussion post, and communication with teachers and completed assignments submitted throughout the day. |

If a student is marked absent, but completed assignments, attendance will be corrected at a later time.
Teachers and administration will exercise caution and sensitivity regarding attendance concerns on case by case basis.

Elementary Grades K-4 Distance Learning Plan

Learning Experience:

- The DL plan in K-4 grade will include home learning engagements and/or activities that parents can assist their child in completing.
- Teachers will engage with students on a daily basis through Google Classroom, Google Meets, Google Tools, email, and/or by phone to check in and support student learning.
- Teachers will post videos, links and PDF files, and they will be able to distribute and collect digital assignments.
- Students and families will have access to their teacher online and/or by phone during the teachers designated office hours for any needed support. Each teacher will communicate their office hours to students and families.
- Students will participate in reading, writing, math and other activities like Russian, Art, Music, and PE. Direct instructions will be achieved through video teaching/presentations and interactive conferencing (Google Meet).
- Students will use online programs such as:
 - Core Knowledge
 - Singapore Math
 - iXL
 - Khan Academy
 - Learning A-Z (Reading A-Z, Science A-Z, RAZ Kids)
 - Readworks
 - BrainPop
 - online eBooks for reading and listening (Storyline Online, Epic!, Audible)
 - Discovery Education
 - National Science Teachers Association
- Students will also complete assignments that are not technology based

Learning Timeframe:

Teachers will create and post daily assignments by 9:00 am for each subject to be completed by Grades K-3 students at home during the day.

- Kindergarten will include 30-45 minutes of instructional learning per day, followed by daily recommended schedules for continued learning.
- 1st and 2nd grade will include 1-2 hours of instructional learning per day, followed by daily recommended schedules for continued learning.
- 3rd grade will include 1.5-3 hours of instructional learning per day, followed by daily recommended schedules for continued learning.
- 4th grade will include 2-3 hours of instructional learning per day, followed by daily recommended schedules for continued learning.
- For students in grades K-2, it is important for parents to observe the child as he/she engages in the activity and support him as needed.

- For students in grades 3-4, students will be engaged with varying levels of independence. The more challenging the task, the more support might be required. Encourage your child to seek support while allowing him/her to accept responsibility and take on challenges with increasing independence.
- Continued learning activities (extra reading, Art, Music, PE):
 - K-2 grades: looking at books, reading aloud to your child, playing games that require math/strategy/critical thinking, independent reading, drawing, etc.
 - 3-4 grades: independent reading, listening to audiobooks, playing games (that require math/strategy/critical thinking, art related activities, etc.

Middle School 5-8 Distance Learning Plan

Learning Experience:

- The DL plan in 5-8 grade will include meaningful learning experiences in different subject areas.
- Teachers will engage with students on a daily basis through Google Classroom, Google Meets, Google Tools, email, and/or by phone to check in and support student learning.
 - Individual: Students request help by making appointments with their teachers on an agreed time
 - Scheduled Office Hours: Students can join office hours to ask questions or discuss learning with their teachers and classmates during specific times established by teachers
 - Direct Instruction: Students may participate in real time mini-lessons on specific topics during specific times established by teachers
- Teachers will post videos, links and PDF files, and they will be able to distribute and collect digital assignments.
- Students will participate in ELA, Math, Social Studies, Studies, Russian, and other activities like Music, and PE. Direct instructions will be achieved through video teaching/presentations and interactive conferencing (Google Meet).
- Students will use online programs such as:
 - Core Knowledge
 - Singapore Math
 - iXL
 - Khan Academy
 - Newsela
 - Readworks
 - online eBooks for reading and listening
 - Discovery Education
 - National Science Teachers Association
- Students will also complete assignments that are not technology based

Learning Timeframe:

Teachers will create and post daily assignments by 9:00 am for each subject to be completed by Grades 5-8 students at home during the day.

- 4-8th grade will include 3-4 hours of instructional learning per day (up to 30 minutes per subject depending on the learning targets and related activities as well as the age of the student)
- Google Classrooms will be updated daily. The update will ensure:
 - Students will have daily Learning Target(s) in each subject area.
 - Students know what learning they need to accomplish for that day.
 - Continuity of learning that is clearly connected to their learning in the prior class and will connect to their learning in the upcoming class
- Google Classroom will have a written explanation and/or video lesson to introduce, explain tasks, or provide instruction. In addition, it will have digital/scanned resources, quizzes, etc.

Assessment and Progress Monitoring

Activities will be graded and will contribute to the student's overall grade.

Non-graded formative assessment:

- Students will provide evidence of learning for each subject and lesson as a check of understanding.
- Teachers will provide students with ongoing and regular feedback on their evidence of learning.
- Students will have the opportunity to provide feedback to each other.

Graded summative assessment:

- Students will participate in graded summative tasks at the end of a learning sequence.
- Graded summative tasks that are performance based will include a rubric/checklist shared with students as part of the task overview
- Teachers will provide feedback to students at regular checkpoints on tasks that extend over multiple lessons

Students with Individualized Education Program (IEP) and 504 Plans

Nasha Shkola is committed to continue to provide the best possible service to our students with IEP and 504 plans. All IEP and 504 plans will continue to be implemented.

Students with IEP

The special education teacher will provide activities through Google Apps and other formats that are designed to meet the goals and objectives on each student's IEP. Sped Teacher will contact families on a weekly basis or as needed through email with updates. She will contact the students on a DAILY basis via Google Meets to deliver direct instruction to meet IEP service minutes. Special Education Teachers will have daily office hours at which time families will be able to contact her in order to receive additional support. Teleconference/direct instruction/office hours schedule will be delivered to families via email.

Speech Language Pathologist will be delivering distance learning services for each student on his caseload using the Google Meets to meet their individual IEP goals and objectives.

Students receiving 504 Services

NS teachers will continue to implement accommodations outlined in 504 plans and ensure in-person, real-time teaching wherever applicable. We will continue to support your family's 504 plans to the best extent possible.

The District will work with you and monitor the impact on the delivery of Section 504 program changes throughout this school closure period. In addition, the 504 coordinator will continue to work with all general education teachers that support your child's learning.

The Special Education and Student Support Services leadership team:

Nikki Wahl, Special Education Teacher nikki.wahl@nashashkolamn.org
 Ashley Evans, Special Education Director aevans@designlearn.net
 Marilyn Sandell, Special Education Coordinator msandell@designlearn.net
 Tom Dunn, Speech Language Pathologist tom.dunn@nashashkolamn.org
 Yelena Hardcopf, School Support Services & 504 Plan Coordinator
yelena.hardcopf@nashashkolamn.org

English Language Learners

Nasha Shkola will continue to support the needs of the English Language eLearners. Classroom teachers will continue to support learning at home through scaffolding. NS will be reaching out to all of the ELL students to make certain supports are in place and all materials are accessible to the families.

ELLs will receive instruction in their identified group through Google Classroom. Students will also complete assignments that are not technology based.

Title I & Gifted Education

Staff will continue to provide support to students' individual learning needs through differentiated learning activities.

Students Experiencing Homelessness or Housing Instability

The district homeless liaison will be ready to provide resources to identified homeless youth and families. Staff will assess each student's needs starting with basic needs (food, shelter, medical or mental health care, childcare or drop-in centers). Staff will also assess each student's access to a mobile device, computer, internet, WiFi, a place to study and school supplies, and will offer resources that are available to them in their area. If access to technology or supplies is a barrier, staff will work with each student's teachers to develop a plan for how the student will be able to meet requirements.

Nutrition Services

Nasha Shkola will deliver meals for identified students every Monday as long as school is closed. The meals distributed on Monday will be a bundle of 5 meals for the entire week. These meals include items like milk, cheese sticks, fruit, and sandwiches that will need to be refrigerated.

In order to qualify for meal delivery, families have to fill out request through the school office.

All families also have an option receiving FREE meals through the districts they reside in. Please contact your school district to identify a convenient location near you. Most districts provide grab-and-go meals at no cost for all children 18 years of age and under who need them during the school

closure. Food will be distributed from school buses in the parking lots of select school sites that have been designated as meal pickup locations. Most meals will be served from 11 a.m. to 12:30 p.m. Different locations might have different meal pickup times. Families will drive up to the school bus and meals will be distributed through the passenger side window.

Instructional Materials

Families have three ways to access instructional materials:

School Pick-up: families can pick up materials at NS on March 26, 12:00-6:00 PM, and (TBD) April 30, 9:00 AM-5:00 PM. Students may return completed non-digital assignments on these days.

Home Delivery: Materials will be delivered to students with IEPs and collected weekly, starting April 13th as long as school is closed.

Digital: Families access, complete and submit materials digitally via school supported online learning platforms (Google Apps)

Procedures are in place to maintain the safety of staff, students and families as we follow the Minnesota Department of Education's School Closure Guidance.

*The following precautions are being implemented for the handling of instructional materials:

- It is recommended to wait 24 hours to handle materials and assignments.
- Instructional materials will be prepared the day before distribution to students and families.
- When working with student papers, staff should:
 - Wash hands before and after working with papers from student homes
 - Avoid touching faces while working with papers
 - Avoid working with papers that will be returned to students if you have a cough, shortness of breath or fever
 - Clean up papers and work spaces when done
 - Avoid working with papers on family eating spaces

It is important to remember this is not a likely way COVID-19 is spread; the risk is very low and personal responsibility for hand hygiene and environmental cleaning exert the most control over limiting ways to contract COVID-19.