

Nasha Shkola Charter School

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# Annual Report 2021-2022



**District #4208-07  
2225 Zenith Avenue North  
Golden Valley, MN 55422  
763/496-5550  
<https://nashashkolamn.org/>**

## Table of Contents

### Contents

<u>Introduction .....</u>	<u>3</u>
<u>Authorizer .....</u>	<u>3</u>
<u>School Overview .....</u>	<u>4</u>
<u>Enrollment &amp; Demographics.....</u>	<u>5</u>
<u>Faculty Information .....</u>	<u>7</u>
<u>Academic Progress .....</u>	<u>9</u>
<u>World’s Best Workforce .....</u>	<u>12</u>
<u>Governance.....</u>	<u>13</u>
<u>Primary &amp; Secondary Purposes of a Charter School .....</u>	<u>14</u>
<u>Parent and Staff Survey Results.....</u>	<u>17</u>
<u>Innovative Practices .....</u>	<u>18</u>
<u>Future Plans .....</u>	<u>18</u>
<u>Financial Status.....</u>	<u>19</u>
<u>Attachment 1: School Calendar 2021-22.....</u>	<b>Error! Bookmark not defined.</b>

## **Introduction**

Nasha Shkola Charter School has completed its tenth year of operation and is now pleased to present this Annual and World's Best Workforce Report regarding the 2021-22 school. Nasha Shkola is Russian for "Our School".

The result of a project initiated by the Slavic Community Center, Nasha Shkola focuses on working with students from Slavic community, providing them with a quality differentiated education that enables them to achieve their potential and prepare them for the world. School offers daily instruction of Russian language and culture. The school's program allows it to serve students who speak Russian at home and integrate them with English speaking children who desire to learn Russian. Nasha Shkola is 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: 2225 Zenith Avenue North

Golden Valley, MN 55422

Phone: 763/496-5550

Website: [www.nashashkola.org](http://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 a 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)



P.O. Box 580; Hutchinson, MN 55350  
651-234-0900

Authorizer Contact: Laurie Schroeder  
lschroeder@iqsmn.org

### **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.

### **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-8.
- 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* in grades K-5, and interactive inquiry-based curriculum by Savvas in grades 6-8. Our Science curriculum is aligned with Next Generation Science Standards (NGSS) and STEM learning. Savvas Science instruction and assessment engage students in real-world, observable science phenomena. Students build scientific knowledge by applying Disciplinary Core Ideas, Science and Engineering Practices, and Cross-Cutting Concepts through inquiry-based learning. Our science lessons include hands-on science activities, simulations, and interactive tools to support students as they practice Science in authentic ways.

- *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 preserves their cultural heritage.

## School Calendar

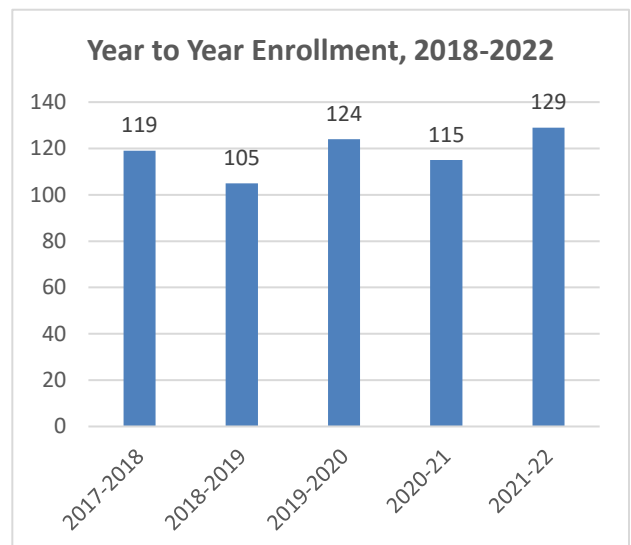
During the 2021/22 school year Nasha Shkola provided 170 school days and 185 days for staff. 4 days were completed via Distance Learning due to the COVID-19 outbreak.

The School Calendar is Attachment 1 to this report.

## Enrollment & Demographics

Overall student numbers have been fairly stable over the past few years as shown in the table to the right. During the 2021-22 school year, Nasha Shkola had an Average Daily Membership (ADM) of 134 students and a total attending enrollment of 128 students as of October 1. This is an 11% increase from the previous year.

Review of student data shows that of 99 K-7 students enrolled at the end of the 2020-21 school year, 82 had re-enrolled by October 1, 2021, for a retention rate of 83% by this measure. Of 148 students enrolled for any part of the school year, 126 were there for the whole school year (in-year retention of 85%). Nasha Shkola's overall attendance percentage for the school was 93.2% for the school



year.

Sixty-two percent 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. Fifty-five percent qualify as English Learners, indicating that English is not their first language. These figures are similar to the previous year.

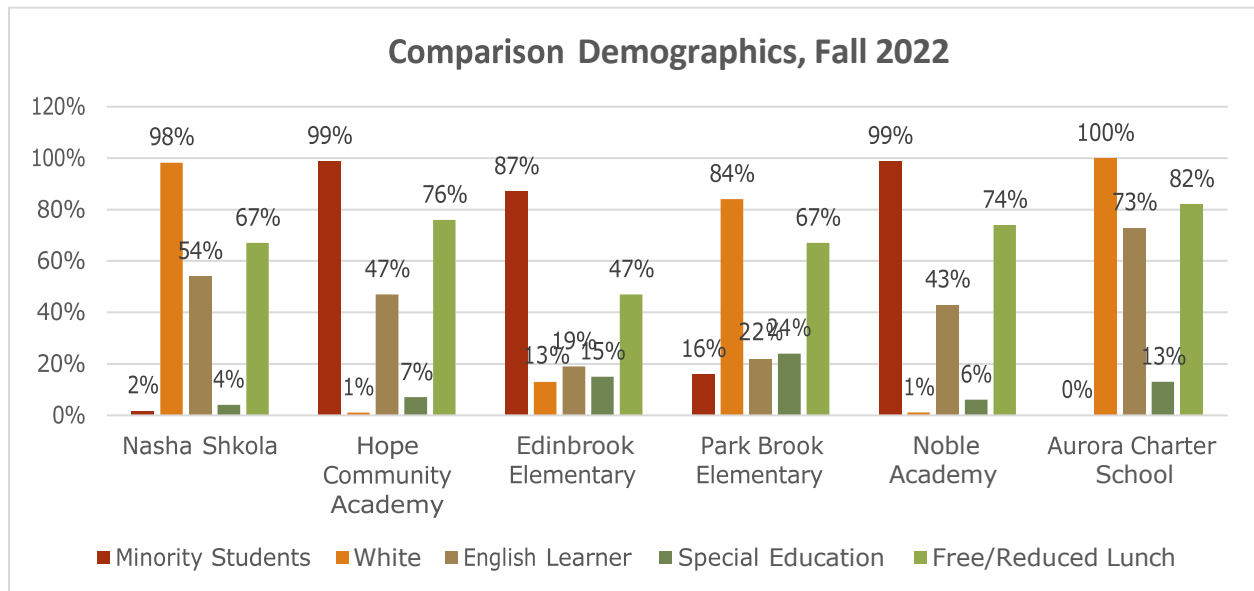
### **Student Mobility**

Student mobility is an indicator of the stability of the school's student body. Mobility spiked in 2020-21 due to the COVID-19 pandemic, and remained higher in 2021-22 than in previous years. The past two school years, Nasha Shkola saw more students moving in and out of the school than ever before. During 2021-22, however, there were many more mid-year transfers in than transfers out, reversing the pattern from the previous year. See the table below for student mobility details over the past four school years.

	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)
<b>2018-19</b>	13	101	11	3	14	13%
<b>2019-20</b>	2	123	3	0	3	2%
<b>2020-21</b>	2	115	7	18	25	22%
<b>2021-22</b>	3	128	20	3	23	18%

### **Comparison Demographics**

Comparison schools are utilized to determine how Nasha Shkola compares to its contemporaries. Several Metro-area charter schools with missions focusing on language immersion were selected: Noble Academy, Aurora Charter School, and HOPE Community Academy; and also Edinbrook and Park Brook Elementary Schools in the Osseo school district.



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 this 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.

In terms of the proportion of students qualifying as English Learners and Free/Reduced-eligible, Nasha Shkola is most similar to HOPE Community Academy, and Noble Academy. HOPE Community Academy and Aurora Charter School have English Learner programs similar to Nasha Shkola’s, both offering classes in students first languages, while Noble Academy focuses on classical education strategies. Also, there are 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.

### Faculty Information

During the 2021/22 school year Nasha Shkola employed 16 teaching staff for elementary and middle school.

#### Unlicensed Staff

Employee Name	Job Assignment	Returning for 22/23
Inna Bly	School Office Manager	Resigned Aug 2022
Yelena Durnev	Physical Education K-8	Yes
Yelena Bienemann	Math Paraprofessional	Yes

Eva Hubert	ELL Paraprofessional	Yes
Valentina Eyres	Reading Paraprofessional	Yes
Victoria Neyman	Art K-8	yes

### Licensed Staff

Employee Name	License #	Job Assignment	Grade	Returning for 22/23
Yelena Hardcopf	378469	Executive Director	K	Yes
Lada Bondar	501999	Assistant Director (Assessment & Student Support)	K-8	Yes
Amanda Rohde	475348	General Education	K	Yes
Tiffany John	0422020	General Education	1 <sup>st</sup>	Yes
Natalya Johnson	502562	General Education	2 <sup>nd</sup>	Yes
Mary Moen	298430	General Education	3/4	Yes
Nicole Laferriere	509511	General Education	3/4	Yes
Christian Schmidt	412560	Social Studies	5-8	Yes
Andrew Wood	485833	ELA	5-8	No
Elizaveta Lindman	488633	Math	5-8	Yes
Arhely Bermudez	1011428	Science	5-8	Yes
Ella Gerbuz	348710	Music	K-8	Yes
Svetlana Kazanecki	476090	Russian	K-8	No
Daniela Zochinova	483430	Russian	K-8	No
Bodil Empting	381569	Special Education	K-8	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 year, NS staff have completed PD in the areas of Singapore Math instructional methods, Formative Assessment: Providing Formative Feedback, and began Social Emotional Learning training modules.

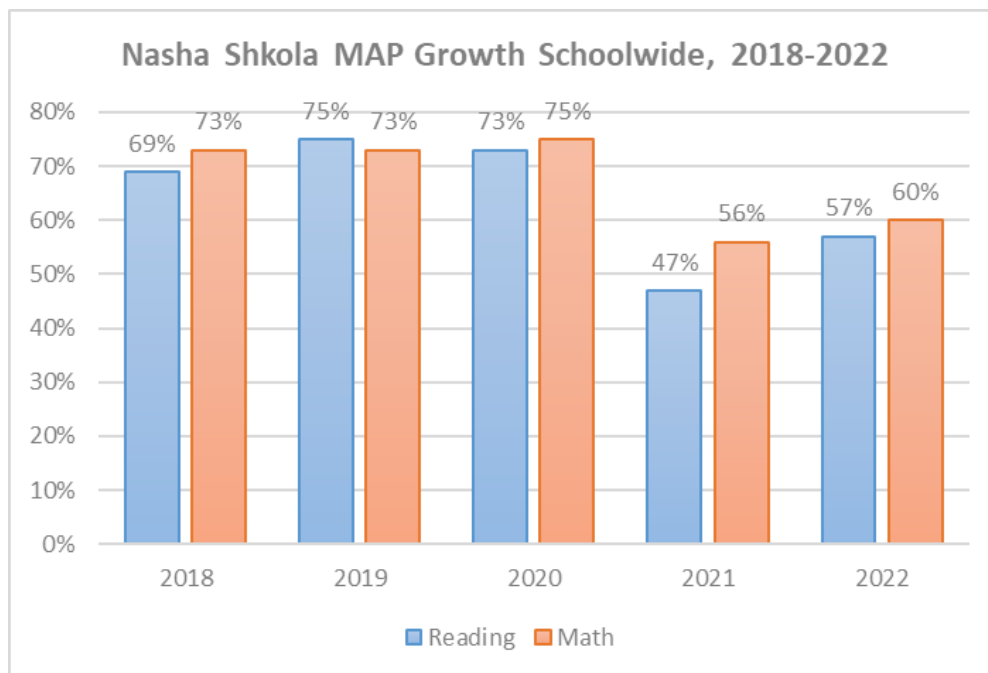


NS has established PLCs, collaboratively across grade levels and interdisciplinary teams that work in the area of English Language and Math. These teams meet regularly to reflect on students' progress, review students' work and data, and align instruction to academic standards and desired academic outcomes. PLCs and other forms of staff collaboration in NS support schoolwide efforts to drive cultural changes and develop staff accountability models. Last year, PLCs focused on: Writing rubric development, and Daily 3 (Math differentiation through rotations).

## Academic Progress

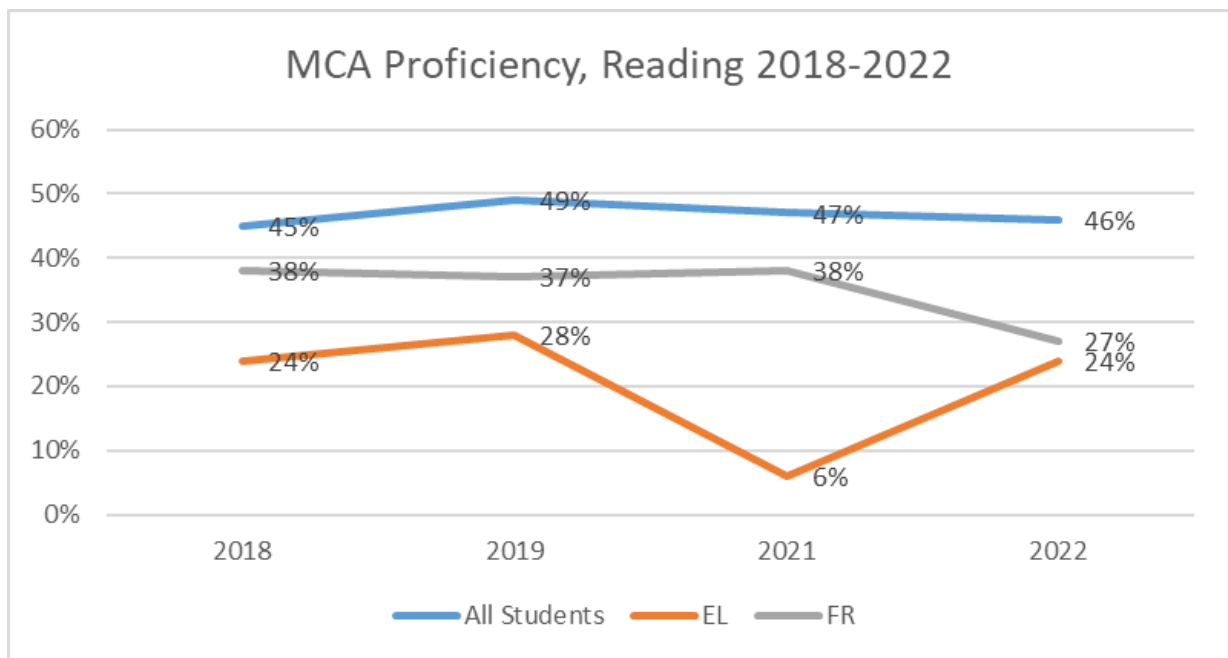
### NWEA Data

Results from 2021-22 demonstrated that overall, the fraction of students meeting or exceeding their MAP Growth targets increased from the previous school year, again exceeding 50% in both Reading and Math. Nationwide, any given student has a 50% chance of meeting or exceeding their fall-to-spring Growth Targets on this assessment, so any school with over 50% of its students meeting these targets is "beating the odds." Nasha Shkola's results from the three years ending in 2019-20 are particularly remarkable. Figures from 2021-22 suggest that students' progress in these core academic areas is on-track again after dropping significantly in the pandemic-impacted year of 2020-21.

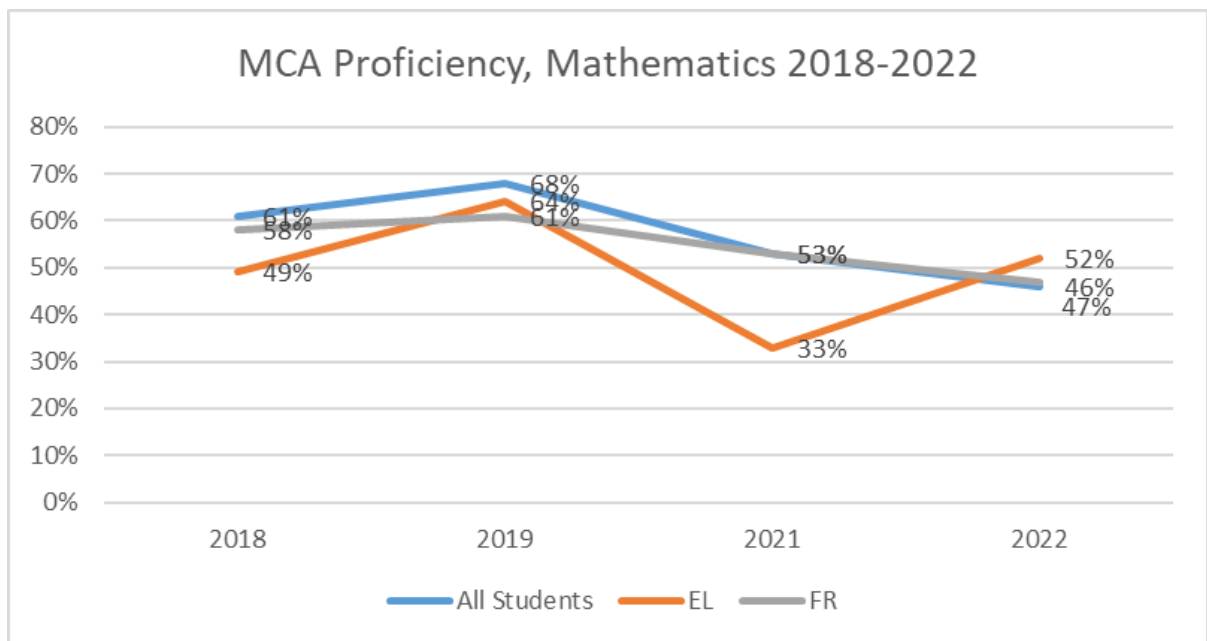


### **MCA-II Proficiency Data**

Overall, Nasha Shkola students' overall proficiency in Reading as measured by the MCA-II has remained remarkably consistent since 2018 (due to COVID-19, no summarized assessment data is available for 2020). EL students' levels of Proficiency declined significantly in the pandemic year of 2020-2021 before recovering to their previous level with the spring 2022 assessments. Free and reduced-school meals-eligible students' Proficiency level remained consistent from 2018 through 2021 and declined somewhat in 2022. The chart below shows MCA Proficiency in Reading for the past five years excluding 2020. Note also that per data availability in MDE's MN State Report Card, 2021 data is for all students tested whereas for the other years, data reported is for all students meeting enrollment criteria.



MCA Proficiency in Math declined for All students and for both EL and Free and Reduced-category students in 2021. Per spring 2022 MCA results, the proportion Proficient remained similar to 2021 for students overall and for the Free and Reduced-eligible students, while increasing significantly among EL students. In fact, the fraction of EL students proficient in Math per spring 2022 MCA results was slightly higher than for students overall.



Nasha Shola analyzed the achievement data and identified learning disruption due to the following root causes:

- 1) Long-term pandemic effect on learning: interrupted learning, absenteeism and quarantines
- 2) Significant number of ELLs: 31% of students taking MCA are ELL, schoolwide 55%. FRP: 71% students in MCA, schoolwide 67%
- 3) Student mobility: 20 new students enrolled during the school year with 12 of them being refugees from the Ukraine.
- 4) High percentage of excused (sickness related) and unexcused absences.

### **Authorizer Goals**

Section 5.1 of the contract between Innovative Quality Schools (IQS) and Nasha Shkola Charter School outlines the criteria for the annual school review. In part, it states that IQS will evaluate whether the:

- a) school has been faithful to the terms of the agreement regarding the implementation of the school's design and the learning standards of the Commissioner. (Mission/Program Model)
- b) Board is performing its governance responsibilities. (Governance)
- c) performance of the students and the school meet the expectations as provided in the contract. (Student and School Performance)
- d) school is using its resources in compliance with the law and is planning for the future. (Finance)

e) school is meeting the administrative requirements of the law relating to charter schools. (Operations)

Section 1: School Model	3.5
School Improvement Opportunities: None at this time	
Section 2: Governance	3.2
School Improvement Opportunities: None at this time	
Section 3: Performance	3.0
School Improvement Opportunities: None at this time. Please continue to share proficiency and growth data as it becomes available from spring assessments.	
Section 4: Finance	3.81
School Improvement Opportunities: Please share your long-range budget.	
Section 5: Operations	3.66
School Improvement Opportunities: None at this time	
Composite Score	3.43

### **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. The school's goals and results for the 2021/22 school year are summarized below: The school exceeded its goal for Third Grade students achieving grade level literacy with exceptionally good results from third graders on the spring 2022 MCA. On the Close the Achievement Gap goal, Nasha Shkola achieved the target in Math with a proficiency gap less than 10% (EL students in fact outperformed students overall), but not in Reading.

<b>All Students in Third Grade Achieving Grade-Level Literacy</b>	<i>50% of students enrolled in third grade on October 1 will test as proficient on the Reading MCA.</i>	<i>83% of Nasha Shkola 3<sup>rd</sup> graders were proficient on the Reading MCA in 2022 (10 of 12 students). Up 46% compared to 2021.</i>									
<b>Close the Achievement Gap(s) Among All Groups</b>	<i>The proficiency gap between EL and non-EL will decrease to less than 10 percentage points in both reading and math on the MCA for grades 3-8.</i>	<table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>46%</td> <td>46%</td> </tr> <tr> <td>EL</td> <td>24%</td> <td>52%</td> </tr> </tbody> </table>		Reading	Math	All	46%	46%	EL	24%	52%
	Reading	Math									
All	46%	46%									
EL	24%	52%									

## **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 ten years, originally in the capacity of the Russian Language and Culture teacher, and served as Lead Teacher/Academic Director from August of 2015 to October of 2018. She has 32 years of experience in the area of Curriculum and Instruction, Russian Language, ELL, school improvement and leadership. 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. She is currently enrolled in Charter School Leadership Certification Program. 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, provided support in several areas including MARSS reporting, enrolment, attendance, transportation, food service, and secretary functions.

### **2021-2022 School Board**

Per the law, the Nasha Shkola Board of Directors is 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 (advisory) meets at 5:45pm prior to the board meeting at the school to review and discuss the budget and monthly financials. Board information is available on the school website, at <https://nashashkolamn.org/school/board-of-directors/>.

**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 Governance and Finance on July 30, 2021, July 9, 2022, August 4,12/2022.

Nasha Shkola Governing Board, 2021-22				
Board Member	Board Role	Term	Member Category	Training Dates
Alexei Abyzov	Member	07/2020-06/2023	Parent	7/30/2021
Mark Eilers	Chair	07/2021-06/2024	Community	7/30/2021
Natalya Johnson	Secretary	07/2020-06/2023	Teacher	7/30/2021
Nicole Nelson	Member	07/2021-07/2023	Community	7/30/2021
Marisol Serdiouk	Member	07/2021-06/2022	Parent	7/30/2021
Elizaveta Lindaman	Member	07/2019 - 06/2022	Teacher	7/30/2021

### **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, Nasha Shkola seeks to achieve this through the collaborative efforts of parents, staff and the communities the school serves.

Nasha Shkola is contracted 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***

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.

#### **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**

NS has developed a well- researched, standard-aligned, and engaging curriculum in a diverse range of subjects (Core Knowledge, Singapore Math, and Pearson & Savvas Interactive Science). NS teaching team has chosen and has been implementing several research-proven instructional practices that benefit all students (Formative Assessment, Guided Reading).

#### **Establish New Forms of Accountability**

Accountability is important to Nasha Shkola and the school is working to establish forms of accountability to best meet its needs. NS is working to raise standards and create professional accountability with approaches that make instructional practice more transparent.

#### **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 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.

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-teacher conferences held in the fall and in the spring
- PTO (Parent Teachers Organization) meetings
- 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.



## **Parent and Staff Survey Results**

### **Parent Survey Results**

The 2021-2022 family survey was administered in the spring with 62% return rate. Overall, parents have very positive feedback for Nasha Shkola:

- 85.5% of families agreed that Nasha Shkola create safe and caring learning environment.
- 92% of families agreed that their child's teacher/s care about student's success.
- 88.5% of families agreed that the school significantly contributes to student's academic growth and development

### **Staff Survey**

A staff survey was administered to all staff in the spring of 2022 with 100% return rate. Staff at Nasha Shkola report being committed to the mission & vision (100% agree.)

80% of staff agree that NS adequately serves the needs of students, and that overall school atmosphere is beneficial to students' learning.

90% of staff agree that they have opportunity to participate collaboratively in leadership activities.

80% of staff believe that they are provided with sufficient opportunities to grow professionally.

In response to "I feel valued and appreciated by my colleagues and administration" 80% of staff agree. 75% of staff Agree with the statement "I feel valued and appreciated by the students and parents."

75% of staff indicated adequate communication between administration and staff.

### **Student Survey**

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

- 79% of students reported that they feel safe in school
- 70% of students reported feeling challenged
- 76% of students reported feeling good or great about their academic performance.
- 93% of students reported that teachers encourage them to perform better
- 82% of students reported that teachers are available for extra help whenever students need assistance. This is the same as in prior years.
- 88% Of students reported feeling successful with their learning.

Overall, it appears students trust and enjoy their teachers and are satisfied with the social environment at school. The concerns 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 good levels of family, student and staff satisfaction. With the increased effects of the pandemic there is a greater need for academic and social/emotional support of teachers and students.

All survey results are used in the development of our annual School Improvement Plan that leads 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, Pearson & Savvas Interactive Science). NS teaching team has chosen and has been implementing 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 and middle school years. During this class time, students learn to speak, read, and write in Russian.

### **Future Plans**

Nasha Shkola is working to add Prekindergarten Program in the fall of 2023. Our statistics show that over 80% of NS kindergarten students have not attended any preschool prior to their kindergarten enrollment and do not speak English. These students fall behind in reading and math and struggle academically in the long-term. Our preschool program will allow NS ensure high-quality early learning experiences by providing clear goals and trajectories of learning. The preschool program will be built on principals of equity for all children through the setting of high, but appropriate expectations. The program will provide differentiated instruction and individual support based on each child's rate of growth and

development. In terms of inclusion, NS preschool program will provide meaningful inclusion of children with special needs. Moreover, all ELL preschool students will receive an early expose to English language in addition to early literacy training. It will be exciting to have our Kindergarten student be Kindergarten ready.

In the summer of 2022, Nasha Shkola will be relocating to a new location at 2225 Zenith Avenue North, Golden Valley, MN 55422. At the new facility, we will have exclusive weekday and weekend use of 17+ classrooms and a multi-purpose area (to be used for lunch, recreation, and performance space). The building is located just minutes from Hwy 100 and 55 in the northeast part of the Golden Valley. The school campus has ample green space, parking, and an outdoor play area.

## Financial Status

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

The school Finance Director: Lisa M Hasledalen

Email - lhasledalen@designlearn.ne

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, 2022.

<b>FY22 Finances</b>	<b>Fund 1</b>	<b>Fund 2</b>	
Total Revenues	\$1,857,671	\$66,174	
Total Expenditures	\$1,640,326	\$62,936	
Net Income	\$217,345	\$3,238	
Total Fund Balance	\$469,508	\$3,238	

### Overview

Fund balance increase by \$217,344

### Revenues

The end of the year the enrollment was 133.75 ADM. The budget was revised to reflect this increase.

**Expenses**

Our total expenses for FY21 was \$1,703,262. There are 5 major areas that accounted for this expense:

Payroll & Benefits	\$895,330	53%
Transportation	\$164,675	9.7%
SPED	\$120,536	8%
Rent & Utilities	\$307,684	18%
Contracted Services	\$156,353	9%
Special Education	\$110,465	6%

# Attachment 1: School Calendar 2021-22

## Nasha Shkola 2021-2022 (Approved 3/23/2021)

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

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				

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		

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						

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				

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	

<b>KEY</b>		No School		Conferences
		4 Holiday		Teacher Workday/No School
		★ First/Last Day		Quarter begins/ends

Number of School Days 170

Number 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					

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					

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		

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

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				

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		

Q1: 8/30/21-11/4/21, 43 days

Q2: 11/8/21-01/20/22, 43 days

Q3: 01/24/22-3/24/22, 42 days

Q4: 04/04/22-06/03/21, 42 days

20: Q2 Ends

21: Prof Day - No School

17: No School - MLK, Jr. Day

24: 3rd Quarter begins

18: Parent-teacher Conferences (no students)

No School - President's Day

24: Q3 Ends

25: Professional Day - No School

3/28-4/1: Spring Break

4: First day of 4th Quarter

15: No school

13: Professional Day - No School

30: No School-Memorial Day

3: Last Day of School, End of 4th Quarter

6: No Students/Staff Dev