



LAS AMÉRICAS ASPIRA ACADEMY

ANNUAL REPORT

Report Date: January 15, 2024

Delaware Department of Education

Charter School Office

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I. OVERVIEW

1.1 SCHOOL PROFILE

Las Américas Aspira Academy

East Campus (K-8): 326 Ruthar Drive, Newark, DE 19711 | (302) 292-1463

West Campus (9-12): 750 Otts Chapel Road, Newark, DE 19713 | (302) 355-2300

<http://www.aspiraacademy.org/>

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

Year Opened	2011	District(s) of Residence	Christina School District
2022-23 Enrollment	1,341	Approved Enrollment	1,347
Current Grade Span	K-11	Approved Grade Span	K-12
School Leader(s)	Margie López Waite	School Leader Phone & Email	(302) 292-1463 margie.lopezwaite@laaa.k12.de.us
Board President	Guillermina Gonzalez	Board President Email	contactguille@comcast.net

Mission Statement: Las Americas ASPIRA Academy's mission is to educate and empower each student to realize their full potential and positively impact their communities.

1.2 STUDENT DEMOGRAPHICS

Enter the number of students on your waiting list (if applicable).

	2022-2023
Total Enrollment	1,341
Students on Waiting List	955
% Male	46.16%
% Female	53.84%
% African American	13.42%
% American Indian	0.15%
% Asian	0.82%
% Hispanic/Latino	71.07%
% White	12.01%
% Multiracial	2.39%
% Native Hawaiian or Other Pacific Islander	0.15%
%Special Education	13.27%
% English Language Learners	32.44%
% Low-Income	29.60%

1.3 APPROVED MINOR AND MAJOR MODIFICATIONS

Date	Modification Requested	Outcome
	Not applicable	

1.4 SCHOOL ENROLLMENT

	Approved Enrollment	30-Sep Enrollment Count	% of Actual Enrollment
K		109	
1		110	
2		110	
3		111	
4		114	
5		116	
6		144	
7		146	
8		134	
9		89	
10		93	
11		65	
12			
Total	1,347	1,341	100%

1. Explain successes or challenges of implementing the school's recruitment plan.

School Comments:

Our recruitment plan consists of community outreach in the form of written communication, print advertisement and face-to-face events. We have been successful in achieving our enrollment goals each year with this strategy.

1.5 SCHOOL REENROLLMENT

Reenrollment Rate is the percentage of students continuously enrolled in the school from one year to the next.

Grades	NUMBER OF STUDENTS REENROLLED	PERCENT OF STUDENTS REENROLLED
K	2	
1	94	92.31%
2	104	93.69%
3	94	87.04%
4	103	91.96%
5	104	91.23%
6	97	84.35%
7	137	91.33%
8	113	94.17%
9	44	33.59%
10	83	87.37%
11	59	90.77%
Total/Avg	1,034	84.41%

2. Explain successes or challenges of implementing the school's retention plan.

School Comments:

We focus on building and maintaining a school culture and climate that supports our students. That is our retention plan. The grades where our retention percentage were less than expected was the result of the build-out of our high school campus. The high school campus was a work in progress last year, with the construction completed in November 2023. We expect higher retention rates in high school going forward.

II. ACADEMIC PERFORMANCE

Delaware operates under the belief that all schools benefit from continuous improvement – including those that receive exceeds expectations ratings – to best support all students. The [Delaware School Success Framework \(DSSF\)](#) outlines the accountability standards by which all Delaware public schools are measured. This state- and school-level data helps identify each school’s needs and determine how best to support students across the state.

DSSF measures the following areas to determine school success. This annual data is publicly available on the [Delaware Report Card](#).

- Academic achievement – Proficiency for ELA and math (grades 3-8 and 11)
- Academic progress – Growth in ELA and math (grades 4-8); includes growth of the lowest and highest performing students in a school
- School quality/student success – On-track attendance (K-12), science proficiency (grades 5, 8 and biology), social studies proficiency (grades 4, 7 and 11), college/career preparedness (grades 9-12), and on-track in 9th grade
- Graduation rates – 4-year, 5-year and 6-year adjusted cohort graduation rates
- English language proficiency (ELP) – Progress toward English language proficiency (grades 1-12)

2.1 DELAWARE SCHOOL SUCCESS FRAMEWORK – SY 2022-2023

Indicators/Measures	Weight	Metric Value	Points Possible	Points Earned
Academic Achievement	20%		100	22 Well Below Expectations
Proficiency ELA (grades 3-8 and 11)	10%	29.50%	50	15
Proficiency Math (grades 3-8 and 11)	10%	14.91%	50	7
Academic Progress	25%		106.25	67 Well Below Expectations
Growth in ELA (grades 4-8)	10%	54.91%	50	27
Growth in Math (grades 4-8)	10%	52.31%	50	26
Growth of lowest quartile ELA (grades 4-8)	1.25%	65.46%	6.25	4
Growth of highest quartile ELA (grades 4-8)	1.25%	47.49%	6.25	3
Growth of lowest quartile Math (grades 4-8)	1.25%	71.42%	6.25	4
Growth of highest quartile Math (grades 4-8)	1.25%	43.69%	6.25	3
School Quality/Student Success	25%		87.5	41 Well Below Expectations
On Track Attendance (grade K-12)	3%	84.45%	12.5	11
Proficiency Science (grade 8 and Biology)	5%	14.03%	25	4
Proficiency Social Studies (Grades 7 and 11)	5%	10.29%	25	3
College and/or Career Preparedness (9-12)	8%	N/A	N/A	N/A
On Track in 9th Grade	5%	92.56%	25	23
Graduation Rate	20%	N/A	N/A	N/A
4-Year Cohort Graduation Rate	15%	N/A	N/A	N/A
5-Year Cohort Graduation Rate	3%	N/A	N/A	N/A
6-Year Cohort Graduation Rate	2%	N/A	N/A	N/A
Progress toward English Language Proficiency	10%	41.38%	50	21 Well Below Expectations
Total	100%		362.5	151
Overall Percentage / Rating				41.66% Well Below Expectations

2.2 ACADEMIC PERFORMANCE EXPECTATIONS

PERFORMANCE AGREEMENT

Las Americas ASPIRA Academy’s DSSF Ratings for 2018/2019 are:

Indicators	2018-2019		
	Points Possible	Points Earned	Percentage Points
<i>Academic Achievement</i>	150	68	45% Approaching Expectations
<i>Academic Progress</i>	200	132	66% Meets Expectations
<i>School Quality/Student Success</i>	50	49	98% Exceeds Expectations
<i>Progress toward English Language Proficiency</i>	50	37	74% Meets Expectation
Overall	450	286	64% Meets Expectations

By September 2024, our expectation is to achieve an overall rating of “Meets” or “Exceeds” on the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

3. Reflect on your school’s academic performance in relation to the goals set forth in the performance agreement. Please reference the specific Delaware School Success Framework (DSSF) listed below. Highlight successes, challenges, root causes, and describe how the school will address the challenges.
 - a. Academic Achievement
 - b. Academic Progress
 - c. School Quality/Student Success
 - d. Graduation Rate (if applicable)
 - e. Progress toward English Language Proficiency

School Comments:

Although our overall DSSF rating is Meets Expectations, we want to find ways to improve academic outcomes. Our school community represents students that were most negatively impacted by COVID, even with our best efforts to navigate around barriers to teaching and learning. We expect more of ourselves as a team and we want more for our students. Therefore, we have taken several steps to improve our academic results. One step has been to pilot two comprehensive reading and 1 math curricula in grades K-5, that have been identified as HQIM, during the 2023-2024 school year, with full implementation of the selected HQIM curricula for the 2024-2025 school year. We

are also in the first full year of implementation of My Perspectives, a HQIM English curriculum, in grades 6-8 this year.

Another step has been to continue using PLCs to support teachers in using data to drive instruction. Other strategies include our ALL IN initiative and ParentCamp to strengthen relationships between school team members, students and their families.

2.3 SUPPLEMENTAL ACADEMIC PERFORMANCE DATA

4. Provide any academic performance-related evidence, supplemental data, or contextual information. In this section, you may provide graphs and/or charts to supplement your narrative as Appendix 1.

School Comments:

Every year we are required to report our academic outcomes to our other stakeholders, which includes our school board, funders and bond investors. These stakeholders specifically request for our data to be disaggregated by subgroups and provided in comparison to the local school districts, as well as the state average. That data is provided in Appendix 1 for your reference.

5. Reflect on other aspects of the school's academic performance that may not be captured by the DSSF. Highlight successes, challenges, root causes, and describe below how the school will address the challenges.

School Comments:

There are many factors that contribute to our academic outcomes. Some factors are within our control and others are not, so we continue to evaluate if changes are needed in the factors within our control and if those changes will have a positive or negative result. For example, we feel it is beneficial for us and families to have siblings attending school together, which results in enrolling new students in every grade each year. We had a total of 307 new students last year (2022-2023), with 179 of them joining us in grades 3-8 (state testing grades). This represents 13.3% new students in state testing grades. We had a total of 277 new students this year (2023-2024), with 162 of them joining us in grades 3-8 (state testing grades). This represents 11.2% new students in state testing grades. Our data reveals that students enrolled in our school for a minimum of six years have stronger academic outcomes than those students with less than six years with us. In addition, we have historically enrolled about 30 new students every year with IEPs and 50% of those students are also classified as English Learners. This is one example of a cause and effect that cannot be easily changed without other negative repercussions. At ASPIRA, we welcome every student and meet them where they are in the learning journey and celebrate their year to year academic growth.

6. Provide and reflect on additional information regarding academic-related indicators your school would like the Accountability Committee to consider. (This could include social and emotional development, attendance and retention, student engagement, student discipline, and others as appropriate.) Highlight successes, challenges, root causes, and describe how the school will address the challenges.

School Comments:

At ASPIRA, we focus on the whole child and their family unit. We know there are several factors impacting student and academic outcomes, so we have implemented programs such as our Family Resource Center (FRC) to provide services beyond students' academic needs. These services include adult literacy classes, crisis alleviation support (home, food and job insecurities), family engagement (ParentCamp), financial literacy and coaching, and parenting classes (nutrition, puberty and other requested topics). We know these services are having a positive impact on our students' physical and mental health, as well as overall well-being inside and outside of school.

III. ORGANIZATIONAL PERFORMANCE

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

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

3.1 ORGANIZATIONAL PERFORMANCE FRAMEWORK

SUMMARY AND OVERALL RATINGS

YEAR	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health, & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English Learners	Governance & Public Stewardship	Oversight & School Management	Reporting & Requirements	Student Rights	Teacher Certification and Hiring		
	1a	1b	1c	1d	2a	2b	2c	3a	3b		
2022-23	M	M	M	M	M	M	M	M	M	M	Meets Standard

M: Meets Standard
 AS: Approaching Standard
 F: Far Below Standard

3.2 ORGANIZATIONAL PERFORMANCE EXPECTATIONS

PERFORMANCE AGREEMENT

By September 2024, our expectation is to achieve an overall rating of “Meets,” as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

7. Describe the school's organizational performance during school year 2022-23. (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments:

We continue to meet all standards in our Organizational Framework, which is a testament of our team's commitment and dedication to our students.

8. Discuss management and operations successes and challenges during the 2022-23 school year. Areas you may want to consider as appropriate:
- School leadership
 - Day-to-day operations including: transportation; facilities; food service; staffing (hiring, retention, professional development, evaluation); health and safety; community engagement

School Comments:

Our school leadership continues to be committed to excellence. They understand the importance of focusing on the details and not allowing for a single point of failure, which allows for professional development and career growth.

9. Address any measure(s) where the school did not meet standard or is approaching standard (if applicable).

School Comments:

We continue to meet all standards in our Organizational Framework, which is a testament of our team's commitment and dedication to our students.

3.3 AT-RISK STUDENTS, STUDENTS WITH DISABILITIES, AND ENGLISH LANGUAGE LEARNERS

10. If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, gifted and talented students, or Multilingual Learners.

School Comments:

N/A

11. Describe any changes or enhancements to the process by which at-risk students, students with disabilities and gifted and talented students are identified and the evidence that the school was able to provide the right resources and services for these students.

School Comments:

We made an organizational change to have Special Education, English Learners and Gifted/Talented Programs all managed on the same team under the supervision of one administrator. This has helped facilitate sharing of talents, resources and best practices.

12. Describe any changes or enhancements to the process by which Multilingual Learners are identified and the evidence that the school was able to provide the right resources and services for these students.

School Comments:

We made an organizational change to have Special Education, English Learners and Gifted/Talented Programs all managed on the same team under the supervision of one administrator. This has helped facilitate sharing of talents, resources and best practices. This has been especially impactful since about 50% of our English Learners also have IEPs.

3.4 GOVERNANCE AND REPORTING REQUIREMENTS

13. Describe how the board has provided oversight in the areas of academics, finance, and operations, including legal compliance.

School Comments:

Our school board is actively engaged in governance oversight. Each board member serves on 1-2 committees related to academics, finance, operations and legal compliance. The committees meet monthly or bi-monthly to take a deeper dive into the relevant data and provide informed insight to the larger board.

14. Discuss board-related success and challenges during school year 2022-23. Areas you may want to consider as appropriate include:

- Membership and recruitment
- New member induction and ongoing governance training
- Meeting attendance
- Board self-evaluation
- Progress on particular board-level projects

School Comments:

Our school board is a dedicated group of volunteers committed to supporting the success of our school. Our membership remained consistent through the COVID pandemic; however, we then had some turnover in the 2022-2023 year due to the end of terms and resignations. This resulted in having seven out of our current twelve members voted on the board between July 1, 2022 and September 2023. This has not had a negative impact on the level of engagement and effectiveness of governance by the board. Fortunately, our board president and secretary have remained consistent. To level-set the entire board, we had all of the members and school leadership team participate in a strategic planning session in early-November. We also continue to use BoardOnTrack as our platform to manage board documents, as well as administer our annual board self-evaluation.

15. Describe the process used by the board to evaluate school leadership.

School Comments:

The board understands their responsibility to their one direct report, which is the CEO of the organization. We have used DPAS-II for Administrators as guidance for our evaluation document, as well as other sources specific for charter leaders. Every year the board officers (Executive Committee) begin the process by reviewing the CEO's accomplishments and self-evaluation, which are provided in writing by the CEO. The Executive Committee shares a draft evaluation with the entire board during Executive Session and finalize the ratings. The board president then administers the evaluation with the CEO. This process begins in July/August and is completed by November at the latest. The evaluation is uploaded into BoardOnTrack.

16. Describe the school's process for success planning including identification, development, and retention of school leaders.

School Comments:

The CEO is consistently monitoring the strengths and areas for improvement within the leadership team during weekly 1:1 meetings, as well as during evaluation cycles. Needs for improvement are addressed through professional development and other educational opportunities. The CEO and leadership team begin discussions about potential reorganization in personnel, job titles or reporting structure before the second half of the school year (Jan-Mar). The leadership team also evaluates the talents and potential leadership capacity within the team to identify future internal promotions or moves, as well as needs for external recruitment. A succession plan for the CEO and COO is in place.

17. Share how the board supports the school. Speak to the board's involvement in events, operations, and fundraising activities.

School Comments:

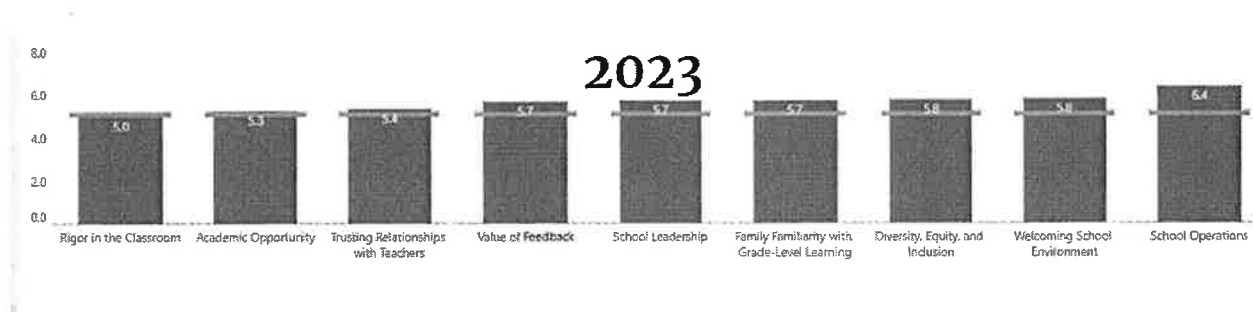
Every school board member is assigned to 1-2 committees with oversight in the areas of academics, finances, operations, governance and development (fundraising). The board members on the Development Committee work with our team to develop and execute fundraising initiatives, which include grants and events. 100% of our board members make a financial donation to the school each year. They also support our fundraising efforts with monetary contributions and/or corporate sponsorship.

3.5 STUDENTS AND SCHOOL ENVIRONMENT

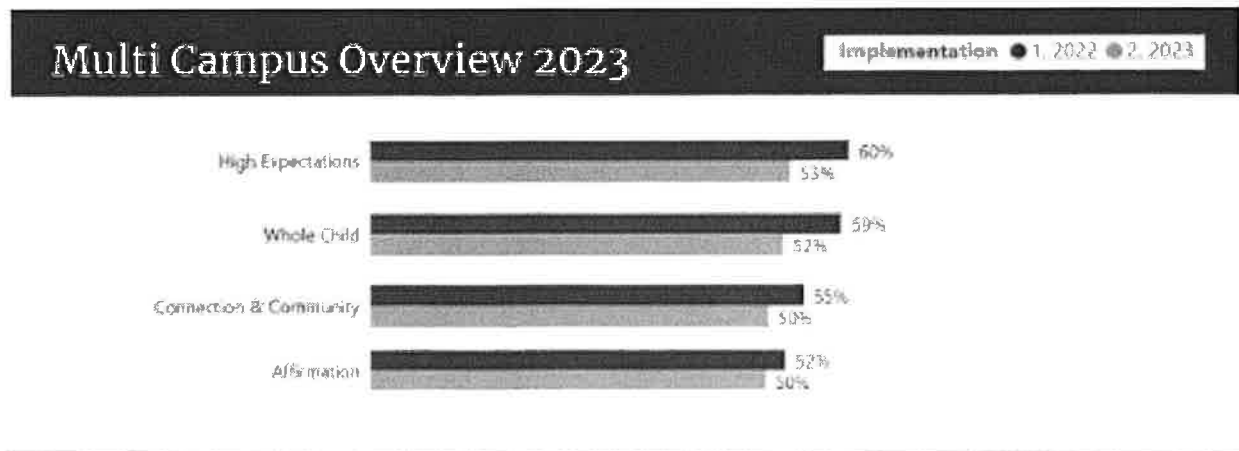
18. Describe how the school solicits feedback from parents and students regarding satisfaction with the school. Provide summary data and reflect on the feedback. How does the school use this information to inform ongoing school improvement?

School Comments:

ASPIRA administers an annual family survey to parents and guardians. The Instructional Culture Insight Survey from TNTP that we use provides us with specific feedback on elements of school culture that are crucial for the success of our community. Our 2023 survey indicated that we exceeded national average in 8 out of 9 domains (Academic Opportunity, Trusting relationships with teachers, Value of Feedback, School Leadership, Family Familiarity with Learning, Diversity, Equity, and Inclusion, Welcoming School Environment, and School Operations). We met national standards in Rigor in the Classroom.



We also administer an annual survey to students in 4th grade and above. The Leaps Student Voice Survey is designed to assist schools in understanding student experiences from the perspective of conditions for 21st Century Equitable Learning. This survey captures student perception data to identify areas that need focus when considering approaches to enhance our schools through an equitable lens. The survey highlights 10 different domains, of which our school has selected four to prioritize: High Expectations, Whole Child, Affirmation, Connection & Community.



Our school saw a slight decline in each of the focus areas for the 2023 school year. In response to this, we've launched an "All In" community initiative that pairs every student in our community with a team member in the community. Team members connect with families to build connections, learn more about how students learn best, what needs the families may have, and how we can continue to grow family-school partnerships.

Our school has hosted several Parent Camp events. Parent Camp is held multiple times per year and provides a distinctive and engaging platform for families, community stakeholders, and school affiliates to engage directly and establish connections via significant conversations and social interactions. These events are well attended and alternate between our K-8 building and high school. The sessions offer a variety of workshops where participants exchange tactics and thoughts to enhance student education, teaching methodologies, and parenting skills.

In addition to these initiatives, our leadership team continues to host listening sessions in the community. Board members make themselves available to team members to share ideas and build connections. Our senior leadership hosts multiple listening sessions for team members, families, and students throughout the year. These sessions have led to decisions related to school lunch, policies and practices, schedules, and academic calendar. Our Diversity, Equity, Inclusion, and Belonging team provides a variety of opportunities to celebrate the importance of diversity within our community honoring a plethora of cultural events, traditions, and histories. They facilitate workshops, discussions, and events that, not only educate, but also foster a sense of unity and respect among all community members. This comprehensive approach ensures that every voice is heard and contributes to a more inclusive and effective educational environment.

3.6 TEACHER RETENTION

Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teacher staff?

Note: Complete the table below.

SCHOOL YEAR	PERCENT OF TEACHERS RETAINED	NUMBER OF TEACHERS RETAINED	NUMBER OF TEACHERS ELIGIBLE
2022-23	87.67%	64	73

19. Explain successes or challenges of implementing the school's teacher retention plan.

School Comments:

We continue to look for ways to maintain a high teacher retention rate by collecting feedback from the exit interviews and annual survey of our team members. The inequities in the salary scales between school districts makes it difficult to compete with higher-funded schools; therefore, we focus on the work environment, school culture and career opportunities to retain our valued team members.

20. Describe how the school's professional development plans have evolved to support teachers and leadership.

School Comments:

Our professional development plan has evolved to be more responsive to the individual needs of our team members. We collect feedback each year from our team members to better understand their personal and professional goals. In combination with their performance evaluation, we determine how best to support them with continuing their formal education or providing them with opportunities to learn more technical skills. It is also important to provide our teachers with as much choice as possible when it comes to PD days. In addition, we make sure our non-instructional team members are provided professional development opportunities also, as opposed to solely focusing on teachers. Every team member is part of our school "village" and play an integral role in the success of our students.

21. Describe how the school's completion of educator evaluations has evolved.

School Comments:

Providing our team members with timely and relevant feedback has always been and will be a priority at ASPIRA. The goal-setting conferences are completed in the fall and summative conferences are completed by the end of June each year for educators. The only thing that has changed (or evolved) has been the evaluation framework. We were using our own alternative framework approved by DDOE; however, we decided to pilot the DTGSS framework last year.

IV. FINANCIAL PERFORMANCE

The Financial Performance Framework is a reporting tool that provides the Department of Education with the necessary data to assess the financial health and viability of charter schools in its portfolio for the purposes of an annual review. The framework summarizes a charter school’s financial health while taking into account the school’s financial trends over a period of three years.

4.1 FINANCIAL PERFORMANCE FRAMEWORK

SUMMARY AND OVERALL RATINGS

	Current Ratio (Working Capital Ratio)	Debt to Asset Ratio	Days Cash	Debt Service Payments / Loan Covenants	Aggregated Three-Year Total Margin	Cash Flow	Debt Service Coverage Ratio	Enrollment Variance	Student Retention	Financial Management & Oversight	
YEAR	1a	1b	1c	1d	2a	2b	2c	2d	3	4	OVERALL RATING
2022-23	M	AS	M	M	M	M	M	M	Not Rated	M	Meets Standard

M: Meets Standard
AS: Approaching Standard
F: Far Below Standard

4.2 FINANCIAL PERFORMANCE EXPECTATIONS

PERFORMANCE AGREEMENT

By September 2024, our expectation is to achieve an overall rating of “Meets,” as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate performance aligned with those financial performance expectations. This progress will be monitored through our annual performance review.

22. Using the results contained in the Financial Performance Framework, describe the school’s financial performance during school year 2022-23. (This section is for the school to address any overall rating where the school has not met standard. The school will be able to address individual metrics in the sections below).

School Comments:

N/A

23. Identify changes to financial practices that the school has implemented to improve the school's financial outcomes.

School Comments:

N/A

24. Address any measure(s) where the school did not meet the standard (if applicable).

School Comments:

As noted in the FY22 Annual Report, in January 2022, the school successfully acquired \$22.1MM in Bond Financing to fund the purchase and construction of our High School. That financing was in addition to the previous \$21MM Bond Financing we obtained in July 2016 to fund the purchase and construction of our K-8 School. Our current assets are at \$48.2MM; however, and primarily due to our Bond Service debt, our liabilities are at \$46.7MM. As a DE Public Charter School, we are required to secure our own funding to support the procurement of land, buildings, equipment and furniture, thus necessary capital expenses that are not included in our state and local school district funding. This metric will always be difficult for us to achieve; however, we will continue to seek outside opportunities for capital grants and donations.

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

School Comments:

N/A

V. INNOVATIVE PRACTICES

26. Describe effective systems, structures, and/or processes that have led to significant school improvement that could be replicated at other schools. Please include the data that supports the success of these practices. Areas you may want to consider, as appropriate:

- Leadership
- Professional Learning
- Instructional Transformation
- Equity
- Culture and Climate Shift
- Collaboration/Partnerships

School Comments:

Innovative Features of the School:

- **Dual Language:** LAAA aims to fulfill its mission by implementing a bilingual programmatic focus called dual language education. Dual language education is an instructional approach that develops language proficiency and literacy in English and a partner language. Immersion is one type of dual language education which begins in elementary school, and in which native English speakers and native speakers of another language learn academic content through English half of the time and a partner language the other half of the time. This immersion model was the first of its kind in Delaware, commencing in 2011 and seeking to educate and empower all language learners.
- **Academic:** The partner language at LAAA is Spanish; therefore, LAAA has an A/B day rotation in K-5 in which students alternate learning all core content (language arts, math, science, and social studies) in Spanish and English as they rotate each day. In grades 6-8 the continuation model includes English instruction in all core content areas (language arts, math, science, and social studies) and Spanish instruction in language arts and social studies known as humanities. Upon graduating 8th grade, students take the Assessment of Performance Toward Proficiency in Languages (AAPPL) which will allow them to apply for continued language courses in the 9th grade with the ultimate goal of applying for the Certificate of Multiliteracy at the end of high school graduation. As of August 2020, we have now expanded to a high school so students can continue their pathway to biliteracy through 12th grade.
- **Restorative Practice Approach:** This approach began in 2013-2014 school year with the school-wide implementation of the Responsive Classroom Approach, which embraces a fostering of community, based upon teaching socially-responsible behaviors. We have now begun the three-year implementation of Restorative Justice & Practices by Restorative Justice Education. This program complements the Responsive Classroom Approach in grades K-5 and provides more age-appropriate tools to build stronger sense of community in grades 6-12.
- **Character Education:** ASPIRA's Character Education provides students the social and emotional foundation and skills necessary to work in a rich and diverse learning environment. It focuses on teaching Accountability, Social and Emotional Intelligence, Positive Mindset, Inquiry, Resilience, and Appreciation mostly through two components already embedded in our instructional

practices: Morning Meetings and Community Circles. By having a character growth focus, we launch our students into a successful future. We teach one character trait per month of the year. We do this by incorporating conversations, quotes, readings, discussions, games, and other similar practices to one of our Morning Meeting components: Greeting, Sharing, Activity, or Morning Message. Growth Mindset is a key trait taught throughout the school year. At ASPIRA, our social and emotional growth is as important as our academic growth.

- **DEIB (Diversity, Equity, Inclusion and Belonging) Initiative:** This initiative was implemented in the spring of 2020 and continues to grow each year. It consists of four stakeholder groups that focus on strengthening DEIB throughout our school community, from policies to people. We also have student affinity groups in middle and high school to increase student voice in all matters related to DEIB. In collaboration with our school board, we agreed to include the following equity statement as part of our core values:

At ASPIRA, we commit to:

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

Name of School:	Las Américas ASPIRA Academy
Location:	East Campus (K-8): 326 Ruthar Drive, Newark, DE 19711 West Campus (HS): 750 Otts Chapel Road, Newark, DE 19713

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



01/24/24

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

Date

Print/Type Name:	GUILLERMINA GONZALEZ
Title (if designated):	BOARD PRESIDENT
Date of approval by board of directors:	01/24/24

Appendix 1

2018-2022 SBAC Proficiency Comparison for All Students & Racial Subgroups

SBAC Proficiency Percentage	2018							
	ELA				Math			
	LAAA	Christina	Colonial	State	LAAA	Christina	Colonial	State
All students	49.9	40.4	42.7	54.2	40.7	34.2	26.5	44.4
Black/African American	45.2	29.2	38.6	38.1	35.5	21.7	20.5	26.8
Hispanic/Latino/a/x	44.5	40.4	37.3	42.5	32.8	34.2	26.5	33.3
White	68.8	55.2	51.7	67.7	65.6	51.3	35.6	58.4
SBAC Proficiency Percentage	2019							
	ELA				Math			
	LAAA	Christina	Colonial	State	LAAA	Christina	Colonial	State
All students	50.4	39.9	40.6	53.3	40.2	36.5	26.4	44.1
Black/African American	58.3	28.8	35.6	36.8	36.7	23.8	20.5	25.4
Hispanic/Latino/a/x	44.2	32.8	36.9	42.9	33.2	30.0	21.7	34.3
White	65.7	54.8	49.9	67.1	64.7	52.1	36.3	58.6
SBAC Proficiency Percentage	2021							
	ELA				Math			
	LAAA	Christina	Colonial	State	LAAA	Christina	Colonial	State
All students	31.8	33.4	29.9	40.7	19.1	22.2	14.7	26.2
Black/African American	37.8	23.3	27.2	25.7	17.6	12.4	9.9	11.5
Hispanic/Latino/a/x	28.5	24.9	20.9	29.1	15.8	13.3	9.1	14.9
White	44.0	48.9	35.6	51.7	36.0	37.0	23.2	36.5
SBAC Proficiency Percentage	2022							
	ELA				Math			
	LAAA	Christina	Colonial	State	LAAA	Christina	Colonial	State
All students	34.2	35.3	28.8	41.7	21.1	25.4	14.6	30.2
Black/African American	35.5	25.6	24.6	27.1	20.4	15.0	11.0	14.8
Hispanic/Latino/a/x	30.4	27.7	26.9	32.4	18.3	19.6	11.3	20.7
White	55.2	51.2	35.4	53.9	36.8	40.5	20.8	42.5

2022 SBAC Proficiency Comparison for All Students By Grade

SBAC Proficiency Percentage	2022							
	ELA				Math			
	LAAA	Christina	Colonial	State	LAAA	Christina	Colonial	State
3rd Grade	33.6	38.2	24.5	40.0	27.3	36.8	23.9	41.5
4th Grade	33.3	39.1	29.3	40.5	24.3	31.0	20.9	35.4
5th Grade	44.6	42.1	33.6	45.5	19.1	27.6	15.4	29.3
6th Grade	31.1	29.5	26.7	38.1	10.8	19.0	9.0	25.1
7th Grade	41.4	31.3	30.9	44.2	34.5	19.2	9.8	27.2
8th Grade	23.6	30.3	27.7	41.7	14.2	17.7	10.0	23.5

2023 SBAC Proficiency Rates and Growth Target Achievement for All Students By Grade

Grade	ELA			MATH		
	% prof	state %	% met growth	% prof	state %	% met growth
3	17.8%	39%	-	17.8%	42%	-
4	32.4%	40%	40.2%	17.9%	39%	30.2%
5	37.0%	44%	39.8%	13.9%	32%	31.5%
6	38.9%	35%	48.9%	16.3%	26%	45.7%
7	29.8%	43%	38.0%	15.9%	29%	44.9%
8	27.4%	41%	32.7%	14.7%	24%	26.6%
TOTAL	30.8%		40.2%	16.1%		36.6%

2023 SBAC Proficiency Rates and Growth Target Achievement for All Students By Race/Ethnicity

Race/Eth	ELA		MATH	
	% prof	% met growth	% prof	% met growth
Hispanic	26.5%	38.4%	13.4%	34.3%
Black	33.8%	51.5%	16.9%	40.9%
White	50.0%	39.1%	27.5%	46.3%
Asian	60.0%	0.0%	33.3%	50.0%

2023 State Assessment Proficiency Rates for SBAC & SAT

Organization	SBAC ELA	SBAC MATH	SCIENCE	SS	SAT EBRW	SAT MATH	SAT ESSAY
LAAA	30	16	13	11	17	6	17
Christina	33	27	13	17	31*	16.7*	21.3*
Colonial	27	16	11	13	27	11	33
State	40	32	21	26	44	23	42

*Not exact % but simply an average proficiency rate of their 3 high schools

2019-2023 Overall State Assessment Proficiency Rates for LAAA

SBAC Proficiency Percentage	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023
LAAA – ELA	50.4	State assessment not used for accountability purposes due to COVID-19	31.8	34.2	30
LAAA – Math	40.2		19.1	21.1	16

2022-2023 SBAC Proficiency Percentage Comparison for All Students By Grade (LAAA Only)

SBAC Proficiency Percentage	ELA		Math	
	2022	2023	2022	2023
3 rd Grade	33.6	17.8	27.3	17.8
4 th Grade	33.3	32.4	24.3	17.9
5 th Grade	44.6	37.0	19.1	13.9
6 th Grade	31.1	38.9	10.8	16.3
7 th Grade	41.4	29.8	34.5	15.9
8 th Grade	23.6	27.4	14.2	14.7

