



AFSA

K-12 Charter School District 4074
2022-23 WBWF & Annual Report



AFSA Community Celebrations!

- Five student Science Fair projects qualified for National Science Fair competition!
- AFSA 4th graders took part in the Little Canada Arbor day celebration!
- AFSA took over 4th Street at Marketfest in July, hosting science activity booths for the community!
- Mandy Olson, Patt Ligman, and Kate Bald all reached 15 years of employment at AFSA!
- The Elementary Carnival Silent Auction earned the school over \$6,000 towards field trips!
- MN Wild team visited AFSA Elementary students!
- MN Nursery & Landscape Association Foundation Board of Trustees awarded the Ag department \$1650!
- The Commissioner of Ag visited AFSA's Potato Hug event!



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Dear AFSA Families,

I am proud to share AFSA's many accomplishments with you this year. Since the pandemic, schools have been struggling to regain the footing lost during that time. I believe AFSA has turned the corner and we are working with all our students to embrace our standards of Be Respectful, Be Responsible, Be Safe, Be Your Best.

We do need your help as parents and guardians to keep our standards high. Please talk to your students about how their day went. Attend parent teacher conferences either in person or virtually. Read the family newsletter that comes out on Fridays or read it on the AFSA website under the Families/Alumni section.

Please share our annual report with others, ask them to take a look at us for their children. Most of our families come to us through word of mouth.

We appreciate you all being on this journey called AFSA! Hope you enjoy reading this report.

Becky Meyer

Executive Director

Our Mission

The Academy for Sciences and Agriculture (AFSA), a public charter school for grades K-12, engages learners in academically rigorous, student-centered, hands-on experiences and leadership opportunities within a science, environmental education, and agricultural context.

Our Vision

AFSA will develop lifelong learners who are curious, care for others and have high skill levels in applied sciences, and will be prepared for a future in a diverse, global and changing society

Our School

AFSA Charter School was founded in 2001 with the purpose of providing agricultural literacy to an urban and suburban population. The school has expanded to include career opportunities in five areas of science; including: Engineering, Animal Science, Plant Science, Environmental Science, and Food Science. In 2005, the location in Vadnais Heights opened its doors. This facility was purposefully designed to fit our curriculum and mission. AFSA High School's location allows the inclusion of students from many northern Twin Cities areas to attend. In 2014, AFSA opened a Middle School and second facility. In 2019, AFSA opened the doors of the Elementary Facility in Little Canada!

AFSA High School
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Vadnais Heights, MN 55127
651-209-3910

AFSA Elementary
2925 Country Drive
Little Canada, MN 55117
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Authorizer Information

AFSA K-12 School is authorized by Osprey Wilds (OW). AFSA K-12 School's dedication to providing opportunities in Environmental Education directly aligns with the mission of Osprey Wilds, which is: "to instill a connection and commitment to the environment in people of all communities through experiential learning." AFSA's current contract expires in 2025. The State of Minnesota recognizes charter schools as being "authorized" by organizations where the missions of both the authorizer and the charter school are consistent. All authorizers must be approved by the commissioner of the Minnesota Department of Education. Authorizers are charged with supporting, improving and enhancing elementary and secondary education in Minnesota.

The authorizing mission of Osprey Wilds is to ensure quality academic and environmental literacy outcomes for students in Minnesota by conducting effective oversight and evaluation of its authorized schools, providing strategic support to schools, and making informed and merit-based decisions about its portfolio of charter schools.

The authorizing vision of Osprey Wilds is to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities, while working towards a healthy planet where all people live in balance with the Earth.

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Implementation of Statutory Purposes

The primary purpose of AFSA K-12 is to: improve all pupil learning and all student achievement. AFSA K-12 utilizes Response to Intervention programming to provide remediation and acceleration for students. Currently, we use baseline data in Reading and Math from STAR assessments testing at grade levels 3-12. Classroom data is collected to determine additional struggles or acceleration needs in both Reading and Math. In grades K-2, DIBELS Reading assessments are used to monitor progress towards Reading Well by 3rd Grade. Students are placement tested to determine the best fit in our Math curriculum and previous school records are reviewed to identify potential high performers during the registration process. If identified for remediation, students receive targeted instruction from highly qualified instructors during advisory time or other non-academic time throughout the day. If identified for acceleration, the instructional materials are modified as needed to provide a challenge in that student's curriculum. Additionally, options for grade level acceleration in Mathematics are made available to those who need it.

Outcomes are reported in the academic section of this report under goals 3.1, 4.1, and 5.1.

The additional purpose of AFSA K-12 is to: encourage the use of different and innovative teaching methods.

AFSA K-12 uses a variety of teaching methods in the academic program. Chief among these is an emphasis on experiential learning or hands-on learning. Our program incorporates projects and group work in all aspects of the curriculum. Each year students are required to demonstrate their learning by presenting to an audience and are required to present an original science fair project to a panel of judges.

Outcomes are reported in the Environmental Ed section, Academic goals section 1 as well as Innovative Practices & Implementation section.



Student Enrollment

Grade	FY22	FY23	FY 24 Oct 1
K	13	21	12
1	22	18	18
2	27	22	18
3	16	25	20
4	15	22	27
5	26	21	22
6	16	27	26
7	41	33	30
8	37	56	42
9	51	54	55
10	44	52	53
11	24	44	42
12	59	24	34
Total	396	419	399
ADM	407	406	

AFSA's K-12 enrollment was affected by the pandemic in 2021-22, with lower numbers overall and higher student mobility. To start 2022-23, AFSA K-8 had waitlists in many grade levels, or 1-2 openings in grades not waitlisted. The High School enrollment is lower than expected, with a senior class half the typical size and lower 9th grade enrollment again. This year, enrollment is lower than expected, with many registered students changing their mind in August or not attending the start of the year.

Consistent Attendance

North Star legislative measures define consistent attendance as students who attend school regularly and are not frequently absent. AFSA's rate is affected by student mobility—for example, if a student enrolls but does not attend, they are counted negative in this measure. AFSA's 2022 rate is 55.4% (this is the most recent data available.)

Student Attrition

82% of students in grades K-11 from May 2023 returned for fall enrollment. The largest loss was in entering grade 9, where more than expected chose to attend other high school programs.



Student Demographics

AFSA has a diverse student body. Due to our wider geographic area, the school is able to enroll students from many ethnic, socio-economic and cultural backgrounds that make our community unique.

It is our philosophy that all students have equal access to educational programming, in a safe and caring environment, regardless of race, gender, religion, ethnicity, ability, beliefs, sexual orientation, or economic status.

Overall, AFSA has increased in ethnic diversity with 45% non-white ethnicities this year, a 4% increase from last year! Additionally, we are over 50% FRP (Free/Reduced Lunch qualifiers), which allows more flexibility with our Title funding and programming. The K-8 school has a higher diversity percentage than the high school. This shows growth towards our strategic planning goal to increase overall school diversity.

*ELL = English Language Learners

Demographics (Oct 1)			
	FY22	FY23	FY24
Total	429	419	399
Sp. Ed.	93	101	101
ELL	2	5	6
FRP	177	213	167
Black	52	52	42
Hispanic	57	58	64
Asian	22	29	32
Am. Indian	2	6	7
2 or more races	37	41	64
White	255	229	216
Number of Districts represented	19	19	20

Student Mobility

Student mobility is a calculation of how many students transfer in or out of the school within a year. For FY21, the mobility returned to our typical 10-12%, however we saw an increase back to the higher 25% for FY22. We had an unusual amount of students moving in or out of state, and with space in most grade levels we were actively enrolling throughout the year.

Student Mobility						
	Summer Transfers	Students on 10/1	Mid-year transfers In	Mid-year transfers out	Total transfers	Mobility index (%)
FY21	98	440	6	41	47	10.70%
FY22	113	429	34	75	109	25%
FY23	153	419	23	51	84	20%
FY2	172	399	TBD	TBD	TBD	TBD

Educational Approach and Curriculum

The overall curriculum at AFSA provides comprehensive instruction in all areas of the MN State Standards, including English Language Arts, Science, Social Studies, Mathematics, PE, Health, Art, and Music. AFSA K-12 also offers a wide variety of courses to prepare students for post-secondary and career options in the science, business, and technology of agriculture. Agriculture is a specialist course (similar to Art or PE) that provides an overview of the many facets of the field in K-8, and becomes an elective in High School with options in Food Science, Environmental Science, Plant Science, Animal Science, Engineering, and Industrial Arts. With the use of a greenhouse and an industrial shop, there are a wide variety of options for students to choose from.

With the addition of AFSA K-8 campus in 2019, coursework has expanded down to the kindergarten level for consistency in learning. Students at the K-8 campus are following the piloted program that was initiated at the 5th and 6th grade level previously, with student empowerment and individualized learning as the foundation. Students have cross-curricular, project-based classes with time to include and explore their own interests within the parameters of the units. The grading scale has been changed to be competency-based, and students have many opportunities to self-reflect on their skill development.

In Mathematics, AFSA uses Bridges to Mathematics curriculum, which aligns to our hands-on learning mission. Starting in about grade 6, students transition to College Preparatory Mathematics (CPM), which is similarly designed with real-world applications.

For English Language Arts, the focus on Reading Well by Third Grade is emphasized with our Read Well curriculum in grades K-3, then transitioning to teacher created curriculum in grade 4. Handwriting Without Tears is utilized during handwriting development, and cursive writing is optional in grade 3.

While AFSA does not offer an online learning option, there is an emphasis on digital literacy by high school



to ensure students' success in secondary education and beyond. Skills taught include basic computer use, navigating the internet, choosing appropriate sources, digital citizenship, and digital writing. Each student must also complete a science fair project, perform 3 public presentations, and participate in community service. Our curriculum incorporates hands-on materials, collaborative learning, and real-world experiences. By combining all of these elements, we believe our students receive a well-balanced, life-enhancing school experience.

Pedagogical Approaches and their Alignment to our Mission

AFSA utilizes a personalized approach to learning that incorporates hands-on activities, community learning opportunities, and learning in the natural environment. Students have the option to take part in terms that are in high-interest areas.

All students experience Agriculture through integration in all curricular areas, specialist classes K-9, and also have the option of taking additional coursework in Agriculture in grades 10-12. Environmental education themes and experiences are woven into all curricular areas.

AFSA is dedicated to building character in all students, and strives to do so with the incorporation of activities such as community service, social emotional lessons (SEL), and public presentations.



Special Education Program

AFSA has experienced a percentage increase in students enrolled receiving Special Education services. AFSA currently serves about 25% of the school population through Special Education services in Federal settings I, II and III. The special education team provides resource level classes as well as study skills at the high school location. The team also addresses student needs on an individual level with services on a push-in/co-taught format; students are mainstreamed in general education classes as much as possible and service providers work with them in their classes to address specific deficits and goals. At our K-6 building, the special education team provides services in a combined format by providing both specialized instruction through pull-out services (outside of the general education classroom) as well as pushing-in to the student's classroom. All services are dictated based on each student's specific level of need. AFSA has a Total Special Education System (TSES) manual which outlines the school's Child Find and evaluation processes. Our school retains specialists on staff in ABS and EBD, and contracts for Psychology, Special Education Director services, DD, DCD, DHH, DAPE, PI, BVI, Speech, PT, Audiology, third party billing and other services as needed.

Staffing to Meet the Mission

AFSA K-12 schools are staffed with Highly Qualified teachers in all subject areas. Staff are selected after an interview process that includes evidence of strong teaching practices, differentiation initiatives, and experience with diverse learners. In addition, all staff are provided training in classroom management, differentiation, RTI, using technology, and incorporating agriculture in the classroom. Due to the national teacher shortage, AFSA is utilizing provisional licenses (teaching out of license field) for High School PE, Elementary Agriculture, and K-12 Special Ed.

Remediation and Acceleration Practices and Programming

AFSA K-12 utilizes Response to Intervention programming to provide remediation and acceleration for students. Currently, we use baseline data in Reading and Math from STAR assessments to determine the students' level of learning. At all grade levels, classroom data is also collected to determine additional struggles or acceleration needs in both Reading and Math.

Interventions for students struggling in Reading, Writing, or Math are provided through Title I services, behavioral interventions are provided through ADSIS services. If students are not progressing through the use of interventions, or parents advocate for a special education evaluation, Special Education evaluations are provided to determine appropriate services for students. If identified for remediation, students receive targeted instruction from highly qualified instructors. Interventions are individualized, but may include letter or number recognition, phonemic awareness and phonics studies, targeted skill development, reading comprehension, Leveled reading groups, Daily Oral Language, or guided writing practice.

Students are placement tested to determine the best fit in our Math curriculum and previous school records are reviewed to identify potential high performers during the registration process.

If identified for acceleration, the instructional materials are modified as needed to provide a challenge in that student's curriculum. Additionally, options for grade level acceleration in Math are made available to those who need it. Full grade level acceleration options are at the discretion of the Executive direc-



tor. PSEO and concurrent enrollment options through CIS or CN are available starting in grade 10.

Graduation Requirements

AFSA High School's graduation standards are higher than Minnesota State requirements and all courses meet or exceed Minnesota State Standards.

To graduate from AFSA High School a student must earn 28.5 credits, complete 4 Science Fair Projects, carry out 12 Public Presentations and present a Senior Portfolio to their advisor. Exceptions may be made by referral to the Academic Advisory Committee.

Credits must be earned in the following areas:

- 4.5 credits each of Language Arts
- 4 credits each of Math, Science, Social Studies and AgriScience
- 2 credits of a World Language
- 1 credit of an Arts class
- 5 credits of Physical Education
- .5 credits of Health
- 4 credits of Electives

· Science Fair projects: Students must complete 4 science fair projects (one per year.) Science Fair projects may be completed in class (science or agriculture) or developed independently. AFSA holds in-house Science Fair competitions in February each year. Projects may be completed after February to meet graduation requirements, but students are encouraged to complete their work by the earlier deadline. Science Fair projects must be presented at the science fair competition or on a school presentation night.

· Public Presentations: Students carry out 12 public presentations (3 per year):

- One public presentation will be the student's annual Science Fair presentation at the local, state or national science fair.
- One public presentation may be a student's participation in an outside event such as Potato Hug, National Competitions, Open House as a tour guide, or other activities as approved by their advisor.
- One public presentation may be from a project developed by the student.
- Note: Presentations in classes do not count towards the public presentations requirement.

· Portfolio: Students begin preparing their portfolio as freshman and update it each year. Advisors track their progress and sign off in the final (senior year) portfolio. The student's electronic portfolio includes:

- Cover letter and resume
- Student career goals and information
- College and Career Inventories
- College Applications

· Community Service: All students will participate in 12 hours of community service activities each year.

- High School offers 2 Farm & Community service days
- K-8 School schedules shorter dates and project-based community service options

· School Terms: Full Participation in both terms is required. O-term in October. J-term in June.

After-School and Summer School Programs:

After School activities at AFSA span a wide range; from FFA to Athletics, and Programming to Play Productions. Students in grades 7-12 are eligible for our athletics program, and student clubs are offered at each site.

High School, credit recovery was the goal. AFSA had 80 students participate in summer programs.



AFSA calendar includes 167 Student days for grades 7-12, 162 days for grades K-6 (days with a bold outline are different for each building)

July 2023					August 2023					September 2023				
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7		1	2	3	4					1
10	11	12	13	14	7	8	9	10	11	4 x	5	6	7	8
17	18	19	20	21	14	15	16	17	18	11	12	13	14	15
24	25 SB	26	27	28	21	22 W	23 W	24 W	25	18	19	20	21	22 F HS
31					28	29 B HS	30 W	31 B K6		25	26 SB	27	28	29
20 days					18 days					18 days				
October 2023					November 2023					December 2023				
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
2 x	3	4	5	6			1 HS O	2 HS O	3 W					1 W
9	10	11	12	13	6	7	8	9	10 E N	4	5	6	7	8
16 K6 O	17 K6 O	18 K6 O	19 C	20 x	13	14	15	16 HS P	17	11	12	13	14	15
23 C	24 SB	25	26	27	20	21	22 x	23 x	24 x	18	19 SB	20	21	22 E
30 HS O	31 HS O				27	28 SB	29	30 K6 P		25 x	26 x	27 x	28 x	29 x
20 days					18 days					15 days				
January 2024					February 2024					March 2024				
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
1 x	2 x	3 x	4 x	5 x				1 Sci	2					1
8	9	10	11	12	5	6	7	8	9 E L	4	5	6	7 K6 P	8 W
15 x	16	17	18 OH	19	12	13	14	15 Sci	16 W	11	12	13	14	15
22	23 SB	24	25 C	26 C	19 x	20	21	22	23	18	19 SB	20	21	22
29	30	31			26	27 SB	28	29 HS P		25 x	26 x	27 x	28 x	29 x
16 days					20 days					15 days				
April 2024					May 2024					June 2024				
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5			1	2	3	3 J	4 J	5 J	6 J	7 E/G
8	9	10	11	12	6	7	8	9	10	10 W	11	12	13	14
15 x	16	17	18	19	13	14	15	16	17	17	18	19	20	21
22	23 SB	24	25 C	26 C	20	21 SB	22	23 HS P	24 F HS	24	25	26	27	28
29	30				27 x	28	29	30 K6 P	31					
19 days					22 days					5 days				
start of tri					end of tri									
no school for staff or students					staff work days					admin day				



370 minutes/day

High School (7-12)		
Daily Class Schedule		
Period	Time	
Block 1	8:00 AM	9:08 AM
Passing	9:08 AM	9:12 AM
Block 2	9:12 AM	10:20 AM
Passing	10:20 AM	10:24 AM
Block 3	10:24 AM	11:32 AM
Passing	11:32 AM	11:36 AM
Lunch 1 / Advisory	11:32 AM	12:02 PM
Advisory / Lunch 2	12:04 PM	12:36 PM
Passing	12:36 PM	12:40 PM
Block 4	12:40 PM	1:48 PM
Passing	1:48 AM	1:52 PM
Block 5	1:52 AM	3:00 PM

360 minutes/day

Elementary School		
Daily Class Schedule		
Period	Time	
Morning Meeting	8:00 AM	8:30AM
Period 1	8:30 AM	9:30 AM
Period 2	9:30 AM	10:00 AM
Period 3	10:00AM	11:00 AM
Lunch / Recess 1	11:00 AM	11:30 AM
Lunch/ Recess 2	11:30 AM	12:00 AM
Period 4	12:00 PM	1:00 PM
Period 5	1:00 PM	2:00 PM
Period 6	2:00 PM	3:00 PM



Innovative Practices & Implementation

Science and Agricultural Focus

AFSA was developed to meet the need for urban and suburban students to learn about the many careers available to them in science and agriculture. The school requires students to take four years of science and agriculture classes to earn their diploma. Some examples of coursework include: Veterinary Science, Wildlife & Natural Resources, Greenhouse Management, Food Microbiology and Field Ecology. The STEM (Science, Technology, Engineering and Math) Food & Ag Council reports that global agricultural production will need to increase 70% by year 2050 to feed the projected population of nine billion people (2014 STEM Annual Report). Achieving this goal without depleting natural resources is a project of momentous proportions that will require a qualified workforce. AFSA students will be uniquely positioned to help meet this need.



Personalized Learning Experience

The AFSA leadership team recognizes the need for a nurturing and caring environment for students. With this in mind, we strive to meet the individual needs of each student. AFSA High School teachers are encouraged to work to develop programs and information for their advisory. Advisory time is when students meet in small student/teacher groups every day for 30 minutes. Students learn about each other, participate in team-building activities, study, get help with homework and much more. In grades K-8, students participate in daily Morning Meetings and Closing Circles to engage in social-emotional activities.

The class size at AFSA is intentionally small and averages about 18 students per class. Many classrooms offer additional support staff which allows lead teachers to focus on the lesson instead of management of the class. Through this synergistic teaching, students receive more one-on-one time with their teachers. The above described activities enrich our students' learning experience by making it more personal.

In 2018, AFSA Middle School's piloted program redesigned the learning space and created Innovation Studio as a core component. This includes building in time everyday for students to be innovative and creative. Our team has been purposeful in teaching skills that move students away from compliance to empowerment. We celebrate failures as learning opportunities, teach perseverance, and promote design thinking in our practice. The redesign has allowed for making connections between interdisciplinary curriculum, student interests, and experiential learning opportunities.

Leadership Opportunities

AFSA K-12 provides many opportunities for students to develop their leadership potential. Activities range from student officer positions in our FFA Chapter (the same group serves as student council), National Honor Society, World Food Prize and Youth in Government to serving as committee chairpersons for community service or fundraisers. Students learn through interaction with today's national and local leaders at the National FFA Convention, World Food Prize Conferences and other community organizations. Upper classmen are encouraged to act as mentors to those students new to the AgriScience Fair project. All of these opportunities allow students to expand their experience with leadership and inclusion.



A Safe and Inviting Environment

The development of AFSA's nurturing environment stems from the need for students to feel welcome and safe in order to be ready to learn. The smaller campus environment creates a more intimate setting where most students know each other, regardless of grade level.

Advisories host circle talks each week to address student concerns regarding current events, teen issues, bullying, safety, health, or other timely topics. The K-8 school engages in Social Emotional Learning curriculum at all grade levels, led by the full-time school counselor who supports students' needs through lessons, groups, and individual counseling to develop social emotional skills and coping skills in the educational environment.

Each summer, the K-8 and High School host Annual Family Picnics. This event fosters students, parents and staff to connect and interact on a more social level. Information sessions, activities, free food and orientation for new families are all part of this fabulous event. The parent led AFSA FFA Alumni builds family relationships within our school community. The Alumni is responsible for events like the Potato Hug in the fall, where students may showcase and sell their handcrafted items in a festival-like atmosphere to the public.

Strategic Plan Highlights

Academic Programming

Goal: Ensure students are well prepared for a post-secondary setting of their choice and have a broad view of scientific/environmental/agricultural career opportunities

Objectives:

- Align and connect K-12 curriculum for a clear progression of skills and standards
- Elevate quality and depth of programming – district wide and cross-curricular
- Review and update Ag program .
- Identify new opportunities to interact with Ag business community

Financial Stability

Goal: Increase revenue to retain and recruit top talent and to support an optimal organizational structure

Objectives:

- Grow student population to 550
- Achieve annual donations of \$125,000
- Increase Fund Balance to 5%

Administration & Governance

Goal: Update organizational structure to achieve balanced workload for staff and outstanding support for students

Objectives:

- Evaluate administrative roles and redefine position descriptions
- Create a plan for succession of positions and key roles

Culture & Community

Goal: Create a continued and connected K-12 student experience

Objectives

- Create cross-building educational experiences to enhance transition
- Create coordinated events between the two sites
- Develop shared DEI goals

Goal: Increase parent, board, business, and community involvement in school-related activities to improve visibility and reputation

Objectives:

- Parent board member presence at parent organization meetings
- Board "section" in AFSA School communications
- Board presence at major school events

Goal: Staff, students and board should represent the diversity of the communities we serve

Objectives:

- Develop a sustainable and enticing salary and benefit structure
- Diversity of volunteers (Ag Advisory Committee, Science Fair judges, classroom volunteers)
- Board recognition program for staff and students

Key Successes this Year

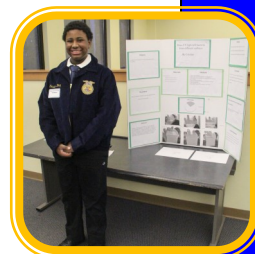
- All teaching positions were filled, even with the nationwide shortages
- Reduced student mobility by 5%

Key Challenges this year:

- Student Discipline
- Low Fund Balance

Plan to Address the Challenges:

- Staffing updates and new training for de-escalation and crisis planning
- Fundraisers and board action committees for corporate donors



Academic Performance

Progress on Osprey Wilds Contractual Goals

FY20 is the baseline data year for the new contract, which is in effect for FY21-24. Due to the pandemic, schools are not accountable for all academic data for FY21 or FY22.

AFSA is reporting on data that is available in an effort to remain transparent.

Indicator 1: Mission Related Goals

Goal: Over the period of the contract, students at AFSA will demonstrate proficiency in leadership and awareness of careers in science and agriculture.

Measures:

1.1 In aggregate, from FY20-FY24, students 7-12 will earn an average score of at least 72.0% on their science fair projects as measured by the Science Fair rubric.

1.3: From FY20-FY24, the aggregate percentage of students who attend AFSA for all four grades of high school and earn the AFSA Honors Diploma will be at least 75.0%

1.4: From FY21-FY24, the aggregate percentage of students grades K-6 that participate in experiential learning opportunities representing the 5 areas of Agriculture (Environmental, Food, Plant, Engineering, and Animal Sciences) each year will be at least 90%.

1.5: From FY21-FY24, the aggregate percentage of students grades K-6 that learn about at least 1 Agriculture-related career each year through classroom activities, career day speakers, or Innovation Studio studies is at least 90%.

1.6: From FY20-FY24, at least 1 student or team in grades 7-12 will qualify for National Science Fair competition

1.7: From FY21-FY24, the aggregate percentage of students 7-12 grades that complete a supervised agricultural experience (SAE) will be 80%.

WBWF Goal Areas Addressed by this Goal:

Career and College Ready [CCR]: All students are career- and college-ready before graduating from high school.

Graduate from High School [GRAD]: All students graduate from high school.

Key Measures & Results for this Goal:

Measure	2023 Result	Goal	Current Standing
1.1 Science Fair average scores	77.4%	72%	Meeting
1.3 Honors Diplomas	40%	75%	Not meeting
1.4 Participate in Ag Experiential learning	100%	90%	Exceeding
1.5 Ag-Related Career Exploration	100%	90%	Exceeding
1.6 Qualifying for National Competition	5	1	Exceeding
1.7 SAE Project completion	87%	80%	Meeting

Indicator 2: English Language Learners: No Goal

Indicator 3: Reading Growth

Goal: Over the period of the contract, AFSA students will demonstrate growth in reading as measured by state assessments and nationally normed assessments.

Measures:

3.1: From FY21 through FY24, the aggregate percentage of below grade level 3-12 grade students (as identified by the fall STAR administration) who demonstrate average or high growth from fall to spring on the STAR Reading assessment, will be at least 60%.



3.2: From FY21 through FY24, the aggregate percentage of 3-12 grade students who demonstrate average or high growth from fall to winter on the STAR Reading assessment, will be at least 55%.

3.3: In aggregate, from FY21-FY24, the overall percentage of students whose achievement level on the statewide assessments for reading (as measured by North Star Academic Progress) improved on statewide assessments is equal to or greater than the state percentage.

WBWF Goal Areas Addressed by this Goal:

Achievement Gap Closure [AGC]: All racial and economic achievement gaps between students are closed.

Career and College Ready [CCR]: All students are career- and college-ready before graduating from high school.

Key Measures & Results for this Goal:

Measure	2023 Result	Goal	Current Standing
3.1 STAR Growth for below grade level learners %	61%	60%	Meeting
3.2 STAR Growth for all students %	63%	55%	Meeting
3.3 Improvement on MCA scores vs State Average	21.5%	18%	Meeting



Indicator 4: Math Growth

Goal: Over the period of the contract, AFSA students will demonstrate growth in math as measured by state assessments and nationally normed assessments.

Measures:

4.1: From FY21 through FY24, the aggregate percentage of below grade level 3-12 grade students (as identified by the fall STAR administration) who demonstrate average or high growth from fall to spring on the STAR Math assessment, will be at least 60%.

4.2: From FY21 through FY24, the aggregate percentage of 3-12 grade students who demonstrate average or high growth from fall to winter on the STAR Math assessment, will be at least 55%.

WBWF Goal Areas Addressed by this Goal:

Achievement Gap Closure [AGC]: All racial and economic achievement gaps between students are closed.

Career and College Ready [CCR]: All students are career- and college-ready before graduating from high school.

Key Measures & Results for this Goal:

Measure	2023 Result	Goal	Current Standing
4.1 STAR Growth for students below grade level %	57%	60%	Approaching
4.2 STAR Growth for all students	62%	55%	Meeting



Indicator 5: Reading Proficiency

Goal: Over the period of the contract, AFSA students will demonstrate proficiency in reading as measured by state assessments.

Measures:

5.1 : In aggregate, from FY21-FY24, the aggregate percentage of students in K-2 that score "at or above benchmark" on the DIBELS Composite Score by the end of 2nd grade will be at least 80%.

5.2 [RG3] – In aggregate, from FY21-FY24, the school's proficiency index score for students in grade 3 will be equal to or greater than that of the state for the same grade.

5.3 [CCR] – In aggregate, from FY21-FY24, the school's aggregate proficiency index score is equal to or greater than that of the state for the same grades (3-8, 10).

5.4 [CCR] – In aggregate, from FY21-FY24 the school's proficiency index score is greater than the combined aggregate of the three primary resident districts (Roseville 623, St. Paul 625, and White Bear Lake 624) and for the same grades (3-8, 10).

5.6 [AGC] – In aggregate, from FY21-FY24 the school's FRP subgroup's proficiency index score is greater than the combined aggregate of the three primary resident districts (Roseville 623, St. Paul 625, and White Bear Lake 624) and for the same grades (3-8, 10).

5.7 [AGC] – In aggregate, from FY21-FY24 the school's Special Education subgroup's proficiency index score is equal to or greater than that of the state for the same subgroup and the same grades (3-8, 10).

5.8 [AGC] – In aggregate, from FY21-FY24 the school's Special Education subgroup's proficiency index score is greater than the combined aggregate of the three primary resident districts (Roseville 623, St. Paul 625, and White Bear Lake 624) and for the same grades (3-8, 10).

WBWF Goal Areas Addressed by this Goal:

Achievement Gap Closure [AGC]: All racial and economic achievement gaps between students are closed.

Career and College Ready [CCR]: All students are career- and college-ready before graduating from high school.

Read Well by Third Grade [RG3]: All students will read well by third grade.

Key Measures & Results for this Goal:

Measure	2023 Result	Goal	Current Standing
5.1 DIBELs score above benchmark by end of grade 2	84%	80%	Meeting
5.2 Grade 3 Proficiency Index score vs. State average	.62	.56	Meeting
5.3 All Grades Proficiency index vs. State average	.49	.61	Not Meeting
5.4 All grades Proficiency Index vs. 3 other districts	.49	.48	Meeting
5.6 FRP Proficiency Index vs 3 other districts	.36	.36	Meeting
5.7 SpEd Proficiency Index vs. SpEd State average	.30	.34	Approaching
5.8 SpEd Proficiency Index vs 3 other districts	.30	.30	Meeting

Indicator 6 : Math Proficiency

Goal: Over the period of the contract, AFSA students will demonstrate proficiency in math as measured by state assessments.

Measures:

6.1 [CCR] – In aggregate, from FY21-FY24, the school's proficiency index score is equal to or greater than that of the state for the same grades (3-8, 11).

6.2 [CCR] – In aggregate, from FY21-FY24 the school's proficiency index score is greater than the combined aggregate of the three primary resident districts (Roseville 623, St. Paul 625, and White Bear Lake 624) and for the same grades (3-8, 11).

6.4 [AGC] – In aggregate, from FY21-FY24 the school's FRP subgroup's proficiency index score is greater than the combined aggregate of the three primary resident districts (Roseville 623, St. Paul 625, and White Bear Lake 624) and for the same grades (3-8, 11).

6.5 [AGC] – In aggregate, from FY21-FY24 the school's Special Education subgroup's proficiency index score is equal to or greater than that of the state for the same subgroup and the same grades (5-8, 11).

6.6 [AGC] – In aggregate, from FY21-FY24 the school's Special Education subgroup's proficiency index score is greater than the combined aggregate of the three primary resident districts (Roseville 623, St. Paul 625, and White Bear Lake 624) and for the same grades (3-8, 11).



WBWF Goal Areas Addressed by this Goal:

Achievement Gap Closure [AGC]: All racial and economic achievement gaps between students are closed.

Career and College Ready [CCR]: All students are career- and college-ready before graduating from high school.

Key Measures & Results for this Goal:

Measure	2023 Result	Goal	Current Standing
6.1 All grades Proficiency Index score vs. State average	.39	.61	Not Meeting
6.2 All grades Proficiency Index vs. 3 other districts	.39	.43	Approaching
6.4 FRP Proficiency Index vs 3 other districts	.31	.28	Meeting
6.5 SpEd Proficiency Index vs. SpEd State average	.18	.33	Not Meeting
6.6 SpEd Proficiency Index vs 3 other districts	.18	.28	Not Meeting



Indicator 7: Science Proficiency

Goal: Over the period of the contract, AFSA students will demonstrate proficiency in science as measured by state assessments.

Measures:

7.1 [CCR] –In aggregate, from FY21-FY24 the school's proficiency index score is equal to or greater than that of the state for the same grades (5, 8, HS).

7.2 [CCR] – In aggregate, from FY21-FY24 the school's proficiency index score is greater than the combined aggregate of the three primary resident districts (Roseville 623, St. Paul 625, and White Bear Lake 624) and for the same grades (5, 8, HS).

WBWF Goal Areas Addressed by this goal:

Career and College Ready [CCR]: All students are career- and college-ready before graduating from high school.

Key Measures & Results for this Goal:

Measure	2023 Result	Goal	Current Standing
7.1 Science Proficiency vs. Statewide average	.38	.53	Not Meeting
7.2 Science Proficiency vs. 3 local districts	.38	.40	Approaching

Indicator 8: Proficiency or Growth in Other Curricular Areas or Educational Programs

Goal: Over the period of the contract, students enrolled at AFSA will demonstrate readiness for kindergarten as measured by early childhood screening completion rates.

Measure: In aggregate, from FY20-FY24, the percentage of students who complete early childhood screening will be at least 90%.

WBWF Goal Areas Addressed by this Goal: Kindergarten Readiness

Key Measures for this Goal:

Measure	2023 Result	Goal	Current Standing
8.1 EC Screening complete %	100%	90%	Exceeding



Indicator 9: Post Secondary Readiness

Goal: Over the period of the contract, AFSA students will be prepared for post secondary success.
Measures:

9.1: From FY20-FY24, the aggregate graduation rate for students who attend AFSA for four years (grades 9-12) will be at least 95.0%. Students with IEPs who enter transition programs will be counted as graduating students for the purposes of this measure

9.4: From FY20 to FY24, the aggregate percentage of graduating students (not including students who continue in a transition program) achieving an assessment score on the ACT, ACCUPLACER, or ASVAB that would place them at college or career ready or needing no more than one semester of remediation will be at least 70.0%.

WBWF Goal Areas Addressed by this Goal:

Graduate from High School [GRAD]: All students graduate from high school.

Career and College Ready [CCR]: All students are career- and college-ready before graduating from high school.



Key Measures & Results for this Goal:

Measure	20223 Result	Goal	Current Standing
9.1 Students who attend AFSA 4 or more years Grad Rate	100%	95%	Exceeding
9.4 College and Career Ready Graduates	44%	70%	Not Meeting

Indicator 10: Attendance

Goal: Over the period of the contract, AFSA students will attend the school at high rates.

Measure:

10.1: From FY21-24, the average of the school's annual attendance rates will be at least 90.0%.

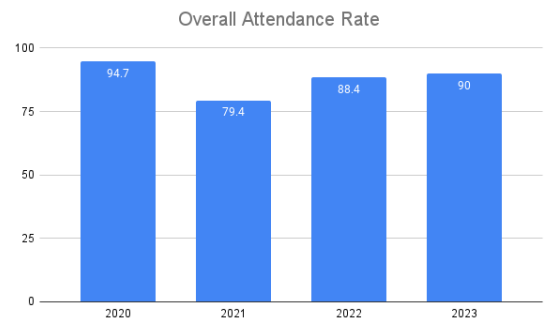
WBWF Goal Areas Addressed by this Goal:

Graduate from High School [GRAD]: All students graduate from high school.

Key Measures & Results for this Goal:

2022-23 K-12 Attendance rate was 90%

Current Standing: Meeting



NorthStar /WBWF Data

Ensuring all Students Graduate:

- AFSA's Administrative team works closely with students to ensure that all graduation requirements are on track. Students are referred for Summer School or alternative programming as needed.
- AFSA's Assessment Coordinator ensures that all students have met the state requirements in assessments for graduation.
- AFSA is currently listed at a 93.1% graduation rate with MDE

College/Career Readiness:

- 39 college credits earned by graduating class of 2023
- CCR activities completed by high school students during advisory class

8th grade Math Achievement:

- 17.4% of AFSA 8th graders scored proficient on the Math MCA in 2023. Pandemic learning loss and student mobility were identified as root causes for the low achievement rate.

Ensuring Equitable Teaching Staff

- AFSA has a comparable rate of experienced staff to high-poverty districts in the state of Minnesota. AFSA is not identified as either "high poverty" or "low poverty."
- AFSA's classes are taught by correctly licensed educators in over 90% of classes.



AFSA has a lower than average percentage of teachers with advanced degrees.

*Note: This data has not been updated since 2018 on MDE's Report Card.

AFSA's students all have the same teachers, regardless of the students' ethnicity or socio-economic status. Students are placed into classes based on academic ability and grade level. AFSA's school board has developed an Equity Committee, which is working with the Admin team to ensure recruitment of diverse staff to reflect the diversity of our students.

High Quality Charter School Status:

AFSA was designated as "High Quality" in 2020.

ESSA Identification

AFSA was identified for support in 2018.

Educational Effectiveness: Assessment & Evaluation

AFSA evaluates curriculum in conjunction with teacher evaluations each year. Teachers are observed during lessons numerous times each year to provide multiple data points on curriculum and instruction effectiveness. The teacher evaluation system used includes measuring teachers on the Kim Marshall Rubric and assessment data. Rubric includes sections on Planning and Preparation, Classroom Management, Delivery of Instruction, Monitoring, Assessment and Follow up, Family and Community Outreach and Professional Responsibilities.

Teachers and discipline area committees create curriculum maps for every class taught. Curriculum maps are reviewed annually for alignment to standards and cross-curricular collaboration. Every class also has a syllabus that includes the state standards for that course. The syllabi are also reviewed annually and provided to all parents at the beginning of each class.

To ensure our highly qualified teachers are integrating high-quality instruction, rigorous curriculum, technology, and collaborating as professionals, AFSA hosts annual workshop days to meet professional development requirements. Professional development requirements of teachers each summer include 40 hours of professional development in instruction related subjects including differentiation, using data, technology integration, reading strategies, mental health and behavior. Teachers are also members of curriculum and school culture committees, including a curriculum review team.

Current Licensed Staff Demographics

	3+ Years Experience	Working in licensed area	Advanced Degree	Non-white Ethnicity
Teachers	57%	96%	20.5%	7%
Admin	100%	n/a	67%	0%

To evaluate student achievement with academic standards, AFSA has a multi-faceted approach. One avenue of review is through our Q-Comp program. Our Q-Comp goals currently align with numeracy strategies and interventions. Teachers met twice per month during the school year to discuss strategies and progress towards goals. Teachers were observed three times throughout the year by a leader teacher. During those observations, teacher leaders were looking for a variety of things including: planning of the lesson, classroom routines, lesson goals, connections to prior knowledge, differentiation, and student self-assessment. In addition, teacher leaders were looking for numeracy strategies and if they had a connection to student data. In the post observation conference, leader teachers would discuss and coach teachers regarding the effectiveness of these areas observed.

Students are also monitored for achievement with academic standards and growth through our RTI system, and working with teachers on skill deficits as needed. All students are assessed through state testing; in 2018-19, students were assessed through ACT and MCA testing. No MCA testing was completed in 2019-20 due to the closures and pandemic, so AFSA is relying on more formative, classroom, and district data from that year. Data was analyzed as it became available to determine areas of need for our students. Students are also assessed through STAR assessments to determine levels of achievement and growth. This system allows teachers to view data that specifically targets skill-related achievement or deficiency and gives suggestions on how to incorporate this information into daily curriculum. Additionally, this year teachers were required to filter data on students' progress on standards and provide documentation that this data was used to inform instruction. This provided oversight on the school's dedication to individualizing instruction.



Data from all sources is compiled through the student information system and disaggregated by ethnicity, special education status, support services status, socio-economic status, years attending AFSA, and home district. Administrators review disaggregated data to identify weaknesses in the program, look for students who aren't progressing as expected, and take that into account when observing instructional strategies for coaching, professional development, or resource needs in classrooms.

For the 2020-21 school year, AFSA identified needs in the areas of Math proficiency and equity based on MCA results and STAR testing data from the 2020-21 school year. While MCA data was not used for accountability purposes, AFSA had data for most students and STAR data for all new students. Due to the wide variety of backgrounds of students; in aspects of past educational experiences, socio-economic factors, and the personal identity variations always present with pre-teen and teenage adolescents, AFSA must respond in multiple ways to support students. Through the RTI program, all students are supported by our 4 tiered approach.

Tier Zero: AFSA will provide the following interventions for all students at all times:

- Extra time to complete work when requested by the student
- Preferential Seating in the classroom
- Research –based instructional practices will be utilized in every classroom
- All students will have access to the Social Worker and Guidance Counselor
- After-school tutoring available
- Placement testing to determine an instructional baseline for all students

Tier 1: Interventions for all students may include:

- Provide a quiet workspace when requested
- Regular check-ins with staff member
- Alternate response options for assignments
- Peer-tutoring or mentoring
- Participation in Social Skills groups

Tier 2: Students not making adequate progress in a subject area with Tier Zero and Tier 1 interventions will receive additional pull-out small group instruction in the area. This may include:

- Small group tutoring with an instructor
- Small group Social /Emotional Skills
- Small group Organization Training
- Regular parent contact/updates

Tier 3: Students who continue to struggle after attempting at least 3 different interventions will be referred to Special Education or to the 504 Coordinators for an Evaluation.

Q-Comp Annual Report

AFSA's licensed teachers and counselors participate in Minnesota Departments of Educations Q-Comp program. The purpose of the program is to improve student learning. AFSA's program does this by offering participants a variety of ways to grow professionally while also working towards additional pay. Program areas include participation in a PLC group and group goal, classroom observations, an individual goal, and a site goal.

This past school year each participant was assigned to one of four PLC groups based. Each group met and did a book study. In addition, each group wrote and worked toward a student achievement goal. All four groups met their group goals.

Participants' individual goals varied from increasing different academic skills in the classroom to increasing student motivation and work completion rates. This year 87.5% of participants achieved their individual



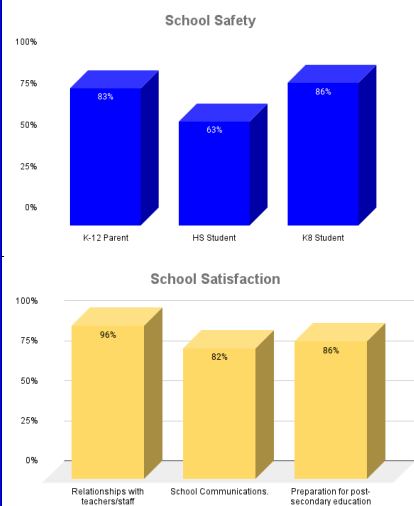
goals.

Both buildings' site goals were related to the MCA math testing. Because official scores have not yet been released by MDE, we are not yet aware if these goals were met.

We have received feedback from participants, and overall they were satisfied with the professional development they received from our program this year. We look forward to another great year next year.

Student & Parent Satisfaction

After the initial expansion, AFSA continues to enroll students in all grade levels to meet our enrollment goals, which creates the need for community building and safety support.



Parent Survey Data

AFSA annual survey results were collected at the end of the 2022-23 school year. Students and parents were asked to complete surveys and provide feedback on several school initiatives and programs. As AFSA expands, the staff want to ensure that a quality education remains our focus. Questions this year focused on student safety, relationships with staff, communications, and post-secondary readiness.

The results show that High School students have a lower feeling of safety than their parents or K-8 students, and the school has identified safety as the priority area this upcoming year. Last year, as shown on the charts, communication satisfaction and post-secondary readiness satisfaction both improved.



Environmental Education

The mission of AFSA's authorizer, Osprey Wilds, is to instill a connection and commitment to the environment in people of all communities through experiential learning. Osprey Wilds defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth. The overarching goal of environmental education is an environmentally literate citizenry. The test of environmental literacy is the capacity of an individual to work individually and collectively toward sustaining a healthy natural environment. This requires sufficient awareness, knowledge, skills, and attitudes in order to create a healthy planet where all people live in balance with the Earth.

AFSA has always been a strong supporter of environmental education. It is a natural fit with the mission of the school to provide a scientific and agricultural education. At AFSA, Environmental Literacy is woven into every content area and is a strong emphasis of the overall program. Environmental education is key in developing our future leaders as they will be making important decisions on natural resource usage. All students demonstrate knowledge of Environmental Literacy throughout their educational career at AFSA through community service, coursework, public presentations, and science fair competitions. Science Fair is an example where most students demonstrate commitment to Environmental Literacy individually; students are eligible to work in pairs as well. AFSA plans to maintain the rigorous and effective Environmental Literacy program we have. It has thus far proven effective for all students who complete more than 1 year of coursework at AFSA (assessed through informal measures and science fair scores.) Every curriculum discipline area incorporates Environmental Ed at least once during the year. Projects, units, reading material choices, field trips, community service opportunities, and extra-curricular options are all developed with Environmental Education in mind.

For 2022-23 AFSA completed the following activities :

- Arboretum field trips
- Biodiversidad unit in Spanish class
- Biology Nature Sit Spots journaling



- Chicken Hatching and study in 2nd grade
- Classroom pet care—Animal husbandry awareness
- Climate Change studies
- Current Event Studies
- Farm field trips for K-2
- Farm & Community Service day
- Fair Trade lessons for grade 3-7 students
- Fish & Wildlife CDE group
- Human Impact on Environment unit in Science –grades 5 –7
- Naturalist Movement in Literature
- Natural Resources Studies
- Nature Center field trips
- Outdoor Mindfulness activities
- Recycling activities
- Science Fair—17% of Science Fair projects were in Environmental Ed Category
- UMN Ag department field trips

AFSA's annual Environmental Literacy plan is updated annually to ensure successful progress in developing Environmental Literacy skills with our students. Below is an outline of this year's goals and activities:

Environmental Ed Goal	Activities
Goal: Students and staff at AFSA K - 12 have the awareness, or are increasing their awareness, of the relationship between the environment and human life.	<ul style="list-style-type: none"> • Biology Sit Spots • K-4 students reflection on outdoor activities
Students and staff at AFSA K - 12 have the knowledge, or are increasing their knowledge, of human and natural systems and processes.	<ul style="list-style-type: none"> • 10% of Science fair projects will be in the Environmental Ed category • Environmental Chemistry students in grades 10 - 12 will conduct a water lab that explores the chemicals in a variety of water samples.
Students and faculty at AFSA K - 12 have an attitude, or are increasing their attitude of, appreciation and concern for the environment.	<ul style="list-style-type: none"> • Students in grades 5-8 will reflect on their attitude towards the environment through nature journaling. • Students in 11 - 12th grade in World History will explore the effects of European expansion on peoples around the world.
Students and faculty at AFSA K - 12 have or are increasing their problem solving and critical thinking skills as it relates to the environment and human life.	<ul style="list-style-type: none"> • Twelfth grade Geography students will identify reasons for climate change by reviewing scientific geographic data. • AFSA students in grades 7 - 12 will participate in the State FFA Fish and Wildlife Career Development Event (CDE).
Students and staff at AFSA K - 12 demonstrate the capacity, or are increasing their capacity, to work individually and collectively toward sustaining a healthy natural environment.	<ul style="list-style-type: none"> • Students in grades 3-8 will participate in lessons regarding Fair trade and Organic agriculture • 10 - 12th grade Sustainable Agriculture students will participate in a class Hypoxia Hearing. • Students in Kindergarten will participate in lessons about pollinators.



AFSA School Board 2023-24

AFSA High School
100 Vadnais Blvd
Vadnais Heights, MN 55127
Phone: 651-209-3910
Fax: 651-209-3911
Website: www.afsahighschool.com
Next Election: June 1, 2022
9 Voting Members

<p>Dr. David Smith Community Representative University of Minnesota Board Vice Chair 651-483-4234 dsmith@afsahighschool.com elected: 6/1/2021 seated: 7/1/2021 expires: 6/30/2024</p>	<p>Ms. Jenny Cook Parent Representative 612-232-8098 jcook@afsahighschool.com appointed 9/26/2023 seated: 10/24/2023 expires: 6/30/2024</p>	<p>Mr. Brady Jones Teacher Representative Board Treasurer 651-209-3910 bjones@afsahighschool.com appointed: 3/29/2022 seated: 3/29/2022 expires: 6/30/2024</p>
<p>Ms. Julie Cox Community Representative General Mills 612-963-9354 jcox@afsahighschool.com elected 6/1/2022 seated: 7/01/2022 expires: 6/30/2025</p>	<p>Mr. Scott Stene Parent Representative 218-349-5022 sstene@afsahighschool.com appointed 9/26/2023 seated: 10/24/2023 expires: 6/30/2025</p>	<p>Mr. Jack Roessler Teacher Representative 651-209-3910 jroessler@afsahighschool.com appointed 9/26/2023 seated: 10/24/2023 expires: 6/30/2025</p>
<p>Ms. Kate Plaisance Community Representative Board Chair 651-338-5214 kplaisance@afsahighschool.com elected: 5/31/2023 seated: 7/1/2023 expires: 6/30/2026</p>	<p>Ms. Leslie Scherer Parent Representative 608-797-3978 lscherer@afsahighschool.com elected: 5/31/2023 seated: 7/1/2023 expires: 6/30/2026</p>	<p>Ms. Kerry Schulte Teacher Representative 612-260-2662 kschulte@afsahighschool.com elected: 5/31/2020 seated: 7/1/2023 expires: 6/30/2026</p>
<p>Ms. Becky Meyer Executive Director/Superintendent Ex-Officio, non-voting member AFSA High School 100 East Vadnais Blvd Vadnais Heights, MN 55127 651-209-3910 bmeyer@afsahighschool.com</p>	<p>Mr. Erik Bruner-Wiltse Business Manager Ex-Officio, non-voting member AFSA High School 100 East Vadnais Blvd Vadnais Heights, MN 55127 651-209-3914 ebrunerwiltse@afsahighschool.com</p>	<p>All board members can receive mail regarding board matters at 100 Vadnais Blvd, Vadnais Heights, MN 55128. Please put any mail to the attention of the board member you wish to receive your information.</p>



Governance & Management

Board of Directors

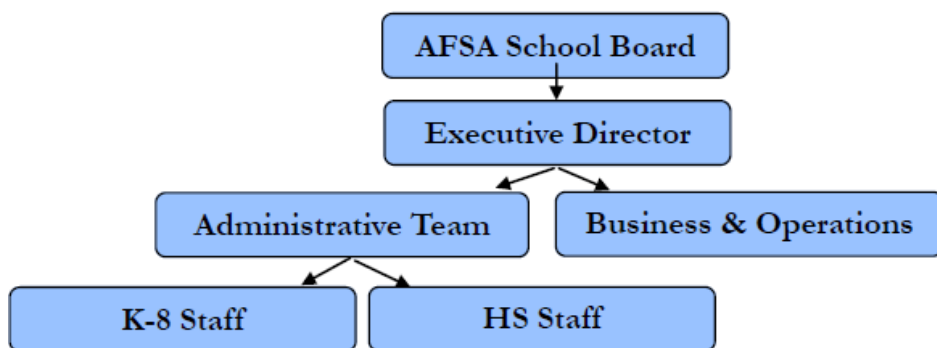
The AFSA School Board meets monthly during the calendar year. The Board is comprised of 9 voting members: 3 community members, 3 parents and 3 teachers. The AFSA Board meetings are conducted with Robert's Rules of Order and comply with Minnesota Open Meeting Law. Board members and Osprey Wilds are sent meeting materials approximately one week prior to a meeting. After a board meeting, all meeting minutes are posted on the AFSA website as a record of note. The AFSA School Board reviews the school's policies, financials statements and operational data

Annual Training – FY21-22			
Board Member Name	Date of Training	Training Title or Topic	Presenter or Trainer
Jodi Stumpner	8/2/2022	Open Meeting Law	Osprey Wilds (OW)
Jodi Stumpner, Brady Jones, Katie Crowley, Dave Smith, Kate Plaisance, Julie Cox	9/24/2022	Family Education Rights and Privacy Act (1974) & May 2022 MN Student Privacy Act	Erik Bruner-Wiltse
Jodi Stumpner, Brady Jones, Katie Crowley, Dave Smith, Kate Plaisance, Julie Cox	9/24/2022	Open Meeting Law	Becky Meyer
Jodi Stumpner, Brady Jones, Katie Crowley, Dave Smith, Kate Plaisance, Julie Cox	9/24/2022	Finance & Budgeting	Becky Meyer
Julie Cox	8/15/2022	DEI topic - Allyship Journey / Empathy	Kahlilah Lyons
Gerard Cramer	8/30/2022	Civil Rights Training	University of MN Extension
Katie Crowley, Dave Smith, Melissa Degidio, Jodi Stumpner, Jessica Goodwin	12/13/2022	Google Documents Training	Eric Bruner-Wiltse
Kate Plaisance	2/7/2023	Charter School Contract	Osprey Wilds
Kate Plaisance	2/7/2023	Board Roles & Responsibilities	Osprey Wilds
Kate Plaisance	2/7/2023	Financial Management Part 1	Osprey Wilds
Jessica Goodwin	2/28/2023	Open Meeting Law	Osprey Wilds
Jessica Goodwin	2/28/2023	Charter School Contract	Osprey Wilds

Initial Training				
Board Member Name	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
Board Member Name	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
Katie Crowley	7/1/2020	8/4/2020	8/4/2020	8/11/2020, 8/12/2020
Jodi Stumpner	7/1/2022	8/2/2022 OW	8/2/2022 OW	8/2/2022 OW
Julie Cox	11/17/2020	3/10/2021 MACS	10/2021 MACS 1/22/2022 MACS	10/14/2021 MACS
David Smith	7/1/2010	8/4/2020	8/4/2020	8/12/10 St. Thomas
Jessica Goodwin	10/25/2022	2/28/2023 OW	2/28/2023 OW	2/28/2023 OW
Kate Plaisance	7/1/2020	8/4/2020	8/4/2020	6/24/2020 MACS
Gerard Cramer	7/1/17	1/27/2018 MACS	1/28/2018 MACS	10/30/2017 MACS
Melissa Degidio	8/24/2021	8/8/2022 Charter Source	8/8/2022 Charter Source	9/20/2021 MACS
Brady Jones	3/29/2022	5/11/2022 Charter Source	5/12/2022 Charter Source	5/13/2022 Charter Source 5/23/2022 MACS

Management

2022-23 Management Structure



AFSA Administrative Team:

Starting in 2019, AFSA's Administrative structure changed to include equal administrative positions at each site. The Executive Director oversees all administrative staff, plus department managers for the Business, Operations, and Maintenance departments. Each site has a Student Success Director, responsible for student discipline, classroom management support, and crisis planning. Each site also has an Academic Director, responsible for assessment, curriculum, and staff development. The sites share the Student Support Director, who is responsible for Special Education services. The administrative team filled the open High School Academic Director position in June of 2022, who will serve as the Assistant Director and train in for Succession Planning.



Administrative Team 2023-24

Becky Meyer	Executive Director	Licensed Superintendent and Principal	Oversee Assistant director, business & operations, Manage finances & HR
Erik Bruner -Wiltse	Assistant Director	Licensed Principal	Oversee Elementary director, High School teachers & staff
Liz Burkwald	Elementary Academic Director	Academic & Behavior Strategist license	Oversee Elementary teachers & staff

Non-Licensed Administrator Professional Development Plans

Name	Job Title	Goal	PD Plan
Liz Burkwald	Elementary Academic Director	To Improve Leadership skills in coaching and feedback, promote positive school culture, and support the expansion through curriculum and instructional initiatives.	LAAC Committee (MDE) - Quarterly meetings Charter Leader Support network monthly meetings Culturally Responsive School Leadership series



Staffing

AFSA's approach to staffing involves seeking candidates that have a strong interest in Agriculture, Environmental Education, and experiential learning. Through a committee-run interview process, candidates are questioned on their values and are evaluated for positions based on qualifications, licensure, and the interview questions. Teachers are recruited through several tools and preference is given to teachers based on licensure, degree level, and experience to ensure that our students have the best access to the best teachers possible. For many positions, candidates submit an additional portfolio or evidence of their commitment to our mission for additional evidence and evaluation purposes. Candidates with background experience in mission-related fields (Agriculture, Environmental Ed) are given priority in the interview process.

Staffing at AFSA is determined by enrollment and individual student needs. AFSA has a higher than average population of students receiving Special Education Services, which can require additional staffing. Educational assistants are hired as support staffing for that purpose. By supporting students individual needs, hiring highly-qualified candidates, and setting high expectations for staff in the hiring process, the Hiring Committee is directly supporting the School's mission, thereby also directly supporting student achievement. AFSA's commitment to sustaining the RTI program is seen in the staffing process with teachers hired to coordinate RTI, tutor students, and evaluate student data in an ongoing progress monitoring system.

Licensed Staff:

Last Name	First Name	File Folder #	License Area	Teaching Assignment	Returning?
Bald	Kate	443066	Mathematics	Mathematics	Returning
Bode	John	1010552	Short Call Substitute	Substitute/ EA	Returning
Burkwald	Liz	470157	Academic & Behavior Strategist	K-6 Academic Director	Returning
Colligan	Brylee	1012370	Elem Ed, ABS	Special Education	Not Returning
Crowley	Katie	476424	Ag. WBL	AgriScience	Not Returning
Degidio	Melissa	1027863	Elem Ed	Elementary Agriculture	New 2023
Delmont	Dominic	506730	ABS	Special Education	Returning
Egleston	Molly	508526	Elem Ed, EBD	Special Education	Not returning
Enoksen	Brianna	493853	Instrument and Classroom Music	Music	Returning
Erickson	Casey	504375	Autism Spectrum Disorders	Special Education	Not Returning
Farler	Melissa	1005753	Life Science, Science 5-8	Science	Returning
Ferraro	Jessica	464177	SLD, EBD	Student Services Director	Not Returning
Forbort	Amber	1028737	Spanish	Spanish	New 2023
Formica	Madalaine	1020425	Academic & Behavior Strategist	Special Education	Returning
Garcia	Greta	1003486	K-12 Spanish	Spanish	Not Returning
Garcia	Chris	484451	ABS	Special Ed	Not Returning
Groves	Karlie	1002367	EBD	Special Ed	Not Returning
Hankwitz	Kristin	503301	ABS	Reading Specialist	New 2023



Last Name	First Name	File Folder #	License Area	Teaching Assignment	Returning?
Heide	Jordyn	506174	Elem Ed, ESL	Elementary teacher	New 2023
Heider	Hannah	487697	Elementary Ed	Elementary teacher	Not Returning
Hoard	Joshua	1000768	Health, PE, DAPE	Elementary PE & DAPE	Returning
Hollis	Kelly	476803	Elem Ed	Elementary Special Ed	New 2023
Jones	Brady	476020	Chemistry	Science	Returning
Kienitz	Jeremy	476413	Communication Arts/ Literature	English Language Arts	Not Returning
Kramer	Parker	1027093	Social Studies	HS Social Studies & Special Education	New 2023
Lange	Steven	472503	Emotional Behavior Disorders, Learning Disabilities	Special Education	Returning
Leiding	Haely	1001405	Ag & WBL	Agriculture	Not Returning
Lewis	Kelly	479300	Learning Disabilities	HS Special Education	New 2023
Ligman	Patt	268435	Communication Arts/ Literature, Vocational Agriculture	Language Arts	Returning
Lozano	Sarah	516518	K-12 School Counselor	K8 School Counselor	Not Returning
McCann	Shannon	496019	Early Childhood Education	Kindergarten	Not Returning
McDonald	Judy		ABS	HS Special Education	New 2023
Melling	Michael	430688	Elementary Ed, Communication Arts/Literature	Elementary teacher	Returning
Moeller	Ryan	1013718	Social Studies	Social Studies	Returning
Moua	Touyer	508213	Communication Arts/ Literature	English Language Arts	Not Returning
Muellner	Sarah	1018913	Elementary Education	5th and 6th grade	Not Returning
Murray	Jennifer	511543	Communication Arts/ Literature	English Language Arts	New 2023
Nelson	Laura	388578	Social Studies	Social Studies	Returning
Olson	Mandy	441223	Mathematics	Mathematics	Returning
Penner	Luke	1018914	Mathematics	HS Mathematics	Returning
Pool	Shelbi	493147	K-6 Elementary Ed	Elementary Student Success Director	Not Returning
Prokopowicz	Mark	505881	School Counselor	HS School Counselor	Returning
Richter	Mitchell	1003822	5-8 Science	Science	Returning
Ritz	Nicholas	506885	Elem Ed	Elementary teacher	New 2023
Roessler	Jack	1027961	Ag & WBL	Agriculture	New 2023
Schulte	Kerry	399594	Early Childhood Education	Elementary	Returning
Smith	Andrew	1008222	Theatre	Theatre	Returning
Stumpner	Jodi	473448	Elementary Education	Science & Agriculture Specialist	Not Returning
Tan	Rasha	1013849	Mathematics	Mathematics	Returning
Vanyo	Luba	313103	SLD, EBD, Elem Ed	HS Student Success Director	Not Returning



Last Name	First Name	File Folder #	License Area	Teaching Assignment	Returning?
Veldhuizen	Cami	1003489	K-6 Elementary Ed	Elementary teacher	Returning
Venne	Alexis	1005052	Elem Ed, EC	Elementary teacher	Not Returning
Vorwald	Amanda	495344	Visual Arts	Art, PE, Health	Returning
Wakefield	Sam	460481	Health & PE	HS Dean of Students	New 2023
Walstrom	Owen	1011855	Mathematics	Mathematics	Returning
White	Michael	340461	Classroom & Vocal Music	Elementary Dean of Students	New 2023
Wyatt	Laura	1004010	Ag & WBL	Agriculture	New 2023
Youngberg	Danielle	1014774	Elem Ed	Elementary teacher	New 2023
Zurn	Amanda	1020108	Elem Ed	Elementary teacher	New 2023

Teacher Turnover Ratio:

Turnover for the past five years is shown in the table below. In AFSA's first year as a K-12 program, the turnover percentage was low. Since then, there was a pandemic, which had an effect on teacher rates, as well as a teacher shortage causing schools to incentivize leaving current positions for other districts. The teacher turnover going into this fall has been the highest on record for AFSA, with additional turnover happening even after the year started and vacancies still posted for special education and Elementary classrooms.

Year	2019-20	2020-21	2021-22	2022-23	2023-24
Teacher turnover percentage	12%	21%	15%	17.5%	43%

2022-23 Teacher Professional Development Activities:

- New Staff Orientation
- Q-Comp - Assessment informed instruction
- Interventions & Accommodations
- Mental Health Supports
- Vertical Curriculum Alignment
- LETRS
- Standards-Based grading
- Positive Behavior Reinforcements
- Schoology training
- Circle talks
- Disability-specific trainings
- Test Security training
- Test Monitor training
- Authentic Assessments
- Microaggressions
- Equity & Inclusion
- Trauma-informed education
- Love & Logic training
- Communications

Non-Licensed Staff:

Last	First	Assignment	Returning?
Barbour	Kristina	Office Manager	Returning
Blais	Rachael	EA	Not Returning
Brandt	Robin	EA	Returning
Bruton	Sandra	Food Service	Returning
Crawford	Amanda	Van Driver	Returning
Day	Anna	Bus Driver	Returning
Devaney	Stephanie	EA	Returning
Devaney	Trina	EA	Not Returning
Eschenbach-	Meghan	EA	New 2023
Ferrazzo	Dan	Bus Driver	Returning
Forliti	Stephanie	Marketing & Communications	Returning
Gruber	Wil	EA	New 2023
Hamilton	Janelle	Office	Returning
Harrison	Sarah	Food Service	New 2023
Hollenkamp	Jon	Bus Driver	Returning
Jensen	Griffin	Behavior Interventionist	Not Returning
Kaufenberg	Lynne	Food Service	Returning
Lacerda	Bruna	EA	Not Returning
Lane	Lori	Business Assistant	Returning
Leggett	Don	Bus Driver	Returning
Lentsch	Anna	Sped Clerical & EA	Returning
Lloyd	Bill	Operations Manager	Returning
Luger	Sandra	EA	Returning
Montano	Jesus	Custodian	New 2023
Nelson	David	Bus Driver	Returning
Ray	Rodney	Bus Driver	Returning
Reid	Carrie	Special Ed Clerical	Not Returning
Rodriguez	Nelson	Custodian & Bus Driver	Returning
Rosenbloom	Jessica	EA	Returning
Seeger	Elizabeth	Health Assistant	Returning
Seeger	Roger	Bus Driver	Returning
Sorenson	Emily	EA	New 2023
Svien	Jen	Behavior Assistant	New 2023
Vasquez	Jake	EA	Returning
Wolf	Hailey	EA	New 2023
Young	Lili	EA	Not Returning



Operational Performance

Compliance

AFSA has received commendation from Osprey Wilds for our timeliness and compliance accuracy with all Minnesota Department of Education and Federal and State regulations. The breadth and scope of these reports ensure the health, safety, education level and general well-being of the school and students. The school finances are audited each year by an independent company and submitted to MDE, the State Auditor's Office, and Osprey Wilds by December 31st each year. The following is a sample list of some of the compliance requirements AFSA has met in 2022-23.

AFSA pays all federal and state taxes, pensions, and insurances as required. Accounting and payroll are managed by Skyward, a MDE compliant and compatible software. All tax reporting is completed as required by federal and state law on Form 990. The school uses state compliant and compatible PowerSchool to manage student reporting.

All policies, board meeting minutes and other due process reports are clearly posted on the school website at www.afsahighschool.com as required by statutory and authorizer expectations.

Health and Safety

AFSA employs a part-time school nurse who is responsible for fulfilling state immunization reports, daily student medication dispensing, student health plans, as well as vision and hearing tests. The school nurse also coordinates evaluations, as needed, for the special education department.

The school has a comprehensive emergency plan with two off-site evacuation locations should they be needed. Staff members receive extensive training each fall on safe evacuation methods. Plans and maps are prominently displayed in each room with the appropriate route(s) to safety from each individual location in the building.

All AFSA food service staff have attended ServSafe® certification training and follow federal and state regulatory safety laws as required.

Transportation

AFSA leases 9 school buses for transportation routes. The school also owns three 10-passenger vans, a cargo van, and a minivan for additional daily transportation and deliveries. Each school vehicle undergoes regular maintenance and testing to ensure the safety of our students. All bus drivers are appropriately licensed and certified; drivers are trained in and follow federal, state and local school bus safety regulations.

Facility and Grounds

Both buildings meet or exceed all Building and Content Insurance as required per state statute. Constructed in 2004-2005, our beautiful High School building and grounds, are nestled overlooking Lake Vadnais and provide an ideal location to meet our mission. The 44,000 square foot building is an aesthetically pleasing physical structure which naturally blends into the surrounding environment. Adjacent to the main school building is a greenhouse which is used for educational purposes. A clean fire inspection was completed in August 2019. The building is inspected every 3 years. In 2019, AFSA opened the doors of a newly remodeled 30,000 square foot facility for the K-8 program in Little Canada, just a few minutes' drive from the High School campus. A clean fire inspection, sprinkler inspection, and all code compliances were confirmed prior to opening the facility to staff and students for the 2019-20 school year.

Food Service Program

AFSA High School has a full-service kitchen on-site. All meals are cooked fresh daily at the High School, and K-8 School lunches are delivered hot to the K-8 school. A typical mid-day meal consists of a main entrée, side dish and salad bar option. By substituting whole grains and low fat items into the menu, the AFSA kitchen team is constantly working to provide healthy options for school meals. The breakfast program has increased from 80 students per day to over 100 per day. For FY24, meals are free to families regardless of income through state legislation.



Due Process

AFSA has a comprehensive student/parent handbook which is distributed to each student in the fall. The handbook outlines students' rights and disciplinary procedures. The handbook may be found on the school website along with other policies and practices followed by AFSA. All AFSA School Board Members and staff are trained on Data Privacy each year before they engage with students. Special Education Services utilizes a Five-Phase, School-Wide Support Model that consists of

1. Early identification
2. Intervention planning and implementation
3. Referral for special education consideration
4. Special education evaluation
5. Eligibility determination

In order to meet the needs of students who require more involved and intensive services, AFSA partners with resident school districts, other agencies or districts, and each family to identify appropriate programs and place students in them.

The admissions process was developed and adopted by the school board. A lottery is held each February and waitlists are maintained to fill any opening that may occur thereafter. Each prospective family is offered a tour and a shadow day at AFSA and guided through the enrollment process with the enrollment coordinator. These rigorous procedures assist to maintain our student retention and engagement. Student suspension incident data is shown below for the previous 4 years. In FY21, incidents dropped dramatically due to distance learning. Since then, the incidents significantly increased in the middle school grades. For FY24, staffing changes were made to attempt to change this trend.

Number of Incidents				
	FY20	FY21	FY22	FY23
K-8	28	4	28	51
High School	25	1	55	32
Total	53	5	83	83

Parent Engagement

AFSA maintains an open line of communication with parents. Teachers and administration are easily accessible to parents by email or phone. Parents are invited to attend our Annual Picnic and Orientation, Parent-Teacher Conferences, Community nights, Numeracy and Literacy nights, Potato Hug, Carnival, and to join the Parent Involvement committee. In May 2022, parents started the process of organizing a parent-teacher organization to support the K-8 school. Parents are welcome to attend any School Board Meeting. The FFA Alumni is also a parent-run group that engages parents in extracurricular fund-raising and community events like Farmer's Markets and Vadnais Heritage Days.

Community Engagement

Farm and Community Service Day is held twice a year for all AFSA students in grades 7-12 and staff members. Local farms and organizations are selected by the service coordinator for students to perform a full day of community service. By completing projects for local organizations, such as Vadnais Heights Parks, the City of Roseville and local farms like Youth Farm and the Pine Tree Apple Orchard students are exposed to the value and reward of community service. The school is actively engaged in the Adopt-A-Highway program with the Department of Transportation. AFSA FFA Alumni hosts the Potato Hug each fall, which showcases Supervised Agricultural Experiences for students during this community event. In addition, AFSA hosts a plant sale each spring to raise funds for the greenhouse, maintains 4 giving garden beds, assists with the Land O Lakes Giving Garden, and AFSA also provides volunteers during several community events in the Northeast Metro area, including the Farmer's Markets, Movie in the Park, Heritage Days, parades, and MarketFest. Younger AFSA students participate in community service throughout the year as well, helping support local community charities.

Employment

The AFSA hiring process is a multi-faceted procedure. The process begins with the identification of



staffing needs. If a position is a new position, a job description and qualifications document must be developed. This is followed by advertisement in the appropriate market for qualified candidates. Candidates are vetted on resume compatibility, writing samples, work performance demonstrations and face-to-face interviews. Interviews are conducted with more than one existing staff member. Candidates then go through background verification and reference verification. Upon offer and acceptance, prospective employees meet with administration and are presented with a staff handbook and an orientation session.

Every employee is subject annually to an appropriate evaluation process. Throughout the year PLC's are continually evaluating each other and offering mentorship and goals within their groups.

Background Checks

All AFSA staff members, board members, and volunteers who will be working with students are subject to background check verification.

Finances

For questions regarding school finances and for complete financials for 2022-2023, contact:

Name: Becky Meyer

Position: Executive Director

Phone: 651-209-3910

Email: bmeyer@afsak12.com

A combination of internal staff and Bergen KDV provides AFSA accounting services.

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the MN Department of Education and Osprey Wilds Environmental Learning Center no later than December 31, 2023.

FY23 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	7,418,253.00	283,104	6,757
Total Expenditures	7,300,441.00	260,721	6,669
Net Income	117,812.00	22,383	88
Total Fund Balance	254,855.50	103,666.75	794.15

Overview:

AFSA's FY23 Audit was conducted after the fiscal year ended on June 30, 2023. The numbers below are preliminary. The final audit is not yet available. At June 30, 2023, the School's General Fund reported a fund balance of \$337,632, an increase of \$118,598 from prior year's fund balance of \$219,034.

Revenues:

Total general fund (Fund 1) revenue for FY23 was \$7,393,569. The primary source of the school's revenues are received from state general education, lease aid, and state special education. The food service fund (Fund 2) revenue for FY23 was \$282,476. About two-thirds of this is from AFSA's participation in the Federal Hot Lunch program, the remainder from family payments for full pay lunches. The community service fund (Fund 4) FY22 revenue was \$6,757. This is funding for early childhood screenings.

Expenses:

Total general fund expenditures for FY23 was \$7,305,176. Primary expenditures were salary, benefits and facilities costs. Total food service fund expenditures for FY23 was \$260,721. Primary expenditures were food purchases and salary/benefits. The community service fund expenditures for FY23 was \$6,669. Primary expenditures were salary and benefits.



Net Surplus or Deficit and Fund Balance:

The school had an increase in the fund balance to \$337,632 or 4.4%. Administrative structure and salaries is being revised to use funds more effectively to continue to improve the fund balance.

WBWF Funding:

AFSA allocated 100% of the Title I, II, and IV funding to staffing 2 intervention teacher positions to support the school's initiatives to improve academic outcomes and close achievement gaps.

Future Plans

- Increase enrollment overall towards the sustainable goal of 600 students
- Increase equitable teaching practices
- Maintain a positive fund balance and increase by 2% annually





Thank you!



Individuals:

James Bona
Amanda Crawford
Melissa Degidio
Lisa Farley
Stephanie Forliti
Todd Goodwin
Emily Hoffman
Tristan Kabanuk
Jeanelle Kummer
Becky Meyer
Ron Olson
Nnamdi Osaji
Faith Richert
Linda Scherer
Laurie Sherman
Anquanette Turner
Amy Whitlock

Businesses:

AFSA FFA Alumni
Amazon Smile
Box Tops for Education
Charities Aid Foundation
Coca Cola Gives
General Mills Foundation
Kemps Foundation
Land O'Lakes
MN FFA Foundation
Urban's Farm



Thank you for providing scholarship opportunities exclusive to AFSA:

Vadnais Heights Community Partnership
Cargill, Incorporated
General Mills Foundation

Special thanks to:

Ron Olson for his continued support of AFSA!
The AFSA FFA Alumni & AFSA Booster Club for making AFSA's experience even more enriching!
The Amazing AFSA Staff for being true leaders for our student community!