

Central Lakes Adventure School



PUBLIC CHARTER SCHOOL DISTRICT # 4080
12763 County Road 1, Pillager, MN 56473
<https://centrallakesadventureschool.org/>

SCHOOL YEAR 2022-23

WORLD'S BEST WORKFORCE & ANNUAL REPORT

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1. School Information

Contact Information

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<https://centrallakesadventureschool.org>

GRADES SERVED: 7-12

YEAR OPENED: 2001

Mission and Vision

Vision: Our students will become success oriented, contributing citizens, who are stewards of the environment and lifelong learners.

Mission: Central Lakes Adventure School will educate by building relationships with students, families, and community, and provide opportunities to develop career readiness skills through experiential approaches to curriculum and instruction

Note: Central Lakes Adventure School was formerly known as Pillager Area Charter School. The new name went into effect for the 2022-23 school year.

Authorizer Information

The authorizer of Central Lakes Adventure School (CLAS) is Osprey Wilds Environmental Learning Center. This relationship began in 2011. The environmental education focus of their mission and vision aligned very much with our own mission and vision. As an authorizer, OWELC provides leadership and advice while allowing CLAS to maintain its unique, innovative approaches to education. The 2021-22 school year was to be the third year of Central Lakes Adventure School's three-year contract with the authorizer, but after the pandemic year of 2020-21 the contract was extended a year. The new contract ran through June 2023; CLAS application to renew the contract for another term was submitted in September 2022, and the contract was renewed for another three-year term.

The authorizing mission of OWELC 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 OWELC 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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2. Implementation of Primary and Additional Statutory Purposes

The Primary Purpose of Central Lakes Adventure School is to improve all pupil learning and all student achievement.

To improve pupil learning and student achievement, CLAS assesses its students for learning and growth through multiple academic measures, career and college readiness tools, as well as on social-emotional skills and strength assessments. Students participate in formal testing through the state of MN's required MCA-III tests and also on NWEA Measures of Academic Progress (MAP) assessments three times yearly.

Advisory groups provide students with a place to plan their schedules, set goals, track progress, and build community. Assessment data from tests, project completion, and learning software is shared with staff with the intent of improving instruction and to find out how to best address that student's learning goals. Formative and summative evaluations are given by classroom teachers. As a very small school, CLAS addresses the needs of students on an individual level with close involvement across subject areas.

The additional purposes of Central Lakes Adventure School are to: *Increase learning opportunities for all pupils*; and *Encourage the use of different and innovative teaching methods*.

Increase learning opportunities for all pupils. While elements of the CLAS program may be present in other schools, there is no other district-operated or charter school in the Central Lakes area that is centered around experiential education. By making CLAS' experiential learning program available to all and by implementing yearlong opportunities, CLAS is significantly increasing the opportunities available to 7-12 grade youth in Pillager and surrounding areas.

Opportunities come in the form of activities and adventures to keep kids interested in learning and engaged in school. Students at CLAS have numerous opportunities not available to other students in the Central Lakes Area. The opportunities are due to the flexibility of programming, size of the program, and willingness of staff to participate in creative field studies. It takes committed staff to spend long periods of time away from family and up all night with teenagers.

CLAS implemented Headrush software during 2022-23, as a platform to manage student projects. This is a program several other Minnesota charter high schools using project-based learning are utilizing. The aim at CLAS is to use this as a tool to support more independent, student-led projects. The school has been providing four core classes during the mornings but is working toward providing pull-out times for math and reading instruction, and embedding science and social studies learning into the student projects.

Encourage the use of different and innovative teaching methods. Teachers are elevated in their role to be “facilitators of learning” and are assisted by trained paraprofessionals, technology specialists, clerks, students, and volunteers. Teachers are hired with or taught the skills they need to guide students through expeditions or “learning adventures.” Teachers agree to assume four fundamental roles: facilitating powerful learning experiences, advising students, participating in continuous professional growth and working to promote school improvement. CLAS also incorporates project-based learning as a way to address core learning standards in the student’s full learning experience.

3. Student Enrollment & Demographics

STUDENT ENROLLMENT

Central Lakes Adventure School’s (CLAS) enrollment cap is set at 55 students. Average daily membership hovers around 40 students. Regular attendance continues to be a challenge for students at CLAS. Enrollment has been stable, but somewhat lower than during the past several years. Although it is understood that there is a statewide student enrollment issue, CLAS continues to promote learning innovation in this community in an effort to reach un-enrolled students in the community. CLAS enrollment continues to reflect approximately 30% of students on an IEP.

Number of Students, CLAS 2019-2023					
	2019-20	2020-21	2021-22	2022-23	2023-24 (mid-Oct.)
7 th -8 th Grades	0	4	3	10	8
9th Grade	6	4	5	6	6
10th Grade	14	6	13	15	5
11th Grade	10	10	9	15	10
12th Grade	24	21	16	12	13

Number of Students, CLAS 2019-2023					
Total	54	45	46	58	42
Total ADM (Average Daily Membership)	37.33	44.65	41.69	36.78	40.50

STUDENT DEMOGRAPHICS

Demographic Trends	2019-20	2020-21	2021-22	2022-23
Total Enrollment	54	45	46	58
Special Education	18	19	23	28
Free/Reduced Priced Lunch	28	25	39	86.8%
Black, not of Hispanic Origin	0	0	1	1
Hispanic/Latino	1	5	5	2
Asian/Pacific Islander	0	0	0	0
American Indian	0	2	2	2
White, not of Hispanic Origin	33	36	35	50
Two or More Races	0	2	3	3

4. Student Attendance, Attrition & Mobility

STUDENT ATTENDANCE

Staff have put a focus on regular attendance and implemented new strategies which are designed to help at-risk students attend school regularly. The school's mobility indices and student retention numbers show that CLAS has a highly mobile student population.

Students frequently attend school for several weeks, drop out to work or due to a family crisis and return several weeks later. In response to this, school staff have begun holding 'check in days' every 5-6 weeks, at the end of each session, to let students know their progress towards graduation and the effect their attendance has on this progress. By state law schools are required to drop students who have not attended for fifteen consecutive days. This results in sporadic attendance records for some of CLAS'

students.

Student attendance rates for the past three years were as shown in the table below.

	2019-20	2020-21	2021-22	2022-23
Overall Student Attendance Rate	74.5%	65.7%	66.0%	67.8%

STUDENT ATTRITION

The percentage of students who remained enrolled for 95% or more of the school year has averaged 38% over the last three years. CLAS students come and go throughout the school year due to family issues, work needs, and personal challenges. The six session calendar structure and project based curriculum is conducive to students who have dropped out to then return to pick up where they left off, as they do not miss quarters or semesters of classroom instruction. This is both a benefit to and a challenge for our students.

Percentage of students who were continuously enrolled between October 1 of the 2022-23 school year and October 1 of the 2023-24 school year.	<u>46%</u>
Percentage of students (excluding graduating seniors) who continued enrollment in the school from Spring 2022 to October 1, 2023.	<u>86%</u>
Percentage of students who were enrolled for 95% or more of the 2022-23 school year.	<u>36%</u>

Analysis of student enrollment data for the past two years shows:

- Of 46 students enrolled 10/1/2021 and eligible to return for the next school year, a total of 26 were enrolled 9/30/22; only 21 or 46% remained continuously enrolled between 10/1/2021 and 10/1/2022 (five were un-enrolled after 10/1/21, for part of the 2021-22 school year)
- Of 35 students enrolled at the end of 2021-22 and eligible to re-enroll, 30 or 86% did return and were enrolled as of 9/30/22 (two others returned later in the school year)
- Of the 58 students who were enrolled for any part of the 2022-23 school year, 21 or 36% were enrolled at least 95% of the year, i.e. at least 155 of the total 163 days.

5. Educational Approach & Curriculum

Central Lakes Adventure School believes in the Guiding Principles of Experiential Learning, Environment Focus, and Relationships. Our program boasts hands-on, experiential learning through: Project, Field Experiences, Restorative Circle, and Service Learning. We want students to grow to be stewards of the

environment, and value the impact of the footprint they leave on Mother Earth. We also grow learners to value and understand the practice of being a lifelong learner.

We think it is paramount to spend less time in the classroom sitting, and more time immersing ourselves in the “doing” of learning and experiencing the world around us firsthand.

- **Experiential Learning**- CLAS believes we learn by doing and is focused on providing an educational setting where natural learning through inquiry and burning questions drives the student’s natural intrinsic desire to learn and answer those questions. This practice of inquiry and discovery teaches the student skills in becoming a lifelong learner that connects real experiences to specific subject areas of learning.
- **Environmental Focus**- Through hands-on, active learning opportunities, students will be challenged to strive towards environmental literacy to make informed decisions about how individual choices affect the environment and the community around them. Immersive practice in the interaction between natural and social systems grows students who understand the importance of stewardship in their environment and information and tools to seek a more sustainable lifestyle.
- **Relationships**- CLAS believes that relationships are important to student success and that ALL students are important and valued. Our program prides itself on meeting students and their families at their level of need. Relationships are evident in the form of both interpersonal interactions, as well as interactions with nature and the environment we live in. Therefore, we have high expectations of trust, decency, fairness, tolerance and care of people, places and our planet. Each person is expected to evaluate how their actions affect the world around them.

The CLAS curriculum is developed to prepare graduates for careers and college. This includes academic and life skills needed to enter apprenticeship programs, technical or community colleges, or 4-year institutions. We utilize three curriculum structures. Students are exposed to content through subject area courses, Field Studies, and Collaborative Project-Based Learning.

Typically, Central Lakes Adventure School runs the subject area classes in the morning and utilizes the project-based approach in the afternoons. The core subject area classes are aligned with state standards and often involve a theme to be shared across subject areas. The theme studies run through six sessions and culminate with a field study. There are also field studies built within each theme.

Remediation, credit recovery, and enrichments are facilitated through one-on-one student guidance.

Almost half of CLAS students receive special education services, the fraction reaching 50% as of October 1 of the past two school years. The school’s small learning environment is well-suited for students with disabilities, and hands-on projects can be customized. CLAS contracts with Paul Bunyan Educational Co-op for special education director services, supporting Jennifer Crimmins, the lead Special Education teacher. The school operates using an inclusion model. The special education staff provides support in classrooms as well as some one-on-one support in the resource room.

The school has a staff of licensed teachers, some of whom teach on variances, and a support staff who are all supportive of the school mission.

Students are required to meet the following requirements in each educational area to graduate:

- English 8 Credits
- Math 6 Credits
- Electives 11 Credits
- Art 2 Credits
- Physical Education 2 Credits
- School to Work 1 Credit
- Service Learning 2 Credits
- Social Studies 7 Credits
- Science 6 Credits

Total Credits Required: 46 Credits

The daily schedule is provided as *Attachment 1* to this report. The 2022-23 yearly schedule is *Attachment 2*.

Summer School

Summer school at CLAS allows students who are behind in credits to participate in recovering specific credits needed towards graduation through independent projects created with assistance from their advisors. Students also assist with summer maintenance projects at school, prepare for post-secondary testing, or make up specific coursework from core classes with staff assistance. Summer school was offered in the summer of 2023.

6. Innovative Practices & Implementation

CLAS operates a Project Based Learning curriculum. Students participate in core classes in the morning and then spend the afternoon working on a project. During the morning classes, teacher-lead projects are imitated. Classes offered in the morning focus on core instruction areas: Math, Science, English, Social Studies; while also including Current Events/ Issues, Citizenship, and Environmental Education. These core classes are aligned to state standards and center on a theme to be shared across subject areas. In the afternoon, there is a choice of an elective, and then the following hour, Advisory, is spent on a weekly rotating schedule of Credit Calculation, Sacred Circle, and Service Learning. Advisory is the homeroom part of our program. These advisories are used to set up, and then check in on progress in individual learning plans. In advisory we also work on project development, character traits, as well as career readiness and college preparedness.

The remaining part of the afternoon is spent in independent projects relating to the Session theme at the time. Theme studies run six times a year and culminate with one big adventure. There are mini

adventures and field studies built within each theme as well. Student projects are planned, designed, then presented to teaching staff for feedback and to determine where they meet standards. Afternoon projects focus on the practical application of skills, group projects, and career or vocational studies. CLAS is equipped with a wood and tool shop, welding studio, hoop house and pond which allows for the development of trade skills.

Due to CLAS' small staff size (5 teachers and one support staff), classes are cross-disciplinary and developed collaboratively by the teaching staff. For example – Social Studies, Current Events, and Science all require a high level of reading and English skills. CLAS staff often combine these subjects in lesson planning. Math, Science, and current events also tend to overlap a great deal. Small teaching staff and class size allow the school to creatively teach and be reactive to what is happening in our community and the world.

Central Lakes Adventure School also purposefully incorporates experiential learning into the curriculum as indicated in our mission statement. Field studies are planned out in advance in order to connect with classes and projects being conducted at school which are also connected to an overall 6-week Session theme. We typically have one off site field experience per week with a 2-3 day trip culminating each Session theme. These field experiences provide career exploration opportunities and exciting real-world learning. In order to assess for understanding following each field experience, students complete a field study exit ticket. The same format is adapted slightly for each experience. Students are expected to recognize math, science, language arts, and social studies concepts and skills used by people in each field. They also identify potential environmental impacts of what they are immersed in, and job skills needed to be successful in that particular field. The field study process truly helps complete a comprehensive learning experience for each themed unit at CLAS.

Online programs are used to supplement the program also. The online platforms of ALEKS for math and Reading Plus aid supplementally.

2022-23 Service Learning Activities at Central Lakes Adventure School

Students are held to a high expectation of stewardship for their community and the environment. We have some consistent locations that we go to weekly, however, we also seek other opportunities to broaden our horizons and experiences. At the end of each school year, students are expected to have provided at least 600 hours of service relating to the environment, and the other hours of service end up averaging around 1,200 hours throughout the school year. Students track their activities, locations, and time spent to create a comprehensive portfolio that can be used for job and college applications.

Central Lakes Adventure School Service Learning Activities, 2022-23		
Adopt A Highway	highway clean up	Fall and Spring
Brainerd Jaycees Ice Fishing Extravaganza	set up the large tents and trash cans	Annually

Central Lakes Adventure School Service Learning Activities, 2022-23		
Sertoma Christmas Lights at the Northland Arboretum	check light bulbs in each display, load trailers with displays	Annually
Taste of Cuyuna	set up for this event	Annually
Confidence Learning Center	Many things: bundle firewood, clean cabins, take docks in and put them out, maintain the petting zoo, help with their annual fundraising garage sale. Anything else they need.	Every Thursday afternoon a group of students rotates going to "Camp"
Pillager Assisted Living Center	Playing UNO with residents	Every Thursday afternoon a group of students rotates.
Campus beautification	This year's big project was re-doing the plastic on the hoop house, and fixing the aerator in the pond.	Sometimes parts of this fit into projects, other times it's done within the weekly Thursday afternoon rotations.
Camp Shamineau	Assisted with groundskeeping and loading things for the dump. Then students get to enjoy the amenities of the camp for the afternoon	Annually

FY23 CLAS Themed Units and Field Studies

- Semester One-Preservation/Conservation
 - Session 1 - Outdoors: Boundary Waters Canoe Area
 - Session 2-Energy: Energy Corridor in North Dakota
 - Session 3-Industry: Trip combined with Session 4
- Semester Two-Identity
 - Session 4-Careers: Wisconsin Dells
 - Session 5-Diversity: Trip Combined with Session 6
 - Session 6-Community
- End of Year Culminating Trip
 - South East Minnesota:
 - Wabasha - National Eagle Center
 - Winona - Bluffview Montessori School

- Rochester - Mayo Clinic, Rochester Community & Technical College
 - Lock & Dam #5, Sugarloaf hiking trail, Carley State Park, Whitewater State Park, climb up to Elba Fire Tower, Quarry Hill Nature Park
- Trip Reflections:
 - In every trip, there is a planned tour of a University, College, or Technical College. The goal is to show a variety of programs that are available post-secondary. A new initiative is to include a visit to a charter school as well. It's important to have students know the purpose of charter schools, and understand the variety of innovations happening in charter schools across the state.
 - We will be trying to fundraise more next year to help defray the cost of these activities. Lodging and meals have gotten more expensive, and we need to get creative in some of these areas to save money.
 - This past year End of Session trips were combined in some cases because of the high cost and lower interest of students.

Challenges

- Recruitment & Retention
 - It has been difficult to increase enrollment in the program despite efforts to increase our presence in the local area. We have done TV spots, radio shows, advertised our Open Houses, and booths at the Home Show and Crow Wing County Fair.
- Engagement
 - Attendance has fluctuated in this program more than in traditional settings, but CLAS has also felt the effects of the statewide (nationwide?) school attendance rates.
 - Upper classmen, especially those who drive themselves, get into an unhealthy routine of coming to school very late (9:30-10:00) and then leaving before 2:00. Advisors continue to have individual conversations with these students of the correlation and impact on credit earning relating to their attendance.
- Losing our Bookkeeper of 20+ years. Bianca Wyffels has been a cornerstone of this school since its first iteration, PEAKS, back in 2001. Her devotion to this school and its program, and wealth of knowledge in charter school finance is something that has been very difficult to replace and will never fully. She has been very gracious and patient in transitioning out and training in new staff.
- The non-renewal of two staff at the end of the year. Losing Language Arts and Social Studies is going to make things busier and, in some cases, very complicated in the upcoming school year. Financially it is not responsible to keep these two teachers on staff. Enrollment projections are not drastically different for the upcoming school year, and with the expiration of ESSER monies, there is not money to fund salaries. Staff remaining will have their salaries frozen starting 2023-2024
- Expiration of the ESSER grant monies. This will hit our program hard, and creativity in funding our adventures and projects will be a goal for the next school year.

Successes

- Programming Changes starting 2023-2024
 - Discussion and planning of new & revised project based learning and academics structure for the upcoming school year, and some soft trials throughout the current school year were very well received by staff and most students, especially the upper classmen.
- Technology
 - Purchase of Headrush as the platform to collaborate on projects, assign learning targets, and build a more streamlined back room of student data is exciting for teaching staff and office administration.
- Perseverance
 - The staff at our school are truly dedicated to the program we provide and the students we have.
- Field Experiences and Service Learning
 - We always have such a great time finding new places to explore, and people in our community to help. We found some new places to volunteer and participated in some really great End Of Session trips.

7. Academic Performance: Goals & Benchmarks

Indicator 1: Mission Related Outcomes

Goal: Over the period of the contract, students at Central Lakes Adventure School (CLAS) will demonstrate stronger building blocks of healthy development.

WBWF Goal Areas Addressed by this Goal: CCR, GRAD

Key Measures & Results for this Goal: *Provide data and an analysis of the school's performance on this goal, addressing key measures.*

- 1.1 From FY21 to FY23, the average percentage of students who indicate “very or often” or “extremely or almost always” on questions 25, 30, 36, 49, and 50* of the Search Institute Developmental Asset Survey will be 70%.

The table below shows CLAS student survey results from 2022-23.

Developmental Assets Profile Items	Very or Often & Extremely or Almost Always

25. I feel safe at school.	63%
30. I am helping to make my school, neighborhood, or city a better place.	83%
36. I am given useful roles and responsibilities.	63%
49. I have a school that cares about kids and encourages them.	87%
50. I have teachers who urge me to develop and achieve.	63%

Average percentage of “Very or Often,” and “Extremely or Almost Always,” - 67.1%

1.2 From 2021 to 2023, the aggregate percentage of continuing, non-graduating students who are enrolled in the spring, re-enroll in the subsequent academic year, and remain enrolled through at least October of that year will be at least 75%.

FY23: Meets target with 86% re-enrollment: Of 35 students enrolled at the end of 2021-22 and eligible to re-enroll, 30 or 86% did return and were enrolled as of 9/30/22

Indicator 2: English Language Learners

Central Lakes Adventure School does not have a contractual goal in this indicator area as it does not serve a significant population of English learners.

Indicator 3: Reading Growth

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

WBWF Goal Areas Addressed by this Goal: CCR

Key Measures & Results for this Goal: *Provide data and an analysis of the school's performance on this goal, addressing key measures.*

3.1 From FY21 to FY23, the school will earn 75.0% of possible growth index points* on the NWEA-MAP Reading Growth assessment.

FY21: Of the 29 students who completed the NWEA-MAP Reading Growth assessment, 22.5 met expectations, equaling 78.0% possible growth index points. This **Meets Target**

FY22: Of the 39 students who completed the NWEA-MAP Reading Growth assessment, 33.15 met expectations, equaling 85.0% possible growth index points. This **Meets Target**

FY23: Of the 34 students who completed the NWEA-MAP Reading Growth assessment, 26.5 met expectations, equaling 76.5% possible growth index points. This **Meets Target**

*See Implementation Guide on: nwea.org/normative-data-rit-scores for details on grade level norm data

Indicator 4: Math Growth

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

WBWF Goal Areas Addressed by this Goal: CCR

Key Measures & Results for this Goal: *Provide data and an analysis of the school's performance on this goal, addressing key measures.*

4.1 From FY21 to FY23, the school will earn 75.0% of possible growth index points* on the NWEA-MAP Math Growth assessment.

FY21: Of the 22 students who completed the NWEA-MAP Math Growth assessment, 15.75 met expectations, equaling 72.0% possible growth index points. This **Approaches Target**

FY22: Analysis of MAP data from 2021-22 shows 54% of index points earned of the 37 students (Does not meet target). Note: 9 students within one point of a point increase. If all 9 made a one point jump, there would be an increase of 3.5 points. Needed 2 points to approach expectations.

FY23: Of the 31 students who completed the NWEA-MAP Math Growth assessment, 17 met expectations, equaling 55% possible growth index points. This **Does Not Meet Target**

Indicator 5: Reading Proficiency

Goal: Over the period of the contract, students at CLAS will demonstrate proficiency in reading as measured by state accountability tests.

WBWF Goal Areas Addressed by this Goal: CCR

Key Measures & Results for this Goal: *Provide data and an analysis of the school's performance on this goal, addressing key measures.*

5.1 From FY21 to FY23, the school's aggregate proficiency index score will be equal to or greater than that of the state for the same grades (grade 10) OR it will increase by at least 10.0 points from the baseline proficiency index score (baseline score, 19.2, based on the previous contract period)

performance).

Note: MDE no longer provides aggregate proficiency index scores based on the Minnesota Comprehensive Assessments (MCA)

FY21: Due to the COVID-19 pandemic, there were no state accountability tests.

FY22: Sixteen CLAS students took the Reading MCA in the spring of 2022, of whom two tested at meeting expectations in Reading, 1 Partially Meeting.

FY23: Eleven CLAS students took the Reading MCA in the spring of 2023, of whom two tested at meeting expectations in Reading, 2 Partially Meeting.

Indicator 6: Math Proficiency

Goal: Over the period of the contract, students at CLAS will demonstrate proficiency in math as measured by state accountability tests.

WBWF Goal Areas Addressed by this Goal: CCR

Key Measures & Results for this Goal: *Provide data and an analysis of the school's performance on this goal, addressing key measures.*

6.1 From FY21 to FY23, the school's proficiency will be equal to or greater than that of the state for the same grades (grade 11) OR it will increase by at least 10.0 points from the baseline proficiency index score (baseline score, 18.8, based on the previous contract period performance).

FY21: Due to the COVID-19 pandemic, there were no state accountability tests.

FY22: Eleven CLAS students took the Mathematics MCA in the spring of 2022, of whom none tested at meeting expectations.

FY23: Thirteen CLAS students took the Mathematics MCA in the spring of 2023, of whom one tested at meeting expectations.

Indicator 7: Science Proficiency (and Growth)

Goal: Over the period of the contract, students at CLAS will demonstrate proficiency in science as measured by state accountability tests and growth in science as measured by nationally normed assessments.

WBWF Goal Areas Addressed by this Goal: CCR

Key Measures & Results for this Goal: *Provide data and an analysis of the school's performance on this goal, addressing key measures.*

Measure 7.1 From FY21 to FY23, the school's aggregate proficiency index score will be equal to or greater than that of the state for the same grades (High School) OR it will increase by at least 10.0 points from the baseline proficiency index score (baseline score – 25.0 – based on FY15-17 performance).

FY21: Due to the COVID-19 pandemic, there were no state accountability tests.

FY22: Of the 9 reported test scores in the MCA III Science, six were at Do Not Meet standards, and three Partially Meet.

FY23: Of the 17 reported test scores in the MCA III Science, one was at Meets standards, and two Partially Meet.

Measure 7.2 From FY21 to FY23, the school will earn at least 75% of possible growth index points on the NWEA MAP-Science.

FY21: Of the 32 students who completed the NWEA-MAP General Science assessment, 27.75 met expectations, equaling 87.0% possible growth index points. This **Meets Target**.

FY22: A total of 7 students took the NWEA-MAP General Science Assessment in both fall 2021 and spring 2022; these students earned 97% of possible growth index points. This **Exceeds Target**

FY23: Of the 31 students who completed the NWEA-MAP General Science assessment, 30.5 met expectations, equaling 82.7% possible growth index points. This **Exceeds Target**

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

Goal: The school does not have a contractual goal in this optional indicator area.

Indicator 9: Post Secondary Readiness

Goal: Over the period of the contract, students at CLAS will demonstrate readiness for postsecondary success.

WBWF Goal Areas Addressed by this Goal: CCR, GRAD

Key Measures & Results for this Goal: *Provide data and an analysis of the school's performance on this goal, addressing key measures.*

Measure 9.1 From FY20 to FY22, the aggregate 4-year, 5-year, 6-year, or 7-year graduation rate will be at least 67%

Grad rate	FY20	FY21	FY22
4-year	0%	CTSR	CTSR
5-year	8%	0%	CTSR
6-year	CTSR	13%	0%
7-year	28%	CTSR	14%

Data shown in the table above is from the MDE's Minnesota Report Card, as of October 2023. Note that in several instances this item yielded a "count too small to report" message in MN Report Card data. In all cases the numbers of students being counted are quite small – for instance, the FY20 four-year graduation rate is based on ten students identified as being in the class of 2020, of whom none graduated in 2020; six remained enrolled, one dropped out, and three were flagged as Unknown. Many students that enroll in CLAS are looking for credit recovery as an option. This means that newly enrolled students may be 1-2 years behind in credits, which affects the bottom line of graduation numbers. This can be seen more clearly in the 6-7 year graduation rates at our school.

Measure 9.2: From FY21 to FY23, the school will earn at least 75% of possible credit index points.

- FY21: 49% earned
- FY22: 58% earned
- FY23: 62% earned

This measure, unique to CLAS, is based on a weekly calculation of minutes spent engaged and/or producing schoolwork and minutes present at school documented by their advisors. Assignments are valued by minutes, so advisors can estimate the amount of time students spend engaged. CLAS runs for six Sessions each year, and credit index points are reported separately for each Session. Note that for 2023-24 CLAS is dropping the credit index points measure and will be tracking student work in projects through Headrush which provides for standards-based grading.

Measure 9.3 In FY22-23, the percentage of graduating students that complete their Life Plan Project with an assignment completion average of 2.0 or better based on project rubrics prior to graduation will be at least 80%.

- FY21: 100% met this goal (three graduating students)
- FY22: 100% met this goal (three graduating students)
- FY23: 88% met this goal.

CLAS students have their junior and seniors to complete their Life Plan Project, which is an extended effort involving career and overall life-planning, for after high school completion. The Life Plan Project is

mainly independent, with guidance from teachers/advisors.

Measure 9.4 From FY20-21, the aggregate percentage of graduating students who complete their Top 20 social emotional student training plan with an assignment completion average of 2.0 or above will be 70%.

Top 20 is a Social Emotional Learning curriculum that provides effective strategies and practices to develop potential, eliminate negativity, address challenges, and enhance the culture in schools, at home, and in the workplace. (<https://top20training.com/>) These lessons are part of the weekly afternoon Advisory period and the expectation is that students will complete the curriculum by the end of their graduating year.

- FY21: 100% met this goal (all three graduating students)
- FY22: 100% met this goal (three graduating students)
- FY23: 100% met this goal.

Measure 9.5: From FY21 to FY23, graduating students who qualify as career ready (ASVAB) or college ready (ACT), needing no more than one semester of remediation (Accuplacer) on one of these three assessments will be at least 50%.

- FY21: Achieved target in 2020-21 with two of three graduates completing one of the noted assessments: the three graduates took the ASVAB, and two placed as career ready
- FY22: Exceeded target with all three graduates completing the ASVAB, and placing as career ready
- FY23: Exceeded target with 87% of graduated placing as career ready

Indicator 10: Attendance

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

WBWF Goal Areas Addressed by this Goal: ACG

Key Measures & Results for this Goal: *Provide data and an analysis of the school's performance on this goal, addressing key measures.*

Measure 10.1 From FY21 to FY23, the average of the school's annual attendance rates will be at least 80%

- FY21: 65.7% Approaches Target
- FY22: 66.0% Approaches Target.
- FY23: 72.3% Approaches Target.

Measure 10.2 From FY20 to FY22, on average, 75% of students will have an attendance rate of at least

90%

- FY21: of 65 students who were enrolled for any part of the school year; eight attended 90% or more
- FY22: of 66 students; eight attended 90% or more
- FY23: of a total of 66 students, 10 attended of 90% or more

Federal and State Accountability

High Quality Charter School Status: Central Lakes Adventure School has not been given a high-quality charter school status by MDE.

ESSA Identification: CLAS has not been selected to receive comprehensive support or additional targeted support beginning in the FY20-21 school year.

8. Educational Effectiveness: Assessment & Evaluation

CLAS does not use a traditional grading system. Our program feels traditional grading systems have a negative impact on both struggling and high achieving students. We don't want students to develop self-fulfilling prophecies which poor grades can contribute to. We also don't want students to do school work for the sole purpose of being rewarded with a good grade. In the past, we have done our best to communicate the importance of learning as practice in becoming life-long learners and to increase intrinsic motivation in our students.

CLAS staff continues to use a common rubric on all class assignments and projects. Students now receive a 0, 1, 2, or 3, on all core class assignments.

3: The student has consistently shown a full understanding of the topic. (mastery level)

2: The student has shown basic understanding of the topic but requires brief intervention or more practice to achieve mastery level.

1: The student has attempted to learn the topic but has shown they do not have a basic understanding. Significant interventions are required along with additional practice to achieve mastery level OR the student has shown understanding of the topic but has not completed enough of the tasks to have mastery of the topic. (incomplete)

0: The student did not attempt the task or was absent.

This also shows students the direct correlation between attendance and credit earning. With credits calculated weekly, students can see their presence at school makes a difference in what they earn. We have been concentrating on getting students to attend more regularly which can be challenging with the population attending.

Central Lakes Adventure School uses MCA and NWEA-MAP for summative assessment data to track student achievement and growth. NWEA-MAP tests are given three times a year in reading, mathematics, and science. Additional summative assessments are administered in English classes to determine student progress in identifying the main idea, using context clues, author's purpose, and summarizing. In math, students are reassessed quarterly through ALEKS which is an individualized online math program used once a week in classes. The results of these measures are reported to Osprey Wilds in CLAS' annual reports.

Student progress towards graduation and the accomplishment of state learning targets is measured by each student's individual learning plan. These plans are developed with the student to identify areas of their education which need further development.

CLAS staff analyze available summative data including MCA, NWEA-MAP, Accuplacer, and curriculum based data to set goals for students. Once school starts, students are given the NWEA-MAP which further assists in developing individual goals for students and which also helps in grouping students for instruction. Students are given weekly curriculum-based assessments in both reading and math to provide continual feedback on student achievement and progress. CLAS Professional Learning Communities (PLC's) examine this data and strategize to help struggling students. Reports on student progress and on school-wide goals are produced and submitted to the Authorizer, and also used as appropriate in communications with parents.

Central Lakes Adventure School is well placed to look at student achievement data on an individual basis because of its very small school size. When looking at the information from our students, staff analyze data to identify overall strengths and weaknesses of our student population, looking at prior student records, socioeconomic and special education status, and the number of years a student has been in high school. This data is used to develop a personal learning plan to best support student learning. Sub-groups within our student demographics are extremely small, and it is not an effective way to look at data. In working with 40-45 students, it is more effective to look at the school as a whole, and then at individual students.

CLAS analyzes the strengths and weaknesses of instruction and curriculum by student engagement, student scores on each unit, overall student achievement data on NWEA-MAP and the MCA-II. Because of our high student mobility numbers, it is challenging to use the standardized testing data as a metric of evaluation. CLAS staff use the data from continuously enrolled students in tandem with students' classroom achievement data, also reviewing student and parent feedback on the program obtained via the student and parent satisfaction survey.

The CLAS system for evaluating the overall status of the school involves:

- Reviewing student attendance, attrition, return to school, and credits earned for the last three years
- Reviewing standardized test data and student proficiency/growth points on these tests for the last three years

- Staff retention and performance evaluations of staff for the last three years
- School leader retention and evaluations for the last three years
- Student satisfaction survey results from the last three years
- Parent satisfaction survey results from the last three years
- Administration of a SWOT survey to school staff and board members. Results of this survey would be analyzed and discussed.
- Review of the achievement made on the school's strategic plan.
- Review of MDE Audit data from Special Education, Food Service, and Title Program if available and applicable.
- Interview with school staff to assess their view of the school, its achievement, and overall status.
- Analysis of curriculum review data

As a single site, independent charter school District Central Lakes Adventure School does not need to analyze equitable dispensation of resources. CLAS is predominantly serving white students, typically with a handful of Hispanic / Latino students and a few who identify as multi-ethnic.

9. Student & Parent Satisfaction

Student and Parent Surveys are conducted using a five-point Likert scale with 1 representing Strongly Disagree and 5 representing Strongly Agree. The table below shows CLAS student survey results from 2022-23.

Item	Percent Agree / Strongly Agree
1. CLAS treats students with respect	77%
2. CLAS challenges me to do better	85%
3. CLAS has attempted to involve me in the community	100%
4. I am aware of my educational goals	85%
5. CLAS is preparing me for a career or college	85%
6. I am satisfied with how much my teacher communicates with me	92%
7. CLAS offers field experiences, projects, service learning, and hands on learning opportunities that interest me	85%
8. I have a close relationship with at least one adult at CLAS	69%

Item	Percent Agree / Strongly Agree
9. I feel safe at school	100%
10. I would recommend CLAS to other families	92%
11. Overall I am satisfied with my experience at CLAS	92%
12. I plan on returning to CLAS next year	85%

Parent Survey Results

Item	Percent Agree / Strongly Agree
1. Adults at CLAS treat students with respect	100%
2. Adults at CLAS challenges my student to do better	100%
3. CLAS has attempted to involve me in the student community	100%
4. I am aware of my child's educational goals	100%
5. CLAS is preparing my child for a career or college	100%
6. I am satisfied with how much my child's teacher communicates with me	100%
7. CLAS offers field experiences, projects, service learning, and hands on learning opportunities that interest my child	100%
8. My child has a close relationship with at least one adult at CLAS	100%
9. CLAS is a safe place for my child	100%
10. I would recommend CLAS to other families	100%
11. Overall I am satisfied with my child's experience at CLAS	100%
12. I plan on my child returning to CLAS next year	100%

Each question asked was 100% of the respondents either agreeing or strongly agreeing to the questions. It has been a consistent struggle to get parents to respond, and there were only 8 respondents. Again, part of this is because there are several sets of siblings here, but there will be some more creative efforts made to gain more parental response.

10. Environmental Education

The mission of Central Lakes Adventure School's authorizer, the Osprey Wilds Environmental Learning Center (OWELC), is to instill a connection and commitment to the environment in people of all communities through experiential learning. OWELC 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.

Central Lakes Adventure School continues to teach curriculum based on Minnesota state standards, using environmental education curriculum, concepts, and practices to deliver content to students. As such, CLAS continues to focus on delivering its practical, skills-based curriculum to students through experiential and hands-on learning experiences, designed to enhance student's awareness, knowledge, skills and advocacy for, with, and in local, regional and world-wide environmental issues.

Each session, students are given opportunities to participate in a number of field experiences related to the session theme. These field experiences are designed to connect student's learning to practical applications of their knowledge, as well as raise students' awareness of how each setting has an impact on the environment. Students complete exit tickets at the conclusion of each field experience where they reflect upon where they see the environment being impacted in either a positive or negative way, suggest possible solutions to the problem if negative and/or identify how they could incorporate the positive practices they see into their personal lives or implement them within their community

In addition to field experiences outside of the school building, CLAS is dedicated to incorporating knowledge of the environment into the curriculum within the classroom walls. Each session, student's complete teacher-guided projects related to the session theme. The majority of these projects are designed to incorporate applications of student learning toward environmental advocacy/sustainability. During the execution and subsequent completion of these projects, students are asked to identify and reflect upon the implications/effects that their project might have on the environment. This is evidenced

by students completing projects in: greenhouse management, food sustainability, phenology, fishing, energy/natural resources, and forestry, among many others.

Environmental literacy is also incorporated into each of CLAS' core classes (language arts, social studies, science, and math). Each session, teachers include lessons specifically related to how core concepts being taught are used in connection with the environment. Students complete "Current Event" lessons in each of the four core classes, examining current local, state, national, and worldwide events related to the content/session theme, and their impacts on the environment.

Additionally, CLAS is dedicated to enhancing students' appreciation for the environment by introducing them to recreational activities that they can participate in throughout their lifetime. Not only does this have an immediate impact on students' physical and social/emotional health, but it gives them the skills to continue interacting with the environment after their time at CLAS, as well as instilling an appreciation for the environment and a desire to advocate for the environment throughout their lifetime. We track students' appreciation for the environment through the use of a survey at the beginning, middle and end of the year, as well as the amount of time spent outdoors while at CLAS. We will continue to provide these opportunities for students, as mounting evidence proves that time spent outside in the natural environment positively affects multiple areas of our lives and promotes a healthy, sustainable lifestyle.

Finally, CLAS supports the environment by participating in a number of activities dedicated to the direct preservation, conservation and/or restoration of the natural environment. Each year, students are given the opportunity to participate in service learning projects focused on these outcomes. We track the number of hours spent completing service learning towards these ends. Students regularly work towards improving our environment through activities such as: roadside cleanup, community gardening, public water access maintenance, our work at Camp Confidence, and others.

CLAS is dedicated to making its curriculum accessible and applicable to students' lives. Through our implementation of local and community-based field experiences, as well as inclusion of current environmental events into the core curriculum, students are exposed to and work closely with issues that are relevant to their everyday lives and community. Students not only explore how their everyday choices affect their environment through these activities, but they are also challenged to explore how this information will be relevant to their lives in the future. They explore careers related to the environment and develop skills and attitudes towards environmental stewardship that they can use to become lifelong learners and stewards of the environment. They take active roles in improving their local and regional environments, and take these attributes into their lives after graduation, consistent with the missions and visions of both Central Lakes Adventure School, and Osprey Wilds.

As a means of gauging student learning on field experiences, CLAS uses the performance indicators below when assessing Exit Tickets that students fill out after a tour or trip.

Environmental Education Performance Indicator

- 1) Students at Central Lakes Adventure School have the awareness, or are increasing their awareness, of the relationship between the environment and human life.
- 2) Students at CLAS have the knowledge, or are increasing their knowledge of human and natural systems and processes.
- 3) Students at CLAS have an attitude, or are increasing their attitude of, appreciation and concern for the environment.
- 4) Students at CLAS have or are increasing their problem solving and critical thinking skills as it relates to the environment and human life.
- 5) Students at CLAS demonstrate the capacity, or are increasing their capacity, to work individually and collectively toward sustaining a healthy natural environment.

11. Governance & Management

BOARD OF DIRECTORS

Central Lakes Adventure School's Board of Directors is a six-member board. The board is made up of three teachers, two parents, and one community member. Each member serves a two-year term and terms are staggered so that three positions are up for election in any given year. This allows for continuity from year to year when new members are elected to the board. The current board has expertise in the areas of business, finance, educational management, curriculum and instruction, special education, and non-profit organization and social work (mental health). The board generally meets monthly, except for July.

2022-23 School Board Roster

<i>Board Member:</i>	<i>Role:</i>	<i>Board Position:</i>	<i>E-mail:</i>
Brenda Twedt	Teacher	Chair	btwedt@pillagercharter.org
Mary Harder	Community Member	Vice Chair	mharder@pillagercharter.org
Jennifer Crimmins	Teacher	Secretary/Treasurer	jcrimmins@pillagercharter.org
Jonelle Bollig	Parent	Member	jbollig@pillagercharter.org
Vicki Behrens	Parent	Member	vbehrens@pillagercharter.org
Susie Kirby	Teacher	Member	skirby@pillagercharter.org
Casie Tighe	Finance Manager	Ex Officio	ctighe@pillagercharter.org
Sarah Schlake	Executive Director	Ex Officio	sschlake@pillagercharter.org

The table above shows the CLAS board as it was during the 2022-23 school year. An election was held in the spring of 2023, toward the end of the school year, with results announced June 2023:

- Brenda Twedt will continue to serve as School Board Chair
- Vicki Behrens will continue to serve as a Parent Board Member
- Sarah Salo was seated as the new Teacher Board Member

Susie Kirby left the Board; the other members remained, for the 2023-24 school year. The CLAS board holds a retreat during the third week of June, which includes planning for the coming year, and identification of policies that need to be looked at for potential revision.

Board Training and Development

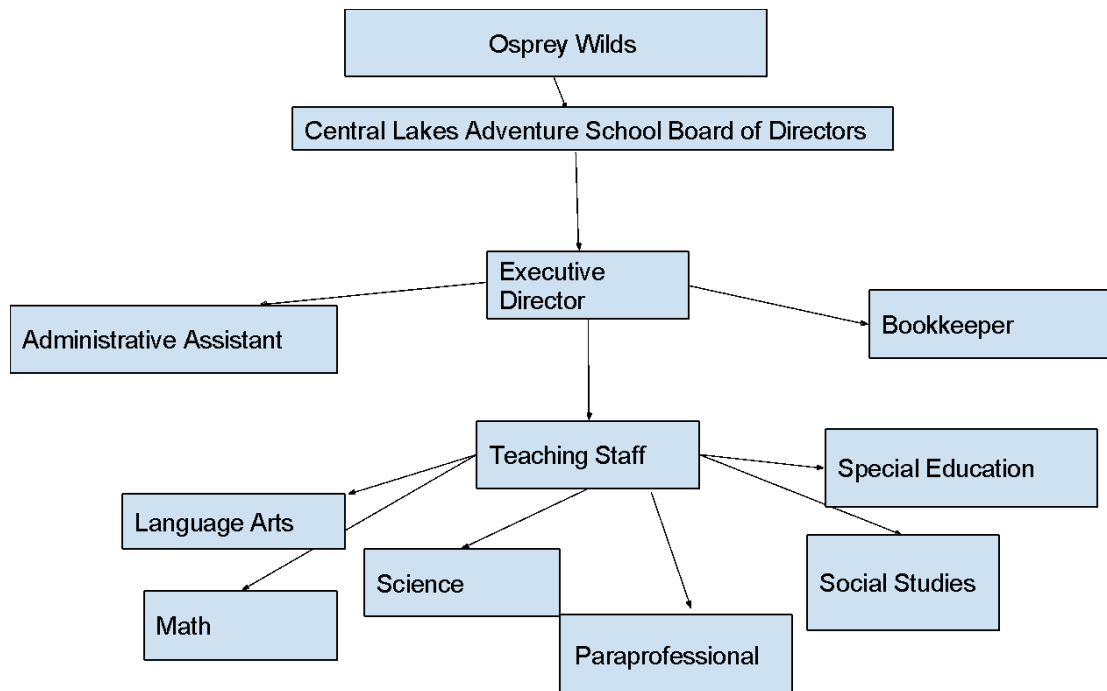
The board attends all required board training. Annual board training includes special education law, human resources, governance, charter school and non-profit law and finance. Board members also have attended state meetings of MN Association of Charter Schools, MSBA, MN Association of Alternative Programs, and Osprey Wilds training and workshops.

CLAS complies with all aspects of the Minnesota charter law for Board training. New board members participate in board training within six months of beginning their new terms on the Board. New Board members attend approved Board training that work with their schedule. Osprey Wilds provides multiple and timely opportunities for new board members to learn about charter school governance. They also offer a publication called the “Sounding Board” which are articles that take current topics in compliance and legislation and use them as reminders of best practice in school board operation. The CLAS school board uses these articles as group discussion points, and asks board members to present their reflection at the next meeting. These have been great tools in creating dialogue between board members and as a way to determine what needs are in training. The CLAS school board also uses MNCharterBoard training modules as a way for individuals to train at their own pace as well.

The board understands their role as administration oversight and maintaining the fiduciary health of the organization. In addition, they review and revise board policies and use them to guide their decision-making process. Members of the board sit on various committees that comprise governance, executive, finance, and World's Best Workforce and communications.

MANAGEMENT

The below chart shows CLAS organizational structure, with the Executive Director model, adopted in the spring of 2021, remaining in place for the 2022-23 school year.



ADMINISTRATORS/QUALIFICATIONS

Sarah Schlake continues to be the Executive Director of a Director Led model of school leadership. 2022-2023 was the second full school year as a Direct Led program which continues to be a sound method of operating the school. Ms. Schlake's Individual Growth and Development Plan for 2022-23 was as shown below.

Sarah Schlake-Director

10/2022-5/2023

Areas targeted for growth:

- Transition staff in Finance
- Facilitating opportunities to teachers for off site observation of other charter schools
- Charter 101, my passion project
- Increased literacy and comprehension of school finance
- Successful implementation of new software: Headrush, Defined Learning, Generation eSports, IXL,
- Seeking opportunities to inform the public of our program

Professional Goal:

My overarching goal continues to be informing and educating the public at large

about Charter School innovation. Building a successful project based learning program by increasing enrollment and creating financial stability for the longevity of what I believe to be a very valuable resource in this community.

Activities/resources needed to support me in the pursuit of this professional goal:

- Increase contact list in the Brainerd Lakes Area
- Facilitate connections between other charter schools and our staff
- Materials for robust information gathering at observations
- Crafting a Charter 101 presentation
- Attend workshops/webinars on School Finance

Evidence that will be used to evaluate my goal achievement:

- Staff surveys of my performance
- Getting every staff member to another charter school at least once
- Participation of community events to share about Central Lakes Adventure School
- Increase in new enrollment
- Volunteer and present at places like MAAP.
- Attendance of School Finance trainings

12. Staffing

Central Lakes Adventure School had one staff person per subject area for 2022-23. CLAS encourages cross disciplinary teaching for the purposes of project based learning and experiential learning activities. With 5.0 full time teaching staff, there is one teacher per ten students at maximum enrollment. Staffing was adjusted to three licensed Advisors (one of which is SPED licensed) starting the 2023-2024 school year, reflective of the enrollment school year and the expiration of ESSER grant monies. This will be a challenging adjustment, but necessary for the school's long term financial viability.

The staffing plan supports the CLAS educational mission of small, experiential based learning for students. CLAS employs staff who are licensed in the core subject areas, two staff who have licenses as Work Program Coordinators and two staff licensed in Special Education. Staff work on Experiential Learning Variance licenses which enable them to teach cross-disciplinary, project based courses. All staff at CLAS have been with the school for several years and are familiar and experienced in this teaching program. The experiential and project-based structure benefit our students, who are able to learn according to their needs.

2022-23 Licensed Teaching Staff				
Name	File #	License and Assignment (subject/grades)	2023-24 Status	Comments

				<i>Include information regarding special licensure (e.g., Community Expert) or other relevant information.</i>
Jennifer Crimmins	503823	Special Education	R	
Susan Kirby	450065	English / Language Arts	NR	
Sarah Salo	480200	Mathematics	R	
Kenneth Toole	1020029	Social Studies	NR	
Brenda Twedt	382355	Science	R	

*R-Returning, NR-Not Returning

2022-23 Licensed Non-Teaching Staff				
Name	File #	License and Assignment (subject/grades)	2023-24 Status	Comments <i>Include information regarding special licensure (e.g., Community Expert) or other relevant information.</i>
Sarah Schlake	417249	Executive Director	R	

2022-2023 Teacher Professional Development Activities:

Date	Training	Jenny Crimmins	Sarah Solo	Brenda Twedt	Ken Toole	Susie Kirby	Casie Tighe	Beth Ausland	Sarah Schlake
October 2022	Mandated Reporting -Sarah Schlake	X	X	X	X	X	X	X	X
March 2023	Headrush	X	X	X	X	X	X	X	X
School Year	PBIS	X	X	X	X	X	X	X	X
School Year	Love & Logic	X	X	X	X	X	X	X	X
October 2022	MAAP 101	X	X	X	X	X	X	X	X

In addition to these activities, staff also gain a lot of valuable experience by attending the same field studies as students. There, we get a chance to ask questions of potential employers which helps us to better prepare them for similar opportunities. We can also use this information to create more relative real world experiences into our teacher led projects.

Another opportunity for our staff to grow as professionals is embedded in our peer observation process. Each teacher has a peer observation partner. They observe each other six times per year.

Teacher Retention:

Percentage of Licensed Teachers from 2022-23 not returning in 2023-24	40%
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2022-23 Non-Licensed Staff		
Name	Assignment	Comments
Beth Ausland	Administrative Support	On staff for over 20 years
Casie Tighe	Paraprofessional / Finance	Replaced Bianca Wyffels
Bianca Wyffels	Finance	Retired as school business manager, as of December 2022 but continues to serve the school on an hourly basis

Equitable Teacher Distribution

During FY23, Central Lakes Adventure School had one first year teacher. CLAS did not have any teachers of color during FY23 (like the student population, teachers who are available to work in this part of northern Minnesota tend to be white). As a project-based learning school, all students have access to all teachers based on the projects students have decided to pursue. Teaching staff supervise projects in relevant, or close to their areas of licensure. PBL is creative and multidisciplinary, so all teachers necessarily support student work in multiple areas of learning.

13. Operational Performance

The school has focused on serving students who have not been served well in their previous school and/or are experiencing personal challenges. Many of these students enter CLAS behind on skills and credits and/or disconnected from school. CLAS reengages many of these students through an experiential approach to education and a focus on building relationships.

The school's board is made up of one-half teachers, as well as parents and community members, all of whom are committed to the school. The board members meet statutory training requirements but acknowledge the board would benefit greatly from additional training to stay up to date on charter school law and responsibilities, as well as best practices in board governance. School board meetings are held in compliance with MN Open Meeting Law.

The school has a functioning transportation system, a challenge given students attend from a large area. The facilities meet the school's needs, including areas for specific programs such as welding, a greenhouse, a pond, science, and art. The school purchased new furniture and technology in the late spring and summer including 5 interactive flat panels for the main classrooms and Big Room. The school is spread over a small campus with two buildings, a green house, and other outdoor space that provide

for varied learning experiences. Classrooms have ample space, student work is evident in classrooms throughout the building, and learning tools are posted in classrooms.

CLAS has a stable staff of licensed teachers, some of whom teach on variances, and effective support staff. In the 2023-2024 we will need to operate with two less licensed teachers. With the expiration of ESSER grant monies, there will be a deficit in the budget unless there is a drastic increase in enrollment, which has not been the trend for a few years. This will be manageable with the help of the Director in some parts of the day, the office staff utilizing some paraprofessional hours that are budgeted and some outsourcing of the financials. There is not a licensed school nurse on staff, but a long-time school employee dispenses medicine when needed. Special Ed teachers will dispense medicine for Special Education students. Many staff members are trained in first aid and first responder. There are two clinics within a quarter- mile of the school, and when needed the school has transported students to those clinics. There is also a crisis team for mental health emergencies in Brainerd that CLAS has developed a relationship with. CLAS coordinates with them as student needs dictate.

Central Lakes Adventure School receives food service from local district Staples-Motley. This relationship has been very good. A school employee goes over to the Elementary school before lunch to pick up hot lunch and cold breakfast for the next day. Students enjoy the lunches, which are cooked from scratch at the elementary school. The State Health Inspector visits two times a year to provide oversight.

The school's Lottery Procedure Policy and process (revised April 2023) are posted on its website; see <https://centrallakesadventureschool.org/district/policies/>. The website also includes an online form to request an intake appointment.

Central Lakes Adventure School materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to:

Central Lakes Adventure School completes relevant compliance and reporting requirements for the authorizer, state education agency, and/or federal authorities, including but not limited to:

- State reporting and applications, including but not limited to MARSS, STARS, UFARS, SERVS, DIRS, lease aid;
- TRA/PERA;
- School website is compliant with statutory and authorizer expectations;
- Insurance coverage;
- School facilities, grounds and transportation, including but not limited to:
- Fire inspections and related records;
- Viable certificate of occupancy or other required building use authorization;
- Physical space provides a safe, positive learning environment for students;
- Appropriate and safe student transportation practices;
- Health and safety, including but not limited to:
- Nursing services and dispensing of pharmaceuticals;
- Food service;

- Emergency management plan;
- Admission and enrollment rights of students, including but not limited to policies and practices related to admissions, lottery, waiting lists, fair and open recruitment;
- Due process and privacy rights of students, including but not limited to:
- Due process protections, privacy, civil rights and students liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction;
- Conduct of discipline pursuant to the Pupil Fair Dismissal Act;
- Maintain the security of and provide access to students records under the Family Educational Rights and Privacy Act and other applicable authorities;
- Transfer of student records;
- Employment including transparent hiring, evaluation and dismissal policies and practices;
- Required background checks for all school employees

14. Finances

For question regarding school finances and for complete financials for 2022-23 and/or an organizational budget for 2023-24 contact:

Name: Elizabeth Ausland
 Position: Office Manager
 Contact info: PO Box 130, Pillager, MN 56473
 Phone: 218/746-3875
 Email: bausland@pillagercharter.org

CmERDC provides day-to-day accounting services to Central Lakes Adventure School (CLAS). CLAS uses SMARTFin and SMARTHR software. *CmERDC* also provides a great resource for answering financial questions throughout the year. Which includes UFARS coding, general journal entries, etc.

Jon Latcham from Schwenner, Wenner, and Company generated the audit for Central Lakes Adventure School.

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

FY23 Unaudited Finances	Fund 1	Fund 2	Fund 4
Total Revenues	\$590,225.00		
Total Expenditures	\$596,727.00		

Net Income	-\$6,502.00	
Total Fund Balance	\$168,101.00	

Overview

CLAS students have successfully completed the FY23 school year. CLAS receives the majority of its funding through per pupil state and federal grants. Revenues are down from the previous year because the ESSER grants have ended. Enrollment and retention of students has the highest impact on funding streams, most board level conversations revolve around recruitment of more students in the younger grade levels.

15. Future Plans

Central Lakes Adventure School's Executive Director provided this update on the school's future plans:

Central Lakes Adventure School program design relies heavily on experiences that stimulate the senses. Our students enroll here for the project-based learning and field studies components, as well as having many opportunities to interact and communicate with staff about their unique needs. We are also eager to transition to an administrator-led school to create a working environment that is less stressful on staff, which in turn, affects the quality of programming for students. We will continue efforts to more fully adopt the expansion of a 7th and 8th grade program by continuous reassessment of how we cluster students for the most effective learning in that group. We want to focus energy and effort in the underclassmen to create a school culture with most students "buying into" the CLAS way.

Central Lakes Adventure School has completed strategic planning for FY23. A summary of those efforts is below.



New Goal <i>What do we want to accomplish?</i>	Data Needed/Action Steps <i>What should be done to begin? What do members need? Identify responsible parties</i>	Benchmarks <i>What should we see happening within 30-60 days? Tabulate data Specific steps taken</i>
Academics		
Full implementation of Headrush.	Staff development Collaboration with other schools Need Time Enough Chromebooks for all?	Getting into the program and exploring how it works Staff meeting time working on implementation. More staff development scheduled Gathering information on how students are using program
Environmental Education		
The goals have been revised for the new contract period, more intention on reviewing progress & evaluation	Consistent review at board meetings School staff and the board will be responsible.	More information collected Including activities in Advisory

Determine how to address missing students and getting the work done	Discuss the WHY, create alternative assignments/activities	Collect information on the who, why and how about when this happens
Operations		
Parent/Student Satisfaction Surveys	Gather more responses	Create more opportunities to get the information
Finance		
Segregation of duties	Information and advice on how to attain this with a small staff.	Before Bianca has left staff more permanently, have a plan for how this will look and not get a "ding" for it in 2023-2024
Parental Involvement		
*see above with Satisfaction survey goal		
Recruitment/Marketing		
Meeting with Discovery Woods Crow Wing County Fair August 1-5 More parent/community nights More places to put banners/signs to show where we have contributed help	Meeting their Director	Create a calendar/schedule of events and how they will be managed as they happen.
Outstanding Contract Obligations	*can be divided up and filtered into the other categories	

Attachment 1: Daily Schedule; Attachment 2: School Calendar

Daily Schedule, Typical Day

Time	Language Arts	Social Studies	Science	Mathematics	Pull-out services for special ed. and electives
8:30 - 9:00	AM Advisory				Individual Meetings as scheduled or needed
9:00 - 9:40	Language Arts Core Class	Social Studies Core Class	Prep Time	Mathematics Core Class	
9:40-10:20	Language Arts Core Class	Social Studies Core Class	Science Core Class	Prep Time	
10:25-11:05	Language Arts Core Class	Prep Time	Science Core Class	Mathematics Core Class	
11:05-11:45	Prep Time	Social Studies Core Class	Science Core Class	Mathematics Core Class	
11:45-12:15	Lunch				


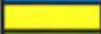

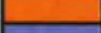
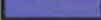
12:20 -1:00	Electives: Staff offer electives based on student interest				
1 -1:40	PM Advisory-See weekly schedule below				
1:40 - 3:00	Teacher led Theme-based Project				
3 -3:15	Check Out	Check Out	Check Out	Check out	Check Out

PM Advisory: **Monday**-Advisory team-building activities Top 20 (offered during part of 2022-23 then discontinued due to lack of staffing), **Tuesday**-Sacred Circle **Wednesday**-Credits and Class Performance Update, **Thursday**-Service Learning/PACS Cleaning Day, **Friday**-Field Experience or Team Building

Pillager Area Charter School

OFFICIAL CALENDAR 2022-2023

	S	M	T	W	TH	F	S	Student Days	Inservice Days	Holidays	
August	14	15	16	17	18	19	20				
	21	22	23	24	25	26	27				
	28	29	30	31				0	3	0	
September					1	2	3				
	4	5	6	7	8	9	10				Labor Day
	11	12	13	14	15	16	17				
	18	19	20	21	22	23	24				
	25	26	27	28	29	30		19	1	2	
October							1				
	2	3	4	5	6	7	8				
	9	10	11	12	13	14	15				Inservice Week
	16	17	18	19	20	21	22				
	23	24	25	26	27	28	29	18	3	0	
	30	31									
November			1	2	3	4	5				
	6	7	8	9	10	11	12				
	13	14	15	16	17	18	19				
	20	21	22	23	24	25	26				Inservice Week
	27	28	29	30				19	1	2	Thanksgiving
December					1	2	3				
	4	5	6	7	8	9	10				
	11	12	13	14	15	16	17				
	18	19	20	21	22	23	24				Winter Break
	25	26	27	28	29	30	31	16	0	6	
January											
	1	2	3	4	5	6	7				
	8	9	10	11	12	13	14				
	15	16	17	18	19	20	21				Inservice Week
	22	23	24	25	26	27	28				
	29	30	31					18	3	1	
February				1	2	3	4				
	5	6	7	8	9	10	11				MAAP Conference
	12	13	14	15	16	17	18				
	19	20	21	22	23	24	25				
	26	27	28					17	3	0	
March				1	2	3	4				
	5	6	7	8	9	10	11				Inservice Week
	12	13	14	15	16	17	18				
	19	20	21	22	23	24	25				
	26	27	28	29	30	31		21	2	0	
April							1				
	2	3	4	5	6	7	8				
	9	10	11	12	13	14	15				
	16	17	18	19	20	21	22				Inservice Week
	23	24	25	26	27	28	29	15	3	2	
	30										
May			1	2	3	4	5				
	7	8	9	10	11	12	13				
	14	15	16	17	18	19	20				Commencement
	21	22	23	24	25	26	27				Inservice Week
	28	29	30	31				20	2	1	Memorial Day
June					1	2	3	0	1	0	
Total								163	22	14	

Vacation = 
 Inservice = 
 Check In Date = 
 Board Meeting = 
 No Bus = 

Bold Dates Student/Teacher Days

Non school Dates = 

First Day of School 09/06/22

Session 1 Starts 09/06/22
 Ends 10/11/22
 Days 26

Session 2 Starts 10/17/22
 Ends 11/22/22
 Days 27

Session 3 Starts 11/28/22
 Ends 01/17/23
 Days 30

Session 4 Starts 01/23/23
 Ends 03/08/23
 Days 30

Session 5 Starts 03/13/23
 Ends 04/19/23
 Days 25

Session 6 Starts 04/24/23
 Ends 05/26/23
 Days 25

Year Days 163

Commencement 05/18/23

Last Day for Students 05/26/23