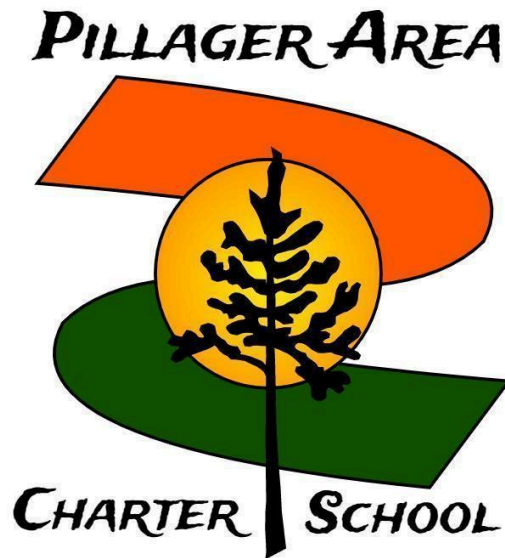


Pillager Area Charter School



PUBLIC CHARTER SCHOOL DISTRICT # 4080

12763 County Road 1, Pillager, MN 56473

www.pillagercharter.org

SCHOOL YEAR 2021-22

WORLD'S BEST WORKFORCE & ANNUAL REPORT

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1. School Information

Contact Information

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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: PACS 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: Pillager Area Charter School is now Central Lakes Adventure School. The new name went into effect for the 2022-23 school year.

Authorizer Information

The authorizer of Pillager Area Charter School 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 PACS to maintain its unique, innovative approaches to education. The 2021-22 school year was to be the third year of Pillager Area Charter 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 runs through June 2023; PACS application to renew the contract for another term was submitted in September 2022.

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.

Erin Anderson, Director of Charter School Authorizing
Osprey Wilds Environmental Learning Center, Charter School Division

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ospreywilds.org/charter-school-division

2. Implementation of Primary and Additional Statutory Purposes

The Primary Purpose of Pillager Area Charter School is to improve all pupil learning and all student achievement.

To improve pupil learning and student achievement, PACS 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 (the latter resumed on this schedule, in 2020-21 in spite of disruptions resulting from COVID-19).

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, PACS addresses the needs of students on an individual level with close involvement across subject areas.

The additional purposes of Pillager Area Charter 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 PACS 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 PACS' experiential learning program available to all and by implementing yearlong opportunities, PACS 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 PACS 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.

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. PACS 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

Pillager Area Charter School's (PACS) enrollment cap is set at 55 students. Average daily membership hovers around 40 students. Regular attendance continues to be a challenge for students at PACS. Enrollment has been stable, but somewhat lower than desired from the 2019-20 school year through 2020-21. After shifting to distance learning per state requirement in the spring of 2020, PACS began the 2020-21 school year in distance/hybrid learning mode. The school was able to switch back to full in-person learning in the spring of 2021.

In the 2020-21 school year, PACS operated its own school bus and Type III vehicles to transport students to the school site. This transportation has also been useful for planning experiences and tours off campus relating to the current theme of the session.

In the 2020-21 school year, Pillager Area Charter school expanded grades to include grades 7 & 8, with the intent to begin with a small cohort of students in these grades, no more than eight to begin with. PACS filed an application with Osprey Wilds and was approved to begin this in the 2020-21 school year.

Number of Students Enrolled	2019-20	2020-21	2021-22	2022-23 (est.)
7 th -8 th Grades	0	4	3	4
9th Grade	6	4	5	3
10th Grade	14	6	13	9
11th Grade	10	10	9	11
12th Grade	24	21	16	12
Total	54	45	46	39
Total ADM (Average Daily Membership) for year	37.33	44.65	41.69	

STUDENT DEMOGRAPHICS

Demographic Trends	2019-20	2020-21	2021-22
Total Enrollment	54	45	46
Special Education	18	19	23
Free/Reduced Priced Lunch	28	25	39
Black, not of Hispanic Origin	0	0	1
Hispanic/Latino	1	5	5
Asian/Pacific Islander	0	0	0
American Indian	0	2	2
White, not of Hispanic Origin	33	36	35
Two or More Races	0	2	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 PACS 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. This remained in place during the pandemic year of 2020-21, with check-ins being done online when PACS was operating in distance learning mode.

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 PACS' students.

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

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

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. PACS 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 2020-21 school year and October 1 of the 2021-22 school year.	<u>29%</u>
Percentage of students (excluding graduating seniors) who continued enrollment in the school from Spring 2021 to October 1, 2021.	<u>74%</u>
Percentage of students who were enrolled for 95% or more of the 2021-22 school year.	<u>38%</u>

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

- Of 42 students enrolled 10/1/2020 and eligible to return for the next school year, a total of 19 were enrolled 10/1/21; only 12 or 29% remained continuously enrolled between 10/1/2020 and 10/1/2021 (seven were un-enrolled after 10/1/20, for part of the 2020-21 school year)
- Of 42 students enrolled at the end of 2020-21 and eligible to re-enroll, 31 or 74% did return and were enrolled as of 10/1/21 (two others returned later in the school year)
- Of the 66 students who were enrolled for any part of the 2021-22 school year, 25 or 38% were enrolled at least 95% of the year, i.e. at least 155 of the total 163 days.

NOTE: In past years this section has included a table showing student mobility, with reference to numbers of students transferring in during the summer, and transferring in or out during the school year – however MDE no longer reports this data, and this table has been omitted.

5. Educational Approach & Curriculum

Pillager Area Charter 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-** PACS believes we learn by doing and is focused on providing an educational setting where learning through inquiry with the guidance of driving questions direct student’s natural intrinsic desire to learn about a topic 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-** PACS 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 PACS 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, Pillager Area Charter 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 PACS students receive special education services. The school contracts with Paul Bunyan Educational Co-op for special education director services and the current director for the school is Elizabeth Lee. Jennifer Crimmins, is 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 *Attachment 1* of this report. The 2021-22 yearly schedule is *Attachment 2*.

Summer School

Summer school at PACS allows students who are behind to participate in recovering specific credits needed for graduation through independent projects created with assistance from their advisors. Students can 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 2021, and again in summer 2022, despite the pandemic.

6. Innovative Practices & Implementation

PACS 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, Current Issues, Citizenship, and Current Issues/Events. 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, social emotional learning called Top 20, Sacred Circle, and Service Learning. Advisory is the homeroom part of our program. These advisories are used to set up individual learning plans for each student. 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 or project-learning based on 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. PACS is equipped with a wood and tool shop, welding studio, hoop house and pond which allows for the development of trade skills.

Due to PACS' 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. PACS 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.

Pillager Area Charter 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 witnessing, 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 PACS.

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

2021-22 Service Learning Activities at Pillager Area Charter School

Students were challenged to find service learning opportunities at their own home, in their neighborhoods, and in the community they live in. They were asked to write up their activities.

- Highway Clean up, fall and Spring
- Community Compost Recovery Program
- Camp Confidence firewood bundles to raise money for campers and serve other needs through volunteer hours. We have also helped with dock installation and removal, petting zoo tasks, and anything else that would be helpful to Camp, even their annual fundraising garage sale.
- PACS School beautification projects
- The Pillager Assisted Living facility was added this year. We typically play a rousing game of UNO with the residents.

FY22 PACS Themed Units and Field Studies

- Semester One-Sustainability
 - Session 1-Sustainability
 - Session 2-Manufacturing
 - Session 3-Technology
- Semester Two-Creative Juices
 - Session 4-Sound and Music
 - Session 5-Global Perspectives
 - Session 6-Do It Yourself
- End of Year Culminating Trip
 - North Shore:
 - Camping at Camp Tettegouche
 - Hiking over 18 miles in 5 MN State Parks (Jay Cooke, Split Rock, Gooseberry, Tettegouche, Grand Portage)

■ Visit to Oshki Ogimaag Charter School in Grand Portage

Challenges

- Expectations
 - Many students at PACS needed reteaching of in school based behaviors and expectations
- Transition
 - Difficult for staff and students to transition back to a classroom
 - Introduction of new staff members was difficult for some students, changes in an environment that provides stability and routine
- Engagement
 - Difficult to gain enrollment of students back to an in person setting, many students still desired an online program which is not offered here.
 - Re-focusing students on the Vision and Mission of PACS was challenging when coming back from online learning. This led to a need of gaining and promoting “Buy In” from students.

Successes:

- New Staff
 - Newly hired teachers were eager to be a part of PACS and gave new and fresh perspectives to school operation.
 - Director Led Model alleviated stress from teaching staff
 - Renewed purpose in staff to return to in person teaching
- Technology
 - Devices were cycled out for new Chromebooks and inventory was increased
 - Google Classroom was kept and is the main platform for collecting and managing student work
- Perseverance
 - Staff worked very hard to improve processes and create ways to connect with students
 - General positive attitude
 - Retention of a core group of students. From Spring to Fall of 2021 74% of students returned
- Return to Field Experiences
 - Many places were open again for groups of students

7. Academic Performance: Goals & Benchmarks

Indicator 1: Mission Related Outcomes
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Goal: Over the period of the contract, students at Pillager Area Charter School (PACS) 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 FY20 to FY22, 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 PACS student survey results from 2021-22.

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,” - 68%

- 1.2 From 2020 to 2022, 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%.

FY22: Approaching target with 74% re-enrollment: Of 42 students enrolled at the end of 2020-21 and eligible to re-enroll, 31 or 74% did return and were enrolled as of 10/1/21 (two others returned later in the school year)

Indicator 2: English Language Learners

Pillager Area Charter 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 PACS 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 FY20 to FY22, the school will earn 75.0% of possible growth index points* on the NWEA-MAP Reading Growth assessment.

FY20: Of the 28 students who completed the NWEA-MAP Reading Growth assessment, 21.75 met expectations, equaling 78.0% possible growth index points. This **Meets Target**

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.

*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 PACS 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 FY20 to FY22, the school will earn 75.0% of possible growth index points* on the NWEA-MAP Math Growth assessment.

FY20: 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**

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.

Indicator 5: Reading Proficiency

Goal: Over the period of the contract, students at PACS 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 FY20 to FY22, 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)

FY20: Due to the COVID-19 pandemic, there were no state accountability tests.

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

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

Indicator 6: Math Proficiency

Goal: Over the period of the contract, students at PACS 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 FY20 to FY22, 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).

FY20: Due to the COVID-19 pandemic, there were no state accountability tests.

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

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

Indicator 7: Science Proficiency (and Growth)

Goal: Over the period of the contract, students at PACS 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 FY20 to FY22, 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).

FY20: Due to the COVID-19 pandemic, there were no state accountability tests.

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.

Measure 7.2 From FY20 to FY22, the school will earn at least 75% of possible growth index points on the NWEA MAP-Science.

FY20: Of the 31 students who completed the NWEA-MAP General Science assessment, 27.75 met expectations, equaling 90.0% possible growth index points. This **Exceeds Target**

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**

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 PACS will demonstrate readiness for post-secondary 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 FY19 to FY21, the aggregate 4-year, 5-year, 6-year, or 7-year graduation rate will be at least 67%

Grad rate	FY19	FY20	FY21
4-year	14%	0%	CTSR
5-year	CTSR	8%	0%
6-year	29%	CTSR	13%
7-year	42%	28%	CTSR

Data shown in the table above is from the MDE's Minnesota Report Card, as of October 2022. 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 PACS 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 FY20 to FY22, the school will earn at least 75% of possible credit index points.

- FY20: 49% earned
- FY21: 49% earned
- FY22: 58% earned

This measure, unique to PACS, 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. PACS runs for six Sessions each year, and credit index points are reported separately for each Session. Counting only students enrolled for each session, the table below reports results across the year. While credit index points earned did not attain the 75% benchmark for the year overall, the second half of the year came closer, and by the sixth and final session the average was above the target.

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Overall
48%	49%	52%	62%	57%	79%	58%

Measure 9.3 In FY20-21, 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%.

- FY20: 100% met this goal.
- FY21: 100% met this goal (three graduating students)
- FY22: 100% met this goal (three graduating students)

PACS 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.

- FY20: 100% met this goal.
- FY21: 100% met this goal (all three graduating students)
- FY22: 100% met this goal (three graduating students)

Measure 9.5: From FY20 to FY22, 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%.

- FY20: FY20: Unable to complete these assessments due to COVID-19.
- 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

Indicator 10: Attendance

Goal: Over the period of the contract, students at PACS 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 FY20 to FY22, the average of the school's annual attendance rates will be at least 80%

- FY20: 74.5% Approaches Target.
- FY21: 65.7% Approaches Target
- FY22: 66.0% Approaches Target.

Note: Pillager Area Charter School returned to in-person learning during the 2021-2022 school year, however many students resisted returning to this model. Staff worked diligently throughout the year to re-teach student expectations in this area. There were also disruptions during 2021-22 due to students or their family members being affected by COVID – in these instances students were encouraged to work online to earn credits, but they were not counted as attending if they were not on-site. Staff consistency of reminding students about the relationship of attendance and credit earning throughout the school year during the weekly credit calculation at Advisory time helped to reinforce and promote better attendance. We anticipate this to gain positive increases in attendance for the 2022-23 school year as well.

Measure 10.2 From FY20 to FY22, on average, 75% of students will have an attendance rate of at least 90%

- FY20: of a total of 54 students who were enrolled for any part of the school year, 11 had an attendance rate of 90% or more
- FY21: of 65 students; eight attended 90% or more
- FY22: of 66 students; eight attended 90% or more

Federal and State Accountability

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

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

8. Educational Effectiveness: Assessment & Evaluation

PACS 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.

PACS 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.

Pillager Area Charter 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 PACS' 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.

PACS 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. PACS 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.

Pillager Area Charter 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.

PACS 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. PACS 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 PACS 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 Pillager Area Charter School does not need to analyze equitable dispensation of resources. PACS is predominantly serving white students, and has a Hispanic population of about 5%. Thirteen percent of students 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 PACS student survey results from 2021-22. A total of 30 students responded to the survey, a respectable return rate given PACS' small student population.

Item	Percent Agree / Strongly Agree
1. PACS treats students with respect	40%
2. PACS challenges me to do better	63%
3. PACS has attempted to involve me in the community	83%
4. I am aware of my educational goals	93%
5. PACS is preparing me for a career or college	57%
6. I am satisfied with how much my teacher communicates with me	63%
7. PACS offers field experiences, projects, service learning, and hands on learning opportunities that interest me	87%
8. I have a close relationship with at least one adult at PACS	87%
9. I feel safe at school	63%

Item	Percent Agree / Strongly Agree
10. I would recommend PACS to other families	60%
11. Overall I am satisfied with my experience at PACS	49%
12. I plan on returning to PACS next year	57%

The number of surveys completed by students has steadily increased and reached a participation rate of 74% this past year. Staff reflected on this at the end of the 2021-22 school year and brainstormed possible solutions to increase completion including incentivizing the task.

Parent Survey Results

Item	Percent Agree / Strongly Agree
1. Adults at PACS treat students with respect	63%
2. Adults at PACS challenges my student to do better	88%
3. PACS has attempted to involve me in the student community	88%
4. I am aware of my child's educational goals	100%
5. PACS 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. PACS 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 PACS	88%
9. PACS is a safe place for my child	88%
10. I would recommend PACS to other families	75%
11. Overall I am satisfied with my child's experience at PACS	88%
12. I plan on my child returning to PACS next year	75%

The parent satisfaction surveys seem to be the hardest to gather. There were 13 parents that completed the survey for the 2021-22 school year. Another fact to note is that there are several siblings that attend PACS. For example, there were sets of students that ranged from 2-5 siblings which also accounts for a smaller sample size. There are also some ideas to increase completion: set up a station during open house and project presentation days and have a completed survey equate to an entry in a prize drawing, ask for participation when advisors call the parent about something unrelated, get the word out there more on the website and social media.

10. Environmental Education

The mission of Pillager Area Charter 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.

Pillager Area Charter School continues to teach curriculum based on Minnesota state standards, using environmental education curriculum, concepts, and practices to deliver content to students. As such, PACS 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. At the beginning of the school year this was more difficult as places in the community were still not available to groups of students due to COVID, but towards the end of the year there were more options as things fully opened to the public again.

In addition to field experiences outside of the school building, PACS 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 PACS' 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, PACS 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 PACS, 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 PACS. 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, PACS 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.

In the 2021-22 school year, this has been revitalized with school going back to being in person. The challenges in creating the culture have come from the overall re-training of students into the school setting. The adjustment back to in-person, from a previous adjustment of going online has definitely taken a toll on students' well being, and much of the school year has been spent on creating buy-in of the PACS program and re-teaching school expectations. The ideas and strategies are the same, but it has been challenging nonetheless. The other issue was that many places and locations were slow, sporadic, and sometimes unpredictable in being available to the public. This affected the type of field experiences that typically had been planned for Fridays. Although it was challenging at the beginning of the school year, as the year progressed and more venues were open to groups, the opportunities became more varied. Another positive is hiring a paraprofessional that has spent much time and effort finding off campus experiences and in house guest speakers/presenters to alleviate pressure on already busy teaching staff.

PACS 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 Pillager Area Charter School, and Osprey Wilds.

As a means of gauging student learning on field experiences, PACS 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 Pillager Area Charter School have the awareness, or are increasing their awareness, of the relationship between the environment and human life.
- 2) Students at PACS have the knowledge, or are increasing their knowledge of human and natural systems and processes.
- 3) Students at PACS have an attitude, or are increasing their attitude of, appreciation and concern for the environment.
- 4) Students at PACS have or are increasing their problem solving and critical thinking skills as it relates to the environment and human life.
- 5) Students at PACS 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

Pillager Area Charter 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 meets ten times per year, combining June/July and November/December into single meetings. (Nov/Dec is the annual meeting).

The table below shows the PACS board as of Spring 2022.

Member Name	Board Position	Affiliation	Date Elected	Term End Date	Phone Number	Email Address
Brenda Twedt	Chair	Teacher	08.30.2021	06.30.2023	218.746.3875	btwedt@pillagercharter.org
Jennifer Crimmins	Secretary	Teacher	12.14.2020	06.30.2022	218.746.3875	jcrimmins@pillagercharter.org
Mary Harder	Vice Chair	Community Member	12.14.2020	06.30.2024	218.851.3275	mharder@pillagercharter.org
Susie Kirby	Member	Teacher	06.27.2022	06.30.2024	218.746.3875	skirby@pillagercharter.org
Jonelle Bollig	Member	Parent	12.14.2020	06.30.2024	320.360.6207	jbollig@pillagercharter.org
Vicki Behrens	Member	Parent	08.30.2021	06.30.2023	218.746.3875	vbehrens@pillagercharter.org
Bianca Wyffels	Ex-Officio	Bookkeeper	N/A	N/A	218.820.6430	bwyffels@pillagercharter.org
Sarah Schlake	Ex-Officio	Executive Director	N/A	N/A	218.746.3875	sschlake@pillagercharter.org

Board Training and Development

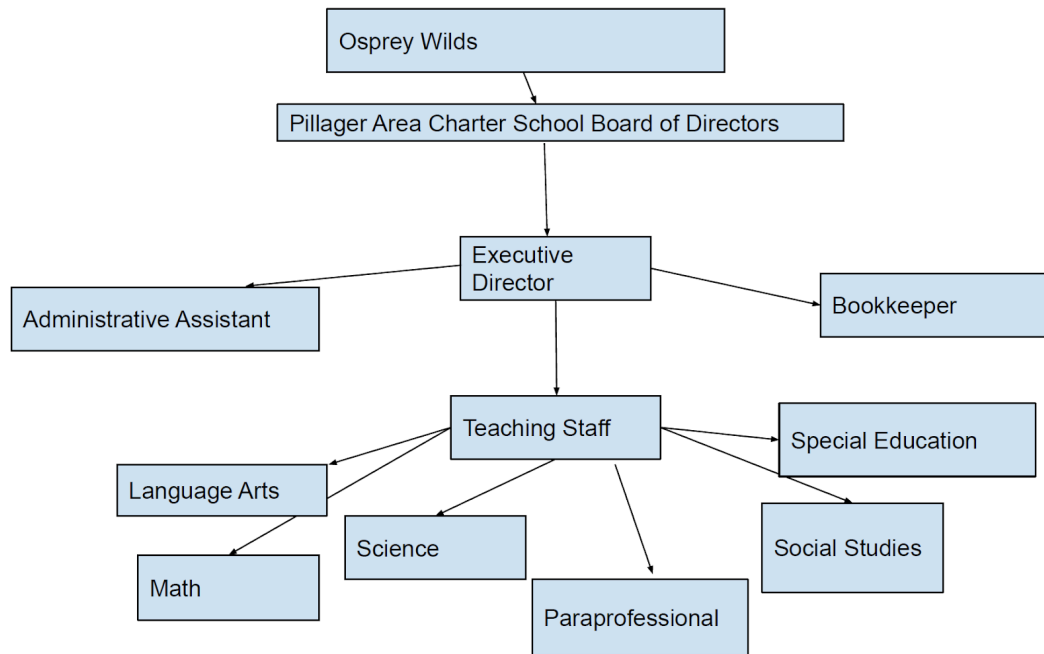
The board attends all required board training. Annual board training includes special education law, human resources, governance, charter school and non-profit law and finance. Board members also attend state meetings of MN Association of Charter Schools, MSBA, MN Association of Alternative Programs,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

PACS complies with all aspects of new 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 PACS 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 PACS school board also uses MNBoard 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 PACS organizational structure, with the Executive Director model, adopted in the spring of 2021, reflected in place of the previous, teacher-led structure.



ADMINISTRATORS/QUALIFICATIONS

The 2021-2022 school year was fully run as a Director Led model of school leadership. The Executive Director, Sarah Schlake, worked closely with Lead Teacher, Greg Zimmerman to learn about PACS and gradually take leadership responsibilities from him so he could transition back to concentrating on classroom instruction. The hire in May of 2021 served to be a good strategy as Sarah was able to familiarize herself with the staff, students and their families, and the school board and work with Greg over the summer to move responsibilities to Sarah before the start of the 2021-2022 school year. It was invaluable to have Greg remain on staff during the school year as his veteran status at PACS created a very smooth transition for all stakeholders.

PACS Individual Growth and Development Plan

Sarah Schlake-Director

10/2022-5/2023

Areas targeted for growth:

- ★ Train and adjust new staff (two teachers only here one school year, two teachers new this fall) to our unique program
- ★ Facilitating opportunities to teachers for off site observation of other charter schools
- ★ Charter 101, my passion project
- ★ Increased literacy and comprehension of school finance
- ★ School name change and re-branding efforts
- ★ Seeking opportunities to inform the public of our program

Professional Goal:

My professional goal would be accomplishing the above growth targets. The re-branding of our school as Central Lakes Adventure School is a great opportunity to gain enrollment through informing the public. It is also important to me to continue to support new teachers on staff in their own professional development as well as learning and buying into the culture of our unique school.

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
- ★ Time and resources to create Charter 101 education materials
- ★ 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
- ★ Constructive feedback on Charter 101 presentation
- ★ Attendance of School Finance trainings, informal evaluation from Bianca Wyffels

12. Staffing

Pillager has one staff person per subject area and encourages cross disciplinary teaching for the purposes of project based learning and experiential learning activities. With 5.5 full time teaching staff (including the school social worker who was 0.5 FTE until February 2022), there is one teacher per ten students at maximum enrollment. PACS remains intentionally staffed this way to be able to provide individualized learning plans to students.

The staffing plan supports the PACS educational mission of small, experiential based learning for students. PACS 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 Pillager 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.

2021-22 Licensed Teaching Staff				
Name	File #	License and Assignment (subject/grades)	2022-23 Status	Comments <i>Include information regarding special licensure (e.g., Community Expert) or other relevant information.</i>
Greg Zimmerman	477123	Mathematics	NR	Greg Zimmerman resigned to relocate
Nicklos Czech	409183	Social Studies	NR	Nick Czech resigned to seek other opportunities
Jennifer Crimmins	503823	Special Education	R	
Susan Kirby	450065	English	R	
Brenda Twedt	382355	Science	R	
Sarah Salo	480200	Mathematics	New	Hired to start 2022-2023
Kenneth Toole	1020029	Social Studies	New	Hired to start 2022-2023

*R-Returning, NR-Not Returning

2021-22 Licensed Non-Teaching Staff				
Name	File #	License and Assignment (subject/grades)	2022-23 Status	Comments <i>Include information regarding special licensure (e.g., Community Expert) or other relevant information.</i>
Shana Crouse	509850	Social Worker/ Academic & Behavioral Spec.	NR	Licensed Social Worker Ms Crouse left PACS in February; the position was posted but was not filled through year's end, and the board made

				the decision to continue without a school social worker.
Sarah Schlake	417249	Executive Director	R	

2021-2022 Teacher Professional Development Activities:

Date	Training	Greg Zimmerman	Nicklos Czech	Brenda Twedt	Susie Kirby	Jennifer Crimmins	Sarah Schlake	Casie Tighe	Beth Ausland
Fall 2021	Mandated Reporting -Sarah Schlake	x	x	x	X	x	x	X	X
School Year	Love and Logic for Classroom Management	x	x	x	X	x	x	X	X
February 2022	MAAP Conference	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 2021-2022 not returning in 2022-2023	40%
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Although 40% seems very high, there are only five licensed teachers on staff at PACS. As noted above, one teacher resigned for relocation purposes, while one left to seek other opportunities. Two new teachers were hired before the beginning of the 2022-2023 school year.

2021-22 Non-Licensed Staff		
Name	Assignment	Comments
Beth Ausland	Administrative Support	On staff for over 20 years
Bianca Wyffels	Finance	Plans to retire in December of 2022

Equitable Teacher Distribution

During FY21, Pillager Area Charter School had no first year teachers. PACS also did not have any teachers of color during FY22. 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 PACS behind on skills and credits and/or disconnected from school. PACS 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.

Pillager Charter School has a stable staff of licensed teachers, some of whom teach on variances, and effective support staff. 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 PACS has developed a relationship with. PACS coordinates with them as student needs dictate.

Pillager Area Charter 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 policy and process (revised March 2020) are posted on its website. The website also includes an online form to request an intake appointment.

Pillager Area Charter School materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to:

Pillager Area Charter 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 2020-21 and/or an organizational budget for 2021-22 contact:

Name: Bianca Wyffels

Position: Bookkeeper

Contact info: PO Box 130, Pillager, MN 56473

Phone: 218/746-3875

Email: bwyffels@pillagercharter.org

CmERDC provides day-to-day accounting services to Pillager Area Charter School (PACS). PACS uses SMARTFin and SMARTH 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 Pillager Area Charter 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, 2022.

FY22 Unaudited Finances	Fund 1	Fund 2	Fund 4
Total Revenues	\$671,335.00		
Total Expenditures	\$732,709.00		
Net Income	-\$61,375.00		
Total Fund Balance	\$248,795.00		

Overview

PACS students have successfully completed the FY22 school year. PACS receives the majority of its funding through per pupil state and federal grants. We have been fortunate to have more funding to work with from the ESSER ARP 160 & 161 grants, but continue serious conversations about the deficit. 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

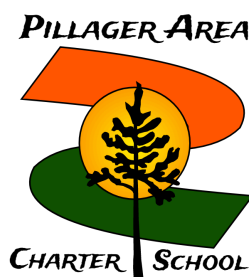
Pillager Area Charter School's Executive Director provided this update on the school's future plans:

Pillager Area Charter School was excited to return to full, in-person learning. The program design relies heavily on experiences that stimulate the senses, and off site online learning does not accomplish this. 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. The COVID-19 pandemic has affected these integral parts of our program greatly. 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 also 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 a majority of students “buying into” the PACS way.

Pillager Area Charter School has completed strategic planning for FY21. A summary of those efforts is below.

Strategic Planning began at the end of FY21. PACS holds an annual School Board Retreat at the beginning of June, when students are released for the summer, to have fresh and relevant information to bring to the planning sessions. This is also a great opportunity for board members to get to know each other better as people and professionals. Typically the board retreat runs from Sunday morning through Monday afternoon, with an option of staying on site overnight. The June 2021 retreat was held at Confidence Learning Center on East Gull Lake, and hosted by community board member, Mary Harder, who also serves as Confidence Learning Center’s Volunteer Coordinator.



Pillager Area Charter School Summer Board Retreat **Benchmarks for: Strategic Planning**

Created June 5, 2022

Marketing/Recruitment
New Goal-What do we want to accomplish? <ul style="list-style-type: none">● Change the name of PACS to Central Lakes Discovery School● Recruit more students● Widen funding streams
Data needed or action steps-What should be done to begin? <ul style="list-style-type: none">● Contact Osprey Wilds to request change of school name● Marketing materials● Seek opportunities for grants and scholarships for experiences and materials

<p>1. Benchmarks-What should we see happening in the next 30-60 days?</p> <ul style="list-style-type: none"> ● Contact with Osprey Wilds <ul style="list-style-type: none"> ○ Determine legal & financial responsibilities of a school name change ○ Connect and communicate name change to local school districts and current families ● New logo and associated materials (some examples: letterhead, merchandise, banners, brochures) ● Transportation conversation with Fornshell <ul style="list-style-type: none"> ○ More areas to pick up/drop off ○ Clear information to families and prospective families ● Find community events to display/distribute materials <ul style="list-style-type: none"> ○ Dates, locations, cost, requirements of community events ● Schedule Open House events <ul style="list-style-type: none"> ○ Create more than 2 per year ○ Invitations to community partners for Project Nights ● Make appointment with Midwest Captioning (website management) updated photos, testimonials from students, staff, parents and board members ● Investigate funding sources: Sourcewell, Open Your Heart, US Bank, Home Depot, Habitat for Humanity, Pillager Lions Club, Brainerd Jaycees

Facilities
<p>1. New Goal-What do we want to accomplish?</p> <ul style="list-style-type: none"> ● Create a facility that is clean, welcoming, and conducive to learning as well as a marketing tool.
<p>2. Data needed or action steps-What should be done to begin?</p> <ul style="list-style-type: none"> ● Create a list of updates that seem reasonable for our landlord, Rod Converse, to contribute resources and money.
<p>3. Benchmarks-What should we see happening in the next 30-60 days?</p> <ul style="list-style-type: none"> ● Obtain price quotes for updates ● Meet with Rod Converse/company

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Administration
1. New Goal-What do we want to accomplish? <ul style="list-style-type: none"> • Delegate administrative duties in a way that is representative of an Executive Director powered model • Sarah's Professional Development Plan and Evaluation
2. Data needed or action steps-What should be done to begin? <ul style="list-style-type: none"> • Job Descriptions • Professional Development Plan and Evaluation • Create Google Form for School Board members to evaluate Sarah's performance
3. Benchmarks-What should we see happening in the next 30-60 days? <ul style="list-style-type: none"> • Review/Edit job descriptions for: <ul style="list-style-type: none"> ◦ Executive Director, Lead Teacher, Administrative Assistant, Paraprofessional, Bookkeeper, Teacher • Deliver Google Form to school board members, then create Summary Report of evaluation results

Curriculum & Instruction
1. New Goal-What do we want to accomplish? <ul style="list-style-type: none"> • Grade Cluster Competency Pathway • SMART Goals expanded to include academic goals in math, reading, science • PACS 101 Google Classroom
2. Data needed or action steps-What should be done to begin? <ol style="list-style-type: none"> 1. Review and analyze previously created Grade Cluster Competency Pathway (this was created a couple of years ago) 2. Incorporate discussion and plan of SMART Goals within staff meetings 3. Complete and implement PACS 101 Google Classroom

3. Benchmarks-What should we see happening in the next 30-60 days?

- Adapt schedule to accommodate for students at all grade levels to move through these pathways.
- Continue creation of instructional expectations and rubrics for core class lessons, projects, field studies, service learning, etc so that students and families can assess themselves on their progress towards meeting academic, social emotional, and graduation goals.
- Recognition of student achievement for project areas (at the same time as Session leaders recognition in academics)

School Board

1. New Goal-What do we want to accomplish?

- Maintain 85% attendance of all school board members
- Training on board meeting procedure-Rules of Order
- Board Members complete more training overall
- Add as regular/semi-regular agenda items:
 - PIP, Strategic Plan, Contractual Goals, Contract Renewal, Annual Report

2. Data needed or action steps-What should be done to begin?

- Review and report attendance rates of school board members
- Find and assign training sessions
 - Rules of Order and other relevant topics
 - Utilize resources from Osprey Wilds and MN Charter Board.com
- Create a spreadsheet that tracks board member training, review as agenda item
- List agenda items on Board Meeting schedule, and share with board members

3. Benchmarks-What should we see happening in the next 30-60 days?

- Create all relevant tracking and scheduling items and share with board members

PACS completed a grade level expansion during FY20, which will continue to be reassessed throughout every school year. The new addition of these grade levels has been positive for the school. As a part of its review of this implementation and our schoolwide review, school leadership created curriculum development plans for all grades based on core competencies.

7-9 Grade Competencies	10-11 Grade Competencies	12 Grade Competencies
Social Emotional Learning <i>Team building activities, BASE assignments, Scholastic resources, Choices Magazine and assignments</i>	Top 20 Students Curriculum	Job Skills <i>Interview/ Employment Etiquette, Job Shadowing,</i>
Service Learning Focus on Training, Expectations, Developing Norms <u>School Clean-up</u> <i>Big Room & Classrooms</i> <i>Lunchroom</i> <u>Volunteering</u> <i>Camp Confidence (1x/month)</i> <i>Highway Clean-up</i> <i>Other (Less & Separate)</i>	Service Learning <u>Volunteering</u> <i>Camp Confidence</i> <i>Highway Clean-up</i> <i>Babinski/Hart</i> <i>Lake Shore/ Access Clean-up</i> <i>Retirement Home</i> <u>School Clean-up</u> <i>Restrooms, Kitchen</i> <i>Facilities Maintenance</i> <i>Gym, Shop</i>	Service Learning <u>Community Service Projects</u> <i>Develop an Independent Service Project (group?)</i> <i>MAAP Stars Connection</i> <u>Continuous</u> <i>Food Recovery</i> <i>Running the Shop/ Shed?</i> <i>Recycling Program</i> <i>Facilities Maintenance</i> <i>Front Office</i>
Projects Project completion habits 6 week, teacher led projects Independent Skills Collaborative Skills Lifeplan Credit/Insurance/About me	Projects Cross Curricular 12-18 Week teacher led projects. Collaborative Skills Accountability and work completion Skills Responsibility to team Lifeplan Career Interests, Job skills, Housing, Vehicles, Interests, loans, savings	Senior Capstone Project Career Readiness Lifeplan Budget, Resume, Career Portfolio Trip Presentation Project Portfolio Independent Student project design and completion Independence Skills Exit interviews
MAAP STARS Fall Leadership Conference Spring Events Conference practice: <i>LifeSmarts, Employment Interview, Parent Decision Making</i> Spring Events Conference Demonstration Events: <i>Art Display</i> **Option to attend and shadow	MAAP STARS Fall Leadership Conference Legislative Day Spring Events Conference: <i>LifeSmarts, Employment Interview, Parent Decision Making, Workplace Decision Making, Community Service Project</i>	MAAP STARS Legislative Day Spring Events Conference: <i>LifeSmarts, Community Service Project, Public Speaking, Annual Program of Activities, Entrepreneurship, Team Video Promotion, Entrepreneurship, Job Manual & Career Portfolio</i>

7-9 Grade Competencies	10-11 Grade Competencies	12 Grade Competencies
	Spring Conference Demonstration Events: <i>Artistic Performance</i>	Spring Conference Demonstration Events: <i>Project Demonstration</i> *Connection to Service Learning
Field Studies Career Exposure: Fun activities Exit Ticket Preparation	Field Studies Career Exploration On the job interviews College Visits ASVAB, Accuplacer, ACT	Field Studies Job Shadowing Internships College Visits Presentation ASVAB, Accuplacer

16. Safe Learning Plan Description and Reflection on Implementation

Due to health concerns regarding the COVID-19 pandemic all schools were required to implement Distance Learning on March 17, 2020th.

The 2021-2022 school year was full in-person learning, and no changes to create an online learning option were considered. The program at PACS works best in-person so an online learning option would not be conducive to the Vision and Mission of the school. Applications were made to allow for hybrid or online learning if the social situation changed, but the school year went fully in person.

Attachment 1: Daily Schedule, Attachment 2: School Calendar

Daily Schedule




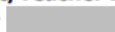
Date: Typical Day

Time	Susie Language Arts	Nick Social Studies	Brenda Science	Greg Mathematics	Shana Social Worker (until February 2022)
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**-Top 20, **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 2021-2022

	S	M	T	W	TH	F	S	Student Days	Inservice Days	Holidays Days	
August	15	16	17	18	19	20	21				Vacation = 
	22	23	24	25	26	27	28				Inservice = 
	29	30	31					0	2	0	Check In Date= 
September											Bold Dates = Student/Teacher Days
	5	6	7	8	9	10	11				<i>Non school Dates =</i> 
	12	13	14	15	16	17	18				
	19	20	21	22	23	24	25				
	26	27	28	29	30			18	2	2	First Day of School 09/07/21
October						1	2				
	3	4	5	6	7	8	9				
	10	11	12	13	14	15	16				Session 1 Starts 09/07/21
	17	18	19	20	21	22	23				Ends 10/12/21
	24	25	26	27	28	29	30	18	3	0	Days 26
	31										
November		1	2	3	4	5	6				
	7	8	9	10	11	12	13				Session 2 Starts 10/18/21
	14	15	16	17	18	19	20				Ends 11/23/21
	21	22	23	24	25	26	27				Days 27
	28	29	30					19	1	2	
December				1	2	3	4				
	5	6	7	8	9	10	11				Session 3 Starts 11/29/21
	12	13	14	15	16	17	18				Ends 01/18/22
	19	20	21	22	23	24	25				Days 30
	26	27	28	29	30	31		17	0	6	
January							1				
	2	3	4	5	6	7	8				Session 4 Starts 01/24/22
	9	10	11	12	13	14	15				Ends 03/08/22
	16	17	18	19	20	21	22				Days 29
	23	24	25	26	27	28	29				
	30	31						18	3	0	
February			1	2	3	4	5				Session 5 Starts 03/14/22
	6	7	8	9	10	11	12				Ends 04/20/22
	13	14	15	16	17	18	19				Days 27
	20	21	22	23	24	25	26				
	27	28						17	3	0	
March			1	2	3	4	5				Session 6 Starts 04/25/22
	6	7	8	9	10	11	12				Ends 05/27/22
	13	14	15	16	17	18	19				Days 25
	20	21	22	23	24	25	26				
	27	28	29	30	31			20	3	0	
April						1	2				Year Days 165
	3	4	5	6	7	8	9				
	10	11	12	13	14	15	16				
	17	18	19	20	21	22	23				Commencement 05/19/22
	24	25	26	27	28	29	30	18	2	1	
May		1	2	3	4	5	6				Last Day for Students 05/27/22
	8	9	10	11	12	13	14				
	15	16	17	18	19	20	21				
	22	23	24	25	26	27	28				
	29	30	31					20	1	1	
June								0	2	0	
Total								165	22	12	