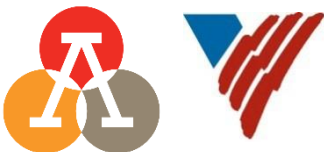


2019–2020 Annual Report

ATHLOS ACADEMY OF ST. CLOUD



I. VERIFICATION OF STATUTORY COMPLIANCE

Statutory or Contract Required Annual Report Element	Pages
School Statutory Purposes and Outcomes	3
Board Governance: Elections, Roster, Training	4–6
Employment: Administration and Staffing	7–10
School Enrollment	10-11
Student Attrition Rates	11
Academic Performance: State Exams and Local Assessments	12–14
School Finances	14-16
Future Plans	17
Innovative Practices and Implementation	17-19

II. INTRODUCTION

Per Minnesota Statute Section 124E.16 Subd 2 (2015) and 120B.11, Athlos Academy of St. Cloud (AASC) publishes an Annual Report and World's Best Workforce Report by November 1 of each year. This serves as the report for the 2019-2020 school year. A charter school may combine the annual report with the reporting required under Section 120B.11 governing the World's Best Workforce Report.

Under Minnesota Statute, the primary purpose of a charter school is to improve all pupil learning and all student achievement. Athlos Academy of St. Cloud is committed to accomplishing this goal through the use of a novel curriculum built on the three foundational pillars of Prepared Mind, Healthy Body, and Performance Character. Volunteers of America – Minnesota has authorized Athlos Academy of St. Cloud to operate in pursuit of the goal of improving pupil learning and student achievement, as allowed under Minnesota Statute and approval from the Department of Education.

The mission of Athlos Academy of St. Cloud is to provide high-quality educational opportunities for the whole child built on the three foundational pillars of Prepared Mind, Healthy Body, and Performance Character. Athlos Academy of St. Cloud works to produce students who are well-prepared to face life's challenges and who have developed critical thinking and problem-solving skills, as well as a broad knowledge base and healthy lifestyle habits. The school's culture celebrates high academic achievement, fosters individual growth in athletics and Performance Character, and promotes regular family engagement.

Athlos Academy of St. Cloud first received its charter approval in August 2015. The school opened in August 2016 and has operated for four years, instituting practices and procedures that will result in its continued success.

III. AUTHORIZER

Volunteers of America of Minnesota is the authorizer for Athlos Academy of St. Cloud. Stephanie Olsen, manager is the main contact, located at 924 19th Avenue South, Minneapolis, MN 55404.



Volunteers of America of Minnesota
Main Contact: Stephanie Olsen,
Manager VOA Charter School
Authorizing Program VOA-MN
Education Center
924 – 19th Avenue
South Minneapolis,
MN 55404
Phone: 612-270-1998
E-Mail: solsen@voamn.org

IV. SCHOOL BOARD GOVERNANCE

2019-2020 School Year Charter Public School Board
 This table contains information for ALL board members.

2019-2020 Election date:
 Election Window: March 3, 2020-May 3, 2020
 Election results announced on May 4, 2020

Name	Board Position	Group Affiliation (if teacher, file folder #)	Date Elected	Date Seated	Term Expiration	Phone Number	Email Address	Member Meeting Atten. Rate (%)
Andrew Grimsley	Board Chair	Community Member	March 2019	April 2019	May 2022	612-702-5186	agrimasley@athlosstcloud.org	92%
Rebecca Hull	Vice Chair	Teacher/Parent	Nov 2018 appointed	Dec 2018	May 2021	320-290-1328	rhull@athlosstcloud.org	100%
Aaron Schwenzfeier		Teacher/Parent	June 2018	July 2018	April 2020	701-213-1923	aschwenzfeier@athlosstcloud.org	100%
Noor Yussuf	Former Board Chair	Community Member	March 2019	April 2019	May 2022	502-432-7278	nyussuf@athlosstcloud.org	92%
Hassan Shuriye		Parent	Feb 2020 appointed/re-elected May 4 2020	March 2020	May 2023	619-208-8312	hshuriye@athlosstcloud.org	40%
Mohamed Yussuf		Parent	May 4, 2020	May 2020	May 2021	303-282-2142	myussuf@athlosstcloud.org	0%
Brenda Schwitalla	Former Board Secretary	Parent	July 2018	August 2018	January 2020 resigned	320-249-8462	bschwitalla@athlosstcloud	80%
Adow Ali		Community Member	March 2019	April 2019	January 2020 removed	320-296-0951	aali@athlosstcloud.org	20%

2019–20 Annual Report | World's Best Workforce

Annual Training Completed by Board Members in 2019-2020			
Member Name note "full board" where applicable	Type of Activity	Date	Location
Aaron Schwenzfeier Brenda Schwitalla, Noor Yussuf, Rebecca Hull	Board Development – The Policy Revision Process	July 29, 2019	Athlos Academy of St. Cloud
Andrew Grimsley, Aaron Schwenzfeier Brenda Schwitalla, Noor Yussuf, Rebecca Hull	Board Development – Public Comment at Board Meetings	August 26, 2019	Athlos Academy of St. Cloud
Full Board	Board Development – Crisis Communication	October 28, 2019	Athlos Academy of St. Cloud
Andrew Grimsley, Aaron Schwenzfeier Brenda Schwitalla, Noor Yussuf, Rebecca Hull	Board Development – Making Motions	November 25, 2019	Athlos Academy of St. Cloud
Full Board	Board Development – Policy 101: How policy correlates with school mission and vision	January 27, 2020	Athlos Academy of St. Cloud
Full Board	Board Development – Goal Setting	February 3, 2020	Athlos Academy of St. Cloud
Full Board	Board Development – Code of Ethics	February 24, 2020	Athlos Academy of St. Cloud
Andrew Grimsley, Aaron Schwenzfeier Rebecca Hull	Board Development – Budget Workshop	March 23, 2020	Athlos Academy of St. Cloud
Full Board	Board Development-Open Meeting Law	March 23, 2020	Athlos Academy of St. Cloud
Full Board	Board Development-Board Goals/Self Evaluation	May 4, 2020	Athlos Academy of St. Cloud
Full Board	Role of Homecourt (Employees at Athlos)	May 14, 2020	Athlos Academy of St. Cloud

Full Board	Budget Workshop/Training	June 4, 2020	Athlos Academy of St. Cloud
Andrew Grimsley, Noor Yussuf, Rebecca Hull, Hassan Shuriye	Effective School Boards	June 22, 2020	Athlos Academy of St. Cloud

Required Statutory Training for Seated Board Members

The Athlos Academy of St. Cloud school board is committed to being an effective governing board. In addition to the full board, there is a finance committee that meets regularly to review the school's financial statements and prepare the annual budget and budget revisions, as well as a governance committee that sets board goals, prepares for board succession, and conducts annual policy reviews. The board receives training at each board meeting, in addition to participating in external training opportunities.

Board Member Name	Governance Basic Training Completed	Finance Basic Training Completed	Employment Basic Training Completed	Dates, locations and trainers
Andrew Grimsley	X*	X*	(previously completed)	June 2020- AASC/Turgeon; June 4, 2020- AASC/Knicely
Rebecca Hull	X*	X*	(previously completed)	June 2020- AASC/Turgeon; June 4, 2020- AASC/Knicely
Noor Yussuf	X*	X*	(previously completed)	June 2020- AASC/Turgeon; June 4, 2020- AASC/Knicely
Aaron Schwenzfeier	X*	(previously completed)	(previously completed)	June 2020- AASC/Turgeon
Hassan Shuriye	X	X	Have until March 2021 to complete	June 2020- AASC/Turgeon; June 4, 2020- AASC/Knicely
Mohamed Yussuf	Absent	X	Have until May 2021 to complete	June 4, 2020- AASC/Knicely

*This is a supplemental training. They completed their initial training previously.

2019–20 School Management / Administrative Team Information

Position	Last Name	First Name	Years Employed by the school	File Folder Number	Left During SY20	Returning SY21	Admin. License
Executive Director	Vetsch	Randy	1	322593	N	Y	Y
Assistant Executive Director	Schoephoerster	Brittney	1	462830	Y	N	Y
Dean of Students	Pool	Shelbi	4	493147	Y	N	N
SPED Coordinator	Toms	Lisa	3	332972	N	Y	N
ELL Director	Bergren	Belinda	4	499849	N	Y	N
Instructional Coach	Schmitz	Angela	4	380569	N	N	N
Intervention Coordinator	Beckman	Victoria	2	372298	N	Y	N
Lead APC	Schwenzfeier	Aaron	4	421156	N	Y	N
Social Worker	Simons	Rachel	4	516443	N	Y	N
Lead 1st Grade Teacher	Jambretz	Angela	3	336487	N	Y	N
Lead 2nd Grade Teacher	Hull	Rebecca	2	445826	N	Y	N
Lead 4th Grade Teacher	Young	Jodi	1	419499	N	Y	N
Lead 5th Grade Teacher	Haggerty	Christina	2	324950	N	Y	N
SPED Due Process Specialist	Loidolt	Lisa	4		N	Y	N
Behavior Specialist K-3	Swenson	Krista	3		N	Y	N
Behavior Specialist 4-8	Wiechmann	Jocelyn	2		N	Y	N

V. SCHOOL MANAGEMENT

For the 2019–20 school year Athlos Academy of St. Cloud operated with a director, assistant director/special education director, a dean of students, two instructional coaches, a social worker, and a lead athletic performance coach as the leadership team. This team met regularly to prioritize school needs as they related to the budget, professional development, and instructional and operational support. The table below contains information on the school management/administrative team as well as non-instructional support staff.

Mr. Randy Vetsch, a long-time Minnesota educator, was hired for the executive director role for the 2018–19 school year. He earned his bachelor's degree in elementary education and his master's degree in educational administration and leadership from St. Cloud State University. Prior to coming to Athlos, he served as executive director of Cedar Riverside Community School in Minneapolis, was the operations director at Eagle Ridge Academy in Minnetonka, principal at Parnassus Preparatory School in Maple Grove, dean of operations at Stride Academy in St. Cloud, and principal at Holy Name of Jesus School in Wayzata. He also taught at the Monticello School District and Red Lake Indian Reservation.

The governing board oversees and consults on Athlos Academies' evaluation of the school leader of Athlos Academy of St. Cloud. This evaluation process includes a self-assessment

2019–20 Annual Report | World's Best Workforce

utilizing a rubric aligned to Minnesota's core competencies for school principals. This self-assessment informs a conference and goal- setting process between the school leader and his/her manager at Athlos Academies. These goals form the basis of future evaluations. The evaluation process includes formal and informal observations and the gathering of artifacts and other evidence to support progress toward the school leader's identified goals. The governing board chair participates in mid-year and end-of-year evaluation conferences between the school leader and his/her manager at Athlos Academies and reports the results of the evaluation to the governing board.

VI. SCHOOL FACULTY INFORMATION AND PROFESSIONAL DEVELOPMENT

2019–20 Faculty Information

Last name	First name	Assignment	File Folder #	Left During SY20	Returning SY21
Bigler	Matt	MS Math Teacher	493828	N	Y
Hill	Kate	HR Specialist		N	Y
Dierkes	Amy	Office Manager		N	Y
Abdi	Said	Cultural Liaison		N	Y
Showalter	Megan	Health Services Assistant		N	Y
Sparks	Stephanie	Administrative Assistant		N	Y
Stommes	Angela	In-Building Substitute	516535	N	Y
Benson	Kyle	Kindergarten Teacher	477788	N	Y
O'Connell	Melissa	Kindergarten Teacher	498253	N	Y
Schmidt	Emily	Kindergarten Teacher	494759	N	Y
Amundson	Brooke	Kindergarten Teacher	1001545	N	Y
Haseltine	Johanna	Kindergarten Teacher	1001892	Y	N
Jacobson	Katherine	1st Grade Teacher	473198	N	Y
Tengwall	Michelle	1st Grade Teacher	482199	N	Y
Gogolin	Elizabeth	1st Grade Teacher	513906	N	Y
Johnson	Kayla	2nd Grade Teacher	471168	N	Y
Hoisington	Megan	2nd Grade Teacher	509265	N	Y
Kruschek	Jasmine	3rd Grade Teacher	500570	N	Y
Sawyer	Trevor	3rd Grade Teacher	509623	N	N
Dowd	Jessica	3rd Grade Teacher	475967	N	Y
Sauerer	Alyssa	3rd Grade Teacher	505816	N	Y

2019–20 Annual Report | World's Best Workforce

Waid	Kelly	4th Grade Teacher	1000403	N	Y
Schroll	LuAnn	4th Grade Teacher	312307	N	Y
Stein	Gregg	4th Grade Teacher	492192	N	Y
Mitchell	Jennifer	5th Grade Teacher	373896	N	Y
Johnson	Britney	5th Grade Teacher	513326	N	Y
Steil	Megan	MS Math	478551	N	Y
Scheevel	Corey	MS Science	486213	N	Y
Mayo	Garnet	MS ELA	447758	N	Y
LaBeau	Jourdan	MS Social Studies	1002145	N	Y
Scheevel	Jenna	Music Teacher	483050	N	Y
Cordova	Amber	Art Teacher		N	Y
Mixell	Angie	ELL Teacher	476965	N	Y
Stanly	Joan	ELL Teacher	418451	N	N
Williams	Kris	ELL Teacher	329094	N	Y
Conroy	Lindsay	ELL Teacher	1003425	N	Y
Isse	Muna	ELL Para		N	Y
Hedlund	Joni	ELL Para		N	Y
Nelson	Katie	ELL Para		N	Y

Athlos Academy of St. Cloud continues to aim to recruit and retain high quality teachers aligned with the unique educational model of the school. While these efforts can lead to higher than typical teacher turnover rates, the turnover is intended to ensure that the school builds on a strong foundation of highly skilled, mission/vision-aligned teachers. The overall structure of faculty positions will be similar in future years, with the exception of additional positions needed to accommodate the school's enrollment growth.

In order to support the school's goals, and in response to needs identified throughout teacher observations, AASC provides substantial professional development through a mix of in-house sessions, third-party trainers, and regular professional development led by its service provider, Athlos Academies. Below is a list of professional development activities undertaken in 2019–2020. Many of these were focused on effective delivery of the school's education program.

2019–20 Professional Development

Date	Topic
8/19/2019	New Staff Orientation
8/20/2019	Classroom Management/PBIS/Performance Character
8/21/2019	Dr. Maguire - differentiation
8/22/2019	Dr. Maguire - differentiation
8/26/2019	MTSS
8/27/2019	PBIS
8/28/2019	Classroom set up
8/29/2019	Support Services
9/26/2019	Data Dive and Press
10/11/2019	Dr. Maguire – differentiation, academic vocab
11/27/2019	technology
1/21/20	Dr. Maguire – differentiation, academic vocab
2/7/20	Data dive/progress monitoring, MCA Prep
4/10/20	Curriculum Mapping

VII. SCHOOL ENROLLMENT AND STUDENT ATTRITION

Student Demographics

This table identifies the number of students enrolled at the school by demographic and special programs status.

Data is based on end of year enrollment.

School Year	Minority	Free/Reduced Lunch	Special Education Eligible	English Language Learners
2015–16	N/A	N/A	N/A	N/A
2016–17	N/A	N/A	N/A	N/A
2017–18	49%	65%	11%	17%
2018-19	54%	65%	13%	25%
2019-20	70.7%	70%	9%	38%

Student Enrollment and Attrition

This table identifies the number of students enrolled at the school.

Data is based on end of year Average Daily Membership (ADM) and September 2018 estimates.

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Attrition / Retention Rates
2015–16	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2016–17	81	72	59	52	87	67	60	0	0	0	0	0	0	N/A
2017–18	77	101	102	82	58	100	68	65	0	0	0	0	0	80% Year-Over-Year Retention
2018–19	69	74	91	92	72	51	64	58	42	0	0	0	0	73% Year-Over-Year Retention
2019-20	58	89	89	73	99	76	70	41	49	0	0	0	0	83% Year-Over-Year Retention

Athlos Academy of St. Cloud aims to consistently, but sustainably, grow its enrollment. AASC anticipates growing its enrollment to an ultimate capacity of 1,125 students in grades K–8. The school seeks to improve its year-over-year and within-year retention numbers each year through more parent and community engagement and through academic success. As the school continues to grow, efforts have been made to engage the local community and to recruit a student population that is representative of the community in which the school is situated.

Athlos Academy of St. Cloud accepts for enrollment any student who completes an application unless the number of applicants exceeds the board-established capacity for each grade. If necessary, an annual lottery is held at a time and date set by the governing board. Students not offered seats due to enrollment capacity are placed on a waitlist and offered seats as soon as a spot is available. Preference on waitlists and in the lottery is given to siblings of currently enrolled students and children of the school's full-time staff. If open seats are available during the school year, they are filled on a first-come, first-served basis after any waitlist has been depleted. The enrollment and lottery policy and enrollment forms can be found on the school's website.

VIII. SCHOOL ACADEMIC PERFORMANCE

Academic Program

The goal of Athlos Academy of St. Cloud is to improve student learning and student achievement. AASC aims to provide high-quality educational opportunities for the whole child built on the three foundational pillars of Prepared Mind, Healthy Body, and Performance Character. AASC believes that each pillar is dependent on the strength of the other two and that together they prepare students to achieve success in college, career, and life.

Prepared Mind

Athlos Academy of St. Cloud refers to its academic program as the Prepared Mind pillar. The program relies on high-quality, research-proven curricular materials that are aligned to Minnesota State Academic Standards. The student-centered program makes heavy use of inquiry and encourages multiple teaching modalities. The focus of the program is on performance on Minnesota state assessments and the development of critical thinking skills.

Healthy Body

The Healthy Body pillar is designed to celebrate every student as an athlete, building confidence and a sense of team, while physically activating the brain in ways that are research proven to lead to greater academic achievement. This pillar includes the Athlos athletic curriculum, which aims to develop physical literacy in all students, as well as free play time, a health and nutrition curriculum, and a culture of wellness throughout the school.

Performance Character

The research-based Performance Character pillar is designed to build social intelligence, grit, and leadership in all students while engaging whole families in the learning process. The 12 Performance Character traits were chosen because they are key to developing important life skills. An academic foundation is important, but beyond that, skills such as social intelligence (the ability to live and work together well) and initiative are also required to succeed in life. By taking an explicit approach to teaching and monitoring growth in these traits, the program is designed to nurture and guide students in the growth of these character traits, setting them up for success in life.

2019-20 Academic Results

Prepared Mind

With Minnesota schools closing due to COVID 19 in the spring of 2020, the Minnesota Department of Education cancelled Minnesota Comprehensive Assessments (MCA). No data is available.

AASC will be focusing on the following areas for the 2020–2021 school year:

Response to Intervention: RTI time (Titan Time) will be implemented. Students will be grouped based on STAR data to receive targeted skills instruction. This will allow for further differentiated instruction to meet the needs of all learners. Grade level teams will plan their intervention times with support from support services including ELL, SPED, and Title using data from the second round of FAST testing.

English Language Learners: In order to support a significant ELL population, AASC invested in staffing and training to support this population. AASC will be implementing SLOP strategies that they were trained on in 2017-18 and have hired an ELL interpreter to assist at the front desk to improve the communication between families and the school. The progress of this group will continue to be monitored throughout the school year in order to ensure that these students are making adequate progress as indicated on interim assessments.

Instructional Support: In order to continue to improve classroom instruction, AASC will continue to support/train co-teaching model through the use of videos, collaboration during PLC time, observations and feedback (6-8), and support/resources from Athlos Academies (ESP). AASC will develop/train selective lead teachers through weekly or biweekly meetings (kindergarten-2nd grade). AASC's after school program has been evaluated and improvements will be made to address student instruction during that time. Staff that need additional support will be identified based on observations and data, and support will be provided in the form of coaching through instructional coaches, classroom visits to other teachers, workshops, and behavior support from behavior team.

Healthy Body

Athlos Academy of St. Cloud aims to enrich each student's development of physical literacy, to build Performance Character, confidence, and a sense of team, and to prepare students for an active and healthy life. In order to assess progress towards this goal, AASC measures student performance on the Athlos athletic curriculum and student disposition toward physical activity. The Athlos athletic curriculum is a proprietary, standards-aligned curriculum that aims to help all students become active, fit, efficient movers, developing lifelong habits for healthy lifestyles. Proficiency in the curriculum is measured using standardized rubrics that evaluate student performance of a skill on a 1–4 scale, with three being the cut-off for proficiency.

With Minnesota schools closing due to COVID 19 in the spring of 2020, AASC was not able to evaluate students as they were not in session. No data is available.

In the upcoming school year, AASC will continue to monitor progress in this program and will additionally monitor student growth, particularly as students were attending school virtually and there will be student regression. We assessed students the first two weeks of school of the 2019-20. We will continue to use the STAR Assessment every 6 weeks to progress monitor.

Curriculum and Instruction Review Process

The curriculum and instruction review process continued during the second year at Athlos Academy of St. Cloud. With an organizational structure that includes instructional coaches and dedicated support from our education services provider (ESP) in Boise, Idaho, we were able to regularly review and address the successes and needs of our classroom instruction and curriculum implementation. Instructional coaches met weekly with teachers and regularly with staff from the ESP to discuss how the curriculum was working in the classroom and to find solutions to challenges brought forward. Curriculum supplements were readily made available and professional development was planned and conducted throughout the year to assist teachers who either struggled to use the curriculum or needed additional sources to enhance their instruction.

With data available from the assessments given during 2019–20 and feedback of teachers, Athlos Academy of St. Cloud has proactive professional development and review plans in place for the upcoming 2020-21 year. The goals described above have informed not only the professional development plan for the upcoming school year, but also the assessment plan. Interim assessments have been added to science and additional uses of the interim assessment in math and ELA have been scheduled, in order to provide opportunities for quarterly data reviews. These reviews will consider progress toward school goals and any additional supports or instructional or curricular changes that may be needed to help AASC achieve its goals next year. Athlos Academy purchased new math curriculum for grades 6-8 as this was an area of need.

IX. FINANCES

Financial

Health

In the 2019-20 fiscal year, Athlos Academy of St. Cloud faced challenges unique to young and growing schools, including obtaining and maintaining enrollment, as well as higher rates of expenditures on capital and curriculum costs than is typical for ongoing operators. AASC also has unique challenges associated with operating in St. Cloud, including finding qualified faculty and staff in numbers that will allow it to provide excellence in instruction to the 650 students it served. Additionally, the size of the district AASC services also means the school has extensive transportation costs associated with providing required services to its students.

Challenges

AASC is not exempt from the challenges that many charter schools face. As a public institution, AASC has to ensure it meets projected enrollment targets, as well as provides services to any and all students that come through its doors.

The population that AASC services is high in ELL (English Language Learner) students. This, along with the high number of special education students due to the size of the school, can provide fiscal challenges for an education organization in its first years of operation, particularly with regards to cashflow and revenue projections. AASC prioritized increasing student achievement among this high population of ELL students, successfully, during the

2019-20 school year, which required additional investment in staffing and curricular materials as compared to the first year of operations.

Internal Controls

As a holder and utilizer of taxpayer resources, AASC places a premium on adequate internal controls. The school has a system of internal controls that ensures appropriate segregation of duties, as well as ensuring adequate financial reporting to the board and AASC administration. The school provides a monthly financial report to both the board finance committee and the governing board outlining revenue and expenditures and comparing those with budget and projected results. Any differences, real or projected, are discussed at the board level along with any potential resolutions.

FY 20 Income Statement

Athlos Academy of St. Cloud Charter School No. 4250 St. Cloud, Minnesota Statement of Revenues, Expenditures and Changes in Fund Balances - Budget and Actual General Fund For the Year Ended June 30, 2020				
	General Fund			
	Budgeted Amounts Original	Final	Actual Amounts	Variance with Final Budget
Revenues				
Revenue from federal sources	\$ 283,877	\$ 333,342	\$ 508,460	\$ 175,118
Revenue from state sources	7,677,331	8,294,020	7,857,294	(436,726)
Other local and county revenue	36,360	58,205	99,702	41,497
Interest earned on investments	300	300	112	(188)
Total Revenues	7,997,868	8,685,867	8,465,568	(220,299)
Expenditures				
Current				
Administration	156,197	367,677	231,066	136,611
District support services	933,941	1,082,957	962,849	120,108
Elementary and secondary regular instruction	2,423,414	2,777,708	2,800,431	(22,723)
Special education instruction	941,372	900,050	912,052	(12,002)
Instructional support services	356,914	92,801	250,517	(157,716)
Pupil support services	785,172	720,608	818,982	(98,374)
Sites and buildings	2,244,973	2,283,644	2,215,822	67,822
Fiscal and other fixed cost programs	25,500	27,320	27,320	-
Capital outlay				
Special education instruction	1,000	1,000	-	1,000
Instructional support services	5,000	5,000	-	5,000
Sites and buildings	-	4,797	4,797	-
Debt service				
Principal	-	219,660	219,660	-
Interest and other charges	-	-	10,983	(10,983)
Total Expenditures	7,873,483	8,483,222	8,454,479	28,743
Excess (Deficiency) of Revenues Over (Under) Expenditures	124,385	202,645	11,089	(191,556)
Other Financing Sources (Uses)				
Transfers out	-	(24,267)	-	24,267
Net Change in Fund Balances	124,385	178,378	11,089	(167,289)
Fund Balances, July 1	621,776	621,776	621,776	-
Prior Period Adjustment	-	-	(53,366)	(53,366)
Fund Balances, June 30	\$ 746,161	\$ 800,154	\$ 579,499	\$ (220,655)

Athlos Academy of St. Cloud
Charter School No. 4250
 St. Cloud, Minnesota
 Balance Sheet
 Governmental Funds
 June 30, 2020

	General	Food Service	Total Governmental Funds
Assets			
Cash and temporary investments	\$ 568,098	\$ 17,740	\$ 585,838
Accounts receivable	497	229	726
Due from Minnesota school districts	58,269	-	58,269
Due from Minnesota Department of Education	402,269	-	402,269
Due from Federal government	129,957	5,082	135,039
Prepaid items	79,781	-	79,781
Total Assets	\$ 1,238,871	\$ 23,051	\$ 1,261,922
Liabilities			
Accounts payables	\$ 137,287	\$ 45	\$ 137,332
Accrued salaries payable	522,085	-	522,085
Total Liabilities	659,372	45	659,417
Fund Balances			
Nonspendable prepaid items	79,781	-	79,781
Restricted for food service	-	23,006	23,006
Unassigned	499,718	-	499,718
Total Fund Balances	579,499	23,006	602,505
Total Liabilities and Fund Balances	\$ 1,238,871	\$ 23,051	\$ 1,261,922

X. SERVICE LEARNING

Athlos Academy of St. Cloud recognizes the continuum of activities that can be considered service learning and aims to have service learning fully integrated within its curriculum. AASC focused on developing a culture of service. The Performance Character pillar is the foundation of service learning in the school and encourages students to not only participate in service learning opportunities but to look for service opportunities in their everyday lives and personal conduct. Whether it is a donation drive or participating in classroom and school-wide huddles focused on Performance Character traits such as leadership, social intelligence, energy/zest, initiative, and humility, students were encouraged to become student leaders in their school, homes, and communities. The goal is to more fully incorporate service learning into the curriculum as the school grows.

For another service learning project, the fourth-grade class collected socks for the homeless shelter.

XI. INNOVATIVE PRACTICES

Athlos Academy of St. Cloud established innovative practices during the opening three years that will provide a foundation on which to build in the future. The Athlos three pillar approach weaves together a model for educational excellence. Believing that intelligence, athleticism, and character are malleable, a growth mindset is integral to the design. The pillars of Prepared Mind, Healthy Body, and Performance Character all depend on each other to help students reach their maximum potential and build strong schools and communities.

Through inquiry-based learning, student-led conferences, and standards-based grading, Athlos Academy of St. Cloud has been able to begin establishing a positive and growth-oriented school culture, high expectations for both staff and students, clear communication with the community, and progressive implementation of the pillars. Additionally, the Athlos athletic curriculum takes a novel approach toward what is typically called PE to utilize a structured athletic curriculum and creative play to develop physical literacy in students. Other school-wide structures and innovative practices that are being established at Athlos Academy of St. Cloud include: health and wellness integration, student support systems, data-driven decisions, and the establishment of a positive school culture among students, staff and parents.

XII. FUTURE PLANS

Athlos will continue to work with the school's authorizer, Volunteers of America, to refine the measures used to evaluate success on its program-specific goals in order to ensure that AASC is meeting its goal of improving outcomes for all students.

XIII. WORLD'S BEST WORKFORCE REPORT

a. Gifted and Talented Programming

In the third year of operation, AASC aimed to build on progress made in year one. AASC continued to implement a matrix of programs for them and a plan for the future. Using previous records and interim assessments, teachers and instructional coaches developed differentiated strategies and structures to support students who needed challenge and acceleration. Some of the things accomplished this year include: education and training for classroom teachers to help them support students who needed extensions, the use of an acceleration checklist to support advanced placement, a communication process for parents seeking gifted and talented services for their student, and opportunities such as advanced math and reading grouping for students identified as needing advanced placement.

Athlos Academy of St. Cloud intends to build on these structures and supports already in place in future years to continue to meet the needs of all students.

b. Curriculum and Instruction Review Process – See Section VIII

c. ELL Supports

As a first-year school, Athlos Academy of St. Cloud worked to identify the needs of its English Language Learner (ELL) students and to provide supplemental resources and pull-out support for those students to ensure success in the curriculum. After a review of assessment data and in light of a higher than expected population of ELL students, significant changes have been made for ELL support on campus for the 2017-2018 school year. There is now a full-time, certified ELL coordinator who will work with the leadership team, students, and staff to implement the Athlos Limited English Proficiency (LEP) program. The LEP program consists of two major school-wide initiatives that will impact professional development, evaluation considerations, assessment and monitoring plans for ELL students, and outreach to ELL families. The two major school-wide initiatives will be to begin implementation of Pearson's Sheltered Instruction Observation Protocol (SIOP) model and implementation of World-class Instructional Design and Assessment (WIDA) standards.

There are also support procedures in place for this coming school year, as per the LEP program, for proper identification, assessment, and monitoring of students who need language services. ELL students will participate in required assessments and will also be monitored using W-APT and ACCESS assessments to measure their language proficiency and growth. In the staffing plan for this school year, there are paraprofessionals hired to specifically support ELL students on campus.

Further, the role of the ELL coordinator will also include data reporting and analysis to inform instruction and coaching with teachers who need more support with understanding the needs of their ELL students. The overall goal for ELL support this year is that all students are given the opportunity to meet their academic and social goals through differentiated instruction in an inclusive classroom. As with the rest of the Athlos three pillar model, the support of staff and the coaching of school-wide strategies and structures already allow for an Athlos classroom to be a strong learning environment for any child – including those who are identified for support services or are considered at-risk. The LEP program plan will dovetail with best practices at Athlos and will provide direct support to ELL students and families.

d. Equitable Distribution of Teachers

In order to ensure that students are gaining access to the most well-qualified teacher for each subject area, many teaching teams at Athlos Academy of St. Cloud specialize, allowing all students of one grade to receive instruction in a particular content area from the same teachers. Additionally, for the upcoming school year, teacher classes are being developed to have similar numbers of students of various backgrounds and special populations. This will ensure that classes are well-suited for a differentiated classroom environment and that students have an equal chance of accessing the most experienced and effective teachers.

e. Educator Effectiveness Program

The teacher evaluation plan described in section VI utilizes observations, assessment data, and stakeholder feedback. Administrator observations are used to identify high-quality professional practices such as rigorous curriculum, careful planning,

effective use of technology, high-quality instruction, and collaboration. Assessment data is also utilized to ensure that teachers are delivering expected results for all students, and stakeholder data is used to gauge teacher professionalism when interacting with parents and students. This comprehensive evaluation plan relies on multiple types of data from multiple stakeholders in order to attain a well-rounded view of teacher effectiveness. Teachers who underperform in certain areas of the evaluation are provided with additional coaching and support.