



ANNUAL REPORT 2020-2021

Athlos Leadership Academy is a K through 8th grade public charter school that believes in providing students with a challenging and comprehensive education experience through high standards for academic scholarship, fitness and nutrition, character development and student leadership opportunities.

Verification of Statutory Compliance

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Athlos Academy of St. Cloud Contact Information

Athlos Academy of St.

Cloud

3701 33rd Street South

St. Cloud, MN 56301

320-281-4430(phone)

320-281-4431 (fax)

www.athlosstcloud.org.

Report Introduction

Purpose of the Annual Report

This report has been created by Athlos Academy of St. Cloud (AASC) in adherence with Minnesota Statute 124E.16 Subd. 2.

Mission Statement

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.

History and School Overview

Athlos Academy of St. Cloud opened its doors as a charter school in the fall of 2018. The 2020-21 school year was the fifth school year.

Athlos Academy of St. Cloud teaches students using three distinct yet complementary Pillars of Performance: Prepared Mind, Healthy Body, and Performance Character. Each has specific objectives for a child's age and grade level. Athlos is rooted in the belief that each pillar is dependent on the strength of the other two.

Prepared Mind Pillar

Athlos Academy of St. Cloud's chosen academic curriculum provides a heightened level of rigor to ensure optimal student achievement. Students are provided with challenging enrichment opportunities and academic supports needed to achieve academic success. We support recognized, research-based educational programs that promote rigor, connections, and deep learning. An outline of AASC's most current academic curriculum can be viewed on the school's website, www.athlosstcloud.org.

Healthy Body Pillar

Athlos recognizes that the mind and body are inextricably linked. The Healthy Body pillar focuses on growing awareness of a healthy lifestyle and establishing a lifetime of fitness for students of all athletic abilities. The Athlos Athletic Curriculum is an innovative approach to conventional physical education. It combines conventional physical education standards with current scientific sports performance methodology. This equips students with healthy habits that last a lifetime. Through a professionally developed, age-appropriate athletic curriculum and the incorporation of health and nutrition education, Athlos Academy of St. Cloud is focused on creating a culture of wellness.

Performance Character Pillar

Performance Character is a key indicator of future success. The Performance Character program integrates twelve key character traits into daily routines. These traits support a school culture where students are empowered to achieve their highest potential in any environment and situation. We believe it is important to help students recognize these character strengths within themselves and others. These concepts become part of daily academic instruction, athletic activities, and meaningful social interactions as leaders among peers, younger students, and within the community.

Statement of Purpose

Minnesota Statute 124E, Subd.1 outlines the statutory purposes of a Minnesota charter school. Athlos Academy of St. Cloud fulfills the following:

- Improve all pupil learning and student achievement. (Primary purpose)
- Increase learning opportunities for pupils.
- Encourage the use of different and innovative teaching methods.

Authorizer

Volunteers of America of Minnesota

Main Contact: Stephanie Olsen, Manager of the VOA Charter School Authorizing Program

Address: VOA-MN Education Center, 924 19th Avenue South, Minneapolis, MN 55404

Phone: 612-270-1998

E-Mail: solsen@voamn.org

The Athlos Academy of St. Cloud /VOA Charter School-Authorizer agreement expires on June 30, 2022. Volunteers of America-MN asserts that through a combination of site visits, board meeting packets, annual reports, and annual school evaluations, it will uphold its legal obligation to make sure that AASC is reaching or making progress toward the benchmarks and goals as outlined in Minnesota statutes and the charter contract.

School Board Governance

Athlos Academy of St. Cloud Board of Directors 2020-2021

Andrew Grimsley

Position-Vice Chair

Community Member

Governance Committee

Term Start -May 2019

Term End -April 2022

Email: agrimley@athlosstcloud.org

Rebecca Hull

Position-Treasurer

Teacher Member

Governance Committee

Term Start -May 2018

Term End -April 2021

Email: rhull@athlosstcloud.org

John Scott Johnson

Position-Member

Community Member

Finance Committee

Term Start -May 2019

Term End -April 2022

Email: jjohnson@athlosstcloud.org

Aaron Schwenzfeier
 Community Member
 Personnel Committee
 Term Start -Sept 2021
 Term End -April 2023
 Email: aschwenzfeier@athlosstcloud.org

Hassan Shuriye
 Parent Member
 Term Start -Sept 2021
 Term End -April 2023
 Email: hshuriye@athlosstcloud.org

Noor Yussuf
 Community Member
 Finance Committee
 Term Start -Sept 2019
 Term End -April 2022
 Email: nyussuf@athlosstcloud.org

The 2022 board election will be held in March, 2022.

2020-2021 Board Member Training

Board Member	Training
Andrew Grimsley	Conduct Financial Oversight- Pupil Units MN Charter Board Training and Development Grant Project May 2020 Conduct Financial Oversight- Fund Balance MN Charter Board Training and Development Grant Project May 2020
Rebecca Hull	Conduct Financial Oversight- Pupil Units MN Charter Board Training and Development Grant Project May 2020 Conduct Financial Oversight- Fund Balance MN Charter Board Training and Development Grant Project May 2020

John-Scott Johnson	<p>Conduct Financial Oversight- Pupil Units MN Charter Board Training and Development Grant Project May 2020</p> <p>Conduct Financial Oversight- Fund Balance MN Charter Board Training and Development Grant Project May 2020</p> <p>Minnesota Association of Charter School’s Board Training September 2019 -The Board’s Role and Responsibilities</p>
Aaron Schwenzfeier	<p>Conduct Financial Oversight- Pupil Units MN Charter Board Training and Development Grant Project May 2020</p> <p>Conduct Financial Oversight- Fund Balance MN Charter Board Training and Development Grant Project May 2020</p>
Hassan Shuriye	<p>Conduct Financial Oversight- Pupil Units MN Charter Board Training and Development Grant Project May 2020</p> <p>Conduct Financial Oversight- Fund Balance MN Charter Board Training and Development Grant Project May 2020</p>
Noor Yussuf	<p>Conduct Financial Oversight- Pupil Units MN Charter Board Training and Development Grant Project May 2020</p> <p>Conduct Financial Oversight- Fund Balance MN Charter Board Training and Development Grant Project May 2020</p>

School Management

2020-2021 School Management / Administrative Team Information

This table contains information for ALL members of the school management/administrative team and also includes faculty employed by the school who did not serve as a classroom teacher (e.g. curriculum coordinators, social workers, counselors, administrative assistants, paraprofessionals, custodial, technology and librarian

Position	Last Name	First Name	Years Employed by the school	File Folder Number	Left during 2020/21	Returning 21-22	Administrator License
Maintenance Manager	Janousek	Devin	1	N/A	Y	N/A	N/A
Cultural Liaison	Abdi	Najma	1	N/A	N	N	N/A
Title 1 Coordinator	Beckman	Victoria	3	372298	N	N	N/A
ELL Director	Bergren	Belinda	4	499849	N	N	N/A
Social Worker	Simons	Rachel	2	516443	N	Y	N/A
School Counselor	Schlangen	Kendra	1	1002412	N	Y	N/A
Custodian	Hughes	Garland	1	N/A	N	Y	N/A
Admin Assistant	Dierkes	Amy	4	N/A	N	Y	N/A
SPED Para	Theilen	Jamiee	1	N/A	N	Y	N/A
Custodian	Schnitzler	Collin	3	N/A	N	Y	N/A
HR Specialist	Hill	Kate	3	N/A	N	Y	N/A
SPED Para	Hinkemeyer	Anna	1	N/A	N	Y	N/A
SPED Para	Pramann	Crystal	1	N/A	N	Y	N/A
SPED Para	Jacobson	Valerie		N/A	N	Y	N/A
SPED Para	Kneip	Elizabeth	1	N/A	Y	N/A	N/A
SPED Clerk	Loidolt	Lisa	5	N/A	N	Y	N/A
Title 1 Para	Meyer	Katherine	4	N/A	N	Y	N/A
SPED Para	Nelson	Heidi	2	N/A	n	y	N/A
SPED Coordinator	Toms	Lisa	1	332972	Y	N/A	N/A
SPED Para	Caruthers	Lenona	1	N/A	N	N	N/A
SPED Para	Ronning	Makenzie		N/A	N	Y	N/A
Assistant Principal K-4	Strandemo	Kimberly	1	349655	N	Y	Y
Assistant Principal 5-8	Schultz	Tamara	1	363840	N	N	Y
Lead APC	Schwenzfeier	Aaron	5	421156	N	N	N/A
Health Services Assistant	Showalter	Megan	5	N/A	N	N	N/A
Behavior Specialist	Swenson	Krista	4	N/A	N	Y	N/A
Behavior Specialist		Nywoo	1	N/A	Y	N/A	N/A
Behavior Para	Omer	Bashir	1	N/A	N	N	N/A
Behavior Para	O'Brien	Kelly	1	N/A	N	Y	N/A
Behavior Para			1	N/A	N	N	N/A
SPED Para	Velazquez	Kristina	5	N/A	N	Y	N/A
SPED Para	Strang	Maddison	1	N/A	N	Y	N/A
Executive Director	Vetsch	Randy	3	322593	N	Y	Y
Receptionist	Waldusky	Ami	3	N/A	Y	N/A	N/A
Receptionist	Sparks	Stephanie	1	N/A	Y	N/A	N/A
EL Para	Hedlund	Joni		N/A	N	Y	N/A
EL Para	Almanza	Thalia	1	N/A	N	Y	N/A
EL Para	Hedlund	Joni		N/A	N	Y	N/A
EL Para	Brunette	Jodi	1	N/A	N	Y	N/A
EL Para	Nelson	Katie	1	N/A	N	N	N/A

2020-2021 Management Team Structure and Responsibilities

Principal

The Principal provides leadership and management over school operations and student achievement.

Assistant Principals

The Assistant Principals assists the Principal in the performance of various leadership responsibilities that are necessary for the success of the school community. Responsibilities include providing professional development; communicating with parent/guardians and staff; providing leadership and support on adopting research- proven, standards-based, student-centered instructional practices; leading teachers in creating coherency in instructional practices and routines within the school that model a growth mindset; assisting teachers in effectively gathering and using relevant student data to improve instruction; ensuring that teachers are implementing special education services in accordance with federal and state law; supporting and managing the implementation of the Athlos Behavior Management philosophy that utilizes aspects of PBIS and restorative practices; supervising student movement, serve as the student discipline officer, counsel students regarding school behavioral issues, communicate with parents and process suspension cases; and developing, coaching, and managing teacher performance to create a high performing team..

Special Education Coordinator

The Special Education Coordinator assists the Principal and Special Education Director in the performance of various leadership responsibilities that are necessary for the success of the school community. Responsibilities include overseeing the EP process from assessment to identification and creation to monitoring and review; ensuring compliance of federal and Minnesota special education laws and regulations; interpreting data to inform instruction and other practices; assisting the special education director with monitoring special education evaluation, reevaluation and annual IEP compliance and timelines; collaborating and reviewing with the special education director, special education and intervention data to inform programmatic changes and supports to improve our academic program; assisting the special education director with local and statewide testing accommodations and modifications; providing support and collaborating with special education staff to enhance the instructional environment; communicating regularly with parents and caregivers regarding student progress and challenges; ensuring compliance with applicable federal and state laws, reporting and policies pertaining to special education; supporting interventions for all students; assisting and organizing the work of paraprofessionals working in the special education department.

EL Director

The El Director assists the Principal in the performance of various leadership responsibilities that are necessary for the success of the school community. Responsibilities include differentiating classroom work for the purpose of providing students with instructional materials that address individualized learning plans within established lesson plans and building academic English and content knowledge; administering ACCESS, tests and other language assessments for the purpose of evaluating student language ability. Advise parents and/or legal guardians of student progress for the purpose of communicating expectations; student achievement; developing methods for improvement and/or reinforcing classroom goals in the home environment; reviewing and analyzing assessment and intervention data for progress towards individualized learning plans, expectations, and/or school wide ELL goals for the purpose of providing feedback to students, parents and administration; ensuring compliance with applicable federal and state laws, reporting and policies pertaining to ELL; creating school-wide ELL goals based on ACCESS data; ensuring quality instruction to ELL students for the purpose of improving their success in academics and skills; and providing support and effectively

supervise ELL teachers and paraprofessionals.

Intervention Coordinator

Intervention Coordinator assists the Principal in the performance of various leadership responsibilities that are necessary for the success of the school community. Responsibilities include coordinating Title 1 intervention services for math and reading K-8; providing interventions to students; completing, analyze and support staff with progress monitoring; collaborating with instructional staff, PLC teams, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes; and analyzing assessment data and lead others in looking at data to make instructional decisions as well as monitoring students receiving intervention services.

Social Worker

The Social Worker assists the Principal in the performance of various leadership responsibilities that are necessary for the success of the school community. Responsibilities include using data to discuss, develop, and continually improve the school counseling program; to communicate the objectives of the counseling program to administration, teachers, students, parent/guardians, and the Athlos Academy Governing Board; to manage the school's referral process as part of the school's comprehensive school counseling program; to help develop individualized program plans for each student; to implement prevention-oriented activities to meet student needs and goals of the program; to provide individual and group counseling to students with identified concerns and needs; to use assessment tools and techniques to structure individual/group counseling services; and to collaborate with administration and others on counseling plans; communicate plans effectively with students and parent/guardians.

HR Generalist

Responsibilities include recruiting, interviewing, and facilitating the hiring of qualified job applicants for open positions; collaborates with departmental managers to understand skills and competencies required for openings; overseeing the daily substitute workflow; managing teacher absences and substitute process using Frontline Education software; assisting in performance improvement plans and other disciplinary measures; overseeing employee disciplinary meetings, terminations, and investigations; performing routine tasks required to administer and execute human resource programs including but not limited to compensation, benefits, and leave; disciplinary matters; disputes and investigations; performance and talent management; productivity, recognition, and morale; occupational health and safety; and training and development; conducting employee eligibility verifications and background checks: annually for all employees and upon hire for new employees; implementing new hire orientation and employee recognition programs; maintaining compliance with federal, state, and local employment laws and regulations, and recommended best practices; reviews policies and practices to maintain compliance; and managing staff PTO balances.

Office Manager

Responsibilities include supervising office staff; managing purchase order requests, requisitions and invoices; managing classroom teacher purchase requests, reimbursements and budgets; ensuring compliance and meeting submission deadlines for MDE using the MARSS systems: ordering all office supplies as needed; weekly bank deposits; acting as meeting minute taker at school board meetings. assisting Director with required reports; assisting office staff with the distribution of student/parent communication/materials as well as the distribution of school staff communication/materials; acting as main point of contact for technology needs; working to collect, record, and enter lunch account money; and assisting office personal in keeping accurate student cum files.

Principal's Background

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 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.

Professional Development

Members of the management team participate in professional development opportunities, as assigned by the Principal, as well as ongoing coaching from the Principal to ensure success in all job assignments. In addition, professional development plans have been created for the Dean of Student Development, Academic Resource & District Assessment Coordinator, and Dean of Special Education.

Staffing/Teaching Faculty Information and Professional Development

2020-2021 Faculty Information

This table contains information for faculty, including ALL teachers employed by the school or providing services contractually (e.g., special education teacher, EL Teacher, Title Teacher).

Last name	first name	Assignment	File Folder Number	Left during 2018/19	Returning 2019/20
Amundson	Brooke	Kindergarten Teacher	1001545	N	N
Atteberry	Anna	6 th Grade Teacher	1005199	N	Y
Benson	Kyle	4 th Grade Teacher	477788	N	N
Bigler	JoAnna	SPED Teacher	517468	N	Y
Bigler	Matt	6 th Grade Teacher	493828	N	Y
Blackmore	Matt	SPED Teacher	490169	Y	N/A
Conroy	Lindsey	EL Teacher		N	N
Cordova	Amber	Art Teacher	1009692	N	Y
Gogolin	Elizabeth	1 st Grade Teacher	513906	N	N
Gyamerah	Eunice	EL Teacher	513113	N	Y
Haggerty	Christina	5 th Grade Teacher	324950	N	Y
Hoisington	Megan	2 nd grade teacher	509265	N	N
Hull	Rebecca	2 nd Grade Teacher	445826	N	Y
Jacobson	Katherine	1 st Grade Teacher	473198	N	Y
Jambretz	Angela	1 st Grade Teacher	336487	N	Y
Johnson	Kayla	2 nd Grade Teacher	471168	N	Y
Kent	Lisa	SPED Teacher	315528	Y	N/A
Kruschek	Jasmine	3 rd Grade Teacher	500570	N	N

LaBeau	Jourdan	Middle School Teacher	1002145	N	Y
Lindsey	Kaila	APC	491148	N	y
Mayo	Garnet	Middle School Teacher	447758	N	Y
Meier	Anders	6 th Grade Teacher	995652	n	n
Mixell	Angie	ELL Teacher	476965	N	N
O'Connell	Melissa	Kindergarten Teacher	498253	N	Y
Osgood	Rose	Title Teacher	269375	N	Y
Peterson	Rylie	6 th Grade Teacher	506078	N	N
Phillips	Jessica	3 rd Grade Teacher	475967	N	N
Primus	Abbilyn	Middle School Teacher	517026	N	Y
Robinson	Rey	SPED Teacher	485524	N	Y
Saarf	Elizabeth	5 th Grade Teacher	436117	N	Y
Saurer	Alyssa	3 rd Grade Teacher	505816	N	Y
Scheevel	Corey	5 th Grade Teacher	486213	N	Y
Scheevel	Jenna	Music Teacher	483050	N	Y
Schmidt	Emily	Kindergarten Teacher	494759	N	Y
Schroll	LuAnn	4 th Grade Teacher	312307	N	Y
Simdorn	Isabelle	2 nd Grade Teacher	1004232	N	Y
Smith	Chloe	SPED Teacher	512703	N	Y
Stackhouse	McKenna	Kindergarten Teacher	1000202	N	N
Steil	Megan	Middle School Teacher	478551	N	N
Stein	Gregg	4 th Grade Teacher	492192	N	N
Stommes	Angela	Building Substitute	516535	N	Y
Waid	Kelly	3 rd Grade Teacher	1000403	N	N
Weikle	William	1 st Grade Teacher	1004986	N	N
Williams	Kristina	EL Teacher	329094	N	N
Wright	Joshua	APC	1002604	N	N

Professional Development

On an annual basis, Athlos Academy of St. Cloud updates a school-wide professional development plan to support Athlos Academy of St. Cloud's mission to provide students with a challenging education through high standards for academic scholarship. This plan is an organized, focused, inclusive and public way to plan improvements for student benefit. This plan is implemented in conjunction with AASC's continuous improvement plan since continuous improvement and professional development work in tandem to address AASC's efforts to increase student proficiency and reach school-wide achievement goals.

The Principal and school leaders partner in providing high-quality professional development opportunities to AASC teachers and administrators that:

1. Align with AASC's Development Plan for Increased Academic Proficiency.
2. Focus on school-wide student achievement needs, sub-group student achievement needs, and individual student achievement needs.
3. Are sustainable over time as AASC continues to grow in student and staff numbers.
4. Require regular Professional Learning Communities where teachers work collaboratively to learn and implement strategies and knowledge that will support student achievement.
5. Ensure that teachers have a firm understanding of school-wide, classroom, and individual student

data in order to make teaching decisions for optimal student growth.

6. Provide differentiated systems of support for teachers based on teacher/classroom/school-wide needs as noted during Principal walk-throughs, teacher observations and evaluations, analysis of student data, and meetings.

Professional development plan goals include:

1. Professional Learning Community (PLC) Goal:

All AASC teachers will be able to effectively analyze individual and school-wide student data and will create and collaborate on effective plans for individual students to ensure multiple years' growth toward proficiency. AASC teachers will participate in an increasingly effective, structured, and efficient PLC meeting structure. The PLC meetings will be continuously focused and linked to school needs in effort toward an optimal and timely increase in student proficiency that will allow AASC to academically compete with School District 742.

2. Fall Training and Year-Round Professional Development Goals

Professional development opportunities will be based on the following:

- School needs as indicated in the Development Plan for Increased Academic Proficiency.
- Fall training needs
- Ongoing training in previously implemented and successful AASC initiatives
- Needed training in newly purchased resources and systems
- Continuous training needs that are specific to roles and positions

Professional Development that was provided or attended during the 2020-2021 school year includes, but was not limited to the following:

School Staff Professional Development

Professional Development	Participants
New Teacher Training	New Teachers
Reopening Plan Training	All Staff
Self-Care	All Staff
PBIS	All Staff
Dr. Maguire - differentiation	All Staff
Curriculum and Assessment	All Teachers
Teach Like a Champion Techniques	All Teachers
Distance Learning – Canvas/Clever	All Teachers
Special Education 101 Training- MDE	Special Education Teacher
MTSS	All Teachers
Intervention/SPED/EL	All Staff
Data Dives	All Teachers
District Assessment Coordinator Trainings- MDE	District Assessment Coordinator School Assessment Coordinator
Blood Borne Pathogens/Harassment/Mandated Reporting	All Staff

School Administration Professional Development

VOA Conference	Principal Board Chair
EL Conference	EL Director EL Teachers
Athlos Fall Leadership	Executive Director Assistant Principals
Summer Institute	Executive Director Assistant Principals EL Director LEAD APC SPED Coordinator Intervention Coordinator Lead Teachers
Minnesota Association for Children’s Mental Health Child and Adolescent Health Conference	Social Worker Special Education Coordinator Executive Director

Teacher Evaluation Process

Athlos Academy of St. Cloud’s Teacher Evaluation System aligns with MN Statute §122A.40 Subd. 8. The at-will status of AASC teacher contracts supersedes summative assessment results in regard to employment status. The process is designed to develop, improve, and support qualified teachers and effective teaching practices and improve student learning and success.

The Principal or delegated administrator conducts performance reviews with all full-time and part-time employees at least once per year. The Principal and designated administrator visits and/or observes multiple classrooms a day. These observations and visits may or may not be scheduled, and may also not be directly tied to an evaluation

Teachers at AASC engage in annual goal-setting for student performance. This process involves identifying targets to assess, selecting appropriate local or state-level assessments, identifying baseline levels from which to measure growth, and monitoring progress over the course of the year. The objectives can be set to incorporate both growth and overall performance goals.

At the end of the school year, the summative evaluator conducts a summative evaluation that takes into account Professional Performance, Student Growth and Learning, Student Engagement. The Professional Performance dimension is determined using evidence from summative observations, formative and impromptu observations, and additional teacher documentation.

Professional teaching standards are addressed within the summative evaluation process and documentation. Summative evaluations, though, are not limited to professional teaching standards.

Staff development activities are implemented based on the results of teachers’ evaluations. Activities are in direct correlation with trends in staff development needs as learned through the evaluation process.

School Admissions and Enrollment

A. Student Enrollment and Attrition Rates

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
2020-21	70	90	88	75	100	79	68	39	43	0	0	0	0	83% Year-Over-Year Retention

Athlos Academy of St. Cloud 2020-2021 Student Demographics

American Indian/Alaskan Native	0.2%
Asian	0.5%
Hispanic/Latino	8.2%
Black/African American	58.1%
Native Hawaiian/Pacific Islander	0.2%
White	25.9%
Two or More Races	7%
English Learner	37.6%
Special Education	9.5%
Free/Reduced Priced Lunch	60.7%

Enrollment Projections

Grade	2021-2022	2022-2023	2023-2024
K	70	80	95
1	70	85	95
2	80	75	85
3	80	80	80
4	70	75	80
5	85	70	75
6	70	70	75
7	40	50	60
8	40	50	45
Total	600	625	690

Application and Enrollment

Athlos Leadership Academy practices an enrollment process that is fair, balanced, and fully compliant with all laws and provisions related to enrollment. Application and enrollment processes are conducted in accordance with AASC Policy 5.1.1 that is posted on the Athlos Academy of St. Cloud website. Athlos Academy of St. Cloud does not discriminate against any student based on race, color, ethnicity, sex, age, national origin, ancestry, religion or creed, status with regard to public assistance, sexual orientation, disability, intellectual ability, prior measures of achievement or aptitude, athletic ability, or for any other basis that would be unlawful for a public or charter school.

Information is published annually on the Athlos Academy of St. Cloud website regarding enrollment deadlines and procedures. Each year, Athlos Academy of St. Cloud informs the public of the open enrollment period. Interested families are required to submit an online application form for admission for the following school year.

Annually, Athlos Academy of St. Cloud publishes a date for its lottery for admission for the following school year. A lottery software company conducts the lottery electronically on a scheduled date in a setting that is open to the public.

See Appendix A: Admissions Policy 5.1.1

Academic Program and School Performance

Academic Program

Athlos Academy of St. Cloud's students are provided with quality core instruction along with academic interventions to support academic success. Athlos Academy of St. Cloud's statutory purposes include:

- Improving all pupil learning and student achievement. (Primary purpose)
- Increasing learning opportunities for pupils.
- Encouraging the use of different and innovative teaching methods.

Process for Reviewing Curriculum, Instruction, and Student Achievement

Athlos Academy of St. Cloud's board-approved curriculum is chosen through a thorough review process to ensure that our students are provided with high-quality instruction. As a public K-8 charter school, Athlos Academy of St. Cloud is required to implement curriculum and a learning program that will support students in meeting Minnesota standards and benchmarks across all core subjects. A curriculum overview and any updates to our curriculum can be found on the school website under Curriculum. Athlos Academy of St. Cloud aligns curriculum with Minnesota Standards through a curriculum mapping process. The curriculum mapping process is overseen by administrators and teacher leaders.

Curriculum and student achievement are reviewed by the District Advisory Committee Site Team and administration on an annual basis. Recommendations for changes and improvements are made, to the Board, in the form of revised improvement plans, revised World's Best Workforce plans, assessment plans, and updated curriculum budgets.

Assessment Plan and SMART Goals- 2019-2020

Assessment	Grade Levels
MCA Reading and Math	3 rd through 8 th grade
MCA Science	5 th and 8 th grade
ACCESS for ELL	K-8 students that have been identified as English Learners.
STAR Assessment	2 nd through 8 th grade
Fountas and Pinnell Benchmark Reading Assessment	K-5
Dibels	K-2

2020-2021 SMART GOALS

Academic SMART Goal

- By June 2021, students in grades 3-8 will increase MCA reading growth by 7 points.
- By June 2021, students in grades 3-8 will increase MCA math growth by 7 points.

K-3 Plan Reading Goal 2020-2021

- By June 2021, 50% of the students in grades K-2 identified as strategic will move to core according to composite end of the year scores on Dibels.
- By June 2021, 80% of 3rd graders at Athlos Academy will achieve 50% growth in their Fall to Spring Literacy scores using the STAR assessment.

Academic Program Data 2020-2021

Reading	Math	Science
Elementary 3 rd grade – 21.9% 4 th grade – 25.3% 5 th grade – 31.4% Secondary 6 th grade – 22.2% 7 th grade – 36.1% 8 th grade – 26.2% School wide – 26.7%	Elementary 3 rd grade – 23.9% 4 th grade – 23.5% 5 th grade – 7% Secondary 6 th grade – 5.5% 7 th grade – 8.1% 8 th grade – 14.3% School wide – 14.7%	Elementary 5 th grade – 17.1% Secondary 8 th grade – 17.9% School wide – 17.4%

2020-2021 Academic Highlights

Due to the COVID-19 pandemic, the school experienced the unprecedented challenge of providing and educational program in three different learning/instructional models: on site/campus, hybrid, and distance learning.

- Even with the interrupted instruction year, AASC was able to progress monitor using the STAR assessment 4 times throughout the school year.
- AASC's attendance was above the state average (89.9% compared to 85.3%)
- AASC offered a summer program for math and reading intervention. 166 students attended the program with an attendance percentage of 87%.

Finances

Fiscal Year 2021 Audit

The FY21 Financial Audit is being conducted by Abdo, Eick & Meyers, LLP.

Financial Highlights

Key financial highlights for the 2020-2021 year include the following:

- In FY21, the ADM (Average Daily Membership) ended above the budgeted amount at 611.5 with budgeted amount of 610.
- The General Fund operations produced a fund balance of \$634,932 or 7.1%.
- Athlos did not renew or utilize a line of credit for operating cash-flow.

Below is the school's year-end balance sheet.

Athlos Academy of St. Cloud St. Cloud, MN Balance Sheet June 30, 2021		
	Balance July 1, 2020	Balance June 30, 2021
Assets		
Cash	\$ 585,837	431,994
Accounts Receivable	726	41,054
Current Year State Aids Receivable	402,269	0
Prior Year State Aids Receivable	-	764,620
Due from Other Districts (742)	58,269	1,392
Due from Fed	-	25,203
Federal Aids Receivable	135,039	188,376
Prepaid Expenditures	79,781	63,409
Total Assets	\$ 1,261,921	\$ 1,516,048
Liabilities and Fund Balance		
Liabilities		
Salaries and Wages Payable	424,562	436,283
Due to Other Funds	-	0
Accounts Payable	137,332	99,084
Payroll Deductions and Contributions	97,522	86,766
Deferred Revenues	-	15,594
Total Liabilities	659,416	637,727
Fund Balance		
Beginning Fund Balance	\$ 621,777	\$ 602,505
Change in Fund Balance due to Operations	(19,271)	275,816
Total Fund Balance	602,505	878,322
Total Liabilities and Fund Balance	\$ 1,261,921	\$ 1,516,048
Days Cash on Hand	24.38	17.37

Budget to Actual Operations

Below are the original budget and actual results for FY20. At year-end, actual results exceeded the budget expectations overall.

Athlos Academy St. Cloud
St. Cloud, MN
Statement of Revenue and Expenditures
As of June 30, 2021

					100%
	FY20 Activity	FY21 Original Budget	FY21 Projected Activity	Year to Date Activity	% of Budget
	591 ADM	620 ADM	610 ADM	614 ADM	
Total All Funds					
Revenues					
State Revenues	\$ 7,857,278	\$ 8,463,591	\$ 7,892,222	\$ 7,939,053	101%
Federal Revenues	455,095	469,926	911,959	924,149	101%
Local Revenues	99,814	58,505	34,708	33,115	92%
Food service Revenue	339,891	396,091	271,400	334,538	122%
Total Revenues	\$ 8,752,079	\$ 9,388,113	\$ 9,110,289	\$ 9,230,856	101%
	<small>check #</small>	<small>8,752,079</small>	<small>9,388,113</small>	<small>9,110,289</small>	<small>9,230,856</small>
Expenditures					
Salaries and Benefits	\$ 3,881,101	\$ 4,310,525	\$ 4,057,829	\$ 3,992,480	98%
Purchased Services	3,832,438	4,290,496	3,746,042	3,672,689	98%
Supplies and Materials	580,836	753,635	1,026,673	1,078,921	105%
Equipment	15,661	12,893	41,350	6,427	10%
Dues, Memberships & Taxes	461,313	44,300	204,890	204,523	100%
Total Expenditures	\$ 8,771,350	\$ 9,411,849	\$ 9,076,784	\$ 8,955,040	99%
	<small>check #</small>	<small>8,771,350</small>	<small>9,411,849</small>	<small>9,076,784</small>	<small>8,955,040</small>
Net effect of Operations, All Funds	\$ (19,271)	\$ (23,736)	\$ 33,505	\$ 275,816	
Beginning Fund Balance	\$ 621,777	\$ 602,505	\$ 602,505	\$ 602,505	
Ending Fund Balance	\$ 602,505	\$ 578,769	\$ 636,010	\$ 878,322	
Fund Balance % of Expenditures	6.9%	6.1%	7.0%	9.8%	

Fiscal Year Financial 2022 Goals

For FY21, the school is budgeting to serve 540 ADM. Successful financial operations are expected to continue in the General and Food Service Funds.

Internal Controls and Board Oversight

The school has an internal control system that provides auditors with a level of comfort that allows the school to not receive any internal control findings. These controls are tested during the annual audit in accordance with *Government Auditing Standards*. AASC, along with its staff at BerganKDV, are able to segregate duties and provide adequate oversight so that no deficiencies or material weaknesses exist. All board members have received board training in financial management. The board maintains oversight of financial matters through monthly finance committee meetings, board meetings, and regular review of financial policies. The finance staff is readily available to answer board member questions both in and out of board meetings to ensure that questions are answered in a timely and thorough manner.

Service Learning

Athlos Academy of St. Cloud's students usually participate. Due to COVID and the interrupted instructional models, this didn't happen this year.

Innovative Practices

In addition to its rigorous academic curriculum, Athlos Academy of St. Cloud implements an age-appropriate fitness program and a character education program.

Fitness/Physical Education

The Athlos Athletic Curriculum is not about training athletes nor does it encourage a negative competitive environment. It is a professionally-developed plan of age-appropriate, developmental goals that apply to every child at every athletic level. Science shows a real connection between physical fitness and academic achievement. All students participate throughout the week. Activities range from individual or group conditioning to team competitions that teach leadership and life lessons.

Character Performance

Twelve essential performance traits are taught throughout the school year. We believe it is important to help students first recognize character strengths—traits like Grit, Leadership, and Social Intelligence so that these concepts become part of daily academic instruction, athletic activities, and leadership roles with younger students and in the community. Athlos performance attributes are especially integral to turf activities where coaches and teachers relate them to student progress and goals. Character Huddles regularly bring a class together to discuss and be challenged by an idea related to performance. Students define a particular character trait and learn about a real-life example. To complement this exercise, Character Reflections allow students to “teach the concept back”. By understanding what performance character traits are and why they matter, Athlos students are able to define an abstract concept and relate it to their lives.

Future Plans

Athlos Academy of St. Cloud continues to seek out funding, resources and training to support updated technology for students and staff. In addition, the school continues to seek out additional funding opportunities to finance projects that will enhance safety and security.

Appendix A. Admissions Policy 5.1.1

I. PURPOSE

The purpose of this policy is to explain the application and enrollment process at Athlos Academy of St. Cloud so that families will have information to make decisions regarding their children's school attendance.

II. POLICY STATEMENT

This policy establishes guidelines for admission into Athlos Academy of St. Cloud that are consistent with the admission requirements of Minnesota Statutes §124E and other applicable laws.

III. LIMITATIONS ON ENROLLMENT

A. Athlos Academy of St. Cloud places age appropriately for all students.

B. Pursuant to the contract with its authorizer, Athlos Academy of St. Cloud has limited eligible pupils to:

Pupils within PreK-8th grade

1. Athlos Academy of St. Cloud does not accept applications for Pre-kindergarten students who are not age four on or before September 1st of the school year for which the student seeks admission.
2. Athlos Academy of St. Cloud does not accept applications for kindergarten students who are not age five on or before September 1st of the school year for which the student seeks admission.
3. Athlos Academy of St. Cloud does not accept applications for first grade students who are not age six on or before September 1st of the school year for which the student seeks admission.

IV. PUBLICATION AND COMMUNICATION OF POLICY AND PROCEDURES

- A. Information regarding enrollment deadlines and procedures will be published on the Athlos Academy of St. Cloud website. Information regarding Minnesota Statute 124E will be included on the application form.
- B. Each year, Athlos Academy of St. Cloud will inform the public of the open enrollment period. Interested families are required to submit an application form for admission for the following school year.
- C. Each year, Athlos Academy of St. Cloud will publish a date for its lottery for admission for the following school year.
- D. A lottery software company will conduct the lottery electronically on a scheduled date in a setting open to the public. If the lottery must be postponed due to inclement weather conditions, the lottery shall be conducted at the scheduled time on the following day.

V. GENERAL ENROLLMENT PROVISIONS

- A. Athlos Academy of St. Cloud is a public school and pursuant to state law, must enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of the program, class, grade level, or building. When that occurs, Athlos Academy of St. Cloud will begin lottery procedures described in section IX.
- B. Before admitting a student by lottery, Athlos Academy of St. Cloud shall give preference to currently enrolled students, siblings of current students, a foster child of that pupil's parents, and children of the school's staff.
- C. Athlos Academy of St. Cloud shall not discriminate against any student based on race, color, ethnicity, sex, age, national origin, ancestry, religion or creed, status with regard to public assistance, sexual orientation, disability, intellectual ability, prior measures of achievement or aptitude, athletic ability, or for any other basis that would be unlawful for a public or charter school.
- D. Athlos Academy of St. Cloud shall not seek any information about any applicant that may be used to discriminate against the applicant in either school's policies or governing laws. This does not preclude the school from seeking such information for a lawful purpose about a student after the student has been admitted.
- E. Notwithstanding any other provision of this policy to the contrary, in compliance with the requirements of the Minnesota Department of Education and with the 2011 settlement agreement in ACLU v. TiZA, et al. litigation, Athlos Academy of St. Cloud shall not select students based on religious preference.
- F. Athlos Academy of St. Cloud will not distribute any services or goods of value to students, parents or guardians as an inducement, term or condition of enrolling a student unless required to do so by Minnesota's Pupil Fee Law.

VI. POLICY AND PROCEDURES FOR CURRENTLY ENROLLED STUDENTS

- A. Before the open enrollment begins, Athlos Academy of St. Cloud will provide notice to parents of currently enrolled students. The notice will provide guidelines for parents on how to reenroll currently enrolled students for the following school year.
- B. Athlos Academy of St. Cloud will require current families to complete and submit an Intent to Return form for each child reenrolling for the following school year.
- C. Intent to Return forms will be available to current families during the open enrollment period which starts the first Monday in November and ends the last Friday in January of the following calendar year. Currently enrolled students who submit an Intent to Return form within the open enrollment period will not be subject to the lottery.
- D. If a current family has not completed an Intent to Return form by the close of the open enrollment period, Athlos Academy of St. Cloud will consider the student withdrawn for the upcoming school year. At that time, if the family wishes to reapply for the following year, they may do so under the same conditions as a new enrollee.

VII. POLICY AND PROCEDURES FOR SIBLINGS OF ENROLLED STUDENTS AND STUDENTS OF STAFF MEMBERS

- A. If a family wishes to enroll a sibling of a currently enrolled student, the application form must be completed within the assigned time frame in order to receive preference.
 - 1. A "sibling" is defined as a student applicant who is related to an enrolled student with the same father and/or mother either (1) genetically, or (2) through legal process, i.e., adoption, guardianship, or foster parent. Sibling preference does not apply until one of the siblings is actually enrolled.
- B. If an Athlos Academy of St. Cloud staff member wishes to enroll their child, the application form must be completed within the assigned time frame in order to receive preference.
 - 1. If a staff member's employment is ended for any reason, the child moves to the end of the non-preferential waiting list.
- C. If there are more siblings of currently enrolled students and students of staff members than spots in a particular grade, applicants will be shuffled by lot and a separate lottery for these students will occur. Offers of enrollment will be made following the lottery. After all open slots are filled, the siblings of currently enrolled students and students of staff members who were not offered an enrollment slot will be placed on the top of the waiting list in the order in which their names are drawn by the electronic lottery.

VIII. APPLICATION AND ENROLLMENT PROCEDURES

- A. Athlos Academy of St. Cloud will accept application forms for admission for up to 20 per classroom for Kindergarten and up to 25 per classroom for grades 1-8. The board of directors may increase one or more grades' capacity by resolution and without changing this policy prior to the date on which applications are no longer accepted.
- B. Athlos Academy of St. Cloud welcomes inquiries and scheduled tours throughout the school year. The school will encourage families to meet with faculty, staff, and/or board members to discuss the value of Athlos Academy of St. Cloud and its expectations of students and their families.
- C. Families are required to submit one application form for each student. All application forms are time and date-stamped and labeled sequentially, designating the order in which they were received.
- D. A completed application is required for anyone wishing to be considered for enrollment. It is the responsibility of the applicant to retain confirmation from Athlos Academy of St. Cloud of the receipt of the application. If confirmation of receipt is not received, it is upon the applicant to follow up with Athlos Academy of St. Cloud to request the confirmation.
- E. Each year, the open enrollment period will begin on the first Monday in November and end on the last Friday in January of the following calendar year. All applications must be received by 2:30 PM on the last date of the published open enrollment period. All applications received after that date and time will be processed in the order they are received. The board of directors may change the deadline for applications for the next school year by resolution without changing this policy.
- F. Athlos Academy of St. Cloud is not responsible for mistakes or omissions on submitted application forms. An incomplete application form will not be considered for enrollment and therefore will not be processed until complete.

- G. All parents/guardians of applicants will be notified within one week following the close of the open enrollment period. Notification will also include their child's enrollment status and information regarding any necessary lottery.
- H. Once the open enrollment period is closed, currently enrolled students who returned Intent to Return forms within the open enrollment period will maintain an enrollment slot for the following school year.
- I. If the number of new applicants exceeds the number of enrollment slots that remain available, all timely new applicants will be placed in the lottery.

IX. LOTTERY

- A. If a lottery is necessary, it will be conducted within 10 business days after the close of the open enrollment period.
- B. A lottery software company will conduct the lottery as a public event to ensure the lottery procedures are fairly executed.
- C. All timely applicants will be placed on one of two lists by grade: (a) a preference list of students given preference by state law or this policy, and (b) all other applicants. Both lists will be shuffled and offers of enrollment will be made to students in the order in which they are electronically sorted, first exhausting the preference list, and then proceeding to the non-preference applicants.
- D. Families who have received notification of the lottery as stated in section VIII are not required to attend the lottery.
- E. Families will be notified electronically by email of their child's admission status within 10 business days of the lottery taking place.
- F. Parents/Guardians of students admitted through the lottery will receive an acceptance email using the email address provided by families during the admissions process. Parents will be notified at this time to complete the required enrollment documents by the deadline set forth in the acceptance email. If all enrollment forms are not returned by the date set forth in the acceptance email, the enrollment spot will be considered forfeited.
- G. Students who did not get accepted into the program through the lottery will be put on the wait list and will be admitted to the program as enrollment slots become available.
- H. Students who apply after the lottery is held will be added to the waiting list in the order in which they turn in an application form.

X. WAITING LIST

- A. If any student, whether enrolled or on the waiting list, cancels their application or withdraws from Athlos Academy of St. Cloud, they shall lose their place. If they later re-apply, they shall be treated as a new applicant.
 - 1. In the case an enrollment space becomes available, the applicant will be notified via email through the enrollment software. The applicant will then be provided with enrollment

paperwork which must be completed in order to secure a spot.

2. If the email address provided on the application is not valid, it is the responsibility of the applicant to provide Athlos Academy of St. Cloud with current contact information. Athlos Academy of St. Cloud is not responsible for enrollment slots forfeited due to incorrect contact information.
- C. Once the applicant has been notified, as defined above, the applicant has 48 hours to complete the enrollment paperwork or the spot will be considered forfeited.
- D. If the applicant chooses not to enroll their student or does not respond within the allocated timeframe, Athlos Academy of St. Cloud will continue contacting applicants in the order in which they are listed on the waiting list.
- E. All applicants still on a waiting list at the beginning of the next enrollment period must submit a new application form for enrollment and will be subject to the enrollment process described above. The waiting lists do not carry over from year to year.

XI. STUDENT RECRUITMENT ACTIVITIES

- A. Athlos Academy of St. Cloud shall market itself before and during the enrollment period to recruit students to meet its enrollment goals as set by the board of directors.
- B. In accordance with its marketing strategy, Athlos Academy of St. Cloud may use the measures below, among others, to recruit student applicants.
 1. Post flyers and notices in local newspapers and/or blogs and online newspapers.
 2. Post the admissions policy and application (available for download) on the school's website.
- C. Athlos Academy of St. Cloud will provide translation services, as necessary, for all promotional materials and any person-to-person interaction.

XII. INTERPRETATION OF POLICY

- A. Should any question or unanticipated scenario occur regarding the admission and enrollment policy, the principal is responsible for final interpretation and implementation of the policy above and recommendations for any appropriate updates.

Legal References: Minn. Stat. §124E.11 (Admission Requirements)
Minn. Stat. §§123B.36-.37 (Authorized Fees; Prohibited Fees)