# Minnesota Charter School District #4111

**School Board Chair: Anne Kaufman**
**School Director: William M. Spira**

2504 Columbus Avenue
Minneapolis, MN 55404
Phone: 612.333.1614
Fax: 612.339.2229
Email: bill.spira@afa.tc

**Submitted to:**
**Minnesota Department of Education**
**1500 Highway 36 West**
**Roseville, MN 55113**

October 1, 2010

# Table of Contents

## *Introduction*

Augsburg Fairview Academy has now operated for one year in its new home on Columbus Avenue in Minneapolis. After six years, the Academy continues to evolve into the school that the founders hoped they were creating in 2004 when Augsburg Academy for Health Careers (as it was then called) – with support from the Bill and Melinda Gates Foundation, and the Center for School Change – received its charter to operate a high school in St. Paul. The intervening years have not been easy for the school, beginning with a one-year delay in opening followed by the need to move into three locations in five years. Finally, however, AFA has settled into a permanent facility and stable infrastructure with which to carry out the mission for which it was created.

This mission – which has changed only slightly from the one the founders set out in the original contract with Augsburg College – is clear and compelling:

> *Augsburg Fairview Academy invites young adults from diverse communities to prepare for college, career, and life through an intense program of rigorous study and real-world connections to health care, education, and other human services.*

Augsburg Fairview Academy reaches out to marginalized communities that are underrepresented in the health occupations to enroll high school students who are motivated to engage in an intense program of rigorous study. The Academy offers them an exceptional opportunity to achieve post-secondary readiness, vocational certification in health care and other caring professions, workplace experience, and early college credit. By the time they graduate, Academy students are expected to master the knowledge, understanding, skills, and habits they need to succeed in the challenging world beyond high school.

In AFA's six-year history, the challenges that it has faced have overwhelmed no small number of other charter schools. There are documented cases in which inadequate facilities, inability to attract students, an influx of troubled and struggling students, the vagaries of state revenues, and the mysteries of small business management have proven too much for inexperienced boards, managers, teachers, and staff who had never before run a school that was also a small business. The Academy has also faced business challenges during its journey to becoming a unique, college prep high school for urban students. It has managed to overcome these challenges. While still fragile, AFA is an essentially healthy enterprise with a strong foundation from which to achieve its mission in the coming years.

What makes AFA unique, even among generally innovative charter schools, is that it has actually managed to establish itself as a radically transformative learning community. The 2010 Academy is truly a family of learners led by teachers who are caring scholars guided by the principles of authoritative teaching and the wisdom of the Circle of Courage.

This transformative approach (see Appendix 1 and Appendix 2) reflects a commitment by the faculty and staff not just to preparing students academically but, also, to being role models who show them how to be good citizens and healthy adults: i.e., to be caring, kind, and honest with themselves and others; to seek out ways to serve the needs of others; and to practice the habits of mind that will give them a lifetime of wellness and happiness.

Many students come to AFA because of its college prep and health careers orientation. The Academy attracts others who have a real need for a welcoming community that gives them a feeling of belonging and a sense that somebody cares about them. The Academy's faculty and staff believe that it is possible to communicate high expectations, even to troubled students, and to guide and coax them, patiently, to better behavior, without resorting to coercion or punishment. The Academy has made a great effort to replace the traditional approach to behavior and discipline, which is the norm in most schools, with interventions that create a supportive, sheltered environment in which emotional and psychological healing can take place.

Young people, if they give it a fair chance, find that such a happy, supportive environment is also conducive to learning. Two measures of the success of the AFA philosophy are noteworthy:
•First is that the school has completed four years without having to use reportable, administrative disciplinary actions – such as suspension or expulsion – to deal with any of its students' behaviors.
•Second is that the Academy has graduated seniors for the past four years with an overall record of sending 90% on to college and other post-secondary studies.

An overall summary of Academy strengths in the past year would include:

> Graduating college- ready seniors  The Academy graduated its fourth class of 23 students in June, 2010. All but three of these students have started college courses in the fall of 2010, including one who has enrolled at Augsburg College, our authorizer. Approximately half of these graduates received scholarships from the colleges they are attending or from private sources, such as the Alan Page Foundation.

> Value-added experiential learning for career and living   In addition to formal classwork, the Academy has provided hands-on experiences in the health care field through blood pressure and wellness clinics for families in central Minneapolis and St. Paul.  This outreach effort - including collaborative projects with Phillips Eye Clinic and the American Red Cross – was temporarily reduced from prior years due to constraints arising from moving into a new facility and facing cash flow issues due to budget hold backs.  The Academy is planning to expand this signature activity in 2010-11.
> The majority of AFA students earned or renewed their first Aid/CPR certificates during the year under the direction of the Academy's health and wellness instructor, who is also certified as a trainer in this area.  During the spring semester, Academy students participated in a month-long interdisciplinary program on water and water use, which included a number of field trips, presentations by local experts, and a school-wide

symposium during the final week. Students also found time to spend a day visiting legislators from Minneapolis and state-wide during Charter School Day at the Capitol. AFA sent one of the largest delegations of students to this important, annual event.

State of the art learning technologies   Learning technologies have been an important element in the Academy's instructional strategy. The Academy continued to maintain a 1:1 ratio of classroom computers to students, with all computers having Wi-Fi Internet access. In moving into its new facilities, the Academy replaced many of its laptops with five 28-workstation N-Computer laboratories in support of an expanded evening school program. The use of technology augmented a continued commitment to giving teachers sufficient time to respond to individual student needs. This strategy was strongly supported by maintaining a ratio of only 12 students per full-time classroom teacher.

Programs of instruction to serve more students   The Academy offered two distinct programs to meet the needs of different students. One, the "Integrated Studies Program," offered more traditional, classroom-based, college-prep learning opportunities to 9-12th grade students. The second, the "Self-Directed Learning Program," was offered to students age 16 years and older who sought to stay on track for graduation. The curriculum comprised computer-based coursework offered in teacher-assisted labs at the Academy.

Many of the SDL classes were scheduled from 4:00 to 8:30 PM on Monday through Thursday in order to fit them more easily into the lives of older students.  The SDL coursework focused on the four core subject areas (English, social studies, math, and science). All coursework was  personally guided by highly qualified teachers who spent time each week one-on-one with each student.

Tutoring and independent work with teachers  Time with teachers 1:1, as well as tutoring, was made available to interested students all day Friday and, on a more limited schedule, before and after class on Mondays through Thursdays.

School governance and management by a teacher-led professional partnership  The teachers and permanent staff of the Academy, with the support of the Board of Directors and the Executive Director, continued to develop the professional partnership model around which much of the school's governance and management is organized. The partnership developed, and the board approved, an improved employment policy that creates a strong commitment to professional accountability while strengthening employment security for permanent employees. During the spring semester, the partnership worked with the executive team to develop activity-based budgets for the 2010-11 school year. This year saw the introduction of a formal "charrette" process by which planning and budget-making was carried out.

Excellent financial management   The last of the Academy's best practices is its excellent financial management process.  More charter schools have closed as a result of financial mismanagement than for any other reason.  The Academy finished each fiscal year with an operating surplus and has received a clean audit each year since it began operations.  Furthermore, it is one of only a handful of the more than 450 traditional and charter school districts in Minnesota to earn the Minnesota Department of Education School Finance Award four years in a row.   The Academy expects to repeat its performance of prior years in FY2010 with a clean audit and the award of another School Finance Award when the announcement from MDE comes out later this year.

Of course, AFA's transformative vision is not an assured reality.  The AFA community understands that we will never achieve a perfect, consistent implementation of everything in our vision.  We are confident, however, that we are headed in the right direction.  It is the only direction that offers many of our students even the chance of being helped.

In the 2010-11 school year, Augsburg Fairview Academy intends to be a leader among public schools in:

- Helping students to achieve good performance in assessments that determine their opportunities to graduate and go on to post-secondary education;
- Ensuring that all students, especially those with below grade-level achievement, make at least 1.5 years of academic progress per year in reading and math;
- Aligning curriculum and instruction to what high school students really need to know, understand, and be able to do in order to succeed in college, career, citizenship, and life;
- Blending essential content knowledge with the capacity to perform in the real world:  the former being learned through direct instruction from expert teachers in the classroom, the latter through project-based learning, community service, career workshops, on-the-job experience, and independent research;
- Showing students how to handle adult freedoms and responsibilities, and helping them develop good habits of mind, by providing role models and guidance in a deeply caring, protective learning environment; and
- Maintaining and, where possible, strengthening financial controls and activity-based financial planning to make even more effective use of the resources the school is likely to receive in the coming years of budget austerity from the state.

## *School Governance*

**2009-2010 School Year Charter Public School Board**
2009-10 Election Date:  December 4, 2009
2010-11 Election Date:  December 7, 2010

| Name | Position | Group | Date Seated | Phone | E-mail | Attendance 7/09 - 6/10 |
|---|---|---|---|---|---|---|
| Tom Morgan Term: Jan 08 – Jan 10 | President | Outside Director; Augsburg College | July, 2004 | 612-672-7784 | morgan@augsburg.edu | Missed 1 meeting |
| Anne Kaufman Term: Jan 10 – Jan 12 | President, effective Jan 10 | Outside Director; Augsburg College | January, 2010 | 612-330-1773 | kaufman@augsburg.edu | Missed 1 meeting |
| Jess Lee Term: Jan 10 – Jan 12 | Treasurer | Inside Director; AFA teacher; file # 427306 | January, 2007 | 612-991-6992 | jess.lee@afa.tc | Missed 1 meeting |
| Kendra Perry Term: Jan 09 – Jan 11 | Secretary | Inside Director; AFA teacher; file# 434612 | January, 2008 | 612-424-7290 | kendra.perry@afa.tc | Missed 0 meetings |
| Linda Tedford Term: Jan 09 – Jan 11 Resigned Aug, 2009 | Member | Outside Director; Community | May, 2008 | 612-746-8140 | ltedfor1@fairview.org | Missed 4 meeting |
| Abdirahman Ali-Shire Term: Jan 09 – Jan 11 Resigned Feb, 2010 | Member | Outside Director Parent | January, 2009 | 612-408-3521 | alishire65@hotmail.com | Missed 7 meetings |
| Louis Smith Term: Jan 10 – Jan 12 | Member | Outside Director; Community | January, 2010 | 612-344-1400 | smith@smithpartners.com | Missed 2 meeting |
| Laura Beeth Term: Jan 09 – Jan 11 | Member | Outside Director; Fairview Health | January, 2009 | 612-672-2278 | lbeeth1@fairvierw.org | Missed 1 meeting |
| Sue Hageness Term: Jan 09 – Jan 11 | Member | Outside Director; College of St. Catherine | January, 2007 | 651-690-8893 | smhageness@stkate.edu | Missed 1 meeting |
| Heidi Anderson Term: Jan 10 – Jan 12 | Member | Inside Director; AFA teacher; file#  438828 | January, 2010 | 612-991-6743 | heidi.anderson@afa.tc | Missed 1 meeting |
| Ronald Bentley Term: Jan 09 – Jan 11 | Member | Inside Director; AFA teacher; file # 392536 | January, 2007 | 612-991-6859 | ron.bentley@afa.tc | Missed 1 meeting |
| Bart Johnson Term: Jan 09 – Jan 11 | Member | Inside Director; AFA teacher; file# 381670 | January, 2008 | 612-219-1364 | bart.johnson@afa.tc | Missed 0 meetings |
| Lori Walz Term: Jan 10 – Jan 12 | Member | Inside Director; AFA teacher; file# 411347 | January, 2008 | 612-874-9023 | lori.walz@afa.tc | Missed 0 meetings |

## *School Management*

**2009-10 School Management Information**

| Name | File Folder Number | Assignment | Years Employed by School | Left during 09-10 | Not returning 10-11 |
|------|------|------|------|------|------|
| Spira, William | 371087 | Executive Director & Lead Teacher | 5 | | |
| Patraw, Catherine | -- | Operations Manager | 4 | | |
| Gunderson, Kayla | -- | Records Specialist | 3 | | |
| Wright, Ollin | -- | Custodian | 1 | | |

The professional background of Dr. William Spira, the Academy's Executive Director and Lead Teacher is documented in his *curriculum vitae*, which is included as Appendix 3.  As the Academy's founding teacher, Dr. Spira brought more than 40 years of experience in education, scientific research, program management, and business leadership to his role as the Academy's executive director during the 2009-10 school year.

In his role as the executive officer of Augsburg Fairview Academy, Dr. Spira:
- had active, general management of the business of the school;
- signed and delivered in the name of the school deeds, mortgages, bonds, contracts or other instruments pertaining to the business of the corporation, except in cases in which the authority to sign and deliver was required in law to be exercised by another person or was expressly delegated by the articles or bylaws or by the Board to another officer or agent of the school;
- deposited money, drafts and checks in the name of and to the credit of the school in the banks and depositories designated by the Board;
- disbursed corporate funds and issued checks and drafts in the name of the corporation, as ordered by the Board;
- served as ex officio member of the Board;
- served as the Academy's Lead Teacher, with authority to oversee and direct all aspects of the Academy's curriculum and instruction; and
- performed other duties prescribed by the Board or by the President.

Dr. Spira does not hold a MN administrator's license:  his professional development plan for 2009-10 is included in Appendix 4.

In renewing the Executive Director's appointment for another year at its February, 2010, meeting, the board also reached a decision to split the roles of Executive Director and Lead Teacher for the coming year.   This was in response to a clear and pressing need for full-time academic management and support for AFA's students and teachers.  It was also a first step in the formulation of a transition plan for key personnel, beginning with the Executive Director,  who hopes to step back from full-time employment with AFA at the end of the 2011-12 school year.

A new arrangement for the coming year places management of four areas under the newly created Lead Teacher position that were previously assigned to the Executive Director.  The new division of authority and responsibility among the Academy's top management for 2010-11 is shown in the organization chart included as Appendix 5.

To fill the newly created Lead Teacher position, the board and faculty put out a call for candidates at the end of the school year.  The job qualifications and essential job functions for the Lead Teacher position are shown in Appendix 6.  After a thorough review of candidates, Mr. Bart Johnson, who had been AFA's science teacher for the past three years, was named to this position.

## *Teaching Faculty Information*

### 2009-10 Contracted Teachers Faculty

| Teacher Name | File Folder Number | Assignment/Subject | Joined Month/Year | Left during 09-10 | Not returning 10-11 |
|---|---|---|---|---|---|
| Johnson, Bart | 381670 | Biology, Biochemistry | 08/2007 | | |
| Perry, Kendra | 434612 | English | 08/2007 | | |
| Matuseski, Tom | 325479 | Math | 08/2007 | | |
| Walz, Lori | 411347 | Social Studies | 08/2007 | | |
| Bentley, Ronald | 392536 | Special Education | 08/2005 | | |
| Anderson, Heidi | 438828 | Social Studies, College Readiness | 08/2008 | | |
| Husain, Faaria | 443270 | College & Career Readiness, English | 08/2009 | | |
| Lee, Jessica | 427306 | Health & Wellness | 08/2006 | | |
| Badger, Caitlin | 448119 | Art | 08/2009 | X | |
| Tkachenko, Neliya | 381773 | ESL (part-time contract) | 10/2008 | | |

Teacher turnover was limited to one faculty member this year.   Ms. Badger resigned in December, 2009, as a result of uncertainties raised by hold back in state revenues.  All other teachers remained employed through the school year, all were offered employment agreements for the 2010-11 school year, which all accepted.

## *School Admissions and Enrollment*

**Student Enrollment and Attrition Rates**

| School Year | 9 | 10 | 11 | 12 | Total | Attrition Rate* |
|---|---|---|---|---|---|---|
| **2005-06 (opening year)** | 26.64 | 14.36 | 5.55 | 0.00 | 46.55 | n/a |
| **2006-07** | 19.45 | 22.99 | 21.12 | 7.14 | 70.70 | n/a |
| **2007-08** | 17.72 | 14.72 | 19.98 | 22.77 | 75.19 | n/a |
| **2008-09** | 22.72 | 27.26 | 32.62 | 51.28 | 133.88 | n/a |
| **2009-10** | 12.04 | 17.75 | 29.58 | 52.75 | 112.12 | n/a |
| **Est. 2010-11** | 15.00 | 25.00 | 30.00 | 50.00 | 120.00 | n/a |

*\* Growth in upper class enrollments from year to year prevents calculation of meaningful attrition rate.*

The Academy's student body in 2009-11comprises predominantly students of color (95%) and students who are eligible for free and reduced price lunch (84%).  Our student body includes 13% who are eligible for special education and 6% who are have limited English proficiency. Further details of the demographics of the Academy's student body are included in the school's State Report Card, included in Appendix 7.

### *Student application, lottery, and enrollment procedures*

The Academy is a charter public school. It has the same legal standing as a public, tax-supported educational institution as do the traditional district public schools. Because it is a public school, the Academy is open to any high school student without regard to gender, religion, race, or special needs. Students and their families do not have to pay anything to attend the Academy. As a public school, the Academy is not affiliated with any religion and is non-sectarian with regard to program, admission, employment, and curriculum. All Academy teachers are licensed in the areas they teach by the State of Minnesota and are considered highly qualified according to the criteria of the federal "No Child Left Behind Act."

The Academy enrolls students for the next school year as long as there is space available. To date, the Academy has always had space available and has not had a waiting list in spring or summer which would necessitate a lottery.

Students wishing to apply for the next school year are asked to send a brief note of interest with their name, contact information, and the grade for which they are applying. This may be sent by post to the Academy at its legal address.  The same information may also be sent by email or via an Internet form accessed through a link on the AFA website: *www.afa.tc,* or collected in person

from a student or the student's parents at events in which AFA staff are present.  The Academy does not require nor does it encourage any further information about a prospective student until he/she has been enrolled.

The Academy does not have an application form other than this.  It does not ask students to provide anything beyond name, contact information, and the grade for which the student is applying.  A copy of the Academy's 2010-11 enrollment form is included as Appendix 8. Students and their parents fill this form out at the time they accept the Academy's offer of enrollment for the coming year.

## *Academic Program*

The Academy's transformative approach has helped to promote emotional healing and improve the coping skills of many of our students.  We see significant improvement in behavior and maturity among students who remain at the Academy even a short time.   Many of these students also show improvement in academic outcomes, even though we are still not satisfied with many students' attendance or engagement with studies.   We observe this pattern both with whole-group instruction and self-directed learning, even with significant, individual support.  However, given the significant challenges we have faced in the past six years, we are happy with the efforts we have made to foster academic engagement and do not want to ignore our successes.  Having 90% of Academy graduates, to date, enter into college and other post-secondary study is no small accomplishment.

Developing a successful, transformative pedagogy for every struggling high school student who comes to the Academy has proven to be very tough.  The faculty and staff at AFA have had their share of frustration in their  efforts to turn disengaged students into motivated learners.  The task has become even more daunting with the severely constrained resources available to public education in the current state budget.

Part of the difficulty we face occurs with the large pool of disenfranchised upper grade students who make up the lion's share of AFA's enrollment.  These students come to AFA <u>after</u> they have struggled and failed to make progress in one or more other schools.  In 2009-10, nearly three-quarters of our student body comprised 11th and 12th grade students.  Of these, nearly half enrolled in the current year and arrived well behind in the credits they needed for a diploma. The Academy implemented a self-directed learning program three years ago to offer greater freedom, flexibility, and extended hours to this group of students.  In 2009-10, this  program accounted for more than 60% of AFA's enrollment.

Our efforts will continue with innovative, energetic experiments aimed at developing more responsive and engaging classrooms.  Our students are a highly diverse group of great young people, many of whom travel through life with a lot of emotional, social, and cognitive baggage. Along the way, many have learned <u>not</u> to value formal academic learning.   To serve the

profound range of such needs, we must continue to search for effective tools to divest such students of this baggage and show them the value, and the joy, of learning.  We are proud that the Academy has evolved into a learning family that does not "push away" difficult students.  Our next goal is to offer each student the support and value they need to keep them from "pulling themselves away" from our help.

Achievement of 2009-10 performance objectives

The Academy's academic goals for 2009-10 along with performance indicators that were used to evaluate its performance are shown in Appendix 9.  The academic indicators focused on students achieving grade-level competency in reading, language usage, writing, mathematics and science at the 10th grade level in their second year of high school and at the 12th grade level in their senior year.  An additional objective was to see that at least 80% of AFA's graduating class was prepared to enter into post-secondary studies.  The Academy's main strategy for accomplishing these academic goals was focused on more effective and innovative instructional methods.

The Academy began the 2009-10 school year with 100% of its full-time academic faculty returning for their third year.  These teachers had an average of almost 11 years of classroom experience going into the school year.  During the first quarter of the school year, the faculty identified and responded to students who were struggling with aspects of their academic program.  Individual faculty members combined real-time evaluation of student achievement with responsive interventions that targeted individual needs.

During the course of the school year, the faculty strengthened the the following elements of its instructional support system:
- Implemented further modifications of its of its "credit scoring" system (used to monitor each student's academic performance in each class) to  increase the efficiency and effectiveness;
- Developed curriculum that made more effective use of the 1:1 computer technology available in every classroom in the Academy;
- Continued to introduce educational materials and supplies that encouraged hands-on participation, gave students access to current research, encouraged individual student research, and supported science lab experiments.
- Improved the planning and implementation of the Academy's second school-wide, interdisciplinary topic on water and water use, which led to a month-long integrated curriculum during the second semester.

The high numbers of new 11th and 12th grades students enrolling in 2009-10 continued to bring significant challenges to the school and its faculty.  In addition, the late date on which the staff could move into the Academy's newly renovated facilities (September 3) created a great deal of instability and uncertainty with regard to schedules and operations, especially during the first three months of school.

As in the previous year, the Academy experienced a turnover of more than a quarter of its enrollment during the course of the school year. Approximately half of the 11th and 12th grade classes comprised students newly enrolled at AFA in September/October of 2009. Of these newly enrolled students, less than 10% had passed their required state tests in reading, math, and writing at the time they arrived.

The Academy did not meet the 10th grade and 12th grade performance objectives it set, even at the low level, in 2009-10. With respect to the state achievement tests, the Academy's results depended on the grade and test being considered. For the 9th grade writing test, 8 of 10 students (80%) who took the test passed. For the 10th grade reading test, 8 of 14 (57%) students who took the test were judged proficient. For both of these classes, AFA performance was equal to or better than other schools in the state with comparable student populations.

For the 11th grade math test, 0 of 24 (0%) students who took the test passed. This compares to a statewide percentage of 13-14% for a comparable group comprising nearly 95% black and Native American students. The difference between these two proportions is not statistically significant. The actual scale scores obtained by AFA's students is consistent with the school's observation that nearly 9 of 10 students enrolling as 10th or 11th grader at the Academy are achieving at 7th grade or below at the time they first arrive. Of the 24 students who took the math test, 19 (79%) had spent only 4-18 months at the Academy before they were tested. Of these 19, all but two arrived at least 3-4 years behind in math achievement.

As mentioned above, the Academy's efforts to provide a supportive learning environment for students bore significant fruit in the form of 20 of 23 graduates in June, 2010, enrolling in some form of post-secondary education. The majority of the Academy's graduating seniors were students who had spent at least three years at AFA, indicating that the Academy's approach is highly successful if given enough time to have an effect.

The Academy has, over four years, maintained an overall average of 90% of its graduates going on to post-secondary study. This is significant, given that 97% of the people in our school are students of color, almost the same number are from low income families, and many arrive after significant struggles in other schools. Our percentage of graduates enrolling in a post-secondary institution is almost twice what the Minnesota Office of Higher Education reported in 2006 for students of color (the latest year for which they have state-wide data).

The Academy also had two non-academic goals for its students in 2009-10 (shown in Appendix 9). These addressed lifetime habits of wellness and gaining certification as a health care provider. The Academy earned a "low" rating for both of these objectives. The enrollment of so many new, struggling upper class students led to a context in which all of the Academy's resources needed to be focused on trying to work with students with extremely poor attendance habits and marginal or lower academic skills and knowledge. This left little time and energy to focus on the non-academic objectives, even though they are both extremely important to both the Academy's faculty and its board.

New Objectives for 2010-11 School Year

A new set of objectives was approved in May, 2010 as part of the one-year renewal contract with AFA's authorizer, Augsburg College (Appendix 10).  This set of objectives focuses more clearly on critically important process variables, such as attendance and continuous formative assessments in reading and math.  Under the direction of AFA's new Lead Teacher, the faculty simplified the operational goals of its academic program in the coming year to the following four objectives:

1.Improve academic growth by 1.5 years in reading and math for 80% of our students
2.Implement Response to Intervention (RTI) to identify, track, and remedy 90% of students who fall behind
3.Increase the number of students meeting and exceeding the standards on state standardized reading and math tests by 20% from 2009-10
4.Establish and maintain contact with families of 80% of our students at least 12 times during the school year.

The Academy's experiences to date gives strong support to the belief that the best way to address the crisis of struggling students would be to attract a critical number of  younger students, especially incoming 9th graders, and establish an effective pedagogy for them <u>before</u> they have experienced failure in high school.   We have gone into the 2010-11 school year with a clearer message about the academic commitment that AFA will require of incoming 9th and 10th graders. We are seeking to enroll students who, though struggling, are willing to give us a chance to help them, our capacity to do more good for more students will be greatly increased.

To increase academic engagement in 2010-11,  the AFA faculty has taken the following steps:
•Employing a new Lead Teacher to head up effort to direct classroom resources to increase student engagement and improve academic outcomes in both instructional programs.

- Integrating more seamlessly the two instructional programs that AFA has been offering;
- Reconstituting and expanding a student/family support team, led by one of AFA's veteran teachers who has dual licensure in social studies and social work
- Launching a more explicit, early college curriculum, the "College Fast-Track", to attract more 9th and 10th graders with the promise of getting them ready in 11th and 12th grade for PSEO classes on the campuses of collaborating local colleges.
- Continuing to develop the "Self-Directed Learning" program not only as the instructional strategy for older students but, also, as a flexible, ancillary curriculum for future PSEO students to take in conjunction with their college classes.
- Encouraging the immediate expansion of opportunities for healthcare provider training and certification at collaborating institutions.
- Strengthening ties with college initiatives such as "Ramp Up to Readiness" to provide wrap-around support to every student at AFA in conjunction with our on-going college and career readiness program.
- Assuring continuity in staffing by not resorting to layoffs or reduced hours to achieve a balanced budget.

## *Innovative Practices*

<u>Building a "Circle of Courage/Reclaiming" learning environment through authoritative teaching and transformative disciplinary strategies</u>

Since it opened for its first class in 2005, the Academy has been developing its program for urban high school students using the Circle of Courage as its guide.  The following summary of the Circle of Courage is taken from the web page of Reclaiming Youth International (http://www.reclaiming.com/content/about-circle-of-courage), the organization responsible for developing and supporting this model:

> *"The Circle of Courage, is a model of youth empowerment supported by contemporary research, the heritage of early youth work pioneers and Native philosophies of child care. The model is encompassed in four core values: belonging, mastery, independence, and generosity. The central theme of this model is that a set of shared values must exist in any community to create environments that ultimately benefit all.*
>
> *"In 1990, Dr. Larry Brendtro, Dr. Martin Brokenleg, and Dr. Steve Van Bockern, Augustana College faculty, Sioux Falls, South Dakota, published Reclaiming Youth at Risk: Our Hope for the Future. The authors suggested that children who are often referred to as 'alienated', 'troubled' or 'difficult' are at risk because they live in an environment that is hazardous - one that breeds discouragement. By contrast, an environment that promotes courage is one that fosters changes to meet the needs of the young person and society and subsequently reclaims youth at risk.*
>
> *"The model is represented by a circle - the medicine wheel - that is divided into quadrants. The circle is sacred and suggests the interconnectedness of life. Likewise, it expresses the sacredness of the number four - the four directions, the four elements of the universe, and the four races. Each quadrant of the CIRCLE OF COURAGE stands for a central value - belonging, mastery, independence, and generosity - of an environment that can claim and reclaim all youth. It represents the 'cultural birthright for all the world's children.'*
>
> *"The Circle of Courage is a philosophy that integrates the best of Western educational thought with the wisdom of indigenous cultures and emerging research on positive youth development. The circle suggests the importance of the shared values of belonging, generosity, independence, and mastery. While the four dimensions of the Circle of Courage can be described individually, they must be viewed as one. Ideas from the book Reclaiming Youth at Risk: Our Hope for the Future offer insight on understanding the four values."*

In 2009-10, the Academy achieved its goal of having half of our faculty and staff trained in one or more of the Circle of Courage core competencies:  ResponseAbility Pathways (RAP), Life Space Crisis Intervention,  PersonBrain, and Aggression Replacement Training.  This training also included a semester-long group for all staff of the book "*Troubled Children and Youth*", facilitated by one of the AFA teachers who is a certified RAP trainer.

The principles and practices that the Academy has put into place as the foundation of its effort to operate as a Circle of Courage school are presented in two documents:  The "AFA Overarching Framework" (Appendix 1) and the "Principles of Authoritative Instruction" (Appendix 2).  AFA has made a significant investment in providing professional development time for teachers and staff to learn, discuss, and reinforce aspects of the Circle of Courage as it applies to classroom and school environments.  In 2009-10, students were also able to participate in a semester-long

course, for credit, in the principles of Circle of Courage and RAP. Two groups of young women whose conflict-oriented behavior suggested the need for targeted cognitive behavioral interventions were invited to participate in after hours "aggression replacement training" groups. Most who were invited participated and teachers reported substantial improvements as a result, not only in the participants but in their peers whom they influenced.

In great measure due to the implementation of Circle of Courage, the Academy has not found it necessary to suspend (or expel) a student for the past four years, despite being faced with challenging behavior similar to that experienced in most urban schools. The difference lies in the Academy's positive responses to "bad behavior" and its energetic use of transformative interventions rather than retributive consequences.

In 2010-11, the Academy is committed to expanding the human resources necessary to make the Circle of Courage interventions more effective for AFA students. This includes the creation of a full time Lead Teacher position, as well as the expansion of the student & family support team described earlier.

New facility designed to foster a "learning family" environment

After four years in temporary arrangements, the Academy was able to move into an adequate facility that was renovated during the summer of 2009 to convert it from an 18,000 sf church Sunday school and parish hall into a well-designed, urban high school. Given the opportunity, the Academy community invested considerable effort prior to the school year in the design of a facility that would, uniquely, create a "family-like" learning environment with highly flexible classroom space, excellent access to technology, plus a warm, welcoming physical space in which students and faculty could feel instantly "at home."

This facility has evolved during its first year of use into the space envisioned during the design phase. A significant proportion of learning activities mimic the informality of a home or a youth club, but without sacrificing a clear focus on challenging topics and rigorous study. The effectiveness of this facility is further augmented by the following characteristics:
1. The Academy is the sole occupant of a stand-alone building situated on several acres of green space (park, gardens) with adequate on-site parking.
2. The location at 2504 Columbus Avenue, Minneapolis is in the Minneapolis medical corridor and centrally located "in the heart" of the Phillips West Neighborhood, a community in which the Academy does much of its outreach and service learning.
3. While meeting the Academy's educational needs, the building footprint has a high net-to-gross space allocation and a relatively low ratio of square footage per student. This keeps leasing, furnishing and operating costs to a minimum.
4. Since the building is situated on a half-block property that includes its own playground, park/picnic area, and extensive garden (maintained in collaboration with the UM Landscape Arboretum), the facility offers extensive green space which students can enjoy as a view and use directly, whenever the weather permits.

5.The school is located one block from Park Avenue, one block from Chicago Avenue, two blocks from Portland Avenue, and less than four blocks from Lake Streets and Franklin Avenues. As a result, it is extremely well served by a number of major bus routes which, during most of the day run at 15-20 minute intervals.  The site also includes a 30-car parking lot.

## *Program Challenges*

Moving into new facility at a new location

Though the facility at 2504 Columbus Avenue is proving to be an excellent site for for our purposes, AFA faced many challenges in 2009-10  because the extensive renovations needed could not be started before mid-June, 2009.  Work had not been completed by the time we had to move into the building and start classes on September 7.

Holding classes while last-minute construction was being completed and many supplies were still in shipping containers created an unusually high amount of disorder in what needed to be a smooth running school day.  The result, for the first several months, was a lack of time to attend to student needs and to keep up with family contacts.  This produced more opportunities for student disengagement and peer conflict, which had a measurable impact on retention, morale, and academic performance.

Overall, the quality of instruction was diminished somewhat for much of the 2009-10 school year as a direct result of the unavoidably short timeline that the renovation project had to meet. We are happy to report that, ultimately, the challenges of moving have proven to be temporary and that the costs are greatly outweighed by the benefits of being in our new home.

Financial impact of the state's decision to increase the hold-back in school revenue

The decision by the Governor to hold back an additional 17% of the school's revenue, over and above the 10% statutory hold-back, and to do so at the last minute in mid-summer, 2009, left the Academy in a very challenging financial situation.  Essentially, the school's "cash flow gap" in state funds nearly tripled when the Governor  transformed a 10% hold-back into a 27% "unallotment."  This was an arbitrary budget cut that left Minnesota charter schools with no meaningful collateral to obtain loans to cover their cash flow needs.   Like other young, urban schools serving low-income communities, AFA had limited means to weather this crisis.

Because of the issue with collateralization, the Academy's principal bank declined to raise the school's line of credit or provide another short-term loan to cover cash flow needs.  The Academy sought other sources of funds and, fortunately, was able to reach an agreement with Charter School Capital in Portland, Oregon, for the purchase of the right to future state payments based on AFA's student attendance.  Within 45 days of initial application, Charter School Capital provided a $350,000 commitment to fund the short-term cash flow gap created by the 27%

shortfall in state funding. Thus far, this mechanism has proven to be a flexible, affordable, and highly efficient mechanism for managing the Academy's cash flow.

<u>Continuing challenge in reaching enrollment targets, particularly in grades 9 & 10</u>

The Academy has faced enrollment issues several times in its history. It failed to open when planned in 2004 due to low enrollment. It opened in 2005 with an unsustainable enrollment of 45. The following two years saw enrollment inch up to 70-75 with growth inhibited, first, by moving the school away from its original location in St. Paul and, second, by locating the school downtown in an office building on Hennepin Avenue. Opening up a self-directed learning program (with flexible hours and courses) in 2008-09 produced a significant jump in enrollment due almost exclusively to a dramatic increase in older students (i.e., 12th grade, average age above 17).

Again, in 2009-10, the move to a new location left behind a portion of AFA's established enrollment. With the time and resources invested in moving, the Academy was unable to build the awareness and interest it would have liked among prospective students and families in its new neighborhoods. As a result, enrollment dropped from the previous year. It proved difficult for the faculty and staff to invest the time and resources to build a base in the school's new neighborhoods due to the pressing demands resulting from moving, coupled with the financial hold-back announced just months before school started, and exacerbated by a modest attrition in student enrollment that developed in response to AFA's other difficulties.

In 2010-11, the Academy's goal is to have 60-75 students enrolled in the morning classes associated with the College Fast Track program and at least an equal number enrolled in self-directed learning. To accomplish this goal, the Academy took the following steps in the latter half of the 2009-10 school year:

•Modify the AFA academic vision:
◦Revamp college prep approach into "College Fast Track" with explicit commitment to supporting students' entry into college coursework (PSEO) in their junior or, at least, senior year.
◦Revamp "Self-Directed Learning" with more structured "early" and "late" class schedules to improve the oversight and support that can be offered to students in this program.

•Reinforce marketing & recruiting efforts that had lagged in the previous (moving) year:
◦Engage in event-based, person-to-person and word-of-mouth recruiting throughout spring and summer; and set up to enroll applicants immediately.
◦Build relationships with "feeder schools" (K-8 & middle schools, especially Minneapolis charters) through personal visits to the schools and their families
◦Build community awareness through participation in community events; mailings; fliers and posters; networking through collaborating institutions; and word-of-mouth campaigns by community and student recruiters.

Prepare to address the realities of college prep academics for disenfranchised students in a more meaningful fashion, including responding to the expectations of struggling students that they can still graduate on-time with little extra effort.  The main strategies for doing this have been mentioned previously, including:
◦ Lead Teacher
◦ Student/family support team
◦ Response-to-Intervention/CBM (formative assessment)

## *Finances*

A preliminary financial summary as of June 30, 2010 is included as Appendix 11.  It shows that the Academy was effective in continuing to protect the financial stability, continuity, and security of its operations and business infrastructure.

The financial picture for Minnesota in the current biennium is certifiably grim and does not give much evidence of improving for, at least, another two years.  The Academy has, and will continue to, remain in reasonable financial health during this period with a conservative budget and very careful cash management.

## *Authorizer (Sponsor)*

Augsburg Fairview Academy for Health Careers ("The Academy") is sponsored by Augsburg College.  The college's liaison is Chris Brown:

|  |  |
|---|---|
| Mailing address: | Augsburg College Education Department |
|  | 2211 Riverside Avenue |
|  | Minneapolis, MN 55454-1351 |
| Phone: | 612.781.1462 |
| Email: | brownc@augsburg.edu |

The contract between the Academy and Augsburg College, which was renewed for three years in June, 2007, ended with the end of the current school year.  Augsburg College has not yet been certified by the state as an authorizer under the new statutory provisions under which chartering is done in Minnesota after 2009.  The college is planning to be certified by the end of the 2010-11 school year, at which point it proposes to sign a 5-year contract with AFA, which will take effect in July, 2011.  For the interim year, Augsburg College and the Academy have signed a 1-year contract as provided for under existing state statute.

As in all prior years, the working relationship between The Academy and Augsburg College has been notably close during the 2009-10 school year.  Chris Brown, the designated liaison from Augsburg College, participated in board meetings on a quarterly basis throughout the year.  During the past year, Augsburg College was represented on the Academy board by Thomas Morgan, Senior Vice President/Special Assistant to the President, who also served as President and Board Chair.   When Mr. Morgan retired from the board (after six years of service to AFA),

Dr. Anne Kaufman was elected to take his place as Augsburg College representative. She was also chosen by the board as its President and Board Chair in January, 2010.

One of the primary responsibilities of Augsburg College is to provide oversight of the school. Since it is the authorizer who has signed a charter agreement with the state, its role is to make sure that the school is meeting the mission of the charter as well as following state and federal regulations. This oversight is an ongoing process between Augsburg College and the Academy's board and management. It is viewed in the context of partnership rather than an authorizer holding power over an operator. Since the ultimate goal with both parties is to increase student learning, Augsburg College works jointly with the Academy to provide oversight.

The oversight function fulfills three primary purposes. First, it provides ongoing information as to the strengths and weaknesses of the Academy. If and when issues or problems, arise this information helps to better address the needs as they occur. Second, the information serves to make the charter renewal process much easier. Third, this information is shared with the state and federal government as required. Oversight focuses on the following areas:

Academic achievement and goals
Non-academic achievement
Fulfilling mission
Financial management
Staffing and licensure
Enrollment and student recruitment
Governance and school management

## School's State Report Card

This is reproduced from the state website as Appendix 7.

## Non-Profit Status

The following has been extracted from the publicly-available, current report from the Office of the Minnesota Attorney General:

Organization Name AUGSBURG ACADEMY FOR HEALTH CAREERS Organization Type CHARITY Contact Person ATTN DR. WILLIAM M SPIRA Address 730 HENNEPIN AVE City MPLS State MN Zip Code 55403- IRS Code 501(c) 03 Purpose or Description Approved MN Charter High School Grades 9-12. Focus on preparing students for post secondary education and positions in the health careers. Phone Number (612) 333-1614 Status ACTIVE

## Appendix 1

**Overarching Framework**

# Augsburg Fairview Academy
### *Learning to Build a Meaningful, Purposeful and Hopeful Life*

- A tuition-free, charter public school for students in grades 9-12 focused on citizenship, college and the caring professions
- A transformative learning community that believes in its students, is committed to their well-being, and dedicated to helping them find their life's purpose by connecting them to meaningful opportunities for citizenship, work, and service to others
- A supportive family of scholars who welcome students as respected young adults into a partnership that values caring, kindness, honesty, hard work, wisdom, wellness, personal happiness, and, above all, doing good

Authoritative Teaching for Educational Success:                                    *[Faith]*

**Relationship + Relevance + Rigor  =  RESULTS!**

*[Effort]*

## RELATIONSHIP
*Forge strong bonds with students and families*

### ROLE-MODELING and COMMITMENT
*Devoted, values-centered adults who "walk the talk" and "walk with" students through good times and bad*
Shelter in which to build self-discipline and make better choices
High expectations reinforced through positive attention

### The "CIRCLE OF COURAGE"
*Belonging – Mastery – Independence – Generosity*
A reclaiming community that fosters hope, trust and strength
Transformative justice; Discipline without coercion or punishment

### STUDENT & FAMILY SUPPORT
*Caring people who act like family toward every student*
Adults who believe in, spend time with, and stand up for their students
Real commitment to join with parents to help students succeed

## RIGOR
*Hold ourselves to a higher standard*

### HIGH MORAL VALUES
The Academy Code:
*Be caring, kind and honest to myself and others, always*
*Do nothing that brings harm to myself or others, ever*
*Take responsibility for any harm I cause and heal it*

### GOOD WORK HABITS
*Nurturing self-directed, enthusiastic effort*
Recognition and credit given for any meaningful effort
Continuous, intensive tutoring support for all studies

### INTELLECTUAL INTEGRITY
*Preparing students to think critically and wisely*
College-readiness learning guided by master teachers
Academics focused on the "big questions" in life

## RELEVANCE
*Build connections to citizenship, healthcare careers, and lifetime happiness*

### FAITH

We have to have faith for this to work:

faith in the power of caring;

faith in the value of learning,

faith in our vision,

faith in ourselves,

*and*

faith in each other

### ACADEMIC ESSENTIALS
*Building a solid foundation of knowledge, understanding & skills*
Integrated studies of important topics at the right level of academic challenge
Four years each of English, math, science, and social studies
Flexible programs of day & evening courses to accommodate all students' needs
Innovative use of technology in classrooms with 1:1 computer access

### POST-SECONDARY OPPORTUNITIES
*Preparing for lifelong learning beyond high school*
Practical skills and habits of mind for both college and the workplace
Fast track to early college courses – Healthcare provider certification

### SCHOOL IN THE REAL WORLD
*Opening doors: "Know-how, know-what, & know-who"*
College and career network of contacts, mentors, hands-on experience
Community leadership through service - Community-based arts, clubs and sports
Unique workshop-based instruction – College-like Metro Transit *GoTo* Passes

### GROWING UP HEALTHY, HAPPY, & GOOD
*Encouraging strong habits in nine dimensions of personal wellness:*
Physical · Emotional · Social · Familial · Environmental · Intellectual · Spiritual · Vocational · Financial
Loving others · Being a good citizen · Living with passion · Finding joy in art · Staying fit

### EFFORT

Faith without effort will not get us where we want to go.

Learning from, caring for, and trusting in one another are powerful and joyful activities but they demand commitment, sacrifice, and hard work from teachers and students, alike

*Rev. 10.02.26*

**Appendix 2**        **AUGSBURG FAIRVIEW ACADEMY**
**PRINCIPLES OF AUTHORITATIVE INSTRUCTION**
*rev. 07.10.2009*

Augsburg Fairview Academy expects that its teachers and staff will be guided by certain principles of authoritative instruction and best practice. An AFA employee is expected to understand and adhere to the principles set out in the Academy's Overarching Framework and to the strategies and practices embodied in the "Circle of Courage" as described by Brendtro and his colleagues in their books, *Reclaiming Youth at Risk: Our Hope for the Future* (2001, Solution Tree) and *Troubled Children and Youth: Turning Problems Into Opportunities* (2004, Research Press). The Academy will provide copies of these books, at no charge, to each employee at the time of his or her employment and will offer continuing professional development to help faculty and staff master the strategies they represent.

The Academy's policies regarding instruction, classroom management, interpersonal relationships, and discipline are grounded on the following principles that apply to each and every member of the faculty or staff:

•My fundamental obligation is to do whatever it takes to make each student <u>want</u> to learn and, then, to satisfy that student's desire with meaningful opportunities to learn.

•I will honor the Academy Code and do my best to help others to do the same:

◦*Be caring, kind and honest to myself and others, always*

◦*Do nothing that brings harm to myself or others, ever*

◦*Take responsibility for any harm I cause and heal it*

•I will seek to protect the safety, interests, rights, and dignity of everyone and will try to avoid even the appearance of being hurtful, demeaning, confrontational or blaming in what I say or do to anyone.

•When faced with challenging behavior, I will avoid being drawn into conflict or resorting to coercive controls. I will, instead, be responsive to the problems underlying the behavior and provide positive support and guidance to help the person work through the issue at hand.

•I will be a role model of engaged learning: demonstrating for students the habits of mind that make it possible to acquire knowledge, understanding, and skills; and reinforcing for students the lifelong value to be gained by strengthening these habits.

•I will be a role model of good behavior: showing students, by word and deed, the virtues that they will need to practice in order to be successful citizens, parents, friends, neighbors, and workers for the rest of their lives.

•I will provide help and instruction that captures the interest of each student, to be highly engaged every time I interact with a student, and to demonstrate a high level of professionalism in the preparation, execution, and assessment of everything I do.

•I will will make myself available to students and their families in order to build strong relationships and deal with issues or concerns as they occur.

•I will not give up on any student no matter how much the student may resist or how difficult the student's behavior may be.

## Appendix 3

### DR. WILLIAM M. SPIRA

#### *Positions*

*Augsburg Fairview Academy (previously Augsburg Academy for Health Careers), Minneapolis – Executive Director, 2006-present;  Lead Teacher and Science Teacher, 2005-2006.*

*South High School, Minneapolis – Science Teacher, 1998-2005; Science Department Chair, 4 years; School Improvement Plan (Accreditation) Chair, 2 years; Academic Excellence Co-Chair, 4 years; Union Steward, 1 year.*

*The GreenGold Corporation, Minneapolis, MN – Chief Executive Officer, 1994-1997.  Founded company to market patented aquaculture technologies for wastewater treatment; sold interest to publicly-traded venture capital firm, Bionet Technologies, Inc., in 1997.*

*Lemna Corporation, St. Paul, MN – Vice President for R&D and interim COO,  1992 -1994.*

*The PRISM Group, Columbia, MD, Lima, Peru, and  Dhaka, Bangladesh – President and Chairman, 1986-1992.  Founded 501c(3) organization to promote rural enterprise and improve health in developing countries.  Directed Peruvian staff of 65 ($2 million budget) in designing and installing the National Health and Management Information System of Peru and in  developing rural water treatment systems. Returned to U.S. after the 1992 political coup.*

*The Johns Hopkins University, Baltimore, MD – Associate Professor of International Health, 1978-1992. Directed research programs in cholera, infectious disease epidemiology, bacterial virulence factors, and bacteria-associated gastric cancer.  Co-Principal Investigator of NIH Infectious Disease Study Center with the White Mountain Apache Tribe in Arizona.  Visiting Professor at the Universidad Peruana Cayetano Heredia in Lima, Peru.*

*Cholera Research Laboratory, Dhaka, Bangladesh – Research Microbiologist, 1976 - 1978*

#### *Education*

| | |
|---|---|
| *M.A.T. (all but thesis), 1999* | *Mankato State University, MN* |
| *NRC Fellow, 1974-1976* | *U.S. Army Natick R&D Center, MA* |
| *Ph.D., Bacteriology, 1974* | *University of Wisconsin-Madison, WI* |
| *M.S., Bacteriology, 1972* | *University of Wisconsin-Madison, WI* |
| *B.S., Bacteriology, 1968* | *University of Wisconsin-Madison, WI* |

#### *Licenses and Certification*

*Minnesota Teaching License, Life Sciences, File No. 371087*
*ISO 9000 Quality Systems Auditor RAB Certificate Q05966*

## *Publications*

*57 peer-reviewed research papers (49 in English, 8 in Spanish)*
*6 monographs and special reports*
*32 seminars and conference proceedings*

## *Consultancies and Editorial Boards*

| | |
|---|---|
| *Consultant* | *U.S. Agency for International Development – Kenya, 1986-1987; Washington, D.C. 1993; The World Bank, 1993; World Health Organization – China, 1984; Geneva, 1984-1985; Government of Peru, 1985-1988; Science Museum of Minnesota, 1994-1996.* |
| *Editorial Boards* | *Journal of Food Protection; Applied and Environmental Microbiology; Infection and Immunity; Journal of the American Medical Association; Science; Bulletin of the World Health Organization.* |

## *Other Information*

| | |
|---|---|
| *Overseas Experience* | *9 years resident in Peru; 2 years resident in Bangladesh; military service in Vietnam; extended periods spent in Chile, Kenya, China, and India; shorter visits to 46 other countries.* |
| *Languages* | *Fluent in Spanish; reading in Portuguese, French and German* |
| *Business Applications* | *Quality assurance (ISO 9000); financial controls (GAAP, fund accounting); organizational development; strategic assessment; systems analysis; business plans, grant proposals, product and service technical documentation, patents, training materials, and quality control manuals.* |
| *Information Systems* | *Database design and information systems management; project director of major, national MIS implementation; expertise with statistical analysis packages (SPSS, SAS), integrated spreadsheets, and software for word processing, project management, presentations, and Internet website authoring.* |
| *Military Service* | *U.S. Army ('68-'70); service in Vietnam with 9th Infantry Division; awarded Bronze Star, 1969* |
| *Personal* | *Born September 10, 1946. My wife, Harriet, and I have been married for 43 years and have 3 children: Kirsten, an attorney in Madison, WI; Matthew, an English teacher in South Korea; and Lisl, an Arabic specialist with the National Security Administration. We now have 7 grandchildren, as well.* |

**Appendix 4**

## *AFA EXECUTIVE DIRECTOR/LEAD TEACHER*
## *PROFESSIONAL DEVELOPMENT PLAN*
### *DESIRED QUALIFICATIONS & COMPETENCIES*

| *Qualification Area* | *Desired Competencies* |
|---|---|
| *Instruction and assessment* | *1.Describe and apply best practices on integrating curriculum and resources to help all learners achieve at high levels.*<br>*2.Demonstrate the ability to enhance teaching and learning for all high school students, including English language learners, special education, and gifted and talented levels.*<br>*3.Demonstrate the ability to develop, implement, and monitor procedures to align, sequence, articulate, and validate curriculum.*<br>*4.Demonstrate the ability to identify instructional objectives and to use valid, reliable performance indicators and evaluation procedures to measure learner outcomes;*<br>*5.Demonstrate the ability to anticipate trends and plan for their educational implications.*<br>*6.Demonstrate the ability to utilize data for instructional decision making.*<br>*7.Demonstrate the ability to use learning technologies effectively and appropriately.*<br>*8.Demonstrate awareness and understanding of research on learning and instructional strategies.*<br>*9.Demonstrate an understanding and recognition of the significance of diversity, and use this understanding to respond to the needs of diverse learners and create a positive learning environment for all students.*<br>*10.Demonstrate an understanding of, and the ability to implement,  alternative instructional designs, curriculum, behavior management, and assessment accommodations and modifications.*<br>*11.Demonstrate the ability to understand and apply school-wide literacy and numeracy systems.*<br>*12.Define and use  processes for gathering, analyzing, managing, and using data to plan and make decisions for program evaluation.* |
| *Human resources and personnel management* | *1.Demonstrate knowledge of effective personnel recruitment, selection, and retention.*<br>*2.Demonstrate an understanding of staff development to improve the performance of all staff members.*<br>*3.Demonstrate the ability to select and apply appropriate models for supervision and evaluation.*<br>*4.Demonstrate an understanding of the administration of employee contracts, benefits, and financial accounts.*<br>*5.Plan and schedule personal and organizational work, establish procedures to regulate activities and projects, delegate and empowering others at appropriate levels; facilitate teamwork.*<br>*6.Demonstrate and apply an understanding of conflict resolution and problem-solving strategies.* |
| *Financial and resources management* | *1.Demonstrate an understanding of school organization and finance.*<br>*2.Demonstrate the ability to develop and manage budgets and maintaining accurate fiscal records.*<br>*3.Demonstrate knowledge of factors that affect school finance, including sources of revenue; expenditure classifications; generally acceptable accounting principles; and local, state, and federal finance calculations.*<br>*4.Demonstrate the capacity to to design, develop, maintain, and interpret financial reports, including balance sheets, income/expense statements, and cash flow analyses.*<br>*5.Demonstrate an understanding of the factors that determine the financial health of a charter school as a non-profit, small business enterprise and be able to apply this understanding to situations requiring decision-making under uncertainty and the need to balance risks.*<br>*6.Demonstrate the ability to analyze need and allocate personnel and material resources.*<br>*7.Demonstrate an understanding of facilities development, planning, and management.*<br>*8.Understand and use technology as a management tool.* |

| *Qualification Area* | *Desired Competencies* |
|---|---|
| *Legal and compliance management* | 1.Describe and demonstrate the ability to apply the legal requirements for personnel selection, development, retention, and dismissal.<br>2.Develop, adjust, and implement policy to meet local, state, and federal requirements and constitutional provisions, standards, and regulatory applications.<br>3.Recognize and apply standards of care involving civil and criminal liability for negligence, harassment, and intentional torts.<br>4.Understand the role and coordination of social agencies and human services involved in addressing the needs of children, adolescents, and families.<br>5.Demonstrate an understanding of state, federal, and case law governing general education, special education, and community education.<br>6.Demonstrate an understanding of management responsibilities to act in accordance with federal and state constitutional provisions, statutory and case law, regulatory applications toward education, local rules, procedures, and directives governing human resource management.<br>7.Demonstrate knowledge of statutory regulations affecting school board meetings, communications, procedures, and practices. |
| *Board, authorizer, and community relations* | 1.Exhibit an understanding of school districts as a political system, including governance models.<br>2.Demonstrate the ability to involve stakeholders in the development of educational policy, to align constituencies in support of priorities, and to build coalitions for programmatic and financial support.<br>3.Demonstrate the ability to articulate organizational purpose and priorities to the community and media, and to promote a positive image of the school.<br>4.Demonstrate the ability to identify and articulate critical community issues that may impact local education.<br>5.Demonstrate the ability to build community consensus and to request and respond to community feedback.<br>6.Relating political initiatives to stakeholders, including parental involvement programs;<br>7.Demonstrate the ability to balance complex community demands in the best interest of learners.<br>8.Demonstrate knowledge of cultivating positive relationships between and with school board members.<br>9.Demonstrate an understanding of the roles and responsibilities of the school board.<br>10.Demonstrate an understanding of the role policy plays in school district governance and administration. |
| *Effective communication and leadership* | 1.Demonstrate an understanding of the role of education in a democratic society.<br>2.Model democratic values, ethical practices, and moral leadership.<br>3.Demonstrate an understanding of issues affecting education and how education is impacted by local, state, national, and international events.<br>4.Demonstrate the ability to develop an enterprise vision and to formulate strategic plans and goals with staff and community.<br>5.Demonstrate an understanding of different leadership and decision-making strategies, including but not limited to collaborative models, and model shared leadership and decision-making strategies.<br>6.Demonstrate the ability to facilitate and motivate others, as well as to assess and improve culture and climate; use this ability to provide purpose and direction for individuals and groups, and to implement change or educational reform.<br>7.Demonstrate the ability to set priorities in the context of stakeholder needs.<br>8.Be willing and able to serve as a spokesperson for the welfare of all learners in a multicultural context.<br>9.Recognize and apply an understanding of individual and group behavior in normal and stressful situations.<br>10.Communicate appropriately for different audiences, such as students, teachers, parents, and community; make presentations that are clear and easy to understand..<br>11.Understand and utilize appropriate communication technology<br>12.Identify the elements of a problem situation by analyzing relevant information, framing issues, identifying possible causes, and re-framing possible solutions.<br>13.Demonstrate adaptability and conceptual flexibility.<br>14.Demonstrate the facility to assist others in forming opinions about problems and issues.<br>15.Identify and give priority to significant issues and reach logical conclusions by making quality, timely decisions based on available information.<br>16.Promote sensitivity about diversity throughout the school community. |

## INDEPENDENT BOOK STUDY
### Instruction and assessment
1. Academic Motivation of Adolescents.  Pajares, Frank and Urdan, Tim (eds.)
2. Hardwired to Connect:  The New Scientific Case for Authoritative Communities:  A Report to the Nation from the Commission on Children at Risk.Life Space Intervention: Talking With Children and Youth in Crisis.  Wood, Mary M and Long, Nicholas.
3. Teach Like a Champion: 49 Techniques that Put Students on the Path to College.  Lemov, Doug.
4. And Words Can Hurt Forever: How to Protect Adolescents from Bullying, Harassment, and Emotional Violence. Garbarino, James
5. The One-Stop Guide to Implementing RTI: Academic and Behavioral Interventions, K-12.  Appelbaum, Maryln S.
6. College Knowledge: What It Really Takes for Students to Succeed and What We Can Do to Get Them Ready (Jossey-Bass Education).  Conley, David T.
7. The Student Evaluation Standards: How to Improve Evaluations of Students.  Gullickson, Dr. Arlen R.
8. Education for Creative Living: Ideas and Proposals of Tsunesaburo Makiguch. Makiguchi, Tsunesaburo, & Birnbaum, Alfred
### Human resources and personnel management
1. The Process Edge:  Creating Value Where it Counts.  Keen, Peter G. W.
2. Handbook of Competence and Motivation.   Elliot, Andrew J., PhD and Dweck,  Carol S. PhD.
3. Organizing Schools for Improvement: Lessons from Chicago.  Bryk, Anthony S., Allensworth, Elaine, Luppescu, Stuart, and Easton, John Q.
4. How to Plan and Implement a Peer Coaching Program .  Robbins, Pamela
5. Teachers As Owners: A Key to Revitalizing Public Education.  Dirkswager, Edward J.
6. Testing Student Learning, Evaluating Teaching Effectiveness.  Evers, Williamson M.
### Financial and resources management
1. Activity-Based Costing: Making It Work for Small and Mid-Sized Companies.  Hicks, Douglas T.
2. School Figures: The Data behind the Debate.  Skandera, Hanna
3. Making Schools Work: A Revolutionary Plan to Get Your Children the Education They Need.  Ouchi, William G.
### Legal and compliance management
1. Robert's Rules of Order Newly Revised (2004).  Henry, R. M III et al.
2. Law and School Reform: Six Strategies for Promoting Educational Equity.  Heubert, Jay P.
### Board, authorizer, and community relations
1. Modern Approaches to Understanding and Managing Organizations.  Bolman, Lee G. and Deal, Terrence E.
2. Sweating the Small Stuff: Inner-City Schools and the New Paternalism.  Whitman, David
3. The Price We Pay: Economic and Social Consequences of Inadequate Education.  Belfield, Clive
4. We Can't Teach What We Don't Know: White Teachers, Multiracial Schools.  Howard, Gary R.
### Effective communication and leadership
1. Leading in a Culture of Change.  Fullan, Michael.
2. "It's Being Done": Academic Success in Unexpected Schools.  Chenoweth, Karin
3. The Learning Leader: How to Focus School Improvement for Better Results.  Reeves, Douglas
4. Inside Urban Charter Schools: Promising Practices and Strategies in Five High-Performing Schools.  Merseth, Katherine
5. The Human Side of School Change: Reform, Resistance, and the Real-Life Problems of Innovation. Evans, Robert.

## WORKSHOPS, SYMPOSIUMS, CONFERENCES

**William M. Spira - Professional Development Workshops, Seminars, & Conferences**

| Topic/Title | Date | Hours |
|---|---|---|
| Building Minnesota's Healthcare Workforce Through Diversity, Augsburg College | 05/22/2006 | 8.0 |
| Curriculum Mapping to State and College-Readiness Standards (AFA professional development series), 8/25-8/28/2006 | 08/28/2006 | 8.0 |
| Curricular and Instructional Strategies for Academic Success (AFA professional development series), 8/29-9/1/2006 | 09/01/2006 | 16.0 |
| Network for Success, Round II, MDE | 01/16/2007 | 5.0 |
| First Aid, CPR, and AED Certification Training (AFA professional development series), March 2 & 9, 2007 | 03/09/2007 | 6.0 |
| Authoritative Teaching and Responsibility Pathways (AFA professional development series) | 03/23/2007 | 4.0 |
| Federal Charter Schools 3rd Annual All-Grantee Meeting and Workshop, MDE | 04/19/2007 | 4.5 |
| Integrating Curriculum and Instruction (AFA professional development series) | 04/27/2007 | 4.0 |
| Curriculum Mapping to State Standards (AFA professional development series) | 05/04/2007 | 4.0 |
| Response Ability Pathways:  Strategies for Reclaiming Youth at Risk (AFA professional development series) | 11/02/2007 | 2.0 |
| Recognizing and Responding to Student Mental Health Issues, (AFA professional development series), | 12/14/2007 | 2.0 |
| Love and Logic Strategies for Parents and Teachers, Charles Fay, Minneapolis, MN | 01/18/2008 | 5.0 |
| Pretest Training Workshop, MDE | 01/22/2008 | 6.0 |
| Getting Maximum Results from Curriculum Mapping Efforts, Rubicon Atlas, Minneaplis MN | 04/10/2008 | 6.0 |
| Electronic Accountability Plan (EMAP) Training, MDE | 04/14/2008 | 4.0 |
| Kennedy & Graven School Law Seminar, Brooklyn Park, MN | 07/01/2008 | 6.0 |
| Administrator Training:  Legal Issues in Special Education, MSBA | 08/05/2008 | 5.0 |
| Introduction to Budgeting and Financial Management Workshop, School Business Solutions, | 08/27/2008 | 2.0 |
| International Adolescent Conference XIV, Behavioral Institute for Children and Adolescents, Minneapolis, MN | 11/07/2008 | 7.0 |
| Reporting Grades for Students with Disabilities Training, ISES | 01/27/2009 | 2.0 |
| Pathways from Childhood Trauma to Adolescent Violence Workshop, James Garbarino, Metro ECSU | 02/03/2009 | 5.5 |
| Aggression Replacement Training Workshop (AFA professional development series), March 20, 2009 | 03/20/2009 | 2.0 |
| Special Education Finance Training, MSBA, May 12, 2009 | 05/12/2009 | 3.0 |
| Troubled Children and Youth Workshop (AFA professional development series), March 6 – May 15, 2009 | 05/15/2009 | 8.0 |
| Dialectical Behavior Therapy for Children and Adolescents, Connie Callahan, PESI, Minneapolis, MN | 05/28/2009 | 6.0 |
| Life Space Crisis Intervention Certification Training, Institute of LSCI, Spearfish Canyon, SD, June 15-19 | 06/19/2009 | 35.0 |
| Reclaiming Youth Conference, Rapid City, SD;  June 20-23, 2009 | 06/20/2009 | 10.5 |
| Q Comp Program and Design Workshop, MDE | 03/08/2010 | 5.0 |
| Charter Board Training in Governance, Certified by School Business Solutions | 05/20/2010 | 4.0 |
| Charter Board Training in Finance, Certified by School Business Solutions | 08/19/2010 | 4.0 |
| Charter Board Training in Employment Matters, Certified by School Business Solutions | 08/19/2010 | 4.0 |

**193.5**

**Appendix 5**

AUGSBURG FAIRVIEW ACADEMY ORGANIZATION CHART FOR 2010-11
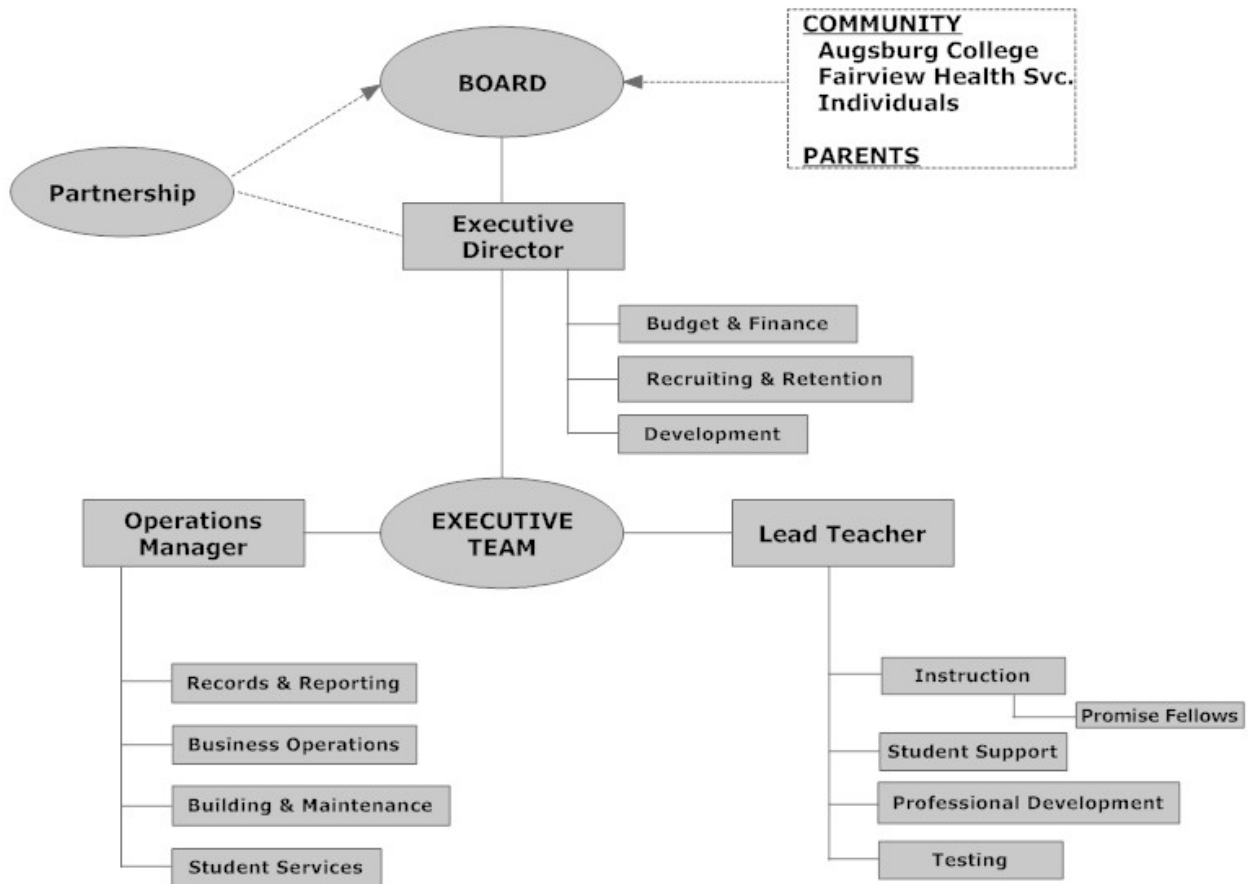
**Appendix 6**

# Lead Teacher Qualifications

**Essential Qualifications:**
- *Valid Minnesota teaching license (or ability to obtain such)*
- *3-5 years' experience teaching in an urban high school*
- *Ability to effectively collect, interpret, and use data to drive programs and policies*
- *Experience collaborating with students, families, and the diverse communities our school serves*
- *Track record of success serving youth with significant developmental risk factors*
- *Demonstrated leadership ability*
- *Excellent interpersonal skills with both adults and students*
- *Demonstrated excellence in organizational and communication skills*
- *Demonstrated creativity, flexibility, and extreme patience*
- *Understanding of and belief in Augsburg Fairview Academy's unique mission and vision*

*Essential Job Functions*
- *Collaborates with the Executive Director to coordinate school-wide systems, planning, financing, and daily operations*
- *Guides academic staff in implementing the mission and vision of the school*
- *Oversees professional development and teacher observations*
- *Provides an active, positive presence in halls and classrooms*
- *Works with students, parents, teachers, and student support team to address challenges to students' academic progress*
- *Works with recruiter to develop effective marketing messages and strategies, carry out recruiting activities throughout the year, and smooth new students' entry into the Academy*
- *Serves as District Assessment Coordinator*
- *Provides mentoring and support to staff*
- *Oversees communication with students regarding graduation readiness*
- *Provides positive behavior interventions for students based on the Academy's principles of authoritative instruction*

*Desirable Qualifications:*
- *Earned master's degree in school administration or related field*
- *Experience as lead teacher or principal of an urban high school*
- *Exhibited proficiency in all dimensions of Effective Urban School Leadership (Haberman)*
- *Valid Minnesota administrator's license*
- *Experience with conflict resolution*
- *Training and experience with Circle of Courage, including RAP, LSCI, and/or PersonBrain certifications*
- *Training and experience with Love & Logic*
- *Several years' experience in a charter school*
- *Experience as District Assessment Coordinator*

**Appendix 7**             **State Report Card**

The state report card is provided as a separate file:
      Appendix 07 - AFA State Report Card 2009-10.pdf

**Appendix 8**             **2009-10 Enrollment Packet**

The AFA enrollment packet used for 2009-10 enrollments is provided as a separate file:
      Appendix 08 - AFA Enrollment Forms 2009-10.pdf

## Appendix 9

## ACADEMY PERFOMANCE INDICATORS FOR 2009-10

| Goal | Performance Indicator(s) | Benchmark(s) |
|---|---|---|
| **ACADEMIC:** Students will achieve 10th grade competence in reading, language usage, writing, mathematics, and science upon completion of the Foundations Program (i.e., to 10th grade equivalence) | • Percent of students who demonstrate competence in reading, language usage, mathematics, and science that is equivalent to the national median for students completing 10th grade (NWEA MAP-reading, language usage, and math) <br><br> • Percent of students who meet the Minnesota proficiency standard for the Minnesota Comprehensive Assessments (MCA) in science, reading, and writing (MCAs-reading, science, and writing) | 70% of students will complete the Foundations Program scoring at or above the national median in reading, language usage, math, and science. <br><br> **Expectation Levels / Rating** <br> >80% — High <br> 60-80% — Middle <br> <60% — Low <br><br> 80% of students will complete the Foundations Program having met the MN Academic Standards <br><br> **Expectation Levels / Rating** <br> >90% — High <br> 70-90% — Middle <br> <70% — Low |
| **ACADEMIC:** Students will demonstrate 12th grade competence in English, social studies, science, and mathematics upon completion of the Diploma Program (graduation). | • Percent of Diploma Program students who can demonstrate 12th grade competence in English, social studies, mathematics, and science that is equivalent to the national median for students entering post-secondary study (AccuPlacer Tests; ACT/SAT Tests) or sufficient to gain acceptance to an accredited post-secondary program in the year following graduation. | 80% of students will complete the Foundations Program scoring at or above the national median for college readiness in English, social studies, math and science. <br><br> **Expectation Levels / Rating** <br> >90% — High <br> 70-90% — Middle <br> <70% — Low |
| **ACADEMIC;** Students will be successful in post-secondary education or entry-level career in the four years following graduation from the Academy | *50% of Academy graduates will be accepted into o* <br><br> • Percent of graduates accepted into one of their top three post-secondary education or entry-level career choices (Acceptance rates as of June of each year) <br><br> • Percent of graduates accepted into a post-secondary program without being required to take remedial classes (College transcript and acceptance records) | 50% of Academy graduates will be accepted into one of their top three choices for post-secondary study or career. <br><br> **Expectation Levels / Rating** <br> >60% — High <br> 40-60% — Middle <br> <40% — Low <br><br> 80% of Academy graduates accepted into a program of post-secondary study will not require any remedial classes. <br><br> **Expectation Levels / Rating** <br> >90 — High <br> 70-80% — Middle <br> <70% — Low |

# ACADEMY PERFOMANCE INDICATORS FOR 2009-10

| Goal | Performance Indicator(s) | Benchmark(s) |
|---|---|---|
| NON-ACADEMIC:<br>Students will develop and put into practice a personal program of life-time wellness and fitness | Percent of students who meet their current, personal wellness and fitness goals as noted in their individual learning plan | 80% of students will meet the personal wellness and fitness goals they included in their ILP.<br><table><tr><td>Expectation Levels</td><td>Rating</td></tr><tr><td>>90%</td><td>High</td></tr><tr><td>70-80%</td><td>Middle</td></tr><tr><td><70%</td><td>Low</td></tr></table> |
| NON-ACADEMIC:<br>Students will become a certified provider in at least one area of health care | Percent of students at graduation who are health care certified by graduation (Certification Records) | 70% of Academy graduates will have earned at least one certification as a health care provider.<br><table><tr><td>Expectation Levels</td><td>Rating</td></tr><tr><td>>80%</td><td>High</td></tr><tr><td>60-80%</td><td>Middle</td></tr><tr><td><60%</td><td>Low</td></tr></table> |

## *Appendix 10*

### ACADEMY PERFOMANCE INDICATORS FOR 2010-11

| ACADEMIC OUTCOMES | | |
|---|---|---|
| **OUTCOMES** | **INDICATORS**<br>***Data Sources*** | **BENCHMARKS** |
| *Students in the "College Fast Track" program will demonstrate a high level of productive engagement in their studies* | *Attendance:  Proportion of total class hours, to date, actually present in classes (Source: PowerSchool daily attendance records)*<br><br>*Failing grades in academic core courses:  Percentage, to date, of students reported as failing in their core academic classes (Source:  PowerTeacher gradebooks)* | *Attendance: For CFT students will be 70% overall in all classes*<br><br>*Failing grades:  For CFT students enrolled during the full year, percentage of failing grades  will be reduced by 30% from fall to spring semester.* |
| *Students in the "College Fast Track" program will show more than  one year's growth in knowledge and skills in the academic areas in which they are being instructed* | *Continuous assessment of essential skills: Appropriate measures of growth to be determined (Source:  Response-To-Intervention on-going assessment (in reading, math, and writing)*<br>*Annual (fall & spring) assessments of college readiness: Documented improvement in scores obtained on the following standardized assessments:*<br><br>  *ACT (reading, math, English, science)*<br><br>  *AccuPlacer (sentence skills, reading comprehension, arithmetic, elementary algebra, college level math)* | *Essential skills:  The indicated proportion of CFT students will demonstrate at least one year's growth in reading (75%), math (50%), and writing (90%).*<br><br>*College readiness:  The indicated proportion of CFT students will demonstrate at least one year's growth in reading (75%), math (50%), English (50%), and science (75%) in an appropriate, standardized test given in fall and spring of the school year.* |
| *Students in the "College Fast Track" program will achieve an overall grade point average of 2.0 in core academic subjects* | *Student grades in academic core courses: Average, to date, of student grades in English, math, science, social studies (Source:  PowerTeacher gradebooks)*<br>*Annual curriculum audit of academic core courses for alignment with appropriate standards and use of assessments of sufficient academic rigor:  Proportion of courses rated acceptable or better for alignment with state standards and assessment rigor (Source:  end-of-year curriculum audit as part of 360º performance assessment)* | *Academic grades: 80 % of CFT students have an average GPA of 2.0 or better.*<br><br>*Curriculum audit:  100% of courses rated as acceptable or better for standards alignment and assessment rigor.* |

| NON-ACADEMIC OUTCOMES | | |
| --- | --- | --- |
| **OUTCOMES** | **INDICATORS**<br>**Data Sources** | **BENCHMARKS** |
| *A substantial number of students will show a commitment to pursuing a health care career and to improving their personal wellness habits before they graduate from AFA.* | <u>Student participation in health care-related activities during school year</u>: *Proportion of students in each class who have participated in one or more health care-related activities during the school year (Source: PowerSchool log of co-curricular and extra-curricular activities for each student during the school year)*<br><br><u>Student participation in health care-related activities during summer</u>: *Proportion of students in each class who have participated in one or more health care-related activities during the summer break (Source: PowerSchool log of co-curricular and extra-curricular activities for each student) during summer months prior to school year.*<br><br><u>Student knowledge & interest in health care careers</u>: *Proportion of students in each class judged to be knowledgeable about and interested in a career in health care (Source: End-of-year questionnaire of all enrolled students; Exit interview regarding post-secondary plans with all graduating seniors)*<br><br><u>Student "Personal Wellness Index"</u>: *Proportion of students in each class documented as practicing good lifetime wellness habits : e.g., non-smoking, avoiding alcohol and other drugs, healthy eating, aerobic exercise, safe sex, social/emotional support (Source: Annual surveys augmented with observational data and fitness assessments)* | <u>School-year health care activities</u>: *80% of students in each class will participate in a health care activity.*<br><br><u>Summer health care activities</u>: *25% of students in each class will participate in a health care activity.*<br><br><u>Knowledge & interest in health care careers</u>: *At least 90% of each class will know about a career in health care; at least 50% will express interest in a health care career.*<br><br><u>Personal wellness habits</u>: *At least 60% of students in each class will practice adequate lifetime wellness habits by the end of the school year.* |
| *Students will feel like they belong at AFA and will want to continue attending until they graduate.* | <u>Retention</u>: *Turnover rate during school year; spring-fall return rate; proportion of students staying on until graduation (Source: PowerSchool enrollment data)*<br><br><u>Student satisfaction</u>: *Proportion of students in each class expressing an overall satisfaction with their experience at AFA (Source: Mid-year and end-of-year surveys)* | <u>Retention</u>: *Less than 20% of students who have not moved will transfer out during the school year; less than 50% of those eligible to return for another school year will choose to enroll elsewhere after the current school year ends.*<br><br><u>Satisfaction</u>: *90% of all students will express an overall satisfaction with their experience at AFA* |
| *A majority of parents will be sufficiently engaged in their student's school success to talk to teachers and participate in school-sponsored programs and events.* | <u>Parent-teacher connection by phone/email</u>: *Proportion of parents who have made contact with one or more teachers; Proportion of teachers' phone calls/emails that are answered by parents (Source: PowerSchool log of teacher-parent communications)*<br><br><u>Parent attendance at school conferences</u>; *Proportion of parents who have attended one or more conferences with teachers during the school year (Source: conference sign-in sheets)*<br><br><u>Parent attendance at non-academic school events</u>: *Proportion of parents who have attended one or more A FA-sponsored, non-academic events during the school year (Source: event sign-in sheets; student surveys)* | <u>Parent connection</u>: *70% of parents will be in contact with a teacher during year (either calling or called)*<br><br><u>School conference attendance</u>: *30% of parents attending a regular or special conference with teachers*<br><br><u>School event attendance</u>: *40% of parents will attend a non-academic AFA event.* |

**Appendix 11          Preliminary FY2010 Financial Statements**

The preliminary, end-of-year balance sheet for the FY 2010 budget is provided as a separate file:
Appendix 11 - AFA Preliminary FY10 Financial Report.pdf