



ACADEMY K-12 PUBLIC CHARTER SCHOOL

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This document is a statement on the evolution of a school. It attempts to articulate how the charter of Academy K-12 Public School was created, our goals, our vision, and our philosophy

SECTION 1 – Establishment of the Charter at the Local Level

i. Primary Purpose AS 14.03.265.(a) (1-3)

Statement of Need – Primary purpose of Academy’s Charter and how it differs

The Matanuska Susitna Borough School District is proud to offer school choice to satisfy the parental demands of a more individualized education for their children.

Academy K-12’s reputation as a strong, successful charter school is well-known throughout the Valley and Alaska as a whole. Each year, hundreds of lottery applications are received for Academy’s annual lottery. The lottery is held to fill the few open enrollment spaces, and, after the open enrollment spaces are filled, the new wait list order is drawn. Each year, hundreds of students remain on the wait list awaiting an open space. For example, after filling the 26 kindergarten enrollment spaces, 54 kindergarten students remain on the FY25 school year waitlist. As evidenced by the demand, Academy K-12 is a school that parents choose as the best learning environment for their children. As evidenced by the lack of transiency, families are pleased with the top-notch education, the safety, and the purposeful learning environment found at Academy K-12.

The growing number of Academy graduates who have returned to Alaska, taking on vital roles within our community as doctors, nurses, engineers, and business owners, demonstrates that Academy K-12’s unique, cutting-edge learning system—rooted in E.D. Hirsch’s Core Knowledge Curriculum and Classical Education—is successfully fulfilling its mission and goals.

One Academy Advisory Board Member (APC) shared...

“I can only speak from my own experience and observations, but the niche that I am experiencing for my children as a K-12 school with small class size, individualized learning environment, and a well-rounded curriculum that encompasses all areas of education - not just STEM but also literature, history, discourse, analysis, and rhetoric. If enough families are clamoring for this choice, then it should stand to reason that there is something missing from the currently available options, even if that 'something missing' cannot necessarily be pointed out or be the same thing for each person asked.”

Academy K-12 is the seamless continuation of the strong foundation and belief system of Academy K-12’s charter. This K-12 program provides a cohesive opportunity for students to thrive as they learn and develop. Significant growth is possible in an environment and atmosphere where we unapologetically value and protect instructional time, expect good behavior, and hold students to high expectations. Through deliberate instruction of content-

rich curricula and rigorous study, students are taught the art of conversation and discourse, thus enabling them to develop problem-solving, analysis and critical thinking skills. Academy's curriculum consisting of E.D. Hirsch's Core Knowledge Sequence and Classical Education, is rooted in the study of history, literature, mathematics, the sciences, and the arts preparing students for a future as life-long learners and active participants in global citizenship.

How the Charter has changed since 2015:

Academy enters its twenty-eighth year as a strong, successful charter school rooted in E.D. Hirsch Core Knowledge Curriculum. Academy has naturally grown and expanded, beginning with Kindergarten in August 1997, adding grades 1 through 3 in August of 1998, then progressively, one grade level each year thereafter through 8th grade.

Following the Alaska State Board of Education approval in May 2022, Academy received the final approval from MSBSD School Board in early Spring 2022, to expand our current K-8 school up to grade 12. Academy Charter School is awaiting construction funds to build a building to enroll students into 9th through 12th grade.

ii. Evidence of School Board Approval AS 14.03.250(b)

History of Academy Charter Approval

Academy K-12 Public Charter School began operations in early August 1997. Review and evaluation of Academy has occurred over the years to determine Academy's level of success in meeting Academy's academic achievement goals and parent, staff, and student satisfaction.

Initial charter granted for 3 years – School Years 1997 –2000

Renewal of charter for 5 years -- School Years 2000-2005

Renewal of charter for 10 years – School Years 2005 – 2015

Renewal of charter for 10 years – School Years 2016 – 2025

Amendment granted to become a seamless K-12 Charter School – May 2022 – 2025

APPENDIX A: Evidence of MSBSD School Board Approval of the Reapplication for Academy Charter School

iii. Evidence of a Signed Contract Between the Charter School and the Local School Board with All Required Elements AS 14.03.255 (c) (1-14)

History of Academy Charter Approval

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APPENDIX B: Signed Contract Between Academy K-12 Public Charter School and the MSBSD School Board

Academy Charter School Contract Elements

The Academy K-12 Public Charter School Mission Statement

“Our mission is to create a learning system that encourages and develops students’ inherent abilities to be competent, confident, productive, and responsible young adults. We will strive to produce a generation of young people who possess the habits, skills, and attitudes necessary to empower them to succeed as lifelong learners and outstanding citizens.”

Statement of Philosophy and Description of the Educational Program

The granting of a charter for Academy has been a gift the community has wisely chosen to give to itself. Its implementation created a new learning system and an opportunity to innovate and explore the cutting edge of educational reform. Many volunteers – parents, teachers, administrators, business leaders, and representatives of public agencies and city government – have worked together, seamlessly, to establish this new approach to learning.

Members of the Charter Community are defined as all students; parents, compensated staff, volunteer staff, or project designers who willingly associate themselves with this endeavor. The product of these efforts is Academy K-12 Public Charter School, a public charter school of the Matanuska Susitna Borough School District.

Academy K-12 is the seamless continuation of the strong foundation and belief system of Academy K-12’s charter. This K-12 program provides a cohesive opportunity for students to thrive as they learn and develop. Significant growth is possible in an environment and atmosphere where we unapologetically value and protect instructional time, expect good behavior, and hold students to high expectations.

Through deliberate instruction of content-rich curricula and rigorous study, E.D. Hirsch’s Core Knowledge Sequence and Classical Education, the students are taught the art of conversation and discourse, thus enabling them to develop problem-solving, analysis and critical thinking skills. The deep, rich study of history, literature, mathematics, the

sciences, and the arts prepares students to become life-long learners and active participants in global citizenship.

Senate Bill 88, passed by the Alaska State Legislature in July 1995, made the establishment of the Academy Charter School possible. This legislation allowed the creation of public charter schools in our state. The gifts the Charter legislation granted, and our community accepted, provided freedom and opportunity – freedom and opportunity to create a school under local control, designed to meet local needs. This opportunity provided educators and families to join together to implement the best ideas, both new and old, about how to educate children.

The freedom and opportunity the Charter gives us provides opportunity to:

- Provide flexibility for students who want to help direct their own education.
- Challenge parents to be deeply involved in their child's education and share in the responsibility of the learning and the learning environment.
- Integrate the community and the school.
- Promote the ideal that education is a lifelong process.
- View the world as an extension of the classroom.
- Encourage educators and students to be more innovative and creative.
- Encourage educators and students to take advantage of the diverse resources of the extended educational community.
- Small class sizes are purposefully designed to maximize instruction, student learning, and individualized learning opportunities.
- Remain a small school. This will ensure all students are known, and their learning opportunities are maximized.
- Parents, students, and staff work together as a team to maintain and protect the learning environment and facility.
- Encourage and foster a collaborative educational environment, Academy K-12 Public Charter School requires each family to contribute Parent Participation Hours annually.
- Develop and implement student learning opportunities that align with learning and the brain studies by mixing-up the ongoing day-to-day classroom learning. Such as: Middle School Friday Electives, Middle School Intensives, Academy K-12 Ski Day, World Fair, etc.
- Unapologetically value and protect instructional time, expect good behavior, and hold students to high expectations.

Academy K-12 is built on the belief that all students can learn, but not necessarily in the same way, nor equally well from the same sources.

*A Cornerstone of Academy's Learning Program: The Like-Skilled,
Like-Paced Learning Groups (aka Ability Grouping) for Reading and Math*

Annually, during the first week of school, all students are assessed. The resulting data is analyzed and used to place students in small, like-skilled and like-paced learning groups called ability groups. The goal of these groups is to capitalize on strengths and address areas of weakness, allowing advanced students to be challenged at their level and pace, while providing struggling learners with extra support, various approaches, and multiple strategies in a nonthreatening and less competitive environment. Ability grouping ensures that children are not penalized for their learning pace; all students experience success in a group tailored to meet their needs and maximize their potential. Struggling learners often close the gap.

The World is an Extension of the Classroom

At Academy, field trips are purposeful and designed to extend learning opportunities for K-12 students, fostering shared knowledge and understanding. These experiential, hands-on learning trips occur at the beginning of the school year, immersing students in content and activities that build a foundation for future learning.

Academy's K-12 field trips are intentionally designed to enhance the belief that the world is our classroom. These trips help students connect with each other, staff, and families through shared experiences. Each grade level trip aligns with the Core Knowledge Sequence and grade-level curriculum.

For example, the 7th-grade class travels to Kennicott for four days to explore an abandoned copper mining camp from 1903 in the Wrangell Mountains. Students learn about Alaskan history, chemical processes like ammonia leaching, and the machinery used in such a rugged environment. These experiences deepen their understanding of mining's history and importance in Alaska, fostering a shared foundational knowledge. Guided by National Park Rangers, students explore Kennicott and, with a professional glaciologist, hike to a nearby glacier to learn about glaciology.

Unique, targeted, and hands-on, experiential learning format and methodology

Students in grades K-12 experience numerous hands-on, experiential learning opportunities within their daily school schedules such as fat-tire biking; music exploration options; outdoor fitness; dance; stained glass class; and fly fishing and ice fishing. The activities are purposely chosen and implemented with consideration of the development of the brain's neuropathways. For example, piano lessons help to develop the spatial and mathematical side of the brain. All students at Academy take piano lessons during their 3rd grade year.

Important Connections and Bonds – “The Academy Way”

Important connections and bonds develop among students, staff, and families across all grade levels through unique, intensive, and purposeful field trips and activities such as World Fair and Academy K-12 Ski Day. These trips and experiences are meticulously designed and developed, grounded in the Academy Way. The underlying theme is to immerse students in high expectations and rigor, supported by the Core Knowledge Curriculum and Classical Education Curriculum.

School Day is Divided into Long Learning Blocks

These extended learning blocks provide teachers with ample time to introduce topics or content, model skills, and actively engage with students as they practice. The longer periods allow for thorough introduction, modeling, practice, and completion of part or all of the homework in class under the teacher’s guidance. Completing homework in class, with the teacher observing, reduces the likelihood of students practicing errors.

Spalding Method – The Writing Road to Reading

Teachers of kindergarten through 5th grade are trained and certified in the Spalding Method, also known as The Writing Road to Reading. This structured literacy program teaches the fundamental components of the English language, from phonemes and phonograms to decoding words. Through this method, students become excellent analyzers, writers, and communicators. The Spalding Method is effective because it integrates the reading process, reading development, and skill acquisition. It empowers Academy students to build vocabulary, enhancing their abilities as both writers and readers.

The “Labs”

One of the unique methodologies and scheduling features at Academy is "The Labs." These Labs are taught by teachers with additional training and expertise in specific content areas, and they are passionate about their subjects. The concentrated curriculum includes Technology Lab, Geography Lab, Science Lab, Art Lab, Writing Lab, and Spanish/Music Lab. Each Lab offers a multi-year sequence emphasizing hands-on experimentation and functional knowledge, aligning with the Core Knowledge Sequence and grade-level curriculum:

- **Technology Lab:** Students explore and master technology as a tool to create great products. They learn the importance of internet safety and the responsibilities that come with technology.
- **Geography Lab:** Elementary students engage with real history and geography rooted in the Core Knowledge Curriculum and Sequence, building historical and geographical knowledge and skills grade by grade.

- **Science Lab:** Students learn and explore scientific phenomena through hands-on, experiential activities and projects. They dissect frogs in 4th grade and fetal pigs in 5th grade.
- **Art Lab:** Students build a basic knowledge of art techniques, learn about and appreciate historical works of art and the masters such as Picasso, Rembrandt, and Michelangelo, while enjoying the opportunity to create art as active participants.
- **Writing Lab:** This Lab addresses the need for focused writing skills development. Students learn to write for specific audiences, engage with and enjoy poetry, master the 5-paragraph essay (5th grade), use texts in written responses, and more.
- **Spanish/Music Lab:** Half of the grade level participates in Spanish lessons, exploring Spanish-speaking countries, their traditions, and culture. The other half experiences the joy of music, learning the fundamentals of reading sheet music and being exposed to a variety of genres, from folk songs to children's songs. Then they switch with the other half for the final 35 minutes.

Core Knowledge Curriculum and Classical Education studies - a unique, rigorous, college preparatory education

Academy K-12 Public Charter School's unified focus on Core Knowledge and Classical Education ensures that students receive an education grounded in academic excellence and the intellectual skills necessary to pursue any future path. This approach emphasizes learning and mastery through the analysis, evaluation, and critique of information, forming the foundation for student success. It fosters intellectual curiosity and independent thought, preparing students to engage with the world beyond high school. Academy K-12's carefully designed program and curriculum are recognized for:

- **Content-rich curriculum:** Focused on the four core disciplines of math, sciences, literature, and history.
- **Creating a lifelong passion for learning:** Ability to analyze and discuss high-order concepts and ideas.
- **Command of literacy and the English language:** Essential for full and active participation in all areas of life post-high school.
- **Cumulative, shared-knowledge emphasis:** Ensures students become exemplary citizens, prepared to contribute positively and actively to society and government.
- **Appreciation for the United States:** Understanding its unique role in world history.
- **Development of perseverance:** Necessary for success in academic and practical areas of life.
- **School culture:** Emphasizes achievement, logic, moral character, truth, and justice.

- **Creating competent, confident, productive, and responsible young adults:**
Aiming to produce a generation with the habits, skills, and attitudes to succeed as lifelong learners and outstanding citizens.

These characteristics allow Academy K-12 to provide an academic setting where students develop a passion for learning and understand their true capabilities. By thoroughly studying all four core disciplines, students are supported in learning material that is both rigorous and broad in scope and sequence. Academy K-12 Public Charter School's unified focus on Core Knowledge and Classical Education ensures that students receive an education grounded in academic excellence and the acquisition of the intellectual skills necessary to pursue any pathway they choose in their future.

Specific Levels of Achievement for the Education Program

Academy's K-12 Academic Program and High School

The scope of Academy K-12 academic program, and pathway, is designed to meet or exceed MSBSD's graduation requirements. Academy K-12 Public Charter School's structure and design, rigorous class intensity, and extended learning blocks ensure student success. The purposefully designed intensive high school learning opportunities with dual college enrollment, classes, and focus create a unique ability for students to earn a full credit per class each semester, totaling four (4) credits per semester and eight (8) high school credits per year. By the end of their third year, twenty-four (24) credits may have been completed, leaving approximately 2 credits in their final year. In their final year, students may enroll in college classes and explore job internship opportunities. Dual college enrollment allows high school students to accumulate credits for an undergraduate degree.

For example, students could earn:

- four credits of rigorous mathematics study
- four credits of rigorous science study, including in-depth labs and hands-on learning
- four credits of rigorous Literature study based in, but not limited to, the classic works from throughout time and across cultures.
- four credits of rigorous history include an in-depth study of the ancient and modern worlds, Philosophy, as well as American government and economics within emphasis in the exploration and understanding of primary sources.
- four credits of rigorous foreign language and cultural study
- four credits of electives in, but not limited to, such topics as Logic & Rhetoric, Fine Arts, and Physical Education/Healthy Living (BP 6146.01(a))

Credits will be earned in classes with similar content and philosophy that provide compliance with School Board policy adoptions such as AP Seminar, Dual CLGE courses and 4C's.

(Sec.14.03.255 (a) A charter school operates as a school in the local school district except that the charter school (1) is exempt from the local school district's textbook, program, curriculum, and scheduling requirements.)

Assessment to Monitor Levels of Achievement

The purpose of assessment is to support and guide the learning process. It is a tool to recognize accomplishment and certify that knowledge has been gained. Assessment also discerns those areas where understanding is still incomplete and enables students to focus their efforts where they will produce the greatest benefit.

Assessment in the Academy K-12 Public Charter School is a means of measuring each student's progress according to clearly recognizable standards. It is a tool for helping students learn more about their own strengths and weaknesses without intimidation, fear or feeling there are winners and losers. It is a source of motivation, and a guide for helping students achieve personal mastery. It is conducted in a spirit of collaboration and provides positive reinforcement to the student.

Assessment has many forms and formats. All are purposeful. Academy K-12 assessment is a crucial component of teaching and learning. Purposeful assessment practices enable teachers and students to better understand needs, the relationship of work ethic, productivity, and outcomes. We recognize the need to incorporate various types of assessments to gain valuable insights into student understanding. Formative or summative assessment data is used to shape instruction and guide. It is used to inform.

Academy K-12 agrees to annually assess students with mandated standardized State and National Assessments as required by federal law. The results may be used as a measure of accountability for districts, schools, teachers, and students, rank schools, and inform stakeholders. The results may be used for promotion/retention decisions and/or graduation requirements for students. A few examples of mandated standardized assessments follows:

- NWEA Measures of Academic Progress (MAP) for grades 2nd thru 8th grade
- AIMSWEB/DIBELS or other mandated universal literacy screener
- AKSTAR or other mandated standardized state assessment
- National Assessment of Educational Progress (NAEP)
- Kindergarten Developmental Profile

Grading, Grades, and Expectations:

Standards, not standardization, are the basis of assessment. Students are shown exemplary performances for given tasks. An assessment of their effort will reflect how closely it matches this performance. The goal is not to give a grade, but to encourage

students to do their personal best and to show them their own improvement throughout the year. It is expected that students will arrive in class prepared and ready to work. It is expected that the student will actively participate in the class, maximizing every lesson. Preparedness, participation, and behavior will be reflected in the grade the student earns for each subject area.

Setting annual goals and self-assessment is part of the unique learning opportunities for Academy K-12 students. As active participants in assessment of their own work, students are encouraged to develop a personal understanding of their own strengths and deficiencies, and an objective view of their accomplishments. In addition, a score on a piece of work can be improved, if the student is willing to accept the challenge for improvement offered by the assessment. It is understood the student will seek to earn the maximum points or score on the assignment, project, or daily work, this includes meeting deadlines.

Performance is assessed on many levels. Student progress, relative to previous performance, is assessed through portfolios, oral presentations, written reports, individual, and group projects, and daily class work. Performance is also assessed relative to locally developed standards using exemplars. The first and last quarter, the parent will review their child's portfolio and meet with the teacher to determine student progress. At the end of each semester, the student will receive a letter grade for each subject area (A, B, C). The final grade for each subject area is determined with consideration of student preparedness, participation, daily work, homework, projects, and scores on tests. A report card will go home at the end of each semester. At the high school level, some courses such as electives, may receive a quarterly grade, which will be recorded on the semester report card. The Personalized Learning Plan (goals) will be reviewed by the teacher at the end of each semester, and revised to capitalize on strengths, and strengthen areas of weakness.

Student Performance Goal for Academy K-12 Public Charter School

Finally, the Academy K-12 Public Charter School students are exposed to some traditional examination methods. As required by the Charter, student performance is assessed relative to other students of the same age through standardized assessments that are given periodically as scheduled by the district. The Academy K-12 Public Charter School's student performance achievement goal is for the school's achievement level to be in the top 25% when compared to other Alaskan schools using the same state mandated assessment.

Admissions, Policies and Procedures

Admission to the Academy K-12 Public Charter School is open to all students in the Matanuska Susitna Borough School District in grades kindergarten through 12th grade. As per BP 5145.3 and AS 14.18.010, the Academy K-12 Public Charter School programs and activities are free from discrimination with respect to sex, race, color, religion, national origin, ethnic group, marital or parental status, and physical and mental

disability. The Academy K-12 Public Charter School ensures equal opportunities for all students in admission and access to enrollment.

Academy K-12 will continue to enroll all eligible students who submit a timely application by the due date unless the number of the applicants exceeds the capacity of the program class, grade level, or building. *In the event of an excess of applications*, as specified by the State of Alaska Attorney General, a lottery is held. Academy K-12's annual lottery is held on the first Friday in May. The City of Palmer Chief of Police draws the applications to fill any open spaces and then continues to draw the wait list in order of the draw. This wait list goes away each year and the new one is drawn at the time of the lottery. A representative from the MSBSD Administration and one from the Academy Advisory Board, Inc. (APC) are invited to attend.

Academy K-8 will continue to enroll all eligible students who submit a timely application by the last Friday in April, unless the number of the applicants exceeds the capacity of the program, class, grade level, or building.

Academy 9-12 will enroll all eligible students who submit a timely application by February 1st prior to the year the student is enrolling, unless the number of the applicants exceeds the capacity of the program, class, grade level, or building. Applicants and their transcript will be reviewed to determine program, class, grade level needs. Recognizing the unique and specific needs of meeting high school/graduation requirements, and similar to other MSBSD programs such as CTHS, Academy's High School 9th through 12th grade program applications are due no later than February 1st to ensure adequate time for review and programming needs.

The City of Palmer Chief of Police draws the winning applications in the lottery. (As per the Attorney General, the children of staff, siblings of currently enrolled students, and founding family's children and grandchildren, are provided opportunity for open spaces. In keeping with our "family" philosophy, siblings of currently enrolled students will have first option.) All students will have an equal opportunity to fill any remaining openings.

While Academy's K-12 program provides a top-notch learning option for K-12 MSBSD students, we acknowledge there are many traditional pathways available. In order to establish how many open spaces are available for the annual lottery held the first Friday in May, each year in early February currently enrolled Academy families complete the *Calling All Siblings* form. Similarly, students currently enrolled in Academy's 8th grade, who choose to remain and advance into the high school college preparatory program will be provided first opportunity for any open spaces and must complete the *Calling All Siblings* form.

Admission will require that the student's parent(s) complete the MSBSD enrollment process, including the online registration, forms, and submission of required documentation such as a birth certificate and proof of current State of Alaska immunizations or a notarized medical or religious exemption. A current school physical including vision and hearing screenings is required for all students annually. Additionally, all families must complete the agreement of commitment and enrollment

components and processes: these include a parent (guardian) agreement of commitment, student letter of commitment, and a parent participation commitment.

Administrative Policy

Academy K-12 Public Charter School has adopted the Matanuska Susitna Borough School District administrative policies and regulations. However, as per the Alaska Charter School Law and regulations, the following exemptions occur:

- Textbook and materials
- Program
- Curriculum
- Schedules, Scheduling, and Calendar

Personnel

The Academy K-12 Public Charter School will follow the current MSBSD process, procedures, and policies for hiring, supervising, and evaluating personnel as per the MSBSD negotiated agreements for CEA, MSEA, MSPA.

Statement of Charter Funding

The School District will allocate funding for the Charter School based upon a per pupil proportionate share of funding received by the school district for students attending the Academy K-12 Public Charter School. This includes foundation revenues generated for special populations of students; the proportionate share of state and federal resources generated by the Academy K-12 Public Charter School students for special education, gifted and talented students, etc. The Matanuska Susitna Borough School District will provide services for students labeled as requiring specialized educational needs, including but not limited to speech therapy, occupational therapy, physical therapy, school psychology, and behavioral intervention. The Alaska Charter School legislation states a maximum of up to 4% can be withheld as the indirect cost for payroll/accounting services, insurance, legal issues, computer linkage, and all other costs included in the business and operations services. All equipment and supplies purchased by the Academy K-12 Public Charter School will become property of the Matanuska Susitna Borough School District upon completion of termination of the Academy K-12 Public Charter School contract. The Academy K-12 Public Charter School will operate within the constraints of its budget.

Grants and special revenue funds will be available to Academy K-12 Public Charter School. Specific grants received for the Academy K-12 Public Charter School will pass directly into the operating fund to be used as stated in the requirements and specification of the grant.

Disbursements from Academy K-12 Charter's account will require the signature of the principal or the school's designee. As per district policy, no other agency or individual may request disbursements to be paid out of the Academy K-12 funds from one line item to another if purchasing practices or conservation result in the expenditure less than budgeted.

The Academy K-12 Public Charter School will retain all revenues received from donations, gifts, and grants. Academy K-12 Public Charter School will disburse and utilize these funds for purchasing materials, supplies and implementing professional development programs. Upon the Academy K-12 Public Charter School dissolution, voluntary or otherwise, assets not requiring return to transfer to donors or grantors or required for discharge of existing liabilities and obligations of the Academy K-12 Public Charter School will be returned to the Matanuska Susitna Borough School District upon dissolution.

Budget and Accounting

Each year, Academy K-12 Public Charter School will submit to its Advisory Board, for its review, the upcoming school year's budget. The Academy K-12 Public Charter School will participate in MSBSD's public budgeting process and will be treated equitably as any other school in MSBSD. This includes collaboration with and assistance from the MSBSD Accounting and Budget Departments. A line-item budget will be furnished with estimated/planned revenues/assumptions, estimated/planned expenditures by category and function, and contracted services identified.

The Academy K-12 Public Charter School will have the authority, consistent with federal and state law, to independently exercise the following powers (including such other powers as provided for elsewhere in this contract, and in the application to the extent consistent with this contract): contract for goods and services; prepare a budget; lease facilities for school purposes; purchase, lease or rent furniture, equipment and supplies; retain fees collected from students; and accept and expend gifts, donations or grants of any kind in accordance with such conditions prescribed by the donor as are consistent with law, and not contrary to any of the terms of this contract.

Method and Accountability for Receipts and Expenditures

The Academy K-12 Public Charter School will account for receipts and expenditures by using and complying with MSBSD's accounting, audit, and other fiscal procedures, unless otherwise provided in the Charter. The Academy K-12 Public Charter School agrees that it will comply with all state and federal requirements for receipt and use of public money. As per the MSBSD budgeting department and annual budget audits that may occur, Academy Charter will be treated equitably as any other school in MSBSD. The Academy Charter, its agents and employees will cooperate with the district's auditor in this endeavor.

The Academy K-12 Public Charter School Site

The permanent campus is located at 801 E Arctic Ave, Palmer, Alaska.

Academy's campus consists of 17.77 acres. Our main school building is 44,144 square feet and currently holds grades K-8. Additionally, there are three outbuildings which include our library and auxiliary classrooms. A greenhouse and other small buildings are on the property.

Certified Staff, that by Agreement, Teach at Academy K-12 Public Charter School:

Verona Berg	Austin Grimes	Tamela Kile	Jared Schumacher
Betsy Mayer	Erin Saunders	Amanda Williams	Katherine Zerkel
Jessica Drummond	Laurie Neilsen	Mary Wright	Amy Ekermann
Kimberly Kramer	Patsy Manley	Sabra Sturgis	Cherie Benbow
Tuesday Twohy	Stacy Molina	Tim Farring	Cady Agoff

Teacher To Student Ratio

The current teacher to student ratio per grade level is approximately 1 teacher to 15 students. However, this student to teacher ratio may vary according to the activity and class.

Number of Students Served

Currently, 268 students are enrolled in Academy K-12 Public Charter School. Additional growth may occur as per the approved amendment during the Spring of 2022. The goal is to remain a small school that encompasses kindergarten through high school grade levels.

Maximum Term of Contract/Charter School Contract

The Academy K-12 Public Charter School will be renewed every ten years upon the completion of a positive review of the school's successful progress in reaching the identified achievement goal.

Date of Implementation

The Academy K-12 Public Charter School requests the date of implementation to be immediate upon approval of both the local Board of Education and the State of Alaska Board of Education.

Review/Recognition of the Board of Education

The Academy K-12 Public Charter School recognizes the authority and responsibility of the local and State Board of Education to review the results of the Academy K-12 Public Charter School. The Academy K12 Public Charter School recognized the authority of the Board of Education to terminate the Charter should the Academy K-12 Public Charter School fail to meet the items stated in the Charter. The Academy K-12 Public Charter School has a right to an informal hearing and appeal process.

Termination Clause

In the event of termination of the Academy K-12 Public Charter School, students will return to a school in their home attendance area. Students will be assisted in making the transition with the least disruption possible. All equipment, furniture, and supplies, etc. purchased with funds from the Academy K-12 Public Charter School are the property of the Matanuska Susitna School District, and all equipment, furniture and unused supplies will be returned to the School District, if termination of the Charter should occur.

Statement of State and Federal Law Compliance

Academy K-12 Public Charter School will remain in compliance with all state and federal laws.

Exemptions or Requirements Included in the Contract

Waivers and Exemptions

Academy K-12 Public Charter School has adopted the Matanuska Susitna Borough School District administrative policies and regulations. However, as per the Alaska Charter School Law and regulations, the following exemptions are insured

- Textbook and materials
- Program
- Curriculum
- Schedules, Scheduling, and Calendar

Principal Selection – 14.03.255 does state that "the principal of the charter school shall be selected by the academic policy committee." however, the employment contract is approved by the district and the APC are not exempted from the requirements outlined in school board policy and the MSPA negotiated agreement in regard to hiring and the process.

iv. Academy Charter School Bylaws 4 AAC 33.110 (a)(4)

The bylaws of Academy Charter School submitted with the previous renewal application have not changed, except that Academy Charter School has become Academy K-12 Public Charter School.

APPENDIX C: Academy Charter Bylaws 4 AAC33.110 (a)(4)

v. Evidence of a Functioning Governing Board (APC) (aka Academy Advisory Board, Inc.)– AS 14.03.250(b)

The governing board of Academy Charter K-12 Public Charter School is Academy Advisory Board, Inc. Academy Advisory Board meets the second Tuesday of the month at 3:00pm, except that regular meetings are not held in June or July.

Academy Advisory Board Members include:

Barbara Gerard, Principal of Academy Charter School
Kara Kusche, President and parent of Academy Charter School students
Kristen Wagoner, Vice President and parent of Academy Charter School students
Sabrena Combs, Secretary and parent of Academy Charter School students
Tamela Kile, Teacher Representative, 3rd grade teacher at Academy Charter
Stacy Molina, Teacher Representative, 8th grade teacher at Academy Charter School
Molly Conner, Member at Large, parent of Academy Charter School students
Chad Finch, Member at Large, parent of Academy Charter School student

APPENDIX D: Evidence of the APC, Minutes from Academy Advisory Board, Inc. Meetings AS 14.03.250(a):

SECTION 2 – Organization and Administration

i. Administrative Oversight and Mechanisms (AS 14.03.255 (c), AS 14.03.255 (b)(2))

The Academy Advisory Board, Inc. is the Governing Board that hires the principal. The principal-Advisory Board relationship is similar to the Superintendent-School Board relationship.

The principal hires certified and classified personnel to establish and develop a structure that is conducive to the described learning environment, fulfilling the mission, philosophy, learning goals, and all aspects of the Charter. The principal is responsible for all operational activities including the budgeting, hiring, supervising, connecting with parents and students, and ensuring the campus and facilities are safe, clean, and well maintained. The principal is responsible for developing, refining, and adding value to the learning program, to fulfill the charter learning goals.

The APC (Academy Advisory Board, Inc., aka Advisory Board) reviews and offers feedback and approves as per the governing structure of Academy K-12 Public Charter School.

APPENDIX C: Academy Charter Bylaws 4 AAC33.110 (a)(4)

The charter school applicant is the Academy K-12 Public Charter School.

The fulfillment of the charter goals and philosophy is monitored and overseen by the Academy Advisory Board, Inc. (APC) that is made up of staff, parents, and interested community members.

Academy Advisory Board, Inc.

The Academy K-12 Public Charter School has an Advisory Board consisting of eight members, three of whom are parents of current students, two community members at large, who may or may not be a parent, two teachers of the Academy K-12 Public Charter School, and the school's principal. The parent positions must be filled by parents of students currently attending the Academy K-12 Public Charter School and may not be filled by teachers or any paid employee. Teachers will hold only two positions, in addition to the principal. Teachers currently employed as such by the Academy K-12 Public Charter Schools will fill the teacher positions. Only one parent per family may serve on the Advisory Board at one time. Attendance of meetings is mandatory. During the months of August through May, monthly meetings are held the second Tuesday of each month at 3:00 pm. During the summer months no meetings are held. An emergency summer meeting may be called in order for the Board to review any family that may not have fulfilled their parent participation component.

Terms of Advisory Board Members (APC)

Advisory Board members may hold office until their student no longer attends Academy. Officers hold their office until their successor is elected or until their earlier deaths, resignations, or removal, at which time the position will be filled by appointment made by the President of the Advisory Board.

There is no prohibition or limit on a Board member serving consecutive terms. When an opening on the Board occurs, notification of an opening on the Board is advertised in the weekly newsletter. Parents of enrolled students may apply for consideration by formally emailing the Advisory Board President and explaining their interest and purpose to serve on the Board. The President will review the applicants and then appoint a replacement to serve on the Board.

A newly appointed Board member serves one year in the position elected as "elect," a nonvoting member, during that first year. (President-elect, V. President Elect, Sec. Elect, Member at large elect, Member at large elect.) Then the member serves a term of four years or longer. (One year as "elect" and three years as Board Member.)

General Powers and Duties

The Advisory Board Member Profile Agreement and Pledge stresses the high level of commitment expected of a Board Member and the need to fulfill all duties, including mandatory attendance at meetings, and fulfill expected behaviors of a Board Member. Board members are expected to have a firm belief in the fundamental, traditional format of, and be committed to using, the Core Knowledge Curriculum and the Classical Education approach to education and the Academy philosophy as outlined in the Academy's K-12 Charter. Nominees are expected to be committed fully to the charter school concept and specifically, the Academy's Charter. Nominees are expected to be willing to assist in guiding the Academy K-12 Public Charter School in the fulfillment of Academy's K-12 mission and educational goals and in sustaining the school. Advisory Board Meetings are held once a month, on the second Tuesday of each month, unless a date change is arranged, and the parent group is notified in the weekly newsletter of that change.

The following experience would be helpful to enable successful participation as a Member of the Board.

1. Read and be familiar with the Academy's K-12 Charter.
2. Read and be familiar with E.D. Hirsch's Cultural Literacy and The Schools We Need and Why We Don't Have Them.
3. Subscribe to the principle that our society has a foundation of knowledge upon which subsequent learning is built.
4. Be familiar with the Core Knowledge Scope and Sequence, along with the principles of Classical Education.
5. Understand block scheduling, curriculum goals, educational philosophy, discipline policy, and the administrative structure of our school as specified in Academy's K-12 Charter.
6. Be actively involved in the school.
7. Prior Board experience is helpful.
8. Professionalism is expected.

The Academy Advisory Board, Inc. (APC) oversees the Academy K-12 Public Charter School to advise on operation of the Academy K-12 Public Charter School to ensure fulfillment of the charter mission, goals, and philosophy. It is to be understood that the Advisory Board will encourage innovative and unique teaching strategies and scheduling techniques. It is to be understood that the Board is to be utilized as a "think tank" to facilitate attainment of Academy K-12 Public Charter School mission, goals, and objectives. The Advisory Board members are to hold strong to Academy's K-12 Charter and fulfillment of the philosophy and guidelines within.

The Advisory Board elects a secretary to record minutes of the meetings. These minutes are available for public review.

The members of the Advisory Board will receive no compensation for their services as members of the committee.

Robert's rules of order will be used as deemed necessary by the Advisory Board members.

Public office is a trust created in the interest of common good and for the benefit of the people. It is the intent of the Academy K-12 Public Charter School to maintain public confidence and prevent the use of the public office for private gain. In order to avoid conflict of interest, all Board members, including the principal, will disclose any known or potential conflicts of interest and will not vote on matters or attempt to influence other Board members in voting on the matter when a conflict of interest is realized. Confidentiality is a must. A member will be removed if confidentiality is breached.

Vacancies

Should a vacancy occur during the school year, the President of the Advisory Board will appoint a person to fill the vacated position. This appointed person will continue as a Board Member until they choose to vacate the position, or their student no longer attends Academy K-12 Public Charter School.

ii. Administrative Policy Manual Assurance Page AS 4 AAC 33.110 (a) (13)

The administrative policies have not changed since the previous renewal application was submitted.

APPENDIX E: Administrative Assurance Page

iii. Evidence the Charter School Meets Regularly with Parents and Teachers to Review, Evaluate, and Improve Operations of the Charter School (AS 14.03.255 (b) (3))

The Academy Advisory Board, Inc., generally meets at Academy Charter School on the second Tuesday of the month during normal school days at 3:00 PM. No meetings are held in June or July. The Academy Advisory Board, Inc. consists of the Principal of Academy Charter School, teachers, and parents of current Academy Charter students.

Academy Charter School hosts entrance interviews at the beginning of the year in August and exit interviews each May. These interviews provide a forum for parents, students, and teachers to formulate and later evaluate goals for the student's academic, social, and emotional growth for the school year and reflect on their outcomes.

APPENDIX D: Evidence of the APC, Minutes from Academy Advisory Board, Inc. Meetings AS 14.03.250(a)

APPENDIX N: Entrance and Exit Interview Goals

iv. Evidence that the Charter School Met with the APC (Aka Academy Advisory Board, Inc.) at Least Once a Year to Monitor Progress in Achieving the Committee’s Policies and Goals. AS 14.03.255(b)(4)

The Academy Advisory Board, Inc., generally meets at Academy Charter School on the second Tuesday of the month during normal school days at 3:00 PM. No meetings are held in June or July.

APPENDIX D: Evidence of the APC, Minutes from Academy Advisory Board, Inc. Meetings AS 14.03.250(a)

v. Academy K-12 Public Charter School Schedule and Calendar 4AAC 33.110(a)(9)

The annual school calendar is developed by the principal and approved by the Academy Advisory Board, Inc. The calendar maximizes student attendance days to ensure student instruction and learning is the goal. Once the Academy Advisory Board, Inc. approves the annual school calendar, it is sent to the Superintendent, no later than April 1. The approved annual calendar is sent to DEED for review and final approval.

Block scheduling remains a critical part of Academy’s philosophy. The long block of time allows for maximum, in-depth learning opportunities to occur, this includes grouping professional learning days to maximize training opportunities.

Generally, the school day begins at 7:45 am, and students depart by 2:45 pm. Exceptions – Early release, professional development days, and other Academy K-12 curriculum and program specific activities.

APPENDIX M: 2024-2025 Academy K-12 Public Charter School Calendar

vi. This element is not applicable to Academy Charter School

SECTION 3 – Educational Program and Student Achievement

i. Description of the Educational Program Offered at Academy K-12 Public Charter School AS 14.03.255 (c)(1), AS 14.03.265 (a) (1-3), 4 AAC 33.110 (a) (5)

As members of the Academy community, we share a set of values, expectations, and principles. The first group of values relates to us as individuals, and the second relates to how we interact with each other and the community at large.

a) Individual Values

Are you making yourself proud?

Are you making your parents proud?

Are you making your school proud?
Is this my best self?

Personal Responsibility – As Academy community members, we accept responsibility for ourselves as individuals, for how we act, express, and react; we hold ourselves accountable for the consequences of our actions, expressions, and reactions.

Personal Mastery – We strive for personal mastery, the process of continual self-improvement. We continually seek to surpass our previous personal best.

Personal Integrity – As individuals, we seek to hold ourselves accountable. We seek to be more community-minded and less self-centered. We strive to be honest, kind, caring, and an active participant in adding value in all that we engage.

Self-Esteem – Our self-image and vision of our future have a major impact on how we function throughout life. We seek to acknowledge individual achievements, validate personal goals, recognize each member's uniqueness, and encourage interpersonal and intrapersonal skill acquisition in order to foster development of self-esteem.

b) Group Values

Shared Responsibility-The Academy community is a collaboration whose members share goals, responsibilities, and leadership. We each seek our fair share of the workload and view ourselves as accountable for the outcomes produced by the Academy. We acknowledge a global responsibility that is an extension of our personal responsibility. While each of us is responsible for our own actions and accountable for their consequences, we share a responsibility for the well-being of our school, our community, our country, and our planet.

Community-Community is a group of individuals coming together in a spirit of cooperation and fellowship for the purpose of creating something that is out of their reach if they function independently. As we seek to create and maintain community, we recognize the unique worth of each individual. We acknowledge our commonalities and work to understand and appreciate our differences. We practice collaboration, teamwork, and working to ensure each member feels included, influential, and valued by others. We use clear, open, honest communication and respectful, effective resolution of conflicts.

c) Principles

We consider principles to be our guides to action. We agree to apply the principles of balance and flexibility within defined parameters, as we undertake the work of the Charter.

Balance-In all its activities, the Charter Community seeks to achieve a fair balance. between meeting the needs of the individual and the well-being of the group; between the quality of the outcome and of the process that creates that outcome; and between the need both for satisfying work and rejuvenating play.

Flexibility-For the Academy K-12 Public Charter School to remain responsive to its members, and the community, it must be flexible. We view our values as constant, but we recognize our environment is continuously evolving. We strive to be both self-reflective and self-changing, while continuing to hold fast to the values set forth above.

ii. The Instructional Program – Curriculum with Content Standards that Align with the Statewide Assessment System

Rooted in E.D. Hirsch’s Core Knowledge Sequence and Classical Education, Academy K-12’s curriculum content sequentially and seamlessly flows from kindergarten through 12th grade. It is this broad, diverse, and shared-knowledge approach that makes responsible, empowered citizenship possible. These distinctive curriculums and programs are content-rich and academically rigorous. Dr. Hirsch’s Core Knowledge Sequence and belief system is built on the premise that knowledge matters; Classical education builds upon the knowledge rich and language-rich and is anchored in the classics.

1. Knowledge builds upon knowledge and equal access to knowledge promotes excellence and equity while laying the foundation for academic and personal success.
2. This approach develops thoughtful, literate, and expressive young adults who are trained to become critical thinkers and problem-solvers with a true command of both written and spoken language.
3. Pedagogy seeks to cultivate a spirit of inquiry and a habit of active learning. For example, in Academy K-12, high school Socratic dialogue and seminar discussions are introduced and explore logic and the Eclecticism of philosophies such as Essentialism, Perennialism, Progressivism, Social Reconstructionism, Existentialism, Behaviorism, Constructivism, Conservatism, and Humanism.
4. Students in the elementary and middle school learn the Spanish language, traditions, and culture. The students in high school learn Latin. The high school students learn the Latin and Greek roots of language to increase linguistic awareness and to help the student to better understand their own language.
5. The curriculum and program include fine arts beginning in kindergarten and continues through high school.
6. We recognize and acknowledge the unique and important emphasis on history and government, guiding students that they are the guardians of their own liberty.

Content (Curriculum)

The Charter curriculum defines the subject matter, the desired outcomes, and the methods of assessment in each learning discipline. The curriculum contains both traditional academic subjects and additional subject areas that make the Charter unique. The Alaska State Frameworks serve as the starting point and are enhanced with unifying themes and other creative approaches. E.D. Hirsch’s Core Knowledge Sequence and Curriculum and Classical Education. These will provide a strong foundation in literature, history, geography, art, and other core curriculum. Strict adherence to the Core Knowledge sequence in grades K-8 sets the stage for and provides a seamless transition to Classical

Education in high school curriculum. This expansion to high school completes the Trivium approach to Academy.

The Trivium approach includes the three initial stages of learning, which include: Grammar, Logic, and Rhetoric. For example, Academy's curriculum in grades K-5 emphasizes the acquisition of knowledge, facts, and information. In Classical Education, this is known as the Grammar stage, although this term has not been officially used. The middle school grades (6-8) expand on the skills and knowledge developed during the grammar years by learning to analyze causal connections and relationships between facts in all content courses, as well as challenging students to participate in inquiry and debate during classroom discussion. In Classical Education, the middle school grades are known as the Logic stage, although this term has not been officially used. Building on the first two stages of the Classical Trivium, students in the Rhetoric stage (grades 9-12) will learn to write and speak with confidence and originality. They learn to apply the rules of logic to the basic information learned in the early grades and will be able to express conclusions in clear, compelling, elegant language.

The subjects that comprise the curriculum are listed and briefly discussed below. The traditional core curriculum – language arts, math, sciences, technology – are strongly emphasized.

Language Arts (English and foreign) – The goals are to develop students who are effective communicators, who love literature, and are lifelong readers and writers. The curriculum is literature based with a strong phonics foundation. Comprehension skills, vocabulary and grammar are integrated within the literature program. Writing includes a personal journal, and creative and expository writing. Communication skills include speaking and writing and expand into presentation skills using modern technological tools. The high school college preparatory program, constructed on the Classical Education model, will provide high school students with advanced, rigorous classes in the study of literature, and communication, both written and spoken, to meet or exceed the MSBSD required number of credits to graduate and meets the academic requirements for college entry and success. It is expected that students will have opportunities for rigorous coursework in these classes. Academy's focus on Classical Education is on primary texts. Academy students will study both Great Ideas and Great Books with the goal of a well-formed foundation and understanding of the great ideas, texts, events, and people of Western civilization. The practice of using history as our guiding principle continues in the selection of the literature that students read, and it builds on previous instruction at Academy. This advanced level of work helps to develop a deeper understanding of history and how ideas, including governmental structures, have developed, and unfolded over time.

For example, the Language Arts course sequence may include:

First high school year - Ancient Literature and Medieval literature

Second high school - Early Modern Literature and American Literature

Third high school - Post-Enlightenment World Literature

Fourth high school year – final studies and begin college literature classes.

Mathematics – The program is based on major mathematical ideas and concepts, and those connections relevant to the students’ lives. Throughout all mathematics topics, the concepts of numbers, operation, logic, and graphics are sustained. The curriculum is based on instructional units, typically lasting from one to six weeks. Students will be challenged with materials suitable to their abilities. Students will be encouraged to progress at a fast pace, with mastery a must. Students will be allowed to and encouraged to access mathematical studies beyond age/grade. The high school college preparatory program will provide high school students with advanced, rigorous classes in the study of mathematics. It is expected that students will have opportunities for rigorous coursework in these classes and they will fulfill the requirements to meet or exceed the MSBSD required number of credits to graduate and meets the academic requirements for college entry and success.

Sciences – The Charter science curriculum is a multi-year sequence that emphasizes hands-on experimentation and functional knowledge of scientific phenomena. While the specific scientific disciplines are the same as presented in the Alaska State Board of Education Science Framework, the Charter curriculum differs in several areas. The Academy K12 Public Charter School considers the “sciences” to include science and health, geography, visual arts, technology, and music. Please note that the reference to “sciences” reflect the above. Its multi-year sequence facilitates experiments, field trips and visits from guest scientists and local experts. Additionally, it permits a depth of understanding not possible when trying to present numerous subjects each day. Major concepts are reemphasized as appropriate and relevant to the interrelationship of disciplines. A unique specification of this Charter curriculum requires students to have long learning blocks of lab each afternoon. (This may occasionally vary according to the effect of vacation days/in service days.) The sessions are designed and developed by the “Specialist” Teacher. The long sessions for “science” labs allow adequate time to discuss, develop and conduct experimentation. For example, dissect frogs, grow fruit flies, make maps, plan expeditions, complete art projects, learn music theory and practice, learn and practice technology skills.

Academy K-12 Charter budgets for the extremely important “sciences” labs. This is unusual for an elementary school to provide students with an in-depth exploration and development of skills such as the labs allow. This unique appropriation of funds for excellence in the sciences will aid teachers in developing, organizing, and teaching outstanding, challenging, and in-depth science theory and experimentation. It will lead students to become skilled in investigating, problem solving and processing thoughts, theories, information, and increase the likelihood that our students will seek solutions to the problems of our planet.

The Charter curriculum diverges from the State Board’s framework in the use of themes. The interconnections and recurring concepts between the scientific disciplines must be noted, emphasized, and exploited.

Science and Health – The science and health curriculum may include traditional methods of scientific analysis through hands-on experimentation and activities adapted to the learning level of the student, with emphasis on real world application. This approach will

allow for the synthesis of data that will assist the student in understanding the reasons for the results, rather than simply following a procedure to get end results.

Through oral and written presentations, the student will share his or her conclusions and the reasons for their hypothesis and results. Through discussion, these experiments can be expanded and applied to other areas of study to examine the impact of science on these subjects.

A key concept of the science content will be in the understanding of our planet's past and present in preparation for the future. This will include the study of our environment and ecosystem, with emphasis on Alaska.

The subjects to be covered in the science may include, but not be limited to: biology (zoology, botany, ichthyology, entomology, ornithology); anatomy; astronomy; chemistry; physics; environmental studies (resources, recycling, extinction, earth's systems); earth sciences (geology, minerals; economic resources, soils, paleontology, glaciology, hydrology); anthropology; and archeology.

The high school college preparatory program, immersed in Classical Education, will provide high school students with advanced, rigorous classes in the study of science to meet or exceed the MSBSD required number of credits to graduate and meets the academic requirements for college entry and success. It is expected that students will have opportunities for rigorous coursework in these classes and they will fulfill the requirements to meet or exceed the MSBSD required number of credits to graduate and meets the academic requirements for college entry and success.

The high school college preparatory program may require that students enroll and successfully pass a distance health class such as MSBSD APEX classes.

Geography – The curriculum develops students who understand that history and social science are about real people, in real places, solving problems relevant to the students' own lives. Students understand the interrelationships between the peoples of the world and study the past as the background and prelude to the present. Through the use of cooperative learning and hands-on activities, the student will compare and contrast different people of the world to the people of Alaska. Discipline integration includes not only history with English, but also the integration of history with both science and mathematics advances, and the social historical contexts that permit and encourage technical advances. Social studies will have a special emphasis on geography, map making, expedition planning, and other educational approaches to the awareness of our planet and the peoples that inhabit it.

The high school college preparatory program will provide high school students with advanced, rigorous classes in the study of history and geography are closely interwoven. The practice of using history as one of our guiding principles is evident throughout Academy K-12. The high school's Classical Education curriculum and studies will provide an advanced level of work to help develop a deeper understanding of history and how ideas, including government structures, have developed and unfolded over time.

Historians will recognize that often, due to special relationships, one cannot understand the complexities of history without considering the structure of a certain region or regions. This includes the cultural impacts tied to a geographic region. It is expected that students will have opportunities for rigorous coursework in these classes and they will fulfill the requirements to meet or exceed the MSBSD required number of credits to graduate and meets the academic requirements for college entry and success.

The high school Classical Education History classes will be divided into semester long classes and provided a full credit each semester. For example:

- First year of high school - Ancient and Medieval History and Modern Western Civilizations
- Second year of high school - Modern Eastern Civilizations and American History.
- Third year of high school - American Government & Politics
- Fourth year of high school – Studies development and college history opportunities

Technology – Technology provides students with skills that prepare them for future employment. The term technology includes learning tools such as computers, interactive video equipment, audio-visual aids, scientific equipment, and networks linked to local and nation-wide resources. These tools help students guide their own education. They support a child's natural way of learning through individual and group discovery, and through seeking solutions to real life challenges. Students will learn to utilize computers in the educational process, become competent users, and successfully learn programming and accessing the Internet.

“Learning how to learn” is the real purpose of education. Those who succeed in this goal become lifelong students. Interactive technologies properly used for this goal leap the barriers of time, space, and limited attention span, and bring the world to our fingertips.

Academy K-12 Public Charter School technology is a tool used for activities such as:

- Research – access information via electronic reference books, databases, networks, etc.
- Authoring – create and illustrate stories and reports to share with others. media such as printed documents, videos, and digital film.
- Drill, Practice, Remediation – computers take over tedious routines, providing instant feedback on mistakes and how to correct them. possible to evaluate learning needs and take students back to foundation knowledge they may have missed.
- Computation – learning mathematical skills through spreadsheets and other software applications help prepare students for future careers.
- Computer databases are effective tools for tracking school and business records, schedules, inventories, etc.
- Communication – networks link students at school with their homes,

- other schools and national resource centers.
- Coding – development of coding skills.
- Stop Motion – Learning to communicate and tell stories.

Visual Arts – A goal of the Academy K-12 Public Charter School is to encourage students to embrace the values of arts appreciation, and self and group expression in the visual arts. In order to be successful students, students must become visually literate. This literacy is called visual perception and is based on the ability to see visual order and to use imagery. The Academy K-12 Public Charter School Visual Arts program will strive to give students the knowledge and techniques to develop visual perception. A wide variety of mediums will be used to teach the elements and techniques of art so the students can use them to express their own creativity and imagination. Most subject areas strengthen students' convergent thinking and process (finding the one best solution or answer). Art strengthens our divergent thinking processes (looking at all the possibilities and expanding the number of ideas or solutions). Thus, building well rounded students, able to think more clearly and effectively. The curriculum strives to instill confidence in the student's artistic self-expression, and the appreciation of the artistry of others. Masters of the visual arts may be contracted to develop, organize, and teach our students. Students will study and participate in various art techniques and use art forms as primary means of expression. Through the study of art history and the world-famous masters such as Monet, DaVinci, Michelangelo and Picasso, students will develop a better understanding and appreciation of art.

Individual students have different learning styles and unique aptitudes. This becomes especially salient in artistic development. Every effort is made to recognize and encourage students for whom one or more of the fine arts may be more appropriate for learning and expressing the results of learning rather than the traditional cognitive mode. Student progress will be evaluated on the processes they use in art, not necessarily the product created.

The high school college preparatory program, specifically designed and constructed in the Classical Education format, will provide high school students with advanced, rigorous classes in the study of art and art appreciation including visual arts, painting, architecture, theater, etc. It is expected that students will have opportunities for rigorous coursework in these classes and they will fulfill the requirements to meet or exceed the MSBSD required number of credits to graduate and meets the academic requirements for college entry and success.

Music and Performing Arts – The Academy K-12 Public Charter School may contract with Masters of Music and Performing Arts, to develop, organize and teach our students during the Music and Performing Art Lab. Students may study and participate in learning to play the piano or other instrument chosen by the master. Students will learn music appreciation, and to develop secure vocal sound and pitch. The masters will focus on the rudimentary work in the elements of music and introduction to notation, rhythm, scales, keys intervals, and musical terminology. Students will learn about cultures through movement and singing songs in other languages. The student may explore stylistic developments and structure of music through a look at the past eras of music history.

Artistic opportunities available at the Academy K-12 Public Charter School include pioneering new options, such as creating educational tools to share with others in live performances or on community access television. Professional mentors help students with activities such as using computer programs to create animated videos or software, producing puppet or live action shows, and expressing concepts through dance.

Physical Education – One of the Charter’s desired outcomes is the graduation of 21st century citizens with a healthy lifestyle. The Academy K-12 Public Charter School specifically designs and provides an atmosphere that encourages all students to develop a specific skill set to provide lifelong physical fitness and incorporate these specific skills into their lives. Once a week, for a minimum of 30 minutes, students will participate in specific supervised activities or disciplines designed to promote increased physical fitness. The goal is to provide learning opportunities that specifically provide students with physical fitness training in stretching, aerobics, dancing, yoga, muscle names and how to strengthen and tone those muscles. Martial arts will be taught by a martial arts master.

Core Knowledge Curriculum and Classical Education studies - a unique, rigorous, college preparatory education

Academy K-12 Public Charter School’s unified focus on Core Knowledge and Classical Education ensures that students receive an education grounded in academic excellence and the intellectual skills necessary to pursue any future path. This approach emphasizes learning and mastery through the analysis, evaluation, and critique of information, forming the foundation for student success. It fosters intellectual curiosity and independent thought, preparing students to engage with the world beyond high school. Academy K-12’s carefully designed program and curriculum are recognized for:

- a) **Content-rich curriculum:** Focused on the four core disciplines of math, sciences, literature, and history.
- b) **Lifelong passion for learning:** Ability to analyze and discuss high-order concepts and ideas.
- c) **Command of literacy and the English language:** Essential for full and active participation in all areas of life post-high school.
- d) **Cumulative, shared-knowledge emphasis:** Ensures students become exemplary citizens, prepared to contribute positively and actively to society and government.
- e) **Appreciation for the United States:** Understanding its unique role in world history.
- f) **Development of perseverance:** Necessary for success in academic and practical areas of life.
- g) **School culture:** Emphasizes achievement, logic, moral character, truth, and justice.
- h) **Creating competent, confident, productive, and responsible young adults:** Aiming to produce a generation with the habits, skills, and attitudes to succeed as lifelong learners and outstanding citizens.

These characteristics allow Academy K-12 to provide an academic setting where students develop a passion for learning and understand their true capabilities. By thoroughly studying all four core disciplines, students are supported in learning material that is both rigorous and broad in scope and sequence. Academy K-12 Public Charter School's unified focus on Core Knowledge and Classical Education ensures that students receive an education grounded in academic excellence and the acquisition of the intellectual skills necessary to pursue any pathway they choose in their future.

Academy's K-12 Academic Program

The scope of Academy K-12 academic program, and pathway, is designed to meet or exceed MSBSD's graduation requirements. Academy K12 Public Charter School's structure and design, rigorous class intensity, and extended learning blocks ensure student success. In 8th grade, all students earn 1.0 high school credit for Physical Education, 1.0 high school credit for English 1 or Honors English 1, and 0.5 high school credit for Civics. The purposefully designed intensive high school learning opportunities with dual college enrollment, classes, and focus create a unique ability for students to earn a full credit per class each semester, totaling four (4) credits per semester and eight (8) high school credits per year. By the end of their third year, twenty-four (24) credits may have been completed, leaving approximately 2 credits in their final year. In their final year, students may enroll in college classes and explore job internship opportunities. Dual college enrollment allows high school students to accumulate credits for an undergraduate degree.

For example, students can earn:

- four credits of rigorous mathematics study
- four credits of rigorous science study, including in-depth labs and hands-on learning
- four credits of rigorous Literature study based in, but not limited to, the classic works from throughout time and across cultures.
- four credits of rigorous history include an in-depth study of the ancient and modern worlds, Philosophy, as well as American government and economics within emphasis in the exploration and understanding of primary sources.
- four credits of rigorous foreign language and cultural study
- four credits of electives in, but not limited to, such topics as Logic & Rhetoric, Fine Arts, and Physical Education/Healthy Living (BP 6146.01(a))

Credits will be earned in classes with similar content and philosophy that provide compliance with School Board policy adoptions such as AP Seminar, Dual CLGE courses and 4C's.

(Sec.14.03.255 (a) A charter school operates as a school in the local school district except that the charter school (1) is exempt from the local school district's textbook, program, curriculum, and scheduling requirements.)

The Partnership Perspective

Academy is described as an alliance made up of a seamless web of educators, parents, businesses, and community members – all dedicated to the students.

“Interconnectedness” and “relevance” are hallmarks of the Academy K-12 learning program that find expression in the metaphor of “It Takes a Whole Village to Raise a Child” (African Proverb). Academy members recognize that we are living in a cross-cultural and multi-religious global society. Appreciation of and respect for group and individual differences and similarities are encouraged. We understand the effect individuals can have in our increasingly interdependent world. Academy K-12 is an educational facility and program. We do not teach religion per se, nor do we teach other personal family values and beliefs.

The Academy K-12 Public Charter School addresses parental input by requiring parental involvement. Parents understand they need to volunteer and participate 36 hours per year per child enrolled or a maximum of 80 hours if more than two students are enrolled in Academy. This time will allow for access to, and utilization of parental skills and abilities will give parents a feeling of ownership and will model positive interaction for children.

Academy students participate in required community service programs and are invested in the understanding in which those who receive much, give much in return.

Businesses are important partners in the Academy Charter. Business partners provide guest teachers, mentors or field trips, or help students set up and run their own small businesses. They keep the Academy K-12 Public Charter School abreast of requisite marketplace skills and help develop a work force, while establishing links with future customers and employees.

Local schools and colleges partner with the Academy K-12 in cooperative learning programs. Colleges may use the Academy for teacher training.

Academy K-12 Public Charter School considers the community to be its classroom. When learning occurs beyond the classroom, students understand their connection to the world and their responsibilities as productive citizens. We are committed to developing a sense of responsibility in all students toward the health of our planet and our cities. Students realize they can influence and improve the quality of their environment and positively direct their own lives. Lessons in practical self and community governance, resource development, utilization, management, and conservation are integrated into daily classroom activities. Community service is an expectation, embodying the philosophy, "To whom much is given, much will be required." This reflects our understanding of the time, talents, and expertise dedicated to the development of Academy K-12.

Approaches

The Academy K-12 Public Charter School is distinguished by the multiplicity of ways in which it seeks to ensure student learning. Some of these are highlighted in the sections that follow.

The Subject Matter Approach An educated student needs to have clearly defined skills and concepts, enriched with a foundation of knowledge, which can best be learned in an organized sequential fashion.

The Inquiry and Problem-Solving Approach Students are challenged through experiential and hands-on learning that helps students to develop critical thinking skills, have access to rich, deep learning opportunities, learn and develop problem solving skills along with the ability to communicate their thinking verbally and in writing.

The Discussion Approach/Harkness Method encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. Academy K-12 students are taught the art of discussion, debate, dialogue, and discourse, to confidently communicate ideas in an assertive, respectful manner. The Harkness Method Discussion, where students generate the essential questions to drive classroom conversations, challenge students to explore the meaning of new information collectively as they wrestle with course materials, learn to exercise their voices, and collaborate to make meaning of rigorous curriculum content. This methodology shifts the conversations from teacher-directed to practices that are teacher facilitated enabling all students to be seen, heard, and actively included as they are empowered to engage with challenging materials, appreciate classmates' perspectives, and cultivate their own ideas.

Purposeful Learning Opportunities to Shape and Grow Healthy, Actively Involved Young Adults

Multiple enhanced learning opportunities are afforded to Academy K-12 Public Charter School students. All are purposeful in their design and objective. Some are familiar, some are novel, but all strive to make learning relevant and purposeful, and to actively engage the student. A number of these are outlined below.

Friday Electives, Week-long Intensives, Multi-day Field Trips-These carefully and purposefully designed learning opportunities provide students with real-life experiences, exposure to careers and professional training, and allow students to make connections beyond their classroom. They bring together students of various ages to apply their knowledge and practice new skills by tackling real-world problems and simulations that model current work environments. Learning opportunities such as Friday Electives, week-long Intensives, and purposeful multi-day field trips exemplify how multi-age and grade-level groupings immerse students in applying content, skills, and knowledge. These experiences are designed to expand their perspectives and deepen their understanding significantly.

Community Service-In an effort to develop a well-rounded, civically minded, happier young adult, Academy's K-12 program and learning opportunities includes the requirement for each grade level to perform genuine community service not only informs students about the real needs of the community, but encourages them, as a group, to decide which ones they can reasonably address, plan an approach, implement the plan, and then evaluate the result. The goal is to guide students to look beyond themselves and their own needs to use their gifts and talents to improve the lives of others; in doing so, they experience a greater sense of appreciation and gratitude. The word gratitude comes from the Latin word "gratia," meaning grace, graciousness, or gratefulness. Gratitude is a thankful appreciation for what one receives, whether tangible or intangible. It involves acknowledging the goodness in one's life and recognizing that the source of this goodness often lies outside oneself. This acknowledgment helps people connect to something larger than themselves, such as other people, nature, or a higher power. Research in positive psychology shows that gratitude is strongly linked to greater happiness. It helps people experience more positive emotions, savor good experiences, improve their health, cope with adversity, and build strong relationships.

Explicitly Teach Leadership Skills-Effective problem-solving is a key distinction between great leaders and those that are mediocre; the importance of leadership skills in the workplace cannot be overemphasized. Students are taught the specific skills of leading and leadership. Leadership traits and the skills of good leaders are examined to develop the understanding that great leaders build trust, serve others, navigate conflict, solve problems, are able to clearly communicate and can work together with a diverse group of people. Leadership is a serious responsibility.

Build Confidence and Perseverance. Work hard, play hard-Academy K-12 students, in a safe and considerate environment, are encouraged to make three attempts prior to giving up or seeking adult help, and work through scenarios that practice problem-solving steps. This builds confidence in their abilities to solve challenges they may face. Embedded in the learning is the motto "work hard, play hard". Students are asked to push forward, dig deep, and persevere. This work ethic and outlook on life creates young adults willing to maximize their skills and talents to achieve and master tasks regardless of the challenges and barriers that arise.

Habits of Civic Involvement and Engagement-Academy promotes and guides students to form life-long habits of civic involvement and engagement through involvement in local, national, and global service experiences. The focus and the learning opportunities are found in every grade level, beginning with kindergarten, and continuing through 12th grade.

Civil, Kind Behavior and Self-Control Expectations-Behavior is viewed in the Academy K-12 Public Charter School as training that develops self-control, character, orderliness, and efficiency. Trust is essential and viewed as a requirement and an expectation. Students understand that in order to embrace and engage in the rich, in-depth learning opportunities offered at Academy K-12, they must be trustworthy.

Schoolwide Expectations and Rules-Academy's K-12 schoolwide expectations and rules are taught explicitly, and practiced, ensuring that all students understand the importance of group values, respect, and that the focus on learning is paramount. The ultimate goal is to hold all accountable, thus ensuring we have academically productive classrooms.

Collaborative Allies-The Academy K-12 community, including the parents, staff, and students, collaborate as allies, to hold each other accountable with consistent implementation. The power of parental influence on their students' behavior and performance is a vital and trusted piece of a charter school. This allied support and partnership enables teachers to establish and sustain an orderly, structured environment, develop, and implement engaging lessons, while maintaining a focus on learning, without disruptive behavior from students. It is these common procedures, daily routines, and schoolwide expectations that help students feel safe and secure.

A Uniform Dress Code-A uniform dress code provides students in grades K-12 with an increased focus on learning and less on their wardrobe. The uniform dress code promotes the *business of education* which emphasizes academics and promotes good behavior. It also helps to eliminate self-consciousness and social competition.

Daily Schedule-Block scheduling remains a critical part of Academy's philosophy. The long block of time allows for maximum, in-depth learning opportunities to occur. An example of this schedule follows:

Currently, the school day begins at 7:45 am, and students will depart by 2:45 pm. Exceptions – Early release, professional development days, and other Academy K-12 curriculum and program specific activities.

[APPENDIX F: Written Instructional Program that Addresses State Content Standards and Aligns with the Content on the Statewide Assessment System](#)

[APPENDIX R: Sample Class Schedule](#)

iii. Special Education, Vocational Education, Gifted and Bilingual Students

Student Support Services

The Academy K-12 Public Charter School recognizes the importance of early identification and intervention for all children, especially students with special needs. Research shows that providing early interventions to students with learning disabilities significantly increases their chances of success in school and beyond. At Academy K-12 Public Charter School, we place great emphasis on small learning groups to ensure that every student can work at their own pace, maximizing learning opportunities while being challenged at their individual level. At Academy K-12 Public Charter School, gifted students thrive in groups tailored to their advanced learning pace and abilities. They work alongside peers with similar skills and mindsets, providing an environment where they are consistently challenged and able to excel.

Middle school and high students are provided with many opportunities to explore vocational education in specific trades and careers. Some examples of these hands-on learning opportunities are the unique to Academy, Friday Electives and twice a year Intensives that are geared towards certain professions and occupations such as carpentry, cosmetology, culinary arts, technology, healthcare, automotive, welding, the arts, and etc.

At Academy, we don't wait for a child to fail or fall below the 10th percentile in Language Arts and Mathematics, as measured by nationally normed tests like AIMSWEB and MAP. Instead, our staff utilizes the Multi-Tiered Systems of Support (MTSS) approach, a proactive educational model that continuously assesses and monitors student progress within the classroom. Results are carefully analyzed, and interventions are tailored to meet individual student needs. These evidence-based interventions, implemented within the general education classroom, are skillfully designed to scaffold and support student growth and learning.

At Academy K-12 Public Charter School, all instruction and learning opportunities are strategic and purposeful. Our staff focuses on providing high-quality instruction in small groups to ensure all students are learning and closing achievement gaps. Data is frequently analyzed by a multidisciplinary team, which may include the classroom teacher, principal, school psychologist, special education teacher, and other specialists, to assess whether the rate of improvement (ROI) and response to interventions are effectively closing the gap. This data, gathered from frequent progress monitoring, guides decisions about whether a student continues to struggle despite tiered interventions. If needed, the team, including parents, may consider a referral to special education for specially designed instruction. Parents may choose to request an evaluation at any point during the intervention process.

Any change of Placement considerations will be discussed with the IEP team and multiple interventions (supported with at least six weeks of data) will be a part of the decision making. Students may also qualify for a 504 plan to improve access to instructional programs.

The Matanuska Susitna Borough School District has an outstanding Special Education Department. Some of the areas in which special programs are available include speech and language, physical therapy, academic remedial programs, programs that are designed for inclusion in the classroom, and self-contained classrooms for students with severe disabilities and emotional/behavior disorders.

Bilingual education models differ across the district. At Academy K-12 Public Charter School students learning English as a second language, or those with limited English proficiency, our teachers implement specialized strategies to help them translate, process their thinking, and access classroom content effectively.

Academy K-12 Public Charter School may refer students for further assessment to help them reach their full potential. When concerns arise, the school will meet with the student's parents to discuss these concerns and request permission for further assessment and evaluation. Academy K-12 Public Charter School follows all District, State, and Federal procedures for assessments and referrals, with the goal of providing the best educational

opportunities in the least restrictive environment. For students who qualify for individualized instruction through an IEP, Academy's Resource teacher offers small group instruction tailored to their needs. As with any MSBSD public school, parents are encouraged to seek the educational services that best support their child's unique needs.

iv. Written Objectives for Program Achievement, Progress on Meeting Objectives, Comparisons of Disaggregated Assessment to District and State Averages, and Plans to Address Students Who Do Not Perform at Acceptable Levels.

Performance is assessed on many levels. Student progress, relative to previous performance, is assessed through portfolios, oral presentations, written reports, individual, and group projects, and daily class work. Performance is also assessed relative to locally developed standards using exemplars. The first and last quarter, the parent will review their child's portfolio and meet with the teacher to determine student progress. At the end of each semester, the student will receive a letter grade for each subject area (A, B, C). The final grade for each subject area is determined with consideration of student preparedness, participation, daily work, homework, projects, and scores on tests. A report card will go home at the end of each semester. At the high school level, some courses such as electives, may receive a quarterly grade, which will be recorded on the semester report card. The Personalized Learning Plan (goals) will be reviewed by the teacher at the end of each semester, and revised to capitalize on strengths, and strengthen areas of weakness.

APPENDIX O: Academy Charter School Report Card Samples

APPENDIX P: Assessment Results-AK Star

Plan and Current Practice addressing students who do not perform at acceptable levels:

- a) **Individualized Reading Improvement Plans (IRIPs) – AK READS ACT:** These plans are designed to support students identified as needing additional help in reading, as mandated by the Alaska Reads Act.
- b) **Progress Monitoring and Intervention Plans:** When data analysis shows that a student is not making the expected progress or a staff member observes that a student is struggling in class, a tailored intervention plan is developed.
- c) **Afternoon Intervention Groups:** Before a student's learning gap reaches the threshold for special education services, they participate in small group instruction during afternoon intervention sessions, as scheduled in the Lab.
- d) **Additional Support:** Students receive individualized and small group instruction, along with extra help at home provided by their parents.
- e) **Parent Involvement:** Parents are actively engaged in their children's learning and play a key role in supporting their educational progress.

Annual Improvement Plan for Performance

The Academy K-12 Public Charter School conducts an internal informal annual review of its schoolwide standardized assessment results to evaluate student performance and outcomes. This review focuses on assessing how effectively the school fulfills its mission and goals, while also

helping to develop plans for program improvements to better meet students' educational needs. The growth model is utilized to compare students' expected test scores with their actual test scores as part of this process. The assessment review, which includes the mandated AK Star and MAP results, occurs during an Advisory Board Meeting once the official assessment data is received.

v. Mechanisms for Student Assessment in Addition to Those Required by State Law

The purpose of assessment is to support and guide the learning process. It is a tool to recognize accomplishment and certify that knowledge has been gained. Assessment also discerns those areas where understanding is still incomplete and enables students to focus their efforts on where they will produce the greatest benefit.

Assessment in the Academy K-12 Public Charter School is a means of measuring each student's progress according to clearly recognizable standards. It is a tool for helping students learn more about their own strengths and weaknesses without intimidation, fear or feeling there are winners and losers. It is a source of motivation, and a guide for helping students achieve personal mastery. It is conducted in a spirit of collaboration and provides positive reinforcement to the student.

Assessment has many forms and formats. All are purposeful. Academy K-12 assessment is a crucial component of teaching and learning. Purposeful assessment practices enable teachers and students to better understand needs, the relationship of work ethic, productivity, and outcomes. We recognize the need to incorporate various types of assessments to gain valuable insights into student understanding. Formative or summative assessment data is used to shape instruction and guide. It is used to inform.

Academy K-12 agrees to annually assess students with mandated standardized State and National Assessments as required by federal law. The results may be used as a measure of accountability for districts, schools, teachers, and students, rank schools, and inform stakeholders. The results may be used for promotion/retention decisions and/or graduation requirements for students.

Examples of current mandated standardized assessments follows:

- Measures of Academic Progress (MAP)
- AIMSWEB
- AK STAR
- National Assessment of Educational Progress (NAEP)
- Kindergarten Developmental Profile (KDP)

APPENDIX K: 2024-2025 Assessment Calendar

Grading, Grades, Expectations

Standards, not standardization, are the basis of assessment. Students are shown exemplary performances for given tasks. An assessment of their effort will reflect how closely it matches

this performance. The goal is not to give a grade, but to encourage students to do their personal best and to show them their own improvement throughout the year. It is expected that students will arrive in class prepared and ready to work. It is expected that the student will actively participate in the class, maximizing every lesson. Preparedness, participation, and behavior will be reflected in the grade the student earns for each subject area.

Setting annual goals and self-assessment is part of the unique learning opportunities for Academy K-12 students. As active participants in assessment of their own work, students are encouraged to develop a personal understanding of their own strengths and deficiencies, and an objective view of their accomplishments. In addition, a score on a piece of work can be improved, if the student is willing to accept the challenge for improvement offered by the assessment. It is understood the student will seek to earn the maximum points or score on the assignment, project, or daily work, this includes meeting deadlines.

Performance is assessed on many levels. Student progress, relative to previous performance, is assessed through portfolios, oral presentations, written reports, individual, and group projects, and daily class work. Performance is also assessed relative to locally developed standards using exemplars. The first and last quarter, the parent will review their child's portfolio and meet with the teacher to determine student progress. At the end of each semester, the student will receive a letter grade for each subject area (A, B, C). The final grade for each subject area is determined with consideration of student preparedness, participation, daily work, homework, projects, and scores on tests. A report card will go home at the end of each semester. At the high school level, some courses such as electives, may receive a quarterly grade, which will be recorded on the semester report card. The Personalized Learning Plan (goals) will be reviewed by the teacher at the end of each semester, and revised to capitalize on strengths, and strengthen areas of weakness.

Entrance and Exit Interviews

The Entrance Interview process is purposeful in its design, valuable and precious time, providing students, parents, and staff to form and establish the academic "team" that includes parents, the student, and the teachers. This team approach reinforces the need for all team members to be present in the learning and actively participating to support academic achievement and other key characteristics and expectations within the culture and mission of Academy K-12.

The entrance interview provides a forum for all members of the "team" to formulate goals for the student's academic, social, and emotional growth for the current school year. Prior to arriving at the entrance interview, the student and parent are asked to consider and create two learning goals for the student for the school year. The student shares two learning goals, for the school year, at the interview. The parent(s) shares two learning goals for their child for the school year. These learning goals will be placed in the student's portfolio. The entrance interview provides the parents, students, and staff with the opportunity to discuss the Academy K-12 Public Charter School program, philosophy, behavior management plan, and any other concerns that may need to be addressed. At this time, as an academic team, a Personalized Learning Plan is developed. This plan encourages the student to capitalize on strengths and strengthen areas of weakness.

At the end of the year, exit interviews give students, parents, and teachers a chance to reflect on their goals and outcomes, and reflect on their school year.

APPENDIX N: Entrance and Exit Interview Goals

SECTION 4 – Professional Development

i. Description of and Schedule for Staff Development Activities 4 AAC 33.110 (a) (8)

Professional development opportunities at the Academy K-12 Public Charter School are thoughtfully designed to enhance staff capabilities and expertise in meeting student learning needs and classroom management skills while aligning with the school’s mission and expectations. This includes fostering a strong understanding of E.D. Hirsch’s Core Knowledge Curriculum and Classical Education, as well as providing support to staff for improving their lessons and instructional delivery. Additionally, training focused on enhancing student engagement, applying learning and brain research in the classroom, and obtaining Spalding International Certification are scheduled as needed to fulfill the unique goals and mission of Academy K-12 Public Charter School.

Professional Development days are built into our annual school calendar. For example, Grace Dearborn, award winning author and speaker, spent two days with the Academy K-12 staff to refine and improve classroom management and engagement skills during the October 2023 professional development. Dr. Zach Groshell will provide a full day of professional development rooted in the most current research on learning and brain research, with the application and implementation into the classroom during this October professional development.

APPENDIX M: 2024-2025 Academy K-12 Public Charter School Calendar

SECTION 5 – Facility

i. Location of the Charter School, Facility Description, and Ownership. AS 14.03.255 (c)(7) (d), 4 AAC 33.110 (a)(15)

The permanent location of Academy K-12 Public Charter School is 801 E Arctic Ave., Palmer, Alaska 99645.

The facility was constructed in three phases to total 44,144 square feet on 17.77 acres of land. The construction funding for the current facility was provided in three direct Legislative Appropriations to Academy Charter School from the Legislature, \$2.5 million, followed by \$2 million, and the final \$2 million.

Academy K-12 Public Charter School owns the land and buildings, there is no lease.

ii. Description of Plans for the Charter School’s Facility and Plans for Projected Growth. 4 AAC 33.110 (a)(15)

The MSB and MSBSD along with the Academy K-12 Public Charter School families have worked in collaboration to put forward a Bond that will be on the November 5, 2024, Ballot. If approved, it is expected that Academy K-12 Public Charter School will receive \$16.4 million in construction funding to build a new high school facility. The new construction will be architecturally planned, engineered and built to increase the square footage in upcoming years. The new construction will be situated on Academy’s existing acreage along the right side of the exit road. The first phase of construction is expected to increase Academy K-12 Public Charter School student population by an additional 180 students.

SECTION 6 – Admission

i. Admission Policies and Procedures Utilized by the Academy K-12 Public Charter School. AS 14.03.255(c)(3), 4 AAC 33.110 (a) (11)

Admission to the Academy K-12 Public Charter School is open to all students in the Matanuska Susitna Borough School District in grades Kindergarten through 8th grade. It is expected future enrollment of students in 9th through 12th grade. As per BP 5145.3 and AS 14.18.010, the Academy K12 Public Charter School programs and activities are free from discrimination with respect to sex, race, color, religion, national origin, ethnic group, marital or parental status, and physical and mental disability.

The Academy K-12 Public Charter School ensures equal opportunities for all students in admission and access to enrollment. As per the Attorney General, the children of staff, siblings of currently enrolled students, and founding family’s children and grandchildren, are provided with the opportunity to fill open spaces. In keeping with our “family” philosophy, siblings of currently enrolled students will have first option. All students will have an equal opportunity to fill any remaining openings.

Academy K-8 will continue to enroll all eligible students who submit a timely application by the last Friday in April, unless the number of the applicants exceeds the capacity of the program, class, grade level, or building.

Academy 9-12 will enroll all eligible students who submit a timely application by February 1st prior to the year the student is enrolling, unless the number of the applicants exceeds the capacity of the program, class, grade level, or building. Applicants and their transcript will be reviewed to determine program, class, grade level needs.

In order to establish how many *open spaces* are available for the annual lottery held the first Friday in May, currently enrolled Academy families complete the *Calling All Siblings* form. Similarly, students currently enrolled in Academy’s 8th grade, who choose to remain and advance into the high school college preparatory program will be provided first opportunity

for any open spaces and must complete the *Calling All Siblings* form. Additionally, all families must complete the agreement of commitment and enrollment components and processes: these include a parent (guardian) agreement of commitment, student letter of commitment, and a parent participation commitment. The City of Palmer Chief of Police draws the winning applications in the lottery that is held the first Friday in May.

To enroll, all families will use the MSBSD enrollment process, including the online forms, submission of required documentation such as a birth certificate, proof of immunizations or a notarized exemption.

Admission will require that the student's parent(s) submit a formal district enrollment form, and the parent (guardian) must sign and date. Parents must provide a copy of the student's up-to-date immunization record, with current State of Alaska immunizations or a notarized form for medical or religious exemption, and a current athletic and activity physical examination no later than September 1 of the currently enrolled school year.

APPENDIX G: Written Admission Policies and Procedures

ii. Student Recruitment Process and Lottery Mechanism for Enrollment when Applicants Exceed the School's Capacity. AS 14.03.265(b), 4 AAC 33.110 (a)(17)

Academy K-12 does not advertise or actively recruit applicants. The annual lottery held on the first Friday in May results in a waitlist for over 150 students. The principal offers monthly tours, and as the lottery application deadline approaches, the frequency of tours may increase to one or two per week. These tours give prospective families the chance to observe students and staff engaged in their daily activities.

Academy K-12 will continue to enroll all eligible students who submit a timely application unless the number of applicants exceeds the capacity of the program, class, grade level, or building. In order to establish how many *open spaces* are available for the annual lottery held the first Friday in May, currently enrolled Academy families complete the *Calling All Siblings* form. Similarly, students currently enrolled in Academy's 8th grade, who choose to remain and advance into the high school college preparatory program will be provided first opportunity for any open spaces and must complete the *Calling All Siblings* form.

Academy K-8 will continue to enroll all eligible students who submit a timely application by the last Friday in April, unless the number of the applicants exceeds the capacity of the program, class, grade level, or building.

Academy 9-12 will enroll all eligible students who submit a timely application by February 1st prior to the year the student is enrolling, unless the number of the applicants exceeds the capacity of the program, class, grade level, or building. Applicants and their transcript will be reviewed to determine program, class, grade level needs.

In the event of an excess of applications, as specified by the State of Alaska Attorney General, a lottery is held.

Academy K-12's annual lottery is held on the first Friday in May. The City of Palmer Chief of Police draws the applications to fill any open spaces and then continues to draw the wait list in order of the draw. This wait list goes away each year and the new one is drawn at the time of the lottery. A representative from the MSBSD Administration and one from the Academy Advisory Board, Inc. (APC) are invited to attend.

Enrollment and Waitlist numbers for Fall 2021 through current:

Year	# Students Enrolled	# Students on Waitlist
2024-2025	268	234
2023-2024	267	174
2022-2023	261	218
2021-2022	258	156

APPENDIX H: Enrollment and Waitlist Numbers, Student Recruitment Process

SECTION 7 – Fiscal

i. Budget Summary and Fiscal Plan

APPENDIX I: Budget and Revenue

MSBSD will allocate funding for the Charter School based upon a per pupil proportionate share of funding received by the school district for students attending the Academy K-12 Public Charter School. This includes foundation revenues generated for special populations of students; the proportionate share of state and federal resources generated by the Academy K-12 Public Charter School students for special education, gifted and talented students, etc. The Matanuska Susitna Borough School District will provide services for students labeled as requiring specialized educational needs, including but not limited to speech therapy, occupational therapy, physical therapy, school psychology, and behavioral intervention. The Alaska Charter School legislation states a maximum of up to 4% can be withheld as the indirect cost for payroll/accounting services, insurance, legal issues, computer linkage, and all other costs included in the business and operations services. All equipment and supplies purchased by the Academy K-12 Public Charter School will become property of the Matanuska Susitna Borough School District upon completion of termination of the Academy K-12 Public Charter School contract. The Academy K-12 Public Charter School will operate within the constraints of its budget.

Grants and special revenue funds will be available to Academy K1-2 Public Charter School. Specific grants received for the Academy K-12 Public Charter School will pass directly into the operating fund to be used as stated in the requirements and specification of the grant.

Disbursements from Academy K-12 Charter's account will require the signature of the principal or the school's designee. As per district policy, no other agency or individual may

request disbursements to be paid out of the Academy K-12 funds from one line item to another if purchasing practices or conservation result in the expenditure less than budgeted.

The Academy K-12 Public Charter School will retain all revenues received from donations, gifts, and grants. Academy K-12 Public Charter School will disburse and utilize these funds for purchasing materials, supplies and implementing professional development programs. Upon the Academy K-12 Public Charter School dissolution, voluntary or otherwise, assets not requiring return to transfer to donors or grantors or required for discharge of existing liabilities and obligations of the Academy K-12 Public Charter School will be returned to the Matanuska Susitna Borough School District.

Budget and Accounting

Each year, Academy K-12 Public Charter School will submit to its Advisory Board, for its review, the upcoming school year's budget. The Academy K-12 Public Charter School will participate in MSBSD's public budgeting process and will be treated equitably as any other school in MSBSD. This includes collaboration with and assistance from the MSBSD Accounting and Budget Departments. A line-item budget will be furnished with estimated/planned revenues/assumptions, estimated/planned expenditures by category and function, and contracted services identified.

The Academy K-12 Public Charter School will have the authority, consistent with federal and state law, to independently exercise the following powers (including such other powers as provided for elsewhere in this contract, and in the application to the extent consistent with this contract): contract for goods and services; prepare a budget; lease facilities for school purposes; purchase, lease or rent furniture, equipment and supplies; retain fees collected from students; and accept and expend gifts, donations or grants of any kind in accordance with such conditions prescribed by the donor as are consistent with law, and not contrary to any of the terms of this contract.

Method and Accountability for Receipts and Expenditures

The Academy K-12 Public Charter School will account for receipts and expenditures by using and complying with MSBSD's accounting, audit, and other fiscal procedures, unless otherwise provided in the Charter. The Academy K-12 Public Charter School agrees that it will comply with all state and federal requirements for receipt and use of public money. As per the MSBSD budgeting department and annual budget audits that may occur, Academy K-12 Public Charter School will be treated equitably as any other school in MSBSD. The Academy K-12 Charter School, its agents and employees will cooperate with the district's auditor in this endeavor.

The Academy K-12 Public Charter School is covered under the district insurance coverage as any other public school in the Matanuska Susitna Borough School District.

ii. Signed Assurances

- Academy K-12 Public Charter School follows all district approved practices to account for receipts and expenditures:
- Academy K-12 Public Charter School has been successful in ending each year with a zero or positive fund balance:
- All audit reports to date indicate the school has met its obligation to ensure the fiscal integrity of the school's financial operation. AS 14.03.255(b)(1)(c)(6)

APPENDIX Q: Letter of Fiscal Assurance

SECTION 8 – Transportation

i. Matanuska-Susitna Borough School District Charter School Transportation Policy. 4 AAC 33.110(a)(19)

Parent(s) of students are responsible for transporting their children to and from the Academy K-12 Public Charter School as per the Alaska Charter School Law.

Bus transportation may be utilized to transport Academy K-12 Public Charter School students to and from school.

Academy Charter School currently has 4 bus stop options available for families to utilize transportation to and from school. Bus transportation is viewed as a privilege and is considered an extension of Academy K-12 Public Charter School with behavior expectations and consequences accordingly. Currently K-8 students attend and participate in bus transportation. It is expected that when the grade levels include high school students, they will access the bus transportation option.

APPENDIX J: Transportation

**APPENDIX A: Evidence of MSBSD School Board Approval of the Reapplication for
Academy Charter School**

Please see APPENDIX B for evidence of MSBSD School Board Approval.

**APPENDIX B: Signed Contract Between Academy K-12 Public Charter School and the
MSBSD School Board**

Charter School Contract Between
Matanuska-Susitna Borough School District School Board
And Academy Charter School

THIS AGREEMENT is between Academy Charter School (hereafter Charter School) Academic Policy Committee (hereafter APC) on behalf of Charter School, whose physical address is 801 E Arctic Avenue, Palmer, Alaska 99645 and the Matanuska-Susitna School Board (hereafter School Board) whose address is 501 N. Gulkana, Palmer, Alaska 99645.

WHEREAS, Charter School desires to operate within the Matanuska-Susitna Borough School District (hereafter School District) in conformance with Alaska Statutes 14.03.250 through 290 and all applicable School Board policies and procedures; and

WHEREAS, the School Board has reviewed and approved Charter School's application;

NOW THEREFORE, in consideration of the mutual covenants and agreements contained in this contract the parties agree as follows:

1. **Educational Program:** The charter school will provide the education program as described in the charter school renewal application approved by the School Board on December 4, 2024. Any changes or modifications to the program not otherwise outlined in the approved charter application will require review and approval by the school board in advance of implementation. Charter School will be required to provide services to students who are enrolled in the Charter School and have specialized educational needs such as through an IEP or 504 plan. Because not all resources and services available in boundary schools are necessarily available in each charter school, services will be provided by the charter school if the charter school can adequately address the needs of the student as identified in the current IEP.

The Charter School shall provide an education program in the School District subject to the terms and conditions of this Contract and fulfill the responsibilities required under AS 14.03.255(b):

- (1) Keep financial records of the charter school;
- (2) Oversee the operation of the charter school to ensure that the terms of this contract are being met;
- (3) Meet regularly with parents and with teachers of the charter school to review, evaluate and improve operations of the charter school; and
- (4) Meet with the APC at least once each year to monitor progress in achieving the committee's policies and goals.

2. **Achievement Levels:** Charter School's education program shall result in students' attaining the specific levels of achievement described in the Charter Schools application as approved by the School Board.
3. **Admission Policies and Procedures:** The charter school shall enroll all eligible students who submit a timely application, unless the number of those applications exceeds the capacity of the program, class, grade level, or building. If more eligible students apply than can be accommodated, students shall be accepted for the charter school program by random drawing. The charter school shall not discriminate on the basis of any classification protected by state, local or federal law, or district policy. The random drawing procedures are outlined in the charter school application and generally provide for the following:
 - A. Any admission preferences will be publicly noted on the school website, included in any recruitment materials, or noted on the admissions application or interest form.
 - B. All eligible students who submit a timely application will be included in the random drawing. All names will be drawn as part of the process.
 - C. Any eligible student not selected through random drawing will be maintained on a waiting list through the application cycle unless and until, enrolled by the school, withdrawn by the parent/guardian, or determined to be ineligible.
 - D. The random drawing will occur publicly, parents/guardians may request and receive their student's placement on the waiting list if not enrolled.
 - E. A representative of the school board or district may be present during the random drawing.
4. **Administrative Policies:** The Charter School agrees that it will comply with all School Board policies and regulations except those in which the school has been granted a waiver under paragraph 15 below. Should the Charter School determine that additional waivers of School Board policy be desired in the future, such requests may be submitted to the School Board for consideration during the term of this contract.
5. **Funding:** The School District will allocate funding for the Charter School based on a per-pupil proportional share of funding received by the School District for students attending the Charter School, less administrative costs retained by the School District, determined by applying the DOE approved indirect cost rate. Projected funds will be available to Charter School at the beginning of the school year. Enrollment Adjustment to Actual will happen to November 15th of each school year. Charter School students who transfer after the final count day will be handled in the same manner as other student transfers in the School District.
 - A. **School District Charges:** The School District will adhere to AS 14.03.260(a) in determining the Charter Schools annual program budget. Additionally, materials

and services provided directly by the School District to the Charter School shall be charged only if the School District incurs a cost, if it is not addressed elsewhere as an agreement, and it is not included in the administrative cost retained by the School District.

- B. **Student Fees and Charges:** No tuition shall be charged to the Charter School students who reside in the Matanuska-Susitna Borough.
 - C. **Expenditure Tracking:** Charter School shall account for receipts and expenditures by using and complying with the School District's accounting, audit and fiscal procedures. Charter School shall allow School District personnel or auditors access to financial information to perform the annual or special audit. Charter School will cooperate with the School Board and the Department of education and Early Development in complying with applicable State and Federal Laws.
 - D. **Location and Facility:** Charter School is located at 801 E. Arctic Ave., Palmer, Alaska 99645. Charter School building(s) total approximately 44,500 square feet. The building includes 20 classrooms, an office area, gym, lounge, hallways, and itinerant offices. Charter School covenants and warrants that the facility complies with all federal, state, and local health and safety requirements applicable to the operation of the Charter School. Any lease agreement may not exceed the term of this contract. Charter School reserved the right to seek or acquire new property as needed for growth.
6. **Teachers and Staff:** Academy Charter Academy current staff and faculty include: Classroom Teachers Catherine Agoff, Cherie Benbow, Verona Berg, Jessica Drummond, Susah Dunham, Timothy Farring, Austin Grimes, Natalie Heppner, Tamela Kile, Kimberly Kramer, Patsy Manley, Betsy Mayer, Stacy Molina, Laurie Nielsen, Erin Saunders, Jared Schumacher, Sabra Sturgis, Nicholas Treinen, Tuesday Twohy, Amanda Williams, Mary Wright, Katherine Zerkel; Special Ed Teacher Amy Ekelmann; School Monitors include: Stacy Carmichael, Ashley Chappel, Lisa Gulley, Sarah Holland, Molly Nichols, Irina Wessel; Custodians Jenna Vanderweele, Serhii Serembytskyi; Charter School Assistant Laura Jones; Administrative Secretary Melissa Long; Principal Barbara Gerard.
7. **Teachers to Student Ratio:** Charter School will maintain a teacher-to-student ratio of 1:15, as outlined in the renewal application.
8. **Enrollment:** Charter School has a current enrollment of 268 students for the 2024 – 2025 school year. Charter School enrollment may increase to a maximum enrollment of 286 students.
9. **Term of Contract:** This contract shall be effective upon execution for a period of ten (10) years, and shall expire on June 30, 2035, unless terminated as provided elsewhere

within. This contract will be reviewed annually, and may be extended by mutual agreement of the parties or a term not to exceed ten (10) years.

10. Termination: This contract will be terminated by the School Board for Charter School's failure to meet educational achievement goals for fiscal management standards, for a default in any material provision of this agreement or for other good causes. If there is evidence of a breach of contract, the School District administration or the legally designated representative of the Charter School will have a right to investigate this breach of contract and make recommendations to the School Board regarding remedy. Based on this recommendation, the School Board actions could include but are not limited to:

- a. Immediate corrective action for the situation at either the Charter School or School District;
- b. Place the Charter School on probationary status for a specified period of time to corrected identified deficiencies;
- c. Provide 30 days written notice to Charter School of its intent to terminate this contract and the reasons therefore.

If Charter School fails to remedy the cause for termination within the time provided in the provided notice, this contract will automatically terminate at the end of the stated timeline. During the Charter School's annual review with the School Board, each party's compliance with the provisions of the contract will be reviewed. If any allegations of noncompliance with the charter school contract are presented either during the annual review or at any other time, then the School Board, through the Superintendent or designee, shall investigate these allegations. Prior to terminating the Charter School contract, the School Board and the APC shall attempt to remedy any violations of the contract. The School Board shall provide written notice to the APC of its intent to terminate the contract and the reasons therefore.

Should the Charter School contract be terminated all unused funds and/or assets shall remain with the School District. Dissemination of funds and/or assets will be determined by the Superintendent or designee.

11. Other Requirements or Exemptions:

- a. **Amendment:** The Charter School may apply to the School Board for amendment of the school's charter during the term of this contract. Any requests for amendment must be in writing. If the School Board approves amendment to the charter, an amended contract must be executed to conform to the amended charter. A change in state or federal law taking effect during the

term of this contract or renewal or extension of this contract overrides any inconsistent provision of this contract.

- b. **Risk Management:** The School District secures insurance as part of a package and will assign expenditures to the Charter School for the portion of the insurance premium attributable to the Charter School. The Charter School agrees that it will coordinate all risk management activities through the School District. The Charter School shall not compromise, settle, negotiate, or otherwise affect any disposition of any actual or potential demands, claims, lawsuits, fines, judgments, or liabilities without first consulting with and receiving the written approval of the School District. The Charter School agrees to operate in such a manner as to minimize the risk of injury or harm to students, employees, and others. The Charter School shall comply with all applicable federal and state laws, and School Board Policies concerning student welfare, safety, and health including, without limitation, School Board policies addressing the reporting of child abuse, accident prevention, and disaster response, and any state regulations governing the operation of school facilities.
- c. **Receipt and Use of Public Money:** Charter School assures and agrees that it will comply with all state and federal requirements for receipt and use of public money. The Charter School will comply with all District, state and federal audit requests.
- d. **Exemptions/Waivers:** Charter School is exempt from only the following School Board Policy:
 - BP 6162.05
- e. **Academic Policies:** The academic policies and goals for the Charter School are established by the APC. The APC will include parents, teachers and school staff and will meet at least four (4) times per year to assess and monitor progress in achieving the APC's policies and goals. The policies are subject to review by the APC and may be changed by a 2/3 vote of the APC provided that such policies maintain conformity with the terms of the application approved by the School Board and with this contract.
- f. **Conflict Resolution:** Charter School shall adopt, within 90 days of the effective date of this contract a written conflict resolution procedure for information and formal complaint resolutions in compliance with BP 6190.
- g. **Third Party Beneficiary:** Nothing in this contract is intended to confer upon any person other than the Charter School and the District any rights, remedies, obligations, or liabilities under or by reason of this contract.
- h. **No Waiver:** The District's failure to complain or any act or omission on the part of the Charter School shall not be deemed to be a waiver of the District of any of

its rights hereunder. No waiver by the District shall be effective unless in writing by an authorized representative and no such waiver shall be deemed a waiver of a breach of any other provision of this contract or consent to any subsequent breach of the same or any other provision. If any action by the Charter School requires consent of the School District, the District's consent to or approval of such action on any one occasion shall not be deemed to be approval on any subsequent occasion or consent to or approval of any other action on the same or subsequent occasion.

- i. **Nonassignability:** Neither this contract nor any of the duties hereunder may be assigned or subcontracted in whole or in part by Charter School without the express written consent of a duly authorized representative of the District.

Dated:

2/5/25

Kathy McCollum

Kathy McCollum, School Board President

Barbara Gerard

Dated:

2/7/25

Kara Kusche

Barbara Gerard, Principal

Kara Kusche, APC Chair

STATE OF ALASKA
THIRD JUDICIAL DISTRICT ss.

Subscribed and sworn to me on this 5 day of Feb 2025



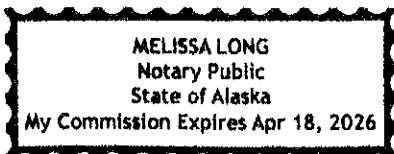
I
Katherine Long

NOTARY PUBLIC in and for Alaska

My commission expires: 1/23/26

STATE OF ALASKA
THIRD JUDICIAL DISTRICT ss.

Subscribed and sworn to me on this 7 day of February 2025



Melissa Long

NOTARY PUBLIC in and for Alaska

My commission expires: 4/18/26

APPENDIX C: Academy Charter Bylaws 4 AAC33.110 (a)(4)

BYLAWS of ACADEMY K12 PUBLIC CHARTER SCHOOL

ARTICLE I

Name

The name of the organization shall be **ACADEMY K12 PUBLIC CHARTER SCHOOL**.

ARTICLE II

Purpose

The purpose of the organization shall be to educate K12 students under a charter agreement between the **ACADEMY K12 PUBLIC CHARTER SCHOOL** and **MSBSD** in accordance with the mission set forth in said charter agreement.

ARTICLE III

Governance

Academy K12 Public Charter School shall be governed by the Academy K12 Public Charter School Advisory Board also known as the Academic Policy Committee or APC. The Board shall have responsibility as permitted by law, to develop and approve policy for the school, shall fulfill the duties prescribed in A.S. 14.03.250, et seq., and as set forth in these Bylaws, and shall perform the following functions, including, but not limited to:

Section 1. Ensure the fulfillment of the mission of Academy K12 Public Charter School as stated in the Academy K12 Public Charter School /MSBSD contract;

Section 2. Oversee and is responsible for fulfillment of the Charter, it's mission, goals, academics, curriculum, instruction, finances, operations/maintenance and budgeting for fulfillment of the Charter, and as otherwise permitted or required by the above-mentioned contract or by law;

Section 3. Academy K12 Public Charter School Advisory Board is responsible to interview, evaluate and maintain a contract with a Type B certificated administrator (principal);

Section 4. The principal (Type B certified administrator) (AS 14.03.255 (c) AND AS 14.03.255 (b)(2) Academy K12 Public Charter School Advisory Board is the Governing Board that hires the principal. The principal-Advisory Board relationship is similar to the Superintendent -School Board relationship and the principal is responsible for the day-to-day operations and management of the school, interviews, and is responsible for the hiring of all staff, their evaluations, and/or termination or non-retention of teachers, staff, and other personnel to the extent permitted by law;

Section 5. The principal is responsible for the development of the annual balanced budget for the school, reconciliation of the budget, and fiscal management of the budget and school. Annually, the principal presents the budget for the APC Advisory Board review and receives recommendations and feedback of the entire Board;

Section 6. The principal (Type B certified administrator) provides a monthly update and reports to the Board to address any issues, need for policies to further develop the Charter mission, goals, educational goals, etc. The Board is responsible for the review and final approval.

Section 7. The principal is responsible for establishing a structure that is conducive to the described learning environment, fulfill the mission, philosophy, learning goals, and all aspects of the Charter. The principal is responsible for all operational activities including the budgeting, hiring, supervising, connecting with parents and students, and ensuring the campus and facilities are safe, clean, and well maintained. The principal is responsible for developing, refining, and adding value to the learning program, to fulfill the charter learning goals. The Board is responsible as per the law, as the governing body, to ensure the principal is indeed fulfilling the role, responsibilities, and expectations for the fulfillment of the Charter.

Section 8. Under person's to be heard, the Academy K12 Public Charter School Community will have an opportunity to present concerns, recommendations, suggestions, and praise. This public comment is limited to general concerns or recommendations, as permitted by law.

Section 9. No members of the APC Academy K12 Public Charter School shall act on his/her own in the name of the Board unless so authorized by these bylaws or by resolution of the Board.

ARTICLE IV

APC Academy K12 Public Charter School Advisory Board

Section 1. Membership. Membership of the Academy K12 Public Charter School Advisory Board (APC) is made up of staff, parents, and interested community members. Initially, an election was held to establish the first governing board, the following guidelines are followed as provided herein. The number of members constituting the entire APC shall be (8) voting members.

The Academy K12 Public Charter School has an Advisory Board consisting of eight members, three of whom are parents, two community members at large, who may or may not be a parent, two teachers of the Academy Charter, and the principal. The parent positions must be filled by parents of students currently attending the Academy K12 Public Charter School and may not be filled by teachers or any paid employee. Teachers will hold only two positions, in addition to the principal. Teachers currently employed as such by the Academy K12 Public Charter Schools will fill the teacher positions. Only one parent per family may serve on the Advisory Board at one time. Attendance of meetings is mandatory. Confidentiality is a must. A member will be removed if confidentiality is breached.

Section 2. Term. Advisory Board members may hold office until their student no longer attends Academy. Officers hold their office until their successor is elected or until their

earlier deaths, resignations, or removal, at which time the position will be filled by appointment made by the President of the Advisory Board.

There is no prohibition or limit on a Board member serving consecutive terms. When an opening on the Board occurs, notification of an opening on the Board is advertised in the weekly newsletter. Parents of enrolled students may apply for consideration by formally emailing the Advisory Board President and explaining their interest and purpose to serve on the Board. The President will review the applicants and then appoint a replacement to serve on the Board.

A newly appointed Board member serves one year in the position elected as “elect,” a nonvoting member, during that first year. (President, V. President, Sec. Elect, Member at large, Member at large.) Then the member serves a term of four years or longer.

Section 3. Term Limitations. There shall be no limitation on the number of consecutive or non-consecutive terms that any member of the Academy K12 Public Charter School Advisory Board (APC) may serve.

Section 4. Vacancies. Any vacancy occurring on the Academy K12 Public Charter School Advisory Board (APC) may be filled by majority vote of the remaining members of the Board. A replacement member of the Board shall be appointed. Should a vacancy occur during the school year, the President of the Advisory Board will appoint a person to fill the vacated position. This appointed person will continue as a Board Member until they choose to vacate the position, or their student no longer attends Academy K12 Public Charter School. Vacancies are advertised in the school newsletter and interested parents are encouraged to submit a letter of interest to the Academy K12 Public Charter School Advisory Board (APC) President.

Section 5. General Powers and Duties of a Board Member (APC) include: The Advisory Board Member Profile Agreement and Pledge stresses the high level of commitment expected of a Board Member and the need to fulfill all duties, including mandatory attendance at meetings, and fulfill expected behaviors of a Board Member. Board members are expected to have a firm belief in the fundamental, traditional format of, and be committed to using, the Core Knowledge Curriculum and the Classical Education approach to education and the Academy philosophy as outlined in the Academy’s K12 Charter. New Board Members are expected to be committed fully to the charter school concept and specifically, the Academy K12 Public Charter School Charter. The Board Members are expected to be willing to assist in guiding the Academy K12 Public Charter School in the fulfillment of Academy’s K12 mission and educational goals and in sustaining the school. Advisory Board Meetings are held once a month, on the second Tuesday of each month, unless a date change is arranged, and the parent group is notified in the weekly newsletter of that change.

Section 6. Compensation. Participation on the Academy K12 Public Charter School Advisory Board (APC) is voluntary. Members of the Board shall not receive any monetary or non-monetary compensation for their participation on said Board.

Section 6. Resignation. A Board member may resign at any time by giving written notice to the Board President. Such resignation shall take effect at the time specified therein and, unless otherwise stated, the acceptance of such resignation shall not be necessary to make it effective.

Section 7. Removal. A Board member failing to maintain confidential information or exhibiting behavior that is professional, positive, and fails to act in the best interests of the Charter and School, may be removed. Any improper actions or purposeful misuse of the position may be cause for their removal.

Section 8. Conflict of Interest. Service on the Board is a trust created in the interest of the common good and for the benefit of the School. It is the intent of these Bylaws to maintain confidence and prevent the use of this membership for private gain or any other improper purpose.

ARTICLE V

Officers

Section 1. The officers shall be the President, V President, Secretary.

Section 2. Election of Officers. The officers shall be elected from among the members of the Academy K12 Public Charter School Advisory Board (APC) that must be a parent of currently enrolled students.

Section 3. Officer Functions. All officer positions must be filled by a parent with currently enrolled children in Academy K12 Public Charter School Advisory Board (APC) The President shall preside over all meetings, establish the agenda, and act according to Roberts Rules for conducting a meeting. The Vice President will act in place of the President as needed for an absence. The Secretary will record the meeting minutes, submit the minutes for approval at the meeting following.

ARTICLE VII

Meetings of the Academy K12 Public Charter School Advisory Board (APC)

Section 1. Open Meetings Act.

The Academy K12 Public Charter School Advisory Board (APC) hereby formally adopts the Open Meetings Act, A.S. 44.62.310 et seq. ("the Act"). All meetings are open to the public and shall be conducted, and all notices and agendas posted, in accordance with the Act.

Section 2. Meetings. During the months of August through May, monthly meetings are held the second Tuesday of each month at 3:30 pm. During the summer months no meetings are held. An emergency summer meeting may be called in order for the Board to review any family that may not have fulfilled their parent participation component.

Section 3. Notice of Meetings. Meetings are scheduled for the second Tuesday of each month. Any change of the time, date, venue is published in the school newsletter.

Section 6. Quorum. Greater than fifty percent (50%) of the voting members of the APC constitutes a quorum. Telephonic participation is permitted.

Section 7. Executive Sessions. In accordance with the Open Meetings Act, an executive session may be held to discuss matters including but not limited to: a. Attorney-client matters; b. Contract proposals or negotiations; c. Sensitive personnel matters; and d. Student discipline matters. The motion requesting the executive session shall state the nature of the matter to be discussed. Only those people invited by the APC or permitted by law may be present during the executive session. Matters discussed during the executive sessions shall remain confidential among those attending. The Secretary of the APC shall maintain topical minutes of all executive sessions.

Section 8. No Proxies. Members of the Academy K12 Public Charter School Advisory Board (APC) may not vote by proxy.

ARTICLE IX

Principal

Section 1. Selection/Removal. The Principal shall be selected by the Academy K12 Public Charter School Advisory Board (APC). Removal of the Principal will require a majority vote of the full APC when, in its judgment, the best interests of the School would be served. **Page**

Section 2. Duties and Responsibilities. The Principal shall have those day-to-day management and other duties as assigned and delegated by the APC, or as required by law. The Principal shall select employees of the School with advice from the Academy K12 Public Charter School Advisory Board (APC). The Principal shall appoint or otherwise supervise employees of the School. The Principal shall see that all policies, orders, and resolutions of the Academy K12 Public Charter School Advisory Board (APC) are carried into effect. Upon delegation by the APC, the Principal shall: a. Maintain financial records of the School; b. Manage the day-to-day operation of the School to ensure that the terms of the contract are met; c. Meet regularly with parents and with teachers of the School to review, evaluate, and improve operations of the School; d. Meet with the APC regularly and often to monitor progress in achieving the APC's policies and goals; e. Submit appropriate information as required by the School District, Department of Education, or Federal and State Agencies; and f. Submit for approval or disapproval to the APC all significant policy and financial decisions that may have a substantial impact upon the School.

ARTICLE X

Administration of Finances

Section 1. Fiscal Year. The fiscal year of Academy K12 Public Charter School Advisory Board (APC) shall coincide with the fiscal year of the Anchorage School District (July 1 through June 30). APC.

Section 2. Budget and Purchasing Authority. The principal is responsible for development

and approval of the School budget in accordance with MSBSD timelines and standards. Annually, the principal will present to the Academy K12 Public Charter School Advisory Board (APC) an overview of the budget, expenditures, and income.

ARTICLE XI

Conduct of meetings. The rules contained in Robert's Rules of Order shall govern the conduct of meetings of the organization in all cases to which they are applicable and in which they are not inconsistent with these bylaws. The President will use Robert's Rules informally in order to facilitate discussion amongst the members.

ARTICLE XII

Amendments to Bylaws. These Bylaws may be amended or revised by a two-thirds vote of the Academy K12 Public Charter School Advisory Board (APC) present at any regularly scheduled or special meeting provided that the amendments or revisions proposed were submitted in writing to the APC and posted publicly in the School's office at least four weeks in advance of voting on said amendments.

ARTICLE XIII

Employment and Employment Matters.

Section 1. Employees of the MSBSD. Principal, teachers, and other staff at the Academy K12 Public Charter School are employees of the Academy K12 Public Charter School as well as employees of the Matanuska Susitna Borough School District and will be covered by the personnel policies of the district. The Academy K12 Public Charter School Principal is responsible for supervising, evaluating, disciplining, and terminating its employees. District guidelines and policies regarding terms and conditions of employment, with exception as to items noted in the Charter, will be followed. The Academy K12 Public Charter School is subject to all federal and state rules and regulations concerning recruitment of applicants, including without limitation, requirements concerning recruitment and use of background and criminal checks.

Academy K12 Public Charter School employees will follow the same Matanuska Susitna Borough School District procedures utilized in administering salary and retirement programs.

The Academy K12 Public Charter School will adopt the Matanuska Susitna Borough School District's written administrative policies and will operate in compliance with federal and state law, concerning the recruitment, promotion, evaluation, discipline, and termination of personnel. Academy K12 uses MSBSD's process and procedures for evaluating performance, and resolving employee-related problems, including complaint and grievance procedures, in accordance with MSPA, MSEA and Classified negotiated agreements.

The Academy K12 Public Charter School will notify the School District and other appropriate authorities, in accordance with the state law, and work collaboratively to ensure all Academy K12 Public Charter School employees act as per MSBSD policies. Should misconduct that brings direct harm to students or others, or from violations of law or policy develop, the principal shall work directly with MSBSD as per policies.

Section 2. Equal Opportunity Employer: The Academy K12 Public Charter School affirms that it will not discriminate against any employee on basis of race, creed, color, sex, national origin, religion, ancestry, age or disability in its recruitment, selection, training, utilization, termination, or other employment related activities.

Section 3. Employment Welfare and Safety: The Academy K12 Public Charter School will comply with all Board approved policies, and applicable federal and state laws, concerning employee welfare, safety, and health issues, including without limitation, the requirements of federal law for a drug free workplace.

Section 4. Employee Records: The Academy K12 Public Charter School will work in cooperation with the District Human Resources department in establishing and maintaining personnel records for its employees in compliance with all Board approved policies and regulations, and applicable federal and state laws concerning maintenance, retention, and disclosure of employee records.

Section 5. Negotiated Agreements. Employees will be protected under the MSEA and Classified negotiated agreements. The terms and conditions of the negotiated agreement will be followed, except where special modifications are required to facilitate the Academy Charter's attainment of its goals.

APPENDIX D: Evidence of the APC, Minutes from Academy Advisory Board, Inc.
Meetings AS 14.03.250(a)

Academy Charter School Advisory Board

Meeting Minutes: February 20, 2024

Agenda Items:

1. Call to Order at 3:40pm
 - a. All board members in attendance minus Molly Conner and Sabrena Combs.
2. Pledge of Allegiance
3. Additions to the agenda?
 - a. Academy Charter School Calendar for 2024-2025
 - b. Food
4. Approval of the agenda
 - a. Motion by Stacey Molina
5. Persons to be heard
 - a. none
6. Review of minutes from previous meeting
 - a. None reviewed at this meeting.
7. Setting of the calendar: March 12, 2024 (spring break). 5th or 19th better?
 - a. Board decided on written update only, no in person meeting due to extended spring break
8. Principal's report
 - a. The Governor is having a push for charter schools.
 - i. Wants to have the State be a second option to authorize charters so that there is another pathway when there is a great idea and the local district doesn't want to entertain it. Example is Soldotna. Still many questions remain, such as bussing, funding, who would supervise, etc.
 - ii. A major barrier to new charter schools is facilities/buildings. Many moving pieces on this currently- more to come.
 - iii. STAR testing is occurring soon. STAR staff training occurred today. It will include text dependent analysis. Academy does teach this and should be ok. Last years scores will be out April 2024.
 - iv. 8th graders going to see Six at the Performing Arts Center. Weaves nicely with curriculum and is a great opportunity.
 - v. Alyeska packets coming in from families and have to be turned in to Alyeska March 4.
 - vi. The district likely has portables coming available. Academy asked for 4 (for high school). Assignment of portables is based upon need
 - vii. Kristen Wagoner noted that there is a local facility with like-new playground equipment that needs to be moved and may be a good deal. Board agreed to seek additional information and potentially move on this if it is a good deal.

9. Academy Charter School Calendar for 2024-2025
 - a. Draft Academy calendar passed out. No edits were identified as being needed. Mrs. Gerard will finish it up and email to the district for final review.
 - b. World Fair is May 2. Board members are asked to be judges.
10. 501c3 Non-profit report
 - a. Epic sale set up is May 9, with sale May 10-11. Collecting items now- there is a storage unit behind McDonalds that anyone can access with the code.
11. Food
 - a. Discussion of options and available resources within Academy regarding children that may not have enough food regularly, or that forgot for the day. Concerns should be passed along to teachers or principal to facilitate solution and meet needs. Academy does maintain a snack/lunch stash for such instances.
12. Adjourn at 4:37pm

AK Star Testing: We've received information regarding additional expectations for student responses in both Math and Language Arts. To prepare our students adequately, each grade level from 3rd through 8th has completed the AK Star practice tests. Your diligence in guiding our students through this preparation is greatly appreciated.

World Fair: We are seeking board members to serve as judges for the World Fair. If you are available, please plan to arrive at 1:30 pm on the day of the event.

Lottery: The lottery is scheduled for May 3 at 9 am. Kara will represent our school at the event, and Robyn from the district office will also be in attendance.

Graduation: Graduation is scheduled for May 8th in the Taekwondo Room. We aim for the ceremony to be short, sweet, and light-hearted to celebrate our graduates' achievements.

Yard Sale: Our annual yard sale is set for May 10th and 11th. Current 4th through 8th-grade students will be hosting the event and assisting with setup until 6 pm on Thursday. The proceeds from the yard sale will contribute to the costs of field trips to Denali, Juneau, Kennicott, and Washington DC.

Academy Charter School Advisory Board
Monthly Meeting: April 9, 2024

Agenda Items:

1. Call to Order
2. Pledge of Allegiance
3. Additions to the agenda?
4. Approval of the agenda
5. Persons to be heard
6. Review of minutes from previous meeting
7. Setting of the calendar: May 14, 2024
8. Principal's report
9. 501c3 Non-profit report
10. Adjourn

Academy Charter School Advisory Board Meeting
Tuesday, May 14, 2024 – 2:30 p.m.
Academy Charter School

Present: Molly Connor, Sabrena Combs, Tamela Kile, Stacy Molina, Barbara Gerard, Kara Kusche, Kristen Wagoner, Chad Finch

1. **Call to Order:** Meeting called to order by Kara Kusche at 2:36 p.m.
2. **Pledge of Allegiance:** Kara Kusche led the pledge.
3. **Agenda:** *Sabrena Combs moved to approve the agenda as presented. Stacy Molina seconded the motion. Motion carried.*
4. **Persons to be Heard:** none.
5. **Minutes:** Sabrena will send out via email.
6. **Setting of the Calendar:** The next meeting will be August 13, 2024. Enjoy the summer.
7. **Principal's Report:**
 - a. **Volunteer Hours** – they are being tallied and we will know if any families are short by June 15th. A formalized paper was distributed to the Board explaining the participation hours to post to our parents in the Charter and will part of the parent participation agreement. *Sabrena Combs made a motion to approve the paper with the following additions:*
 - i. *Hours cannot carry over from year to year, except for the yard sale at the end of the year and any summer activities after June 1st.*
 - ii. *Monetary expenditures do not equate to hours. This is actually illegal.*
 - iii. *Clarifying transportation of students to and from school.**Stacy Molina seconded the motion. Motion carried.*
 - b. **World Fair** – the World Fair went great. Weather thankfully wasn't a huge factor due to the tents being against the building. The Board provided feedback on the event. Kids were rewarded with pizza and popsicles.
 - c. **End of School** – Mr. Titus retired and the celebration went well. Kindergarten graduation was good. Yearbooks were signed by all grades and enjoyed. 8th grade graduation went well and was in the Taekwondo room this year. Sean Reilly was the emcee and will continue to assist.
 - d. **Amanda Williams** – 6th grade teacher for 18 years, most recently Houston Middle School, will take the place of Mr. Titus. She was able to shadow Mr. Titus for a couple of days. She was able to meet the 5th graders, as well.
 - e. **Lorie Nielsen** – Patsy Manley is moving to 5th grade, as Ms. Vogel will be leaving Academy and so Lorie Nielsen was hired to teach 4th grade and computer lab.
 - f. **2024/2025 Calendar** – the calendar in the teacher lounge has been updated for the next school year. Things have been moved around a bit in the February PD days and Spring break time period. Austin Grimes reported about how many days Academy students attend school versus the traditional schools. Traditional students for 6.5 hours a day, Academy students attend 7 hours a day and do not observe late-start Monday. This equates to our students getting 13 extra days of instruction each year. Sabrena Combs

asked that this be summarized in the introduction letter to parents each year as the information is valuable for our parents to be able to explain.

- g. **High School Update** – Austin Grimes gave an update to the Board. School Board meetings are June 4th and June 18th. We'd like the assembly to combine the two bonds. "One District, One Bond" is the saying we are using. We are working to get the bond on the ballot and passed. We need parents to contact the Assembly members to encourage them to get the bond on the ballot. Then the goal is to get the bond to pass. We hope to encourage tours of Academy Charter School by community influencers so people can be educated on what this bond is about. Austin will be reaching out when she has more information, and the agenda is released. We will work on a draft email that each school can send out to parents. We will also put a sign on the fence. Let's encourage Birch Tree to do the same.
- h. **Lottery** – the lottery went well. Kristen Wagoner attended on behalf of the Board. We had the largest number of applications ever. There's currently 60 on the waitlist for kindergarten.

8. **501(c)3 Report:**

- a. **Raffle** – \$25,020 worth of raffle tickets were sent out to parents. \$17,655 has been received back. Unfortunately, there are repeat groups of parents that have not sold tickets. The board thanks Lisa Gulley for her assistance this year with the raffle.
 - b. **Epic Yard Sale** – The Epic Yard Sale brought in \$7600, a bit less than previous years. This is attributed to the weather, which was quite windy and cold. The storage unit was helpful. We also would like to see some better guidelines for acceptable donations.
9. **Adjournment:** Sabrena Combs made a motion to adjourn. Tamela Kile seconded the motion. Motion carried. Meeting adjourned at 3:45 p.m.



District Reading Intervention

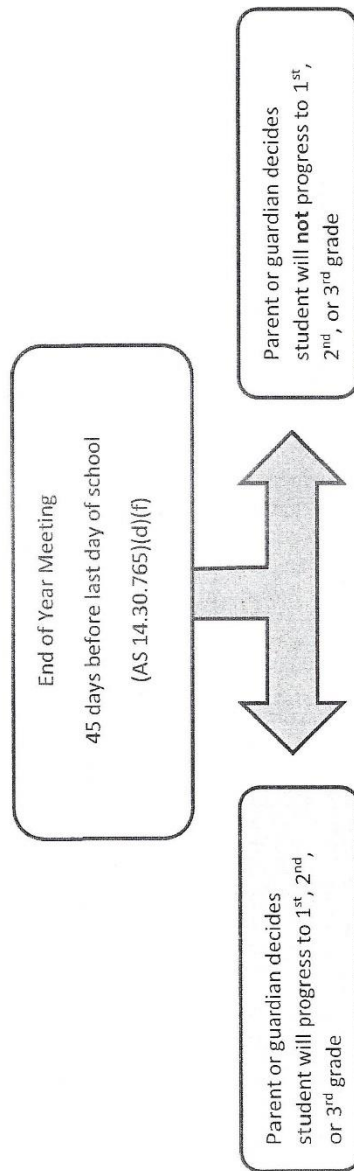
Flowchart for Decision-Making Process: Grade Progression

Students with identified reading deficiency

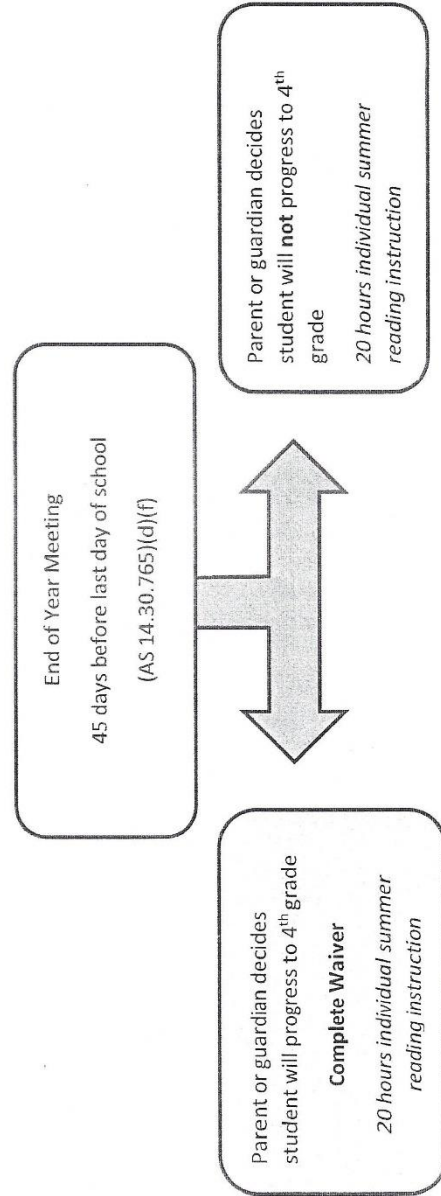
With Parent Participation



STUDENTS ENTERING 1ST, 2ND, AND 3RD GRADE



STUDENTS ENTERING 4TH GRADE



Tuesday, Jan 10 Board Meeting
Attachments
Shared with Board



OFFICE OF TEACHING AND LEARNING

GRADE PROGRESSION INFO FOR FAMILIES

Introduction

The Alaska Reads Act requires that families are informed about grade progression for all students in grades K-3. The law also requires that for all **third grade** students who (1) have a reading deficiency as identified by the spring screener, and (2) who do not demonstrate sufficient reading skills to progress to fourth grade, school staff and parents must determine whether to promote the student to the next grade level. If parents request that the student is promoted, they must sign a waiver acknowledging the deficiency and agreeing that the student will participate in 20 hours of reading instruction over the upcoming summer.

What is 'grade progression'?

Grade progression simply means moving to the next grade level. Typically, we say a student is 'retained' if they do not move to the next grade level. The Alaska Reads Act language uses the term 'grade progression', therefore our information will match those terms to be consistent with the law.

Why is this information important to my family?

When a student scores in the well below average range on the aimswebPlus screener, schools are required to write an Individual Reading Improvement Plan and inform parents about grade progression procedures. We want you to know that the decision is ultimately yours as a family, but that your school team will provide you with all relevant information and a recommendation.

What does the research say about retention?

Most current research indicates that retention may lead to relatively small, short-term gains in academic performance, but while the gains may be apparent in the first year or two after retention, those gains tend to diminish until there is no measurable long-term difference in academic performance. Retention may increase the risk for negative outcomes, especially at higher grades. Your school principal has more extensive information if you would like to know more about the research.

How do I know if my child should progress to the next grade or be retained?

There are many factors to consider including academic data from multiple sources, behavior, social/emotional factors, age, physical size, and more. Principals have a tool called Light's Retention Scale, 5th Edition (LRS-5) that may be used if your child remains in Tier 3 or well below average range following the winter screening test. The LRS-5 considers 19 different factors that influence the success of grade promotion or retention. It is not used by itself to determine whether a child is retained, but you may find it helpful in your conversations with your school team.

The final decision rests with the parent. If a parent is not involved in the process or does not make the decision, the final decision is made by the school principal.

Who can I talk to if I have questions?

Your school principal, the school psychologist, or your child's teacher are all good sources of information about grade progression.



The Alaska Reads Act



AK Reads: District Reading Intervention: Waiver Request for Non-Progression

		3
Student Name	Student ID #	Current Grade

I understand my child is not reading at grade level. I request that my child move to the next grade even though they do not read at grade-level.

I understand that if my child is now in Grade 3, the school district will provide at least 20 hours of summer reading intervention services that my child is required to complete.

The school district explained my child's scores and work showing their educational needs. I understand this waiver will allow my child to progress to the next grade. I understand the district will continue to offer specialized programs and instruction to help my child's continued progress toward reading proficiency at grade level.

If my child has a current Individualized Education Program (IEP) for special education services, they will continue to receive these services unless I revoke my consent, separate from this waiver request.

I agree to continue to collaborate with the school in providing reading instruction through district programs available to my child.

Parent/Guardian Signature	Date Signed

DEED requires the school district to retain a copy of this document in the student's permanent record.



BARBARA GERARD

From: BARBARA GERARD
Sent: Tuesday, January 2, 2024 9:32 AM
To: ACC STAFF; Amber Anderson; fast450grl@hotmail.com; Ginger Christensen
Subject: Another affirmation on Academy's practices and successes!

NEWS

Cursive Makes a Comeback — by Law — in Public Schools

pointing to studies that show a link between cursive and cognitive abilities, including helping with reading and writing disabilities such as dyslexia and dysgraphia.

The late William Klemm, a neuroscience professor at Texas A&M University, is widely cited by advocates for his article a decade ago in *Psychology Today* maintaining that learning cursive “is an important tool for cognitive development.” Cursive helps to train “the brain to learn ‘functional specialization’ — that is, the capacity for optimal efficiency,” he wrote.

A 2019 study published by PLOS One and listed in the National Library of Medicine, found that “there is increasing evidence that mastering handwriting skills play an important role on academic achievement.”

And a 2020 study from researchers in Norway made the direct connection between “writing by hand” and “synchronized activity” in a particular part of the brain “important for memory and for the encoding of new information and, therefore, provides the brain with optimal conditions for learning.”

(I can send you the link to read the article in its entirety.)

Sent from my iPhone

RESEARCH

The Nation's Charter Report Card

*First-ever state ranking of charter student performance
on the National Assessment of Educational Progress*

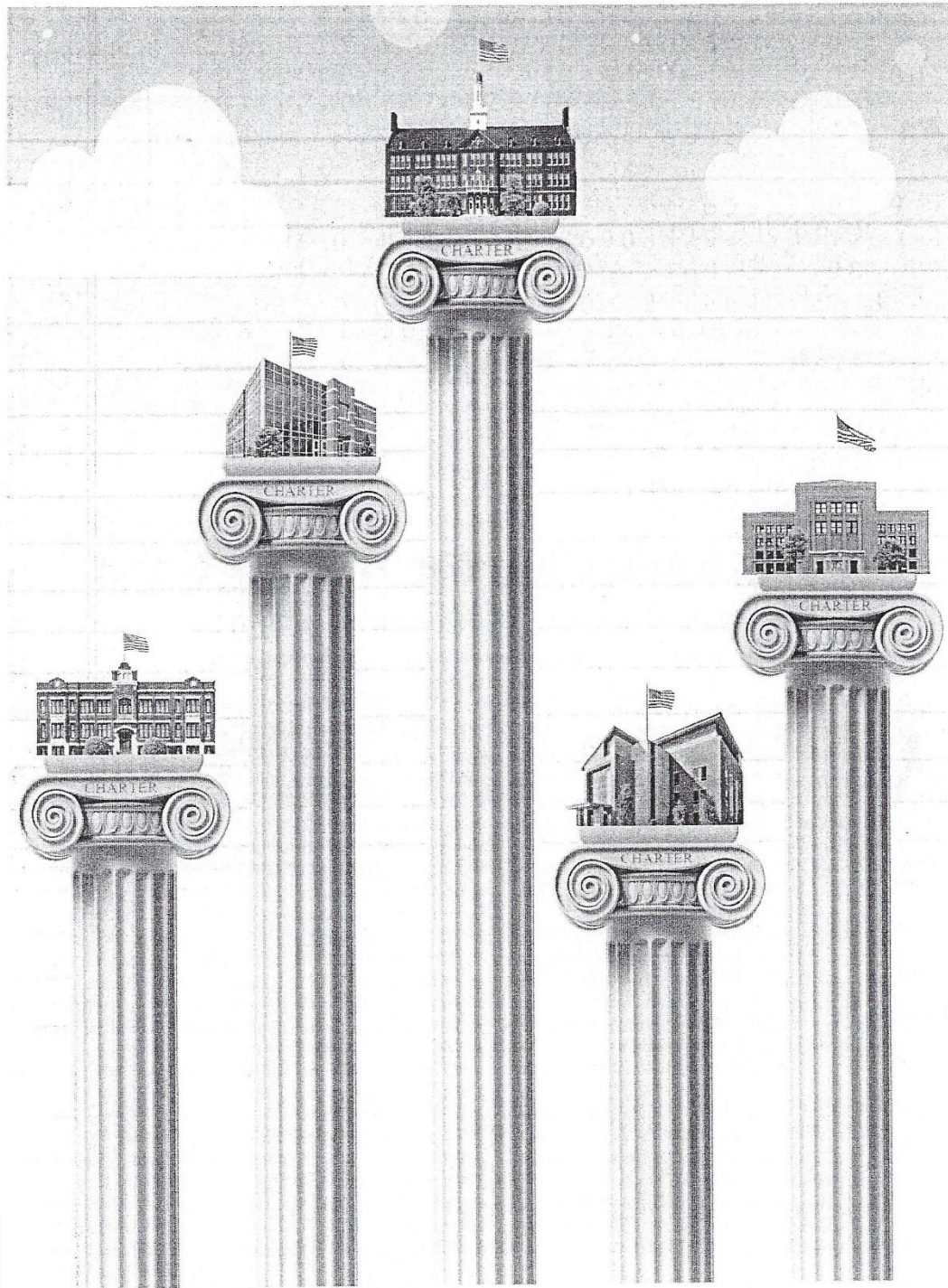
WHEN MINNESOTA passed the nation's first charter-school law in 1991, its main purpose was to improve education by allowing for new, autonomous public schools where teachers would have more freedom to innovate and meet students' needs. Freed from state regulations, district rules, and—in most cases—collective-bargaining constraints, charter schools could develop new models of school management and “serve as laboratories for new educational ideas,” as analyst Brian Hassel observed in an early study of the innovation. In the words of Joe Nathan, a longtime school-choice advocate and former Minnesota teacher, “well-designed public school choice plans provide the freedom educators want and the opportunities students need while encouraging the dynamism our public education system requires.”

Over the next two decades, 45 additional states and Washington, D.C., passed their own laws establishing charter schools. And by 2020–21, nearly 7,800 charter schools enrolled approximately 3.7 million students, or 7.5 percent of all public-school students nationwide. The most recent charter law was passed in 2023 in Montana, though its implementation has so far been blocked by court order; today, only North Dakota, South Dakota, Nebraska, and Vermont have not passed charter legislation.

During those years, advocates have carefully tracked and analyzed state policies and enrollments to compare charter school growth, demand, and access across the United States. But to date, there have been no comparisons of charter school performance across states based on student achievement adjusting for background characteristics on a single set of nationally administered standardized tests. Instead, advocacy organizations routinely rank states based on one or more aspects of their charter school programs—factors such as the degree of autonomy charters are afforded, whether they receive equitable funding, and the share of a state's students they serve. These rankings are informative, but they do not provide direct information about how much students are learning, which is, ultimately, the general public's and policymakers' primary concern.

We provide that information here, based on student performance in reading and math on the National Assessment of Educational Progress, or NAEP, between 2009 and 2019. These rankings, created at the Program on Education Policy and Governance (PEPG) at Harvard University, are adjusted for the age of the charter school and for individual students' background characteristics. They are based on representative samples of charter-school students in grades 4 and 8 and cover 35 states and Washington, D.C. We also estimate the

By PAUL E. PETERSON and M. DANISH SHAKEEL



MIKE WADANSKA

The PEPG rankings are based on charter-school student performance in reading and math on NAEP between 2009 and 2019 and cover 35 states and Washington, D.C.

association between student achievement and various charter laws and characteristics.

Overall, the top-performing states are Alaska, Colorado, Massachusetts, New Hampshire, New York, Oklahoma, and New Jersey. The lowest-ranked charter performance is in Hawaii, followed by Tennessee, Michigan, Oregon, and Pennsylvania. Students in the South tend to perform above average, while students in midwestern Rust Belt states rank at the midpoint or below. We also find that students at schools run by charter networks outperform students at independent charters, on average, while students at schools run by for-profit organizations have lower scores on NAEP, on average. Students at charters authorized by state education agencies have higher scores than students at those authorized by local school districts, non-educational organizations, or universities.

We hope these rankings will spur charter-school improvement in much the same way that NAEP results have stimulated efforts to improve student achievement more generally. Current debates include whether authorizers should regulate schools closely or allow many and diverse flowers to bloom, whether charters should stand alone or be incorporated into charter school networks, and whether for-profit charters should be permitted. A state ranking of charter student performances may not answer such questions, but it can stimulate conversations and foster future research that could.

Assessing State-Level Achievement

We create the PEPG rankings based on NAEP tests in reading and math. The tests, known as the Nation's Report Card, are administered every two years to representative samples of U.S. students in grades 4 and 8. To obtain a robust sample for each state, each survey wave includes more than 100,000 observations of public-school students in both district and charter schools. The number of tested charter-school students varies between 3,630 and 7,990 per test, depending on the subject, grade, and year.

Our analysis looks at the period between 2009 and 2019, when 24 tests were administered. This yielded 3,732,660 results in all, but we focus on the 145,730 results from charter-school students. We include results from Washington, D.C., and the 35 states with enough tested charter-school students to permit precise estimates. That excludes the five states that do not currently allow charter schools, as well as Alabama, Iowa, Kansas, Kentucky, Maine, Mississippi, Washington, Virginia, West Virginia, and Wyoming. Still, the results in our sample account for more than 99 percent of all charter-school student scores in NAEP.

We also look at anonymized demographic information

about test-takers, which was provided by the U.S. Department of Education under a special license. The weighted composition of our sample is 32 percent white, 30 percent Black, 31 percent Hispanic, and 4 percent Asian and Pacific Islanders. Some 58 percent are from a low-income household. Fifty-six percent were tested at a charter school located in a city, 30 percent in a suburb, 5 percent in a small town, and 10 percent in a rural area. Among 8th graders, 45 percent indicate that at least one parent completed college. Another 37 percent report that their parent does not have a college degree, and information is missing for the remaining 18 percent.

In estimating charter performance by state, we place charter scores in each subject on a common scale, adjusting for year of testing, subject, grade level, and the year the charter school opened. NAEP weights test-score observations so they are representative of the true underlying student population. We also adjust scores to take into account the age of the test-taker, parents' education levels, gender, ethnicity, English proficiency, disability status, eligibility for free and reduced school lunch, student-reported access to books and computers at home, and location.

We then rank states based on the adjusted average scores for their charter students from 2009 to 2019 as compared to the average scores for all charter students nationwide over the same period. We report the size of these differences, whether positive or negative, as a percentage of one standard deviation in student test scores and note here that a full standard deviation is equivalent to roughly three-and-a-half years of learning for students in these grades. Several states have such similar scores they can be considered to be statistically tied, so undue weight should not be placed on any specific rank number. (See the unabridged version of this paper, published in the *Journal of School Choice*, for information that allows one to calculate whether any two states are statistically tied.)

Rankings and Results

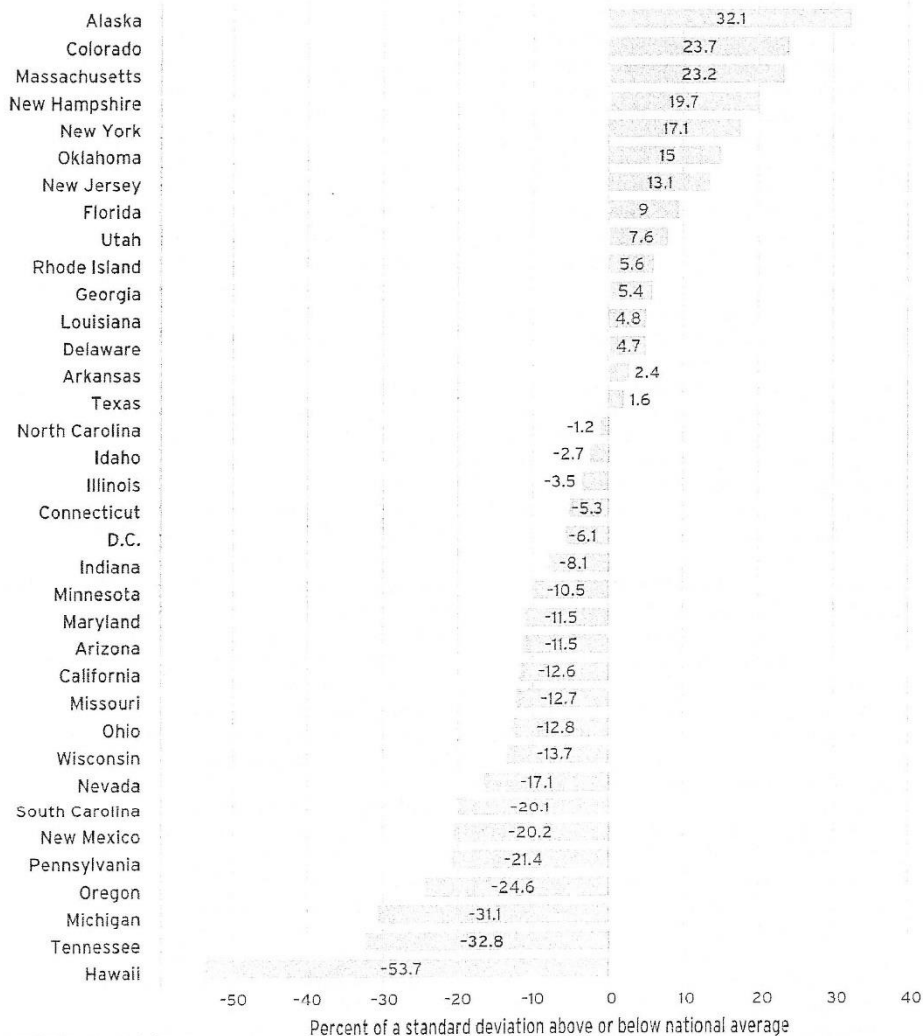
The strongest academic performance from charter-school students is in No. 1-ranked Alaska, at 32 percent of a standard deviation above the average charter score nationwide, followed by Colorado and Massachusetts, then by New Hampshire, New York, Oklahoma, and New Jersey (see Figure 1). The lowest-ranked charter performance is in Hawaii, at 54 percent of a standard deviation below the national average, followed by Tennessee, Michigan, Oregon, and Pennsylvania.

Alaska's high ranking for charter-school student achievement may seem surprising given its low ranking for NAEP performance by all public-school students. In a 2019 analysis

Ranking States by Charter Performance (Figure 1)

In the first-ever ranking of state performance on NAEP by charter-school students, Alaska, Colorado, and Massachusetts have the highest scores in reading and math, while Hawaii, Tennessee, and Michigan have the lowest scores.

State rankings of average charter student performance on NAEP 2009-2019



SOURCE: Authors' calculations

The strongest academic performance from charter-school students is in No. 1-ranked Alaska, at 32 percent of a standard deviation above the average charter score nationwide, followed by Colorado and Massachusetts, then by New Hampshire, New York, Oklahoma, and New Jersey. The lowest-ranked charter performance is in Hawaii, at 54 percent of a standard deviation below the national average, followed by Tennessee, Michigan, Oregon, and Pennsylvania.

by the Urban Institute, Alaska ranked at or near the bottom in both reading and math in grades 4 and 8. It is possible that results are skewed in some way by the challenge of controlling for Alaska's distinctive indigenous population, which makes up about 20 percent of K–12 students. However, Stanford economist Caroline Hoxby found Alaska among the top three states in an analysis conducted on scores in 2003. Further, Alaska's charter achievement ranks seventh when no adjustments are made for background characteristics. Charter student performance in Alaska seems to deserve its ranking in the top tier.

In looking at the five lowest-ranking states, Hawaii's very poor performance is skewed downward by NAEP's incorporation of indigenous Hawaiian population and other Pacific Islanders into the broad "Asian" category, a sizeable share of the charter student population (see "Does Hawaii Make the Case for Religious Charters?," *features*, Winter 2024). If the analysis is limited to the years 2011 to 2019, indigenous Hawaiians and Pacific Islanders can be classified separately. When this is done for those years, Hawaii's performance shifts to –35 percent of a standard deviation, and the state's score resembles that of Tennessee.

We then estimate differences in test-score performance between students of various racial and ethnic groups in each state, while still adjusting for other background characteristics. States vary in the degree to which the performance of white charter students exceeds that of Black and Hispanic ones (see Figures 2 and 3). The gap between Black and white charter-school students' test scores is more than a full standard deviation, or roughly equivalent to three-and-one-half years of learning, in D.C. and five states: Missouri, Wisconsin, Delaware, Michigan, and Maryland. By comparison, that gap is equivalent to about two-and-one-half years of learning in Oklahoma, Arizona, New York, Florida, and Illinois.

We find the largest score differences between white and Hispanic students in D.C., Pennsylvania, Delaware, Georgia, Idaho, and Massachusetts. States with the least divergence in white-Hispanic scores are Oklahoma, Louisiana, Illinois, Florida, and Ohio, where scores differ by roughly one to one-and-a-third years of learning.

Oklahoma and Florida have among the smallest disparities

between white charter students and both Black and Hispanic charter students. By contrast, D.C. and Delaware have exceptionally large differences between those student groups. These differences may be a function of which students opt to enroll in charter schools or some other mechanism not captured by observed student characteristics. Or they may reflect divergent charter practices.

Comparison to Statewide Rankings

How closely do the PEPG state rankings mirror similar efforts to rank states based on student achievement across all public schools? We might expect strong correlations, as charter student performance could be affected by a state's educational climate, including family and community support for schools and students as well as the talents and training of its teachers.

To explore this possibility, we calculate the relationship between PEPG rankings for charter students with state rankings made by the Urban Institute for student achievement at all public schools. Importantly, the comparison is for performance on the same tests for the same period, and the adjustments for family background characteristics are virtually identical.

The rankings for charters and for all public-school students are only modestly correlated (see Figure 4). Massachusetts, New Jersey, Colorado, and Florida have similarly high rankings on both. At the other end of the distribution, California sits at the 24th position in both standings. But the rankings for other states differ sharply. Texas, Pennsylvania, and Indiana are ranked 2, 10, and 12 on the Urban Institute list but land at 15, 31, and 20, respectively, in the PEPG ranking. Conversely, Oklahoma is ranked 6th and Utah is ranked 9th in the PEPG rankings, but these states rank 21st and 32nd, respectively, on the Urban Institute's list. In short, charter-school performance is not simply a function of the educational environment of the state as a whole.

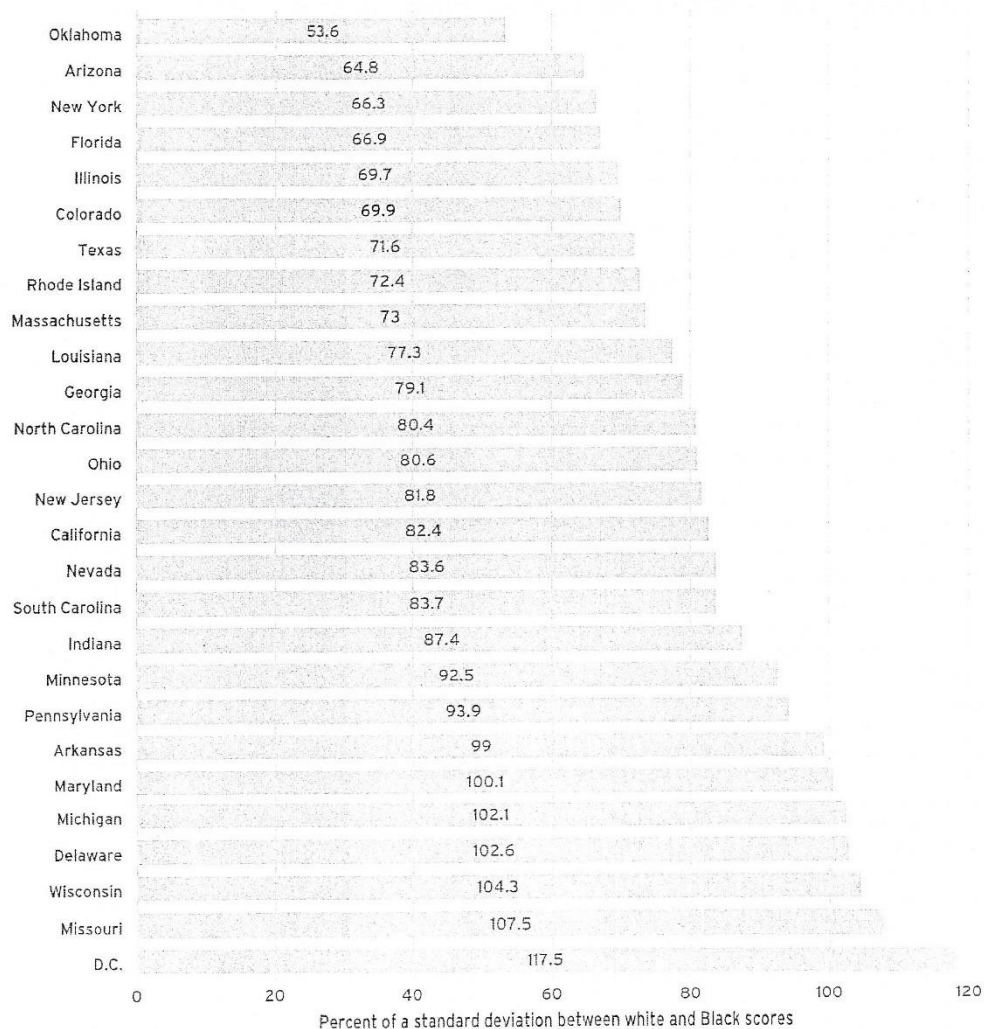
A Close Look at CREDO

Another state-level ranking of charter schools warrants detailed discussion. In a June 2023 report, the Center for Research on Education Outcomes (CREDO) at Stanford University ranked 29 states by the academic performance

Differences in Test Scores between White and Black Charter Students (Figure 2)

The gap in NAEP math and reading performance between white and Black students attending charter schools varies across states.

State rankings of white-Black differences in average charter student performance on NAEP 2009-2019



Differences in Test Scores Between White and Hispanic Charter Students (Figure 3)

States also differ in the extent to which white and Hispanic students attending charter schools perform differently on NAEP math and reading tests.

State rankings of white-Hispanic differences in average charter student performance on NAEP 2009-2019



of their charter schools from 2014 to 2019. This ranking is based on state test results and compares charter students' performance, adjusted for prior-year test scores and student background characteristics, to that of students at nearby district schools. This average *difference* approach to assessing charter performance diverges significantly from the PEPG yardstick, which ranks states by the average *level* of charter performance, adjusted for student background.

CREDO rankings would nonetheless resemble the ones reported by PEPG if average student achievement were identical at all district schools throughout a state and the country as a whole. Since that is not the case, CREDO rankings are affected as much by scores at district schools as by scores at charters. This is not a mere hypothetical possibility. CREDO finds that test scores for Black students at charter schools showed they "had 35 days more growth in a school year in

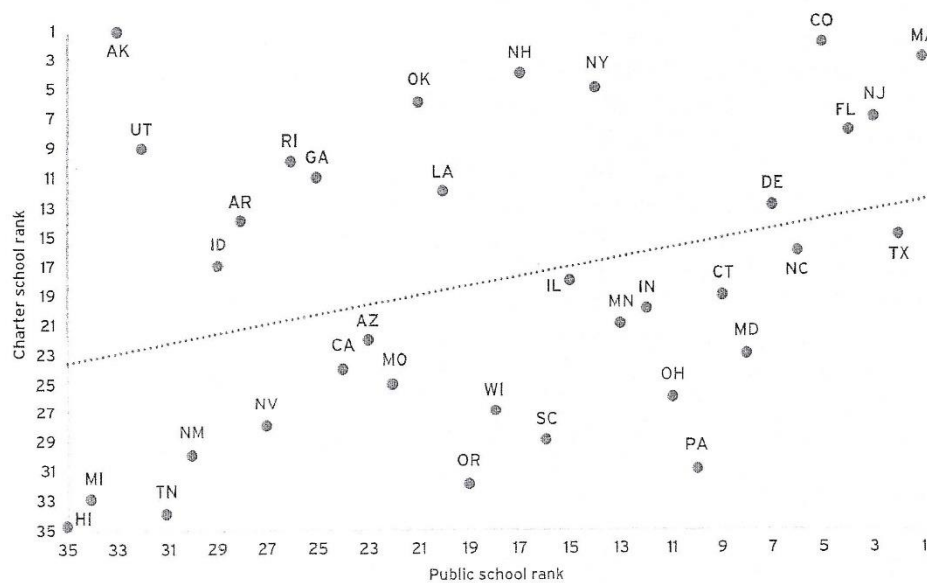
reading and 29 days in math" relative to comparable students in nearby district schools, and Hispanic students "grew an extra 30 days in reading and 19 additional days in math."

Meanwhile, white charter students do no better in reading than white students at district schools, and they perform worse in math by 24 days of learning. CREDO also finds better outcomes for charter schools in cities than suburbs—test scores for students at urban charters showed 29 additional days of growth per year in reading and 28 additional days in math. Suburban charters did not perform significantly better than district schools in math but had "stronger growth in reading" amounting to 14 additional days of learning.

These findings could indicate that Black, Hispanic, and urban students attend higher-quality charter schools than those available to white and suburban students. But an alternative interpretation is more likely: White and suburban

Ranking Charters vs. Ranking All Public Schools (Figure 4)

States' rankings based on their charter students' NAEP achievement are only weakly correlated with their rankings based on the achievement of all public-school students, confirming that charter-school performance is not simply a function of the educational environment of the state as a whole.



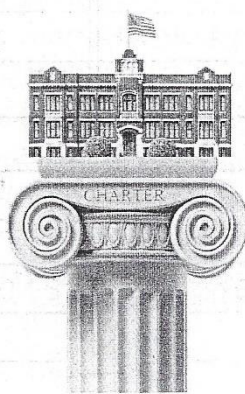
SOURCE: Authors' calculations based on data used for PEPG rankings in Figure 1 (Charter school rank) and rankings of states by the Urban Institute based on NAEP data (Public school rank). NAEP data is from the National Center for Education Statistics.

students have access to higher-quality district schools than those available to Blacks, Hispanics, and city residents. CREDO's state ranking is useful in considering how the presence of charters affects the choices available to students in each state, but it does not order states by the performance levels of charter students, as the PEPG rankings do.

Impacts of Innovations

The specifics of each state's charter law and regulations differ substantially, helping the charter sector live up to the "laboratory" principle. This sets the stage for a variety of comparisons looking at which aspects of charter school governance might contribute to student success.

For example, the type of agency granted the power to authorize charters ranges from the state board of education to local school districts to mayoral offices. Accountability requirements vary from tight, ongoing monitoring to nearly none. The saturation of the charter sector is similarly diverse—in states like Arizona, California, and Florida, 12 percent or more students attend a charter compared to 3 percent or less in Maryland, Mississippi, and New Hampshire. Charter funding differs as well, both among and within states, based on revenues and regulations set by



agencies, management structures, and whether schools have an academic or programmatic specialization.

For example, charter student performance varies with the type of authorizer that granted its charter. Students whose charter schools are authorized by a state education agency earn higher scores on NAEP than students whose schools were authorized by school districts and comparable local agencies. Compared to charter schools authorized by a state education agency, student achievement is 9 percent of a standard deviation lower at charter schools authorized by local education agencies like school districts, 10 percent lower at charter schools authorized by

independent statewide agencies, 15 percent lower at schools authorized by non-education entities like a mayor's office, and 19 percent lower at charter schools authorized by higher education institutions.

These results should not be interpreted as showing a causal connection between type of authorizer and student outcomes. Still, it might be noted that state education agencies have decades of experience at overseeing educational systems, an advantage not matched by any other type of authorizer. Local school districts do not authorize as effective charters as do state offices, but they outperform agencies that have had

The gap between Black and white charter-school students' test scores is more than a full standard deviation, or roughly equivalent to three-and-one-half years of learning, in D.C. and five states: Missouri, Wisconsin, Delaware, Michigan, and Maryland. That gap is equivalent to about two-and-one-half years of learning in Oklahoma, Arizona, New York, Florida, and Illinois.

federal, state, and local agencies and authorizers. In 2019, charter-school revenues per pupil ranged from \$27,825 in D.C. to \$6,890 in Oklahoma.

On some widely debated topics, we find little support for either side of the dialogue. For example, we find no higher levels of achievement in states with a larger percentage of public-school students attending charters. Nor do we find a correlation between charter student achievement and the age of the charter school, whether a state permits collective bargaining, or the level of per-pupil funding charter schools receive within a state.

We do find differences when looking at some of the innovative features of charter schools, including authorizing

no prior experience in the field of education. Perhaps Helen Keller was right when she said, "Only through experience of trial and suffering can the soul be strengthened . . . and success achieved."

We also find notable differences in student achievement between schools based on their management model. These fall into three categories: freestanding or standalone schools; schools run by nonprofit charter management organizations or networks like KIPP Foundation and BASIS Charter Schools; and schools run by for-profit education management organizations, such as Academia and ACCEL Schools.

Some 55 percent of the students in our sample attend freestanding, independent charter schools—the classic charter

Oklahoma and Florida have among the smallest disparities between white charter students and both Black and Hispanic charter students. By contrast, D.C. and Delaware have exceptionally large differences between those student groups. These differences may be a function of which students opt to enroll in charter schools or some other mechanism not captured by observed student characteristics. Or they may reflect divergent charter practices.

type, led by a small team, that is one of the thousand flowers expected to bloom. Another 23 percent of students attend charters that are part of nonprofit networks or management organizations, and 22 percent of the sample are at schools run by for-profit entities.

Compared to students at for-profit and freestanding, independent charters, students at charters that are part of a nonprofit network score 11 to 16 percent of a standard deviation higher on NAEP. This may be because networked charters benefit from an association with a larger entity, or perhaps because successful charters expand beyond a single school.

For-profit schools are arguably the most controversial component of the charter sector. Charter critic Diane Ravitch has argued that “our schools will not improve if we expect them to act like private, profit-seeking enterprises,” and in 2020, the Democratic Party platform proposed a ban on charter schools run by for-profit entities (see “Ban For-Profit Charters? Campaign issue collides with Covid-era classroom reality”, *feature*, Winter 2021).

Why do students at for-profit schools earn relatively lower scores on NAEP than at networked charters? For-profit organizations may launch charters where circumstances are more problematic, or they may find operations more challenging when faced with heavy political criticism and threats of closure and government regulation. Or possibly the profit motive is indeed inconsistent with higher student performance, as critics have alleged.

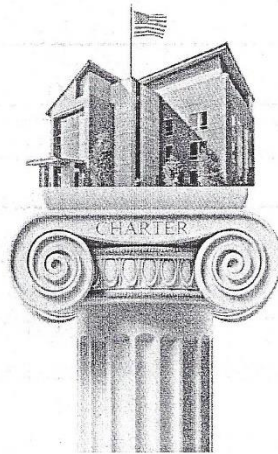
Our main purpose in ranking states by the performance of their charter students is to focus public and policymaker attention on the provision of high-quality schools, the purpose of charter legislation from its very beginning. Our second purpose is to supplement current state-level rankings of the charter-school environment and focus attention on outcomes, not simply state policies and procedures. Although

previous rankings document the variety of environments in which charter schools operate, they do not report student achievement measured by a national test common to public schools across the country.

However, the PEPG rankings are not the last word on charter-school quality. We are not able to track year-by-year trends in charter quality within states, as the number of charter student test scores for any given year are too few for precise estimation. We have no information on student performance at virtual charters, as NAEP only monitors student performance at brick-and-mortar school sites. Also, these rankings are based on assessments of student performances in 4th and 8th grade, which excludes any insights as to charter contributions to early childhood and preschool education or high school or career and technical training programs. Finally, NAEP data are observational, not experimental, so causal inferences are not warranted.

It should also be kept in mind that these data are based upon an 11-year period ending in 2019, the eve of a pandemic that closed many charter and district schools for more than a year. Student performance was dramatically affected by the event, and charter enrollment appears to have increased substantially since then. The data reported here stand as a baseline against which future measurement

of charter performance in the aftermath of that event may be compared—an especially important measure given the continued growth of the sector.



Paul E. Peterson is a professor of government at Harvard University, director of its Program on Education Policy and Governance, and senior editor at Education Next. M. Danish Shakeel is professor and the director of the E. G. West Centre for Education Policy at the University of Buckingham, U.K. An unabridged version of this paper has been published by the Journal of School Choice (2023).

Board of Directors Meeting
Academy Charter School Advisory Board
September 13, 2022
(Board Actions in italics)

1. Call to Order:

Meeting called to order at 3:34 p.m. with the required quorum as described in the organization's bylaws. Present: Barbara Gerard, Stacy Molina, Lydia Yocum, Molly Conner, Katherine Zerkel (via phone), Tamela Kile

2. Pledge of Allegiance:

B. Gerard led the Pledge of Allegiance

3. Approval of Agenda:

No changes to the agenda.

4. Persons to be Heard:

None

5. Setting of the Calendar:

The next Advisory Board Meeting will be the second Tuesday of October – October 11, 2022 at 3:30 p.m.

6. Principal's Report:

- A. Field Trips – an update was provided
- B. Grants – an update was provided
- C. Facilities – an update was provided
- D. Resolution to MSBSD/MSB that the charter school construction be a top funding priority – *T. Kile motioned and M. Conner seconded to approve the resolution.* Motion carried unanimously.

7. Board Discussion: Board members concurred that all was going well. K. Zerkel indicated she was working on grants.

8. Adjournment: *M. Conner motioned and S. Molina seconded to adjourn.* Motion passed unanimously. Meeting adjourned at 4:13 p.m.

Minutes submitted by Barbara Gerard, Principal

**Academy Charter School Advisory Board
Monthly Meeting: November 8, 2022**

Agenda Items:

1. Call to Order
2. Pledge of Allegiance
3. Additions to the agenda?
4. Approval of the agenda
5. Persons to be heard
6. Review of minutes from previous meeting
7. Setting of the calendar: December 13, 2022
8. Principal's report
9. 501c3 Non-profit report
10. Adjourn

APPENDIX E: Administrative Policy Assurance Page

Charter Schools Assurance Page

By signing this document, the school district files its assurance that the statements, documents and/or information listed below is in compliance with all state and federal laws and regulations.

The charter school bylaws previously submitted to the department in the initial application or previous renewal applications have not changed. 4 AAC 33.110(a)(4)

The charter school administrative policy manual submitted to the department in the initial application or previous renewal applications has not changed. 4 AAC 33.110(a)(13)

The charter school follows all district approved practices to account for receipts and expenditures. AS 14.03255(b)(1)(c)(6), 4 AAC 33.110(a)(14)(B)

The charter school has been successful in ending each year with a zero or positive fund balance. AS 14.03255(b)(1)

All audit reports to date indicate the charter school has met its obligation to ensure the fiscal integrity of the school's financial operation. AS 14.03255(b)(2)(c)(13)

Name of the School District: Matanuska-Susitna Borough School District

Name of the Charter Program: Academy Charter School

Name of Superintendent: Dr. Randy Trani

Signature of Superintendent:  Date: 8/15/24

**APPENDIX F: Written Instructional Program that Addresses State Content Standards
and Aligns with the Content on the Statewide Assessment System**

Curriculum Maps

K-5 Science

	Rotation 1 August	Rotation 2 Sept./Oct.	Rotation 3 November	Rotation 4 January	Rotation 5 March
K	Five Senses A. Vision and Hearing B. Smell, Taste, and Touch C. Taking Care of Your Body	Needs of Plants and Animals A. Plants and Animals B. Plants, Their Needs, and Their Environments C. Animals, Their Needs, and Their Environments D. Humans, Their Needs, and Their Environments	Weather Patterns A. Sunlight B. Patterns in Weather Conditions C. Severe Weather	Pushes and Pulls A. Pushes and Pulls are Forces B. Pushes and Pulls can Change an Object's Motion C. Magnetism is a Force	Changing Environments A. Ecosystems B. Plants in Ecosystems C. Animals in Ecosystems D. Human Changes in Ecosystems E. People Design Solutions to Reduce Human Impact
1	Plant and Animal Survival A. Structure and Function in Plants and Animals B. Information Processing: Plant and Animal Stimulus and Response C. Growth and Development D. Parents and Offspring	Sun, Moon, and Stars A. The Sun and Its Predictable Patterns B. Annual Patterns of Sunrise and Sunset C. The Moon and Its Predictable Patterns D. Stars and Their Predictable Patterns	Light and Sound A. Sound and Vibration B. Light C. Light and Materials D. Solving Problems with Light or Sound	Simple Machines A. Simple Machines B. Compound Machines	Human Body Systems A. Skeletal and Muscular Systems B. Respiratory and Circulatory Systems C. Nervous System D. Taking Care of your Body
2	Organisms and their Habitats A. Plant Needs B. Plant Diversity C. Animal Needs D. Animal Diversity E. Ecosystems: Plant and Animal Relationships	Exploring Land and Water A. Landforms B. Earth's Water C. Effects of Wind and Water on Land	Properties of Materials A. Introduction to Matter B. Properties and Uses of Matter C. Heating and Cooling Matter D. Building with Matter	Electricity and Magnetism A. Electricity B. Magnets and Magnetism C. Designing and Engineering Useful Devices D. Safe Use of Electricity and Magnetism	Human Cells and Digestion A. Cells, Tissues, and Organs B. Digestive and Excretory Systems C. Taking Care of Your Body

	Rotation 1 Sept.	Rotation 2 Oct./Nov.	Rotation 3 Dec.	Rotation 4 Feb.	Rotation 5 Apr.
3	Life Cycles, Traits, and Variation A. Organisms Have Life Cycles B. Organisms Have Traits C. The Environment Affects Traits D. Advantages of Specific Traits	Weather and Climate A. Earth's Atmosphere B. Wind: The Movement of Air C. Weather and Climate D. Reducing the Impact of Hazardous Weather	Investigating Forces A. Forces and Motion B. The Force of Friction C. Predicting Motion D. The Force of Magnetism	Habitats and Change A. Living Things and Their Environments B. Ecosystems and Environmental Change C. Evidence of How Organisms and Environments Have Changed Over Time	Human Body, Senses, and Movement A. The Muscular System B. The Skeletal System C. The Nervous System D. Vision: How the Eye Works E. Hearing: How the Ear Works
4	Structures and Functions of Living Things A. Structure is Related to Function B. The Structure and Function of the Eyes and Ears C. Stimulus, Response, and Survival	Processes That Shape Earth (Earth's Features) A. Earth's Features B. Evidence that Earth's Surface Has Changed Over Time C. Processes that Change Earth's Surface D. How Geologic Events can Affect People	Investigating Waves A. Waves Transfer Energy B. Sound Waves Transfer Energy C. Light Waves Transfer Energy D. People use Waves to Transfer Information	Energy Transfer and Transformation A. Introduction to Energy B. Energy and Motion C. Energy Transfer D. Collisions E. Energy Transformation and Engineering Using Natural Resources for Energy A. Natural Resources: Renewable and Nonrenewable B. Using Nonrenewable Resources for Energy C. Using Renewable Resources for Energy	The Human Body: Respiration and Circulation (+ Frog Dissection) A. The Respiratory System B. The Circulatory System
5	Energy and Matter in Ecosystems A. Organisms Need and Use Energy B. Plants and Animals C. Matter Cycles Through Ecosystems	Patterns of Earth and Sky A. Introduction to Astronomy B. Evidence of Earth's Movement C. Stars D. Gravity	Investigating Matter A. Properties of Matter B. Structure of Matter C. Physical Changes in Matter D. Chemical Changes in Matter E. The Language of Chemistry	Protecting Earth's Resources A. Protecting Earth's Water B. Protecting Earth's Air C. Protecting Earth's Land D. Protecting Ecosystems	The Earth System A. Spheres of Earth B. Modeling Earth's Interacting Spheres

	Life Science	Earth Science	Physical Science	Human Body	Biographies
K	Needs of Plants & Animals Changing Environments	Weather Patterns	Pushes & Pulls	Five Senses	Rachel Carson; George Washington Carver; Cleveland Abbe; Sir Isaac Newton; Benjamin Franklin
1	Plant & Animal Survival	Sun, Moon, & Stars	Light & Sound Simple Machines	Human Body Systems	Jacques Cousteau; Galileo; Gordon Gould; Archimedes; Jonas Salk
2	Organisms & their Habitats	Exploring Land & Water	Properties of Materials Electricity & Magnetism	Human Cells & Digestion	John James Audubon; Marie Tharp; Dmitri Mendeleev; Thomas Edison; Louis Pasteur & Edward Jenner
3	Life Cycles, Traits, and Variations Habitats and Change Owl pellet dissection	Weather & Climate	Investigating Forces	Human Body, Senses, & Movement	Gregor Mendel; --; Evangelista Torricelli, Ben Franklin, &c.; Elijah McCoy;
4	Structures & Functions of Living Things Frog dissection	Processes that Shape Earth	Energy Transfer & Transformation Using Natural Resources for Energy Investigating Waves	Human Body: Respiration & Circulation	--; --; Thomas Edison, Lewis Latimer; --; Louis Braille;
5	Energy & Matter in Ecosystems Protecting Earth's Resources Fetal pig dissection	Astronomy: Space Systems Modeling Earth's Systems	Investigating Matter	(Human Body: Human Hormones & Reproduction)	Jan van Helmont; Boyan Slat; various astronauts; --; John Dalton; --

	Rotation 1 Aug./Sept.	Rotation 2 Sept./Oct./Nov.	Rotation 3 Nov./Dec.	Rotation 4 Jan./Feb.	Rotation 5 Mar./Apr.
K	Five Senses	Needs of Plants and Animals	Sunlight and Weather	Pushes and Pulls	Changing Environments
1	Plant and Animal Defenses	Spinning Earth	Light and Sound	Simple Machines	Human Body Systems
2	Plant and Animal Relationships	Changing Landforms	Properties of Materials	Electricity and Magnetism	Human Cells and Digestion
3	Inheritance and Traits	Weather and Climate	Balancing Forces	Environments and Survival	Human Body, Senses, and Movement
4	Structures and Functions of Living Things	Processes That Shape Earth	Investigating Waves	Energy Transfer and Transformation + Using Natural Resources for Energy	Human Body: Respiration and Circulation
5	Energy and Matter in Ecosystems	Patterns of Earth and Sky	Investigating Matter	Protecting Earth's Resources	The Earth System

APPENDIX G: Written Admission Policies and Procedures

Admission to the Academy K-12 Public Charter School is open to all students in the Matanuska Susitna Borough School District in grades Kindergarten through 8th grade. It is expected future enrollment of students in 9th through 12th grade. As per BP 5145.3 and AS 14.18.010, the Academy K12 Public Charter School programs and activities are free from discrimination with respect to sex, race, color, religion, national origin, ethnic group, marital or parental status, and physical and mental disability.

The Academy K-12 Public Charter School ensures equal opportunities for all students in admission and access to enrollment. As per the Attorney General, the children of staff, siblings of currently enrolled students, and founding family's children and grandchildren, are provided with the opportunity to fill open spaces. In keeping with our "family" philosophy, siblings of currently enrolled students will have first option. All students will have an equal opportunity to fill any remaining openings.

Academy K-8 will continue to enroll all eligible students who submit a timely application by the last Friday in April, unless the number of the applicants exceeds the capacity of the program, class, grade level, or building.

Academy 9-12 will enroll all eligible students who submit a timely application by February 1st prior to the year the student is enrolling, unless the number of the applicants exceeds the capacity of the program, class, grade level, or building. Applicants and their transcript will be reviewed to determine program, class, grade level needs.

In order to establish how many *open spaces* are available for the annual lottery held the first Friday in May, currently enrolled Academy families complete the *Calling All Siblings* form. Similarly, students currently enrolled in Academy's 8th grade, who choose to remain and advance into the high school college preparatory program will be provided first opportunity for any open spaces and must complete the *Calling All Siblings* form. Additionally, all families must complete the agreement of commitment and enrollment components and processes: these include a parent (guardian) agreement of commitment, student letter of commitment, and a parent participation commitment. The City of Palmer Chief of Police draws the winning applications in the lottery that is held the first Friday in May.

To enroll, all families will use the MSBSD enrollment process, including the online forms, submission of required documentation such as a birth certificate, proof of immunizations or a notarized exemption.

Admission will require that the student's parent(s) submit a formal district enrollment form, and the parent (guardian) must sign and date. Parents must provide a copy of the student's up-to-date immunization record, with current State of Alaska immunizations or a notarized form for medical or religious exemption, and a current athletic and activity physical examination no later than September 1 of the currently enrolled school year.

APPENDIX H: Enrollment and Waitlist Numbers, Student Recruitment Process

Enrollment and Waitlist numbers for Fall 2021 through current:

Year	# Students Enrolled	# Students on Waitlist
2024-2025	268	234
2023-2024	267	174
2022-2023	261	218
2021-2022	258	156

Academy K-12 does not advertise or actively recruit applicants. The annual lottery held on the first Friday in May results in a waitlist for over 150 students. The principal offers monthly tours, and as the lottery application deadline approaches, the frequency of tours may increase to one or two per week. These tours give prospective families the chance to observe students and staff engaged in their daily activities.



Academy Charter School



Welcome to the Academy Charter School Lottery for the 2024-2025 School Year. On the first Friday of May, we will hold a drawing to fill open student spots and the waitlist order for each grade for the upcoming school year. Please take a moment to fill out this form if you would like your student to be entered in our lottery. To be entered in the drawing, this form must be received by Academy Charter School no later than April 26, 2024. **All forms received after April 26, 2024, will be added to the bottom the waitlist.** You may return the form by email to acc@matsuk12.us, by fax to 907-746-2368, or you can drop it off in person.

Date submitted: _____
Grade applying for: _____ (as of August 1, 2024)

Student's Name: _____
Date of Birth: _____

Parent's Name(s): _____
Parent's Name(s): _____

Please list any siblings who are also applying for Academy:

Name _____ Grade _____
Name _____ Grade _____
Name _____ Grade _____

_____ I have filled out a separate form for each of the above listed students. **(Please initial)**

Phone Numbers: Please be aware that once we have contacted you about an available space you will have 24 hours to respond. Please keep contact numbers current.

- Phone 1: _____
- Phone 2: _____
- Phone 3: _____

Mailing Address, Street: _____
City, State, Zip _____

Physical Address, Street: _____
City, State, Zip _____

Email Address: _____

Current School (if attending): _____

Signature: _____ Date: _____

801 E. Arctic Ave, Palmer AK 99645

Phone: (907) 746-2358 Fax: (907) 746-2368

Please answer each of the following statements.

My KG student will turn the age of 5 before August 1st (required for enrollment at ACS).

Yes No

I am aware of the school dress code.

Yes No

I am aware of the 36 hours of parent participation commitment per student, per year (up to 80 hours).

Yes No

I understand I must transport my student to and from school.

Yes No

I understand I must provide a snack and sack lunch for my child each day.

Yes No

I understand that Academy Charter School offers an accelerated, fast paced program

Yes No

I understand that I must provide a school physical including a hearing and vision screening every year for my child.

Yes No

I live within the Mat Su Borough.

Yes No

If not, I understand that I must reside in and provide a current Mat-Su Borough address to Academy Charter School by August 1st or my child's position at Academy will become invalid.

Yes No

APPENDIX I: Budget and Revenue

MIN	BASE		BASE	ABOVE		Factors					
	FACTOR			FACTOR			FY 2023	FY 2024	FY 2025	FY 2026	
10	39.6					2.5%	Tax Base	\$ 13,651,886,897	13,993,184,069	14,343,013,671	14,701,589,013
20	39.6						Mills x	0.00265	0.00265	0.00265	0.00265
30	55.8		20	1.62			RLC	\$ 36,177,500	\$ 37,081,938	\$ 38,008,986	\$ 38,959,211
75	122.85		75	1.27			AADM	/ 35,284.61	35,055.37	35,284.61	35,745.56
150	218.1		150	1.08				\$ 1,025.31	\$ 1,057.81	\$ 1,077.21	\$ 1,089.90
250	326.1		250	0.97			Local	70,696,614	72,464,029	74,275,630	76,132,521
400	471.6		400	0.92			Above Minimum	34,519,114	35,382,091	36,266,644	37,173,310
750	793.6		750	0.84			AADM	/ 35,284.61	35,055.37	35,284.61	35,745.56
PROJECTION							\$ 978.31	\$ 1,009.32	\$ 1,027.83	\$ 1,039.94	
	Base	Projection	Base Factor		Above	School Size					
FY 2023	250	258.00	326.10		7.76	333.86					
FY 2024	250	318.00	326.10		65.96	392.06					
FY 2025	250	378.00	326.10		124.16	450.26					
FY 2026	400	438.00	471.60		34.96	506.56					
							PFD Lottery	65,000	65,000	65,000	65,000
							AADM	/ 35,284.61	35,055.37	35,284.61	35,745.56
								\$ 1.84	\$ 1.85	\$ 1.84	\$ 1.82
							BSA	\$ 5,930	\$ 5,930	\$ 5,930	\$ 5,930
							QS	\$ 16	\$ 16	\$ 16	\$ 16
Assumes Flat State Funding							Total Revenue	3,013,609	3,554,806	4,093,368	4,613,169

Assumes Flat State Funding
Assumes 2.5% Increase for all Local Factors
Assumes District Enrollment increases by 1% annually
Maintains District Intensive Count at 556



Academy Charter

FY 2025 PROJECTED Revenue

DISTRICT ENROLLMENT 19,798.00
DISTRICT AADM 35,284.61

FY 2026 PROJECTED Revenue

DISTRICT ENROLLMENT 19,996.00
DISTRICT AADM 35,745.56

State Foundation Formula				ORIGINAL PROJECTION	
Projected Count				378.00	
Intensive Count				0.00	
1 Adjusted for School Size *				450.26	
	Factor	Amount		Adj. ADM	
2 District Cost Factor	0.070	31.52		481.778	
3 Special Needs	0.200	96.36		578.134	
4 Voc Ed Factor	0.015	8.67		586.806	
5 Correspondence Count	0.900	0.00		586.806	
6 Intensive Needs	13.000	0.00		586.806	
Total Adjusted ADM				Per Pupil 586.806	
7 Base Student Allocation	586.81 x	\$ 5,930.00		\$ 3,479,760.00	
8 Less Minimum Local Funding		\$ 1,077.21		\$ (632,114.00)	
Total Basic Need				\$ 2,847,646.00	
9 Quality Schools Funding		\$ 16.00		\$ 9,389.00	
Total State Foundation Formula				\$ 2,857,035.00	

TOTAL REVENUE					
		Per AADM		TOTAL	
Total State Foundation Formula				\$ 4,868.79	\$ 2,118,440.00
State PFD Lottery				\$ 65,000	\$ 1,081.00
Local Funding					
8 Minimum Required Local	38,008,986	\$ 1,077.21		\$	632,114.00
Contribution Above Minimum	36,266,644	\$ 1,027.83		\$	603,138.00
	74,275,630	\$ 2,105.04		\$	1,235,252.00
Total Gross Funding				\$ 6,975.67	\$ 4,093,368.00

State Foundation Formula				COUNT PERIOD ADM	
Submitted ADM Count				438.00	
Intensive Count				0.00	
1 Adjusted for School Size *				506.56	
	Factor	Amount		Adj. ADM	
2 District Cost Factor	0.070	35.46		542.019	
3 Special Needs	0.200	108.40		650.423	
4 Voc Ed Factor	0.015	9.76		660.179	
5 Correspondence Count	0.900	0.00		660.179	
6 Intensive Needs	13.000	0.00		660.179	
Total Adjusted ADM				Per Pupil 660.179	
7 Base Student Allocation	660.18 x	\$ 5,930.00		\$ 3,914,858.00	
8 Less Minimum Local Funding		\$ 1,089.90		\$ (719,530.00)	
Total Basic Need				\$ 3,195,328.00	
9 Quality Schools Funding		\$ 16.00		\$ 10,563.00	
Total State Foundation Formula				\$ 3,205,891.00	

TOTAL REVENUE					
		Per AADM		TOTAL	
Total State Foundation Formula				\$ 4,856.09	\$ 2,481,250.00
State PFD Lottery				\$ 65,000	\$ 1,200.00
Local Funding					
8 Minimum Required Local	38,959,211	\$ 1,089.90		\$	719,530.00
Contribution Above Minimum	37,173,310	\$ 1,039.94		\$	686,548.00
	76,132,521	\$ 2,129.85		\$	1,406,078.00
Total Gross Funding				\$ 6,987.76	\$ 4,613,169.00

MatSu Borough School District



YTD BUDGETREPORT

FOR 2024 99									
ACCOUNTS FOR:	REGULAR ED INSTRUCTION	ORIGINAL APPROP	TRANSFRS/ADJUSTMS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED	
110									
1 DISCRETIONARY									
0 NON DEFINED									
100.062.110.0000.1.0.410.00000		5,000	ACC REG ED PROF TECH	5,000	.00	.00	5,000.00	.0%	
100.062.110.0000.1.0.411.00000		14,000	ACC REG ED INST SVC	14,000	.00	.00	14,000.00	.0%	
100.062.110.0000.1.0.425.00000		90,000	ACC REG ED ST TRAVEL	90,000	12,693.15	.00	77,306.85	14.1%	
100.062.110.0000.1.0.440.00000		6,000	ACC REG ED PURCH SVC	6,000	.00	.00	6,000.00	.0%	
100.062.110.0000.1.0.450.00000		204,905	ACC REG ED SUPPLIES	184,509	24,924.33	1,256.36	363,233.31	6.7%	
100.062.110.0000.1.0.457.00000		10,000	ACC REG ED EQ > \$500	10,000	.00	.00	10,000.00	.0%	
100.062.110.0000.1.0.471.00000		6,000	ACC REG ED TEXTBOOKS	6,000	.00	.00	6,000.00	.0%	
100.062.110.0000.1.0.475.00000		40,349	ACC REG ED TECH SUP	40,349	9,562.61	.00	30,786.39	23.7%	
100.062.110.0000.1.0.490.00000		400	ACC REG ED EXP NOC	62,520	60,650.00	.00	1,870.00	97.0%	
100.062.110.0000.1.0.550.00000		0	ACC REG ED XFR TO OTH	50	50.00	.00	.00	100.0%	
TOTAL NON DEFINED		376,654	246,679	623,333	107,880.09	1,256.36	514,196.55	17.5%	
TOTAL DISCRETIONARY		376,654	246,679	623,333	107,880.09	1,256.36	514,196.55	17.5%	
2 SALARIES/BENEFITS									
1 MSEA									
100.062.110.0000.2.1.310.00000		1,444,280	ACC REG ED CERT SAL	33,723	635,009.87	842,993.22	-.09	100.0%	
100.062.110.0000.2.1.315.00000		11,000	ACC REG ED CERT LONG	1,614	12,614.40	.00	-.40	100.0%	
100.062.110.0000.2.1.316.00000		0	ACC REG ED CERT EXDT	11,348	11,348.25	.00	-.25	100.0%	

MatSu Borough School District



YTD BUDGETREPORT

FOR 2024 99

ACCOUNTS FOR:	ORIGINAL	TRANSFERS/	REVISED	YTD EXPENDED	ENC/REQ	AVAILABLE	PCT
110 REGULAR ED INSTRUCTION	APPROP	ADJUSTS	BUDGET			BUDGET	USED
100.062.110.0000.2.1.319.00000	6,500	ACC REG ED CERT LV CI	6,500	.00	.00	6,500.00	.0%
100.062.110.0000.2.1.361.00000	339,568	ACC REG ED HEALTH INS	339,568	195,482.97	195,482.02	.01	100.0%
100.062.110.0000.2.1.362.00000	1,019	ACC REG ED UNEMPLOY	1,019	395.38	.00	623.62	38.8%
100.062.110.0000.2.1.363.00000	21,975	ACC REG ED WK COMP	21,975	16,342.57	20,841.71	-.28	100.0%
100.062.110.0000.2.1.364.00000	21,102	ACC REG ED FICA/MEDI	21,102	9,109.09	12,172.27	-.36	100.0%
100.062.110.0000.2.1.365.00000	181,012	ACC REG ED TRS	181,012	82,087.54	104,792.38	.08	100.0%
100.062.110.0000.2.1.371.00000	1,176	ACC REG ED LIFE INS	1,176	671.22	.00	504.78	57.1%
100.062.110.0000.2.1.373.00000	86,975	ACC REG ED HSA	86,975	42,000.00	.00	.00	100.0%
100.062.110.0000.2.1.374.00000	0	ACC REG ED 403B/457B	0	618.46	948.31	.23	100.0%
100.062.110.0598.2.1.310.00000	28,199	ACC REG ED CERT SAL	28,199	.00	.00	.00	.0%
100.062.110.0598.2.1.362.00000	20	ACC REG ED UNEMPLOY	20	.00	.00	.00	.0%
100.062.110.0598.2.1.363.00000	426	ACC REG ED WK COMP	426	.00	.00	.00	.0%
100.062.110.0598.2.1.364.00000	409	ACC REG ED FICA/MEDI	409	.00	.00	.00	.0%
100.062.110.0598.2.1.365.00000	3,542	ACC REG ED TRS	3,542	.00	.00	.00	.0%
100.062.110.0598.2.1.371.00000	25	ACC REG ED LIFE INS	25	.00	.00	.00	.0%
TOTAL MSEA	2,147,228	43,309	2,190,537	1,005,679.75	1,177,229.91	7,627.34	99.7%
2-CEA							
100.062.110.0000.2.2.320.00000	37,711	ACC REG ED NC SALARY	37,711	21,441.80	19,297.53	-.33	100.0%
100.062.110.0000.2.2.325.00000	1,838	ACC REG ED NC LONG	1,838	2,006.83	.00	.17	100.0%
100.062.110.0000.2.2.333.00000	270	ACC REG ED NC LV CI	270	.00	.00	270.00	.0%
100.062.110.0000.2.2.362.00000	28	ACC REG ED UNEMPLOY	28	14.08	.00	13.92	50.3%

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MatSu Borough School District



YTD BUDGETREPORT

FOR 2024 99										
ACCOUNTS FOR:	REGULAR	ED	INSTRUCTION	ORIGINAL APPROP	TRANSFERS/ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
110										
100.062.110.0000.2.2.363.00000	597	ACC REG ED WK COMP			463	1,060	581.54	478.58	-12	100.0%
100.062.110.0000.2.2.364.00000		ACC REG ED FICA/MEDI			47	620	339.84	279.66	.50	99.9%
100.062.110.0000.2.2.366.00000	573	ACC REG ED PERS			703	9,404	5,158.70	4,245.46	-16	100.0%
100.062.110.0000.2.2.367.00000	8,701	ACC REG ED SBS			196	2,620	1,437.42	1,182.93	-35	100.0%
100.062.110.0000.2.2.371.00000	2,424	ACC REG ED LIFE INS			0	19	9.45	.00	9.55	49.7%
	19									
TOTAL CEA	52,161	4,606	56,767				30,989.66	25,484.16	293.18	99.5%
8 SUBSTITUTES										
100.062.110.0000.2.8.329.00000		ACC REG ED NC SUBS			788	788	787.50	.00	.50	99.9%
100.062.110.0000.2.8.362.00000	0	ACC REG ED UNEMPLOY			0	0	.47	.00	-.47	100.0%
100.062.110.0000.2.8.363.00000	0	ACC REG ED WK COMP			20	20	19.53	.00	.47	97.7%
100.062.110.0000.2.8.364.00000	0	ACC REG ED FICA/MEDI			11	11	11.41	.00	-.41	103.7%
100.062.110.0000.2.8.367.00000	0	ACC REG ED SBS			48	48	48.28	.00	-.28	100.6%
TOTAL SUBSTITUTES	0	867	867				867.19	.00	-.19	100.0%
TOTAL SALARIES/BENEFITS	2,199,389	48,782	2,248,171				1,037,536.60	1,202,714.07	7,920.33	99.6%
TOTAL REGULAR ED INSTRUCTION	2,576,043	295,461	2,871,504				1,145,416.69	1,203,970.43	522,116.88	81.8%
TOTAL EXPENSES	2,576,043	295,461	2,871,504				1,145,416.69	1,203,970.43	522,116.88	

MatSu Borough School District



YTD BUDGETREPORT

FOR 2024 99									
ACCOUNTS FOR:		TRANSFERS/		REVISED		ENC/REQ		AVAILABLE	
200	SPEC ED INSTRUCTION	ADJUSTMENTS	ADJUSTMENTS	BUDGET	BUDGET	YTD EXPENDED	ENC/REQ	BUDGET	PCT USED
2 SALARIES/BENEFITS									
1 MSEA									
100.062.200.0000.2.1.310.00000		ACC SPED INST CERT SAL	1,159	59,943		24,976.40	34,966.96	- .36	100.0%
100.062.200.0000.2.1.315.00000		ACC SPED INST CERT LONG	1,402	1,402		1,401.60	.00	.40	100.0%
100.062.200.0000.2.1.319.00000		ACC SPED INST CERT LV CI	389	389		.00	.00	389.00	.0%
100.062.200.0000.2.1.361.00000		ACC SPED INST HEALTH INS	12,298	4,639	16,937	8,468.55	8,468.54	-.09	100.0%
100.062.200.0000.2.1.362.00000		ACC SPED INST UNEMPL	41	0	41	15.84	.00	25.16	38.6%
100.062.200.0000.2.1.363.00000		ACC SPED INST WK COMP	888	633	1,521	654.16	867.19	-.35	100.0%
100.062.200.0000.2.1.364.00000		ACC SPED INST FICA/MEDI	852	20	872	362.50	509.10	.40	100.0%
100.062.200.0000.2.1.365.00000		ACC SPED INST TRS	7,383	322	7,705	3,313.05	4,391.85	.10	100.0%
100.062.200.0000.2.1.371.00000		ACC SPED INST LIFE INS	38	0	38	21.78	.00	16.22	57.3%
100.062.200.0000.2.1.373.00000		ACC SPED INST HSA	3,150	-3,150	0	.00	.00	.00	.0%
100.062.200.0000.2.1.374.00000		ACC SPED INST 403B/457B	0	480	480	179.82	299.69	.49	99.9%
TOTAL MSEA			83,823	5,505	89,328	39,393.70	49,503.33	430.97	99.5%
TOTAL SALARIES/BENEFITS			83,823	5,505	89,328	39,393.70	49,503.33	430.97	99.5%
TOTAL SPEC ED INSTRUCTION			83,823	5,505	89,328	39,393.70	49,503.33	430.97	99.5%
TOTAL EXPENSES			83,823	5,505	89,328	39,393.70	49,503.33	430.97	

MatSu Borough School District



YTD BUDGETREPORT

FOR 2024-99										
ACCOUNTS FOR:		SCHOOL & STUDENT SAFETY		ORIGINAL APPROP	TRANSFERS/ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
301										
2 SALARIES/BENEFITS										
2 CEA										
100.062.301.0000.2.2.320.00000		34,107	ACC SAFETY NC SALARY	968	35,075		19,373.72	15,700.86	.42	100.0%
100.062.301.0000.2.2.328.00000		0	ACC SAFETY NC STIPEND	8,104	8,104		8,103.64	.00	.36	100.0%
100.062.301.0000.2.2.330.00000		201	ACC SAFETY NC OT	0	201		.00	.00	201.00	.0%
100.062.301.0000.2.2.361.00000		15,375	ACC SAFETY HEALTH INS	-15,375	0		.00	.00	.00	.0%
100.062.301.0000.2.2.362.00000		24	ACC SAFETY UNEMPLOY	0	24		16.45	.00	7.55	68.5%
100.062.301.0000.2.2.363.00000		515	ACC SAFETY WK COMP	488	1,003		681.44	321.19	.37	100.0%
100.062.301.0000.2.2.364.00000		495	ACC SAFETY FICA/MEDI	91	586		398.23	187.61	.16	100.0%
100.062.301.0000.2.2.367.00000		2,091	ACC SAFETY SBS	251	2,342		1,684.37	658.07	-.44	100.0%
100.062.301.0000.2.2.371.00000		21	ACC SAFETY LIFE INS	0	21		18.90	.00	2.10	90.0%
TOTAL CEA		52,829	-5,473	47,356			30,276.75	16,867.73	211.52	99.6%
8 SUBSTITUTES										
100.062.301.0000.2.8.329.00000		0	ACC SAFETY NC SUBS	911	911		911.25	.00	-.25	100.0%
100.062.301.0000.2.8.362.00000		0	ACC SAFETY UNEMPLOY	1	1		.54	.00	.46	54.0%
100.062.301.0000.2.8.363.00000		0	ACC SAFETY WK COMP	23	23		22.61	.00	.39	98.3%
100.062.301.0000.2.8.364.00000		0	ACC SAFETY FICA/MEDI	13	13		13.22	.00	-.22	101.7%
100.062.301.0000.2.8.367.00000		0	ACC SAFETY SBS	56	56		55.85	.00	.15	99.7%
TOTAL SUBSTITUTES		0	1,004	1,004			1,003.47	.00	.53	99.9%
TOTAL SALARIES/BENEFITS		52,829	-4,469	48,360			31,280.22	16,867.73	212.05	99.6%

MatSu Borough School District



YTD BUDGETREPORT

FOR 2024 99										
ACCOUNTS FOR:	SCHOOL &	STUDENT	SAFETY	ORIGINAL APPROP	TRANSFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
301										
TOTAL SCHOOL & STUDENT SAFETY				52,829	-4,469	48,360	31,280.22	16,867.73	212.05	99.6%
TOTAL EXPENSES				52,829	-4,469	48,360	31,280.22	16,867.73	212.05	

MatSu Borough School District



YTD BUDGETREPORT

FOR 2024 - 99									
ACCOUNTS FOR:	HEALTH SERVICES	ORIGINAL APPROP	TRANSFRS/ADJUSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED	
1 DISCRETIONARY									
0 NON DEFINED									
	100.062.330.0000.1.0.450.00000								
		100	ACC HEALTH SUPPLIES	100	.00	.00	100.00	.0%	
		100	0	100	.00	.00	100.00	.0%	
	TOTAL NON DEFINED	100	0	100	.00	.00	100.00	.0%	
	TOTAL DISCRETIONARY	100	0	100	.00	.00	100.00	.0%	
	TOTAL HEALTH SERVICES	100	0	100	.00	.00	100.00	.0%	
	TOTAL EXPENSES	100	0	100	.00	.00	100.00	.0%	

MatSu Borough School District



YTD BUDGETREPORT

FOR 2024 99

ACCOUNTS FOR: 351	IMPROVEMENT OF INSTRUCTION	ORIGINAL APPROP	TRANSFERS/ ADJUSTMENTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
1. DISCRETIONARY								
0. NON DEFINED								
100.062.351.0000.1.0.410.00000		0	ACC IMPV INST PROF TECH	11,000.00	.00		.00	100.0%
100.062.351.0000.1.0.440.00000		0	ACC IMPV INST PURCH SVC	.00	.00		11,000.00	.0%
100.062.351.0000.1.0.450.00000		0	ACC IMPV INST SUPPLIES	454.78	.00		.22	100.0%
TOTAL NON DEFINED		0	22,455	22,455	11,454.78	.00	11,000.22	51.0%
TOTAL DISCRETIONARY		0	22,455	22,455	11,454.78	.00	11,000.22	51.0%
TOTAL IMPROVEMENT OF INSTRUCTION		0	22,455	22,455	11,454.78	.00	11,000.22	51.0%
TOTAL EXPENSES		0	22,455	22,455	11,454.78	.00	11,000.22	

MatSu Borough School District



YTD BUDGETREPORT

FOR 2024 99									
ACCOUNTS FOR:	INST-RELATED TECHNOLOGY	ORIGINAL APPROP	TRANSFRS/ADJUSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED	
360									
3 UTILITIES									
0 NON DEFINED									
100.062.360.0000.3.0.433.00000		0	ACC INST TECH COMM	6,089	6,088.84	.00	.16	100.0%	
100.062.360.4103.3.0.433.00000		0	ACC INST TECH COMM	16,440	.00	16,439.88	.12	100.0%	
TOTAL NON DEFINED		0	22,529	22,529	6,088.84	16,439.88	.28	100.0%	
TOTAL UTILITIES		0	22,529	22,529	6,088.84	16,439.88	.28	100.0%	
TOTAL INST-RELATED TECHNOLOGY		0	22,529	22,529	6,088.84	16,439.88	.28	100.0%	
TOTAL EXPENSES		0	22,529	22,529	6,088.84	16,439.88	.28	100.0%	

MatSu Borough School District

YTD BUDGETREPORT



FOR 2024 - 99									
ACCOUNTS FOR:	SCHOOL ADMINISTRATION	ORIGINAL APPROP	TRANSFRS/ADJUSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED	
2 SALARIES/BENEFITS									
3 MSPA									
100.062.400.0000.2.3.310.00000		129,340	ACC SCH ADM CERT SAL		68,775.98	58,195.06	-.04	100.0%	
100.062.400.0000.2.3.319.00000		889	ACC SCH ADM CERT LV CI	126,971	.00	.00	889.00	.0%	
100.062.400.0000.2.3.361.00000		19,472	ACC SCH ADM HEALTH INS	889	10,202.94	10,202.82	.24	100.0%	
100.062.400.0000.2.3.362.00000		91	ACC SCH ADM UNEMPLOY	20,406	41.73	.00	49.27	45.9%	
100.062.400.0000.2.3.363.00000		1,953	ACC SCH ADM WK COMP	91	1,725.75	1,460.29	-.04	100.0%	
100.062.400.0000.2.3.364.00000		1,875	ACC SCH ADM FICA/MEDI	1,233	989.67	848.03	37.30	98.0%	
100.062.400.0000.2.3.365.00000		16,245	ACC SCH ADM TRS	1,875	8,568.82	7,250.58	425.60	97.4%	
100.062.400.0000.2.3.371.00000		180	ACC SCH ADM LIFE INS	0	102.44	.00	77.56	56.9%	
100.062.400.0000.2.3.372.00000		1,354	ACC SCH ADM CELL PHN	180	812.50	687.50	.00	100.0%	
100.062.400.0000.2.3.373.00000		1,425	ACC SCH ADM HSA	146	812.50	687.50	.00	100.0%	
100.062.400.0000.2.3.421.00000		650	ACC SCH ADM MILEAGE	75	.00	.00	.00	.0%	
TOTAL MSPA		173,474	-631	172,843	92,032.33	79,331.78	1,478.89	99.1%	
TOTAL SALARIES/BENEFITS		173,474	-631	172,843	92,032.33	79,331.78	1,478.89	99.1%	
TOTAL SCHOOL ADMINISTRATION		173,474	-631	172,843	92,032.33	79,331.78	1,478.89	99.1%	
TOTAL EXPENSES		173,474	-631	172,843	92,032.33	79,331.78	1,478.89	99.1%	

MatSu Borough School District



YTD BUDGETREPORT

FOR 2024 99										
ACCOUNTS FOR: 450	SCHOOL	ADMIN	SUPPORT	ORIGINAL APPROP	TRANSFERS/ADJUSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
1 DISCRETIONARY										
0 NON DEFINED										
100.062.450.0000.1.0.433.00000				0	ACC SCH ADM SP COMM 158	158	158.25		-.25	100.2%
100.062.450.0000.1.0.450.00000				0	ACC SCH ADM SP SUPPLIES 1,004	1,004	1,003.74		.26	100.0%
TOTAL NON DEFINED				0		1,162	1,161.99		.01	100.0%
TOTAL DISCRETIONARY				0		1,162	1,161.99		.01	100.0%
2 SALARIES/BENEFITS										
2 CEA										
100.062.450.0000.2.2.320.00000				36,737	ACC SCH ADM SP NC SALARY 2,592	39,329	21,631.06	17,698.14	-.20	100.0%
100.062.450.0000.2.2.333.00000				423	ACC SCH ADM SP NC LV CI 0	423	.00	.00	423.00	.0%
100.062.450.0000.2.2.361.00000				20,497	ACC SCH ADM SP HEALTH INS 3,710	24,207	12,103.29	12,103.23	.48	100.0%
100.062.450.0000.2.2.362.00000				26	ACC SCH ADM SP UNEMPLY 0	26	12.97	.00	13.03	49.9%
100.062.450.0000.2.2.363.00000				555	ACC SCH ADM SP WK COMP 420	975	536.43	438.91	-.34	100.0%
100.062.450.0000.2.2.364.00000				533	ACC SCH ADM SP FICA/MEDI 0	533	269.87	261.49	1.64	99.7%
100.062.450.0000.2.2.366.00000				8,082	ACC SCH ADM SP PERS 570	8,652	4,758.83	3,893.59	-.42	100.0%
100.062.450.0000.2.2.367.00000				2,252	ACC SCH ADM SP SBS 159	2,411	1,325.97	1,084.92	.11	100.0%
100.062.450.0000.2.2.371.00000				19	ACC SCH ADM SP LIFE INS 0	19	9.45	.00	9.55	49.7%
TOTAL CEA				69,124		76,575	40,647.87	35,480.28	446.85	99.4%
TOTAL SALARIES/BENEFITS				69,124		76,575	40,647.87	35,480.28	446.85	99.4%

MatSu Borough School District

YTD BUDGETREPORT



FOR 2024 99										
ACCOUNTS FOR:	SCHOOL	ADMIN	SUPPORT	ORIGINAL APPROP	TRANSFERS/ ADJUSTMS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
	TOTAL	SCHOOL	ADMIN	SUPPORT						
				69,124	8,613	77,737	41,809.86	35,480.28	446.86	99.4%
		TOTAL	EXPENSES	69,124	8,613	77,737	41,809.86	35,480.28	446.86	

MatSu Borough School District



YTD BUDGETREPORT

FOR 2024 '99

ACCOUNTS FOR:	DISTRICT	ADMIN	SUPPORT	ORIGINAL APPROP	TRANSFRS/ ADJUSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
550										
1 DISCRETIONARY										
0 NON DEFINED										
100.062.550.0000.1.0.495.00000				131,700	ACC DW ADM SP INDIRECT 5,121	136,821	.00	136,821.00	.00	100.0%
TOTAL NON DEFINED				131,700	5,121	136,821	.00	136,821.00	.00	100.0%
TOTAL DISCRETIONARY				131,700	5,121	136,821	.00	136,821.00	.00	100.0%
TOTAL DISTRICT ADMIN SUPPORT				131,700	5,121	136,821	.00	136,821.00	.00	100.0%
TOTAL EXPENSES				131,700	5,121	136,821	.00	136,821.00	.00	

MatSu Borough School District



YTD BUDGETREPORT

FOR 2024 99									
ACCOUNTS FOR: OPERATIONS & MAINTENANCE									
600	ORIGINAL APPROP	TRANSFRS/ADJUSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED		
1 DISCRETIONARY									
0 NON DEFINED									
100.062.600.0000.1.0.410.00000	5,000	ACC O&M PROF TECH 0	5,000	.00	.00	5,000.00	.0%		
100.062.600.0000.1.0.440.00000	5,000	ACC O&M PURCH SVC 15,351	20,351	10,725.94	9,624.56	.50	100.0%		
100.062.600.0000.1.0.445.00000	23,939	ACC O&M INS/BOND 0	23,939	.00	.00	23,939.00	.0%		
100.062.600.0000.1.0.450.00000	8,180	ACC O&M SUPPLIES 0	8,180	3,696.29	3.55	4,480.16	45.2%		
100.062.600.0000.1.0.510.00000	10,000	ACC O&M EQ >\$5000 0	10,000	.00	.00	10,000.00	.0%		
TOTAL NON DEFINED	52,119	15,351	67,470	14,422.23	9,628.11	43,419.66	35.6%		
TOTAL DISCRETIONARY	52,119	15,351	67,470	14,422.23	9,628.11	43,419.66	35.6%		
2 SALARIES/BENEFITS									
2 CEA									
100.062.600.0000.2.2.320.00000	44,382	ACC O&M NC SALARY -15,141	29,241	9,866.05	18,979.38	395.57	98.6%		
100.062.600.0000.2.2.330.00000	500	ACC O&M NC OT 143	643	642.98	.00	.02	100.0%		
100.062.600.0000.2.2.361.00000	34,455	ACC O&M HEALTH INS -34,455	0	.00	.00	.00	.0%		
100.062.600.0000.2.2.362.00000	31	ACC O&M UNEMPLOY 0	31	6.52	.00	24.48	21.0%		
100.062.600.0000.2.2.363.00000	670	ACC O&M WK COMP 0	670	270.52	154.49	244.99	63.4%		
100.062.600.0000.2.2.364.00000	644	ACC O&M FICA/MEDI 0	644	98.96	257.82	287.22	55.4%		
100.062.600.0000.2.2.366.00000	9,764	ACC O&M PERS -5,437	4,327	1,520.73	2,806.08	.19	100.0%		
100.062.600.0000.2.2.367.00000	2,721	ACC O&M SBS -1,692	1,029	647.53	381.39	.08	100.0%		

MatSu Borough School District



YTD BUDGETREPORT

FOR 2024 99							
ACCOUNTS FOR:	ORIGINAL	TRANSFRS/	REVISED	YTD	ENC/REQ	AVAILABLE	PCT
600 OPERATIONS & MAINTENANCE	APPROP	ADJUSTMTS	BUDGET	EXPENDED		BUDGET	USED
100.062.600.0000.2.2.371.000000	28	ACC O&M LIFE INS	28	6.30	.00	21.70	22.5%
TOTAL CEA	93,195	-56,582	36,613	13,059.59	22,579.16	974.25	97.3%
TOTAL SALARIES/BENEFITS	93,195	-56,582	36,613	13,059.59	22,579.16	974.25	97.3%
3 UTILITIES							
0 NON DEFINED							
100.062.600.0000.3.0.431.000000	5,000	ACC O&M WTRSWR	5,000	1,120.93	3,879.07	.00	100.0%
100.062.600.0000.3.0.432.000000	2,500	ACC O&M GRBG	2,700	1,680.72	1,019.31	-.03	100.0%
100.062.600.0000.3.0.433.000000	2,600	COMMUNICATIONS	779	778.72	.00	.28	100.0%
100.062.600.4100.3.0.433.000000	0	ACC O&M COMM	2,507	.00	1,728.28	778.72	68.9%
100.062.600.4101.3.0.433.000000	0	ACC O&M COMM	93	.00	93.00	.00	100.0%
100.062.600.4104.3.0.435.000000	50,000	ACC O&M ENERGY	50,000	12,638.78	37,361.22	.00	100.0%
TOTAL NON DEFINED	60,100	979	61,079	16,219.15	44,080.88	778.97	98.7%
TOTAL UTILITIES	60,100	979	61,079	16,219.15	44,080.88	778.97	98.7%
TOTAL OPERATIONS & MAINTENANCE	205,414	-40,252	165,162	43,700.97	76,288.15	45,172.88	72.6%
TOTAL EXPENSES	205,414	-40,252	165,162	43,700.97	76,288.15	45,172.88	

MatSu Borough School District



YTD BUDGETREPORT

FOR 2024-99

	ORIGINAL APPROP	TRANSFERS/ ADJUSTMTS	REVISED BUDGET	YTD EXPENDED	ENC/REQ	AVAILABLE BUDGET	PCT USED
GRAND TOTAL	3,292,507	314,332	3,606,839	1,411,177.39	1,614,702.58	580,959.03	83.9%

** END OF REPORT - Generated by CHARITY VAONA **

MatSu Borough School District

YTD BUDGETREPORT



REPORT OPTIONS

Sequence 1 Field # Total Page Break
Sequence 2 3 Y Y
Sequence 3 5 Y N
Sequence 4 6 Y N
Sequence 0 0 N N

Report title:
YTD BUDGETREPORT

Includes accounts exceeding 0% of budget.
Print totals only: N
Print Full or Short description: F
Print full GL account: Y
Format type: 1
Double space: N
Suppress zero bal accts: Y
Include requisition amount: Y
Print Revenue-Version headings: N
Print revenue as credit: Y
Print revenue budgets as zero: N
Include Fund Balance: N
Print Journal detail: N
From Yr/Per: 2023/ 1
To Yr/Per: 2023/13
Incl encumb/liq entries: Y
Sort by JE # or PO #: J
Detail format option: 1
Include additional JE comments: N
Multiyear view: F
Amounts/totals exceed 999 million dollars: N

Year/Period: 2024/99
Print MTD Version: N
Roll projects to object: N
Carry forward code: 1

Field Name	Find Criteria	Field Value
Fund		100
Location		062
Function		
Program		
Type		
Union		
Object		00000
Project		
Character code		
Account type		Expense
Account status		
Rollup Code		

Report generated: 01/17/2024 19:29
User: cp017700
Program ID: glytdbud

APPENDIX J: Transportation



Book	Board Policies
Section	3000 - Business and Non-Instructional Operations
Title	Charter School Transportation
Code	3541.03 BP
Status	Active
Adopted	April 1, 2015

CHARTER SCHOOL TRANSPORTATION

The School Board desires to provide transportation services to students attending a charter school operated by the District under this policy.

For a charter school that requests transportation services, the District will allocate a proportionate share of pupil transportation revenue based on the school's average daily membership (ADM), as certified by the Department of Education & Early Development, for the year in which services are rendered.

A charter school electing services must utilize the District's contracted transportation services. The total number of buses made available to a charter school will be based on the contracted daily bus rate multiplied by the number of days of service, not to exceed the charter school's total allocation of pupil transportation funding. No administrative costs will be applied to the charter school's overall funding allocation. The charter school will be responsible for routing of buses.

For a charter school that opts out of this policy, the District will provide transportation services for students enrolled in that charter school on a space available basis along the regular routes that the students attending schools in an attendance area in the District are transported.

If a charter school declines pupil transportation services, no funding allocation will be made by the District.



FY25 School Bus Schedule

Academy Charter School

Route: 106

Time	STOP DETAIL
6:57 AM	TARGET PARKING LOT BY BANK
7:13 AM	3 BEARS BY TRUNK RD BY GAS PUMPS
7:35 AM	ACADEMY CHARTER
2:25 PM	BUS ARRIVES AT ACADEMY CHARTER
2:45 PM	BUS DEPARTS ACADEMY CHARTER
2:56 PM	3 BEARS BY TRUNK RD BY GAS PUMPS
3:10 PM	TARGET PARKING LOT BY BANK

Route: 102

Time	STOP DETAIL
7:02 AM	COLONY DROP POINT
7:19 AM	GLENN HWY @ GREEN STORE
7:35 AM	ACADEMY CHARTER
2:20 PM	BUS ARRIVES AT ACADEMY CHARTER
2:45 PM	BUS DEPARTS ACADEMY CHARTER
2:53 PM	GLENN HWY @ GREEN STORE
3:08 PM	COLONY DROP POINT

FY25 Charter Schools Bus Stop Schedule

JEANIE BURTCH <JEANIE.BURTCH@MATSUK12.US>

Wed 7/31/2024 3:36 PM

To: BARBARA GERARD <Barbara.Gerard@matsuk12.us>; MELISSA LONG <MELISSA.LONG@MATSUK12.US>

Cc: CRYSTAL SMITH <CRYSTAL.SMITH@MATSUK12.US>

 1 attachments (30 KB)

FY25 Charter School Bus Schedule - ACC.pdf;

Good morning,

We have redistributed responsibilities among the Transportation Department (TRA) staff, and I will be your primary contact for any routing changes or student updates this year. I have attached your school's current bus stop schedule/s.

If you have not done so already, please send us a list of students and the location of their stops (bus roster) before August 13, 2024, so we may associate students with the correct stop location. This will enable parents to receive late bus notifications and track the bus on the first day of school."

If you have any changes to your school's calendar, please let me know as soon as possible so I may help facilitate communication with our bus contractor. As always you are welcome to call TRA at (907) 761-4357, option #2 or email at msbsdtransportation@matsuk12.us.

FRC (Timing and routing has changed slightly to avoid Colony traffic)

ACC (Timing and routing has changed slightly to avoid Colony traffic)

Thank you for your patience as I navigate my new job duties and responsibilities.

Jeanie Burtch – *Pupil Transportation Routing Technician*

Matanuska-Susitna Borough School District

Ph: 907-761-4054 | Fax: 907-761-4083

www.matsuk12.us

APPENDIX K: 2024-2025 Assessment Calendar

2024-2025 MSBSD Assessment Calendar	August 2024	September 2024	October 2024	November 2024	December 2024	January 2025	February 2025	March 2025	April 2025	May 2025
ACCESS - English Language Proficiency Assessment K - 12th required by DEED*							K - 12th Feb 3-28			
AP & IB Exams										AP & IB
aimswabPlus Benchmark K - 3rd required by DEED*	K - 3rd Aug 26-Sept 6	K - 3rd Aug 26-Sept 6		Cannot start winter benchmark in November	K - 3rd Dec 2-13				K - 3rd Apr 21-May 1	K - 3rd Apr 21-May 1
Alaska Developmental Profile Kindergarten required by DEED*	Kindergarten Aug 22-Nov 1	Kindergarten Aug 22-Nov 1	Kindergarten Aug 22-Nov 1	Kindergarten Aug 22-Nov 1						
Alaska Science Assessment 5th, 8th, & 10th required by DEED*									5th, 8th, & 10th Apr 7-16	
Alaska System of Academic Readiness (AK STAR) 3rd - 9th ELA and Math required by DEED*									OPTIONAL K-2nd MAP DEED Required 3rd - 9th AK STAR/MAP ELA & Math Apr 14-25	
Measures of Academic Progress (MAP) Growth Interim Assessments K-9th Optional Fall & Winter - K-2nd Optional Spring 3rd - 9th required by DEED* in Spring only		OPTIONAL K - 9th Sept 4-13			OPTIONAL K - 9th Dec 11-Jan 10					
Alternate Assessment/Dynamic Learning Maps (DLM) 3rd - 10th required by DEED*								3rd - 10th Mar 17-Apr 11	3rd - 10th Mar 17-Apr 11	
MSBSD Surveys 3rd - 12th required by MSBSD			Climate & Culture 3rd - 12th TBD					Instructional Climate 3rd - 12th TBD		
iReady Diagnostic Assessments K - 8th required by MSBSD	K - 8th Aug 15-Sept 6	K - 8th Aug 15-Sept 6			K - 8th Dec 2-19				K - 8th Apr 28-May 16	K - 8th Apr 28-May 16
PSAT 8/9 8th & 9th offered by MSBSD			Digital 8th & 9th Oct 21-31							
PSAT/NMSQT 10th & 11th for National Merit Scholarship Candidates - offered by MSBSD			Digital 10th & 11th Oct 21-31							
SAT School Day 12th offered by MSBSD			Digital 12th Oct 21-31							

*DEED: Department of Education and Early Development

Updated 05.02.2024

APPENDIX L: ASPI Star Rating

ASPI STAR RATING FOR ALASKAN SCHOOLS

Mat-Su Borough Schools	Academy Charter School	Palmer	KG	8	95.62	*****
Mat-Su Borough Schools	Alaska Middle College School	Eagle River	11	12	99.33	*****
Mat-Su Borough Schools	American Charter Academy	Wasilla	KG	12	90.90	****
Mat-Su Borough Schools	Beryozova School	Palmer	KG	12	97.73	*****
Mat-Su Borough Schools	Big Lake Elementary	Big Lake	PK	5	86.21	****
Mat-Su Borough Schools	Birchtree Charter School	Palmer	KG	8	90.72	****
Mat-Su Borough Schools	Burchell High School	Wasilla	9	12	59.16	**
Mat-Su Borough Schools	Butte Elementary	Palmer	PK	5	92.89	****
Mat-Su Borough Schools	Colony High School	Palmer	9	12	93.52	****
Mat-Su Borough Schools	Colony Middle School	Palmer	6	8	92.49	****
Mat-Su Borough Schools	Cottonwood Creek Elementary	Wasilla	PK	5	92.39	****

K-1 and K-2 schools assume the ASPI Rating
of the schools they feed into (identified in parentheses)

11 of 15

Alaska Department of Education & Early Development
Revised - 9/5/2014

Alaska School Performance Index (ASPI): 2013-2014

Summary of School Ratings Sorted by District

District Name	School Name	City	Low Grade	High Grade	ASPI Score	ASPI Star Rating
Mat-Su Borough Schools	Finger Lake Elementary	Wasilla	PK	5	90.53	****
Mat-Su Borough Schools	Fred and Sara Machetanz Elementary School	Wasilla	PK	5	92.99	****
Mat-Su Borough Schools	Fronteras Charter School	Wasilla	KG	8	91.26	****
Mat-Su Borough Schools	Glacier View School	Sutton	KG	12	89.42	****
Mat-Su Borough Schools	Goose Bay Elementary (Knik Elem)	Wasilla	PK	2	92.80	****
Mat-Su Borough Schools	Houston High School	Big Lake	9	12	84.11	***
Mat-Su Borough Schools	Houston Middle School	Houston	6	8	83.72	***
Mat-Su Borough Schools	Iditarod Elementary	Wasilla	PK	5	90.38	****
Mat-Su Borough Schools	John Shaw Elementary	Wasilla	PK	5	90.67	****
Mat-Su Borough Schools	Knik Elementary School	Wasilla	3	5	92.80	****
Mat-Su Borough Schools	Larson Elementary	Wasilla	PK	5	93.45	****
Mat-Su Borough Schools	Mat-Su Career & Tech Ed High School	Wasilla	9	12	98.00	*****
Mat-Su Borough Schools	Mat-Su Central School	Wasilla	KG	12	81.99	***
Mat-Su Borough Schools	Mat-Su Day School	Wasilla	KG	12	51.80	*

APPENDIX M: 2024-2025 Academy K-12 Public Charter School Calendar

FW: Calendar Approval

BRENDA HOTCHKISS <Brenda.Hotchkiss@matsuk12.us>

Tue 4/16/2024 3:06 PM

To: BARBARA GERARD <Barbara.Gerard@matsuk12.us>

Hi Barbara,

Your calendar was just approved.

Happy Spring!

Brenda

From: CalendarSubmissionsDONOTREPLY@alaska.gov <CalendarSubmissionsDONOTREPLY@alaska.gov>

Sent: Tuesday, April 16, 2024 2:59 PM

To: BRENDA HOTCHKISS <Brenda.Hotchkiss@matsuk12.us>

Subject: Calendar Approval

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.
--

School Calendar Approved & Validated Details

District	Matanuska-Susitna Borough School District
School	339010
Calendar Title	Matanuska-Susitna Borough School District-Academy
School Year	2024-2025
Created By	Brenda Hotchkiss
Created By Title	Executive Assistant
Created By Email	brenda.hotchkiss@matsuk12.us
Submission Date	4/5/2024
Approved By	Brenda Hotchkiss
Approved By Title	Executive Assistant
Approved Date	4/5/2024
Validated By	baverbrugge
Validated By Title	RA
Validated Date	4/16/2024

Matanuska-Susitna Borough School District
Academy Charter School Calendar
2024 - 2025

Matanuska-Susitna Borough School District

S	M	T	W	T	F	S
---	---	---	---	---	---	---

JULY						
	1	2	3	H	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST						
				1	2	3
4	WD	PL	SO	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER						
1	H	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER						
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	PC	PC	PL	PL		

NOVEMBER						
					PL	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	H	H	30

DECEMBER						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	WD	WD	21
22	V	V	H	V	V	28
29	V	V				

August

5	Work Day for Teachers (WD)*
6	Professional Learning Day (PL)*
7	School Opens for K-8 (SO)

September

2	Labor Day Holiday (H)*
---	------------------------

October

28-29	Parent Teacher conference
30-31	Professional Learning Day (PL)*

November

1	Professional Learning Day (PL)*
28-29	Thanksgiving Holiday (H)*

December

19-20	Work Day for Teachers (WD)*
25	Christmas Holiday (H)*
23-31	Winter Vacation (V)*

January

1	New Years Day (H)*
2-3	Winter Vacation (V)*
20	Martin Luther King Jr. Day (H)*

February

19-21	Professional Learning Day (PL)*
-------	---------------------------------

March

6-7	Work Day for Teachers (WD)*
10-17	Spring Vacation (V)*

May

2	Professional Learning Day (PL)*
15	Work Day for Teachers (WD)*

S	M	T	W	T	F	S
---	---	---	---	---	---	---

JANUARY						
			H	V	V	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	H	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	PL	PL	PL	22
23	24	25	26	27	28	

MARCH						
						1
2	3	4	5	WD	WD	8
9	V	V	V	V	V	15
16	V	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL						
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY						
				1	PL	3
4	5	6	7	8	9	10
11	12	13	14	SC	WD	17
18	19	20	21	22	23	24
25	H	27	28	29	30	31

JUNE						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

*Indicates no school for students

APPENDIX N: Entrance and Exit Interview Goals

Goals 2023-24 School Year – Entrance Interview –

Student Name _____ Allergies _____

Parent _____
Contact Information: Phone # _____ Cell _____
Text _____ Email _____

Parent _____
Contact Information: Phone # _____ Cell _____
Text _____ Email _____

Parent Goal for student

1. _____

2. _____

Student Goals

1. _____

2. _____

Teacher Goal for student

1. _____

2. _____

Parent Worries and
Concerns. _____

CHECK OFF LIST For Entrance Interview

__Goals –

- ✓ Parent
- ✓ Student

__Explain drop off and pick up procedures –

- ✓ 7:25-7:40 am Wait in squares with family name until orderly release to small groups.
- ✓ 7:45 am Attendance is counted.
- ✓ Parents MUST wait in the vehicle. Not the time for a conference. 😊
- ✓ By last name. Lines have been shifted - G has own line, H has joined to become H-K.

_ Snack –

- ✓ Snack should be packaged separately from lunch to allow easy access in small group. (It could be in a baggie or in a separate snack container.)
- ✓ Separate snack will help students avoid eating their entire snack and lunch for snack time.
- ✓ Snack should be small, quick, nutritious. Please avoid heavy carbs and processed foods.
- ✓ Example of a good snack: A few chunks of cheese and some hard salami.

_ Lunch

- ✓ Avoid foods that may take a long time to warm up.
- ✓ No soda pop.
- ✓ No energy drinks.
- ✓ Avoid items high in sugar.
- ✓ Limit candy.

_ Volunteer opportunities for grade level every Friday lunch! Sign up across from office!

__Volunteers - Adults must sign in at the office prior to going to the classroom.

_ Field trips planned. Do you need drivers?

_ Parents should check the Parent Vue minimally once a week to monitor grades and if student has missing work.

- ✓ To set up Parent Vue – call the IT HELP desk.
- ✓ Parent can expect, minimally, 2 grades per week per subject area to be entered.

_ Teacher will contact you via email or by phone when the student:

- ✓ Has missing assignments.
- ✓ To share positive things about your student. 😊
- ✓ Behavior needs to improve.

_ Homework –

- ✓ The purpose is to practice and reinforce learning.
- ✓ Parent can expect approximately ____ minutes of homework each night.
- ✓ Explain how and where a student should turn in homework.
- ✓ Late work policy for middle school students.

_ Report cards –

- Academy has semester end report cards.
 - ✓ December's report card is mailed to the parent home address.
 - ✓ May's report card is usually handed out at exit interview.

_ No electronics should be brought from home to school.

_ Cell phone policy – added Apple Watch to pouch, no earbuds or wireless headphones.

_ Teacher's contact information and best time to contact you.

- ✓ Worst time to try to speak with a teacher is 7:30 – 7:45 am and also at pick up time.

_ Encourage parents to come in, call or email any and all concerns immediately. (Don't wait!!...we can fix most things if we know.)

APPENDIX O: Academy Charter School Report Card Samples

Student Name	Days Absent	Date	Grade	Core Teacher
			7	



Academy Charter School
801 E. Arctic Avenue
Palmer, Alaska 99645
907-746-2358
acc@matsuk12.us

Behavior Skills	Participate actively in learning process		Solves problems in appropriate manner	
	Displays positive attitude		Respects rights & property of others	
	Displays self-control		Works independently	
	Interacts well with peers		Stays on task	
	Quality workmanship		Completes assignments on time	
	Numbers reflect progress on mastery of standards: 3=Demonstrates Skill 2=Learning in Progress 1=Needs more Time/Help No mark=Not evaluated Letter grades reflects performance & work accomplished including participation in class: A =Outstanding B =Above Average C =Average D =Below Average IC=Incomplete, not enough work turned in to be measured			

ELA Writing		Adv. Math	
Write arguments to support claims with clear reasons and relevant evidence, introduce claims, counter arguments, support claims, and use language to clarify relationships, organization for clarity. W7.1		Demonstrates conceptual understanding of number theory by: applying the rules for order of operations to real numbers, identifying or writing the prime factorization of a number using exponents and using the distributing property with real numbers. 8.N-8-10	
Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. W7.2		Know how to classify rational and irrational numbers. Understand that every number has a decimal expansion; and convert a decimal expansion and expressing products of numbers using exponents. 8.N-4.5	
Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. W7.2a-d		The student solves problems using estimation by applying and assessing the appropriateness of a variety of estimation strategies. 8.E&C-1	
Gather relevant information from print and digital sources, using search terms effectively, assess the credibility and accuracy of each source; Using peer and teacher review, develop and strengthen writing by planning, editing, revising, rewriting, focusing on audience and language. W7.4-8.		Students demonstrate understanding of real numbers by: ordering real numbers, distinguishing between a whole number in scientific notation and real numbers in standard form. 8.N-1,2	
ELA Reading		Math	
Cite several pieces of textual evidence to support analysis of what the text says; determine the meaning or central idea of a text and analyze its development; restate main ideas R7.1		Solve real-life and mathematical problems using numerical and algebraic expressions and equations. 7.EE.3 and 7.EE.4	
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choice. R7.4-5		Draw, construct, and describe geometrical figures and describe the relationships between them. 7.G.1 - 3	
Analyze the author's purpose and how an author establishes and contrasts the points of view of different characters or narrators in a text. R7.6		Solve real-life and mathematical problems involving angle measure, area, surface area and volume. 7.G.4 - 6	
Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims; analyze how two or more authors writing on the same topic shape their arguments. RIT7.8-9		Investigate chance processes and develop, use and evaluate probability models. 7.SP.5-8	
Science		Social Studies	
Uses the scientific method to ask questions, complete investigations, and report findings.		Understand how America became a world power and its impact within the U.S. and around the world.	
Understand the structure and function of the cell as the basic unit of all life.		Understands that history is a record of human experiences that links the past to the present and the future.	
Understands the structure and function of DNA, Chromosomes, and Genetics.		Understands historical themes through factual knowledge of time, places, ideas, institutions, cultures, people & events.	
Safely participates in laboratory activities and maintains focus on the assigned task.		Spanish	
		Recognize conjugated verbs, adjectives & adverbs in reading & able to decode.	
		Able to express themselves on a basic level through composition.	
		Start to be able to answer simple oral questions in a classroom setting.	

Student Name	Days Absent	Date	Grade	Core Teacher
			8	



Academy Charter School
801 E. Arctic Avenue
Palmer, Alaska 99645
907-746-2358
acc@matsuk12.us

Behavior Skills	Participate actively in learning process		Solves problems in appropriate manner	
	Displays positive attitude		Respects rights & property of others	
	Displays self-control		Works independently	
	Interacts well with peers		Stays on task	
	Quality workmanship		Completes assignments on time	
	Numbers reflect progress on mastery of standards: 3=Demonstrates Skill 2=Learning in Progress 1=Needs more Time/Help No mark=Not evaluated Letter grades reflects performance & work accomplished including participation in class: A =Outstanding B =Above Average C =Average D =Below Average IC=Incomplete, not enough work turned in to be measured			

Language Arts	English 1
Write arguments to support claims, using valid reasoning, relevant and sufficient evidence. W.8.1 Informative/explanatory texts, complex ideas, concepts, and information through the effective selection, organization, analysis of content. W. 8.2. Engage in discussions, topics, texts, and issues, building on others' ideas, expressing their own clearly. SL.8.1 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, well-chosen details.	Cite strong and thorough textual evidence to support analysis explicitly/implicit inferences drawn from the text. 9R.L.1. Determine a theme or central idea of a text and analyze in detail, restate, and summarize main ideas or events, in correct sequence. 9R.L.2. Analyze how complex characters develop, interact with other characters, and advance the plot or develop the theme. 9R.L.3.
W.8.3. Produce clear, coherent writing in which the development, organization, style, features are appropriate to task, genre, purpose, and audience W. 8.4. Develop, strengthen writing by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing the significant for a specific audience. 8.5	9R. L.4. Determine the meaning of words and phrases, including figurative and connotative meanings; analyze the word choices on meaning and tone (formal or informal tone). 9R.L.5. Analyze how an author's choices structure a text, use literary devices, order events and manipulate time; create effects as mystery, tension, or surprise. Analyze a point of view or cultural reflected in literature.
Math	Algebra 1
8.EE.3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other	F-IF.2. Use function notation, evaluate functions for inputs in their domains F-IF.1. Understand that a function from one set to another set assigns to each element of the domain exactly one element of the range.
8.NS.3. Identify or write the prime factorization of a number using exponents.	F-BF.4. Find inverse functions. Solving or identifying solutions to multi-steps linear inequalities F&R-6
8.NS.2. Order real numbers, using approximations of irrational numbers, locating them on a number line	A-SSE.4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1) and use the formula to solve problems.
8.EE.7. Solve linear equations in one variable.	A-CED.1. Create equations and inequalities in one variable and use them to solve problems. A-SSE.1. Interpret expressions that represent a quantity in terms of its context.
Advanced Social Studies	Science
Understands that history is a record of human experiences that links the past to the present and the future.	Asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating SA1.1
Understands historical themes through factual knowledge of time, places, ideas, institutions, cultures, people & events.	Identifying, designing, testing, and revising solutions to a local problem SE2.1 Identify multiple paths that can be used to investigate and evaluate potential solutions to a question or problem SE2.2
Knows that history is dynamic and composed of key turning points.	Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object. MS-PS3-5
Understands the basic concept of supply and demand.	Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system. MS-PS3-2
Spanish-	
Understand that verbs in Spanish can be irregular. Able to simply express their thoughts coherently in composition.	
Able to respond to extemporaneous questions using known vocabulary.	

APPENDIX P: Assessment Results-AK Star

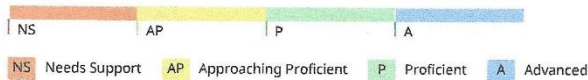


2024 School Summary Report - English Language Arts
District: MATANUSKA-SUSITNA BOROUGH SCHOOL DISTRICT
School: ACADEMY CHARTER SCHOOL

	Students Tested	Mean Score	Median Score	% of Students by Achievement Level			
ACADEMY CHARTER SCHOOL	169	1613	1608	7%	27%	39%	27%
MATANUSKA-SUSITNA BOROUGH SCHOOL DISTRICT	8,178	1594	1589	30%	31%	27%	12%
ALASKA	54,814	1588	1583	40%	28%	22%	10%

Achievement Levels

Overall scores on the AK STAR Assessments are divided into four achievement levels: Advanced, Proficient, Approaching Proficient, and Needs Support.



Scale Scores

The number of students and median and mean scale scores are reported at the grade level in the table below. The median is the middle score in the ordered list of all students' scale scores. The mean is the average scale score by grade.

For scale score ranges of all achievement levels, visit this page or scan the QR code:
education.alaska.gov/assessments/achievement



ELA Summary By Grade

Grade	Students Tested	Mean Score	Median Score	% of Students by Achievement Level			
3	30	1582	1582	NS : 20%	AP : 30%	P : 20%	A : 30%
				School District: 20%	30%	20%	30%
				State: 26%	38%	23%	13%
4	27	1593	1590	NS : 4%	AP : 30%	P : 48%	A : 19%
				School District: 4%	30%	48%	19%
				State: 29%	31%	28%	12%
5	30	1607	1604	NS : 13%	AP : 27%	P : 33%	A : 27%
				School District: 13%	27%	33%	27%
				State: 26%	25%	33%	15%
6	27	1619	1620	NS : 0%	AP : 33%	P : 48%	A : 19%
				School District: 33%	48%	19%	
				State: 24%	34%	29%	14%
7	26	1640	1635	NS : 4%	AP : 15%	P : 46%	A : 35%
				School District: 4%	15%	46%	35%
				State: 33%	33%	26%	8%
8	29	1641	1643	NS : 0%	AP : 28%	P : 41%	A : 31%
				School District: 28%	41%	31%	
				State: 39%	27%	23%	10%

Due to rounding, the sum of the percentage values may not equal 100%.



For more information on AK STAR, please visit education.alaska.gov/akstar.

Performance by Instructional Area

The table below shows how the performance of the school compares to the district and state mean RIT score for the instructional areas of the test.

Comparison Legend

- ↑ did better than the District/State mean RIT
- ≈ did about as well as the District/State mean RIT
- ↓ did not do as well as the District/State mean RIT
- ∅ did not attempt any items in this area

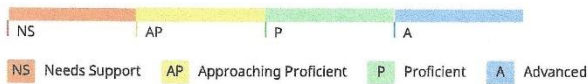
Grade	Students with Valid RIT Scores	Instructional Area	Comparison	
			District	State
3	30	Reading Overall	↑	↑
		• Literary Text	↑	↑
		• Informational Text	↑	↑
		• Vocabulary	↑	↑
		Language Usage Overall	↑	↑
		• Language: Grammar	↑	↑
		• Language: Mechanics	↑	↑
		• Writing: Write/Revise	↑	↑
4	27	Reading Overall	↑	↑
		• Literary Text	↑	↑
		• Informational Text	↑	↑
		• Vocabulary	↑	↑
		Language Usage Overall	↑	↑
		• Language: Grammar	↑	↑
		• Language: Mechanics	↑	↑
		• Writing: Write/Revise	↑	↑
5	30	Reading Overall	↑	↑
		• Literary Text	↑	↑
		• Informational Text	↑	↑
		• Vocabulary	↑	↑
		Language Usage Overall	↑	↑
		• Language: Grammar	↑	↑
		• Language: Mechanics	↑	↑
		• Writing: Write/Revise	↑	↑
6	27	Reading Overall	↑	↑
		• Literary Text	↑	↑
		• Informational Text	↑	↑
		• Vocabulary	↑	↑
		Language Usage Overall	↑	↑
		• Language: Grammar	↑	↑
		• Language: Mechanics	↑	↑
		• Writing: Write/Revise	↑	↑
7	26	Reading Overall	↑	↑
		• Literary Text	↑	↑
		• Informational Text	↑	↑
		• Vocabulary	↑	↑
		Language Usage Overall	↑	↑
		• Language: Grammar	↑	↑
		• Language: Mechanics	↑	↑
		• Writing: Write/Revise	↑	↑
8	29	Reading Overall	↑	↑
		• Literary Text	↑	↑
		• Informational Text	↑	↑
		• Vocabulary	↑	↑
		Language Usage Overall	↑	↑
		• Language: Grammar	↑	↑
		• Language: Mechanics	↑	↑
		• Writing: Write/Revise	↑	↑



	Students Tested	Mean Score	Median Score	% of Students by Achievement Level
ACADEMY CHARTER SCHOOL	169	1573	1564	
MATANUSKA-SUSITNA BOROUGH SCHOOL DISTRICT	8,177	1548	1543	
ALASKA	54,834	1541	1536	

Achievement Levels

Overall scores on the AK STAR Assessments are divided into four achievement levels: Advanced, Proficient, Approaching Proficient, and Needs Support.



Scale Scores

The number of students and median and mean scale scores are reported at the grade level in the table below. The median is the middle score in the ordered list of all students' scale scores. The mean is the average scale score by grade.

For scale score ranges of all achievement levels, visit this page or scan the QR code:
education.alaska.gov/assessments/achievement



Math Summary By Grade

Grade	Students Tested	Mean Score	Median Score	% of Students by Achievement Level
3	30	1532	1529	NS : 7% AP : 23% P : 50% A : 20%
				School
				District
4	27	1548	1545	NS : 4% AP : 30% P : 41% A : 26%
				School
				District
5	30	1560	1558	NS : 7% AP : 7% P : 67% A : 20%
				School
				District
6	27	1580	1575	NS : 4% AP : 19% P : 52% A : 26%
				School
				District
7	26	1604	1601	NS : 4% AP : 12% P : 42% A : 42%
				School
				District
8	29	1617	1612	NS : 7% AP : 7% P : 52% A : 34%
				School
				District

Due to rounding, the sum of the percentage values may not equal 100%.



For more information on AK STAR, please visit education.alaska.gov/akstar.

Performance by Instructional Area

The table below shows how the performance of the school compares to the district and state mean RIT score for the instructional areas of the test.

Comparison Legend

- ↑ did better than the District/State mean RIT
- ≈ did about as well as the District/State mean RIT
- ↓ did not do as well as the District/State mean RIT
- ∅ did not attempt any items in this area

Grade	Students with Valid RIT Scores	Instructional Area	Comparison	
			District	State
3	30	Math Overall	↑	↑
		• Operations and Algebraic Thinking	↑	↑
		• Number and Operations	↑	↑
		• Measurement and Data	↑	↑
		• Geometry	↑	↑
4	27	Math Overall	↑	↑
		• Operations and Algebraic Thinking	↑	↑
		• Number and Operations	↑	↑
		• Measurement and Data	↑	↑
		• Geometry	↑	↑
5	30	Math Overall	↑	↑
		• Operations and Algebraic Thinking	↑	↑
		• Number and Operations	↑	↑
		• Measurement and Data	↑	↑
		• Geometry	↑	↑
6	27	Math Overall	↑	↑
		• Operations and Algebraic Thinking	↑	↑
		• The Real and Complex Number Systems	↑	↑
		• Geometry	↑	↑
		• Statistics and Probability	↑	↑
7	26	Math Overall	↑	↑
		• Operations and Algebraic Thinking	↑	↑
		• The Real and Complex Number Systems	↑	↑
		• Geometry	↑	↑
		• Statistics and Probability	↑	↑
8	29	Math Overall	↑	↑
		• Operations and Algebraic Thinking	↑	↑
		• The Real and Complex Number Systems	↑	↑
		• Geometry	↑	↑
		• Statistics and Probability	↑	↑



	# Students Tested	Mean Score	Median Score	% of Students by Achievement Level			
ACADEMY CHARTER SCHOOL	174	1611	1609	9%	35%	37%	20%
MATANUSKA-SUSITNA BOROUGH SCHOOL DISTRICT	7978	1594	1590	35%	32%	29%	9%
ALASKA STATE ORG	54745	1591	1585	43%	28%	21%	9%

Achievement Levels

Overall scores on the AK STAR Assessments are divided into four achievement levels: Advanced, Proficient, Approaching Proficient, and Needs Support.

Scale Scores

The number of students and median and mean scale scores are reported at the school level in the table below. The median is the middle score in the ordered list of all students' scale scores. The mean is the average scale score by grade.



Comparisons: District and State

- ↑ did better than the district and state mean for the reporting category
- ≈ did about as well as the district and state mean for the reporting category
- ↓ did not do as well as the district and state mean for the reporting category
- Ø did not attempt any items in this category

ELA Summary By Grade

Grade	# Students Tested	Mean Score	Median Score	% of Students by Achievement Level				Reporting Category	Comparison	
									District	State
3	28	1582	1579	18%	57%	7%	18%	Reading	↑	↑
				Needs Support: 18%	Approaching Proficient: 57%	Proficient: 7%	Advanced: 18%	Writing and Language	↑	↑
4	30	1600	1600	40%	37%	20%		Reading	↑	↑
				Needs Support: 3%	Approaching Proficient: 40%	Proficient: 37%	Advanced: 20%	Writing and Language	↑	↑
5	30	1611	1608	37%	37%	23%		Reading	↑	↑
				Needs Support: 3%	Approaching Proficient: 37%	Proficient: 37%	Advanced: 23%	Writing and Language	↑	↑
6	30	1606	1607	10%	30%	57%		Reading	↑	↑
				Needs Support: 10%	Approaching Proficient: 30%	Proficient: 57%	Advanced: 3%	Writing and Language	↑	↑
7	30	1635	1637	10%	20%	43%	27%	Reading	↑	↑
				Needs Support: 10%	Approaching Proficient: 20%	Proficient: 43%	Advanced: 27%	Writing and Language	↑	↑
8	26	1632	1630	8%	27%	38%	27%	Reading	↑	↑
				Needs Support: 8%	Approaching Proficient: 27%	Proficient: 38%	Advanced: 27%	Writing and Language	↑	↑

APPENDIX Q: Letter of Fiscal Assurance

Charter Schools Assurance Page

By signing this document, the school district files its assurance that the statements, documents and/or information listed below is in compliance with all state and federal laws and regulations.

The charter school bylaws previously submitted to the department in the initial application or previous renewal applications have not changed. 4 AAC 33.110(a)(4)

The charter school administrative policy manual submitted to the department in the initial application or previous renewal applications has not changed. 4 AAC 33.110(a)(13)

The charter school follows all district approved practices to account for receipts and expenditures. AS 14.03255(b)(1)(c)(6), 4 AAC 33.110(a)(14)(B)

The charter school has been successful in ending each year with a zero or positive fund balance. AS 14.03255(b)(1)

All audit reports to date indicate the charter school has met its obligation to ensure the fiscal integrity of the school's financial operation. AS 14.03255(b)(2)(c)(13)

Name of the School District: Matanuska-Susitna Borough School District

Name of the Charter Program: Academy Charter School

Name of Superintendent: Dr. Randy Trani

Signature of Superintendent:  Date: 8/15/24

APPENDIX R: Sample Class Schedules

FIRST Grade 2024-25

Monday	Tuesday	Wednesday	Thursday	Friday
Arrival in gym	Arrival in gym	Arrival in gym	Arrival in gym	Arrival in gym
Dismiss to LA classrooms	Dismiss to LA classrooms	Dismiss to LA classrooms	Dismiss to LA classrooms	Dismiss to LA classrooms
(7:45 - 9:45 am) 1st grade Language Arts Block	(7:45 - 9:45 am) 1st grade Language Arts Block	(7:45 - 9:45 am) 1st grade Language Arts Block	(7:45 - 9:45 am) 1st grade Language Arts Block	(7:45 - 9:45 am) 1st grade Language Arts Block
1st Grade Recess 9:45 - 9:55 Snack 9:55 - 10:05	1st Grade Recess 9:45 - 9:55 Snack 9:55 - 10:05	1st Grade Recess 9:45 - 9:55 Snack 9:55 - 10:05	1st Grade Recess 9:45 - 9:55 Snack 9:55 - 10:05	1st Grade Recess 9:45 - 9:55 Snack 9:55 - 10:05
(10:10 - 11:50) 1st Grade	(10:10 - 11:50) 1st Grade	(10:10 - 11:50) 1st Grade	(10:10 - 11:50) 1st Grade	(10:10 - 11:50) 1st Grade
1st Grade LUNCH 11:50 - 12:20 Jessica	1st Grade LUNCH 11:50 - 12:20 Betsy	1st Grade LUNCH 11:50 - 12:20 Betsy	1st Grade LUNCH 11:50 - 12:20 Jessica	1st Grade LUNCH 11:50 - 12:20 MONITOR
(12:20 - 12:50) 1st GRADE GROUP #1 Indoor Craft Project Group #2 recess	(12:20 - 12:50) 1st GRADE Group #2 Dance GROUP #1 Recess	(12:20 - 1:20) 1st Recess GRADE ALL	(12:20 - 12:50) 1st GRADE Library	Staff Meeting ends at 12:40
(12:50 - 1:20) 1st GRADE GROUP #2 Indoor Craft Project Group #1 recess	(12:50 - 1:20) 1st GRADE Group #2 Dance GROUP #1 Recess		Recess (12:50 - 1:20)	Whole class Taekwondo 12:20-1:50
K - 5 LABS (1:20 - 2:30 pm)	K - 5 LABS (1:20 - 2:30 pm)	K - 5 LABS (1:20 - 2:30 pm)	K - 5 LABS (1:20 - 2:30 pm)	K - 5 LABS (1:20 - 2:30 pm)
1st grade pack-up/chores	1st grade pack-up/chores	1st grade pack-up/chores	1st grade pack-up/chores	1st grade pack-up/chores
in gym no later than 2:42	in gym no later than 2:42	in gym no later than 2:42	in gym no later than 2:42	in gym no later than 2:42

7th GRADE Schedule 2024-25

Monday	Tuesday	Wednesday	Thursday	Friday
Arrival in gym	Arrival in gym	Arrival in gym	Arrival in gym	Arrival in gym
Dismiss to LA classrooms	Dismiss to LA classrooms	Dismiss to LA classrooms	Dismiss to LA classrooms	Dismiss to LA classrooms
(7:45 - 9:00 am) 7th GRADE Language Arts Block	(7:45 - 9:45 am) 7th GRADE Language Arts Block	(7:45 - 9:45 am) 7th GRADE Language Arts Block	(7:45 - 9:45 am) 7th GRADE Language Arts Block	(7:45 - 9:00) 7th GRADE Language Arts Block
(9 - 10 am) 1/2 class 7th GRADE in TAEKWONDO/1/2 in Art with Mrs. Christensen				(9 - 10 am) Spanish 7th Grade (whole class)
7th GRADE SNACK (10 - 10:10 am)	7th GRADE SNACK (10 - 10:10 am)	7th GRADE SNACK (10 - 10:10 am)	7th GRADE SNACK (10 - 10:10 am)	7th GRADE SNACK (10 - 10:10 am)
(10:10 - 11:50) 7th GRADE Math Block	(10:10 - 11:50) 7th GRADE Math Block	(10:10 - 11:50) 7th GRADE Math Block	(10:10 - 11:50) 7th GRADE Math Block	(10:10 - 11:50) 7th GRADE Math Block
LUNCH 11:50 - 12:20 7th GRADE LUNCH (Molly Nichols Monitor)	LUNCH 11:50 - 12:20 7th GRADE LUNCH (TEACHERS)	LUNCH 11:50 - 12:20 7th GRADE LUNCH (Monitor)	LUNCH 11:50 - 12:20 7th GRADE LUNCH (Teachers)	Staff Lunch and staff meeting 11:50 - 12:40
(12:20 - 2:30) History with Wright History with Twohy	(12:20 - 1:20) Spanish Cady w Twohy's Wright GROUP - Science Dunham	(12:20 - 1:20) 7th Twohy's History Wright History	(12:20 - 1:20) Spanish Cady w Wright's Twohy's - Science Dunham	Lunch Ops (12:20 - 12:40)
	(1:20 - 2:30) History w Wright's group Twohy's GROUP - Science Dunham	(1:20 - 2:25) Schumacher/Nichols Outdoor Fitness (MUST change into uniform after)	(1:20 - 2:30) History with Twohy's Wright's - Science Dunham	ELECTIVE 12:40 - 2:30
to gym no later than 2:42	to gym no later than 2:42	to gym no later than 2:42	to gym no later than 2:42	to gym no later than 2:42