



# AFSA Charter School

PreK-12 Public Charter District 4074

## 2024-25 Annual Report & CACR Summary

### AFSA Community Highlights

- AFSA had 11 students qualify for National Science Fair, the most of any school in MN!
- Elementary students participated in over 100 field trip experiences this year!
- AFSA provided over 3,500 Community Service hours during the school year!
- AFSA Fundraisers raised over \$5,000 in funds for student field trips and experiential learning!
- AFSA Parent group helped raise funds to send over 25 students to Osprey Wilds Environmental Learning Center for J-term!
- After a long search, Sam Wakefield is AFSA's new Executive Director!



## Table of Contents

3...	School Mission, Vision, and Information
4...	Authorizer Information
5...	Implementation of Primary and Additional Statutory Purposes
5...	Student Enrollment & Demographics
5...	Student Attendance, Attrition & Mobility
6...	Educational Approach & Curriculum
11...	Innovative Practices & Implementation
12...	Strategic Plan Highlights
14...	Academic Performance: Goals & Benchmarks
17...	Educational Effectiveness: Assessment & Evaluation
20...	Q-Comp Annual report
21...	Student & Parent Satisfaction
22...	Environmental Education
22...	Governance & Management
30...	Staffing
33...	Operational Performance
37...	Finances
37...	Future Plans



Dear AFSA Families and Community,

I am honored to share the accomplishments of the students and staff with you from the 2024-2025 school year. At the beginning of the school year, the administration team was faced with unexpected shifts in roles and responsibilities. As a team, we worked together quickly to make sure the school year was ready for our students and staff. I can proudly share that the year was a success and even in moments of uncertainty, we took those challenges and turned them into opportunities for success. AFSA's leadership team is strong, and ready to take the school to the next level. Our teachers and support staff want to come to work each and every day. With little turn over, we create a positive and nurturing work environment and community. Our staff is here to help the students recognize and achieve their goals. Over the 2024-2025 school year we established a positive environment and prepared students for the world beyond our school walls. Help continue our work by spreading the word of AFSA

Sam Wakefield  
Executive Director

## Our Mission

The Academy for Sciences and Agriculture (AFSA), a public charter school for grades PrK-12, engages learners in academically rigorous, student-centered, hands-on experiences and leadership opportunities within a science, environmental education, and agricultural context.

## Our Vision

AFSA will develop lifelong learners who are curious, care for others and have high skill levels in applied sciences, and will be prepared for a future in a diverse, global and changing society.

## Our School

AFSA Charter School was founded in 2001 with the purpose of providing agricultural literacy to an urban and suburban population. The school has expanded to include career opportunities in five areas of science; including: Engineering, Animal Science, Plant Science, Environmental Science, and Food Science. In 2005, the location in Vadnais Heights opened its doors. This facility was purposefully designed to fit our curriculum and mission. AFSA High School's location allows the inclusion of students from many northern Twin Cities areas to attend. In 2014, AFSA opened a Middle School and second facility. In 2019, AFSA moved the second site to Little Canada and expanded to include Elementary grades. Finally, in 2024, AFSA added Voluntary Pre-Kindergarten (VPK) in the Elementary building.

AFSA High School  
100 Vadnais Blvd  
Vadnais Heights, MN 55127  
651-209-3910

AFSA Elementary  
2925 Country Drive  
Little Canada, MN 55117  
612-260-2662



## Authorizer Information

AFSA Charter School is authorized by Osprey Wilds (OW). AFSA Charter School's dedication to providing opportunities in Environmental Education directly aligns with the mission of Osprey Wilds, which is: "to instill a connection and commitment to the environment in people of all communities through experiential learning." AFSA's current contract expires in 2028. The State of Minnesota recognizes charter schools as being "authorized" by organizations where the missions of both the authorizer and the charter school are consistent. All authorizers must be approved by the commissioner of the Minnesota Department of Education. Authorizers are charged with supporting, improving and enhancing elementary and secondary education in Minnesota.

The authorizing mission of Osprey Wilds Environmental Learning Center is to ensure quality academic and environmental literacy outcomes for students in Minnesota through effective charter school authorizing.

The authorizing vision of Osprey Wilds is to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities, while working towards a healthy planet where all people live in balance with the Earth.

Erin Anderson, Director of Charter School Authorizing  
 Osprey Wilds Environmental Learning Center  
 Charter School Division  
 1730 New Brighton Blvd  
 Suite 104, PMB 196  
 Minneapolis, MN 55413  
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## Implementation of Statutory Purposes

The primary purpose of AFSA Charter School is to: improve all pupil learning and all student achievement.

AFSA PrK-12 utilizes Response to Intervention programming to provide remediation and acceleration for students. Currently, we use baseline data in Reading and Math from STAR assessments testing at grade levels 3-12. Classroom data is collected to determine additional struggles or acceleration needs in both Reading and Math. In grades K-3, DIBELS Reading assessments are used to monitor progress towards Read Act requirements. Students are placement tested to determine the best fit in our Math curriculum and previous school records are reviewed to identify potential high performers during the registration process. If identified for remediation, students receive targeted instruction from highly qualified instructors during advisory time or other non-academic time throughout the day. If identified for acceleration, the instructional materials are modified as needed to provide a challenge in that student’s curriculum. Additionally, options for grade level acceleration in Mathematics are made available to those who need it.

Outcomes are reported in the academic section of this report under goals 3.1, 4.1, and 5.1.

The additional purpose of AFSA PrK-12 is to: encourage the use of different and innovative teaching methods.

AFSA PrK-12 uses a variety of teaching methods in the academic program. Chief among these is an emphasis on experiential learning or hands-on learning. Our program incorporates projects and group work in all aspects of the curriculum. Each year students are required to demonstrate their learning by presenting to an audience and are required to present an original science fair project to a panel of judges.

Outcomes are reported in the Environmental Ed section, Academic goals section 1 as well as Innovative Practices & Implementation section.



Grade	FY 24	FY 25	FY26 Oct 1
PrK	n/a	20	17
K	12	12	14
1	18	8	11
2	18	15	7
3	20	19	14
4	27	19	23
5	22	30	13
6	26	26	38
7	30	34	33
8	42	34	36
9	55	50	40
10	53	46	46
11	42	44	40
12	34	37	42
Total	399	394	375
ADM	380	393	tbd

### Student Enrollment

AFSA’s PrK-12 enrollment was projected to increase to at least 400 this year, but many students did not inform the school of changes over the summer and did not attend on 9/2. The high school campus expected about 275 students, and currently has 237. The Elementary expected 140 and is currently at 138. VPK rule changes caused less demand for the program this year.

### Consistent Attendance

North Star legislative measures define consistent attendance as students who attend school regularly and are not frequently absent. AFSA’s rate is affected by student mobility—for example, if a student enrolls but does not attend, they are counted negative in this measure. AFSA’s 2024 rate is 68% (this is the most recent data available.)

### Student Attrition

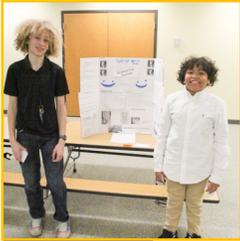
81% of students in grades K-11 from May 2025 returned for fall enrollment. 3rd and 9th grade had the least percentage of the class leave the school, while 11th grade had the largest percentage leave the school.



### Student Demographics

AFSA has a diverse student body. Due to our wider geographic area, the school is able to enroll students from many ethnic, socioeconomic and cultural backgrounds that make our community unique.

It is our philosophy that all students have equal access to educational programming, in a safe and caring environment, regardless of race, gender, religion, ethnicity, ability, beliefs, sexual orientation, or economic status.



Overall, AFSA has increased in families experiencing homelessness, English Language Learners (ELL), American Indian ethnic background, and Free/Reduced lunch status (FRP.)

The Elementary school has a higher diversity percentage (53%) than the high school (42%). Students identifying as Hispanic or 2+ races have decreased, which reduced overall ethnic diversity.

### Student Mobility

Student mobility is a calculation of how many students transfer in or out of the school within a year. AFSA's goal is to reduce mobility to below 15%. Historically, the school had 10-12% mobility pre-pandemic. More recently, AFSA had the highest mobility in FY22 and since then, the most successful year in reducing mobility was FY24. Uncertainty regarding the Executive Director position and leadership direction of the school may explain the increase in FY25, but feedback from families leaving was inconclusive.

Demographics (Oct 1)			
	FY24	FY25	FY26
Total	399	394	375
Sp. Ed.	101	109	100
ELL	6	6	17
FRP	167	182	260
Homeless	3	4	8
Black	42	44	43
Hispanic	64	68	57
Asian	32	37	36
Am. Indian	7	5	21
2 or more races	64	34	26
White	216	208	212
Number of Districts represented	20	20	16

Student Mobility						
	Summer Transfers	Students on 10/1	Mid-year transfers In	Mid-year transfers out	Total transfers	Mobility index (%)
FY23	153	419	23	51	84	20%
FY24	172	399	19	50	69	17%
FY25	108	394	45	39	84	21%
FY26	86	375	TBD	TBD	TBD	TBD

### Educational Approach and Curriculum



The overall curriculum at AFSA provides comprehensive instruction in all areas of the MN State Standards, including English Language Arts, Science, Social Studies, Mathematics, PE, Health, Art, and Music. For FY26, music is no longer offered, but increased offerings in Art and PE were made available. AFSA PrK-12 also offers a wide variety of courses to prepare students for post-secondary and career options in the science, business, and technology of agriculture. Agriculture is a specialist course (similar to Art or PE) that provides an overview of the many facets of the field in Elementary, and becomes an elective in High School with options in Food Science, Environmental Science, Plant Science, Animal Science, Engineering, and Industrial Arts. With the use of a greenhouse and an industrial shop, there are a wide variety of options for students to choose from.

With the addition of the AFSA Elementary campus in 2019, coursework expanded down to the kindergarten level for consistency in learning. In FY25, PreK was also added through the State's Voluntary Pre-Kindergarten program (VPK) that offers 4 year olds the opportunity to start school to enhance school readiness. Students have

cross-curricular, project-based classes with time to include and explore their own interests within the parameters of the units. The grading scale has been changed to be competency-based, and students have many opportunities to self-reflect on their skill development.

In Mathematics, AFSA uses Bridges to Mathematics curriculum, which aligns to our hands-on learning mission. Students needing extra support are provided structured tutoring using Bridges Interventions curriculum or targeted skill development. Starting in grade 6, students transition to College Preparatory Mathematics (CPM), which is similarly designed with real-world applications. AFSA High School offers College in the Schools math courses through U of M.

For English Language Arts (ELA), the focus on Read Act regulations is emphasized with our Read Well curriculum in grades K-3, then transitioning to teacher created curriculum in grade 4. Handwriting Without Tears is utilized during handwriting development, and cursive writing is optional in grade 3. University of Florida Literacy Institute Foundations (UFLI Foundations) is used in grades PrK-3 to support phonemic awareness and phonics skills. Many of AFSA's teachers have or are currently enrolled in LETRs training to support Science of Reading teaching initiatives.

Social Studies curriculum includes TCI and Pearson textbooks for materials as well as Northern Lights curriculum in grade 6 (created by MN Historical Society.)

Social Emotional Learning (SEL) is a large component to all Elementary grades that carries through in Advisory time during secondary grades 7-12. Students have weekly lessons using Second Step curriculum with the school counselor as well as reinforced skill activities in classes regularly. Some supportive curriculum or supplemental materials used include 1-2-3 Reset Sensory break protocols, Zones of Regulation, Response to Intervention Morning Meetings and Closing Circles, and We Thinkers social stories.

AFSA's new PreK program is using Creative Curriculum with GOLD strategies KEP assessments included.

While AFSA does not offer an online learning option, there is an emphasis on digital literacy by high school to ensure students' success in secondary education and beyond. Skills taught include basic computer use, navigating the internet, choosing appropriate sources, digital citizenship, and digital writing.

Each student must also complete a science fair project, perform 3 public presentations, and participate in community service. Our curriculum incorporates hands-on materials, collaborative learning, and real-world experiences. By combining all of these elements, we believe our students receive a well-balanced, life-enhancing school experience.

### **Pedagogical Approaches and their Alignment to our Mission**

AFSA utilizes a personalized approach to learning that incorporates hands-on activities, community learning opportunities, and learning in the natural environment. Students have the option to take part in terms that are in high-interest areas.

All students experience Agriculture through integration in all curricular areas, specialist classes PrK-9, and also have the option of taking additional coursework in Agriculture in grades 10-12. Environmental education themes and experiences are woven into all curricular areas.

AFSA is dedicated to building character in all students, and strives to do so with the incorporation of activities such as community service, social emotional learning (SEL), and public presentations.

### **Special Education Program**

AFSA consistently has a higher than state average percentage of students enrolled who receive Special Education services. AFSA currently serves about 27% of the school population through Special Education services in federal settings I, II, and III. AFSA is not authorized for federal setting IV or transition programming, and currently has no plans to expand in those areas.

The special education team provides resource level classes at all grade levels, as well as study skills at the



high school campus. The team also addresses student needs on an individual level with services on a push-in/co-taught format; students are mainstreamed in general education classes as much as possible and service providers work with them in their classes to address specific deficits and goals.

All services are dictated based on each student's specific level of need. AFSA has a Total Special Education System (TSES) manual which outlines the school's Child Find and evaluation processes. Our school retains specialists on staff in ABS, SLD, ASD, EBD, and DAPE, and contracts for Psychology, Special Education Director services, DD, DCD, DHH, PI, BVI, SLI, PT, OT, Audiology, third party billing and other services as needed.



Special Education Services utilizes a Five-Phase, School-Wide Support Model that consists of:

1. Early identification
2. Intervention planning and implementation
3. Referral for special education consideration
4. Special education evaluation
5. Eligibility determination

In order to meet the needs of students who require more involved and intensive services, AFSA partners with resident school districts, other agencies or districts, and each family to identify appropriate programs and place students in them.

### **English Language Learners (ELL)**

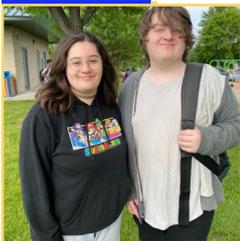
AFSA has a small but growing population of ELL students. In the Elementary levels, once students are identified as ELL, they receive individualized supports in class and may be offered English tutoring by the Reading Specialist. In the High School, students identified are supported by the ELL teacher through individualized tutoring or accommodations in class. For the upcoming year (FY26,) AFSA has added an ELL class at the high school to meet the needs of our growing population.

### **Staffing to Meet the Mission**

AFSA PrK-12 schools are staffed with Highly Qualified teachers in all subject areas. Staff are selected after an interview process that includes evidence of strong teaching practices, differentiation initiatives, and experience with diverse learners. In addition, all staff are provided training in classroom management, differentiation, MTSS, using technology, and incorporating agriculture in the classroom. Due to the national teacher shortage, AFSA is utilizing provisional licenses (teaching out of license field) for High School ELL and K-12 Special Ed.

### **Remediation and Acceleration Practices and Programming**

AFSA Charter School utilizes MTSS programming to provide remediation and acceleration for students. Currently, we use baseline data in Reading and Math from STAR and DIBELS Reading assessments to determine the students' level of learning. At all grade levels, classroom data is also collected to determine additional struggles or acceleration needs in both Reading and Math. High Performing students in the Elementary grades are provided rubric-based options for Exceeding standards in a variety of ways.



Interventions for students struggling in Reading, Writing, or Math are provided through Title I services, and behavioral interventions are provided through ADSIS services. If students are not progressing through the use of interventions, or parents advocate for a special education evaluation, Special Education evaluations are provided to determine appropriate services for students. If identified for remediation, students receive targeted instruction from highly qualified instructors. Interventions are individualized, but may include letter or number recognition, phonemic awareness and phonics studies, targeted skill development, reading comprehension, Leveled reading groups, Daily Oral Language, or guided writing practice.

Students are placement tested to determine the best fit in our Math curriculum and previous school records are reviewed to identify potential high performers during the registration process.

If identified for acceleration, the instructional materials are modified as needed to provide a challenge in that student's curriculum. Additionally, options for grade level acceleration in Math are made available to those who need it. Full grade level acceleration options are at the discretion of the Executive Director. PSEO and concurrent enrollment options through CIS or CN are available starting in grade 10.

## Graduation Requirements

AFSA High School's graduation standards are higher than Minnesota State requirements and all courses meet or exceed Minnesota State Standards.

To graduate from AFSA High School a student must earn 28.5 credits, complete 4 Science Fair Projects, carry out 12 Public Presentations and present a Senior Portfolio to their advisor. Exceptions may be made by referral to the Academic Advisory Committee.

Credits must be earned in the following areas:

- 4.5 credits of Language Arts
- 4 credits each of Math, Science, Social Studies and AgriScience
- 2 credits of a World Language
- 1 credit of an Arts class
- .5 credit of Physical Education
- .5 credit of Health
- 4 credits of Electives
- Science Fair projects: Students must complete 4 Science Fair projects (one per year.) Science Fair projects may be completed in class (science or agriculture) or developed independently. AFSA holds in-house Science Fair competitions in February each year. Projects may be completed after February to meet graduation requirements, but students are encouraged to complete their work by the earlier deadline. Science Fair projects must be presented at the Science Fair competition or on a school presentation night.
- Public Presentations: Students carry out 12 public presentations (3 per year):
  - One public presentation will be the student's annual Science Fair presentation at the local, state or national science fair.
  - One public presentation may be a student's participation in an outside event such as Potato Hug, National Competitions, Open House as a tour guide, or other activities as approved by their advisor.
  - One public presentation may be from a project developed by the student.
  - Note: Presentations in classes do not count towards the public presentations requirement.
- Portfolio: Students begin preparing their portfolio as freshman and update it each year. Advisors track their progress and sign off in the final (senior year) portfolio. The student's electronic portfolio includes:
  - Cover letter and resume
  - Student career goals and information
  - College and Career Inventories
  - College Applications
- Community Service: All students will participate in 12 hours of community service activities each year.
  - High School offers 2 Farm & Community service days
  - Elementary School schedules shorter dates and project-based community service options
- School Terms: Full Participation in both terms is required. O-term in October. J-term in June.



## After School and Summer School Programs:

After School activities at AFSA High School span a wide range; from FFA to Athletics, and Gamers Club to Play Productions. Students in grades 7-12 are eligible for our athletics program, but new in FY25, AFSA offered Eaglets sports camps for 4th-6th graders interested in learning the sports we offer at the High School. The Elementary expanded offerings through Eagles Club after school care to include themed schedules for more of a club feel to the program, which is continuing for FY26.

For Summer programming, AFSA High School offered credit recovery options for students needing graduation credits and both sites offered Extended School Year services to those who qualify through special education.

2024-25 School Schedules:



High School (7-12) Daily Class Schedule		
Period	Time	
Block 1	8:00 AM	9:08 AM
Passing	9:08 AM	9:12 AM
Block 2	9:12 AM	10:20 AM
Passing	10:20 AM	10:24 AM
Block 3	10:24 AM	11:32 AM
Passing	11:32 AM	11:36 AM
Lunch 1 / Advisory	11:32 AM	12:02 PM
Advisory / Lunch 2	12:04 PM	12:36 PM
Passing	12:36 PM	12:40 PM
Block 4	12:40 PM	1:48 PM
Passing	1:48 PM	1:52 PM
Block 5	1:52 PM	3:00 PM

Elementary School Daily Class Schedule		
Period	Time	
Morning Meeting	8:00 AM	8:30AM
Period 1	8:30 AM	9:30 AM
Period 2	9:30 AM	10:00 AM
Period 3	10:00AM	11:00 AM
Lunch / Recess 1	11:00 AM	11:30 AM
Lunch/ Recess 2	11:30 AM	12:00 AM
Period 4	12:00 PM	1:00 PM
Period 5	1:00 PM	2:00 PM
Period 6	2:00 PM	3:00 PM

Update for 2025-26: The High School updated class schedules to incorporate new initiatives this year!

AFSA High School 2025-2026 Regular Bell Schedule (7-12)							
Regular Schedule A				Regular Schedule B			
Period	Time	Minutes	Period	Time	Minutes	Period	
Block 1	8:00 AM	9:05 AM	65	Block 1	8:00 AM	9:05 AM	65
Passing			4	Passing			4
FOCUS	9:09 AM	9:54 AM	45	FOCUS	9:09 AM	9:54 AM	45
Passing			4	Passing			4
Block 2	9:58 AM	11:03 AM	65	Block 2	9:58 AM	11:03 AM	65
				Passing			4
Lunch A	11:03 AM	11:33 AM	30	Block 3	11:07 AM	12:12 PM	65
Passing			4				
Block 3	11:37 AM	12:42 PM	65	Lunch B	12:12 PM	12:42 PM	30
Passing			4	Passing			4
Block 4	12:46 PM	1:51 PM	65	Block 4	12:46 PM	1:51 PM	65
Passing			4	Passing			4
Block 5	1:55 PM	3:00 PM	65	Block 5	1:55 PM	3:00 PM	65



AFSA 2025-2026 School Calendar

Updated 5.5.2025

July 2025					August 2025					September 2025				
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
	1	2	3	4					1	1 X	2	3	4	5
7	8	9	10	11	4	5	6	7	8	8	9	10	11	12
14	15	16	17 OH	18	11	12	13	14	15	15	16	17	18	19
21	22 SB	23	24	25	18 NS	19 W SB	20 W	21 W	22	22	23 SB	24	25	26 F/EW
28	29	30	31		25	26 B/W	27 W	28 B/W	29	29	30			

October 2025					November 2025					December 2025				
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
		1	2 OH	3	3	4	5	6	7	1	2	3	4	5
6	7	8	9	10 EW	10	11	12	13 OH/H5	14	8	9	10	11	12
13 K6 O	14 K6 O	15 K6 O	16 C	17 C/W	17	18 SB	19	20 K6 P/OH	21 W	15	16 SB	17	18	19 E
20	21 SB	22	23	24	24	25	26 X	27 X	28 X	22 X	23 X	24 X	25 X	26 X
27 H5 O	28 H5 O	29 H5 O	30 H5 O	31 X						29 X	30 X	31 X		

January 2026					February 2026					March 2026				
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
			1 X	2 X	2	3	4	5 7-9 Sci	6	2	3	4	5 HS OH/P	6 W
5	6	7	8	9	9	10	11	12 10-12 Sci	13 EW	9	10	11	12	13
12	13	14	15 K6 OH/	16	16 X	17	18	19	20	16	17 SB	18	19	20 E
19 X	20	21	22 H5 OH	23	23	24 SB	25	26 K6 Sci	27	23 X	24 X	25 X	26 X	27 X
26	27 SB	28	29 C	30 C/W						30	31			

April 2026					May 2026					June 2026				
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
		1	2	3					1	1 J	2 J	3 J	4 J	5 E/G
6 X	7	8	9 K6 OH/N	10	4	5	6	7	8	8 W	9	10	11	12
13	14	15	16	17	11	12	13	14	15	15	16	17	18	19
20	21 SB	22	23 C	24 C/W	18	19 SB	20	21 HS OH/P/A	22 F/EW	22	23 SB	24	25	26
27	28	29	30		25 X	26	27	28 K6 A	29	29	30			



- A = Awards Banquet
- B = Picnic
- C = Conferences (3)
- E = Early Release (3)
- EW = Elementary Work Day
- F = Farm & Community Service da
- G = HS Graduation
- J = J-term (4)
- K = Kindergarten Round Up
- L = Literacy Night
- N = Numeracy Night
- O = O-Term (3 K6) (4 HS)
- OH = Open House
- P = Presentation night & O
- SB = School board
- X = no school
- NS = New Staff Orientation

First day: Sept 2  
 Last day: June 5  
 Student Days:  
 57 days in tri 1  
 55 days in tri 2  
 56 days in tri 3

## Innovative Practices & Implementation

### Science and Agricultural Focus

AFSA was developed to meet the need for urban and suburban students to learn about the many careers available to them in science and agriculture. The school requires students to take four years of science and agriculture classes to earn their diploma. Some examples of coursework include: Veterinary Science, Wildlife & Natural Resources, Greenhouse Management, Food Microbiology and Field Ecology. The STEM (Science, Technology, Engineering and Math) Food & Ag Council reports that global agricultural production will need to increase 70% by year 2050 to feed the projected population of nine billion people (2014 STEM Annual Report). Achieving this goal without depleting natural resources is a project of momentous proportions that will require a qualified workforce. AFSA students will be uniquely positioned to help meet this need.

### Personalized Learning Experience

The AFSA leadership team recognizes the need for a nurturing and caring environment for students. With this in mind, we strive to meet the individual needs of each student. AFSA High School teachers are encouraged to work to develop programs and information for their advisory. Advisory time is when students meet in small student/teacher groups every day for 30 minutes. Students learn about each other, participate in team-building activities, study, get help with homework and much more. In Elementary grades, students participate in daily Morning Meetings and Closing Circles to engage in social-emotional activities.

The class size at AFSA is intentionally small and averages about 18 students per class. Many classrooms offer additional support staff which allows lead teachers to focus on the lesson instead of management of the class. Through this synergistic teaching, students receive more one-on-one time with their teachers. The above described activities enrich our students' learning experience by making it more personal.

In 2018, AFSA Middle School's piloted program redesigned the learning space and created Innovation Stu-



dio as a core component. This includes building in time everyday for students to be innovative and creative. Our team has been purposeful in teaching skills that move students away from compliance to empowerment. We celebrate failures as learning opportunities, teach perseverance, and promote design thinking in our practice. The re-design has allowed for making connections between interdisciplinary curriculum, student interests, and experiential learning opportunities.

### Leadership Opportunities



AFSA PrK-12 provides many opportunities for students to develop their leadership potential. Activities range from student officer positions in our FFA Chapter (the same group serves as student council), National Honor Society, World Food Prize and Youth in Government to serving as committee chairpersons for community service or fundraisers. Students learn through interaction with today's national and local leaders at the National FFA Convention, World Food Prize Conferences and other community organizations. Upper classmen are encouraged to act as mentors to those students new to the AgriScience Fair project. All of these opportunities allow students to expand their experience with leadership and inclusion. In the Elementary grades, students are offered opportunities to "buddy" with other students, take part in school decisions through the Student Leadership Team, create a school newspaper or read student announcements.

### A Safe and Inviting Environment

The development of AFSA's nurturing environment stems from the need for students to feel welcome and safe in order to be ready to learn. The smaller campus environment creates a more intimate setting where most students know each other, regardless of grade level.

High School Advisories host circle talks each week to address student concerns regarding current events, teen issues, bullying, safety, health, or other timely topics. The Elementary school engages in Social Emotional Learning curriculum at all grade levels, led by the full-time school counselor who supports students' needs through lessons, groups, and individual counseling to develop social emotional skills and coping skills in the educational environment.

Each summer, the Elementary and High School host Annual Family Picnics. This event fosters students, parents and staff to connect and interact on a more social level. Information sessions, activities, free food and orientation for new families are all part of this fabulous event. The AFSA Parent group helps facilitate community-based events such as Jump Nights at Zero Gravity, and meet regularly to help with school initiatives such as Potato Hug, Winter Carnival, and fundraising.

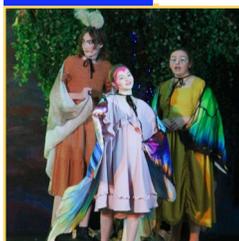
## Strategic Plan Highlights

### Academic Programming

Goal: Ensure students are well prepared for a post-secondary setting of their choice and have a broad view of scientific/environmental/agricultural career opportunities

#### Objectives:

- Ensure mission-focused cohesive K-12 curriculum
- Review and update Ag program



### Financial Stability

Goal: Increase revenue to retain and recruit top talent and to support an optimal organizational structure

#### Objectives:

- Grow student population to 550
- Increase Fund Balance to 5%

### Administration & Governance

Goal: Update organizational structure to achieve balanced workload for staff and outstanding support for students

**Objectives:**

- Evaluate administrative roles and redefine position descriptions
- Create a plan for succession of positions and key roles

Goal: Improve Board engagement and participation on initiatives to drive growth

**Objectives:**

- Review and revise board roles and committee structure
- Develop onboarding, training, and evaluation system for members
- Define criteria for recruitment

**Culture & Community**

Goal: Increase parent, board, business, and community involvement in school-related activities to improve visibility and reputation.

**Objectives**

- Parent board member presence at parent organization meetings
- Update website for improved communication
- Board "section" in AFSA School communications
- Board presence at major school events
- Board recognition program for staff and students

Goal: Broaden diversity of external connections within mission-related activities

**Objectives:**

- Seek out urban experiences & activities
- Seek out non-traditional Ag enterprises to highlight
- Diversity of volunteers (Ag Advisory Committee, Science Fair judges, classroom volunteers)

**Key Successes this Year**

- Satisfaction increased
- Administrative Roles redefined

**Key Challenges this year:**

- Low Fund Balance
- Executive Director search continued
- Truancy

**Plan to Address the Challenges:**

- Osprey Wilds and School Board focused on financials for the next 3 years, and the school kept Becky Meyer on as Financial manager during the transition of leadership.
- Sam Wakefield has taken role of Executive Director, and adjusted other staff positions for the FY26 school year to create a more balanced team.
- AFSA added additional program initiatives to enhance student engagement to lower truancy rates.



## Academic Performance

### Progress on Osprey Wilds Contractual Goals

Fiscal year 25 was a contract renewal year for AFSA with Osprey Wilds. This process includes re-negotiating goals and contracts for the upcoming years. The goals included here are the FY25-27 goals for our new contract period.



AFSA excelled in Mission-related areas this year, meeting or exceeding the measures used. AFSA is proud of our commitment to increasing agricultural literacy in our school community! CACR Indicators: Lifelong Learners, Career & College Ready

MISSION GOALS			
Measure	Goal	Current Result	Current Standing
1.1 7-12th grade Science Fair average scores	72%	79%	Meeting
1.2 Community Service Hours	3500	3501	Meeting
1.3 Ag credits earned by graduating seniors	3.5 avg	4.15 average	Exceeding
1.4 Elementary field trips in Ag areas	90%	100%	Exceeding
1.5 Elementary Ag-Related Career Exploration	90%	100%	Exceeding
1.6 Qualifying for National Competition	1	11	Exceeding
1.7 SAE Project completion grades 7-12	80%	86% completed	Meeting

In Academic measures, AFSA strives to engage students in active learning, which is evident through classroom projects, assessments, and local data. However, MCA's are used for many of the academic measures, and AFSA scores are consistently below state average in most areas. While this information is helpful, AFSA staff firmly believe this high-stakes, multi-hour test is not appropriate for our population in general and has advocated for more authentic assessments in our state. AFSA's population includes a wide variety of student needs, backgrounds, and school experiences, which is not fully captured in the statistics provided by MCA test results. To give a better comparison, in this contract AFSA is compared to other schools with similar demographics (comp schools) instead of large traditional districts.

AFSA's STAR assessments are checkpoints that take about 30 minutes to complete in Reading and Math in grades 3-12. Instruction can be adjusted by reviewing this data and identifying the gaps or individual needs for learning in those areas. Teachers use this data throughout the year, and it is part of the identification system for Multi-Tiered Supports (MTSS) with our Title I and ADSIS programs. AFSA Intervention teams use the data frequently and use the assessments to progress monitor interventions throughout the year. Students become very comfortable with these assessments and typically we see students meet their growth goals each year! In some situations, students may not meet growth goals because they are at the highest level that this assessment goes. In some situations, disabilities may prevent this assessment from being completely accurate. AFSA's focus for these district assessments is to monitor longitudinal growth for students in the areas of Reading and Math. This is AFSA's Universal Screener for grades 3-12 as well as Progress Monitoring assessment for those receiving academic interventions.



Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments are used for Reading skills from Kindergarten to grade 3. These assessments look at Letter Name Fluency, Phoneme Segmentation Fluency, Word Reading Fluency, Nonsense Word Fluency, Oral Reading Fluency, and Comprehension. While not a dyslexia assessment, risk factors can be identified for further assessment with the Phoneme

Segmentation, Nonsense Word Fluency, and Oral Reading Fluency subtests. This is the assessment used for AFSA's Universal Screener in grades K-3 for Reading skill development and Dyslexia characteristics.

CACR Indicator: Achievement Gap Closure

ACADEMIC GOALS			
Measure	Goal	Current Result	Current Standing
3.1 STAR Reading Growth; percent of students starting below grade level meeting growth target	60%	63.8%	Meeting
3.2 STAR Reading Growth; percent of all students meeting growth target	55%	63.4%	Meeting
4.1 STAR Math Growth; percent of students starting below grade level meeting growth target	60%	62.4%	Meeting
4.2 STAR Math Growth; percent of all students meeting growth target	55%	56.5%	Meeting
5.1 DIBELs score above benchmark grades K-3	80%	48%	Not Meeting
5.2 All Grades Reading MCA Proficiency index vs. State average	60.6	43.3	Not Meeting
5.3 All grades Reading MCA Proficiency Index vs. comp schools	55.4	43.3	Not Meeting
5.5 FRP group Reading MCA Proficiency Index vs State average	44.57	33.3	Not Meeting
5.6 FRP group Reading MCA Proficiency Index vs comp schools	48.6	33.3	Not Meeting
5.7 SpEd group Reading MCA Proficiency Index vs comp schools	32.7	21.7	Not Meeting
6.1 All grades Math MCA Proficiency Index score vs. State average	57.25	33.24	Not Meeting
6.2 All grades Math MCA Proficiency Index vs. comp schools	45.4	33.24	Not Meeting
6.4 FRP group Math MCA Proficiency Index vs comp schools	40.9	21.58	Not Meeting
6.5 SpEd group Math MCA Proficiency Index vs comp schools	28.8	25.58	Approaching
7.1 Science MCA Proficiency Index vs. Statewide average	40.05	30.16	Not Meeting
7.2 Science MCA Proficiency Index vs. comp schools	32.7	30.16	Approaching
7.3 FRP group Science MCA Proficiency Index vs comp schools	26.4	21.2	Approaching
7.4 SpEd group Science MCA Proficiency Index vs comp schools	18.7	15.0	Approaching



Our first group of VPK students exceeded kindergarten readiness standards through the GOLD strategies benchmarks, which AFSA is very proud of for the inaugural year of this program! AFSA also has a goal to make sure all incoming Kindergarten students have been screened in Early Childhood. Screenings are available in home districts between the age of 3-5 at no cost to families. AFSA provides EC Screening to enrolled families each summer if needed. Motor ability, Cognitive ability, Behavioral indicators, Speech and Language indicators, and Academic abilities are screened at AFSA through the Brigance III assessment, reviewing Developmental History with parents, and Hearing, Vision, Height, and Weight are screened by health office staff.



CACR Indicator: Ready for Kindergarten

Kindergarten Readiness Goals			
Measure	Goal	Current Result	Current Standing
8.1 Kindergarten students screened	90%	100%	Exceeding
8.2 VPK students meeting Kindergarten Readiness benchmarks	80%	95%	Exceeding

Our post-secondary measures have been updated to reflect the ever-changing world we are preparing students for; we are no longer looking for ACT scores, but rather evidence of plans and experiences that will support students in reaching their goals after High School graduation. There is a mixture of results this year, but AFSA expects this trend to improve over this contract period as new initiatives are in place for FY26.

CACR Indicators: Graduate from High School, Career & College Ready

Post-Secondary Readiness Goals			
Measure	Goal	Current Result	Current Standing
9.1 Students who attend AFSA 4 or more years Grad Rate	95%	96%	Meeting
9.3 College credits earned by graduating students	40%	22%	Below
9.4 Post-Secondary Plan for graduates	90%	89%	Approaching
9.5 Graduating students who have toured 2 post-secondary institutions	90%	87%	Approaching



Finally, Student engagement and attendance measures were updated to use overall attendance rate to measure attendance instead of Consistent Attendance, and added a measure of student satisfaction through annual survey data. While high school attendance did lower the overall attendance rate in FY25, AFSA came in just at 90%. The Elementary attendance rate was 95%. The main factor affecting the student satisfaction rate was many students choosing the neutral option instead of Satisfied or Dissatisfied. The leadership team is looking at adjustments to avoid confusion in that for the future. If the neutral responses were positive, the goal would be met.

Student Engagement Goals			
Measure	Goal	Current Result	Current Standing
10.1 Overall Attendance Rate	90%	90%	Meeting
10.2 Student Satisfaction Rate	80%	69.1%	Not Meeting

### High Quality Charter School Status:

AFSA was designated as “High Quality” in 2020.

### ESSA Identification

AFSA was identified for support in 2018 with Continuation in 2022 and 2025.

Continuation will continue until AFSA’s Special Education and FRP groups meet 45% proficiency on both Reading and Math MCAs. This goal was created in 2018 based on the general ed proficiency rate of 5th graders that year. The difficulty with this goal is that the entire State is lower than 45% now. AFSA is working with MDE’s COMPASS and Brightworks.



## Comprehensive Achievement and Civic Readiness

### Assessing Student Progress and Instructional Strengths

To evaluate student achievement with academic standards, AFSA has a multi-faceted approach. One avenue of review is through our Q-Comp program. Our Q-Comp goals currently align with literacy strategies and interventions to reflect READ Act implementation. Teachers met twice per month during the school year to discuss strategies and progress towards goals. Teachers also participate in peer observations; having the opportunity to both observe and be observed. Observations provide feedback and reflection discussions related to: student engagement, planning of rigorous lessons, and high classroom expectations, all through a culturally relevant lens. Teachers tie student data into meetings and discussions to ensure practices have a foundation in student achievement.

Students are also monitored for achievement with academic standards and growth through our MTSS system, and working with teachers on skill deficits as needed. All students are assessed through state testing and district testing. Data was analyzed as it became available to determine areas of need for our students. This system allows teachers to view data that specifically targets skill-related achievement or deficiency and gives suggestions on how to incorporate this information into daily curriculum. Additionally, this year teachers were required to filter data on students’ progress on standards and provide documentation that this data was used to inform instruction. This provided oversight on the school’s dedication to individualizing instruction.

Data from all sources is compiled through the student information system and disaggregated by ethnicity, special education status, support services status, socio-economic status, years attending AFSA, and home district. Administrators review disaggregated data to identify weaknesses in the program, look for students who aren’t progressing as expected, and take that into account when observing instructional strategies for coaching, professional development, or resource needs in classrooms.



AFSA Elementary and High School have Multi-Tiered System of Supports (MTSS) teams in place for the MTSS process to help identify student needs and how the school will address the gaps if they are present. The MTSS process first gathers academic and behavioral data on students to find which students are in need of extra support. The MTSS team works with teachers, counselors, and other staff to implement interventions to help address the student's educational needs. The MTSS team meets regularly to discuss new students and monitor student's progress during interventions.

At the High School, the advisory schedule allows targeted advisory assignments on days for literacy and numeracy support. On scheduled Fridays, students have “What I Need” (WIN) time scheduled. This is an opportunity for students to receive extra support in the subject of their choosing, or for teachers to select students they determine need additional support.

Both schools utilize the state and district testing data to make informed decisions on addressing the gaps in academic performance. We can use the data to determine which students need extra support and help show progress in closing those gaps. The elementary building uses Title services for students who need extra math or reading support.



**MTSS Tiers**

Tier Zero: AFSA will provide the following interventions for all students at all times:

- Extra time to complete work when requested by the student
- Preferential Seating in the classroom
- Research-based instructional practices will be utilized in every classroom
- All students will have access to the School Counselor
- After-school tutoring available
- Placement testing to determine an instructional baseline for all students

Tier 1: Interventions for all students may include:

- Provide a quiet workspace when requested
- Regular check-ins with staff member
- Alternate response options for assignments
- Peer-tutoring or mentoring
- Participation in Social Skills groups

Tier 2: Students not making adequate progress in a subject area with Tier Zero and Tier 1 interventions will receive additional pull-out small group instruction in the area. This may include:

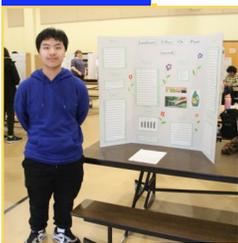
- Small group tutoring with an instructor
- Small group Social /Emotional Skills
- Small group Organization Training
- Frequent parent contact/updates

Tier 3: Students who continue to struggle after attempting at least 3 different interventions will be referred to Special Education or to the 504 Coordinators for an Evaluation.

AFSA allows students to accelerate their instruction based on individual academic needs. Each year our staff work together to review the academic data to help place students in the appropriate programs. Talented and gifted students are identified and given the opportunity to take advanced courses or participate in a variety of programs.

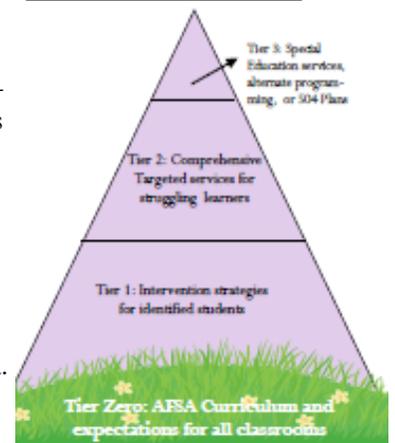
Below are the different programs AFSA uses to meet the needs of gifted and talented students.

**Innovation Studios:** Students at the elementary school have time during the day to attend Innovation Studios. This is an opportunity for students to individually choose and work on a project that allows them to investigate a personal interest. Inquiry-based learning allows expectations to be set individually to student levels..



**Advanced class opportunities:** Elementary students can take Math classes at the High School. We transport students back and forth to allow our gifted and talented students to take courses at their academic level. At the High School, we offer CIS (College in Schools) classes for our students. These are concurrent enrollment courses through the University of Minnesota. Our staff teaching CIS classes are certified teachers by the university.

**CDE Opportunities:** Our High School offers Career Development



Events (CDE) that challenge our students to develop critical thinking skills and effective decision-making skills, foster teamwork, and promote communication while recognizing the value of ethical competition and individual achievement. CDE events occur at the local, state, and national levels.

The High School groups students based on math level from multiple data points. We use data and teacher input to make sure students are in the correct math level. It is based on performance level, not grade or age.

Early entrance to Kindergarten option for students with birthdays between September 2 and October 31 that show readiness skills to enter kindergarten. See AFSA policy 649 for details.

### **Curriculum and Instruction Review System**

AFSA evaluates curriculum in conjunction with teacher evaluations each year. Teachers are observed during lessons numerous times each year to provide multiple data points on curriculum and instruction effectiveness. AFSA's teacher evaluation system measures teachers on the Framework for Equitable & Excellent Teaching. Rubric includes sections related to Engagement, Planning, Teaching Practices, and Leading. This framework was adopted in May of 2025 and emphasizes culturally relevant practices.

AFSA Administration annually reviews the professional development the staff receive through-out the school year. The review process takes student data (academic and behavioral) to help determine what development our staff needs. Administration allows teacher advocacy when it comes to the effectiveness of curriculum in our classrooms. Administration partners with their staff to make sure the curriculum is effective, relevant, and meets Minnesota state standards.

AFSA follows all state and federal anti-discrimination laws that prohibit employers from eliminating an applicant based upon their protected classifications, which include, but not limited to, an individual's race, color, sex/gender, age, national origin, religion, or disability. We hire staff that are best for our students. We continue to strive to have effective teachers who reflect our student body.

Teachers and content area committees create curriculum maps for every class taught. Curriculum maps are reviewed annually for alignment to standards and cross-curricular collaboration. Every class also has a syllabus that includes the state standards for that course. The syllabi are also reviewed annually and provided to all parents at the beginning of each class.

The Executive Director is evaluated by the School Board. The other members of the administration of both buildings are evaluated annually through staff, student, and family surveys, as well as through goal setting and observation by the Executive Director.

### **Equitable Distribution of Teachers**

As a small school, AFSA's distribution of teachers is dictated by licensing and scheduling of classes. All students in the Elementary grades have the same teachers in each grade level as there is only 1 homeroom class through 4th grade. During 5th and 6th grade, students rotate between all teachers for separate subjects throughout the day, so all have the same group of 4 teachers each day. Homeroom placements in 5th and 6th are determined by factors such as balancing student needs (special education, Section 504, Interventions,) class size, and balancing new students with returning students. In 6th grade, returning students have the same homeroom teacher as 5th for consistency and progress monitoring purposes. In the High School, students are assigned classes based on their graduation progress needs, individual needs, class sizes, and grade level. Each department (Language Arts, Science, etc.) assigns classes to teachers based on their experience, content preference, and licensing.

AFSA Admin review this information annually to ensure equitable distribution to the best of the school's ability as hiring and teacher turnover cause adjustments. Current experience and demographics are summarized below.



	3+ Years Experience	Working in licensed area	Advanced Degree	Non-white Ethnicity
Teachers	75%	96%	25%	9%
Admin	100%	n/a	75%	0%

### Education Effectiveness Practices



To ensure our highly qualified teachers are integrating high-quality instruction, rigorous curriculum, technology, and collaborating as professionals, AFSA hosts annual workshop days to meet professional development requirements. Professional development requirements of teachers each summer include 40 hours of professional development in instruction related subjects including differentiation, using data, technology integration, reading strategies, mental health and behavior. Teachers are also members of curriculum and school culture committees, including a curriculum review team.

AFSA works to ensure supportive learning and work environments in several ways.

- Celebrating times that recognize specific racial and ethnic groups
- Hosting regular community nights and events to bring in families and other members of the community
- Making the building structures and decorations welcoming to all

As noted above, AFSA has several ways to ensure a collaborative and professional culture, including:

- **Professional Learning Communities (PLCs):** Mentor teachers provide leadership and guidance for PLCs. They plan professional development topics as well as providing support to teachers with reviewing data and setting student achievement goals.
- **Peer Observations:** Through AFSA's PLCs teachers have the opportunity to observe other teachers' practices, as well as be observed by peers. In addition, all teachers receive formal observations by a member of the administration team. Mentor teachers and Administrators participate in coaching and peer evaluator training. Teachers receive training on observation techniques as part of their PLC work.
- Staff Work days are designed as collaborative opportunities for staff; teachers collaborate with department or grade level teams, special ed has additional opportunities to collaborate with general education, and teacher / EA collaboration opportunities are provided. There are additional times that group meetings or collaboration sessions occur throughout the year, including:
  - Term Planning
  - Bi-weekly Staff meetings
  - MTSS meetings
  - Intervention planning
  - Sunshine events
  - Parent group meetings
  - Special Ed meetings
  - Admin meetings
  - CNA meetings
  - Admin retreat
  - School Board retreat
  - School Board Committee meetings



### Q-Comp Annual Report

AFSA's licensed teachers and counselors participate in Minnesota Departments of Educations Q-Comp program. The purpose of the program is to improve student learning. AFSA's program does this by offering participants a variety of ways to grow professionally while also working towards additional pay. Program areas include participation in a PLC group and group goal, classroom observations, an individual goal, and a site goal.

The Q-comp program includes peer observations, PLC work, and data review to help our staff reflect on how they plan and instruct their classes. The purpose of teacher observation is to gather data and provide feedback for our teachers. We use this feedback to determine our strengths and weaknesses. When an observation is per-

formed, the observer provides that feedback to the teacher. This year the teachers participated in small collaborative groups. They completed 4 informal observations of each other. Based on the survey results, teachers preferred this year’s implementation over the past years’ Q-comp program. The teachers developed individual goals with the help of their colleagues and team leaders. The majority of the goals at the high school were centered around work completion and strategies to get students to turn in work. The overwhelming majority of teachers had a goal pertaining to this topic in some way. However, teachers implemented a wide range of strategies in order to accomplish their goal. The K-5 teachers had their goals focused on a wide range of objectives. The majority of them focused on improving either reading skills or math skills. A couple focused on more task oriented activities, cleaning up, transition time, etc .

The leadership team developed the collaborative groups in such a way that each group had at least one teacher that had several years of experience and at least one teacher that was new to teaching. This seemed to be very effective and helped the new teachers be more comfortable in their roles as educators and gave the seasoned teachers new strategies for improving their teaching effectiveness.

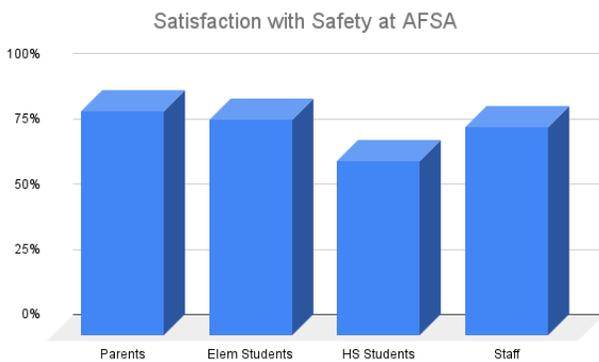
Overall, the goals of most teachers were met and the strategies used in the implementation of these strategies had a positive impact on student achievement. Results indicate that scores went up in math and reading at the K-5 level. At the high school level, the results indicated that students were more successful at work completion which increased their overall achievement.



## Student & Parent Satisfaction

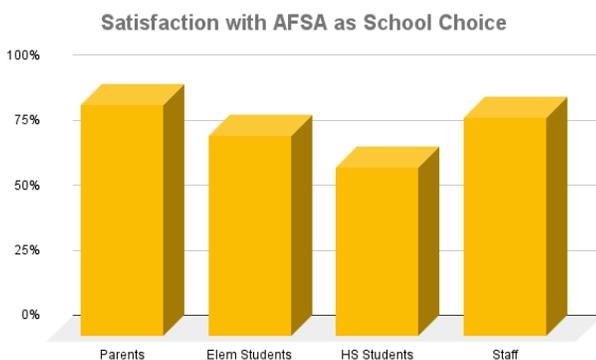
### Parent Survey Data

AFSA annual survey results are collected at the end of each school year. Students and parents/guardians are asked to complete surveys and provide feedback on several school initiatives and programs.



The AFSA team wants to ensure that a quality education remains our focus. Questions over the years have focused on student safety, relationships with staff, communications, and post-secondary readiness.

The current results show that High School students have a lower feeling of safety than their parents or Elementary students, but this measure has increased from a low point of 54% in 2022 to currently 67%. This year, 86% of parent respondents were satisfied with student safety , which is a slight decrease from last year and 83% of Elementary student respondents were satisfied with student safety. Part of the decrease in these may be attributed to a new survey system, and a significant increase in respondents using the neutral answer to questions. There were also specific incidents at AFSA that occurred that may have affected satisfaction with safety.



The results further show that 65% of High School student respondents were satisfied with their school choice. Elementary students feel a strong sense of connection, with 94% of student respondents satisfied with their relationships and connections with school staff and 77% indicating satisfaction with their school choice. Also, 89% of parent/guardian respondents were satisfied overall with AFSA as their school choice, which has been a

consistent measure over the past 5 years.

AFSA uses this information to incorporate or update policies or procedures, plan professional development options, and reflect on the year to determine opportunities for improvement going forward. The information is reported to the school board annually.

## Environmental Education



The mission of AFSA's authorizer, Osprey Wilds, is to instill a connection and commitment to the environment in people of all communities through experiential learning. Osprey Wilds defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth. The overarching goal of environmental education is an environmentally literate citizenry. The test of environmental literacy is the capacity of an individual to work individually and collectively toward sustaining a healthy natural environment. This requires sufficient awareness, knowledge, skills, and attitudes in order to create a healthy planet where all people live in balance with the Earth.

AFSA has always been a strong supporter of environmental education. It is a natural fit with the mission of the school to provide a scientific and agricultural education. At AFSA, Environmental Literacy is woven into every content area and is a strong emphasis of the overall program. Environmental education is key in developing our future leaders as they will be making important decisions on natural resource usage. All students demonstrate knowledge of Environmental Literacy throughout their educational career at AFSA through community service, coursework, public presentations, and science fair competitions. Science Fair is an example where most students demonstrate commitment to Environmental Literacy individually or in pairs.

AFSA plans to maintain the rigorous and effective Environmental Literacy program we have. It has thus far proven effective for all students who complete more than 1 year of coursework at AFSA (assessed through informal measures and science fair scores.) Every curriculum discipline area incorporates Environmental Ed at least once during the year. Projects, units, reading material choices, field trips, community service opportunities, and extra-curricular options are all developed with Environmental Education in mind.

Some successes over the years include completing the following activities: Arboretum field trips, Biology Nature Sit Spots journaling, Chicken Hatching and study in 2nd grade, Classroom pet care, Animal husbandry awareness, Climate Change studies, Current Event Studies, Farm field trips for K-2, Farm & Community Service day, Fair Trade lessons for grade 3-6 students, Fish & Wildlife CDE group, Human Impact on Environment unit in Science –grades 7-9, Naturalist Movement in Literature, Natural Resources Studies, Nature Center field trips, Outdoor Mindfulness activities, Recycling activities, Science Fair - with various projects categorized in Environmental Ed, and UMN Ag department field trips.

Challenges include mentoring new staff to understand how to embed Environmental Education into one of their units and gather data from it. In FY24, the Elementary Ag teacher resigned mid-year, which affected goals for the grade levels that would have completed activities in Ag classes after their resignation. By having EE Coordinators at each campus, they are able to assist new teachers more effectively. Also, pairing new teachers with veteran teachers in the content area to help them find ways to implement and connect and focusing several hours of PD on the topic each year has improved the program.



## Governance & Management

### Board of Directors

The AFSA School Board meets monthly during the calendar year. The Board is comprised of 9 voting members: 3 community members, 3 parents and 3 teachers. The AFSA Board meetings are conducted with Robert's Rules of Order and comply with Minnesota Open Meeting Law. Board members and Osprey Wilds are sent meeting materials approximately one week prior to a meeting. After a board meeting, all meeting minutes are posted on the AFSA website as a record of note. The AFSA School Board reviews the school's policies, financials statements and operational data regularly during meetings. This includes annual budgets, contracting for services, annual report and financial audits. The School Board also formally adopts any new policies, ratifies any existing policies and provides oversight to the five-year strategic plan. These processes enable AFSA to meet our

mission goals, provide financial stability, maintain rigorous academic programming, and develop committed community relationships within the Greater Twin Cities area.

**Board Training and Development**

Each year the board members participate in a survey of needs as part of the annual board review. Board members discuss their roles and training needs, then develop a plan for the year to include training on identified needs. Board members attend training at AFSA, through Osprey Wilds offerings, or MN Association of School Boards approved trainings. The Board utilizes work sessions prior to Board meetings for this purpose. The AFSA School Board is committed to ongoing training



**AFSA School Board 2025-2026**

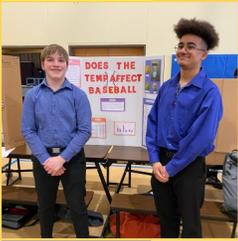
AFSA High School  
 100 Vadnais Blvd  
 Vadnais Heights, MN 55127  
 Phone: 651-209-3910  
 Fax: 651-209-3911  
 Website: [www.afsak12.com](http://www.afsak12.com)  
 Next Election: June 1, 2026

9 Voting Members If you would like to speak with a board member please call 651-209-3910

<p>Ms. Julie Cox                  Community Representative                  General Mills                  Board Vice Chair  <a href="mailto:jcox@afsak12.com">jcox@afsak12.com</a>                   elected: 6/1/2025                  seated: 7/01/2022                  expires: 6/30/2028</p>	<p>Mr. Matt Vinez                  Parent Representative  <a href="mailto:mvinez@afsak12.com">mvinez@afsak12.com</a>                   appointed: 6/1/2025                  seated: 7/1/2025                  expires: 6/30/2028</p>	<p>Ms. Kyra Warner                  Teacher Representative  <a href="mailto:lwatt@afsak12.com">lwatt@afsak12.com</a>                   appointed: 6/25/2025                  seated: 7/01/2024                  expires: 6/30/2028</p>
<p>Ms. Kate Plaisance                  Community Representative                  Board Chair  <a href="mailto:kplaisance@afsak12.com">kplaisance@afsak12.com</a>                   elected: 5/31/2023                  seated: 7/1/2023                  expires: 6/30/2026</p>	<p>Ms. Leslie Scherer                  Parent Representative  <a href="mailto:lscherer@afsak12.com">lscherer@afsak12.com</a>                   elected: 5/31/2023                  seated: 7/1/2023                  expires: 6/30/2026</p>	<p>Ms. Kerry Schulte                  Teacher Representative                  Board Treasurer  <a href="mailto:kschulte@afsak12.com">kschulte@afsak12.com</a>                   elected: 5/31/2023                  seated: 7/1/2023                  expires: 6/30/2026</p>
<p>Dr. David Smith                  Community Representative                  University of Minnesota  <a href="mailto:dsmith@afsak12.com">dsmith@afsak12.com</a>                   elected: 6/1/2024                  seated: 7/1/2024                  expires: 6/30/2027</p>	<p>Ms. Jenny Cook                  Parent Representative  <a href="mailto:jcook@afsak12.com">jcook@afsak12.com</a>                   elected: 6/1/2024                  seated: 7/01/2024                  expires: 6/30/2027</p>	<p>Ms. Melissa Farler                  Teacher Representative                  Board Clerk  <a href="mailto:mfarler@afsak12.com">mfarler@afsak12.com</a>                   elected: 6/1/2024                  seated: 7/1/2024                  expires: 6/30/2027</p>
<p>Mr. Sam Wakefield                  Executive Director                  Ex-Officio, non-voting member                  AFSA High School                  100 East Vadnais Blvd                  Vadnais Heights, MN 55127                  651-209-3910  <a href="mailto:swakefield@afsak12.com">swakefield@afsak12.com</a></p>		<p>All board members can receive mail regarding board matters at 100 Vadnais Blvd, Vadnais Heights, MN 55128. Please put any mail to the attention of the board member you wish to receive your information.</p>



opportunities.



Initial Training for FY 25 Board members				
Board Member Name	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
Kerry Schulte	7/1/2023	6/6/2023 MN Charter Board 6/7/2023 MN Charter Board	6/5/2023 MN Charter Board 6/6/2023 MN Charter Board	6/7 MN Charter Board
Laura Wyatt	7/1/2024	8/5/2024 OW	8/6/2024 OW	8/6/2024 OW
Julie Cox	11/17/2020	3/10/2021 MACS	10/2021 MACS 1/22/2022 MACS	10/14/2021 MACS
David Smith	7/1/2010	8/4/2020 St. Thomas	8/4/2020 St. Thomas	8/12/10 St. Thomas
Jenny Cook	10/24/2023	2/7/2024 OW	2/7/2024 OW	2/7/2024 OW
Kate Plaisance	7/1/2020	8/4/2020 MACS	8/1/2020 MA out CS	6/24/2020 MACS
Leslie Scherer	7/1/2023	9/5/2023 OW	8/1/2023 OW	8/1/2023 OW
Scott Stene	10/24/2023	8/23/2024 OW (training Feb 2024)	8/23/2024 OW (training Feb 2024)	8/23/2024 OW (training Feb 2024)
Melissa Farler	7/1/2024	7/18/2024 OW	7/18/2024 OW	7/18/2024 OW
Becky Meyer	8/20/2024	9/23/2024 OW	9/22/2024 OW	9/23/2024 OW
Initial Training for FY26 New Board Members				
Board Member Name	Original Date Seated	Board's Role & Responsibilities	Open Meeting Law	Data Practices Law
Kyra Warner	7/1/2025	6/9/2025 OW	6/9/2025 OW	6/9/2025 OW
Matt Vinez	7/1/2025	6/9/2025 OW	6/9/2025 OW	6/9/2025 OW

**Annual Assessment of School Board Performance**

The Board chose to use two tools from MACS (MN Association of Charter Schools) to conduct a self-assessment; an Assessment tool for Charter School Boards and their governance effectiveness, and a Board governance checklist. The Tool and Checklist were sent out in March 2025. Results were compiled and shared in early April. Results were discussed and actions created at the April 22, 2025 Board meeting.



The Checklist was used to evaluate the Board's awareness and understanding of important policies, procedures and documentation related to governance. The Board identified a few gaps in Board orientation but otherwise had good awareness and understanding.

The Assessment tool was used to evaluate the Board's effectiveness in the following areas: leadership roles, composition, committees, meetings, governance and fund raising. The Board rated itself Strong/Satisfactory in working relationships with School leaders, Board diversity, open Election process, Meeting organization process, policy review update and strategic planning. The Board rated itself Satisfactory/Weak in

Board recruitment priorities, committee structure and fund-raising participation.

Actions:

- Update Board Handbook to clarify expectations concerning committee involvement, fundraising participation and Officer job descriptions. Update was approved by Board on June 24, 2025.
- July Work sessions will be focused on new member on-boarding.

- Create Competencies Matrix for Board composition to determine gaps in expertise needed for next election cycle.
- Determine committee and work group structures that align with Board size and strategic priorities.

**Annual Assessment of Training Needs**

New Board member training requirements in MN Stat 124E.07 Subd 7 were effective August 1, 2024. It was decided that ALL Board members should complete these individual trainings so that the entire Board had the same level of understanding.

All Board members completed Mandated Reporter training and attended an in-person anti-bias/anti-discrimination training conducted by the school’s law firm. This was to ensure we understand existing laws and gain tips to maintain compliance. Additional trainings were at the discretion of individual Board members. Dates of completed trainings are in tables below.



Group Training:

Annual Training – FY25			
Board Member Name	Date of Training	Training Title or Topic	Presenter or Trainer
Kate Plaisance, Dave Smith, Julie Cox, Leslie Scherer, Kerry Schulte, Melissa Farler, Laura Wyatt, Scott Stene, Becky Meyer	10/12/2024	Discrimination, Harassment, Bullying, and Retaliation - A Lawyer’s Perspective	Michael J. Ervin

Individual Training:

Kate Plaisance Annual Training – FY25		
Date of Training	Training Title or Topic	Presenter or Trainer
10/11/2024	Mandated Data Reporter	MN Child Welfare Training Academy Online
9/10/2024	Open Meeting Law	OW on-line
9/10/2024	Data Practices	OW on-line
3/19/2025	IDEAS payments & reports	MDE Charter School Boot Camp
3/19/2025	License Permissions	MDE Charter School Boot Camp
3/19/2025	License Compliance	MDE Charter School Boot Camp
6/10/2025	Student Success, Achievement & Performance	OW on-line
6/10/2025	Funding & Financial Management	OW on-line
6/11/25	Employment policies & practices	OW on-line

Becky Meyer Annual Training – FY25		
Date of Training	Training Title or Topic	Presenter or Trainer
9/23/2024	Open Meeting Law	OW on-line
9/23/2024	Data Practices	OW on-line
9/22/2024	Mandated Reporter	MN Child Welfare Training Academy Online



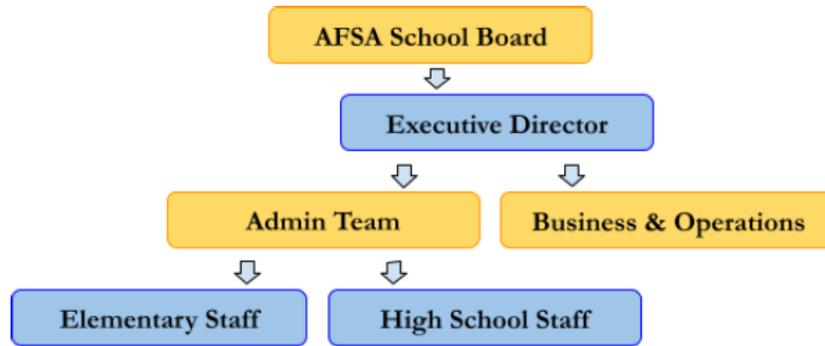


<b>Julie Cox Annual Training – FY25</b>		
<b>Date of Training</b>	<b>Training Title or Topic</b>	<b>Presenter or Trainer</b>
10/9/2024	Mandated Data Reporter	MN Child Welfare Training Academy Online
10/10/2024	Open Meeting Law	OW on-line
10/10/2024	Data Practices	OW on-line
06/14/2025	Student Success, Achievement, and Performance	OW on-line
06/15/2025	Funding and Financial Management	OW on-line
06/15/2025	Employment Policies and Practices	OW on-line
<b>Laura Wyatt Annual Training – FY25</b>		
<b>Date of Training</b>	<b>Training Title or Topic</b>	<b>Presenter or Trainer</b>
8/5/2024	Open Meeting Law	OW on-line
8/28/2024	Data Practices	Becky Meyer
8/28/2024	Mandated Reporter	MN Child Welfare Training Academy Online
6/16/25	Student Success, Achievement and Performance	OW on-line
6/16/25	Funding and Financial Management	OW on-line
6/16/25	Employment Policies and Practices	OW on-line
<b>Melissa Farler Annual Training – FY25</b>		
<b>Date of Training</b>	<b>Training Title or Topic</b>	<b>Presenter or Trainer</b>
7/18/2024	Open Meeting Law	OW on-line
8/28/2024	Data Practices	Becky Meyer
8/28/2024	Mandated Reporter	MN Child Welfare Training Academy Online
3/19/2025	Employment policies & practices	OW - online
3/19/2025	Funding & Financial Management	OW - online
3/20/2025	Student Success, Achievement & Performance	OW - online
<b>Jenny Cook Annual Training – FY25</b>		
<b>Date of Training</b>	<b>Training Title or Topic</b>	<b>Presenter or Trainer</b>
10/12/2024	Open Meeting Law	OW on-line
10/12/2024	Data Practices	OW on-line
10/11/2024	Mandated Reporter	MN Child Welfare Training Academy Online
10/29/2024	Discrimination, Harassment, Bullying, and Retaliation - A Lawyer's Perspective	Michael J. Ervin-author; individual review w/ <a href="#">Kate Plaisance</a>
6/23/25	What Boards Need to Know About Student Success, Achievement, and Performance	OW online training
6/24/25	What Boards Need to Know about Public School Funding and Financial Management	OW online training
6/24/25	What Boards Need to Know about Employment Policies and Practices Slides	OW online training
<b>Kerry Schulte Annual Training – FY25</b>		
<b>Date of Training</b>	<b>Training Title or Topic</b>	<b>Presenter or Trainer</b>
9/20/2024	Open Meeting Law	OW on-line
9/20/2024	Data Practices	OW on-line
08/28/2024	Mandated Reporter	MN Child Welfare Training Academy Online
3/3/2025	Student Success, Achievement & Performance	OW on-line
3/3/2025	Funding & Financial Management	OW on-line
3/3/2025	Employment policies & practices	OW on-line

<b>Dave Smith Annual Training – FY25</b>		
<b>Date of Training</b>	<b>Training Title or Topic</b>	<b>Presenter or Trainer</b>
10/11/2024	Open Meeting Law	OW on-line
10/11/2024	Data Practices	OW on-line
10/8/2024	Mandated Reporter	MN Child Welfare Training Academy Online
6/21/2025	Employment Policies and Practices	OW on-line
6/21/2025	Funding and Financial Management	OW on-line
6/22/2025	Student Success Achievement and Performance	OW on-line
<b>Leslie Scherer Annual Training – FY25</b>		
<b>Date of Training</b>	<b>Training Title or Topic</b>	<b>Presenter or Trainer</b>
9/5/2023	Open Meeting Law	OW on-line
9/5/2023	Data Practices	OW on-line
9/7/2024	Mandated Reporter	MN Child Welfare Training Academy Online
4/20/2025	Employment Policies and Practices	OW on-line
4/21/2025	Funding and Financial Management	OW on-line
5/7/25	Student Success Achievement and Performance	OW on-line
<b>Scott Stene Annual Training – FY25</b>		
<b>Date of Training</b>	<b>Training Title or Topic</b>	<b>Presenter or Trainer</b>
8/23/2024	Open Meeting Law	OW on-line
10/29/2024	Data Practices	OW on-line
10/11/2024	Mandated Reporter	MN Child Welfare Training Academy Online
6/25/2025	Employment Policies and Practices	OW on-line
6/25/2025	Funding and Financial Management	OW on-line
6/25/2025	Student Success Achievement and Performance	OW on-line
<b>Sam Wakefield Annual Training – FY25</b>		
<b>Date of Training</b>	<b>Training Title or Topic</b>	<b>Presenter or Trainer</b>
3/3/2025	Open Meeting Law	OW on-line
3/26/2025	Student Success, Achievement & Performance	OW on-line
3/25/2025	Funding & Financial Management	OW on-line
3/20/2025	Data Practices Law	OW on-line
3/17/2025	Board Roles & Responsibilities	OW on-line
3/13/2025	Employment policies & practices	OW on-line
2/27/2025	Charter School Contract	OW on-line



## Management



### AFSA Administrative Team

Starting in 2019, AFSA’s Administrative structure changed to include equal administrative positions at each site. The Executive Director oversees all administrative staff, plus department managers for the Business, Operations, and Maintenance departments. Each site has behavior lead, responsible for student discipline, classroom management support, and crisis planning. Each site also has an academic lead, responsible for assessment, curriculum, and staff development. The sites also each have a Special Education Coordinator, who is responsible for Special Education services. In 2024, AFSA’s Executive Director (ED) was meant to retire and be replaced. The replacement hired by AFSA School Board resigned in August, leaving the school without an ED. Sam Wakefield took the position as of January 1, 2025. Liz Burkwald is filling the vacancy of Special Education Coordinator for the Elementary campus in addition to her Director role until a candidate can be hired for that full-time position.

Administrative Team 2025-26			
Name	Role	License info	Supervision Duties
Sam Wakefield	Executive Director	Licensed Principal	District Level Operations and supervision of administrators
Liz Burkwald	Elementary Director & Special Ed Coordinator	Academic & Behavior Strategist license	Oversee Elementary teachers & staff
Laura Nelson	High School Academic Director	Social Studies license	Oversee High School teachers
Kate Bald	Elementary Intervention Coordinator	Mathematics license	Oversee Elementary intervention staff
Non-Admin in Supervisory Positions			
Bill Lloyd	Food Service Manager	n/a	Oversee Food Service team



### Executive Director Review Process

The School Board gathers input through a survey process of stakeholders on the performance of AFSA’s ED. The Board then reviews the feedback and completes the Annual ED Evaluation. This is presented at a school board before further employment agreements are offered.

Name	Job Title	PD Attended 24-25	Plan for 2025-26
Sam Wakefield	Executive Director	PCM Trainer Recertification - 20 hrs Title IX Law—4 hrs Compass Summer Institute –12 hrs MACS (weekly) Admin Support Calls – 10hrs Resource Officers/Secondary School Administrators –8 hrs Board Trainings—8 hrs Substitute Teaching Staffing Simplified—1 hr MTSS In District Improvement—1 hr How Leadership Transformed a Struggling District—1.5 hrs	Charter Leader Support Network Attend more MDE calendar trainings around school finance/funding. Webinar: Enroll(ED) Social Media Strategies ADSIS Fall Orientation 2025 School Law Seminar: Squires, Waldspurger & Mace P.A.
Liz Burkwald	Elementary Director & Special Education Coordinator	LETRs for Admin Units 1-3 -24 hrs PCM De-escalation and Restrictive Procedures -16 hrs	LETRs for Admin unit 4 - 12/9/25 Charter Leader Support Network Monthly meetings EC Screening Training renewal 8/13/25
Laura Nelson	Teacher on special assignment Academic Director	School Law Seminar—8 hrs MDE, ACT, and WIDA Assessment Training Webinars– 12 hrs MDE - New Teacher Orientation Ideas -2 hrs	Charter Leader Support Network: Monthly Meetings Multilingual Learners Micro-credential - 2-3 hours for 6 weeks MDE Curriculum Leader Meetings - Monthly
Kate Bald	Teacher on special assignment Intervention Coordinator	School Law Seminar (8 hr) First Steps: A Restorative Practices Overview Workshop (8 hr) ADSIS Spring Conference (3 hr)	Coaching & Feedback Training Student Safety Training MDE 504 Webinars ADSIS Training



In FY25, the administrative team went through a transition of leadership, and that was the biggest challenge. Sam Wakefield completed a variety of trainings to prepare himself for the role of Executive Director, and Becky Meyer, the former ED stayed on past intended retirement to assist with his transition. Additionally, AFSA was in our Contract Renewal year with Osprey Wilds, so the team had a lot to do to manage that process throughout the year. Another continual challenge for the admin team is funding. With lower enrollment numbers, the budget is stretched very thin, and that makes securing any new hires or necessary supplies a challenge.

The successes for the admin team were improving staff morale and filling the ED vacancy before the year ended. The uncertainty after the previous hire left so quickly made many staff members worry. The focus for leadership and coaching was maintaining positive morale and improving the overall staff community at AFSA.

As the team moves into FY26, there is a strong feeling of belonging and comradery, which will ultimately benefit everyone at the school.



## Staffing

AFSA's approach to staffing involves seeking candidates that have a strong interest in Agriculture, Environmental Education, and experiential learning. Through a committee-run interview process, candidates are questioned on their values and are evaluated for positions based on qualifications, licensure, and the interview questions. Teachers are recruited through several tools and preference is given to teachers based on licensure, degree level, and experience to ensure that our students have the best access to the best teachers possible. For many positions, candidates submit an additional portfolio or evidence of their commitment to our mission for additional evidence and evaluation purposes. Candidates with background experience in mission-related fields (Agriculture, Environmental Ed) are given priority in the interview process.



Staffing at AFSA is determined by enrollment and individual student needs. AFSA has a higher than average population of students receiving Special Education Services, which can require additional staffing. Educational assistants are hired as support staffing for that purpose. By supporting students individual needs, hiring highly-qualified candidates, and setting high expectations for staff in the hiring process, the Hiring Committee is directly supporting the School's mission, thereby also directly supporting student achievement. AFSA's commitment to sustaining the RTI program is seen in the staffing process with teachers hired to coordinate RTI, tutor students, and evaluate student data in an ongoing progress monitoring system.

### Licensed Staff

Last Name	First Name	File Folder #	License Area	Teaching Assignment	Returning?
Albin	Owen	1020790	Mathematics Tier 3	HS Mathematics	Returning
Beadle	James	493978	Communication Arts/Literature Tier 4	Language Arts	New 2025
Bode	John	1010552	Short Call Substitute	Substitute/ EA	Returning
Boulton	Tami	369834	Mathematics Tier 4	HS Mathematics	Returning
Delmont	Dominic	506730	Special Ed - ABS Tier 1	Special Education	Returning
DeMarre	Kim	506174	Elem Ed & ESL Tier 4	Elementary teacher	New 2025
Enoksen	Brianna	493853	Instrument and Classroom Music	Music	Not Returning
Farler	Melissa	1005753	Life Science, Science 5-8 Tier 4	Science	Returning
Forbort	Amber	1028737	Spanish Tier 3, ESL OFP	Spanish, ELL	Returning
Goebel	Jacob	493637	Special Ed - EBD & DD, Social Studies Tier 4	HS Special Education	New 2025
Hall	Trinity	1026317	Communication Arts/ Literature	HS Language Arts	Not Returning
Heide	Jordyn	506174	Elem Ed, ESL	Elementary teacher	Not Returning
Hoard	Joshua	1000768	Health, PE, DAPE Tier 3	Elementary PE & DAPE	Returning
Hofrenning	Matthew	1036988	Physical Education Tier 1	PE & Health	New 2025
Holewa-Kvigne	Faith	1035811	School Counselor Tier 3	Elementary School	Returning
Johansen	Laura	383050	Elem Ed Tier 4, Special Ed OFP	Elementary Agriculture & Special Ed	New 2025

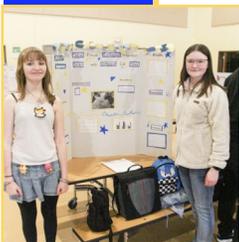


Last Name	First Name	File Folder #	License Area	Teaching Assignment	Returning?
Lange	Steven	472503	Emotional Behavior Disorders, Learning Disabilities Tier 4	Special Education	Returning
LeClair	Amanda	1020108	Elem Ed Tier 3	Elementary teacher	Returning
Ligman	Patt	268435	Communication Arts/ Literature Tier 4	Language Arts	Returning
Lonetti	Stephanie	344090	Elementary Ed Tier 4, Special Ed OFP	Special Ed	Returning
Ma	Ris	1030015	Elem Ed Tier 2	Math interventions	Returning
Mackley	Jackson	1038341	Social Studies Tier 3	HS Social Studies	Returning
Markgraf	Emily	1043431	Visual Arts Tier 3	Art	New 2025
Melling	Michael	430688	Elementary Ed, Communication Arts/Literature Tier 4,	Elementary teacher & Special Ed	Returning
Mestelle	Bethany	1018977	Science 5-8, Chem, Physics Tier 1	HS Science	Returning
Murray	Jennifer	511543	Communication Arts/ Literature Tier 3	English Language Arts	Returning
Nelson	Rachel	1044763	Agricultural Education Tier 3	Agriculture	New 2025
Orr	Casey	1005870	Elem Ed Tier 4	Reading Intervention-	New 2025
Osterhus	Shawn	1006428	Social Studies Tier 4	HS Social Studies	Returning
Pasquesi	Billie	1030347	Elem Ed Tier 3, Special Ed OFP	Elementary teacher & Special Ed	Returning
Porter	Amanda	1035320	Visual Arts Tier 3	Elem Art	Returning
Richter	Mitchell	1003822	5-8 Science Tier 3	Science	Returning
Rigert	Alex	1041900	Early Childhood Ed	PreK teacher	New 2025
Rude	Katelynn	1041793	Communication Arts/ Literature Tier 4	Language Arts	New 2025
Schulte	Kerry	399594	Early Childhood Education	Elementary	Returning
Sirek	Megan	1045707	Elem Ed & Special Ed - ABS	Elementary teacher & Special Ed	New 2025
Sugii	Cassandra	506224	Special Ed ABS Tier 1	HS Special Ed	Returning
Tan	Rasha	1013849	Mathematics Tier 4	Mathematics	Returning
Troendle	Elizabeth	1039326	Special Ed ABS Tier 1	Elem Special Ed	Returning
Vavra	Sarah	1026386	Tier 1 Elem Ed	Elementary Ag & Sci-	Not Returning
Veldhuizen	Cami	1003489	Elementary Ed & Social Studies 5-8 Tier 3, Special Ed	Elementary teacher & Special Ed	Returning
Vorwald	Amanda	495344	Visual Arts Tier 4	Art, PE, Health	Returning
Walstrom	Owen	1011855	Mathematics Tier 3	Mathematics	Not Returning
Warner	Kyra	1009536	Agriculture Tier 3	Agriculture	Returning
Werden	Suzanne	477173	Special Ed - DCD, SLD	Elementary Special Ed	Not Returning
White	Thomas	436814	School Counselor	HS School Counselor	Not Returning
Wollschlager	Kelly	1016372	Special Ed - ABS Tier 1	HS Special Education	Returning
Wyatt	Laura	1004010	Ag & WBL	Agriculture	Not Returning
Youngberg	Danielle	1014774	Elem Ed	Elementary teacher	Not Returning



**Teacher Turnover Ratio:**

Turnover for the past five years is shown in the table below. In AFSA’s first year as a K-12 program (2019-20), the turnover percentage was low. Since then, there was a pandemic, which had an effect on teacher rates, as well as a teacher shortage causing schools to incentivize leaving current positions for other districts. The teacher turnover going into this fall is reduced to 21% after 2 higher years, which will help with overall programming and consistency. Vacancies remain in Special Education.



Year	2021-22	2022-23	2023-24	2024-25	2025-26
Teacher turnover percentage	15%	17.5%	43%	29%	21%

**2024-25 Teacher Professional Development Activities:**

- New Staff Orientation
- Mandated reporter, Emergency medical, BBPs, Data Privacy
- Interventions & Accommodations
- Authorizer goals, Environmental Learning Plan
- Mental Health Supports
- Standards-Based grading, Unit planning
- Positive Behavior Reinforcements
- De-escalation strategies
- Disability-specific trainings
- Special Education Progress Reporting
- Sensory Break protocols
- Test Security & Test Monitor training
- Equity & Inclusion
- LETRs Literacy Instruction Training
- Experiential Learning
- Restorative Practices

**Professional Development**

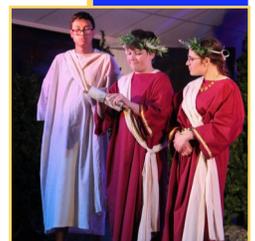
Appropriate professional development is provided to each category of employee. AFSA employs licensed School Bus Drivers and meets the DOT requirements for initial and ongoing training requirements. AFSA teachers are provided with mentors and work in PLC’s throughout the school year. AFSA pays the membership for one professional organization for each teacher. AFSA maintains their own relicensure committee that tracks and approves CEU for licensed staff. AFSA strives to provide most of the components for teacher relicensure through the ongoing professional development provided. Teachers on Tier 1 or OFP licenses are provided additional support and training in regards to the licensure requirements.



**Non-Licensed Staff:**

Last	First	Assignment	Returning?
Avdyli	Verona	EA	Returning
Babou	Sherrie	EA	Returning
Barbour	Kristina	Office Manager	Returning
Basinski	Anna	Kitchen staff	Returning
Bergerson	Angie	HS Front desk	Returning
Brandt	Robin	EA	Not Returning
Brohaugh	Norm	Bus Driver	New 2025
Bruton	Sandra	Food Service	Not Returning
Burkwald	Malekai	Food Service	Returning

Last	First	Assignment	Returning?
Burkwald	Sebashtian	Business Assistant	Returning
Crawford	Amanda	Van Driver	Returning
Crippa	Ryan	Custodian	Returning
Day	Anna	Bus Driver	Returning
Engen	Greta	EA	Returning
Fluth	Jonathan	EA	Returning
Forliti	Stephanie	Marketing & Communications	Returning
Gormley	Tim	Bus Driver	Returning
Gruber	Wil	BA	Returning
Hamilton	Janelle	Office	Returning
Hassan	Ali	Bus Driver	Not Returning
Hollenkamp	Jon	Bus Driver	Returning
Howard	Asa	EA	Returning
Hudlik	Chris	EA	Returning
Kaufenberg	Lynne	Food Service	Not Returning
Leggett	Don	Bus Driver	Returning
Lentsch	Anna	Sped Clerical	Returning
Lloyd	Bill	Operations Manager	Returning
Loch	Chelsea	Food Service	Returning
Luger	Sandra	EA	Returning
Nelson	David	Bus Driver	Returning
O'Shea	Meghan	PreK assistant	Not Returning
Ray	Rodney	Bus Driver	Returning
Riddley	Keyshad	BA	Returning
Riley	Ed	Bus Driver	New 2025
Rodriguez	Nelson	Custodian & Bus Driver	Returning
Rosenbloom	Jessica	EA	Returning
Rosenthal	Michaela	PreK TA	New 2025
Schoeller	Kathy	Bus Driver	Returning
Seeger	Roger	Bus Driver	Returning
Sorenson	Emily	EA	Returning
Svien	Jen	EA	Returning
Vang	Meloni	EA	Returning
Willis	Shakira	EA	New 2025
Wilson	Ellen	EA	New 2025



## Operational Performance

### Compliance

AFSA has received commendation from Osprey Wilds for our timeliness and compliance accuracy with all Minnesota Department of Education and Federal and State regulations. The breadth and scope of these reports ensure the health, safety, education level and general well-being of the school

and students. The school finances are audited each year by an independent company and submitted to MDE, the State Auditor's Office, and Osprey Wilds by December 31st each year. The following is a sample list of some of the compliance requirements AFSA has met in 2023-24.

AFSA pays all federal and state taxes, pensions, and insurances as required. Accounting and payroll are managed by Skyward, a MDE compliant and compatible software. All tax reporting is completed as required by federal and state law on Form 990. The school uses state compliant and compatible PowerSchool to manage student reporting.

All policies, board meeting minutes and other due process reports are clearly posted on the school website at [www.afsahighschool.com](http://www.afsahighschool.com) as required by statutory and authorizer expectations.



### **Health and Safety**

AFSA contracts with a part-time school nurse who is responsible for fulfilling state immunization reports, overseeing daily student medication dispensing, student health plans, as well as vision and hearing tests. The school nurse also coordinates evaluations, as needed, for the special education department.

The school has a comprehensive emergency plan with two off-site evacuation locations should they be needed. Staff members receive extensive training each fall on safe evacuation methods. Plans and maps are prominently displayed in each room with the appropriate route(s) to safety from each individual location in the building.

### **Transportation**

AFSA leases 8 school buses for transportation routes. The school also owns two 10-passenger vans, a cargo van, and a minivan for additional daily transportation and deliveries. Each school vehicle undergoes regular maintenance and testing to ensure the safety of our students. All bus drivers are appropriately licensed and certified; drivers are trained in and follow federal, state and local school bus safety regulations.

### **Facility and Grounds**

Both buildings meet or exceed all Building and Content Insurance as required per state statute. Constructed in 2004-2005, our beautiful High School building and grounds, are nestled overlooking Lake Vadnais and provide an ideal location to meet our mission. The 44,000 square foot building is an aesthetically pleasing physical structure which naturally blends into the surrounding environment. Adjacent to the main school building is a greenhouse which is used for educational purposes. A clean fire inspection was completed in August 2019. The building is inspected every 3 years. In 2019, AFSA opened the doors of a newly remodeled 30,000 square foot facility for the Elementary program in Little Canada, just a few minutes' drive from the High School campus. A clean fire inspection, sprinkler inspection, and all code compliances were confirmed prior to opening the facility to staff and students for the 2019-20 school year. In 2024-25, no major improvements were made to facilities, however the freezer in the commercial kitchen required repair, and the Elementary dry fire system required several small repairs.



### **Food Service Program**

AFSA High School has a full-service kitchen on-site. All meals are cooked fresh daily at the High School, and Elementary School lunches are delivered hot to the Elementary school. A typical mid-day meal consists of a main entrée, side dish and salad bar option. By substituting whole grains and low fat items into the menu, the AFSA kitchen team is constantly working to provide healthy options for school meals. For FY26, meals continue to be free to families regardless of income through state legislation and AFSA Elementary is qualified through a community grant program as well. All AFSA food service staff have attended ServSafe® certification training and follow federal and state regulatory safety laws as required. AFSA was the winner of the 2024 School Lunch Champion award for the Say Yes! to School Meals Photo Contest run by MN Department of Education.

### **Due Process**

AFSA has a comprehensive student/parent handbook which is distributed to each student in the fall. The

handbook outlines students’ rights and disciplinary procedures. The handbook may be found on the school website along with other policies and practices followed by AFSA. All AFSA School Board Members and staff are trained on Data Privacy each year before they engage with students.

Special Education Services utilizes a Five-Phase, School-Wide Support Model that consists of

1. Early identification
2. Intervention planning and implementation
3. Referral for special education consideration
4. Special education evaluation
5. Eligibility determination

In order to meet the needs of students who require more involved and intensive services, AFSA partners with resident school districts, other agencies or districts, and each family to identify appropriate programs and place students in them.



**Student Discipline Data**

Student suspension incident data is shown below for the previous 5 years. In FY21, incidents dropped dramatically due to distance learning. Since then, the incidents significantly increased in the middle school grades. For FY24, staffing changes and new non-exclusionary discipline practices were implemented to attempt to change this trend, however the incidents still rose by 15 overall. In FY24, the schools rearranged grade levels as well, with 7-12 being at the High School campus and K -6 at the Elementary. FY25 continued with that arrangement and added PreK at the Elementary campus. Through staffing changes and implementing more Non-Exclusionary practices, incidents significantly decreased at both buildings, with Out of School suspensions reducing by 44%

Number of Incidents					
	FY21	FY22	FY23	FY24	FY25
Elementary	4	28	51	19	10
High School	1	55	32	79	62
Total	5	83	83	98	72

**Parent Engagement**

AFSA maintains an open line of communication with parents/guardians. A weekly update is sent out and posted to the school’s website. Director updates go out with special messages as needed. Teachers and administration are easily accessible to parents/guardians by email or phone. Parents/guardians are invited to attend our Annual Picnic and Orientation, Parent-Teacher Conferences, Community nights, Numeracy and Literacy nights, Potato Hug, Carnival, and to join the Parent/Guardian Involvement committee and the FFA Alumni. The parents/guardians have started a parent-teacher organization to support the Elementary school. Parents/Guardians are welcome to attend any School Board Meeting. The FFA Alumni is a group that engages past students, parents/guardians and community members in supporting the AFSA FFA students.



**Community Engagement**

Farm and Community Service Day is held twice a year for all AFSA students in grades 7-12 and team members. Local farms and organizations are selected by the service coordinator for students to perform a full day of community service. By completing projects for local organizations, such as Vadnais Heights Parks, the City of Roseville and local farms like Youth Farm and the Pine Tree Apple Orchard students are exposed to the value and reward of community service.

In addition, AFSA hosts a plant sale each spring to raise funds for the greenhouse, and AFSA also provides volunteers during several community events in the Northeast Metro area, including the Farmer’s Markets, Movie in the Park, Heritage Days, parades, and MarketFest. Younger AFSA students participate in community service throughout the year as well, helping support local community charities.

## Employment

The AFSA hiring process is a multi-faceted procedure. The process begins with the identification of staffing needs. If a position is a new position, a job description and qualifications document must be developed. This is followed by advertisement in the appropriate market for qualified candidates. Candidates are vetted on resume compatibility, writing samples, work performance demonstrations and face-to-face interviews. Interviews are conducted with more than one existing staff member. Candidates then go through background verification and reference verification. Upon offer and acceptance, prospective employees meet with administration and are presented with a staff handbook and an orientation session. Every employee is subject annually to an appropriate evaluation process. Throughout the year PLC's are continually evaluating each other and offering mentorship and goals within their groups.



## Background Checks

All AFSA staff members, board members, and volunteers who will be working with students are subject to background check verification.

## Dissemination of Information

AFSA Charter School prioritizes our efforts when we are disseminating our schools information to our families, future families and our school community. We have a committee that meets weekly to help make sure we are strategically and equitably sharing our schools information and our enrollment procedures. Here is a list of our current practices.

- Promotional/Informational/Enrollment Flyers: We utilize informational flyers to help inform our families, community and potential students. We post these flyers on our website, our social media accounts, and send them in our weekly newsletters.
- Social Media/Advertising: We keep an up to date social media presence helping inform our audience of what is happening in our school and how you can find out more information. Social media is a way to reach all target groups within the Minnesota population. We use social media advertising to help inform future families of enrollment, upcoming community events and give you a live look of what is going on at AFSA. When we create advertisements we can choose the area/locations we would like it to focus on. We as a school make sure to focus on all of our surrounding school districts regardless of socio-economic status. We focus on areas we have transportation and districts we already pull from. These areas and districts represent the target groups of the Minnesota population.
- Open houses: We pair evening community events with open houses to allow families to have additional benefit in coming to see our school. Evening hours increase access for many families.
- Safety night: Members of different safety organizations come and showcase their skills, machines, and help inform us of how we can be safe in our homes and schools.
- Community Night: Community organizations come to our building to showcase all the different opportunities for families to participate in.
- College and Career: We give opportunities for the outside public to come to a college and career fair. We invite a large number of different schools, career paths and organizations to help give families guidance.
- Partnership with areas of living: We contact apartment buildings/townhomes and areas of low income to form partnership. We want to inform families of our school and how we can best support them.
- Partnership with current families: Working with our families to help distribute information to their friends, families, and neighborhoods. Our existing families are a reflection of Minnesota's population and help us communicate how we can help their students.
- Summer Events: We go out into our neighborhoods and community to the different events put on by the city. These events are free to the public and have a high representation to Minnesota's population and its targeted groups. We have AFSA staff there to help talk and present information.
- Home Visits: Will help with families when transportation is an issue. Will either help transport them to the school or deliver all necessary materials.
- School/Daycare Partnerships
- Updated Language Access Policy to help us reach more EL families. Within this plan is to update and review our marketing materials in different languages. We have already started this process with our flyer marketing.



## Finances

For questions regarding school finances and for complete financials for 2024-25, contact:

Name: Sam Wakefield

Position: Executive Director

Phone: 651-209-3927

Email: swakefield@afsak12.com

A combination of internal staff and Creative Planning Business Services provides AFSA accounting services.

*Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the MN Department of Education and Osprey Wilds Environmental Learning Center no later than December 31, 2025.*

FY25 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	\$6,916,709	\$310,307	\$1,6762
Total Expenditures	\$6,960,094	\$331,307	\$17,794
Net Income	\$-43,385	-20,495	\$-1,032
Total Fund Balance	\$-178,120		



### Overview:

AFSA is in Statutory Operating Debt (SOD) for the first time in their history. The enrollment for the school year was targeted to be 420, but the year ended with 393 ADM. Holdbacks for FY25 are \$571,000. AFSA held a renewed line of credit for the school year at \$300,000, which is due and payable out of the FY25 holdbacks. AFSA has been in conversations with the Building Company board members, AFSA School Board Members, Bondholder Trustees and the Majority Bondholder regarding a Forbearance Agreement due to missed payments. Cash flow is a major challenge for the FY26 school year as the enrollment fell short of goals again.

### Revenues:

Revenues aligned closely with the revised budget. AFSA had about \$105,000 in local revenues, which include student activities such as sports and optional field trips, resale items like the plant sale and coffee/chocolate fundraisers. AFSA received about \$220,000 in federal Title and Special Ed revenues. Food service spent \$331,307 and received \$310,812.

AFSA operates a small afterschool program that had a negative fund balance of \$1,032.

### Expenses:

The largest group of expenditures is special education. ASFA’s special ed population is approximately one-third of the overall student population. Second largest expenditure is for general ed teaching salaries and benefits. Building costs are the third largest. The school’s population is not large enough to cover 90% of the building lease, so about one-third of the lease costs come out of the general operating budget. Building costs are the major factor contributing to the negative fund balance. AFSA enrollment has slowly declined since the 2019-2020 school year.

### Net Surplus or Deficit and Fund Balance:

AFSA has a negative fund balance at the end of FY25 of (178,120) which puts AFSA in SOD.

AFSA is aware of the need to build the fund balance to 20%.

### CACR Annual Budget:

Within the general budget, approximately \$90,000 is allocated to activities within the CACR plan.

## Future Plans

- Increase enrollment overall towards the sustainable goal of 600 students
- Increase equitable teaching practices
- Achieve a positive fund balance and increase by 2% annually



# Thank you!



Thank you to our donors and sponsors for making another fantastic year at AFSA possible!

Thank you to AFSA's amazing staff for their hard work and dedication to the students!

Special Thanks to AFSA's Parent group and Ron Olson for donations and continuous support of our program!!

