Art and Science Academy FY2026 Annual Report to The Guild

Introduction *3*
School Information 3
Authorizer Information 3
Compliance Reporting *4*
Student Enrollment and Student Attrition 4
Governance and Management 5
Annual Board Training 8
Staffing 14
Professional Development Plans for Administratively Non-licensed Staff 16
Professional Development Documentation for School Director 16
Finances 17
Innovative Practices and Implementation 19
Future Plans 21
Statutory Purposes 23
Performance Reporting *26*
Academic Performance 26
English Learners Progress 37
PIP Reporting 37
Additional Information *41*
The Comprehensive Achievement and Civic Readiness (CACR) Annual Summary Report for 2025–2026 is included as a separate section immediately following this annual report. 41

Introduction

School Information

Art and Science Academy District # 4227-07
903 6th Avenue Court NE
Isanti, MN 55040

Executive Director: Cora Packard, cora.packard@artandscienceacademy.k12.mn.us

507-444-0342 District Office / Elementary School Office
507-444-0039 Middle School Office
https://artandscienceacademy.k12.mn.us

ASA Vision: *ASA provides high quality art and science integration opportunities in an innovative small school community.*

ASA Mission: *ASA provides outstanding artistic and scientific programs.*

Authorizer Information

Authorized by the MN Guild of Public Charter Schools (The Guild)
323 Washington Ave N
Minneapolis, MN 55401

Executive Director: Jim Zacchini, jim.zacchini@guildschools.org

Guild Vision: *The Minnesota Guild of Public Charter Schools advances positive educational outcomes for students that lead to success in life.*

Guild Mission: *The Guild advocates for teacher leadership, professional autonomy, and the creation of innovative schools for student engagement and the ownership of learning. The Guild strives to support students, families, and communities most affected by the achievement gap and low graduation rates.*

Compliance Reporting

Student Enrollment and Student Attrition

Student Enrollment by Grade Level

Grade	2023–24 ADM	2024–25 ADM	2025–26 ADM
Kindergarten	37.15	25.57	16.26
1	35.60	35.35	31.04
2	41.88	33.78	27.48
3	36.82	43.64	26.86
4	41.47	32.80	34.56
5	27.44	40.06	25.44
6	36.34	30.13	25.44
7	21.31	33.46	10.61
8	27.58	27.12	21.73
District ADM	305.59	301.91	219.42

ADM represents average daily membership rather than student headcount.

District ADM decreased by 3.68 between FY2024 and FY2025 and by 82.49 between FY2025 and FY2026.

Student Attrition and Retention

ASA tracks individual students to calculate within-year attrition and retention between school years. ADM is reported separately as enrollment context.

Within-Year Student Attrition

Attrition measures the percentage of October 1 students who did not complete the school year at ASA. Students entering after October 1 count are excluded.

School Year	October 1 Enrollment	October 1 Students Not Completing EOY	Attrition Rate	EOY ADM
2023–24	314	29	9.2%	305.59
2024–25	296	15	5.1%	301.91
2025–26	228	28	12.3%	219.42

Calculation: *October 1 students who did not complete EOY ÷ October 1 enrollment × 100.*
Student Retention Between School Years

Retention measures the percentage of eligible students who completed a school year and returned by October 1 of the following year. Students completing eighth grade are excluded because ASA serves kindergarten through eighth grade. Students who entered after October 1 but completed the year are included in the eligible returning population.

Transition	Prior-Year EOY Enrollment	Eighth Graders Excluded	Eligible to Return	Students Returning by October 1	Retention Rate
2023–24 → 2024–25	307	25	282	238	84.4%
2024–25 → 2025–26	306	27	279	191	68.5%
2025–26 → 2026–27	210	18	192	119	62.0%

Calculation: *Eligible EOY students returning by October 1 ÷ students eligible to return × 100.*
Analysis and Next Steps

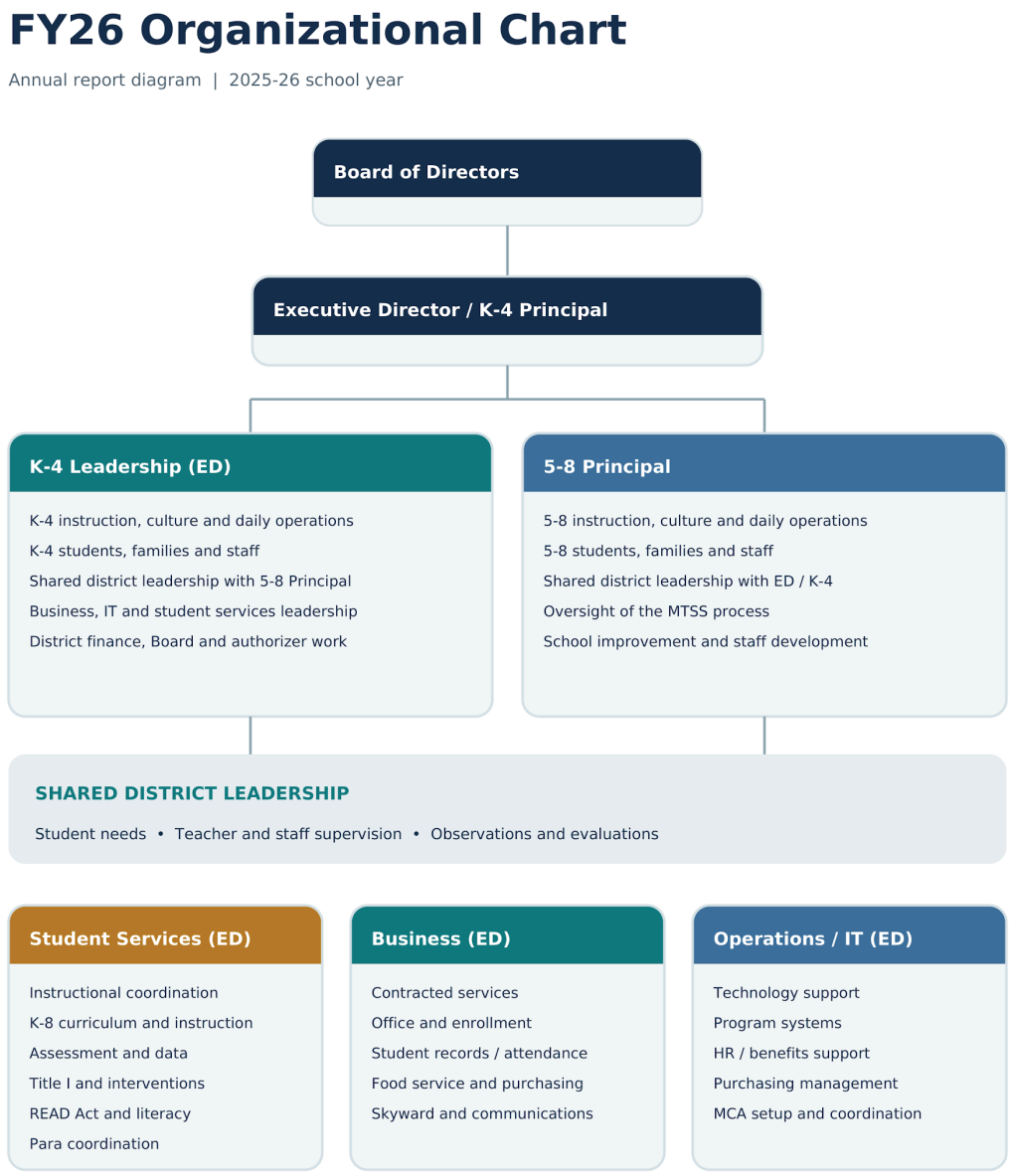
Retention declined from 84.4% to 62.0% across the three reporting periods. ASA will use enrollment trends, withdrawal reasons, and family feedback to guide recruitment and retention efforts and align staffing and programming with enrollment.

Governance and Management

During FY26, Art and Science Academy was governed by its Board of Directors, which provided oversight of school policy, finances, academic performance, and progress toward charter contract goals. Board committees reviewed matters within their assigned areas and brought recommendations to the full Board for action.

Executive Director and K–4 Principal Cora Packard led district operations, financial oversight, personnel management, compliance, and communication with the Board and authorizer. She also provided leadership for K–4 instruction, student services, and daily school operations.

The grades 5–8 Principal led middle school instruction, student support, daily operations, and the MTSS process. The two administrators collaborated on districtwide instructional improvement, staff supervision and evaluation, and student and family needs. Office and support staff assisted with enrollment, student records, food service, technology, and other operational responsibilities. The organizational chart illustrates ASA's FY26 leadership structure and areas of responsibility.



Management Agreements

Art and Science Academy did not have a management agreement with a charter management organization (CMO) or education management organization (EMO) during FY26.

Board Roster

Member's Name	Effective Start Date	Current Term Expiration Date	Officer Role
Adam Schorer	07/15/2021	6/30/2028	Chair Parent Member
Rya Reynolds	10/01/2025	6/30/2029	Member / Vice Chair Teacher
Allison Minikus	08/01/2025	09/24/2026	Treasurer Teacher
Kara Dahl	03/15/2017	6/30/2027	Secretary Community Member
Christy Flaspeter	08/22/22	06/30/2026	Member Parent
Andrea Patton	07/01/2024	6/30/2027	Member Teacher
Erin Engness	07/01/2025	6/30/2028	Member Community Member
Amber Brown	08/01/2025	6/30/2026	Member Parent
Kristy Livingston	02/23/24	02/19/2026	Vice Chair Parent

Art and Science Academy board meetings are held on the third Thursday of each month. All meetings take place at the school.

Open meeting laws are followed by posting meeting times on the school calendar on the website at: https://www.asacharter.org/about/board-of-directors

Minutes of past meetings are posted on the school website at: https://www.asacharter.org/about/board-of-directors

Board members served on committees based on their interests, skills, and experience related to each committee's purpose. Committees provided oversight and advice within their assigned areas and brought recommendations to the full Board of Directors for review and approval. The following standing committees supported the Board during the 2025–26 school year:

Finance Committee

The Finance Committee provided financial analysis, advice, and oversight of ASA's budget to support the availability and responsible use of resources for school programs and services. Committee members were Adam Schorer, Allison Minikus, Rya Reynolds, and Amber Brown. Bridget Merrill-Myhre of Creative Planning, ASA's financial services provider, attended committee meetings to provide financial reports and guidance.

Policy Committee

The Policy Committee assisted the Board in translating mandates into actionable policies and ensuring alignment with the school's mission. The committee considered trends, public input, and policy impacts to support legal and ethical operations and the school's long-term goals. Committee members were Andrea Patton, Erin Engness, and Amber Brown.

Governance Committee

The Governance Committee provided oversight and accountability by monitoring progress toward the objectives of the Performance Improvement Plan (PIP) and ASA's authorizer contract. The committee also supported strategic planning to guide continuous improvement. Committee members were Kristy Livingston, Adam Schorer and Erin Engness.

Personnel Committee

The Personnel Committee advised the Board on personnel policies and practices, compensation and benefits, labor relations and collective bargaining, employee relations, staffing, and organizational structure.

The committee facilitated the Executive Director evaluation process in alignment with Policy 304 and brought recommendations to the full Board for review and approval. Its scope also included receiving updates on staff evaluation systems and practices.
Committee members were Kara Dahl, Christy Flaspeter, Kristy Livingston and Amber Brown.

Annual Board Training

During FY26, ASA Board members and Executive Director Cora Packard, serving as a nonvoting ex-officio member, completed individual online training through CharterSource. The following table identifies courses and completion-verification dates documented during July 1, 2025–June 30, 2026. Provider and location for these entries were CharterSource, online.

New Board members during FY26 were Allison Minikus, Amber Brown, Erin Engness, and Rya Reynolds. Their documented training is reported individually. Erin Engness also completed foundational training in June 2025, before her July 1, 2025 start date; those prior-year completions are listed separately below.

The Board's annual self-assessment findings and development priorities are included in the Annual Board Performance Assessment section.

New Member Training Completed Before FY26

Board Member	Completion Date	Training Completed	Provider and Location
Erin Engness	June 12, 2025	New Board Member Basics; Best Practices of High Performing Boards; Top Pitfalls of Open Meeting Law	CharterSource, online
Erin Engness	June 19, 2025	Charter School Employment Law	CharterSource, online
Erin Engness	June 24, 2025	Charter School Budget Basics; Understanding Charter School Financial Statements; Open Meeting Law Deep Dive; Enhanced Data Privacy Practices	CharterSource, online

Board Completed Training

Provider and location for all entries: CharterSource, online.

Board Member	Completion Date	Completed Training
Allison Minikus	September 7, 2025	Immigration Education and Equity-Focused Governance; Cruz-Guzman; Federal Reserve: Racism and the Economy: Focus on Education; Creating an Affiliated Building Company; Charter School Facilities Parts I and II; Managing Grievances Effectively and Efficiently; Minnesota Case Study: Eminent Domain; Enhanced Data Privacy Practices; Overview of Student Expulsion Process in Minnesota; Charter Funding Obstacles; Conflicts of Interest, Nepotism and Worker Classification; New Board Member Basics; Best Practices of High Performing Boards; Charter School Employment Law; Top Pitfalls of Open Meeting Law; Charter School Budget Basics; Understanding Charter School Financial Statements; Open Meeting Law Deep Dive quiz.
Allison Minikus	September 11, 2025	Managing Elections During COVID-19; Scenario Planning During an Economic Recession; Understanding Open Meeting Law During COVID-19; Trend Report August 2020; Student Recruitment in a Global Pandemic.

Allison Minikus	September 12, 2025	Leadership Performance Review; Crisis Management and Communication; Succession Planning: Why It Matters; Understanding Student Data—NWEA MAP and MCA; Authorizer Panel: Proactive Steps to Avoid Common Pitfalls; Special Education Oversight; Board Engagement—A Stanford Study; You're New Board Chair Elect, Now What?; Teacher Licensure Update; Parliamentary Procedures; Building and Recruiting a Strong Board; Conducting an Effective Executive Search; Succession Planning Lessons Learned; The Role of the Board in Academic Oversight; March 2025 Board Chat; Legislative Updates; State Standards.
Amber Brown	September 5, 2025	Creating an Affiliated Building Company; Charter School Facilities Parts I and II; Managing Grievances Effectively and Efficiently; Minnesota Case Study: Eminent Domain; Enhanced Data Privacy Practices; Charter Funding Obstacles; Overview of Student Expulsion Process in Minnesota.
Amber Brown	September 6, 2025	Conflicts of Interest, Nepotism and Worker Classification; New Board Member Basics; Best Practices of High Performing Boards; Top Pitfalls of Open Meeting Law.
Amber Brown	September 10, 2025	Charter School Employment Law; Charter School Budget Basics; Understanding Charter School Financial Statements.
Amber Brown	September 18, 2025	Open Meeting Law Deep Dive; Enhanced Data Privacy Practices; Leadership Performance Review; Succession Planning: Why It Matters.
Erin Engness	October 4, 2025	Understanding Student Data—MCA; Parliamentary Procedures.
Erin Engness	December 10, 2025	Building and Recruiting a Strong Board.
Erin Engness	April 15, 2026	Special Education Oversight; Authorizer Panel: Proactive Steps to Avoid Common Pitfalls.
Erin Engness	May 19, 2026	Charter Funding Obstacles; Conflicts of Interest, Nepotism and Worker Classification.
Erin Engness	June 18, 2026	Charter School Facilities Parts I and II.
Kara Dahl	November 16, 2025	Understanding Student Data—MCA; Parliamentary Procedures; Enhanced Data Privacy Practices.

Kara Dahl	January 14, 2026	Charter School Budget Basics.
Kristy Livingston	November 17, 2025	Enhanced Data Privacy Practices.
Adam Schorer	October 29, 2025	Parliamentary Procedures.
Adam Schorer	April 15, 2026	Special Education Oversight.
Andrea Patton	November 19, 2025	Enhanced Data Privacy Practices; Parliamentary Procedures; Understanding Student Data—MCA; Open Meeting Law Deep Dive; Top Pitfalls of Open Meeting Law; Best Practices of High Performing Boards.
Andrea Patton	May 12, 2026	Immigration Education and Equity-Focused Governance; Cruz-Guzman; Federal Reserve: Racism and the Economy: Focus on Education; Creating an Affiliated Building Company; Charter School Facilities Parts I and II; Managing Grievances Effectively and Efficiently; Minnesota Case Study: Eminent Domain; Charter Funding Obstacles; Overview of Student Expulsion Process in Minnesota; Conflicts of Interest, Nepotism and Worker Classification.
Rya Reynolds	November 4, 2025	New Board Member Basics; Best Practices of High Performing Boards.
Rya Reynolds	November 10, 2025	Top Pitfalls of Open Meeting Law.
Rya Reynolds	November 16, 2025	Charter School Employment Law; Charter School Budget Basics; Understanding Charter School Financial Statements; Open Meeting Law Deep Dive; Enhanced Data Privacy Practices.
Rya Reynolds	November 19, 2025	Understanding Student Data—MCA; Parliamentary Procedures.
Rya Reynolds	December 18, 2025	Building and Recruiting a Strong Board.
Rya Reynolds	April 14, 2026	Special Education Oversight; Authorizer Panel: Proactive Steps to Avoid Common Pitfalls.

Rya Reynolds	May 21, 2026	Conflicts of Interest, Nepotism and Worker Classification; Charter Funding Obstacles.
Rya Reynolds	June 18, 2026	Charter School Facilities Parts I and II.
Cora Packard—Nonvoting Ex-Officio	August 7, 2025	Charter School Employment Law; Charter School Budget Basics; Understanding Charter School Financial Statements.
Cora Packard—Nonvoting Ex-Officio	November 6, 2025	Open Meeting Law Deep Dive; Enhanced Data Privacy Practices.
Cora Packard—Nonvoting Ex-Officio	November 7, 2025	Creating an Affiliated Building Company; Charter School Facilities Parts I and II; Managing Grievances Effectively and Efficiently; Minnesota Case Study: Eminent Domain; Enhanced Data Privacy Practices; Charter Funding Obstacles; Overview of Student Expulsion Process in Minnesota; Conflicts of Interest, Nepotism and Worker Classification.
Cora Packard—Nonvoting Ex-Officio	November 18, 2025	Leadership Performance Review; Succession Planning: Why It Matters.
Cora Packard—Nonvoting Ex-Officio	November 19, 2025	Crisis Management and Communication; Understanding Student Data—MCA and NWEA MAP; Special Education Oversight; Authorizer Panel: Proactive Steps to Avoid Common Pitfalls; You're New Board Chair Elect, Now What?; Teacher Licensure Update; Building and Recruiting a Strong Board; Board Engagement—A Stanford Study; Parliamentary Procedures; The Role of the Board in Academic Oversight; Succession Planning Lessons Learned; Conducting an Effective Executive Search; March 2025 Board Chat; State Standards; Legislative Updates.
Cora Packard—Nonvoting Ex-Officio	November 20, 2025	Immigration Education and Equity-Focused Governance; Cruz-Guzman; Federal Reserve: Racism and the Economy: Focus on Education.

Annual Board Performance Assessment

The ASA Board's end-of-year 2026 self-assessment included eight responses. Results identified strengths in financial review, meeting preparation, and committee reporting, along with opportunities to strengthen mission-based decision-making, enrollment planning, leadership evaluation, and Board development.

Mission and Purpose

- Understanding and support of the school's Mission and Vision received good or excellent ratings from 87.5% of respondents.
- Connecting Board decisions consistently to the Mission remained an improvement area, with 50% rating this practice poor.

Strategic Planning

- 75% rated Board participation in strategic planning good.
- Annual review and revision of the strategic plan received poor ratings from 37.5%, indicating a need for more consistent review and progress monitoring.

Advancement and Enrollment

- Marketing and enrollment planning emerged as a priority: 75% rated adoption and implementation of a marketing plan that includes enrollment management poor.
- Regular monitoring and updating of advancement plans also showed room for improvement.

Financial Management

- All respondents rated budget review and approval and regular review of financial reports good or excellent.
- Ratings of financial expertise within the Board were mixed, identifying an opportunity to strengthen member knowledge and recruitment.

Board Agenda and Operations

- All respondents rated advance distribution of agendas and committee reports good or excellent.
- Orientation and ongoing Board development remained an improvement area, with 37.5% rating this practice poor.

Leadership

- Meeting leadership, Chair–administration communication, and openness to competing viewpoints each received good or excellent ratings from 87.5% of respondents.

- Participation in Executive Director and Principal performance evaluations received poor ratings from 62.5%.
- Written comments identified concerns about trust and support between the Board and administration and the need for additional organization, training, and expertise.

Committees

- All respondents rated committee meeting frequency, substantive discussion, and inclusion of committee reports in monthly agendas good or excellent.
- Clearly defined committee tasks remained an improvement area, with 37.5% rating this practice poor.

Overall Findings

The assessment identified established strengths in financial review and routine Board operations. Priorities for continued development included marketing and enrollment oversight, leadership evaluation, mission alignment, committee responsibilities, member training, and the Board–administration partnership.

Staffing

Staff Member	Role/Position	MN License File Folder # (if applicable)	Finished EOY FY26 and returned for FY27? (Y/N)
Teaching Staff			
Allison Minikus	3rd Grade Teacher – Moved to 5-8 Humanities Teacher	1026187	Y
Amanda Rajkowski	1st Grade Teacher	442066	Y
Andrea Patton	K-8 SPED Teacher	1011344	Y
Cade Sivertson	K-8 PhyEd Teacher	1036592	Y
Dorothy Senger	4th Grade Teacher	465914	N
Guinevere Wilkens	5-8 Science Teacher	1020447	N
Gunnar Grammond	5-8 Social Studies Teacher	1004401	N
Jamie Ehman	3rd Grade Teacher – Moved to K-8 SPED Teacher	517144	Y
Joseph Worwa	K-4 SPED Teacher	453043	Y
Mackenzie Goedel	K-8 Music Teacher	1024863	N
Meg Castro	K-8 Art / STEAM Teacher	1036492	N
Nicole Draper	1st Grade Teacher – Moved to Kindergarten Teacher	408731	Y

Nicole Wurm	Kindergarten Teacher – Moved to K-8 SPED Teacher	1033417	Y
Rya Reynolds	4th Grade Teacher	1033214	Y
Samantha Droeger	2nd Grade Teacher	1011602	Y
Teagan Gustafson	2nd Grade Teacher – Moved to 3rd Grade Teacher	1028875	Y
Tonja Brown	7-8 Language Arts Teacher	475816	N
Vanessa Pooler	5-8 Dance and Theatre Teacher	1027205	N
Retention Rate			11/18 = 61%
Administration Staff			
Cora Packard	Executive Director/ K-4 Principal	397621	Y
Melissa Erickson	MS Principal – Moved to Director of Student Services	371382	Y
Retention Rate			2/2 = 100%
Support Staff			
Ashley McCraner	District Office Manager/MARSS		Y
Beverly Triplett	ES Math Interventionist		N
Bridget Carpenter	Food Service		Y
Christina Nelson	SPED Paraprofessional		N
Christine Anderson	Aftercare Supervisor		Y
Emily Branca	SPED Paraprofessional		Y
Jennifer Wright	SPED Paraprofessional		Y
Julie Vasquez	SPED Paraprofessional		N
Lindsey Anderson	SPED Paraprofessional		Y
Lisa Paschke	Reading Interventionist		Y
Michelle Fuller	SPED Paraprofessional		N
Natalie Beckham	ES Office Assistant/Kids Club Coordinator		Y
Nicole Bridges	SPED Paraprofessional		Y
Retention Rate			9/13 = 69%

Staffing Summary

Of the 33 employees who completed FY26, 22 returned for FY27, resulting in an overall retention rate of 66.7%. Retention was 61.1% for teaching staff, 100% for administration, and 69.2% for support staff.

Returning staff provided continuity in instruction, leadership, and student support. Several transitioned to revised assignments for FY27, including grades 5–8 Humanities, kindergarten, special education, and the Director of Student Services role. Continued priorities include staff mentoring, professional development, and support for employees in their assigned roles.

Professional Development Plans for Administratively Non-licensed Staff

NA

Professional Development Documentation for School Director

During FY26, Executive Director and Principal Cora Packard completed professional learning in governance, financial management, instructional oversight, student behavior, health, and school safety. Learning included CharterSource courses, the Minnesota Guild's Summer Convening, CPI training and certification, behavior workshops, fall inservice, required annual mandatory training, and health aide training.

Professional Learning	Date	Provider and Location	Completion Documentation
Charter School Boards: Leading with Purpose and Driving Success	July 29, 2025	CharterSource, Holly Amaya; Minnesota Guild Summer Convening	Certificate documenting 2.5 CEU credits
CharterSource governance and leadership courses	August 7, November 6, 7, 18, 19, and 20, 2025	CharterSource, online	Individual course titles and verified completion dates listed in the Annual Board Training section
CPI training and certification	October 10, 2025, 8:00 a.m.–3:30 p.m.	Indigo; Art and Science Academy	CPI certification; Certificate documenting 7.5 CEU credits
Making Sense of Behavior	January 16, 2026	Becky Knutsen, M.Ed., Student-Centered Services, LLC; Art and Science Academy	Continuing education certificate documenting 2 CEU credits
What About the Consequence?	April 6, 2026	Becky Knutsen, M.Ed., Student-Centered Services, LLC; Art and Science Academy	Continuing education certificate documenting 2 CEU credits

Required Annual Mandatory Training and Health Aide Training	Completed by October 21, 2025	Vector K-12 Online and Navigate Care Online	Continuing education certificate documenting CEU credits

CharterSource learning addressed Board responsibilities, employment law, budgeting, financial statements, Open Meeting Law, data privacy, facilities, academic oversight, special education, leadership evaluation, succession planning, and authorizer relationships. CPI training and the behavior workshops supported crisis prevention, de-escalation, and effective responses to student behavior.

Cora also participated in fall 2025 inservice, completed all Required Mandatory Annual training through Vector Training, and participated in health aide training. These activities supported school operations, compliance, and student safety. Provider-issued certificates and completion records document professional learning completed during FY26.

Finances

Financial Overview

ASA's financial results are closely tied to enrollment. During FY26, the school revised its budget from an enrollment assumption of 290 Average Daily Membership (ADM) to 218 ADM. The Finance Committee reviewed financial reports and budget adjustments throughout the year to respond to declining enrollment and changing financial conditions.

Preliminary results show that expenditures continued to exceed revenues, requiring the use of existing fund balance. Financial priorities include aligning expenditures with enrollment, strengthening recruitment and retention, and rebuilding reserves.

The following figures are preliminary, based on the June 30, 2026 financial report updated September 10, 2026, and are subject to audit adjustments.

Revenues

State and federal funding remained ASA's primary revenue sources. Preliminary General Fund revenues totaled $3,765,669, a decrease of approximately $576,278 from FY25.

Food Service required a $31,125 transfer from the General Fund to cover its operating shortfall. Community Services, which includes Before and After Care, generated $31,604 in participation fees.

Expenditures

Preliminary General Fund expenditures totaled $4,543,732 before transfers, approximately

$639,589 less than FY25. Major costs included staffing and benefits, special education, contracted services, facilities, and instructional resources.

The school's building lease totaled $504,972, with an additional $66,438 in utilities. Expenditures also included curriculum materials, technology, and equipment and roof-repair costs.

Net Results and Fund Balance

The preliminary General Fund deficit was $809,187, including the transfer to Food Service. Food Service reported a balanced result after the transfer, while Community Services reported a $5,622 deficit.

The reported combined deficit was $814,809, reducing total fund balance from $1,270,089 at the beginning of FY26 to $455,280 at year end. Ending fund balance represented approximately 9.5% of annual expenditures, compared with approximately 23% in FY25.

The decrease in reserves underscores the need for continued expenditure adjustments and enrollment planning.

Comprehensive Achievement and Civic Readiness (CACR)

Financial support for academic improvement is reflected in instructional staffing, curriculum, assessment, intervention, and professional development expenditures. Future budget planning will consider these needs alongside enrollment projections and available resources.

Preliminary FY26 Financial Results

Financial Measure	**General Fund (01)**	**Food Service (02)**	**Community Services (04)**
Revenues, excluding transfers	$3,765,669	$158,785	$31,604
Expenditures, excluding transfers	$4,543,732	$189,909	$37,225
Transfer out	$31,125	—	—
Transfer in	—	$31,125	—
Net income (deficit), as reported	($809,187)	$0	($5,622)

Combined Fund Balance	Amount
Beginning balance, July 1, 2025	$1,270,089
Reported FY26 deficit	($814,809)
Preliminary ending balance, June 30, 2026	$455,280
Ending balance as a percentage of expenditures	9.5%

Art and Science Academy was not in statutory operating debt (SOD) during FY26; therefore, an SOD corrective action plan was not applicable.

Innovative Practices and Implementation

Art and Science Integration

During FY26, Art and Science Academy connected academic learning with artistic expression, scientific inquiry, and hands-on experiences. Students explored concepts through interdisciplinary projects, investigations, performances, and exhibitions.

Examples included fractured fairy tale puppet shows, a habitat fair, a wax museum, and the Art and Science Fair. Music concerts and art shows each trimester, spring theater, dance, and Innovation Day provided additional opportunities for students to apply their learning and share their work with families.

Teaching Methods and Professional Collaboration

ASA supported teaching practices that combined academic standards with inquiry, creativity, collaboration, and individualized support. Teachers used hands-on projects and interdisciplinary learning to help students connect concepts across subject areas.

Curriculum mapping, professional development, mentoring, and instructional coaching supported consistent implementation. Staff continued structured literacy practices through Open Up Resources, UFLI Foundations, and READ Act training, alongside implementation of updated mathematics resources. Teacher reflection and professional growth goals supported continued improvement in classroom instruction.

Assessment and Demonstrations of Learning

ASA used multiple approaches to understand student learning. FastBridge, STAR, Capti ReadBasix, and MCA results complemented classroom assessments, curriculum-based measures, and student work.

Projects, presentations, performances, and exhibitions gave students opportunities to demonstrate understanding through creative and practical applications. Staff reviewed assessment results and intervention progress to identify learning needs, adjust instruction, and evaluate student support.

Student Leadership

Newspaper and Newscast, Yearbook, and Student Council provided opportunities for students to develop communication, collaboration, and leadership skills. Students contributed to school activities, represented student interests, and took responsibility for shared projects. Student Council supported community-building activities, including school dances and the K–8 Kindness Run.

Enrichment and Community Engagement

ASA connected classroom learning with cultural experiences, recreation, and family participation.

Area	Activities
Arts and academic enrichment	Music concerts and art shows each trimester; spring theater; fractured fairy tale puppet show; habitat fair; Art and Science Fair; Innovation Day; Guthrie and Orpheum theater visits
Family and community engagement	Open House; PAC-sponsored Trunk or Treat; Trek or Treat fundraiser walk; Haunted Hallway; end-of-year middle school family celebration; end-of-year elementary family dance; Community Lemonade Art Show
Student connection and recreation	Monster Bash; Sno-Ball and Spring Fling dances; Wild Mountain tubing; Kindness Month; Ninja Day and Field Day
Recognition and milestones	K–8 STAR Student Recognition throughout the year; kindergarten and eighth-grade graduation celebrations

Targeted Support and Continuous Improvement

Title I reading and mathematics services for grades K–8 and Reading Corps support for grades K–3 expanded access to targeted instruction. ASA continued developing MTSS practices to connect classroom instruction, intervention, and progress monitoring.

These practices provided varied ways for students to engage with learning and demonstrate understanding. Academic results continued to identify areas requiring improvement. ASA will use achievement data, student work, and intervention outcomes to refine instruction and evaluate the effectiveness of its programs.

Future Plans

Art and Science Academy's priorities for FY2027 are to improve student achievement, strengthen enrollment and financial sustainability, and develop consistent governance and leadership systems. These priorities support ASA's mission of providing outstanding artistic and scientific programs within a small school community.

1. Strengthen Academic Programming and Instruction

- Continue aligning curriculum maps, instructional resources, and assessments with Minnesota Academic Standards.
- Use the Marshall rubrics for three annual teacher observations, with the final observation informing the annual evaluation. Support improvement through coaching, peer observations, and individual professional goals.
- Provide professional development in structured literacy, mathematics, arts integration, and project-based learning.
- Continue READ Act implementation and strengthen the use of assessment results to guide literacy instruction.
- Maintain regular MTSS meetings to review student needs, monitor interventions, and adjust support.
- Report academic achievement, growth, and intervention results to the Board throughout the year.

2. Deepen Integrated and Individualized Learning

- Expand interdisciplinary projects that connect the arts, sciences, and core academic subjects.
- Strengthen project-based learning in grades 5–8 and use flexible grouping to respond to students' academic needs.
- Maintain STEAM and arts opportunities within available staffing and resources.
- Continue Title I and Reading Corps support, and evaluate targeted after-school and summer programming based on student needs and available funding.

3. Improve Enrollment and Financial Sustainability

- Implement and monitor a recruitment plan focused on kindergarten and primary grades, with the longer-term goal of rebuilding two sections per grade. Expand outreach to local early childhood programs, community organizations, and businesses; provide clear enrollment information and opportunities for prospective families to visit ASA.
- Track outreach activities, inquiries, tours, applications, student starts, withdrawals, and retention to evaluate recruitment efforts and guide future planning.
- Reconcile enrollment headcounts, MARSS records, and projected ADM monthly.
- Align staffing, programming, and expenditures with enrollment and available revenue.
- Review facility costs and evaluate options for the middle school property.
- Provide the Board with regular budget, cash-flow, fund-balance, and enrollment updates.

4. Advance School Improvement and Authorizer Transition

- Continue documenting progress toward PIP objectives and charter contract performance goals.
- Maintain an evidence record of curriculum implementation, instructional improvement, assessment results, and intervention effectiveness.
- Provide regular progress reports to the Board and the current authorizer.
- Complete the authorizer transfer process, including required applications, contract review, approvals, and transition documentation.
- Align school improvement priorities with the performance expectations established in the next charter contract.

5. Strengthen Governance and Leadership Continuity

- Use Board self-assessment findings to guide training in mission-based decision-making, enrollment oversight, leadership evaluation, and committee responsibilities.
- Continue developing the Board and Executive Director Governance Handbook and provide regular embedded governance training.
- Clarify committee responsibilities, reporting expectations, and the respective roles of the Board and administration.
- Review administrative job descriptions and update the Executive Director evaluation tool to reflect assigned responsibilities.
- Develop and implement a leadership succession plan, including knowledge transfer, role transitions, and continuity of essential operations.

6. Maintain Compliance and Transparent Communication

- Implement the updated admissions and enrollment policy and keep family-facing materials current.
- Maintain organized records of required reports, training, policies, and corrective actions.
- Keep Board and committee records accessible and communicate school improvement progress to families, staff, and the community.
- Use annual reporting to document academic results, governance development, financial conditions, and progress toward school goals.

Long-Term Planning

ASA will continue evaluating its grade configuration and opportunities for future program expansion. Planning will consider student demand, academic outcomes, staffing, facilities, financial capacity, and required approvals. Immediate efforts will focus on strengthening the current K–8 program and establishing a sustainable foundation for future growth.
Dissemination Activities

Art and Science Academy shares information about its mission, educational programs, and enrollment procedures through community engagement, school communications, and family outreach. ASA seeks to reach families that reflect the diversity of Minnesota's population,

including students of color, students at risk of academic failure, students from low-income backgrounds, and groups underrepresented in the school's student population.

During 2025–26, ASA participated in the Rodeo Days parade and Isanti Jubilee Days and partnered with local businesses for Trek or Treat. School enrollment flyers were distributed through the Chamber of Commerce, and event flyers were delivered to local businesses, preschools, and daycares, extending outreach beyond currently enrolled families.

The Parent Advisory Council (PAC) supported distribution of school information throughout Isanti and surrounding communities and sponsored Trunk or Treat, providing another opportunity for family and community engagement. Local businesses donated items to ASA's annual Lemonade Art Show auction, strengthening community partnerships and awareness of the school.

Open House, school tours, and information shared through ASA's website and social media provided additional opportunities for prospective families to learn about the school's arts- and science-integrated program and enrollment process.

Statutory Purposes

Primary Purpose — Improve All Pupil Learning and All Student Achievement

During FY26, ASA pursued its primary purpose through standards-aligned instruction, arts and science integration, targeted academic support, and ongoing review of student learning. The school's approach combined core instruction with opportunities for students to apply knowledge through inquiry, creative expression, and hands-on learning.

Curriculum and Instruction

ASA continued implementing Open Up Resources and UFLI Foundations to support literacy instruction. READ Act professional learning supported staff preparation to provide evidence-based reading instruction. Mathematics curriculum implementation and ongoing curriculum mapping supported alignment among academic standards, classroom instruction, and assessment. Curriculum mapping was initiated across all grade levels, with standards identified and units established. Staff continue to build out the units by adding lessons and assessments.

Arts and science integration provided additional ways for students to access academic content and demonstrate understanding. Each student completed one integration project per trimester, with an art focus in the first trimester, a science focus in the second, and a combined art and science focus in the third. These experiences complemented core instruction by connecting academic skills with investigation, design, communication, and creative work.

Assessment and Targeted Support

Staff used FastBridge, STAR, MCA, and classroom assessment results to identify learning needs and guide instruction. Screening data helped identify students requiring additional support, while

classroom assessments and student work provided information about specific skills and understanding.

Title I reading and mathematics services supported 58 students in grades K–8, and Reading Corps provided additional literacy support for 17 students in grades K–3. An after-school middle school study group averaged 10 participants, providing academic assistance and time for assignment completion. Students could participate in more than one support program.

Through MTSS, ASA used assessment information and staff review to guide intervention planning and identify needs for additional support. These efforts focused on strengthening foundational skills and helping students participate successfully in classroom learning.

Academic Results and Identified Needs

FastBridge results showed improvement in K–2 benchmark attainment compared with FY25. Reading increased from 42% to 44%, a gain of 2 percentage points, and mathematics increased from 38% to 52%, a gain of 14 percentage points. Kindergarten Early Reading results for students meeting the October 1 attendance requirement declined from 54% to 37.5% classified as "no risk," identifying a continued need for foundational literacy support.

Fall-to-spring FastBridge results also showed different patterns across reporting groups. The Art & Science Academy group's median achievement percentile increased from 40 to 50 in mathematics and from 33 to 39 in reading. ASA Middle School's median achievement percentile declined from 48 to 41 in mathematics and from 56 to 54 in reading. These percentile ranks describe relative achievement and are distinct from benchmark attainment percentages.

Together, these results demonstrated progress in some areas while identifying persistent needs in early literacy and middle school achievement. Several annual contract targets remained unmet, reinforcing the need to evaluate instructional effectiveness and strengthen targeted support.

Continuous Improvement

ASA's improvement priorities include consistent implementation of core curriculum, stronger foundational reading and mathematics instruction, targeted intervention, and regular review of student progress. Assessment results, classroom evidence, and intervention data will guide instructional adjustments and evaluation of student support.

Detailed academic results, progress toward contract goals, and corresponding improvement actions are presented in the Academic Performance and PIP Reporting sections.

Additional Purpose — Increase Learning Opportunities for Pupils

ASA increased learning opportunities during FY26 by connecting academic instruction with artistic expression, scientific inquiry, hands-on projects, leadership, and enrichment experiences. These opportunities gave students multiple ways to apply academic skills, explore interests, and demonstrate understanding.

Arts Integration and Applied Learning

Every student in each grade completed one integration project per trimester, for a total of three projects during FY26. The first trimester focused on art, the second on science, and the third combined art and science. These projects provided recurring opportunities for students to connect academic content with creative expression, scientific inquiry, and hands-on learning.

All K–8 students also participated in Innovation Day, engaging in exploration, design, and problem-solving. Additional STEAM experiences and interdisciplinary projects—including fractured fairy tale puppet shows, a habitat fair, and the Science and Art Fair—gave students opportunities to demonstrate understanding through performances, models, and exhibitions.

Arts and Creative Expression

- The spring play involved 34 students in grades 5–8.
- Band served an average of 15 students and presented three concerts. Students in grades K–4 also participated in three music concerts.
- Talent shows featured 26 elementary students and 15 middle school students.
- The Science and Art Fair included 32 participants, and 12 students sold their creations at the Lemonade Art Show.
- Trimester art and science integration shows provided additional opportunities to share student work.

Field Trips and Experiential Learning

Field trips and visiting programs extended learning beyond the classroom through science, theater, career exploration, financial literacy, and outdoor recreation.

Experience	Participating grades
Wildlife Science Center	Kindergarten–Grade 1
Armory and college visit	Grade 8
Valleyfair Amusement Park	Grade 8
JA BizTown	Grades 4–6
Guthrie Theater	Grades 7–8
Minnesota Zoo	Grades 2–3
The Works Museum in-school program	Kindergarten–Grade 1
Wild Mountain tubing	Grades 2–8
Bluebird Park sledding	Kindergarten–Grade 1

These experiences provided opportunities to explore community resources, connect with the arts and sciences, practice collaboration, and build relationships outside the regular classroom setting.

Leadership and School Community

Students developed leadership and collaboration skills through Newspaper and Newscast, Yearbook, and Student Council. Additional opportunities included:

- After-school social activities for grades 5–6 with 7 participants.
- Three dances for grades 5–8, averaging 65 participants per dance.
- A fall Haunted Hallway involving 37 students in grades 5–8.
- The Trek-o-Treat fundraiser walk, with 197 K–8 participants.
- The Color Run, with 158 participants, including 115 elementary and 43 middle school students.
- Ninja Day, with all 210 students participating.

Additional Academic Support

Title I reading and mathematics services supported 58 students in grades K–8, and Reading Corps provided additional learning support for 17 students in grades K–3. An after-school middle school study group averaged 10 participants, offering time for academic assistance and assignment completion.

Participation records documented student involvement across programs and activities. Student work, performances, exhibitions, assessment results, and staff review provided additional evidence of learning and informed instructional planning. Participation counts may include the same students across multiple opportunities and should not be added together to determine the number of individual students served.

Reporting and Continuous Improvement

ASA reports implementation of its statutory purposes through academic performance results, participation data, professional development records, program descriptions, and PIP updates. These findings guide continued improvement in instruction, student support, and access to learning opportunities.

Performance Reporting

Academic Performance

Assessment	FastBridge: Kindergarten
Goal # 1	Per the annual goal, eighty-percent (80%) of Kindergarten students who have been in attendance since October 1st will increase their FastBridge "no risk" reading percentage from 22% in 2024 to 57% in 2029.

Contract Year	FY 2024 Baseline	FY2025	FY2026	FY2027	FY2028	FY2029
Projected Goal Indicator for each fiscal year	22%	32%	42%	47%	52%	57%
Actual Annual Results		54%	37.5%			
Percentage Point Change from the FY2024 Baseline		+32 percentage points	+15.5 percentage points			
Was the goal Met, Partially Met, or Not Met?		Met	Partially Met			
School's analysis of performance for the reporting year including performance toward your school's PIP	Among kindergarten students meeting the October 1 attendance requirement, 37.5% scored "no risk" on FastBridge Early Reading. The goal was partially met: results were 15.5 percentage points above the FY2024 baseline of 22%, but 4.5 percentage points below the FY2026 target of 42%. Performance remained above baseline, although it declined from the FY2025 result of 54%. ASA will continue strengthening foundational literacy instruction, targeted interventions, and progress monitoring to support progress toward the multi-year goal. This goal is aligned with the Comprehensive Achievement and Civic Readiness goal; All students ready for school.					

Assessment	**FastBridge: K-2 Reading**					
Goal #2	The percentage of students who are "college pathway" or "no risk" on the Reading Fastbridge will increase from 35% in 2024 to 62% in 2029. Students will be assessed in the fall, winter, and spring.					
Contract Year	FY 2024 Baseline	FY2025	FY2026	FY2027	FY2028	FY2029
Projected Goal Indicator for each fiscal year	35%	45%	52%	57%	59.5%	62%
Actual Annual Results		42%	44%			

Percentage Point Change from the FY2024 Baseline		+7 percentage points	+9 percentage points			
Was the goal Met, Partially Met, or Not Met?		Partially Met	Partially Met			
School's analysis of performance for the reporting year including performance toward your school's PIP	The goal was partially met. Across K–2, 44% of students scored "college pathway" or "no risk," an increase of 9 percentage points from the FY2024 baseline and 2 percentage points from FY2025. Results remained 8 percentage points below the FY2026 target. Continued improvement will focus on consistent foundational literacy instruction through UFLI, targeted reading interventions, and regular review of student progress through MTSS. Staff will use individual skill data to identify gaps and adjust instructional support.					

Assessment	**FastBridge: K-2 Math**					
Goal #3	The percentage of students who are "college pathway" or "no risk" on the Math Fastbridge will increase from 62% in 2024 to 73% in 2029. Students will be assessed in the fall, winter, and spring.					
Contract Year	FY2024 Baseline	FY2025	FY2026	FY2027	FY2028	FY2029
Projected Goal Indicator for each fiscal year	62%	65%	67%	69%	71%	73%
Actual Annual Results		38%	52%			
Percentage Point Change from the FY2024 Baseline		-24 percentage points	-10 percentage points			
Was the goal Met, Partially Met, or Not Met?		Not Met	Partially Met			

School's analysis of performance for the reporting year including performance toward your school's PIP	The goal was partially met, reflecting significant improvement from the previous year. 52% of K–2 students scored "college pathway" or "no risk" on FastBridge mathematics assessments, an increase of 14 percentage points from FY2025. Results remained below the 67% annual target and 62% baseline. ASA will build on this improvement through consistent implementation of the mathematics curriculum, targeted small-group instruction, and MTSS progress monitoring to identify learning gaps and adjust support.

Assessment	**MCA Student Achievement: Grades 3-8 Reading**					
Goal #4	The percentage of students who meet or exceed standards will increase from 48% in 2024 to 63% in 2029.					
Contract Year	FY2024 Baseline	FY2025	FY2026	FY2027	FY2028	FY2029
Projected Goal Indicator for each fiscal year	48%	51%	54%	57%	60%	63%
Actual Annual Results		43%	35.8%			
Percentage Point Change from the FY2024 Baseline		-5 percentage points	-12.2 percentage points			
Was the goal Met, Partially Met, or Not Met?		Not Met	Not Met			
School's analysis of performance for the reporting year including performance toward your school's PIP	The district's reading achievement rate was 35.8%, below the 54% annual target. Elementary and middle school results were similar, with middle school performance 1.4 percentage points higher. Both results indicate a need to strengthen reading instruction and targeted support across grade levels. At the elementary level, improvement efforts will focus on foundational reading skills, fluency, vocabulary, and comprehension. Staff will use literacy assessments and classroom data to identify specific needs and adjust instruction and interventions. At the middle school level, priorities will include comprehension of increasingly complex texts, academic vocabulary, and reading across content areas. Students with foundational skill gaps will need targeted intervention alongside access to grade-level instruction.					

	Across both schools, MTSS reviews, progress monitoring, and analysis of MCA strand results will guide instructional adjustments and PIP implementation.

Assessment	**MCA Student Achievement: Grade 3-8 Math**					
Goal #5	The percentage of students who meet or exceed standards will increase from 28% in 2024 to 58% in 2029.					
Contract Year	FY 2024 Baseline	FY2025	FY2026	FY2027	FY2028	FY2029
Projected Goal Indicator for each fiscal year	28%	33%	38%	43%	48%	58%
Actual Annual Results		27%	24.8%			
Percentage Point Change from the FY2024 Baseline		-1 percentage points	-3.2 percentage points			
Was the goal Met, Partially Met, or Not Met?		Not Met	Not Met			
School's analysis of performance for the reporting year including performance toward your school's PIP	The goal was not met. District mathematics achievement was 24.8%, or 13.2 percentage points below the FY2026 target of 38%. Elementary achievement was 21.1 percentage points higher than middle school achievement, identifying middle school mathematics as a priority for improvement. FY26 was the first year of implementation of ASA's newly selected mathematics curriculum. The results demonstrate a continued need for consistent standards-aligned instruction and targeted intervention; they do not yet establish the curriculum's effectiveness. At the elementary level, improvement efforts will focus on number sense, computation, mathematical reasoning, and application to grade-level problems. At the middle school level, priorities will include identifying prerequisite skill gaps, strengthening conceptual understanding, and providing targeted support alongside grade-level instruction. Across both schools, staff will use STAR, classroom assessments, MCA strand results, and MTSS progress monitoring to adjust instruction and evaluate intervention effectiveness.					

Assessment	MCA Student Achievement: Grade 5 Science					
Goal #6A	Grade 5 Science Proficiency: The percentage of students who meet or exceed standards on the Science MCA will increase from 20% in 2024 to 45% in 2029.					
Contract Year	FY 2024 Baseline	FY2025	FY2026	FY2027	FY2028	FY2029
Projected Goal Indicator for each fiscal year	20%* *Data calculated internally.	25%	30%	35%	40%	45%
Actual Annual Results		9%	22.7%			
Percentage Point Change from the FY2024 Baseline		-11 percentage points	+2.7 percentage points			
Was the goal Met, Partially Met, or Not Met?		Not Met	Partially Met			
School's analysis of performance for the reporting year including performance toward your school's PIP	The goal was partially met, reflecting improvement from the previous year. In FY2026, 22.7% of fifth-grade students met or exceeded science standards, compared with 9% in FY2025. The proficiency rate increased by 13.7 percentage points but remained 7.3 percentage points below the 30% annual target. The higher proficiency rate reflects performance across different annual cohorts rather than measured growth among the same students. The CACR report identifies the multi-year goal as On Track. Continued improvement efforts will focus on science curriculum alignment, consistent instruction, and hands-on investigations that require students to explain their reasoning and apply scientific concepts. Staff will review assessment results and student work to identify learning needs, adjust instruction, and strengthen students' understanding of grade-level science standards. This goal meets the Comprehensive Achievement and Civic Readiness goal; All students are prepared to be lifelong learners as science is instrumental in helping students learn life long skills like problem-solving, critical thinking, decision-making, and STEM skills.					

Assessment	MCA Student Achievement: Grade 8 Science

Goal #6B	Grade 8 Science Proficiency: The percentage of students who meet or exceed standards on the Science MCA will increase from 12% in 2024 to 35% in 2029.					
Contract Year	FY 2024 Baseline	FY2025	FY2026	FY2027	FY2028	FY2029
Projected Goal Indicator for each fiscal year	12%* *Data calculated internally.	15%	20%	25%	30%	35%
Actual Annual Results		4%	7.7%			
Percentage Point Change from the FY2024 Baseline		-8 percentage points	-4.3 percentage points ncrease +3.7 percentage points from prior year)			
Was the goal Met, Partially Met, or Not Met?		Not Met	Partially Met			
School's analysis of performance for the reporting year including performance toward your school's PIP	The goal was partially met, reflecting improvement from the previous year. In FY2026, 7.7% of eighth-grade students met or exceeded science standards, compared with 4% in FY2025. The proficiency rate increased by 3.7 percentage points but remained 12.3 percentage points below the 20% annual target. The increase reflects a smaller tested cohort; the number of proficient students remained unchanged. Results therefore indicate a continued need for substantial improvement. The CACR report identifies the multi-year goal as On Track. Continued improvement efforts will focus on standards-aligned science instruction, scientific vocabulary, data analysis, and evidence-based explanations. Hands-on investigations and classroom assessments will help staff identify learning needs, adjust instruction, and monitor students' understanding of grade-level science standards. This goal meets the Comprehensive Achievement and Civic Readiness goal; All students are ready for career and college as science is instrumental in helping students learn life long skills like problem-solving, critical thinking, decision-making, and STEM skills.					

Assessment	**MCA Academic Achievement: Closing the Math Gap**
Goal #7	Close the math gap between special education students and all students from a difference of 17.2% in 2024 (SpEd 11.5% and GenEdu 28.7%) to 11.2% by 2029.

Contract Year	FY 2024 Baseline	FY2025	FY2026	FY2027	FY2028	FY2029
Projected Goal Indicator for each fiscal year	17.2% gap	15.2%	14.2%	13.2%	12.2%	11.2%
Actual Annual Results		18% gap	7.7% gap			
Percentage Point Change from the FY2024 Baseline		+0.8 percentage points	-9.5 percentage point gap decrease			
Was the goal Met, Partially Met, or Not Met?		Not Met	Met			
School's analysis of performance for the reporting year including performance toward your school's PIP	The goal was met against the FY26 annual target. Mathematics MCA results showed that 24.8% of all ASA students and 17.1% of special education students met or exceeded standards, resulting in an achievement gap of 7.7 percentage points. The gap was 6.5 percentage points below the FY26 maximum target of 14.2 percentage points and narrowed by 9.5 percentage points from the FY2024 baseline of 17.2 percentage points. These results use mathematics only. A narrower gap does not, by itself, establish improved achievement for both groups. ASA will monitor the gap alongside each group's achievement rate to evaluate progress. Continued PIP efforts will focus on access to grade-level mathematics instruction, specially designed instruction, targeted interventions, and collaboration between general and special education staff. MTSS reviews and progress monitoring will guide adjustments to student support. This is the Comprehensive Achievement and Civic Readiness goal; All racial and economic achievement gaps between students are closed.					

Academic Goals Summary

During FY26, ASA continued strengthening its academic program through curriculum review, implementation of updated instructional resources, READ Act training, and improved assessment and reporting practices. STAR assessments and Capti ReadBasix supported the identification of learning needs and targeted interventions. Collaboration with MDE strengthened MTSS structures, while instructional coaching, professional development, and mentoring supported consistent, high-quality core instruction.

Results showed progress in K–2 reading and mathematics, higher science proficiency rates, and a narrower reported special education achievement gap. However, several annual targets remained

unmet, and grades 3–8 reading and mathematics results identified continued improvement needs, particularly in middle school mathematics.

ASA's next steps are to strengthen implementation, monitor intervention effectiveness, and use student data to adjust instruction. Continued progress will be evaluated through achievement results, growth measures, and evidence of improved classroom practice.

Academic Performance and Growth

FastBridge Assessments | 2025–2026

Art & Science Academy used FastBridge assessments to monitor reading and mathematics achievement, identify students needing additional support, and evaluate progress. Benchmark results identified instructional needs across grade groups, while fall-to-spring reports provided additional information about relative achievement and student growth.

Assessment Measures and Grade Groups

FastBridge benchmark results are organized into three grade groups according to the assessments administered.

Grade group	Reading assessment	Mathematics assessment
K–1	earlyReading	earlyMath
2–4	aReading	aMath
5–8	aReading	aMath

Benchmark Results by Grade Group

The FY26 benchmark summary shows the percentage of assessed students classified as "no risk" on earlyReading and earlyMath or "college pathway" or "no risk" on aReading and aMath.

Grade group	Assessment	Students assessed	Students in reported benchmark categories	Percentage
K–1	earlyReading	48	18	37.5%
K–1	earlyMath	48	20	41.7%
2–4	aReading	88	44	50.0%
2–4	aMath	88	53	60.2%
5–8	aReading	71	45	63.4%
5–8	aMath	71	41	57.7%

K–1 results identified foundational reading and mathematics as priorities for additional support.

In grades 2–4, 50.0% of assessed students were classified as college pathway or no risk in reading, compared with 60.2% in mathematics.

In grades 5–8, 63.4% were in these categories in reading and 57.7% in mathematics.

Because grade groups use different assessments and benchmarks, these percentages should not be interpreted as directly comparable measures of achievement across grades.

Identified Learning Needs

Grade group	Reading: some risk	Reading: high risk	Mathematics: some risk	Mathematics: high risk
K–1	35.4%	27.1%	45.8%	12.5%
2–4	27.3%	22.7%	28.4%	11.4%
5–8	19.7%	16.9%	25.4%	16.9%

These results identify students whose skills warrant further review and possible intervention. Staff use screening classifications alongside individual skill data, classroom performance, and progress monitoring to determine appropriate support.

Year-to-Year Foundational Reading and Mathematics Results

Assessment	2024–2025	2025–2026	Change
K–2 Reading	42%	44%	+2 percentage points
K–2 Mathematics	38%	52%	+14 percentage points
Kindergarten earlyReading	54%	37.5%	−16.5 percentage points

K–2 mathematics showed the strongest improvement, increasing by 14 percentage points. Reading improved modestly, while kindergarten earlyReading results identified a continued need for foundational literacy support.

Fall-to-Spring Achievement

The aMath and aReading growth reports summarize achievement for elementary and middle school reporting groups. These results represent students assessed with aMath and aReading and do not include K–1 earlyReading or earlyMath results.

Assessment	Source reporting group	Fall median percentile	Spring median percentile	Change in percentile rank
aMath	Art & Science Academy — Elementary	40	50	+10
aMath	ASA Middle School	48	41	−7
aReading	Art & Science Academy — Elementary	33	39	+6
aReading	ASA Middle School	56	54	−2

The elementary reporting group improved its relative standing in both subjects. ASA Middle School's median percentile declined in mathematics and slightly in reading. A decrease in percentile rank indicates a change in performance relative to the assessment's comparison group; it does not necessarily indicate a loss of academic skills.

Student Growth

Fall-to-spring growth varied among students included in the aMath and aReading growth reports.

FastBridge growth percentile category	Mathematics	Reading
Below the 20th percentile	26%	20%
20th–29th percentile	12%	14%
30th–84th percentile	47%	57%
85th percentile and above	14%	10%

Approximately 61% of assessed students in mathematics and 67% in reading were in growth categories at or above the 30th percentile. This included 14% in mathematics and 10% in reading at or above the 85th growth percentile. Students in the lowest growth categories remain a priority for further review and targeted intervention.

These distributions summarize the populations displayed in the growth reports; they do not provide separate growth results for each grade group or for K–1 earlyReading and earlyMath. Totals may differ from 100% because of rounding.

Instructional Priorities

These results support continued emphasis on foundational literacy, consistent mathematics instruction, and targeted small-group intervention. ASA's priorities include structured literacy

through Open Up Resources and UFLI Foundations, implementation of Eureka Math², and regular review of screening and progress-monitoring data through MTSS.

Staff will use assessment results alongside classroom evidence to identify specific learning needs, adjust instruction, and evaluate intervention effectiveness. Separate review of K–1, grades 2–4, and grades 5–8 will support instructional planning appropriate to each group's assessments and learning needs.

English Learners Progress

Not applicable. ASA had no identified English learners during FY26 and therefore did not meet the Minnesota Guild's 10% threshold for English learner performance reporting.

PIP Reporting

Overview

During FY26, Art and Science Academy continued implementing its Performance Improvement Plan (PIP) under its charter contract with the Minnesota Guild of Public Charter Schools. Work focused on academic improvement, governance and operational practices, open communication, and leadership continuity.

The updated PIP identifies supporting records and distinguishes documented actions from continuing work. FY27 plans are reported separately from FY26 accomplishments. Linked evidence is identified below; its inclusion does not by itself establish completion of every PIP requirement.

Academic Performance

The updated PIP identifies curriculum maps for K–4 ELA, K–5 mathematics, grades 6–8 ELA and mathematics, and K–8 science and social studies. It continues to identify science, social studies, fifth-grade ELA, and grades 5–8 STEM and Humanities project-based learning mapping as work in progress. It also links FY26 coaching and observation documentation, the FY26–27 Teacher Evaluation Plan, and FY27 COLe meetings, coaching, and professional development records.

FY26 results showed improvement in K–2 reading and mathematics and increased science proficiency rates. Several annual contract targets remained unmet. Grades 3–8 reading and mathematics results identified continued improvement needs, particularly in middle school mathematics. Results for each contract goal are reported in the Academic Performance section.

FY27 priorities include reviewing and refining existing curriculum maps, implementing established coaching and observation cycles using the Marshall rubrics, strengthening mentoring and peer observations, monitoring intervention effectiveness, and maintaining monthly Board reporting on academic performance and improvement actions.

Governance and Operational Performance

ASA developed a draft Board and Executive Director Handbook to clarify responsibilities and communication protocols. The updated PIP identifies Principal and Director of Student Services job descriptions and reports that the website has been updated with job descriptions. Finalizing the handbook and implementing its protocols remain continuing priorities.
The Board's annual self-assessment identified strengths in financial review, meeting preparation, and committee reporting. Improvement priorities included mission-based decision-making, enrollment planning, leadership evaluation, member development, and Board–administration relationships.

Meg Cavalier facilitated a Board retreat and SWOT assessment on August 21, 2025. The updated PIP identifies planning for a second retreat or work day at the October 2026 Board meeting. It also identifies a succession plan and states that standard operating procedures and succession planning will be incorporated into the Board and Executive Director Handbook.
Completed PIP Items and Documented Actions

- Completed the enrollment application update on May 21, 2025; the admissions and enrollment policy has also been updated.
- Included the primary and additional statutory purposes in the FY25 annual report and continued reporting their implementation in FY26.
- Made Board agendas and minutes publicly accessible through the updated school website.
- Updated the website with leadership job descriptions and identified FY26 coaching and observation documentation in the PIP evidence record.
- Worked with consultant Meg Cavalier on a Board retreat and SWOT assessment on August 21, 2025.

PIP Progress and Remaining Work

PIP Item	Documented Progress	Status and Next Steps
Curriculum mapping and standards alignment	Curriculum maps have been developed for K–4 ELA, K–5 mathematics, grades 6–8 ELA and mathematics, and K–8 science and social studies. Science and social studies maps continue to be refined.	Curriculum mapping has been initiated across all grade levels, with standards identified and units established. Staff continue to develop and refine the units by adding lessons and assessments. Continued monitoring will focus on instructional alignment, implementation, and quarterly progress updates to the Board and Guild.

Coaching, observations, and evaluations	FY26 coaching and observation records document the instructional support process. The FY27 Teacher Evaluation Plan and COLe meetings support continued coaching and professional development.	Ongoing. Continue coaching and evaluation cycles, incorporating curriculum alignment, teacher reflection, and student performance. Maintain observation, feedback, and evaluation records.
Staffing and curriculum updates	Staffing changes are documented in Board minutes. Instructional resources include Open Up Resources, UFLI, University of Minnesota morphology resources, and Eureka Squared.	Ongoing. Communicate staffing and curriculum changes to the Guild and maintain supporting records.
Monthly academic reporting	The Executive Director report provides a regular structure for communicating academic performance and school improvement updates to the Board.	Ongoing. Include progress toward contract goals, interventions for unmet targets, supporting materials, and plans for communicating results to staff and families.
Governance roles, communication, and leadership qualifications	A draft Board and Executive Director Handbook establishes a framework for responsibilities and communication. Principal and Director of Student Services job descriptions have been updated on the school website.	In progress. Finalize the handbook, leadership qualifications, and communication protocols. Align hiring and performance evaluations with established responsibilities.
Staff retention and leadership stability	Most staff turnover is attributed to budget reductions. Elementary staffing has maintained continuity over the past two years. FY26–FY27 staffing and retention results are documented in the annual report.	Ongoing. Monitor retention alongside enrollment and budget conditions. Continue staff support and planning for leadership continuity.
Third-party support for Board effectiveness	Meg Cavalier facilitated a Board retreat and SWOT assessment on August 21, 2025, supporting governance development and communication.	Initial work completed; continued support planned. Establish plans for a second retreat or work session at the October 2026 Board meeting.

Public access to Board records	Board agendas and minutes are publicly accessible through the updated school website.	Completed; ongoing maintenance. Continue timely, accessible posting of Board and applicable committee records and supporting materials.
Audit reporting	Communication of MDE audit findings and required corrective actions remains an ongoing reporting responsibility.	Ongoing. Forward audit reports and necessary follow-up to the Guild as issued and maintain submission records.
Leadership succession	A leadership succession plan has been developed. Standard operating procedures and succession planning will be incorporated into the Board and Executive Director Handbook.	Plan approved by the Board on October 13, 2026. Next steps include knowledge transfer, implementation of the succession plan, and incorporation of related procedures into the Board and Executive Director Handbook.

These statuses summarize ASA's reported progress and do not replace the authorizer's formal performance ratings.

Financial Oversight

The FY26 PIP lists Financial Performance as not applicable. ASA nevertheless continued financial monitoring through the Finance Committee and Board.

The FY26 budget enrollment assumption was revised from 290 ADM to 218 ADM. Preliminary year-end financials reported an all-funds deficit of $814,809 and an ending fund balance of $455,280, approximately 9.5% of annual expenditures. Figures remain subject to audit adjustments.

FY27 financial priorities include aligning expenditures with enrollment and revenue, monitoring cash flow and reserves, strengthening recruitment and retention, reviewing facility costs, and maintaining updated financial projections.

Continued Monitoring

ASA will maintain evidence of completed actions and remaining requirements. Follow-up will focus on continued development of curriculum units, lessons, and assessments; quarterly updates to the Board and Guild; monthly academic reports with supporting materials; finalization of the Board and Executive Director Handbook; audit communication; and succession-plan implementation.

Additional Information

Art and Science Academy (ASA), District #4227-07, is a public K–8 charter school in Isanti, Minnesota. During 2025–26, ASA was authorized by the Minnesota Guild of Public Charter Schools. Its mission is to provide outstanding artistic and scientific programs, supported by a vision of high-quality art and science integration within an innovative small school community. ASA connects academic learning with creativity, inquiry, and hands-on experiences. The school emphasizes strong student–teacher relationships, individualized support, and opportunities for students to demonstrate learning through projects, performances, and exhibitions.

During FY26, ASA continued strengthening curriculum alignment, instructional practices, assessment systems, and targeted interventions. Academic results and Board self-assessment findings identified both progress and continued improvement needs. These findings, together with enrollment and financial conditions, are guiding the school's priorities.

Looking ahead, ASA will focus on improving student achievement, strengthening family engagement, and aligning programs and resources with enrollment. The school will also explore community partnerships that support arts integration, scientific inquiry, environmental learning, and civic participation. These efforts will build on ASA's mission while supporting a sustainable and responsive school program.

The Comprehensive Achievement and Civic Readiness (CACR) Annual Summary Report for 2025–2026 is included as a separate section immediately following this annual report.

2025-2026 Comprehensive Achievement and Civic Readiness (CACR) Annual Summary Report

District or Charter Name: Art and Science Academy

CACR Contact Name: Cora Packard

CACR Contact Title: Executive Director

CACR Contact Email: cora.packard@asa.k12.mn.us

CACR Contact Phone Number: 763-444-0342

Annual Public Meeting

These annual public meetings are to be held in the fall of each school year.

Meeting Date: Tuesday, October 13th at the Elementary School at 4:30 PM.

CACR Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

Website link to the district's CACR annual report.
https://www.asacharter.org/about/school-performance-and-student-achievements

Survey(s) of Staff, Students, and Families

CACR Requirement: Each school district must periodically survey affected constituencies, in their home language(s) where appropriate and practicable, about their connection to and level of satisfaction with school.

Summarize the results of your most recent survey(s) of staff, students, and families.

Overview

ASA's strategic planning SWOT surveys collected open-ended feedback from July through October 2025. The supplied files include families, staff, board members, leadership, and students in K–2 and grades 3–8. The summary identifies themes rather than satisfaction percentages. Student submissions include teacher-recorded classroom feedback and individual responses, so the number of submissions is not the number of students surveyed.

Family Survey Highlights

Families identified the small-school community, relationships with staff, and individualized attention as strengths. They valued creativity and opportunities to learn through arts and science. Desired student qualities included respect, kindness, curiosity, responsibility, and strong foundational academic skills.

Areas for improvement included staffing stability, resources for differentiated learning, consistent behavior expectations, and timely communication about grades and school changes. Some families wanted more enrichment, clubs, and sports opportunities. Feedback on communication and school structure varied across respondents.

Staff Survey Highlights

Staff identified ASA's mission, arts and science integration, hands-on experiences, and family atmosphere as strengths. Respondents valued supportive relationships, high expectations, inclusion, and student engagement.

Staff requested clearer communication processes, stronger collaboration, curriculum scope and sequence, and training in using instructional materials. Other concerns included workload, staffing and intervention capacity, proactive behavior supports, and resources for field trips and enrichment.

Student Survey Highlights

K–2 students valued friendships, kind and helpful teachers, and a clean, safe school. They enjoyed hands-on learning, including reading, phonics, mathematics, science, and art, as well as PE, recess, and specials. Students described good friends as kind, respectful, helpful, and gentle.

K–2 students requested more books and classroom materials, additional art and science experiences, more specials and recess, field trips, and after-school activities. Their feedback also emphasized listening, calm classrooms, safe play, and caring for school equipment.

Students in grades 3–8 valued relationships with teachers and friends, enjoyable classes, creativity, and a small-school environment. Areas for improvement included bullying and disruptive behavior, dress-code expectations, lunch choices and time, and additional writing, science, and art opportunities.

Older students suggested woodworking, foreign-language electives, community projects, library and sensory resources, updated technology, and more school events. Some students expressed concerns about school violence, emergency drills, and mental-health support. These concerns reflect student perceptions, not verified incidents.

Additional Board and Leadership Feedback

Board and leadership respondents emphasized the mission, flexible programming, and a committed staff. They also identified staff turnover, trust and transparency, communication procedures, and limited administrative capacity as areas for improvement.

General Trends Across Surveys

Opportunities included partnerships with community organizations, new local housing, family referrals, grants, and distinctive arts and science programming. Perceived threats included competition from other schools, funding pressure, hiring challenges, reputation concerns, and limited extracurricular or high-school pathways.

Goals and Results

All Students Ready for School

Goal	**Result**	**Goal Status**
Provide the established SMART goal for the most recent School Year. Per the annual goal, eighty percent (80%) of Kindergarten students who have been in attendance since October 1st will increase their FastBridge "no risk" reading percentage from 22% in 2024 to 32% in 2025, 42% in 2026 and to 57% by 2029.	Provide the result for the most recent School Year that directly ties back to the established goal. Among kindergarten students who met the October 1 attendance requirement, 37.5% scored "no risk" on Early Reading, an increase of 15.5 percentage points from the 2024 baseline of 22%. Although the 42% annual checkpoint was not met, progress remains on track toward the multi-year goal.	***Check one of the following**:* ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Goal Met (multi-year goal) ___ Goal Not Met (multi-year goal) _x_ On Track (multi-year goal) ___ Not On Track (multi-year goal) ___ N/A (no kindergarten enrollment)

Repeat table for additional school readiness goals as appropriate.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
Provide the established SMART goal for the most recent School Year. The math achievement gap between Special Education students and all students was 17.2% in 2024 (Special Education: 11.5%, General Education: 28.7%). The school has set a target to reduce this gap to 7.1% by 2028, demonstrating a commitment to closing disparities and ensuring equitable outcomes for all learners. 14.2% is the 2026 annual checkpoint goal.	Provide the result for the most recent School Year that directly ties back to the established goal. In 2026, the math achievement was 17.1% for special education students and 24.8% for all students, resulting in a gap of 7.7% percentage points. This was 6.5 percentage points below the maximum gap of 14.2 specified in the FY26 target.	***Check one of the following**:* ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) _x_ Goal Met (multi-year goal) ___ Goal Not Met (multi-year goal) ___ On Track (multi-year goal) ___ Not On Track (multi-year goal)

Repeat table for additional school readiness goals as appropriate.

All Students Ready for Career and College

Goal	Result	Goal Status
Provide the established SMART goal for the most recent School Year. The percentage of students who meet or exceed standards on the 8th grade Science MCA will increase from 12% in 2024 to 15% in 2025, 20% in 2026 and reach 35% by 2029. This goal meets the Comprehensive Achievement and Civic Readiness goal; All students are ready for career and college as science is instrumental in helping students learn lifelong skills like problem-solving, critical thinking, decision-making, and STEM skills.	Provide the result for the most recent School Year that directly ties back to the established goal. In 2026, 7.7% of 8th grade students met or exceeded standards on the Science assessment, compared with 4.5% in 2025. The 20% annual checkpoint was not met, with the result 12.3 percentage points below target. Although proficiency increased by 3.2 percentage points, additional growth is needed to reach the 35% multi-year goal by 2029	***Check one of the following**:* ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Goal Met (multi-year goal) ___ Goal Not Met (multi-year goal) _x_ On Track (multi-year goal) ___ Not On Track (multi-year goal

All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the most recent School Year.	Provide the result for the most recent School Year that directly ties back to the established goal.	***Check one of the following**:* ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Goal Met (multi-year goal) ___ Goal Not Met (multi-year goal) ___ On Track (multi-year goal) ___ Not On Track (multi-year goal _x_ N/A (no 12th grade enrollment)

Repeat table for additional school readiness goals as appropriate.

All Students Prepared to be Lifelong Learners

Goal	Result	Goal Status
Provide the established SMART goal for the most recent School Year. The percentage of students who meet or exceed standards on the 5th grade Science MCA will increase from 20% in 2024 to 25% in 2025, 30% in 2026 and reach 45% in 2029. This goal meets the Comprehensive Achievement and Civic Readiness goal; All students are prepared to be lifelong learners as science is instrumental in helping students learn lifelong skills like problem-solving, critical thinking, decision-making, and STEM skills.	Provide the result for the most recent School Year that directly ties back to the established goal. In 2026, 22.7% of 5th grade students met or exceeded standards on the Science assessment, compared with 18.2% in 2025. Proficiency increased by 4.5 percentage points, but the 30% annual checkpoint was not met, with the result 7.3 percentage points below target.	***Check one of the following**:* ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Goal Met (multi-year goal) ___ Goal Not Met (multi-year goal) _x_ On Track (multi-year goal) ___ Not On Track (multi-year goal

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DEPARTMENT OF EDUCATION

2026-27 Annual Charter School Assurances

The following assurances must be signed by all operational charter schools annually. Type text responses where indicated. If there is not a relevant response to a prompt for your school, enter "None" or "N/A" instead of leaving a space blank. Signatures at the bottom of the form provide certification of all assurances contained in the text of the document. **Please submit policies related to Assurances 3, 4, 7, 8, and 9 as attachments with this form**.

1. I assure that the charter school has looked for facilities that comply with Minnesota Statutes 2025, section 124E.13, subdivision 1 and Minnesota Statutes 2025, section 124E.03, subdivision 2(a).
   a. Is the lease with a sectarian organization?

      _____ Yes

      __x__ No

   b. If yes, I assure students at the charter school are screened from any involvement with or exposure to any of the sectarian organization's religious activities occurring on school property during the school day or during school-sponsored events.

      A. Identify any involvement of any of the charter school's school directors, administrators, or teachers in the sectarian organization. Provide your response in the space below.

         NA

      B. Identify any telephone or fax numbers, email addresses, employer identification numbers, and employees that the charter school shares with the sectarian organization. Provide your response in the space below.

         NA

      C. Identify and describe any activities by the sectarian organization in support of your school, including but not limited to fundraising, student recruitment, promotion, any claimed affiliation with your school and sponsorship of school programs or events. Provide your response in the space below.

         NA

2. I assure that the charter school has taken steps to maintain nonsectarian school facilities in compliance with Minnesota Statutes 2025, section 124E.06, subdivision 3(c).
   a. Apart from items displayed only during the meetings of after-school student-only clubs, identify and describe all religious texts, symbols, quotations, or objects displayed at your school facilities on school days. Provide your response in the space below.

      None

b. If religious texts or multiple substantive quotations from religious texts are used in any classes or teaching materials other than in survey classes that teach about multiple religions, describe the texts or materials and quotations. Provide your response in the space below.

None

c. Describe all prayers, calls to prayers, invocations, readings of religious texts, and religious greetings that have been delivered in connection with school activities. Provide your response in the space below.

None

3. I assure that the charter school has a board-adopted religious accommodation policy that accords equal treatment of and access to all religions. Attach the most recent version of the policy.

Policy 102 attached
Policy 609 attached

4. I assure that if the charter school allows religious or other activities on school property during non-instructional time, there is a board-adopted policy allowing equal access to all groups and that such access otherwise complies with Minnesota Statutes 2025, section 124E.06, subdivision 3(c). Attach the most recent version of the policy.

Policy 609 attached

5. I assure that the charter school does not involve itself in religious activities, consistent with Minnesota Statutes 2025, section 124E.06, subdivision 3(c), including by recruiting employees, parents or other volunteers for such activities.

a. If you have not already done so in Assurance 1(b), identify any telephone or fax numbers, email addresses, employer identification numbers, and employees that the charter school shares with any sectarian organization. Provide your response in the space below.

None

b. If you have not already done so in Assurance 1(c), identify and describe any activities by sectarian organizations in support of your school, including but not limited to fundraising, student recruitment, promotion, any claimed affiliation with your school and sponsorship of school programs or events. Provide your response in the space below.

None

c. Identify and describe any instance in which your school took the religion of an individual into account in (a) the hiring, firing, discipline or assignment of your faculty, staff, vendors, or contractors; (b) the recruitment, admission or discipline of students; or (c) decisions regarding the resources made available to student groups. Provide your response in the space below.

None

6. I assure that food served at the charter school satisfies applicable health and safety requirements, provides equal accommodations to all religions, and otherwise complies with Minnesota Statutes 2025, section 124E.03, subdivision 2(a).

a. Describe any religious-based restrictions that your charter school places on the types of food that may be consumed on its premises. Provide your response in the space below.

None

7. I assure that the charter school follows the state data practices law, consistent with Minnesota Statutes 2025, section 124E.03, subdivision 5, including regarding staff ability to report unethical or fraudulent actions of a charter where they work, and that the charter school's board has attended trainings that include state data practices law. Attach the most recent version of the policy.

   a. Please list the dates that the trainings took place in the space below:

      09/17/2026
      Policy 406 attached
      Policy 722 attached

8. I assure that, if the charter school has a waiting list for acceptance into the school, a lottery is conducted that does not select students based on religious preference and that the lottery otherwise complies with Minnesota Statutes 2025, section 124E.11. Attach the most recent version of the policy.

   Policy 517 attached

9. I assure that the charter school has a neutral dress code and/or uniform policy that does not promote a particular religion or particular religious customs and that the school does not, through its enforcement of dress code and/or uniform policy, restrict opportunity to participate in school activities. Attach the most recent version of such policy, if written, or a description of the policy if unwritten.

   Policy 504 attached

Charter School Information

Name of Charter School: Art and Science Academy

Charter Local Educational Agency (LEA) Number: 4227-07

Name of Charter School's Authorizer: The Minnesota Guild

Certification of Assurances by Director of Charter School

Printed Name: Cora Packard

Signature: Cora Packard

Date: 10/11/2026

Certification of Assurances by Board Chair of Charter School

Printed Name: Adam Schorer

Signature: Adam Schorer

Date: 10/11/2026

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Board and Director Approval of FY26 Annual Report to The Guild and FY26 Comprehensive Achievement and Civic Readiness Report

At the October 13, 2026 Board Meeting, the Board reviewed and approved the FY26 Annual Report to The Guild and FY26 Comprehensive Achievement and Civic Readiness Report.

Charter School Information

Name of Charter School: Art and Science Academy (ASA)
Charter Local Educational Agency (LEA) Number: 4227
Name of Charter School's Authorizer: Minnesota Guild

Certification of Assurances by Director of Charter School

Printed Name: Cora Packard
Title: Executive Director

Signature: Cora Packard

Date: 10/13/2026

Certification of Assurances by Board Chair of Charter School

Printed Name: Adam Schorer
Title: Board Chair

Signature: Adam Schorer

Date: 10/13/2026