

# **Annual Report 2014-2015**

**Produced by Designs for Learning &  
Jennings Community Learning Center  
2455 University Avenue West  
St. Paul, Minnesota 55114  
<http://www.jenningsclc.org>**

**Table of Contents**

**Pillsbury United Communities Report Rubric..... 3**

**Jennings Community Learning Center: Introduction ..... 4**

**School Enrollment and Student Attrition..... 4**

**Governance, Management, and Director’s PDP ..... 5**

    Governance and Board Training..... 5

    Management ..... 6

    Director’s Professional Development Plan..... 7

**Staffing..... 7**

**Finances ..... 9**

**Academic Performance ..... 12**

    Program Summary ..... 12

    Academic Goals and Indicators, 2014-15..... 14

**Operational Performance ..... 19**

    Non-Academic Goals and Indicators, 2014-15 ..... 19

    Program Successes ..... 21

    Program Challenges..... 23

    Authorizer..... 25

    Non-profit Status ..... 25

**Innovative Practices and Implementation..... 25**

**Future Plans ..... 26**



**Pillsbury United Communities**  
**Charter School Annual Report Rubric**

Per...	Requirement	Included on...
Statute	Is the Annual Report posted to Charter School website?	Yes
Statute	Was the Annual Report distributed to school employees, parents, and authorizer in a timely manner?	Yes
Statute	Does it contain school enrollment data?	Pg. 4
Statute	Does it contain school attrition information?	Pg. 5
Statute	Does it contain an update on governance and management? - Including board trainings attended by each board member during the past year.	Pgs. 5-6
Statute	Does it contain an update on staffing structure? - Including professional development activities for the past year.	Pgs. 8-9
Statute	Is there financial statements included?	Pgs. 9-11
Statute & Contract	Is there an update on the academic performance? - Particularly in alignment with the charter school contract academic and non-academic goals and the performance framework.	Pgs. 12-18
Statute	Is there an update on the operational performance?	Pgs. 19-24
Statute	Does the report discuss innovative practices and implementation?	Pgs. 25-26
Statute	Does the report update on future planning?	Pg. 26
Statute & Contract	Is there a summary on how the school is meeting the primary and additional purposes per MN Statute. - Including the primary purpose to improve all pupil learning and all student achievement. - Including the additional purposes to:-Increase learning opportunities for all pupils; Encourage the use of different and innovative teaching methods; Measure learning outcomes and create different and innovative forms of measuring outcomes; Establish new forms of accountability for schools; Create new professional opportunities for teachers.	Pgs. 7-8

## Jennings Community Learning Center: Introduction

Jennings Community Learning Center, Minnesota Independent School District #4031, has completed sixteen years as an independent charter school, and is pleased to present this annual report for the 2014-15 school year!

The Jennings Community Learning Centers vision statement is: *Global Experiences to Change Lives.*

The JCLC mission statement: *Jennings Community Learning Center students will work to become self-directed lifelong learners, productive workers, responsible citizens, and creative healthy individuals.*

At JCLC we strongly believe learning should take place within real-world, meaningful contexts, for students who learn best through experience. This is accomplished at JCLC by providing students with rich project-based environments that allow them to explore their community first-hand; through extensive field learning experiences, community service projects, and investigation of real-world problems. Learning is exciting and critical to all students' lives, and at JCLC we are committed to helping young people rediscover their innate passion for learning!

The balance of the report is organized around the ten required elements of charter school annual reports as specified by Minnesota statute (M.S. 124D.10, subd. 14), with additional information that will help readers understand this school.

## School Enrollment and Student Attrition

### Student Enrollment and Attrition Rates

*This table identifies the number of students enrolled at the school during the 2012-13, 2013-14, 2014-15, and estimated 2015-16 enrollment. Data is based on October 1 enrollment.*

The policy of Jennings Community Learning Center is to accept all students who request enrollment, as long as they are Minnesota residents and in grades 7-12. The Board has placed a cap on overall enrollment at 92. This has not yet been reached, but if it is reached students to be admitted will be selected by lottery, with the exception of sibling preference. Application/enrollment forms are available at the school or online at <http://www.jenningsclc.org/enroll.php>.

JCLC has a charter for grades 7-12 but until recently served only the high school grades. The school welcomes middle school students as well, and has begun to enroll them in small numbers. Middle-school students are integrated with high school students in the advisory settings. They

are also expected to propose and learn utilizing Project Based Learning methods, though with a concentration on the Minnesota standards in for 7th and 8th grade students. JCLC’s 7<sup>th</sup> and 8<sup>th</sup> grade students are also eligible to attend all seminars and participate in trips and exhibitions.

School Year	7	8	9	10	11	12	Total	Growth Rate <sup>1</sup>
2012-13		4	5	13	14	35	71	+18%
2013-14		0	2	7	18	47	74	+4%
2014-15	1	0	1	10	19	53	62	-17%
Estimated 2015-16							75	+18%

It is worth noting that enrollment at JCLC typically climbs throughout the year, so that the October 1 figures included in the table above, will under-state the school’s enrollment. Another notable characteristic of the JCLC student body is that seniors have been greatly over-represented during the past three years. As of October 1, 2015 JCLC had 84 students enrolled.

## Governance, Management, and Director’s PDP

### Governance and Board Training

The Jennings Community Learning Center is governed by a six-member Board, with membership as noted in the table below.

*2014-15 Election Date: October 2014*

*2015-16 Anticipated Election Date: October 2015*

Jennings CLC’s governing board has six members, as shown in the table below. In the fall of 2013 board size was increased from five to six, with an additional teacher position added. Robert Nolan left the board and was replaced by Antisar Vickers. It is important to note that Wayne Jennings attendance at board meetings was low due to health issues.

---

<sup>1</sup> Calculated based on change from 10/1 of the previous school year to 10/1 of the reported school year, divided by the previous year’s figure.

## 2014-15 School Year Jennings CLC School Board

*This table contains information for ALL board members.*

Name	Board Position, Group Affiliation	Date Seated	Term Expiration	Contact Information	Member Meeting Attendance Rate
Greg Dodd	Member; Community	Oct. 2013	Oct. 2015	<a href="mailto:gregory_dodd@hotmail.com">gregory_dodd@hotmail.com</a>	4/6 meetings
Sam Eberhart	Member; Teacher (#473798)	Oct. 2013	Oct. 2015	<a href="mailto:sam@jenningsclc.org">sam@jenningsclc.org</a>	6/6 meetings
Wayne Jennings	Chair; Community member	Oct. 2012	Oct. 2014	651 644-2805; <a href="mailto:wayne@designlearn.net">wayne@designlearn.net</a>	3/6 meetings
Keara Scarver-Parker	Member; student	April 2013	August 2015	<a href="mailto:Keara_scarver@yahoo.com">Keara_scarver@yahoo.com</a>	5/6 meetings
Sara Segar	Member; Teacher (443910)	April 2013	Oct. 2015	651 649-5403; <a href="mailto:sara@jenningsclc.org">sara@jenningsclc.org</a>	6/6 meetings
Antisar Vickers	Parent Member	Oct. 2014	Oct. 2015	<a href="mailto:antisarvickers@gmail.com">antisarvickers@gmail.com</a>	4/6 meetings

## Management

Jennings Community Learning Center is managed by its director, in collaboration with the school's small staff.

### 2014-15 School Management and Faculty Information

*The table below contains information for ALL members of the school management/administrative team and also includes faculty employed by the school that did not serve as a classroom teacher (e.g. curriculum coordinators, social workers, counselors, administrative assistance, paraprofessionals, custodial, technology, librarians, etc.)*

Name	File Folder Number	Assignment	Years Employed by the School	Left During 2014/15	Not Returning 2015/16
Bill Zimniewicz	296323	Director	8	<input type="checkbox"/>	<input type="checkbox"/>
Sara Betru	N/A	Administrative Assistant	1	<input type="checkbox"/>	<input type="checkbox"/>
Kenya Lopez	N/A	Administrative Assistant	3	x	x

## Director's Professional Development Plan

The JCLC Director is Bill Zimmiewicz, he has a Master's degree in Teacher Leadership and has directed other programs previously, but does not have administrative licensure. Bill holds a MA in Teacher Leadership from the University of Minnesota and currently pursuing a Doctorate.

Mr. Zimmiewicz attends the Minnesota Association of Alternative Programs conference annually, and attends MDE trainings for charter school directors. He participates in the Pillsbury United Communities' Directors' Roundtable (monthly meetings of directors of charter schools authorized by Pillsbury), and has served on an advisory committee set up by Pillsbury to evaluate Pillsbury-authorized schools.

## Primary and Secondary Purposes of a Charter School per MN Statute

- The primary purpose of a MN Charter School is to improve all pupil learning and all student achievement. JCLC addresses this by focusing on delivering individualized education to students who may have fallen through the cracks at other schools. Our staff advisors identify gaps in student learning and focus on developing core skills students will need as adults. Many of our students have several month or yearlong gaps in their education. Our program meets student needs in a collaborative process.
- Additional Purposes
  - Increase learning opportunities for all pupils: JCLC works with students to identify how they learn best, and to identify their specific learning needs. Each student works with an advisor to develop a Personal Learning Plan. Students at JCLC are also provided with several travel opportunities over the year, to expand and increase their awareness of current issues affecting national and global communities.
  - Encourage the use of different and innovative teaching methods: JCLC teachers are a small group who work closely with each other to address student learning needs with a variety of tools. They are passionate about teaching and are not afraid of trying new teaching methods or tools. As such, students at Jennings learn in a variety of ways: seminar classes, project based learning, online learning tools, and real world experience.
  - Measure learning outcomes and create different and innovative forms of measuring options: JCLC measures learning outcomes in a variety of ways: completion of credits, projects, time spent “on track” in school, a school survey, the Hope Survey, student performance, and student participation in their own learning career. Our teachers and administrative staff are continuously working to document student progress outside of the formality of standardized tests.

- Establish new forms of accountability for schools: Developing new metrics to measure student progress is essential for JCLC to maintain accountability to our mission and our stakeholders. We continue to work collaboratively to maintain accountability.
- Create new professional opportunities for teachers: As a small school, all of our teaching staff are involved in leadership decisions. Our staff are experienced and passionate teachers, our unique teaching environment invites them to take the lead in student education and voice their opinions. We believe this is part of the reason our staff continue to work at our school, year after year.

## Staffing

### 2014-15 Teaching Faculty Information

*The following table contains information for ALL teachers employed by the school or providing services contractually (e.g., special education teacher, reading specialist, speech therapist).*

Name	File Folder Number	Assignment/ Subject	Left During 2014/15	Not Returning 2015/16
Sam Eberhart	473798	Advisor; Social Studies; multiple subjects with Innovative Program waiver	<input type="checkbox"/>	<input type="checkbox"/>
Zachary Fjelstad	435722	Advisor; Special Education; multiple subjects with Innovative Program waiver	<input type="checkbox"/>	<input type="checkbox"/>
Val Honey	334763	Advisor; LA multiple subjects with Innovative Program waiver	<input type="checkbox"/>	<input type="checkbox"/>
Kristyn Martin	998591	Educational Assistant, ASD (Community Expert waiver)	<input type="checkbox"/>	<input type="checkbox"/>
Sara Segar	443910	Advisor; Science; multiple subjects with Innovative Program waiver	<input type="checkbox"/>	<input type="checkbox"/>
Bill Zimniewicz	296323	Advisor; multiple subjects with Innovative Program waiver	<input type="checkbox"/>	<input type="checkbox"/>
Tom Wendt	310808	Advisor; Mathematics Instructor	<input type="checkbox"/>	<input type="checkbox"/>

Jennings CLC’s teaching staff remained stable throughout 2014-15. Tom Wendt was new in the fall of 2014, while the other four were returning. All five advisors returned for the 2014-15 school year and are returning for the 2015-16 school year. Jennings will have no new staff for 2015-16 as everyone is returning.

As a part of our World’s Best Workforce plan and Professional Development plans, all JCLC staff attend the Minnesota Association of Alternative Programs MAAP conference annually; each teacher has a 3 point professional development plan; and JCLC provides support for teachers to attend training in their area of specialty. Time is built into the school schedule for staff to meet every week to compare results, problem-solve and support each other to more effectively meet student needs.

## Finances

The below budget summary shows the initial budget, approved by the School Board in June of 2014 and the actual final figures from the audited Financial Statements. The school completed the 2014-2015 year with a net income of \$42,490. At the end of the year, the school had a positive fund balance of \$210,173, which is 19.3% of annual expenditures in Fund 1.

### Jennings Community Learning Center 2014-2015

	Original Budget	Actual Figures
<b>REVENUES</b>		
<b>State Revenue</b>		
School Endowment Funds	2,131.00	2,526.12
General Education Aid	930,762.68	855,626.54
Teacher Development & Eval	0.00	1,507.00
Charter School Lease Aid	130,000.00	135,066.39
State Special Education	62,000.00	90,018.67
<b>Total State Revenue</b>	<b>1,124,893.68</b>	<b>1,084,744.72</b>
<b>Federal Revenue</b>		
Title I, Part A	25,838.23	17,984.58
Title II, Part A-Teacher Training	4,300.00	3,643.44
Federal Special Education	16,151.46	11,860.64
Other Sources		4,284.35
<b>Total Federal Revenue</b>	<b>46,289.69</b>	<b>37,773.01</b>
<b>Other Local Revenue Sources</b>		
Interest Earnings		0.24
Gifts And Bequests	3,000.00	6,896.47

Miscellaneous Local Revenue	1,500.00	70.00
C.O.M Fund Raisers (Contra)	(2,000.00)	(1,370.25)
Sale of Materials or Fund Raisers	2,000.00	1,956.62
<b>Total Other Local Revenue Sources</b>	<b>4,500.00</b>	<b>7,553.08</b>

<b>FUND 01 - Total Revenues</b>	<b>1,175,683.37</b>	<b>1,130,070.81</b>
---------------------------------	---------------------	---------------------

**EXPENDITURES**

**Administration**

Salaries and Wages	124,000.00	118,661.79
Benefits	39,325.00	34,408.54
Purchased Services	68,081.00	104,116.69
Supplies	15,754.00	13,052.19
Miscellaneous Expenditures	29,225.00	35,006.26
<b>Total Administration</b>	<b>276,385.00</b>	<b>305,245.47</b>

**Secondary Education**

Salaries and Wages	261,750.00	230,078.82
Benefits	90,083.00	84,037.96
Purchased Services	55,235.00	37,797.84
Supplies	22,500.00	19,133.87
Equipment	11,000.00	3,346.64
Miscellaneous Expenditures	3,000.00	1,252.70
<b>Total Secondary Education</b>	<b>443,568.00</b>	<b>375,647.83</b>

**Federal Programs**

Title I	25,838.23	18,583.01
Title II	4,300.00	3,643.44
<b>Total Federal Programs</b>	<b>30,138.23</b>	<b>22,226.45</b>

**Special Education**

Salaries and Wages	55,400.00	53,713.89
Benefits	21,873.80	19,378.15
Purchased Services	8,300.00	18,311.25
Federal Special Education	16,152.46	13,103.56
Other Special Education		2,443.00
<b>Total Special Education</b>	<b>101,726.26</b>	<b>106,949.85</b>

**Instructional Support**

Staff Development and Training	5,888.00	488.93
Student Support Services	2,775.00	16,359.26
<b>Total Instructional Support</b>	<b>8,663.00</b>	<b>16,848.19</b>

**Pupil Support Services**

Transportation	32,200.00	34,155.11
<b>Total Pupil Support Services</b>	<b>32,200.00</b>	<b>34,155.11</b>

**Lease and Operations**

Salaries & Benefits	748.29	
Purchased Services	40,525.00	57,589.10
Facilities and Building Lease	161,500.00	157,030.68
Supplies	18,700.00	11,888.47
<b>Total Lease and Operations</b>	<b>221,473.29</b>	<b>226,508.25</b>

<b>FUND 01 - Total Expenditures</b>	<b>1,114,153.78</b>	<b>1,087,581.15</b>
-------------------------------------	---------------------	---------------------

<b>FUND 01 - GENERAL FUND Net Income</b>	<b>61,529.59</b>	<b>42,489.66</b>
--	------------------	------------------

**FUND 02 - FOOD SERVICE FUND**

**REVENUES**

**State Revenue**

State Revenue	1,000.00	1,017.96
<b>Total State Revenue</b>	<b>1,000.00</b>	<b>1,017.96</b>

**Federal Revenue**

Federal Lunch Revenue	2,200.00	2,556.00
Federal Breakfast Revenue	7,000.00	7,882.66
Fed Free & Reduced Lunch	14,000.00	17,953.20
Federal Commodity Program		171.82
<b>Total Federal Revenue</b>	<b>23,200.00</b>	<b>28,563.68</b>

**Other Local Revenue Sources**

Adult Sales - A La Carte	50.00	
Permanent Fund Transfers-Other Funds	3,500.00	1,288.36
Pupil Lunch Sales	350.00	
<b>Total Other Local Revenue Sources</b>	<b>3,900.00</b>	<b>1,288.36</b>

<b>FUND 02 - Total Revenues</b>	<b>28,100.00</b>	<b>30,870.00</b>
---------------------------------	------------------	------------------

**EXPENDITURES**

Food, Supplies and Materials	28,005.00	30,870.00
<b>Total Expenditures</b>	<b>28,005.00</b>	<b>30,870.00</b>

<b>FUND 02 - Total Expenditures</b>	<b>28,005.00</b>	<b>30,870.00</b>
-------------------------------------	------------------	------------------

<b>FUND 02 - FOOD SERVICE FUND Net Income</b>	<b>95.00</b>	<b>0.00</b>
---	--------------	-------------

<b>Net Income - All Funds</b>	<b>61,624.59</b>	<b>42,489.66</b>
-------------------------------	------------------	------------------

## Academic Performance

### Program Summary

The Jennings Community Learning Center program is built around six key program features: Small School; Travel; Global Awareness; Focused Education; Reflection; and Academic Content and Credits.

JCLC's educational program has been revised several times since the school's inception in the fall of 1998. Since 2008-09 JCLC has utilized a project-based learning model supplemented by traditional instruction in core areas. JCLC continually seeks to revise the program so as to improve the school, ensuring powerful and effective learning experiences for all. To this end, school leadership seeks to assess every aspect of the school including personnel, facilities, operations, assessment data use, and technology.

The curriculum has been revised in a way that shows academic progress throughout the year consistent with the Minnesota State Standards. Goal setting and updating of student progress/credits earned are now done quarterly. To track student progress toward graduation, JCLC uses a credit system, in which one credit is generally equivalent to one semester's work. Students can also earn fractions of credits. When teacher/advisors award students credit, much is contemplated. How comprehensive or complex was the project? How many hours did the student document? What was the quality level of the final product? What Minnesota Grad Standards were completed? For seminars, trips, and service learning activities, the same questions are addressed. Other learning requirements—viewed as essential for youth—have been added to the curriculum. JCLC students are now required to demonstrate how they have met four Transformational Learning Outcomes<sup>2</sup> before graduation (this requirement was addressed by advisors during 2013-14, and added as a formal graduation requirement for 2014-15).

Another requirement that has been in place since 2011-12 is for seniors to complete a three-credit capstone project before graduating. The senior project requirement continued through 2014-15, and includes a special presentation night for senior projects only. Senior projects now include Transformational Learning Outcomes, and incorporate more of an emphasis on career/work and college readiness.

---

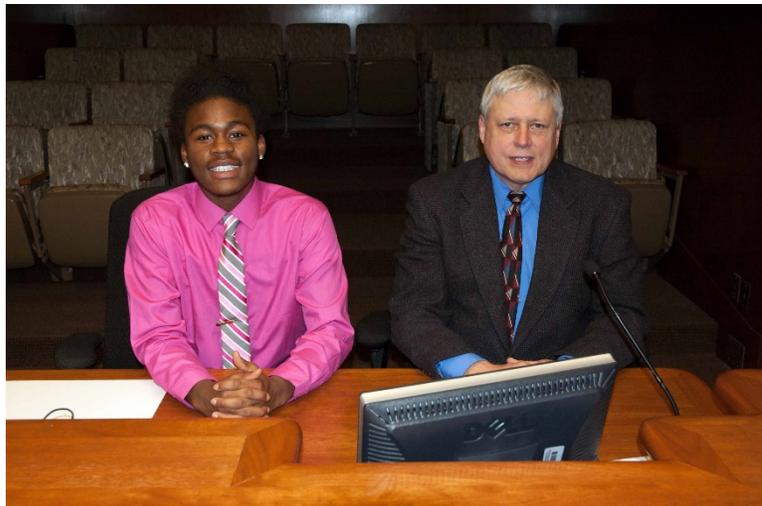
<sup>2</sup> Developed in the 1990s with New American Schools funding, the Community Learning Centers model calls for all students to meet Transformation Learning Outcomes by becoming a: Responsible Citizen; Productive Worker; Self-Directed Lifelong Learner; and Creative, Healthy Individual.

In 2012-13 JCLC moved away from an exclusive emphasis on project-based learning. Education at JCLC includes traditional teaching, via courses referred to as seminars. The seminars are offered by each advisor and focus on specific learning outcomes linked to the state graduation standards. Seminars are typically inter-disciplinary, allowing students to meet standards and earn credits in multiple areas. This practice was implemented and found to be effective during 2012-13. In 2013-14, JCLC provided the seminars during the same hour each day, and required every student to be enrolled in a seminar. This approach continued for 2014-15. Student survey results from 2014-15 show this approach addresses student learning needs well.

More details regarding successful elements of the academic program are provided below, in the Program Successes section.

Travel away from the school site remains an important part of the JCLC program! JCLC staff seek to ensure that all students have the opportunity to travel, encouraging students who have not yet taken trips through the school to do so when the next travel experience is being planned. Major trips are connected with a seminar, in which students do research in advance on topics connected with the place they will visit. There were trips off-campus for learning experiences in a wide variety of settings during 2014-15, including:

- Boundary Waters Canoe Area trip to northern Minnesota. Seven students participated in these four day trips. There were two trips to the Boundary Waters, fall and spring.
- Ferguson, MO: 5 traveled to Ferguson, MO where they interviewed protesters. Students took Video footage of the interviews and created a video montage to raise awareness of the issues affecting this community.
- Costa Rica: 5 students traveled to Costa Rica to study primates and climatology. A local organization donated money to cover the costs of this trip.
- Horse Ranch, Bemidji
- School Director, Bill Zimmewicz and Ray Holmes went to testify before the House Education Committee.
- JCLC students continued to participate in MAAP STARS (Success, Teamwork, Achievement, Recognition, and Self-esteem) events. The fall MAAP event focuses on leadership, teamwork and how to participate in STARS. There is a Legislative Day in the winter



(February 10, 2015), for which students write to and make appointments with their state legislators, then visit them at the state capitol.

- At the Spring MAAP conference, students from across the state compete and participate in two days of activities showcasing their skills in the Minnesota Standards along with artistic, career and life skills. Many activities are career or work related (e.g. interviewing, public speaking, management decision making). Participants make individual and group presentations and compete for awards. JCLC had 8 students attend MAAP Stars this year and won awards in Career Portfolio, Entrepreneurship, and Video Promotion.
- Abstract Skate Company: Students received a \$5,000 grant to start their own business. The students used this money to purchase materials and equipment to start a screen printing and custom skate board company. These students won a MAAP STARS award for Entrepreneurship based on their company's business plan.
- JCLC continued its partnership with Northern Lights Community School, a project-based charter school in Warba, northern Minnesota. JCLC students and staff visited Northern Lights, and students and staff from their school visited JCLC.

## Academic Goals and Indicators, 2014-15

Jennings CLC had three Academic Goals in 2014-15, in Reading, Mathematics, and Post-Secondary Assessments. There were also six non-academic goals, which are discussed in the Operational Performance section below. The Academic goals and targets were as follows:

### Reading Goal

- **Target 1:** At least 50% of JCLC students who are continuously enrolled from October 1 will meet or exceed their Growth Targets on the Measures of Academic Progress (MAP) test in Reading.
- **Target 2:** At least 80% of JCLC students who are continuously enrolled from October 1 will complete their Reading Plans as tracked in Project Foundry.

### Math Goal

- **Target 1:** At least 50% of JCLC students who are continuously enrolled from October 1 will meet or exceed their Growth Targets on the Measures of Academic Progress (MAP) test in Mathematics.
- **Target 2:** At least 80% of JCLC students who are continuously enrolled from October 1 will complete their Mathematics Plans as tracked in Project Foundry.

### Post-Secondary Assessments Goal

- **Target 1:** At least 90% of JCLC juniors and seniors will have taken the Armed Services Vocational Aptitude Battery (ASVAB) or the Accuplacer by the end of the 2014-15

school year. The ASVAB and Accuplacer are alternative assessments that can now qualify students to meet graduation requirements. JCLC will provide opportunities for students to take both assessments.

- **Target 2:** At least 25% of JCLC seniors will take the ACT or SAT by the end of the 2014-15 school year.

In the case of the Academic Goals, the second Targets were not completed as planned due to lack of capacity in Project Foundry. Project Foundry has been a challenging tool for the second year in a row and JCLC will be looking for different options for upcoming school years. The completion of Reading and Mathematics plans were tracked by student advisors.

Results on the Academic Goals are summarized below.

### Measures of Academic Progress (MAP) Reading results

JCLC used the Northwest Evaluation Association's MAP test as a tool to track student learning in Reading and Math during 2014-15, for the fifth consecutive year. The MAP is a well-known norm-referenced test that measures student abilities in areas covered by the state academic standards. An amount of "projected growth," to the next test window, is identified based on a "pre" test score, in this case the Fall result, which was then compared with spring "post" test results. Growth norms for this test are created by NWEA, based on large samples of students who take the tests nationwide, such that every student has a 50% chance of meeting or exceeding the Growth Target. Thus, if more than 50% of students at a given school are meeting or exceeding their growth targets, the school as a whole has out-performed the national norming group for that subject.

Twenty students took the Reading MAP in fall and spring during the 2014-15 school year. Of these twenty students, half made their growth targets. This is a significant increase over last year, where only 1 out of 18 students met growth targets.

JCLC staff have observed severely test-adverse behavior by many students, especially in the spring, toward the end of the school year and after having taken tests such as the MCA's and college-placement tests. School leadership discussed this in the spring of 2014, and planned for changes in 2014-15 to encourage more-consistent participation and effort. Advisors were responsible for testing students and preparing students for it. As a result, JCLC received higher participation and success on MAP testing than in previous years. The MAP will continue to be the responsibility of Advisors during 2015-16.

### Reading Plans

The expectation is that at least 80% of students who are continuously enrolled throughout the year will complete their Reading Plans. However, the program shifted in focus, from individual

plans toward group reading, in which all students participated. Participation in reading groups was tracked by student advisors.

Reading groups, in which a group of students, with guidance from one of JCLC's advisors, read a book together and discuss. The reading groups are supported by purchasing sets of high-interest books. The sizes of the groups were from three to twelve students, and there are a variety of types of books, both fiction and nonfiction. The groups meet at staggered times so students are able to participate in more than one. Reading groups were successful as students enjoyed discussing books they were reading, and allowed them to demonstrate leadership by picking and texts. Two of the most engaging books students read during the school year were "A Child Called 'It'" by Dave Pelzer and "The Hunger Games" by Suzanne Collins.

Reading continues to present challenges, as many students are far behind in their reading skills upon enrollment at JCLC and hence are unable to meet academic expectations in reading. In addition to the reading groups, JCLC students are able to earn credits through individual reading, reading across content areas, and reading in the course of projects.

#### Measures of Academic Progress (MAP) Mathematics results

Forty-four students took the Math MAP in the fall of 2014; fifty-five took the test in the spring, and only twenty-one students took it both test seasons. Of the twenty-one students who took the Math MAP both times during 2014-15, nine met their growth targets (42%), so JCLC did not meet this target.

The caveats noted in the section on MAP results in Reading apply here as well: data from this small a number of students are not necessarily representative of the whole student population, and many students may not have tried their best on this assessment.

#### Mathematics Plans

In Math as well as Reading, each student was to have an annual Personalized Learning Plan, tracked and updated by advisors, and including goals and instructional activities in math, individualized to meet students' needs. However, while students did have math plans in their PLP, the plans were not consistently implemented and tracked. Each student advisor utilized their own system for tracking and follow up, therefore the results are a bit inconsistent.

Creating an effective math program for our student population has been an ongoing challenge for JCLC. Assessment and observational data consistently shows that many students attended school sporadically before enrolling at JCLC, and are far behind in basic academic skills, especially mathematics. Alternative means of communicating key math concepts, through inquiry-based and hands-on activities, are likely to help such students learn essential concepts in math.

To reach goals in math, students work with their advisors to identify specific steps they will take to improve their math knowledge. Students’ math programming may include math courses, Khan Academy and APEX Math as online options, math work packets, or small instructional seminars. In addition to the labs and individualized projects there are upper level seminars, and a Final Project by which growth in math knowledge is to be demonstrated by the end of the school year. JCLC hired a full time math specialist for 2014-15, to continue building the program in this area.

### Additional Data on Academic Progress

Alternative strategies for gauging student productivity are to analyze the proportion of time students spend on-task, and the number of credits they earn. Time-on-task is tracked by JCLC teacher-advisors in a time tracking app that has been customized for the school; each day, each advisor records proportion of time on-task, of the 6 hours in the school day, for their advisees who were present that day. Students may earn additional credit in terms of time-on-task if they complete projects in less time than projected or if they work additional hours outside the school day. For any given quarter, a handful of students will have over 100% time-on-task.

Credits are awarded on a quarterly basis; a student making the expected progress toward graduation will earn 2.5 credits per quarter. It is worth noting, however, that JCLC serves many students with multiple risk factors such as homelessness, involvement with the legal system, and a history of inconsistent school attendance prior to enrolling at JCLC. About one-fourth of the students have active IEPs.

The tables below show percentage of time-on-task and credits earned, by quarter, for students who were continuously enrolled throughout that quarter. The first table shows those who were in attendance at least 60% of the time<sup>3</sup>; the second limits the listing to those with at least 75% attendance. This data shows that both time-on-task and credits-earned figures are better when limited to students attending more consistently. Also, the number of students continuously enrolled for the quarter increased each quarter throughout the year, showing growth in the proportion of students attending.

<b>JCLC 2014-15 Student Productivity and Credits Earned</b>			
	Number of students continuously-enrolled and with at least 60% attendance	Average % time-on-task	Average credits earned
1 <sup>st</sup> Quarter	32	81%	2.2
2 <sup>nd</sup> Quarter	31	87%	2.5
3 <sup>rd</sup> Quarter	33	95%	2.12

<sup>3</sup> Percent-of-attendance is calculated based on the whole time the student was enrolled, not separately calculated for each quarter.

4 <sup>th</sup> Quarter	32	124%	2.84
-------------------------	----	------	------

<b>JCLC 2014-2015 Student Productivity and Credits Earned</b>			
	Number of students continuously-enrolled and with at least 75% attendance	Average % time-on-task	Average credits earned
1 <sup>st</sup> Quarter	20	101%	2.63
2 <sup>nd</sup> Quarter	21	93%	2.63
3 <sup>rd</sup> Quarter	20	112%	2.5
4 <sup>th</sup> Quarter	22	132%	3.02

#### Post-Secondary Assessments – ASVAB or Accuplacer

The first Post-Secondary Assessment target called for at least 90% of juniors and seniors to take the Armed Services Vocational Aptitude Battery (ASVAB) or Accuplacer by the end of the school year. Review of JCLC attendance data showed there were 12 seniors who were required to take one of these tests. Nine of 12 seniors took the Accuplacer or ACT (75% of seniors). Those who did not take one of these tests were not required to for the degree program they were entering into. The three students who did not take these tests applied to Cosmetology school, a PCA program, and one had already secured a job for after school.

JCLC now expects all seniors who choose college as their career plan to take the Accuplacer; this is being administered at St. Paul College several times during the year (also, every junior is expected to take the ACT beginning the 2014-15 school year in accordance with new legislative requirements). JCLC had planned to schedule a day for students to take the ASVAB, but no students were interested in pursuing a military career from this graduating class.

#### Post-Secondary Assessments – ACT or SAT

The second Post-Secondary Assessment target called for at least 25% of seniors to take the ACT or SAT by the end of the 2014-15 school year. Only four JCLC students took the ACT during 2013-14 (none took the SAT); so this goal was not met. However, for 2014-15 every junior was expected to take the ACT, which was administered at the school on April. 12 (out of 19 juniors) students took the ACT during the 2014-15 school year. One senior took it as her college of choice required it. Many students from our High School go on to colleges that do not require the ACT for admission, due to this, participation and investment in this test is low. Students show more dedication to the Accuplacer which is needed for more college applications.

## Operational Performance

### Non-Academic Goals and Indicators, 2014-15

In addition to its three Academic Goals, Jennings CLC had six non-academic goals, addressing the following areas: Financial, Operations, Governance, Family Engagement, the Hope Study, and Community Integration. The six non-academic goals and results were as follows:

- **Financial Goal:** During Fiscal Year 2015, JCLC will increase its fund balance by at least 5%.

The General Fund balance at the end of the school year is \$210,173, which is \$42,490 greater than last year's ending fund balance of \$167,683. This is a 20% increase over last year.

- **Operations Goal:** Each Advisor at JCLC will develop and lead at least one seminar per quarter. The seminars focus on specific learning outcomes linked to the state graduation standards. Seminars are typically inter-disciplinary, allowing students to meet standards and earn credits in multiple areas. JCLC is planning to offer the seminars during the same hour each day, and require every student to be enrolled in a seminar.

This goal was accomplished with Advisors developing and leading seminars each quarter. Seminars that were offered during 2014-15 included:

- Themed Photography
- Shakespeare's Othello
- Journalism
- Stars
- Driver's Education
- Psychology 101
- U.S. History Beyond the Textbook
- Harlem Renaissance
- Academy Awards Documentaries
- Independent Project-Based Learning
- Maps and Cartography
- Cooking on a Budget
- Debate
- Pinterest Projects
- Research Paper Writing
- Physical Education
- Cultures
- Build a Circuit
- Chess

- Hero's Journey
  - Theater Performance
  - Build a stage
  - Money, Money, Money
- **Governance Goal:** The JCLC Board will schedule at least two planning meetings to review and update the school's Strategic Plan. The 2014-15 year is year 3 of JCLC's five-year Strategic Plan.

The Board did hold meetings to review and update the strategic plan as planned. This was done in conjunction with board training. During the 2015/16 school year we are working with Educational Consultant Steven Rippe on our Strategic Plan.

- **Family Engagement Goal:** At least 30% of JCLC students will plan and execute one student led parent-student-advisor conference during the 2013-14 school year.

This was a goal in 2012-13 but was not carried out. The plan for 2013-14 was to pilot student-led conferences in 2013-14, beginning with students who have been enrolled longer, however this was not done to any great extent in 2014-15. JCLC advisors did note that more parents than ever joined them for advisory conferences during 2013-14. During the summer of 2015 JCLC Staff received training to help them better address this goal. We will implement these strategies during 2015/16 to increase family engagement.

- **Hope Study Goal:** JCLC students who remain continuously enrolled will show positive differences in the Hope Study indicators; JCLC students will continue to show higher Hope Study ratings than students at traditional schools.

The EdVisions Hope Study is based on research into factors that determine students' overall outlook. It uses a combination of survey items to assess students' status on several variables which are factors important to success in school and in life. The survey variables are Autonomy, Belongingness, Goal Orientation, Academic Press, Engagement, and Hope. The following are average Hope scores (the scale for which is 0-64) over the past three years:

	JCLC	All EdVisions Schools	Traditional Schools
2013	50.26	50.77	49.53
2014	49.38	49.15	-
2015	52.24	-	47.66

Jennings has showed overall improvement on the Hope Survey from last year to this year. We were also able to test significantly more students this year, making this a more comprehensive view of the student body. Areas noted for improvement for the 2015-16 school year have to do with Advisor-Student relationships, which was also reflected in our school survey.

- **Community Integration Goal:** JCLC will carry out outreach activities by participating in at least three major community events during 2014-15.

This goal was accomplished with JCLC staff and students participating at one Midway Chamber of Commerce luncheon. Two students served as interns at the St. Anthony Community Council, and JCLC community-representative board member helped a number of students get internships with St. Paul Parks and Recreation. Seniors also participated in events with Breaking Free, Feed My Starving Children, the community garden, and as volunteer readers at the library. We are working with our Landlord to potentially build a rooftop rain garden during the 2015/16 school year. Advisors Tom Wendt and Zach Fjelstad brought students to work on the homes of handicapped people.

## Program Successes

Some of the successes and best practices in place at Jennings CLC during 2014-15 included the following.

Establishment of reading groups, described above in the Academic Goals and Indicators section, continued to work well through 2014-15. The reading groups effectively promote reading and encourage more interest in reading on the part of most JCLC students.

Physical education and health continue to be a major priority at JCLC. JCLC provides weekly walking and other physical activities with students, sometimes at a St. Paul Parks and Recreation facility. JCLC also offers nutritional seminars, with the intent of combating diabetes and obesity in youth. Student projects may focus on health as well; e.g. smoking-cessation. A yoga class is held twice a week, and volleyball or basketball three times per week. During the 2014-15 school year this program was extended through the rental of a garden plot. Students learned about Urban Farming and gained knowledge on how to grow their own vegetables. The raised garden bed was built by the applied Mathematics class. Most seniors added a physical or mental health component to their Life Plan projects this year.

The school continued to press positive working relationships with students. Student retention is good overall; students who are succeeding in the program tend to remain for multiple years. One of the program's successes in 2014-15 was in travel-based learning with several successful trips carried out during the year. As described above in the "Program Summary" section, trips undertaken by JCLC students during 2014-15 included:

- Boundary Waters Canoe Area, northern Minnesota (fall and spring).
- Costa Rica
- Ferguson, MO
- Small trips to several closer locations, for camping, visits to post-secondary schools, and learning about careers
- MAAP STARS (Success, Teamwork, Achievement, Recognition, and Self-esteem) events, fall and spring.
- Horse Ranch, Bemidji MN

Presentation nights, at which students presented to the community on their completed projects, also went well during 2014-15 with more parents and more community members attending.

Extensive renovations to JCLC's facility were planned during the spring of 2014 and carried out in the summer, to physically divide out spaces for the advisories, with a central meeting and presentation area. This space is well-suited for student presentations and other all-school events. Improvements to the space have resulted in students taking noticeably more pride in their school facility. JCLC was able to renegotiate its lease, obtaining a ten-year lease for the building and spreading the cost of improvements over the course of the lease such that annual cost-per-square-foot declined. The renegotiation of the lease, with improvements, is less than the school was previously paying per month.

Advisors noted there was more interest in higher education, among JCLC graduates and recent graduates. Career learning, including planning for post-secondary education, is included in the JCLC curriculum. JCLC had one student earning credits through Post-Secondary Enrollment Options at St. Paul College. To encourage students to build life skills for employability, JCLC offers assistance to its older students in creating resumes during 2014-15, and supports them in researching and applying for part time jobs. As a part of the World's Best Workforce Plan JCLC documents the steps each student were taking towards graduation and enrollment in a college program or job applications.

JCLC students continued to participate in MAAP STARS (Success, Teamwork, Achievement, Recognition, and Self-esteem). 35 JCLC students attended the fall MAP STARS conference at Camp Ripley, central Minnesota. 8 JCLC students competed in the MAAP STARS Spring Conference in April, where they won eight medals. At this conference, students from across the state compete and participate in a number of activities, many of which are career or work related (e.g. interviewing, public speaking, management decision making). 4 of the medals won were for Life Plan Projects, there are only eight medals awarded in this category.

JCLC's connections with area business and organizations continued strong during 2014-15. The JCLC director continues to attend meetings of the Midway Chamber of Commerce and the local

community council, bringing students along as well. In the fall of 2014, JCLC students attended the Midway Chamber's conference where they connected with community organizations; representatives of several local organizations were invited to visit the school. During 2014-15 JCLC also developed a connection with the St. Anthony Park Community Council, and with the Keystone Center Food Shelf.

Teaching staff remained stable through the 2014/15 school year, and all teachers are returning for 2015/16.

Senior capstone projects continued as an effective practice during 2014-15. Students are responsible for identifying and describing the project, which culminates in a research paper / write-up of results and public presentation. Project topics during 2014-15 included:

- Pediatric Dentistry
- Phlebotomy
- Mental Health Counseling
- History of Welding
- One-on-one Child Development
- The Sheet Metal Industry
- Entering the Field of Culinary Arts
- Sheet Metal Workers
- Creation of Cosmetics

A review of 2014-15 student data showed a total of 12 graduates; 9 went on to 4 year colleges, 2 to 2 year degree programs and 1 is employed.

## **Program Challenges**

Jennings Community Learning Center faced a number of challenges during 2014-15, some of the most significant of which are noted below.

It remains challenging to get students comfortable with the mode of learning employed at JCLC, in which students work in an office-like environment, and are expected to take responsibility for their learning. Many students are not used to project-based learning and taking responsibility for their own education; not all thrive in this environment. Obtaining participation and engagement of students can be challenging – students are expected to choose activities that interest them, but may choose not to take any of the options. To meet this challenge, JCLC continues to offer a range of learning modes including direct-instruction options such as small seminar-type classes, in addition to project-based learning.

Obtaining consistent and on-time student attendance continues to be a significant challenge at JCLC. JCLC serves a population of students with many challenges stemming from difficult home lives. At least one-third of JCLC students qualify as homeless and highly mobile, and a number have significant health issues that impact their ability to attend school. Many students lack personal identification necessary for utilizing transportation options. This creates a significant barrier for many of our students in moving forward with their lives, since personal ID is required to obtain a drivers' license, open a bank account or apply for a job. To help address this, during 2014-15 JCLC was able to utilize a community supporter who spent a couple of hours per week working with students to get birth certificates if needed, then obtain a social security card and/or state ID card. He also helped students set up bank or credit union accounts.

Related to the above, student management of time in a project-based learning environment is a particular challenge. JCLC staff have realized they need to explicitly teach skills needed to complete a project and to do self-directed learning in general. Beginning in 2012-13, one of the advisors has offered a seminar on how to complete a project, focusing on gathering and organizing data and other skills needed for self-directed learning; JCLC continues to explore how best to support students in doing projects. JCLC advisors have begun tracking student time, as described above in the section on Academic Goals and Indicators / Additional Data on Academic Progress.

As the culmination of student projects, presentation nights, at which students present their projects to the school community, are an important part of the program. Getting parents to come to presentation nights has been challenging; JCLC did see an increase in numbers of parents and community members attending in 2014-15. As part of an effort to improve the quality of student presentations, a seminar on presenting was offered in 2014-15, utilizing feedback by videotape on practice presentations.

The writing program continues to present challenges at JCLC; the advisors strive to get students to express themselves in writing but this remains a struggle. JCLC continues to offer multiple seminars focusing on writing, including writing projects to culminate in producing a desktop-published booklet organized around the student's life experiences (through Blurb Books). All seniors are required to include a writing component in their capstone project; seniors who are in a college-bound track each write a research paper. New in 2013-14, JCLC offered spoken word seminars with a professional guest artist, through which students were guided in creating original poetry expressing their experiences, using authentic voice. During the 2014-15 school year, all 12 seniors completed the written requirement as part of their senior projects this year -- which is an improvement over previous years.

## Authorizer

Jennings Community Learning Center's authorizer is Pillsbury United Communities. The 2014-15 school year was the First year of JCLC's authorizer contract with Pillsbury; the contract was renewed in the spring of 2014 for another term, this time for four years.

Authorizer contact is Larry McKenzie (mckenziel@puc-mn.org; 612 302-3409).

## Non-profit Status

Jennings Community Learning Center is a nonprofit corporation registered as a Charity with the Minnesota Attorney General's office. Its current status is active; see <http://www.ag.state.mn.us/Charities/CharitySearch.asp>. JCLC also is a tax-exempt "501(c)3" organization recognized by the Internal Revenue Service.

## Innovative Practices and Implementation

As a project-based urban school that facilitates student learning through frequent travel to remote sites, Jennings Community Learning Center is a highly innovative charter school! In addition to the project-based and field-learning focus, described elsewhere in this report, innovative practices JCLC had in place during 2014-15 included:

- JCLC students continued to participate in the MAAP STARS (Success, Teamwork, Achievement, Recognition, and Self-esteem) Spring Conference.
- All staff attended the Minnesota Association of Alternative Programs conference in the winter of 2014; non-staff members of the JCLC board were invited as well. JCLC's participation in MAAP has continued strong since, with JCLC teachers filling the positions of MAAP Chair and Treasurer for the 2014-16 term.
- JCLC seeks to build partnerships with organizations serving the homeless, connecting with these organizations via the Minnesota Coalition for the Homeless. This effort was in response to staff's realization that many of our students are homeless, and that the school needs to more effectively serve these students. JCLC staff provide resources for homeless students, and continue to expand their knowledge base regarding what's available.
- JCLC helps students build job skills by supporting them in creating resumes and applying for entry-level positions. JCLC continues to work to provide internships for its students.
- Reading groups, described above in the Academic Goals and Indicators section, were another innovative feature, in place since the spring of 2013.
- JCLC is improving its utilization of technology. Every student has a computer, with Microsoft Office installed, to use at their personal work station (one-to-one student to computer ratio).

- Presentation nights continue to be an important feature of the program. At these events students give demonstrations and lectures to other students, parents, staff and community highlighting projects they have completed at JCLC.



## Future Plans

Some of the plans put in place during 2013-14, for continuing and enhancing the program in 2014-15 and future years, are described elsewhere in this report. In general, most of the practices in place for 2013-14 have continued during the 2014-15 school year. Another new element that was put in place during 2014-15 was provision of a theater performance project, using an outside consultant who worked with students to create original short theater pieces. Also, JCLC planted a community garden during 2014-15, this is the second year JCLC has worked in the community garden.

During the 2015-16 school year the school is working with a school evaluation consultant to re-examine the educational program at JCLC. We feel that innovation is essential to our mission and embrace the challenge of re-designing our curriculum and program. It has been several years since we laid everything on the table and re-examined it as a whole.