



Secondary Charter School
District 4087

World's Best Workforce Report and Annual Report on Curriculum, Instruction and Student Achievement.

SAGE Academy Charter Information

SAGE Academy is a Minnesota charter school authorized by Novation Education Opportunities. SAGE Academy opened its doors to students in 2002 and completed its 16th year in June 2018. With an educational model of Project Based Learning, SAGE serves students in grades nine through twelve. The mission of the SAGE Academy is: *SAGE Academy seeks to develop a community of reflective lifelong learners while actively promoting compassion and understanding in a diverse world.*

With all learning connected to its mission, SAGE Academy's curriculum is designed around the former Minnesota Profiles of Learning and SAGE continues to focus its instruction on MDE required standards as the central framework for content and educational delivery. Licensed staff serve as advisors for student project development, assisting them in incorporating standard based content into their projects. SAGE also uses expeditionary learning as part of its educational model, providing students with hands on and experience learning that is connected to Minnesota state standards.

Along with required standards, SAGE Academy approaches learning with a focus in four areas:

- 1) Developing Learners
- 2) Critically Thinking
- 3) Problem Solving
- 4) Leadership and Collaboration

This approach was researched prior to the school opening and was integrated into its development of Project Based Learning program. SAGE Academy focuses on the individualized learning of each student that is designed through the use of Multiple Intelligences Inventory (Howard Gardner) to determine the strengths of each student. This provides advisors with information that allows them to design an Individualized Learning Plan to enhance the learning experience of each student.

SAGE Academy Sponsor Information

Novation Education Opportunities (NEO)

Contact: Wendy Swanson Choi, Executive Director

3432 Denmark Ave Suite 130

Eagan, MN 55123

Email: executive.director.neo@gmail.com

Tele: 612-889-2103

www.novationeducationopportunities.org

SAGE Academy is authorized by Novation Education Opportunities. The school was initially sponsored in 2011 for a one- year contract. In the spring of 2012, following intensive review by NEO, the charter was renewed for a four-year term. This contract was renewed again at the end of 2019 school year for another three years. Novation Education Opportunities has been a positive supporter of SAGE Academy and continues to work closely with the school to collect data and develop goals to make the school a successful educational institution for all students.

Attrition

SAGE Academy started the school year with 71 students. At the end of the FY19 year, 76 students attended SAGE. Several students left due to transportation and others dropped due to chronic absences. However, enrollment increased in the Spring. Thirteen of the 15 seniors graduated, the two who did not graduate planned to return to SAGE for early graduation fall of the FY20 school year. Of the 76 students, only five stated they would not be returning the FY20 school year, two due to moving and three due to choosing another school. As of spring 2019, we had 30 applications for the FY20 school year, more than double previous years.

Enrollment

SAGE Academy students reside primarily in the suburban Minneapolis area. The school has seen a shift in enrollment over the last few years. The tables below illustrate these changes.

| Grade | 2014/15 | 2015/16 | 2016/17 | 2017/18 | FY18/19 |
|--------------|----------------|----------------|----------------|----------------|----------------|
| 9 | 14 | 12 | 10 | 19 | 17 |
| 10 | 18 | 20 | 20 | 13 | 23 |

| | | | | | |
|-------|----|----|----|----|----|
| 11 | 29 | 26 | 26 | 19 | 22 |
| 12 | 28 | 25 | 19 | 17 | 14 |
| Total | 89 | 84 | 75 | 68 | 76 |

Demographic Information

| | 2015/16 | 2016/17 | 2017/18 | 2018/2019 |
|--------------------|---------|---------|---------|-----------|
| Male | 41.7% | 34.6% | 42% | 61% |
| Female | 58.3% | 65.3% | 58% | 49% |
| Special Education | 21.4% | 25.7% | 40.3% | 42% |
| African American | 39.3% | 23% | 26.4% | 42% |
| Hispanic | 14.3% | 8.1% | 12.5% | 13% |
| Asian | 2.4% | 0 | 1.4% | .5% |
| /Pacific Islander | n/a | 0 | 0 | 0 |
| White | 41.7% | 50% | 44.4% | 51% |
| Native American | 2.4% | 1.4% | 2.8% | 2% |
| Two or more races | n/a | n/a | 12.5% | 13% |
| Free/Reduced Lunch | 63.1% | 56.8% | 65.3% | 50% |
| LEP | 11.9% | 2.7% | 6.9% | 5% |

Attendance

The average daily attendance during the 2018/2019 school year was 89.6% with an average daily membership of 68.27.

Graduation Rates/Post-Secondary Enrollment

Of the 15 seniors enrolled at SAGE at some point in the 2018/19 school year, 13 students graduated. The graduation rate was 86.7%, down from 87.5% the previous year. Of the

2018/19 graduating students, nine students applied and were accepted into college or a post-secondary institution. Furthermore, five students were enrolled in Post-Secondary Options (North Hennepin Community College, University of Minnesota, and Minneapolis Community and Technical College) during their high school career. Of the four remaining seniors, three planned to go directly to work and one was undecided. Students who did not graduate planned on returning to complete credits to receive their diploma.

Management

SAGE Academy started the 2018-19 year with an administrative team of two:

Director: Kim Turrito

Ast. Director: Cari-Ana Garcia Luna

However, Kim Turrito resigned her Director position in August and the interim position was given to Cari-Ana Garcia Luna. The position of interim ast. Director was given to Josh Bickert.

Kim Turitto held administrative license. Cari-Ana Garcia Luna attended trainings, courses, and conferences to meet the requirements of the Leadership Development Plan as laid out NEO. Each member of the administration split duties between administration and teaching responsibilities.

SAGE also developed a Leadership of staff who volunteered to the position. The leadership team consisted of two administrators, two general teachers, and the school counselor. This team set school goals, complete research, develop strategies to meet goals, and analyze data to meet the requirements of the NEO framework as well as the School Improvement Plan.

Finances

SAGE completed a financial audit that came back with no findings.

Transportation continues to be the largest budgetary struggle. SAGE pays for its own bussing as our students are spread throughout the Osseo, Robbinsdale, Minneapolis and Anoka-Hennepin districts. We had four busses and one van from this past school year and several taxis. We had almost 90% of our students utilize SAGE transportation throughout the school year. The busses and van we used were from the contractual agreement with

Metropolitan Transportation Network and American Student Transportation. Increased need for Special Education transportation was the reason for increased taxi use. SAGE pays for the transportation through its own budget rather than through District 279 as times and geographical boundaries differ. Although SAGE is committed to providing busing to all students within the District 279 boundaries, we also provide bussing beyond these boundaries when possible. Students who do not utilize busing often drive themselves or have family members who provide transportation. Metropolitan Transportation and American Student also offers instruction on bus safety as required by MDE regulations.

SAGE Academy
Charter School No. 4087
Brooklyn Park, Minnesota
Statement of Revenues, Expenditures and Changes in Fund Balances
Governmental Funds
For the Year Ended June 30, 2019

| | General | Nonmajor Food Service | Total Governmental Funds |
|--|-------------------|-----------------------------|--------------------------------|
| Revenues | | | |
| Other local and county revenue | \$ 34,929 | \$ - | \$ 34,929 |
| Revenue from state sources | 1,321,139 | 1,039 | 1,322,178 |
| Revenue from federal sources | 42,052 | 14,391 | 56,443 |
| Interest earned on investments | 29 | - | 29 |
| Sales and other conversion of assets | - | 6,502 | 6,502 |
| Total Revenues | 1,398,149 | 21,932 | 1,420,081 |
| Expenditures | | | |
| Current | | | |
| Administration | 64,970 | - | 64,970 |
| District support services | 136,706 | - | 136,706 |
| Regular instruction | 321,784 | - | 321,784 |
| Special education instruction | 364,200 | - | 364,200 |
| Instructional support services | 512 | - | 512 |
| Pupil support services | 156,103 | 27,303 | 183,406 |
| Sites and buildings | 196,595 | - | 196,595 |
| Fiscal and other fixed cost programs | 10,701 | - | 10,701 |
| Capital outlay | | | |
| Sites and buildings | 1,983 | - | 1,983 |
| Debt service | | | |
| Principal | 22,648 | - | 22,648 |
| Interest and other charges | 844 | - | 844 |
| Total Expenditures | 1,277,046 | 27,303 | 1,304,349 |
| Excess (Deficiency) of Revenues Over (Under) Expenditures | 121,103 | (5,371) | 115,732 |
| Other Financing Sources (Uses) | | | |
| Transfers in | - | 5,371 | 5,371 |
| Transfers out | (5,371) | - | (5,371) |
| Total Other Financing Sources (Uses) | (5,371) | 5,371 | - |
| Net Change in Fund Balances | 115,732 | - | 115,732 |
| Fund Balances, July 1 | 146,309 | - | 146,309 |
| Fund Balances, June 30 | \$ 262,041 | \$ - | \$ 262,041 |

Attachment A

GENERAL FUND BUDGET – FY 2018

Charter School Name SAGE Academy Charter School Number 4087-07
Average Daily Membership (ADM) 77 Pupil Units 92.40

| REVENUES: | AMOUNT | |
|------------------------------------|------------------|--|
| General Education Aid | 719,405 | |
| Title Programs | 25,880 | |
| Lease Aid | 129,214 | |
| Special Education | 463,915 | |
| Other (List) | | |
| Expedition Fees (Optional Program) | 15,000 | |
| Miscellaneous Revenues & Fees | 5,855 | |
| TOTAL REVENUES | 1,359,269 | |

| EXPENDITURES | AMOUNT | FTE |
|---|------------------|-----|
| Administrative Salary and Benefits | 82,500 | .9 |
| Instructional Salary and Benefits | 484,525 | 8 |
| Non-Instructional Salary and Benefits | 101,725 | 2 |
| Custodial/Maintenance Salary and Benefits | | |
| Other Salary and Benefits | 186,710 | 4 |
| Utilities | 18,500 | |
| Property Taxes | 37,744 | |
| Building Maintenance and Repair | 23,000 | |
| Building Lease | 110,400 | |
| Transportation | 153,832 | |
| All Other Purchased Services | 137,370 | |
| Supplies and Materials | 22,850 | |
| Capital Expenditures | 2,000 | |
| All Other Expenditures | 23,505 | |
| TOTAL EXPENDITURES | 1,384,661 | |
| Revenue Less Expenditures | (25,392) | |
| Beginning Fund Balance (FY2017) | 261,585 | |
| ENDING FUND BALANCE | 236,193 | |

Staffing

| Name | Folder Number | Assignment | Years Employed | Left during 18/19 | Not Returning 19/20 | Expiration date of license |
|----------------------|---------------|--|----------------|----------------------------|------------------------------------|----------------------------|
| Cari-Ana Garcia Luna | 460565 | Interim Director, Teacher, Academic Behavioral Strategist | 6 | | | 2021 |
| Michelle Devens | 507917 | Counselor | 1 | | Position at new school due to move | 2023 |
| Kim Turitto | 439181 | Program Director Language Arts Counselor Career Coordinator | 8 | Position at another school | | 6/30/2018 |
| Josh Bickert | 418340 | Interim Ast. Director Phys. Ed | 15 | | | 6/30/2020 |
| Les Harrison | 471067 | Language Arts Advisor | 5 | | Position at new school due to move | 6/30/2018 |
| Leslie Geist | 42067 | Special Education Teacher, Evaluator | 4 | | | 6/30/2019 |
| Joseph Norby-White | 511670 | Science Advisor | 1 | | | 2020 |
| Kelly Crampton | 491943 | Social Studies Advisor | 3 | | Choose not to return | 6/30/2021 |
| Emily Quick | 503274 | Math, Advisor, Technology Coordinator | 1 | | | 2019 |
| | | | | | | |
| Linda Satrae | 274065 | Special Education | 1 | | | 2022 |
| | | | | | | |
| Heather Bickert | none | Admin Assistant | 7 | | | |
| Lois Elrod | none | Special Ed Para | 4 | | Position at | |

| | | | | | | |
|---------------|------|---|-----|-----------------------|-------------------------|--|
| | | | | | new school | |
| Sandy Maron | none | Nurse Special Ed Para Marketing/Student services | 12 | Moved out of state | | |
| Kris Silas | none | Special Ed Para Special Ed Secretary | 5 | New job | | |
| Jackie Boller | none | Special Ed Para | 3 | | Choose not to return | |
| Lorrie Tupy | none | Business Manager | 9.5 | Moved out of state | | |

Of the nine licensed staff, four held a master's degree or graduate degree. Professional development was encouraged throughout the whole year for staff. SAGE offered professional development in 1) Best practices, 2) Project Based Learning Development, 3) Reading effectiveness, and 4) Cultural Competency training. These workshops were lead by licensed SAGE staff who have used effective practices to achieve success within their classrooms, Dr. Stephen Rippe, MyHealth, and EdVisions.

SAGE Academy also begun to use teacher led Professional Learning Communities (PLC). These PLC's strengthened teacher collaboration through focusing on areas of needed growth: 1) Communicating rigor and high expectations based on Marzano (The New and Art and Science of Teaching) and 2) Using student learning styles to design projects.

All licensed teachers are required to complete Backward Mapping, embedded in standards, for each of their courses. These maps include essential questions covered in the course as well as methods for scaffolding to make sure all students can succeed. These maps are reviewed by the program director who provides them with support and professional development as needed.

Governance

A Board of Directors governs SAGE Academy. The board's purpose is to promote effective education for all students, with attention to the areas of curriculum, staffing, policy formation, community involvement, communications, budget, and other appropriate matters affecting the

well being of the school. Board membership is made up of SAGE licensed staff, community members, and parents. Membership in the Board is in accord with Minnesota Law.

| Name | Membership | Position | Term | Training | Contact Information |
|-------------------------|------------|------------|----------------|-------------|----------------------------------|
| Christy Morrell-Stinson | parent | Chair | 5/16- 8/19 | Completed | cmorrell-stinson@sageacademy.org |
| Candie Naves | parent | | 8/18- | Completed | cnaves@sageacademy.org |
| Les Harrison | teacher | | 8/18-6/19 | Completed | lharrsioin@sageacademy.org |
| Diana Bigger | teacher | | 5/16-5/19 | Completed | dbigger@sageacademy.org |
| Cari-Ana Garcia Luna | community | | 5/16-12/18 | Completed | cgarcialuna@sageacademy.org |
| Leslie Geist | teacher | Vice Chair | 5/17- | Completed | lgeist@sageacademy.org |
| Antonio Smith | Community | | Appointed 3/18 | In progress | |
| Lindsey Schue | Community | | 8/18-12/18 | | lschue@sageacademy.org |
| Brenda Peterson | parent | Secretary | 4/18- | Completed | bpeterson@sageacademy.org |
| Kim Turitto | ex-officio | | 3/18-8/18 | | kturitto@sageacademy.org |
| John Hetterick | community | treasurer | 8/18-6/19 | completed | n/a |
| | | | | | |

SAGE Academy School Board Development Plan FY2019

| MONTH | TOPIC | PRESENTER |
|----------------|-----------------------------------|-----------|
| August 2018 | Board Elections, Role of officers | Chair |
| September 2018 | Committees | Chair |

| | | |
|---------------|--|--|
| | Review of ByLaws | |
| November 2018 | Strategic Planning, WBWF/Annual | Executive Committee |
| January 2019 | Audit Report Committee Functions Evaluation criteria for performance review of Director - gather input | Justin Nilson, Abdo Eick & Meyers CPA Executive Committee |
| March 2019 | Business Community Relationships | Chair, Antonio Smith with Cities United |
| May 2019 | Special Meeting May 3: Governing per Policies and Bylaws; Board Member Conduct; Complaint Process May 20 -- Board Evaluation Criteria School Leader - Performance Evaluation Criteria | School Attorney, Executive Committee Executive Committee |
| June 2019 | *** BYLAWS AS A SCHOOL GOVERNANCE TOOL *** Board Self-Assessment Summary Report | Dr. Charles Speiker Chair |

Academic Performance

| Test | Percent Scoring Proficient | Year |
|-------------|-----------------------------------|-------------|
| MCA Reading | 22.2% | 2016 |
| | 40.9% | 2017 |
| | 37.50% | 2018 |
| | 26.32% | 2019 |
| MCA Math | 10.5% | 2016 |
| | 11.8% | 2017 |
| | 6.67% | 2018 |
| | 11.11% | 2019 |

SAGE Academy is a highly transitional school that has a large percentage of students that enter with large gaps in math and reading skills. Most of these students are entering their tenth, eleventh and twelfth grades and their educational gaps affect the overall gains or lack of gains demonstrated in the standardized testing data. While SAGE Academy offers five levels of math, from Intermediate Algebra to Precalculus, many of the students that take the MCA math test had yet to take Algebra II, greatly affecting their outcomes. SAGE has moved to develop a more targeted learning plan that targets the math skills needed by students to meet proficiency on the MCA scores. This program is based on the success of SAGE Academy's reading program.

SAGE Academy feels that the Northwest Evaluation Assoc. Assessment (NWEA) tests provides a better view of the schools students abilities because it tracks the progress of students over their entire high school career. The NWEA assessments are given three times a year, fall, winter, and spring and test areas include English language arts, reading comprehension, and math skills. Teacher's use these schools to monitor student progress, identify student areas of need, and design instruction based on student skill level.

| Test | Percentage of Students Below Grade Level meeting/Exceeding their Individualized Target | Year |
|--------------|---|------|
| NWEA- Math | 60.71% | 2017 |
| | 42.86% | 2018 |
| | 45.83% | 2019 |
| NWEA Reading | 70% | 2017 |
| | 77/78% | 2018 |
| | 81.43% | 2019 |
| | Percentage of Students At/Above Level Meeting/Exceeding their Individualized Growth Target | |
| NWEA Math | 88.57% | 2017 |
| | 84.62% | 2018 |
| | 81.48% | 2019 |
| NWEA Reading | 86.05% | 2017 |
| | 94.12% | 2018 |
| | 83.78% | 2019 |

World's Best Workforce Report

District or Charter Name: SAGE Academy Charter High School

Grades Served: 9-12

WBWF Contact: Cari-Ana Garcia Luna
Title: Director

Phone: 763-315-4020

Access to Report

SAGE Academy Charter School

<https://www.sageacademy.org/documents>

Annual Public Meeting

SAGE Academy Board will hold an open meeting for stakeholders to review progress on the WBWF plan for the 2018-19 school year on October 28, 2019.

World's Best Workforce was submitted to MDE on Dec. 1, 2019.

Innovative Practices

Project Based Learning

SAGE Academy is a Project Based School, an educational model that engages students in solving a real-world problem or complex question. They demonstrate their knowledge and skills by developing a public product or presentation. As a result, students develop deep content knowledge as well as critical thinking, creativity, and communication skills in the context of doing an authentic, meaningful project. Teachers incorporate projects into their traditional courses that promote collaboration and deeper understanding of the topics covered. Students also complete individual projects based on their interest and/or credit and standard needs. These individual projects are overseen by an advisor and design around the students Individualized Learning Plan.

Expeditionary Learning

Expeditionary Learning is an educational model in which students learn by attending learning expeditions rather than just sitting in a classroom being taught one subject at a time. This type of learning adds diversity to a students education and often exposes them to opportunities they may not have other chances to do. Expeditionary learning is often hands on and challenges the students to view their world in a different way.

Service

SAGE Academy has a mission to provide students with knowledge and understanding of the world around them and their role within that world. Students build compassion and reflective practices by completing community service throughout their high school career. Community

service can take many forms including serving at homeless shelters, to building with Habitat for Humanity, or packing food at Feed My Starving Children.

All students are also required to complete a service-learning project before they graduate. Service-learning provides students with opportunities to develop civic engagement skills by working with community members to address a problem within their community and develop a way to achieve a positive impact. Students enhance their group, organizational and interpersonal skills by taking on a leadership role and working within a community that may be new to them. Students at SAGE completed service projects such as Public art piece and demonstration for Black History month and anti-youth smoking campaign partnered with Cities United. Students also began a mentorship program with MELA elementary which will continue into the next year.

Future Plans

SAGE Academy has plans to move into a more focused Project Based Learning model, with more projects stemming from the classroom, directly connected to course content/standards. The goal of this is to help students understand the real-life implementation of what they are learning as well as develop life-long skills such as collaboration, critical thinking and problem solving. The intended result is an increase in student engagement by incorporating more meaningful projects in all classes. Project Based Learning allows students more opportunity to move at their pace. There is more opportunity for educators to differentiate instruction and assessments, allowing for accelerated learning to enable students to learn more quickly, efficiently, and deeply. The goal is that by senior year, students will have the knowledge and skills to develop a service based project independently. SAGE educational staff will receive PBL professional development as well as participate in Professional Learning Communities centered around improving the program as SAGE as well as seeing all students needs are met.

SAGE Academy will continue with it's successful reading program that includes targeted reading groups, based on lexile levels. With the success of a similar math program in the FY19 school year, SAGE will continue this program as well. SAGE has set a goal to increase math scores to 10 percentage points about the district level. Students will meet weekly to develop strong math skills to prepare them for the required standardized exams. All juniors will also be required to

participate in a MCA math prep course once a week. Professional Learning Communities will be used to develop these programs and track their progress. To further improve math and reading scores, math and language arts courses will be co-taught with a general ed and special ed. Teacher.

SAGE Academy also plans to incorporate study skills and social skills into advisory curriculum. These means all students, 9-12 grade, will be receiving instruction in college and career readiness, healthy mindset, teamwork, organization, time management, and developing life goals. Under the advisement of the SAGE's licensed counselor, a professional development plan will be created for education staff to be qualified to bring these lessons to our students. SAGE looks to increase the number of students attending PSEO both in their junior and senior years, as well as increase the number of students accepted to higher education institutions post high school.

A Leadership Team, made up of administration and teacher leaders, will continue to create goals, collect and analyze data, and implement a plan to meet those goals. The leadership team will work closely with EdVisions and Regional Resources Center for Excellence to develop the school improvement plan, track progress, and provide resources for staff. All educators will be paired with a mentor to help establish goals and create instructional strategies that reflect the needs of all students. Teacher evaluations will be completed by administration throughout the year which will include observing student engagement, best practices, student outcomes, and focus on school wide goals. SAGE administration will be evaluated under a process created by the school board. Both during the winter and spring, parent and student surveys will be completed to track school climate, student engagement, school safety, and teacher effectiveness. SAGE will focus much of its professional development on equitable education, cultural responsiveness and creating differentiated instruction so as the needs of our diverse student body is met and all students are provided the opportunity to succeed at their highest levels.