



BLUESKY ONLINE *The School Designed for You*



2020-2021 Charter School Annual Report, Local World's Best Workforce Report & Annual Report on Curriculum, Instruction and Student Achievement

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About BlueSky

Mission Statement

BlueSky Charter School brings quality online education and diverse learners together.

Vision Statement

BlueSky is defining education for the 21st century by creating an individualized, dynamic education for all students. We are committed to empowering our community by facilitating relevant learning, skills, hopes, and relationships.

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BlueSky School Overview

A pioneer in distance learning, BlueSky is Minnesota's most established online public charter school. Since 2000, BlueSky has provided a free, high-quality online education to Minnesota residents in grades 7-12. Starting in the 2021-22 school year BlueSky will also serve students in 6th grade.

The key to BlueSky's success is our unique approach to student support. BlueSky offers students a world-class online education backed by unsurpassed resources and individualized attention. Every student receives a dedicated support team consisting of an advisor, a counselor, and a social worker. Students have direct access to their teachers for assistance whenever they need it. BlueSky teachers and staff also make a personal connection with students and their families.

Through the parent portal, weekly emails, phone calls, and conferences, parents are actively involved in their child's success.

Through Group Pace and My Pace classes, students are able to customize how they want to approach their coursework. BlueSky wants to make sure that each student finds the state-aligned program that meets their learning style, skill level, grade level, and credit requirements. BlueSky also offers several different enrollment options: full time, supplemental, tuition-based, and summer school. With classes and resources available online 24/7, and flexible pacing, students can learn during their most productive hours and with an academic plan tailored to work for them.

BlueSky's Full-Time Program

As an accredited, state approved public charter school, students in grades 6-12 can take all courses needed to meet middle school requirements or to earn a high school diploma. This public school option is free to all Minnesota residents under the age of 21.

All full-time students have an assigned support team that includes an advisor, a counselor, and a social worker in addition to their classroom teachers. Our high level of individualized support and flexible scheduling sets us apart from other online programs. Students are closely monitored using a variety of technology data points as well as through one on one communications which allows early interventions to be put in place when needed.

BlueSky's Supplemental Program

BlueSky invites students from across Minnesota to take up to half their courses online while staying enrolled in their home district. Course options include core subjects and electives that meet or exceed state standards.

BlueSky offers a high level of support to our supplemental students and works closely with enrolling districts and parents, keeping everyone in the loop regarding student progress. All courses are taught by Minnesota licensed full-time online teachers and can be adjusted for semester or trimester schedules.

I can't thank you enough! BlueSky is a school that shows how dedicated and helpful the staff and teachers are in helping students achieve their goals. Thank you, thank you, thank you! I will never forget this! -Jessica (parent)

BlueSky's Tuition-Based Program

Although most students that are Minnesota residents can enroll for free in either our full-time or supplemental programs, some students may opt for a tuition-based enrollment.

Our tuition program uses the same high quality online classes and teachers and meets the needs of students who live outside Minnesota, are taking an overload of classes in their home district, are home-schooled, or are over 21 years old.

BlueSky's Summer School Program

BlueSky offers a six-week summer school session for current BlueSky students and a tuition-based option for non-BlueSky students. All summer school courses are asynchronous; students work independently and at their own pace, allowing for an individualized learning experience. BlueSky offers a wide variety of summer school courses based on the needs of students.

Current BlueSky students will receive a registration email in March to register for summer school courses. Students work closely with their BlueSky counselor to register for any summer school course(s) that they need to meet BlueSky's graduation requirements. Students are allowed to take up to two credit recovery classes in the summer as long as they finish their first summer class within three weeks. Students are monitored in their classes by summer school teachers and the Dean of students, who offer individualized support for those that need it.

Tuition based students take BlueSky's summer school classes either for credit recovery or to work ahead in a specific subject most often in math. Tuition based students are also given individualized support by teachers and the Dean of students.

Innovative Practices & Implementation

BlueSky provides a personalized, online learning environment with a student support focus. Within this student centered model, BlueSky incorporates a number of innovative practices that work together to enhance student success:

"I really like the teachers and the open communication and the flexibility to work with parents on specific needs of the student."

Compassionate Schools & SEL Strategies

- Ongoing staff training on Adverse Childhood Experiences (ACES) and trauma informed best practices since 2016.
- Collaboration with Regional Centers of Excellence and CAREI (Center for Applied Research and Educational Improvement).
- Participation in our authorizer's NGAPS (Next Generation Assessment Portfolio System) program to develop academic alignment of Social and Emotional Learning.
- Adoption of Social and Emotional Learning standards as part of our academic program.
- Implementation of Social and Emotional Learning Evidence Based Strategy throughout entire BlueSky program (in progress):
 - Explicit Instruction
 - Embedded instruction
 - Schoolwide support
 - Teacher pedagogy
 - Assessment of skills
- Implementation of 7th-9th grade Advisory programs with integrated Social Emotional Learning curriculum; Second Step and Yale RULER evidence based programs

Student Support

- Licensed staff to student ratio of 1:9
- Teacher to student ratio of 1:150, which breaks down to 1:25 per class.
- Counselor to student ratio of 1:120, compared to 1:743 ratio, MDE's reported state average.
- Social worker to student ratio of 1:130 with a full time special education social worker.

- Special education case manager ratio averages 1:12 with most direct services delivered in a 1:1 setting.
- Special education replacement course commensurate with ability levels and aligned to State Standards and ability levels.
- Student advisor assigned to each student who acts as the first line of communication and forms positive adult relationships with students.
- MTSS (Multi-Tier System of Supports) model incorporated with specific Tier 1, Tier 2, and Tier 3 interventions and referral processes.
- Own It! program/curriculum used as an intervention for BlueSky students demonstrating lack of engagement.
- Dean of Students provides student support plans and academic probation plans.
- Social worker groups offered to students needing mental health support.
- Middle school social worker providing direct service through the synchronous advisory class.
- Intake risk assessment consisting of academic and behavioral readiness and support.
- Educational assistants available daily to support students with academic and behavioral needs.
- Math for Success and Reading for Success intervention courses to help build foundational skills necessary for grade level success.
- Evening math coaching to support students academically with math coursework.
- Laptops and/or hotspots provided to students in need.

Flexible Scheduling & Curriculum

- Personalized learning options including flexible scheduling (Group Pace and my Pace Courses), PSEO options, supplemental courses, career academies, CTE (career and technical education) focused courses, college level articulated elective courses, and Honors courses.
- State approved, Cognia (formerly AdvancED) NCA CASI accredited online program that aligns to the International Association for K-12 Online Learning (iNACOL) program standards.
- Incorporation of competency based instructional practices.
- Embedded social and emotional learning skills.
- State-of-the-art technology systems to support individualized flexible schedules.
- Ongoing open enrollment (when available based on capacity).
- Opportunities for onsite attendance and support.
- Supplemental program allowing students to remain in their home district and take 1-3 online classes.
- Summer school availability for students allowing recovery of credits towards their graduation requirements.
- Middle school program with focus on structured flexible scheduling, compassionate relationships, relevant and meaningful learning experiences, and lifelong success skills.

College and Career Readiness

- Career Academies for students who demonstrate college and career readiness in one of nine concentration areas.
- Required student career/college portfolio to include embedded SEL standards.
- Online career fair, FAFSA support and PSEO informational meeting.
- Service learning projects.
- Started the NCAA recognition process.
- National Honor Society chapter formed in 2019-20.
- Graduation survey conducted to receive feedback on student plans for the future and their experience at BlueSky.
- Added youth apprenticeship in manufacturing program.
- Individual meetings with each graduating senior to review future plans.

Community Building

- Academic snapshots and enhanced dashboard options for parents and students to monitor progress.
- Virtual parent teacher conferences in the fall (face to face option available pre COVID)
- Opportunities for virtual social events and field trips.
- Staff presentations and participation at educational conferences.
- Staff supported other charter schools and local districts in adapting to emergency distance learning plans.
- Staff participation in educational associations.
- Student volunteer and service learning opportunities (i.e. National Honor Society, through coursework within elective classes and project based assignment options).
- Continual communication with students and all stakeholders through a variety of media - text, social media, email, phone calls, Newsletters, website updates, etc.
- Staff constructed committee driven and improvement focused collaborative culture.
- Social Workers offered Suicide Prevention and Mental Health class to staff for required CEUs

Student Support

How students are supported in their learning is equally important to the content and delivery of curriculum. BlueSky students benefit from teachers' individual attention and frequent contact via email, phone, text messaging, online chats and other electronic methods.

BlueSky's support teams consist of counselors, advisors, social workers, and case managers and are referred to as our student's three or four-person support team. The support teams work to create a

compassionate school where all students can thrive and learn. They provide individualized resources and support for students, families, and staff related to mental health, social-emotional, attendance, and academic needs. The support teams often consult with other BlueSky staff and community professionals to help provide quality education and support for all students.

BlueSky's intervention committee has developed a multi-tiered system of support in which staff identify struggling students early on to help give these students the support they need to be successful. The committee included math and intervention specialists, advisors, teachers, and leaders of the school. The committee met weekly to review referred students and to come up with tier 2 interventions to help students succeed. BlueSky also had an attendance committee which met monthly and created individualized plans for students struggling with attendance and/or behavior concerns.

Student academic and behavior support plans have also been implemented to include additional tiered levels of support for student success. Students are monitored and given support by their three or four-person team. If students with behavior or attendance concerns need additional support they are referred to the Dean of Students or Principals to receive a more strict support plan. This may include daily or weekly check-ins, individualized weekly schedules, and/or attendance contracts. It may also require students at risk of dropping out of school to complete the Own It! curriculum. This curriculum helps students to outline their strengths as a learner and set goals for taking ownership of their education.

The Heart of Learning: Compassion, Resiliency, and Academic Success

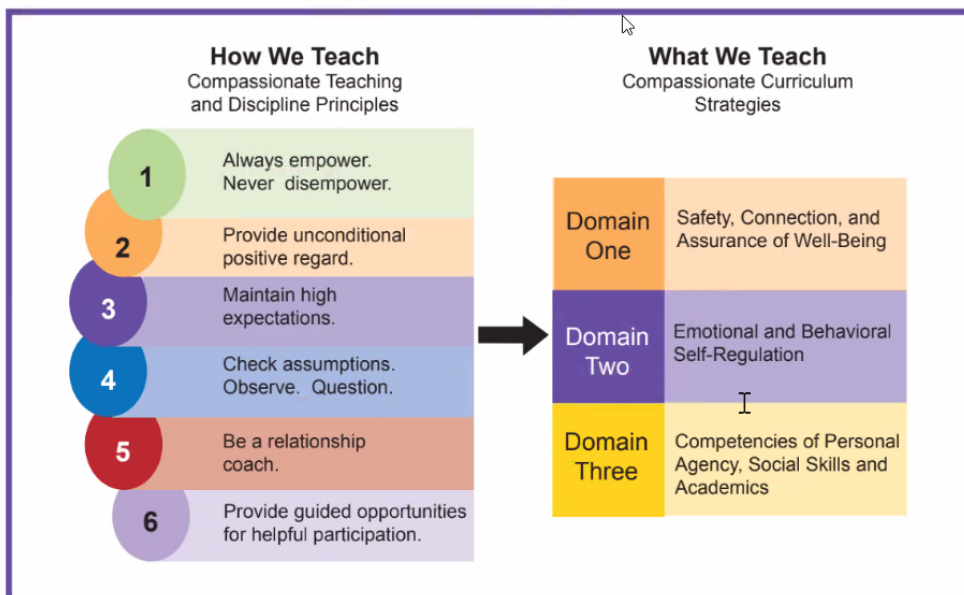
As a three year initiative starting in the 2016-17 school year the Social Work team developed a strategic plan to become a compassionate school. The first year training was implemented for our Social Work staff. In the 2017-18 school year the Social Work staff provided training to all staff in trauma awareness and intervention techniques. The 2018-19 school year phase was working directly with students and families in the classroom focusing on trauma centered approaches to learning. Social and Emotional Learning standards were reviewed and adopted for future implementation. This work was completed in conjunction with the Regional Centers of Excellence as an approved evidence based strategy to improve attendance and graduation rates. Social workers developed a compassionate schools class in Moodle to train new BlueSky staff. The social workers meet monthly with the new staff to talk about what they learned in Moodle and how it applies to BlueSky.

Compassionate Schools benefit all students who attend but focus on students chronically exposed to stress and trauma in their lives. These schools create compassionate classrooms and foster compassionate attitudes of their school staff. The goal is to keep students engaged and learning by creating and supporting a healthy climate and culture within the school where all students can learn. It is

not a program; it is a process and as such is not “one size fits all.” Each school and community will develop their own unique compassionate “personality.”

Ten principles of a Compassionate School:

1. Focus on culture and climate in the school and community.
2. Train and support all staff regarding trauma and learning.
3. Encourage and sustain open and regular communication for all.
4. Develop a strengths based approach in working with students and peers.
5. Ensure discipline policies are both compassionate and effective (Restorative Practices).
6. Weave compassionate strategies into school improvement planning.
7. Provide tiered support for all students based on what they need.
8. Create flexible accommodations for diverse learners.
9. Provide access, voice, and ownership for staff, students and community.
10. Use data to:
 - a. Identify vulnerable students, and
 - b. Determine outcomes and strategies for continuous quality improvement.



BlueSky also offers social worker support for those students needing support within a specific area of their lives - chemical dependency, anxiety, depression, dealing with a death, personal identity, social skills, independent living, etc. These sessions address some of the mental health concerns that many students face today.

Social Emotional Learning

Adding to our compassionate school training is the action initiative of embedding Social Emotional Learning standards into the academic curriculum as well as into our everyday interactions with students. Social Emotional Learning directly relates to the BlueSky Vision of being “committed to empowering our community by facilitating relevant learning, skills, hopes, and relationships”.

Social emotional learning (SEL) is broadly understood as a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships and making responsible decisions that supports their success in school and in life.(1) SEL develops cognitive social competencies, such as self-awareness, self-management and social awareness, according to the Collaborative for Academic, Social and Emotional Learning (CASEL). Developing such competencies in students fosters positive social skills, reduces conduct problems, diminishes emotional stress and improves academic performance.(2)

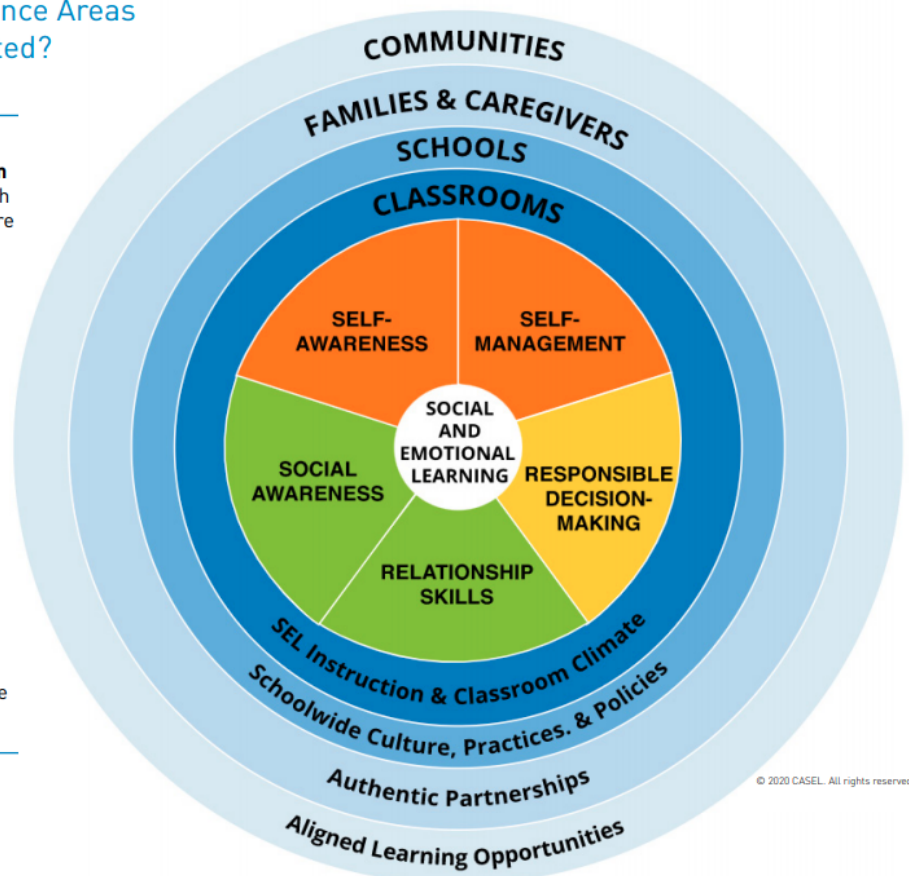
When we develop social and emotional skills, our ability to form relationships and build social awareness increases, which enhances our ability to connect with individuals of diverse perspectives, cultures, languages, histories, identities and abilities. By implementing SEL on a macro-level in schools, we create more equitable, better-performing schools and communities. This type of systemic change creates school environments in which all students learn the skills they need to be prepared for career, college and life.

<https://education.mn.gov/MDE/dse/safe/social/>

CASEL'S SEL FRAMEWORK: What Are the Core Competence Areas and Where Are They Promoted?

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.



Learn more: www.casel.org/what-is-SEL

Flexible Scheduling

Group Pace Courses

The Group Pace courses focus on creating a highly interactive community of learners. These courses utilize frequent opportunities for collaboration and interactions between students, as well as between students and the teacher.

In Group Pace classes, students are expected to attend a live online session each week and stay on pace with their work. This ensures all the students in Group Pace class are familiar with the same content at the same time, allowing more productive discussions, collaborative projects, and other interactive learning experiences.

My Pace Courses

My Pace courses are designed for students needing a highly flexible schedule. These courses feature self-paced, independent work. Many of these courses also offer flex scheduling with variable start and end dates, allowing for students to create a highly individualized learning experience. My Pace courses are also a great choice for students looking to catch up on credits.

BlueSky staff provide a high level of support to students taking My Pace Courses, helping them pace and structure their weekly assignment completion. My Pace courses are best designed for students who have the self-discipline to devote significant time to their school work, and who will work regularly so that they do not fall behind.

The curriculum within the Group Pace and My Pace programs consists of the following:

1. Required courses that meet or exceed state standards in each of the core subject areas (English, science, math, and social studies).
2. Core subject courses and remedial courses especially tailored to special education students, taught by special education teachers who also hold licenses in the subject area, or team-taught by regular education and special education teachers.
3. Courses in the elective areas of art, music, world languages, career and technical education, and health and physical education. (0.5 credit of art, and 0.5 credit in health/physical education are required for graduation). Many electives have a college and career readiness focus.
4. Support groups, facilitated by licensed social workers, help students acquire skills in the following areas: anxiety and depression, coping skills, independent living, social awareness, self-esteem, and other life skills.
5. College-level courses available through the statewide PSEO program.

Career & College Readiness

BlueSky's strategic plan is updated to include career and college readiness objectives with the intent of providing our students with a successful transition after graduation. The focus on student career or college readiness begins at the moment a student enrolls. BlueSky continues to utilize an online enrollment form as part of the counselor intake session in which each student indicates their career interests. This enables the counselors to focus course scheduling for career and college preparation or individual post high school goals.



Students are then scheduled accordingly into the World of Work career clusters for their elective classes.

All students have individual access to their assigned school counselor who guides them in making college and career decisions through a variety of career activities in their Required Career Portfolio (RCP). The counselor works with each student individually to develop a portfolio through Minnesota Career Information System (MCIS) and a specific Course Plan tailored to each student. A student's plan upon graduation incorporates resume building, post-secondary educational exploration, interest inventory, scholarship search, financial aid, and applications to schools of their choice. These portfolios remain in our MCIS site indefinitely, so the student can access their information while they attend college or are in the workforce. Students are also encouraged to attend one of many Construct Tomorrow events around the state of Minnesota to learn more about Apprenticeship opportunities. During the 2020-21 school year, counselors introduced live sessions on important topics: Financial Aid and completing the Free Application for Federal Student Aid (FAFSA), Career/College Fair planning, ACT testing, and Apprenticeships. In addition, during the 2020-2021 school year, students met individually with their counselor to review the career plans, transcript, and post secondary actions.

BlueSky continues to encourage student participation in Career Academies to demonstrate college and career readiness in one of seven concentration areas: business, visual communication, world language, health career, fine arts career, music career, and culinary arts career. Students pursuing one of the Career Academies are required to complete a series of classes in one of these concentrated areas of study. They are also required to have a B average in the group of classes and are to have met or exceeded passing standards in MCA testing or equivalent. Seventeen students received the career academy green cord this year; four of the students had more than one career area.

In addition to the support provided by counselors, students were provided with opportunities to observe and experience various career fields as part of their classes and school activities. As part of the required career portfolio class, students are required to select and answer questions regarding careers in the virtual job shadowing program. Other activities in the past included a criminal justice tour of the Anoka County Jail and 911 Dispatch Center, a self-guided tour of Mill City Museum, as well as a career focused experience at the Sea Life Minnesota Aquarium. Opportunities were also provided to students to attend college fairs, college visits, and complete the Free Application for Federal Student Aid (FAFSA).

National Honor Society

In 2019 BlueSky was approved to start a new chapter of the National Honor Society (NHS), the oldest and most prestigious student recognition program in the US and worldwide. Students who had been with BlueSky at least one semester and had a cumulative GPA of 3.0 were invited to submit a candidate information form documenting their experience in the four pillars of scholarship, service, leadership and character. A five-member faculty council reviewed the candidates and five students were selected and became the first inductees into BlueSky's new chapter! This fall, students with a cumulative 3.0 GPA were invited to submit candidate information forms to our faculty council and three more students were inducted into our chapter on November 17, 2020! NHS students attend chapter meetings twice per month and commit to 20 hours of service through an individual or group project each year that benefit the school and/or their home communities. They also have opportunities to develop leadership skills through NHS sponsored webinars and events.

Community Building

BlueSky strongly encourages parents to take an active role in their child's education and embrace in-home, online learning. Having the student working from home, free from classroom distractions, is a necessity for many families. Parents can easily monitor their student's progress; students and guardians have daily accessibility to staff to help with their academic and socio/emotional needs while maintaining a flexible schedule.

To strengthen family involvement, BlueSky hosts parent-teacher conferences twice a year in our campus location, once in the Fall and once in the Spring. (This past fall and spring, however, we did not conduct onsite conferences due to COVID-19.) At these conferences, parents and students can meet with teachers, counselors and administrators to discuss schedules, classes, lessons and simply meet one another face-to-face. BlueSky teachers also provide students and parents/guardians with their Renaissance STAR assessment results and discuss specific interventions for their student. The conferences at BlueSky provide families an opportunity to meet the staff, who in many cases, are offering the first truly effective learning environment for their student. Some families drive several hours to attend these conferences and leave feeling more connected to their school.

In addition to conferences, parents have access to monitor their student's progress and connect with teachers and support staff on a daily basis. Parents can see a list of student courses and know which assignments are due during the current week as well as how students scored on assignments. Grades are updated within 48 hours of being submitted and feedback is often provided to both students and

parents. Consistent communication and feedback from all BlueSky staff provides a sense of community and support for students and families.



BlueSky has provided additional social opportunities for students to participate in such as prom, onsite student activities, Student Clubs, lunch bunch, and online advisory. Field trips have also been a great way to build our BlueSky community and we aim to offer at least one event per month during the school year. These trips include Mill City Museum, Anoka County Jail and Dispatch Center, Sea Life Aquarium, Feed My Starving Children, and student college/career fair just to name a few. Although last fall and spring we had to halt all face to face activities because of the COVID pandemic, we were able to still provide a virtual graduation ceremony.

During the two school years affected by COVID and which required all schools to develop emergency distance learning plans, BlueSky staff helped support many other school leaders and teachers in working with students virtually. Our special education director and teachers offered many insights to other schools on how to provide services to online learners. BlueSky social workers also provided a lot of support to other school social workers in how to provide services online. BlueSky was also able to collaborate with another charter school to provide their students with online content and teachers to support their 7th grade students.

Monthly newsletters contain important reminders, school updates, student work, and profiles. Newsletters are posted on our website and sent to families of active students as well as those in the enrollment process in an effort to build a sense of community and foster educational awareness in a strictly online environment. Weekly phone calls and emails from a variety of BlueSky staff also ensure that the family is involved with the school and their student's role therein.



Social media platforms, such as Facebook, Instagram, and YouTube have also been utilized in the past year to spread information and updates to our students and their parents. We also had a TikTok challenge for students facilitated by our NHS. We are using these tools to build a stronger sense of community and connect BlueSky students, staff, and families. We are easily able to track and monitor involvement on these sites with built-in analytics.

As a tool for measuring parent and student satisfaction with BlueSky, separate parent and student surveys are released each spring. During the 2020-21 school year, 97 parents took the time to reflect on their student's school and provide BlueSky with an analysis of their sentiments (down slightly from 107 in 19-20). Likewise, 146 students participated in the student satisfaction survey (down slightly from 153 in 19-20). This data was used, in part, as a base for comparison and goal setting for the 2021-22 school year.

Staff are involved in all levels of decision-making in the school – as board members, committee members, and part of subject-area groups that give input into school operations both directly and through their supervisors. We feel that staff who work directly with students and their families are in the best position to help shape policies, procedures and pedagogical approaches that work best for our students.

"Instructors are approachable and welcome interaction and discussion"

"The school welcomed my daughter and assisted us with enrolling quickly and provided an orientation which was very helpful in outlining expectations and resources."

"It gives my daughter the ability to work and get to school on her schedule. It also helped with her anxiety issues."

"Every teacher, counselor and advisor offer excellent communication and ensure my child is doing the best they can"

"The staff is very supportive. It is very convenient and supports non-traditional learning styles."

"I like the flexibility. I can work at my own pace."

"The teachers and staff are extremely caring and nice. They are very focused on making sure you get the best education you can get."

"I work all week and it's nice to work on schoolwork at night."

"There is no bullying. I feel welcome and appreciated."

"I like how the teachers can see when I'm struggling, they are so quick to ask me what they can do to help me or work with me."

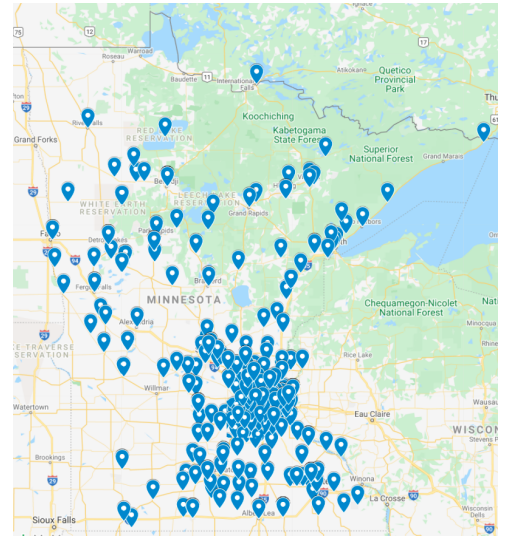
"I truly love everything about it."

Student Enrollment, Attrition & Demographics

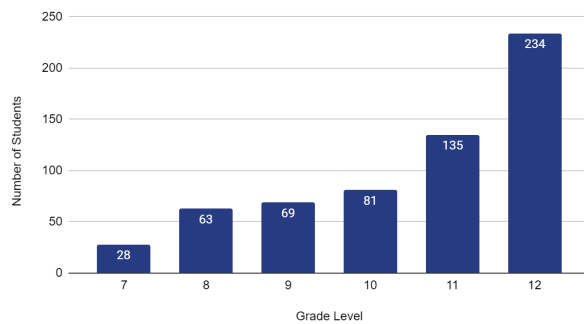
Full Time School Enrollment

BlueSky's enrollment on October 1, 2020 was 610 students. The average daily membership (ADM) for the 2020-21 school year was 562 students. BlueSky students come from all corners of the state with most students living in the Twin Cities metro area.

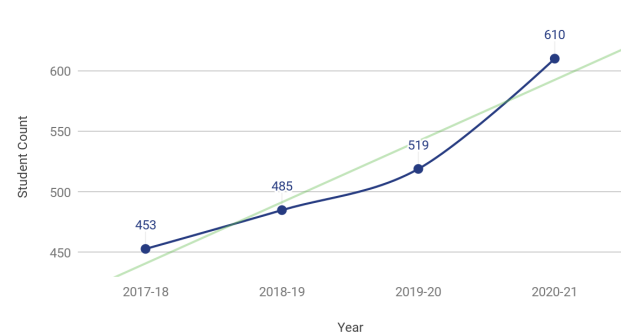
The graphs below identify the number of students enrolled as of October 1st for the following school years: 2017-18, 2018-19, 2019-20 and 2020-21.



Oct. 1 Enrollment by Grade Level



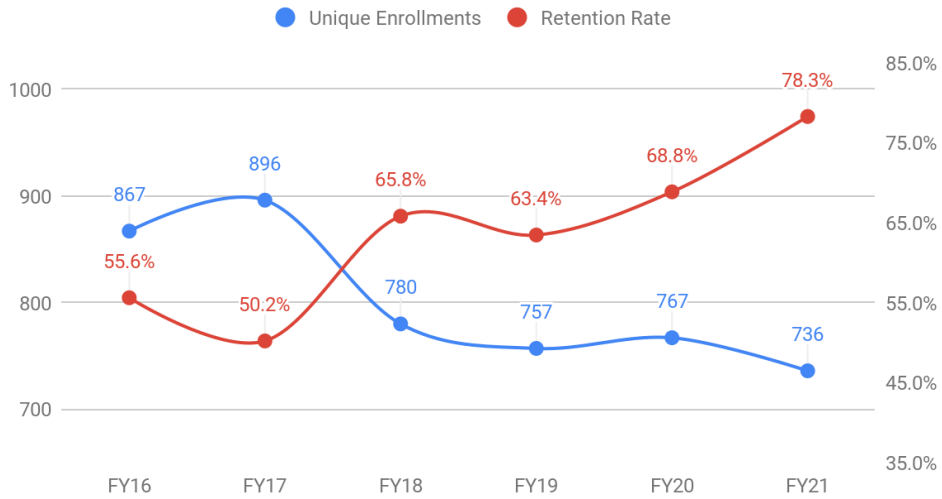
BlueSky Oct. 1 Enrollment Trend



Full Time Program Attrition

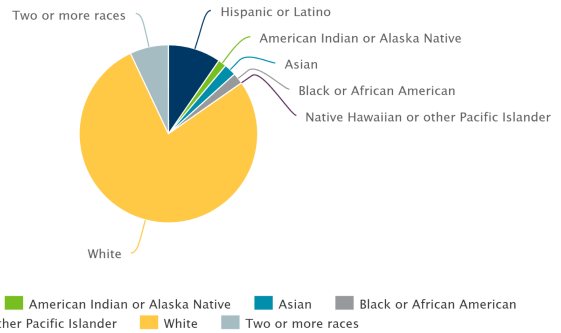
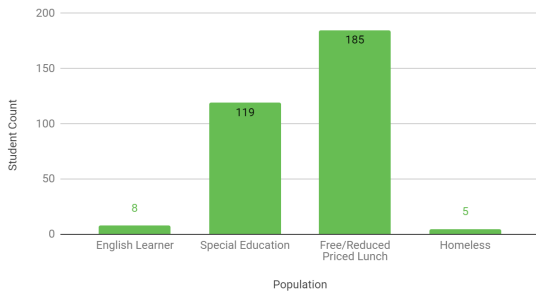
During the 2020-21 school year BlueSky had a maximum student capacity of 575. We started the year with 610 students on October 1st and ended the year with an average of 562 students (ADM). During the 2020-21 school year BlueSky enrolled a total of 736 unique students. There were 576 students that either finished the school year or graduated giving BlueSky a 78.3% retention rate. It should be noted that BlueSky gets full-time enrollments that never intend to stay at BlueSky through graduation. Often students in this category plan to enroll temporarily for a variety of reasons including health issues, family needs, pregnancy, or mental health, with the expectation of returning to their home district once they are ready to return to a brick and mortar setting. Although we certainly want students to stay with us and graduate, we have embraced our role as a transition option for some students and are happy to provide whatever support we can while they are enrolled.

BlueSky Student Attrition Trend



Full Time Program Demographics

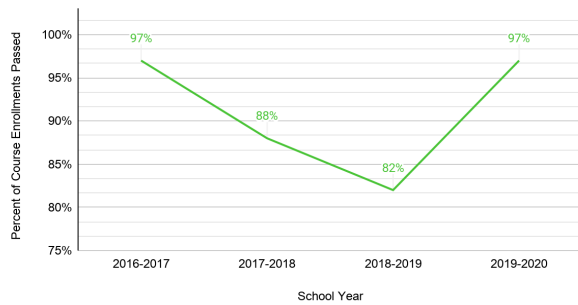
BlueSky 2020-21 Special Population Counts



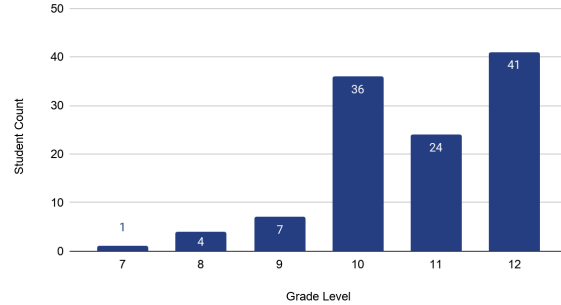
Supplemental School Enrollment

BlueSky also enrolls supplemental students. These students remain enrolled at their school and typically take one to three classes at BlueSky each semester. During the 2019-2020 school year, BlueSky enrolled 90 supplemental students. These students were enrolled in 325 courses, and 97% of these courses were passed.

BlueSky Supplemental Passing Rate by School Year



2019-20 Supplemental Enrollments by Grade Level



Summer School

BlueSky also enrolls students in summer school. In the summer of 2021 BlueSky had 46 tuition based enrollments and 97 BlueSky student enrollments. Out of the 46 tuition based enrollments, 43 passed their classes for a 93% passing rate. Out of the 97 BlueSky student enrollments, 63 passed their classes for a 65% passing rate. So out of all 143 summer enrollments, 106 students passed their classes for an overall summer passing rate of 74% Additionally BlueSky had 12 summer school students who passed their classes and met the requirements for their MN diploma.

Strategic Plan

Student Success

- Develop and maintain a positive and compassionate schoolwide culture that encourages student growth in a positive learning environment.
- Promote student involvement in planning for their continuous growth and lifelong success.
- Provide opportunities for alternative pathways to learning through instructional and socio-emotional support.

Finance and Governance

- Maintain a positive working relationship between the Board and the Administrative team by continually reviewing and revising the strategic plan, school board bylaws and policies required by law.
- Maintain fiscal responsibility by establishing and aligning a budget and healthy fund balance to carry out the school's mission and vision.

High Performing Workforce

- Develop and maintain a positive schoolwide culture that encourages professional growth in a collaborative environment.
- Recruit, hire, and retain highly qualified staff.
- Develop staff in the evaluation, interpretation and use of data for effective decision making that aligns with curriculum, instruction, interventions, and assessment.

Technology

- Be a global leader in technology and innovation that positively impacts student engagement, achievement, and college and career readiness.
- Continually work to identify and develop emerging technologies that facilitate, support and enhance instructional success.

Community Partnerships

- Develop and enhance effective partnerships with all stakeholders to ensure involvement in continuous improvement processes that provides opportunities for student success.

Governance & Management

BlueSky's vision and mission provides the focus for decision making of the school. The strategic business plan has used the vision and mission to outline five focus areas (Student Success, Finance and Governance, High Performing Workforce, Technology, and Community Partnerships) in which goal statements, objectives, and benchmarks have been developed to provide direction and priority. Through the strategic plan, the school board has allocated the resources necessary to meet the district's goals. Also, the board receives consistent progress reports related to each of the strategic plan focus areas during its monthly board meetings as well as through weekly newsletter-type communications. In addition to aligning with BlueSky's vision and mission, the strategic plan aligns with the World's Best Workforce goals as well as the goals identified by the authorizer, Innovative Quality School (IQS).

Each year, BlueSky's board of directors meet to discuss the strategic plan goal statements and review the objectives to determine if priorities need to be shifted or additional goals added. At this meeting, survey data from staff, students, and parents is used to help prioritize objectives. Administration, along with other BlueSky stakeholders as needed, use the strategic plan as a working document throughout the year to create benchmarks that detail how each objective will be met.

BlueSky incorporates a committee structure which includes board appointed and informal committees. This structure allows for the input of teachers and other stakeholders but keeps the final decision making power with the board. This allows for board meetings to be more efficient as the committees have brought key actions and ideas forward for board approval. The board appointed committees are chaired by a board representative and include Finance Committee, HR Committee, and Curriculum Committee. Other informal committees report to the Executive Director who provides the board with updates related to their activities. Some of these committees include Staff Development, Re-Licensure, Q-comp, Technology, Intervention, and Student Activities.

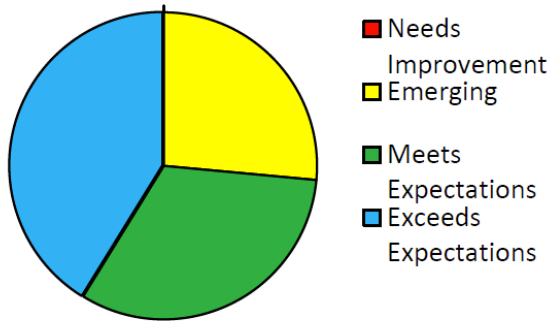
BlueSky has incorporated a Q-comp program which includes peer observations and feedback, PLC teams, professional development plans, staff portfolios and formal evaluations. The program creates the framework to allow for schoolwide goals, team goals, and personal professional goals. All goals are aligned and work together towards the academic success of all students.

BlueSky has built a culture of collaboration and support. Because of this, we have very low staff turnover, high ratings on our staff satisfaction surveys and have been named a [Top Workplace by the Star Tribune](#) for five years in a row.

In November of the 2017-18 school year, BlueSky went through the AdvancED (Cognia) accreditation renewal process. Our next renewal will be 22-23 school year. Using a set of rigorous research based standards, the accreditation process



examines the whole institution - the programs, the cultural context and the community of stakeholders - to determine how well the parts work together to meet the needs of learners. Through the AdvancED accreditation renewal process, a highly skilled and trained Engagement Review Team gathered first-hand evidence and information pertinent to evaluating BlueSky’s performance against the research-based AdvancED Performance Standards. Once all of the information was compiled and reviewed, the Engagement Review Team developed the Engagement Review Report. This document provided BlueSky with “powerful practices” and “opportunities for improvement” related to many of the standards that were evaluated as well as a rating for each standard. BlueSky’s composite score was 342.39 out of 400. A summary of the ratings of all 34 standards is depicted below.



Rating	Number of Standards
Needs Improvement	0
Emerging	9
Meets Expectations	11
Exceeds Expectations	14

The Powerful Practices identified by the AdvancED (now Cognia) review team were:

1. The school created an exceptional student-centric culture based on shared values and beliefs about student dignity, ability and potential.
2. The curriculum development and review process ensures rigorous standards-based learning opportunities for all students.
3. Leadership empowers the school community to achieve at high levels through sound operational and financial management, and the development of a collaborative and collegial environment.



During the 18-19 school year, BlueSky completed the MDE Online Learning Provider 3 Year Review self study process. Our next review will be conducted in the 21-22 school year. This review process engages stakeholders, including program administrators, teachers, parents and students in a thorough program review using the iNACOL Quality Online Program Standards as a framework. Using a multi-faceted improvement approach, representing diverse cultural perspectives, and working to support learners

socially and emotionally were identified as program strengths. Through this process BlueSky was approved to continue as a Minnesota approved online learning provider.

Board of Directors

BlueSky Online Charter School maintains a governing board of directors made up of 7 non-majority members. BlueSky's board holds monthly public meetings in the Bloomington office and posts board minutes and schedules on the BlueSky website. All BlueSky board members are compliant with the required training related to governance, finance, and employment law and also receive additional training at least annually as required in statute. This is done through attendance at offsite conferences, webinars offered by MDE, or scheduled working sessions following or included in board meetings. In addition, BlueSky's authorizer, IQS, conducts periodic observations of board meetings and provides feedback related to board governance.

Next Board Election: May 2022

Jim Stocco

Board Chair

Community Member, 2020-2022

651.235.3853

jim.stocco@blueskyschool.org

Julie Johnson

Secretary

Teacher Member, 2020-2022

651.202.2055

julie.johnson@blueskyschool.org

Judy Pekarek

Treasurer

Community Member, 2021-2023

612.236.4194

judypek@hotmail.com

Matthew Schempp

Teacher Member, 2021-2023

651.202.2065

matthew.schempp@blueskyschool.org

Sandra Meinerts

Parent Member, 2020-2022

612.220.7174

sandy.meinerts@blueskyschool.org**Heidi Kelbel**

Teacher Member, 2020-2022

651.202.2049

heidi.kelbel@blueskyschool.org**Paula Forbes**

Vice Chair

Community Member, 2019-2021

651-247-9101

paula@forbes-solutions.com**Board of Directors Training Tracker**

Member Name	Oversight of Financial Matters	Board Governance	Oversight of Employment Matters	Ongoing Training
Heidi Kelbel	6/20/16	6/21/16	6/14/16	Data Privacy training <i>Indigo</i> 10/5/17; MACS Board Governance Award criteria working session 1/31/18, 2/28/18, 3/21/18; OLL Institutional Standards Review 1/30/19; History of Charter School Law (Ember video) 10/30/19
Julie Johnson	10/6/12	10/6/12; 7/29/15	10/6/12; 7/29/15	Data Privacy training <i>Indigo</i> 10/5/17; MACS Board Governance Award criteria working session 1/31/18, 2/28/18, 3/21/18; OLL Institutional Standards Review 1/30/19; History of Charter School Law (Ember video) 10/30/19
Sandy Meinerts	8/18/20	11/12/19	11/20/19	

Judy Pekarek	11/23/15	7/29/15	7/29/15	Charter School Director Evaluation Training 11/8/17; MACS Board Governance Award criteria working session 1/31/18, 2/28/18, 3/21/18; OLL Institutional Standards Review 1/30/19; IQS Board Training 7/24/19; MACS Annual Meeting 10/3/19; History of Charter School Law (Ember video) 10/30/19; IQS Board Refresher Training 8/14/20 & 8/18/20
Matthew Schempp	2/19/16	7/29/15	7/29/15; 6/11/15	Data Privacy training <i>Indigo</i> 10/5/17; MACS Board Governance Award criteria working session 1/31/18, 2/28/18, 3/21/18; OLL Institutional Standards Review 1/30/19; History of Charter School Law (Ember video) 10/30/19; MSBA Charter Training Oct. 13, 20, 27 th 2020
Jim Stocco	11/21/13	8/1/13	8/1/13	IQS Leadership Conference 5/1/17; Ratwik School Law Conference 10/13/17; MACS Board Governance Award criteria working session 1/31/18, 2/28/18, 3/21/18; OLL Institutional Standards Review 1/30/19; History of Charter School Law (Ember video) 10/30/19; IQS Leader Training 11/6/19; Ratwik School Law Conference 11/6/20
Paula Forbes	10/16/2015	7/29/2015	7/29/2015	<i>Strategic Financial Planning</i> college course at U of M 7/2016; MACS Board Governance Award criteria working session 1/31/18; OLL Institutional Standards Review 1/30/19; Cruz-Guzman mediation session 10/30/19; SPED Law & Leadership Conference (presenter) 3/20/20



BlueSky School Administrative Leadership

Below is information for ALL members of the school management/administrative team and staff employed by the school who did not serve as a classroom teacher (e.g. curriculum coordinators, social workers, counselors, administrative assistants, paraprofessionals, custodial, technology, librarians, etc.)

Leadership



Amy Larsen

Superintendent/Executive Director



Dan Ondich

Assistant Director/Principal



Cathy Parker

Director of Student Support Services/Dean of Students

Office Staff

Ben Haensel - Technology Infrastructure Specialist

Song Her - Student Information Specialist

John Mizeur - Registrar

Judy McMillan - Educational Assistant

Leslie Egner - HR Specialist

Beth O'Connell - Dean of Students

Heidi van der Hagen - Director of Special Education

Brenda Ritter - Technology Support Specialist

Sarah Miner - Administrative Assistant

Alisa Snyder - Retention & Orientation Coordinator

Melissa Vang - Testing Coordinator/Special Education Administrative Assistant
 Chue Vang - IT Tech/ Attendance Assistant
 Rachel Miller - Instructional Designer

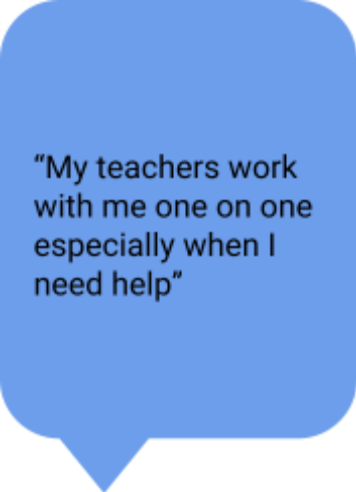
Support Staff

Jen Anderson - Counselor
 Carla Anderson-Diekmann - Counselor
 Grant Cameron - Counselor
 Amy Chicoine - Counselor
 Carolyn Disch - Social Worker
 Cayla Rother - Social Worker Long Term Substitute
 Danielle Fackler - Advisor
 Casie Hammel - Social Worker
 Dawn Mensing - Middle School Counselor
 Sean Miller - Advisor/Q-Comp Coordinator
 Dawn Nicol - Advisor
 Carrie Ostman - Advisor
 Lynn Riebe - Social Worker
 April Scharnberg - Social Worker
 Laura Welciek - Advisor
 Patrick Karr- Advisor

BlueSky Teaching Staff

Below is information for ALL teachers employed by the school or providing services contractually (e.g., special education teacher, reading specialist, speech therapist).

Carla Ahrenstorff - Science
 Brittany Bailey - Health/PE
 Eric Bakken - Social Studies
 David Bjorklund - Science
 Suzy Bordeau - Social Studies/ELL
 Sarah Bradley - Special Education
 Gaia Buttweiler - Social Studies
 Kyle Felder - Elective/Welcome & Support
 Emilie Canton - Special Education
 Tamara Cowan - Health/PE



"My teachers work with me one on one especially when I need help"

Barbara DeGrote - Language Arts
Margo Hanson - Special Education & Science
Jodi Helder - Special Education
Matthew Meuers - Special Education
Tracy Mullenbach - Special Education
Gabra Lokken - Business
Heidi Housh - Supplemental Coordinator
Chet Johnson - Social Studies
Julie Johnson - Science
Bonnie Jude - Special Education
Heidi Kelbel - Math
Sara Keller - Special Education
Molly Kinnamon - Language Arts
Patrick Karr - Special Education & Advisor
Karen Kraco - Science/Advisor & Advisor
Emily Kreklau - Math
Leasa Kulm - Spanish/Welcome and Support
Amy Loney - 6th Grade Teacher
Heather Novak - Social Studies
Nicole Petersen - Art
Chris Peterson - Business
Jason Prekker - Math
Marti Prekker - Language Arts
Katie Roorda - Family and Consumer Sciences
Samantha Savoie - Language Arts
Matthew Schempp - Language Arts
Anthony Shealy - Social Studies/Special Education
Leah Sickmann - Science
Darren Sonenstahl - Math
James Weiberg - Math
Erin Winchell - Music
Amee Wittbrodt - Language Arts

Annual Public Meeting

BlueSky Charter School's annual public meeting and strategic plan review meeting was held on June 28, 2021 from 10:00 am to 2:00 pm at BlueSky's office located at 2051 Killebrew Drive, Suite #500, Bloomington, MN 55425. The [agenda](#) for the Annual Strategic Planning/WBWF meeting can be found on our website.

World's Best Workforce District Advisory Committee

BlueSky Charter School's District Advisory Committee and Curriculum Committee members for 2020-2021 were as follows.

Sandra Meinerts: Parent/Board Member
Jim Stocco: Community/Board Member
Paula Forbes: Community/Board Member
Judy Pekarek: Community/Board Member
Matthew Schempp: Teacher/Board Member/Curriculum Committee Chair
Heidi Kelbel: Teacher/Board Member
Julie Johnson: Teacher/Board Member
Brenda Ritter: IT/Staff Development Committee Chair
Darren Sonenstahl: Teacher
Grant Cameron: Counselor
Carla Anderson-Diekmann: Counselor
Heather Novak: Teacher
Karen Kraco: Teacher/Advisor
Alisa Snyder: Retention & Orientation Coordinator
Erin Winchell: Teacher
Daniel Ondich: Administrator/Parent
Renee' Parcheta: Administrator
Amy Larsen: Administrator
Heidi van der Hagen: Administrator

BlueSky's Academic Goals & Performance

During the 2020-21 school year, BlueSky established academic SMART goals to meet identified needs. These goals align with BlueSky's World's Best Workforce Plan to close the achievement gap, prepare students for college & career readiness and improve graduation rates for all students. Specific attention

and focus was given to improving reading performance through BlueSky's established Q-Comp program. Through Q-Comp, professional learning communities were utilized to develop and implement reading instruction and support strategies to meet the needs of all students. Existing math and reading intervention programs were refined to provide help to students identified as needing additional support. Under Minnesota's North Star Accountability System, BlueSky was identified for comprehensive supports based on our graduation rates and continued to work with the Regional Centers of Excellence to improve student outcomes. BlueSky's academic goals and results are detailed in the following section of this report.

BlueSky Charter School Goals, 2020-2021

Meet or Exceed State Assessment Achievement Goals

Goal	Result	Goal Status
<p><i>Exceeding Statewide MCA Proficiency Rates - All Students</i></p> <ol style="list-style-type: none"> The percent of BlueSky FRL students who meet or exceed state mathematics proficiency will increase from 9.7% to 13.7% as measured by All Accountability Tests (mathematics) using the ESSA calculation. The percent of BlueSky FRL students who meet or exceed state reading proficiency will increase from 36.4% to 39.4% as measured by All Accountability Tests (reading) using the ESSA calculation. 	<p>1. Mathematics Results:</p> <p>Due to COVID-19 assessment data is not available but based on all tested students, 18.2% met math proficiency.</p> <p>2. Reading Results:</p> <p>Due to COVID-19 assessment data is not available but based on all tested students, 62.0% met reading proficiency.</p>	<p><i>Goal Met</i></p> <p><i>Goal Met</i></p>

Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
<p><i>Exceeding Statewide MCA Proficiency Rates - Free & Reduced Lunch Students</i></p> <p>3. The percent of BlueSky FRL students who meet or exceed state mathematics proficiency will increase from 4.5% to 8.5% as measured by All Accountability Tests (mathematics) using the ESSA calculation.</p> <p>4. The percent of BlueSky FRL students who meet or exceed state reading proficiency will increase from 33.3% to 36.3% as measured by All Accountability Tests (reading) using the ESSA calculation.</p>	<p>1. Mathematics Results:</p> <p>Due to COVID-19 assessment data is not available but based on all tested students, 21.4% met math proficiency.</p> <p>2. Reading Results:</p> <p>Due to COVID-19 assessment data is not available but based on all tested students, 57.1% met reading proficiency.</p>	<p><i>Goal Met</i></p> <p><i>Goal Met</i></p>

The following questions were asked as student achievement and gap data were reviewed:

- Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality.
 - Due to the COVID-19 pandemic and the difficulty of proctoring assessments for students across the state of Minnesota we had low student participation. Restrictions only allowed us to proctor MCAs at our district office site and not sites across the state.
- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
 - Both MCA and Renaissance Star data was reviewed. This data was disaggregated by grade level, gender, race and FRL status.
- What strategies are in place to support this goal area?
 - BlueSky utilizes tier 1 and tier 2 intervention support. Interventions include in class support by classroom teachers and pull out supports utilizing intervention curriculum and progress monitoring.
 - Targeted one-on-one supports are provided using Title 1 and Coordinated Early Intervention (CEIS) supports.

- All core content area curriculum is aligned to the Minnesota State Academic Standards and incorporates research-based instructional strategies. Implementation progress is monitored by BlueSky's administrative team and Intervention Team.

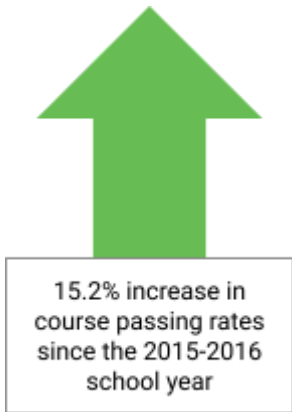
Meet or Exceed National Growth Norms - Students At or Above Grade Level

Goal	Result	Goal Status
1. 50% or more of students in grades 7-11 will have a Renaissance Star Math Student Growth Percentile (SGP) of 50 or higher from fall to spring.	<p>1. Mathematics Results:</p> <p>During the 2020-21 school year 59.3% of students met their Renaissance Star Math SGP of 50 or higher.</p>	<i>Goal Met</i>
2. 50% or more of students in grades 7-11 will have a Renaissance Star Reading Student Growth Percentile (SGP) of 50 or higher from fall to spring.	<p>2. Reading Results:</p> <p>During the 2020-21 school year 52.9% of students met their Renaissance Star Reading SGP of 50 or higher.</p>	<i>Goal Met</i>

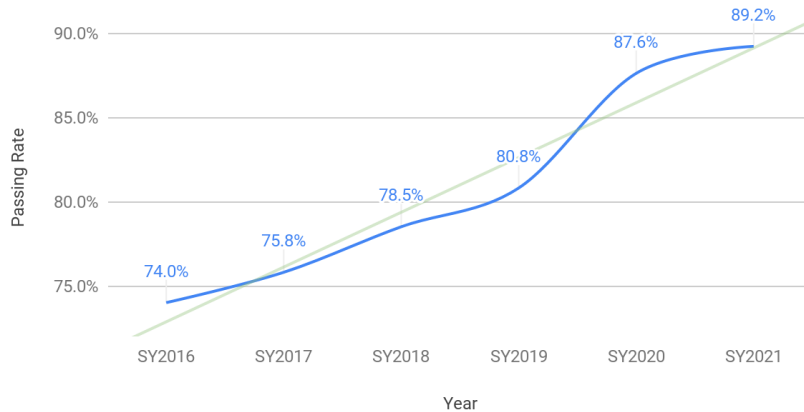
Using the Renaissance Star Student Growth Percentile (SGP) allows us to see how BlueSky students on average compare to other similar performing students across the country.

All Students Ready for Career and College - Course Passing Rates

Goal	Result	Goal Status
The percentage of individual course enrollments that are completed with passing grades and demonstrating competency will exceed 77.0% during the 2020-21 school year.	During the 2020-21 school year 89.2% of all course enrollments were passed.	<i>Goal Met</i>



BlueSky Annual Course Passing Rate



All Students Ready for Career and College - Personal Learning Plan

Goal	Result	Goal Status
BlueSky's number of students who graduate with a completed Personal Learning Plan (consisting of career goals, plan for future education, career assessments, and interest inventories) will be 100% or more during the 2020-21 school year.	During the 2020-21 school year 100% of all graduates had a completed Personal Learning Plan.	<i>Goal Met</i>

The following questions were asked as graduation data was reviewed:

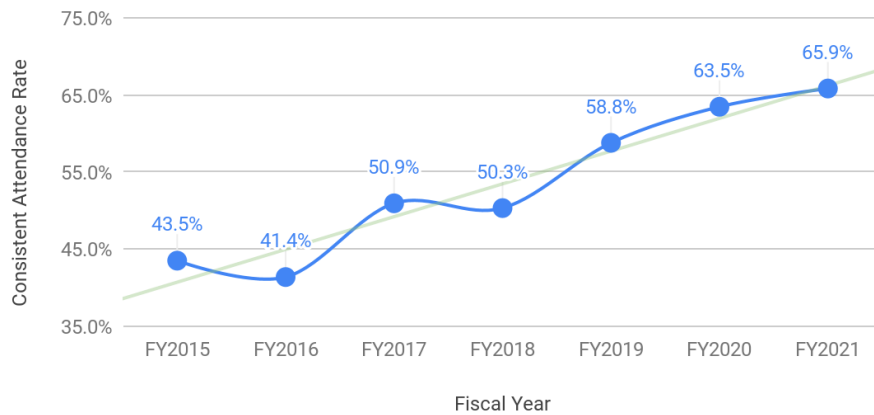
- Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality.
 - This goal was not impacted by the COVID-19 pandemic.
- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
 - Data sources include student surveys, individual student and parent feedback, and course registration participation.
- What strategies are in place to support this goal area?
 - BlueSky counselors now require students to complete an online course each year. This course focuses on specific elements of the Personal Learning Plan.

Attendance Rate

Attendance at BlueSky is measured by assignments submitted during the course of the school week. At a minimum, a student must submit an average of 15 assignments during a 5 day school week. For every three assignments students turn in, this will count as one day in attendance for that week.

Goal	Result	Goal Status
BlueSky's consistent attendance (number of students with 90% attendance or better) will exceed 51.1% during the 2020-21 school year.	During the 2020-21 school year BlueSky's consistent attendance rate was 65.9%. (Final results may change slightly because attendance is not finalized until after this report was written)	<i>Goal Met</i>

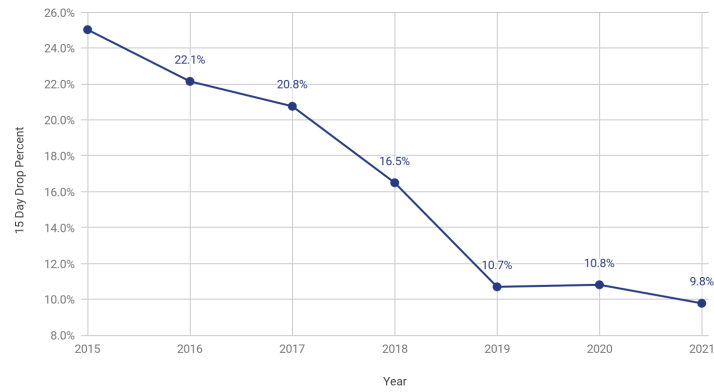
Consistent Attendance Rate by Fiscal Year



School Mobility & Retention - Reduction of 15 Day Drops

Goal	Result	Goal Status
BlueSky's drop rate due to 15 consecutive absences compared to all enrollments will be 18.5% or less during the 2020-21 school year.	During the 2020-21 school year BlueSky's 15 day drop rate was 9.8%. (Final results may change slightly because attendance is not finalized until after this report is written)	<i>Goal Met</i>

BlueSky 15 Day Drop Trend



School Climate - Parent & Student Satisfaction

During 2019-20 BlueSky conducted the AdvancED student and parent survey.

Goal	Result	Goal Status
1. BlueSky's average Cognia student satisfaction score is 3.6 or higher during the 2020-21 school year.	Student Results: Overall Score = 4.21 (network average was 3.64)	<i>Goal Met</i>
2. BlueSky's average Cognia parent satisfaction score is 3.6 or more during the 2020-21 school year.	Parent Results: Overall Score = 4.36 (network average was 4.02)	<i>Goal Met</i>

4.26/5 Average parent satisfaction survey rating for BlueSky

4.25/5 Average student satisfaction survey rating for BlueSky

All Students Graduate

Goal	Result	Goal Status
BlueSky's 4 year graduation rate will exceed 26.9% in 2020.	BlueSky's 4 year graduation rate was 50.3% in 2020.	<i>Goal Met</i>

The following questions were asked as graduation data was reviewed:

- Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.
 - The data for this goal is reflected in the early days of the COVID-19 pandemic. Students greatly struggled with mental health and motivation during this time.
- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
 - With the support of the Regional Centers of Excellence BlueSky completed a comprehensive needs assessment. Student data were disaggregated by age, race, gender and FRL status. This assessment found that many students come to BlueSky behind on credits and are not able to graduate on time as a result of the student's previous educational setting.
- What strategies are in place to support this goal area?
- BlueSky has adopted the Social and Emotional Learning evidence based strategy to improve student attendance and graduation rates.

School Improvement Plan Priorities

Each year All IQS schools are required to create a school improvement plan based on identified areas of need for each of the score card areas which includes mission, governance, finance, performance, and operations. Due to the COVID-19 pandemic no priorities were established for the 2020-21 school year.

During the 2020-21 school year BlueSky utilized the Renaissance Star assessment as an intake test for all new students. Teachers used this data to immediately identify students at risk for not being proficient. The Renaissance Star assessment was also used as a progress monitoring tool three times a year to assist in tracking growth of students receiving tier 1 supports and performance of students identified for intensive tier 2 interventions. Assessment systems and reports were updated to include indicators to assist in monitoring progress for subgroups at BlueSky. BlueSky leadership scheduled

assessment review meetings to identify trends and instructional practices to meet the needs of students.

Equitable Access to Excellent and Diverse Educators

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An ineffective teacher is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.
- An inexperienced teacher is defined as a licensed teacher who has taught for three or fewer years.
- An out-of-field teacher is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

- How did the district examine equitable access data? What data did you look at? How frequently do you review the data?
 - BlueSky Charter School is a single-site district serving students across the state of Minnesota in grades 7-12 in the 2020-21. Therefore, all students have equitable access to effective, in-field, experienced teachers.
 - BlueSky's hiring procedures ensure that all teachers hold the proper credentials for the courses they are hired to teach through the recruitment, interview and offer process.
 - BlueSky's principals in conjunction with department leads review teacher assignments at least annually to ensure that teaching assignments are appropriate considering their license and experience.
 - BlueSky administration and human resources reviews internal qualification data, experience and education level annually for all licensed staff. Data reports from the Minnesota Department of Education are also utilized to gain an understanding of BlueSky's licensed staff profile. Classroom level data was also reviewed.
 - During the 2020-21 school year, 95.56% of BlueSky educators were experienced (3 or more years) compared to 88.97% of educators in low-poverty schools and 78.69% of educators in high-poverty schools across Minnesota.
 - During the 2020-21 school year, 66.67% of educators at BlueSky held advanced degrees compared to 47.11% of educators in high-poverty schools.
- Who was included in conversations to review equitable access data?
 - BlueSky's principals in conjunction with department leads and HR review teacher assignments at least annually to ensure that teaching assignments are appropriate considering their license and experience.
 - BlueSky administration and human resources reviews internal qualification data, experience and education level annually for all licensed staff.
- What equitable access gaps has the district found?
 - No Equitable access gaps were found due to BlueSky being a single site district and exceeding statewide indicators.
- What are the root causes contributing to your equitable access gaps?
 - No root causes were identified.
- What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
 - BlueSky's hiring procedures ensure that all teachers hold the proper credentials for the courses they are hired to teach through the recruitment, interview and offer process.
 - BlueSky's principals in conjunction with department leads review teacher assignments at least annually to ensure that teaching assignments are appropriate considering their license and experience.

- BlueSky administration and human resources reviews internal qualification data, experience and education level annually for all licensed staff. Data reports from the Minnesota Department of Education are also utilized to gain an understanding of BlueSky's licensed staff profile.
- Starting with the 2021-22 school year a diversity, equity and inclusion committee will be formed to assist with providing guidance and reviewing school practices.
- What goal(s) do you have to reduce and eventually eliminate equitable access gaps?
 - BlueSky will continue with its existing practices to reduce equitable access gaps.

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

Describe your efforts to increase the racial and ethnic diversity of teachers in your district. Limit your response to 400 words.

- Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?
 - Currently BlueSky serves Hispanic or Latino students and Black or African American Students that are not represented by our licensed staff.
- How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?
 - We would need at least 2 additional licensed staff to reflect our student population.
- What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?
 - Because BlueSky has low staff turnover, we have few job postings for teacher positions. When we do post for a teaching position, the number of applicants we receive are rarely from a diverse population.
- What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?
 - When BlueSky has an open teacher position, we post the opportunity in a variety of online job boards. Because we are an online school, the majority of our teachers work from their homes which means we can hire teachers from anywhere in Minnesota. This allows BlueSky to reach applicants living in all parts of the state and gives us the potential to receive a diverse population of candidates. In addition, we have formed a partnership with Fond du Lac Tribal and Community College which provides us with the opportunity to build relationships within the community and work with American Indian teachers through our college in the school

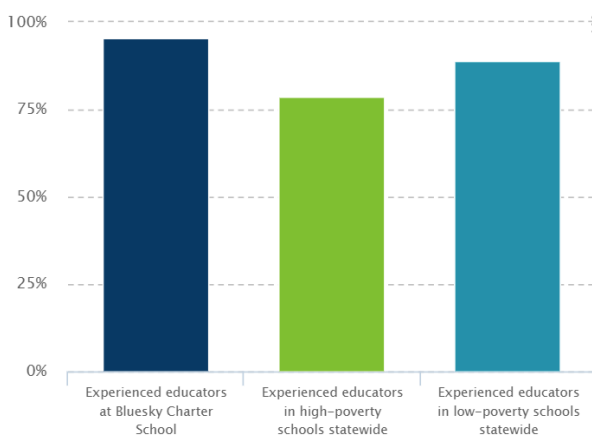
courses. BlueSky also has a variety of staff incentives which continue to be the reason for our high staff retention rates. The Human Resources Committee reviews staff satisfaction surveys annually and develops goals based on the staff feedback.

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

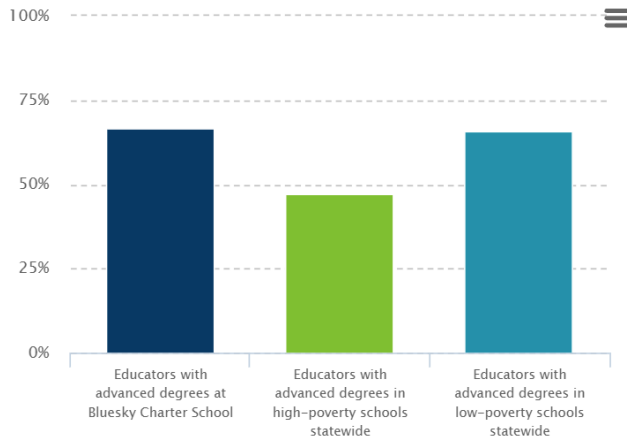
Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

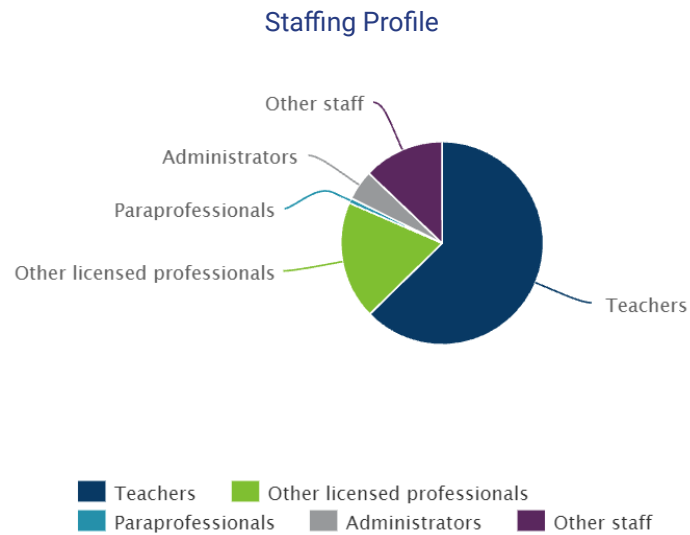
- For this 2020-21 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.
 - YES - District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.
 - YES - District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Percent of Experienced Educators



Percent of Educators with Advanced Degrees





Finances

2019-20 Audit Summary

A Management Report and Financial Statements and Supplemental Information report were prepared in conjunction with MMKR's audit of BlueSky Charter School, Inc.'s financial statements for the year ending June 30, 2020. Some of the items listed in that report are as follows:

AUDIT OPINION AND FINDINGS

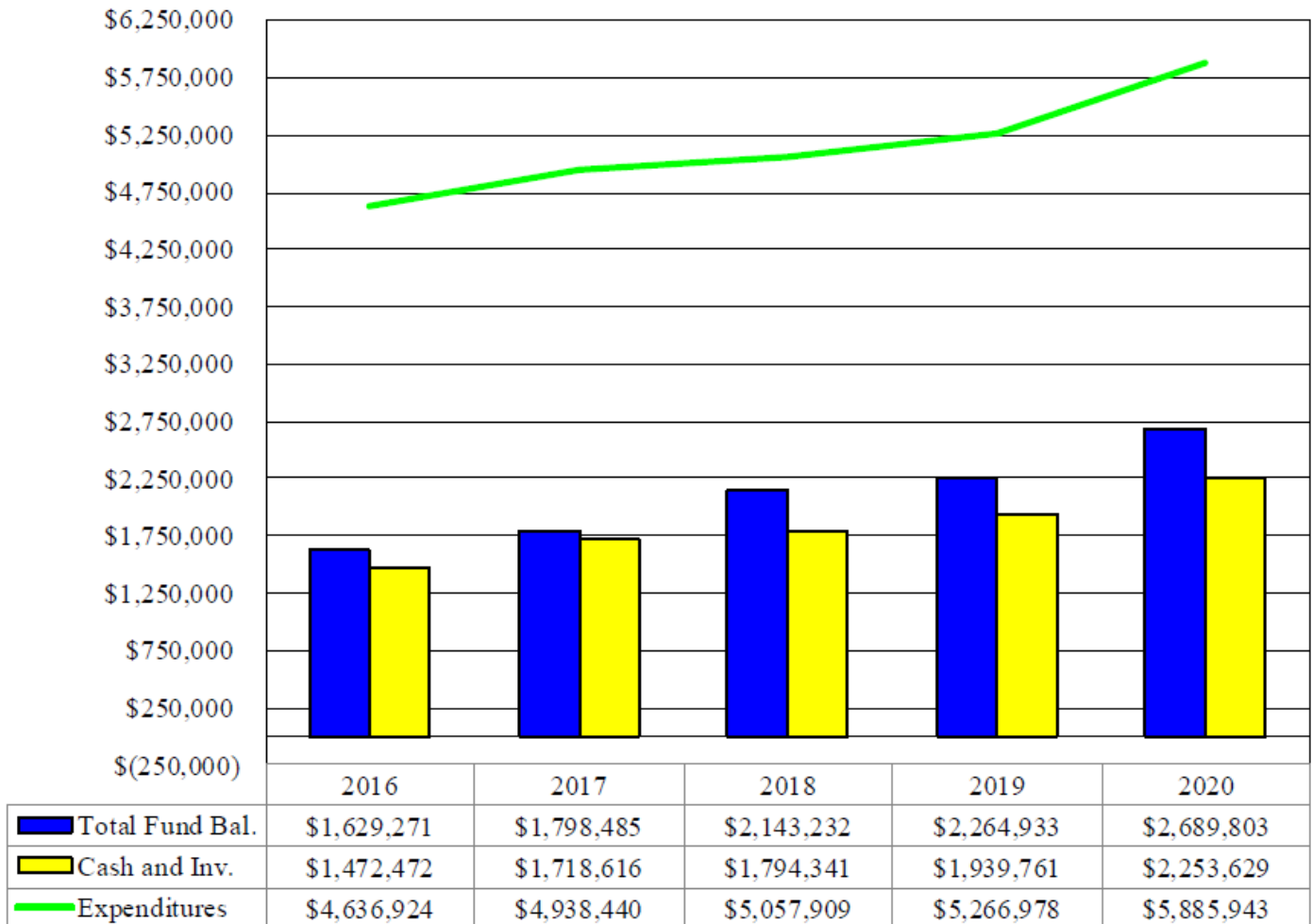
Based on our audit of the School's financial statements for the year ended June, 30, 2020:

- We have issued an unmodified opinion on the School's basic financial statements.
- We reported no deficiencies in the School's internal control over financial reporting that we considered to be material weaknesses.
- The results of our testing disclosed no instances of noncompliance required to be reported under Government Auditing Standards.
- We reported no findings based on our testing of the School's compliance with Minnesota laws and regulations.

GENERAL FUND OPERATIONS AND FINANCIAL POSITION

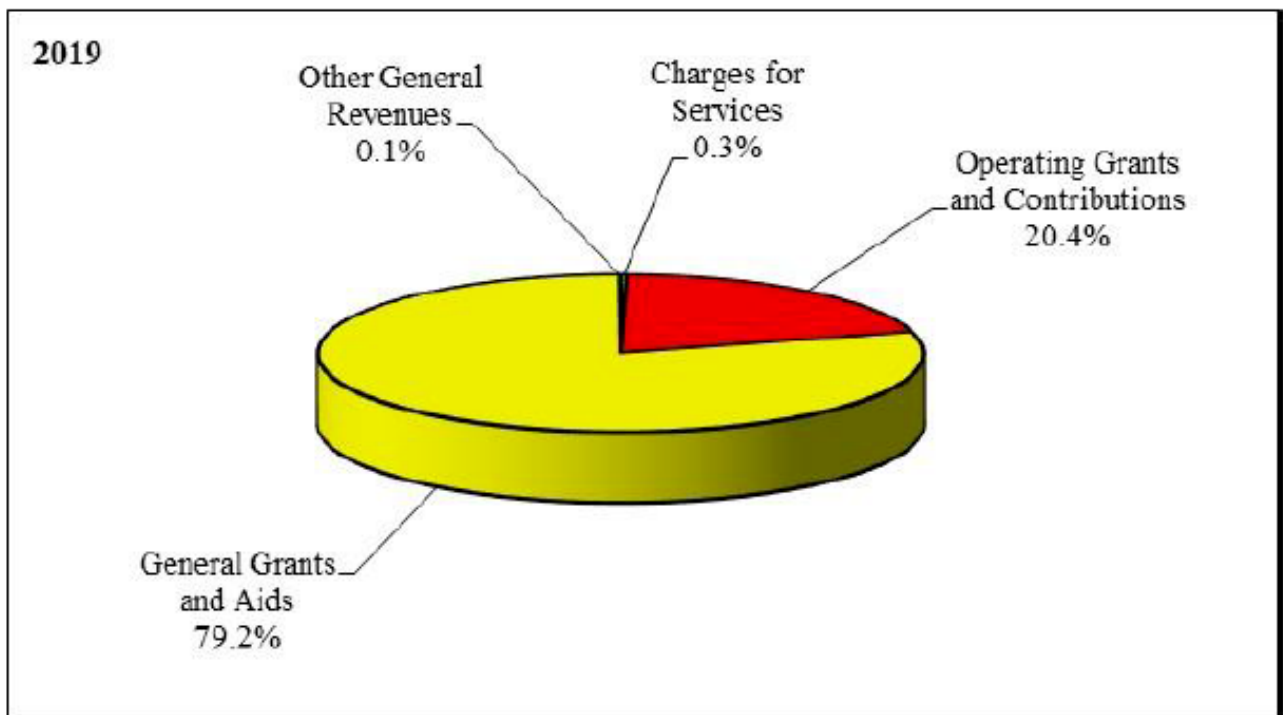
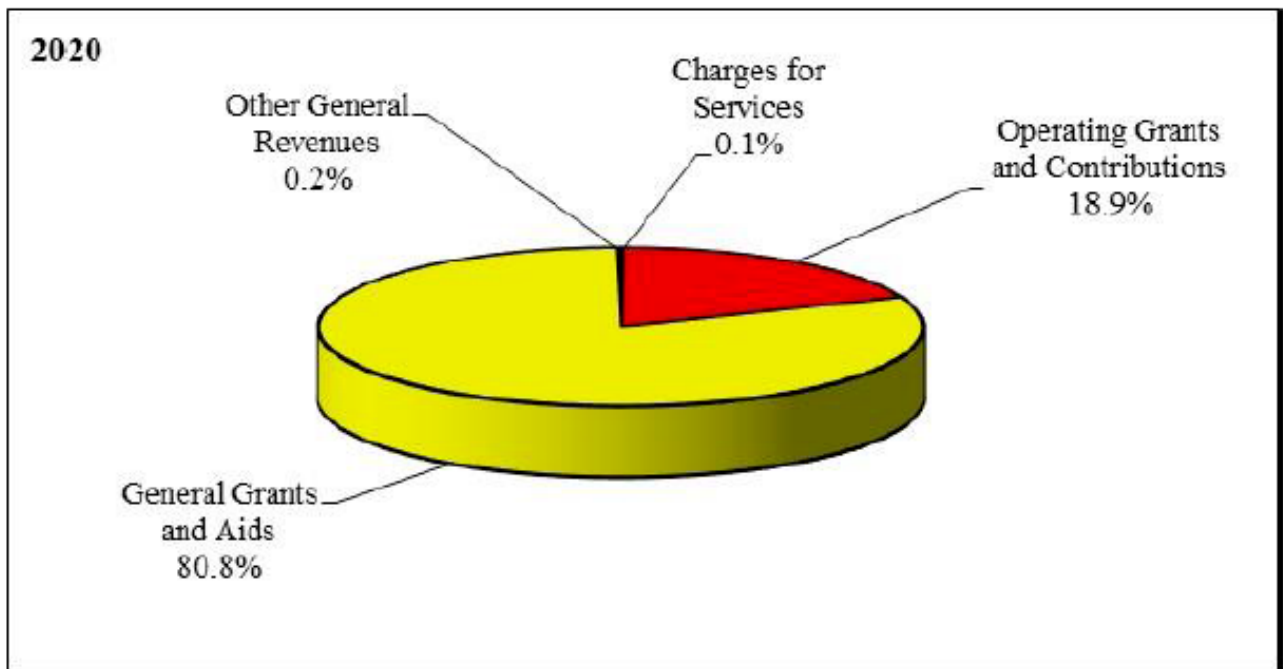
The total fund balance of the School’s General Fund increased \$424,870 from the prior year, compared to a fund balance decrease of \$291,964 projected in the final budget. The General Fund cash and investments balance (net of borrowing) increased \$313,868 from the prior year.

General Fund Financial Position
Year Ended June 30,



SOURCES OF REVENUE FOR FISCAL YEARS 2020 AND 2019

Figure A – Sources of Revenue for Fiscal Years 2020 and 2019

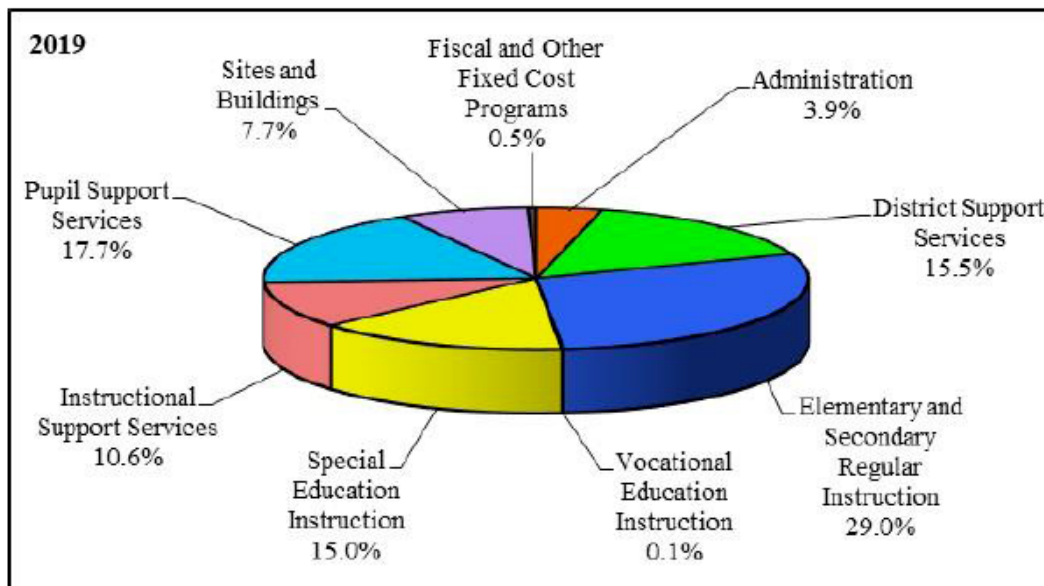
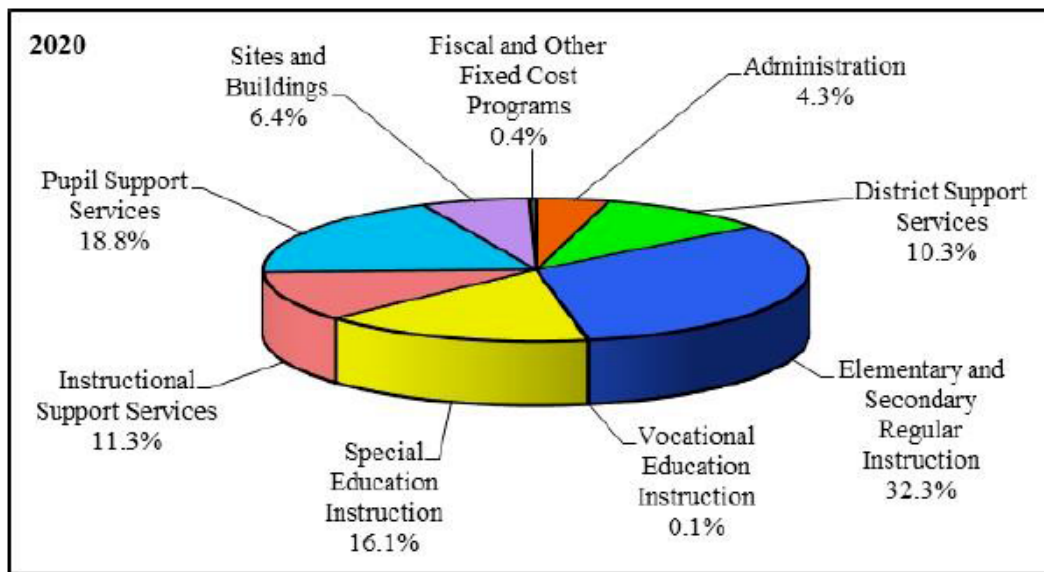


The largest share of the School’s revenue is received from the state, including most of the operating and general grants. This significant reliance on the state for funding has placed pressures on charter school budgets as funding increases have generally not kept pace with inflation.

Enrollment continues to be the largest influence on the School’s revenue. The School’s enrollment - an adjusted average daily membership (ADM) of 527 for the year - was above the initial budgeted projections of 510 ADM, and reflected an increase of 43 ADM from the prior year. The School’s total governmental activity revenues were \$6,312,955 for the year ended June 30, 2020, which is an increase of \$1,027,228, as the School earned more state aid for general education and online learning, due to the increase in enrollment and enhanced funding. Operating grants and contributions were \$142,268 higher than last year, the majority of which was increased state and federal funding for special education.

EXPENSES FOR FISCAL YEARS 2020 AND 2019

Figure B – Expenses for Fiscal Years 2020 and 2019



The School's expenses are predominantly related to educating students. Programs (or functions) such as regular instruction, vocational education instruction, special education instruction, and instructional support services are directly related to classroom instruction, while the rest of the programs support instruction and other necessary costs to operate the School.

The School's cost of all governmental activities for 2020 was \$6,284,161, which is an increase of \$2,626,462 (71.8 percent) from the prior year.

The overall increase in expenses, and the significant year-to-year change in the percentage of expenses incurred in several program areas shown above, were both mainly attributable to the change in the two state-wide pensions plans, which caused greater fluctuations in program areas with a higher proportion of salaries.

BlueSky has maintained the necessary resources to accomplish the mission and has appropriately planned for and expended using sound business practices. BlueSky maintains a healthy fund balance and continues to be fiscally responsible. This is evidenced by BlueSky receiving the MDE 2020 School Finance Award as well as receiving a composite score of 4.0 out of 4 on our annual authorizer review (Innovative Quality Schools).

Future Plans

BlueSky Charter School's strategic plan outlines five focus areas that support the vision and mission of the school; Student Success, Finance & Governance, High Performing Workforce, Technology, and Community Partnerships. BlueSky's leadership team oversees the development and implementation of goals, objectives, and benchmarks that fall under each of these focus areas. A list and description of some of those future objectives and benchmarks are listed below in order of their strategic plan focus area.

Student Success

- Addition of 5th grade for the 2023-2024 school year.
- Addition of 9th/10th grade Advisory curriculum.
- Implementation of middle school MCIS.
- Implement team teaching with SPED and general education teachers within gen ed classrooms.
- Intervention Algebra II course for students identified as needing additional math support.
- Continued focus on implementation of Social and Emotional Learning standards.
- Gather data using research based measurement of SEL growth in students.

- Continue to make improvements to processes in the supplemental program, tuition based program, and summer school program which will provide additional options for student learning.
- Continue to enhance existing intervention programs to include staff training related to tier 1 interventions with advisors developing support plans for identified students
- Ecollect student referral system to include Dean and Social Work referrals for extra student support and data tracking
- Addition of staff Tier I committee.
- Addition of an instructional designer.
- Structured supported study hall for middle school students.
- Continue to increase opportunities for students to interact socially by providing field trips and other student activities.
- Focus on development of the apprenticeship program.
- Creation of a Diversition, Equity, and Inclusion Committee.

High Performing Workforce

- Review HR policies related to staff benefits to identify areas of improvement.
- Continue providing in house professional development opportunities aligned to BlueSky's strategic goals and licensure requirements.
- Be more deliberate with staff training agendas allowing for asynchronous trainings when appropriate to reduce the number of required staff meetings.
- Compassionate School Training for Staff who have been at BlueSky for less than 3 years, facilitated by social workers.
- Aligning Q-Comp observation and coaching to compassionate schools training.
- Review incentive opportunities for staff that go above and beyond; incentive drawing and longevity pay.

Technology

- Development of a new long-term technology plan.
- Implementation of EdFi system for MARSS submissions.
- Continue work on the development of a Technology Crisis Management Plan.
- Implementation of classroom level student dashboard that shows specific assignments due.
- Review options for universal phone & texting system to replace existing solution.
- Develop program/process to capture SEL rubric data.

- Continue using data and building reports that inform decisions related to student success, progress, retention data, and how to better support specific types of students (middle school, over 18, re-enrolling, part time, PSEO, etc.).
- Continue planning for universal device compatibility.
- Increased capacity to provide students laptops and hotspots.

Community Partnerships

- Seek opportunities to collaborate with other charter schools and districts to enhance student learning i.e. provide courses not offered at the local school.
- Seek opportunities to share best practices with others by presenting at conferences.
- Continue working with IQS and the NGAPS pilot in an effort to promote alternative assessment options.
- Continue involvement with MSBA, MACS and other education related organizations to keep current with legislative activity and provide input when needed.
- Work with marketing vendor to develop content for our website, social media, and blog in an effort to share BlueSky student stories.
- Continue to collaborate with MSHSL and other school districts to support student athletics.
- Continue work with the Regional Centers of Excellence and CAREI in an effort to improve graduation rates and student intervention programs.

Finance and Governance

- Maintain a healthy fund balance while providing adequate resources so the strategic plan supports BlueSky students and the school's mission.
- Build relationships with other charter schools by providing them with tuition agreement opportunities for 6-12th grade students.
- Facilitate the application and spending of CARES funding with a focus on mental health support, technology support and PPE.
- Additional revenue sources by applying for existing grants.
- Maintain budget by monitoring increased enrollment cap.

2020-2021 Annual Report Prepared by:

Amy Larsen, Executive Director

Daniel Ondich, Assistant Director/Principal

Leslie Egner, Human Resources

Cathy Parker, Dean of Students

Heidi Housh, Supplemental Coordinator

Approved by BlueSky's Board of Directors on November 24, 2021

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