

Jennings Community Learning Center
Global Experiences to Change Lives

Annual Report 2009-2010

**Produced by Designs for Learning &
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Introduction

Jennings Community Learning Center Minnesota Independent School District #4031, has completed twelve years as an independent charter school, and is pleased to present this annual report. The report is organized around the required Data Elements for charter school annual reports as identified by the Minnesota Department of Education.

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

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

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

The school's educational program has gone through a number of major changes since the school's inception in the fall of 1998. Originally conceived as a school that would focus on technology and entrepreneurship, the school evolved during its first few years toward an emphasis on experiential and project-based learning, with an increasing emphasis on "field experiences," trips students would take, nationally and inter-nationally. The school name was changed from "Minnesota Technology High School" to "Jennings Experiential High School" in 2002, to reflect the importance to the school of experiential learning, as well as acknowledging the importance of Wayne Jennings' vision for education to the school. In June 2007 the name was changed again, to Jennings Community Learning Center, to re-affirm the school's commitment to the Community Learning Centers model. The Community Learning Centers (CLC) model was created in the early 1990s by a team of Minnesota educators led by Dr. Jennings, in response to the New American Schools organization's call for innovative educational models. The CLC model calls for individualized instruction in a real-world setting, to keep students engaged and excited about learning.

The board and director began to design a different pedagogical approach for the 2008-09 school year to be consistent with the Community Learning Center model. It was decided to apply to MDE for Learning Year status. That way, JCLC could utilize the full calendar year to provide educational services. JCLC would be able to take students on exciting expeditions during the summer months as well as trying to get back to providing travel opportunities during the regular school year. The application for Learning Year was approved in June of 2008; Jennings CLC implemented the new program in the summer of 2009, and this continued in the summer of 2010.

The curriculum was reconstructed in a way that showed academic progress throughout the year consistent with utilizing the rules MDE has for Learning Year models. The Minnesota State Standards was the starting point for this reconstruction. Other learning requirements—viewed as essential for youth—were added to the curriculum. Utilizing the Community Learning Center’s *Transformational Learning Outcomes* as the guide¹, students, parents and JCLC staff are able to navigate through the new curriculum in a more understandable way. The school hired a computer programmer to build a web-based record-keeping system that allows easy access to student records. This program is called Project Excellence – it was first implemented during 2008-09 and continues to provide for effective data management of student achievement.

Essentially, the new curriculum, first implemented in 2008-09 and continued through 2009-10, utilizes a point system, rather than collecting course credits done in a traditional school system. Students may earn *points* toward graduation. To keep the math simple, 40 competencies are required for graduation. Each competency requires 100 points to achieve it. Points are generally, though no means absolutely, based on the number of hours needed to complete them. However, it must be noted that achievement trumps hours. In other words, just because a student spent x number of hours on a certain task, doesn’t mean that student will receive the number points reflecting those hours.

Students may earn parts of a competency, suspend that area, and continue in another month or in another school year. Progress is recorded and calculated at the end of each month. Students know that in order to move up a grade, say from 9th grade to 10th, they must complete 1000 points. They will not be considered a 10th grader until they arrive at the 1000 points. Likewise, conceivably, a 9th grade student could become a 10th grader as early as April or May of their normal 9th grade year. This system is consistent with Learning Year requirements calculating ADM based on independent study or project-based learning as opposed to a seat-time calculation method.

There are daily, weekly, monthly and yearly tasks that are required for all JCLC students. Some of these are: daily reading, daily math, bi-weekly journal writing, weekly current events reports, and annual oral presentations. Also, students (and staff—advisors and others) are responsible in completing fall and spring assessments required for collecting school data. Some of these assessments are writing samples, norm-referenced reading and math tests, satisfaction surveys, learning style and multiple intelligence surveys. These assessments are part of the total curriculum. Although they don’t weigh a lot, by being part of the graduation expectations, students will not be opposed to completing them.

In addition to the 4000 point graduation expectation outlined in the competency-based system outlined above, students must complete state tests: BST’s or MCA’s, whichever is required of a particular student (during 2009-10 there were still a few students attending JCLC on the old, BST system).

¹ Developed in the 1990s with New American Schools funding, the Community Learning Centers model calls for all students to meet Transformation Learning Outcomes by becoming a: Responsible Citizen; Productive Worker; Self-Directed Lifelong Learner; and Creative, Healthy Individual.

For the 2010-11 school year, Jennings Community Learning Center is adding a strong internship component to the curriculum. JCLC's school director visited the thirty-eight year old New York City alternative school named, City-As-School (CAS). At CAS, the older students (11th and 12th graders) serve as unpaid interns as part of their learning plans. Students attend the school either two or three days per week, and on the rest of days, they serve as interns and earn academic credit doing so.

The internships are various. CAS students intern in district court offices, fashion-designing firms, Broadway theaters, city parks, the Bronx Zoo, nursing homes and hospitals, law firms, elementary schools, a variety of non-profit organizations, firms that produce and create documentary films, television studios, bakeries, dentist offices and just about every occupational location. The internships at CAS are about nine weeks in length and one of the results is a learning project that the student presents to his/her advisor and others (parents, students, etc).

The JCLC staff will train with CAS personnel and one of the school's 2010-11 goals is to have 80% of 11th and 12th grader participate in at least one nine-week internship.

School Governance

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

2009-2010 School Year Jennings CLC School Board

This table contains information for ALL board members.

2009-10 Election Date: no elections held in 2009-10

2010-11 Anticipated Election Date: December 2010

Name	Board Position	Group (if teacher, file folder #)	Date Seated	Phone Number	E-Mail Address	Member Meeting Attendance
Zack Fjelstad	Member	Teacher; #435722	12/09	651 649-5403	zach@jenningsclc.org	3 of 4 meetings
Wayne Jennings	Chair	JCLC staff (teacher member, #093036)	10/06	651 644-2805	wayne@designlearn.net	6 of 6 meetings
Stephen Rosenmeier	Secretary/ Treasurer	Staff	10/06	651 649-5403		6 of 6 meetings
Tony Simmons	Member	Community	10/07	651 287-0894	anthony@hsra.org	3 of 6 meetings
Rebecca Welty	Member	Parent	5/08			6 of 6 meetings
Jessany Williams	Member	Student	12/08			6 of 6 meetings
Bill Zimmewicz	Member	Director/Advisor , #296323	10/06	651 649-5403	bill@jenningsclc.org	2 of 2 meetings

School director Bill Zimmiewicz left the Board effective December 2009 in keeping with new charter school legislation prohibiting school directors from serving on governing Boards. He was replaced by Zack Fjelstad.

School Management and Administration

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

The JCLC Director is Bill Zimmiewicz, who has a Masters degree in Teacher Leadership and has directed other programs previously, but does not have administrative licensure. He was enrolled in Hamline University's program for principals prior to suffering severe health issues in 2007, and plans to return to these studies in 2010-11. Mr. Zimmiewicz attends the Minnesota Association of Alternative Programs conference annually, and attends MDE trainings for charter school directors. He participates in the Pillsbury Unity Communities' Directors' Roundtable (monthly meetings of directors of charter schools sponsored by Pillsbury), and has served on an advisory committee set up by Pillsbury to evaluate sponsored schools. During 2009-10, JCLC worked with its sponsor, Pillsbury United Communities, to develop leadership and professional learning structures for all staff; Professional Development Plans are required of all professional staff.

2009-10 School Management and Faculty Information

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

Name	File Folder Number	Assignment	Years Employed by the School	Left During 09/10	Not Returning 10/11
Bill Zimmiewicz	296323	Director	4	<input type="checkbox"/>	<input type="checkbox"/>
Kristyn Daly	998591	Educational Assistant	2	<input type="checkbox"/>	<input type="checkbox"/>
Stephen Rosenmeier	N/A	Educational Assistant & Admin. duties	4	<input type="checkbox"/>	<input type="checkbox"/>

Teaching Faculty Information

2009-10 Teaching Faculty Information

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

Name	File Folder Number	Assignment/ Subject	Left During 09/10	Not Returning 10/11
Zachary Fjelstad	435722	Advisor; Special Education; multiple subjects with Experi-	<input type="checkbox"/>	<input type="checkbox"/>

Name	File Folder Number	Assignment/ Subject	Left During 09/10	Not Returning 10/11
		mental Program waiver		
Don Link	184726	Vocational education, Work Coordinator and Math	<input type="checkbox"/>	<input type="checkbox"/>
Sara Stocco	443910	Advisor; Science; multiple subjects with Experimental Program waiver	<input type="checkbox"/>	<input type="checkbox"/>
Bill Zimmiewicz	296323	Advisor; multiple subjects with Experimental Program waiver	<input type="checkbox"/>	<input type="checkbox"/>

Staffing of teaching positions at Jennings CLC was 100% stable for the 2009-10 school year.

School Admissions and Enrollment

Student Enrollment and Attrition Rates

This table identifies the number of students enrolled at the school during the 2008-09, 2009-10, and estimated 2010-2011 enrollment. Data is based on October 1 Average Daily Membership (ADM).

The policy of Jennings Community Learning Center is to accept all students who request enrollment, as long as they are Minnesota residents and in grades 9-12. The Board has placed a cap on overall enrollment at 92. This has not yet been reached, but if it is reached students to be admitted will be selected by lottery, with the exception of sibling preference. Application/enrollment forms are available at the school or online at <http://www.jenningsclc.org/enroll.php>.

School Year	8	9	10	11	12	Total	Growth Rate ²
2007-08		3	13	18	40	74	10%
2008-09	1	3	8	10	24	46	-38%
2009-10	2	4	11	20	46	83	80%
Estimated 2010-11						84	1%

It is worth noting that enrollment at JCLC typically climbs throughout the year, so that October 1 figures which are what is reflected in the table above, will under-state the school's enrollment. For instance, in 2008-09 enrollment climbed throughout the year reaching 70 students in the spring; Average Daily Membership was 58.98. In 2009-10, Average Daily Membership for the year was 85.89 (this figure is higher due to inclusion of Learning Year students, some of whom were enrolled only during the summer of 2010, not during the regular school year).

² Calculated based on change from 10/1 of the previous school year to 10/1 of the reported school year, divided by the previous year's figure.

Academic Program

During the 2009-10 school year, Jennings Community Learning Center staff built on the successes of the previous year that they felt were beneficial to the learners. The staff also modified assessment tools more meaningfully than previous years.

Jennings Community Learning Center continued to utilize the Community Learning Center model with a focus on project-based learning.

Some of the successes and best practices include:

- A continuation of positive working relationships with students.
- Continuations of student retention—compared to a few similarly run schools, JCLC saw its population increase and its retention stabilize.
- The staff was more stable. Only one staff member was replaced.
- Math seminars were conducted and almost every regularly attending student participated in group math instructions.
- JCLC students continued to participate in MAAP STARS. MAAP STARS is a youth organization operating under the auspices of the Minnesota Association of Alternative Programs.
- One JCLC student was elected as a MAAP STARS officer. She received the highest number of votes in a state-wide election.
- Twelve students competed in the MAAP STARS Spring Conference and several students won medals in the state-wide competition.
- More than a dozen students participated in Legislative Day at the State Capitol.
- JCLC added student satisfaction surveys as part of their accountability measures.
- Students and staff have formed a partnership with a similar school in northern Minnesota. Students and staff have visited Northern Lights Community School in Warba, Minnesota, and students and staff from their school visited with Jennings CLC students.
- Jennings CLC introduced a new writing program. In this program, almost every student was given a writing assignment every other week. They had time to talk over their work with their advisors and edit their drafts.

Jennings CLC had three Academic Goals in 2009-10, in Reading, Mathematics, and Writing; and there were two School Goals in Transformational Learning Outcomes and Engagement/Hope. Each goal, measures associated with the goal, and actual results from the 2009-10 school year, are listed below.

Reading Goal: All students will improve reading skills across the curriculum. There were three measures associated with the Reading goal:

- Student skills in reading will improve as demonstrated on the Test of Adult Basic Education Reading test: on average JCLC students at least keep up with the norming group as evidenced by a fall to spring comparison³.

³ Only new students took the TABE in the fall of 2009 while all students were expected to test in the spring; pre-post comparisons are based on fall-spring for new students and spring 2009-spring 2010 for returning students.

- The AYP Reading Proficiency Index will increase from 66.67 to at least 70.00 in 2010 as measured by the Reading MCA-II.
- Ninety-percent of students who remain continuously enrolled for at least 60 days, and have not yet completed all Reading requirements for graduation⁴, will complete reading logs at least eight times per month, for the time enrolled.

TABE Reading results

Pre-post analysis of results on the TABE Reading test in the spring took into account all students with both a May 2010 “post” test and a May 2009 or fall 2009 “pre” test score, with the exception of those who scored at the top of the range on their pre-test⁵. There were 24 such students, fourteen of whom improved enough to keep up with the norming group (i.e. gain of 0.1 in the grade-equivalent score, for every month between the “pre” and “post” test). There were 15 students with at least some gain; 9 stayed the same or declined. Median gain-score was 1.8; changes in scores from pre to post ranged from a drop of 3.2 to a gain of 8.3.

For 2010-11 JCLC is replacing the TABE with NWEA’s Measures of Academic Progress (MAP) tests in Reading and Mathematics. School leadership believes the MAP is better-designed and will yield more useful diagnostic information.

MCA-II Reading test results

Adequate Yearly Progress results for JCLC for spring 2010 show 11 students took the MCA-II in Reading (of 15 10th-graders enrolled). Of these 11 students, five had been continuously enrolled from Oct. 1 and hence count for AYP. Four of the five students scored at Meeting or Exceeding Standards on the Reading MCA and one at Partially Meeting Standards; the Proficiency Index was 90.00.

Reading logs

Students were asked to complete reading logs in Project Excellence, tracking their daily reading. However, students’ performance, and JCLC’s enforcement of this expectation, were not consistent. For instance, when students arrived late they often would miss reading logs as time set aside for this was at the beginning of the day. Sometimes students did reading later but didn’t log it. After discussing this measure in the spring, the school improvement team and evaluator concluded that data on this would be more a measure of the advisor than of the students, in that the extent to which students completed reading logs was largely a measure of how highly the advisor prioritized the logs. Therefore, data was not gathered and the measure will be discontinued for 2010-11.

Mathematics Goal: All students will improve mathematics skills across the curriculum.

There were two measures associated with the Mathematics goal⁶:

⁴ Most students still have reading requirements to complete.

⁵ There were seven students taking the TABE in the spring of 2010 who scored 12.9 in Reading on their pre-test; all of these students repeated the score of 12.9 on the spring 2010 “post” test.

⁶ A third measure for the Math goal, which referenced students meeting expectations in Daily Math, was deleted per 2/10/10 review, as achievement of Daily Math expectations was largely a function only of student attendance.

- Student skills in reading will improve as demonstrated on the Test of Adult Basic Education Mathematics Computation / Applied Mathematics tests: on average JCLC students at least keep up with the norming group as evidenced by a fall to spring comparison.
- The AYP Mathematics Proficiency Index will increase from 0.00 in 2009 at least to 10.00 in 2010 as measured by the Mathematics MCA.

TABE Mathematics results

Pre-post analysis of results on the TABE Mathematics tests in the spring took into account all students with both a May 2010 “post” test and a May 2009 or fall 2009 “pre” test score, with the exception of those who scored at the top of the range on their pre-test⁷. There were 27 such students with results on the Math Computation test, and 25 with results on the Applied Math test.

- Math Computation: 14 of 27 students improved enough to keep up with the norming group. There were 19 students with at least some gain; 8 stayed the same or declined. Median gain-score was 1.3; changes in scores from pre to post ranged from a drop of 3.1 to a gain of 3.6.
- Applied Math: Eight of 25 students improved enough to keep up with the norming group. There were 11 students with at least some gain; 14 stayed the same or declined. Median gain-score was 0; changes in scores from pre to post ranged from a drop of 5.6 to a gain of 2.4.

MCA-II Mathematics test results

Adequate Yearly Progress results for JCLC for spring 2010 show 13 students took the MCA-II in math (of 29 juniors enrolled). Of these students, seven were continuously enrolled from Oct. 1 and hence count for AYP. Of the seven students, one scored at Meeting Standards, the rest at Not Meeting Standards. The Index increased to 14.29, exceeding the Safe Harbor target, but JCLC was not allowed to make AYP in Mathematics Proficiency via Safe Harbor because Attendance was below-target.

It is worth noting that four JCLC students passed the Math GRAD, two of whom were seniors taking it as a re-test. Regarding MCA-II math testing participation, JCLC staff reported that several students either didn’t show up on testing day or refused to take the test. Math continues to be an area in which many JCLC students struggle, and in which the school is striving to improve. During the fall of 2009, JCLC advisors created math groups in each of the four advisories, grouping students by skills and focusing on different aspects of math in real-world problem-solving applications in an effort to make the subject meaningful and relevant to students. In January the focus shifted toward instruction in skills tested on the MCA with an effort to target instruction to specific students’ areas of need. Targeted groups continued, and individual plans for some students.

Revised measures for the math goal for 2010-11 include at least 80% of juniors taking the MCA-II. Math groups in the four advisories, based on students’ skill levels, will continue for 2010-11, and there will be math instruction schoolwide at the same time every day. JCLC will also make more use of online resources to supplement instruction in math during the new year.

⁷ There were three students taking the TABE in the spring of 2010 who scored 12.9 in Mathematics Computation on their pre-test, and four who scored 12.9 in Applied Math on their pre-test; all of these students repeated the score of 12.9 on the spring 2010 “post” test.

Writing Goal: All students will improve their writing skills. There were two measures associated with the Writing goal:

- All regularly attending⁸ 9th graders will pass the Writing GRAD
- On average, students will improve from fall to spring based on rubric assessments of essays written in the fall and the spring

Writing GRAD results

Per spring 2010 GRAD Writing test results, eight 9th-graders at JCLC took the test. Of these eight students, only four were enrolled for most of the school year. Of these four students, three attended more than 80%. Of the three students enrolled most of the year and attending more than 80%, one passed the test.

JCLC students who re-took the Writing GRAD in the spring of 2010 did quite well; of the nine students who re-took the test and completed it (four 10th-graders, two juniors and three seniors), all but one passed.

Rubric assessments of essays

Advisors reviewed initial essays students wrote in the fall, and compared them to a May 2010 writing sample. Assessment was done using a rubric for assessing the quality of writing, which provide a three-point rubric for five aspects of writing quality: Organization, Focus, Argumentation, Style, and Mechanics. There were ten students with both fall 2009 and May 2010 essays that were scored. Aggregated results analyzed by JCLC's evaluator show that most students with both fall and spring results did improve – in each of the five domains of writing, proportion of students with the lowest rating declined, and more students got “two’s” or “three’s” in more domains. The biggest improvement was in Organization – in the fall six of the ten students had the lowest rating in this domain, and none had the highest rating; in the spring half the students had the highest rating and only two the lowest. The weakest gain was in Mechanics – in the fall four students had the lowest rating and the others the middle rating; in the fall there were still three students with the lowest rating, six in the middle and just one with the highest rating.

The intent at JCLC for 2009-10 was for all students to write essays every two weeks, but many students did not do this. School staff have discussed strategies to get students to do more writing, e.g. by incorporating writing into real-world projects students do. The measures for the Writing goal have been revised for 2010-11; see below.

Transformational Goals: Measure for Transformational Learning Outcomes was to be advisor ratings of students in these respective areas on the JCLC Transformational Goals survey from fall to spring; the expectation is that continuously enrolled students will improve on average by at least 0.5 on a five point scale from fall to spring. However, data pertaining to this measure was not collected consistently during the year and was not available for analysis for this report. However, the goal is being retained and a plan is in place to collect the data for 2010-11, with a revised student rating tool.

⁸ Defined as being in attendance at least 80%.

Engagement and Hope: Students who remain enrolled for the full year will improve their levels of Autonomy, Belongingness, Goal Orientation, Academic Press, and Engagement. The measure for the Engagement and Hope goal was student scores on the Hope survey administered by EdVisions (expected to increase from fall to spring).

The EdVisions Hope Study is based on research into factors that determine students' overall outlook. The survey variables are Autonomy, Belongingness, Goal Orientation, Academic Press, Engagement, and Hope. In the fall of 2009, students who were new to JCLC were asked to take the survey. In the spring all students were surveyed, though turnout for the survey (39 students) was lower than hoped for due to some students' sporadic attendance toward the end of the school year. Results were then compared on a pre-post basis, either fall 2009/spring 2010 or spring 2009/spring 2010. Thirty-nine students took the survey in the spring, of whom 28 had "pre" scores.

JCLC spring 2010 Hope Study pre-post results for the 28 students show:

- Autonomy (refers to the opportunity for self-management and choice). JCLC students' results increased from 5.4 to 6.0 on a 7-point scale; EdVisions average = 5.7
- Belongingness (sometimes referred to as "relatedness," measures the depth and quality of interpersonal relationships). Results are broken into four sub-categories, and are on a 5-point scale:
 - Advisor/academic – JCLC students scores increased from 4.4 to 4.6; EdV avg = 4.3
 - Advisor/personal – 3.9 to 4.3; EdV avg = 3.9
 - Peer/academic – 3.5 to 3.8; EdV avg = 3.3
 - Peer/personal – 3.6 to 4.0; EdV avg = 3.5
- Goal Orientation (represents the reasons behind a student's efforts to achieve, with a "task" or "mastery" orientation representing a desire to achieve purely for the purpose of obtaining knowledge and increasing skills, while a "performance" orientation represents the desire to succeed in comparison to others). Scores are on a 5-point scale
 - Task/mastery – JCLC students' scores increased from 4.1 to 4.3; EdV avg = 4.1
 - Performance – scores declined from 2.1 to 1.9; EdV avg = 2.2
- Academic Press (defined as a consistently high expectation on the part of teachers that students will do their best work). JCLC students' results increased from 3.8 to 4.0 on a 5-point scale; EdV avg = 3.8.
- Engagement (refers to students' behavior and attitudes in school, i.e. the extent to which they are engaged emotionally and behaviorally). Scores are on a scale from -10 to 10.
 - Behavioral – JCLC students' scores increased from 3.8 to 4.7; EdV avg = 3.4
 - Emotional – 5.8 to 9.0; EdV avg = 5.0
- Hope (reflects individuals' perceptions regarding their ability to clearly conceptualize their goals, develop strategies to reach those goals, and carry out activities in support of those strategies). JCLC students' average scores on the Hope index increased, from 49.4 to 52.1 on a 64-point scale. EdVisions average is 49.4.

Results for these students show that average scores in all five of the areas addressed improved from fall to spring, and in most cases compared well with EdVisions averages.

In addition to the Hope Survey, JCLC students responded to a Satisfaction Survey in the spring of 2010, which asked six questions pertaining to their level of satisfaction with different aspects of the program. Students were asked to rate their experiences at JCLC during this school year. Possible responses to six positively-worded statements about the school were Strongly Disagree, Disagree, Agree, and Strongly Agree. Students were also encouraged to explain their responses (narrative comments are not included here).

This was the same survey that was given the previous spring, allowing for comparison of results. Forty-eight students responded (there were 26 responses in the spring of 2009). The questions and responses were as follows:

	Agree/Strongly Agree, Spring '09	Agree/Strongly Agree, Spring '10
I like attending Jennings CLC	92%	100%
I feel safe at Jennings CLC	88%	98%
I have participated in some memorable learning opportunities	84%	81%
The staff has high expectations of me	89%	92%
My advisor keeps me informed through PLP's and feedback regarding my progress toward graduation.	84%	92%
I feel I am developing skills that will help me become a productive, healthy citizen and lifelong learner	92%	98%

JCLC Academic and School Goals for 2010-11 were approved by the Board at its August 2010 meeting. They are as follows:

Reading goal: All students will improve reading skills across the curriculum.

- Student skills in reading will improve as demonstrated on NWEA's Measures of Academic Progress (MAP) test in Reading: at least 50% of students will achieve or exceed individual RIT score growth targets based on Spring 2011 test results.
- JCLC will continue to make Adequate Yearly Progress in Reading Proficiency in 2011 as measured by the Reading MCA-II.
- At least 80% of JCLC 10th-graders will take the Reading MCA-II.
- At least 70% of students enrolled the whole year will write at least three reviews of books they have read, and publish at least one.

Math goal: All students will improve mathematics skills across the curriculum. 3 indicators.

- Student skills in mathematics will improve as demonstrated on NWEA's Measures of Academic Progress (MAP) test in Math: at least 50% of students will achieve or exceed individual RIT score growth targets based on Spring 2011 test results. .
- The AYP Mathematics Proficiency Index will increase from 14.29 in 2010 at least to 22.86 in 2011 as measured by the Mathematics MCA.
- At least 80% of JCLC juniors will take the Mathematics MCA-II.

Writing goal: All students will improve their writing skills. 4 indicators.

- Ninety per-cent of regularly attending 9th graders will pass the Writing GRAD
- One hundred per-cent of 10th-12th grade students who re-take the Writing GRAD will pass.
- On average, students will improve from fall to spring based on rubric assessments of essays written in the fall and the spring
- At least 70% of students enrolled the whole year will write at least five essays.

Transformational Goals.

- Each student is becoming a Responsible Citizen
- Each student is becoming a Productive Worker
- Each student is becoming a Self-Directed Lifelong Learner
- Each student is becoming a Creative, Healthy Individual

The measures for the four Transformational Goals will be advisor ratings in these respective areas on the JCLC Transformational Outcome survey from fall to spring; the expectation is that continuously enrolled students will improve on average by .5 on 5 point scale from fall to spring.

Engagement and Hope. 3 indicators.

- Students who remain enrolled for the full year will improve their levels of Autonomy, Belongingness, Goal Orientation, Academic Press, and Engagement, measured by fall-to-spring pre-post changes in results on the Hope survey administered by EdVisions.
- JCLC students' participation in the MAAP STARS spring conference will increase to at least 20 students in 2010-11.
- At least 80% of JCLC juniors and seniors enrolled for the full year will complete at least one nine-week internship.

Innovative Practices

Jennings Community Learning Center had a successful year—enrollment increased, the financial picture improved a great deal, staff was more stable, the learning environment engaging and parental involvement was better. Innovative practices in place at the school during 2009-10 included:

- MAAP STARS. Five students participated in the 2009 Fall Leadership Conference in St. Cloud. One JCLC student ran for and was elected as a MAAP STARS state officer. She spoke in front of students and teachers from all over Minnesota. Of the six officers elected, she received the most votes. NOTE: This was the first time a JCLC student was elected MAAP STARS officer.
- Twelve Jennings Community Learning Center students participated in the MAAP STARS Spring Conference in Bloomington, Minnesota. JCLC students dominated in the Career Portfolio competition, taking five out of eight places.
- Jennings Community Learning Center organized several trips: a canoe trip on the Namekagon River in Wisconsin; a trip to visit museums in Chicago; a three-day overnight trip at the Audubon Center in Sandstone, Minnesota; a week-long service

learning trip while staying on an organic farm outside of Osceola, Wisconsin; an ice fishing trip to the Grand Rapids, Minnesota area; a trip to Moorhead, Minnesota where students helped sandbagging during the Spring of 2010 Flood.

- In order to prepare students for the MCA Math Tests, the school formed math seminars, with the eleventh graders and others practicing algebraic and geometry concepts through problem-solving techniques. This proved to be highly successful and students requested the school continue the seminars.
- Service learning continued to be a practice in which JCLC students participated. During the 2010-11 school year, students helped in the sandbagging effort near Moorhead, Minnesota. They worked at the Salvation Army lunch program in Minneapolis. A couple of students began working with Habitat for Humanity, also in Minneapolis.
- Presentation nights—where students give demonstrations and lectures to other students, parents, staff and community members six times in the past year—improved a lot. Students participated better, more parents attended and the quality and variety of their presentations improved. Presentation nights were augmented by having students, many who were not presenting; create exhibitions based on thematic units. One theme was the future and another was multicultural backgrounds of the students. Staff members also created exhibitions for those evenings.

Program Challenges

The greatest challenge faced by JCLC during 2009-10 was financial. The school received \$0 on 9/30/09, less than \$10,000 on 10/15 and “normal” amounts beginning 10/30 once the learning year enrollment/MARSS issues were corrected. This was due to low Average Daily Membership the previous year and a technical error in the reporting of actual students. Also, due to under-reporting of students qualifying for free and reduced-cost meals during 2008-09 there was very little state compensatory funding during 2009-10, and no federal Title I funds (reporting was done accurately in 2009-10, and JCLC’s compensatory funding for 2010-11 is much greater).

Last fall, JCLC was in danger of closing. The school was in Statutory Operating Debt going into the 2009-10 school year. When the magnitude of the financial challenge became clear in the fall, JCLC administration met with the authorizer and with MDE finance staff to arrive at an updated S.O.D. plan. Staff salaries had been reduced the previous winter (beginning February, 2009) as part of the initial S.O.D. plan, and JCLC maintained the lower salaries throughout the 2009-10 year. A hiring freeze was imposed; the school obtained an emergency loan from a local supporter in order to continue covering payroll; and funds were raised from individual contributions which were matched by local foundations. By June, when 2009-10 state holdback funds were received, JCLC was able to pay off its line of credit and to pay back the supporter who gave the school an emergency loan in the fall. In addition to paying off the two loans the school paid off the majority of its accounts payable balance, some of which was a year or more old. The preliminary Fiscal 2010 end-of-year numbers show the school exiting SOD as of June 30, 2010.

Through the financial difficulties, JCLC staff remained committed to doing a good job with students, and the academic program remained strong as described above.

In addition to financial challenges, JCLC continues to serve a highly challenging student population. Most are students of color and from low income families. In reviewing student demographic data at the end of the 2009-10 school year, administration found that, of 125 students served during the 2009-10 school year:

- Forty-two had been homeless at some point during the year (34%)
- Nineteen received special education services (15%)
- *One hundred twenty-two were at risk, based on high school graduation incentive risk factors* – this means almost all JCLC students met one or more of these criteria: Scored below grade level; At least 1 year behind in completing coursework or earning credits for graduation; Is a parent, or pregnant; Is chemically dependent; Has been excluded or expelled from another school; Has been a victim of physical or sexual abuse; Has been diagnosed with depression, has a mental health condition; Homeless within the past six months; Was often truant at another school; or Dropped out of school.

Finances

Jennings CLC’s Fiscal 2009 audit included no findings but there were recommendations to management in the management letter accompanying the audit report. The major point was that the school was in S.O.D. beginning the year and its fund balance deficit increased in Fiscal 2009—in other words it was already in statutory operating deficit at 6/30/08 and its financial position worsened in 2009. The 2009-10 school year was challenging for JCLC financially, as discussed above in the Program Challenges section. However, the school ended the year in a much better position than it began.

The below budget summary shows initial budget, and the final revised budget which was approved by the Board April 21, 2010.

Jennings Community Learning Center Summary Income Statement, 2009-10

		Original Approved Budget	Revised Budget
		70.73 ADM 50 ESY (9 ESY ADM)	78 ADM 14 ESY ADM
FUND 01	GENERAL FUND		
REVENUE			
<u>Local Sources</u>			
	Interest	140	80
	Gifts/Private Grants	500	5,883
	Miscellaneous	200	1,050
	Total Local Revenue	840	7,013
<u>State Sources</u>			
	General Education Aid	522,978	536,339

**Jennings Community Learning Center
Summary Income Statement, 2009-10**

	Original Approved Budget	Revised Budget
Extended School Year Gen Ed Aid	53,832	83,738
Lease Aid	123,592	109,697
Special Education	24,913	24,913
Total State Revenue	<u>725,315</u>	<u>754,687</u>
<u>Federal Sources</u>		
Stabilization	9,545	25,939
Federal Special Education	0	10,483
ARRA Fed Sped	0	9,783
Title II	4,500	4,500
Total Federal Revenue	<u>14,045</u>	<u>50,705</u>
 TOTAL FUND 01 REVENUE	 <u>740,200</u>	 <u>812,405</u>
 EXPENSE		
Salaries	213,520	205,980
Special Education Salaries	21,660	27,600
Title II Salaries	0	900
Extended Year Salaries	9,000	32,184
Benefits	67,768	97,947
Special Education Benefits	6,660	13,041
Extended Year Benefits	1,184	4,232
Stabilization Purchased Services	0	25,939
Title II Purchased Services		1,399
Sped Purchased Services	8,000	9,140
ARRA Fed Sped Benefits Purchased Services	0	1,000
Purchased Services	67,500	29,811
Title Fund Purchased Services	2,000	0
Communication	2,800	6,800
Postage/Parcel	1,490	500
Utilities	18,000	18,000
Insurance	10,000	10,000
Repair & Maintenance	9,100	6,000
Transportation Contracts (Reg Yr & Learning Yr)	25,688	41,100
Field Trip Transportation	3,000	3,000
Business Travel	0	500
Staff Dev Conf & Travel	2,000	2,000
Sped Conference & Travel	100	0
Title II Conference & Travel	2,500	2,201
ARRA Fed Sped Conference & Travel	0	287
Operating Leases	8,900	6,000
Bldg Lease eligible for lease aid	137,324	127,824
Federal Special Ed Speech Therapist	0	203
Federal Special Ed School Psychologist	0	1,140
Pmts Educ Serv/Field Trips (Reg Yr &	15,000	15,500

**Jennings Community Learning Center
Summary Income Statement, 2009-10**

	Original Approved Budget	Revised Budget
Learning Yr)		
Pmts Educ Serv/Sped	1,100	1,100
Non-Instructional Supplies (Reg Yr & Learning Yr)	7,500	4,662
ARRA Fed Sped Non-Instructional Supplies	445	3,450
Instructional Supplies	3,000	1,000
Sped Instructional Supplies	500	0
Fuels (gas for bus/van)	200	700
Standardized Tests	0	500
Media Resources	2,500	0
Food	250	250
Furniture & Equipment	1,000	100
Technology Equipment	3,000	1,000
Loan Interest	2,000	2,500
Dues, Lic, Mmbrshp, Fees	6,535	6,535
Transfer to Fund 02	0	21,602
	TOTAL FUND 01 EXPENSE	733,627
	661,224	733,627
	FUND 01 REVENUE LESS EXPENSE	78,778
	78,977	78,778
FUND 02 FOOD SERVICE FUND		
REVENUE		
<u>Local Sources</u>		
Food Sales to Students	0	200
Food Sales to Adults	0	75
Transfer fr Fund 01	0	28,812
Total Local Source	0	29,087
<u>State Sources</u>		
Lunch	185	200
Breakfast	75	50
Total State Revenue	260	250
<u>Federal Sources</u>		
Regular Lunch	365	365
Free/Reduced Lunch	2,700	2,700
Breakfast	1,500	750
Total Federal Revenue	4,565	3,815
	TOTAL FUND 02 REVENUE	33,152

EXPENSE

**Jennings Community Learning Center
Summary Income Statement, 2009-10**

	Original Approved Budget	Revised Budget
Purchased Services	4,000	4,000
Food (Regular Yr & Learning Yr)	8,000	7,550
TOTAL FUND 02 EXPENSE	12,000	11,550
FUND 02 REVENUE LESS EXPENSE	(7,175)	21,602
ALL FUNDS REVENUE	745,025	845,557
ALL FUNDS EXPENSE	673,224	745,177
ALL FUNDS REVENUE LESS EXPENSE	71,802	100,380

Authorizer

Jennings Community Learning Center's sponsor is Pillsbury United Communities. The 2009-10 school year was the third year of our second three-year contract with PUC. JCLC has obtained a one-year extension, to continue being authorized by Pillsbury for the 2010-11 school year. Sponsor contact is Katie Black (blackk@puc-mn.org; 612 787-3657).

School's State Report Card

JCLC's State report card is available online at http://education.state.mn.us/ReportCard2005/schoolDistrictInfo.do?SCHOOL_NUM=000&DISTRICT_NUM=4031&DISTRICT_TYPE=07.

Non-Profit Status

Jennings Community Learning Center is a nonprofit corporation registered as a Charity with the Minnesota Attorney General's office. Its current status is active; see <http://www.ag.state.mn.us/Charities/CharitySearch.asp>.