CROSSLAKE COMMUNITY SCHOOLS

District 4059 · In-Person PreK-8 · Online K-8 · Online 9-12

Annual Report to Osprey Wilds Environmental Learning Center

Charter School Annual Report and CACR Report · School Year 2025-2026 (FY26)

Approved by the Board of Education at a public meeting on November 23, 2026

Prepared by Dr. Jenna Leadbetter, District Superintendent
with the District Leadership Team and the CACR / World's Best Workforce Committee
Authorized by Osprey Wilds Environmental Learning Center
Updated November 17, 2026

To grow environmentally literate, community-impacting learners of excellence.

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ABOUT THIS REPORT This report covers the 2025-26 school year (Fiscal Year 2026). It fulfills the charter school annual report required by Minnesota law and Section 6.14 of the charter contract with Osprey Wilds, and the Comprehensive Achievement and Civic Readiness (CACR) annual report required of every Minnesota district. The Board of Education approved it for submission to Osprey Wilds at its November 23, 2026 meeting. Figures come from MARSS, the FY26 audit (Abdo), the 2025-26 stakeholder survey, Osprey Wilds' FY25 Academic Performance Evaluation, and school-level records.

Executive Summary

In 2025-26 Crosslake Community Schools grew into a three-school district, launched district-wide MnMTSS, completed READ Act Phase 1 training for every required educator, and earned a 108.3-point FY25 academic rating from Osprey Wilds while planning deliberately for a deficit year to bring staff pay to at least 90% of market.

Key achievements

- Enrollment of 562 on October 24, 2025 (25% above the 450 budgeted), rising to 600 by September 10, 2026 against a 700-student cap; the FY27 budget is built on 636 ADM.
- Teacher retention of 95.5%; all three employee groups moved to at least 90% of market pay; 100% of employee Paid Leave premiums covered.
- Every FY25 STAR and FastBridge growth target met; 100% of eligible PreK students kindergarten-ready in FY26; online environmental and community project participation up to 81%.
- In-person FRP and special education students at or above the state in reading and math proficiency.
- HRS Level 2 maintained in-person; Fishtank Learning ELA adopted; Edgenuity replacement under

way online.
- Stakeholder survey responses up from 193 to 249; 84% of families would recommend CCS.

Where the work is. K-3 early literacy (49% at or above benchmark), online math and science proficiency, Online 9-12 graduation and ESSA support status, and retention at the grade 4, 5, 8, and 11 transitions.

Finances. FY26 closed with a planned deficit and an audited general fund balance of $1,927,203 at June 30, 2026; the FY27 budget projects a $108,601 surplus and a fund balance near 21% of expenditures.

Looking forward. SY 2026-27 is the final year of the charter contract; the renewal application went to Osprey Wilds in September 2026 and the site visits took place October 26-27, 2026.

1. School Information

Crosslake Community Schools (CCS), Minnesota Charter District 4059, is one public charter district with three schools: an In-Person PreK-8 school on the Crosslake campus and two statewide online schools (Online K-8 and Online 9-12). On July 1, 2026 the district formally adopted the name Crosslake Community Schools and the term "In-Person" in place of "seat-based." This report covers the 2025-26 school year (Fiscal Year 2026, July 1, 2025 to June 30, 2026).

Item	Detail
District address	35808 County Highway 66, Crosslake, MN 56442
Phone	218-692-5437
Website	crosslakekids.org
Grades served	PreK-12 (In-Person PreK-8; Online K-8; Online 9-12)
District Superintendent	Dr. Jenna Leadbetter
In-Person PreK-8 Principal	Dan Fischer
Online K-8 Principal	Monique VonEnde
Online 9-12 Principal	Rose Bierce
Authorizer	Osprey Wilds Environmental Learning Center, Charter School Division
Authorizer contact	Erin Anderson, Executive Director, 1730 New Brighton Blvd, Suite 104, PMB 196, Minneapolis, MN 55413, (612) 331-4181, ospreywilds.org/charter-school-division
Current contract term	Five-year contract ending June 30, 2027 (amended

Item	Detail
	May 6, 2025 and October 26, 2026); renewal application submitted following Board approval on September 28, 2026

Mission. To grow environmentally literate, community-impacting learners of excellence.

Vision. CCS strives to be a school where students build meaningful connections with each other, the community, and the environment through exceptional and relevant learning experiences.

Core values (RELIC). Respect, Excellence, Learning, Integrity, and Community.

Strategic Directions (Board-adopted Strategic Roadmap, April 29, 2024): (A) effective, relevant, individualized instruction; (B) staff professional growth and support; (C) positive student interactions and a welcoming, inclusive community; (D) technology that supports teaching and learning; (E) updated operations, facilities, and systems. In February 2026 the Board also approved a 3/5/7-year Strategic Vision with measurable targets, including High-Quality Charter School designation.

How this report is used. Minnesota law and the charter contract (Section 6.14) require every charter school to publish a Board-approved annual report on enrollment, attrition, governance, staffing, finances, academic performance, innovative practices, and future plans, and allows the school to combine it with the Comprehensive Achievement and Civic Readiness (CACR) annual report required of every district. This document does both. The Board of Education approved this report at its November 23, 2026 meeting; it is posted on the district website, distributed to Osprey Wilds, staff, and families, and a summary is submitted to the Minnesota Department of Education (MDE).

2. Implementation of Primary and Additional Statutory Purposes

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CCS's primary purpose under Minnesota charter law is to improve all pupil learning and all student achievement. In 2025-26 that work ran through one mission, one set of standards, one MnMTSS framework, and one data system across all three schools, with universal screening three times a year and tiered intervention in reading and math. Section 8 reports the results.

The district also carries out the two additional purposes named in Exhibit F of its charter contract:

Additional purpose	How CCS implemented it in 2025-26
Establish new forms of accountability for schools	Ten Exhibit G indicators with Osprey Wilds; quarterly Board academic review; the CACR Advisory Committee with three Board Directors; annual stakeholder survey tied to the Superintendent's evaluation

Additional purpose	How CCS implemented it in 2025-26
Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site	Q Comp lead roles, online department leads, and a new Online Leads career-ladder position for 2026-27; tuition reimbursement for added endorsements; promotion from within

3. Student Enrollment & Demographics

Enrollment grew again in 2025-26, driven by the statewide online schools: 562 students on October 24, 2025 (In-Person 135; Online K-5 56; Online 6-8 54; Online 9-12 317), against 450 budgeted, and 600 by September 10, 2026 against a contract cap of 700. Mid-year enrollment on January 16, 2026 was 580 (In-Person 138; Online 442). Headcount and average daily membership (ADM) are reported separately: ADM was 497.92 in October 2025 (110.6% of the 450 budgeted) and 557.49 in January 2026; the final FY26 adjusted ADM from MARSS was 554.79 (627.23 weighted pupil units), and the FY27 budget is built on 636 ADM.

Enrollment by school (October 1 headcount)

Grade	2022-23 In-Person	2022-23 Online	2023-24 In-Person	2023-24 Online	2024-25 In-Person	2024-25 Online
PreK	23	n/a	15	n/a	16	n/a
K	14	3	36	2	25	4
1	22	3	13	4	26	7
2	23	7	21	7	9	8
3	21	5	26	11	18	6
4	19	3	21	7	21	12
5	17	8	16	11	16	8
6	15	9	12	10	13	14
7	14	15	14	16	9	12
8	15	28	9	30	10	32
9		41		59		45

Grade	2022-23 In-Person	2022-23 Online	2023-24 In-Person	2023-24 Online	2024-25 In-Person	2024-25 Online
10		52		73		84
11		86		94		95
12		120		122		136
Total (headcount)	186	380	183	446	163	463
Adjusted ADM (district)	423.78		468.25		488.59	

2025-26 and 2026-27 enrollment by program (headcount)

Program	October 24, 2025	September 10, 2026
In-Person PreK-8	135	130 (incl. 14 PreK)
Online K-5	56	54
Online 6-8	54	84
Online 9-12	317	332
District	562	600

Grade-level counts for 2022-23 through 2024-25 are carried forward from the SY 2024-25 Annual Report. ADM includes fee-based PreK and PSEO students, who do not generate full state funding. Final adjusted ADM from MARSS: FY25 488.59 (552.20 weighted pupil units); FY26 554.79 (627.23 weighted pupil units).

Where enrollment stands now (SY 2026-27). 600 students on September 10, 2026 and 628 on October 28, 2026: Online 500 of 537 seats (93%; K-5 58 of 76, 6-8 91 of 100, 9-12 351 of 361) and In-Person 128 of 171 seats (75%; PreK 14 of 15, K-4 69 of 95, 5-8 45 of 76). District ADM on October 28, 2026 was 613.88 against the 636 the FY27 budget assumes; the most recent count is 613.53 ADM with PreK and 599.5 without PreK. The Board-approved targets are 650 students in SY 2026-27 and 700 (the cap) in SY 2027-28.

Student demographics, 2025-26

Group	2023-24 In-Person	2023-24 Online	2024-25 In-Person	2024-25 Online	2025-26 In-Person	2025-26 Online
Special education	34 (19.7%)	108 (24.3%)	31 (19.0%)	104 (22.5%)	18.5%	24.9%
English learners	0	1	0	1	0.2%	0.2%
Free/ reduced-price meals	83 (48.0%)	258 (58.0%)	57 (35.0%)	252 (54.4%)	37.7%	49.5%
Homeless / highly mobile					0	0
Black, not Hispanic	8	15	8	18	3	19
Hispanic/ Latino	10	13	10	10	6	17
Asian/Pacific Islander	4	13	3	5	6	1
American Indian/Alaska Native	0	26	3	35	1	14
Two or more races	13	16	34	31		
Prefer not to answer					0	1
White, not Hispanic	153	420	147	397	114	394
Students of color (share)	35 (20.2%)	83 (18.7%)	58 (35.6%)	99 (21.4%)	16 (12.3%)	51 (11.4%)
Total enrollment	173	445	163	463	130	446

2025-26 counts are the district's 2025-26 demographic pull for the MnMTSS grant (in-person 130, online 446; the race/ethnicity categories follow the student information system and do not include a two-or-more-races category, and the homeless/highly mobile count is under review). American Indian enrollment is growing in the online schools, and the district formed an American Indian Parent Advisory Committee in response.

4. Student Attendance, Attrition & Mobility

Consistent attendance held at 86% in-person and edged up in Online 6-12 (67% to 68%) in 2025-26, while Online K-5 fell from 91% to 85%; year-over-year retention remains the district's clearest growth opportunity: in-person families tend to leave after fourth grade for districts with team sports that feed a high school, and online students most often leave at the grade 5, 8, and 11 transitions. Retention is a 2026-27 priority with an exit interview on every withdrawal and a year-end retention report to the Board.

Consistent attendance (students attending at least 90% of enrolled days, as reported by MDE)

Program	FY22	FY23	FY24	FY25	FY26
In-Person K-8	66.4%	84.3%	80% (146 of 183)	86% (143 of 167)	86% (133 of 154)
Online K-5	62.3% (all online)	39.5% (all online)	76% (32 of 42)	91% (41 of 45)	85% (64 of 75)
Online 6-12			71% (286 of 404)	67% (281 of 420)	68% (341 of 503)
All-school	64.8%	67.7%	73.8%	74.9%	74%

Annual attendance rate, FY26 (all enrolled days; reported to Osprey Wilds under Exhibit G Indicator 10): In-Person K-8 82.2% (FY21 baseline 88%); Online K-5 91.2% (baseline 94%); Online 6-10 70.6% (baseline 88%).

The FY21 in-person baseline was set during the distance-learning year; the more meaningful read is the recovery from the FY22 low to 86% in each of the last two years. FY22 and FY23 online figures are the whole online program, and the FY26 all-school rate is computed from the three program counts (538 of 732).

Student attrition

Measure	In-Person	Online
Students continuously enrolled from October 1, 2024 to October 1, 2025 (excluding graduates and grade 8 completers)	74% (FY25: 73%)	65% (FY25: 77.4%)
Students who continued from spring 2025 to October 1, 2025	78.3% (prior year: 58.2%)	77.56% (prior year: 64.3%)

Student mobility

Year	Summer transfers in	Students on Oct. 1	Mid-year transfers in	Mid-year transfers out	Total mid-year transfers	Mobility index
2022-23	126	441	148	113	261	59.2%
2023-24	155	447	178	91	269	60.1%
2024-25	105	498	151	117	268	53.8%
2025-26	116	539	244	139	383	71%

Mobility index = total mid-year transfers divided by the number of students on October 1.

5. Educational Approach & Curriculum

CCS runs one unified district with two ways of delivering learning. The In-Person School caps classes at 19, uses multi-age classrooms so teachers know each student over two years, and builds environmental education into daily life through the solarium aquaponics lab, Fresh Air Classrooms, and the school forest. The Online schools offer flexible, primarily asynchronous instruction with scheduled synchronous sessions, taught by Minnesota-licensed teachers with a dedicated learning coach for every student, and a lower student-to-teacher ratio than a typical online school. All three schools share one mission, one set of standards, one MnMTSS framework, and one data system (eduCLIMBER with Infinite Campus).

Instructional frameworks. The In-Person School uses Marzano's New Art and Science of Teaching and is certified at High Reliability Schools Level 2 (effective teaching in every classroom), working toward Level 3 (guaranteed and viable curriculum). The Online schools follow the National Standards for Quality Online Courses and Teaching.

Core curriculum in 2025-26

Subject	In-Person PreK-8	Online K-12
PreK	Wonders ELA; Eureka Math²; Responsive Classroom and FlyFive	
Reading / ELA	Fishtank Learning (knowledge building; adopted after READ Act training revealed a knowledge-building gap) with UFLI Foundations and Heggerty in K-2	Edgenuity K-12; Flexpoint pilot in grade 8; Bright Thinker and Flexpoint replace Edgenuity beginning 2026-27
Math	Eureka Math² (Great Minds) with SpringMath daily fluency, year two	Standards-aligned courses in Buzz (K-8) and Canvas (9-12)

Subject	In-Person PreK-8	Online K-12
Science	FOSS and Discovery Education (K-5); OpenSciEd (3-8); solarium and school forest	Online science courses aligning to the 2019 standards; environmental electives; MESS-E
Social studies	Fishtank thematic units; place-based community learning; reviewed in 2025-26 for 2026-27 implementation	Flexpoint / Buzz / Lincoln Learning; Canvas courses
Social-emotional	Responsive Classroom; FlyFive (CARES); SAEBRS	Online homerooms (K-8); grade-level seminar courses (9-12); SAEBRS

The full Curriculum Materials Inventory (October 2026), approved by the Board and submitted to Osprey Wilds, is the authoritative record by tier.

Curriculum review cycle. Each school reviews one content area a year against current Minnesota standards and implements it the next: 2025-26 reviewed social studies and implemented ELA (Fishtank) in-person, while the Online schools piloted Flexpoint in grade 8; 2026-27 reviews math and implements social studies in-person, and brings Flexpoint to online grades 3, 4, 5, 7, and 9 with Bright Thinker in K-3; 2027-28 completes the online phase-in and consolidates to one learning management system district-wide.

Remediation and acceleration. The "Screen, Identify, Intervene" cycle in the Local Literacy Plan runs on universal screening in fall, winter, and spring. Students below benchmark receive Tier 2 or Tier 3 support from Title I and reading interventionists, math interventionists in both schools, AmeriCorps Reading Corps and Math Corps in-person, and learning coaches online, with progress monitoring at least every two weeks. The in-person school runs SpringMath as a Tier 1 math intervention at least three times a week. Acceleration follows Board Policy 553 and the K/1 Early Admittance policy; in grades 9-12 students progress by credits earned, including PSEO.

Special education. Special education direction is contracted through Paul Bunyan Education Cooperative (PBEC) at no added cost to families. Licensed special education teachers serve in-person K-8 students mainly through an inclusive, mainstream approach with pull-out services where IEPs call for them, and licensed online special education teachers deliver services K-12 with service minutes provided over Google Meet. A district Special Education Manager oversees delivery, and paraprofessionals in both programs provide IEP-directed support. In 2025-26 the In-Person School had 2.8 FTE special education teachers.

English learners. Every student completes the Minnesota Language Survey at enrollment; students who may qualify are screened and, if eligible, served under the EL Plan of Service (LIEP) by a licensed teacher who teaches EL under an out-of-field permission (0.2 FTE) who sets service minutes, co-plans with classroom teachers, and administers WIDA ACCESS each year. Families receive translated communications through ParentSquare, interpreters on request, and a district Language Access Plan.

PreK. The fee-based PreK program, begun in 2018, uses a standards-based, state-approved curriculum aligned to the K-8 curriculum; 88% of students who attended at least four days a week for 80% of the year met kindergarten readiness standards in FY25. In FY26, 100% (11 of 11) met the standard.

Extended learning. The Online schools ran a four-week June credit-recovery session for grades 6-12 with an assigned learning coach, and the in-person school runs summer programming when funding allows.

6. Innovative Practices & Implementation

The district's most consequential change in 2025-26 was structural: one district, three schools, each with its own principal, and district-wide systems (MnMTSS, one data warehouse, one communication platform) that reach every student regardless of how they attend.

Innovative and unique practices tied to the mission

- A learning coach for every online student, plus full-time social workers and school counselors, and school-linked teletherapy through ReGroup Counseling where no student is turned away for financial reasons.
- Environmental education as daily practice: vegetables from the solarium served at lunch, trout raised each spring, Fresh Air Classrooms, the school forest, MESS-E (an interdisciplinary environmental program for every online high school student), Salt Watch community science (CCS became an Official Salt Watch Partner of the Izaak Walton League in September 2026), and an Environmental Education cord at graduation.
- Regional MCA testing sites and in-person clubs, activities, prom, graduation, and field trips at the Crosslake campus for statewide online students.
- Engagement Leads in each school who serve as cultural liaisons and lead family engagement, activities, and retention.

Key successes in 2025-26

- District-wide MnMTSS launched in June 2025 after eight staff completed six-day COMPASS training; a District Leadership Team and School Leadership Teams are in place, and one District Support Referral Form now routes academic, behavioral, 504, mental health, and speech-language referrals.
- Every educator the READ Act requires completed Phase 1 structured literacy training; Fishtank Learning ELA adopted in-person.
- HRS Level 1 recertified and Level 2 held in the In-Person School.
- Osprey Wilds' revised FY25 Academic Performance Evaluation rated CCS at 108.3 of 100 possible points, on track for Fast-Track Renewal eligibility.
- Infinite Campus selected and implemented to replace JMC as the student information system for SY 2026-27, Clever single sign-on, ParentSquare for family communication in 190+ languages, eduCLIMBER as the data warehouse, a rebuilt website with ADA remediation under way, and closed captioning on Board meeting recordings.
- The Board moved all three employee groups to at least 90% of market pay and pays 100% of employee Paid Leave premiums; teacher retention reached 95.5%.
- Stakeholder survey responses rose from 193 to 249.

Key challenges

- Online math (proficiency index 17.6 vs. 30.2 for comparison online schools) and online science (14.5 vs. 27.6) remain the district's lowest results, especially for FRP-eligible students.

- The K-3 early literacy benchmark (49% at or above benchmark in spring 2026).
- Online 9-12 was identified for ESSA comprehensive support; the six-year graduation rate baseline is 63.2%.
- Mid-year turnover in in-person grades 2-4 and consistent attendance in online grades 6-12 (67-71%).
- A projected 29-30% health insurance renewal on January 1, 2027.

How the district is responding

- Replacing Edgenuity with Bright Thinker (K-3) and Flexpoint, aligning online science to the 2019 standards, and consolidating to one LMS in 2027-28.
- UFLI Word Origins in grades 3-8, READ Act Phase 2 (Neuhaus) training, family literacy nights, and traveling libraries.
- A Comprehensive Needs Assessment with COMPASS, three graduation pathways (Workforce Ready, Career Technical, College Bound), an Online 9-12 Engagement Lead, and credit monitoring so at least 70% of returning 10th graders start with four or more credits.
- An Online Attendance Coordinator who follows up at 5, 7, 10, and 15 consecutive days of absence, and a daily self-reported check-in in Infinite Campus.
- Exit interviews on every withdrawal and a year-end retention report to the Board.

7. Academic Performance: Goals & Benchmarks

Osprey Wilds' revised FY25 Academic Performance Evaluation rated CCS at 108.3 of 100 possible points across the ten Exhibit G indicators. FY26 results below come from the district's FY26 Academic Data Request to Osprey Wilds and the MDE Data Center; state and comparison-school figures for FY26 are not yet published, so the most recent published comparison (FY25) is shown. Minnesota's CACR law asks every district to report progress on its statewide goals, and the first table maps each to the Exhibit G indicators that measure it. Several student groups are small, so results are read alongside the number of students tested.

Progress on the CACR goals

CACR goal	2025-26 goal	2025-26 result	Goal status
All children are ready for school	At least 85% of PreK students attending 4+ days a week for 80% of the year meet kindergarten readiness standards	100% (11 of 11); FY25 was 82% (14 of 17)	Met
All third graders can read at grade level	In-person grade 3 reading proficiency index at or above the state; at least 60% of K-3 students at benchmark on FastBridge	Grade 3 index 60.0 vs. state 55.1 (FY25 state figure); 49% of K-3 students at or above benchmark in spring 2026	Partially met
All racial and economic achievement gaps between students are	FRP and special education proficiency indexes at or above the	In-person FRP students above the state in reading (57.1 vs. 43.9) and math	Partially met

CACR goal	2025-26 goal	2025-26 result	Goal status
closed	state (in-person) or comparison online schools (online)	(47.5 vs. 40.0); in-person special education at or above the state in reading (33.3 vs. 33.1) and math (39.3 vs. 34.7); online FRP students below comparison online schools in reading and math; fewer than 10 online special education students tested	
All students are ready for career and college	Four-year graduation rate at or above the 57% baseline; 70% of returning 10th graders begin with 4+ credits	Four-year graduation rate 64.2% (61 of 95, FY25; FY26 rate not yet released); 63.3% of returning 10th graders began FY25 with 4+ credits (31 of 49)	Partially met
All students graduate from high school	Four-year rate improvement tied to ESSA exit criteria	FY25 rate 64.2%, above the 59.3% average of comparison online schools; Online 9-12 remains identified for ESSA comprehensive support	In progress
All students are prepared to be lifelong learners	At least 75% of Environmental Literacy Plan goals met; attendance at or above baseline	68% of ELP goals met; annual attendance below baseline in all three programs (Indicator 10)	Not met

Exhibit G results by indicator and measure

Indicator 1: Mission-related outcomes (Exceeds through FY25). Both measures were met again in FY26, and online participation rose 12 points.

Measure	FY25	FY26
1.1 In-person K-8 students taking part in two of three community engagement activities (target 90%)	97.3% (143 of 147)	97.1% (135 of 139)
1.2 Online K-12 students completing an environmental or community engagement project (FY22 baseline 53.7%)	69.3% (239 of 345)	81.2% (298 of 367)

Indicator 2: English learners (not scored). The EL group remained too small to report on WIDA ACCESS in FY26; the 0.2 FTE EL teacher, a licensed teacher with an out-of-field permission, served all

identified students, and two ML coaches joined the online schools for 2026-27.

Indicator 3: Reading growth (Exceeds, 132%). On the FY25 MCA, 22.5% of CCS students improved an achievement level (18 of 80) against 18.7% statewide, and 36.3% (29 of 80) stayed below standard or declined against 39.4% statewide. FastBridge growth in FY25: 68.1% of in-person K-8 students (94 of 138) and 66.7% of online K-12 students (110 of 165) were Low Risk or improved a risk band between windows, against a 50% target. Two FY26 rows are not reported: Measures 3.1 and 3.2 (reading MCA progress) cannot be calculated for FY26 because there is no comparable prior-year reading MCA score to measure progress against, and Measures 3.4 and 3.6 are written for FastBridge growth bands while the district's FY26 screening in grades 4-12 ran on STAR, so the goal as written does not match the screener used. The revised Exhibit G (August 24, 2026) names the screeners actually in use, so both gaps close in FY27.

Indicator 4: Math growth (Exceeds, 105%). Math is the district's clearest growth need on the MCA.

Measure	FY25	FY26	Statewide
4.1 Students whose math achievement level improved	12.7% (10 of 79)	8.1% (7 of 86)	13.7% (FY25)
4.2 Students who stayed below standard or declined	51.9% (41 of 79)	64.0% (55 of 86)	43.6% (FY24, latest published)
4.4 In-person K-8 FastBridge growth (target 50%)	60.9% (84 of 138)	not reported (screener changed; see Indicator 3)	
4.6 Online K-12 FastBridge growth (target 50%)	65.3% (64 of 98)	not reported (screener changed; see Indicator 3)	

Indicator 5: Reading proficiency (Meets, 75%). Proficiency index on the reading MCA (0-100; students tested in parentheses).

Measure	FY25	FY26	Comparison (FY25)
5.1 In-person grade 3, all students	56.3 (16)	60.0 (10)	State 55.1
5.2 In-person grades 4-8, all students	70.8 (48)	62.3 (53)	State 61.2
5.3 In-person grades 3-8, FRP	61.1 (27)	57.1 (21)	State 43.9

Measure	FY25	FY26	Comparison (FY25)
5.4 In-person grades 3-8, special education	28.9 (19)	33.3 (15)	State 33.1
5.5 Online grades 3-8 and 10, all students	42.3 (52)	38.1 (59)	Comparison online schools 47.5
5.6 Online, FRP	31.0 (21)	29.7 (32)	Comparison online schools 39.6
5.7 Online, special education	fewer than 10 tested	fewer than 10 tested	Comparison online schools 31.8

Indicator 6: Math proficiency (Meets, 75%). Proficiency index on the math MCA.

Measure	FY25	FY26	Comparison (FY25)
6.1 In-person grades 3-8, all students	50.0 (82)	50.0 (62)	State 58.7
6.2 In-person, FRP	46.4 (28)	47.5 (20)	State 40.0
6.3 In-person, special education	31.6 (19)	39.3 (14)	State 34.7
6.4 Online grades 3-8 and 11, all students	10.7 (42)	16.7 (63)	Comparison online schools 23.0
6.5 Online, FRP	5.3 (19)	16.1 (28)	Comparison online schools 17.5
6.6 Online, special education	fewer than 10 tested	fewer than 10 tested	Comparison online schools 16.7

Indicator 7: Science proficiency (Meets, 94%). The science MCA moved to the 2019 standards in FY25, so FY25 and FY26 are not comparable with earlier years; statewide results also dropped sharply.

Measure	FY25	FY26	Comparison (FY25)
7.1 In-person grades 5 and 8, all students	43.8 (24)	36.8 (19)	State 36.9
7.2 In-person, FRP	fewer than 10 tested	fewer than 10 tested	State 23.0
7.3 In-person, special education	fewer than 10 tested	fewer than 10 tested	State 22.6

Measure	FY25	FY26	Comparison (FY25)
7.4 Online grades 5, 8, and high school, all students	14.5 (31)	19.4 (31)	Comparison online schools 27.6
7.5 Online, FRP	12.5 (12)	fewer than 10 tested	Comparison online schools 21.7
7.6 Online, special education	fewer than 10 tested	fewer than 10 tested	Comparison online schools 19.7

Results for groups with fewer than 10 students tested are not shown.

Indicator 8: Kindergarten readiness (Meets). 100% of eligible PreK students (11 of 11) met at least 85% of kindergarten readiness standards in FY26, up from 82.4% (14 of 17) in FY25; the five-year aggregate is 90.5%.

Indicator 9: Post-secondary readiness (Meets).

Measure	FY24	FY25	FY26
9.1 Four-year graduation rate (baseline 57%; comparison online schools 59.3% in FY24)	67.4% (62 of 92)	64.2% (61 of 95)	released by MDE in early 2027
9.2 Returning 10th graders beginning the year with 4+ credits (target 70%)	78.3% (36 of 46)	63.3% (31 of 49)	63.0% (17 of 27)

Indicator 10: Attendance (Exceeds, 150%). FY26 is the first year the district reported annual attendance rates to Osprey Wilds since the baselines were set.

Measure	Baseline	FY26 annual attendance	FY26 consistent attendance (90%+ of days)
10.1 In-person K-8	88% (FY21)	82.2%	86% (133 of 154)
10.2 Online K-5	94% (FY22)	91.2%	85% (64 of 75)
10.3 Online 6-10	88% (FY22)	70.6%	68% (341 of 503, grades 6-12)

What the results say. In-person students remain at or above the state in reading for grade 3 and for FRP and special education groups, and above the state for FRP and special education students in math; the

in-person grades 4-8 reading index fell eight points in FY26 and is the in-person number to watch. Online proficiency in every subject and group sits below the comparison online schools, and the share of students declining on the math MCA grew to 64%; these results drive the Edgenuity replacement, the dedicated math interventionist in each school, and the Online 9-12 needs assessment described in Sections 6 and 16.

Results by student group. Screening and MCA data are disaggregated by student group in eduCLIMBER at every window, and the tables below are the district's 2025-26 disaggregated pull (results for groups with fewer than 10 students are not shown).

Spring 2026 MCA proficiency by student group (students meeting or exceeding standards)

Group	In-person reading (68 tested)	In-person math (59 tested)	Online reading (76 tested)	Online math (76 tested)
White	51.66%	38.98%	31.34%	8.69%
Hispanic	Fewer than 10	Fewer than 10	Fewer than 10	Fewer than 10
Black	No students	No students	No students	No students
Asian	No students	No students	No students	No students
American Indian	Fewer than 10	Fewer than 10	Fewer than 10	Fewer than 10
Free/reduced-price meals	54.16%	39.13%	22.5%	6.97%
Students with disabilities	29.4%	37.5%	Fewer than 10	Fewer than 10
English learners	Fewer than 10	Fewer than 10	Opted out	Opted out

STAR growth, winter 2025-26, grades 2-12 (students meeting their growth target)

Group	In-person reading	In-person math	Online reading	Online math
White	57.1%	53.8%	71.9%	66.4%
Hispanic	fewer than 10	fewer than 10	73.3%	70.6%
Black	fewer than 10	fewer than 10	72.7%	53.8%
Asian	fewer than 10	fewer than 10	fewer than 10	fewer than 10

Group	In-person reading	In-person math	Online reading	Online math
American Indian	fewer than 10	fewer than 10	55.5%	71.4%
Free/reduced-price meals	62.1%	31.1%	81.6%	65.9%
Students with disabilities	47%	38.8%	52.6%	58.6%
English learners	no students	no students	fewer than 10	fewer than 10

The in-person math growth gap, FRP-eligible students at 31.1% against 53.8% for White students, and students with disabilities at 38.8%, is the gap the SY 2026-27 plan targets first; online growth is more even across groups, while online proficiency remains low for every group.

MCA participation. CCS hosts regional testing sites around the state so online students can take the MCA in person. Students tested in FY26: in-person reading 68 (grades 3-8) and math 59; online reading 76, math 76, and science 31. Raising online participation remains a priority so that results reflect the whole program.

Assessments used. FastBridge earlyReading, FASTtrack Reading, earlyMath, and FASTtrack Math (K-3, including READ Act and dyslexia subtests); Capti ReadBasix (grades 4-12 reading, new in 2026-27 in place of STAR Reading) and STAR Math (grades 4-12), each three times a year; progress monitoring at least every two weeks for students in Tier 2 and Tier 3; MCA/MTAS in grades 3-8, 10, and 11; WIDA ACCESS for English learners; the ACT (optional); SAEBRS social-emotional screening; and the kindergarten readiness checklist in PreK.

8. Comprehensive Achievement and Civic Readiness Strategic Plan Report

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This section reports how the district carried out its CACR plan in 2025-26, as Minnesota's CACR law requires. The SY 2026-27 CACR Strategic Plan, adopted by the Board on October 26, 2026, carries this work forward.

A. Assessing student progress and instructional strengths. Students PreK-12 were screened in fall, winter, and spring with FastBridge (K-3, including READ Act and dyslexia subtests) and STAR (grades 4-12), with Capti ReadBasix added for grades 4-12 reading. After each window the Teaching and Learning Coordinator (District Literacy Lead) and the District MnMTSS Coordinator led "Turning Data into Action" meetings with interventionists and classroom teachers, using the MDE K-3 Composite Sheets and READ Act guidance for grades 4-12, and families received a parent notification letter describing scores and next steps. Growth was a strength in both models: every STAR and FastBridge growth measure met or exceeded target, and on the FY25 reading MCA 22.5% of CCS students improved an achievement

level versus 18.7% statewide. The K-3 benchmark gap (49% at or above benchmark in spring 2026) and online math and science proficiency are the district's clearest needs.

B. Curriculum and instruction review system. Instruction and curriculum are reviewed at three levels: classroom PLCs (twice monthly, with one protected grade-level PLC per month and literacy walkthroughs at least twice monthly); school MnMTSS Leadership Teams after each screening window, judging whether Tier 1 serves at least 80% of students, with HRS certification as an external check in-person; and the district MnMTSS Leadership Team, the CACR Advisory Committee, and the Board, which reviews academics quarterly (September, December, March, June). The published curriculum review cycle (Section 5) and the teacher and leader evaluation systems feed one improvement cycle. In 2025-26 this process produced the Fishtank adoption in-person and the decision to replace Edgenuity online.

C. Improving instruction and student achievement. MnMTSS now drives this work. The 2025-26 data cycles focused on effectiveness of instruction across tiers, the purpose of each assessment, and data-based decision making, and led directly to the 2026-27 strategies: UFLI Word Origins in grades 3-8, READ Act Phase 2 training, a dedicated math interventionist in each school with math as the priority for IDEA CEIS, Bright Thinker and Flexpoint online, a Comprehensive Needs Assessment with COMPASS for Online 9-12, and online FRP-eligible students as a standing review at every data meeting.

D. Equitable distribution of teachers. The administrative team compares student demographic data with teacher qualifications each quarter, and the Teaching and Learning Coordinator and principals place the most experienced educators across classrooms and programs serving diverse populations; screening data are disaggregated by student group in eduCLIMBER at every window. 100% of teachers are licensed and have three or more years' experience, 90% work in their licensure area (the rest are pursuing endorsements with tuition reimbursement), and 41% hold advanced degrees. Staff diversity grew from 0% to 2.7% in 2025-26, and recruitment continues through diverse education programs, minority educator job fairs, mentorship, and the Engagement Leads' community networks.

E. Education effectiveness practices. High-quality instruction (Fishtank, UFLI, Eureka Math², structured literacy across all required educators, 1:1 devices and hotspots); affirming learning environments (place-based environmental education, Responsive Classroom and FlyFive, SAEBRS screening, a PrairieCare-funded therapy room, ReGroup teletherapy, the American Indian Parent Advisory Committee formed as Indigenous enrollment grew online, translated referral packets in Spanish, Hmong, and Somali); and a collaborative professional culture (Q Comp, PLCs, every staff member on at least one district committee, 95.5% teacher retention, finalist recognition for the Minnesota Charter School Innovation Award in 2024 and 2025). Cultural competency using MDE's Standards of Effective Practice is the 2026-27 relicensure and professional development priority.

F. The district advisory committee and site teams. The CACRC / World's Best Workforce Committee is the statutory district advisory committee, co-chaired by the Superintendent and the Teaching and Learning Coordinator, with three Board Directors and teachers from all three schools among its ten members; it will add a parent from each program and a grades 9-12 student during 2026-27. Each school's MnMTSS School Leadership Team serves as its site team. The committee reviewed the plan at its June 2026 meeting; the public review of achievement goals, strategies, and progress required by law

took place at the June 22, 2026 Board meeting (stakeholder survey and year-end results) and the October 26, 2026 Board meeting (adoption of the SY 2026-27 plan). The 2024-25 Annual Report was presented at a special public Board meeting on December 15, 2025, and this report was approved by the Board of Education at its November 23, 2026 meeting.

G. Annual implementation budget. CACR work in FY26 was funded through Title I-III, Q Comp, Literacy Incentive Aid ($17,310), IDEA, the MnMTSS Infrastructure Development Grant, and general fund program budgets; Section 15 reports the FY27 investments that continue it.

9. Q Comp Annual Report

Licensed staff in all three schools were observed three times in 2025-26 through Q Comp (in-person rubrics based on Marzano, online rubrics based on the National Standards for Quality Online Teaching), and 100% of the 75 staff in the Q Comp program completed at least 24 hours of Q Comp professional learning. The 2026-27 Q Comp Program Update, submitted to MDE in August 2026, added an Online Leads career-ladder position.

Measure	2024-25	2025-26
Staff completing 24+ hours of Q Comp professional learning	97%	100%
Staff reaching their individual SMART goal	63.97%	92%
Fall / winter (peer) / spring observations completed	97% / 97% / 100%	95% / 97% / 100%
Staff approval of lead teachers / Q Comp coordinator	96% / 99%	95% / 80%
In-person site goal (2024-25: students with typical or aggressive math growth between windows, target 50%; 2025-26: students meeting individual STAR reading growth goals, target 55%)	68.9%	76.6%
Online site goal (2024-25: students with typical or aggressive reading growth between windows, target 50%; 2025-26: students meeting individual STAR math growth goals, target 55%)	67%	73.3%

Figures come from the Q Comp Annual Report the Teaching and Learning Coordinator files with MDE. The 2025-26 approval ratings come from a small number of survey responses: 23 of 75 staff for lead

teachers and 3 of 6 leads for the Q Comp coordinator.

10. Student & Parent Satisfaction

The spring 2026 stakeholder survey drew 249 responses (152 students, 64 staff, 33 parents/guardians), up from 193 the year before, and was presented to the Board on June 22, 2026. Results are reviewed by the CACR Advisory Committee, reported here, and used in the Superintendent's evaluation. Increasing family participation above 33 responses is a 2026-27 goal.

Item	Favorable
Students: I have what I need to do my schoolwork	95%
Students: I have friends at school	92%
Students: My teacher helps me when I need it	88%
Students: I feel safe at school	87%
Families: Would recommend CCS to other families	84%
Families: District communication is effective (67% "very effective")	91%
Families (online): My child is making appropriate progress	91%
Families (online): The learning platform is user-friendly	86%
Families (in-person): Safe and orderly environment for learning	73%
Staff: Understand and support the district vision	98%
Staff: Leadership decisions support student learning	86%
Staff (online): Collaborative, supportive staff culture	100%
Staff (in-person): Safe and orderly environment	92%
Staff: Accomplishments adequately acknowledged	61%
Staff: Satisfied with compensation and advancement	47%

What changed year over year. Technology and platform confusion and long bus rides, both urgent in

2024-25, substantially eased after platform consolidation, ParentSquare, and transportation changes. More extracurricular activities remains the most-requested improvement from students and families two years running, and compensation satisfaction tracks with tenure (20% favorable in year one, 74% at seven or more years), measured before the hourly-staff overhaul took effect July 1, 2026.

How the results shape the plan. In-person student climate and behavior expectations are a 2026-27 priority for the In-Person Principal and MnMTSS team; online post-graduation readiness drives the three graduation pathways; the activities expansion plan and Engagement Leads answer the extracurricular request; and a recurring, staff-shaped recognition practice follows the first district-wide Staff Recognition Celebration.

11. Environmental Education

The 2025-26 Environmental Literacy Plan, approved by Osprey Wilds in November 2025, set 22 curriculum-based goals across the five Exhibit H indicators (Awareness, Knowledge, Attitudes, Skills, Action): 12 in-person and 10 online. At year end, 15 goals met standard (68%), four approached standard, and three did not meet standard, and every indicator had at least one goal that met standard in both schools. The district set a target of at least 75% for 2026-27, adding participation targets alongside performance targets for the online goals. Mid-year and year-end ELP results go to the Board each January and June, and the 2027-28 plan is due to Osprey Wilds by September 1, 2027.

2025-26 ELP results by Exhibit H indicator

Indicator	In-Person (12 goals)	Online (10 goals)
1. Awareness	Monarch life cycle, PreK-K: Meets. Instruments and materials, grades 5-8: Does Not Meet	Biology pre/post, grade 10: Meets (75%). Earth/Space Science climate unit: Meets (+15 points)
2. Knowledge	Forest vs. compost soil, grade 5: Meets (90%). Tree measurement, grades 5-6: Approaches (76%). Litter biodegradability, grades 5-8: Does Not Meet	Energy resources, grade 5: Meets (73%). MESS-E Farm to Fridge, 9-12: Approaches (46% completion)
3. Attitudes	Environmental argument essay, grades 7-8: Meets (100%). Recycled-materials art, grades 5-6: Meets (100%). Bees survey: Does Not Meet	K-5 stewardship survey: Meets (100%). Grade 3 trash audit: Meets (12 of 12)
4. Skills	Recycling sort, grades 1-3: Meets (21 of 21). Environmental regulations debate, grade 8: Meets (100%)	Middle-level issue debate: Approaches (41%). MESS-E food production challenges, 9-12: Meets (95%)

Indicator	In-Person (12 goals)	Online (10 goals)
5. Action	Clean fishing and shoreline cleanup, grades 5-8: Meets (90%). Common Loon poster campaign, grades 3-4: Meets (17 of 17)	Civic action project, middle level: Meets (69% completed; 92% more motivated). Salt Watch, 9-12: Approaches (82% participation; 48% reported increased motivation)

What worked and what did not. Hands-on, place-based learning produced the strongest results: raising monarchs from egg to butterfly, comparing forest soil with compost, fishing and shoreline cleanup on a local lake, and a Common Loon poster campaign built with the National Loon Center and displayed in Crosslake businesses. Online, 100% of K-5 students showed positive stewardship attitudes, 92% of middle-level students who completed a civic action project reported greater motivation, and 82% of high school students took part in Salt Watch water monitoring. Two in-person goals (music and STEM) did not meet standard because the teachers left or changed roles mid-year, and the bees goal measured a different outcome than its survey; MESS-E Farm to Fridge reached only 46% completion. In response, the 2026-27 ELP carries forward the goals that met standard, redesigns the interrupted ones (including new vermicomposting and art goals), makes MESS-E required and graded, moves Salt Watch to the Skills indicator with a pre/post problem-solving measure, and has the EE Committee check every measurement tool against its goal before submission.

In-Person PreK-8. Each classroom teacher sets an individual environmental education goal at the start of the year and documents it for the Engagement Lead at year end. Daily practice runs through the solarium aquaponics lab (vegetables served at lunch, trout raised each spring), the raised beds and irrigation system, Fresh Air Classrooms, and the school forest. Community compost bins were built and placed at the campus in fall 2026, with locking lids and signage to follow so families and the community can use them, and the Whitefish Area Property Owners Association gave $1,000 to Trout in the Classroom in October 2026.

Online K-8. A weekly K-5 science group meet with an environmental focus, human-environment lessons across science and social studies, and virtual and in-person field trips. Middle school students take an encounter-with-nature course covering phenology, nature journaling, and current events, and complete a civic action project.

Online 9-12. Every student is enrolled in MESS-E (math, English, science, social studies, and electives), an interdisciplinary program in which each subject area examines a shared environmental theme. The 2025-26 MESS-E theme was Farm to Fridge (food production), and the 2026-27 project examines clothing pollution. Students also take environmental electives, and seniors who complete the program earn an Environmental Education cord at graduation.

District-wide. The 2026-27 Environmental Literacy Plan has been submitted to and accepted by Osprey Wilds and gives all three schools one shared plan. Last year's District EE Committee set a three-committee structure for 2026-27: a District EE Committee chaired by Heidi O'Brien that meets quarterly (first meeting November 19, 2026), an Online School EE Committee that meets monthly on the first

Thursday beginning November 5, 2026, and an In-Person School EE Committee that meets monthly, with the district chair reviewing both schools' agendas to keep the work aligned. CCS became an Official Salt Watch Partner of the Izaak Walton League in September 2026, with district-wide expansion gated on a data plan; partners include the Jeffers Foundation, the National Loon Center, and Osprey Wilds. Environmental education is reported to the Board under the standing agenda item each October, January, April, and July, and special education and 504 teams adapt EE activities so every student can take part.

12. Governance & Management

By design the CCS Board of Education has eight Directors serving two-year terms: four teachers, three parents, and one community member. The Board meets monthly, evaluates the Superintendent annually, completes a board self-assessment at every regular meeting, and documents at least four school-leader reviews in its minutes each year.

Board of Education, 2025-26

Member	Board position	Affiliation	Most recent date elected	Most recent date seated	Term end	Email
Josef Garcia	Chair	In-Person parent	5/16/2025	7/1/2025	6/30/2027	josefgarcia@crosslakekids.org
Colin Williams	Vice Chair	In-Person teacher	5/16/2025	7/1/2025	6/30/2027	collinwilliams@crosslakekids.org
Mindy Glazier	Treasurer	Online teacher (In-Person through 2024-25)	11/17/2023	1/8/2024	6/30/2026	mindyglazier@crosslakekids.org
Melanie Donley	Secretary	Online teacher	5/16/2025	7/1/2025	6/30/2027	melanie.donley@crosslakekids.org
Steena Johnson	Director	Community member	5/16/2025	7/1/2025	6/30/2027	steena.johnson@crosslakekids.org
Jared Griffin	Director	In-Person parent	4/24/2026 (new term began 7/1/2026)	3/18/2024	6/30/2026	jaredgriffin@crosslakekids.org
Belinda Yurick	Director	In-Person parent	11/17/2023	1/8/2024	6/30/2026	belindayurick@crosslakeki

Member	Board position	Affiliation	Most recent date elected	Most recent date seated	Term end	Email
						ds.org
Emily Stull Richardson	Director	Online teacher	11/17/2023	1/8/2024	6/30/2026	estullrichardson@crosslakekids.org
Dr. Jenna Leadbetter	Ex officio, non-voting	District Superintendent	n/a	n/a	n/a	jennaleadbetter@crosslakekids.org

The 2025-26 roster is carried forward from the SY 2024-25 report and confirmed against the Board's 2025-26 meeting rolls (eight Directors: Donley, Garcia, Glazier, Griffin, Johnson, Stull Richardson, Williams, Yurick). The April 24, 2026 election, certified by election judges Paula Green, Beth Duffy, and Jennifer Miller, seated four Directors for two-year terms beginning July 1, 2026: Rhiannon Paulson (online teacher, 64 votes), Lance Swanson (in-person teacher, 69), Aimee Tagtmeier (online parent, 65), and Jared Griffin (in-person parent, 66).

Board of Education, 2026-27 (as posted on the district website)

Member	Board position	Affiliation	Term
Jared Griffin	Chair	In-Person parent	7/1/2026 to 6/30/2028
Josef Garcia	Vice Chair	In-Person parent	7/1/2025 to 6/30/2027
Colin Williams	Treasurer	In-Person teacher	7/1/2025 to 6/30/2027
Melanie Donley	Secretary	Online teacher	7/1/2025 to 6/30/2027
Steena Johnson	Director	Community member	7/1/2025 to 6/30/2027
Aimee Tagtmeier	Director	Online parent	7/1/2026 to 6/30/2028
Lance Swanson	Director	In-Person teacher	7/1/2026 to 6/30/2028
Rhiannon Paulson	Director	Online teacher	7/1/2026 to 6/30/2028

The website lists Aimee Tagtmeier's start as 1/7/2026 and spells the Secretary's email "melaniedonely"; both look like typos to fix on the board page.

Board training. Every Director completes the initial training required of charter boards (the board's role and responsibilities, open meeting and data practices law, employment policies and practices, and public school funding and financial management) before or within six months of being seated, and continues annual training. Initial training for all Directors seated through July 2025 was completed through Osprey

Wilds or MSBA and is documented in the SY 2024-25 report.

Annual training, FY26

Director	Osprey Wilds New Board Member Training Series (virtual): board roles and responsibilities, open meeting and data practices law, employment practices, public school funding and financial management, June 1, 3, 8, and 15, 2026	Board retreat, November 10, 2025
Josef Garcia	Attended	Attended
Colin Williams	Attended	Attended
Mindy Glazier	Attended	Attended
Melanie Donley	Attended	Attended
Steena Johnson	Attended	Attended
Jared Griffin	Attended	Attended
Belinda Yurick	Attended	Attended
Emily Stull Richardson	Attended	Attended

All Directors attended the full Osprey Wilds series, as certified to MDE in the district's 2026-27 Annual Charter School Assurances; Osprey Wilds' free training satisfies every topic the charter board training law requires. The newly seated 2026-27 Directors (Paulson, Swanson, Tagtmeier) completed the same series before taking office July 1, 2026.

Annual assessment of the Board's performance. Board self-assessment is a standing item on every regular meeting agenda, conducted in public and entered in the minutes, so the annual assessment is satisfied continuously; the meeting-level results can be compiled into one summary for Osprey Wilds on request. The Board also took part in Osprey Wilds' governance evaluation, facilitated by Emily Edstrom Moore, in August 2025, which found full compliance with the Open Meeting Law, appropriate monthly financial oversight, and proper board composition, and recommended quarterly reviews of academic and environmental education goals and four formal school-leader evaluation activities each year; both are now in place. Osprey Wilds observed the October 26, 2026 special session and regular meeting during the renewal site visit; the authorizer's observation came back with full Board attendance, every Open Meeting Law item met, and no required follow-up, and noted the Board's reporting calendar for staying aligned with authorizer expectations.

Board actions in 2025-26 that shaped this report. The Board held a retreat on November 10, 2025;

presented the 2024-25 Annual Report at a public meeting on December 15, 2025; approved the FY26 budget revision and long-range budget planning (January 2026); revised the bylaws to align titles to licensure ("principals" and "superintendent"); approved the February 2026 3/5/7-year Strategic Vision; moved all three employee groups to at least 90% of market pay; approved the FY27 budget; evaluated the Superintendent in a closed session on August 19, 2026 with the formal evaluation in September; approved the renewal application to Osprey Wilds (September 28, 2026) and revised bylaws (September 28, 2026); and adopted the SY 2026-27 CACR Strategic Plan and the FY26 audit (October 26, 2026); and approved this FY26 Annual Report (November 23, 2026). On October 26, 2026 the Board Chair signed a charter contract amendment with Osprey Wilds that replaces the Articles of Incorporation (amended October 2026), Bylaws (September 28, 2026), Exhibit G Academic Goals (revised August 24, 2026 and dated October 26, 2026), Exhibit I Admissions (October 26, 2026), Exhibit J Governance, Management, and Administration Plan (MDE-approved January 27, 2026), and Exhibit P Ongoing Evaluation Criteria (submitted to MDE June 3, 2026), and permits a second primary enrollment site once the district completes Osprey Wilds' expansion ready-to-open requirements.

Management. Dr. Jenna Leadbetter has led the district since January 2025 (titled Executive Director in 2024-25 and District Superintendent from 2025-26, when administrative titles were aligned to licensure); she holds Minnesota superintendent, principal, and special education director licenses and an Ed.D. In 2025-26 the schools were led by Annette Klang (Director of Seat-Based Learning), Rose Bierce (Director of Online Learning), and Monique VonEnde (Online Associate Director); the January 2026 bylaws revision renamed those roles principals. For 2026-27 Daniel Fischer leads the In-Person School (started July 20, 2026), Monique VonEnde the Online K-8 School (appointed August 2026), and Rose Bierce the Online 9-12 School. Principals are the instructional leaders and decision-makers for their schools, supported by district coordinators as laid out in the 2026-27 "Clarity is Kindness" guide, and the District Cabinet meets every other week. CCS has no management contract with a charter or education management organization. Special education direction is contracted through Paul Bunyan Education Cooperative (Jen Johnson, Executive Director), and accounting through Creative Planning.

School leader professional development, 2025-26. Minnesota law requires the annual report to document the professional development completed by the school's chief administrator.

School leader	Training topic	Date	Hours
Dr. Jenna Leadbetter, District Superintendent	MREA Greater Education Summit; MASA Legal Seminar on Current Topics in Education (Pemberton Law); MACS Charter School Day at the Capitol; TeamWorks executive coaching; Special Education Law & Leadership Conference (Ratwik, Roszak & Maloney; virtual); Minnesota School Safety Conference; MACS	11/16-11/18/2025; 12/15/2025; February 2026; ongoing through 2025-26; 4/14/2026; 4/14-4/15/2026; 4/28/2026	16; 7; 8; 12; 7; 16; 3 (total: 69 hours)

School leader	Training topic	Date	Hours
	Regional Admin Meeting		
Annette Klang, Director of Seat-Based Learning	I Love U Guys Standard Response Protocol Train the Trainer (Sourcewell, Staples); Minnesota School Safety Conference; Ethical Leadership & Leading Teams in Schools (graduate course, 3 credits); Mastering Parent Handling Skills for Teachers and Administrators	2/25/2026; 4/14-4/15/2026; completed on her own time, certificate earned; completed on her own time, certificate earned	5; 16; 3 credits; certificate (total: 21 hours plus two certificate courses)
Rose Bierce, Online Principal	School Leadership: Foundations I; School Leadership: Foundations II; School Leadership for all Learners; School Leadership for Instruction and Learning; Organization Leadership & Management for School Leaders	9/2-10/22/2025; 10/29-12/20/2025; 1/12-3/2/2026; 3/16-5/4/2026; 5/11-6/29/2026	135; 135; 135; 135; 135 (total: 675 hours)
Monique VonEnde, Online Associate Principal	School Leadership: Foundations I; School Leadership: Foundations II; School Leadership for all Learners; School Leadership for Instruction and Learning; Organization Leadership & Management for School Leaders	9/2-10/22/2025; 10/29-12/20/2025; 1/12-3/2/2026; 3/16-5/4/2026; 5/11-6/29/2026	135; 135; 135; 135; 135 (total: 675 hours)

Each leader's professional development plan is approved by August 1 of each fiscal year, which gives leaders one month to prepare their submissions.

13. Staffing

CCS employed 104 school-based staff plus district-wide roles at the start of 2025-2026 up from 97, with 100% of teachers licensed and a teacher retention rate of 95.5%. A summer 2025 search drew 168 applicants.

Staff by school, fall 2025

School	Licensed teachers (FTE)	Non-licensed staff (FTE)	Total staff
In-Person PreK-8	20	25	45
Online K-5	6	0	6
Online 6-12	46	7	53
District-wide	3	5	8

Licensed teacher roster, 2025-26

Name	Assignment	File folder number	License(s) held	Status (returned / did not return for 2026-27)
Ahiers, Bethany	Online Learning Coach	483470	Early Childhood Education	Returned
Arvold, Randa	Online Special Education Teacher	491639	Academic and Behavioral Strategist	Returned
Beard, Rachel	In-Person Elementary Teacher	484059	Elementary Education	Did not return
Beasley, Victoria	Online Special Education Teacher	451676	Autism Spectrum Disorders	Returned
Bierce, Rose	Online High School Principal	1007963	Mathematics	Returned
Boutto, Rachael	In-Person Primary Teacher	1016722	Elementary Education	Returned
Brekke, Nancy	Online EL Teacher	276249	Elementary Education; out-of-field permission for EL	Returned
Broda, Jozie	Online Learning Coach	1040628	Speech Language Pathologist	Returned
Burkel, Brittany	Online Learning Coach	1003002	Elementary Education, Medical Careers, Science 5-8, Life Science	Returned
Burner, Jennifer	Online Learning Coach	327176	Elementary Education, PRE-	Returned

Name	Assignment	File folder number	License(s) held	Status (returned / did not return for 2026-27)
			KINDERGARTEN	
Byram, Angela	In Person English Teacher	339500	ENGLISH/ LANGUAGE ARTS, COACHING	Returned
Casparian, Theodore	Online Math Teacher	1043839	Mathematics	Returned
Chan, Elizabeth	Online Learning Coach	445736	Elementary Education, Communication Arts/Literature	Returned
Christenson, Lucas	Online MS & HS Social Studies Teacher and Learning Coach	1011077	Social Studies	Returned
Coulter-Glazier, Mindy	Online Elementary Teacher	512566	Elementary Education	Returned
Cutkay, Joseph	In-Person Primary Teacher	1014364	Elementary Education	Returned
Davis, Kate	Online HS Music Teacher	388183	Vocal and Classroom Music	Returned
Donley, Melanie	Online Reading Interventionist	368796	Elementary Education	Returned
Durham, Patricia	Online Learning Coach	414607	, Reading, Pre-primary	Returned
Eckert, Heather	Online Learning Coach	1020598	Elementary Education	Returned
Endersbe, Todd	Online Special Education Teacher	297655	Developmental/ Adaptive Physical Education, Emotional Behavior Disorders, Teacher Coordinator Work Based Learning	Did not return
Fishel, Rachel	Online Math Teacher	337168	Elementary Education, Mathematics	Returned

Name	Assignment	File folder number	License(s) held	Status (returned / did not return for 2026-27)
Fjelstul, Kris	In Person Social Worker	504973	School Social Worker	Returned
Gilbertson, Rebecca	Online K5 Online Teacher	468452	Elementary Education	Returned
Grady, Natalie	Online School Counselor	502529	School Counselor	Returned
Hardy, Cristin	Online Special Education Teacher	420479	Developmental Disabilities, Learning Disabilities, Emotional Behavior Disorders, Elementary Education	Returned
Hetherington, Scott	Online Science Teacher	288117	PHYSICAL SCIENCES (PHYSICS & CHEM), Life Science	Returned
Jacobson, Gena	District Special Education Manager	350222	Emotional Behavior Disorders, Learning Disabilities, MILD TO MODERATE MENTALLY HDCP	Returned
Jahnke, Paige	Online Special Education Teacher	427101	Learning Disabilities	Returned
Johnson, Gabrielle	Online Learning Coach	1042387	Mathematics	Returned
Jost, Laureen	In-Person Title I Teacher	1003793	Developmental Disabilities	Did not return
Kemp, Angela	Online Math Teacher	364319	Mathematics	Returned
Klang, Annette	In-Person Principal	313830	Elementary Education	Did not return
Klaus, Callista	Online Learning Coach Lead	516022	Short Call Substitute Teacher	Returned
Kyllo, Elizabeth	Online Social	465675	Social Studies	Returned

Name	Assignment	File folder number	License(s) held	Status (returned / did not return for 2026-27)
	Studies			
Laasch, Lisa	In Person Middle School Science Teacher	445202	Elementary Education, Science 5-8, Pre-primary	Returned
Leadbetter, Jennifer	District Superintendent	470120	District Superintendent	Returned
LeBlanc, Anteginni	In Person Elementary Teacher	1028407	Elementary Education	Returned
Lerud, Joanna	Online FACS Teacher	369367	HOME ECONOMICS	Did not return
Lovdahl, Lisa	Online Learning Coach	329475	Elementary Education	Returned
Matthes, Ann	In-Person Special Education Teacher (0.8); began the year at 0.2 special education and 0.6 Title I	319555	Elementary Education, Pre-primary	Returned
McCullough, Erin	Online Learning Coach & School Counselor	473322	School Counselor	Returned
Miller, Amy	District Social Services Manager	346202	School Social Worker	Returned
Moe, MaryKay	Online Science Teacher	386311	Life Science, SCIENCE 5-9	Returned
Morris, Isabelle	Online Spanish/ French Teacher	1010894	, French, Spanish	Returned
Muhm, LouAnn	Online English Teacher	330006	ENGLISH/ LANGUAGE ARTS, Communications Technology Career	Returned
Muller, Jennifer	Online K-2 Online Teacher	505484	Elementary Education	Returned
O'Brien, Heidi	PreK-8 Engagement Lead	482836	Early Childhood Education	Returned

Name	Assignment	File folder number	License(s) held	Status (returned / did not return for 2026-27)
O'Brien, Kevin	In Person Middle School Mathematics Teacher	1018172	Mathematics	Returned
Oleszko, Angela	Online Special Education Teacher	448916	Emotional Behavior Disorders, Learning Disabilities, Family and Consumer Sciences, Teacher Coordinator Work Based Learning	Returned
Paulson (Farr), Rhiannon	Online English Teacher	1016840	Communication Arts/Literature	Returned
Peterson, Julie	Online Learning Coach	499627	Emotional Behavior Disorders	Did not return
Powers, Mara	In Person Art Teacher & Instructional Coach	491598	Elementary Education	Returned
Priest, Catherine	Online Math Teacher	261511	Life Science, Mathematics	Returned
Rogosheske, Megan	Online Language Arts Teacher	510420	Communication Arts/Literature	Returned
Scheuman, Amy	District MnMTSS Coordinator	443567	Communication Arts/Literature	Returned
Schlecht, Lori	Online Learning Coach	344922	Elementary Education, PRE-KINDERGARTEN	Returned
Schubert, Stephanie	Online Social Studies Teacher	511614	Social Studies	Returned
Schumacher, Lisa	In Person Physical Education/Health Teacher	434080	Physical Education, Health, Developmental/ Adaptive Physical Education	Returned
Sievert, Rebekka	In Person Behavior Interventionist	490886	Short Call Substitute Teacher	Returned
Slack, Jenna	Online Math Interventionist	483242	Emotional Behavior Disorders,	Returned

Name	Assignment	File folder number	License(s) held	Status (returned / did not return for 2026-27)
			Academic and Behavioral Strategist	
Smith/Sutherland, Rebecca	Online Social Teacher	507273	Social Studies	Returned
Steffen, Lisa	In-Person Elementary Teacher	315201	Elementary Education	Did not return
Stehr, Troy	Online PE/Health Teacher	433570	Health, Developmental/ Adaptive Physical Education, Physical Education	Returned
Stout, Clarissa	In Person PreK Teacher	1024151	Early Childhood Education	Returned
Strehlow, Jodi	In Person Special Education Teacher	488033	Learning Disabilities	Returned
Stull-Richardson, Emily	Online Art Teacher	426852	Visual Arts	Returned
Swaggert, Mitch	High School Engagement Lead	1006441	Short Call Substitute Teacher	Returned
Swan, Alyssa	Online Science Teacher	1035397	Science 5-8, Life Science	Returned
Swanson, Lance	In Person Middle School Social Studies Teacher	357486	Elementary Education	Returned
Swenson (KIEHLBAUCH), Abigayle	District Assessment and Curriculum Coordinator	500770	Elementary Education	Returned
Thompson, Clare	Online Middle School Science & Homeroom Teacher	297501	Life Science, SCIENCE 5-9	Returned
Toney, William	Online Science Teacher and Learning Coach	429992	Earth and Space Science, Science 5-8, Chemistry	Returned
Tracy, Olivia	Online K-12	1027795	Elementary	Returned

Name	Assignment	File folder number	License(s) held	Status (returned / did not return for 2026-27)
	Seminar Teacher		Education	
Tulenchik, Natalie	Online Special Education Teacher	1005124	Academic and Behavioral Strategist	Did not return
Veit, Ronda	Online English Language Arts Teacher and Reading Interventionist	366031	ENGLISH/ LANGUAGE ARTS, Communication Arts/Literature	Returned
VonEnde (ARNESEN), Monique	Online K-8 School Principal	397793	ENGLISH/ LANGUAGE ARTS	Returned
Walker, Calli	Online Social Worker Assistant	515927	Short Call Substitute Teacher	Returned
Wildenauer, Paige	In-Person Special Education Teacher	1002646	Autism Spectrum Disorders	Did not return
Williams, Colin	In-Person Primary Teacher	1005527	Elementary Education	Returned

Teacher and administrator qualifications

Staff category	Licensed	3+ years' experience	Working in area of licensure	Advanced degrees	Racially or ethnically diverse
Teachers	100%	100%	90%	41%	2.7%
Administrative staff	100%	50%	25%	75%	25%

Staff diversity grew from 0% to 2.7% in 2025-26. Teachers working outside their licensure area are pursuing added endorsements with tuition reimbursement, and license status is tracked under Board Policy 424.

Non-Licensed Staff

CCS employed 36 non-licensed staff members during the 2025-26 school year:

- 18 Paraprofessionals
- 5 Administrative support staff
- 3 Food service staff

- 3 Maintenance/custodial staff
- 2 Technology support staff
- 5 Program support (attendance, registrar, engagement, assessment, human resources, business, health)

Staff Retention: 72% of non-licensed staff from 2024-2025 returned for the 2025-26 school year (26/35)

Retention and compensation. Using Minnesota Association of Charter Schools compensation survey data, the Board moved all three employee groups (licensed, leadership, and hourly) to at least 90% of market pay over FY26-FY27 and pays 100% of employee Paid Leave premiums. The 2025-26 staff survey showed 47% satisfied with compensation and advancement, measured before the hourly-staff overhaul took effect July 1, 2026; satisfaction tracked with tenure (20% favorable in year one, 74% at seven or more years). Remaining hiring challenges are specialized roles (special education, English learner, specialists).

Professional development in 2025-26

- READ Act Phase 1 (CAREIALL) completed by every educator the law requires: PreK, EL, K-3, grades 4-5, reading interventionists, special education, and instructional support. Phase 2 (Neuhaus) begins in 2026-27.
- Q Comp: licensed staff in all three schools observed three times a year; 97% of licensed staff completed at least 24 hours of Q Comp professional learning.
- MnMTSS: eight staff completed six-day COMPASS training ahead of the June 2025 district-wide launch.
- Twice-monthly all-staff PLCs on brain-based learning and evidence-based practice, plus one protected grade-level PLC per month.
- Responsive Classroom, Catalyst, the Sourcewell Educator Summit, and environmental education trainings with the Jeffers Foundation.
- Staff well-being work earned finalist recognition for the Minnesota Charter School Innovation Award in 2024 and 2025.

14. Operational Performance

Facilities. The Crosslake campus is leased from the LAKE Foundation and shared with the community for classes, recreation, and meetings. 2025-26 investments included security camera upgrades funded through the state building and cybersecurity grant, surplus furniture storage, and a rebuilt, ADA-remediated website. The district requested a Safe School Facility Assessment from the Minnesota School Safety Center and is rewriting its crisis manual; all staff train on the I Love U Guys Standard Response Protocol in 2026-27. A PA system upgrade is no longer planned, and the district is vetting CrisisGo as its emergency notification platform. In the FY26 lease aid reconciliation, the LAKE Foundation recorded FY26 lease payments at the MDE-approved $812,490 and applied the $43,362 overpayment as a credit toward FY27 lease payments.

Safety and health. Locked-door entry, drills and protocols, a staffed health office, an AED, one staff member with first aid/CPR certification on file for 2025-26 (EMT certifications were not tracked), a full-time behavior interventionist leading the in-person CARES response team, and a confidential threat-reporting system being adopted under the 2026 state law. Under the Cardiac Emergency Response Plan the Board

adopted on September 28, 2026 as an addendum to Policy 806, HR keeps the CPR/AED certification roster for the response team beginning in 2026-27.

Food service. The in-person food service program passed Minnesota Department of Health inspection, participates in the National School Lunch Program, serves solarium-grown produce, partners with local farms, and rolled out the Application for Educational Benefits in Infinite Campus for 2026-27; the district applied for the MDA Farm to Kids Full Tray grant.

Special education and student support. Special education direction is contracted through PBEC; a district Special Education Manager oversees delivery in both programs. Non-academic barriers are addressed by school social workers, school counselors, a McKinney-Vento liaison, and ReGroup teletherapy. Transportation for in-person students is contracted with Crosby-Ironton (base rate flat for 2026-27).

Human resources. The Board-approved hiring policy is followed for every hire, with background checks for employees, Board members, and volunteers; the HR/Business Manager maintains personnel files and compliance reporting (OEWS/BLS, MDE calendar and instructional-hours submission, Q Comp, EDIAM access). All three employee groups moved to tiered scales at a minimum of 90% of market.

Communication and marketing. ParentSquare is the single family communication platform, supporting translation into more than 190 languages; monthly school newsletters ("The Tremolo" online, "The Family Flyer" in-person), weekly principal messages, and the internal staff Focus keep families and 132 staff aligned, and Board meeting recordings are posted to YouTube with closed captioning. The Board approved a $15,000 marketing allocation for enrollment marketing; the marketing and communications function now tracks enrollment inquiries through HubSpot (in October 2026, 389 enrollment page views led to 98 users and 20 enrollment requests), and 2026-27 priorities are an enrollment campaign, stronger conversion reporting, a better onboarding experience for new students and supporters, student storytelling, district-wide communication templates, and completing website accessibility remediation. Targeted outreach under state law includes translated referral packets (Spanish, Hmong, Somali) for county human services workers, "tech-barrier-free" flyers in community hubs advertising hotspots and internet assistance, outreach to youth non-profits about no-cost mental health and empowerment programs, and Enrollment Support Stations at statewide MCA testing sites, clubs, and community events.

15. Finances

FY26 was a planned investment year: the Board ran a deficit on purpose to fund tiered salary scales at a minimum of 90% of market for all three employee groups and principal and district-level leadership for three schools. The district closed the year with an audited general fund balance of $1,927,203 at June 30, 2026, and the FY27 budget returns the district to positive operations. Creative Planning (Adam Hewitt, Controller, adam.hewitt@creativeplanning.com, 952-563-6935) provides accounting services. The FY26 audit came back with zero findings and was approved by the Board on October 26, 2026.

Measure	FY25 (audited)	FY26 (audited, June 30, 2026)	FY27 budget
General fund revenue	$7,595,044	$8,229,826	$9,844,907 (all funds)
General fund expenditures	$7,336,272	$9,024,012	$9,736,307 (all funds)
Surplus / (deficit)	$258,772	$(794,186)	$108,601 (working budget $105,294)
General fund balance at June 30	$2,721,389	$1,927,203 (of which $238,858 nonspendable and $15,285 restricted library and literacy aid)	$2,035,804 projected (20.9% of expenditures)
Cash and investments at June 30		$1,075,842 checking; $1,119,432 CDs	60 days cash on hand projected
ADM	488.59 adjusted ADM (552.20 weighted pupil units)	554.79 adjusted ADM (627.23 weighted pupil units)	636 budgeted; 613.15 actual at October 8, 2026

FY25 figures are the audit figures reported last year; FY26 figures are the audited totals from the FY26 audit (Abdo) that the Board approved on October 26, 2026. Fund 2 (food service) and Fund 4 (community service / PreK) are reported separately in the audit.

What the FY27 budget protects. Three principals, the Teaching and Learning Coordinator, the MnMTSS Coordinator and a 0.5 In-Person MnMTSS Lead, reading and math interventionists in both schools, special education staff, two ML coaches, Engagement Leads, and an Online Attendance Coordinator; READ Act Phase 2 and other professional development; UFLI Word Origins, Bright Thinker, Flexpoint, Fishtank, Eureka Math², screening and diagnostic tools, and eduCLIMBER; transportation, the National School Lunch Program, 1:1 devices and hotspots, teletherapy, and security upgrades funded through the state building and cybersecurity grant.

Funding sources for CACR work. Title I-III allocations ($165,500 in Title revenue in the adopted budget$), $QComp$, $Literacy Incentive Aid$(17,310 received in 2025-26), IDEA, the MnMTSS Infrastructure Development Grant, and general fund program budgets reported separately for the in-person, online, and district programs.

Financial controls. The district holds discretionary spending, tracks ADM against budget monthly, requires purchase orders and three price comparisons, and revised Board Policy 714 on October 26, 2026 to set the minimum unassigned general fund balance at 20% of expenditures, matching Osprey Wilds' standard. The largest cost pressure ahead is a projected 29-30% health insurance renewal on January 1, 2027; the Board approved the 2027 benefits package on October 26, 2026 with five health plan options, and the dental renewal was negotiated down from a 9% increase to 3%. The Board's financial focus for the coming months is enrollment, benefit costs, and rebuilding fund balance after the

planned FY26 investments. The FY26 audit, conducted by Abdo (Minneapolis) and presented by Alex Trippel on October 26, 2026, returned an unmodified opinion and was approved by the Board that night with zero findings; the audited financial statements are filed with MDE and Osprey Wilds by December 31, 2026. In detail: the auditors reported no instances of noncompliance, no disagreements with management, no significant difficulties, and all identified misstatements corrected; the district adopted the GASB 103 financial reporting model improvements during the year.

16. Future Plans

SY 2026-27 is the final year of the current charter contract and the first under the three-school structure. The district's plans are set by the Board-adopted Strategic Roadmap, the February 2026 3/5/7-year Strategic Vision (including High-Quality Charter School designation), the revised Exhibit G goals, the SY 2026-27 CACR Strategic Plan, and the renewal application to Osprey Wilds.

2026-27 priorities

- Charter renewal: Osprey Wilds' site visits took place October 26-27, 2026; the new five-year term would begin July 1, 2027, with the Four-Year Financial Plan updated once the FY26 audit is final.
- Early literacy: raise the share of K-3 students at or above benchmark from 49% with UFLI in every primary classroom, UFLI Word Origins in grades 3-8, READ Act Phase 2 (Neuhaus) training, family literacy nights, and traveling libraries.
- Online curriculum: Flexpoint in grades 3, 4, 5, 7, and 9 and Bright Thinker in K-3 this year; grades K-2, 6, and 10-12 and one district-wide LMS in 2027-28.
- Math equity: a dedicated math interventionist in each school; raise in-person FRP-eligible students meeting STAR math growth targets from 31% toward 54%.
- Online 9-12 graduation: complete the ESSA Comprehensive Needs Assessment with COMPASS and phase in the Workforce Ready, Career Technical, and College Bound pathways.
- Retention and engagement: PASSes (student interest groups for all online K-12 students) launched October 30, 2026; exit interviews on every withdrawal, four joint PreK-8 events with 40% online attendance, a personal invitation to every online 9-12 student each quarter, and a year-end retention report to the Board.
- Enrollment: 650 students in 2026-27 and 700 (the cap) in 2027-28, with ADM tracked against budget monthly; the October 26, 2026 contract amendment allows a second primary enrollment site once Osprey Wilds' expansion ready-to-open requirements are met.
- Governance: add a parent from each program and a grades 9-12 student to the CACR Advisory Committee; MSBA charter board training; policy work including suicide prevention (537, first reading October 26, 2026), fund balance (714, adopted), enrollment and early admittance (110 and 110.5, adopted), student surveys (520), community use of facilities, and the confidential threat-reporting system required by 2026 law.
- Operations: manage the January 1, 2027 health insurance renewal without eroding instructional investments; Safe School Facility Assessment and crisis manual rewrite; Standard Response Protocol training for all staff; and the Emergency Succession Plan and Delegation of Authority, which keeps district leadership continuous through any superintendent absence.

Long-range vision (2027-2030). Full PreK-12 programming at 700 students across in-person and online options, High-Quality Charter School designation, HRS Level 3 in the In-Person School, and a return to surplus operations with fund balance rebuilt above the Policy 714 minimum.