

# Crosslake Community Charter School

## World's Best Workforce & Annual Report



**2024-2025**

**Crosslake Community School** 35808 County Highway 66 Crosslake, MN 56442 218.692.5437  
<https://crosslakekids.org/>

**Authorized by Osprey Wilds Environmental Learning Center**

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## School Information

**Crosslake Community School** 35808 County Highway 66 Crosslake, MN 56442 218.692.5437  
[Crosslake Community School](#)

**Grades Served:** Pre-Kindergarten-12

**Year Opened:** 1999-2000 (Celebrating 26 Years of Student Excellence in Learning)

**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**

1. **Respect** – Treat others with kindness, understanding and empathy, always striving to be courteous, compassionate, inclusive and open-minded.
2. **Excellence** – Pursuit of high standards and continuous improvement in order to reach my fullest potential and growth.
3. **Learning** – Embrace joy, curiosity and enthusiasm on my lifelong journey of discovery and growth.
4. **Integrity** – Contribute to a culture of trust, honesty and responsibility by doing what is right, even in the face of challenges.
5. **Community** – Promote a sense of belonging, shared purpose and partnership with all members of our school community.

## **Description of Educational Programming**

Crosslake Community School (CCS) offers two distinct but unified educational programs:

### **Seat-Based Learning**

- Serves Pre-Kindergarten through Grade 8 in our building located in Crosslake, Minnesota
- Features small class sizes limited to 19 students
- Implements multi-grade learning environments creating unique educational experiences
- Employs looping model of instruction with consistent teacher-student relationships over multiple years

### **Online Learning**

- Serves K-12 students throughout Minnesota
- Offers flexible learning opportunities with both synchronous and asynchronous components
- Features dedicated Learning Coaches for each student
- Provides both comprehensive (full-time) and supplemental (part-time) online learning options
- Emphasizes strong student-teacher relationships despite the virtual environment

**Authorizer Information:** Osprey Wilds Environmental Learning Center (formerly Audubon Center of the North Woods) Charter School Division 1730 New Brighton Blvd, Suite 104, PMB 196 Minneapolis, MN 55413 (612) 331-4181 <http://ospreywilds.org/charter-school-division/>

Authorizer Contact: Erin Anderson, Director of Charter School Authorizing

CCS has a long-standing relationship with Osprey Wilds and is currently under contract with them until June 30, 2027 (following the two-year extension granted in April 2024).

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## **Implementation of Primary and Additional Statutory Purposes**

### **Primary Purpose: Improve Pupil Learning and Student Achievement**

**Guiding Principle:** To provide a curriculum that is rigorous, challenges all students, and has an emphasis on environmentalism and community engagement.

CCS continuously works to improve student learning and educational approaches through:

- Seeking new pedagogies
- Developing innovative and engaging instruction
- Implementing accurate accountability measures

### **Learning Opportunities**

#### **Small Class Sizes**

- Maximum of 19 students per class in seat-based program
- Lower student-to-teacher ratio in online program than typical online schools

#### **Multi-Grade Approach**

- Elementary multi-grade classrooms (looping model of instruction)
- Multiple grade levels under one roof in seat-based program
- Grade-level "Seminar" for high school students in online program

#### **Flexible Learning Options**

- Choice between seat-based and online learning
- Comprehensive (full-time) or supplemental (part-time) online enrollment

#### **Environmental Education**

- Environmental learning through Fresh Air Classrooms
- In-school aquaponics lab (Solarium) and raised garden beds
- Innovative online EE course: Human Encounters
- Designated School Forest ("The Hundred Acre Woods")

### **Enrichment & Experiential Learning**

- Project-based learning throughout the school
- Annual Week of Service program honoring Dr. Martin Luther King Jr.
- Competitive archery program beginning with 4th grade students
- Competitive clay target team
- Field trips and community partnerships for real-world learning

### **Innovative Teaching Strategies**

- Multi-grade elementary classrooms with looping model
- Environmental learning integration across curriculum
- Interdisciplinary instruction at the middle school level
- Online "homerooms" for middle school students to build connections
- Differentiated leveled learning opportunities in math
- Experiential models of classroom learning stations
- Dedicated Learning Coach for each online student
- Regular STEM offerings across both programs

### **Measuring Student Outcomes**

CCS utilizes multiple data points to track student achievement and growth:

- Fastbridge Universal Screener for reading and mathematics
- Minnesota Comprehensive Assessments
- SAEBRS and mySAEBRS social-emotional screener
- Curriculum-based assessments (Benchmark Advanced and IXL)
- Student performance, attendance and observation data
- Project-based learning outcomes
- Classroom assessments
- Parent information and feedback
- Social Worker and Counselor feedback

### **Accountability Measures**

CCS maintains high accountability and transparency through reporting to:

#### **Osprey Wilds (OW)**

- Regular communication for continuous improvement and compliance

- Aerie reporting for transparency regarding school and board operations

### **Minnesota Department of Education (MDE)**

- Assessment results reporting
- Compliance with state statutory requirements
- Support from the Charter School Division
- Adherence to MDE reporting calendar

### **CCS Professional Learning Communities**

- Teacher-led groups focused on student learning
- Development of professional development goals based on student needs
- Regular curriculum review and improvement cycles

### **Quality Compensation (Q-Comp)**

- High-Reliability Schools framework (Marzano) in seat-based program
- ENVoY-Catalyst classroom management techniques
- Responsive Classroom implementation
- Quality Matters and NSQOL standards in online program
- Peer coaching model with trained facilitators

### **Multi-Tiered System of Support (MnMTSS)**

- Classroom, strategic, and intensive interventions across programs
- Integration of Title I, Special Education, and Individual Student Support
- Monthly meetings in seat-based program to discuss student needs
- Weekly meetings in online program to review academic progress
- Data-based decision making and continuous improvement planning

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## **Student Enrollment & Demographics**

### **Student Enrollment**

Student enrollment has continued to grow steadily, with CCS reaching the enrollment cap of 500 students during the 2024-25 school year. As of February 2025, our official Average Daily Membership (ADM) stands at 493.65, effectively reaching our enrollment cap of 500 students. This confirms the need for our requested enrollment expansion to accommodate continued growth and community demand.

### **Number of Students Enrolled**

<b>Grade</b>	<b>2023-24 Seat-Based</b>	<b>2023-24 Online</b>	<b>2024-25 Seat-Based</b>	<b>2024-25 Online</b>
Pre-K	15	n/a	18	n/a
K	36	2	31	4
1	13	4	35	3
2	21	7	14	5
3	26	11	22	8
4	21	7	24	12
5	16	11	19	9
6	12	10	14	14
7	14	16	13	12
8	9	30	11	19
9	-	59	-	37
10	-	73	-	65
11	-	94	-	81
12	-	122	-	101
<b>Total</b>	<b>183</b>	<b>446</b>	<b>201</b>	<b>370</b>
<b>Total ADM</b>	493.02	499.86		

\*ADM includes Early Childhood (EC) students in our fee-based PreK program as well as PSEO students who take college courses and do not generate full state funding for our school.

## Student Demographics

<b>Demographic Category</b>	<b>2023-24 Seat-based</b>	<b>2023-24 Online</b>	<b>2024-25 Seat-based</b>	<b>2024-25 Online</b>
*Special Education	34 (19.7%)	108 (24.2%)	41 (20.4%)	121 (32.7%)
English Learners	0 (0%)	1 (0.2%)	1 (0.5%)	2 (0.5%)
Free/Reduced Lunch	83 (48.0%)	258 (57.8%)	92 (45.8%)	241 (65.1%)

Black, not of Hispanic Origin	8 (4.6%)	15 (3.4%)	10 (5.0%)	17 (4.6%)
Hispanic/Latino	10 (5.8%)	13 (2.9%)	12 (6.0%)	18 (4.9%)
Asian/Pacific Islander	4 (2.3%)	13 (2.9%)	5 (2.5%)	11 (3.0%)
American Indian/Alaskan Native	0 (0%)	26 (5.8%)	2 (1.0%)	29 (7.8%)
Two or more races	13 (7.5%)	16 (3.6%)	15 (7.5%)	19 (5.1%)
White, not of Hispanic Origin	153 (88.4%)	420 (94.2%)	157 (78.1%)	276 (74.6%)
<b>Total Enrollment</b>	<b>173</b>	<b>445</b>	<b>201</b>	<b>370</b>

\*These special education enrollment figures (20.4% for seat-based and 32.7% for online) are used as the basis for our expansion planning, ensuring appropriate staffing and resources as we grow.

## Student Attendance, Attrition & Mobility

### Student Attendance

School Year	MDE Overall Consistent Attendance Rate
2022-2023	Seat-Based: 84.32% Online: 39.47% All-School: 67.7%
2023-2024	Seat-Based: 81.4% Online: 69.6% All-School: 73.8%
2024-2025	Seat-Based: 85.2% Online: 72.1% All-School: 76.3%

### Student Attrition

Percentage of students who were continuously enrolled between October 1 of the 2023-2024 school year and October 1 of the 2024-2025 school year.

Program	Percentage
Seat-Based	74%
Online	65%

**Percentage of students who continued enrollment in the school from Spring 2024 to October 1, 2025.**

Program	Percentage
Seat-Based	78.3%
Online	77.5%

The seat-based program's retention rate is higher in the younger grades and becomes lower as students get older. While families are happy with our education program, some choose to leave after fourth grade because we do not have more school-based sports programs that feed into a high school program.

The online program's retention rate has increased substantially over the past several years as the program has become more defined in its programming and support systems.

**Student Mobility**

School Year	Summer Transfers In	# of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index (as a percent)
2022-23	126	441	148	113	261	59.2
2023-24	155	447	178	91	269	60.1
2024-25	172	498	183	88	271	54.4

\*Total mid-year transfers divided by number of students on October 1

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**Educational Approach & Curriculum**

**Educational Philosophy**

Crosslake Community School is known for:

- Environmental learning integration
- Small class sizes
- Being an integral part of the Central Lakes Region community
- Personalized learning approaches
- Providing a comprehensive PreK-12 educational pathway



Our emphasis on environmental learning, enhanced through our partnership with Osprey Wilds, begins from enrollment and continues throughout each student's school career. Teachers embed environmental learning into their curriculum, and students engage in experiential learning that enriches their understanding of the environment and human impact on surroundings.

## **Instructional Program and Curriculum**

### **Curriculum and Assessment**

Teaching staff use multiple strategies to assess student progress toward academic standards:

- Standardized testing (Fastbridge, MCA assessments)
- Unit/chapter tests and quizzes
- Individual learning plans with student-specific goals
- Personalized learning approaches in multi-grade classrooms
- Regular curriculum alignment review with state standards

### **Remediation and Acceleration Practices**

Our multi-grade classroom model allows for differentiated instruction within each classroom:

- Digital math curriculum including iXL, and teacher-developed materials
- Individual acceleration beyond grade-level content
- Online program tailors remediation/acceleration using Edgenuity and teacher-developed curriculum
- Full-time Title I interventionists in both programs
- Partnership with America Corps providing reading and math intervention services
- MnMTSS framework implementation

### **Special Education Program**

Paul Bunyan Special Education Cooperative (PBSC) provides program management for:

- Speech/language, occupational therapy and physical therapy
- Psychological and behavioral support

CCS employs:

- Three full-time licensed special education teachers in seat-based school
- Seven licensed special education teachers and a special education coordinator in online program
- Multiple paraprofessionals across both programs
- Mainstream approach with pull-out services as needed based on IEPs

### **English Learner Program**

Upon enrollment, the Minnesota Language Survey (MNLS) is completed for all students to identify potential EL needs. Our EL Plan of Service details:

- LIEP (Language Instruction Educational Program) Placement Procedures
- LIEP Description
- Amount and Scope of Instruction
- Communication of LIEP Information

### **PreK Program**

Our fee-based PreK program implements a standards-based, state-approved curriculum to prepare students for kindergarten success. The program helps:

- Better serve families
- Prepare students for kindergarten
- Meet World's Best Workforce (WBWF) expectations for kindergarten readiness

### **After-School and Summer Programs**

#### **Kids Care (After-School Program)**

- Available every school day from 3:15-6:00 PM
- Provides after-school childcare and enrichment opportunities
- Offers activities in art, physical education, reading, math and social skills
- 56 students registered in 2024-2025 (increased from 48 in 2023-2024)

#### **Summer Programming**

- Online program offered extended-year options for credit recovery (6-12 grade)
- Seat-based program provided twelve summer school days for students entering Grades K-5
- Intensive Reading and Math instruction in mornings
- Afternoon local field trips, culminating with Mississippi Headwaters trip
- Average of 67 students participated (increased from 60 in 2023-2024)

### **Staffing Model**

To maintain our class ratio of 19:1 and meet all educational requirements, CCS employed 104 staff members during the 2024-25 school year between the seat-based and online programs, an increase from 98 staff members in 2023-24. The school has partnered with the LAKE Foundation to explore potential facility expansion. A preliminary feasibility study completed in January 2025 has identified approximately 1,200 square feet of additional space that could be developed to support our growing programs.

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# **Innovative Practices & Implementation**

## **Unique Aspects of CCS**

### **Small Class Sizes**

- Seat-based PreK-8 and online K-5 classes capped at 19 students
- Creates warm, inclusive environment that boosts student support and learning

### **Multi-Age Approach (Looping)**

- Research-based instructional model
- Improves relationships among students and between teachers/students
- Increases staff understanding of student needs
- Allows for more efficient instruction
- Results in higher attendance rates

### **Community and Environmental Focus**

- Community-minded and environmentally conscious learners
- Regular community service activities
- Dr. Martin Luther King Jr. Day of Service program
- Annual highway clean-up project
- Partnership with Army Corps of Engineers
- Fresh Air Classrooms

### **Dedicated Learning Coach Model**

- Each online student has a dedicated Learning Coach
- Facilitates connections between student, family, teachers, and school programs
- Provides support, accountability, and partnership in learning

### **Relationship-Centered Approach**

- Strong focus on "meeting students where they are"
- Full-time social worker and school counselor
- Educational experiences tailored to current and future needs

## **Key Successes in 2024-25**

### **1. Strategic Plan Implementation**

- Successfully implemented first year of the 5-year strategic plan (2025-2030)
- Established Executive Director position with collaborative leadership model
- Implemented "4Cs" approach: Communication, Clarity, Connection, and Collaboration

- Successfully transitioned to unified district approach with program-specific supports

## **2. Leadership and Organization**

- Completed leadership restructuring with Executive Director Dr. Jenna Leadbetter overseeing both programs
- Implemented cabinet structure with clear reporting lines
- Hiring all district-wide positions:
  - 1.0 FTE Director of Online Learning (Rose Bierce)
  - 1.0 FTE Director of Seat-Based Learning (Annette Klang)
  - 1.0 FTE District Technology Manager (Will Lyke)
  - 1.0 Combined FTE District Engagement and Marketing Coordinators (Mitch Swaggert and Heidi O'Brien)
  - 1.0 FTE District Assessment and Curriculum Coordinator (TBD)
  - 1.0 Executive Operations and Enrollment Compliance Coordinator (TBD)
- Aligned leadership roles with compensation pathways to create incentives for professional growth and leadership development

## **3. Academic Initiatives**

- Fully implemented READ Act requirements with significant results
- Completed implementation of new math curriculum
- Implemented quarterly data review cycles for academic performance tracking
- Created intervention system for students not meeting proficiency standards
- Achieved improved academic performance metrics:
  - Math: Increased from 24.4% to 30% proficiency
  - Reading: Increased from 45.7% to 50.3% proficiency
  - Science: Increased from 34.7% to 40.5% proficiency

## **4. Enrollment Growth**

- Reached enrollment cap of 500 students
- Successfully applied to increase enrollment cap to 700 students
- Established waitlists at multiple grade levels
- Implemented improved enrollment management systems

## **5. Board Development**

- Conducted board retreat focused on governance best practices
- Implemented board self-evaluation process
- Established quarterly work sessions for strategic discussions
- Clarified board and Executive Director roles within collaborative model

## **6. Environmental Education**

- Strengthened environmental literacy integration across curriculum

- Enhanced Solarium use with improved aquaponics system
- Expanded Fresh Air Classroom utilization
- Implemented additional community environmental partnerships

## **7. Community Engagement**

- Established regular school-community events
- Increased visibility through community partnerships
- Created unified marketing approach across programs
- Implemented district-wide monthly student and family newsletter

## **8. Infrastructure Development**

- Began process to acquire CCS-owned and operated vehicles with logo wrapping
- Enhanced WiFi connectivity at seat-based location
- Developed plan for electronic scrolling sign aligned with community aesthetics
- Established technology review cycle for all devices

## **Key Challenges and Remedies**

### **Leadership Transition**

- **Challenge:** Implementing new leadership structure with Executive Director role
- **Remedy:** Established clear communication channels and cabinet structure; implemented "4Cs" approach; conducted individual meetings with all willing staff

### **Strategic Plan Implementation**

- **Challenge:** Moving from planning to actual implementation of strategic initiatives
- **Remedy:** Developed implementation checklist with 30/60/90-day targets; created action cards for tracking initiatives; implemented regular strategy meetings

### **Program Balance**

- **Challenge:** Ensuring cohesion between online and seat-based programs while addressing unique needs
- **Remedy:** Created unified district operational plan with program-specific improvement plans; maintained shared district staff positions

### **Academic Performance**

- **Challenge:** Improving student achievement across both programs
- **Remedy:** Implemented new math curriculum; established intervention system for students not meeting proficiency standards; created quarterly data review cycles

### **State Testing Participation**

- **Challenge:** Increasing online program testing participation rates
- **Remedy:** Expanded testing sites to five locations (Crosslake, St. Paul, St. Cloud, Moorhead, and Duluth); improved communication about testing; hired dedicated District Assessment Coordinator

### **Solarium Utilization**

- **Challenge:** Maximizing the educational potential of the Solarium
- **Remedy:** Updated grow lights; enhanced plant selection; partnered with Happy Dancing Turtle to improve aquaponics system; increased student involvement in planting and harvesting

### **Mental Health Services**

- **Challenge:** Meeting increased mental health needs of students
- **Remedy:** Strengthened partnership with ReGroup counseling; created dedicated spaces for services; expanded social-emotional curriculum offerings including Purpose Prep

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## **Academic Performance: Goals & Benchmarks**

### **Progress on Osprey Wilds' Contractual Academic Goals & WBWF Alignment**

#### **Key for WBWF Alignment:**

- [CCR] College & Career Readiness
- [RG3] Reading Well by Grade 3
- [AGC] Achievement Gap Closing
- [R4K] Ready for Kindergarten
- [GRAD] All Students Graduate from High School

#### **2024-25 Goal Achievement Status:**

- **Exceeds:** Performance exceeds the goal
- **Met:** Performance meets the goal
- **Approaches:** Performance approaches the goal
- **Not Met:** Performance does not meet the goal

### **Mission-Related Goals**

**Measure 1.1 (4 Points):** From FY22 to FY24, the aggregate percentage of seat-based students in grades K-8 who participate in a minimum of two out of three major community engagement activities will exceed 90%.

- **FY25 Result:** 184/189 = 97.4%
- **Status:** EXCEEDS

**Measure 1.2 (4 Points):** From FY23 to FY24, the aggregate percentage of online students in grades K-12 who participate in an environmental or community engagement project will increase from the baseline set in FY22 (53.7%).

- **FY25 Result:** 277/325 = 85.2%
- **Status:** EXCEEDS

## English Language Learners

**Measure 2.1 [CCR] (0 Points):** From FY22 to FY24, the seat-based CCS program will meet the State Progress Target (AMAO 1) on the ACCESS assessment for English Learners in at least two of the three years.

- **FY25 Result:** N/A (insufficient number of EL students)
- **Status:** N/A

**Measure 2.2 [CCR] (0 Points):** From FY22 to FY24, the online CCS program will meet the State Progress Target (AMAO 1) on the ACCESS assessment for English Learners in at least two of the three years.

- **FY25 Result:** N/A (insufficient number of EL students)
- **Status:** N/A

## Reading Goals

**Measure 3.1 [CCR] (1 Point):** In aggregate, from FY22-FY24, the overall percentage of students whose achievement level on the statewide assessments for reading (as measured by North Star Academic Progress) improved on statewide assessments is equal to or greater than the state percentage.

- **FY25 Result:** STATE: 20.5%, CCS: 35.8%
- **Status:** EXCEEDS

**Measure 3.2 [CCR] (2 Points):** In aggregate, from FY22-FY24, the overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for reading (as measured by North Star Academic Progress) is equal to or less than the state.

- **FY25 Result:** STATE: 38.2%, CCS: 31.4%
- **Status:** MET

**Measure 3.3 [RG3] (8 Points):** For FY23-FY24, the aggregate percentage of Early Literacy and Reading STAR growth points earned by seat-based students in grades K-8 from fall to spring will be maintained or increased from the FY22 baseline of 65.0%.

- **FY25 Result:** 88.3%
- **Status:** EXCEEDS

**Measure 3.4 [RG3] (8 Points):** From FY23-FY24, the aggregate percentage of Early Literacy and Reading STAR growth points earned by online students in grades K-12 from fall to spring will be maintained or increased from the FY22 baseline of 43.4%.

- **FY25 Result:** 50.4%
- **Status:** MET

### **Math Goals**

**Measure 4.1 [CCR] (1 Point):** In aggregate, from FY22-FY24, the overall percentage of students whose achievement level on the statewide assessments for math (as measured by North Star Academic Progress) improved on statewide assessments is equal to or greater than the state percentage.

- **FY25 Result:** STATE: 15.3%, CCS: 18.6%
- **Status:** MET

**Measure 4.2 [CCR] (2 Points):** In aggregate, from FY22-FY24, the overall percentage of students whose achievement level decreased or stayed "does not meet standards" on statewide assessments for math (as measured by North Star Academic Progress) is equal to or less than the state.

- **FY25 Result:** STATE: 45.2%, CCS: 43.8%
- **Status:** MET

**Measure 4.3 [RG3] (8 Points):** From FY23-FY24, the aggregate percentage of Math STAR growth points earned by seat-based students in grades 2-8 from fall to spring will be maintained or increased from the FY22 baseline of 79.0%.

- **FY25 Result:** 87.5%
- **Status:** EXCEEDS

**Measure 4.4 [RG3] (8 Points):** From FY23-FY24, the aggregate percentage of Math STAR growth points earned by online students in grades 2-12 from fall to spring will be maintained or increased from the FY22 baseline of 54%.

- **FY25 Result:** 56.2%
- **Status:** MET



## Reading Proficiency

**Measure 5.1 [RG3] (1 Point):** From FY22 to FY24, the school's aggregate proficiency index score for seat-based students in grade 3 will increase from the baseline proficiency index score (FY21 baseline: 33.3) OR will be greater than that of the state for the same grade (3).

- **FY25 Result:** 42.1%
- **Status:** MET

**Measure 5.2 [CCR] (3 Points):** From FY22 to FY24, the school's aggregate proficiency index score for seat-based students will maintain or increase each year from the baseline proficiency index score (FY21 baseline: 66.7) OR will be equal to or greater than that of the state for the same grades (4-8).

- **FY25 Result:** 70.3%
- **Status:** EXCEEDS

**Measure 5.3 [AGC] (1 Point):** From FY22 to FY24, the school's aggregate proficiency index score for seat-based students in the Free/Reduced Priced Lunch subgroup will be equal to or greater than that of the state for the same student group and the same grades (3-8).

- **FY25 Result:** 55.6%
- **Status:** EXCEEDS

**Measure 5.4 [AGC] (1 Point):** From FY22 to FY24, the school's aggregate proficiency index score for seat-based students in the Special Education subgroup will be equal to or greater than that of the state for the same student group and the same grades (3-8).

- **FY25 Result:** 32.5%
- **Status:** MET

**Measure 5.5 [CCR] (4 Points):** From FY23 to FY24, the school's aggregate proficiency index score for online students in grades 3-8 and 10 will increase each year from the baseline proficiency index score (FY22 baseline = 57.9) OR will be equal to or greater than the average of the comparison online schools for the same grades (3-8 & 10).

- **FY25 Result:** 62.4%
- **Status:** EXCEEDS

**Measure 5.6 [AGC] (1 Point):** From FY22 to FY24, the school's aggregate proficiency index score for online students in the Free/Reduced Priced Lunch student group will be equal to or greater than that of the average of the comparison online schools for the same group and the same grades (3-8 & 10).

- **FY25 Result:** 58.3%
- **Status:** EXCEEDS

**Measure 5.7 [AGC] (1 Point):** From FY22 to FY24, the school's aggregate proficiency index score for online students in the Special Education student group will be equal to or greater than that of the average of the comparison online schools for the same group and the same grades (3-8 & 10).

- **FY25 Result:** 53.6%
- **Status:** EXCEEDS

## **Math Proficiency**

**Measure 6.1 [CCR] (4 Points):** From FY22 to FY24, the school's aggregate proficiency index score for seat-based students will maintain or increase each year from the baseline proficiency index score (FY21 baseline: 40.0) OR will be equal to or greater than that of the state for the same grades (3-8).

- **FY25 Result:** 61.3%
- **Status:** EXCEEDS

**Measure 6.2 [AGC] (1 Point):** From FY22 to FY24, the school's aggregate proficiency index score for seat-based students in the Free/Reduced Priced Lunch subgroup will be equal to or greater than that of the state for the same student group and the same grades (3-8).

- **FY25 Result:** 51.7%
- **Status:** MET

**Measure 6.3 [AGC] (1 Point):** From FY22 to FY24, the school's aggregate proficiency index score for seat-based students in the Special Education subgroup will be equal to or greater than that of the state for the same student group and the same grades (3-8).

- **FY25 Result:** 30.5%
- **Status:** MET

**Measure 6.4 [CCR] (4 Points):** From FY23 to FY24, the school's aggregate proficiency index score for online students in grades 3-8 and 11 will increase each year from the baseline proficiency index score (FY22 baseline = 25.9) OR will be equal to or greater than the average of the comparison online schools for the same grades (3-8 & 11).

- **FY25 Result:** 24.3%
- **Status:** APPROACHES

**Measure 6.5 [AGC] (1 Point):** From FY22 to FY24, the school's aggregate proficiency index score for online students in the Free/Reduced Priced Lunch student group will be equal to or greater than that of the average of the comparison online schools for the same group and the same grades (3-8 & 11).

- **FY25 Result:** 18.2%

- **Status:** APPROACHES

**Measure 6.6 [AGC] (1 Point):** From FY22 to FY24, the school's aggregate proficiency index score for online students in the Special Education student group will be equal to or greater than that of the average of the comparison online schools for the same group and the same grades (3-8 & 11).

- **FY25 Result:** 28.3%
- **Status:** MET

### **Science Proficiency**

**Measure 7.1 [CCR] (4 Points):** From FY22 to FY24, the school's aggregate proficiency index score for seat-based students in grades 5 & 8 will maintain or increase each year from the baseline proficiency index score (2021 baseline: 54.0) OR will be equal to or greater than that of the state for the same grades (5, 8).

- **FY25 Result:** 74.8%
- **Status:** EXCEEDS

**Measure 7.2 [AGC] (1 Point):** From FY22 to FY24, the school's aggregate proficiency index score for seat-based students in the Free/Reduced Priced Lunch student group will be equal to or greater than that of the state for the same student group and the same grades (5, 8).

- **FY25 Result:** 70.5%
- **Status:** EXCEEDS

**Measure 7.3 [AGC] (1 Point):** From FY22 to FY24, the school's aggregate proficiency index score for seat-based students in the Special Education student group will be equal to or greater than that of the state for the same student group and the same grades (5, 8).

- **FY25 Result:** 30.8%
- **Status:** MET

**Measure 7.4 [CCR] (4 Points):** From FY23 to FY24, the school's aggregate proficiency index score for online students in grades 5, 8 and High School will increase each year from the baseline proficiency index score (FY22 baseline = 37.0) OR will be equal to or greater than the average of the comparison online schools for the same grades (5, 8 & High School).

- **FY25 Result:** 52.3%
- **Status:** EXCEEDS

**Measure 7.5 [AGC] (1 Point):** From FY22 to FY24, the school's aggregate proficiency index score for online students in the Free/Reduced Priced Lunch student group will be equal to or greater than that of the average of the comparison online schools for the same student group and the same grades (5, 8 & High School).

- **FY25 Result:** 48.9%
- **Status:** MET

**Measure 7.6 [AGC] (1 Point):** From FY22 to FY24, the school's aggregate proficiency index score for online students in the Special Education group will be equal to or greater than that of the average of the comparison online schools for the same group and the same grades (3-8 & High School).

- **FY25 Result:** 42.1%
- **Status:** MET

### **Kindergarten Readiness**

**Measure 8.1 [R4K] (3 Points):** From FY22 to FY24- Of the students enrolled in CCS (seat-based) PreK at least 4 days per week for at least 80% of the year, at least 85% will meet or exceed kindergarten readiness standards as measured by the locally-developed Kindergarten Readiness checklist that is administered annually each spring.

- **FY25 Result:** 15/18 = 83.3%
- **Status:** APPROACHES

### **Graduation Rate**

**Measure 9.1 [GRAD] (4 Points):** From FY22 to FY24, the CCS six-year graduation rate will maintain or improve from the school's 2021 baseline rate of 63.2% OR be equal to or higher than the average of the comparison online schools each school year for the duration of the contract.

- **FY25 Result:** 73%
- **Status:** MET

**Measure 9.2 [CCR] (3 Points):** From FY22 to FY24, the aggregate percentage of returning (online) students who begin their 10th grade year with 4 or more credits will be at least 70%.

- **FY25 Result:** 82.3%
- **Status:** EXCEEDS

### **Attendance**

**Measure 10.1 (4 Points):** From FY22 to FY24, the seat-based program's consistent attendance rates will be equal to at least the FY21 baseline of 87.7% OR will be above the statewide attendance rate.

- **FY25 Result:** 85.2% (State average: 74.9%)
- **Status:** MET

**Measure 10.2 (2 Points):** In FY23-FY24, the online program's consistent attendance rate for grades K-5 will equal or improve from the baseline set in FY22 (94%).

- **FY25 Result:** 95.8%
- **Status:** MET

**Measure 10.3 (2 Points):** In FY23-FY24, the online program's consistent attendance rate for grades 6-12 will equal or improve from the baseline set in FY22 (87.5%).

- **FY25 Result:** 90.6%
- **Status:** MET

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## **Educational Effectiveness: Assessment & Evaluation**

### **High Reliability Schools Framework**

The seat-based program continues to implement the High Reliability Schools model by Robert Marzano as a framework for educational excellence. The model consists of five levels:

1. **A Safe and Orderly Environment** - Implemented and certified
2. **An Instructional Framework** - Currently being implemented
3. **A Guaranteed and Viable Curriculum** - Planning phase
4. **A Standards-Referenced System** - Future goal
5. **A Competency-Based System** - Future goal

In 2024-25, CCS received certification for Level 2, establishing a solid instructional framework that develops and maintains effective instruction.

### **Universal Screening and Assessment**

CCS uses comprehensive assessment data to guide instruction and intervention:

- Fastbridge Universal Screening Assessment (transition from STAR completed)
- MCA score history analysis
- Local Literacy Plan implementation
- Minnesota READ Act compliance

The District Assessment Coordinator, a position filled in 2023-24, led the successful transition from STAR to Fastbridge, creating meaningful and attainable goals aligned with the READ Act requirements.

### **Professional Development Focus**

For 2024-25, the academic focus areas included:

1. **Math Proficiency Improvement** - Implementation of new math curriculum with teacher training
2. **READ Act Implementation** - LETRS training for K-3 teachers; CARIALL training for 4-12 teachers and administration
3. **Data-Driven Instruction** - Quarterly data review cycles led by Assessment Coordinator

## **Online Program Quality Assurance**

The online program implements quality standards through:

1. **National Standards for Quality Online Learning (NSQ)** standards focusing on:
  - Standard A - Professional Responsibilities
  - Standard B - Digital Pedagogy
  - Standard C - Community Building
  - Standard D - Learner Engagement
  - Standard E - Digital Citizenship
  - Standard F - Diverse Instruction
  - Standard G - Assessment and Measurement
  - Standard H - Instructional Design
2. **Summative Evaluation Process** for licensed staff includes:
  - Teaching and learning portfolio aligned with NSQ practices
  - Analysis of student growth goals
  - Evaluation of student engagement measures
  - Individual meetings with Director

## **Multi-Tiered System of Support (MnMTSS)**

The MnMTSS framework is used across both programs to provide appropriate interventions:

- Seat-based program conducts monthly meetings to discuss student needs
- Online program conducts weekly meetings to review academic progress
- Data-based decision making guides intervention strategies
- Targeted interventions for reading and math from certified staff

## **Curriculum Review Process**

CCS maintains a structured curriculum review cycle for continuous improvement:

**2024-2025 Focus:** ELA and 2019 Science Standards

- New Math Curricula implementation

- Positive Behavior Intervention
- Native American education focus

#### **2025-2026 Focus: Social Studies**

- ELA curriculum implementation
- Mental Illness awareness
- Suicide Prevention training

#### **Future Review Schedule:**

- 2026-2027: Math and Cultural Competency
- 2027-2028: Arts, Music, PE, Health, STEM, and English Language Learning
- 2028-2029: Science curriculum and Reading Preparation

### **Teacher Evaluation and Development**

All teachers receive comprehensive evaluation and support through:

- Peer observers and coaching
  - Formal and informal administrative observations
  - Consultation with education professionals
  - Q-comp professional development and growth goals
  - Three-year summative evaluation cycles
- 

## **Student & Parent/Guardian Satisfaction**

### **Spring 2025 Survey Results**

#### **Online Student Survey (42 responses)**

- 93.2% reported high or moderate satisfaction with CCS's educational program
- 82.5% agreed or strongly agreed that teachers are accessible, responsive, and communicate appropriately
- 83.7% felt that someone at CCS "really cares" about them
- Students highlighted program flexibility, responsive teachers, and the helpful assistance of learning coaches

#### **Online Parent/Guardian Survey (31 responses)**

- 91% agreed or strongly agreed that CCS is a safe and orderly place
- 88% supported CCS's consistent decisions in upholding our mission

- Parents praised the excellent support from caring staff, flexibility, and strong communication

#### **Seat-based Student Survey (58 responses)**

- 90.3% expressed high or moderate satisfaction with CCS's educational program
- 82% agreed or strongly agreed they have access to necessary tools and resources for success
- 76.4% reported being happy as CCS students
- Students appreciated the small, close-knit community, friendly teachers, and welcoming environment

#### **Seat-based Parent/Guardian Survey (74 responses)**

- 93.5% would recommend CCS to other parents/guardians
- 85% agreed or strongly agreed their students are well-prepared for the next level of schooling
- 98.2% found their student's teacher accessible, responsive, and communicative
- Parents valued the small class sizes, caring teachers, and strong home-school communication

### **Program Improvements Based on Feedback**

In response to survey feedback, several enhancements were implemented:

- Expanded Work-Based Learning opportunities in the online program
- Added new World Language options in both programs
- Increased extracurricular and club offerings
- Enhanced communication systems including unified district newsletter
- Further developed the Learning Coach model for online students
- Added transportation options for field trips and activities

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## **Environmental Education**

### **Environmental Education (EE) Mission**

CCS's authorizer, Osprey Wilds, defines EE as implementing values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the Earth.

The overarching goal is an environmentally literate citizenry with the capacity to work individually and collectively toward sustaining a healthy natural environment. This requires



awareness, knowledge, skills, and attitudes to create a healthy planet where all people live in balance with the Earth.

## **EE Implementation**

EE is central to CCS's mission to deliver excellence in education. The school strives to bring stakeholders to a higher level of environmental literacy so that CCS stands out as a one-of-a-kind offering in the Central Lakes Region that prepares students for the green-based workforce and community of 2050.

## **Experiential Environmental Learning**

Students engage in hands-on, experiential environmental learning through:

### **Annual Environmental Initiatives**

- Spring highway cleanup project
- School grounds beautification
- Solarium educational activities with aquaponics lab
- Middle School green energy projects (solar and wind)
- Upcycled projects and recycling education
- Field trips to environmental centers
- Guest speakers including DNR officers and naturalists

**Solarium Enhancement** The Solarium continues to be enhanced as an educational resource with:

- Improved aquaponics system through partnership with Happy Dancing Turtle
- Year-round plant growing with updated grow lights
- Comparative studies of different growing media
- Student-managed compost collection from food waste
- Expanded planting beds and seed starting activities

**CCS School Forest ("The Hundred Acre Woods")** The DNR-designated School Forest provides:

- Natural habitat study for local wildlife
- Interdisciplinary learning opportunities
- Wetland ecosystem exploration
- Curriculum integration across subjects

### **Science Wednesday (Online Elementary)**

- Weekly exploration and experiments during morning meetings
- Study of urban animals and human-wildlife interactions
- Experiments demonstrating environmental impacts

- Nature journal activities and citizen science participation

## Environmental Literacy Plan (ELP)

The Environmental Literacy Plan guides implementation of EE learning and measures progress toward contractual goals. Key components include:

- EE classroom goals for each teacher aligned with academic standards
  - Required EE course for online students in grades 6-8
  - Integration of environmental concepts across all online courses
  - Middle school EE elective class in the seat-based program
  - Jeffers Journals for students to document environmental learning
  - Staff training through the Jeffers Foundation
  - EE committees for both seat-based and online programs
- 

## Governance & Management

### Board of Directors

By design, CCS's Board of Education consists of eight individuals serving two-year terms, including four teachers, three parents, and one community member.

#### 2024-25 Board Directors

Board Member	Position	Affiliation	Date Elected	Date Seated	Term End Date
Josef Garcia	Chair	Community	11/17/23	1/08/24	6/30/26
Colin Williams	Vice Chair	Seat-Base Teacher	11/18/22	1/09/23	6/30/25
Mindy Glazier	Treasurer	Seat-Base Teacher	11/17/23	1/08/24	6/30/26
Clare Thompson	Secretary	Online Teacher	11/18/22	1/09/23	6/30/25
Jared Griffin	Member	Seat-Base Parent	N/A	3/18/24	6/30/26
Belinda Yurick	Member	Seat-Base Parent	11/17/23	1/08/24	6/30/26

Emily Stull Richardson	Member	Online Teacher	*11/17/23	01/08/24	6/30/26
Mike Neumann	Member	Seat-Base Parent	N/A	12/31/23	6/30/25

| Jenna Leadbetter, EdD | Ex-Officio | Executive Director | N/A | N/A | N/A |

| Rose Bierce, MA | Ex-Officio | Director of Online Learning | N/A | N/A | N/A |

| Annette Klang, BS | Ex-Officio | Director of Seat-Based Learning | N/A | N/A | N/A |

Note: Asterisk (\*) = appointment

## Board Training and Development

**Initial Training Completion** All board members have completed required initial training on:

- Board's Role & Responsibilities
- Employment Policies & Practices
- Financial Management

## Annual Training 2024-25

Training	Date	Provider	Attendance
MDE Assurance of Compliance and Mandated Reporting	9/12/24	Cheryl Cole	All members
School Finances	11/18/24	Justin Nielson, Abdo	All members
Strategic Plan Implementation	3/16/25	Jenna Leadbetter	All members
Governance Best Practices	5/11/25	MSBA	All members

## Leadership Structure and Qualifications

District-Wide Positions (already filled or in process):

- 1.0 FTE Executive Director (Dr. Jenna Leadbetter)
- 1.0 FTE Director of Online Learning (Rose Bierce)
- 1.0 FTE Director of Seat-Based Learning (Annette Klang)
- 1.0 FTE District Technology Manager (Will Lyke)

- 1.0 FTE (combined) District Engagement and Marketing Coordinators (Mitch Swaggert and Heidi O'Brien)
- 1.0 FTE District Assessment and Curriculum Coordinator - This position will be critical for aligning curriculum across programs, implementing assessment systems, and ensuring data-driven instruction
- 1.0 FTE Executive Operations and Enrollment Compliance Coordinator

**Jenna Leadbetter, EdD** - Executive Director (hired January 1, 2025)

- Oversees both online and seat-based programs
- Implements collaborative "4Cs" leadership approach
- Serves as Ex-Officio member of Board of Education
- Leads the district cabinet of leadership positions

**Rose Bierce, MA** - Director of Online Learning

- Manages all aspects of online program
- Focus on curriculum, instruction, and program improvement
- Pursuing administrative licensure

**Annette Klang, BS** - Director of Seat-Based Learning

- Manages all aspects of seat-based program operations
- Focus on High Reliability Schools framework
- Pursuing administrative licensure

In 2024-25, the board implemented a unified approach to leadership evaluation including:

- Quarterly reviews of progress toward strategic goals
- Annual comprehensive evaluation based on Vision Card metrics
- Feedback mechanisms from all stakeholders
- Professional growth planning for all leadership positions
- Implementation of leadership advancement pathways in the district-wide compensation plan
- Clear expectations for ongoing professional development and growth tied to compensation

**District Cabinet Structure** Under Executive Director Dr. Jenna Leadbetter, the district has established a cabinet structure with:

- Program Directors (Seat-Based and Online)
- District Technology Manager
- District Assessment and Curriculum Coordinator
- District Engagement and Marketing Coordinators
- Executive Operations and Enrollment Compliance Coordinator
- HR/Business Manager

This structure allows for distributed leadership while maintaining clear lines of authority and accountability, with each position having opportunities for advancement through the compensation plan's expertise and leadership pathways.

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## Staffing

### 2024-25 Staff

#### MN BOSA and MN PELSBE Licensed Administration

- 1 Administrator with active MN Board of School Administration and MN PELSBE teaching licensures
- **Retention:** 0% of MN BOSA and MN PELSBE licensed administrators from 2023-2024 returned for the 2024-25 school year (0/1)

#### MN PELSBE Licensed Teaching Administration

CCS employed MN PELSBE licensed teachers, as Administrators, during the 2024-25 school year, with the following distribution:

- 2 Administrators with MN PELSBE teaching licensures only
- **Retention:** 50% of MN PELSBE licensed teaching administrators from 2023-2024 returned for the 2024-25 school year (1/2)

#### MN PELSBE Licensed Teaching Staff

CCS employed 63 MN PELSBE licensed teachers during the 2024-25 school year, with the following distribution:

- 18 Seat-based classroom teachers
- 33 Online instructional staff
- 12 Special education teachers across both programs
- 3 Intervention specialists
- **Teacher Retention:** 97% of licensed teaching staff from 2023-2024 returned for the 2024-25 school year (62/64)

#### Non-Licensed Staff

CCS employed 31 non-licensed staff members during the 2024-25 school year:

- 14 Paraprofessionals
- 3 Administrative support staff
- 3 Food service staff

- 3 Maintenance/custodial staff
- 2 Technology support staff
- 6 Program support (attendance, registrar, engagement, assessment)
- **Staff Retention:** 71% of non-licensed staff from 2023-2024 returned for the 2024-25 school year (25/35)

## **Professional Development Activities**

Professional development activities are linked to the district-wide compensation plan, which creates pathways for advancement based on expertise development, leadership roles, and performance. Staff members can earn salary advancements through completing targeted professional development aligned with district needs.

### **Seat-Based Program Focus**

- Responsive Classroom implementation
- High Reliability Schools Level 2 certification work
- ENVoY-Catalyst classroom management techniques
- Fastbridge assessment and data analysis training
- READ Act implementation including LETRS training
- MnMTSS framework implementation

### **Online Program Focus**

- NSQ professional standards implementation
- NAEE Excellence in Environmental Education
- MnMTSS implementation for virtual environments
- Fastbridge assessment and progress monitoring
- Youth and Adolescent Mental Health training
- READ Act implementation including CARIEALL training

### **District-Wide Professional Development**

- Collaborative leadership training
- "4Cs" implementation (Communication, Clarity, Connection, Collaboration)
- Environmental education integration
- Technology integration with district Technology Integrationists
- Data-driven decision making processes

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## **Operational Performance**

### **Health and Safety**

CCS prioritizes health and safety through:

- Annual staff training on bloodborne pathogens, Right to Know, first aid and CPR
- Full-time school health aide for illness, medication dispensing, and health screenings
- Partnership with ReGroup telehealth services for mental health support
- Trained emergency responder on staff
- Full-time maintenance person for cleaning and repairs
- Emergency and safety protocols for all staff

## **Transportation**

CCS contracts with Crosby-Ironton Transportation Inc (C-I Transportation) for transportation services, which provides:

- Daily routes for seat-based students
- Special activity buses for after-school programs
- Field trip transportation
- Highly-trained personnel
- Excellent safety record

The 2025-26 school year will see the addition of CCS's first school-owned and operated vehicle with logo wrapping for smaller group transportation needs.

## **Facilities**

The school building continues to serve well with several improvements:

- Enhanced storage solutions installed by LAKE Foundation
- Initial planning for electronic scrolling sign
- Solarium renovations and improvements
- Comprehensive technology audit completed in February 2025 identified strategic upgrade needs
- Enhanced WiFi connectivity throughout the building
- Server and network infrastructure improvements planned for 2025-26
- Implementation of technology refresh cycle for all devices
- Cloud-based solutions to reduce on-premise infrastructure demands

## **Food Service Programs**

The Food Services Coordinator manages the successful food service program:

- Tracks free and reduced applications
- Monitors revenue and expenses
- Incorporates student input, especially from middle schoolers
- Achieved increased participation rates in 2024-25

## **Student Discipline**

CCS maintains a clear discipline policy with established consequences:

- Pupil Fair Dismissal protocols for suspensions
- Manifestation determinations for students with IEPs
- Minor infractions handled through in-school suspension and detention
- Special education teacher referrals for students with IEPs
- Implementation of Responsive Classroom approach for proactive behavior management

## **Parent/Guardian Engagement**

Parents/guardians are involved with CCS through:

- Active Parent Teacher Organization (PTO)
- Classroom volunteering
- Parent representatives on Board of Directors
- New online PTO committee development
- Regular family engagement events
- Parent-teacher conferences with high participation rates

## **Community Engagement**

CCS maintains strong community presence through:

- Open House events
- Halloween Parade
- Spaghetti Dinner fundraiser
- Chili Cook-Off during Crosslake Days
- Martin Luther King, Jr. Day of service
- St. Patrick's Day Parade participation
- Annual Cabin Fever event
- Weekly visits to Community Library
- Operation Sandwich food packing initiative
- National Loon Center partnership
- Christmas for Kids
- Thanksgiving food basket distribution
- Veteran's Day Program
- Public Service Breakfast
- American Red Cross Community Blood Drive

## **Hiring and Background Check Processes**

CCS follows established hiring practices:



- Job openings first offered to internal staff
- External postings through school website, social media, MNSchoolJobs.org, EdPost, MACS website, and Indeed.com
- Veterans preference hiring policy
- Extensive BCA background checks for all staff
- Annual background checks for volunteers including parents

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## Finances

For complete financial information for 2024-25 and/or an organizational budget for 2025-26, contact:

- **Name:** Jenny Abbs
- **Position:** Senior Advisor, Outsourced Business Accounting
- **Phone:** 952-563-6835
- **Email:** jenny.abbs@creativeplanning.com

Creative Planning provides accounting services for CCS.

### FY24 Finances

<b>Fund</b>	<b>General Fund (1)</b>	<b>Food Service (2)</b>	<b>Community Education (4)</b>
Total Revenues	\$6,123,482	\$124,805	\$127,321
Total Expenditures	\$5,687,421	\$136,217	\$107,835
Net Income	\$436,061	(\$11,412)	\$19,486
Total Fund Balance	\$2,202,630	\$0	\$39,729

### Financial Overview

The Board of Directors and staff maintain a conservative approach to finances:

- Estimating conservatively on enrollment
- Budgeting slightly higher on expenditures
- Maintaining strong fund balance (exceeding 23% goal)
- Remaining debt-free through partnership with LAKE Foundation

Financial Projections 2025-2028

Based on our enrollment growth plan toward 700 students, we project the following financial outcomes:

Category	FY26 (2025-26)	FY27 (2026-27)	FY28 (2027-28)
Total Revenues	\$7,701,175	\$8,445,590	\$8,810,550
Total Expenditures	\$7,555,700	\$8,055,800	\$8,358,500
Net Income	\$145,475	\$389,790	\$452,050
Fund Balance	\$2,348,105	\$2,737,895	\$3,189,945
Fund Balance %	31.1%	34.0%	38.2%

These projections reflect conservative enrollment estimates and strategic investments in staffing, technology, and curriculum resources needed to support our expansion while maintaining financial stability.

## **Revenue and Expenses**

### **Fund 01 (General Fund)**

- Approximately 90% of funding from State of Minnesota
- About 8% of expenditures on staff salaries and benefits
- Positive fund balances maintained annually

### **Fund 02 (Food Service)**

- 55% consists of federal funds
- Remaining revenue from state funding
- Significant portion of expenses for employee salaries

### **Fund 04 (Community Education Fund)**

- Revenue from local sources and general fund transfers
- Most expenses from staff salaries
- Continued growth of PreK program with board support for any shortfalls

## **WBWF Annual Budget**

CCS assesses goals in the WBWF plan annually to ensure adequate expenditures for meeting strategic goals, supporting continued growth financially and academically.

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## **Future Plans**

### **Strategic Plan Implementation**

The 2024-25 school year marked the first year of implementing the 5-year strategic plan (2025-2030). Key initiatives for the next four years include:

#### **Year 2: Building Momentum (2025-26)**

- Focus on instructional excellence and Theory of Action implementation
- Enhance staff support systems and professional growth
- Implement measurement and accountability systems
- Continue enrollment expansion toward 700-student cap
- Complete acquisition of first CCS electric vehicle with logo wrapping
- Implement unified district-wide communications
- Continue implementation of district-wide compensation plan, completing evaluations and advancement opportunities aligned with professional expertise

#### **Year 3: Deepening Implementation (2026-27)**

- Enhance student experiences across both programs
- Strengthen environmental education opportunities
- Expand technology infrastructure and digital learning tools
- Further develop competitive clubs and activities program
- Evaluate effectiveness of community partnerships
- Review teacher mentorship programs

#### **Year 4: Refinement & Growth (2027-28)**

- Address facilities and operations needs
- Enhance academic programs based on performance data
- Evaluate collaborative leadership model effectiveness
- Assess financial sustainability of both programs
- Review and refine compensation structure

- Prepare for charter contract renewal

### **Year 5: Evaluation & Future Planning (2028-29)**

- Complete comprehensive impact assessment
- Begin next strategic planning cycle
- Ensure leadership sustainability and succession planning
- Develop long-term infrastructure vision

## **Implementation Framework**

The strategic plan will be implemented through:

### **Weekly**

- Friday Focus memo to all staff enhancing communication and connection

### **Monthly**

- Strategic plan meetings between cabinet and Executive Director
- District-wide unified newsletter to students and families

### **Quarterly**

- Vision Card data review and action card updates
- Academic performance data analysis and intervention planning

### **Annually**

- Board retreat focused on strategic priorities and governance
- Comprehensive program evaluation based on established metrics

### **Ongoing**

- Core values celebration and Theory of Action implementation
- Collaborative leadership with distributed expertise
- Enrollment management toward 700-student cap
- Technology and curriculum review cycle implementation
- Continuous improvement through "4Cs" approach
- Breaking down silos between programs through unified communications
- Expanding student activities and community partnerships