

Career Pathways

FY23 Annual Report to The Guild

October, 2023

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Please contact Career Pathways Executive Director, Ms. Liz Lonetti via email (Liz@cpathmn.org) with questions or comments about this report. For questions to The Guild, our authorizer, please contact Mr. Jim Zacchini via email (jim.zacchini@guildschools.org).

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Minnesota Public School District #4237-07

Career Pathways Vision:

Career Pathways vision is that with multi-teaching/learning approaches, hands-on/experiential learning, concurrent high school and college credits, credentialed career pathways, each student will leave CPATH ready for life, employment ready, and prepared for post-secondary.

Career Pathways Mission:

Career Pathways works to include underserved and disenfranchised students who don't achieve well in traditional settings, but who will flourish in this unique multi-age/multi-graded environment which promotes application of learning. Research shows that all students learn better when they experience the real-life responsibilities of the job.

Assurances:

The following information pertains to Career Pathways FY23 Compliance and Performance reporting and is aligned with Career Pathways 5 year contract with The Guild that runs from 7/1/2020 to 6/30/2025:

1. The data presented in this document is for the 2022-23 school year (FY23).
2. For navigation, please use the table of contents on page one.
3. Hyperlinks are intentionally omitted to ensure ease of access. Please see the Career Pathways website, www.cpathmn.org and The Guild website www.guildschools.org for more information.
4. All data charts have a clear key and the header (type of data) and X/Y axes are clarified when applicable.
5. Full words are spelled out before abbreviations are used.
6. This verifies that Career Pathways contact information and The Guild's contact information on page 1 are correct as of the date of this report.
7. Career Pathways mission and vision are included above.
8. The Guild's mission and vision statements are included below.
9. Statutory/contract compliance headings are used to organize the report.
10. Upon approval from The Guild and the Career Pathways board of directors, this report will be posted on the Career Pathways website on the Board page at the Annual Report link, under Documents. Please see www.cpathmn.org/board/

**Guild Vision:**

The Minnesota Guild of Public Charter Schools advances positive educational outcomes for students that leads to success in life.

Guild Mission:

The Guild advocates for teacher leadership, professional autonomy, and the creation of innovative schools for student engagement and the ownership of learning. The Guild strives to support students, families, and communities most affected by the achievement gap and low graduation rates.

Compliance Reporting:

Information in this section is required by Minnesota Statutes and Career Pathways charter contract with The Guild.

Statutory & Compliance Reporting Requirement	Instructions/Notes
124E.16, Subd. 2 - Annual report includes information about student enrollment	<ul style="list-style-type: none"> • <i>This data set presents school enrollment by grade, not only for the current year, but also for at least two years prior to the reporting year.</i> • <i>Minimally use October 1st and end of year (EOY) for this requirement (you can also use starting day and other dates as markers throughout the year).</i> • <i>Table presentation works well to present this data.</i>

Response:

Enrollment data for the last 3 years by grades level on Oct. 1, and the last day of school (EOY).

Grade/Date	10/1/20	EOY FY21	10/1/21	EOY FY22	10/3/22*	EOY FY23
6	4	4	3	4	4	3
7	2	4	6	6	6	7
8	7	8	4	8	6	10
9	12	9	5	10	10	12
10	9	10	13	18	14	12
11	27	31	12	15	10	16
12	48	51	65	65	72	66
Total	109	117	108	126	122	126

*10/1/22 was not a school day

Statutory & Compliance Reporting Requirement	Instructions/Notes
124E.16, Subd. 2 - Annual report includes information about student attrition	<ul style="list-style-type: none"> • <i>Include both data points in your reporting for this statutory requirement:</i> <ol style="list-style-type: none"> 1) <i>Attrition: This data point tracks specific student enrollment changes within the school year. Of the students enrolled on Oct 1, which of those specific students completed the end of the year (EOY).</i> 2) <i>Retention: This data point is calculated by tracking specific students, year-to-year. Of the students who completed the prior school year (FY22), which of those specific students returned for the next school year (FY23) using October 1st data.</i> • <i>Do not include student names in your annual report.</i>

Response:

Student Attrition FY22 to FY23

FY22 10/3/22 Enrollment	FY22 EOY students retained (not including mid-year graduates)
122	81

Retention

FY22 EOY Enrollment (not including graduates)	Same students enrolled in FY23 on 10/1/22
115	77

Statutory & Compliance Reporting Requirement	Instructions/Notes
124E.16, Subd. 2 - Annual report includes information about governance & management	<ul style="list-style-type: none"> • <i>Identify each board member by full name that served during the FY23 school year.</i> • <i>For each board member identify their:</i> <ol style="list-style-type: none"> 1. <i>Board officer position (e.g., chair, treasurer, etc.), if applicable</i> 2. <i>Board membership category (i.e., community member, teacher, or parent)</i> 3. <i>Term of service including start date and term end date</i> • <i>Describe the school's governance/management structure; include an organizational chart if you can.</i> • <i>Provide additional information about the school's management/administration.</i>

Response:

Board members who served in FY23:

- Anisa Ali, Director, Parent member, Term 5/8/2023 to 9/13/2023
- Zack Alter, Director, Community member, Term 8/13/2021 to 11/1/2024
- Shantel Buckhanan, Director, Parent member, Term 1/9/2023 to 5/8/2023
- Katrina Collosao, Director, Parent member, Term 4/9/2021 to 1/9/2023
- Hannah Glowczewski, Director, Teacher member, Term 11/1/2018 to 11/1/2024
- Nyia Her, Director, Teacher member, Term 6/13/2022 to 11/1/2025
- Abshir Hirsi, Director and Treasurer, Teacher member, Term 11/1/2017 to 11/1/2026
- Remi Huyen, Teacher member, Term 6/13/2022 to 11/1/2015
- Liz Lonetti, Ex officio, Executive Director, Term began 7/1/2021
- Alex Simmons, President, Community member, Term 7/12/2018 to 11/1/2024

Governance

Governance of the school is the responsibility of our School Board. Current Board members fill the three roles designated in our bylaws: Teacher, Parent, and Community Leader. Names are listed above and contact information is posted on our website.

To date all school board members are appropriately trained.

Management

Management of the school is handled through teacher-led committees supported by the administrative team. Teacher-led committees manage operational and learning program duties.

Additional Information

While Career Pathways has an identified Executive Director, we have a teacher majority board, with teachers taking on leadership roles with school operations. One of the school’s contract purposes is to “create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site”. The director facilitates leadership and serves as the main contact at the school.

Our administration and leadership look closely at data (surveys and performance). This information informs any changes or adjustments the school should make to better serve their student population.

Leadership is also very proactive in looking for grants and other resources that add value to the school and are very responsive to any requests for information/documentation.

Significant work of the board and school during FY23 included:

- Continuing to work on our School Improvement Plan
- Continued membership in Teacher-Powered Schools Network
- Continued Experiential Learning Day every Wednesday
- Opening of our newly remodeled building in partnership with our Community Building Group
- Student-Focused decision making
- Teacher Led Committees

Statutory & Compliance Reporting Requirement	Instructions/Notes
<p>124E.07, Subd. 7 - Annual board training is included in the annual report</p>	<ul style="list-style-type: none"> • <i>Either build this information in your board member list referenced above, or in a separate section.</i> • <i>For each training, include subject, date(s), location, and name(s) of board members who attended the training.</i> • <i>Clearly identify board members who were new in FY23 and provide information regarding statutorily required training for new board members.</i>

Response:

Financial Training

In FY23 Financial Training was held on 2/13/2023 at the school. Zack Alter, Hannah Glowczewski, Nyia Her, Abshir Hirsi, Remi Huyen, and Alex Simmons attended. Liz Lonetti, our Executive Director also attended.

Governance Training

Teacher members receive governance training each year during August Workshops. In FY23 that was on 8/31/2022, via zoom. Hannah Glowczewski, Nyia Her, Abshir Hirsi, and Remi Huyen attended. Liz Lonetti, our Executive Director also attended.

Parent and Community members and new Teacher members receive initial Governance Training before they are seated.

Employment Law Training

In FY23 Employment Law Training was held on 3/13/2023 at the school. Zack Alter, Nyia Her, Abshir Hirsi, Remi Huyen, and Alex Simmons attended. Liz Lonetti, our Executive Director also attended.

New board members in FY23

Shantel Buckhanan was new to the board on 1/9/2023. Ms. Buckhanan received initial training via zoom on the board's role and responsibilities, employment policies and practices, and financial management before she was seated. Ms. Buckhanan vacated the seat on 5/8/2023 and did not participate in any other training.

Statutory & Compliance Reporting Requirement	Instructions/Notes
124E.16, Subd. 2 - Annual report includes information about academic performance	<ul style="list-style-type: none"> • <i>This is where you present your contract goals and progress toward those goals in FY23.</i> • <i>Using your current contract term, use a table/format that shows academic performance for all years completed in current contract term. This provides context for FY23 data.</i> • <i>See more about reporting on contract goals below.</i>

Response:

Please see the following Performance Reporting section of this report on page 13.

Statutory & Compliance Reporting Requirement	Instructions/Notes
124E.16, Subd. 2 - Annual report includes information about staffing	<ul style="list-style-type: none"> • <i>Licensed and unlicensed staff in FY23 are included here.</i> • <i>Provide MN license file folder numbers for teaching staff.</i> • <i>Staff/Teacher Retention: Also include data that tracks specific teachers/staff members year-to-year. It can be reported as comparing the previous year's EOY staffing data to the reporting year's EOY data (i.e., which teachers completed the FY22 school year and also completed the FY23 school year) or it can be reported as which teachers finished EOY FY22 and returned for FY23. Please indicate how you are presenting teacher retention, and if possible, use a table with staff/teacher names, titles/subject areas in addition to the information immediately above.</i>

Response:

These individuals completed the FY23 school year:

Name	Hire Date	On staff in FY22 / returned FY23	On staff in FY23 / returned FY24	Position / Licensure	File Folder #
Abshir Hirsi	1/20/16	Yes	Yes	Dean of Students, Cultural Liaison, MTSS Lead, Advisor, Plato Administrator	492588
Cristina Cuevas Taylor	1/1/20	Yes	No	Office Manager, Director of Food & Nutrition and Building Sub	1013303
Debraha Omot	6/22/21	Yes	No	SPED Para	NA
Hannah Glowczewski	7/3/18	Yes	Yes	MS Math Teacher / Advisor	489966

Jaclyn LaVanier	8/5/22	No	No	HS Math Teacher / Advisor	1005848
Jo Sander	6/30/19	Yes	Yes	Special Education Coordinator/ Teacher, WBL Teacher	190200
Joan Arbisi Little	7/22/16	Yes	Yes	Director of Special Projects	338592
Kira Paul	9/7/21	Yes	No	ELA Teacher / Advisor	1012958
Lauran White	1/3/22	Yes	No	Special Education Paraprofessional / Building Sub	1021215
Lilli Rogers	9/7/21	Yes	Yes	Special Education Paraprofessional	NA
Liz Lonetti	7/31/15	Yes	Yes	Executive Director / CIS Teacher	472793
Merrissa McLean	8/25/21	Yes	No	Social Studies Teacher / Advisor	426957
Michael Hughes	8/21/19	Yes	Yes	MTSS Paraprofessional / Food Service Manager	NA
Miles McFarlane	11/8/22	No	Yes	Special Education Paraprofessional	NA
Nyia Her	9/17/2020	Yes	Yes	Science Teacher / Advisor	1005705
Remi Huyen	3/3/2022	Yes	Yes	Director of Strategic Partnerships, PSEO Coordinator, CTE Teacher, Advisor, MTSS Support	304703
Sophia Wipf	8/4/2022	No	Yes	ESL Coordinator & Teacher	1000354

World's Best WorkForce (WBWF):

Of the 17 Staff who worked for Career Pathways for part or all of the 2022-2023 school year, 8 were people of color*. Of the 13 licensed staff, 4 were people of color*. Note that our staff demographics are more in line with our student demographics than many Minnesota public school districts.

(*WBWF reporting requirement).

Please go to our school website -> Contact Us -> School Directory for staff photos and biographies.

Statutory & Compliance Reporting Requirement	Instructions/Notes
<p>124E.12, Subd. 2(b) - Professional development plans for administratively non-licensed staff who are in administrative, supervisory, or instructional</p>	<ul style="list-style-type: none"> • <i>State full name and MN administrative license number for licensed administrative staff to verify exemption from this requirement. These are your school's key administrators as specified in statute.</i> • <i>Provide the full name for each unlicensed administrative staff.</i> • <i>Provide their FY23 professional development plan including information for how their plan was completed in FY23 (name of</i>

leadership roles is included in the annual report.	<ul style="list-style-type: none"> training, date(s), location, etc.) This may differ across administrators. If this does not apply to your school, under the compliance heading state NA so it's clear there were only currently licensed key administrators/supervisors/instructional leaders at your school in FY23.
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Response:

Liz Lonetti is our Executive Director.

In FY23 Ms. Lonetti completed a Charter School Leadership Certificate at Southwest Minnesota State University to satisfy the professional development plan requirement. This training was a cohort model and met bi-monthly for 12 months.

In addition to Ms. Lonetti, our administrative team includes 3 other administrative leaders:

Mr. Abshir Hirsi, Dean of Students, Professional Administration license number: 492588, Exempt from a professional development plan.

Ms. Hannah Glowczewski, Teacher Leader, Completed a Charter School Leadership Certificate at Southwest Minnesota State University in FY23 with Ms. Lonetti.

Dr. Joan Arbisi Little, Director of Special Projects, Professional Administration license number: 338592, Exempt from a professional development plan.

Statutory & Compliance Reporting Requirement	Instructions/Notes
124E.16, Subd. 2 - Annual report includes information about finances	<ul style="list-style-type: none"> Provide a summary of FY23 finances. Include a summary of revenues and expenditures by Fund and, if desired, other financial summary data for the year. There is no need to include or link to your school's financial audit as it is not required for this report and your school audit won't likely be done before November 1st. Specifically state if your school was in SOD in FY23 as well as progress toward completing your school's SOD plan.

Response:

Overview

In 2023 Career Pathways was awarded the School Finance Award for the previous year, FY22. This is the seventh year in a row (beginning in FY2016) that Career Pathways was acknowledged by the Minnesota Department of Education for financial management and compliance.

Audit

There were no adverse findings in the FY23 Audit. Our FY23 Fund Balance was: 70.3%

Our FY23 Audit is posted with the Budget on our website and was submitted to MDE in accordance with Minnesota Statutes, section 124E. 16. Subdivision 1.

Note: The data and charts below are from our FY23 Audit Report and were approved by the school board on 10/25/2023.

The fund balance of the General Fund increased \$268,925 from prior year for an ending fund balance of \$1,381,861 at June 30, 2023.

At the end of the current fiscal year, unassigned fund balance percentage for the General Fund was 70.3 percent of total General fund expenditures.

The Food Service Fund balance at year end was \$0 because of a transfer from the General Fund. Food service funds do not generally end with a surplus.

For your convenience, summary audit overview is included below from our posted report.

Page 18 of FY23 Audit:

Government-wide Financial Analysis

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In the case of the Charter School, assets and deferred outflows of resources were greater than liabilities and deferred inflows of resources by \$319,273 at the close of the 2023 fiscal year.

A portion of the Charter School's net position, a deficit of (\$221,623), reflects its investment in capital assets (e.g., equipment). The Charter School uses these capital assets to provide services to students; consequently, these assets are not available for future spending.

Career Pathways' Summary of Net Position

	Governmental Activities		
	2023	2022	Increase (Decrease)
Assets			
Current and other assets	\$ 2,535,527	\$ 3,222,670	\$ (687,143)
Capital assets, net of depreciation	3,034,121	2,177,790	856,331
Total Assets	5,569,648	5,400,460	169,188
Deferred Outflows of Resources			
Pension contributions subsequent to the measurement date	294,232	295,247	(1,015)
Liabilities			
Noncurrent liabilities outstanding	919,635	458,770	460,865
Current and other liabilities	4,459,495	4,558,166	(98,671)
Total Liabilities	5,379,130	5,016,936	362,194
Deferred Inflows of Resources	165,477	766,958	(601,481)
Net Position			
Net investment in capital assets	(221,623)	(253,232)	31,609
Restricted	3,462	51,658	(48,196)
Unrestricted	537,434	113,387	424,047
Total Net Position	\$ 319,273	\$ (88,187)	\$ 407,460

At the end of the current fiscal year, the Charter School reported positive balances in two out of three categories of net position. The Charter School's net position increased by \$407,460 primarily as a result of an increase in operating grants and contributions as well as charges for services.

Key elements of this increase are shown in the table on the following page.

Career Pathways' Changes in Net Position

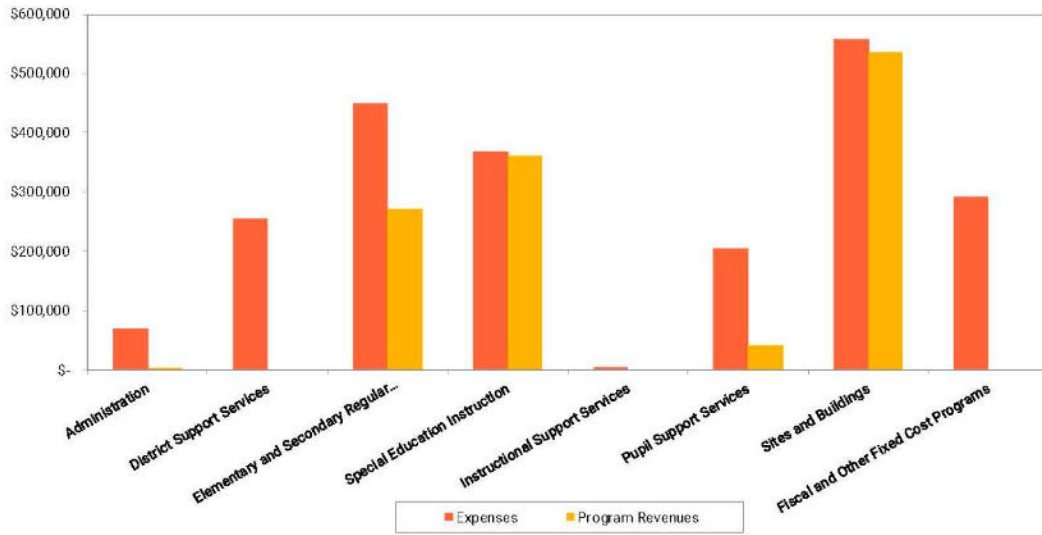
	Governmental Activities		
	2023	2022	Increase (Decrease)
Revenues			
Program revenues			
Operating grants and contributions	\$ 871,825	\$ 632,934	\$ 238,891
General revenues			
State aid-formula grants	1,385,538	1,414,574	(29,036)
Other general revenues	9,201	45,678	(36,477)
Unrestricted investment earnings	3,154	444	2,710
Total Revenues	<u>2,607,011</u>	<u>2,201,271</u>	<u>513,381</u>
Expenses			
Administration	68,356	70,410	(2,054)
District support services	253,627	198,899	54,728
Elementary and secondary regular instruction	449,278	441,498	7,780
Special education instruction	369,344	244,996	124,348
Instructional support services	4,730	17,309	(12,579)
Pupil support services	205,369	178,554	26,815
Sites and buildings	557,940	667,981	(110,041)
Fiscal and other fixed cost programs	290,907	24,042	266,865
Total Expenses	<u>2,199,551</u>	<u>1,843,689</u>	<u>355,862</u>
Change in Net Position	407,460	357,582	49,878
Net Position, July 1	<u>(88,187)</u>	<u>(445,769)</u>	<u>357,582</u>
Net Position, June 30	<u>\$ 319,273</u>	<u>\$ (88,187)</u>	<u>\$ 407,460</u>

Revenue increased from prior year by \$513,381. The change relates primarily to lease revenue recorded in the building company and an increase in operating grants and contributions.

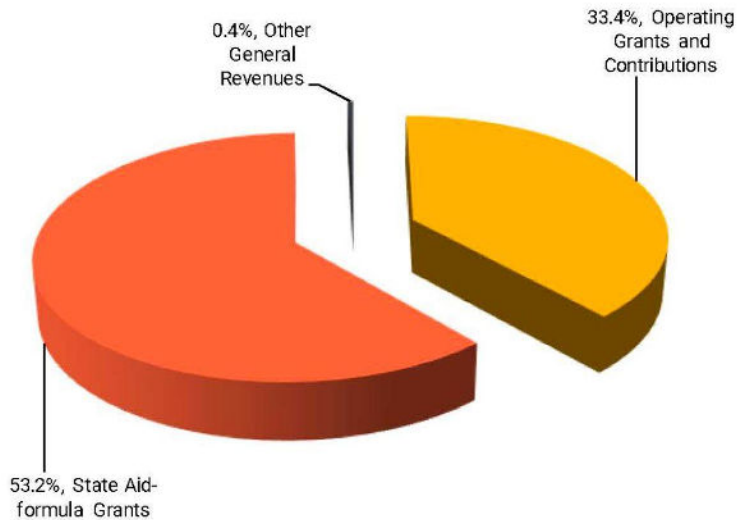
Expenditures overall increased by \$355,862. The increase is mainly due to increases in fiscal and other fixed cost programs.

The following graph depicts various governmental activities and shows the expenses and program revenues directly related to those activities.

Expenses and Program Revenue - Governmental Activities Graph



Revenue by Source - Governmental Activities Graph



Statutory & Compliance Reporting Requirement	Instructions/Notes
124E.16, Subd. 2 - Annual report includes information about innovative practices & implementation	<i>Reporting for this requirement is up to each school.</i>

Response:

Innovative Practices

Career Pathways offers students unique experiences that build their future career and work readiness by facilitating internships, dual credit and college coursework. The school meets students where they are and builds a personalized program that keeps them focused, learning, and in school. Career Pathways is advisory based. Each student has a mixed age advisory and 1-2 advisors available to assist them throughout the school day. Students co-create personalized graduation plans that give them a voice in their learning. Students have opportunities to learn in a variety of ways at Career Pathways including: teacher led core classes, blended learning, concurrent college enrollment, and experiential on-the-job internships.

Delivery includes: direct instruction; student directed studies; and internships. Learning is fostered by:
 Teacher as Designer;
 Teacher-led and co-led projects;
 Basic Skills and Knowledge, based on Minnesota State Standards;
 Enriched Learning, including student options/student directed work to extend knowledge;
 Applied Learning, in consultation with teachers and advisors, students are connected to the community through internships and applied learning.

The School offers subjects through Integrative, Interdisciplinary Learning delivered by Advisors and collaborative, team teaching, that includes:
 Personalized learning monitored through a portfolio of student work.
 Practical, applied, and service learning Community-based Learning, including internships.
 Assurance of Mastery through normed testing.

Quick Facts: Career Pathways is open to all students in grades 6 to 12. The school has small class sizes with 15 to 23 students. Career Pathways offers English Language instruction, special education support, enrichment and credit recovery. Career Pathways honors all religious and ethnic backgrounds. Career Pathways specializes in advisory based, mixed age, personalized, practical, applied, and service-learning opportunities, and offers Personalized Learning and Graduation Plans. Teachers at Career Pathways provide a safe and inclusive environment for all students.

In 2019 Career Pathways was recognized by the Minnesota Association of Charter Schools for Different and Innovative Teaching Methods.

In 2023 Career Pathways received honorable mention from the Minnesota Association of Charter Schools for Different and Innovative Forms of Measuring Learning Outcomes.

Innovative Achievement Performance Goals used in our Authorizer Contract

(see Academic Performance section below for specific baselines, goals, and actual progress)

Career Pathways uses NWEA normed tests to measure student performance. We conduct two tests in math and reading (Fall and Spring). Students who are not performing at grade level receive additional NWEA progress monitoring and/or interventions and testing in Winter. Teachers meet weekly to review individual student data and personalize their educational plans to achieve maximum growth.

The Hope Survey is used to measure student Autonomy, Belongingness, Goal Orientation, Academic Press, Engagement and Hope. The Hope Survey for Students, which is geared for Secondary School students, consists of a “New Student” version for incoming students, and an “Ongoing Student” survey for students who have been in the school or district for 1+ years. Career Pathways pays attention to the school community's ability to encourage positive non-academic outcomes such as self-efficacy, optimism, and problem-solving ability. All of those attributes impact traditional academic achievement and influence students’ success and quality of life outside of school. Survey results are used to inform continuous school improvement.

The Minnesota Comprehensive Assessments (MCA) tests are given to students in Grades 6-8, 10th grade reading and 11th grade math, each spring. Once results are available, teachers meet with their cooperative teams and administration to review data and plan for the following year.

In FY20 and FY21 the authorizer goals listed in the Performance Reporting section were co created by multiple stakeholders including but not limited to: Teachers, Authorizer staff, School Board members, students, Regional Center of Excellence Liaisons, EdVisions leadership coaches, and school administration. The team was inspired by Dr. Tony Kinkel’s quote, “Hold people accountable for only the things over which they have control...hold people accountable for values over metrics.” (Tony is the Executive Director of the Minnesota Board of School Administrators.).

Statutory & Compliance Reporting Requirement	Instructions/Notes
124E.16, Subd. 2 - Annual report includes information about future plans	<i>Reporting for this requirement is up to each school.</i>

Response:

Future plans are focused on:

1. Continued support of Teacher Leadership and decision making
2. Mission driven experiential learning and job readiness opportunities
3. Financial Stability

Statutory & Compliance Reporting Requirement	Instructions/Notes
124E.16, Subd. 2 - Annual report is posted on the website	<i>The Guild will verify this after November 1st once annual reports are due to The Guild.</i>

Response:

Upon approval from The Guild and the Career Pathways board of directors, this report will be posted on the Career Pathways website on the Board page at the Annual Report link, under Documents. Please see www.cpathmn.org/board/

Statutory & Compliance Reporting Requirement	Instructions/Notes
<p>120B.11 Subd. 5 WBWF Report –includes required WBWF report elements and follows MDE’s WBWF reporting instructions (e.g., post on your school’s website)</p>	<ul style="list-style-type: none"> • Weave this information into your annual report for one combined report, or complete and publish a separate WBWF report – either way, all required WBWF data needs to be reported. • The Guild recommends combining WBWF reporting with your charter school’s annual report to minimize your school’s reporting responsibilities. • Provide all information required by MDE for FY23 WBWF reporting as they may have changed since FY22. (*10/18/23 update - It has NOT changed) • If your school’s FY23 WBWF goals are the same as your contract goals, there is no need to duplicate reporting in a combined report. For each combined goal, clearly indicate it’s also a WBWF goal and identify the WBWF goal area (e.g., All Students Ready for School, Reading Well by 3rd grade, Closing Achievement Gaps, etc.) • If you choose to report WBWF separately, charter schools are not required to complete the Achievement and Integration (A&I) Progress Report section of MDE’s WBWF reporting template.

Response:

The WBWF information is woven into the Performance Reporting section below and included on page 26.

Statutory & Compliance Reporting Requirement	Instructions/Notes
<p>124E.10, Subd. 2 – Charter Contract Contents: Statutory Purposes including how the school will report on its implementation of primary and additional purposes</p>	<ul style="list-style-type: none"> • The Guild’s contract states schools will report on primary and additional statutory purposes in the school’s annual report. • First state the primary purpose of charter school and report how your school implemented the primary purpose in FY23. • Then state each additional purpose identified in your school’s contract with The Guild and, for each additional purpose, report how your school implemented each additional purpose. • Make sure the statutory purposes you include in your annual report is the same as the purposes identified in your current charter contract with The Guild.

Response:

From Career Pathways Contract with The Guild, Section 6.7. Statutory Purposes

Career Pathways primary purpose is to:
“Improve all pupil learning and all student achievement”,

Implementation and efficacy in reference to the primary purposes is reported on the Minnesota Department of Education website (Data Center), e.g., metrics for student growth and student achievement. They are also included below in the Performance Reporting section.

Career Pathways additional purpose is to:
“Encourage the use of different and innovative teaching methods”.

Implementation and efficacy in reference to additional purpose is reported above in the response to, “124E.16, Subd. 2 - Annual report includes information about **innovative practices & implementation.**” They are also included below in the Performance Reporting section in our goals.

Performance Reporting:

Career Pathways has nine goals in their contract with The Guild. Four of those goals have multiple layers. Goals data are presented below in the required format. The Career Pathways contract with The Guild is from July 1, 2020 to June 30, 2025.

WBWF goals that apply, are added directly following the goal.

Goal #1 - MCA Proficiency, Part 1 Reading		Reading: Based on Career Pathways (CPATH) NorthStar Accountability data, 12.5% of the students improved or maintained progress in FY19. The goal is for a 2% increase per testing year to reach 18.5% by FY23.				
Contract Year	FY20 Baseline	FY21	FY22	FY23	FY24	FY25
Projected Goal Indicator for each fiscal year	12.5%	14.5%	16.5%	18.5%	18.5%	18.5%
Actual Results	No test	Cell Size too small	47%	36%		
Was the goal Met, Partially Met, or Not Met?	Waived	Waived	Met	Met		
School's analysis of performance for the reporting year	For students who were enrolled on Oct 1 and continuously enrolled with 60% or higher attendance, and who tested compared with their most recent previous MCA score. Goal met for students who tested but the many students/families opted their students out of state testing. This affects our report card through MDE Northstar.					

Goal #1 - MCA Proficiency, Part 1 Math		Math: Based on CPATH NorthStar Accountability data, 22% of the students improved or maintained progress in FY19. The goal is to see a 2% increase per testing year to reach 28% by FY23.				
Contract Year	FY20 Baseline	FY21	FY22	FY23	FY24	FY25
Projected Goal Indicator for each fiscal	22%	24%	26%	28%	28%	28%

year						
Actual Results	No test	Cell Size too small	47%	38%		
Was the goal Met, Partially Met, or Not Met?	Waived	Waived	Met	Met		
School's analysis of performance for the reporting year	<p>For students who were enrolled on Oct 1 and continuously enrolled with 60% or higher attendance, and who tested compared with their most recent previous MCA score.</p> <p>Goal met for students who tested but the many students/families opted their students out of state testing. This affects our report card through MDE Northstar.</p>					

Goal #1 - MCA Proficiency, Part 2	For students whose attendance is less than 60%, each student in this cohort will have 1:1 consultations through the use of the School's Multi-Tiered System of Supports (Dean of Students, School Social Worker, Promise Fellow, etc.), with the result being improved attendance and academic credit growth - with the aim that these students will move into the higher-attending cohort of students included in the goal presented in Part One, above.					
Contract Year	FY20 Baseline	FY21	FY22	FY23	FY24	FY25
Projected Goal Indicator for each fiscal year	100% of students have 1:1 Consultations	100% of students have 1:1 Consultations	100% of students have 1:1 Consultations	100% of students have 1:1 Consultations	100% of students have 1:1 Consultations	100% of students have 1:1 Consultations
Actual Results	100%	100%	100%	100%		
Was the goal Met, Partially Met, or Not Met?	Met	Met	Met	Met		
School's analysis of performance for the reporting year	For students whose attendance was less than 60%, each student in this cohort had a 1:1 consultations through the use of the School's Multi-Tiered System of Supports (Dean of Students, School Social Worker, Promise Fellow, etc.), with the result being improved attendance and academic credit growth - with the aim that these students will move into the higher-attending cohort of students included in the goal presented in Part One, above.					

Goal #2 - NWEA Growth,	Reading: Based on averaged NWEA Data for FY18 and FY19, 42.5% of students met or exceeded their projected Reading RIT Growth Goal. Career Pathways' goal is to increase the number of students meeting or exceeding their expected RIT Goals by 2% each year and be at
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Part 1 Reading	48.5% by FY23. Students who are enrolled by Oct 1 and attend 60% or more of the time, will be included in this cohort.					
Contract Year	FY20 Baseline	FY21	FY22	FY23	FY24	FY24
Projected Goal Indicator for each fiscal year	42.5% (actual FY19)	44.5%	46.5%	48.5%	48.5%	48.5%
Actual Results	No test Distance learning canceled 3 test sessions. (Two in FY20 and one in FY21.)	No RIT growth formula for skipping 3 sessions.	23.5%	45.5%		
Was the goal Met, Partially Met, or Not Met?	Waived	Waived	Met	Not Met		
School's analysis of performance for the reporting year	In the 22-23 school year this goal was not met. Strategies for improvement include: Continued daily DEAR (Drop Everything and Read) time and this year we hired Ms. Teionna Victoria, a Tier 2 Highly Qualified English Teacher.					

Goal #2 - NWEA Growth, Part 1 Math	Math: Based on averaged NWEA Data for FY18 and FY19, 36.9 % of our students met or exceeded their projected Math RIT Growth Goal. Career Pathways' goal is to increase the number of students meeting or exceeding their expected RIT Goals by 2% each year and be at 42.9% by FY23. Students who are enrolled by Oct 1 and attend 60% or more of the time, will be included in this cohort.					
Contract Year	FY20 Baseline	FY21	FY22	FY23	FY24	FY25
Projected Goal Indicator for each fiscal year	36.9% (actual FY19)	38.9%	40.9%	42.9%	42.9%	42.9%
Actual Results	No test Distance learning canceled 3	No RIT growth formula for skipping 3	50%	54.5%		

	test sessions. (Two in FY20 and one in FY21.)	sessions.				
Was the goal Met, Partially Met, or Not Met?	Waived	Waived	Met	Met		
School's analysis of performance for the reporting year	Mr. Elliott Akporherhe recently filled our open high school Math teacher position. He has an undergraduate degree in Electrical Engineering from City College of New York and is now working on his Masters at Hamline University in Math Education. He plans to infuse STEM into class projects.					

Goal #2 - NWEA Growth, Part 2 Math	For students whose attendance is less than 60%, each student in this cohort will have 1:1 consultations through the use of the School's Multi-Tiered System of Supports (Dean of Students, School Social Worker, Promise Fellow, etc.), with the result being improved attendance and academic credit growth - with the aim that these students will move into the higher-attending cohort of students included in the goal presented in Part One, above.					
Contract Year	FY20 Baseline	FY21	FY22	FY23	FY24	FY25
Projected Goal Indicator for each fiscal year	100% of students have 1:1 Consultations	100% of students have 1:1 Consultations	100% of students have 1:1 Consultations	100% of students have 1:1 Consultations	100% of students have 1:1 Consultations	100% of students have 1:1 Consultations
Actual Results	100%	100%	100%	100%		
Was the goal Met, Partially Met, or Not Met?	Met	Met	Met	Met		
School's analysis of performance for the reporting year	For students whose attendance was less than 60%, each student in this cohort had a 1:1 consultations through the use of the School's Multi-Tiered System of Supports (Dean of Students, School Social Worker, Promise Fellow, etc.), with the result being improved attendance and academic credit growth - with the aim that these students will move into the higher-attending cohort of students included in the goal presented in Part One, above.					

Goal #3 - Credit	Credit Growth: Based on fall 2019 high school data (collected as part of Career Pathways School Improvement Plan (SIP)), the average for all high school students credit growth for one semester was 53% of what was needed for a four-year graduation rate.
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Growth Part 1	1) For students who are enrolled on Oct 1 and are continuously enrolled with 60% or higher attendance, their credit growth will increase 5% per year to reach a minimum of 68% by FY23.					
Contract Year	FY20 Baseline	FY21	FY22	FY23	FY24	FY24
Projected Goal Indicator for each fiscal year	53% Credit attainment	58% Credit attainment	63% Credit attainment	68% Credit attainment	68% Credit attainment	68% Credit attainment
Actual Results	53%	82%	67%	109.4%		
Was the goal Met, Partially Met, or Not Met?	Met	Met	Met	Met		
School's analysis of performance for the reporting year	21.5 credits to graduate. 5.75 per year = 100% credit growth. Total credits for FY23 = 6.29 on average for the cohort with 60% and above attendance.					

WBWF:

In working with the Regional Center of Excellence on the School Improvement Plan, the school and RCE team determined that the root cause of low graduation rates is from students not being prepared for graduation or life after graduation. Goal #3 is therefore in alignment with WBWF goal, "all students graduate from high school."

Goal #3 - Credit Growth Part 2	Credit Growth: Based on fall 2019 high school data (collected as part of Career Pathways School Improvement Plan (SIP)), the average for all high school students credit growth for one semester was 53% of what was needed for a four-year graduation rate. 2) For students who are not continuously enrolled, Career Pathways will provide 1:1 consultation with their advisor to review their transcript and course schedule. Additionally, to better support the social emotional needs of this group of students; students will receive extra 1:1 support from the Multi-Tiered System of Support (Dean of Students, School Social Worker, Promise Fellow, etc.). The goal is that each student in this cohort will have 1:1 consultation that results in a personalized credit growth plan.					
Contract Year	FY20 Baseline	FY21	FY22	FY23	FY24	FY25
Projected Goal Indicator for each fiscal	100% of students have 1:1 Consultations	100% of students have 1:1 Consultations	100% of students have 1:1 Consultations	100% of students have 1:1 Consultations	100% of students have 1:1 Consultations	100% of students have 1:1 Consultations

year						
Actual Results	100%	100%	100%	100%		
Was the goal Met, Partially Met, or Not Met?	Met	Met	Met	Met		
School's analysis of performance for the reporting year	We have a number of students who worked diligently to make up missed due to the pandemic or wanted to graduate early. They helped push the earned credit count for the school year.					

WBWF:

In working with the Regional Center of Excellence on the School Improvement Plan, the school and RCE team determined that the root cause of low graduation rates is from students not being prepared for graduation or life after graduation. Goal #3 is therefore in alignment with WBWF goal, "all students graduate from high school."

Goal #4 - PSEO & CIS/Trades Exposure	Annually, 90% of the students enrolled by Oct 1 with an attendance rate of 60% or higher will visit one college and one jobsite (virtual and/or in person).					
Contract Year	FY20 Baseline	FY21	FY22	FY23	FY24	FY25
Projected Goal Indicator for each fiscal year	90% of students enrolled by Oct 1 with an attendance rate of 60% or higher will visit one college and one jobsite per school year.	90% of students enrolled by Oct 1 with an attendance rate of 60% or higher will visit one college and one jobsite per school year.	90% of students enrolled by Oct 1 with an attendance rate of 60% or higher will visit one college and one jobsite per school year.	90% of students enrolled by Oct 1 with an attendance rate of 60% or higher will visit one college and one jobsite per school year.	90% of students enrolled by Oct 1 with an attendance rate of 60% or higher will visit one college and one jobsite per school year.	90% of students enrolled by Oct 1 with an attendance rate of 60% or higher will visit one college and one jobsite per school year.
Actual Results	New goal FY20	Actual 100% of MS have completed both and 88% of HS completed at least one, 80% of HS	Actual 100% of MS have completed both and 90% of HS have completed both	Actual 91.7% of MS have completed both. 91.2% of high school students met requirements.		

		completed both.				
Was the goal Met, Partially Met, or Not Met?		Met	Met	Met		
School's analysis of performance for the reporting year	Career Pathways has built in experiential learning outings that usually take place on Wednesdays. Outings incorporate our goals to explore learning opportunities outside of school, including job site and college visits, throughout the school year.					

Goal #5 (a) - Graduation Preparedness	(Mission-specific Goal): 100% of graduates will have a portfolio that includes: a professional resume, school validated work, volunteer or internship completed (with a minimum of 40 hours), and a completed skills test (ACT, ACCUPLACER, or ASVAB). Test element will be waived in Distance Learning years.					
Contract Year	FY20 Baseline	FY21	FY22	FY23	FY24	FY25
Projected Goal Indicator for each fiscal year	100% of Graduates have Portfolio	100% of Graduates have Portfolio	100% of Graduates have Portfolio	100% of Graduates have Portfolio	100% of Graduates have Portfolio	100% of Graduates have Portfolio
Actual Results	100%	100%	100%	100%		
Was the goal Met, Partially Met, or Not Met?	Met	Met	Met	Met		
School's analysis of performance for the reporting year	This is a graduation requirement at Career Pathways.					

Goal #5 (b) - Graduation Preparedness	(Mission-specific Goal): 100% of Sophomore students will end the school year with a completed graduation plan that tracks credit accumulation. The plan will be accessible 24/7 by students and families.
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Contract Year	FY20 Baseline	FY21	FY22	FY23	FY24	FY25
Projected Goal Indicator for each fiscal year	100% of Graduates have Portfolio	100% of Graduates have Portfolio	100% of Graduates have Portfolio	100% of Graduates have Portfolio	100% of Graduates have Portfolio	100% of Graduates have Portfolio
Actual Results	100%	100%	100%	100%		
Was the goal Met, Partially Met, or Not Met?	Met	Met	Met	Met		
School's analysis of performance for the reporting year	This is a graduation requirement at Career Pathways.					

WBWF:

In working with the Regional Center of Excellence on the School Improvement Plan (SIP), the school and RCE team determined that the root cause of low graduation rates is from students not being prepared for graduation or life after graduation. Goal #5 is therefore in alignment with WBWF goal, "all students graduate from high school."

Goal #6 - Hope Survey Assessment - Students attending for minimum 1 year	(SIP Goal): Annually, all students who have attended CPath for a minimum of one year will improve their belongingness score (advisor personal and peer personal) by 0.25-0.50, between the fall and spring assessments. These students will also increase their engagement (both behavioral and emotional) by 0.25-0.50 points between the fall and spring assessments. This goal will not be used if one of the assessment periods includes distance learning.					
Contract Year	FY20 Baseline	FY21	FY22	FY23	FY24	FY25
Projected Goal Indicator for each fiscal year	Distance Learning Year	Distance Learning Year	Belongingness score increases by .25 to .5 from fall to spring - students attending for 1	Belongingness score increases by .25 to .5 from fall to spring - students attending for 1	Belongingness score increases by .25 to .5 from fall to spring - students attending for 1	Belongingness score increases by .25 to .5 from fall to spring - students

			year	year	year	attending for 1 year
Actual Results	No data - Spring testing was not implemented due to Distance Learning.	No data - The Hope Survey was not implemented due to Distance Learning.	Fall: 4.95 Spring: 3.76	Fall: 5.86 Spring: 4.96		
Was the goal Met, Partially Met, or Not Met?	Waived	Waived	Not Met	Not met		
School's analysis of performance for the reporting year	<p>The Hope Survey changed their point scale as well agrated all results into anonymous data. It is not possible to match particular students with a data point. We can only compare Fall and Spring scores.</p> <p>Overall, our FY23 Hope score increased from Fall (5.58) to Spring (5.86). Our Belonging and Engagement scores went down from Fall to Spring. We have since added a licensed School Social Worker, an additional Special Education Teacher and fully staffed our Paraprofessional support staff.</p>					

Goal #6 - Hope Survey Assessment - Students attending for more than 1 year	(SIP Goal): Annually, all students who have attended CPath for a minimum of one year will improve their belongingness score (advisor personal and peer personal) by 0.25-0.50, between the fall and spring assessments. These students will also increase their engagement (both behavioral and emotional) by 0.25-0.50 points between the fall and spring assessments. This goal will not be used if one of the assessment periods includes distance learning.					
Contract Year	FY20 Baseline	FY21	FY22	FY23	FY24	FY25
Projected Goal Indicator for each fiscal year	Distance Learning Year	Distance Learning Year	Belongingness score increases by 0.4-0.6 rom fall to spring - students attending for more than 1 year	Belongingness score increases by 0.4-0.6 rom fall to spring - students attending for more than 1 year	Belongingness score increases by 0.4-0.6 rom fall to spring - students attending for more than 1 year	Belongingness score increases by 0.4-0.6 rom fall to spring - students attending for more than 1 year
Actual Results	No data	No data	Fall: 4.95 Spring: 3.67	Fall: 5.53 Spring: 4.96		
Was the goal Met, Partially Met, or Not	Waived	Waived	Not met	Not met		

Met?						
School's analysis of performance for the reporting year	<p>The Hope Survey changed their point scale as well aggregated all results into anonymous data. It is not possible to match particular students with a data point. We can only compare Fall and Spring scores.</p> <p>Overall, our FY23 Hope score increased from Fall (5.58) to Spring (5.86). Our Belonging and Engagement scores went down from Fall to Spring. We have since added a licensed School Social Worker, an additional Special Education Teacher and fully staffed our Paraprofessional support staff.</p>					

Goal #7 - Experiential Learning	(Mission-specific Goal): 100% of students will be offered experiential learning opportunities at least twenty days per year. Core Curriculum Teachers will track experiential learning opportunities and report as a part of the annual report to The Guild.					
Contract Year	FY20 Baseline	FY21	FY22	FY23	FY24	FY24
Projected Goal Indicator for each fiscal year	100% of students will be offered experiential learning opportunities at least 20 days per year.	100% of students will be offered experiential learning opportunities at least 20 days per year.	100% of students will be offered experiential learning opportunities at least 20 days per year.	100% of students will be offered experiential learning opportunities at least 20 days per year.	100% of students will be offered experiential learning opportunities at least 20 days per year.	100% of students will be offered experiential learning opportunities at least 20 days per year.
Actual Results	100%	100%	100%	100%		
Was the goal Met, Partially Met, or Not Met?	Met	Met	Met	Met		
School's analysis of performance for the reporting year	<p>This is a program design element at Career Pathways. Educators meet weekly to plan weekly experiential learning opportunities. At times MS and HS will be offered different opportunities and at other times experiential learning opportunities are for the whole school.</p> <p>In FY23 students were offered opportunities on 33 days.</p>					

Goal #8 - Teacher Leadership	(Mission-specific goal): 90% of teachers will be on school committees, consistently, throughout the contract duration.					
Contract Year	FY20 Baseline	FY21	FY22	FY23	FY24	FY25
Projected	90% of	90% of	90% of	90% of	90% of	90% of

Goal Indicator for each fiscal year	teachers are on committees	teachers are on committees	teachers are on committees	teachers are on committees	teachers are on committees	teachers are on committees
Actual Results	90%	100%	100%	100%		
Was the goal Met, Partially Met, or Not Met?	Met	Met	Met	Met		
School's analysis of performance for the reporting year	Teacher Leadership is a program design element at Career Pathways. We have expanded that to include all staff. Committees meet regularly, some weekly, others monthly, to plan and problem solve together. Meeting notes are shared and stored in our Google Drive.					

Goal #9 - Fiscal	The school will maintain a minimum fund balance of 8.1% by FY23. (This assumes CPATH receives on-time and projected funding from the State).					
Contract Year	FY20 Baseline	FY21	FY22	FY23	FY24	FY25
Projected Goal Indicator for each fiscal year	8.1%	8.1%	8.1%	8.1%	8.1%	8.1%
Actual Results	18%	40.3%	63.7%	70.3%		
Was the goal Met, Partially Met, or Not Met?	Met	Met	Met	Met		
School's analysis of performance for the reporting year	<p>Fiscal responsibility is a requirement at Career Pathways for all employees and board members. When possible, decisions about spending new money are made with input from the entire staff. Monthly Finance Packets prepared in partnership with EdFinMN are shared monthly.</p> <p>The creation of CPATH Community Building Group and the purchase and remodel of our building was done in partnership with JBVang, EdFinMN, the City of St. Paul, and investors through Piper Sandler. The bond agreement requires a high fund balance to ensure on track loan repayment.</p>					

School Highlights:

This section showcases some of the many accomplishments/ achievements of Career Pathways during the past year.

June 2023 Community News, College in the Schools and PSEO success:

CAREER PATHWAYS PSEO STUDENT ON COLLEGE DEAN'S LIST

One of our 2023 graduates completed a welding program at Century College this year. She just learned that she was recognized for her high level of achievement during both the Fall and Spring Semester and is on their Dean's List. The Dean's List is an honor reserved for students who earned at least 3.5 GPA (Grade Point Average).

April 2023 Community News, Experiential Wednesdays:

At Career Pathways we believe that when students are actively engaged in learning, their understanding is not only quicker but also deeper. Our educators feel so strongly about Experiential Learning that they set an Experiential Learning Goal with our authorizer, The Minnesota Guild of Public Charter Schools.

"100% of students will be offered experiential learning opportunities at least twenty days per year."

As of March 2023, students were offered 52 different experiential learning opportunities this school year. Highlights this month include: The Minnesota Zoo, 3M Wizards, and Dodge Nature Center

September 2023 Community News, Building Renovation:

Yesterday was a very big day for our school! As the summer remodeling project gets finished up, our new gym opened for the first time.

When school leaders, our project managers at JB Vang, and our architect at BDH Design began the design process last year, one of our most important goals was to create a half gym space where students could play.

Students have been asking for a gym ever since 2015. When our school was on Blaisdell Avenue we were close to the Blaisdell YMCA and visited as often as we could. There was a fee to rent the space, but teacher leaders managed to budget funds so that the students could enjoy free swim or open gym for a few weeks in the winter when they couldn't get outside.

We didn't have a playground at the Blaisdell location either, so when we moved to Pierce Butler we were thrilled to have a spacious and well equipped playground and basketball court. Our cold Minnesota days took a toll however, and the kids would still wish for an indoor gym.

Thank you to everyone who helped with the building project. You made a huge difference in the lives of our students!

World's Best Work Force Summary:



2022–23 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the **Combined 2022-23 WBWF and A&I Annual Summary & Progress Report**. Each Minnesota district or charter has received an individual link to this electronic form. You can copy your responses from this template into the form.

District or Charter Name: Career Pathways

WBWF Contact: Liz Lonetti

Title: Executive Director

Phone: 612-540-0770

Email: Liz@cpathmn.org

A&I Contact: Type response here

Title: Type response here

Phone: Type response here

Email: Type response here

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2022–23 school year (SY)?

Yes No

What year of your Achievement & Integration plan are you reporting on?

Year 1 (3-year plan spans 2023–25 SY)

Year 3 (3-year plan spans 2021–23 SY)

Did you have a Racially Identifiable School (RIS) in the 2022–23 SY?

Yes No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2022–23 SY. No charter schools should complete this section.

3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2022–23 SY. No charter schools should complete this section.

Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.

NOTE: CAREER PATHWAYS IS NOT REQUIRED TO REPORT ON #'S 2 AND 3.

World's Best Workforce

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders: <https://cpathmn.org/board/> See Documents -> Annual Report

Provide the direct website link to the A&I materials: NA

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2022–23 SY.

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

CAREER PATHWAYS HELD THEIR ANNUAL MEETING ON MONDAY, OCTOBER 10, 2022. GOALS WERE REVIEWED AND STAYED THE SAME FOR THE 22-23 SCHOOL YEAR.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2022-23 SY: **NOT APPLICABLE**

Goals and Results

All Students Ready for School

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

Goal	Result	Goal Status
Provide the established SMART goal for the 2022–23 SY. No kindergarten students	Provide the result for the 2022–23 SY that directly ties back to the established goal. Type response here	<i>Check one of the following:</i> <input checked="" type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

Repeat table for additional school readiness goals as appropriate.

All Students in Third Grade Achieving Grade-Level Literacy.

Note: Due to legislative changes, Third Grade Literacy will not be a WBWF goal area beginning with the 2023-24 school year.

Goal	Result	Goal Status
Provide the established SMART goal for the 2022–23 SY. No third grade students	Provide the result for the 2022–23 SY that directly ties back to the established goal. Type response here	<i>Check one of the following:</i> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

Repeat table for additional third-grade literacy goals as appropriate.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>ANNUALLY, ALL STUDENTS WHO HAVE ATTENDED CPATH FOR A MINIMUM OF ONE YEAR WILL IMPROVE THEIR BELONGINGNESS SCORE (ADVISOR PERSONAL AND PEER PERSONAL) BY 0.25-0.50, BETWEEN THE FALL AND SPRING ASSESSMENTS. THESE STUDENTS WILL ALSO INCREASE THEIR ENGAGEMENT (BOTH BEHAVIORAL AND EMOTIONAL) BY 0.25-0.50 POINTS BETWEEN THE FALL AND SPRING ASSESSMENTS. THIS GOAL WILL NOT BE USED IF ONE OF THE ASSESSMENT PERIODS INCLUDES DISTANCE LEARNING.</p> <p>STUDENTS WHO HAVE ATTENDED CPATH FOR LONGER THAN 1 YEAR WILL GROW 0.4-0.6 BETWEEN THE FALL AND SPRING ASSESSMENTS IN THE SAME AREAS.(HOPE SURVEY)</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>THE HOPE SURVEY CHANGED THEIR POINT SCALE AND AGRATED ALL RESULTS INTO ANONYMOUS DATA. IT IS NOT POSSIBLE TO MATCH PARTICULAR STUDENTS WITH A DATA POINT. WE CAN ONLY COMPARE FALL AND SPRING SCORES. OVERALL, OUR FY23 HOPE SCORE INCREASED FROM FALL (5.58) TO SPRING (5.86).</p> <p>OUR BELONGING (FALL: 5.86, SPRING: 4.96) AND ENGAGEMENT SCORES (FALL: 5.73, SPRING 5.51) WENT DOWN FROM FALL TO SPRING,</p> <p>WE HAVE SINCE ADDED A SOCIAL WORKER, AN ADDITIONAL SPECIAL EDUCATION TEACHER AND FULLY STAFFED OUR PARAPROFESSIONAL SUPPORT STAFF.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>A) 100% OF GRADUATES WILL HAVE A PORTFOLIO THAT INCLUDES: A PROFESSIONAL</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>A) 100% OF FY23 GRADUATES COMPLETED A PORTFOLIO.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p>

Goal	Result	Goal Status
<p>RESUME; SCHOOL VALIDATED WORK, VOLUNTEER OR INTERNSHIP COMPLETED (WITH A MINIMUM OF 40 HOURS), AND A COMPLETED SKILLS TEST (ACT, ACCUPLACER, OR ASVAB). TEST ELEMENT WILL BE WAIVED IN DISTANCE LEARNING YEARS.</p> <p>B) 100% OF SOPHOMORE STUDENTS WILL END THE SCHOOL YEAR WITH A COMPLETED GRADUATION PLAN THAT TRACKS CREDIT ACCUMULATION. THE PLAN WILL BE ACCESSIBLE 24/7 BY STUDENTS AND FAMILIES.</p> <p>~IN WORKING WITH THE REGIONAL CENTER OF EXCELLENCE (RCE) ON THE SCHOOL IMPROVEMENT PLAN, THE SCHOOL AND RCE TEAM DETERMINED THAT THE ROOT CAUSE OF LOW GRADUATION RATES IS FROM STUDENTS NOT BEING PREPARED FOR GRADUATION OR LIFE AFTER GRADUATION.</p>	<p>B) GRADUATION PLAN PORTAL 100% COMPLETED AND CONTINUOUSLY UPDATED AS STUDENTS ENROLL .</p> <p>* ALL HIGH SCHOOL STUDENTS HAVE ELECTRONIC GRADUATION PLANS ONCE ENTERING 9TH GRADE OR RECORDS FROM PREVIOUS SCHOOL ARE RECEIVED.</p>	<p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

All Students Graduate

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>FOR STUDENTS WHO ARE ENROLLED ON OCT 1 AND ARE CONTINUOUSLY ENROLLED WITH 60% OR HIGHER ATTENDANCE,</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>ALL CONTINUOUSLY ENROLLED HS STUDENTS ACHIEVED AN AVERAGE CREDIT GROWTH OF 3.15</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p>

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<p>THEIR CREDIT GROWTH WILL INCREASE 5% PER YEAR TO REACH A MINIMUM OF 68% BY FY23.</p> <p>FOR STUDENTS WHO ARE NOT CONTINUOUSLY ENROLLED, CAREER PATHWAYS WILL PROVIDE 1:1 CONSULTATION WITH THEIR ADVISOR TO REVIEW THEIR TRANSCRIPT AND COURSE SCHEDULE. ADDITIONALLY, TO BETTER SUPPORT THE SOCIAL EMOTIONAL NEEDS OF THIS GROUP OF STUDENTS; STUDENTS WILL RECEIVE EXTRA 1:1 SUPPORT FROM THE MULTI-TIERED SYSTEM OF SUPPORT (DEAN OF STUDENTS, SCHOOL SOCIAL WORKER, PROMISE FELLOW, ETC.). THE GOAL IS THAT EACH STUDENT IN THIS COHORT WILL HAVE 1:1 CONSULTATION THAT RESULTS IN A PERSONALIZED CREDIT GROWTH PLAN.</p>	<p>cr/SEMESTER THUS MEETING THIS GOAL.</p> <p>FOUR YEAR GRADUATION RATE</p> <table border="1" data-bbox="613 386 990 915"> <thead> <tr> <th>YEAR</th> <th>% OF GRADUATES</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>0.00%</td> </tr> <tr> <td>2017</td> <td>40.90</td> </tr> <tr> <td>2018</td> <td>44.60%</td> </tr> <tr> <td>2019</td> <td>42.30%</td> </tr> <tr> <td>2020</td> <td>52.1%</td> </tr> <tr> <td>2021</td> <td>31.0%</td> </tr> <tr> <td>2022</td> <td>31.7%</td> </tr> <tr> <td>2023</td> <td>39.2%*</td> </tr> </tbody> </table> <p>* based on internal preliminary data.</p>	YEAR	% OF GRADUATES	2016	0.00%	2017	40.90	2018	44.60%	2019	42.30%	2020	52.1%	2021	31.0%	2022	31.7%	2023	39.2%*	<p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>
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