

Career Pathways

FY24 Annual Report to The Guild

October, 2024



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).

Career Pathways | 1355 W Pierce Butler Rt Saint Paul MN 55104 | www.cpathmn.org | 651.400.1781
Minnesota Public School District #4237-07

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Introduction

School Information

Career Pathways
4237-07
1335 Pierce Butler Rte.
St. Paul, MN 55804
<http://www.cpathmn.org/>
651-400-1781
Executive Director: Elizabeth Lonetti, liz@cpathmn.org

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.*

Authorizer Information

Authorized by the MN Guild of Public Charter Schools (The Guild)
323 Washington Ave N,
Minneapolis, MN 55401

Executive Director: Jim Zacchini, jim.zacchini@guildschools.org

Guild Vision: *The Minnesota Guild of Public Charter Schools advances positive educational outcomes for students that lead 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

Student Enrollment and Student Attrition

Statutory & Compliance Reporting Requirements	Instructions/Notes
124E.16, Subd. 2 - Annual report includes information about student enrollment	<ul style="list-style-type: none"> 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. Use ADM (Average Daily Membership) to report student data in your report. 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).

Enrollment by Grade Level

School Year	10/1/21	EOY FY22	10/3/22*	EOY FY23	10/2/23*	EOY FY24
6	3	4	4	3	1	2
7	6	6	6	7	4	7
8	4	8	6	10	9	14
9	5	10	10	12	10	15
10	13	18	14	12	10	13
11	12	15	10	16	19	26
12	65	65	72	66	56	59
Total	108	126	122	126	109	136

*10/1/22 and 10/1/23 were not school days

Statutory & Compliance Reporting Requirements	Instructions/Notes
124E.16, Subd. 2 - Annual report includes information about student attrition	<ul style="list-style-type: none"> Use ADM (Average Daily Membership) to report student data in your report. Include both data points in your reporting for this statutory requirement: <ol style="list-style-type: none"> Attrition: This data point tracks specific student enrollment changes <i>within</i> the school year. Of the students enrolled on Oct 1, which of those specific students completed the end of the year (EOY)? Retention: This data point is calculated by tracking <i>specific students, year to year</i>. Of the students who completed the prior school year (FY23), which of those specific students returned for the next school year (FY24)

	using October 1 st data? <ul style="list-style-type: none"> Do not include student names in your annual report.
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Attrition

School Year	Day 1 Child Count	Oct. 1 Child Count	End of Year Child Count	Attrition from Oct. 1 – End of Year	Percentage from Oct. 1– End of Year
FY24	100	109	136	74	67.8%
FY23	128	118	126	61	51.6%
FY22	112	108	126	79	73.1%
FY21	120	109	117	81	74.3%
FY20	93	99	121	55	55.5%

Retention

School Year	Total # of Students Eligible at End of FY23 Year to Return in Fall of FY24	Total # Students who Returned at Start of Next Year (Fall of FY24)	Retention Rate (%)
FY24	119	83	70%

Governance and Management

Statutory & Compliance Reporting Requirements	Instructions/Notes
<p>124E.16, Subd. 2 - Annual report includes information about governance & management</p>	<ul style="list-style-type: none"> Identify each board member who <i>served during the FY24 school year</i> by full name. Then, for each board member, identify their: <ol style="list-style-type: none"> Board officer position (e.g., chair, treasurer, etc.), if applicable Board membership category (i.e., community member, teacher, or parent) Term of service, including start date and term end date Describe the school's governance/management structure; include an organizational chart if possible. Provide additional information about the school's management/administration. Provide information about the school's management agreements with a CMO/EMO ("Charter management organization" or "CMO" means any nonprofit or for-profit entity that contracts with a charter school board of directors to provide, manage, or oversee all or substantially all of a school's education program or a school's administrative, financial, business, or operational functions.)

Board Roster

Board Member	Board Officer Position	Teacher, Parent or Community Member	Term Start Date	Term End Date
Zach Alter	Director	Community	8/13/2021	11/1/2024
Shatel Buckhanan	Director	Parent	1/15/2024	11/1/2026
Hannah Glowczewski	Director	Teacher	11/1/2018	11/1/2024
Nyia Her	Director	Teacher	6/13/2022	11/1/2025
Abshir Hirsi	Director & Treasurer	Teacher	11/1/2017	11/1/2026
Remi Huyen	Director	Teacher	6/13/2022	11/1/2025
Liz Lonetti	Ex Officio	Executive Director	7/1/2021	n/a
Alex Simmons	President	Community	7/12/2018	11/1/2024

Describe the school's governance/management structure; include an organizational chart if possible.

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.

Provide additional information about the school's management/administration.

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

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.

Provide information about the school’s management agreements with a CMO/EMO.

Not applicable.

Annual Board Training

Statutory & Compliance Reporting Requirements	Instructions/Notes
124E.07, Subd. 7 - Annual board training is included in the annual report	<ul style="list-style-type: none"> • Either build this information in your board member list referenced above or in a separate section. • For each training, include the subject, date(s), location, and name(s) of board members who attended the training. • <i>Clearly identify new board members in FY24</i> and provide information regarding statutorily required training for new board members.

Board Member	New board member? (Yes/No)	Date of Training	Location	Training Title or Subject
Zach Alter	No	2/14/2022, 2/13/2023	School	Board Financial Training
Zach Alter	No	2/6/2022	School	Board Governance
Zach Alter	No	7/12/2022, 3/13/2023	School	Employment Law Training
Shatel Buckhanan	Yes	June 2024	Zoom	Board Governance
Hannah Glowczewski	No	1/11/2019, 11/13/2020, 2/14/2022, 2/13/2023	School	Board Financial Training
Hannah Glowczewski	No	2/9/19	School	Board Governance
Hannah Glowczewski	No	4/12/2019	School	Employment Law Training

Hannah Glowczewski	No	Aug 2023	Zoom	Policy & Law; Human Resources
Nyia Her	No	2/13/2023	School	Board Financial Training
Nyia Her	No	1/9/2023	School	Board Governance
Nyia Her	No	3/13/2023	School	Employment Law Training
Nyia Her	No	Aug 2023	Zoom	Policy & Law; Human Resources
Abshir Hirsi	No	1/11/2019, 11/13/2020, 2/14/2022, 2/13/2023	School	Board Financial Training
Abshir Hirsi	No	4/10/2019	School	Board Governance
Abshir Hirsi	No	3/9/2018, 4/12/2019, 3/13/2023	School	Employment Law Training
Abshir Hirsi	No	Aug 2023	Zoom	Policy & Law; Human Resources
Remi Huyen	No	2/13/2023	School	Board Financial Training
Remi Huyen	No	1/19/2023	School	Board Governance
Remi Huyen	No	3/13/2023	School	Employment Law Training
Remi Huyen	No	Aug 2023	Zoom	Policy & Law; Human Resources
Liz Lonetti	No	2/12/2016, 12/9/2016, 1/11/2019, 11/13/2020, 2/14/2022, 2/13/2023	School	Board Financial Training
Liz Lonetti	No	2/12/2016, 12/9/2016, 1/11/2019, 11/13/2020, 2/14/2022, 2/13/2023	School	Board Governance
Liz Lonetti	No	9/26/2015, 11/2017, 3/9/2018, 4/12/2019, 3/13/2023	School	Employment Law Training
Liz Lonetti	No	Aug 2023	Zoom	Policy & Law; Human Resources
Alex Simmons	No	1/11/2019, 11/13/2020, 2/14/2022	School	Board Financial Training
Alex Simmons	No	4/10/19	School	Board Governance
Alex Simmons	No	4/12/2019, 11/30/2020, 3/13/2023	School	Employment Law Training

Staffing

Statutory & Compliance Reporting Requirements	Instructions/Notes
124E.16, Subd. 2 - Annual report includes information about staffing	<ul style="list-style-type: none"> Licensed and unlicensed staff in FY24 are included here. Provide MN license file folder numbers for teaching staff. Staff/Teacher Retention: 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 finished EOY FY23 and returned for FY24.) Please use a table with staff/teacher names, titles/subject areas, and the information immediately above.

Response to the reporting requirements above:

Staff Member	Role/Position	MN License File Folder # (if applicable)	Years at Career Pathways	Finished EOY FY23 and returned for FY24? (Y/N)
Cuevas	Office	1013303	2	N
Glowczewski	Teacher/ Admin - MS Math	489966	6	Y
Her	Teacher - Science	1005705	2	Y
Hirsi	Admin	492588	9	Y
Hughes	MTSS Para		5	Y
Huyen	Teacher - CTE	304703	2 (left and returned)	Y
LaVanier	Teacher - HS Math	1005848	1	N
Little	Admin	338592	8	Y
Lonetti	Admin/ Teacher - ELA	472793	9	Y
McFarlane	SPED Para		1	Y
McLean	Teacher - Social Studies	426957	1	N
Paul	Teacher	1012958	2	N
Rogers	SPED Para		2	Y
Sander	Teacher/ Coordinator - SPED	207953	5	Y
Wipf	Teacher/ Coordinator - ELL	1000354	1	Y

Information about New Staff in FY24:

Staff Member	Role/Position	MN License File Folder # (if applicable)	Years at Career Pathways	New in FY24
Akporherhe	Teacher - HS Math	425722	0	Y
Bostrom	SPED Para		0	Y
Freske	Social Worker	1028533	0	Y
Heywood-Schultz	SPED Para		former student / Career Pathways graduate	Y
Hieronimus	SPED Para		0	Y
A. Jama	SPED Para		former student / Career Pathways graduate	Y
D. Jama	SPED Para		former student / graduated elsewhere	Y
Kluza-Zelensky	SPED Para		former student / Career Pathways graduate	Y
Loggins	SPED Para		0	Y
Loveland	Teacher - Social Studies	1020071	0	Y
Sampson	Office		0	Y
Schmidt knecht	Teacher - SPED	491227	3 (left and returned)	Y
Teague	SPED Para		0	Y
Victoria	Teacher - ELA	1020945	0	Y

Professional Development Plans for Administratively Non-licensed Staff

Statutory & Compliance Reporting Requirements	Instructions/Notes
<p>124E.12, Subd. 2(b) - Professional development plans for administratively non-licensed staff who are in administrative,</p>	<ul style="list-style-type: none"> 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. Provide the full name of each unlicensed administrative staff. Provide their FY24 professional development plan including information for how their plan was completed in FY24 (name of training, date(s), location, etc.) This may differ across administrators.

supervisory, or instructional leadership roles is included in the annual report.	<ul style="list-style-type: none"> • 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 FY24.
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Liz Lonetti is our Executive Director.

Teaching license number: 472793

Goal / Plan for FY24: Smooth operations, spending ESSER to meet student and staff needs, teacher retention, stay on budget

Reflection: I feel I met my goal - 100% of the teachers I worked with returned in the fall of FY25, we used ESSER funds strategically, and finished the school year with a healthy fund balance.

Activities & Trainings:

- Coaching with my mentor, Dr. Joan - Weekly
- MTSS training through MDE- Summer 2024
- RCE- Quarterly
- Charter School Leaders Cohort from SouthWest University- Bimonthly
- MACS Leadership meetings- Weekly
- Special Education for Regular Education- PD
- Special Education Overview- PD
- Charter School Law and Governance- PD
- Civil Rights Training- PD
- ELL at Cpath- PD
- Creating Learning Plans and Hope Survey- PD
- HR- PD
- Mental Health and Suicide Prevention- PD
- Cultivating Genius- Book
- Between the World and Me- Book
- The Anxious Generation- Book
- The Book of Hope- Book
- Upheaval- Book
- How to Know a Person- Book
- Talking to Strangers- Book
- Teach like a Champion 2.0- Book
- Learning how to Learn- Great Courses
- Education around the World- Great Courses

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

1. Mr. Abshir Hirsi, Dean of Students, Professional Administration license number: 492588, Exempt from a professional development plan.
2. Dr. Joan Arbisi Little, Director of Special Projects, Professional Administration license number: 338592, Exempt from a professional development plan.
3. Ms. Hannah Glowczewski, Teacher Leader, Teaching license number: 489966

Goal / Plan for FY24: My goal this school year is to continue working on and growing my knowledge on state reports. I also want to take on more of a leadership role by leading meetings and helping coach teachers in their teacher practices.

Reflection: I met this goal. I submitted all required state reports without errors and on time. I led many staff and PLC meetings, and was a resource for teachers to help guide and reflect on their teaching practices.

Activities & Trainings:

- Coaching with executive director, Liz Lonetti
- MTSS training through MDE- Summer 2024
- RCE- Quarterly
- Charter School Leaders Cohort from SouthWest University- Bimonthly
- Special Education for Regular Education- PD
- Special Education Overview- PD
- Charter School Law and Governance- PD
- Civil Rights Training- PD
- ELL at Cpath- PD
- Creating Learning Plans and Hope Survey- PD
- HR- PD
- Mental Health and Suicide Prevention- PD
- MCA Data Review and Training

Finances

Statutory & Compliance Reporting Requirements	Instructions/Notes
124E.16, Subd. 2 - Annual report includes information about finances	<ul style="list-style-type: none"> ● Provide a summary of FY24 finances. ● Include a summary of revenues and expenditures by Fund and, if desired, other financial <i>summary</i> 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 may not be done before November 1st. ● Specifically, state if your school was in SOD in FY24 as well as progress toward completing your school’s SOD plan.

Overview

In 2024 Career Pathways Finances remained steady with both healthy cash balances and fund balances. The school ended the year with 6 additional ADM above the intentionally conservative budget of 110 ADM.

Audit

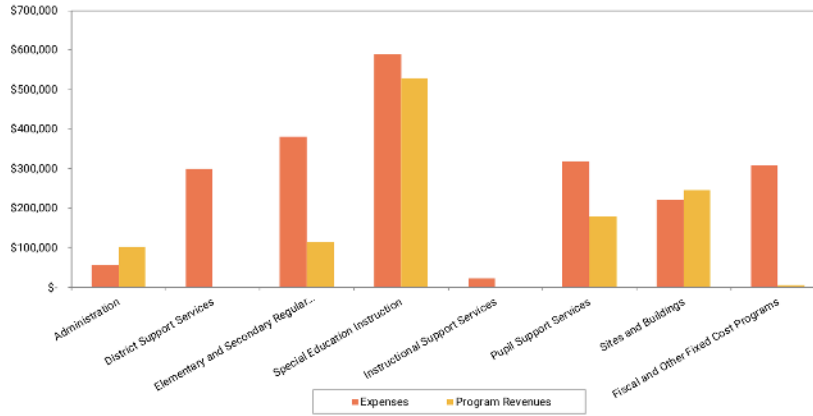
There were no adverse findings in the FY24 Audit. Our FY24 General Fund Balance was: 68.3%

Our FY24 Audit is posted with the Budget on our website and was submitted to MDE in accordance with Minnesota Statutes, section 124E. 16. Subdivision 1.

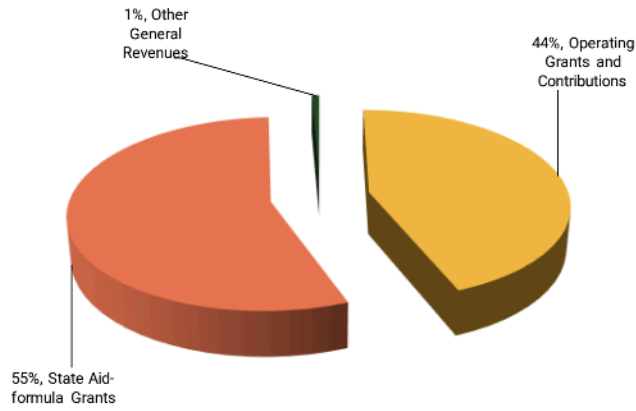
Career Pathways specifically did not end the year in SOD for FY24.

Note: The FY24 Audit Report and were approved by the school board on 9/11/2024.

Expenses and Program Revenue - Governmental Activities Graph



Revenue by Source - Governmental Activities Graph



Career Pathways
Charter School No. 4237
 St. Paul, Minnesota
Statement of Revenues, Expenditures and Changes in Fund Balances
 Governmental Funds
 For the Year Ended June 30, 2024

	General	Building Company	Nonmajor Food Service	Total
Revenues				
Other local and county revenue	\$ 57,287	\$ 336,113	\$ -	\$ 393,400
Revenue from state sources	2,249,110	-	936	2,250,046
Revenue from federal sources	280,730	-	72,200	352,930
Total Revenues	<u>2,587,127</u>	<u>336,113</u>	<u>73,136</u>	<u>2,996,376</u>
Expenditures				
Current				
Administration	115,153	-	-	115,153
District support services	297,207	-	-	297,207
Elementary and secondary regular instruction	493,990	-	-	493,990
Special education instruction	607,799	-	-	607,799
Instructional support services	5,204	-	-	5,204
Pupil support services	217,090	-	68,773	285,863
Sites and buildings	432,156	33,482	-	465,638
Fiscal and other fixed cost programs	27,397	-	-	27,397
Capital outlay				
District support services	11,700	-	-	11,700
Elementary and secondary regular instruction	43,886	-	-	43,886
Instructional support services	17,171	-	-	17,171
Pupil support services	63,252	-	13,013	76,265
Sites and buildings	20,870	20,765	-	41,635
Debt service				
Principal	-	30,000	-	30,000
Interest and other	-	280,438	-	280,438
Total Expenditures	<u>2,352,875</u>	<u>364,685</u>	<u>81,786</u>	<u>2,799,346</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>234,252</u>	<u>(28,572)</u>	<u>(8,650)</u>	<u>197,030</u>
Other Financing Sources (Uses)				
Transfers in	-	-	9,350	9,350
Transfers out	(9,350)	-	-	(9,350)
Total Other Financing Sources (Uses)	<u>(9,350)</u>	<u>-</u>	<u>9,350</u>	<u>-</u>
Net Change in Fund Balances	224,902	(28,572)	700	197,030
Fund Balance, July 1	1,381,861	420,741	-	1,802,602
Fund Balance, June 30	<u>\$ 1,606,763</u>	<u>\$ 392,169</u>	<u>\$ 700</u>	<u>\$ 1,999,632</u>

Innovative Practices and Implementation

Statutory & Compliance Reporting Requirements	Instructions/Notes
124E.16, Subd. 2 - Annual report includes information about innovative practices & implementation	<ul style="list-style-type: none"> Reporting for this requirement is up to each school. Showcase the wonderful accomplishments your school realized in FY24!

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.).

FY24 Specific Innovative Highlights:

- After School Program
- Continuation of Experiential Learning
- Full Driver’s Education Program on site and free
- Initiations of Level 3 Special Education
- Installation of a grant funded Metal Detector
- MTSS Training for 25% of the staff
- Resource Room Creative
- Summer Camping
- Summer College Road Trips
- Wolf Ridge Experiential Learning Center including

Future Plans

Statutory & Compliance Reporting Requirements	Instructions/Notes
124E.16, Subd. 2 - Annual report includes	<ul style="list-style-type: none"> ● Reporting for this requirement is up to each school. Don’t forget plans to achieve contract performance goals if annual targets were not met.

information about future plans	
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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 Purposes

Statutory & Compliance Reporting Requirements	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 a charter school and report how your school implemented the primary purpose in FY24. • 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 are the same as the purposes identified in your current charter contract with the Guild.

First, state the primary purpose of a charter school and report how your school implemented the primary purpose in FY24.

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.

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.

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

Academic Performance

Statutory & Compliance Reporting Requirements	Instructions/Notes
124E.16, Subd. 2 - Annual report includes information about academic performance	<ul style="list-style-type: none"> This is where you present your contract goals and progress toward those goals in FY24. Using your current contract term, use a table/format that shows academic performance for all years completed in the current contract term. This provides context for FY24 data. <p><i>Note: The detailed technical instructions and sample goal grid for this section were removed for brevity. Please let us know if you like to see the full instructions.</i></p>

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%	33%	
Was the goal Met, Partially Met, or Not Met?	Waived	Waived	Met	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>
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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 year	22%	24%	26%	28%	28%	28%
Actual Results	No test	Cell Size too small	47%	38%	64%	
Was the goal Met, Partially Met, or Not Met?	Waived	Waived	Met	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%	100%	
Was the goal Met, Partially Met, or Not Met?	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, Part 1 Reading	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 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	FY25
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%	66%	
Was the goal Met, Partially Met, or Not Met?	Waived	Waived	Not Met	Not Met	Met	
School's analysis of performance for the reporting year	In the 2024 school year this goal was met. Strategies for improvement include: Continued daily DEAR (Drop Everything and Read) time, a full year with a Tier 3 ELA teacher, and fully staffed Special Education Department are factors that helped meet this goal.					

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 test sessions. (Two in FY20 and one in FY21.)	No RIT growth formula for skipping 3 sessions.	50%	54.5%	87.5%	
Was the goal Met, Partially Met, or Not Met?	Waived	Waived	Met	Met	Met	
School's analysis of performance for the reporting year	Both our high school and middle school math teachers continue to meet with students in small classes and foster mathematical skills based on grade standards and fill in missing skills and knowledge.					

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	100%	100%	100%	100%	100%	

Results						
Was the goal Met, Partially Met, or Not Met?	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 Growth Part 1	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. 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	FY25
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%	118%	
Was the goal Met, Partially Met, or Not Met?	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 FY24 = 6.84 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	<p>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.</p> <p>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.</p>					
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%	100%	
Was the goal Met, Partially Met, or Not Met?	Met	Met	Met	Met	Met	
School's analysis of performance for the reporting year	<p>Students who are with us a full school year and have adequate attendance are taking advantage of options to earn credits through in-person classes, blended learning, PSEO, Project Based Learning and Experiential learning. By giving students options, they are able to move in and out of learning modes based on their preference and have teacher support throughout the process.</p>					

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	<p>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).</p>					
Contract Year	FY20 Baseline	FY21	FY22	FY23	FY24	FY25
Projected	90% of students	90% of students	90% of students	90% of students	90% of students	90% of students

Goal Indicator for each fiscal year	enrolled by Oct 1 with an attendance rate of 60% or higher will visit one college and one jobsite per school year.	enrolled by Oct 1 with an attendance rate of 60% or higher will visit one college and one jobsite per school year.	enrolled by Oct 1 with an attendance rate of 60% or higher will visit one college and one jobsite per school year.	enrolled by Oct 1 with an attendance rate of 60% or higher will visit one college and one jobsite per school year.	enrolled by Oct 1 with an attendance rate of 60% or higher will visit one college and one jobsite per school year.	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 completed both.	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.	Actual 75% of MS have completed both. 92% of high school students met requirements.	
Was the goal Met, Partially Met, or Not Met?		Met	Met	Met	Partially 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 sites and college visits, throughout the school year. While we met the goal for high school students, we did not meet the goal for middle school students.					

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%	100%	
Was the goal Met, Partially Met, or Not Met?	Met	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.					
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%	100%	
Was the goal Met, Partially Met, or Not Met?	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	(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
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- Students attending for minimum 1 year	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 year	Belongingness score increases by .25 to .5 from fall to spring - students attending for 1 year	Belongingness score increases by .25 to .5 from fall to spring - students attending for 1 year	Belongingness score increases by .25 to .5 from fall to spring - students 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	Fall: 5.02 Spring: 5.26	
Was the goal Met, Partially Met, or Not Met?	Waived	Waived	Not Met	Not met	Met	
School's analysis of performance for the reporting year	Overall, our FY24 Hope score increased from Fall (5.58) to Spring (5.86). Our Belonging and Engagement scores went up from Fall to Spring. Our added a licensed School Social Worker, an additional Special Education Teacher and fully staffed our Paraprofessional staff as helped support our students' needs and teachers' ability also manage SEL in advisors.					

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	100% of students will be offered experiential learning opportunities at least 20	100% of students will be offered experiential learning opportunities at least 20	100% of students will be offered experiential learning opportunities at least 20	100% of students will be offered experiential learning opportunities at least 20	100% of students will be offered experiential learning opportunities at least 20

	days per year.	days per year.	days per year.	days per year.	days per year.	days per year.
Actual Results	100%	100%	100%	100%	100%	
Was the goal Met, Partially Met, or Not Met?	Met	Met	Met	Met	Met	
School's analysis of performance for the reporting year	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. In FY24 students were offered opportunities on 42 experiential opportunities.					

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 Goal Indicator for each fiscal year	90% of teachers are on committees	90% of teachers are on committees	90% of teachers are on committees	90% of teachers are on committees	90% of teachers are on committees	90% of teachers are on committees
Actual Results	90%	100%	100%	100%	100%	
Was the goal Met, Partially Met, or Not Met?	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, weekly, monthly or on a needs basis 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	FY21	FY22	FY23	FY24	FY25

	Baseline					
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%	68.3%	
Was the goal Met, Partially Met, or Not Met?	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>					

English Learners Progress

Statutory & Compliance Reporting Requirements	Instructions/Notes
124E.16, Subd. 2 - Annual report includes information about academic performance (cont.)	1. English Learners Progress (If school population exceeds 10% EL students): When applicable, use the table below to provide a performance analysis for EL students at your school. Please use MDE's Report Card site to report this data.

English Learners Progress (If school population exceeds 10% EL students)		
Per the Minnesota Department of Education Report Card, the statewide EL scores for (1) "Average Progress Toward Target" and (2) "Percentage of EL's Meeting Target" should be identified below. Report this information at the school/all students tested level.		
FY24	Statewide	Career Pathways
Average Progress Toward Target	46.4%	n/a too small of a sample
Percentage of EL's Meeting Target	28.3%	n/a too small of a sample
FY23	Statewide	Career Pathways

Average Progress Toward Target	47.3%	6.7%
Percentage of EL's Meeting Target	28.9%	6.7%
FY22	Statewide	Career Pathways
Average Progress Toward Target	Data not available at MDE to compare	Data not available at MDE to compare
Percentage of EL's Meeting Target	Data not available at MDE to compare	Data not available at MDE to compare
FY21	Statewide	Career Pathways
Average Progress Toward Target	Data not available at MDE to compare	Data not available at MDE to compare
Percentage of EL's Meeting Target	Data not available at MDE to compare	Data not available at MDE to compare

PIP Reporting

Statutory & Compliance Reporting Requirements	Instructions/Notes
124E.16, Subd. 2 - Annual report includes information about academic performance (cont.)	2. PIP Reporting: <ol style="list-style-type: none"> a. In FY24 reports, schools with active performance improvement plans (PIPs) will report on PIP progress/achievements/challenges/etc. in their annual charter school report. b. The contract goal tables presented above report academic performance under a PIP. c. Provide a comprehensive update here on meeting governance, operations, and/or financial performance targets in your school's PIP, identifying targets that were met in FY24 and which targets were not achieved.

Note: This is not applicable for Career Pathways.

Additional Information



FY24 Newsletters

Available on our website at <https://cpathmn.org/newsposts/community-news-archive/>

- [July 2023](#)
- [August 2023](#)
- [September 2023](#)
- [October 2023](#)
- [November 2023](#)
- [December 2023](#)
- [January 2024](#)
- [February 2024](#)
- [March 2024](#)
- [April 2024](#)
- [May 2024](#)
- [June 2024](#)

DRIVER'S ED WITH MR. REMI



Why did you decide to teach Drivers Education?

At the end of last year, I finished a welding certificate and was going to work on my CTE license. I found that I had all the requirements for a Manufacturing and Construction CTE license and didn't need to take any classes. I saw a need for students to get a driver's license either to go to or from employment or to use as part of their employment. I decided to switch gears and concentrate on getting certified as a driver's education teacher.

This was not my first crack at getting the license; I did try in 2004 when I worked for MTS Charter School. I completed one class, but circumstances didn't allow me to finish. This was an opportune time for me to start and finish the classes.

RESOURCE ROOM CREATIVE



This year our Special Education Department expanded to include level 3 learners. In some more traditional schools these students are often not given the opportunity to be creative and develop their gifts and talents.

To better support our new students our Special Education leaders created a new space that we call, "Resource Room Creative." The space is equipped with a 3D printer, music synthesizer, a CNC machine, a heat press, and a sewing machine.

Mr. Ben, one of our special education paraprofessionals, shared these observations, "...the studio offers students a space to spark their imaginations and bring their ideas to life."

"One recent project in the studio has been the development of video game soundtracks, where students utilize the studio to create character voices and background sounds. This fusion of technology and artistry not only cultivates valuable skills in artistic development but also fosters a sense of pride and accomplishment as students see their creations come to life."

"Music serves as a powerful tool for self-expression and connection in our studio. Through genres like hip-hop, rap, and a few others, students explore their personal narratives, share their experiences, and forge meaningful connections with their peers. The studio has become a space not only for artistic growth but also for socialization and building friendships, as students collaborate on music projects and engage in lively discussions about their shared passions."

WOLF RIDGE

This month Career Pathways students and staff enjoyed the beauty and challenges of the north woods at Wolf Ridge Environmental Learning Center.



At the learning center, students participated in 3 hour classes 3 times a day. The classes included “Art in Nature”, “Beginning Orienting”, “Team Building”, and a “Ropes” course with a zip line. Most of the 3 hours were spent being active and outside. Every student and staff also had a kitchen duty shift. This allowed students to see the work that goes into serving and cleaning up for others. Students also got to see Lake Superior, a first for many of them, and skip rocks on the way back to St. Paul.

GRADUATION



On Saturday, June 1 several members of the class of 2024 walked in our graduation ceremony. Their plans for next year include going to college, working, and taking a gap year.

Our class of 2024 is remarkable for many reasons. Some have been with us since middle school, others joined during distance learning or even as juniors in 2023. Before they could graduate all of these students met 100% of the MN Graduation Requirements, took a career interest survey, presented a professional resume and participated in a work internship or volunteered.

As Career Pathways students, they participated in college and job site visits, as well as many other experiential learning and community service opportunities.

World’s Best Workforce

Statutory & Compliance Reporting Requirements	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 WBWF data required by MDE must be reported. ● The Guild recommends combining WBWF reporting with your charter school’s annual report to minimize your school’s reporting responsibilities. Include your school’s WBWF summary report at the end of your school’s annual report for ease of reporting. ● Provide all information MDE requires for FY24 WBWF reporting, as they may have changed since FY23. ● If your school’s FY24 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 that it is also a WBWF goal and identify the WBWF goal area it addresses (e.g., All Students Ready for School, Closing Achievement Gaps, All Students Graduate, etc.) <p>If you 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.</p>

2023–24 World’s Best Workforce (WBWF) Annual Summary Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Minnesota Education Grant System \(MEGS\)](#). You can copy your responses from this template into MEGS.

If your district or charter does not utilize ESEA funds and complete ESEA reporting within MEGS, please submit an electronic copy of this form to MDE.WorldsBestWorkForce@state.mn.us .

District or Charter Name: Career Pathways

WBWF Contact: Elizabeth Lonetti

Title: Executive Director

Phone: 612-540-0770

Email: Liz@cpathmn.org

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.

Provide the direct website link to the district’s CACR annual report. If a link is not available, describe how the district disseminates the report to stakeholders: <https://cpathmn.org/board/> at the Annual Report Link

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2023–24 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.

Provide the date of the school board annual public meeting to review progress on the CACR plan for the 2023-24 SY: 10/25/2023

Goals and Results

All Students Ready for School

Does your district/charter enroll students in kindergarten? If no, you do not need to set a school readiness goal.

Goal	Result	Goal Status
Provide the established SMART goal for the 2023–24 SY. NO KINDERGARTEN STUDENTS	Provide the result for the 2023–24 SY that directly ties back to the established goal. Type response here	Check one of the following: <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)

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2023–24 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 2023–24 SY that directly ties back to the established goal.</p> <p>OVERALL, OUR FY24 HOPE SCORE INCREASED FROM FALL (5.58) TO SPRING (5.86). OUR BELONGING AND ENGAGEMENT SCORES WENT UP FROM FALL TO SPRING. OUR ADDED A LICENSED SCHOOL SOCIAL WORKER, AN ADDITIONAL SPECIAL EDUCATION TEACHER AND FULLY STAFFED OUR PARAPROFESSIONAL STAFF AS HELPED SUPPORT OUR STUDENTS’ NEEDS AND TEACHERS’ ABILITY ALSO MANAGE SEL IN ADVISORS.</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 checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p>

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2023–24 SY.</p> <p>A) 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.</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>Provide the result for the 2023–24 SY that directly ties back to the established goal.</p> <p>A) 100% OF FY24 GRADUATES COMPLETED A PORTFOLIO.</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>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 checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p>

All Students Graduate

Does your district/charter enroll students in grade 12? If no, you do not need to set a graduation goal.

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<p>Provide the established SMART goal for the 2023–24 SY.</p> <p>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.</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>Provide the result for the 2023–24 SY that directly ties back to the established goal.</p> <p>ALL CONTINUOUSLY ENROLLED HS STUDENTS ACHIEVED AN AVERAGE CREDIT GROWTH OF 3.84 cr/SEMESTER THUS MEETING THIS GOAL.</p> <p>FOUR YEAR GRADUATION RATE</p> <table border="1" data-bbox="620 892 987 1514"> <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> <tr> <td>2024</td> <td>40%</td> </tr> </tbody> </table> <p>* based on internal preliminary data; of the students who graduated, this % did so in 4 years</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%*	2024	40%	<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> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p>
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