

# Annual Report FY 2025

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# Introduction

## School Information

*Career Pathways Secondary School  
4237-07  
1355 Pierce Butler Rt., St. Paul, MN 55104  
www.cpathmn.org  
651-400-1781  
Office@cpathmn.org - for general information  
liz@cpathmn.org - to get in touch with the Director*

*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](mailto: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
<u>124E.16, Subd. 2</u> - Annual report includes information about student enrollment	<ul style="list-style-type: none"><li>Provide student enrollment by grade, over three years.</li><li>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.</li><li>Use ADM (Average Daily Membership) to report student data in your report.</li><li>Minimally use October 1<sup>st</sup> and end of year (EOY) for this requirement (you can also use starting day and other dates as markers throughout the year).</li></ul>

### Enrollment by Grade Level

[Alternate table format for schools with more grade levels]

School Year	10/1/21	10/3/22	10/2/23	10/1/2024	EOY FY25
6	3	4	1	4	4
7	6	6	4	5	7
8	4	6	9	14	14
9	5	10	10	25	12
10	13	24	10	17	22
11	12	10	19	16	17
12	65	72	56	50	49
Total	108	122	109	121	125

Statutory & Compliance Reporting Requirements	Instructions/Notes
<u>124E.16, Subd. 2</u> - Annual report includes information about student attrition	<ul style="list-style-type: none"><li><b>Use ADM (Average Daily Membership) to report student data in your report.</b></li><li>Do <b>not</b> include student names in your annual report.</li><li>Include both data points in your reporting for this statutory requirement:<ol style="list-style-type: none"><li><b>Attrition:</b> This data point tracks specific student enrollment changes <b>within</b> the school year. Of the students enrolled on Oct 1, which of those specific students completed the end of the year (EOY)?</li><li><b>Retention:</b> This data point is calculated by tracking <b>specific students, year to year</b>. Of the students who completed the prior school year (FY24), which of those specific students returned for the next school year (FY25) using October 1<sup>st</sup> data?</li></ol></li></ul>

## 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
FY25	130	121	125	30	75.2%
FY24	100	109	136	74	67.8%
FY23	128	118	126	61	51.6%
FY22	112	108	126	79	74.1%
FY21	120	109	117	81	74.3%

## Retention

School Year	Total # of Students Eligible at End of Year to Return in Fall	Total # Students who Returned at Start of Next Year	Retention Rate (%)
SY25	113	83	73%

## Governance and Management

Statutory & Compliance Reporting Requirements	Instructions/Notes
<u><a href="#">124E.16, Subd. 2</a></u> - Annual report includes information about <b>governance &amp; management</b>	<ul style="list-style-type: none"> <li>Identify each board member who <i>served during the FY25 school year</i> by full name.</li> <li>Then, for each board member, identify their:             <ol style="list-style-type: none"> <li>Board officer position (e.g., chair, treasurer, etc.), if applicable</li> <li>Board membership category (i.e., community member, teacher, or parent)</li> <li>Term of service, including start date and term end date</li> </ol> </li> <li>Describe the school's governance/management structure; include an organizational chart if possible.</li> <li>Provide additional information about the school's management/administration.</li> <li><b>Provide information about the school's management agreements with a CMO/EMO</b> ("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.)</li> </ul>

## Board Roster

Board Member	Board Officer Position	Teacher, Parent or Community Member	Term Start Date	Term End Date
Zack Alter	Director	Community	8/13/2021	11/1/2024
Shantel Buckhanan	Director	Parent	1/15/2024	11/1/2026
Yan Chen	Director	Community	11/1/2024	11/1/2026
Hannah Glowczewski	Director	Teacher	11/1/2018	11/1/2027
Nyia Her	Director	Teacher	6/13/2022	6/30/2028
Abshir Hirsi	Director & Treasurer	Teacher	11/1/2017	11/1/2026
Remi Huyen	Director	Teacher	6/13/2022	6/30/2028
Liz Lonetti	Ex-officio	Executive Director	7/1/2022	n/a
Alex Simmons	President	Community	7/12/2018	11/1/2027

### **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
<p><u>124E.07, Subd. 7 -</u> Annual board training is included in the annual report</p>	<ul style="list-style-type: none"><li>Given the changes to board training in last year's legislative session it is imperative to closely review all of Minn. Stat. § 124E.07 Subd 7.</li><li>For each training, include the subject, date(s), location, and name(s) of board members who attended the training.</li><li>Clearly identify new board members in FY25 and provide information regarding statutorily required training for new board members.</li></ul> <p><b>**New Requirements from 2024 Legislative Session:</b></p> <ol style="list-style-type: none"><li>Ex-officio members as charter school directors must complete board training within three months of starting.</li><li>New board members must finish training on employment policies, public school funding, and board responsibilities within 12 months. Failure results in 18 months of ineligibility for service or election.</li><li>The board must conduct an annual performance assessment and report results in the school's annual report.</li></ol>

Board Member	New board member? (Yes/No)	Date of Training	Location	Training Title or Subject
Zach Alter	Term ended and new community member joined.	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	No	June 2024, 2/12/25	Zoom	Board Governance
Shatel Buckhanan	No	11/13/2025	School	Human Resources
Shatel Buckhanan	No	10/30/24	School	Board Financial Training
Yan Chen	Yes	11/13/2024	School	Human Resources
Yan Chen	Yes	2/12/25	School	Board Governance
Yan Chen	Yes	10/9/24	School	Finance
Hannah Glowczewski	No	1/11/2019, 11/13/2020, 2/14/2022, 2/12/2023, 10/9/24	School	Board Financial Training

Hannah Glowczewski	No	2/9/19, 2/13/25	School	Board Governance
Hannah Glowczewski	No	4/12/2019, 11/13/2024	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, 2/13/25	School	Board Governance
Nyia Her	No	3/13/2023	School	Employment Law Training
Nyia Her	No	11/13/2024	School	Human Resources
Nyia Her	No	8/2023,	Zoom	Policy & Law; Human Resource
Abshir Hirsi	No	1/11/2019, 11/13/2020, 2/14/2022, 2/13/2023, 10/9/24	School	Board Financial Training
Abshir Hirsi	No	4/10/2019, 2/12/2025	School	Board Governance
Abshir Hirsi	No	3/9/2018, 4/12/2019, 3/13/2023	School	Employment Law Training
Abshir Hirsi	No	8/2023, 11/13/2024	Zoom	Policy & Law; Human Resources
Remi Huyen	No	2/13/2023, 10/9/24	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	8/2023, 11/13/2024	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, 10/9/24	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, 2/12/2025	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	8/2023, 11/13/2024	Zoom	Policy & Law; Human Resources

Alex Simmons	No	1/11/2019, 11/13/2020, 2/14/2022, 10/9/24	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, 11/13/2025	School	Employment Law Training

## Staffing

Statutory & Compliance Reporting Requirements	Instructions/Notes
<u><a href="#">124E.16, Subd. 2</a></u> - Annual report includes information about staffing	<ul style="list-style-type: none"> <li>• FY25 Employee Retention (all staff including teachers).</li> <li>• Licensed and unlicensed staff in FY25 are included here.</li> <li>• Provide MN license file folder numbers for teaching staff.</li> <li>• 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 FY25 and returned for FY25.) Please use a table with staff/teacher names, titles/subject areas, and the information immediately above.</li> </ul>

### Returning Staff

Staff Member	Role/Position	MN License File Folder # (if applicable)	Years at Career Pathways	Finished EOY FY24 and returned for FY25? (Y/N)
Akporherhe	Teacher - HS Math	425722	1	Y
Bostrom	SPED Para		1	Y
Freske	Social Worker	1028533	1	Y
Glowczewski	Teacher/ Admin - MS Math	489966	7	Y
Hieronymus	SPED Para		1	Y
Heywood-Schultz	SPED Para		1	Y
Her	Teacher - Science	1005705	4	Y
Hirsi	Admin	492588	10	Y
Hughes	MTSS Para		6	Y
Huyen	Teacher - CTE	304703	3	Y
A. Jama	SPED Para		1	Y
D. Jama	SPED Para		1	Y
Kluza-Zelensky	SPED Para		1	Y
Little	Admin	338592	9	Y
Lonetti	Admin/ Teacher - ELA	472793	10	Y
Loveland	Teacher - Social Studies	1020071	1	Y
McFarlane	SPED Para		2	Y

Rogers	SPED Para		2	N
Sander	Teacher/ Coordinator - SPED	207953	6	Y
Schmidtknecht	Teacher - SPED	491227	4	Y
Teague	SPED Para		1	Y
Victoria	Teacher - ELA	1020945	1	Y

#### New Staff

Staff Member	Role/Position	MN License File Folder # (if applicable)	Years at Career Pathways	New in FY25
Akinyemi	SpEd Para		0	Yes
Creger	ELA Teacher Sub	386739	0	Yes
Feyder	MTSS Para		0	Yes
Hassan	Sped Para		0	Yes
Mills	SpEd Para		0	Yes
Wallace	SpEd Para		0	Yes

## Professional Development Plans for Administratively Non-licensed Staff

Statutory & Compliance Reporting Requirements	Instructions/Notes
<a href="#"><u>124E.12, Subd. 2(b)</u></a> - Professional development plans for <b>administratively non-licensed staff</b> who are in administrative, supervisory, or instructional leadership roles is included in the annual report.	<ul style="list-style-type: none"> <li>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.</li> <li>Provide the full name of each unlicensed administrative staff.</li> <li>Provide their FY25 professional development plan including information for how their plan was completed in FY25 (name of training, date(s), location, etc.) This may differ across administrators.</li> <li>A person without a valid administrator's license serving as a charter school director or chief administrator must complete a minimum of 25 hours annually of competency-based training corresponding to the individual's annual professional development needs and plan approved by the charter school board of directors. See MN Stat. <a href="#"><u>124E.12 Subd. 2 (b)</u></a> for a list of potential training topics.</li> <li>If this does not apply to your school, under the compliance heading state NA so</li> </ul>

	it's clear there were only currently licensed key administrators/supervisors/instructional leaders at your school in FY25.
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Liz Lonetti and Hannah Glowczewski- non-admin licensed  
Abshir Hirsi- Licensed K-12 Principal

## Professional Development Documentation for School Director

Statutory & Compliance Reporting Requirements	Instructions/Notes
<p>**New Requirements from 2025 Legislative Session:</p> <p><u>124E.12 Subd. 2</u> - Annual report includes documentation of all professional development training completed by the director or chief administrator in the previous academic year.</p>	<ul style="list-style-type: none"> <li>Organization or instructor providing the training must certify completion of the training. Training may not be self-instructional.</li> <li>Confirm that training completion is a component of annual reporting performance evaluation.</li> <li>Note: first-year directors or chief administrators must complete a minimum of ten hours of training on: <ul style="list-style-type: none"> <li>Charter school law and requirements</li> <li>Board and management relationships</li> <li>Charter contract and authorizer relationships</li> </ul> </li> </ul>

### Liz Lonetti is our Executive Director.

Teaching license number: 472793

Goal / Plan for FY25: Smooth operations, explore MTSS for academic growth, and staff retention

Reflection: Last school year, my primary goals were to ensure smooth operations, build a strong foundation for MTSS, and retain staff. Overall, I am proud of the progress our school made in each of these areas. With SEL support staff and ensuring all staff received training in trauma-informed practices, we created a more stable and supportive environment for students and staff, which helped daily operations run smoothly. While there were natural challenges, our systems allowed us to remain responsive and solution-oriented.

In terms of MTSS, we dedicated time to collaboration and planning, and as a result, we now have a well-structured plan to implement next year that reflects the needs of our students. Staff retention also remained strong; aside from a couple of adjustments tied to student enrollment and MTSS restructuring, our team remained consistent, which speaks to the positive culture we are building.

Looking back, I see this year as a step forward in creating both stability and readiness for growth. We are better positioned to implement MTSS with fidelity, support our students' social-emotional and academic needs, and continue building a collaborative school community.

### Activities & Trainings:

- Coaching with my mentor, Dr. Joan - Weekly
- RCE- Quarterly
- MACS Leadership meetings- Weekly
- Special Education for Regular Education- PD
- Special Education Overview- PD
- Charter School Law and Governance- PD
- Civil Rights Training- PD
- Books read: Grading for Equity, Teach like a Pirate, Black AF History, The Last Lecture, Finnish Lessons, MTSS for Reading
- ELL at Cpath- PD

- Creating Learning Plans and Hope Survey- PD
- HR- PD
- Mental Health and Suicide Prevention- PD
- Cultivating Genius- Book
- Guild-Sponsored training for contract renewal process
- College class at Moorhead State: Immigrant Experiences (Literature)

**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

## Finances

Statutory & Compliance Reporting Requirements	Instructions/Notes
<u><a href="#">124E.16, Subd. 2</a></u> - Annual report includes information about finances	<ul style="list-style-type: none"><li>Provide a summary of FY25 finances.</li><li>One option is to include the June 30, 2025 financial report.</li><li>Include a summary of revenues and expenditures by Fund and, if desired, other financial <i>summary</i> data for the year.</li><li>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 1<sup>st</sup>.</li><li>Specifically, state if your school was in SOD in FY25 as well as progress toward completing your school's SOD plan.</li></ul>

### Overview

In FY25 Career Pathways Finances remained steady with both healthy cash balances and fund balances. The school ended the year with 12 additional ADM above the intentionally conservative budget of 110 ADM.

### Audit

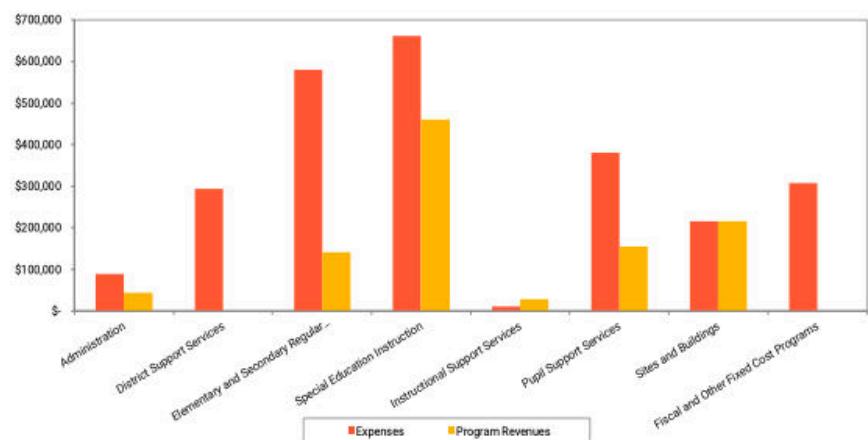
There were no adverse findings in the FY25 Audit. Our FY25 General Fund Balance was: 74.5%

Our FY25 Audit is posted with the Budget on our website and was submitted to MDE in accordance with Minnesota Statutes, section 124E. 16. Subdivision 1.

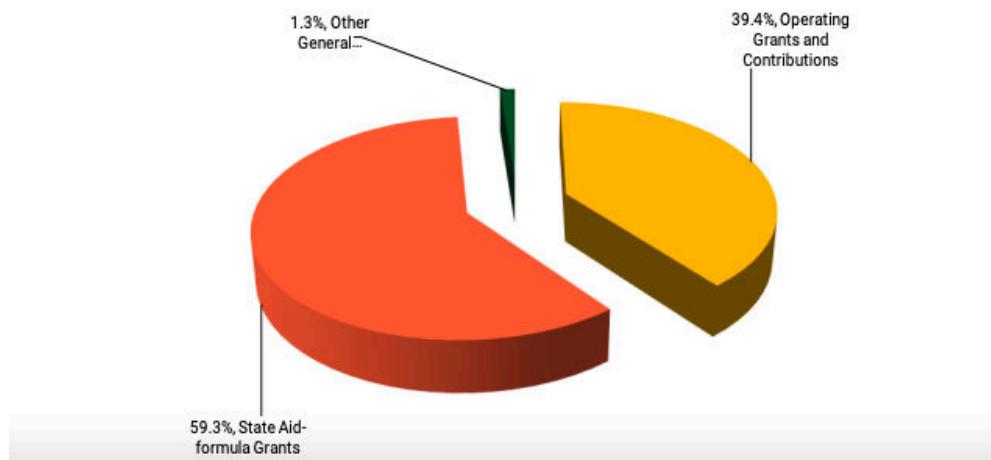
Career Pathways specifically did not end the year in SOD for FY25.

**Note:** The FY25 Audit Report is currently awaiting approval at the October Board Meeting.

**Expenses and Program Revenue - Governmental Activities Graph**



**Revenue by Source - Governmental Activities Graph**



### Career Pathways' Changes in Net Position

	Governmental Activities		
	2025	2024	Increase (Decrease)
<b>Revenues</b>			
Program revenues			
Operating grants and contributions	\$ 1,045,353	\$ 1,174,127	\$ (128,774)
General revenues			
State aid-formula grants	1,577,073	1,474,811	102,262
Other general revenues	35,488	18,293	17,195
<b>Total Revenues</b>	<b>2,657,914</b>	<b>2,667,231</b>	<b>(9,317)</b>
<b>Expenses</b>			
Administration	89,021	56,626	32,395
District support services	294,236	299,943	(5,707)
Elementary and secondary regular instruction	579,598	380,657	198,941
Special education instruction	661,733	589,367	72,366
Instructional support services	10,723	22,375	(11,652)
Pupil support services	379,689	317,750	61,939
Sites and buildings	216,024	222,429	(6,405)
Fiscal and other fixed cost programs	307,359	307,672	(313)
<b>Total Expenses</b>	<b>2,538,383</b>	<b>2,196,819</b>	<b>341,564</b>
Change in Net Position	119,531	470,412	(350,881)
Net Position, July 1	<b>789,685</b>	<b>319,273</b>	<b>470,412</b>
Net Position, June 30	<b>\$ 909,216</b>	<b>\$ 789,685</b>	<b>\$ 119,531</b>

- Operating grants and contributions decrease mostly due to less special education aid than the previous year.
- Expenditures increased due to higher transportation and regular instruction costs.

## Innovative Practices and Implementation

Statutory & Compliance Reporting Requirements	Instructions/Notes
<a href="#"><u>124E.16, Subd. 2</u></a> - Annual report includes information about innovative practices & implementation	<ul style="list-style-type: none"><li>• Reporting for this requirement is up to each school. Showcase the wonderful accomplishments your school realized in FY25!</li></ul>

### 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. Based on our new contract with the Guild, testing will shift to FastBridge.

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 can review data and plan for the following year. MCA is usually released in August so it's helpful for big picture planning.

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, EdVisons 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.).

During the FY25, the Career Pathways leadership team worked with our Authorizer, the Guild, to create a new Charter School Contract. The new contract was signed June 27, 2025.

**FY24 Specific Innovative Highlights:**

- Continuation of Experiential Learning, including college visits
- Full Driver's Education Program on site and free continuation
- Level 3 Special Education
- Two college planning nights
- Advisory based support for students and their families/guardians
- Small class sizes
- Mindful SEL
- Online credit recovery program targeted for 11th and 12th grade students

## Future Plans

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

### FY25 Future plans:

- Build MTSS Programming that includes time for interventions
- Implementation of READ Act requirements
- Increase student and family/guardian contact using Flex Monday afternoons

Statutory & Compliance Reporting Requirements	Instructions/Notes
<u><a href="#">124E.17 Subd. 1</a></u> - Dissemination Activities: Charter school information.	<p><b>**New Requirements from 2024 Legislative Session:</b></p> <ul style="list-style-type: none"> <li>Charter schools must disseminate information about the school's offerings and enrollment procedures to families that reflect the diversity of Minnesota's population and targeted groups.</li> <li>Targeted groups include low-income families and communities, students of color, students at risk of academic failure, and students underrepresented in the school's student body relative to Minnesota's population.</li> <li>The school must document its dissemination activities in the school's annual report.</li> </ul>

### Dissemination of Activities

Career Pathways used various means to share information about our school through the following open access point:

- Monthly Newsletters with a broad reaching email list
- Updated to Facebook page and other social media
- Registration interest form / information available through our website
- Encouraging word of mouth

## Statutory Purposes

Statutory & Compliance Reporting Requirements	Instructions/Notes
124E.01– Charter Contract Contents: Statutory Purposes including how the school will report on its implementation of primary and additional purposes	<ul style="list-style-type: none"><li>• The Guild’s contract states schools will report on primary and additional statutory purposes in the school’s annual report.</li><li>• First, state the primary purpose of a charter school and report <b>how</b> your school implemented the primary purpose in FY25.</li><li>• Then, state each additional purpose identified in your school’s contract with the Guild and, for each additional purpose, report <b>how</b> your school implemented each additional purpose.</li><li>• <b>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.</b></li></ul>

**First, state the primary purpose of a charter school and report how your school implemented the primary purpose in FY25.**

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
<p><u>124E.16, Subd. 2</u> - Annual report includes information about academic performance</p>	<ul style="list-style-type: none"><li>• This is where you present your contract goals and progress toward those goals in FY25.</li><li>• Using your <b>current contract term</b>, use a table/format that shows academic performance for all years completed in the current contract term. This provides context for FY25 data.</li><li>• See more about reporting on contract goals below:</li></ul> <p><b>Performance Reporting:</b> The Guild is now using schools' annual reports as the main data source for school performance evaluation, so it is very important to provide all requested data. <i>For FY25 reports, the Guild will only conduct one review, so it's doubly important to submit an accurate and comprehensive report aligned with these instructions!</i></p> <ol style="list-style-type: none"><li>1. Unless applicable for an FY25 contract goal, please <b>do not</b> use FY25 data in the report (i.e., that information goes in next year's report.)</li><li>2. Contract Goals:<ol style="list-style-type: none"><li>a. Pull goal tables directly from your school's contract with the Guild (or from last year's annual report), paste in the report, and then provide FY25 performance data as instructed immediately below. <b>Schools must have written Guild approval before editing contractual SMART goals.</b></li><li>b. The contract goal table looks something like the example shown below.</li><li>c. The first row is the entire goal statement for each goal, including the annual benchmarks/indicators of success, from the charter contract. This should be presented in SMART goal format and can be referred to as a "goal heading."</li><li>d. Identify in the heading if the goal is also a WBF goal (for combined reports).</li><li>e. Actual Annual Results: Provide actual quantifiable or qualifiable performance data (specific to the goal indicator, not for another type of data) for the fiscal year (i.e., FY25). Provide actual data numbers and/or percentages; do not simply state "Yes" or "No."</li><li>f. State whether the FY25 annual benchmark was Met, Partially Met, or Not Met.</li><li>g. <b>Provide an analysis explaining why the goal indicator was Met, Partially Met, or Not Met. Provide a clear explanation if an FY25 indicator was not fully met.</b></li><li>h. In the analysis, specify the source/location of the data used for your data reporting. Data set identification is necessary for the Guild/public to verify your statements/data. Do not simply state, "89% of our</li></ol></li></ol>

	<p>students met this benchmark; therefore, we met our goal." The Guild may ask for source data/files/etc. to verify the information reported. <b>The Guild will verify this information during a formal site visit.</b></p> <ul style="list-style-type: none"> <li>i. <b>The goal analysis is also where you include progress towards completing your school's PIP, if applicable.</b></li> <li>j. If reporting year data is unavailable for a goal at the time of the report, provide the previous year's data; do not simply state "not available." Provide a short analysis and statement explaining why FY25 data is not yet available.</li> <li>k. Ensure the data and analysis you provide are for the actual goal and annual indicator from the contract. For instance, if your goal is, "40% of students will meet their Fall to Spring RIT score on the NWEA," do not state, "the school's average RIT score for FY25 is 200." That data point does not address the annual indicator stated in the contract goal.</li> <li>l. Use measurement tools as they are intended. For instance, the NWEA measures progress/student growth <i>within a school year</i>, and the MCA measures performance once a year, which can be compared <i>year-to-year</i>. Do not use a fall-to-spring measurement as a year-to-year assessment unless your contract goal specifically indicates that measurement tool.</li> <li>m. Schools must report on all contract goals for the contract that was in place for the school year being reported, even if the goal is no longer applicable. If that's the case, clearly explain why and, in this instance only, provide other related performance data that addresses the goal subject if you can. For instance, if you still have a Math contract goal that uses a Z score as a basis for measurement, first state that the benchmark is no longer applicable because MDE no longer uses that measurement for student performance data. <i>Then, if applicable, provide other related data from your school's data collection or from the MDE's School Report Card website</i> (e.g., the % of students meeting Math MCA standards as measured by MDE data.)</li> <li>n. If the total number of students assessed for a goal is less than the public threshold for reporting student performance data (minimum cell size for accountability is 10 students for public reporting), please state, "Data cell size is too small for public reporting."</li> </ul>
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WBWF goals that apply, are added directly following the goal.

<b>Goal #1 - MCA Proficiency, Part 1 Reading</b>	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.					
<b>Contract Year</b>	<b>FY20 Baseline</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>
Projected Goal Indicator for each fiscal	12.5%	14.5%	16.5%	18.5%	18.5%	18.5%

year						
Actual Results	No test	Cell Size too small	47%	36%	33%	55%
Was the goal Met, Partially Met, or Not Met?	Waived	Waived	Met	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>					

<b>Goal #1 - MCA Proficiency, Part 1 Math</b>	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.					
<b>Contract Year</b>	<b>FY20 Baseline</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>
Projected Goal Indicator for each fiscal year	22%	24%	26%	28%	28%	28%
Actual Results	No test	Cell Size too small	47%	38%	64%	41%
Was the goal Met, Partially Met, or Not Met?	Waived	Waived	Met	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>					

<b>Goal #1 - MCA</b>	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
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<b>Proficiency, Part 2</b>	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.					
<b>Contract Year</b>	<b>FY20 Baseline</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>
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%	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	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.					

<b>Goal #2 - NWEA Growth, Part 1 Reading</b>	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.					
<b>Contract Year</b>	<b>FY20 Baseline</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>
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%	58%

Was the goal Met, Partially Met, or Not Met?	Waived	Waived	Not Met	Not Met	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%	26%
Was the goal Met, Partially Met, or Not Met?	Waived	Waived	Met	Met	Met	Not 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	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
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<b>Growth, Part 2 Math</b>	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.					
<b>Contract Year</b>	<b>FY20 Baseline</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>
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%	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	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.					

<b>Goal #3 - Credit Growth Part 1</b>	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.					
<b>Contract Year</b>	<b>FY20 Baseline</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>
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%	73%
Was the goal Met, Partially Met, or Not Met?	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.
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#### WBFW:

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 WBFW goal, “all students graduate from high school.”

<b>Goal #3 - Credit Growth Part 2</b>	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.					
<b>Contract Year</b>	<b>FY20 Baseline</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>
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%	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	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.					

#### WBFW:

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 WBF goal, “all students graduate from high school.”

<b>Goal #4 - PSEO &amp; CIS/Trades Exposure</b>	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).					
<b>Contract Year</b>	<b>FY20 Baseline</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>
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 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.	Actual: 100% of middle and high school students visited jobsites. While all students were offered college visits, less than 90% did.
Was the goal Met, Partially Met, or Not Met?		Met	Met	Met	Partially 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.					

<b>Goal #5 (a) - Graduation</b>	(Mission-specific Goal): 100% of graduates will have a portfolio that
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<b>Preparedness</b>	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.					
<b>Contract Year</b>	<b>FY20</b> Baseline	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>
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%	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.					

<b>Goal #5 (b)</b> - <b>Graduation Preparedness</b>	(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.					
<b>Contract Year</b>	<b>FY20</b> Baseline	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>
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%	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.
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#### WBFW:

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 WBFW goal, "all students graduate from high school."

<b>Goal #6 - Hope Survey Assessment - Students attending for minimum 1 year</b>	(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.					
<b>Contract Year</b>	<b>FY20 Baseline</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>
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	Fall: 5.27 Spring: 5.79
Was the goal Met, Partially Met, or Not Met?	Waived	Waived	Not Met	Not met	Met	Met
School's analysis of	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					

performance for the reporting year	Education Teacher and fully staffed our Paraprofessional staff as helped support our students' needs and teachers' ability also manage SEL in advisors.
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<b>Goal #7 - Experiential Learning</b>	(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.					
<b>Contract Year</b>	<b>FY20 Baseline</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>
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%	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 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.					

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

<b>Goal #9 - Fiscal</b>	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).					
<b>Contract Year</b>	<b>FY20 Baseline</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>
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%	74.6%
Was the goal Met, Partially Met, or Not Met?	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
<u><a href="#">124E.16, Subd. 2</a></u> - Annual report includes information about <b>academic performance</b> (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 <a href="#">MDE's Report Card</a> 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.

FY25*	Statewide	Career Pathways
Average Progress Toward Target		n/a too small of a sample
Percentage of EL's Meeting Target		n/a too small of a sample
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

\* Low testing rate due to many ELL students who are 12th graders and do not take part in ELL / opt themselves out.

## PIP Reporting

Statutory & Compliance Reporting Requirements	Instructions/Notes
<p><u><a href="#">124E.16, Subd. 2</a></u> - Annual report includes information about <b>academic performance</b> (cont.)</p>	<p>2. PIP Reporting:</p> <ol style="list-style-type: none"><li>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.</li><li>b. The contract goal tables presented above report academic performance under a PIP.</li><li>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.</li></ol>

**Note:** This is not applicable for Career Pathways.

# Additional Information



## FY25 Newsletters

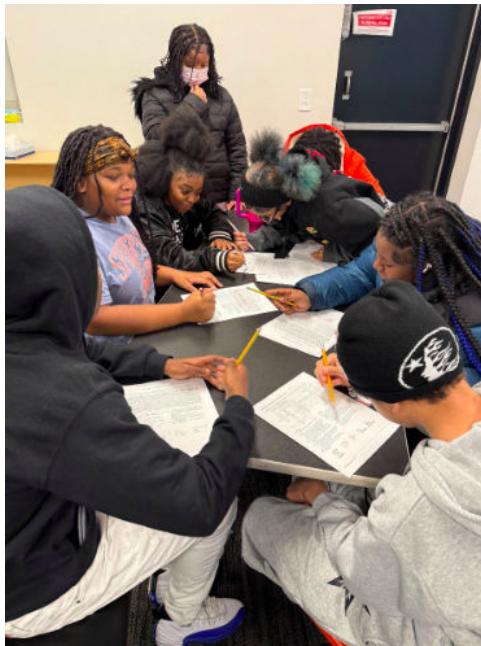
Available on our website at <https://cpathmn.org/newsposts/community-news-archive/> Some highlights

### COLLEGE TRIPS

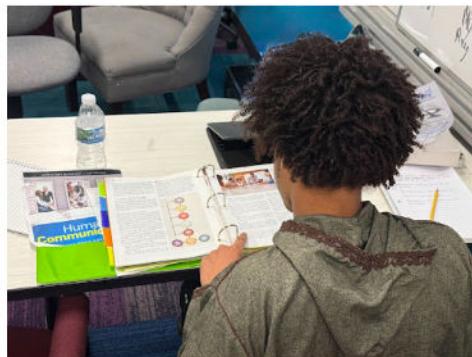


**Duluth**

We have partnered with Lake Superior College (LSC) since 2015 for College in the Schools / PSEO. So fun to take our students there this month for a summer overnight outing! Our group stayed overnight to visit both LSC and the University of Minnesota-Duluth. Students learned about different programs offered at the colleges and got a taste of what traveling around across campus is like. As an added bonus, we also visited the rocky shoreline of Lake Superior! We chose Duluth so students could experience both a location they may not have been to and one that is growing fast.



## COLLEGE IN THE CLASSROOM



## ART CREDIT AT MIA



## SPRING GRADUATIONS



## World's Best Workforce

Statutory & Compliance Reporting Requirements	Instructions/Notes
120B.11 Subd. 5 CACR Report –includes required CACR report elements and follows MDE's CACR reporting instructions (e.g., post on your school's website)	<ul style="list-style-type: none"><li>• Weave this information into your annual report for one combined report, or complete and publish a separate CACR report – either way, all CACR data required by MDE must be reported. Schools are not required to complete the Achievement and Integration (A &amp;I) section</li><li>• The Guild recommends combining CACR reporting with your charter school's annual report to minimize your school's reporting responsibilities. Include your school's CACR summary report at the end of your school's annual report for ease of reporting.</li><li>• Provide all information MDE requires for FY25 CACR reporting, as they may have changed since FY24.</li><li>• If your school's FY25 CACR 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 CACR goal and identify the CACR goal area it addresses (e.g., All Students Ready for School, Closing Achievement Gaps, All Students Graduate, etc.)</li><li>• If you report CACR separately, charter schools are not required to complete the Achievement and Integration (A&amp;I) Progress Report section of MDE's CACR reporting template.</li></ul>

## 2024-25 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](mailto:MDE.WorldsBestWorkForce@state.mn.us) .

**District or Charter Name:**

**WBWF Contact:**

**Title:**

**Phone:**

Email: [Liz@cpathmn.org](mailto: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 2024-25 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 2024-25 SY: 10/7/2024

## 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
<b>NO KINDERGARTEN STUDENTS</b>	na	<b>Check one of the following:</b> <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>At least 45% of students who attend our school as of Oct 1 and have at least 60% attendance will meet or exceed their NWEA reading RIT growth goal from fall 24 to spring 25.</p>	<p>Provide the result for the 2024-25 SY that directly ties back to the established goal.</p> <p>58% of the students in the target group met their RIT goal.</p>	<p><b><i>Check one of the following:</i></b></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 2024-25 SY.</p> <p>100% of students will have visit at least one college and one work place setting as part of experiential learning and complete reflection that documents knowledge of colleges and careers.</p>	<p>Provide the result for the 2024-25 SY that directly ties back to the established goal.</p> <p>All students were offered multiple opportunities to visit work places and colleges. The goal was met for work place visits but not for colleges. Goal was partially met.</p>	<p><b><i>Check one of the following:</i></b></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 checked="" 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.

Goal	Result	Goal Status
Provide the established SMART goal for the 2024-25 SY.  100% of high school students will maintain a graduation portfolio that tracks credit growth and meet with an advisor at least every two weeks to review progress.	Provide the result for the 2024-25 SY that directly ties back to the established goal.  All high school students have access to their graduation tracker using the online platform HeadRush. All students met with their advisor at least every two weeks to review their progress. This is part of our advisory system and built into students' schedules in which students have advisory every day and time to work on soft skills and progress monitor.	<b><i>Check one of the following:</i></b>  <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal)

***Guild will verify this after November 3 once annual reports are submitted to the Guild.}***