

Crosslake Community Schools

2020-2021

World's Best Workforce & Annual Report

- ❖ Crosslake Community Schools
- ❖ Seat-Based PK-8 and Online K-12



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Crosslake Community Schools

- ❖ Crosslake Community Seat-Based School — Serving PreK-8
- ❖ Crosslake Online — Serving K-12
- ❖ Celebrating 20 Years of Student Excellence in Learning

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Mission Statement

To grow environmentally literate, community-impacting learners of excellence

Vision Statement *To provide academic excellence that leads to a stronger and healthier community*

Serving Students in PK - 12

Crosslake Community Schools offers Prekindergarten through Grade 8 in our physical *Crosslake Community Schools'* building located in the heart of Crosslake, Minnesota. Because we believe small class size enhances learning, we limit classes to 19 students. We also employ a multi-grade learning environment, creating unique educational experiences that are difficult to duplicate in larger school settings.

Another component of Crosslake Community Schools is *Crosslake Online*, an online learning program serving students in grades K-12. We augment Crosslake Online with a supportive learning lab located within our downtown Crosslake facility. The lab provides local students with additional teaching support for their academic pursuits and additional resources to pursue personal activities.

Authorized by Osprey Wilds

Crosslake Community Schools (CCS) has a long-standing relationship with Osprey Wilds, formerly Audubon Center of the Northwoods (ACNW). We are currently under contract with Osprey Wilds through 2022.

Osprey Wilds supports Crosslake Community Schools through a model that ensures that CCS fulfills its mission and vision. Furthermore, Osprey Wilds structure provides monitoring and oversight to help guarantee statutory requirements, Minnesota Department of Education requirements and CCS' commitment to its community members. The staff from Osprey Wilds and CCS collaborate about professional development and overall school program quality.

The authorizing mission of Osprey Wilds is to ensure quality academic and environmental literacy outcomes for students in Minnesota by conducting effective oversight and evaluation of its authorized schools, providing strategic support to schools and making informed and merit-based decisions about its portfolio of charter schools.

The authorizing vision of Osprey Wilds is to authorize a portfolio of high performing charter schools that instill a connection and commitment to the environment in their school communities, while working towards a healthy planet where all people live in balance with the Earth.

Crosslake Community Schools authorizer: Erin Anderson, Director of Charter School Authorizing
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Implementation of Primary and Additional Statutory Purposes (Part II)

Purposes

To improve student learning and achievement and increase learning opportunities for pupils.

Guiding Principle

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

Crosslake Community Schools has purposes and guiding principles that enhance our mission and vision. We are always working to improve student learning and our educational approaches. We do so by seeking new pedagogies, developing innovative and engaging instruction, and ensuring we have accurate accountability measures in place.

1. Learning opportunities:
 - a. Small class size.
 - b. Multiple grade levels under one roof
 - c. Enrichment through a variety of special offerings throughout the school year
 - d. Environmental education, including the use of our unique CCS Solarium and our newly developed Fresh Air Classrooms
 - e. Project based learning
 - f. Annual Day of Service program honoring Dr. Martin Luther King
 - g. Competitive archery program beginning with 4th grade students
 - h. Competitive clay target team started in 2016
2. Innovative teaching strategies:
 - a. Multi-grade elementary classrooms. (Looping model of instruction)
 - b. Environmental learning through Fresh Air Classrooms
 - c. Interdisciplinary instruction at the middle school level
 - d. Online learning lab, serving grades 9-12, creating flexibility and a cohort mindset
 - e. Online “homerooms” for middle school students and “Online Advisory” for high school students to build connections between students and staff
 - f. Innovative online environmental education courses: Human Encounters with Nature
 - g. In-school aquaponics lab (Solarium) allowing for hands-on learning
 - h. Project based learning model throughout the school
 - i. Differentiated leveled learning opportunities in math
 - j. Experiential models of classroom learning stations, individual and group
3. Measuring outcomes:
 - a. CCS staff utilizes multiple data points to track student achievement and growth. We also use behavior, social emotional learning, mental health and chemical health data to data to address the whole student. We use the following data:
 - i. STAR Assessment in Reading and Mathematics
 - ii. Minnesota Comprehensive Assessment
 - iii. Curriculum based assessment such as Benchmark and iXL
 - iv. Student performance, attendance and observation data
 - v. Project Based Learning outcome
 - vi. Classroom assessments
 - vii. Parental information and feedback
 - viii. Social Worker and Counselor feedback



4. Accountability measures:
 - a. CCS works to maintain a high level of accountability and transparency with timely reporting to the entities listed below. We feel this multi-layered approach to accountability is a hallmark, not only of our schools, but all charter public schools that desire to operate at a high level of proficiency and transparency.
 - i. Osprey Wilds -
 - Regular communication creates a continuous improvement and compliance (federal, state, local and OW) cycles
 - Epicenter reporting on a regular basis that creates transparency for OW and the public regarding school and board operations
 - ii. The Minnesota Department of Education -
 - Assessment results
 - Oversight of state statutory requirements
 - Support from the Charter School Division
 - iii. For 2020-2021, regular reporting to and communication with the Minnesota Department of Health and the Crow Wing County Health Department to address Covid-19 related issues
 - iv. CCS Professional Learning Communities, which are led by teachers and focus on student learning. Based on the learning needs of the students, teachers and staff develop professional development goals, curriculum needs and review all aspects of improving student learning
 - b. MDE reporting protocols based on the reporting calendar
 - i. To increase student learning through items such as the Minnesota Comprehensive Assessments
 - ii. Quality Compensation (Q-comp - performance pay), resulting in professional development that emphasizes student learning:
 - High Reliability Schools framework by Marzano
 - ENVoY-Catalyst classroom management techniques
 - Content-specific professional opportunities (by grade and content area)
 - Peer coaching model with on-going support from trained facilitators
 - c. Multi-Tiered System of Support that includes classroom, strategic and intensive interventions that incorporates Title I, Special Education and Individual Student Support

Student Enrollment and Demographics (Part III)

Student enrollment has been increasing. In 2018, this was due to CCS adding a prekindergarten program. This year, we saw enrollment jumps in both our PreK-8 Crosslake Community School and in the Crosslake Online School. Crosslake Online, especially, saw a significant increase in enrollment. These growths can be attributed to:

- Increased and more effective targeted marketing and communications
- Successful handling of Spring 2020 Distance Learning, when many neighboring schools struggled
- Our excellent reputation of providing smaller in-person class sizes during the pandemic
- Comprehensive online programming that serves students throughout the state
- The addition of grades K-4 to the online program

Number of Students Enrolled	2018-19	2019-20	2020-21 Seat-Based	2020-21 Online
Preschool or PreK	15	14	12	
Kindergarten	17	24	17	
1st Grade	17	17	20	
2nd Grade	15	15	15	
3rd Grade	19	16	15	
4th Grade	16	21	17	
5th Grade	17	18	17	5
6th Grade	19	14	14	8
7th Grade	21	16	11	14
8th Grade	25	18	9	17
9th Grade	22	23		34
10th Grade	25	21		38
11th Grade	28	26		40
12th Grade	35	57		64
Total	276	298	147	220
Total ADM (Average Daily Membership) for year	261.20	283.8 302.91	345	

Student Demographics

Demographic Trends	2018-19	2019-20	2020-21 Seat-based	2020-21 Online
Special Education	43	66	27	51
English Learners	0	0	0	4
Free/Reduced Priced Lunch	72/28	55/23	53	54
Black, not of Hispanic Origin	6	6	1	8
Hispanic/Latino	3	4	1	6
Asian/Pacific Islander	0	2	1	4
American Indian/Alaskan Native	0	12	1	5
Two or more races			1	9
White, not of Hispanic Origin	244	260	142	206
Total Enrollment	253	286	147	220

Student Attendance, Attrition and Mobility (Part IV)

Student Attendance

	2018-19	2019-20	2020-21
Overall Student Attendance Rate	89.3	84.9	68.4

Crosslake Community Schools saw a significant drop in student attendance. While disappointing, considering that we are in the middle of a pandemic, it is not surprising. The reason for the drop in attendance was primarily because:

- CCS employed a stricter attendance policy during the COVID-19 Pandemic. While a number of schools reported improved attendance, they may not have used the same method of measurement. The Minnesota Department of Education allowed schools to select from two different ways of calculating the attendance to provide more leeway for social emotional needs. CCS chose to use the stricter of these two options.

Consistent Attendance

- Consistent attendance according to the North Star Report (percentage of students who attend school 90 percent or more of the time) indicates that CCS has a significantly low number of students with consistent attendance. Consistent attendance is calculated for each student by the number of days in attendance, divided by the number of days a student was scheduled to be in attendance. If this number is greater than 0.9, where 1.0 represents perfect attendance, the student will be considered consistently attending.
- The state's consistent attendance rate is 85.3 percent. Crosslake Community Schools' PreK-8 (seat-based) program is consistent attendance rate was 87.7 percent and Crosslake Community Schools' Online School consistent attendance was 42.6 percent. These numbers are important predictors of student learning and success. The Minnesota Department of Education states:
"Consistent attendance can also be a useful indicator of underlying student and family engagement, as well as school climate more broadly. Low consistent attendance – either for students overall or particular student groups – may indicate that students and/or families do not feel connected to school as a result of school climate issues, or they face other outside barriers that the school can help to address. Students may also choose not to attend as a result of ineffective teaching and learning practices or unequal implementation of school policies. By investigating and addressing the causes of low consistent attendance, the school will increase attendance and may see academic benefits."

Intervention Plan

Under ESSA, schools will be recognized for improvement, with particular attention to circumstances surrounding attendance. As we move forward, our goal is to improve attendance by improving the quality of instruction through High Reliability Schools and Quality Matters, increasing the engagement of families, and adopting strategic intervention strategies using the Multi-Tier Systems of Support.

During the 2020-21 school year, CCS' Social Worker and CCS' Nurse worked with Second Step, a social-emotional curriculum that will be implemented school-wide. Second Step also addresses issues surrounding the COVID-19 Pandemic, including attendance. In addition, because we have added a nurse to our staff, we have more capacity to intervene earlier. The nurse position will also be a part of our Multi-Tiered Systems of Support (MTSS), as we are making MTSS more robust.

Student Attrition

Percentage of students* who were continuously enrolled between October 1 of the 2019-2020 school year and October 1 of the 2020-21 school year.	Seat-Based	Online
	75%	58.5%

**Do not include graduating students or those who have completed your school program, i.e., if your school is K-6, do not include students who have completed 6th grade.*

Percentage of students* who continued enrollment in the school from Spring 2020 to October 1, 2021.	Seat-Based	Online
	75%	70%

**Do not include graduating students or those who have completed your school program, i.e., if your school is K-6, do not include students who have completed 6th grade.*

The seat-based program's retention rate is higher in the younger grades and becomes lower as students get older. Most families are happy with our education program, but leave after fourth grade because we do not have more school-based sports programs that feed into a high school program. With our seat-based program ending at eighth grade, many families want their children to compete with students who will be their teammates through high school. Our archery and clay target teams allow our online students to compete alongside the seat-based students as one team. In addition, students who are drawn to more individual sports such as this will stay with us longer and eventually enroll in the online high school. We are exploring options to add more individual sports such as golf, cross-country and tennis in an effort to attract and retain more students in the middle grades who then can feed into the high school and continue to compete.



Crosslake Online retention rate has increased over time. From our first year to our second year, we only retained 23 percent of students. As the program has become more defined in its programming and as we have added more support systems—like a learning coach being assigned to each student—our retention rate has increased. While we would like that number to continue to improve, it is mitigated by the fact that many students come to online learning with a pre-existing notion of what it will be like and it is very different from the reality that they find. Our admissions specialist attempts to provide extensive and accurate information to families; however, many still enroll without the self-motivation that the program requires. Despite the extensive support our educators provide, many students need to transfer to a more structured environment. In addition, some students leave us for a time and then return. That information cannot be captured in these numbers.

Student Mobility

	Summer Transfers In	# of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
16-17	16	197	53	9	62	31.4
17-18	25	207	75	54	129	62.3
18-19	64	244	138	98	236	56.5 96.7
19-20	46	423	54	84	238	56.2
20-21		367	128	98	226	61.6

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

A correction in this table was made for the 2018-19 school year. The re-calculated mobility rate was 96.7 percent.

The mobility rate is often correlated with student success, graduation rates and the learning environment. The conclusions that we draw are reflections on the patterns of Mid-Year transfers in. The large number of students that transfer in during the year indicates a program that is expanding and growing.

In the spring of 2021, Osprey Wilds approved an expansion of the online program to serve grades K-4. Crosslake Community Schools has had a significant number of requests for access to the Approved Online Learning Program portion of the school. We have a high quality program with excellent teachers delivering a curriculum that meets and/or exceeds state requirements. We have done this with students throughout the state and with staff across the state (some staff live outside the state). In addition, our online program allows for students to attend our classes on a part-time basis. This is also known as a supplemental program.

Furthermore, due to COVID-19, we have seen a surge in requests from families looking for enrollment spots in a state approved online learning provider program (which we are). The Minnesota Department of Education has asked us to take on more learners as this pandemic is unprecedented and the demand from parents to educate their students outside of the brick and mortar has sharply increased.

Enrollment Length

Percentage of students who were enrolled for 95% or more of the 2020-21 school year.	<u>Seat-Based</u>	<u>Online</u>
	89.9%	35.9%

The seat-based program and online program have very different enrollment length percentages due to the very different natures of the programs. Our seat-based program has existed longer, is well-established in the community and serves families in the community. While we are seeing increasing numbers of students enroll in the online program, the majority of those students come in the later grades and come because we are a chance for them to graduate when they may not graduate elsewhere. We also draw from the entire state and need to connect with them virtually to build relationships. The seat-based program's enrollment has a cap based on class size whereas the online program only has an enrollment cap based on the limits agreed upon from Osprey Wilds.



The students who leave the seat-based program during the school year often do so because the family moves out of the area or because of a change in a family's situation. Most students start at the beginning of the year and remain for the entire year. Some students transfer in mid-year because of the family moving to the area.

For Crosslake Online students, the mobility is high in general. Students start weekly with the program as they leave other programs that they have found did not meet their needs. When things do not go better for them in the online program due to need for self-motivation and perseverance, they leave and go elsewhere. We can often see the same student enroll, leave, and return one or more times in the school year with gaps of enrollment in between.

Educational Approach and Curriculum (Part V)

Crosslake Community Schools' Seat-Based Learning and Crosslake Online Learning are known for environmental learning, small class sizes and being an integral part of the Central Lakes Region community. In addition, our online programming offers secondary programming—both for those who continue on from our PreK-8 program and new students seeking a high-quality online program. Our emphasis on environmental learning, enhanced through Osprey Wilds, and environmental awareness begins from the time students first enroll and continues throughout each student's school career. CCS teachers embed environmental learning

into their curriculum. In addition, we give students opportunities throughout the school year to engage in experiential learning that further enriches their understanding of the environment and our impact as humans on our surroundings. During the 2020-21 school year, our Environmental Education (EE) Committee Chairpersons worked with all teachers to embed EE concepts throughout our curriculum. CCS has separate EE committees for the seat-based and online programs, due to the very different nature of curriculum delivery.

Beyond this, CCS PreK-8 is committed to providing small class sizes and multi-age classrooms as a means to enrich the learning experience for our students. This combination of class size and multi-age classrooms allows teachers to more deeply engage students in the educational process. It also allows classroom teachers to develop a greater understanding of individual students because they maintain daily contact over two school years. Feedback from parents about the multi-grade experience for their children is very positive.

Within CCS Online, we have purposefully designed our online program to offer a similar mindset of small class sizes and personalized instruction. We do so by maintaining a lower student-to-teacher ratio than what is offered in a typical online school. We also provide additional staff support through a learning coach model, where teachers who are not directly teaching content, are available to support students.

CCS educators employ personalized learning plans to further ensure individual student needs are met. These plans, along with an emerging formalized multi-tiered system of support for students, further strengthens our ability to individualize instruction to meet specific learner needs.

The instructional program and curriculum

Within each classroom, teaching staff use a number of strategies to assess student progress toward academic standards. Standardized testing, such as STAR and MCA assessments, can help with summative and comparison data from one year to the next and between school districts. In addition, our staff regularly assesses individual student progress through unit or chapter tests, quizzes and the use of individual learning plans that focus on learning goals for each student.

During the 2018-19 school year, CCS began creating a more effective system of support (MTSS) for struggling learners. We continued to improve this system during the 2019-20 and 2020-2021 school years. In addition, ongoing review of the standards to make sure they align with curriculum offerings help CCS staff ensure students are on track and in alignment with state and local standards. Individual teachers, as well as grade level teams, spent the 2020-21 school year diving deeper into the content standards of science to ensure our content and instructional practices align.

During the 2020-2021 school year, the novel Coronavirus continued to impact the focus of instruction. Since March 2020, when our schools closed for two weeks and then re-opened via Distance Learning, CCS teachers have been learning radically different ways to conduct classes. In September 2020, the CCS PreK-8 School resumed in-person learning, with approximately 20 percent of students opting to participate in classes via Distance Learning. Staff used multiple innovative methods to teach simultaneous virtual and in-person lessons.

Remediation and acceleration practices or programming

Because of the multi-grade classroom model employed by the school, we are able to blend remediation and acceleration programming within each classroom. In these multi-grade classrooms we provide a relatively seamless offering of individual learning opportunities to students who need additional time or attention to meet standards, and conversely, to those students showing the need or desire to accelerate their learning.

With our online math curriculum iXL, Go Math and teacher developed curriculum, students are able to increase their pace on the standards of the class. This is done on an individual basis. Students also are able to work on enrichment opportunities beyond grade-level content.

In 2020, the CCS PreK-8 school added an interventionist position. This is an exciting addition to our school because we can better meet the needs of struggling learners and we are able to establish a specialized program for high-ability learners. It had become clear in recent years that the lack of a high-ability program was

the reason some families chose to leave CCS. Now, because of this staff addition, we can better serve all our students.

CCS offers Title I services for our students who qualify. In addition, we work within the MTSS framework. The MTSS framework helps teachers and staff provide students with academic and behavioral strategies for various needs. We also employ our Child Study Team or our 504 Coordinator when there is a need for an assessment for additional services.

Special education program

The Paul Bunyan Special Education Cooperative (PBSC) in Brainerd, Minnesota, provides CCS' special education program management. The PBSC serves all public schools in the Central Lakes Region. The PBSC coordinates the speech/language, occupational therapy and physical therapy support for students. This model enables us to provide one-on-one sessions for students, without needing to hire a full time therapist.

CCS employs two licensed special education teachers in our seat-based school. These teachers ensure that the K-8 students assigned to their caseloads receive the special education services indicated in their IEPs.

Crosslake Online has four licensed special education teachers and a special education coordinator overseeing the delivery of services and support for students who have IEPs.

We primarily meet the needs of our special education students through a mainstream approach, with some students receiving pull-out services in speech, reading and math. Other students may receive special education services within the classroom. CCS also employs paraprofessionals, both in our Pre-K-8 school and in Crosslake Online. Paraprofessionals, under the direction of licensed special education teachers, provide additional support to students. This support is based on the number of service minutes required by the student IEP.

English learner program

Upon enrolling in CCS, the Minnesota Language Survey (MNLS) is completed for all students. If the MNLS indicates that the student would potentially qualify for English Learner (EL) services, the next step is for the school administrator/school counselor to review the student's records in more depth. There are a number of results that could occur based on this records review:

- Based on previous records and/or test scores, the student is not designated as EL in MARSS or for receiving services.
- Based on previous records and/or test scores, the student is designated as EL in MARSS and will receive services based on CCS' EL Plan of Service.
- If there is any doubt about a child's language ability in English, the child will be screened for English language proficiency.

The EL Plan of Service details:

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

Pre-kindergarten program

In 2018, CCS began offering a fee-based pre-kindergarten (PreK program. This program allows us to better serve our families, better prepare children for kindergarten and help us more fully meet our World's Best Workforce (WBWF) expectation of having students ready for Kindergarten. In 2020, we had 12 students enrolled in the PreK program.



Our PreK teacher implements a standards-based, state-approved curriculum to increase the likelihood of student success in kindergarten. The PreK program helps students thrive in school and, at the same time, it helps us achieve our goal of kindergarten readiness.

After school and summer program

The CCS after school program is designed to provide more flexibility for our families by providing them with the option of after school childcare. It also provides our students with learning opportunities beyond the traditional school day in art, physical education, reading, math and social skills. In 2020-21, the seat-based program offered after school programming every school day from 3:15-6:00 PM. Up to 12 students participated.

During the summer of 2021, CCS provided a short extended year option to Crosslake Online students. The program was designed to support credit recovery for 7-12 grade students. In Summer 2021, traditional programming for the seat-based program was not offered due to the Pandemic.

How the school is staffed to meet its educational mission:

In order to maintain our class ratio of 19:1, meet special education guidelines, abide by MDE requirements for teacher licensure and ensure adequate support staff needs, CCS employed 51 staff members during the 2020-21 school year.

School Calendars (Appendix A)

CCS Board of Education has approved an annual school calendar that includes 165 days or 1,020 hours of instruction. The Board of Education also approved an annual testing calendar.

Innovative Practices and Implementation (Part VI)

Innovative and Unique Aspects of CCS

The three most prominent and unique features of our school that contribute to student success and our school success are:

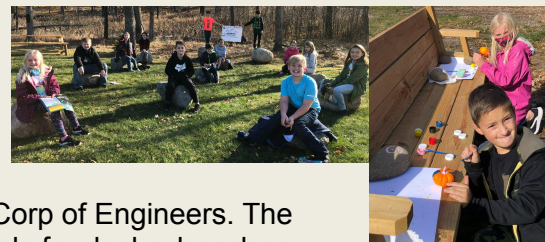
- Small seat-based PreK-8 and online K-5 class sizes, capped at 19 students per teacher, create a warm and inclusive environment that boosts student support and learning
- Our research-based seat-based PreK-8 and online K-5 multi-age approach to instruction, also known as looping, improves relationships among students and between teachers and students; increases staff understanding of student needs, allows for more efficient instruction and results in higher attendance rates
- With an eye on being community-minded and environmentally conscious learners— both CCS' Online Learning and Seat-Based Learning are continually seeking opportunities to incorporate the community and environment into our learning atmosphere. Examples of this include our Dr. Martin Luther King Jr. Day service program, our annual highway clean-up project, our partnership with the Army Corp of Engineers and our Fresh Air Classrooms.

Key Successes

The 2020-21 school year was an incredibly challenging time for students, families, and educators due to the ongoing pandemic. We also experienced some leadership transitions at CCS that will be addressed in the Challenges section below. Despite these challenges, we have had quite an amazing year and our proud of several accomplishments!

- Developed the Safe Learning Plan and Safe Return to Learning Plan. This is a comprehensive and all-encompassing guidebook for what CCS will do in this and future pandemics and epidemics.
- Continued Covid-19 Task Force (Incident Command Team).

- Experienced continuing enrollment increases over the course of the school year.
- Had our largest graduating class ever and celebrated with online ceremonies!
- Were approved by MDE and our authorizer, Osprey Wilds, to add grades K-4 to our online program.
- Utilize Fresh Air Classrooms. In the summer of 2020, CCS researched the concept of outdoor classrooms as a way to both reduce the risk of Covid-19 transmission and enhance integrated environmental education. With remarkable speed and with the help of key community members, we were able to establish three Fresh Air classrooms on school grounds and secure the use of two additional Fresh Air Classrooms across the street at the Army Corp of Engineers. The Fresh Air Classrooms on the school grounds utilize different materials for desks: benches, picnic tables and giant boulders! We are currently working with the community to see if we can improve these Fresh Air classrooms by making them more cold-weather accessible.
- Give to the community. As part of our focus on community engagement and as one of the largest employers in Crosslake, helping and giving back to the community is an important part of our mission and vision. One way we do so is by hosting blood drives throughout the year. We host these about once per quarter. These are so successful that all the available time slots fill up.
- The CCS bylaws were revised and now specify online parent and teacher representatives on the Board of Directors.
- Continued the process of revising the mission, vision and strategic plan so that it is easier to understand, streamlined, follows logical sequencing and provides a more effective framework from which to operate and make improvements.
- Revised all employee agreements so they were in compliance with Minnesota Statutes.
- Added a school nurse to Crosslake Community Schools. The benefits of this action include:
 - This is an essential part of the CCS Covid-19 Safe Learning Plan
 - It ensures that a nurse is consistently on site
 - The nurse helps us comply with reporting issues
 - Students benefit from have a professional in the medical field visit health class
 - The nurse can be a source of information and a resource for students who may be “At-Risk” of low student performance
- Enabled CCS to better meet the needs of struggling learners and high-ability learners by adding an interventionist position. It had become clear in recent years that the lack of a high-ability program was the reason some families chose to leave CCS. Now, because of this staff addition, we can better serve *all* our students.
- Began improving CCS’ marketing and communications in order to expand our presence and engagement in the Central Lakes Region; increase seat-based and online enrollment; cement our purpose (mission and vision) in the region; and clarify existing documents and new communications.
- We employ a multi-tiered system of support (MTSS) for our students that we hope lends itself to demonstrating a higher course and program completion rate than typical online schools. Not only do students receive instruction from licensed online staff, CCS also employs a school counselor, a social worker, and licensed teachers who are full time learning coaches for their cohorts of students.



- The learning opportunities, environmental focus, community engagement and levels of student support across two platforms make CCS truly unique in the Central Lakes region.
- Following the departure of the previous administrators, the CCS Board of Directors established a Long-Term Leadership Planning Committee charged with researching options and making a recommendation for the future administrative structure of the school. The Board adopted the Committee's recommendations to have two individuals lead the school: Director of Seat-Based Learning and Director of Online Learning. These directors collaborate and work very closely to run the school.
- The Board also established a Collaboration Committee, charged with finding ways for the seat-based and online programs to collaborate with each other and share trainings and resources. The committee will be fully underway in the 2021-22 school year.

Key Challenges and Remedies

- The all-consuming challenge for CCS, as it is for most, if not all, schools throughout the country, is the novel Coronavirus. Since March 2020, CCS has had to tackle many issues in order to ensure continued student learning, health and safety. We have many issues to deal with to continue student learning. Just a small percentage of these challenges are:
 - Developing Safe Learning Plan
 - Adjusting to learning and teaching online, then adjusting to giving simultaneous instruction to online and in-person learners
 - Staff and students learning new technology and spending significant time on computers
 - Large increase of demands on administrative, IT, teaching and support staff
 - Distributing breakfasts and lunches, establishing childcare for children of Tier 1 and Tier 2 workers
 - Extensive MDE and MDH meetings and Covid related webinars
 - Developing and managing four learning models: Online, In-Person, Distance Learning and Hybrid Learning
 - Developing policies and procedures for transportation, cleaning, masks, social distancing, etc.
 - Quarantining of classrooms
 - Managing Covid-affected budget; grants, loans
 - Addressing employee issues arising from Pandemic
 - Addressing mental health and financial issues of students and parents/guardians
 - Bereavement
- Leadership transition - over the 2020-21 school year, the previous Executive Director, Director of Seat-Based Learning, and Director of Online Learning departed the school. Staff members Holly Amaya (previously, online school counselor) and Annette Klang (previously, seat-based 3-4 grade teacher) as well as Jill Arendt (previous online dean) served as a team to provide interim leadership. In August 2021, Ms. Amaya was hired on as the permanent Director of Online Learning and Ms. Klang will continue as Director of Seat-Based Learning, with that permanent position to be posted in January 2022.
- We are particularly interested in improving our math test scores. While looping classrooms are overall highly effective, research indicates that a multi-grade approach is less effective for the subject of math. In 2019, CCS began the process of moving students into single grade levels for math instructional blocks. However, due to Covid 19, we were forced to abandon this effort because groups of students must stay together for the entire day. Once the virus is no longer a threat or is seen as manageable, we will return to single grade level math instruction.
- Crosslake Online continues to have difficulty achieving math goals. This is mainly due to two factors (1) students are coming into the program with poor math skills and (2) student motivation and a fixed mindset. These students have not had a lot of success in math over the past few years before they entered high



school. We continue to address this problem. We will begin doing so by increasing our interventions. Math teachers are working one-on-one with identified students in order to increase their knowledge and understanding of math concepts.

- Attendance is addressed in Section IV. In summary, our attendance rates are lower than we would like. When we look at consistent attendance rates as provided by the North Star Report, these numbers indicate that the students who do not have consistent attendance may have a barrier to learning. Additionally, the online program's attendance rates negatively impact the overall school rate. The online program's lead learning coach tracks attendance and has begun to train learning coaches in creating intervention plans with students and families whose attendance is problematic. We also work with truancy intervention protocols in the counties of residence per statute. Using the Search Institute's framework for building meaningful relationships with students, we anticipate that the attendance rates will improve.
- Graduation rates apply only to Crosslake Online as the seat-based program ends at eighth grade. While we continue to put significant effort towards tackling our lower graduation rates, we want to point out that our current graduation rate of 58% is a rise from 50% the prior year and is better than three other Online schools: Blue Sky Charter School at 50% graduation; Minnesota Online High School at 32%; and Trio Wolf Creek at 47%. We are also using QComp professional development opportunities not only to impact test scores, but to work on improving our graduation rates.
- We want to improve the Solarium so it lives up to its potential. Our solarium, which is another unique feature of CCS, is an underused resource. To fully use this, our teachers would benefit from additional training in environmental education. The Solarium also needs physical improvements ranging from lighting, to monitors, to welcoming pathways, to additional plantings. With these improvements, it has the potential to be an attractive, healing and educational asset for both the school and the greater community. The EE Committee has begun looking at how we can make these improvements.
- Some of our older students have multiple issues that involve mental health, chemical health or other extenuating circumstances such as pregnancy that makes learning difficult. Crosslake Online has relationships with agencies related to these concerns, and we coordinate our efforts to educate our students while they face these difficulties. In the 2020-21 school year we hired an online social worker who will collaborate with the online school counselor to help meet these needs of our students.



Five Focus Areas of Strategic Plan

The strategic plan is an important document that provides the mission, vision and goals for our school. It explicitly states goals and the methods of which to assess the goals. In addition, our strategic plan has Five Focus Areas that provide clarity about our plan.

I – Student Achievement

Crosslake Community Schools offer students a rigorous and challenging education with an emphasis on Environmental Learning. The goal is to help students maximize their learning and prepare students for the green-based workforce and community of 2050 that global society is moving towards. In addition, we stress the importance of building skills that will be applicable in the future.

II – Environmental Education

Environmental Education is the CCS mode of delivering excellence in education. We use the natural surroundings of Crosslake to enhance learning, engage in problem solving and take action to improve the environment. We will focus on environmental literacy including action-based preservation, conservation, stewardship and beautification. As a result, Crosslake Community Schools' stakeholders develop a deeper understanding about the relationship between the earth and human interactions.

III – Community Engagement and Safety

As a pillar of the downtown Crosslake community, we partner with many local businesses and organizations that help empower students to take action. This helps the community of Crosslake take pride in our school. We will expand CCS' engagement to the entire Central Lakes region and help CCS stand out as a one-of-a-kind offering. In addition, CCS focuses on a small school setting, providing a teacher-student ratio of 1 to 19. This is conducive to helping students become life-long learners and maximize student learning.

IV – High Quality Workforce with Professional Development

Creating a high-quality workforce is a key to student success. Crosslake Community Schools want to attract and retain the best highly qualified workforce to meet our Mission and Vision. These efforts recognize and reward staff who ensure student success and excellence in education.

V. Fiscal Stewardship and Sustainability

The community trusts the Board of Education with the funds used to produce students who are prepared to enter the workforce of tomorrow. The Board of Education takes the responsibility of ensuring that these monies are used in the students' best interests, empowering teachers in an environment of collaboration.

Academic Performance: Goals and Benchmarks (Part VII)

Progress on Osprey Wilds' Contractual Academic Goals & WBWF Alignment

Indicator 1: Mission Related Outcomes

Goal: From FY18 to FY21, the aggregate percentage of students in grades K-12 who participate in a minimum of two out of three major community engagement activities will be at least 90 percent.

Key Measures and Results for this Goal: Students at CCS participate in a number of events/activities designed to engage in our community. Some of these events include an annual Halloween parade with our elementary students to downtown businesses, periodic visits to a local nursing home with some of our upper elementary students and an annual Cabin Fever event, which is the kick-off to our enrollment season each year.

There are three school-wide community engagement activities or events that we expect all students in grades K-8 to participate in some fashion. The three events are as follows:

Martin Luther King Jr. Day of Service: Cancelled due to COVID-19
Community Center Library: Cancelled due to COVID-19
Spring Community Event: Cancelled due to COVID-19

With our online program, it becomes more challenging to engage all of our students since students enroll in our program from communities all over the state of Minnesota. Moving forward, we will have a separate mission-related goal for our online students:

From FY23 to FY27, the number of online students who complete an environmental civic project will increase by 5% each year; starting with 60% in FY23.

WBWF Goal Areas Addressed by this Goal:

Measure 1.1 Performance Data:

Crosslake Community Schools	Number of Students Participating in 2 out of 3 Community Engagement Activities	Total Number of Students (Grades K-12)	Percent of Students Participating in 2 out of 3 Community Engagement Activities
FY18	142	210	70
FY19	134	148	93
FY20	Not able to calculate		
FY21			
Aggregate	N/A	N/A	N/A

Indicator 2: English Language Learners

Goal: N/A

CCS does not serve a significant population of English Language Learners (ELL), so we do not currently have data to report.

Indicator 3: Reading Growth

Goal: From FY17 to FY21, the aggregate percentage of students in grades K-8 who meet their fall to spring STAR assessment expected growth target will be at least 60 percent.

WBWF Goal Areas Addressed by this Goal: Reads well by Third Grade.

Key Measures for this Goal: STAR Reading Assessment

Measure 3.3 Performance Data:

STAR Assessment – Reading, Grades K-8

Crosslake Community Schools	Number of students meeting growth target	Number of students not meeting growth target	Total number of students	Percentage of students meeting growth target
FY17	92	45	137	67.2%
FY18	70	71	141	49.83%
FY19	79	56	135	58.5%
FY20	81	55	136	59.5%
FY21	70	77	147	47.61%
Aggregate	392	304	696	56.32%

Result: Our STAR Reading goal was not met for 20-21.

Indicator 4: Math Growth

Goal: From FY17 to FY21, the aggregate percentage of students in grades K-8 who meet their fall to spring NWEA RIT (FY17) or STAR Assessment (FY18-FY21) expected growth target will be at least 60 percent.

WBWF Goal Areas Addressed by this Goal: Closing achievement gap.

Key Measures for this Goal: STAR Math Assessment

Measure 4.3 Performance Data:

STAR Assessment – Math, Grades K-8

Crosslake Community Schools	Number of students meeting growth target	Number of students not meeting growth target	Total number of students	Percentage of students meeting growth target
FY17	93	45	138	67.2%
FY18	71	70	141	50.95%
FY19	70	47	117	59.8%
FY20	63	49	112	56.3%
FY21	67	66	133	50.37%
Aggregate	364	277	641	56.78%

Note: FY20 Scores were measured from Fall of 2019 to Winter of 2019 not as usually measured from the fall to the spring. This was due to COVID-19.

Result: Our STAR Math goal was not met.

Indicator 5: Reading Proficiency

Goal: From FY17 to FY21, the school's aggregate proficiency index score for students in grades 4-8 and 10 will increase by at least 3.0 points from the baseline proficiency index score (FY15-16 baseline – 73.0) OR will be greater than that of the state for the same grades (4-8 and 10).

WBWF Goal Areas Addressed by this Goal:

- Reads Well by Third Grade
- Career and College Ready

Proficiency Rates, Reading MCAs					
	Charter School	State	Local District	Comparison School	Comparison School
2021	55.17%	52.5%	57.21%	52.43%	46.23%
2020	Not Available				
2019	65.2%	59.2%	70.2%	64.8%	56.3%
2018	65.2%	59.7%	74.1%	62.5%	53.3%
2017	59.2%	60.2%	73.5%	63.5%	59.0%
2016	61.3%	59.9%	65.2%	56.7%	60.0%
2015	51.6%	59.5%	73.3%	53.6%	58.9%
2014	66.3%	58.8%	71%	49.7%	53%
2013	58.3%	57.6%	64.9%	44.3%	54.2%

Result: Our MCA Reading goal was met.

Indicator 6: Math Proficiency

Goal: From FY17 to FY21, the school's aggregate proficiency index score for students in grades 3-8 and 11 will increase by at least 4.0 points from the baseline proficiency index score (FY15-16 baseline – 65.0) OR will be greater than that of the state for the same grades (3-8 and 11).

WBWF Goal Areas Addressed by this Goal: College and Career Ready

Proficiency Rates, Math MCA's					
	Charter School	State	Local District	Comparison School	Comparison School
2021	25.88%	44.22%	49.24%	38.2%	26.2%
2020	Not Available				
2019	46.7%	55.0%	63.5%	46.0%	48.2%
2018	45.7%	57.7%	66.1%	51.9%	53.3%
2017	45.2%	59.2%	67.0%	59.2%	61.7%
2016	48.6%	60.1%	80.2%	53.4%	52.9%
2015	53.8%	60.2%	86.3%	64.5%	51.6%
2014	68.8%	60.5%	71.8%	45.6%	54.1%
2013	62.5%	60.2%	66.0%	45.0%	53.5%

Result: Our MCA Math goal was not met.

Indicator 7: Science Proficiency and Growth

Goal: From FY17 to FY21, the school's aggregate proficiency index score for students in grades 5, 8, and High School will increase by at least 3.0 points from the baseline proficiency index score (FY15-16 baseline – 74.6) OR will be greater than that of the state for the same grades (5, 8 and High School).

WBWF Goal Areas Addressed by this Goal: College and Career Ready

Key Measures and Results for this Goal:

Proficiency Rates, Science MCA's (grade 5,8 and High School)					
	Charter School	State	Local District	Comparison School	Comparison School
2021	54.54%	43.13%	47.65%	42.85%	44.31%
2020	Not Available*				
2019	59.3%	50.7%	61.2%	53.9%	49.8%
2018	50.0%	52.5%	67%	53.8%	60%
2017	55.0%	60.0%	76.1%	63.9%	54.2%
2016	64.7%	61.6%	79.7%	59.5%	64.4%
2015	52.4%	59.3%	70.6%	70.0%	62.9%

Result: Our MCA Science goal was met.

Indicator 8: Proficiency or Growth in Other Curricular Areas of Educational Programs

Goal: From FY18 to FY22, the aggregate percentage of students who complete all kindergarten readiness requirements will be at least 85 percent.

WBWF Goal Areas Addressed by this Goal: All Students Ready for Kindergarten

Key Measures and Results for this Goal:

Measure 8.1 Performance Data:

Crosslake Community Schools	Number of Students Completing All Kindergarten Readiness Requirements	Total Number of Students (Grade K)	Percent of Students Completing All Kindergarten Readiness Requirements
FY18	10	15	66.7%
FY19	16	18	88.9%
FY20	12	14	86%
FY21	16	18	89%
FY22			
Aggregate	54	65	83%

Of the 12 pre-k students from the 20-21 school year, 9 are enrolled at CCS for Kindergarten in 21-22.

Indicator 9: Post Secondary Readiness

Goal: From FY17 to FY21, the aggregate four-year graduation rate will be at least 67.0 percent.

WBWF Goal Areas Addressed by this Goal:

- College and Career Readiness.
- All students graduate.

Key Measures and Results for this Goal: Information taken from the Minnesota Report Card indicates a 4 year graduation rate for CCS of 58 percent based on the North Star Report. This is an improvement over the 2020 graduation rate of 50 percent, a 2019 graduation rate of 42.31 percent and a 2018 graduation rate of 33.3 percent.



We are happy to see our graduation rate increase each year, and expect to see this continue. The 2020-21 school year represented the fourth year that we had four years of data with high school students. Data continues to show that students who enroll as ninth grade students, have continuous enrollment in the online program and stay through graduation are able to graduate in four years. This story is not told in any of the numbers collected and reported elsewhere in this report.

We are aware that a significant number of students who enroll with us, in particular during their senior year, are behind in credits toward graduation at the time of enrollment. Because of this, we believe that a five year or six year graduation rate may be a better indicator for us. At the same time, our desire is to continue to work hard with our high school students to get to graduation on time. We are encouraged by the growth from FY18 to FY 21.

Indicator 10: Attendance

Goal: From FY17 to FY21, the average of the school's annual attendance rates will be at least 92.0 percent.

WBWF Goal Areas Addressed by this Goal:

- Students College and Career Ready
- All students graduate

Key Measures and Results for this Goal:

Measure 10.1 Performance Data:

Crosslake Community Schools	Attendance Rate
FY17	90.9%
FY18	75.3%
FY19	89.3%
FY20	84.9%
FY21	68.4%

Note: Due to COVID-19, CCS experienced an attendance fluctuation in the way in which CCS recorded attendance

If CCS separated attendance data to distinguish between the attendance rate of the seat-based program versus the online program, the data would show that the seat-based program attendance is much higher, while the online attendance brings down the overall percentage. This is due, in part, to the fact that several online students choose to enroll because of health issues that often keep them from being well enough to attend or that take them away for doctor's appointments during the school week. Because we cannot count weekend time as school time in the attendance reporting, we are not able to use the time that they make up on weekends when necessary to mitigate the attendance rate numbers.

Federal and State Accountability

For federal and state accountability, Minnesota law requires schools to use the World's Best Workforce (WBWF) reporting criteria. The goal of the WBWF is to show how a school is making strides to increase student performance. Crosslake has a plan that addresses five areas:

1. All children are ready for school
2. All third-graders can read at grade level
3. All racial and economic achievement gaps between students are closed
4. All students are ready for career and college
5. All students graduate from high school

Goal Area 01. (Indicator 8 above) Ready for Kindergarten: All students are ready for kindergarten.

- **Goal:** 100 percent of students attend the Kindergarten Fall round-up
- **Result:** 89 percent of our families met this goal.

Goal Area 02. (Indicator 3 above) All third-graders can read at grade level

- **Goal:** Using the STAR Reading Assessment for grade 3, at least 50 percent of the students will meet their growth target.
- **Results:** Overall students met their growth mark - due to small sample size, multiple grade levels are used to determine results. Other results are listed below.
 - Kindergarten - 47.8%
 - 1st Grade - 58.8%
 - 2nd Grade - 71.4%
 - 3rd Grade - 40%
 - 4th Grade - 36.8%
 - 5th Grade - 66.7%
 - 6th Grade - 63.6%
 - 7th Grade - 63.6%
 - 8th Grade - 50.0%

Goals Area 03. (Indicator 2 above)

- N/A due to low EL student numbers

Goal Area 04. and 05 (Indicator 10 above): Career and College Ready and Graduate from high school: All students are career and college-ready before graduating from high school.

- **Goal:** Attendance rate is 92 percent or higher
- **Result:** Attendance rate was 68.4 percent. Due to COVID-19, CCS experienced an attendance fluctuation in the way in which CCS recorded attendance

High Quality Teaching Status

1. Percentage of all teachers with more than three years of teaching experience:
 - 86 percent of our teachers had more than three years of experience during the 2020-2021 school year
2. Percentage of all teachers teaching in areas outside of licensure:
 - 12 percent of our teachers were working outside of their area of licensure.
3. Percentage of all teachers with a masters' degree or more.
 - 41 percent of our teaching staff currently have a Masters' Degree.
4. Strategies to increase equitable access to effective and diverse teachers:
 - As noted above, we have highly qualified teachers across the board based on the high percentage of teachers with Masters' Degrees and the number of staff with a minimum of three years' teaching experience (86%).
 - Our demographic breakdown of our staff mirrors very closely the demographic of the students we serve. All groups and all staff are of equal proportions. No additional

teachers are to reflect the students' population. However, we monitor our populations to ensure that the balance of ethnic groups are represented. Note: At CCS we have a low number of students of color or American Indian or Alaska Native students.

ESSA Identification

CCS was not identified as charters with schools identified as comprehensive or targeted support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System in FY21.

Educational Effectiveness: Assessment and Evaluation (Part VIII)

There are many components to educational effectiveness. To help us define this effectively, we use the High Reliability Schools model by Robert Marzano that was adopted by our Board of Education as a way to improve educational effectiveness. There are five levels to this model of school effective for providing educational excellence.

- Level 1: A Safe and Orderly Environment That Supports Cooperation and Collaboration
- Level 2: An Instructional Framework That Develops and Maintains Effective Instruction
- Level 3: A Guaranteed and Viable Curriculum Focused on Enhancing Student Learning
- Level 4: A Standards-Referenced System of Reporting Student
- Level 5: A Competency-Based System That Ensures Student Mastery of Content

Each level has leading indicators that consist of qualitative evidence that a school is at or approaching a specific level. The lagging indicator is considered the minimally acceptable levels of performance that must be satisfied for a school to be deemed as reliable for that specific level. To note, Dr. Marzano says these levels do not exist as sole isolation or have a linear progression.

As CCS moves through these levels we are obtaining certificates that demonstrate that we have met the criteria to be successful in all levels as indicated in our Strategic Plan. As we attain more certificates for completing levels, CCS becomes more transformational in our approach to student learning. During the 2019-20 and 2020-21 school years, our staff spent multiple days planning, learning and implementing the first level of school effectiveness. There is additional work that is needed in this area because of COVID-19. We will also address Level 2, creating an instructional framework that develops and maintains effective instruction.

- The STAR assessment data from Fall 2020,, along with teacher recommendations and previous MCA score history, were used to determine areas of need for the 2020-21 school year. An area of strong interest for us as a school continues to be our lower than state average math scores on the MCA, as well as lower than anticipated growth data with the STAR assessment. Shown earlier in this report is information on the data points that we used to determine our goals. This was our second year with math as an area of emphasis across our entire curriculum. We anticipate that this will continue to be the case this year.
- A major emphasis for our Qcomp program schoolwide for the 2020-21 school year was increased support and emphasis on math curriculum and instructional practices as we hope to improve our school wide math scores. This was a continuation from the prior year. Because the Minnesota Department of Education did not hold MCAs in the spring due to the novel Coronavirus, we do not have updated information about the impact this could have had on test scores.
- For our online program, our areas of emphasis continue to be course completion rates and graduation. We are using Qcomp professional development opportunities to not only impact test scores, but also to work on improving our graduation rates. The two items have a symbiotic relationship, as one directly impacts the other significantly. We saw significant improvement in our graduation rate this year, as evidenced by data later in the report.

- The schoolwide MTSS program continues to be a supportive aspect of our program. With the addition of a teacher interventionist this year, we anticipate these supports to increase. Students are not broken down by individual groups such as Free and Reduced, special education, etc. as they are taken simply as individuals. With such a small cell size, we feel we do a better job working with the individual students rather than a particular “category” of student.

Curriculum Review Process

Listed below is Crosslake Community Schools’ Pk-8 curriculum review cycle. Crosslake Community Schools has a committee charged, not only with the review of our curriculum ensuring alignment with state required standards, etc. but also with the staff development model for the school. As a result, we have been able to develop consistency in our review cycle and best practice models as they relate to effective instructional practices, etc.

At the high school level, the Director of Online Learning works closely with our curriculum coordinator who coordinates the teacher’s efforts in providing rigorous, standards-based coursework. Consulting with the online curriculum provider and the Minnesota Department of Education, we are able to ensure that our current coursework meets the requirements for graduation and workforce preparation as outlined in statute.

Core Standards Curriculum Areas:

- Language Arts (reading, writing, handwriting, spelling)
- Math (Elementary, Middle School, Algebra)
- Music, Physical Education, Health, Art
- Social Studies
- Science

Year	Review & Evaluate against current standards.	Implement new standards and curriculum (purchase year)	Monitor 1	Monitor 2	Monitor 3
2020-21	Science	Language Arts	Math		
2021-22	Social Studies	Science	Language Arts	Math	
2022-23	Music, Art, PE, Health	Social Studies	Science	Language Arts	Math
2023-24	Math	Music, Art, PE, Health	Social Studies	Science	Language Arts

- The Curriculum Review Cycle is the school's system for periodically reviewing and evaluating the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations under section 123B.147, subdivision 3, and teacher evaluations under section 122A.40, subdivision 8.

Crosslake Teacher Review

All teachers receive feedback from peer observers, formal and informal administrative observations and coaching and consultation with education professionals.

- Specific information on strategies for improving instruction, curriculum and student achievement;
 - As a Qcomp school, as mentioned in other areas of this report, all our teachers have access to ongoing, job-embedded professional development. This takes the form of regular coaching from peers, periodic observations from administration, on-site coaching from professional consultants and regular participation in regional professional development.

Other Way of Determining Educational Effectiveness

- Education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance and effectiveness.
- All students have access to the same level of technology, from kindergarten through high school, as the majority of our curriculum that is delivered in any sort of an online platform is delivered via chromebooks. Due to the spring's Distance Learning period, the need for all students to have access to their own device became necessary. We were able to provide each student a Chromebook, which allowed teachers to enhance learning at an accelerated pace.
- The school's process for examining the equitable distribution of experienced and qualified teachers across the district and within school sites using data, including how the school uses this data to set forth strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
- CCS has a relatively low percentage of teaching staff working in areas other than what they are licensed in. Given our unique situation and size, the most common reasons for a need for a waiver, variance or tiered license request comes with our multi-grade approach to instruction. For example, we have teachers licensed up through sixth grade in certain subject areas, but we have smaller enrollment in 7th and 8th grade. It is extremely difficult to hire someone for one hour a day, which has been an on-going challenge for us.
- CCS employed experienced staff in all grade levels and subjects during the 2020-21 school year. As such, we are able to avoid any concern regarding not providing quality education for low income or minority students, as all of our students have access to highly qualified, licensed teaching staff in all areas.



Student and Parent Satisfaction (Part IX)

On an annual basis, Crosslake Community Schools' administers an online parent satisfaction survey. This survey was administered in Spring, 2021.

- 2021 Online Student Survey Highlights (51 responses):
 - 92% of students feel that the online environment is a safe and orderly place, and 94% feel that they have access to the tools and resources needed to be successful as a student.
 - Students would like to see us add Language (Spanish, French, ASL) courses and more Fine Arts courses.
 - Students like the flexibility of our program, and our caring staff (several mentioned by name).
 - Student responses indicated some confusion/lack of understanding or knowledge about the CCS mission. We need to do a better job of engaging them with the mission and its relevance to them.

- 2021 Online Parent Survey Highlights (35 responses):
 - 94% of parents reported that their child's teacher is accessible, responsive, and communicates appropriately.
 - 89% of parents would recommend CCS to other parents for their children.
 - The things parents like most about CCS were the teachers, the learning coaches, and the flexibility.
 - Quote: She has actually learned more in the short time with CCS than she had in the months before at her previous school. We have conversations about some of her videos and I like that she asks my thoughts on certain subjects. She cares about the environment and enjoyed the earth day civic project and cares about community working together. She is hard on herself and wants to do well in her classes and understand what is being taught. She has been a much happier person since changing schools. Thank you to everyone helping her.

- 2021 Seat-based Student Survey Highlights (76 responses):
 - 97% of students feel that "someone at CCS cares about me."
 - On the item, "The students in my class show respect to each other," 50% responded "Neutral" while the other 50% was quite evenly split between Agree/Disagree. This is an area to examine, whether students understand what it means to show respect or if it's a different issue.
 - Overall students would like to see more after school activities available, including art, sports, cooking, etc.
 - More than 50% of the responses to the open-ended question about how they promote the CCS mission were relevant and applicable to Environmental Education.

- 2021 Seat-based Parent Survey Highlights (36 responses):
 - 100% of parents responded that "someone at CCS "Really Cares" about my child."
 - 95% of parents believe that their child is well prepared for their next level of schooling.
 - 97% of parents would recommend CCS to other parents for their children.
 - Parents would like to see more after-school programming for their children.
 - Quote: Our boys have flourished since switching to CCS, we were originally in Crosby school district and felt like we were pushed aside. I'm so glad we made the switch and so are our boys, we love CCS!!

Environmental Education (Part X)

Environmental Education

The mission of Crosslake Community Schools' authorizer, the Osprey Wilds Environmental Learning Center, is to instill a connection and commitment to the environment in people of all communities through experiential learning. Osprey Wilds defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities and the Earth. The overarching goal of environmental education is an environmentally literate citizenry. The test of environmental literacy is the capacity of an individual to work individually and collectively toward sustaining a healthy natural environment. This requires sufficient awareness, knowledge, skills and attitudes in order to create a healthy planet, where all people live in balance with the Earth.

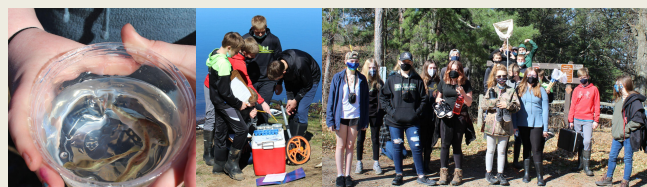
Environmental Education (EE) is at the core of CCS' mission to deliver excellence in education. We strive to bring CCS stakeholders to a higher level of environmental literacy so that CCS stands out as a one-of-a-kind offering in the Central Lakes Region that prepares children for the green-based workforce and community of 2050. This emphasis includes engaging the community and environment into our learning atmosphere and increasing environmental literacy, including action based preservation, conservation, stewardship and beautification.

Our goal is that CCS students, parents and staff will increase their environmental literacy, and develop the knowledge, skills and attitudes to support a sustainable and healthy environment. We use the natural

surroundings of the Central Lakes Region to enhance learning, engage in problem solving and take action to improve the environment. As a result, CCS students develop a deeper understanding about the relationship between the earth and human interactions.

Because we value a hands-on, experiential learning environment, we take advantage of whatever opportunities we have during the year to engage our students in activities that foster their understanding of the environment. Whether it be through regular regional water testing, studying phenology or working with compost bins, students have a chance to learn by doing when it comes to helping the environment. In addition, we work with our students to have a direct impact on our environment:

- We conduct an annual spring highway cleanup project by mobilizing students and staff in age-appropriate clean-up activities. Our older students, under the supervision of staff, clean up areas of main roads that have been selected by Crow Wing County. Our younger students stay very close to staff and even work on school grounds to clean up garbage.
- We use the CCS solarium as an educational resource to highlight different growing media, including compost, soil-based growing platforms and an aquaponics lab that uses clay pellets with a water base to grow plants.
- We release trout into a nearby lake. For more details see this video: [Release of Trout at Pleasant Lake](#)
- In the summer of 2020, CCS researched the concept of outdoor classrooms as a way to both reduce the risk of Covid-19 transmission and enhance integrated environmental education. With remarkable speed and with the help of key community members, we were able to establish three Fresh Air classrooms on school grounds and secure the use of two additional Fresh Air Classrooms across the street at the Army Corp of Engineers. The Fresh Air Classrooms on the school grounds utilize different materials for desks: benches, picnic tables and giant boulders! We are currently working with the community to see if we can improve these Fresh Air classrooms by making them more cold-weather accessible.



Becoming more environmentally literate

Several items stand out here, including the level of engagement our students have with the recycling and waste reduction program at our school. Students are actively involved in the collection of recyclable items and seeing they are properly placed in recycling containers. Students are responsible for our composting bins and they are actively involved in programs such as “Project Feeder Watch” and on-going phenology activities.

In addition, we take what some might consider a “science only” topic and embed environmental literacy throughout all disciplines of our curriculum.

Solarium

With the 2018 move into our new school building, a whole new set of opportunities opened for staff and students. A large Solarium in the southwest corner of the building allows our school the opportunity to grow plants all year round. In doing so, our students now have a chance to take what they learn about plantings in the classroom and put it into action.

Our Solarium also features an aquaponics lab, with a large tank of Koi fish and goldfish who fertilize the water that circulates through several bins of clay pellets, allowing students to witness their own small ecosystem and how plants grow in such an environment.

Next to the aquaponics lab is a soil-based growing platform that utilizes compost that our students have created by gathering food waste from our kitchen and processing it in our own compost bins. This allows students the chance to compare two different growing media and how they affect plant growth.

Inside our Solarium, we also have the opportunity to learn through observation about the early stages of the life cycle of a trout. Students observe and study the trout, from fertilized eggs to when they are fingerlings and able to survive on their own. At that point, under the guidance of the Minnesota DNR, students release the trout into an area lake.

The Solarium provides a flexible learning environment, ripe with possibilities. Lessons about these opportunities vary based upon the grade level.

CCS School Forest (The Hundred Acre Woods)

The CCS school site has about four acres of property that has been left in its natural state. CCS recently applied for and received designation as a *School Forest* by the Minnesota Department of Natural Resources. While not a hundred acres, this School Forest will help our students learn about the habitats of local wildlife including deer, fox, other small animals and birds native to our area of the state. It provides another opportunity to ingrate environmentalism into all our curriculum. For example, a teacher might lead students to the woods and read a story that features woods. Or students might gather leaves during math class to determine ratios of maple leaves to oak leaves. Since it has been designated as a School Forest, the Minnesota Department of Natural Resources offers support for teachers and on-site visits for students.



Environmental Literacy Plan

Beginning in the 2017-18 school year, CCS engaged in a five-year contract with Osprey Wilds. As a portion of this contract, a new set of goals and evaluation tools were implemented, allowing CCS to more accurately report on student environmental literacy standards and achievement. In 2020 we began incorporating additional EE student learning time by bringing the EE Coordinator to individual PreK-8 classrooms.

We are implementing our Environmental Learning Plan (ELP). The ELP addresses how CCS implements EE learning and measures progress toward its contractual goals. It also guides CCS staff from EE awareness to taking part in the EE action continuum. The EE Committee oversees the development of the ELP and helps develop EE opportunities in the school.

All teachers participate in the ELP process. Each teacher is responsible for creating an EE classroom goal, that is based on the developmental stages of the students in the classroom. This year, all teachers had an EE action goal for their classroom. Teachers also correlate their EE goal to academic standards. At the end of the year, the goal is evaluated for its effectiveness.

Starting in the SY21 school year, Crosslake Online has enrolled all 5-8 grade students in a required course that integrates environmental education with music and art standards. Crosslake Online is looking at requiring a high school credit in environmental education for graduation. Additionally, environmental education concepts are integrated into all online courses.

Environmental Education During COVID-19

Since each teacher had already developed classroom goals in the ELP, we decided the best way to maintain a focus on EE during Covid was to maintain the goals for each classroom. Although it was challenging, CCS teachers were able to embed and apply their goals to Distance Learning. Sometimes this meant that in-person events were cancelled and replaced with observation through Zoom. Other times, teachers recorded events, then the students could watch it at another time or could replay the lesson to better understand the content. While the teachers strove to make the lessons interactive, they had to limit it to what was allowed under the governor's COVID-19 executive orders.

When CCS teachers reflected upon their experience of incorporating EE into Distance Learning, they felt that in the future, if there was enough time to plan lessons, it would not be difficult to implement. However, considering the emergency situation of COVID-19



during March-June 2020, it went as well as it could have. In addition to including EE last spring, teachers had to make major changes to curriculum, develop entirely new lesson plans, learn new technology tools and programs, develop new teaching and classroom management methods and calm parents, all while being aware of their own social-emotional health.

Despite these challenges, Covid also was a catalyst in the creation of CCS' Fresh Air classrooms. As explained earlier, in Summer 2020, CCS researched the concept of outdoor classrooms as a way to both reduce the risk of Covid-19 transmission and as a way to enhance integrated environmental education. CCS then established three Fresh Air classrooms on school grounds and secured the use of two additional Fresh Air Classrooms across the street at the Army Corp of Engineers. We are currently trying to improve these Fresh Air classrooms by making them more cold-weather accessible. We also plan to provide professional development to help our teachers fully integrate environmental education into our curriculum and pedagogy.



Governance and Management (Part XI)

Includes Annual Board Training and Administrator Professional Development Report(s)

BOARD OF DIRECTORS

By design, Crosslake Community Schools has an eight member board serving two year terms. The board includes four teachers, three parents and one community member. Board members during the 2020-2021 school year are listed below:

Member Name	Board Position	Affiliation	Date Elected	Date Seated	Term End Date	Email Address
Kysa Corbett	Member	Parent	11/4/20	1/11/21	12/31/21	kcorbett@crosslakekids.org
Mitch Swaggert	Secretary	Parent	11/1/19	1/13/20	09/14/20	mswaggert@crosslakekids.org
Shane Gordon	Member	Community	N/A	4/8/19	12/14/20	sgordon@crosslakekids.org
Lance Swanson	Vice Chair	Teacher	11/1/19	1/13/20	12/31/21	lswanson@crosslakekids.org
Heidi O'Brien	Member	Teacher	11/1/19	1/13/20	12/31/21	hobrien@crosslakekids.org
Ronda Veit	Member	Teacher	11/1/19	1/13/20	12/31/21	rveit@crosslakekids.org
Cinda Jensen	Chair	Parent	11/4/20	1/11/21	12/31/22	cindajensen@crosslakekids.org
Maggie Heggerston	Member	Community	12/20/2020	1/11/2021	12/31/22	maggieheggerston@crosslakekids.org
Clifford Skagen	Ex-Officio	School Executive Director				cliffordskagen@crosslakekids.org
Holly Amaya	Ex-Officio	Director of Online Learning				hollyamaya@crosslakekids.org
Annette Klang	Ex-Officio	Director of Seat-Based Learning				aklang@crosslakekids.org

Board Training and Development

In addition to required initial training on employment policies and practices and fiscal management that all board members are required to complete, CCS provides on-going training to board members on topics that impact school operations and performance.

Annual presentations by auditors and periodic training on operations and environmental issues constitute the bulk of additional training made available to board members to help them to make informed decisions on the instructional and operational model of the school.

Listed below is information relative to initial and on-going board training during the 2018-19 school year.

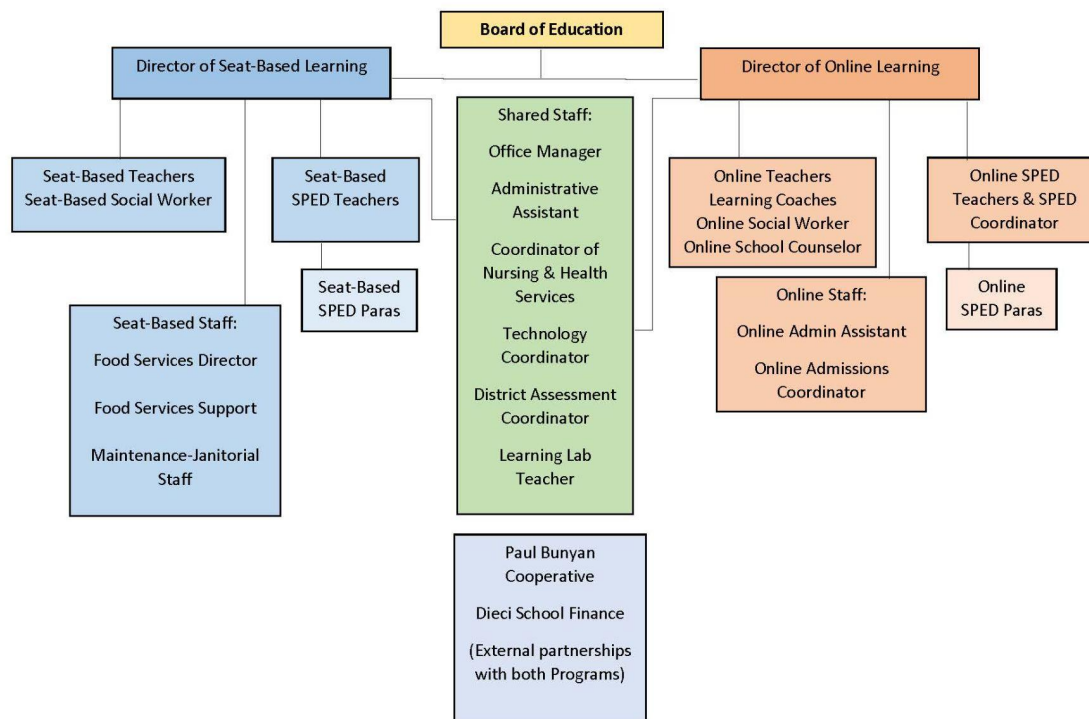
Initial Training

Initial Training				
Board Member Name	Original Date Seated	Board's Role & Responsibilities	Employment Policies & Practices	Financial Management
Mitch Swaggert	09/10/2018	10/06/2018 MACS	10/06/2018 MACS	09/24/2018 MACS
Beverly Loeffler	01/20/2015	03/24/2012 MACS	03/24/2012 MACS	03/24/2012 MACS
Lance Swanson	01/08/2018	01/10/2018 MSBA	01/10/2018 MSBA STAFF	01/10/2018 MSBA
Kysa Corbett	01/09/2017	11/2016 MACS	09/22/2017 MACS	09/22/2017 MACS
Shane Gordon	04/08/2019	08/06/2019 MSBA	08/06/2019 MSBA	08/06/2019 MSBA
Heidi O'Brien	01/13/2020	07/07/2020 Osprey Wilds	07/07/2020 Osprey Wilds	07/07/2020 Osprey Wilds
Ronda Veit	01/13/2020	06/27/20 MACS	04/30/20 MACS	05/19/20 MACS
Cinda Jensen	06/08/2020	07/07/2020 Osprey Wilds	07/07/2020 Osprey Wilds	06/23/2020 MACS
Maggie Heggerston	01/01/2021			

Annual Training

Annual Training – FY21			
Board Member Name	Training #1: Distance Learning Plan, Charter School Self-Evaluation, and Reflection Toolkit Clifford Skagen 7/13/2020	Training #2: MDE Assurance of Compliance and Mandated Reporting Training Clifford Skagen 11/9/2020	Training #2: School Finances William Lauer 2/8/2021
Kysa Corbett	Attended? YES	Attended? NO	Attended? YES
Maggie Heggerston	Attended? YES	Attended? YES	Attended? YES
Cinda Jensen	Attended? YES	Attended? YES	Attended? YES
Beverly Loeffler	Attended? YES	Attended? NO	Attended? YES
Heidi O'Brien	Attended? YES	Attended? YES	Attended? YES
Mitch Swaggert	Attended? YES	Attended? YES	N/A
Lance Swanson	Attended? YES	Attended? NO	Attended? YES
Ronda Veit	Attended? YES	Attended? YES	Attended? YES

CROSSLAKE COMMUNITY SCHOOL ORGANIZATIONAL CHART



List of Administrators/Qualifications

Interim Administrators as of March 2021

Holly Amaya - Interim Co-Leader, Online
Jill Arendt - Interim Co-Leader, Online and Seat-Based
Annette Klang - Interim Co-Leader, Seat-Based

Following a rigorous hiring process over the summer months of 2021, the CCS Board selected Holly Amaya, CCS Online School Counselor and Interim Leader, as Director of Online Learning and Annette Klang, Seat-Based 3rd-4th Grade Teacher and Interim Leader as Interim Director of Seat-Based Learning for the 21-22 school year. Holly and Annette both stepped up during the 20-21 school year to take on Interim Leadership roles during a time of significant transition for CCS. They both did an outstanding job of working with the entire CCS staff, Board of Directors and others to move our school and students forward.

Prior to Holly joining CCS as an experienced School Counselor, she also worked for the Minnesota Department of Education as a Federal Grant Project Director and for Osprey Wilds as Performance and Accountability Manager. Other experiences include working for a non-profit affordable housing organization as a Grants Manager, the Minnesota Association of Charter Schools (MACS) as a Communications Coordinator, and School Counselor for Twin Cities Academy. Holly is a licensed K-12 School Counselor and has a Masters of Arts in Educational Psychology from the University of Minnesota and a B.S. in Psychology with a minor in Sociology from Michigan University.

Annette will fill the Director of Seat-Based Learning as Interim Director for the 21-22 school year. CCS did not receive a pool of qualified candidates to interview for this Seat-Based Director role this summer and will repost this position in January during a time when more qualified candidates typically apply for a school leadership position. Prior to Annette's most recent CCS teaching role, she was a teacher of 1st/2nd grade, and a Title 1 Teacher for K-8. Other experiences include teaching for Brainerd, Princeton and Sauk Rapids Public Schools and holding an Above and Below Wing Agent role at Delta Airlines. Annette has a B.S. in Elementary Education and Kindergarten Endorsement from University of Northwestern.

As non-licensed administrators, both Holly Amaya and Annette Klang will be working with the board to develop Professional Development Plans for the 2021-2022 school year.

FORMER ADMINISTRATORS - Not In Place as of March 2021

Clifford A. Skagen - Executive Director
Jill Arendt - Director of Seat Based Learning
Stacy Bender - Director of Online Learning

Professional Development Plan for Stacy Bender for 2020-2021

Crosslake Community Schools has the following professional development plan/activities that Ms. Bender will participate in during the 2020-2021 school year:

1. Ms. Bender will continue to engage with the Qcomp online professional development. The focus this year for the teachers' professional learning community is on improving teacher-student relationships as well as beginning the process of Quality Matters certifications. Amy Scheuman (Qcomp lead teacher and language arts specialist) and Emily Stull (curriculum coordinator for the online program) are cooperating to develop these opportunities.
2. Ms. Bender will also participate with the learning coach professional learning community as they collaborate with teachers on the MTSS program.
3. Ms. Bender will continue to attend the MNOLA (Minnesota Online Learning Alliance) monthly meetings. The focus this year is to increase collaboration among the schools specifically in the area of state testing and special education services for online students.

4. Ms. Bender will investigate additional certifications and approvals for the online program, such as CTE and work-experience, in order to enhance the online program and the way it serves students.

Professional Development Participation in 2020-2021 for Clifford Skagen, Executive Director and Jill Arendt, Director of Seat-Based Programming

Both Mr. Skagen and Ms. Arendt are licensed as a Minnesota Kindergarten through 12th grade principal. This license must be renewed every five years. During the five years, an administrator must first complete a minimum of 125 clock hours of professional development that has been pre-approved by the Board of School Administrators. "Clock hours" means hours of actual instruction or supervised group activities in a BOSA-approved continuing education program and/or coursework completed at accredited colleges and universities. Renewal requirements must be met during the five-year period of each renewal period.

Staffing (Part XII)

CCS seeks highly qualified staff members for all open positions. CCS posts open positions on its website, its Facebook page, Edpost (when applicable) and local listings. Word of mouth often serves us well, as evidenced in August 2019 when we had a last minute opening that we were able to fill in time for the start of the school year (due to a Facebook post being shared and thus seen by over 6,000 viewers).

Our staff members support our mission and work hard to help students improve their achievement at all levels. Excellent staff retention allows our staff to build strong relationships with students who know that staff care for them beyond the classroom. This was evidenced by our staff's response to the Spring 2019 Distance Learning model. Staff came together to deliver devices and materials, sometimes driving long distances, so that students would be able to continue their learning.

Each seat-based classroom is held to a ratio of one teacher to 19 students. In addition, educational assistants provide general support to many classrooms, as well as to those students to whom they are assigned based on special education needs.

In Crosslakes' Online program, specific class sizes fluctuate based on students' needs for courses for graduation. However, an online teacher's full-time student enrollment load should not exceed 150 students total per semester. Learning coaches who provide relational and academic organizational support to students are staffed at a ratio of one full-time learning coach to 40 students.

2020-21 Staffing

2020-21 Licensed Teaching Staff				
Name	File #	License and Assignment (subject/grades)	21-22 Status*	Comments
Amaya, Holly	417843	Online counselor	R	Director of Online Learning
Arendt, Jill	334207	Director Seat Based Program	NR	
Beasley, Victoria	451676	K-8 Special Ed	R	
Bender, Stacy	406560	Director Online Program	NR	
Bierce, Rose	1007963	Online Math, Para, Learning Coach	R	
Blanski, Janna	283517	K-8 Special Ed	NR	Retired
Burner, Jennifer	327176	Online Learning Coach	R	
Davis, Katherine	388183	Online Music	R	
Donley, Melanie	368796	Grade 1-2	R	

Name	File #	License and Assignment (subject/grades)	21-22 Status*	Comments
Durham, Patricia	414607	Online Teacher and Learning Coach	R	
Endersbe, Todd	297655	Online Special Ed	R	
Fjelstul, Kristine	504973	Social Worker	R	
Gilbertson, Rebecca	468452	Online Teacher	R	
Glazier, Mindy	512566	Kindergarten	R	
Graceffa, Miranda	432464	5-8 Science	R	
Hetherington, Scott	288117	Online Teacher	R	
Jacobson, Gena	350222	Online Special Ed	R	
Jahnke, Paige	427101	Online Special Ed	R	
Klang, Annette	313830	Grade 3-4	R	Interim Director
Klaus, Callista	996080	Learning Coach	R	
Lee, Morgan	1010952	Learning Coach	NR	Moved out of country
Lerud, Joanna	369367	Online Home Ec	R	
Loeffler, Beverly	432910	Title I	R	DAC
Miller, Amy	346202	Online Social Worker	R	
Muller, Jennifer	505484	Lab Learning Coach	R	
Newton, Micheal	513201	K-8 Music	R	
O'Brien, Heidi	482836	Pre-Kindergarten	R	
Powers, Mara	491598	Grade 3-4	R	
Priest, Cathy	261511	Online Science & Math	R	
Richards, John	286829	Online Social Stud.	NR	Retired
Richardson, Emily	426852	Online Art	R	
Scheuman, Amy	443567	Online Lang. Arts	R	
Schubert, Stephanie	511614	Online Social Studies	R	
Schumacher, Lisa	434080	PE/Health	R	
Sievert, Rebekka	289052	Online Learning Coach	R	
Skagen, Clifford	346725	Executive Director	NR	
Smith, Rebecca	507273	Online Social Studies	R	
Sperl, Michaela	475485	Online Social Studies	R	
Steffen, Lisa	315201	Kindergarten	NR	Moved
Swaggert, Mitch	1006441	Online Learning Coach	R	
Swenson, Abigayle	500770	Grade 1-2	R	
Swanson, Lance	357486	5-8 Social Studies	R	
Thompson, Claire	297501	Online Science	R	
Teff, Karen	332499	Online Math	R	
Veit, Ronda	366031	5-8 Language Arts	R	
Wadewitz, Katey	420578	Online Special Ed	NR	
Walker, Calli	515927	Learning Coach	R	
Wrona, Carolyn	396059	Learning Coach	NR	

* R = Returning, NR = Not Returning

Teacher Retention:

We experienced a tremendous rate of retention from 2020-2021.

We had two retirement, two teachers move, one online special education teacher resigned, and one online learning coach who had a .1 FTE resigned. Three administrators departed during the 20-21 school year which was quite a transition, which the board led us through and the school is managing effectively.

Percentage of Licensed Teachers from 2020-2021 not returning in 2021-2022 (not including administrators)	13%
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2020-21 Non-Licensed Staff			
Name	Assignment	21-22 Status*	Comments
Kathy Faust	Coordinator of Food Service	R	
Jodi Schott	Office Manager	R	
Jennifer Miller	Coordinator of Technology	R	
Doug Moan	Maintenance	R	
Kristy Steele	Paraprofessional	R	
Lori Olson	Paraprofessional	R	Online
Toni LeBlanc	Interventionist	R	
Molly Papillon	Online Registrar	R	
Lisa Young	Paraprofessional	R	
Terri Johnson	Paraprofessional	R	
Collette Vavpotic	Paraprofessional	R	
Aiyana Goodrich	Maintenance	R	
Ann Marie Roisum	Food Service	R	
Jennifer Kuhlmann	Paraprofessional	R	
Cheryl Cole	Administrative Assistant	R	
Cassie Carey	Director of Nursing	NR	
Christina Holmes	Online Admin/Para	R	
Raelynn Case	Paraprofessional	NR	
Julie Friday	Paraprofessional	NR	
Lyn Remington	Paraprofessional	NR	
Tami Jacobson	Food Service	R	

* R = Returning, NR = Not Returning

2020-21 Teacher Professional Development Activities:

During the 2020-21 school year, seat-based staff engaged in several sessions of professional development provided by Sourcewell, our regional service cooperative for the fifth year in a row. Online staff engaged in professional development from OutFront MN and the Search Institute.

As a Qcomp school, weekly professional development in professional learning communities took place. These weekly sessions were broken down into time spent with the full PreK-8 group and also grade-level teams. With the addition of our own teaching staff in our online program in the fall of 2017, we expanded our professional development work to include effective teaching practices utilizing online protocols and best practices.

On a weekly basis during the year, seat-based and online staff met with either grade level or full staff to engage in discussions about how to improve our test scores, in particular relating to math, which is an area we continue to see a need for improvement.

Operational Performance (XIII)

Health and Safety at the School

Crosslake Community Schools considers the health and safety of our students and staff to be of utmost importance. CCS annually trains staff on issues such as bloodborne pathogens, Right to Know, first aid and CPR. In October 2020, we added a registered nurse to the CCS PreK-8 and Crosslake Online programs. The benefits of adding a nurse to staff include: it is an essential part of the CCS Covid-19 Safe Learning Plan, it ensures that a nurse is consistently on site for illness, medication dispensement and health screenings, the nurse will help CCS comply with reporting issues, and it allows the nurse to be a source of information and a resource for students who may be "At-Risk".

The school employs a full time maintenance person charged with the task of seeing to it that proper cleaning processes are in place. Staff have been trained on emergency and safety protocols, and our maintenance staff received training on the HVAC system and other operational components.

Transportation

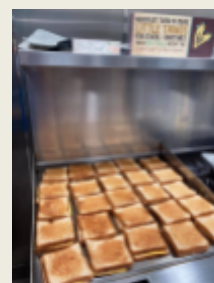
Crosslake Community School contracts with Crosby-Ironton Transportation Inc. for all of our transportation needs. This arrangement has been a very positive one for CCS. C-I Transportation treats us with the same respect and care as their own school district and we appreciate the level of service we receive. Due to Covid, we have had to initiate strict protocols to ensure social distancing. C-I Transportation has been a helpful partner in this process. We remain pleased with the performance and safety of our students through Crosby-Ironton Transportation.

Facilities

September 2020 marked the second anniversary of our moving into the new school. The building has served us well, and staff and students continue to enjoy its surroundings. In January 2020, the school experienced a roof leak. Maintenance staff quickly identified the problem and the LAKE Foundation hired a contractor to repair the problem.

Food Service Programs

In 2018, CCS began its own food service program. Overseen by our Food Director, our food service program has been a big success. In March 2020, our Food Service staff were given the challenge of being able to provide breakfast and lunch to every person under 18 in our service area. Because this was during the Stay-At-Home phase of the Pandemic, these meals were then either picked up by families or delivered via school bus. Many families opted to participate in this program and receive free meals.



Due process – Student Discipline Data

Our school has a clear discipline policy in place that outlines consequences for student behavior. When it becomes necessary to suspend students, Pupil Fair Dismissal protocols are followed. If a student with an IEP is in need of consequences, prior to any suspension taking place, a manifestation determination will be held to identify whether or not the student behavior falls within the guidelines of the IEP. Minor infractions or disruptions are handled through in-school suspension and detention models. Students on IEPs are typically referred to the special education teacher for intervention strategies aligned with IEP guidelines.

Parent Engagements(i.e. non-distance learning), parents are involved with the school in a number of ways:

- Parent Teacher Organization involvement.
- Key PTO fundraisers that supported programs such as field trips.
- Time spent as classroom volunteers.

As a charter school, we also have parent representatives on our Board of Directors. Beginning in the 21-22 school year, one parent spot on the board is designated for an online parent, one is for a seat-based parent, and one is for either online or seat-based parent.

Community Engagement

Similar to parent engagement, to be an effective community school, there needs to be a strong community presence in the school as well as opportunities for the school to engage in the community outside of the walls of the building. Some examples of community engagement included:

- Annual pumpkin growing and fundraiser
- Involvement with Golden Horizons Senior Living Center
- Our Martin Luther King, Jr. Day of service
- The annual Cabin Fever event
- Helping an area business by providing unused toilet paper to them during The Great Toilet Paper Shortage of 2020
- Working with the Army Corp of Engineers on a seedling project
- Annual roadside clean-up activities
- Began to develop the Blazer Mascot program. This outreach program, where Blazer hides in different community locations has become popular. He was even invited to participate in the Crosslake Days Scavenger Hunt
- Frequent parent and community communications after the onset of the Pandemic



Once the Pandemic hit, parent and community engagements changed. Parents became intimately involved in their students' Distance Learning. Although school and community fun events were cancelled, CCS remained active in the community and in frequent communication with parents.

Hiring Practices

Our board has policies in place relative to specific hiring practices that include required licensure and education, based on position as well as veterans preference hiring. Staff openings are typically offered to internal staff at the outset and then posted externally should there not be any internal interest. Our school website is a key form of communicating job openings, as well as local online services such as EdPost out of St. Cloud State University and the Minnesota Association of Charter Schools website hiring section.

Background Check Process for Staff, Board and Volunteers

Background checks are performed on all staff hired by the school. In addition, any volunteers, including current parents of students, who spend any amount of time in the school are also subject to background checks.

Finances (Part XIV)

For questions regarding school finances and for complete financials for 2019-20 and/or an organizational budget for 2020-21, contact:

Name: Joe Aliperto

Position: Owner

Phone: 651-251-6980

Email Joe@diecisf.com

Dieci School Finance provides accounting services for Crosslake Community Schools.

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Osprey Wilds Environmental Learning Center no later than December 31, 2021.

FY20 Finances	Fund 1 General Fund	Fund 2 Food Service	Fund 4 Community Education Fund
Total Revenues	\$4,526,961	\$92,853	\$71,245
Total Expenditures	\$4,376,767	\$92,853	\$71,245
Net Income	\$151,195	\$0	\$0
Total Fund Balance	\$1,240,830	\$0	\$0

Overview

The Board of Directors and staff of CCS have maintained a conservative mindset relative to finances for many years. We tend to estimate low on our enrollment and a little higher on our expenditures on an annual basis, with an eye for avoiding any surprises to the budget.

If there is a challenge for us, it is with exactly what our enrollment will be. The continued growth of Crosslake Community Schools and the rapid growth of Crosslake Online has made it challenging to accurately predict what our enrollment will be, but this has been a positive challenge in that for the past seven years, our enrollment has exceeded our projections when it comes to budget.



A challenge and resulting success occurred during COVID-19. Many institutions, businesses and corporations were financially struggling to meet their expenditures. Governor Walz issued Executive Order 20-02 that required all employees with the school to remain employed. It was unclear at this time what the impact the closure of schools would have on school budgets.

Revenues and Expenses

Fund 01

As noted in the financial grid above, Fund 01 (General Fund) continues to see positive fund balances on an annual basis. About 90 percent of our funding comes from the State of Minnesota. Approximately, 78 percent of our expenditures are spent on staff salaries and budgets.

Fund 02

Fund 02 (Food Service) is used to record the financial activities of a school district's food service program. Food service includes activities for the purpose of preparation and service of milk, meals and snacks in connection with school and community service activities. It also provides meals at a reduced price or free meals for families who qualify because of low income.

Fifty-Five percent of Fund 02 consists of federal funds and the state funds the rest of the revenue. A significant portion of the expenses in Fund 02 are paid out to employees.

Fund 04

While the intent of Fund 04 (Community Education Fund) is to generate the revenue necessary to run the various programs. The focus of these activities is enrichment programs for any age level that are not part of the K-12 education program. The shortfall in that fund balance is not unexpected as we continue to grow our pre-kindergarten program. The board has made a decision to assist with shortfalls should they exist in terms of pre-kindergarten revenues and expenditures.

All of the CCS revenue from Fund 04 comes from local sources, such as city and county taxes and transfers from the general fund. Most of the expenses come from staff salaries.

Net Surplus or Deficit and Fund Balance

The grid above demonstrates a solid fund balance for the school. The amount does not bring us to our 23 percent fund balance goal and is about 17 percent. However, as the school grows and our revenues and expenditures increase, we find that maintaining a fund balance that large will be a challenge. We annually see a positive impact to our fund balance, but the fund balance as a percentage is not increasing at the same rate as our revenues and expenditures. In addition, CCS does not hold any bonds to finance our building. Thanks to the generosity of the LAKE Foundation, a 501(c)(3), which owns and leases the building to CCS without any debt allows CCS to be debt free. At the same time, the school continues to maintain a strong fiscal stance.

World's Best Workforce Annual Budget

Each year, the school assesses the goals in the WBWF plan and ensures that adequate expenditures are used to meet these goals. When these strategic goals are met, the school is able to ensure continued growth financially and academically.

Future Plans (Part XV)

We currently have no plans for enrollment, growth and/or relocation in the near future beyond filling in our current structure and increasing enrollment in the online program. We are budgeting for consistent enrollment, not anticipating rapid growth at this time as we are observing additional online and virtual programs being established around the state. Our Finance Committee is keeping a close eye on enrollment and budgeting conservatively.

Five Focus Areas

I – Student Achievement

Crosslake Community Schools offer students a rigorous and challenging education with an emphasis on Environmental Learning. The goal is to help students maximize their learning and prepare students for the green-based workforce and community of 2050 that global society is moving towards. In addition, we stress the importance of building skills that will be applicable in the future.

II – Environmental Education

Environmental Education is the CCS mode of delivering excellence in education. We use the natural surroundings of Crosslake to enhance learning, engage in problem solving and take action to improve the environment. We will focus on environmental literacy, including action-based preservation, conservation, stewardship and beautification of the land and human interaction with the earth. As a result, CCS students and stakeholders will develop a deeper understanding about the relationship between the earth and human interactions.

III – Community Engagement and Safety

As a pillar of the downtown Crosslake community, we partner with many local businesses and organizations that help empower students to take action. This helps the community of Crosslake take pride in our school. We will expand CCS' engagement to the entire Central Lakes region and help CCS stand out as a one-of-a-kind offering. In addition, CCS focuses on a small school setting, providing a teacher-student ratio of one to 19. This is conducive to helping students become life-long learners and maximize student learning.

IV – High Quality Workforce with Professional Development

Creating a high-quality workforce is a key to student success. Crosslake Community Schools want to attract the best highly qualified workforce to meet our Mission and Vision. These efforts recognize and reward staff who ensure student success and excellence in education.

V. Fiscal Stewardship and Sustainability

The community trusts the Board of Education with the management of funds used to operate Crosslake Community Schools' PreK-8 and Crosslake Online. The Board of Education takes the responsibility of ensuring that these monies are used in students' best interests, empowering teachers in an environment of collaboration.

Continuous Review/Improvement Process

Included in this process is a Plan-Do-Study-Act continuous cycle of improvement. This is designed to address all aspects of COVID-19 as we think of it today, and in the future if new problems arise. It will also address all aspects of CCS that keeps CCS an attractive option for students, families and employees. And most importantly, it focuses on improving the learning of all students.

Facility, program and technology plans are part of the continuous improvement plan. The facilities and technology have a static review process that addresses immediate and long-term needs. Note that all students and staff now have access to a computer and internet service away from the physical building. Additional COVID-19 expenses can be absorbed through the CARES Act for schools (Coronavirus Relief Fund, GEER or ESSER) or the Paycheck Protection Program loan for small businesses and not-for-profits, such as Crosslake Community Schools, a 501(c)(3).

Over the Next Three to Five Years

Over the next three to five years, we will review and update the CCS Strategic Plan as needed on a periodic basis. Some of the areas we will focus on are:

- Engage and empower students to become more active participants in learning experiences that are relevant to their lives and the global marketplace.
- Increase inspiring and unique learning opportunities and resources to improve engagement and student learning in reading, math and science.
- Increasing our environmentalism focus, so that CCS prepares our children for the green-based workforce and community of 2050. We will focus on environmental literacy, including action-based preservation, conservation, stewardship and beautification.
- Create and maintain a school environment where students feel safe and are happy they are part of the CCS community.
- Increase the diversity of CCS students.
- Recruit, hire and retain qualified and effective teachers and staff. Provide embedded professional development that pays a competitive wage.
- Provide teachers with current technology and training so they can enhance the learning environment and so they help students prepare for the 2050 workforce.
- Use PLCs to access the MTSS model of student intervention and data tracking based on the progress through standard reference reporting (HRS Level 4).
- Meet or exceed the contractual obligations with Osprey Wilds with a focus on student learning and sustainability.

Appendix A - School Calendars

Crosslake Community School Calendar | 2021-2022

Approved 5/10/21

JULY '21						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

07 Online-End of Semester 1
10-14 Online-HS J-Term
14 Two-Hour Early Out/Staff Development
17 No School
18 Online-Start of Semester 2

T=20
S=20

JANUARY '22						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST '21						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

11 MN Summit On Leadership Training
12 MN Summit On Leadership Training
31 Staff Development

T=1

21 No School
25 End of Tri 2 Seat Based
25 Two-Hour Early Out/Staff Development

T=19
S=19

FEBRUARY '22						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

SEPTEMBER '21						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

01 Staff Development
01 Open House (Seat Based)
02 Staff Development
07 First Day of School
24 Two-Hour Early Out/Staff Development
28 Conferences
30 Conferences

T=20
S=18

18 Staff Development Full Day
18 No School
21-25 No School-Spring Break

T=18
S=17

MARCH '22						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

OCTOBER '21						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

20 Staff Inservice Full Day
20 No School-MEA
21 No School-MEA
22 No School-MEA

T=19
S=18

15 No School

T=20
S=20

APRIL '22						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

NOVEMBER '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

24 End of Tri 1 Seat Based
24 Two-Hour Early Out/Staff Development
25 No School-Thanksgiving
26 No School-Thanksgiving

T=20
S=20

27 Last Day of School
27 Online-End of Semester
31 Staff Development Full Day

T=21
S=20

MAY '22						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

DECEMBER '21						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

22 Online-Staff Inservice (no online classes)
23-31 No School-Winter Break

T=16
S=16

1 Staff Development Full Day
2 Staff Development Full Day
3 Online-HS Graduation
7-30 Online-Summer Program

T=2

Teacher Days = 176
Seat-Based Student Days = 168
Online Student Days = 167

JUNE '22						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

CROSSLAKE COMMUNITY SCHOOLS | 2021-2022 TESTING CALENDAR

Crosslake Community School Calendar | 2021-2022

Approve 8/9/2021

JULY '21						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

10 Kindergarten Star
11 Star Reading grades 1-2
12 Star Reading grades 3-8
13 Star Math grades 1-8
14 Star make-ups
18-21 K-4 online/K-8 seat based fluency
January 10-February 8 Star Reading and Math online

JANUARY '22						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST '21						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY '22						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

SEPTEMBER '21						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

13 Kindergarten Star
14 Star Reading grades 1-2
15 Star Reading grades 3-8
16 Star Math grades 1-8
17 Star make-ups
September 7-October 6 Star Reading and Math Online
20-24 K-4 online/K-8 seat based fluency

7-11 Access and MTAS testing if needed
16 MCA Reading 10th grade
17 MCA Reading 3-8 online
30 MCA Math 11th grade
31 MCA Math 3-8 online

MARCH '22						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

OCTOBER '21						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

5 ACT
6 MCA Science online
12-14 MCA seat based Science 5th & 8th
19-22 MCA 3-8 seat based Reading
26-29 MCA 3-8 seat based Math

APRIL '22						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

NOVEMBER '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

3-6 MCA make-ups online and seat based
9 Kindergarten Star
10 Star Reading grades 1-2
11 Star Reading grades 3-8
12 Star Math grades 1-8
13 Star make-ups
2-27 Star Reading and Math online
17-21 K-4 online/K-8 seat based fluency

MAY '22						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

DECEMBER '21						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE '22						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		