

**CEDAR
RIVERSIDE**

COMMUNITY SCHOOL

ANNUAL REPORT



School Year 2017-2018

Table of Contents

| | |
|---|----|
| Introduction | 3 |
| Mission Statement | 3 |
| Vision Statement | 3 |
| Student Enrollment | 3 |
| Student Attrition | 4 |
| Governance | 4 |
| Management | 5 |
| Staffing | 5 |
| Professional Development | 7 |
| Finances | 8 |
| Academic Performance | 9 |
| Innovative Practices and Implementation | 11 |
| Future Plans | 14 |
| Why a Charter School? | 14 |
| Authorizer | 15 |

Introduction



Cedar Riverside Community School has a 24-year history in the Cedar Riverside Neighborhood. CRCS was established as the fifth charter school in the United States in 1993 and is located in the heart of Cedar Riverside Plaza housing complex.

CRCS is the only school located in the 55454-zip code and predominantly serves its immediately surrounding community.

Today, 76% of the students attending CRCS live in the Cedar Riverside Plaza itself.

Mission Statement

Cedar Riverside Community School connects our students to the world by means of a rigorous, academic program with an emphasis on literacy and character development.

Vision Statement

Our school's vision is to empower our students with the academic excellence and moral fortitude necessary to make a difference in the world.

Student Enrollment

| School Year | Pre-K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
|-------------|-------|----|----|----|----|----|----|----|----|----|-------|
| 2015-16 | 15 | 19 | 20 | 20 | 20 | 19 | 19 | 19 | 18 | 14 | 183 |
| 2016-17 | 19 | 20 | 21 | 21 | 22 | 17 | 20 | 16 | 19 | 17 | 192 |
| 2017-18 | 19 | 21 | 20 | 21 | 19 | 17 | 17 | 22 | 12 | 13 | 181 |

Student Attrition

| Grade | Enrollment as of 8/28/17 | Enrollment as of 6/5/18 | Number Dropped During the Year | Attrition Rate |
|-----------------|--------------------------|-------------------------|--------------------------------|----------------|
| Pre-K | 18 | 17 | 2 | 11% |
| Kindergarten | 21 | 17 | 4 | 20% |
| 1 st | 20 | 18 | 2 | 10% |
| 2 nd | 21 | 18 | 3 | 14% |
| 3 rd | 19 | 16 | 3 | 16% |
| 4 th | 17 | 16 | 1 | 5% |
| 5 th | 17 | 16 | 1 | 5% |
| 6 th | 22 | 21 | 1 | 4% |
| 7 th | 12 | 9 | 3 | 25% |
| 8 th | 13 | 11 | 2 | 15% |
| Total | 181 | 159 | 22 | 12% |

Governance



Cedar Riverside Community School is governed by a seven-member Board of Directors. Members are elected for a three-year term at the Annual meeting held in the month of October.

Board meetings are held monthly on the second Wednesday of the month. Four members of the Board must be licensed teachers and employees of the school. The three remaining seats are to be filled by two parents and a community member.

The Board of Directors has one committee that reports each month. The Finance Committee consists of the Executive Director, the Board Treasurer, and the school's accountant.

| NAME | RELATIONSHIP | TERM | TRAINING |
|----------------|--|---------------|---|
| Sonja Berven | Community Member Teacher Member Officer: Board Chair | 11/16 - 10/19 | Met requirements prior to 2017-2018 School Year |
| Malcolm Currie | Teacher Member Officer: Vice-Chair | 11/15 – 10/18 | Met requirements prior to 2017-2018 School Year |
| Kia Britain | Teacher Member Officer: Secretary | 11/17 – 10/20 | 12/17 – 3/18 Finance (BerganKDV); Governance (MACS); Employment Law (MACS) |

| | | | |
|------------------|--------------------------------------|---------------|---|
| Michelle Jacobs | Teacher Member Officer: Treasurer | 11/17 – 10/20 | 12/17 – 3/18 Finance (BerganKDV); Governance (MACS); Employment Law (MACS) |
| Erica Bentley | Teacher Member | 5/18 - 10/18 | No training--served less than 6 months of 2017-2018 school year |
| Mohamed Kharye | Parent | 5/18 – 10/18 | No training--served less than 6 months of 2017-2018 school year |
| Saynab Mohamed | Parent | 9/17 – 3/18 | No training--became ineligible |
| Fadumo Abdullahi | Parent | 6/18 – 1/19 | No training--became ineligible |

Management

In 2017-2018 Cedar Riverside Community School is led by an Executive Director, Randy Vetsch. Since Mr. Vetsch has an administrative license through the State of Minnesota, an administrative professional development plan is not needed.

Staffing

Staff Retention

| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|------------|------|------|------|------|------|------|------|
| % Retained | 88% | 59% | 100% | 89% | 83% | 57% | 56% |

Cedar Riverside Staff List 2017-2018

| Last Name | First Name | Position | File Folder |
|-----------|------------|--|-------------|
| Abdi | Nasteeha | Behavior TA | NA |
| Abdullahi | Amina | Lunch Room Assistant | NA |
| Alshayba | Zainab | SPED TA | NA |
| Barnes | Jennifer | Behavior TA | NA |
| Bentley | Erica | Science & English Teacher | 4064413 |
| Berven | Sonja | K-2 nd EL Teacher | 398715 |
| Britain | Kia | Reading Specialist | 445473 |
| Carter | Barbara | Behavior Specialist | NA |
| Castro | Heriberta | Janitor | NA |
| Cegla | Cortney | 4 th Grade Teacher | 438592 |
| Chavez | Desiree | SPED Teacher | 467913 |
| Currie | Malcolm | 5 th -8 th Grade Teacher | 373280 |

| | | | |
|----------------|-----------|---|--------|
| Donsker | Max | Technology Teacher | 433072 |
| Eumana-Olivera | Pedro | Custodial Engineer | NA |
| Flees | Bruce | PE Teacher | 387963 |
| Hasan | Lori | 1 st Grade TA | NA |
| Holm | Megan | PreK Teacher | 469008 |
| Iman | Maryama | Kindergarten TA | NA |
| Jacobs | Michelle | 5 th Grade Teacher | 361943 |
| Jama | Ayan | Parent Outreach and School Health Coord. | NA |
| Kahin | Amadin | SPED TA | NA |
| Kokkila | Daven | EL Teacher | 477420 |
| Lee | Brianna | Art Teacher & Literary Teacher | 485975 |
| Lilienthal | Christine | Speech-Language Pathologist | 344583 |
| Makadin | Nasri | PreK TA | NA |
| Mandt | Kristen | Kindergarten Teacher | 377219 |
| McClain | Selah | SPED TA | NA |
| McMillan | Danielle | Building Sub Teacher | 501139 |
| Miles | Natalie | Social Worker | NA |
| Mohamed | Nimo | Middle School TA | NA |
| Mohamed | Fadli | Administrative Asst. | NA |
| Moran | Ryan | EL Teacher | 502649 |
| Nelson | Michael | SPED Teacher | 482765 |
| Pass | Anne | Literacy TA | NA |
| Peterson | Valarie | Office Manager/MARSS Coordinator | NA |
| Pillow | Christina | 3 rd Grade Teacher | 499804 |
| Schleisman | Anne | SPED TA | NA |
| Strand | Katie | 2 nd Grade Teacher | 502474 |
| Stricker | Brian | Building Sub Teacher | 465411 |
| Tengwall | Michelle | 1 st Grade Teacher | 482199 |
| Vetsch | Randall | Executive Director | 322593 |
| Weber | Jennifer | Community Partnership Coordinator/Activities Director | 465953 |
| Weber | Rachel | EL Teacher | 509641 |
| Wilson | Khadijah | SPED TA | NA |

Professional Development

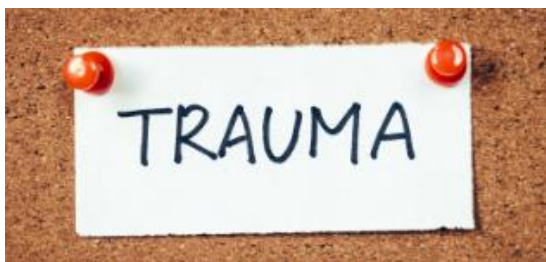


Early Release

Cedar Riverside Community School changed its schedule in 2016-2017 to allow for more professional development for staff during the school year. The day was extended 15 minutes on Monday through Thursday and dismissed 2 hours earlier on Fridays allowing for two hours of professional development time each Friday. This continued into 2017-2018.

Wise Skills

CRCS adopted a character education program called Wise Skills in grades K-8. Continued training was provided for the program and Professional Development time during the school year was used to discuss and plan.



Trauma

Time was dedicated during the school year as a speaker came in on four professional development times to discuss Trauma. CRCS brought in a trainer to discuss How Trauma impacts our school and work.

Literacy

Using the Houghton-Mifflin Journeys reading program that was adopted in the 2016-2017 school year, Cedar Riverside Community School created a literacy block that consists of both large and small group instruction and pushes in English Language and Title services to address the specific needs of our students. Continued training was provided for staff in this implementation.



ENVoY

CRCS provides on-site ENVoY Training and certification for our teaching and paraprofessional staff. Staff went to ENVoY certified schools and observed/coached during a school day.

Finance

Cedar Riverside Community School Preliminary and Unaudited Balance Sheet As of 6.30.18

| | | Balance 6/30/17 | Balance 6/30/2018 |
|---|-------------------------------------|--------------------|----------------------|
| Assets | | | |
| 101 00 | Cash | \$ 399,991 | \$ 723,312 |
| 115 00 | Misc Receivables/Erate | 20,015 | 5,744 |
| 120 00 | Due from Other District | 10,640 | 8,256 |
| 121 00 | Due from MDE fy 17-18 | - | 163,767 |
| 121 00 | Due from MDE PY 16-17 | 462,107 | - |
| 122 00 | Due from Federal thru MDE cy | 46,956 | 19,536 |
| 125 00 | Due from Other Gov't | 278 | - |
| 131 00 | Prepaid Expenditures | 51,626 | 50,110 |
| Total Assets | | \$ 991,613 | \$ 970,724 |
| Liabilities | | | |
| 201 00 | Estimated Salaries Payable | 139,391 | 181,906 |
| 206 00 | Accounts Payable | 30,239 | 604 |
| 215 00 | Deductions/Benefits Payable | 49,529 | 24,793 |
| 230 00 | Unearned Revenue | | 7,500 |
| Total Liabilities | | 219,159 | 214,803 |
| Net Assets | | | |
| | Current Year Change in Fund Balance | 311,146 | (16,533) |
| 422 00 | Fund Balance | 461,308 | 772,454 |
| Total Net Assets | | 772,454 | 755,921 |
| Total Liabilities & Net Assets | | \$ 991,613 | \$ 970,724 |

Cedar Riverside Community School
 June 30, 2018 YTD Profit and Loss
 Preliminary and unaudited as of June 30, 2018

| | | (185 ADM) | (174 ADM) | (169 ADM, 165.38 pu, 29.74 dcpu) | 100.0% |
|--|------------|---------------------|----------------------|----------------------------------|-----------|
| | Prior Year | Adopted | Revised #1 | Revised #2 | Actual |
| | 6/30/2017 | Budget as of 5/9/17 | Budget as of 3-13-18 | Budget as of 6-25-18 | YTD |
| | | | | 6-13-18 | to Actual |

| Cedar Riverside - Summary of Financial Position | | | | | | |
|---|--------------|--------------|--------------|--------------|--------------|-------|
| Total Revenues | \$ 3,107,576 | \$ 3,058,991 | \$ 3,161,546 | \$ 3,159,931 | \$ 3,081,839 | 97.5% |
| Total Expenditures | \$ 2,796,430 | \$ 2,954,125 | \$ 3,168,043 | \$ 3,227,299 | \$ 3,098,372 | 96.0% |
| Total Budgeted Revenues Exceed Expenditures | \$ 311,146 | \$ 104,866 | \$ (6,497) | \$ (67,368) | \$ (16,533) | |
| Beginning Fund Balance | \$ 461,308 | \$ 461,309 | \$ 772,454 | \$ 772,454 | \$ 772,454 | |
| Projected Ending Fund Balance | \$ 772,454 | \$ 566,175 | \$ 765,957 | \$ 705,086 | \$ 755,921 | |
| Fund Balance as a percentage of Budgeted Expenditures | 27.6% | 19.2% | 24.2% | 21.8% | 24.4% | |

Fund Balance

| FY 16 | FY17 | FY 18 | FY 19 (Projected) |
|--------|-------|-------|-------------------|
| 20.44% | 27.6% | 24.4% | 23% |

Academic Performance



Academic Program Summary

The mission of Cedar Riverside Community School is to connect our students to the world by means of a rigorous, academic program with an emphasis on literacy and character development.

Our school's vision is to empower our students with the academic excellence and moral fortitude necessary to make a difference in the world.

To provide a learning environment of the highest quality, Cedar Riverside Community School values...

- **Relationships:** We are committed to relationships built on trust, respect and professional competence which contribute to the mission and vision of Cedar Riverside Community School.
- **High expectations:** We set high expectations for students and staff. We demand excellence in teaching and learning. We believe strongly in the importance of educating the whole person and preparing students for lifelong learning. We value the cultivation of character and the modeling

of honesty, integrity, compassion, fairness, respect and ethical behavior, both in the classroom and beyond.

- **Student-centered:** We are committed to education, inquiry and service in order to meet students’ changing needs. We foster lifelong learning, civic and social responsibility, leadership, and individual and career growth.
- **Community-centered:** CRCS promotes involvement and provides experiences that foster a lifelong commitment to its community. CRCS strives to create and maintain effective channels of communication. We believe in the importance of sharing our human and academic resources with the community through partnerships and outreach activities.
- **Commitment:** We value employees who are committed and engaged: staff who give of their best each day; who are committed to CRCS’s mission, vision, values and goals; who are motivated to contribute to the school’s success, who are committed to each other and the well-being of every student; and do whatever is needed to get the job done.
- **Collaboration:** We promote effective communication and collaboration. We speak clearly and listen openly and actively. We are committed to a teamwork environment where every staff member is valued, treated with respect, encouraged to contribute, and recognized and rewarded for his/her efforts.

Academic Goals and Measures

| ACADEMIC and NON -ACADEMIC GOALS | REPORTED PROGRESS | NOTES |
|--|--|---------------------------------------|
| 50% of students in 1st-8th grades, who have been continuously enrolled (having tested both fall and spring), will meet or exceed their <i>FastBridge MATH End of Year Goal</i> in the school year 2017-2018 and in each subsequent year of the authorizer contract. | <input checked="" type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met | Goal was exceeded (54% was achieved). |
| 55% of students in 1st-8th grades, who have been continuously enrolled (having tested both fall and spring), will meet or exceed their <i>FastBridge READING End of Year Goal</i> in the school year 2017-2018 and in each subsequent year of the authorizer contract. | <input checked="" type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met | Goal was exceeded (57% was achieved). |

| | | |
|---|--|---|
| Cedar Riverside Community School will achieve a <u>20% point increase in proficiency in MATH</u> from the 2015 year's baseline data collected from the <u>MCA</u> statewide assessment by the end of the 5-year period of the authorizer contract. | <input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input checked="" type="checkbox"/> Goal currently not met | Proficiency reduced 1.2% from 2016 to 2018. |
| Cedar Riverside Community School will achieve a <u>20% point increase in proficiency in READING</u> from the 2015 year's baseline data collected from the <u>MCA</u> statewide assessment by the end of the 5-year period of the authorizer contract. | <input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input checked="" type="checkbox"/> Goal currently not met | Proficiency reduced 6.9% from 2016 to 2018 |
| Cedar Riverside Community School will attain a <u>fund balance</u> of 20% by end of June 2017 and maintain a fund balance between <u>20% to 25%</u> throughout the 5-year period of the authorizer contract. | <input checked="" type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met | Ended FY2018 with a fund balance of 24.4%. |
| <u>Parent involvement</u> will be at least <u>80%</u> attendance at fall and spring <u>parent conferences</u> and <u>40%</u> attendance at <u>quarterly school functions</u> by June 2018. | <input checked="" type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met | Fall conference attendance was 92%. Spring conference attendance was 85%. All other school function attendance varied but is indicated to be above 40%. |
| <u>90% of students</u> who end the school year at Cedar Riverside Community School (grades K to 7) will <u>return</u> for the following school year. | <input type="checkbox"/> Goal met <input checked="" type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met | This dropped to 80% from the 2017-2018 school year to the 2018-2019 school year. This is also when there were numerous transitions within the school. |

Innovative Practices and Implementation

Literacy Block (K-8)

Using the Houghton-Mifflin Journeys reading program, Cedar Riverside Community School created a literacy block that consists of both large and small group instruction and pushes in English Language and Title services to address the specific needs of our students. The two added teachers combined with the classroom teacher allowed for differentiating the students into five different groups based on EL, reading levels and skill abilities.



Character Education

CRCS adopted a character education program called Wise Skills in grades K-8. Wise Skills is an inter-disciplinary curriculum that uses activities organized around monthly Character Themes and include: Character Education, Conflict Resolution, Curriculum Integration, Career Awareness, Service-Learning, and Parent/Community Involvement to build character.

ENVoY

ENVoY is an important component in the classrooms at CRCS. ENVoY utilizes non-

verbal management skills to reinforce consistent and fair parameters while preserving a teacher’s relationship with each student, regardless of unique learning styles or cultural backgrounds.

Trauma

Cedar Riverside Community School serves a population overwhelmingly from immigrant families who come from homes where English is not the first language. Some of the more prevalent issues many of the students have to overcome in addition to learning English when they come to CRCS include interrupted schooling, immigration, culture shock, separation from family members, poverty, and trauma caused by war. CRCS brought in a trainer to discuss how Trauma impacts our school and work.

Program Accomplishments

Pre-Kindergarten Program

CRCS was able to secure funding through the Voluntary Pre-Kindergarten Funding from the Minnesota Department of Education. Our Pre-Kindergarten program has demonstrated its importance in preparing students for Kindergarten and school. Our program had been funded through our general education budget. The new funding ensures its continuation for our students, families, and community.

Running Club

An after school program for grades kindergarten through 8th grade. Our team averages 60 members each season. We offer community running for more advanced runners and park running for developing runners so there is something for every ability level. The goal of our club is to promote a lifelong love of running and being active. We build our teams' ability by offering plyometric workouts, conditioning, dynamic practices and running games. The club participates in a number of community/professional races each year.

Library Visits

Students in grades 3 to 8 visit the Minneapolis Central Library every 3 weeks via the light rail. This opportunity allows the students at CRCS valuable lessons with social manners and cues and exposes them to hundreds or thousands of books. Students receive library cards and are able to check out books at each visit.

Student Helpers

Students from Augsburg University, University of Minnesota, University of Wisconsin Eau Claire, and Cretin Derham Hall High School volunteer in classrooms to assist teachers and work with students throughout the school year.



Future Plans



FastBridge

Cedar Riverside Community School is moved from the NWEA Assessment to the FastBridge Assessment. The FastBridge assessment provides teachers immediate reports on how their students performed and identify skills that have been mastered and which are still needing to be developed. The FastBridge is also a shorter assessment and will allow CRCS to test more frequently giving staff more assessable data.

Strategic Plan

Cedar Riverside Community School will continue to develop its Strategic Plan. Major projects for this school year include Curriculum Maps for all subject areas, integrating literacy throughout all subject areas, creating more opportunities to connect our students with the world, and developing a comprehensive English Learner program.

Mathematics

Cedar Riverside will redesign our Math program to provide a presence similar to our Literacy Block which will provide more centers, opportunities for differentiation and more supports.

Why a Charter School?



The primary purpose of Cedar Riverside Community School is to improve all pupil learning, and all student achievement. CRCS meets the primary purpose of a MN Charter School by focusing on our students by addressing the unique educational challenges these students face. We ensure that they learn and achieve to the best of their ability.

The additional purpose(s) of Cedar Riverside Community School are:

- Increase learning opportunities for all pupils: By assessing a student's unique needs and differentiating to support these needs. We also provide after school and summer school for our students to help them reach their full potential.
- Encourage the use of different and innovative teaching methods: Teachers are encouraged to think out of the box and try new and innovative teaching methods and to attend professional development workshops to increase student learning with our population of learners.
- Measure learning outcomes and create different and innovative forms of measuring outcomes: At CRCS, we measure our students' progress through a number of ways: FastBridge assessments, Fountas and Pinnell, MCA, Access, etc.

- Establish new forms of accountability for schools: We use many accountability measures to ensure we are meeting each goal by looking at data.
- Create new professional opportunities for teachers: This year we added more professional opportunities for teachers by adjusting our calendar to allow for more PD time, site visits to ENVoY certified schools, Trauma training, strategic planning, Literacy training and collaboration, and data training and discussions.

Authorizer



Pillsbury United Communities is the Authorizer for Cedar Riverside Community School.

The contract between the authorizer and the school specifies the material responsibilities and obligations of each party. The contract complies with all the requirements of the Minnesota Charter School Law.

Contract Termination Date: June 30, 2021