



Jennings Community School

PUBLIC CHARTER SCHOOL DISTRICT # 4031-07

SCHOOL YEAR 2019-2020  
WORLD'S BEST WORKFORCE & ANNUAL REPORT

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Per...	Requirement	Included on page...
Statute	<p><b>Annual Report Posted to Website</b> Is your annual report posted to the school website?</p> <ul style="list-style-type: none"> <li><i>In addition to making the annual report accessible to your current stakeholders, it can also be a great marketing tool. Be sure to post it on your website where it can easily be found by those seeking to learn more about your school.</i></li> </ul>	Yes
Statute	<p><b>Annual Report Distribution</b> Was the annual report distributed to school employees, parents and legal guardians, and authorizer by publication, mail, or electronic means in a timely manner?</p> <ul style="list-style-type: none"> <li><i>When your Annual report is uploaded to Epicenter, please provide a note that states <b>how</b> and <b>when</b> it was distributed</i></li> </ul>	Yes
Statute	<p><b>School Enrollment</b> Does it contain school enrollment data? <i>Historical enrollment data by grade level and total count of students.</i></p>	Pg. 7
Statute	<p><b>Student Attrition</b> Does it contain <b>student attrition</b> information? <i>Attrition is measured as a percentage of students leaving each school year for any reason; transferring to another school, moving, expulsion, etc. You may choose to use the rate of attrition calculated one of two ways:</i></p> <ul style="list-style-type: none"> <li><b><i>Within the Year Attrition Calculation</i></b> <i>Number of students enrolled by October 1 who leave the school before the last day of the school year ÷ Number of students enrolled by October 1 who remain continuously enrolled to the last day of the same school year = within the year attrition rate</i></li> <li><b><i>Year to Year Attrition Calculation</i></b> <i>Number of students who left the school between the last day of previous year (2017-18) and first day of new school year (2018-19)* ÷ Number of students enrolled on the last day of previous year (2017-18)* = year to year attrition rate</i> <i>*For year to year calculation, be sure to eliminate any students not eligible to return from both counts (e.g. graduating seniors, or 5<sup>th</sup> graders in the case of a K-5 school, etc.)</i></li> </ul>	Pg. 7
Statute	<p><b>Governance and Management</b> Does it contain an update on governance and management?</p> <ul style="list-style-type: none"> <li><i>Including board roster, board trainings, election process and committees</i></li> <li><i>Including members of school leadership and their roles</i></li> </ul>	Pg. 19

Statute	<p><b>Staffing</b></p> <p>Does it contain an update on staffing structure?</p> <ul style="list-style-type: none"> <li>• <i>Including professional development activities for the year</i></li> <li>• <i>Including roster of all staff and/or complete organizational chart</i></li> </ul>	Pg. 21
Statute	<p><b>Finances</b></p> <p>Are there financial statements included?</p> <ul style="list-style-type: none"> <li>• <i>Including balance sheet (audited or unaudited) as of June 30, 2019, statement of revenue and expenditures for year ending June 30, 2019, and information on current and projected fund balance</i></li> </ul>	Pg. 23
Statute & Contract	<p><b>Academic Performance</b></p> <p>Is there an update on the academic performance?</p> <ul style="list-style-type: none"> <li>• <i>In alignment with the charter school contract academic and non-academic goals</i></li> <li>• <i>In alignment with the charter school performance framework</i></li> </ul>	Pg. 15
Statute	<p><b>Innovative Practices and Implementation</b></p> <p>Does the report discuss innovative practices and implementation?</p> <ul style="list-style-type: none"> <li>• <i>The school's annual report must document the implementation of the school's innovative practices, which include innovative learning opportunities, teaching methodologies, formats for measuring outcomes, formats of accountability and/ or professional opportunities for teachers.</i></li> </ul>	Pg. 12
Statute	<p><b>Future Plans</b></p> <p>Does the report update on future planning?</p> <ul style="list-style-type: none"> <li>• <i>If applicable, include progress and updates on strategic plans, goals, and initiatives.</i></li> </ul>	Pg. 24
Statute & Contract	<p><b>Statutory Purposes</b></p> <p>Is there a summary on how the school is meeting the primary and additional purposes per MN Statute?</p> <ul style="list-style-type: none"> <li>• <i>Including the primary purpose to improve all pupil learning and all student achievement.</i></li> <li>• <i>Including the selected additional purposes to:</i> <ol style="list-style-type: none"> <li><i>1. increase learning opportunities for all pupils;</i></li> <li><i>2. encourage the use of different and innovative teaching methods</i></li> <li><i>3. measure learning outcomes and create different and innovative forms of measuring outcomes;</i></li> <li><i>4. establish new forms of accountability for schools; or</i></li> <li><i>5. create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.</i></li> </ol> </li> </ul>	Pg. 6

## **School Information**

### **CONTACT INFORMATION**

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*www.jenningsclc.org*

**GRADES SERVED: 7-12**

**YEAR OPENED: 1998**

### **MISSION AND VISION**

The Jennings Community School mission is: Jennings Community School (JCS) provides learner-directed experiences, educational advisor relationships, and mentoring opportunities for success in school and life.

Vision

Jennings Community School (JCS) is known as an exemplary, progressive, community-based public charter school that fosters achievement towards responsible citizenship, productive work, lifelong learning, and creative, healthy lives. The culture of JCS embraces trust, respect, caring, relationships, and student-driven learning. An advisor working with each student and their parent(s), guardian(s), or invested adult(s) creates a personal learning plan to advance each student. JCS is guided by the school's Board of Directors and encourages staff and administrative professional growth.

Over the next four years, JCS will integrate its work-based learning, Career and Technical Education (CTE) and mentorship initiatives and add new resources for physical activities and nutrition learning. JCS will continue to have financial support from a growing constituency of community businesses, families, and independent sources. JCS will enhance its capacity for administrative effectiveness, leadership transitions, and student access to services that support their life needs.

At JCS we strongly believe learning should take place within real-world, meaningful contexts, for students who learn best through experience. This is accomplished at JCS by providing students with rich project-based environments that allow them to explore their community first-hand; through extensive field learning experiences, community service projects, and investigation of real-world problems. Learning is exciting and critical to all students' lives, and at JCS we are committed to helping young people rediscover their innate passion for learning!

The balance of the report is organized around the ten required elements of charter school annual reports as specified by Minnesota statute (M.S. 124D.10, subd. 14), with additional information that will help readers understand this school.

## **Implementation of Primary and Additional Statutory Purposes**

The primary purpose of a MN Charter School is to improve all pupil learning and all student achievement. JCS addresses this by focusing on delivering individualized education to students who may have fallen through the cracks at other schools. Our staff advisors identify gaps in student learning and focus on developing core skills students will need as adults. Many of our students have several months or yearlong gaps in their education. Our program meets student needs in a collaborative process.

### **Additional Purposes**

- Increase learning opportunities for all pupils: JCS works with students to identify how they learn best, and to identify their specific learning needs. Each student works with an advisor to develop a Personal Learning Plan. Students at JCS are also provided with several travel opportunities over the year, to expand and increase their awareness of current issues affecting national and global communities.
- Encourage the use of different and innovative teaching methods: JCS teachers are a small group who work closely with each other to address student learning needs with a variety of tools. They are passionate about teaching and are not afraid of trying new teaching methods or tools. As such, students at Jennings learn in a variety of ways: seminar classes, project based learning, online learning tools, and real world experience.
- Measure learning outcomes and create different and innovative forms of measuring options: JCS measures learning outcomes in a variety of ways: completion of credits, projects, time spent “on track” in school, a school survey, a social-emotional assessment, student performance, and student participation in their own learning career. Our teachers and administrative staff are continuously working to document student progress outside of the formality of standardized tests.
- Establish new forms of accountability for schools: Developing new metrics to measure student progress is essential for JCS to maintain accountability to our mission and our stakeholders. We continue to work collaboratively to maintain accountability.
- Create new professional opportunities for teachers: As a small school, all of our teaching staff are involved in leadership decisions. Our staff is experienced and passionate teachers; our unique teaching environment invites them to take the lead in student education and voice their opinions. We believe this is part of the reason our staff continues to work at our school, year after year.

### 3. Student Enrollment & Demographics

#### STUDENT ENROLLMENT

Provide a brief narrative discussing enrollment trends, anticipated enrollment, or other relevant enrollment information.

Complete the table below, deleting grade level rows that are not relevant.

Number of Students Enrolled	2018-19	2019-20	2020-21 (est.)
7th Grade	2	5	3
8th Grade	3	5	8
9th Grade	9	10	10
10th Grade	14	10	23
11th Grade	19	20	30
12th Grade	42	40	49
<b>Total</b>	89	90	123

#### STUDENT DEMOGRAPHICS

Student Ethnicity data may not add up to total enrollment accurately. Current Federal law requires American Indian/Alaskan Native's to be reported as dual ethnicity (or race). Because of this, students of American Indian/Alaskan Native are reported twice.

Demographic Trends	2018-19	2019-20	2020-21 (est.)
Total Enrollment	87	90	123
Special Education	24	25	16
English Learners	1	2	2
Free/Reduced Priced Lunch	82	85	109
Black, not of Hispanic Origin	58	30	63
Hispanic/Latino	0	0	0
Asian/Pacific Islander	4	5	2
American Indian/Alaskan Native	33	25	32
White, not of Hispanic Origin	26	25	28

### Student Attendance, Attrition & Mobility

#### STUDENT ATTENDANCE

The Overall Student Attendance Rates have been calculated for students who were enrolled for more than half of the school year, or 68% of the school year. For the 2019/20 school year this means students were members of the school more than 107 of 158 days. 55 students met this metric.

	2017/18	2018/19	2019-20
<b>Overall Student Attendance Rate</b>	94%	92%	90%

**STUDENT ATTRITION**

Out of 35 students who were enrolled in both 2018/19 and 2019/20, 26 were enrolled October 1 to October 1. 90 students were enrolled in both the 2019/20 and 2020/21 school year. Of those, 56 were enrolled from October 1 to October 1. While the percentage of students who have re-enrolled has decreased, the volume of continuously enrolled students has increased which we view positively.

<b>Percentage of students* who were continuously enrolled between October 1 of the 2018-19 school year and October 1 of the 2019/20 school year.</b>	<b><u>74%</u></b>
<b>Percentage of students* who were continuously enrolled between October 1 of the 2019-20 school year and October 1 of the 2020/21 school year.</b>	<b><u>62%</u></b>

*\*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 6<sup>th</sup> grade.*

Out of 90 students who were enrolled in both 2019/20 and 2020/21, 82 were enrolled in Spring (an exit date of April 1 or later) were also enrolled on October 1, 2020.

<b>Percentage of students* who continued enrollment in the school from Spring 2020 to October 1, 2021.</b>	<b><u>91%</u></b>
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*\*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 6<sup>th</sup> grade.*

**STUDENT MOBILITY**

	<b>Summer Transfers In</b>	<b>Number of students on Oct. 1</b>	<b>Mid-year Transfers In</b>	<b>Mid-year Transfers Out</b>	<b>Total Mid-year Transfers</b>	<b>Mobility Index* (as a percent)</b>
<b>2014-15</b>	0	84	65	10	75	89%
<b>2015-16</b>	5	70	53	20	73	104%
<b>2016-17</b>	0	91	60	14	74	81%
<b>2017-18**</b>	25	95	38	63	101	94%
<b>2018-19**</b>	15	95	41	38	78	83%
<b>2019-20**</b>	12	80	43	33	76	95%
<b>2020-21**</b>	4	67	-	-	-	-

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

\*\* 17/18-20/21 data is based on MARSS data, not the official MDE report on student mobility.

*Provide a brief narrative discussing these rates, including the trends over the past two-three years.*

<b>Percentage of students who were enrolled for 95% or more of the 2019/20 school year, of all students enrolled.</b>	<b><u>36%</u></b>
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45 students were enrolled for more than 95% of the school year; or, they were enrolled for 107 days or more. 123 students were enrolled at Jennings for any number of days.

## **Educational Approach & Curriculum**

Jennings Community School's students come with a wide variety of experiences, skill levels and records of success. Some students are able to read complex material or engage in trigonometry. Others struggle reading material created for much younger students; one student Jennings enrolled could not add or subtract two-digit numbers. Some students enter Jennings Community School having earned most of the credits from their former school(s); while others, and some are almost twenty years old, enter the school without having enough credits to call themselves a sophomore, and often this is not due to lacking in ability. At Jennings Community School, the staff feels compelled to work the neediest students.

Project-based learning provides students a chance to excel at their pace. More skilled students are given opportunities to construct and work on projects utilizing advanced research methods, working with statistics, or creating presentations close to those found in higher education. Others who are not as skilled need to start at their level and then be challenged to expand and construct higher level projects.

The system we've designed presents students with three separate levels of project development. A ring-one project is one that simply requires students to seek information on their subject, organize it and present to an audience at school. Ring two and three projects require students to seek a community expert, design their own rubrics, and create an authentic, meaningful and useful product.

When a student enters Jennings Community School and their transcripts are obtained, the school director transcribes the credits on an Excel document; from that document, teacher/advisors enter in credit on the student's page on Project Foundry. This is typically the first data utilized to inform advisors, parents and students as to what projects they may want to approach.

All Jennings Community School students have a Personal Learning Plan (PLP). This is a fluid document created by the advisor, student, and whenever possible, parent/guardian. The PLP contains the student's goals, projects, credits earned, etc. The PLP guides and customizes the students' learning.

All students are given the NWEA MAP tests. Students also take a variety of inventories: an interest inventory, a Transformational Outcomes assessment, often the Myers-Briggs personality assessment, learning styles inventory, an online instrument that can be used to create a student's Multiple Intelligence profile, etc. Also, every student submits a writing sample (five-paragraph essay) when they enroll, and another one near the end of the school year.

Teacher/Advisors track students on a daily basis utilizing a spreadsheet showing students' attendance and productivity. These are used during PLP meetings.

## **Graduation Requirements**

Jennings Community School students fulfill the following requirements:

- 8 Credits of Language Arts (English)
- 6 Credits of Math (to include Algebra, Geometry and Probability/Statistics)
- 7 Credits of Social Studies (to include American and World History, Geography, Economics)
- 6 Credits of Science (to include Life Science)
- 2 Credits of Art (may include Music, Dance, Theatre and Computer Graphic Arts)
- 2 Credits in Community Involvement
- 2 Credits in Careers/Life Skills
- 7 Credits in Electives

In addition, JCS students will participate in presentations and a senior project/presentation.

## **Senior Projects**

Every senior must complete a comprehensive senior project. The components for the project include: a senior presentation, a senior paper, research on careers, field trips and authentic experiences and self-growth deposits.

The Jennings Community School advisors and other instructional staff have created a three-tiered system to increase the quality of student projects. The goal was to help guide the students' projects to have more depth and authenticity.

Also, all projects--ring one, ring two and ring three--should be multidisciplinary and include at least one of the school's Transformational Outcomes.

Ring One Projects: Students research, analysis/synthesize a topic of their choice and present to their advisor, entire advisory or the entire school.

Ring Two Projects: These projects also require student research and presentation, but the projects have a community expert for the student to confer with and to guide through a successful project experience.

Ring Three Projects: Students attempting and implementing Ring Three projects will have community expert(s) too, and the project will have an impact. The impact could be on the school, the community, the nation or the world.

## **Community Partnerships**

The Board and staff at Jennings Community School continuously work toward establishing and maintaining strong community partners. A number of our community partners include:

- Midway Chamber of Commerce – The school director and administrative assistant are very involved with the Midway Chamber of Commerce. They attend monthly luncheons and other pertinent events. This provides many valuable networking opportunities. One highlight of note: JCS produced a calendar for the Midway Chamber of Commerce’s 100<sup>th</sup> Anniversary. Over seventy businesses and non-profit contributed to this project.
  - JCS won NON-PROFIT OF THE YEAR from the Midway Chamber of Commerce in 2019.
- Elpis – A non-profit organization that hires homeless youth and produces t-shirts and birdhouses that are marked throughout the community. JCS students have been involved with this organization since 2017.
- Minnesota Association of Alternative Schools (MAAP) - An organization of teachers, administrators, friends of progressive education. MAAP puts an annual conference, providing engaging workshops and world class speakers. MAAP also has a legislative committee and newsletter. As noted above, two staff members—Krissy Wright and Kristyn Martin—serve on the MAAP Board as officers.
- MAAP STARS - This is a youth organization. They provide three activities: Fall Leadership Conference (an overnight event), a Legislative Day and a Spring Conference (overnight activity). Jennings Community School students participate in all three events.
- Minnesota Association of Charter Schools (MACS) - Jennings Community School has been a member of MACS for decades.
- St. Anthony Park Community Council - Besides using our facility monthly, SAPCC provides internship opportunities for students and serves as a communication conduit for the school.
- RS Eden/Fresh Grounds - This is a more recent partnership, providing Jennings Community School housing and employment opportunities for students.
- Urban Boat Builders - Provides internship/employment, skill building, etc. This organization builds wooden boats and enables students to develop woodworking and construction skills. A few of the students have become supervisors of other interns.
- Midway YMCA - Jennings Community School purchases YMCA group memberships for the students. The Y also has many youth programs. Thus far, Jennings students have not yet taken advantage of these programs.
- Mentorship Program - Jennings Community School created their own mentoring initiative. Several individuals from the community and the Midway Chamber of Commerce serve as mentors for JCS students.
- SEARCH Institute – Beginning in fall of 2018, JCS has partnered with the SEARCH Institute to assess the students by using the REACH instrument to measure social/emotional growth.
- Vertical Endeavors – As a result of project constructed and implemented by two JCS students, some JCS will participate in activities with Vertical Endeavors, a rock climbing facility, promoting physical and mental growth.

- LifeEdge Solutions – This organization will began working with JCS students to “assist youth and young adults in creating a personal vision built on positive and healthy lifestyle choices that lead to success in life.”

## **Innovative Practices & Implementation**

The Jennings Community School mission is: *Jennings Community School (JCS) provides learner-directed experiences, educational advisor relationships, and mentoring opportunities for success in school and life.* Note: The school’s mission was changed in the spring of 2018 as a result of strategic planning carried out by the school board and staff members. The JCS Board of Directors approved the strategic plan on March 14, 2018.

Jennings Community School follows the Community Learning Center model that was developed by Dr. Wayne Jennings, the school’s board chair and others. A major component of this model is Project Based Learning (PBL). In order to utilize PBL optimally, students need to initiate their learning projects based on their interests; advisors help the students guide their learning project so they are authentic and satisfy the Minnesota Graduation Standards. Students have to have most of their projects approval by a panel consisting of one classmate and two staff members. Once the projects are approved, students may continue to work on them. When completed, projects are presented and evaluated.

An example of a learner-directed experience: JA is in Krissy Wright’s advisory and she was interested in doing a project on voting. How does one register to vote? Where do vote? Why don’t some eligible voters vote? Is there voter suppression and why?

JA wrote a project proposal under the direction of Krissy. In her project proposal JA would reach out to the League of Women Voters to visit the school and help other JCS students understand how to register to vote and why voting is important. JA also helped an 18-year-old student register through the Minnesota Secretary of State’s website. Note: JA won’t be eighteen until January 2019, but she was interested in this learning experience and Krissy and the Project Approval Panel approved and supported JA to continue to study this field of study.

The student-advisor relationship is essential to student success. Each advisor is a licensed teacher and facilitates their advisees’ Personal Learning Plans (PLPs). They assist their students in constructing are challenging, authentic and meet the Minnesota State Standards. In accordance with the Community Learning Center model, advisors serve as the students’ advocate, coach, challenger, counselor, mentor and learning facilitator. Val Honey, one of JCS advisors, has served as a support and for one of her students, KT. KT has many of life’s challenges that are deep and, if KT were in a traditional school, it would be difficult for KT to find that one adult person in the school who would know of KT’s situation well enough to help her through her challenges. As a result of Val’s relationship with KT, this student is well on her way to graduate in a timely manner (in about two years). KT is an outstanding project-based learner and Val has been there for her for three years.

Val Honey has also helped bring outside mentors into the program. Jennings enlists the community resources for our students. About ten mentors have come into Jennings Community School to meet the students they are mentoring on nearly a weekly basis. One mentor was recruited through the Midway Chamber of Commerce. The mentor had taken a young man under his wing; we feel that made all the difference in ensuring the student's graduation.

## **Successes:**

- **Miami Trip**

Six students and two staff members travel to the Miami Florida area during the first week of November. There, they participated in an ocean cleanup project.

- **Washington DC Trip**

In early December, 2019, teacher/advisors Aaron Bloom and Moti Lemu traveled with three Jennings Community School students to participate in a national conference sponsored by Education Reimagined.

- **Presentation Nights**

There were two presentation nights at Jennings Community School during the school year. There would have been a third, had it not been for the coronavirus outbreak. They were well attended by parents/families and, especially for second presentation night, the students presented quality learning projects.

- **Parent/Title I Meeting**

The fall presentation night also included a parents' information meeting and discussion about Title I and school initiatives. This meeting, again, was well attended.

- **Kristyn Martin - MAAP 2020 President's Award Recipient**

At the Minnesota Association of Alternative Programs (MAAP)'s annual conference held in February in Duluth, Kristyn Martin, who has been serving Jennings Community School for her twelfth year, received the prestigious MAAP President's Award. This was well deserved.

It's important to note that Kristyn served as the conference chair (her second year in a row and four time chairing the event). She was caught completely off guard.

- **Chavarious Harwell - MAAP 2020 Student of the Year**

In addition to Kristyn Martin's award cited above, Chavarious Harwell, an eleventh grader at Jennings Community School received MAAP's Student of the Year award. This also was

well deserved. Chavarious (also known as Biggs) has been involved in many community activities. He presented--with another student and family members--at the MAAP conference. He served as the student board member on the Jennings Community School board. Finally, he was a PSEO student during the spring semester at Minneapolis Community and Technical College (MCTC).

- **Successful Leadership Transition**

The board of directors chose four individuals to coordinate the hiring process choosing a new school director who would begin in July 2020. Board members David Bly (community member) and Mitch Johnson (teacher member), along with staff member Sara Betru and human resources director Kara Sime were on the committee. A timeline was established and all staff members (except Mitch Johnson) were invited to participate in the first round of interviews.

The school--for which Mitch Johnson is a member--conducted the final round of interviews. Krissy Wright was chosen to be the new director at the April 22, 2020 regular board meeting.

- **Stable and Committed Staff/Distance Learning**

During the COVID-19 state-wide school shut and distance learning period, the staff rose to the occasion to do their best to serve all Jennings students. They met together weekly, often more than once a week. With the goal to establish and maintain equity, Chromebooks and hotspots were distributed so that all students would have access to the internet. And although many students struggled some during this difficult period, some actually did better.

- **PSEO**

As mentioned above, Chavarious Harwell participated as a PSEO student at MCTC. There he took and successfully completed two courses.

- **Graduation**

Because of the COVID-19 outbreak and subsequent distance learning operation, graduation commencement exercises had to be cancelled. It was originally scheduled for May 29, 2020 at the Wellstone Center in St. Paul.

Instead, the staff planned to deliver students their diplomas, a lawn sign, a gift bag and a gift card to students at their homes. Some students opted to come to the school on Thursday June 4 to receive their diplomas before the deliveries took place,

- **Partnership: Elpis, Urban Boatbuilders, Youth Lens 360, Avalon**

Jennings Community School continued to create and maintain community partnerships with a variety of organizations.

Elpis, a non-profit serving homeless citizens, hired two Jennings students to construct their products for sale.

Urban Boatbuilders actually brought one of their employees to Jennings to teach JCS students how to build boats and long boards. Val Honey, a teacher/advisor, serves on the Urban Boatbuilders board.

Youth Lens 360 CEO, Dario Otero, recruited several Jennings Community School students to participate in a variety of activities to share stories and address concerns that youth may have.

The work with Avalon, another charter school located near Jennings, had provided a forum and opportunity for youth to engage in social justice activities.

- **MAAP President and New Executive Director - Krissy Wright**

It's always beneficial to a school when a staff member, perhaps particularly the director, becomes the head of a major educational organization. Krissy Wright, the new director of Jennings Community School beginning July 1, 2020, also became the new president of the Minnesota Association of Alternative Programs (MAAP). As president of MAAP, she will be able to have considerable influence with state policy and legislation going into the next two years.

- **Senior Projects (Zoom)**

Although the COVID-19 outbreak created a challenge for seniors, all Jennings Community School graduating seniors were able to complete their senior projects and present them via Zoom.

## **Challenges:**

- **Fall 2019 School Climate Issues**

In the beginning of the school year in September, 2019, Jennings Community School staff struggled some with the school's climate. Some of this was due to student conflicts that were continuous from previous years prior to attending Jennings.

A student brought to school a loaded handgun to school. The police arrived and apprehended the student and confiscated the weapon. This was handled well by all staff members.

In a November incident, a student opened the front door to an adult who entered the school and assaulted her. The police were called for this incident too.

Once these conflicts were appropriately dealt with, the school's climate improved greatly.



- **Enrollment Concerns**

For some reason that is unclear, the school’s enrollment was lower than normal in the fall for the October 1 count (compensatory funding). Enrollment increased some, but not at the level the school is accustomed.

- **COVID-19**

Obviously, the pandemic, beginning mid-March 2020, proved to be the most challenging aspect of the 2019-20 school year. Distance learning is a poor substitute to being with students face to face. That stated, it’s important to point out that all staff members work well collaboratively to ensure equity and offer the best learning opportunities given the circumstances.

- **Chromozone Mural Project**

One disappointment to note here is that the community organization, Chromosome, had selected Jennings Community School to be one of the twelve places in the area to have a mural painted on an exterior wall by a professional artist for a festival that took place in the fall. Unfortunately, an unfriendly neighbor of the school’s created problems for that project to continue; thus, another building in the area was selected.

Jennings Community School was then scheduled to have a mural painted for the spring of 2020. Again, the neighbor caused havoc for all, forcing Chromozone to cancel the project all together.

- **A Change in School Goals**

The pandemic caused many of the measurements to be cancelled--the ACT, NWEA testing, ASVAB, etc. The board responded by changing the goals and resubmitting to the authorizer.

### **Academic Performance: Goals & Benchmarks**

<b>Charter Contract Goal</b>	<b>2019/20</b>
Academic Growth 1: At least 50% of JCS students enrolled and in regular attendance for at least six months will meet or exceed their Growth Targets on the MAP test in Reading, or will improve upon a previous score on the Accuplacer Reading Comprehension test	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input checked="" type="checkbox"/> Goal currently not met  Unable to report due to COVID-19 distance learning.
Academic Growth 2: At least 50% of JCS students who are enrolled and in regular attendance for at least six months will meet or exceed their Growth Targets on the MAP test in Mathematics, or will improve upon a previous score on the Accuplacer Arithmetic test	<input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input checked="" type="checkbox"/> Goal currently not met  Unable to report due to COVID-19 distance learning.

<p>Post-secondary Readiness 1: Students continuously enrolled and in regular attendance for a semester will earn on average at least five credits during the semester</p>	<p><input checked="" type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met</p>
<p>Post-secondary Readiness 2: At least 50% JCS juniors who are enrolled and in regular attendance at least six months, will have taken the Accuplacer, ACT or ASVAB by the end of the school year.</p>	<p><input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met</p> <p>Unable to report due to COVID-19 distance learning.</p>
<p>Post-secondary Readiness 3: At least 80% of JCS seniors who are enrolled and in regular attendance at least six months, will have taken the Accuplacer, ACT or ASVAB by the end of the school year</p>	<p><input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met</p> <p>Unable to report due to COVID-19 distance learning.</p>
<p>Program-specific 1: At least 50% of students enrolled at JCS for at least six months will participate in at least one off-site experiential learning trip</p>	<p><input checked="" type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met</p> <p>Goal was not met because the opportunity to do off-site experiential learning trips stopped when distance learning started.</p> <p>First Semester, students enrolled at JCS participated in an experiential learning trip weekly.</p>
<p>Program-specific 2: JCS students will continue to attend the MAAP STARS conference, with no less than seven students attending and participating in at least four activities</p>	<p><input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met</p> <p>The Spring Conference was cancelled due to Covid-19.</p>
<p>Program-specific 3: At least 75% of students in regular attendance who have been enrolled at JCS for at least six months will show social-emotional growth as measured by an instrument to be selected by school stakeholders by fall 2018</p>	<p><input type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input checked="" type="checkbox"/> Goal currently not met</p> <p>Unable to report due to COVID-19 distance learning.</p>
<p>Financial: During Fiscal Year 2019, JCS will maintain or increase its positive fund balance</p>	<p><input checked="" type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met</p>
<p>Operations: Each Advisor at JCS will develop and lead at least one seminar per quarter</p>	<p><input checked="" type="checkbox"/> Goal met <input type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met</p>

<p>Operations: At least 90% of students enrolled and in regular attendance for at least six months will complete at least one student-initiated project by the end of the school year as measured by advisors</p>	<p><input checked="" type="checkbox"/> Goal met  <input type="checkbox"/> Goal partially met  <input type="checkbox"/> Goal currently not met</p>
<p>Operations: At least 90% of students enrolled and in regular attendance for at least six months will complete an assessment of progress toward JCS Transformational Outcomes at least once during the year</p>	<p><input checked="" type="checkbox"/> Goal met  <input type="checkbox"/> Goal partially met  <input type="checkbox"/> Goal currently not met</p>
<p>Planning: The JCS board will schedule one or more planning meetings to review and update the school's Strategic Plan. This update will include an intentional, well-planned process and timeline for the pending leadership transition at JCS over the next three years. Special consideration will be paid to the systematizing of operational processes at JCS. The updated plan will be submitted to the authorizer no later than January 31st, 2020, for inclusion as part of the charter renewal process with the authorizer.</p>	<p><input checked="" type="checkbox"/> Goal met  <input type="checkbox"/> Goal partially met  <input type="checkbox"/> Goal currently not met</p> <p>The Board met in January 2020 to update the Strategic Plan and timeline for leadership transition.</p>
<p>Governance – Training: All JCS Board members will participate in Pillsbury United Communities board training session offered.</p>	<p><input type="checkbox"/> Goal met  <input checked="" type="checkbox"/> Goal partially met  <input type="checkbox"/> Goal currently not met</p> <p>Board training was completed by Designs for Learning on 12/7/2019.</p>
<p>Family Engagement: At least 50% of students enrolled for at least six months will plan and execute one student led parent-student-advisor conference during the 2019-20 school year</p>	<p><input checked="" type="checkbox"/> Goal met  <input type="checkbox"/> Goal partially met  <input type="checkbox"/> Goal currently not met</p>
<p>Family Engagement: JCS will survey students who have been enrolled for at least six months to determine their level of satisfaction with the school; at least 75% of these students will state that JCS is a better fit for their education than their previous school</p>	<p><input checked="" type="checkbox"/> Goal met  <input type="checkbox"/> Goal partially met  <input type="checkbox"/> Goal currently not met</p>

Community Integration: JCS will carry out outreach activities by participating in at least three major community events during 2019-20	<input type="checkbox"/> Goal met <input checked="" type="checkbox"/> Goal partially met <input type="checkbox"/> Goal currently not met  Two of three events were completed before COVID-19, a community book drive for People Serving People and the Miami Beach Clean-up trip.
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## Student & Parent Satisfaction

Two student surveys were completed during the 2019/20 school year, one on-paper in December and one digitally at the end of the school year specific to distance learning.

The distance learning survey had three main topic areas: ability to learn and complete tasks, statements regarding intelligence, statements regarding confidence, and questions about relationships with others. Only five students completed this survey. In general, students responded with 60% positivity in regards to their ability to stay on task, pay attention, and receive criticism.

Students reported believing that intelligence is innate and can't be changed or developed despite working at it. Despite this belief, students reported the ability to earn credit and master their coursework to meet their Learning Plan goals at Jennings.

Regarding their relationships, students believe they are able to get along with people who are different from them 80% of the time. They also reported being able to be respectful of people while disagreeing with them.

## Governance & Management

**Includes Annual Board Training & Administrator Professional Development Report(s)**

### BOARD OF DIRECTORS

Board Elections were held in October, 2019 and all board members who were eligible were re-elected for another term.

Name	Board Position, Group Affiliation	Date Seated	Term Expiration	Contact Information	Notes
Kathy Adams	Parent Member	Dec. 2019	Oct. 2021	KAdams@comcast.net	
Mitch Johnson	Teacher Member	July 2018	Oct. 2021	mitch@jenningsclc.org	Term Ended Oct 2019, and re-elected
Jessany Owens (Williams)	Community	Oct. 2018	Oct. 2020	jwilliams435@live.com	New FY19
Rich Alteri	Parent Member	Oct. 2018	Oct. 2021	rjalteri@gmail.com	Term Ended Oct 2019, and re-elected
David Bly	Community Member -> Board Chair	Oct. 2018	Oct. 2021	david@davidbly.com	Term Ended Oct 2019,

					and re-elected
Jada Jones	Student Member	Oct. 2018	Oct. 2019	jada@jenningsclc.org	Dismissed June 2019
Wayne Jennings	Chair; Community member	Oct. 2012	Oct. 2020	651 644-2805; wayne@designlearn.net	Term Ended
Natasha Harwell	Parent Member	Oct. 2016	Oct. 2020	natasha@jenningsclc.org	Term Ended

### **Board Training and Development**

School Board Training was provided by Pillsbury United Communities, every second Saturday from October to March for three hours.

### *MANAGEMENT*

Jennings Community School utilizes the Community Learning Center model developed by Dr. Wayne Jennings and others in the early 1990s. This model promotes a student-centered approach to teaching and learning. The teacher/advisors have a lot of autonomy as to what takes place in their learning spaces and for the learning of the students they are responsible for.

The school director is responsible for all school operations including curriculum and instruction. The director is assisted by the administrative assistant. The areas of the director's responsibilities include: curriculum and instruction; finance and budget; enrollment, including recruiting and registering students; facility management; accountability and reporting; school nutrition; public relations, including authorizer, MDE, the media, the general community, etc; evaluation; student discipline; school board meetings; strategic planning; transcribing credits; special education; staff development, including re-licensure; safety; human resources. In general, the entire school operation is under the domain of the school director.

The administrative assistant is responsible for: MARSS reporting; preparing many reports, including preparing the CLICS reports; communication, both internal and external; marketing; fire drills; ordering; and, any additional tasks assigned. She is also involved with external communications; and, with the school director she has participated in community networking, mostly through the Midway Chamber of Commerce.

The teacher-advisors are responsible for: the facilitation of their students learning; direct instruction; acquisition of resources and materials for instruction and student project; maintaining good relationships with families; assigning and reporting for credit earned; referrals; curriculum planning; trip planning; etc.

JCS also has two educational assistants. They help with the instructional operations and in any other way needed. One educational assistant has taken on the duties as

assessment coordinator; while the other EA is in charge of truancy filing and leads an equity team consisting of JCS students.

At the August 15, 2018 regular board meeting, the board of directors approved of the Leadership Transition Plan. Beginning in fall of 2019, the transition plan will be executed to find a suitable replacement that will begin as an assistant director sometime after July 2020 and will assume the duties as director January 2021.

*Director’s Professional Development Plan*

The JCS Director is Bill Zimniewicz, he has a Master’s degree in Teacher Leadership and has directed other programs previously. He holds a current K-12 Principal Administrative License. Bill holds an MA in Teacher Leadership from the University of Minnesota.

Mr. Zimniewicz attends the Minnesota Association of Alternative Programs conference annually and attends MDE training for charter school directors. He participates in the Pillsbury United Communities’ Directors’ Roundtable (monthly meetings of directors of charter schools authorized by Pillsbury) and has served on an advisory committee set up by Pillsbury to evaluate Pillsbury-authorized schools.

Mr. Zimniewicz retired at the end of the 19/20 school year.

**Staffing**

**2019/20 Staffing**

<b>2019/20 Licensed Teaching Staff</b>				
<b>Name</b>	<b>File #</b>	<b>License and Assignment (subject/grades)</b>	<b>2019-20 Status*</b>	<b>Comments</b> <i>Include information regarding special licensure (e.g., Community Expert) or other relevant information.</i>
Bill Zimniewicz	296323	Director	NR	
Val Honey	334763	Advisor, WBL Coordinator	R	
Krystin Martin	477575	Special Education	R	
Mitch Johnson	451480	Advisor	NR	
Krissy Wright	463254	Advisor	R	
Aaron Bloom	495188	Advisor	R	
Moti Lemu	100216	Advisor	R	
Liz Rossini	100248	Advisor	R	

\* R = Returning, NR = Not Returning

*2019/20 Teacher Professional Development Activities:*

JCS places a strong emphasis on professional development. All staff is required to report to school two full weeks before the regular school year begins. First year teachers and educational assistants attend staff development training prior to the two weeks.

All staff members attend a three-day Minnesota Association of Alternative Programs state conference in February. It is there that staff have an ample opportunity to hear keynote speeches, attend practical breakout sessions and network with other professionals from other schools, programs and organizations. All staff members are encouraged to facilitate a breakout session at the conference.

Jennings Community School provides staff development for teachers and others to keep their licenses current. And, throughout the year staff are encouraged to participate in various workshops, classes and trainings.

**Teacher Retention:**

*Provide a brief narrative discussing the teacher turnover rate. Include trend data from previous years as appropriate.*

<b>Percentage of Licensed Teachers from 2019/20 not returning in 2020-21 (non-returning teachers/total teachers from 2018/19 X 100)</b>	<u>25%</u>
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<b>2019-20 Non-Licensed Staff</b>			
<b>Name</b>	<b>License and Assignment</b>	<b>2018-19 Status*</b>	<b>Comments</b>
Sara Betru	Administrative Assistant	R	
Steven Bailey	Support Staff	R	Getting Licensed
Alicia Chavez-Mena	Support Staff	R	

\* R = Returning, NR = Not Returning

**CURRENT YEAR - 2020-21 Staffing**

<b>2019-20 Licensed Teaching Staff</b>			
<b>Name</b>	<b>File #</b>	<b>License and Assignment (subject/grades)</b>	<b>Comments</b> <i>Include information regarding special licensure (e.g., Community Expert) or other relevant information.</i>
Val Honey	334763	Advisor, WBL Coordinator	
Krystin Martin	477575	Advisor	SpEd
Mitch Johnson	451480	Advisor	
Krissy Wright	463254	Director	
Liz Rossini	100248 8	Advisor	Tier 1
Aaron Bloom	495188	Advisor	Tier 2

Moti Lemu	100216	Advisor	Tier 3
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<b>2020-21 Non-Licensed Staff</b>		
<b>Name</b>	<b>Assignment</b>	<b>Comments</b>
Sara Betru	Administrative Assistant	
Steven Bailey	Support Staff	
Alicia Chavez-Mena	Support Staff	



## Finances

For questions regarding school finances and for complete financials for 2018/19 and/or an organizational budget for 2018/19, contact:

Name: Wilderness Pinna

Position: Director of School Finance

Contact info:

Phone: 651-255-8824

Email: wpinna@designlearn.net

*Designs for Learning* provides accounting services for *Jennings Community School*.

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 Audubon Center of the North Woods no later than December 31, 2019.

<b>FY19 Finances</b>	<b>Fund 1</b>	<b>Fund 2</b>	<b>Fund 4</b>
Total Revenues	\$1,337,903	\$25,900	\$0.00
Total Expenditures	\$1,276,121	\$33,000	\$0.00
Net Income	\$ 55,322	\$0	\$0
Total Fund Balance	\$ 287,362	\$ -6,460	\$0

### Overview

Key financial highlights for the 2018-2019 fiscal year include the following:

- Net position was a deficit of \$343,677 at June 30, 2019.
- Total General Fund revenues were \$1,359,514 as compared to \$1,211,837 of expenditures.
- The total of unrestricted net position of the School as a whole is a deficit of \$381,059, an increase of \$288,372 from the prior year which is primarily due to the operating results of the General Fund as well as the impact of pension-related entries.

### Revenues

Jennings Community school main source of revenue is related general education aid. There are additional monies from Federal Title grants.

### Expenses

Expenses for the year were largely related to staffing, contracted services, building lease and school field trips that are related to the schools teaching model.

### Net Surplus or Deficit and Fund Balance

The total cost of all programs and services was \$1,050,770. Total revenues were greater than expenses, which increased net position by \$303,348 from last year. The school had a *combined* fund balance of \$287,362, which is \$133,549 more than last year's ending fund balance of \$153,813.

Revenues for the School's governmental funds were \$1,382,832 while total expenditures were \$1,249,283.

### World's Best Workforce Annual Budget

As an independent charter school, all school goals and budget line items relate back to our WBWF goals.

## **Future Plans**

- Maintain enrollment at 85-90 students
- Continue to partner with Urban Boat Builders and Elpis to provide programming and job opportunities for students
- Building off of what we have learned during distance learning, creating a framework for students to complete work off-site, anytime in addition to in-person learning.
- Continue to grow our mentorship program
- Purchase of a new school van SY21/22
- Shifting to a 360° staff evaluation model
- Board Development of a more robust Director evaluation
- Host student teachers to expand knowledge and experience with PBL and trauma-informed practices to new teachers