



Jennings Community School

PUBLIC CHARTER SCHOOL DISTRICT # 4031-07

SCHOOL YEAR 2024-25

26th School Year!

WORLD'S BEST WORKFORCE & ANNUAL REPORT

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Per...	Requirement	Included on page...
Statute	<p>Annual Report Posted to Website Is your annual report posted to the school website?</p> <ul style="list-style-type: none"> <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> 	Yes
Statute	<p>Annual Report Distribution 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"> <i>When your Annual report is uploaded to Epicenter, please provide a note that states how and when it was distributed</i> 	Yes
Statute	<p>School Enrollment Does it contain school enrollment data? <i>Historical enrollment data by grade level and total count of students.</i></p>	Pg. 7
Statute	<p>Student Attrition Does it contain student attrition 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"> Within the Year Attrition Calculation <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> Year to Year Attrition Calculation <i>Number of students who left the school between the last day of previous year and first day of new school year ÷ Number of students enrolled on the last day of previous year = 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 5th graders in the case of a K-5 school, etc.)</i> 	Pg. 8
Statute	<p>Governance and Management Does it contain an update on governance and management?</p> <ul style="list-style-type: none"> <i>Including board roster, board trainings, election process and committees</i> <i>Including members of school leadership and their roles</i> 	Pg. 18
Statute	<p>Staffing Does it contain an update on staffing structure?</p>	Pg. 19

	<ul style="list-style-type: none"> • Including professional development activities for the year • Including roster of all staff and/or complete organizational chart 	
Statute	<p>Finances</p> <p>Are there financial statements included?</p> <ul style="list-style-type: none"> • Including balance sheet (audited or unaudited) as of June 30, 2020, statement of revenue and expenditures for year ending June 30, 2020, and information on current and projected fund balance 	Pg. 22
Statute & Contract	<p>Academic Performance</p> <p>Is there an update on the academic performance?</p> <ul style="list-style-type: none"> • In alignment with the charter school contract academic and non-academic goals • In alignment with the charter school performance framework 	Pg. 15
Statute	<p>Innovative Practices and Implementation</p> <p>Does the report discuss innovative practices and implementation?</p> <ul style="list-style-type: none"> • 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. 	Pg. 12
Statute	<p>Future Plans</p> <p>Does the report update on future planning?</p> <ul style="list-style-type: none"> • If applicable, include progress and updates on strategic plans, goals, and initiatives. 	Pg. 23
Statute & Contract	<p>Statutory Purposes</p> <p>Is there a summary on how the school is meeting the primary and additional purposes per M.N. Statute?</p> <ul style="list-style-type: none"> • Including the primary purpose to improve all pupil learning and all student achievement. • Including the selected additional purposes to: <ol style="list-style-type: none"> 1. increase learning opportunities for all pupils; 2. encourage the use of different and innovative teaching methods 3. measure learning outcomes and create different and innovative forms of measuring outcomes; 4. establish new forms of accountability for schools; or 5. create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site. 	Pg. 6

School Information

CONTACT INFORMATION

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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) create 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.

JCS continues to work to integrate its Work-Based Learning (WBL), Career, and Technical Education (CTE) and mentorship initiatives and enhance its resources for physical activities and nutrition learning. JCS also seeks to have financial support from a growing constituency of community businesses, families, and independent sources. Finally, JCS seeks to enhance its capacity for administrative effectiveness and student access to services that support their life needs.

JCS is committed to facilitating learning which takes place within real-world, meaningful contexts for students who learn best through experience. This is accomplished 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 the incorporation of additional information that will help readers understand this school.

Implementation of Primary and Additional Statutory Purposes

The primary purpose of a Minnesota 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 years-long 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.
- 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. With their teachers' guidance, 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: In our 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.

During the 2025-26 school year we saw a sharp increase in enrollment. Many new students enrolled during September and October, with some coming intermittently throughout the year. This was challenging as we had prepared for 50 students and soon had an additional 40. However, increased enrollment helped tremendously with our budget for the year. New students who have enrolled at JCS are engaging well with the program, and the new students are mostly in the lower grades and have the potential to stay at JCS for multiple years. This is both a challenge and opportunity – opportunity in attracting a cohort of younger students who can stay with the program for multiple years; challenges are to retain these students for multiple years. JCS’s advisory system, in which advisors get to know students well, understanding their needs, interests, and abilities, helps retain students due to strong relationships. A student typically remains with their advisor for multiple years.

Number of Students Enrolled¹	2020-21	2021-22	2022-23	2023-24	2024-25
7th Grade	1	-	2	3	4
8th Grade	4	2	2	3	3
9th Grade	5	5	11	6	11
10th Grade	4	6	5	8	17
11th Grade	16	11	12	13	26
12th Grade	35	38	42	23	33
Total	65	62	74	56	94

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	2020-21	2021-22	2022-23	2023-24	2024-25
Total Enrollment	65	62	74	76	94
Special Education	12	14	17	19	25
English Learners	0	0	4	3	3
Free/Reduced Priced Lunch	>90%	>90%	>90%	>90%	>90%
Homeless	-	-	-	-	19
Black, not of Hispanic Origin	30	29	32	41	53
Hispanic/Latino	0	0	0	5	4
Asian/Pacific Islander	3	3	0	0	3

¹ Note: Figures reported in this and the next table are based on Oct. 1 data reported to MDE.

Demographic Trends	2020-21	2021-22	2022-23	2023-24	2024-25
American Indian/Alaskan Native	21	18	27	13	14
White, not of Hispanic Origin	11	12	10	16	19

Student Attendance, Attrition & Mobility

STUDENT ATTENDANCE

Attendance looks a little different at Jennings, because of our work-based learning program and project based learning pedagogy, not all students attend from 8:30am-3pm. Some students may come in during the morning and leave after lunch for their job. Others may help younger students get to school in the morning and therefore arrive late; or, if a student is living in a suburb and taking the bus to school takes them an hour and a half, but they spend that time listening to an audiobook or a podcast – that too can be done for credit. Students attend according to the schedule and goals they set with their advisor. A student may be “out” for the day and still earn credit towards graduation.

We accept students into the building until 9 am, then again at lunch. This minimizes disruptions to class and allows for flexibility in the mornings. At 9, our Office Manager texts the parents of each student that is missing from the building. This informs parents of absences and gives them a reminder to call in if their student is ill or missing for a reason. Truancy letters are sent home quarterly with resources from our social worker to support regular attendance.

The overall school attendance percentage is 82%.

Work-Based Learning

Work-Based Learning is where students who have a job earn school credit towards graduation for the hours they work. Students who have a job are allowed to sign up to attend school either in the morning or afternoon, rather than being tied to the regular school day. For instance, a student with an evening or night-shift job could attend school in the afternoon, allowing for adequate rest before beginning the school day. A goal of JCS is to encourage students to build effective life habits, such as managing their own schedules, and to address multiple life responsibilities which may include both work and schooling.

STUDENT ATTRITION

There were a total of 57 students at JCS on October 1, 2023 who were eligible to return for fall 2024 (eliminated graduating seniors and students who left before the end of the school year). Of these 57 students, 38 or 66% returned and were enrolled at JCS on October 1, 2024.

Percentage of students* who were continuously enrolled between October 1 of the 2023-24 school year and October 1 of the 2024-25 school year.	66 %
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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 6th grade.*

STUDENT MOBILITY

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

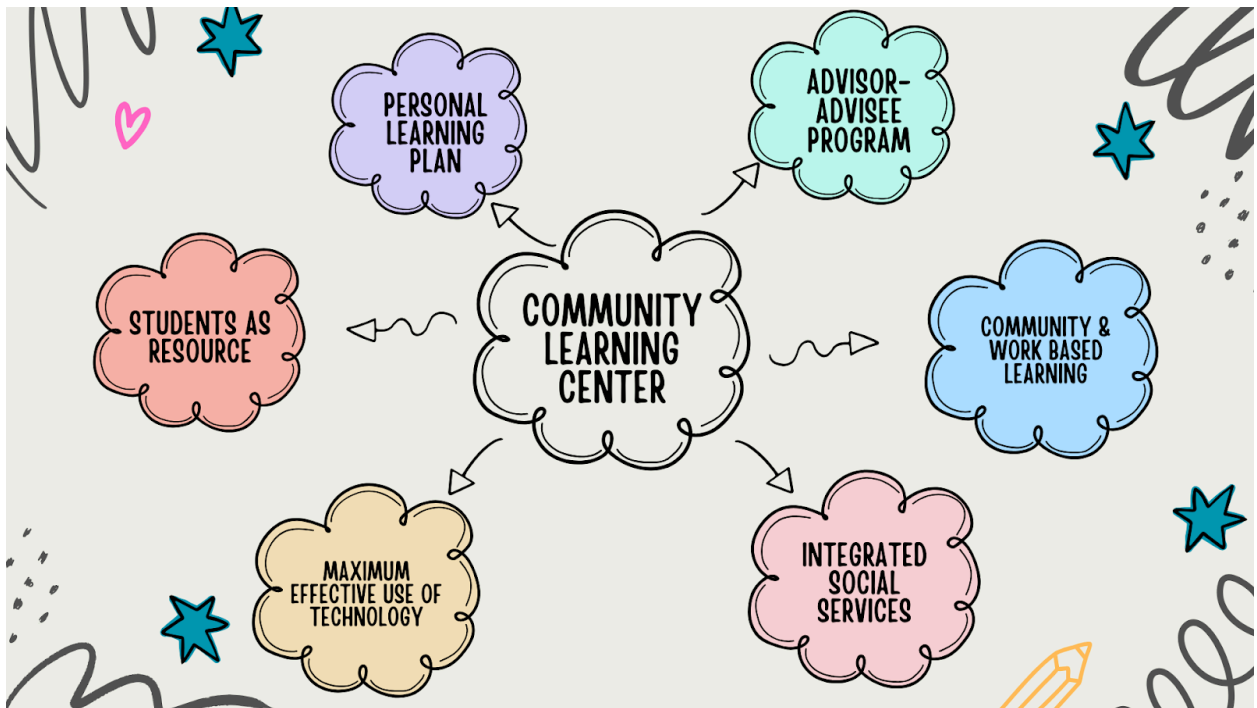
Percentage of students who were enrolled for 95% or more of the 2024-25 school year, of all students enrolled:

2022-23	54%
2023-24	47%
2024-25	66%

Educational Approach & Curriculum

Community Learning Center (CLC)

The community driven model of education is an alternative design to the traditional model of education practiced in this country. Traditional education is based on a model of sitting, listening, and note taking, with little participation from students and a focus on memorization and obedience. That doesn't work for everyone. In fact, if we think about the best teachers in our own lives, it's a model that doesn't hold up for many of us. The CLC model values the student above all else and lets them lead their own educational journey. It is a personalized approach that enables students to follow their interests and questions about the world, with support and direction from their advisor.



There are 19 components of Community learning centers, but these are the ones we feel are most important to our culture and our educational approach.

- Students as Resource: we believe that each student has their own inherent value and that they are a resource to us as their community partner.
- Personal learning Plan: each student's learning plan is unique to them, their strengths, and interests.
- Advisor-Advisee Program: each student works closely with their advisor to help direct their learning plan.
- Community and Work-Based Learning: students are given credit for real-life experiences that they bring with them to school.
- Integrated social services: our staff work closely as a team to ensure that students get all the community support needed.
- Maximum use of effective technology:

Community & Culture

We build community through time spent being in community – cooking and eating together, playing games, watching movies and commenting to each other, it is something that we build together. Jennings staff lead the community and culture through our behavior and values, how we interact with students and what we talk about during our all-school meetings.

Many of our students struggle with food insecurity we provide snacks twice daily, offer seconds and thirds at lunch, and work with a community organization for weekend food bags. Advisory groups have several meals out together during the year to develop community. JCS hosts Feast two or three times a year, an event where each advisory makes a part of a meal, usually culturally specific and we gather together as a community to eat. These communal meals serve as a foundation for our community and culture.

The Community Room is another foundational element, providing resources to students in need. Clothes, hats, boots, mittens, hygiene and craft materials are available to all students. This provides a sense of safety and security for students, allowing them to get what they need. If we don't have it, students know they can ask for it and we will work on getting them the resource they need.

Project Based Learning (PBL)

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 are challenged to expand and construct higher-level projects.

The system JCS has established 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 it 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, and the school director transcribes the credits and then the teacher/advisors document this information on the student's page on Headrush, the system JCS uses for tracking student projects

and credits (formerly Project Foundry). This is typically the first data utilized to inform advisors, parents, and students as to what projects they may want to approach. Teacher/Advisors then track students on a daily basis utilizing a spreadsheet showing students' attendance and productivity. These are used during PLP meetings.

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.

Experiential Learning

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 with 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). Others are nearly twenty years old and enter the school without enough credits to be considered a sophomore, a circumstance not due to a lack of ability. At Jennings Community School, the staff feels compelled to work with the neediest students.

Graduation Requirements

Jennings Community School students fulfill the following requirements of 40 credits:

- 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, analyze/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 these 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.
- **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 Programs (MAAP)** - An organization of teachers, administrators, friends of progressive education. MAAP puts on an annual conference, providing engaging workshops and world-class speakers. MAAP also has a legislative committee and newsletter. Two JCS 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. One advisor and several JCS students attended the Spring Conference in 2022.
- **Minnesota Association of Charter Schools (MACS)** - Jennings Community School has been a member of MACS throughout its history.
- **Urban Boat Builders** - UBB provides opportunity for students to learn woodworking, as they assist with handmade canoes, chairs, and longboards.
- **Finishing Trades Institute of the Upper Midwest** - FTIUM is a Technical College that offers PSEO options for juniors and seniors. JCS encourages students to build their skills and interests by taking classes in Trades.
- **Goodwill** - Goodwill provides employment classes and skills critical for students as they navigate the complex world of applying for jobs virtually.

- **Midway YMCA** - Jennings Community School purchases YMCA group memberships for the students. The Y also has many youth programs available to students.
- **Vertical Endeavors** – As a result of the 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.
- **St Joseph's Coat:** a no-pay thrift shop we take students to when they are in need of clothing, coats, boots, etc.
- **Legendary Barber Shop:** Neighborhood barber shop who donates haircuts to students in need.
- **Miss Kendra Program:** lead by a mental health practitioner this program addresses toxic stress our students are experiencing through active listening.
- **Nystrom & Associates:** providing on-site school-based mental health services.

Innovative Practices & Implementation

Jennings Community School follows the Community Learning Center model that was developed by Dr. Wayne Jennings, the school's founder, 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 most of their projects approved 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.

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. This connection was especially important while using the distance learning model implemented for much of the school year.

Work-Based Learning is another innovative practice that we have success with. Students gain real-world experience and school credit as participants in the work force. A job can be a great way for students to gain self-esteem and pride. For many of our students their income helps to support their family.

JCS is a trauma-informed school, our students come to school with big stuff to process, and often school is the safest place for them to be. Because we are the safe space, we are the place where trauma is process and occasionally released. Being trauma-informed means that our staff are trained to identify when a behavior is a trauma response, deescalate, and allow students to process their big emotions. We have weighted blankets, tea, snacks, a room with soft lighting and soft chairs, and a school social worker available to support.

Successes

Post-Secondary Enrollment Options (PSEO)

As noted under Community Partnerships, two JCS students earned PSEO credit through St. Paul College. Both students completed two semesters of college credits. We have five signed up to start PSEO in the fall of 2025.

Building Workplace Skills

JCS has developed a good relationship with vocational rehabilitation staff. There are two contacts who work regularly with students, one focusing on special education students; they encourage students to build workplace-related skills, and offer employability classes geared for juniors and seniors.

Miss Kendra Program This program resulted in less disruptions in classrooms and provided on the spot counseling for students experiencing life stressors. Having an adult in the building that students trust with their feelings and life experiences was invaluable.

Graduation

2025 had a 76% graduation rate, with 20 of the possible 26 seniors graduating. An in-person commencement ceremony was held June 6th, 2025 at the Wellstone Center in St. Paul.

Challenges:

- Regular attendance from students is a challenge. Many of our students are working, have family commitments and struggle to attend every day.
- Student time on track is significantly down since COVID, students have a need to get up and move around, appear to have shorter attention spans, and are presenting as more high needs.
- This is the second year in a row where we have transitioned a Director out. This year the director left unexpectedly during the month of April. The Assistant Director stepped in to lead the team until July 1.
- Jennings serves many students who arrive to us with significantly interrupted education. Addressing low skill levels has been a challenge.

Academic Performance: Goals & Benchmarks

Goals in the JCS charter contract for 2024-25, the first year of the contract's three-year term, were as shown below, with results as noted in the column on the right.

Academic Goals

1. **Academic Goal 1:** Reading

- a. At least 50% of JCS students enrolled and in regular attendance (60% of the time or more) will meet or exceed their Growth Targets on the MAP test in Reading.
 - i. Goal Parameters
 - 1. Student Population: enrolled and in regular attendance (60% of the time or more)
 - 2. As measured by: the MAP test in Reading
 - ii. Goal Targets
 - 1. Exceeds Expectations: 75% or more of students enrolled and in regular attendance meet growth target
 - 2. Meets Expectations: 50% of students enrolled and in regular attendance meet growth target
 - 3. Approaching Expectations: 35-40% of students enrolled and in regular attendance meet growth target
 - 4. Of Concern: less than 35% of students enrolled and in regular attendance meet growth target

Meets 21st Century Literacy

SY25: The sample size of students who completed testing fall and spring was too small to be useful. We will work on increasing testing completion to useable standards.

2. **Academic Goal 2:** Math

- a. At least 50% of JCS students who are enrolled and in regular attendance (60% of the time or more) will meet or exceed their Growth Target on the MAP test in Mathematics.
 - i. Goal Parameters
 - 1. Student Population: enrolled and in regular attendance (60% of the time or more)
 - 2. As measured by: the MAP test in Mathematics
 - ii. Goal Targets
 - 1. Exceeds Expectations: 75% or more of students enrolled and in regular attendance meet growth target
 - 2. Meets Expectations: 50% of students enrolled and in regular attendance meet growth target
 - 3. Approaching Expectations: 35-40% of students enrolled and in regular attendance meet growth target
 - 4. Of Concern: less than 35% of students enrolled and in regular attendance meet growth target

Meets Educational Equity

SY25: The sample size of students who completed testing fall and spring was too small to be useful. We will work on increasing testing completion to useable standards.

3. **Academic Goal 3:** Credits Earned

- a. Students continuously enrolled and in regular attendance (60% of the time or more) will earn an average of 5 credits a semester.
 - i. Goal Parameters
 - 1. Student Population: enrolled and in regular attendance (60% of the time or more)
 - 2. As measured by: Classroom achievement data
 - ii. Goal Targets
 - 1. Exceeds Expectations: earn an average of 6 or more credits a semester
 - 2. Meets Expectations: earn an average of 5 credits a semester
 - 3. Approaching Expectations: earn an average of 4 credits a semester
 - 4. Of Concern: earn an average of 3 or less credits a semester
- Meets Educational Equity

SY25: Students continuously enrolled earned on average 3.4 credits per semester.

4. Academic Goal 4: MAAP STARS

- a. JCS students will participate in the MAAP STARS Conference with no less than 5 students attending and participating in at least four activities.
 - i. Goal Parameters
 - 1. Student Population: students attending
 - 2. As measured by: participation
 - ii. Goal Targets
 - 1. Exceeds Expectations: more than 5 students attended and participated in 4 activities AND won in activities, became a STARS officer
 - 2. Meets Expectations: 5 students attended and participated in 4 activities
 - 3. Approaching Expectations: Less than 5 attended OR participated in less than four activities
 - 4. Of Concern: Less than 5 attended AND participated in less than four activities

SY25: 5 students participated in MAAP STARS across five activities.

5. Academic Goal 5: Graduating Seniors

- a. At least 80% of seniors on track for graduation will complete the Life Plan project prior to Graduation.
 - i. Goal Parameters
 - 1. Student Population: Seniors on track for graduation
 - 2. As measured by: Life Plan Completion
 - ii. Goal Targets
 - 1. Exceeds Expectations: more than 80% of seniors completed the Life Plan Project

2. Meets Expectations: 80% of seniors completed the Life Plan Project
3. Approaching Expectations: 60-80% of seniors completed the Life Plan Project
4. Of Concern: Less than 60% completed the Life Plan Project

Meets Educational Equity

SY25: 100% of the graduating class completed their Life Plan.

6. Academic Goal 6: Juniors

- a. At least 75% of juniors continuously enrolled for 60% or more of the school year will complete a minimum of 4 post-secondary transition site visits.
 - i. Goal Parameters
 1. Student Population: Juniors
 2. As measured by: Site visits
 - ii. Goal Targets
 1. Exceeds Expectations: more than 75% of juniors completed the site visits
 2. Meets Expectations: 75% of juniors completed the site visits
 3. Approaching Expectations: 60-80% of juniors completed the site visits
 4. Of Concern: Less than 60% completed the site visits

Meets Educational Equity

SY25: Students visited: Macalester College, Minneapolis College (MCTC), Augsburg, University of Minnesota, Normandale, New Gate, Minneapolis College, St. Paul College, and FTIUM.

Non-Academic Goals

1. Mission Alignment Goal 1: Project Based Learning

- a. At least 90% of students enrolled and in regular attendance (60% of the time or more) will complete at least one student-initiated project by the end of the school year as measured by advisors.
 - i. Goal Parameters
 1. Population (if applicable): enrolled and in regular attendance (60% of the time or more)
 2. As measured by: teaching staff
 - ii. Goal Targets
 1. Exceeds Expectations: more than 90% complete a project
 2. Meets Expectations: 90% of students complete a project
 3. Approaching Expectations: 75-90% Complete a project
 4. Of Concern: less than 75% complete a project

SY25: Of continuously enrolled students, 12% completed 1 project, 34% completed 3 or more projects, 36% completed 5 or more projects, and 17% completed 10 or more projects.

2. Mission Alignment Goal 2: Transformational Outcomes

a. At least 75% of students enrolled and in regular attendance (60% of the time or more) will complete an assessment of progress towards JCS Transformational Outcomes once during the year.

i. Goal Parameters

1. Population (if applicable): enrolled and in regular attendance (60% of the time or more)
2. As measured by: Transformational Outcomes Assessment completed by Advisors

ii. Goal Targets

1. Exceeds Expectations: more than 90% complete the TO Assessment
2. Meets Expectations: 75% of students complete the TO Assessment
3. Approaching Expectations: 60-75% complete the TO Assessment
4. Of Concern: less than 60% complete the TO Assessment

SY25: 71% of students completed an assessment towards Transformational Outcomes.

3. Governance Goal 1: Board Training

a. All JCS Board members will participate in annual board training.

i. Goal Parameters

1. Population (if applicable): School Board Members
2. As measured by: Training Completion

ii. Goal Targets

1. Exceeds Expectations: n/a
2. Meets Expectations: All Board members completed training
3. Approaching Expectations: 75% of the school board completed training
4. Of Concern: Less than 75% completed training

SY25: Board training was held by PUC on August 14 &15, 2024

4. Governance Goal 2: Director Evaluation

a. The school board will develop and implement a Director's Evaluation process during the contract period 2024-2027

i. Goal Parameters

1. Population (if applicable):
2. As measured by: deliverable performance evaluation

ii. Goal Targets

1. Exceeds Expectations: n/a
2. Meets Expectations: an evaluation process is developed and implemented
3. Approaching Expectations: n/a

4. Of Concern: n/a

SY25: JCS has developed a Director Review process. We were in the middle of the review process when this year's Director left. We will continue with the process next year.

5. **Finance Goal 1: Fund Balance**

- a. JCS will maintain or increase its fund balance each fiscal year.
 - i. Goal Parameters
 1. Population (if applicable):
 2. As measured by: fund balance
 - ii. Goal Targets
 1. Exceeds Expectations: fund balance is increased more than 10%
 2. Meets Expectations: fund balance is maintained or increased by 10%
 3. Approaching Expectations: fund balance is not decreased by more than 10%
 4. Of Concern: fund balance is decreased by more than 10%

At the time of this writing the audit has not been finalized (10/27/2025), it looks like the fund balance will decrease at this time.

6. **Operations and Leadership Goal 1: Strategic Plan**

- a. During the contract period 2024-2027 JCS will review and update the school's strategic plan for the next ten years, with input from the school board, parents, students, and community partners.
 - i. Goal Parameters
 1. Population (if applicable):
 2. As measured by: deliverable of strategic plan
 - ii. Goal Targets
 1. Exceeds Expectations:
 2. Meets Expectations: Strategic plan completed
 3. Approaching Expectations: Progress made towards completing strategic plan
 4. Of Concern: No progress made

SY25: Strategic Planning has begun. The School Board discussed strategic planning at the 12/18/2024 board meeting.

BOARD OF DIRECTORS

Board Elections were held in October of 2024. We had one parent interested in joining the board this year who ultimately decided not to join the board. Increasing our Board of Directors is a priority.

NAME	BOARD POSITION	DATE SEATED	TERM EXPIRATION	EMAIL	NOTES
Kathy Adams	Community	Oct 2021	Oct 2026	kadams@jenningsclc.org	Originally elected Dec 2019
Connie Bloom	Community	Oct 2022	Oct 2024	connie@jenningsclc.org	
Melissa Larson	Parent	Jun 2024	Jun 2026	melissa@jenningsclc.org	
Andrew Sletten	Teacher	Aug 2024	Dec 2026	andrew@jenningsclc.org	
Jonathan Luknic	Ex-officio			jonathan@jenningsclc.org	

Board Training and Development

School Board Training was provided by Pillsbury United Communities on August 14 & 15, 2024, on the topics of Governance, Personnel, and Finance.

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 Assistant Director is responsible for: MARSS reporting; preparing many reports, including preparing the CLICS reports; MDE communications and reports, authorizer reporting, enrollment, and school board administration.

The Office Manager is responsible for welcoming students each day; communication, both internal and external; ordering; day-to-day tracking of receipts and invoices, and any

additional tasks assigned. She is also involved with external communications, and, with the school director, she has participated in community networking 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 projects; 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 E.A. is in charge of community building.

Jonathan Luknic was the school director for the 2024-25 school year. He had to leave unexpectedly in April and will not be returning. The Assistant Director stepped in and acted as Interim Director until the end of June. A new Director has been hired and will begin July 1, 2025.

Staffing

2024-25 Staffing

2024-25 Licensed Teaching Staff				
Name	File #	License and Assignment (subject/grades)	2025-26 Status*	Comments <i>Include information regarding special licensure (e.g., Community Expert) or other relevant information.</i>
Val Honey	334763	Advisor, WBL Coordinator	R	
Krystin Martin	477575	Special Education	R	
Andrew Sletten	1032479	Advisor	R	
Moti Lemu	1000216	Advisor	R	
Liz Rossini	1002488	Online Advisor	R	
Michelle Williams		SpEd Education	R	

* R = Returning, NR = Not Returning

Teacher Retention:

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

Percentage of Licensed Teachers from 2024-25 not returning in 2025-26 (non-returning teachers/total teachers from 2021-22 X 100)	0%
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2024-25 Non-Licensed Staff			
Name	License and Assignment	2025-26 Status*	Comments
Micah Ruelle	Office Manager	R	
Traveon Fears	Paraprofessional / Teacher's Assistant	R	
Alicia Chavez-Mena	Paraprofessional / Teacher's Assistant	R	
Andrea Krause	Assistant Director	R	
Jonathan Luknic	Director	NR	

* R = Returning, NR = Not Returning

2024-25 Teacher Professional Development Activities:

JCS places a strong emphasis on professional development. All staff are 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 training. This year, two staff went to the HeadRush Pedagogy and Play conference, one staff went to MDE's Restorative Practices training, and one staff went to a Leadership Conference.

Finances

For questions regarding school finances and for complete financials for 2023/24 and/or an organizational budget for 2024/25, 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 Pillsbury United Communities no later than December 31, 2024.

FY25 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	\$1,357,392	\$45,272	\$0
Total Expenditures	\$1,398,064	\$45,272	\$0
Net Income	\$(40,672)	\$0	\$0
Total Fund Balance	\$68,844	\$0	\$0

Overview

Key financial highlights for the 2023-2024 fiscal year include the following:

- Total General Fund Revenues were \$1,357,392 as compared to \$1,398,064 of expenditures for fiscal year 2025.
- Total fund balance of the General Fund is \$ 68,844 at June 30, 2025.
- Total Food Service Fund revenues were \$ 45,272 as compared to \$ 45,272 of expenditures for fiscal 2025.
- Net position decreased \$ 40,672 during the fiscal year ending June 30, 2025.
- Government-wide total revenues were \$1,402,664 as compared to \$1,443,336.

Revenues

Jennings Community School's main source of revenue is related to general education aid. There are additional monies from federal grants.

Expenses

Expenses for the year were largely related to staffing, contracted services, and building lease.

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

- Increase ADM to 100
- Continue to partner with Urban Boat Builders, Elpis, and FTIUM to provide programming and job opportunities for students
- Continue partnering with Vocational Rehab and the state of Minnesota to maintain strong job skills training
- Continue to grow our understanding of trauma and developing a trauma responsive educational program.
- Develop a robust staff evaluation model
- Develop and implement a Strategic Plan for the next ten years
- Increase Board membership
- Increase MAP Testing participation to useable data levels.