

Southside Family Charter School
District 4162-07
2024-25 Annual Report
&
Comprehensive Achievement and Civic Readiness Report



Submitted by

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Reader's Guide for Required Elements
(VOA = Volunteers of America, MDE = Minnesota Department of Education)

Required Element	Required By	Page
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School Enrollment	VOA, MDE	17-19
School Attrition Rates	VOA, MDE	19-20
Board Governance: Elections, Roster, Training	VOA, MDE	7, 8
Employment: Administration and Staffing	VOA, MDE	11-15
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Section I: Introduction

Background Information

History and Vision for the Future

Southside Family School began 51 years ago as a dream born out of the civil rights movement. It first began as a project backed by the University of Minnesota through the federal Model Cities grant funding - a program seeking to fund ideas of community members that were committed to antiracism and the elimination of poverty. The founders - teachers and families - dreamed of an integrated school committed to truth telling - having young people understand the origins and devastating impacts of racism, while also learning from the freedom dreams and resistance of movement leaders so that they could become shapers of a different future. Southside evolved over the years, becoming a multigenerational community in Minneapolis committed to connecting our history to our present and dreaming our future. The school became an alternative elementary and junior high school serving students from the Minneapolis Public School district until the 2006-2007 school year when it opened as a charter school. The school was granted a charter in 2005 and is currently authorized by Volunteers of America (VOA). It completed its 20th year of operation as a charter school in June, 2025 with students in grades kindergarten through eighth grade.

One of the founders, Susie Oppenheim, led Southside's freedom dreams with one simple phrase: "We Are One," reminding us that, "If we can dream it, we can find a way to do it –and that message empowers all of us- from the youngest to the oldest- to believe in the power of people united behind a vision." As we enter the 51st year of our school, after the COVID pandemic, racial uprising and reckoning, climate catastrophe, hateful reactionary politics against Black and Indigenous people, women, queer and trans people, "immigrants" to this stolen land, and people who are unhoused, and a myriad of global crises, it feels as if we are once again at a fresh beginning relearning what justice looks like now and for future generations. This is not a relearning that forgets our rich history, but relies on the history as the foundation for a stronger future.

Mission, Values, and Program Goals

Mission and Values

Our Mission: Southside Family Charter School is a small, K-8 school that meets the needs of a culturally and ethnically diverse population by engaging children in critical thinking and problem solving, involving children in political and social activism, encouraging creative expression, offering a wide range of electives and advocating for children and families.

Our goal is to create a learning environment that reflects our values:

- Freedom from racism, sexism, classism, homophobia and cultural biases

- Opportunity for educational excellence regardless of income
- Involvement in issues of social justice
- Honoring diverse cultural identities
- Community as an extension of our classrooms
- Participation of community members in our programs

Program Goals

The school also has written program goals that outline the overall focus of the school. The goals are to provide active, “hands-on” learning activities through:

- Creative play and artistic expression;
- Structured individual learning;
- Group discussion and problem solving;
- One-on-one instruction and evaluation with a teacher;
- World exploration outside of school—field trips, cultural events, etc.;
- Conversations, lessons, or activities led by youth and/or adults other than SFCS staff.

Statement of School’s Purpose

The primary statutory purpose of the school is to improve all student learning and all student achievement. Additional purposes include to encourage the use of different and innovative teaching methods, and to create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school.

Purpose of Report

This report presents information and data for the 2024-2025 school year as required annually by the school’s authorizer and according to Minnesota Statute 124E.16, subd. 2. It also contains elements required by World’s Best WorkForce legislation, Minnesota Statute 120B.11. The report is organized according to the outline provided by its authorizer, Volunteers of America.

Section II: Authorizer

Authorizer Contact Information:

Volunteers of America of Minnesota (VOA) is the school's authorizer. The authorizer contact is:

Volunteers of America of Minnesota Main Contact:
 Stephanie Olsen, Manager VOA Charter School Authorizing Program
 VOA-MN Education Center
 924 19th Ave S
 Minneapolis, MN 55404
 Phone: 612-345-8271
 Email: solsen@voamn.org

Authorizer Accountability Process

There are five oversight areas VOA includes in its authorizer contract: board governance, school management and operations, school academic performance, school financial performance and legal compliance. As part of school accountability, the authorizer and the school develop goals that measure student performance and overall success of the school. VOA requires the school to gather reading and math data from the Minnesota Comprehensive Assessments (MCA) in areas of proficiency and growth. Specific details and data regarding each goal are in the charter goal and academic performance sections of this report. A member of the VOA Authorizing Program Leadership Team conducts at least one formal site visit each year. In addition, informal visits and monitoring visits are scheduled throughout the year as needed. The authorizer also provides resource and support materials to the school such as the Annual Submission Calendar.

Contract Renewal Information

The 2021-2022 school year was the first of a new five-year contract effective July 1, 2021. This contract expires at the end of the 2025-2026 school year.

Section III: School Board Governance

School Governance

Board Membership and Election Dates

The school's governing Bylaws allow a board ranging in size from five to thirteen members. The majority of the board consists of parents of enrolled students, and also includes at least one teacher and at least one interested community member. Board members are elected in September for two-year terms, as part of the Annual Member Meeting. The 2024-2025 board member election was held on September 25, 2024. The SFCS board currently comprises eleven members who play an important role in governance, financial oversight, and strategic planning. The board forms committees that include members of the board and other interested parents, staff, or community members. The 2024-2025 board membership and details about board members are presented in the table below.

Table 1: Board Member Information

Name	Date Elected	Position	Seat Type	Term Ends	Contact
Kaarunya Jayachandiran	09/2024	Member	Teacher	09/2024	kaarunya@southsidefamilyschool.org
Brynne Macosko Paguyo	09/2024	Member	Teacher	09/2025	brynne@southsidefamilyschool.org
Jacks Howard	09/2023	Board Vice Chair	Community Member	09/2025	jacks.board@southsidefamilyschool.org
Manny Duerson	09/2021	Board Chair	Parent	09/2025	manny.board@southsidefamilyschool.org
Sara Hurley	09/2022	Member	Parent	09/2025	sara.board@southsidefamilyschool.org
Helen dos Santos	09/2024	Member	Parent	09/2026	helen.board@southsidefamilyschool.org
Basil Shadid	11/2024	Board Treasurer	Parent	11/2026	basil.board@southsidefamilyschool.org

Board Training

As required by Minnesota statute, and in the interest of an engaged and informed board, all new and continuing board members receive annual training throughout their term. In addition, newly elected board members attend training specifically in the areas of governance, employment, and finance. A summary of board training that occurred during the 2024-2025 school year is presented below.

Table 2: Board Member Training

Name of Board Member	Name of Training Attended	Date of Training
Jake Gibbons, Winona Gomez, Jacks Howard, Basil Shadid, Helen dos Santos, Kaarunya Jayachandiran, Brynne Macosko Paguyo	Mandatory Training Series: Charter Source Introduction to Board Training Basics	Over course of year
Manny Duerson	VOA Annual Conference	06/2023
All Board Members	Conflict of Interest Training	02/28/2024
All Board Members	Finance 101 Training	12/12/2023

Strategic Planning Status

Beginning in 2019, the school went through multiple leadership transitions and leadership structures. Because of the multiple leadership transitions, the primary goal for strategic development of the 2022-23 school year was to hire a qualified and mission oriented School Administrator for the 2023-24 School Year. The search successfully resulted in the hiring of Alissa Case as the School Leader for the 23-24 School Year; during that school year, the leadership team consisted of the school leader, operations manager, and dean of students. For the 24-25 School Year, based on the timing of a leadership team staff departure and meeting the goals of the school, the leadership team included the school leader, operations manager and the healing justice educator. In relation to school mission and vision, strategic planning focused on reviving travel studies as a core element of the social justice curriculum along with developing sustainable funding structures to include this academic opportunity.

Additionally, the role of the school board in partnership and oversight of finances and mission requires additional strategic planning and support. Therefore, other strategic initiatives identified for the next two years include continued expansive board recruitment, education, training and committee work productivity along with financial sustainability planning and restructuring.

Satisfaction Survey Results

As part of the process for strategic planning and reflection, the school provides opportunities to share feedback through board meeting self-evaluations, annual surveys, staff member meetings and informal check-ins to determine what is working well and what areas need development. Results are reviewed in staff meetings, and at board meetings and teacher-specific feedback is shared with individual teachers by the School Leadership Team. A summary of annual survey results is also shared with the Board of Directors, and is discussed in the annual Comprehensive Needs Assessment, from which school wide goals and results are reviewed and revised. Below is a general discussion of results from surveys administered in Spring 2025.

Parent Survey Results

This year's survey comes at a transitional time for the school as it is changing from a K-8 to a K-5 in SY 2025-2026. It had a very small sample size of 17 respondents, so there is limited utility in terms of the results.

Rank your overall satisfaction with Southside.

Satisfied and Very Satisfied: 8 (47.1%)

Neutral: 4 (23.5%)

Dissatisfied or Very Dissatisfied: 5 (29.4%)

The grade levels of the children of parents/guardians/caretakers who responded to the survey was skewed towards grades 6-8.

K-5: 6 (35.3%)

6-8: 7 (41.2%)

Both: 4 (23.5%)

Families were asked to comment on Southside Family Charter School strengths and changes/improvements in the coming school year as a result of moving from a K-8 school to a K-5 school. The following is a summary of comments by families.

Southside is a small, close-knit community known for its caring, compassionate, and genuinely committed staff. Its strengths include a strong focus on social justice and equity, personalized attention through small class sizes, and meaningful relationships where adults truly know the students. The school values experiential learning, field trips, and outdoor experiences. While many praise its dedicated teachers and inclusive community, some noted recent challenges with change and lack of follow-through.

Families appreciate Southside's strengths in the lower grades but express concerns about middle school, staff turnover, and program cuts. Key priorities include better communication with parents, greater consistency and stability, and investment in growth rather than reductions. Many

want to restore or expand programs such as art, music, and hot lunch, improve academic outcomes, and maintain strong relationships among students, teachers, and families. Parents also seek more transparency about the teacher-powered model, fair staff pay, and the use of restorative practices to create a stable, thriving learning environment

Section IV: School Management

Administrative Team

The school leadership team consists of the school leader, operations manager, and healing justice educator.

Table 3: School Leadership

Name	Assignment	Administrative License (Y/N)	Years Employed by the School	Left During the 2023-24 School Year (Y/N)	Returning in Fall 2025 (Y/N)
Alissa Case	School Leader	N	2	N	N
Jamesha Hodge	Operations Manager	N	4	N	Y
Kristen Hara	Healing Justice Educator	N	2	N	N

School Administrator Evaluation Process

The School Board conducted its first evaluation of new School Leader, Alissa Case, at the December 18, 2023 board meeting. Below is the summary of key points from the survey administered and verbal feedback provided by the board in the meeting.

Key points:

- Overall, the board's evaluation of Alissa was overwhelmingly positive.
- The board identified no specific areas in which they want Alissa to change course in the operations of the school at this point based on this evaluation.
- The board discussed the need for Alissa to have more support from us in their very challenging role .
- The board acknowledged that there were several ways in which this survey instrument and evaluation process was not as mission aligned or as effective as it should have been.

Some of the verbal feedback given to Alissa included discussion of their strengths in areas including:

- Financial management, especially problem solving and quick action

- Having and communicating a compelling vision for the school
- Driving ambitious fundraising for the travel studies program
- Holding many different duties and problem solving across a wide range of areas
- Doing healing and repair work in areas which have been neglected or where harm has occurred
- Inspiring trust and involvement
- Showing up with authenticity, intentionality, and calm leadership
- Putting forth creative new ways of doing things while keeping the core of Southside's mission at the center
- The board also noted that the survey responses both qualitative and quantitative were overwhelmingly positive
- The board noted a large number of "I don't know" responses - we interpreted this to reflect the timing and design of the survey

In December of 2024, the board and staff at Southside Family Charter School officially decided to become a Teacher Powered School and reduce in size by becoming a K-5 school. Because of this decision, the position of school leader will be eliminated. Rather than do an additional evaluation on Alissa, the board shifted focus to financial planning for sustainability and designing a new leadership structure with teaching staff for the 25-26 school year.

Section V: Staffing and Professional Development

Staff Information

Southside Family Charter School employed fourteen licensed staff during the 2024-2025 school year. In addition to the licensed teaching staff, the school employed eight paraprofessionals over the course of the year. Due to a major transition from a K-8 to a K-5 teacher powered school in 2025-26, only 29% of licensed staff will be returning for the 25-26SY.

Information pertaining to licensed and support staff members are presented in the tables below.

Table 4: Licensed Staff Information

Name	Position	Licensure	MDE File Folder Number	Grades	Returning for 25-26 School Year (Y/N)
Darlis Bell-Grass	Teacher	Elementary Education	365470	Kindergarten	N
Heather Busch	Interventionist	5-12 Communication Arts and Literature	435642	Multi-Grade	Y
Cathryn Carlis	Teacher	Elementary Education/ Communication Arts and Literature	432084	OFP Academic Behavior Strategist	N
Shana Galloway	Teacher	Academic Behavior Strategist	507741	Academic Behavior Strategist	Y
Peter Gerds	Teacher	Social Studies (5-12)	441626	Multi-Grade	N
Taneisha Grossett	Teacher	MS Math and Science	507143	Multi-Grade	N
Kristen Hara	Healing Justice Educator	Elementary Education; 5-8 Communication Arts and Literature	439259	Multi-Grade	N
Vanessa Hoff	Teacher	Visual Arts	511146	Multi-Grade	N
Taybri Irving	Teacher	Elementary	1003513	First Grade	N

		Education			
Kaylee Isom	Teacher	Elementary Education	508676	Third Grade	N
Kaarunya Jayachandiran	Teacher	Elementary Education	456395	Multi-Grade	Y
Brynne Macosko Paguyo	Teacher	Elementary Education	354338	Multi-Grade	Y
Hadiya Shire	Teacher	Communication Arts/Literature	1037535	Multi-Grade	N
Nick Tait	Social Worker	School Social Worker	505120	Multi-Grade	N

Table 5: Non-Licensed Staff Information

Name	Position	Employed	Returning for 25-26 SY (Y/N)
Nara Coldwater	Paraprofessional	Full Year	N
Jennie Eisert	Paraprofessional	Full Year	Y
Eddie Harden	Paraprofessional	Full Year	N
Adam Headington	Paraprofessional	Full Year	N
Ella Rausch	Paraprofessional	Partial Year	N
Rashad Rich	Paraprofessional	Full Year	Y
Adaunus Rich	Paraprofessional	Partial Year	Y
Dee Soderstrom	Paraprofessional	Full Year	N
Davion Sampson	Administrative Assistant	Partial Year	N

Teacher Evaluation Process

SFCS has a process established for all teaching staff on a three-year cycle that meets all statutory requirements outlined in Minnesota Statute 122A.40, subd. 8. Probationary teachers (those in their first year of teaching at SFCS or within their first three years teaching in Minnesota) receive three performance reviews during each year of probation**.

The evaluation process includes four steps:

1. Employee Preparation
2. Stakeholder Feedback/Classroom Visit
3. Supervisor Preparation
4. Conduct Performance Review

The employee and the supervisor identify strengths and accomplishments, areas for development, and future growth goals. All sources of information (self-review, supervisor feedback, and stakeholder input) are based on the SFCS community core practices listed below:

- Teaching Social Justice
 - Social Justice Curriculum
 - Promote Key Values
- Active Pedagogy
 - Quality Orientation
 - Results Orientation
- Culture and Character
 - Integrity
 - Accountability
- Leadership and School Improvement
 - Interpersonal Effectiveness
 - Professional Growth

School Staff Professional Development

In addition to training that is renewed every year, the entire staff engaged in professional development in 2024-25 that supported the intersection of the school's mission and healing/wellness. Some of these topics included: healing justice and restorative practices, abolition, practices of self reflection and unpacking systems of power and oppression, meeting the needs of community members who are neurodivergent, community decision making processes and restorative solutions.

Section VI: Enrollment and Student Attrition

Enrollment and Admissions

Enrollment Policy and Procedures

Southside Family Charter School's enrollment policy was last revised on March 25, 2025. The policy is aligned with Minnesota Statutes 124E. A summary of the current policy is provided below.

- Admission is open to all K-5 students.
- Enrollment to kindergarten is limited to students who will turn five years old by September 1st of the year they wish to begin kindergarten.
- Students in grade 5 may only be enrolled at the beginning of the school year and students in grades K-4 may be enrolled no later than January of the current school year. Any exception must be approved by BOD.
- Enrollment capacity for each grade level will be determined annually by the board of directors, before the enrollment lottery date. The grade level capacities will be posted publicly on the school website once approved by the board.
- When openings exist, preference is given to siblings of currently enrolled students. After preference to siblings, admission preference is extended to children of SFCS employees if openings are available.
- The general lottery will be held on the first Friday after the application deadline of March 15th. It will be conducted by the School Administrator, with oversight from a representative of the Board of Directors, a teaching member and a non teaching member. The lottery will take place on school premises, and a method of random data generation will be used.

Determining Enrollment Needs

The school reviews its enrollment needs annually for viability and program capacity and has determined that the current enrollment must increase to meet its mission, goals, and financial sustainability. Student retention, future school size and programming, needs of the community, fundraising strategies, and staffing structure will all help determine the plan for increasing enrollment.

Student Enrollment and Demographic Data

Enrollment Trends

The following chart looks at enrollment trends and historical enrollment from 2021 forward. The tables below summarize the historical enrollment by grade level and by student demographic for the past four school years. The source for all charts is the MARSS Report.

Table 6: Enrollment by grade level

Enrollment (by grade)	2021-2022 SY	2022-23 SY	2023-24 SY	2024-25 SY
K	12	8	10	10
1	15	16	11	12
2	17	13	18	12
3	15	14	8	11
4	18	13	17	9
5	15	18	15	15
6	12	13	17	13
7	14	16	12	16
8	11	11	16	13
Total Students	129	122	124	111

Table 7: Southside Historical Demographic Information

Ethnicity/Race	2021-2022 SY	2022-23 SY	2023-24 SY	2024-2025 SY
Black/African American	28	25	28	36
White (Non-Hispanic)	58	59	59	43
Latino/Latine/Latin x/ Hispanic	15	13	17	1
Asian American/ Pacific Islander	3	6	5	5
Native	2	0	0	1

American/American Indian/Alaska Native/ Indigenous				
Multiracial	23	18	15	25
Another Way	0	1	0	
Female	63	61		48
Male	66	61		63
Special Education	14	16	22	24
Free and Reduced Lunch	55			
MLL/ELL	0	0	0	0
Total Students	129	122	124	111

Student Attrition

7 students transferred out of SFCS after October 1st and 3 additional students were enrolled after October 1st so that the total enrollment decreased by four between October 1st and the last day of school.

The 2024-2025 attrition summary by grade level is provided in Table 9, along with the total attrition summary for the previous three years.

Table 8: Student Attrition 2024-25 SY and Historically

2024-25 SY	Enrolled Oct. 1, 2024	Enrolled After Oct. 1, 2024	Exited After Oct. 1, 2024	Enrolled End of Year
Kindergarten	10	0	0	10
1	13	1	2	12
2	12	0	0	12
3	11	0	0	11
4	8	1	0	9
5	16	0	1	15
6	15	0	2	13

7	17	1	2	16
8	13	0	0	13
Total 2024-2025	115	3	7	111
Historical Results	Enrolled Oct. 1	Enrolled After Oct. 1	Exited After Oct. 1	Enrolled End of Year
Total 2023-2024	124	1	7	118
Total 2022-23	122	4	3	123
Total 2021-22	129	1	2	128

Section VII: Academic and School Performance

Overview of Academic Program

Curricular Approach

A social justice curriculum is central to our school's educational model. The purpose of the curriculum is to educate children and the larger community about the underlying social problems that foster racism, sexism, classism and homophobia. By addressing social justice issues at an early age, the school encourages children to see themselves as citizen activists who can change the world and also helps children avoid internalizing the effects of discrimination. The curriculum is embedded in all content areas and is designed to motivate children to improve their basic skills, study history, think critically and aspire to the achievements of the role models they study and meet. Southside Family Charter School's curriculum includes:

- Reading and language arts;
- History and world studies;
- Individualized mathematics instruction emphasizing hands-on activities;
- Biological, physical, earth, and environmental science;
- Art instruction and exploration;
- Spanish enrichment; and
- Electives in areas such as art, music, drama, and sports.

Featured Programs and Curriculum

With its long educational history, Southside Family Charter School has developed a set of programs and services unique to its mission and goals. Programs are primarily during the school day and are summarized below.

- **Community as Classroom.** As part of the larger mission of incorporating social justice into a strong academic curriculum, the school aims to get students out into the world and to bring the world into classrooms. Accordingly, SFCS students regularly engage in community learning activities such as travel study, field trips, guest speakers and community events, all of which are supported by strong parent, family, and volunteer participation in the daily life of the school.
- **Civil Rights Curriculum and Study Tour.** Every three years, students in grades 6-8 tour the southern United States exploring the history of the Civil Rights Movement through the eyes of its participants. As part of the experience, students meet and interview some of the central figures in civil rights movements. Students prepare for the trip throughout their years at SFCS through visits with social justice leaders from Minneapolis and Saint Paul and through their engagement in the school's social justice curriculum. With intensive study and direct contact with historical players, students deepen their

understanding of the vital role young people have in creating change. We successfully fundraised to revive this opportunity by taking 7th and 8th grade students to Detroit in May of 2024 to study the revolutionary work and impact of Jimmy and Grace Lee Boggs.

- **Travel Study Curriculum.** In addition to the hallmark Civil Rights Trip, students learn about issues close to home such as Indigenous people’s rights, workers’ rights and immigrant experiences by traveling throughout Minnesota and the surrounding region, connecting to people active in various community issues. This opportunity is available to all middle school students to reinforce classroom learning and assist them with understanding connections between lessons and day-to-day life.
- **Environmental Justice Curriculum.** This curriculum empowers students and families to learn about environmental issues and the disparate impacts of those issues on people of color and the poor. Topics include: energy production and use, water systems, toxins, healthy eating and environmentally safe food preparation, and other environmental issues that affect urban children and other marginalized populations. The school partners with an area farm that practices sustainable agriculture and an organization that educates about environmental law and policy. Students get hands-on experience planting and harvesting through this partnership.
- **Student Leadership.** In keeping with the school’s mission and its goals, SFCS students are guided through activities and projects to assist them in becoming actively engaged citizens. Students are empowered to research issues important to them, and take action through speaking at or attending rallies, walkouts, and educational conferences. Issues range from racism and gun violence to affordable housing and environmental justice.
- **Enrichment Electives.** Southside Family Charter School students are offered “club” options for accessing social, recreational, artistic and academic enrichment opportunities. New club choices are offered each month with teachers and community members teaching the classes, which include subjects such as jewelry-making, recycling arts, team sports and affinity spaces.

School’s Primary Purpose

The school’s primary purpose is to improve all pupil learning and all student achievement. SFCS addresses this primary purpose by adhering to its mission, values and program goals. The school has continued its tradition of small class sizes of grade level classes in K-4 and mixed-age groups with skill-level placement beginning in Grade 5 which facilitates an individualized, developmentally responsive classroom experience. The school also offers full-day kindergarten, Spanish enrichment, art and physical education.

Specific student goals, indicators, and data sources are identified for each of the school’s goal areas. The results are shared with the administrators who, in turn, share the results with the staff. All data are analyzed by demographic groups to provide a forum for discussion of issues related to closing any achievement gaps between students. The process for reviewing curriculum,

instruction, and annual achievement is embedded in the process for reviewing data. Results are reviewed and staff engage in reflective discussion to determine if changes should be made to curriculum, instructional practices, support services, and all areas that affect student learning and behavior.

In addition to academic data, information is gathered in areas that align with the school's mission such as social justice and school climate. Students are surveyed each spring, and student perception of school programs is reviewed to ensure student voice in continuous improvement efforts. Parents/guardians and staff are also surveyed to better understand their experiences. Through this process, the school strives to meet the needs of all stakeholder groups, and to make adjustments where needed.

Overall Academic Results

This section includes the 2024-2025 results of FastBridge testing that we use three times over the course of the year to measure student academic growth in reading and math. Because we have a lower number of students who participate in MCA testing, we have also included our reporting from our 2024-25 Literacy and Math goals; this includes data from our current goals pertaining to literacy and math, utilizing FastBridge in order to see the representation of all of our students rather than just those who elect to participate in MCA's. Additionally, we are disaggregating data based on race to further discuss as a staff how to work against imbedded practices of racism in our educational practices that perpetuate racially predictable results in achievement.

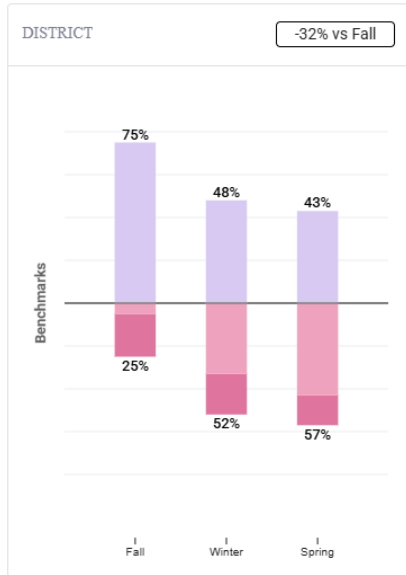
Reporting on 24-25 Goals

Proficiency Data for All students:

- earlyReading (K-1): 43% of students at/above benchmark
- CBM Reading (grades 2-4): 47% of students at/above benchmark
- aReading (grades 2-8): 64% of students at/above benchmark
- earlyMath (K-1): 53% of students at/above benchmark
- aMath (grades 2-8): 56% of students at/above benchmark

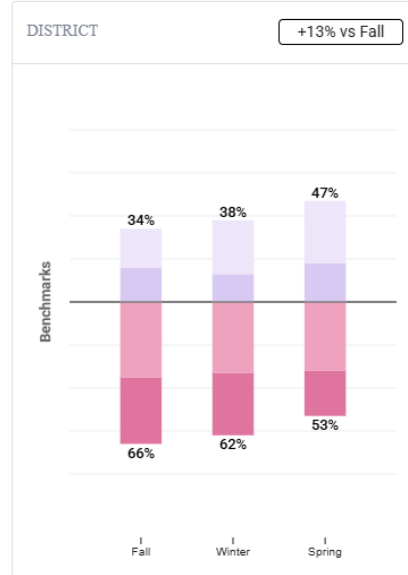
Group Screening Report: earlyReading - English

DEMOGRAPHIC OPTIONS  YEARTYPE: Same Year  INTERVENTION: All Interventions



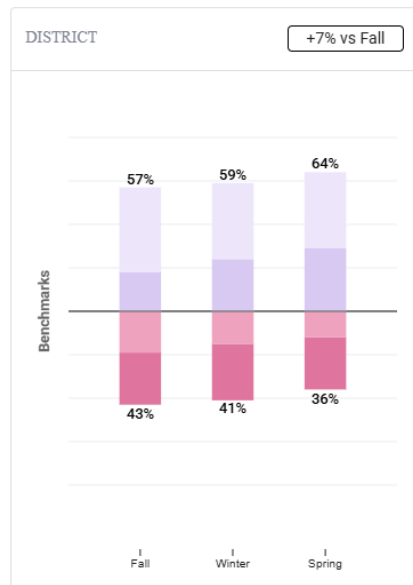
Group Screening Report: CBMreading - English

DEMOGRAPHIC OPTIONS  YEARTYPE: Same Year  INTERVENTION: All Interventions



Group Screening Report: aReading

DEMOGRAPHIC OPTIONS  YEARTYPE: Same Year  INTERVENTION: All Interventions





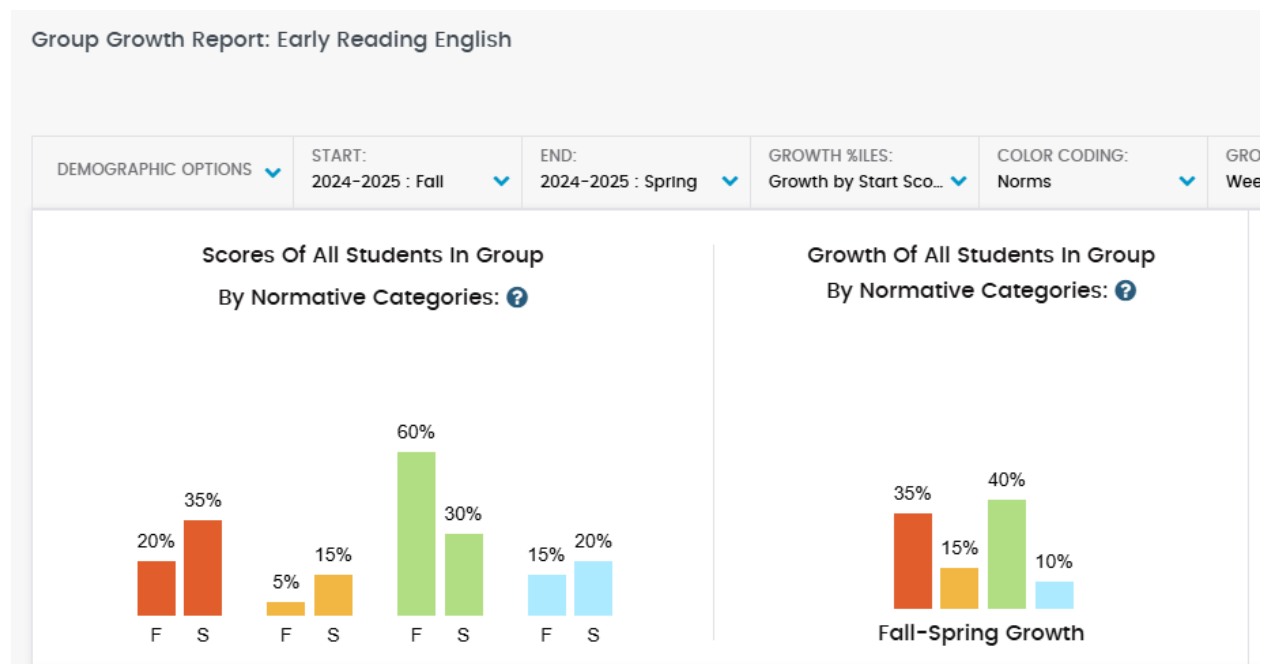
Proficiency Data for BIPOC students:

- earlyReading (K-1): 56% of students at/above benchmark
- CBM Reading (grades 2-4): 30% of students at/above benchmark
- aReading (grades 2-8): 49% of students at/above benchmark
- earlyMath (K-1): 45% of students at/above benchmark
- aMath (grades 2-8): 42% of students at/above benchmark

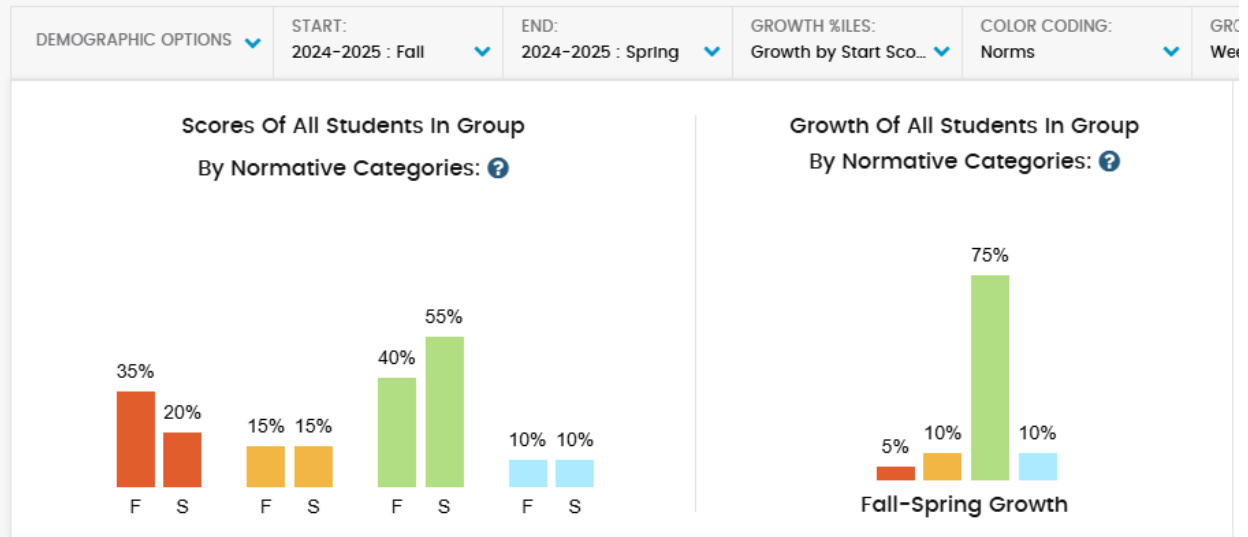
Goal #1: All students will make average or above average growth (30th growth percentile or higher) in reading and math, as measured by "growth from start score" on Fastbridge earlyReading, CBM Reading, or aReading and earlyMath or aMath scores. Data will be disaggregated to identify and address disparities.

Growth Data for All students:

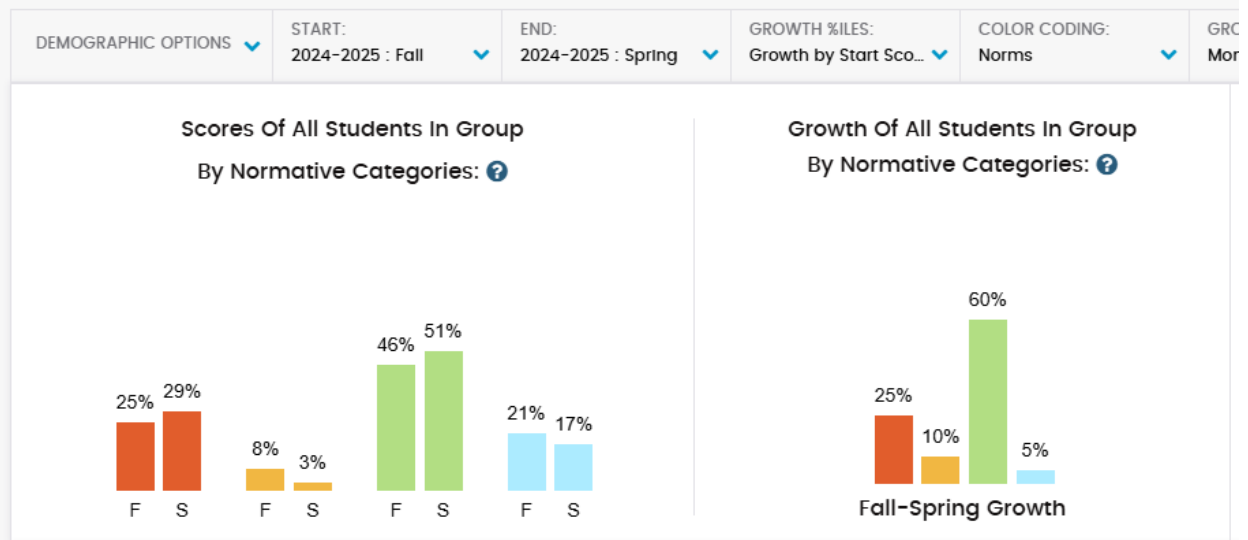
- earlyReading (K-1): 50% of students made average or above average growth (from start score)
- CBM Reading (grades 2-4): 85% of students made average or above average growth (from start score)
- aReading (grades 2-8): 65% of students made average or above average growth (from start score)
- earlyMath (K-1): 55% of students made average or above average growth (from start score)
- aMath (grades 2-8): 76% of students made average or above average growth (from start score)



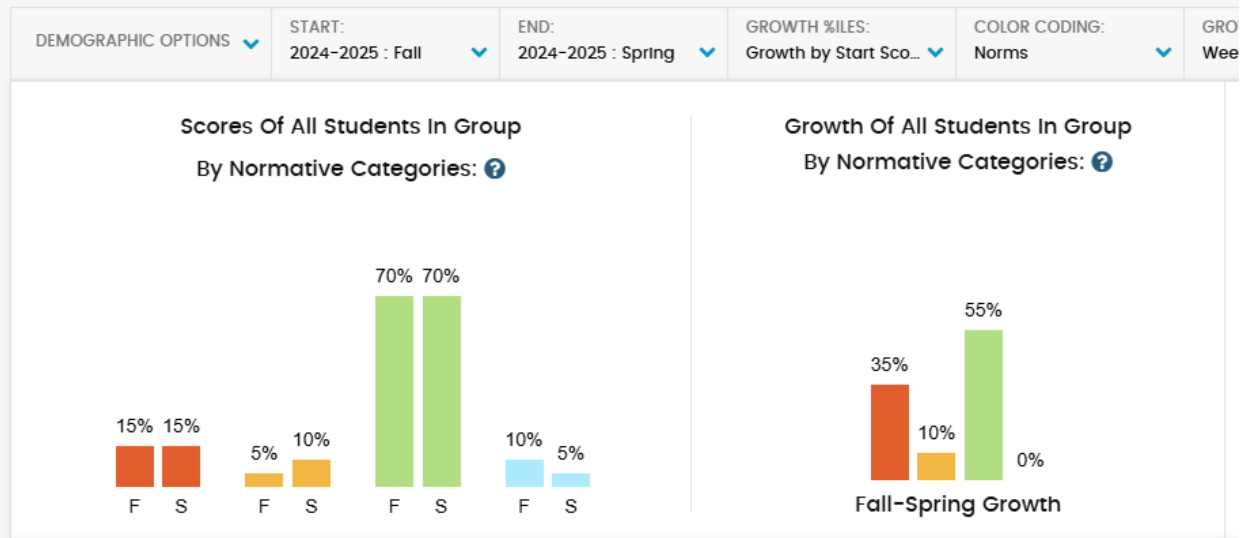
Group Growth Report: CBMR-English



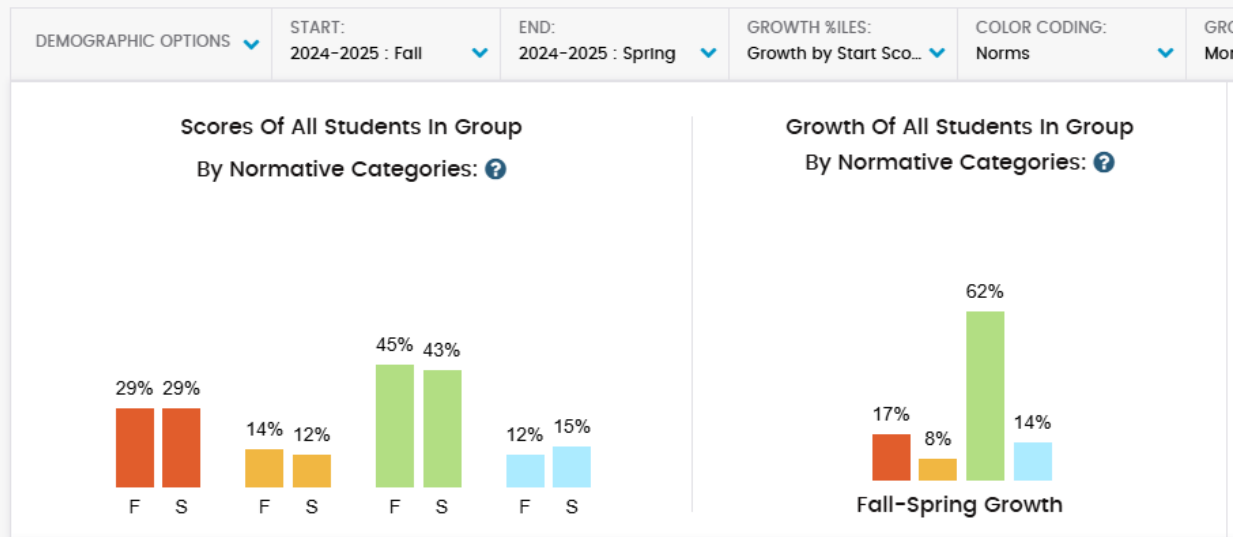
Group Growth Report: aReading



Group Growth Report: Early Math



Group Growth Report: aMath



Growth Data for BIPOC students:

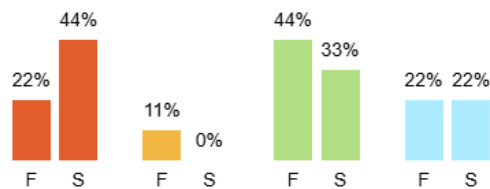
- early Reading: 55% of BIPOC students made average or above average growth (N:9)
- CBM Reading: 85% of BIPOC students made average or above average growth (N: 7)
- aReading: 55% of BIPOC students made average or above average growth (N:31)
- earlyMath: 67% of BIPOC students made average or above average growth (N:9)
- aMath: 62% of BIPOC students made average or above average growth (N:31)

Group Growth Report: Early Reading English

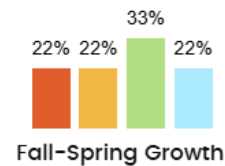
DEMOGRAPHIC OPTIONS ▼	START: 2024-2025 : Fall ▼	END: 2024-2025 : Spring ▼	GROWTH %ILES: Growth by Start Sco... ▼	COLOR CODING: Norms ▼	GRC Wee
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Selected Options: **American Indian or Alaska Native** **Asian** **Black or African American** **Native Hawaiian or Other Pacific Island**
Other

Scores Of All Students In Group
By Normative Categories: ?



Growth Of All Students In Group
By Normative Categories: ?



Group Growth Report: CBMR-English

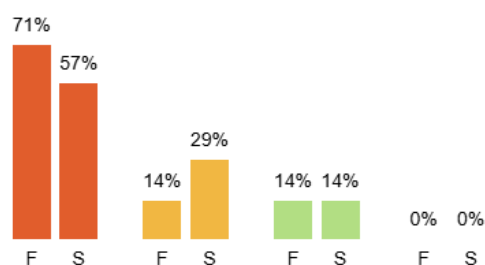
DEMOGRAPHIC OPTIONS ▼	START: 2024-2025 : Fall ▼	END: 2024-2025 : Spring ▼	GROWTH %ILES: Growth by Start Sco... ▼	COLOR CODING: Norms ▼	GRO Wee
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Selected Options: **American Indian or Alaska Native** **Asian** **Black or African American** **Native Hawaiian or Other Pacific Island**

Other

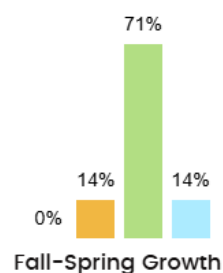
Scores Of All Students In Group

By Normative Categories: ?



Growth Of All Students In Group

By Normative Categories: ?



Group Growth Report: aReading

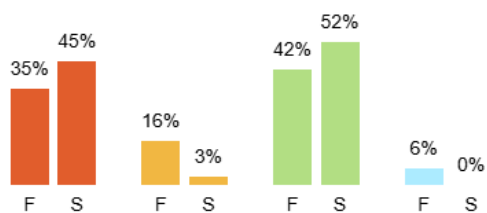
DEMOGRAPHIC OPTIONS ▼	START: 2024-2025 : Fall ▼	END: 2024-2025 : Spring ▼	GROWTH %ILES: Growth by Start Sco... ▼	COLOR CODING: Norms ▼	GRO Mon
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Selected Options: **American Indian or Alaska Native** **Asian** **Black or African American** **Native Hawaiian or Other Pacific Island**

Other

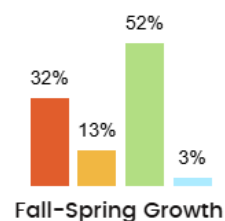
Scores Of All Students In Group

By Normative Categories: ?



Growth Of All Students In Group

By Normative Categories: ?



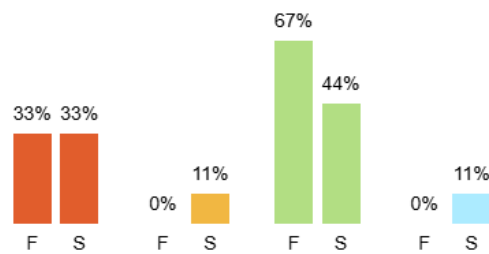
Group Growth Report: Early Math

DEMOGRAPHIC OPTIONS ▼	START: 2024-2025 : Fall ▼	END: 2024-2025 : Spring ▼	GROWTH %ILES: Growth by Start Sco... ▼	COLOR CODING: Norms ▼	GRO... We...
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Selected Options: **American Indian or Alaska Native** **Asian** **Black or African American** **Native Hawaiian or Other Pacific Island** **Other**

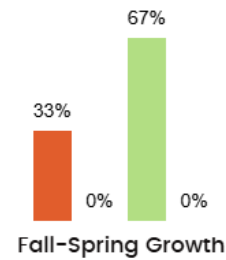
Scores Of All Students In Group

By Normative Categories: ?



Growth Of All Students In Group

By Normative Categories: ?



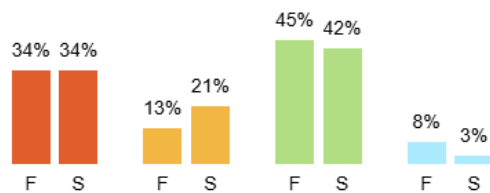
Group Growth Report: aMath

DEMOGRAPHIC OPTIONS ▼	START: 2024-2025 : Fall ▼	END: 2024-2025 : Spring ▼	GROWTH %ILES: Growth by Start Sco... ▼	COLOR CODING: Norms ▼	GRO... Mo...
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Selected Options: **American Indian or Alaska Native** **Asian** **Black or African American** **Native Hawaiian or Other Pacific Island** **Other**

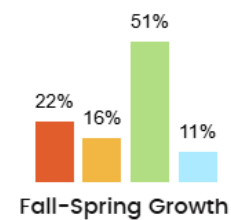
Scores Of All Students In Group

By Normative Categories: ?



Growth Of All Students In Group

By Normative Categories: ?



Goal #1: The percentage of students demonstrating proficiency on earlyReading/Math, CBM Reading, and aReading/aMath will increase by 4% annually based on baseline data collected from the previous school year.

Percentage of students at/above benchmark

Assessment	Spring 23-24	Fall 24-25	Spring 24-25	% increase Spring to Spring	% increase Fall to Spring
earlyReading (K-1)	43%	75%	43%	0%	-32%
CBM Reading (2-4)	35%	34%	47%	+12%	+13%
aReading (2-8)	68%	57%	64%	-4%	+7%
earlyMath (K-1)	48%	70%	53%	+5%	-17%
aMath (2-8)	58%	50%	56%	-2%	+6%

NOTE: There was a disruption in the K-1 teaching staff in the 2024-25 teaching staff which negatively impacted student academic growth.

Goal #2: The percentage of students demonstrating average or above average growth on earlyReading/Math aReading/aMath will increase by 4% annually based on baseline data collected from the previous school year. (growth by start score)

Percentage of students making average/above average growth

*based on growth from start score norms

Assessment	Spring 23-24	Spring 24-25	% increase Spring to Spring
earlyReading (K-1)	65%	50%	-15%
CBM Reading (2-4)	74%	85%	+11%
aReading (2-8)	61%	65%	+4%
earlyMath (K-1)	63%	55%	-8%
aMath (2-8)	53%	76%	+23%

NOTE: There was a disruption in the K-1 teaching staff in the 2024-25 teaching staff which negatively impacted student academic growth.

Section VIII: School Finances

Financial Health And Stability

Historically, the school's financial health and stability was demonstrated by a strong finance committee, a stable fund balance, the active engagement of board members with monthly financial reports, and a successful private donor campaign program. Between the years of 2020-2023, an interim leader and the school board passed a series of deficit budgets that resulted in a steady decline of the school's fund balance. Beginning in the 23-24 school year, the board and new school leadership began to assess the financial realities and made several significant financial decisions in order to end the year with a small surplus as opposed to the board approved and projected deficit of roughly \$225,000. To offset the projected deficit, the school sold a lot they owned near the school, made a withdrawal from an account at the Women's Foundation of Minnesota, and spent conservatively in every category.

During the 24-25 SY, the board realized major changes needed to be made to ensure long term financial sustainability of the school. Through conservative spending, the receipt of ERC payments from the IRS, and generous donations from the community and the Snow Family Foundation, the school ended FY25 with a small surplus and an increase in fund balance to 12%. Additionally, the Board passed a balanced budget for the 25-26SY with a projected fund balance of 23% at year's end. This is due to the decision to change leadership structures to a Teacher Powered Model and reduce the school to a K-5 setting, which also reduces staffing and overall costs.

Summary of FY24 Audit

As management of the Southside Family Charter School, Charter School No. 4162 (the Charter School), Minneapolis, Minnesota, we offer readers of the Charter School's financial statements this narrative overview and analysis of the financial activities of the Charter School for the fiscal year ended June 30, 2024.

The 2024 Annual Audit was conducted by Abdo, Eick & Meyers, LLP, and the Annual Financial Report was presented to and approved by the Board of Directors on January 23, 2024. The financial highlights outlined in the 2023 Financial Report include the following:

Financial Highlights

- The liabilities and deferred inflows of resources of the Charter School exceeded its assets and deferred outflows of resources at the close of the most recent fiscal year as shown in the summary of net position on the following pages. The unrestricted amount of net position may be used to meet the Charter School's ongoing obligations to students, parents, and creditors.
- The total net position increased as shown in the summary of changes in net position on the following pages. The decrease is mainly due to expenses in excess of operating grants and state aid received during the year in line with the approved budget.
- As of the close of the current fiscal year, the Charter School's governmental funds combined ending fund balances decreased in comparison with the prior year. The decrease is the result of increased expenses for regular instruction.
- The Charter Schools long-term liabilities decreased during the current year due to the retirement of lease payable.

Factors Bearing on the Charter School's Future

The Charter School is dependent on the State of Minnesota (the State) for its revenue authority. Recent experience demonstrates that legislated revenue increases have not been sufficient to meet instructional program needs and increased costs due to inflation. Thus far the Charter School has been able to meet their instructional program needs by budgeting conservatively. As a result, the Charter School has been able to adequately maintain a sufficient fund balance which will allow the Charter School to maintain normal operations. The Charter School will maintain its long-standing commitment to academic excellence and educational opportunity for students within a framework of financial fiduciary responsibility.

Internal Financial Controls

Beginning FY2022, SFCS contracted the professional services of Creative Planning Business Solutions to ensure internal controls of financial management were thorough and transparent. This was established to resolve a multi-year audit finding from previous audit years.

The board Finance Committee is composed of parent, staff and community member representatives, who meet monthly to review the school's financials. The committee provides comprehensive reports to the board each month (Income Statement, Cashflow Schedule, Balance Sheet, and Budget vs. Actual WADM) in advance of the board meeting, and sufficient time is taken to review financial information and discuss any questions raised by board members. The board also provides complete financial documents to its authorizer, Volunteers of America, on a monthly basis.

It is the policy of the SFCS Board of Directors to approve an annual budget prior to June 30 for the subsequent year, and utilize it as a guideline for revenues and expenditures over the course of

the year. Actual revenues and expenditures compared to budget are reviewed at every board meeting. When there are significant revenue or expenditure changes during the year, the board may authorize a budget revision.

Section IX: Innovative Practices

Southside Family Charter School (SFCS) remained committed to innovation and organizational excellence during the 2024-25 school year. Below are some highlights of our accomplishments in this area.

Travel Studies. The school's commitment to a hands-on and authentic approach to history and social studies remains an innovative and unique practice. The school has incorporated many trips and projects that are exciting to the students. Parents and students are highly satisfied with the approach, and it continues to be a unique hallmark of Southside's mission-driven operations. In 2023-24, we were able to return to an out of state travel studies experience to Detroit in May of 2024. Students studied for four months about the philosophy, work, and community built through the labor and imagining of Jimmy and Grace Lee Boggs. Students then spent a week in Detroit with elders, activists, artists, teachers, and community members who have been struggling together for decades, building community solutions and relationships for liberation. This trip influenced the leadership of our 8th grade class in the 24-25 school year.

Social Justice Curriculum. The heart of the school's mission, social justice education, is woven into every subject and grade level. Teachers choose their own material and collaborate through learning teams to coordinate and integrate lessons throughout the student experience. Within this unique framework, students learn to view history, literature, and the sciences through the lenses of critical race theory and feminist theory, and from the perspective of marginalized populations. Students learn to question dominant narratives and build a deep understanding of the impact of power and privilege on social systems and the human experience.

Governance Model. The school employs a unique governance model that was developed by staff, parents, and community members to formalize our customary practice of empowering school staff through consensus-based decision-making. The model is founded on the principles of collaboration and non-hierarchical leadership. It includes extensive staff involvement in decision making processes through regular meetings and representation on the school's board of directors.

Circles in Classrooms and Restorative Justice. Classrooms are organized around the principle of engaging students as leaders and active participants, and this is supported by the use of circles and restorative justice practices within the classroom. In circle discussions, students learn skills around problem solving, self-regulation, respect and equality, and emotional intelligence. These

skills translate into restorative justice practices, which are implemented when an issue arises within the classroom that can benefit from collaborative problem solving to build community, repair harm and facilitate healing. In this setting, the teacher functions as the circle keeper, facilitating collaboration and restorative practices, and students build these leadership skills as well.

Small Class Sizes. Southside Family Charter School continues to have small class sizes so they can give each student individualized attention and enable collaborative classroom practices. During 2023-2024, the school board voted on a class enrollment of 16-18 for grades 1-8 and 14-16 for Kindergarten attempting to balance financial sustainability and a longstanding commitment to small classes..

Family and Community Involvement. True to its name, Southside Family School works to sustain a sense of strong community and encourages family involvement at every opportunity. In addition to classroom-level and school-level communication with families and family engagement events throughout the school year, there is parent-majority board of directors and high family engagement in community and fundraising events. Parent-teacher conferences take place three times a year, and the school makes accommodations to families, whether in-person, over zoom or by phone, to increase accessibility.

Section X: Service Learning

Southside Family Charter School Service Learning Plan

Southside is dedicated to service learning and the opportunities it affords our students. SFCS features regular service learning activities as a central part of its social justice curriculum. We have developed specific goals to this end for each grade level.

K – 3rd grade Goal:

Students will gain an appreciation of what it means to give back to the community.

Example Activities: Group Neighborhood Cleanup. Making blankets to donate to organizations who distribute them to people experiencing homelessness

4th – 6th Grade Goal:

Students research an issue they feel passionate about to educate community members on solutions for community problems.

Example Activity: Students research various community practices that promote environmental stewardship and justice (biking or busing, recycling, composting, elimination of plastics, elimination of fossil fuel usage, etc). Through their research, students design policies for our school to implement and create a presentation to educate families and community members and changes they can make.

6th – 8th Grade Goal:

Students will partner with a community organization that is impacting social change on an issue they are passionate about. Students will learn about different methods of direct and indirect service and the importance of building community and coalition to create change.

Example Activity: Middle School students partner with a local organization on housing justice and have an opportunity to engage in conversations to impact city statutes, partnering with other organizations fighting for racial and economic justice, talking with local legislators, and participating in fundraising for affordable housing.

Section XI: Future Plans

Over the past five years, Southside has experienced compounding challenges from the COVID-19 pandemic, the impact of racial uprisings and reckoning in South Minneapolis, and leadership transition. In May of 2023, SFCS successfully hired a new school administrator who will be working diligently to reground into the school's mission of social justice education by reestablishing community partnerships, reviving travel studies, and clearly articulating a community wide framework for restorative justice. In 2023-24, the school began to focus on meeting enrollment goals as the primary way to maintain financial stability and health. Over the next five years, SFCS will be working on plans for strategic recruitment strategies and increasing our student population. This is a sustainable increase that honors our long standing commitment to small class sizes to support relationship, belonging, and academic success.

A social justice curriculum is central to our school's educational model. The purpose of the curriculum is to educate children and the larger community about the underlying social problems that foster racism, sexism, classism and homophobia. By addressing social justice issues at an early age, the school encourages children to see themselves as citizen activists who can change the world and also helps children avoid internalizing the effects of discrimination. As part of the larger mission of incorporating social justice into a strong academic curriculum, the school aims to get students out into the world and to bring the world into classrooms. Accordingly, SFCS students regularly engage in community learning activities such as travel study, field trips, guest speakers and community events, all of which are supported by strong parent, family, and volunteer participation in the daily life of the school. We also believe that our work around healing justice is crucial for the 21st century. In this work with our students, we are practicing skills for antiracist social emotional learning (SEL that doesn't normalize/prioritize whiteness and values of white supremacy culture), restorative justice (understanding authentic accountability and the steps toward repair), identity development that centers dignity, and co-creating a community of care (practicing dignity, safety, and a sense of belonging so that all students feel an experience of social justice). A future and present of social justice is dependent upon communities who can both heal and repair together. Therefore, this was the focus of the 2023-24 school year supported by being a recipient of the Stronger Connections grant (3 year grant for \$385,000). The grant enabled the hiring of a Healing Justice Educator to help lead our community wide plan and process for healing/restorative justice. In 23-24, the focus was on growing a common language and understanding of restorative justice, gaining input from staff, students, and families on processes for repair and accountability, and supporting staff through professional development and co-teaching.

Finally, one of the primary goals of the 2023-24 school year was to document and publish a K-8 social justice curriculum for our community that will include both state academic standards and social justice standards. Embedded into the curriculum will be intentional community partnerships, local travel study (place based and justice oriented), and regional/national travel study that will intentionally support the learning outcomes and objectives for every grade level. This work happened in small collaborative teams over the course of the year and also in an intensive week of planning with the full teaching staff in July of 2024. In order to meet the goal of simultaneously reestablishing travel study and overall financial health, a strategic budgeting and fundraising plan will need to be created for 2024-25.