Southside Family Charter School

Annual Report and Comprehensive Achievement and Civic Readiness Report

2025–2026 school year • District 4162–07

Reporting period: July 1, 2025–June 30, 2026

School information

Current address: 8 W 60th Street, Minneapolis, MN 55419
Phone: 612-872-8322
Website: https://southsidefamilyschool.org
General email: info@southsidefamilyschool.org
Authorizer: Volunteers of America–Minnesota

Report contacts: Brynne Macosko Paguyo, Teacher/Advisor
Brynne: brynne@southsidefamilyschool.org

Board approval, submission, and publication dates have not yet been recorded.
The general school email above is available for report inquiries.

Year in review

Southside Family Charter School served students in kindergarten through grade 5 in 2025–26, following its transition from a K–8 program. The school continued its emphasis on social justice, individualized instruction, creative expression, and family and community participation. Enrollment was 26 in the September snapshot and 28 in June. [2, 4]

The school's CACR draft reports improved reading growth and early mathematics growth compared with the previous year. Growth in aMath declined, and state assessment results show continuing academic needs. The academic sections identify the data that require reconciliation and the remaining work to document the school's response. [5–7]

The final audit reports General Fund revenue of $1,289,733, expenditures of $1,130,545, and an ending fund balance of $670,814. The school adopted a corrective-action plan addressing deposit collateral coverage. [12]

Statutory compliance verification table

This combined annual report and CACR report is organized to address the reporting purposes identified in Minnesota Statutes 124E.16, subdivision 2, and 120B.11, subdivision 5, using the authorizer's 2025–26 instructions. The table locates each required element; record notes describe available evidence and its limits. [1]

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I School introduction and II Authorizer

History and educational model

Southside began in 1972 as a demonstration school and later operated as a Minneapolis Public Schools alternative program. It became an independent charter school in 2006–07. In 2025–26, the school served grades K–5. Its program combines basic academic skills, social justice education, hands-on experiences, creative expression, and close relationships with families. Multi-age classrooms and mentor groups create opportunities for students to learn together and support one another. [2, 3]

Mission and vision

The mission used in the 2025–26 program description was “to meet the needs of a culturally and ethnically diverse population through critical thinking and problem solving, political and social activism, creative expression, electives, and advocacy for children and families.” [3]

The board approved a mission change on September 22, 2026. The current mission reads: “The Southside Family Charter School (SFCS) is a small, K-5 school that meets the needs of a culturally and ethnically diverse population by engaging children in critical thinking and problem solving, involving children in activism, encouraging creative expression, offering a wide range of electives and advocating for children and families.” [11, 14]

The school’s vision is to provide K–5 academic programs and support services that help children navigate the systems affecting their lives. It connects academic excellence with social justice, curriculum innovation, experiential learning, parental empowerment, and community involvement. [3]

Implementation of the school purposes

The primary purpose is to improve student learning, achievement, and success, by using innovative teaching methods and new professional opportunities for teachers, including responsibility for the learning program. The Teacher Advisory Council, shared curriculum planning, targeted literacy instruction, and service learning support these purposes. Academic results and remaining needs are discussed on pages 10–12. [2, 3, 6]

Authorizer contact and oversight

Volunteers of America–Minnesota
Charter School Authorizing Program
Stephanie Olsen, Manager
9220 Bass Lake Road, Suite 255, New Hope, MN 55428
612-345-8271 • solsen@voamn.org
Contact information follows the authorizer’s June 2026 report instructions. [1]

VOA-MN monitors academic performance, fiscal management, governance, management and operations, and legal compliance. The prior contract began July 1, 2021 and extended through the end of 2025–26. The board approved renewal in May 2026. Fall 2026 monitoring includes VOA’s September 22 board observation, which identified strengths and recommended improvements in meeting procedure and financial and academic discussion. [2, 11, 15]

The supplied renewal contract establishes July 1, 2026 through June 30, 2029 as the new term. Its additional statutory purpose is to increase quality learning opportunities for all students. Its embedded scorecards include earlier-year evidence and are not FY2026 final ratings. [19]

III School board governance

The school's governance model provides five voting seats: three parent members, one teacher member, and one community member. The board oversees policy, finances, contracts, the school's mission, and the Teacher Advisory Council. Standing committees address finance, policy, and Curriculum, Instruction and Student Achievement (CISA). [3]

Membership recorded for 2025 to 2026

Member	Seat and role	First seated	Recorded term
Basil Shadid	Parent; chair	Nov 2024	Aug 20, 2025–Aug 20, 2027
Brynne Macosko Paguyo	Teacher; later ex-officio	Sep 2024	Sep 2024–Sep 2026
Melissa Favero	Community; treasurer	May 2025	Aug 20, 2025–Aug 20, 2027
Cody Oesterrich	Parent	Aug 2025	Aug 20, 2025–Aug 20, 2027
Renee Macklin Good	Parent	Aug 2025	Aug 20, 2025–Jan 7, 2026
Andy LeMay	Parent; vice chair by June	Feb 2026	Feb 24, 2026–Feb 24, 2028
Hurio Jama	Parent	Jun 2026	Jun 10, 2026–Jun 10, 2028
Shana Galloway	Teacher	Jun 2026	Jun 10, 2026–Jun 10, 2028

Board actions and planning

The board's documented work included charter renewal, the transition to a smaller elementary program, financial oversight, and preparation for the facility move.

Elections and annual self evaluation

The program description establishes a process for elections by eligible parents and guardians, staff, and board members. Board seats are described as two-year terms.

Five board members completed the self-evaluation June 11–27, 2026, averaging 84.4/90 (93.8%). Strengths included orientation, community reports, and inclusive committees. Development priorities were explicit board goals, role clarity, administrator evaluation, and annual strategy review. [20, 21]

III Board training and family feedback

Board training

The school confirmed that CharterSource provides board training and that all board training was completed. Dates before July 1, 2025 are retained as background to members' service. KJ Starr also provided board orientation at the October 22, 2025 board meeting. [10, 17]

Board member	Initial training date recorded	Provider
Basil Shadid	March 4, 2025	CharterSource
Brynne Macosko Paguyo	November 20, 2024	CharterSource
Melissa Favero	October 19, 2025	CharterSource
Cody Oesterrich	October 21, 2025	CharterSource
Renee Macklin Good	October 21, 2025	CharterSource
Andy LeMay	February 20, 2026	CharterSource
Hurio Jama	May 30, 2026	CharterSource
Shana Galloway	May 29, 2026	CharterSource

The 2026–27 master confirms initial-training dates for the five current voting members. A certificate documents Finance Training for the Finance Committee and Leaders on June 16, 2025, signed by Mindy Wachter. Topic-level dates are not entered in the master; the school has confirmed all required training was completed. [22]

June 2026 family survey

Families were surveyed in June 2026 about the 2025–26 school year. Four respondents completed the survey. All four reported being satisfied or very satisfied with their child's experience. These results describe the respondents; the number of families invited was not supplied. [13, 17]

Survey item	Responses
Overall experience	3 very satisfied; 1 satisfied
Communication and responsiveness	2 very well; 2 well
Child feels welcome, safe, and supported	3 strongly agree; 1 agree
Support for learning and growth	2 very well; 2 well

Two written responses praised opportunities for play and creative expression, and a community where children and families feel seen and appreciated. Suggested improvements included more consistent staff communication and access to music, art, and organized sports. [13]

The survey identifies communication and enrichment as areas for continued attention.

IV School management

Teacher powered leadership

The Teacher Advisory Council serves as the head of school. Teacher/Advisors share responsibility for instruction, school operations, staff development, family relationships, and the school's mission

Role in Addendum A	Responsibilities
Teacher Advisor One Kaarunya Jayachandiran	Finance, personnel, compliance, mentoring, instructional leadership, CISA, and test coordination.
Teacher Advisor Two Brynne Macosko Paguyo	Board relations, finance, fundraising, enrollment, mentoring, meeting records, and communications.
Teacher Advisor Three Shana Galloway	Special education assessment and instruction, evaluations and IEPs, coordination with specialists, and paraprofessional schedules.
Front Desk Advisor Jamesha Hodge (until April 10, 2026), duties delegated to other staff after her resignment)	Office operations; transportation and enrollment; facilities and medical coordination; MARSS reporting; and finance, compliance, substitute, and board support.

The three Teacher/Advisor roles share oversight of professional development, mission and vision, discipline, technology, and relationships with families and community partners. [3, 6]

Leadership evaluation and development

Board oversight of the Advisor Team is part of the governance structure. The staff development schedule includes teacher-powered school coaching focused on shared goals, team norms, roles, accountability, and decision-making. These activities are relevant to the school's shared leadership model. [3, 9]

The 2026 board self-evaluation identifies formalizing the administrator-evaluation procedure as a development priority.

Management agreements

Creative Planning Tax, LLC provides outsourced business management, accounting, and reporting under an annually renewed agreement. Contact: Dustin Reeves, dustin.reeves@creativeplanning.com, Minneapolis, MN. Services include budgeting, general ledger, monthly reports, reconciliations, cash-flow forecasting, state reporting, payroll oversight, and audit coordination. The updates document lists $146,533 in contracted services, but the available evidence does not isolate this amount as the provider's fee. [23]

V Staffing and employee retention

Licensed teachers listed for 2025 to 2026

Name	Assignment or licensure listed	File number	License expiry
Kaarunya Jayachandiran	Elementary Education K–6	456395	June 30, 2026
Brynne Macosko Paguyo	Elementary Education 1–6	354338	June 30, 2029
Shana Galloway	Resource Teacher	507741	June 30, 2028
Heather Busch	Reading Intervention	435642	June 30, 2028

Assignments and dates above follow the supplied 2025–26 license information.

Additional staff listed for 2025 to 2026

Name	Position	Service information supplied
Jamesha Hodge	Office Manager	July 1, 2025–April 10, 2026
T Blue	Paraprofessional	October 3, 2025-June 12, 2026
Jennie Eisert	Paraprofessional	August 25, 2025-June 12, 2026
Yolanda Hare	Paraprofessional	August 25, 2025-June 12, 2026
Adaunus Rich	Paraprofessional	September 15, 2025-June 12, 2026
Hang Bui	Paraprofessional	March 2, 2026-June 12, 2026
August Toussaint-Kuehl	Paraprofessional	May 20, 2026-June 12, 2026
Rashad Rich	Paraprofessional	August 25, 2025-December 15, 2025
Nick Tait	Social Worker	February 2, 2026-June 12, 2026

Employee retention

The school had an 85% staff retention rate for the 2025-26 school year.

V Professional development and evaluation

Schoolwide professional development

The 2025–26 plan connects staff learning with teacher-powered leadership, student support, curriculum and instruction, and assessment data. It schedules weekly collaborative meetings and data-informed practices following fall, winter, and spring FastBridge testing. [9]

Scheduled timing	Activity and focus
Beginning August 20, 2025; yearlong	Teacher-powered school coaching: student-centered learning, shared goals, norms, roles, accountability mapping, and decision-making.
August 25–29, 2025	Workshop week: First Aid/CPR, mandated reporting, food allergy/handler training, restorative justice with Nuhu, and poetry and intergenerational learning with Junauda Petrus.
Every Wednesday	Collaborative curriculum and instruction work aligned to mission and literacy goals.
September 22, 2025	MDE nonexclusionary discipline workshop.
October 23–25, 2025	Teacher Powered Schools Conference in Ypsilanti, Michigan.
November 4, 2025	Mental health and suicide prevention; homeless and highly mobile student training with Jamesha Hodge.
After each FastBridge screening window	Data-informed practices with the interventionist.

Completed literacy development

Phase 1 completion for four educators across K–3 teaching, grades 4–5 teaching, reading intervention, and special education. Phase 2 completion for an educator teaching foundational reading in grades 4–12. [6]

Teachers used UFLI Foundations in K–2 and coordinated core instruction with intervention. The literacy plan links more consistent curriculum use to improved early literacy growth and describes diagnostic assessment as useful for targeting older students' decoding and word-recognition needs. [6]

Teacher evaluation and support

Peer coaching and weekly professional development is ongoing and the Teacher Development Plan reviewed during fall work week. Annual review for hourly staff by Teacher/Advisor Three. Peer observation and evaluation are scheduled and conducted 3 times a year for the Teacher/Advisors. [6, 14]

VI Enrollment and student retention

Enrollment during the transition to K through 5

Southside transitioned from K–8 to K–5 for 2025–26. The prior report lists 111 students in 2024–25. The grade-span change limits direct comparisons. Three students joined by December, and one second grader left by June. [2, 4, 17]

Snapshot	K	1	2	3	4	5	Total
September 2025	3	4	5	7	2	5	26
December 2025	3	5	6	8	2	5	29
June 2026	3	5	5	8	2	5	28

Demographics reported in June 2026

Reporting category	Students	Reporting category	Students
Asian	1	Black or African American	11
White / Caucasian	14	Hispanic	1
American Indian	1	Other / Pacific Islander / Unclassified	0
Male	14	Female	14

The June 15, 2026 model shows FY2026 original budget enrollment of 52 and working enrollment of 26.

Student movement and retention

The school year started with 26 students, reached a maximum of 30 and lost four during the course of the year. Three students left as a result of Operation Metro Surge, one of these students returned to school. One student left at the end of the year to begin a program that would continue through the summer.

Admissions

The program description provides for applications, a lottery when demand exceeds capacity, and sibling and staff-child preferences. [3]

The bylaws, policies program description provide the governance and admission framework. The lottery was held on March 23rd, 2026. [26]

VII Academic performance

State assessment results

The supplied 2026 state-assessment summaries report the results below. These are all-grades aggregates for the school. Statewide aggregates are included for context; their grade and demographic composition differs from Southside's. [4]

Subject	Tested	Proficient	School rate	Statewide rate
Reading	11	4	36.4%	48.6%
Mathematics	11	3	27.3%	44.9%
Science	3	0	0.0%	25.5%

The reading and mathematics results indicate that a majority of tested students had not reached proficiency. The science result reflects only three tested students. One student represents approximately 9.1 percentage points in reading or mathematics and 33.3 points in science, so small changes in student counts substantially affect percentages.

Reading: 15 eligible, 11 tested, 4 opt-outs, 73.3% participation. Mathematics: 15 eligible, 11 tested, 4 opt-outs, 73.3% participation. Science: 5 eligible fifth graders, 3 tested, 2 opt-outs, 60.0% participation. Small cohorts limit interpretation. [17]

Schoolwide FastBridge benchmark results are presented in the proficiency section near the end of this report. [27]

Local assessment growth reported in CACR

Measure	2025 baseline	2026 result	Change
earlyReading	50%	63%	+13 percentage points
aReading	64%	70%	+6 percentage points
earlyMath	50%	67%	+17 percentage points
aMath	76%	34%	−42 percentage points

These figures describe the share of students meeting the school's average-or-above-average growth target, using growth by start score as described in CACR. They are separate measures from state-test proficiency. The school's reduced size and changing student groups also limit year-to-year comparisons. [5, 6]

The school confirmed the prior aReading result as 64%, a six-point increase to 70%. CACR growth-by-start-score outcomes are school-reported; Growth by All and benchmark exports measure different results. [5–7, 17, 27]

Instructional response

The literacy plan describes UFLI Foundations, targeted small-group practice, reading intervention, and diagnostic assessment to identify specific skill gaps. The reported reading growth supports continuing these approaches while monitoring students who remain below benchmark. The aMath decline identifies a substantial need for focused review of mathematics instruction and intervention. [5, 6]

Classroom teachers have adopted independent formative assessments and close review of winter FastBridge data. Teachers created small groups to focus on specific mathematics concepts and skills based on these results.

VII Annual assessment plan

Assessment tools and use

Southside uses multiple sources of information to identify needs and adjust instruction. Teachers and the interventionist review screening results, classroom work, observations, diagnostic assessments, and family input. The literacy plan was submitted to MDE on June 12, 2026 and covers 2025–26 data and 2026–27 improvement plans. [6]

Assessment	Students or purpose	Timing documented
FastBridge earlyReading	Kindergarten and grade 1 literacy screening	Fall, winter, spring
FastBridge CBMReading	Oral reading screening in grades 1–5	Fall, winter, spring
FastBridge aReading	Grades 2–5 reading assessment	Fall, winter, spring
FastBridge earlyMath and aMath	Early mathematics and grades 2–5 mathematics	Fall-to-spring growth reports supplied; seasonal reviews in PD plan
Capti ReadBasix	Grades 4–5 students identified as reading below grade level	Two times per year as described in the literacy plan
State assessments	Reading and math in tested grades; grade 5 science	2026 results supplied
Classroom and intervention measures	Skill-specific checks and progress monitoring	Ongoing; frequency depends on student needs

Screening participation

The literacy plan reports fall, winter, and spring screening counts of 3/3/3 in kindergarten, 4/5/5 in grade 1, 4/3/4 in grade 2, and 6/6/7 in grade 3. These screening counts are assessment participation figures and may differ from enrollment snapshots. Benchmark and dyslexia outcome counts are suppressed in the literacy plan where groups are too small to report. [6]

Using results to support students

Teachers and the interventionist identify students for additional support using screening and formative evidence, then contact families to discuss the rationale and goals. The literacy plan describes six-week intervention cycles, progress monitoring, and adjustments when students do not make adequate progress. Students who reach benchmark may leave supplemental services while staff continue monitoring their progress. [6]

For 2026–27, the literacy plan calls for broader nonsense-word fluency screening in grades 2–3, earlier use of Capti ReadBasix, and more use of diagnostic information for progress monitoring. It also proposes structured fidelity feedback and stronger literacy-lead involvement in instructional planning. [6]

The group screening reports document fall, winter, and spring mathematics screening. The supplied records do not establish the schoolwide plan approval/submission date; literacy monitoring frequency varies across the plan's descriptions. [6, 27]

Comprehensive Achievement and Civic Readiness

This section presents the five CACR goals and the school's reported outcomes for 2025–26. Goals and results follow the supplied CACR draft, with source limitations identified. [5]

Goal 1 All children are ready for school

Goal: Use beginning-of-year earlyReading and earlyMath data to identify incoming kindergarten students who need support and establish baseline data. Result: The school reports that 100 percent of incoming kindergarten students were screened. Students below benchmark received additional diagnostics and interventions beginning in October. Reported status: Goal met.

Goal 2 Close racial and economic achievement gaps

Goal: All BIPOC students will achieve average or above-average growth, defined as the 30th growth percentile or higher, using growth by start score in reading and mathematics. Reported results: earlyReading 67 percent; aReading 85 percent; earlyMath 100 percent (one student); aMath 26 percent. The draft identifies reading as on track and math as not on track for a multi-year goal. [5]

Economic-group outcomes are unavailable in the school's FASTBridge data. The school retains the multi-year target of 100 percent of BIPOC students meeting the growth threshold; the target was not achieved across all measures. [17]

Goal 3 Prepare students for career and college

Goal: Increase annually by 4 percent the share of students showing average or above-average growth in earlyReading/aReading and earlyMath/aMath. The CACR draft reports the goal met in reading and earlyMath and not met in aMath. The figures and percentage-point changes appear on page 10.

The school-reported results meet the stated increase under either a four-point or four-percent interpretation for reading and earlyMath; aMath does not meet either interpretation.

Goal 4 All students graduate from high school

Not applicable to the school's grade span. Southside served K–5 and had no grade 12 enrollment during 2025–26.

Goal 5 Prepare students to be lifelong learners

Goal: Fifth graders reflect on their time at Southside and share those reflections. The supplied draft describes essays shared with classmates and teachers, followed by sharing with returning and new students and adults in the grades 3–5 classroom the next fall. It marks the goal met.

Advisory committee and public review

Committee members were Brynne Macosko Paguyo, Heather Busch, and Kaarunya Jayachandiran. Public review occurs at the Annual Meeting, which was held on September 24, 2025. [5]

VIII Financial performance

Audited General Fund results

The final audit for the year ended June 30, 2026 reports an unmodified financial-statement opinion. The audited results below supersede preliminary year-end estimates used in earlier monthly reports. [12]

Measure	Final budget	Audited actual
Revenue	$1,322,746	$1,289,733
Expenditures	$1,237,675	$1,130,545
Net change in fund balance	$85,071	$159,188
Beginning fund balance	$511,626	$511,626
Ending fund balance	$596,697	$670,814

Revenue was $33,013 below the final budget, and expenditures were $107,130 below budget. The resulting surplus exceeded budget by $74,117. Ending total fund balance represented 59.3 percent of annual expenditures; unassigned fund balance was $576,954, or 51.0 percent. [12]

Revenue included $945,386 from state sources, $140,566 from federal sources, $201,378 from local sources, and $2,403 from asset conversions and investment interest. Regular instruction and special education instruction accounted for $377,142 and $329,213 in expenditures, respectively. [12]

Financial position and oversight

The government-wide financial statements report net position of negative $220,110, improving by $122,000 during the year. This accrual measure includes long-term obligations and pension-related balances; the audit reports a net pension liability of $965,594. The positive General Fund balance measures available fund resources on a different accounting basis. [12]

The Finance Committee and board review financial reports and budgets. The supplied records document budget approval and monthly financial approvals. The audit governance communication recommends clearer documentation of approvals in meeting minutes. [11, 12, 15]

The board policy targets average minimum unassigned General Fund balance of 19% of expenditures across the current and prior two fiscal years. FY2026’s 51.0% ratio exceeds 19% for that year; the rolling average requires comparable prior-year unassigned balances. Financial controls are described in the supplemental records section. [19, 23]

Audit finding and corrective action

Finding 2026-001 concerns insufficient collateral for deposits exceeding insured amounts at June 30, 2026. The corrective-action plan assigns responsibility to Brynne Macosko Paguyo and sets completion during FY2026–27. The plan calls for reviewing collateral procedures and ensuring monthly bank statements are received so coverage can be monitored. [12]

Monthly balance monitoring is implemented. Coordination with Sunrise Bank on a tri-party collateral agreement and monthly coverage reports remains in progress, with completion targeted during FY2027. [23]

IX Service learning and X Innovative practices

Service learning plan and activities

Southside connects classroom learning with community participation. The program description organizes service learning through multi-age mentor groups pairing younger and older elementary students, often with family participation. The intended learning includes cooperation, responsibility, communication, and a sense of connection to the surrounding community. [3]

Activity documented for the year	Connection to the learning plan
Piñatas made for neighbors	Creative expression and relationships with the neighborhood.
Invitations to elders for events and meals	Intergenerational participation and community connection.
Weekly inter-grade buddy groups	Academic and social-emotional learning through peer support.
Thank-you cards to visiting and community educators	Reflection, writing, and recognition of community contributions.
School and family celebration with mentor-group presentations	Students researched and shared celebrations from around the world.
Grounds and neighborhood clean up	Connection and contribution to school neighborhood and natural environment.

Innovative practices implemented

Teacher-powered leadership gives educators responsibility for the school's learning program and shared operational decisions. The professional development schedule supports this model through coaching, collaborative planning, and work on roles and accountability. [3, 9]

Multi-age instruction and mentoring allow students to learn with peers across grade levels. Social justice themes connect academic skills with questions about identity, history, community, and participation. Community educators, families, and elders contribute perspectives and experiences that extend classroom learning. [3]

The literacy plan describes a combination of explicit foundational instruction and individualized intervention. UFLI Foundations in K–2, diagnostic assessment in the upper elementary grades, and small-group instruction were used to address specific needs. The school reports improved reading growth, while the unresolved data settings and small cohorts limit the strength of year-to-year conclusions. [5–7]

Evidence of implementation and improvement needs

Evidence includes the service activities described above, completed literacy training, the school's reported reading-growth results, and family feedback. All four family survey respondents reported satisfaction, and written comments identified creative expression and personal support as strengths. Continued attention is needed to mathematics growth, staff communication, and consistent enrichment opportunities. [5, 6, 13]

XI Future plans and XII Dissemination

Plans for 2026 to 2027

The literacy improvement plan calls for more systematic screening, earlier diagnostics, peer feedback on instructional fidelity, and literacy-lead participation in planning. The school plans to attend the District Literacy Lead Community of Practice and share learning with staff. It will review foundational skills materials for older students, including word parts, roots, affixes, and morphology. [6]

The school has moved to 8 W 60th Street, Minneapolis. Board records describe preparation for the move and a signed lease, and the current contact page provides the new address. The September financial report links processing of the FY2027 lease-aid application to the final fire inspection report. [11, 15, 16, 18]

Enrollment information and outreach

The school's website provides information about the program, enrollment, family resources, and school contact details. Families may contact the office or email info@southsidefamilyschool.org to arrange a tour. [18] The website provides an ongoing information channel.

The school disseminated information to Head Start (42nd St and 3rd Ave.), New Horizons (Lake St and Blaisdell Ave., 1310 Hennepin Ave, 6th St and 5th Ave, 24th St and Hennepin Ave, and information was sent to all New Horizons locations); Boys and Girls Club (38th and Chicago); two articles and one advertisement in the Southside Pride newspaper; School Fair open enrollment; KMOJ Back-to-School Community Event in Martin Luther King Jr. Park; recruiting at plant sale in the school neighborhood; CELC Childcare in the school's new location and flyers are available to parents as they come drop and pick up kids; flyers and school information are available to parishioners at Richfield Lutheran Church.

Annual report approval and distribution

After board approval, the school will submit this combined report to VOA-MN, post it on its website, and distribute it to school employees and enrolled families.

XIII Organization nonprofit status

Southside Family Charter School is registered as a 501c3 Nonprofit Organization.

The school holds a certificate of incorporation, corporate charter number 1529260–2, which was issued on October 3, 2005.

The school holds a certificate of good standing and is a business entity registered to do business, dated October 28, 2026.

The school holds a certificate of exempt status dated April 6, 1984; certificate number ES29419.

Supplemental financial and governance records

Subsequent year outlook

The September 2026 report projects a FY2027 working-budget deficit of $210,995 and ending fund balance of $459,641. It reports a working-budget ADM of 28 and actual ADM of 27.96. These unaudited projections identify a need to monitor enrollment, spending, and reserves during the next year. [16]

Financial controls and planning

Staff initiate purchases and receive goods. School leadership authorizes purchases and verifies invoices. Creative Planning checks coding, budget availability, and invoice accuracy, prepares disbursements, maintains the ledger, and independently reconciles bank accounts. The board and treasurer review and approve monthly disbursement registers. Monthly packets include balances, revenues and expenditures, budget variances, cash-flow projections, and ADM tracking. [23]

The updates document uses government-wide expenses of $1,161,704 to calculate fund-balance ratios. This report uses audited General Fund expenditures of $1,130,545 for the General Fund ratios. The updates document's broad contracted-services amount is not presented as a verified fee for Creative Planning. [12, 23]

The June 15 model projects enrollment of 32 in FY2027, 38 in FY2028, 44 in FY2029, and 50 in FY2030. September's working budget revises FY2027 ADM to 28. The separate cash-flow model projects a June 2027 cash balance of $407,783 and 120 days cash on hand, incorporating a 10% state-aid holdback and an August special-education adjustment. These are model assumptions and projections, distinct from September actual cash and investments of $829,564. [16, 23, 25]

Renewal and historical accountability evidence

The renewal term runs July 1, 2026 through June 30, 2029. Embedded 2024–25 scorecard evidence rated academic progress partially meets, achievement-gap reduction meets, data-driven professional development meets, additional statutory purpose meets, and CACR partially meets. The historical achievement-gap analysis references special education and free/reduced-price meal groups. [19]

Additional supporting records

The supplied bylaws describe membership, board powers, elections, training, meetings, conflicts of interest, officers, and committees. The signed oath file and district retention schedule supplement the governance records. [26, 28]

The five FastBridge Group Screening Reports provide fall, winter, and spring benchmark results, summarized in the following section. CACR growth outcomes appear on page 10. [27]

FastBridge proficiency and benchmark results

The supplied 2025–26 screening reports describe students' performance against seasonal benchmarks. For earlyReading and earlyMath, the benchmark group is Low Risk. For aReading, aMath, and CBMReading, it combines Low Risk and College Pathway. These results supplement the CACR growth goals and the MCA proficiency results. [27]

Schoolwide results across screening seasons

Assessment	Fall	Winter	Spring	Fall to spring
earlyReading	2/7 (28.6%)	3/8 (37.5%)	0/8 (0.0%)	-28.6 points
aReading	9/14 (64.3%)	9/18 (50.0%)	10/18 (55.6%)	-8.7 points
CBMReading	9/15 (60.0%)	5/19 (26.3%)	5/16 (31.3%)	-28.8 points
earlyMath	5/6 (83.3%)	6/7 (85.7%)	5/8 (62.5%)	-20.8 points
aMath	10/16 (62.5%)	8/17 (47.1%)	9/16 (56.3%)	-6.3 points

Each cell shows students at benchmark / students assessed, followed by the percentage. Percentages are recalculated from the source counts to one decimal place. FastBridge's charts use rounded category percentages, so displayed chart totals may differ slightly. Changes are percentage points, calculated from unrounded rates.

What the results show

The share of students at benchmark declined from fall to spring on all five measures. Spring results were 0 of 8 for earlyReading, 10 of 18 for aReading, 5 of 16 for CBMReading, 5 of 8 for earlyMath, and 9 of 16 for aMath. These results indicate continuing needs in foundational reading, reading fluency, and mathematics.

A student can meet a growth target while remaining below the seasonal benchmark. The reported reading growth and declining benchmark percentages therefore describe different aspects of learning. Changing assessment participation also affects schoolwide percentages: these seasonal groups are not a matched student cohort, and the figures do not establish individual students' changes in proficiency.

Instructional follow through

The literacy plan's foundational instruction, diagnostic assessment, and targeted intervention address the reading needs reflected here. Classroom teachers' confirmed mathematics response uses independent formative assessments, review of winter FastBridge data, and small groups focused on particular concepts and skills. Continued screening and classroom evidence will inform adjustments.

Reporting note

The files were supplied as 2025–26 reports. Their export headings label the seasons Fall 2025, Winter 2025, and Spring 2025. This summary uses season names without assigning corrected calendar dates. Only schoolwide totals are reproduced; grade-level groups are very small. [27]

Source record and final completion notes

Source numbers identify the materials used to prepare this working draft. The references distinguish FY2026 evidence from historical background and subsequent-year updates. Original supporting files should be retained with the school's report records.

[1] VOA-MN, 2025–26 Annual Report Criteria, revised June 2026. Provides the section structure and required-element table.

[2] SFCS Annual Report 2024–25. Used for school history, earlier contract dates, historical enrollment context, and previously identified charter purposes.

[3] 25_26 SFCS Addendum A. Used for program design, vision, governance model, role descriptions, and service-learning activities. Outdated financial projections and grade 6–8 projections were not carried forward.

[4] Annual Report Docs. Enrollment snapshots for September and December 2025, June 2026, and October 9, 2026; 2026 state-assessment screenshots.

[5] CACR 2025–2026. School-reported goals and outcomes; school-reported results, supplemented by the October 30 confirmations.

[6] SFCS 4162-07 MN READ Act Literacy Plan, 2025–26 data and 2026–27 improvement plan; submitted June 12, 2026.

[7] Four FastBridge Learning 2025–26 PDFs: aMath, aReading, earlyMath, and earlyReading. Reports use Growth by All.

[8] Southside Family Charter School Teacher License Information, 25–26 CSV. Staff names, assignments, license numbers, expiration dates, and office-manager service dates.

[9] SFCS Teacher Professional Development Plan, 25–26. Scheduled training activities; individual attendance is not documented.

[10] Board Member Training Master ODS, 2025–26 and 2026–27 tabs. Membership, terms, initial-training dates, and orientation note.

[11] September 22, 2026 board minutes and VOA board observation. Subsequent-year evidence of mission approval, financial approvals, board participation, and monitoring.

[12] 2026 FINAL Annual Financial Report, audit presentation, and executive governance summary. Fiscal year ended June 30, 2026; audit dated October 22, 2026. Financial statements, budget comparison, and finding 2026-001 with corrective-action plan.

[13] Southside Family Charter School Family Survey. Four responses; school confirmed June 2026 collection about the 2025–26 school year.

[14] SFCS Employee Handbook and working Student/Family Handbook. Process descriptions; employee handbook reporting-year label requires confirmation.

[15] May, June, and August 2026 meeting information and policy committee materials reviewed earlier in this report-preparation thread.

[16] September 2026 Financial Report and Supplemental Information. FY2027 outlook, separate from audited FY2026 results.

[17] School representative's confirmations in the report-preparation discussion, including the grade-span transition, current leadership, survey dates, meeting-document availability, nonprofit-document status, and completed CharterSource board training.

[19] Renewal Contract FY27–FY29 dated June 17, 2026, including historical scorecards and fund-balance policy.

[20] June 10, 2026 board election responses, 13 ballots.

[21] Board Self-Evaluation 2026 Report, five responses collected June 11–27.

[22] Board Member Training Master 2026–27 and Finance Training Certificate June 16, 2025.

[23] SFCS Annual Report Updates supplied October 30, 2026. Audit figures control where totals differ.

[24] Resupplied Teacher Professional Development Plan 2025–26.

[25] Long Range Budget Model June 15, 2026 and FY2027 cash-flow projection.

[26] SFCS Bylaws.

[27] Five 2025–26 Group Screening Reports: aReading, aMath, earlyReading, earlyMath, CBMReading.

[28] Board Member Signed Oaths and School District General Retention Schedule.

[18] School website, checked October 27, 2026: https://southsidefamilyschool.org/ and https://southsidefamilyschool.org/contact/.