



Empowering Enrichment & Innovation

Kato Public Charter School (Dist#4066)

Annual Report

December 2021

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I. Preface

A. History of the School

Kato Public Charter School district #4066 was established under the name Riverbend Academy in July of 2000, opening the doors to students grades 7-12 to provide innovative learning options to students in the Mankato, MN area. In 2005, the school program was expanded to include a 6th-grade curriculum. Established with the intention to consistently respond to the needs of the local community and student population, the school has undergone many changes as it adapted to the changing needs of the community throughout the years. In 2014 Riverbend Academy changed its name to Kato Public Charter School as it recognized the need for the community to identify and understand what the charter school has to offer.

Today, Kato Public Charter School continues to make an impact and provide the community with different educational options for students and families in grades 6-12. This is done through individualized, flexible, differentiated & blending learning, along with a supplemental online learning platform. Kato Public Charter School exists today to make a difference for students who have a need for smaller classroom sizes, individualized and blended learning plans, and the aspiration to seek out their true and highest potential in becoming part of the future workforce.

B. Mission

To provide unique educational experiences that introduce students to real-world situations through experiential learning, community engagement, post-secondary educational opportunities, and learning agreements tailored to the individual needs of our students based on Minnesota graduation requirements.

C. Vision

To develop well-rounded, confident, and responsible individuals who aspire to achieve their full potential.

D. Values

Community - Life Skills Development

Responsibility - Workforce Development

Respect - Volunteerism and Giving Back

Growth - Academic Success and Knowledge Attainment

II. Governance and Management

A. Authorizer Information

Kato Public Charter School is pleased to have the opportunity to function under the authorization of Novation Education Opportunities (NEO).

B. Contact information for NEO

Novation Education Opportunities (NEO)

Attn: Wendy Swanson-Choi

3432 Denmark Ave.

Eagan, MN 55123

(612) 889-2103 Phone

www.neoauthorizer.org

C. WBWF Requirement (Advisory Committee):

The district advisory committee must reflect the diversity of the school site. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The school advisory committee makes recommendations to the school board.

WBWF Advisory Committee 2020-2021

Name	Role
Destiny Owens	Community Member/Chair
Pamela Femrite	Community Member
Tracy Stokes-Hernandez	Community Member
Tammy Burman	Licensed Teacher
Latisha Thomas	Licensed Teacher
Angel Sargent	Parent
Mymique Baxter	Ex-Officio
Kristen Flowers	Ex-Officio
Christine Schaeffel	Ex-Officio

D. Board of Directors 2020-2021

Name	Role
Destiny Owens	Community Member/Chair
Pamela Femrite	Community Member
Tracy Stokes-Hernandez	Community Member
Tammy Burman	Licensed Teacher
Latisha Thomas	Licensed Teacher
Mymique Baxter	Ex-Officio
Kristen Flowers	Ex-Officio
Christine Schaeffel	Ex-Officio

E. Board of Directors Training

The Board of Directors' primary responsibility is to provide supervision of the school's Director and the oversight of the school. Duties include but are not limited to, Policy creation, budgeting, curriculum programming personnel, and operating procedures. All board members receive annual training throughout their term. All new Board of Directors attend initial training (within 6 months of being elected to the Board):

- Board's Role and Responsibilities
- Employment Policies & Practices
- Financial Management

F. Board, Director and Staff Professional Development

Kato Public Charter School is committed to supplying professional development to the Director, as well as the staff and the charter school Board of Directors. The Director, staff, and/or charter school board members participated in the following professional development for the 2020-2021 school year:

- Human Resources training through EdVisions Cooperative
- Training on bullying & suicide prevention
- Training on board roles and responsibilities
- Training on employment policies & practices
- Training on financial management
- Attended annual NEO authorizer meeting

G. Administration 2020-2021

Name	Role
Kristen Flowers	Business Manager
Christine Schaeffel	Student Services Coordinator
Brandi Bjorklund	Academic Advisor
Mymique Baxter	Principal/Director

H. Leadership Evaluation

The KPCS Board of Directors evaluated the leadership on a quarterly basis with a summative evaluation at the end of the school year (June 30th).

I. Staff Information 2020-2021

Below is the complete list of Kato Public Charter School staff during the 2020-2021 school year. File folder numbers are included for licensed staff.

Licensed Staff

Name	License/File Folder	Position
Dr. Maria Baxter-Nuamah	1006118	Social Studies/Paraprofessional
Brandi Bjorklund	504320	Academic Advisor/Medical Careers
Tammy Burman	461064	Special Education
Brianna Finch	513649	Special Education
Anthony Keavney	452923	Math Education
Jeremiah Miller	502663	Science Education
Autumn White	1005563	Art Education
Caden Sjogren	445924	Special Education
Walter Vesper	1003615	Social Studies
Latisha Thomas	494620	Language Arts
Dr. Mymique Baxter	411112	Administration/Science Education

Non-Certified Staff

Eva Borneke	NA	Title 1 Paraprofessional
Jessica Dowd	NA	Sped Paraprofessional
Kenthen King	NA	General Paraprofessional

J. Staff Development

The primary focus for 2020-2021 was Positive Behavioral Interventions and Supports (PBIS). Kato Public Charter School was selected to join the 16th Annual Cohort offered by the Minnesota Department of Education. We continued to focus on school-wide culture change for our students. All staff members participated in the initial PBIS training. The success of PBIS is heightened when all adults at the school have a working knowledge of both philosophy and the strategies that result in positive behaviors and student success.

Kato Public Charter School administration and staff have collectively embraced new collective school values and are prepared to reinforce the teacher/staff behaviors that promote positive student behaviors and success. During our August special education retreat, our entire staff had training on transgender students and attended a presentation facilitated by Designs for Learning called “Special Education 101”. We also had FERPA, CPR, and Blood Borne Pathogens training. All staff participated in a book read (Daring Greatly) by Brene’ Brown. Teachers seeking licensure renewal also participated in Cultural Competency training among other required training.

K. Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires schools to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area in which he or she is not licensed.

Kato Public Charter School is a small 6th-12th grade school. We have a population of approximately 65 students. Our students have access to all teachers during their time at KPCS, as either their advisor, core content, or special education classroom teacher.

III. Finances

Payroll and insurance coverage for employees is managed by EdVisions Cooperative. They also provide us with staff development opportunities, and human resources support. The annual financial audit resulted in no compliance findings, suggestions for improvement, or negative comments. Financial Audit completed by Abdo, Eick & Meyers LLP.

As management of the Kato Public Charter School (the School), we offer readers of the School's financial statements this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2020.

Financial Highlights

- The assets of the School exceeded its liabilities at the close of the most recent fiscal year by \$193,456 (*net position*). Of this amount, \$158,460 (*unrestricted net position*) may be used to meet the School's ongoing obligations to citizens and creditors.
- The School's total net position decreased by \$215,654 as compared to a decrease of \$192,792 in the prior year. This decrease is mostly due to an increase in expenses in the current year due to an uptick in ADM.
- As of the close of the current fiscal year, the School's governmental funds reported combined ending fund balances of \$163,993, a decrease of \$225,184 from the prior year. Of the total fund balance, \$152,808 is *available for spending* at the School's discretion (*unassigned fund balance*). The remainder of the fund balance (\$11,185) is not available for spending because it is either nonspendable for prepaid items (\$5,652) or restricted (\$5,533).
- At the end of the current fiscal year, the unassigned fund balance for the General fund was \$152,808 or 12.7 percent of total General Fund expenditures. This means that the General fund balance has reserves to cover about one and a half months of expenditures.
- The School's enrollment in the fiscal year 2020 was 75 Average Daily Membership (ADM) compared with 68 ADM in the fiscal year 2019. The ADM for the next fiscal year is estimated to be 65.

IV. Student Information 2020-2021

A. Student Enrollment 2020-2021: Middle School

Grade Level	2020-2021	2021-2022	2022-2023
6	4		
7	5		
8	8		
Totals	17		

Student Enrollment 2020-2021: High School

Grade Level	2020-2021	2021-2022	2022-2023
9	14		
10	2		
11	10		
12	21		
Totals	47		

B. Demographics 2020-2021

	2020-2021	2021-2022	2022-2023
Total Enrollment	64		
Male	31		
Female	32		
Special Education	20		
African American	13		
Hispanic	6		
Asian/Pacific Islander	0		
White	49		
American Indian	11		
F/R Lunch	27		
LEP	3		

C. Student Attendance 2020-2021

Attendance ended for the year at 81.94% overall average for grades 6-12.

Grade 6	90.60%
Grade 7	83.76%
Grade 8	78.50%
Grade 9	81.82%
Grade 10	83.46%
Grade 11	85.02%
Grade 12	79.66%

D. Student Attrition 2019-2020

We began the school year, 2020-2021 with a total student count of 55 overall, and an average enrollment of 57 students. The year ended with 58 students.

	2020-2021	2021-2022	2022-2023
Beginning	55		
Ending	58		

V. Academic Performance

ACT

Content Area	Benchmark Ready Percentile	# of Students that took test	# of Students that Meet Benchmark	Percentage
Math	22	11	0/11	0.00%
Science	23	11	0/11	0.00%
English	18	11	3/11	27.00%
Reading	22	11	0/11	0.00%

Minnesota Comprehensive Assessment (MCA's)

Content Area	Grade	# of Students that took test	# of Students that Meet Benchmark	Percentage
Reading	6	4	0	0%
	7	4	1	25%
	8	6	4	66%
	9	-	-	-
	10	2	2	100%
	11	-	-	-
	12	-	-	-

Content Area	Grade	# of Students that took test	# of Students that Meet Benchmark	Percentage
Math	6	4	0	0%
	7	4	1	25%
	8	6	2	33%
	9	-	-	-
	10	-	-	-
	11	4	0	0%
	12	-	-	-

Content Area	Grade	# of Students that took test	# of Students that Meet Benchmark	Percentage
Science	6	-	-	-
	7	-	-	-
	8	6	1	16%
	9	-	-	-
	10	-	-	-
	11	-	-	-
	12	-	-	-
	High School	3	2	66.00%

Armed Services Vocational Aptitude Battery (ASVAB)

Minimum Composite Score = (Armed Forces Qualification Test - AFQT) Army 31		
Student Grade	Student Score	BenchMark Ready? Yes or No
11	9	N
11	19	N
12	15	N
12	35	Y
12	68	Y

VI. Operational Performance

A. Learning Environment

We believe that learning is enhanced when students feel valued and heard. At Kato Public Charter School we are setting high expectations for school-wide behaviors where all students respect themselves, others, and property, are responsible for their actions and are ready for any situation. Each staff member makes a concerted effort to connect with each student as a means to establish a genuine personal connection. This allows us to create a positive climate where students can comfortably take educational risks and enjoy collaborative learning.

B. Integrated Curriculum

Here at Kato Public Charter School. We have an integrated curriculum that connects different areas of study by cutting across subject-matter lines and emphasizing unifying concepts. Our Integration focuses on making connections with students, allowing them to engage in relevant, meaningful activities that can be connected to real life.

C. Parent Survey

Every Winter Kato Public Charter School distributes a family satisfaction survey to parents/guardians of KPCS students. In answer to the statement: Are you satisfied with KPCS and the education your child is receiving? Over 80% of the 33 parent surveys received responded either mostly or yes to this question.

D. Community & Parent Opportunities

Kato Public Charter School offers a variety of opportunities for parents, families, and community members to visit or volunteer. We have had Covid vaccination clinics, Red Cross blood drives, and student presentation nights.

VII. Innovative Practices

Here at Kato Public Charter School, we use experiential learning whereby students apply content knowledge, critical thinking, and good judgment to address genuine community needs.

- Individual Behavior Plans
- Enrichment
 - Experiential learning and student engagement
 - Being their experience
- Living Earth Garden
- 4-H Club
 - Rabbit Club
 - Arts & Crafts
- Edmentum
 - Web-Based elective and recovery curriculum

VIII. Future Plans

- Hiring Practices
 - Kato Public Charter School is looking for staff that has similar personal values.
- Student Focused Staff Development
- Increase the use of data-informed decision making
- Increased Experiential Learning Events
- Increased College Campus Visits
- Thematic Curriculums & Electives
 - Language Arts, Social Studies, Math and Sciences
- Project Learning Pathway
 - Individualized Learning plan
- Accelerated Learning Pathway (Early Graduation)
 - Individualized Learning plan
- Gifted and Talented Pathway (Leadership Focused)
 - Select students that need to be uniquely challenged
- Student Clubs
 - Archery Club
 - Theater Club
 - Lego League Club
- Student Community Room
 - Pool Table
 - Foosball Table
 - Ping Pong Table
 - Air Hockey Table

IX. World's Best Workforce

District 4066: Kato Public Charter School World's Best Workforce Goals 2020 - 2021

The World's Best Workforce Plan under *Statute 120b.11*, requires school districts to have an established process for reviewing curriculum, instruction, and student achievement in order to strive for the World's Best Workforce. This document is intended to serve as a foundational document aligning Kato Public Charter School with the standards of the World's Best Workforce. This document provides a roadmap for strategic management to incorporate performance measures, help adopt plans and budgets, formalize a District Advisory Committee and Site Team, and serve as a benchmark for the annual evaluation for the upcoming year's SMART goal attainment.

Kato Public Charter School offers instruction to grades 6-12, leaving three of the five World's Best Workforce Goals as the focus. These include:

1. Closing the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty.
2. Having all students achieve college and career readiness before graduating from high school.
3. Having all students graduate from high school.

Kato Public Charter School is committed to meeting and exceeding these goals through innovative instruction, differentiated learning plans, individualized learning plans, and experiential learning.

Annual Public WBWF Meeting

Kato Public Charter School's Annual WBWF meeting was held on November 13th, 2021

WBWF'Smart Goals and Results

Goal 1: Closing the Achievement Gaps

Close the Achievement Gap(s) Between Student Groups

Goal (Provide the established SMART goal for the 2018-19 school year.) Due to Covid data from 2018-19 was used	Result (Provide the result for the 2018-19 school year that directly ties back to the established goal.)	Goal Status
The school's proficiency rate exceeds the resident district average for students receiving special education services in the contract term of 2015-2020.	Over the term of the contract, the school's combined 2014-2019 proficiency rate of 40.38% is 10.40 percentage points higher than the resident district's combined 2014-2019 proficiency rate of 29.98%.	On Track (multi-year goal)

Goal 2: All Students Achieve College and Career Readiness Before Graduating

All Students Career- and College-Ready by Graduation

Goal (Provide the established SMART goal for the 2018-19 school year.) Due to Covid data from 2018-19 was used	Result (Provide the result for the 2018-19 school year that directly ties back to the established goal.)	Goal Status
<p>At least 60 percent of students make their individualized growth target based on the most recent available NWEA MAP math norms in the contract term of 2015-2020.</p> <p>At least 60 percent of students make their individualized growth target based on the most recent available NWEA MAP reading norms in the contract term of 2015-2020.</p>	<p>The 2014-2020 combined average growth on NWEA MAP for math is 71.22% (146 out of a total of 205 students).</p> <p>The 2014-2020 combined average growth on NWEA MAP for reading is 80.00% (167 out of a total of 210 students)</p>	Met All (multiple goals)

Goal 3: All Students Graduate from High School

All Students Graduate

Goal (Provide the established SMART goal for the 2018-19 school year.) Due to Covid data from 2018-19 was used	Result (Provide the result for the 2018-19 school year that directly ties back to the established goal.)	Goal Status
At least 50 percent of students reach their individualized credit accumulation benchmark in the contract term of 2015-2020.	Over the term of the contract, the school's combined 2014-2019 individualized graduation rate was 92.86%	Met All (multiple goals)

Reporting and Important Dates:

- **Reports:**
 - Annual Report Publishing (katopcs.org)
 - WBWF Summary Approved and Published Dec.15, 2021
 - WBWF Annual Report Approved and Published Dec. 15, 2021
 - Annual Meeting
 - November 13, 2021
 - Commissioner Report Submission
 - Submitted Dec. 15, 2021
 - Periodic Reports
 - Monthly and Quarterly Updates to Authorizer (NEO)
 - Monthly Updates to School Board on Academic Progress, MARA Framework, WBWF Plan, and Student Achievement