



Empowering Enrichment & Innovation

Kato Public Charter School (Dist#4066)

Annual Report

December 2023

TABLE OF CONTENTS

- I. Preface**
 - A. School History
 - B. Mission
 - C. Vision
 - D. Values

- II. Governance and Management**
 - A. Authorizer Information
 - B. Authorizer Contact Information
 - C. WBWF Advisory Committee
 - D. Board of Directors
 - E. Board of Directors Training
 - F. Board of Directors Professional Development
 - G. Administration
 - H. Leadership Evaluation
 - I. Staffing
 - J. Staff Development
 - K. Equitable Access to Excellent Teachers
 - L. Efforts to Equitably Distribute Diverse, Effective, and In-field Teachers

- III. Finances**
 - A. 2022-2023 Summary

- IV. Student Information**
 - A. Enrollment
 - B. Demographics
 - C. Attendance Rates
 - D. Student Attrition

- V. Academic Performance**

- VI. Operational Performance**

- VII. Innovative Practices & Implementation**

- VIII. Plans, Strategies and Practices for Improving Curriculum and Instruction and Cultural Competency**

- IX. Future Plans**

- X. World's Best Workforce**
 - A. 2022-2023 Progress Report
 - B. 2022-2023 Goals & Summary

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, Volunteerism and Giving Back

Responsibility - Independent Living and Citizenship

Respect - Of Self and Others

Growth - Academic Success, Knowledge Attainment and personal growth

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 2022-2023

Name	Role
Destiny Owens	Community Member/Chair
Tammy Burman	Community Member
Matthew DuRose	Community Member
Matthew Nemitz	Licensed Teacher
Madison Wolters	Student
Melodie Charlton	Parent
Rebekah Elledge	Parent
Bryan Wood	Parent
Marla Hueser	Academic Advisor
Mymique Baxter	Ex-Officio

D. Board of Directors 2022-2023

Name	Role
Destiny Owens	Community Member/Chair
Tammy Burman	Community Member
Matthew Nemitz	Licensed Teacher
Melodie Charlton	Parent
Rebekah Elledge	Parent
Bryan Wood	Parent
Matthew DuRose	Community Member
Mymique Baxter	Ex-Officio

E. Board of Directors Training

The Board of Director's primary responsibility is to provide supervision of the school's Principal/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 must start their initial training (within 6 months of being elected to the Board). The required training modules are offered at www.mncharterboard.com:

- 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 2022-2023 school year:

- Human Resources training through EdVisions Cooperative
- MDE Principal Leadership Academy
- MDE PBIS Cohort 17
- Professional development on mandated reporting
- Professional development on bullying & suicide prevention
- Professional development on board roles and responsibilities of the Board
- Professional development on employment policies & practices
- Professional development on financial management
- Attended annual NEO authorizer Leading and Learning meeting

G. Administration 2022-2023

Name	Role
Kristen Flowers	Business Manager
Tammy Prewitt	Student Services Coordinator
Marla Hueser	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 due at the end of the school year annually (June 30th).

I. Staff Information 2022-2023

Below is the complete list of Kato Public Charter School staff during the 2022-2023 school year. File folder numbers are included for licensed staff.

Licensed Staff

Name	License/File Folder	Position
Dr. Mymique Baxter	0411112	Principal/Science Education
Cummings, Sarah	1008742	Science Education/Elementary Education
Grossman, Brent	0503700	Elementary Education/MS Social Studies
Krulich, Kim	1008434	Language Arts Education
Lorenzo, George	1020197	MS Language Arts, Health & PE
Macemon, Jon	1001888	Art Education
Nemitz, Matt	1011697	Math Education
Schroeder, Kurt	441622	High School Social Studies
Williams, Kathleen	469480	Special Education Teacher

Non-Certified Staff

Name	License/File Folder	Position
Baxter-Nuamah, Maria	NA	Title 1 Paraprofessional
Borneke, Eva	NA	Title 1 Paraprofessional
Butt, Scott	NA	Janitor
Flowers, Kaitlyn	NA	Special Education Paraprofessional
Flowers, Kristen	NA	Business Manager
Gessner, Finn	NA	General Education Paraprofessional
Gray, Donald	NA	Special Education Paraprofessional
Silva, Darwin	NA	General Education Paraprofessional

J. Staff Development

The primary focus for 2022-2023 was Positive Behavioral Interventions and Supports (PBIS). Kato Public Charter School was selected to join the 17th Annual Cohort offered by the Minnesota Department of Education. For year two we continued to focus on school-wide culture change for our students. All staff members participated in the 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 Harassment in the Workplace, CPI, FERPA, Mandated Reporting, Conflict Management, CPR, Blood Borne Pathogens, Epipen, and Seizure training. 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. Our students at KPCS should have the same opportunity as any other students to be taught by great teachers who are supported by a good leadership. At KPCS we try to establish an inclusive environment by promoting equity in the classroom and reflecting on our own beliefs as teachers and staff. We want to reduce race and gender barriers to learning in the classroom. We make efforts to create dynamic classroom spaces and accommodate the many different learning styles and disabilities. We are mindful of how we use technology in the classroom and as always we must be mindful of religious holidays. School leaders must ensure ongoing professional development of teachers so they move from novice to experienced and/or ineffective to effective teachers.

III. Finances

Payroll and insurance coverage for employees are 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, 2023.

Financial Highlights

- The assets of the School exceeded its liabilities at the close of the most recent fiscal year.
- The School's total net position increased its net position. This increase is due to a decrease in regular instruction expenses of \$127,504 due to a changes in staffing.
- As of the close of the current fiscal year, the School's governmental fund balances are shown in the financial analysis of the School's funds section of the MD&A. The total fund balance increased in comparison with the prior year. The increase was primarily due to a decrease in expenses of \$180,670 related to staffing changes.
- At the end of the current fiscal year, unassigned fund balance for the General fund, as shown in the financial analysis of the School's fund section, increased from prior year.
- The School's enrollment in fiscal year 2023 was 67 Average Daily Membership (ADM) compared with 55 ADM in fiscal year 2022 . The ADM for the next fiscal year is estimated to be 78.

IV. Student Information 2022-2023

A. Student Enrollment 2020-2023: Middle School (EOY)

Grade Level	2020-2021	2021-2022	2022-2023
6	4	6	7
7	5	4	15
8	8	6	8
Totals	17	16	30

Student Enrollment 2020-2023: High School (EOY)

Grade Level	2020-2021	2021-2022	2022-2023
9	14	16	13
10	2	12	16
11	10	5	12
12	21	8	8
Totals	47	41	49

B. Demographics 2021-2022 (Throughout the year)

	2020-2021	2021-2022	2022-2023
Total Enrollment	64	78	79
Male	31	32	25
Female	32	46	54
Special Education	20	24	31
African American	13	20	15
Asian	0	0	0
Hispanic	6	7	7
Asian/Pacific Islander	0	0	0
White	49	62	67
American Indian	11	9	6
F/R Lunch	27	52	62
LEP	3	1	1

C. Student Attendance 2022-2023 (throughout the year)

Attendance ended for the year at 78.05% overall average for grades 6-12.

Grade 6	86.58%
Grade 7	80.09%
Grade 8	75.21%
Grade 9	72.16%
Grade 10	81.53%
Grade 11	75.55%
Grade 12	75.93%

D. Student Attrition 2010-2023

We began the school year, 2022-2023 with a total student count of 59 (10/1/22) overall, and an average enrollment of 69 students. The year ended with 79 (6/15/23) students.

	2020-2021	2021-2022	2022-2023
Beginning	55	51	59
Ending	58	57	79

v. Academic Performance 2022-2023

ACT - Test was taken on the wrong date and results were not validated

Content Area	Benchmark Ready Percentile	# of Students that took test	# of Students that Meet Benchmark	Percentage
Math	22	NA		0%
Science	23	NA		0%
English	18	NA		0%
Reading	22	NA		0%

Minnesota Comprehensive Assessment (MCA's) 2022-2023

Content Area	Grade	# of Students that took test	# of Students that Meet Benchmark	Percentage
Reading	6	6	3	50%
	7	4	0	0%
	8	6	2	33%
	9	-	-	-
	10	10	5	50%
	11	-	-	-
	12	-	-	-

Minnesota Comprehensive Assessment (MCA's) 2022-2023

Content Area	Grade	# of Students that took test	# of Students that Meet Benchmark	Percentage
Math	6	6	0	0%
	7	4	0	0%
	8	6	1	16%
	9	-	-	-
	10	-	-	-
	11	6	1	16%
	12	-	-	-

Minnesota Comprehensive Assessment (MCA's) 2022-2023

Content Area	Grade	# of Students that took test	# of Students that Meet Benchmark	Percentage
Science	8	6	2	33%
	High School	12	4	25%

Armed Services Vocational Aptitude Battery (ASVAB) 2022-2023

Minimum Composite Score = (Armed Forces Qualification Test - AFQT) Army 31		
Student Grade	Student Score	BenchMark Ready? Yes or No
11	61	Y
11	57	Y
11	19	N
11	27	N
12	9	N
12	12	N
12	35	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 academic instruction your child is receiving at KPCS? Over 91.30% of the 33 parent surveys received responded either agree or strongly agree to this question. That is an increase of 5.7% in parent satisfaction.

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-19 & Flu vaccination clinics, and student engagement events such as a Haunted House.

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.

- We have Individualized Academic Plans for 9th-12th grade students
 - (Each student has unique needs for completing graduation requirements)
- Experiential and Differentiated Learning within the classroom setting
- General Enrichment (Including Summer Programming)
 - Experiential learning and student engagement (based on student's voice)
 - Being there and having hands-on experience
 - (Performing Arts, Ordway, Chanhassen Dinner Theater, Cultural events and performances)
 - Living Earth Garden (Blue Earth County)
 - Sustainable Living and 4-H Community Service Project
 - 4-H Club/Kato Scholars
 - 3 students won State Fair trips with rabbits
 - 1 student won a State Fair trips with crafts
 - 1 student won a State Fair trips with creative writing
 - Planning, presentations, and public speaking
 - 4-H Arts & Crafts (Group and Individual Student Projects)
 - Blue Earth County Fair, MN State fair
 - Summer program K-12
 - 4-H Archery (4-H shooting sports)
 - Wildlife
 - Future Trap Shooting
 - College Campus Visits
- Friday Enrichment Opportunities (Based on student's voice)
 - Friday enrichment opportunities was the idea of a student and stemmed from a Social Studies class and was voted on by staff and students for a pilot program in 2021-2022. We have continued these as once a month student engagement, community service and social activities.

- Edmentum (Web-Based elective and recovery curriculum)
- Edmentum (Also used for early graduation)

VIII. Plans, Strategies and practices for improving Curriculum and Cultural Competency

Culturally responsive teaching depends on a learning environment that affirms our students and helps them feel included, validated, valued, and safe. KPCS Strives to use the following strategies and practices to improve culturally relevant teaching.

- Fundamental belief in the ability of all students to learn - Educators must have high expectations for every student, accompanied by a set of positive attitudes about them.
- Diverse curricular content - students should have access to characters that look like them and settings that look like their communities. In other disciplines, they should read texts or consult resources that help them learn about others' worlds.
- Dynamic Instruction - Students learn in a multitude of ways, so teaching strategies should be dynamic and diverse. Students should have whole-group instruction, paired activities, and small group activities that require them to share, discuss, disagree, and think individually and collectively. Students should be allowed a multitude of ways to participate and demonstrate mastery of content.
- Community Involvement - Parents, caregivers, grandparents, and community members should be asked to share stories, give historical overviews of a community, offer supports, and provide cultural bridges between the larger community and the school community.

IX. Future Plans

- Hiring Practices
 - Kato Public Charter School is looking to hire and maintain a diverse high quality teaching staff that have similar personal values and beliefs.
- Student Focused Staff Development
- Trauma Informed Professional Development, Counseling and Group Discussions
- Increase the use of data-informed decision making (JMS, SWIS, NWEA, MCA)
- Increased Experiential Learning Events
- Increased College Campus Visits
- Gifted and Talented Learning Pathway (Leadership Focused)
 - Select students that need to be uniquely challenged
- Projects Learning Pathway
 - Topic Specific (0.25 Credits = 25 hours, etc)

- Accelerated Learning Pathway (Early Graduation)
 - Highly self-motivated students
- Establish community partnerships
- Establish university and community college partnerships
- Concurrent Enrollment Options - Partnership with Minnesota State University, Mankato
 - Math - already approved
 - English - in process
- Post Secondary Education Options - Partnership with South Central College
- Student Clubs
 - 4-H Rabbit Club
 - 4-H General Crafts Club
 - 4-H Archery/Shooting Club
- Student Community Room
 - Pool Table
 - Foosball Table
 - Ping Pong Table

X. World's Best Workforce

District 4066: Kato Public Charter School World's Best Workforce Goals 2022 - 2023

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 of 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 December 7, 2023

WBWF'Smart Goals and Results

Goal 1: Closing the Achievement Gaps

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR school improves the proficiency rate by 10-20 percentage points from the baseline year on the MCAs in Math and Reading for students eligible for free-reduced lunch and for students receiving SPED services completing the math MCA.</p> <p>The school's proficiency rate exceeds the resident district average by up to 10 percentage points on the MCAs in Math and Reading for students eligible for free-reduced lunch and for students receiving SPED services completing the math MCA.</p> <p>The school cannot publicly report the MCA reading results of students receiving SPED services as the total students having completed the test is less than 10.</p>	<p>The school's combined proficiency rate of 0.00% is 19.58 percentage points lower than the state's proficiency of 19.58% on MCA Math for FRP focus group.</p> <p>The school's combined proficiency rate of 4.88% is 27.50 percentage points lower than the state's proficiency of 32.38% on MCA Reading for FRP focus group.</p> <p>The school's combined proficiency rate of 0.00% is 19.45 percentage points lower than the resident district's proficiency of 19.45% on MCA Math for FRP focus group.</p> <p>The school's combined proficiency rate of 4.88% is 27.51 percentage points lower than the resident district's proficiency of 32.39% on MCA Reading for FRP focus group.</p> <p>The school's combined proficiency rate of 0.00% is 16.58 percentage points lower than the state's proficiency of 16.58% on MCA Math for SPED focus group.</p> <p>The school's combined proficiency rate of 14.81% is 8.48 percentage points lower than the state's proficiency of 23.29% on MCA Reading for SPED focus group.</p>	<p>On Track (multi-year goal)</p>

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

All Students Career-and College-Ready by Graduation

Goal	Result	Goal Status
<p>The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR school improves the proficiency rate by 10-20 percentage points from the baseline year on the MCAs in Math and Reading.</p> <p>The school's proficiency rate exceeds the resident district average by up to 10 percentage points on the MCAs in Math and Reading.</p> <p>60-80 percent of students make their individualized growth target based on most recent available NWEA MAP norms for math and reading.</p>	<p>The school's combined proficiency rate of 0.00% is 39.30 percentage points lower than the state's proficiency of 39.30%.</p> <p>The school's combined proficiency rate of 10.20% is 39.82 percentage points lower than the state's proficiency of 50.03%.</p> <p>The school's combined proficiency rate of 0.00% is 37.71 percentage points lower than the resident district's proficiency of 37.71%.</p> <p>The school's combined proficiency rate of 10.20% is 41.89 percentage points lower than the resident district's proficiency of 52.09%.</p> <p>The combined 2020-2025 NWEA results for math are 54.39%.</p> <p>The combined 2020-2025 NWEA results for reading are 67.26%.</p>	<p>On Track (multi-year goal)</p>

Goal 3: All Students Graduate from High School

All Students Graduate

Goal	Result	Goal Status
50-69 percent of students reach the college ready benchmark scores on the math and reading section of either the ACT or Accuplacer.	The school's combined rate of students meeting the Math ACT/ASVAB/PSEO Acceptance benchmark is 25.00%.	On Track (multi-year goal)
50-69 percent of students reach their individualized credit accumulation benchmark.	The school's combined rate of students meeting the Reading ACT/ASVAB/PSEO Acceptance benchmark is 39.58%.	
70-84 percent of students graduate on or before their GRAD year or graduate based on a timeline reasonable to the student's situation upon enrollment.	The school's combined individualized credit accumulation percent is 56.83%.	
	The school's combined rate of students graduating on or before their GRAD year is 63.79%.	

Reporting and Important Dates:

- **Reports:**
 - Annual Report Publishing (katopcs.org)
 - WBWF Summary Approved and Published Dec.15, 2023
 - WBWF Annual Report Approved and Published Dec. 15, 2023
 - Annual Meeting
 - December 7, 2023
 - Commissioner Report Submission
 - Submitted Dec. 15, 2023
 - Periodic Reports
 - Monthly and Quarterly Updates to Authorizer (NEO)
 - Monthly Updates to School Board on Academic Progress, MARA Framework, WBWF Plan, and Student Achievement

End of Report