



Kaleidoscope Charter School

**Annual Report on Curriculum,
Instruction and Student Achievement
FY 2010-2011**

Kaleidoscope Charter School 4118-07

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I. School Information

School Name

Kaleidoscope Charter School

Charter District Number

4118-07

Grades Served at the School

K-8

School Address

7525 Kalland Ave NE, Otsego, MN 55301

School Phone Number

763-428-1890

School E-mail Address

info@kcsmn.org

School Website

www.kaleidoscopecharterschool.org

School Director Name (Reporting Year)

Dave Hoffman (Resigned August 2010)
Paula Higgins (Interim Director August –November 2010)
Patricia Lindeman (Hired October 2010)

School Mission Statement

Kaleidoscope Charter School is an educational family that cultivates inquisitive leaders who possess integrity and a passion for learning.

The Pillars of Our Mission

Education Family

Highly-engaged, caring staff
Parental involvement
Mentoring

Passion for Learning

Student Choice

Variety of educational opportunities
Ability-based

Inquisitive Leaders

Inquiry-based instruction
Leadership/Character development
Service Learning

Statement of Purpose:

Kaleidoscope Charter School improves student learning and student achievement as shown through our ability-based programming in grades 1-4. We also encourage the use of different and innovative teaching methods as shown through our new technology as well as our ability-based programming.

As part of our ability-based programming, Kaleidoscope Charter School has adopted a systematic method of assessing our students in math and reading in grades 1-4 in addition to using MCA and NWEA test results. We utilize benchmark testing and use the data to drive instruction and move students to appropriate learning levels.

II. Executive Summary Accomplishments

Kaleidoscope Charter School offers the expectation of educational development while ensuring the students' success is based upon their ability. After completing our seventh year of operation, we now have the knowledge required to make school wide improvements and to continue to do what is best for the students of Kaleidoscope Charter School.

According to our MCA results, Kaleidoscope Charter School made significant progress in reading scores for grades 3, 4, 5, 7 and 8. Our MCA math scores were well above the state proficiency level in grades 3 and 4. Our 5th grade science MCA results for showed improvement as well. We have not yet received Adequate Yearly Progress (AYP) results. We are continually adding and revising programs to encourage student development. A goal for the 2011-2012 school year is to look at how we can improve and better meet the needs of our gifted and talented students as well as the student who struggle. We also wish to improve upon our MCA science and math test scores.

Kaleidoscope implemented an ability based math pilot program for grades 2-4 and the results were impressive. The students were able to move through the content in a more focused manner and showed great progress.

Grade 2

41% of the 2nd graders began at level 2 and ended at the end of level 2
42% of the 2nd graders began at level 2 and ended at the middle of level 3
15% of the 2nd graders began at level 3 and ended at the end of level 3
2% of the 2nd graders began at level 3 and ended at the middle of level 4

Grade 3

27% of the 3rd graders began at level 3 and ended at the middle of level 3
58% of the 3rd graders began at level 3 and ended at the middle of level 4
15% of the 3rd graders began at middle of level 4 and ended at the middle of level
5

Grade 4

73% of the 4th graders began at level 4 in math and ended at level 5
6% of the 4th graders began at level 4 in math and ended at the middle of level 4
15% of the 4th graders began at level 5 in math and ended at the beginning of level 6
6% of the 4th graders began at level 5 in math and ended at the middle of level 6

Kaleidoscope Charter School is currently at an enrollment with 409 students.

Innovative Practices

Leadership class was a time when students worked on making themselves and their community a little bit better. We began class by participating in many different team building activities, where students were encouraged to take different leadership roles. Students were often asked to step out of their "box." Students who were more vocal were asked to take a back seat at times, and students who were more introverted were asked to take more active roles in the team building initiatives. In the class we also spent time thinking about and defining the traits that made people great leaders. We discussed both celebrities and peers that we felt lived up to those traits. Each day, students spent some time journaling about leadership scenarios that applied directly to their lives. This led to many great discussions about specific scenarios and issues at school and how we could step up to be better leaders. The culmination of the class was the Leadership Projects. These were projects that students chose on their own. They chose their projects based on an issue or concern that they had about the school. Projects ranged from painting four square lines to planting flower gardens around the school and many things in between. Students were given a lot of freedom during the course of their projects and the results were very impressive. They were personally invested in the project that they chose, so they had a stake in its completion, and did very well with the freedom they were given.

Program Challenges

Kaleidoscope Charter School moved into the new building in 2008. We continue to have storage problems. We have a shed on the property to store some physical education equipment and other materials. However, not all the physical education equipment can be stored out in the shed due to mice.

Our 8th grade MCA science scores showed a significant drop of nearly 7%. The director has already met with the 5th-8th grade science teachers and has directed them to begin working to review science vocabulary more frequently at each of their respective grade levels. The 7th and 8th grade science curriculum maps should include applicable activities and time frames for implementation during the school year. Benchmark pre and post tests and standard based assessments are being used. The teachers will be proctoring their own NWEA tests. The director is committed to finding science teachers/programs that have successful MCAIII results in order to model instruction after.

Our MCA math scores showed weakness in grades 5-8, well below the state proficiency level. The director has already met with the 5th-8th grade math teachers to discuss the MCAIII results and is conducting increased classroom visits. The director is actively seeking out math mentors to help the teachers increase their skills. An increase in a variety of teaching methodologies will begin and parent communication will be insisted upon. Additionally, the teachers will be responsible for correcting the student papers and diagnosing math errors every other day and re-teaching math concepts. On the days they have students correct their own work; they will go over processes and procedures that need review. The teachers will be more actively involved in walking around their

classrooms and diagnosing math errors during quiet work time and giving assistance when needed.

This year (2010-2011) for the first time, the 5th -9th grade math teachers feel that correct math placement was done for incoming students. They have given math placement tests to the students to ensure proper placement and have better identified students who struggle in math. We have math enrichment classes in place for students who need a little more exposure to math than the one class they have.

We have one computer lab with some additional computers in the library. One of our challenges is having enough time in the day/week to afford all teachers an opportunity to access the computer lab with their students. The library computers can be used but there are only twelve of them in that location and we are using that space each morning as an ability based classroom.

Technology hardware continues to be a challenge for us as this is an expensive venture. We plan to continue to look for grants to expand the available hardware.

We would like to budget for social studies books in the elementary grades as the teachers lack materials.

Future Plans

The board met on September 24, 2011 for a strategic planning session. The board completed a SWOT process that analyzed the strengths, weaknesses, opportunities and threats for Kaleidoscope Charter School. The results of this exercise identified some key areas needing attention from the board and administration. The key items identified for further discussion were public perception and school identity to the surrounding communities and what Kaleidoscope will look like in the future. The board is in the beginning stages of researching the demographics of the school and surrounding communities.

III. Learning Program

A. Academic Performance- Accountability Plan Data

Kaleidoscope Charter School shall participate fully in the Minnesota Comprehensive Assessments (MCA) and the Northwest Evaluation Association (NWEA). Data from these assessments will be compiled and evaluated as described below.

Measures of Academic Progress (MAP) Results Spring 2010– Spring 2011**Reading**

Grade	Students	Growth Spring 2010 – Spring 2011	Projected Performance Spring 2012	Median
2	48	62% (fall-spring)	n/a	58.3%
3	48	58%	89.6%	70.8%
4	48	57%	91.7%	70.8%
5	48	59%	85.4%	68.8%
6	47	69%	72.3%	63.8%
7	47	60%	66.0%	61.7%
8	49	68%	77.6%	75.5%

Growth: The percent of students who took both Spring 2010 and Spring 2011 tests and met or exceeded

typical growth based on NWEA National Norms.

Projected Performance: Current percent of students projected to meet the most basic proficiency level on

the Minnesota state tests.

Median: Percent of students at or above 50% level based on NWEA National Norms.

Measures of Academic Progress (MAP) Results Spring 2010– Spring 2011**Math**

Grade	Students	Growth Spring 2010 – Spring 2011	Projected Performance Spring 2012	Median
2	48	83% (fall – spring)	n/a	91.7%
3	46	66%	93.5%	82.6%
4	48	70%	91.7%	87.5%
5	46	48%	76.1%	73.9%
6	45	77%	84.4%	84.4%
7	46	55%	71.7%	71.7%
8	49	42%	69.4%	69.4%

Growth: The percent of students who took both Spring 2010 and Spring 2011 tests and met or exceeded

typical growth based on NWEA National Norms.

Projected Performance: Current percent of students projected to meet the most basic proficiency level on

the Minnesota state tests.

Median: Percent of students at or above 50% level based on NWEA National Norms.

We use NWEA results each fall to guide our instruction throughout the year as we target areas of weakness for the students. We also use the NWEA data to identify students, who were beyond proficient, to help to create individual learning plans to challenge these high achievers so they continue to show growth. Teachers, second grade through eighth grade, were trained on how to utilize the NWEA site, how to read and interpret the testing data and develop plans to address the areas of need for both high and low achieving students.

In fall of 2010, the staff shared the NWEA goal setting sheet with each student and their respective parents. We were looking to provide a better connection for the students as to why the tests were important. We felt that if we had better dialogue in this area, the effort to do well on the spring tests would increase. We noted in the spring that students came in to take their tests with greater motivation and enthusiasm to exceed their previous scores.

In January of 2011, we began a pilot program in math to better analyze where each student in grades 2-4 were learning and teach to those levels. This resulted in us being able to better meet the needs of children who were excelling beyond the traditional math settings.

Spring results will be analyzed in the Fall of 2011 to make sure growth was achieved by all students and to develop new learning goals for each student. As we begin the 2011-2012 school year, the staff in grades 1 – 4 are invested in our new ability based programming for both reading and math. We have also hired an additional teacher to teach ability based programming and are utilizing other key staff members in this resolve. Our goal is to see greater improvement in these two academic areas. This will result in improvements in our NWEA scores on an on-going basis.

There was a brand new MCIII math test this year. We do note that the projected scores listed above from the NWEA math tests (listed above in column 4 “Projected Performance – Spring 2011), are not reflective of our Spring MCA math test results for grades 5-8. We need to further investigate why these predictors did not reflect in our MCIII math tests.

MCA 2010-2011 Results

	<u># of Students Tested</u>	<u>Percent Meeting</u>	<u>Percent Exceeding</u>	<u>Total Proficient</u>
Grade 3	48	29.2%	68.8%	98%
Grade 4	48	39.6%	43.8%	83.4%
Grade 5	48	45.8%	35.4%	81.2%
Grade 6	46	39.1%	32.6%	71.7%
Grade 7	48	43.8%	29.2%	73.0%
Grade 8	47	40.4%	23.4%	63.8%

<i>Percent Meeting or Exceeding on MCA II Math, 2010-2011 School Year</i>				
	<u># of Students Tested</u>	<u>Percent Meeting</u>	<u>Percent Exceeding</u>	<u>Total Proficient</u>
Grade 3	48	47.9%	35.4%	83.3%
Grade 4	48	35.4%	47.9%	83.3%
Grade 5	48	39.6%	2.1%	41.7%
Grade 6	46	37.0%	6.5%	43.5%
Grade 7	46	26.1%	17.4%	43.5%
Grade 8	47	29.8%	17.0%	46.8%

Conclusion:

Third and fourth grade students have a large percentage of students exceeding proficiency benchmarks for reading and math.

We use Saxon Math in Grades K-8. We have seen success in grades K-4 and in particular, grades 2-4 after beginning our ability-based pilot program in math. We have been committed to working with students and families to increase the math abilities of our students. This being said, we need to broaden our efforts in the 5th -8th grades. We have noted that we see a weakness in math in our middle school program.

Our 5th through 8th grade program had considerably lower math scores. Right now we are at the stage of pulling data and evaluating how the program is being taught to figure out how or why the scores did not increase since last year.

Kaleidoscope Charter School Action Plan 2011-2012

- We continued implementation of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) testing and progress monitoring. Students not meeting grade level benchmarks will receive additional instruction during the school day. Progress will be monitored in six week blocks.
- Unit plans will be directly tied to the Minnesota State Standards. For each unit, math teachers in grades 5th through 8th grade, and reading teachers in grades 5th and 8th will be required to identify each of the standards and student outcomes, and the assessment(s) used to measure those outcomes. An analysis of the data derived from the assessments will help develop future lessons. We will continue with this action plan.

- NWEA scores will be used to analyze the needs of each student. Information from the Dynamic Reporting Suite will help the teachers know the specific strands that need to be taught or reinforced. Goal sheets will be shared with students and parents in the fall of 2011 and spring of 2012.
- Departmental meetings will be continue for 5th through 8th grade math and 5th and 8th grade reading to review test and lesson results and determine action plans to address areas of concern. Student data from the assessments will be reviewed and analyzed together.
- The school-wide reading goal for this year is to use the NWEA results to drive lessons for all learners.

Science		
	<i>Average Kaleidoscope Proficient score</i>	<i>Average Minnesota Proficient Score</i>
Grade 5	54.2%	46%
Grade 8	25.5%	44.4%

Conclusion:

This year, we adopted a new Science textbook series, Pearson Interactive Science, and also tested our 5th-8th graders using the NWEA Science test. We will begin to write curriculum to make certain that all standards are taught sufficiently, in an effort to drastically improve our Science scores.

B. School Management and Administration

<i>Name</i>	<i>File Folder Number</i>	<i>Assignments</i>	<i>Years Employed by the School</i>	<i>Left During 10/11</i>	<i>Not Returning 11/12</i>
Buhl, Barb	N/A	Receptionist	1		
Durkot, Cathy	N/A	HR/Student Support	5		
Hoffman, Dave	452935	Director	1	X	
Lindeman, Patricia	301933	Director	<1		
Martin, Nancy	N/A	Business Manager	1	X	
Vacek, Patty	N/A	Administrative Assistant	5		

C. Teaching Staff Information

<i>Teacher Name</i>	<i>File Folder Number</i>	<i>Assignment</i>	<i>Years Employed by the School</i>	<i>Left During 10/11</i>	<i>Not Returning 11/12</i>
Anderson, Lisa	387689	1 st Grade	3		X
Barnes, Elizabeth	401404	4 th Grade	3		

Bergren, Belinda	N/A	Special Education Paraprofessional	1	
Bernu, Jamie	417942	4 th Grade	6	
Brant, Kari	421658	5 th /6 th Grade Science	3	
Buzzelli, Amanda	386154	Spanish	1	
Chesemore, Renee	N/A	Lunchroom/Recess Aid	2	
Cotton, Mary	N/A	School Nurse	4	
Danner, Ashley	428628	3 rd Grade	3	
Davis, Cory	392488	Kindergarten	6.5	X
Eckblad, Terri	N/A	Special Education Paraprofessional	6	X
Fitch, Robbin	N/A	Special Education Paraprofessional	3	
Groebner, Kay	N/A	Lunchroom/Recess Aid	1	X
Haliburton, Mary	337260	2 nd Grade	7	
Hall, Sharon	409724	Physical Education/Health	3	X
Hanson, Kelli	413564	Special Education Paraprofessional	7	
Hary, Emily	459716	Special Education Teacher	<1	X
Heieie, Jennifer	385733	Special Education Teacher	5	
Higgins, Paula	401725	7 th /8 th Grade Science	7	
Hills, Diane	297519	Teacher on Special Assignment/Tutor	7	
Jerke, Lindsey	397822	Physical Education/DAPE	3	
Johnson, Amy	N/A	Lunchroom/Recess Aid	1	X
Juntunen, Jessica	444170	Special Education Paraprofessional	1	X
Kahl, Amy	448795	Special Education Paraprofessional	1	
Kent, Eric	412363	5 th /6 th Grade Social Studies	3	
Leen, Amber	N/A	Special Education Paraprofessional	1	
Maisch, Jeremy	402227	7 th /8 th Grade Social Studies	7	
Maisch, Stacy	392959	Special Ed.	6	
Miller, Theresa	N/A	Lunchroom/Recess Aid	1	X
Noreen, Michael	407256	5 th /8 th Grade Math	6	
Peters, Kasie	414095	Kindergarten	3	X
Peterson, Paula	238403	Kindergarten	7	
Piehl, Jennifer	419372	5 th /6 th Grade LA	5	
Remick, Kurt	426527	5 th /8 th Grade Math	3	
Rients, Kirby	424228	7 th /8 th Grade LA	3	X
Sand, Allyson	416509	3 rd Grade	5	
Skon, Sandy	388000	Art	3	

	414277	2 nd Grade	3
Stilnovich (Churack), Melyssa			
Suess, Renee	410081	1 st Grade	6
Thelen, Jennifer	N/A	Lunchroom/Recess Aid	1
Waldron, Lana	N/A	Janitor/Custodian	7
Wilson, Heidi	385693	Special Education Teacher	<1
Young, Ben	421206	Music	2

Teacher Retention Rate (please divide number of teachers returning from following year by the number of same teachers who taught during the reporting year) 61% (2004-2005) 86% (2005-2006) 86% (2006-2007) 88% (2007-2008) 100% (2008-2009) 100% (2009-2010) 76% (2010-2011)

Teacher Turnover Rate 39% (2004-2005) 14% (2005-2006) 14% (2006-2007) 13% (2007-2008), 0% (2008-2009), 0% (2009-2010), 24% (2010-2011)

Conditions for changes in staff

Kaleidoscope Charter School prides itself on providing the best staff for our students to ensure educational success. In this process we encourage staff to be part of many decisions made at Kaleidoscope, therefore there is a sense of ownership in the school and its students. For the 2010-2011 year we had one employment contract rescinded. The teacher worked diligently to provide a Spanish experience for the students; however, she accepted a teaching job at another school. During the school year, we had one mid-year termination of a special education teacher, a mid-year resignation of a special education paraprofessional, a mid-year termination of our business manager and a mid-year resignation of a special education teacher.

D. Program Successes and Best Practices

Kaleidoscope Charter School has completed seven successful years of operation. We have many program successes to be proud of and continue. One area that continues to be strength is hands on learning. Some hands on learning programs include, Water Testing for Hennepin County/Minnesota Pollution Control Agency, Finance Park, Character Education, FOSS Kit science and service learning projects. Our teachers continue to research ways in which to make learning interactive. Our students enjoy their educational experience and continue to want to learn.

There are many program successes in how staff communicated with parents and our community. Communications included open houses, school conferences, staff meetings, and a weekly communication piece which was emailed to families and staff and the introduction of our Phone Tree system.

We continued Lego League Education. This program helped implement relevant hands-on and minds-on activities after school for grades 4th through 6th. Going into the fifth year of Lego League we look forward to participating in the State Lego League competition again.

Kaleidoscope Charter School will continue to offer after school programs such as kindergarten through second grade board games, third through eighth grade Chess Club, Yearbook Committee, Science Starfish/Shark Dissection, Fossil Hunt, Elementary Drawing and Student Council.

As a way to better assist our students, the middle school teachers at Kaleidoscope Charter School continued Homework Club. This club meets Monday through Thursday after school and provides students with an opportunity to seek additional help with their school work. This program is open for students to come in on their own or as recommended by their classroom teachers. This will be a program we will continue for the next school year.

Administration and the School Board have written many policies and procedures for the front office that have been implemented. Administrative roles have been clarified and job descriptions updated. We are in the process of cross training to ensure redundancy and segregation of duties. (Please see Board Operations, Strategic Planning)

Service Learning

All students at Kaleidoscope Charter School will participate in engaging, high quality, service-learning projects.

<i>Indicator</i>	<i>High</i>	<i>Middle</i>	<i>Low</i>
Average Service Hours Completed	20	15	10
Hours will be verified by Kaleidoscope teachers	X		

Service Learning Projects: 2010-2011

<i>Grade Level</i>	<i>Teachers Involved</i>	<i>Title of Project</i>	<i>Total Hours Completed</i>
Kindergarten	Mrs. Peterson, Mrs. Davis and Mrs. Peters	<ol style="list-style-type: none"> 1. Book Buddies 2. Veterans 3. Plants 4. Community Helpers 5. KS95 Change for Kids 6. Food Drive 7. Grandparent's Day 8. Jump-rope for Heart 	<ol style="list-style-type: none"> 1. 9 hours 2. 4 hours 3. 2 hours 4. 3 hour 5. 2 hours 6. 2 hours 7. 2 hours 8. 2 hours Total Hours: 26
1 st /2 nd Grade	Mrs. Suess, Mrs. Anderson, Ms. Churack, Mrs. Haliburton	<ol style="list-style-type: none"> 1. Macy's Believe Holiday Campaign 2. Pen Pal Letter Writing 3. Reading is Giving 4. Classroom Pets 5. Dear 1st grade friends coming into 2nd grade 6. Support our Troops 	<ol style="list-style-type: none"> 1. 5 hours 2. 10 hours 3. 5 hours 4. 10 hours 5. 2 hours 6. 2 hours 7. 2 hours

		7. To Make You Smile 8. 7 th Grade Buddies	8. 18 hours Total Hours: 62
3 rd /4 th Grade	Allyson Schultes, Jamie Bernu, Ashley Danner, Liz Barnes	1. KS95 Change for Kids 2. Food and Paper Recycling 3. Creating Cards for next year's 3 rd 4. Writing and hosting a book reading for parents 5. Cleaning the neighborhood park 6. Reader's Theater	1. 5 hours 2. 1 hours 3. 2 hours 4. 10 hours 5. 2 hours 6. 6 hours Total Hours: 26
5 th /6 th Grade	Kari Brant, Jennifer Piehl, Kurt Remick and Eric Kent	1. Gardening 2. Letters to First Graders 3. Feed My Starving Children 4. Pay it Forward Services	1. 6 hours 2. 5 hours 3. 3 hours 4. 10 hours Total Hours: 24
7 th /8 th Grade	Jeremy Maisch, Kirby Rients, Mike Noreen and Paula Higgins	1. Hennepin County River Watch Program 2. Great Lakes Earthworm Watch Program 3. Feed My Starving Children 4. Taught a class about the importance of Earth Day and led students on a litter pick up 5. Learned how to make dog treats and donated them to human society 6. Initiated the installation of new pencil sharpeners 7. Replaced U.S. flag/taught students about flag etiquette 8. Painting a new 4 square court and informing students of official rules of the game 9. Began the process of a flower garden dedicated to honoring the military 10. Made and sold bracelets to be donated to the Children's Hospital, as well as singing at a nursing home 11. 7 th Grade Buddies	1. 8.25 hours 2. 5.25 hours 3. 5 hours 4. 3 hours 5. 3 hours 6. 1 hours 7. 1 hours 8. 5 hours 9. 5 hours 10. 3 hours 11. 18 hours 7th Grade Total Hours: 57.5 8th Grade Total Hours: 39.5

IV. Financial Viability

Kaleidoscope finished FY2010 with a 30% fund balance and no audit findings. The school is currently in the middle of the FY 2011 audit. Preliminary field work has not

generated any findings and again Kaleidoscope should have a 30% fund balance after the final accruals are booked. The unaudited FY 2011 financial statements are attached. Challenges for the future include a 5% decrease in the student population for the 2012 school year and projected inflation with little hope of increases in state and federal funding. To meet these challenges, Kaleidoscope is kicking off a marketing campaign to fill the open seats, exploring additional funding sources and continually monitoring costs.

V. Organization and Operation of the School Board

A. Board composition

Board member information section (please provide for all board members who served during the reporting year)

Greg Buhl was nominated to Interim Chair when Jason Thomas resigned. Greg Buhl was then nominated to Vice Chair when Carolyn Sharratt was nominated to Board Chair.

Kasie Peters was elected to Secretary when Jamie Bernu resigned. Kari Brant was elected to Secretary when Kasie Peters' term ended.

2010-2011 School Year Charter Public School Board

This table contains information for all board members

2010-2011 Election Date: May 2011

2011-2012 Anticipated Election Month: May 2012

<i>Member</i>	<i>E-Mail</i>	<i>Phone</i>	<i>Board Position</i>	<i>Elected</i>	<i>Term End</i>	<i>Board Attendance</i>
Diane Hills	dhills@kcsmn.org	763-428-1890	Teacher (297519)	September 2010	2012	8/9 89%
Jason Thomas	jht@mcgrannshea.com	(612) 752-1965	Parent, Chair	June 2009	2011 (resigned)	13/15 80%
Kasie Peters	kpeters@kcsmn.org	763-428-1890	Teacher (414095), Secretary	April 2009	2011 (term ended)	12/14 85%
Gene Henrie	ghenrie@msn.com	763-463-1355	Parent, Vice Chair	June 2008	2011 (term ended)	10/14 71%
Kari Brant	kbrant@kcsmn.org	763-412-0067	Teacher (421658), Secretary	December 2010	2012	6/6 100%
Jayne Swenson	jaymecarx@gmail.com	612-810-9483	Parent	May 2010	2013	15/15 100%
Greg Buhl	greg@intexcrushers.com	612-363-1486	Parent Vice Chair	May 2010	2013	13/15 86%
Sharon Hall	shall@kcsmn.org	763-428-1890	Teacher (409724)	October 2009	2011 (resigned)	14/15 93%
Carolyn Sharratt	carolyn.crump@gmail.com	612-296-5955	Community Member/	November 2010	2013	7/7 100%

				Board Chair		
Jens Rhoades	Jensrhoades@gmail.com	763-226-1253		Community Member	May 2011	2013
Rich Kubicka	richkubickamd@yahoo.com	763-498-1197 763-441-3994		Parent	May 2011	2013
Jamie Bernu	jbernu@kcsmn.org	763-428-1890		Teacher (417942), Secretary	July 2006	2010 (resigned)

Variety of Skills

Name	Skill Set #refers to file folder number if teacher	Left During 10/11	Not Returning 11/12	Comments
Jason Thomas	Lawyer	X		Resigned
Kasie Peters	Teacher #414095	X		Term Ended
Greg Buhl	Finance			
Sharon Hall	Teacher #409724	X		Resigned
Gene Henrie	Human Resources		X	Term Ended
Kari Brant	Teacher #421658			
Carolyn Sharratt	Community Member			
Jens Rhoades	Internet Marketing			
Rich Kubicka	Doctor			
Jamie Bernu	Teacher #417942			Resigned
Jayne Swenson	Human Resources			
Diane Hills	Teacher #297519			

Three members resigned before their term ended. Two members were replaced with new incumbents at the annual meeting.

Committee Assignments to date are as follows:

Human Relations Committee

Gene Henrie (Chairperson)
Jayme Swenson

Annual Report Committee/Contract Renewal Committee

Jamie Bernu (Chairperson)
Paula Higgins
Nan Martin (Left in October 2010)
Patty Vacek

Nominations Committee/ Annual Meeting Committee

Jamie Bernu (Chairperson)
 Kasie Peters
 Kari Brant
 Jayme Swenson

Finance Committee

Greg Buhl (Treasurer, Chairperson)
 Amiee Vey
 Greg Piehl
 Bill Schirmer
 Nan Martin (Left October 2010)
 Paula Higgins
 Jill Moline (School Business Solutions representative)

KCS Building Company

Jason Thomas
 Jeremy Maisch

B. Board Operations

Dates of all board meetings in which a quorum was present for reporting year and tentative board meeting schedule for 2011-2012.

<i>Date of Quorum Meetings</i>	<i>Type of meeting</i>	<i>Attendance rate</i>	<i>2011-2012 Tentative Board Meeting Schedule</i>	<i>Type of Meeting</i>
July 22, 2010	Regular	100%	July 28, 2011	Regular
August 10, 2010	Special	86%	August 25, 2011	Regular
August 26, 2010	Regular	100%	September 22, 2011	Regular
September 1, 2010	Special	86%	September 24, 2011	Strategic Planning
September 28, 2010	Special	75%	October 27, 2011	Regular
September 30, 2010	Regular	100%	November 22, 2011	Regular
October 28, 2010	Regular	88%	December 20, 2011	Regular
November 23, 2010	Regular	86%	January 26, 2012	Regular
December 21, 2010	Regular	100%	February 23, 2012	Regular
January 27, 2011	Regular	100%	March 22, 2012	Regular
February 24, 2011	Regular	78%	April 26, 2012	Regular
March 24, 2011	Regular	78%	May 24, 2012	Regular
April 28, 2011	Regular	89%	June 28, 2012	Regular
May 26, 2011	Regular	100%		
June 23, 2011	Regular	89%		

Challenges of the Board

- Continuing to understand what the roles of the board are, and when things become issues for administration.

- Parents who will bring issues/concerns to the director or individual board members, but will not engage with board at board meetings.
- Lack of strategic plan in place to be able to give the Board a focus on goals to accomplish. There was a strategic planning meeting scheduled for September 24, 2011 to work on this challenge.

Success of the board

- Board members work well together. Several new members have joined committees to help work on the goals and mission of the school.
- Improving board knowledge through governance training.
- Becoming more involved with school budget/financials.
- Respect amongst board members.
- The board was able to quickly and gracefully react to the sudden and unexpected resignation of our previous director by installing a trusted and capable interim director (Paula Higgins) and then searching for and hiring a qualified and capable new director (Patricia Lindeman) who's contract has since been renewed. Throughout this process the board was able to maintain a smoothly functioning institution.

Strategic Planning

There is a strategic planning meeting scheduled for September 24, 2011 to discuss long-term goals for Kaleidoscope Charter School.

The following policies were reviewed and approved by the school board during the 2010-2011 school year.

- 406 – Public and Private Personnel Data
- 514 – Bullying prohibition Policy
- 515 – Protection and Privacy of Pupil Records
- 524 – Internet and Other Devices Acceptable Use and Safety Policy
- 538 – Enrollment Policy
- 706 – Acceptance of Gifts / Donations

C. School Leader Review

The process for reviewing the executive director has been articulated. The Human Resource Committee constructed an annual review in the spring that utilized a metric based scoring system, which incorporates feedback from staff, teachers and families. The primary review points were based on financial accountability, academic performance, academic improvement, and incorporation of the overall mission of KCS. The review process incorporated opinion surveys from both staff/teachers and families, which were sent out in spring of 2011.

The director has a K-12 Administration license from the State of Minnesota and is in her 16th year of school administration.

D. Parent Involvement and Satisfaction

Indicator	High	Middle	Low
Percent of parents completing 20 volunteer hours annually	90-100%	70% - 89%	Less than 70%
Average number of parent volunteer hours annually	15-20	10-14 X (13.78)	Less than 10 X

Parent Involvement

For the 2010-2011 school year, we had 257 families in our school. We had 99 families volunteer. The total number of recorded volunteer hours was 3,542, providing an average of 24 hours per volunteer. For the 2011-2012 school year, we have a computer system in place to better track these numbers.

Parent Involvement

Parents have volunteered their time by the following activities:

- Chaperoning field trips
- Lunchroom duty
- Track and field day
- School carnival
- Student Council events
- Helping in classrooms
- Library assistants
- Community experts
- Scholastic book fairs
- Lego League

Community Support for our school

- Police liaison visiting school
- Fire department visits
- Local catering for school lunches
- 5th grade participation in the D.A.R.E. program
- Spectrum High School's holiday concert performance at Kaleidoscope Charter School
- Spectrum High School basketball clinic

We continue to educate the community about Kaleidoscope Charter School. Students are recognized in the local papers and community members' comment on all the wonderful things they hear about Kaleidoscope Charter School and its students.

Parent Satisfaction Survey Results

For the 2010-2011 school year, the plan was to use a parent survey template provided to us by School Business Solutions. Instead, the board designed a survey through Zoomerang. The survey was sent to all 373 enrolled families, and 127 responded (34% response rate). While we did not have an explicit question asking for overall parent satisfaction, the percent of parents responding “Satisfied” or “Somewhat Satisfied” for all questions is 91% of those who responded. For the 2011-2012 school year we will include a question on overall satisfaction with the school. The lunch program received the most significant number of “Not Satisfied” responses, and adjustments were made to the method for ordering and paying for the school lunch program.

E. Student Enrollment, Attendance and Retention Data

	2004-2005		2005-2006		2006-2007		2007-08		2008-09	
Total students enrolled	193		226		228		248		408	
Male	114	60 %	124	55 %	137	125	55%	125	55%	219
Female	79	40 %	102	45 %	111	103	45%	103	45%	189
Special Education	13 %		14 %		11 %		11 %		11 %	
African American	7 %		3 %		0 %		1 %		1 %	
Latino	0 %		1 %		2 %		1 %		2 %	
Asian/Pacific Islander	2 %		8 %		.05 %		.05 %		1.2 %	
White	94.8 %		89 %		92 %		96.5 %		98 %	
American Indian	0 %		0 %		0 %		0 %		0.3 %	
Russian	0 %		0 %		2 %		1 %		1 %	
Minority students	10	1 %	23	1 %	8	3%	9	4 %	20	5%
F/R Lunch	0 %		6 %		0 %		0 %		15 %	
LEP	0 %		1 %		0 %		0 %		0 %	

Student Enrollment, Attendance and Retention Data Continued

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2015-2016
Total Students Enrolled	426	431				
Male	234	235				
Female	192	196				
Special Education	13%	15%				
African American	1%	0%				
Latino	1%	6.03%				
Asian/Pacific Islander	3%	3.45%				
White	82%	89.66%				

American Indian	.4%	.86%						
F/R Lunch	20%	19%						
LEP	0	0						

School Enrollment

School Year	K	1	2	3	4	5	6	7	8	Attrition/Retention Rates*
2008-2009	47.95	48	48	47.95	48.95	46.90	47.43	36.67	35	3%
2009-2010	48	48	47.89	47	43.33	49	46.39	47.78	35.78	2%
2010-2011	48	48	48	48	48	48	47	48	48	11%
Estimated 2011-2012	48	48	48	48	48	48	48	36	34	

* Attrition/Retention Rates calculated by dividing the number of students who will not return by the original number of students in their class when they entered the program.

Comments or Explanations Regarding Enrollment

We have experienced a drop in enrollment in grades 7 and 8 as a direct result of Spectrum High School's expansion to their middle school. This has resulted in a rather significant budgetary issue which we are actively engaged in resolving.

Currently, our waiting list continues to be strong in grades K-5.

Average Daily Membership: 411.61 students for 2010/11 school year

Student Attendance Rate: 95.5% daily averages

Student Mobility Rate: (provide numbers leaving by end of reporting year, and numbers enrolling during reporting year)

Grade Level	Number of students Leaving by the end of reporting year	Number of students enrolling during reporting year
Kindergarten	3	3
First Grade	5	5
Second Grade	5	5
Third Grade	3	3
Fourth Grade	4	4
Fifth Grade	5	5
Sixth Grade	10	9
Seventh Grade	6	6
Eighth Grade	4	4

Student Graduation Rate: (based on most recent MARRS submission to MDE) Kaleidoscope Charter School cannot comment as our school's enrollment only covers kindergarten through eighth grade.

Comments or Explanations Regarding Student Participation/Attendance

The Kaleidoscope Charter School Board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of policy 503 ATTENDANCE (see attached) is to encourage regular school attendance. It is intended to be positive and not punitive.

This policy also recognizes that attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators.

We conduct exit interviews with parents to hear the concerns, if any, of students leaving. We hear these concerns and in order to make our school a better environment and education for our students.

**F. Admission Policies and Procedures
General Enrollment**

The purpose of policy #538 ENROLLMENTS (see attached) is to establish a clear understanding of our enrollment process. Kaleidoscope Charter School practices an enrollment process that is fair and balanced. Kaleidoscope Charter School will not limit admission or establish any criteria or requirements for admission that are inconsistent with MN Statutes 124D.10 subdivision 9.

Application and Enrollment Forms

Please see attached documents.

G. Authorizer Information

<i>Authorizer Name</i>	<i>Contact Information</i>	<i>Liaison</i>	<i>Contract Termination Date</i>
Volunteers of America of Minnesota	5905 Golden Valley Rd Suite 110 Minneapolis, MN 55422	Molly McGraw Healy mmcgraw@voamn.org	2004, renewed in 2007, 2010, expires 2013

VOA conducted their annual site visit in October 2010, the school was released from review during that time. VOA continues to monitor the school through annual site visits and occasional board meetings. They are kept privy to board information through board agendas and minutes.

H. Non-Profit Status

Organization Name	KALEIDOSCOPE CHARTER SCHOOL
Organization Type	TRUST
Contact Person	ATTN : PATRICIA LINDEMAN
Address	7525 KALLAND AVE
City	OTSEGO
State	MN
Zip Code	55301-
IRS Code 501(c)	03
Purpose or Description	Charter school that offers an educational atmosphere focused on student achievement and academic excellence.
Phone Number	(763) 428-1890
Status	ACTIVE
Extension	None

Adopted: January 21, 2010

Revised: March 25, 2010

537 KINDERGARTEN LOTTERY POLICY

I. PURPOSE

The purpose of this policy is to establish a clear understanding of the Kaleidoscope Charter School Kindergarten lottery process.

II. GENERAL STATEMENT OF POLICY

Kaleidoscope Charter School practices a Kindergarten enrollment process that is fair and balanced. Kaleidoscope Charter School will not limit admission or establish any criteria or requirements for admission that are inconsistent with MN Statutes 124D.10 subdivision 9.

III. PROCEDURE

- A. The Kindergarten lottery for children eligible to enter Kindergarten in September will be held each year on the first business day in February.
- B. All applications for the following school year will be available the first business day in December for pickup at the school or on the website at www.kaleidoscopecharterschool.org.
- C. A completed application is required for anyone wishing to be considered for enrollment.
- D. All applications must be received by the school by the last business day in January. All applications will be stamped according to date received.
- E. Openings will be filled per Minnesota State Statute as follows:
 - i. A sibling of an enrolled student and/or a foster child of that student's parents.
 - a. It is the parent's responsibility to submit a completed enrollment application for a sibling who is entering kindergarten. Any applications received after the due date will be added to the waiting list.
 - ii. Child/children of Kaleidoscope Charter School teachers.
 - a. It is the parent's responsibility to submit a completed enrollment application for a child of a teacher who is entering kindergarten. Any applications received after the due date will be added to the waiting list.
 - iii. General Lottery
 - a. General lottery applications will be pulled randomly by two Enrollment Committee members OR one Enrollment Committee member and the Director. The names are added, in the order drawn, to fill all openings.
 - b. Parents will be notified in writing within 10 days of the lottery results.
- F. Waiting list placement will begin with the first student in sequence after all the existing openings are filled. After the February lottery has taken place, all new registrations will be placed in sequence on the waiting list.

IV. REVIEW

The Board will review this policy annually after the yearly lottery process.

Adopted: May 20, 2010
Revised: January 25, 2011

538 ENROLLMENT POLICY

I. PURPOSE

The purpose of this policy is to establish a clear understanding of the Kaleidoscope Charter School enrollment process.

II. GENERAL STATEMENT OF POLICY

Kaleidoscope Charter School practices an enrollment process that is fair and balanced. Kaleidoscope Charter School will not limit admission or establish any criteria or requirements for admission that are inconsistent with MN Statutes 124D.10 subdivision 9.

III. PROCEDURES

- A. All applications for the following school year will be available the first business day in December for pickup at the school or on the website at www.kaleidocscopecharterschool.org.
 - B. All applications must be received by the school by the last business day in January. All applications will be stamped according to date received.
 - C. Lottery will take place on the first business day in February.
 - D. **Kindergarten:** Refer to the Kindergarten Enrollment Policy.
 - E. **Grades 1-8:**
 1. A completed application is required for any student wishing to be considered for enrollment. Applications do not carryover from year to year and must be resubmitted. Current students of Kaleidoscope need not apply again.
 2. Openings will be filled per Minnesota State Statute as follows:
 - i. A sibling of an enrolled student and/or a foster child of that student's parents
 - ii. Child/children of Kaleidoscope Charter School teachers.
 - iii. General LotteryWaiting lists, if needed, should be re-established after the lottery that follows each enrollment deadline. Families may not retain a waiting number from a previous year. Waiting lists should not be established before enrollment deadline in lieu of lotteries; open enrollment is **NOT** first-come, first-served prior to the enrollment deadline.
 - a. New applications will be drawn randomly by two Enrollment Committee members OR one Enrollment Committee member and the Director.
 - b. New applicants are added to the existing waiting list in the order drawn.
 3. Annual lottery results will be mailed within 10 days after the lottery.
 4. As students from the list are offered positions and/or become enrolled, positions on the lists will be adjusted accordingly.
 5. The waiting list is intended for the sole purpose of enrollment and distribution of information deemed appropriate by Kaleidoscope Charter School. Kaleidoscope Charter School will not sell, distribute or otherwise disseminate waiting list information. Kaleidoscope Charter School will not use this list for solicitation purposes other than to gather interest and involvement in those things related to enrollment, expansion or related interests at Kaleidoscope Charter School.
- F. It is the policy of Kaleidoscope Charter School to comply with Federal and State laws prohibiting discrimination. Kaleidoscope Charter School will not discriminate with regard to a person's age, color, creed, culture, disability, ethnic origin, family care leave status, gender, marital status, political affiliation, status with regard to public assistance, race, religion, sexual preference/orientation, socioeconomic status, veteran's status or any other protected class.

Kaleidoscope Charter School
 Balance Sheet
 Fiscal Year 2011
 As of June 30, 2011

<u>Account Description</u>	<u>General Ed</u>	<u>Food Services</u>	<u>Fixed Assets</u>	<u>Total</u>
Assets				
Cash				
Wells Fargo Account - Checking	135,554	1,685	-	137,239
Wells Fargo Account - Savings	169,479	-	-	169,479
Total Cash	305,033	1,685	-	306,718
Other Current Assets				
Accounts Receivable - Salaries and Benefits	1,567	73	-	1,640
PrePaid Expenditures	16,239	-	-	16,239
Due From the Bldg Co.	10,975	-	-	10,975
Due from State - FY11	1,159,849	-	-	1,159,849
Due from Federal - FY11	54,077	-	-	54,077
Total Other Current Assets	1,242,708	73	-	1,242,780
Fixed Assets				
Equipment	-	-	284,094	284,094
Accum Depreciation - Equipment	-	-	(106,802)	(106,802)
Total Fixed Assets	-	-	177,292	177,292
Total Assets	1,547,740	1,758	177,292	1,726,790
Liabilities & Fund Balance				
Current Liabilities				
Accounts Payable	35,105	62	-	35,167
Salaries Payable	159,380	-	-	159,380
General Payroll Liability	14,373	-	-	14,373
Retirement Liability	11,799	-	-	11,799
Total Current Liabilities	220,656	62	-	220,718
Fund Balance				
Investment Fixed Assets	-	-	177,292	177,292
Fund Balance, 06/30/2010 (Audited)	1,047,997	-	-	1,047,997
Fund Balance, 06/30/2011 (Unaudited)	279,087	1,696	-	280,783
Total Fund Balance	1,327,084	1,696	177,292	1,506,073
Total Liabilities & Fund Balance	1,547,740	1,758	177,292	1,726,790