



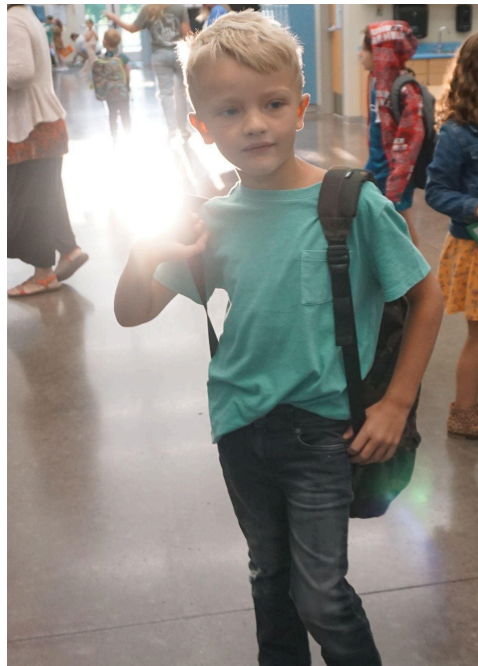
**KALEIDOSCOPE
CHARTER SCHOOL**

Education. Reimagined.

Kaleidoscope Charter School
7525 Kalland Ave NE, Otsego, MN 55301

2023-2024 Charter School Annual Report

Approved October 24, 2024



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Introduction

Purpose of Annual Report

The purpose of this annual report is to meet the Charter School reporting requirements as set by the Minnesota Department of Education (MDE) and Volunteers of America of Minnesota (VOA) according to MN statute 2011, 124D.10, subd.1, purpose 1-5.

Kaleidoscope Statutory Purpose

The primary purpose of Kaleidoscope Charter School (Kaleidoscope) is to improve all pupil learning and all student achievement. Additional purposes include the following:

- Increase learning opportunities for all students;
- Encourage the use of different and innovative teaching methods; and
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school, site improvement, pupil learning, and student achievement.

School Mission & Vision

Mission: At Kaleidoscope Charter School, we cultivate community while inspiring students to grow and develop a curiosity in life and learning.

Vision: At Kaleidoscope Charter School, we develop well-rounded individuals who achieve personal excellence through our inclusive community, family involvement, and service learning. Kaleidoscope empowers our students to be engaged learners and citizens.

Program Model

Kaleidoscope’s program model focuses on parents making the following “Kaleidoscope Choice”:

- Small class sizes for inquiry-based, tailored learning, focusing on each student’s unique abilities.
- Teachers that inspire students to love learning, encourage curiosity, teaching creative problem-solving skills, and developing independent thinkers.
- Students that are confident and ready for college and the real-world challenges ahead.
- A welcoming learning environment where we intentionally embrace parent involvement.

History of Kaleidoscope

The Beginning:

Kaleidoscope began through the coordinated efforts of passionate parents and educators who worked together to form a new school opportunity for the local communities. In the fall of 2004, Kaleidoscope opened its doors to a small number of students. The campus was a collection of portable classrooms in the parking lot of a local church. Because of the hard work of many dedicated adults, Kaleidoscope saw strong demand and growth.

A Place to Call Our Own:

Soon the leaders of Kaleidoscope were able to secure funding and a location with which we could establish our own building. In the fall of 2008, staff and students relocated to a brand new, purpose-built building. The school community was thrilled to have a building that suited our needs and fit the idea of a “home” for our learning community. Growth and academic success continued over the next several years.

Expanding Our Impact:

Once again the Kaleidoscope community saw a demand for our unique approach to learning. In the fall of 2012, the addition of more sections of elementary was served by adding portable classrooms to support our growth and the approval of a high school program. In the fall of 2014 came an expansion to our building. We also added our first sections of high school grades on campus. We were very excited to celebrate our first graduating class of seniors in the spring of 2017. Kaleidoscope has also worked to expand our high school experience by adding in sports and activities. Our activities program, like so many other aspects of Kaleidoscope, has been in large part to participation of our students with support from a variety of adults.

The Road Ahead:

Like all schools across the country, Kaleidoscope has been working to address the academic and social-emotional needs of students. We continue to place a strong emphasis on a family-school partnership focused on learning and community-building events. To address enrollment, KCS is implementing work with a new marketing firm to increase our enrollment, while holding true to our values. A three-year fund balance spending plan has been developed to address not only enrollment, but to add programming, technology, and to address facility needs.

Authorizer



Volunteers of America of Minnesota
Main Contact: Stephanie Olsen, Manager
VOA Charter School Authorizing Program
VOA-MN Education Center
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Minneapolis, MN 55404
Phone: 612-345-8271
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Introduction

As a leading authorizer, Volunteers of America–Minnesota builds its portfolio of high-performing charter schools by only selecting proposals with a strong potential for success. It then ensures that such potential is realized through a unique system of accountability that begins even before a school opens its doors.

VOA-MN is committed to fulfilling its role as a charter school authorizer by holding its schools accountable for a range of results. The accountability system presented in this document ensures that VOA-MN will uphold its legal obligation to make sure the schools it authorizes are reaching (or making adequate progress toward) the goals and benchmarks outlined in its charter contract and Minnesota statute.

VOA-MN uses a standard charter contract with unique school-specific terms that capture different approaches to achieving student success. The individuality of each school will be preserved in the “Academic Program Description” addendum to the charter contract.

Volunteers of America of Minnesota Accountability Plan

According to Minnesota Statute 124E.01, subd.1, the primary purpose of charter schools is to improve all pupil learning and all student achievement. VOA-MN holds the schools it authorizes accountable in five major areas: academic performance, fiscal management, board governance, management and operations, and legal compliance. Each area may have multiple indicators of success and the charter school’s performance on each indicator will be rated as:

- Does Not Meet Standard
- Partially Meets Standard
- Meets Standard

Rating Scale: For each standard, a school earns points for contract renewal as follows:

- 0 = Does Not Meet Standard
- 1 = Partially Meets Standard
- 2 = Meets Standard

Weighting of Performance Measures used during the contract renewal process is as follows:

- 50% weighting: Academic Program (statutory purposes, including primary purpose)
- 20% weighting: Financial Sustainability
- 30% weighting: Organization
- 15% weighting: Governance
- 15% weighting: Management and Compliance

Combining Data Over the Contract Term

Annual school performance results will be combined each successive year of the contract term wherever possible so that fluctuation due to small grade sizes will be minimized and overall performance is accurately reflected.

Contract Renewal Eligibility

VOA-MN schools must achieve at least a Satisfactory Rating (70% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area (Academic, Financial, Organizational Performance) to be eligible for a three-year contract renewal and at least and an Exemplary Rating (80% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area to be eligible for a five-year contract renewal. All contract renewals will be for either three or five years. Fewer than three years does not provide enough information on which to make a renewal decision.

If a school is performing below standard receives a three-year renewal contract, and has agreed to the authorizer terms and conditions set forth in the School Improvement Plan to correct areas of deficiency, VOA-MN may agree to extend a school's contract (not to exceed five years) to provide additional time for a school to improve performance as an alternative to termination. If sufficient school improvement is not being made by the end of the 1st year of the extension, termination proceedings will commence.

Intervention and Corrective Action

VOA-MN schools that, prior to their year of contract renewal, fall below a Satisfactory Rating in the Performance Framework overall and/or in any performance area (Academic, Finance, Governance, Management/Operations) must enter into a School Improvement Plan that addresses the specific standards in the Performance Framework where the school performance is below Satisfactory.

Closure Plan

If the school does not meet the terms of the School Improvement Plan and attain a Satisfactory Rating by the end of the contract term, the school is a candidate for nonrenewal. If the school's contract is not renewed, the school must implement the Closure Plan as described in the school's charter contract.

Three essential questions guide our VOA-MN authorizer oversight and charter school accountability plan.

- **ACADEMIC PROGRAM PERFORMANCE** - Is the school's Learning Program a Success?
- **FINANCIAL SUSTAINABILITY** – Does the School Exhibit Strong Financial Health?
- **SCHOOL BOARD GOVERNANCE & OPERATIONS** - Is the organization effective and well run?

Ongoing Authorizer School Monitoring

Site Visits

One of the most important ways VOA-MN gathers information about the schools it authorizes is through on-site visits. Site visits allow the authorizer to observe the school and engage in discussions with school management. VOA-MN conducts two different types of site visits: Formal and Informal.

Formal Site Visit

Formal Site Visits are typically conducted once per year by a member of the VOA-MN Authorizing Program Leadership Team who interviews key stakeholders and conducts observations. Written feedback is provided to the Board of Directors and school leadership guided by the Site Visit Rubric. VOA-MN staff will provide formal written feedback summarizing observations. The feedback will identify areas of strength and areas that require improvement. If a more serious issue arises from a site visit, VOA-MN may implement an intervention based upon the "Range of Interventions" table.

Informal Site Visit

VOA-MN may conduct informal site visits at any time to fulfill its duties as an authorizer. Reasons for informal site visits may include: investigation of a complaint, determination of readiness to open, follow up on implementation of improvement plans, or documentation of best practices. These visits are typically less formal and may be without notice.

Board Meetings

Another important component of VOA-MN authorizer oversight is board meeting observations conducted at least twice per year and more often for schools within their first two years after initial charter approval. Authorizer VOA-MN uses the Board Meeting Observation Rubric and provides timely feedback to the school boards. VOA-MN also closely monitors the monthly board meeting minutes and financials of each authorized school and provides feedback to the school as needed.

School-Published Annual Reports

The Charter School Law (Minn. Stat. 124E.16) includes requirements for a charter school annual report. Additionally, VOA-MN requires that annual reports include specific elements defined by VOA-MN annually. VOA-MN required elements include how the school is performing based on the three essential questions: Is the student learning program a success? Does the school exhibit strong financial health? Is the organization effective and well-run? The final draft is board approved and posted to the school's official website. The VOA-MN Annual Report criteria may contain the World's Best Workforce Report/Comprehensive Achievement and Civic Readiness Report.

Authorizer-Published School Performance Reports

In addition to the Formal Site Visit Report that each school is provided, VOA-MN will also annually publish three VOA-MN Charter School Network Reports: Academic Performance, Board Governance, and Financial Management. The cumulative purpose of these reports is to assess the ongoing performance of VOA-MN authorized schools regarding academic success, financial sustainability, and organizational effectiveness.

The combination of school performance based on the three VOA-MN Annual School Performance Reports, annual Formal Site Visit Reports, informal site visit observations, authorizer observations of board meetings, and ongoing monitoring of school reporting and compliance provides an accountable oversight mechanism for the authorizer, schools, and other organizations. This collective body of evidence will also form the basis for contract renewal decisions.

2023-2024 School Year School Board Governance

Complete Board Roster for 2023-2024

Name	Seat Type	Officer or Member	Area(s) of Expertise	Elected (E) or Appointed (A) and Date	Date Seated	Term Expiration	E-Mail	Attendance Rate (Percent)
Ziesmer, Deby	Community Member	Chair	Educational Systems/ Finances	E	June 2021	May 2024 <i>(re-elected May 2024)</i>	dziesmer@kcsmn.org	15/15 100%

Board Training for 2023-2024 for New Board Members
Initial Training Completed by Board Members in 2023-2024

Board Member Name	Governance Basic Training Completed (Topic, trainer and date)	Finance Basic Training Completed (Topic, trainer and date)	Employment Basic Training Completed (Topic, trainer and date)
Mullen, Sharlet	MSBA Board Training Series 100-300, VOA Conference, Bemidji, June 14, 2023	MSBA Board Training Series 100-300, VOA Conference, Bemidji, June 14, 2023	MSBA Board Training Series 100-300, VOA Conference, Bemidji, June 14, 2023
Zachman-Wolverton, Michelle	MSBA Board Training Series 100-300; Minneapolis, August 8, 2023	MSBA Board Training Series 100-300; Minneapolis, August 8, 2023	MSBA Board Training Series 100-300; Minneapolis, August 8, 2023
Thorseth, Angela	MSBA Board Training Series 100-300; Minneapolis, August 8, 2023	MSBA Board Training Series 100-300; Minneapolis, August 8, 2023	MSBA Board Training Series 100-300; Minneapolis, August 8, 2023
Omoth, Dianne	MSBA Board Training Series 100-300; Minneapolis, January 10, 2024	MSBA Board Training Series 100-300; Minneapolis, January 10, 2024	MSBA Board Training Series 100-300; Minneapolis, January 10, 2024

Board Training for 2023-2024 for Ongoing Board Members
Annual Training Completed by Board Members in FY24

Board Member Name	Training Topic	Date of Training	Trainer
All KCS Board Members	Leader in Me book studies & videos	Throughout 2023-24	Discussed at Board Meetings
All KCS Board Members	Open Meeting Law	June 27, 2024	Board Chair/Video
All KCS Board Members	MN Data Practices Act	September 28, 2023	Board Chair/Video
All KCS Board Members	Board Elections	February 22, 2024	Board Chair/Video
All KCS Board Members	Bylaws	February 22, 2024	Board Chair/Video
All KCS Board Members	School Finance	September 28, 2023	Accountant
All KCS Board Members	Policy and Governance	March 19, 2024	Board Chair/Video
All KCS Board Members	Employment Law	May 23, 2024	Board Chair/Video/Handouts
All KCS Board Members	Board's Role in Ensuring Goals are Met - MSBA	March 19, 2024	MSBA Materials
All KCS Board Members	MSHSL	June 27, 2023	MSHSL Video
Deby Ziesmer	- VOA Conference 2023	June 12-14 2023	VOA/Other Speakers
Mullen, Thorseth, Zachman-Wolverton	New Board Member Orientation	July 27, 2023	Board Chair
Jason Banick	- VOA Conference 2023	June 12-14 2023	VOA/Other Speakers
Dianne Omoth	New Board Member Orientation	January 24, 2024	Board Chair
Josh Christenson	- VOA Conference 2023	June 12-14, 2023	VOA/Other Speakers

New Board Member Orientation

New Board members are provided a digital Board Binder. This document provides some background information and references to the rules and laws that guide Charter Schools and their Boards. Annual and new board training are also provided through local partners and the Minnesota Association of Charter Schools. Board members are also invited to participate in collaboration sessions and the annual conference hosted by Volunteers of America.

Board Self-Evaluation

The Kaleidoscope Charter School holds their annual Board Self-Evaluation each spring. This process is typically hosted before the completion of the Board year in May. Each individual member completes a reflection survey that allows them to identify their rating of the Board's performance in a variety of areas. Additionally, the Kaleidoscope Board also issues out a survey to families each Spring. This survey specifically asks parents and staff to rate the Board in the same areas that Board members rate themselves. Both the Board self-rating and the staff/student/family surveys are reviewed at a Board meeting and help inform the outgoing and incoming Board.

Board Election

The Kaleidoscope Charter School regularly holds elections in the month of May. The elections are announced the month previously and a concerted effort to recruit candidates begins in March of each year. The election results are announced in the May meeting, which is typically held in the 4th week of the month. The new board is seated during the June meeting each year. Due to legislative changes, existing board members will now serve through June of their final year and will take the oath of office/seat in July.

Board Strategic Planning and/or Board Development Plan

The Kaleidoscope Charter School Board engaged in a strategic planning process during the month of February 2021. Through this process, the Board also chose to review and revise the school mission and vision. Parents were invited to a facilitated strategic planning session on February 17, and staff participated in a similar session on February 18. The following week the Board met during their monthly meeting to review the information that had been gathered, and on March 1 they too engaged in a facilitated session to help identify our strategic priorities for the following year. Ultimately, at the April board meeting the Kaleidoscope Board approved a new mission, vision, and four strategic priorities. The priorities identified were as follows:

- Ensure academically rigorous curriculum and instruction.
- Ensure competitive staff compensation.
- Ensure student opportunities to interact outside of academic settings.
- Celebrate students' unique qualities.

In August of 2024, the school board developed new school board goals, as well as updated the school board development plan.

Explanation of the School's Progress Meeting the VOA-MN Board Governance Standards Contained in Addendum B of the Charter Contract

The KCS School Board abides by the following Governance Standards set by VOA:

- Complying with MN law regarding board training requirements and board governance structure;
- Regularly reviewing, updating, and approving its bylaws, which are consistent with state law;
- Conducting a comprehensive evaluation of the Executive Director;
- Approving a professional development plan for the Executive Director;
- Maintaining a quorum for all board meetings;
- Adhering to board member election and training requirements set forth in state statute;
- Distributing board packets at least three days prior to each board meeting;
- Complying with the Minnesota Data Practices Act (Minn. Stat. Chapter 13);
- Completing a self-evaluation each year;
- Meeting its governance model requirements laid out in its bylaws and as required by Minnesota Statute;
- Maintaining a Board Documents Binder which includes meeting minutes, bylaws and articles of incorporation, and financial statements;
- Maintaining a Policy Binder, and reviewing, updating, and approving policies as needed or required by state law;
- Providing ongoing oversight of board policies;
- Providing ongoing oversight of school academic performance;
- Maintaining a high level of parent and staff satisfaction rates based on school conducted surveys and student/faculty retention rates.
- Instituting/following an orientation process for bringing on new members

The KCS School Board is currently implementing the following Governance Standards set by VOA:

- Maintaining a high level of parent, student and staff satisfaction rates based on school conducted surveys and student/faculty retention rates. In 2023-24, KCS moved to a new survey from the Leader in Me (MRA Survey).

Student & Parent Survey Results 2024

Number of parents and students who took the survey	Number of parents and students who were satisfied with the school
93 Parents Completed the Survey	76% of students & parents felt KCS promoted quality family engagement in their child’s learning.
244 Students Completed the Survey	76% of students & parents felt KCS promoted positive well-being.
	74% of students & parents felt KCS promoted student personal development and self-advocacy.

Faculty Survey Results 2024

Number of staff who took the survey	Number of staff who were satisfied with the school
54 Staff Completed the Survey	78% of staff felt KCS had a positive school climate
	77% of staff valued, respected and supported

	76% of staff build and sustain positive relationships with others
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Management

2023-24 Administrative Team Information

Name	Admin License Yes/No	File Folder Number	Position	Years Employed by the School	Returned in 2024-2025
Brad Sellner	Y	347466	Executive Director	1	Y
Tamara Polzin	Y	354354	Elementary Principal	2	N
Christopher Nordmann	N	396782	Secondary Director	10	Y
Stacy Dorry (Maisch)	N	392959	Elementary Special Education Coordinator	20	Y
Jennifer Tousignant	N	420885	Secondary Special Education Coordinator	1	N
Wendi Foss	N		Director of Business Operations	2	Y
Lori Karcz	N		Academic and Assessment Coordinator	1	Y
Lynn Borwege	N		Director of Food Service	9	Y

Description of the Basic Roles/Responsibilities of the Administrative Team

Position	General Descriptions of Duties
Executive Director	General oversight of all operations <ul style="list-style-type: none"> ● Reports to the Board of Directors ● Supervises all administrative positions listed below
Elementary Principal	Oversees the staff and student needs of the elementary (K-5) program <ul style="list-style-type: none"> ● Reports to Executive Director ● Supervises all elementary teachers
Secondary Director	Oversees the staff and student needs of the secondary (6-12) program <ul style="list-style-type: none"> ● Reports to Executive Director ● Supervises all secondary and specialist teachers
Special Education Coordinator (Elementary and Secondary)	Oversees the staff and student needs of the Special Education and Social and Emotional programs <ul style="list-style-type: none"> ● Reports to Executive Director ● Supervises all student support staff
Academic and Assessment Coordinator	Oversees the staff and student testing and assessment program for K-12, and serves as the curriculum director and leads the curriculum adoption process. <ul style="list-style-type: none"> ● Reports to the Executive Director
Director of Business Operations	Oversees human resources, finance organization and reporting to contracted accountant, and facilities <ul style="list-style-type: none"> ● Reports to Executive Director ● Supervises Front Desk Administrative Assistant and Health Clerk
Director of Food Service	Oversees the operations and management of the food service program <ul style="list-style-type: none"> ● Reports to Executive Director ● Supervises lunchroom staff

Professional Credentials of the Executive Director and Other Administrators

Brad Sellner started as the Executive Director in the 2023-2024 school year. He has ten years of teaching experience and 20 years of experience in school administration where he has been an assistant principal, principal, curriculum director, assessment coordinator, and superintendent. He holds Minnesota coaching, teaching, principal, superintendent, and community education director licenses. He holds a Bachelor’s Degree in Middle and Secondary English Education and a Master’s Degree in Education.

Dr. Tamara Polzin started with Kaleidoscope Charter School in July 2022 as the Elementary Principal. Prior to Kaleidoscope, she taught for 25 years. She has a Bachelor’s Degree in Elementary Education, a

Master's Degree in Literacy and ESL, a K-12 Principal License, and a Doctoral Degree in Education. She also currently holds Minnesota teaching licenses.

Chris Nordmann has been with Kaleidoscope Charter School since the 2014-2015 school year. Currently, Chris serves Kaleidoscope as the Secondary Director. He began as Dean of Students, transitioned to Academic Dean, and then assumed the role of K-12 Director for six years before transitioning to Secondary Director in 2019. Mr. Nordmann has 14 years of teaching experience in both traditional public and charter settings in Special Education, Elementary, Middle School, and High School. He holds a Minnesota teaching license and a Bachelor's Degree from Saint John's University.

Jennifer Tousignant served as the Secondary Special Education Coordinator for the 2023-24 school year. She has 18 years of paraprofessional and teaching experience. She served as a special education coordinator for nine years. She holds a Bachelor's Degree in Education from Concordia University, St. Paul.

Stacy Dorry served as the Elementary Special Education Coordinator for the 2023-2024 school year. She has 25 years of teaching in the field of Special Education. She holds a Bachelor's Degree in Elementary Education and a Special Education License in the area of Emotional Behavioral Disorders.

Lori Karcz served as the Academic and Assessment Coordinator for the 2023-2024 school year. She has 25 years experience in the education field with time spent as a first grade teacher, early interventionist, and Q-comp coordinator as well as teaching at a private school in a multi-age classroom. She holds a Bachelor's Degree in Early Childhood Education Birth-3rd Grade and a master's degree in K-6 Elementary Education.

School Director Evaluation Process and Board Meeting Date(s)

The evaluation of the Executive Director is detailed in [Policy 304](#).

The evaluation of the Executive Director took place in March/April of the 2023-2024 school year.

Administrator Professional Development Plan/s for Non-Licensed Administrator (if applicable as required by Minn. Stat. 124E.12, Subd. 2*)

The board of directors and an individual who does not hold a valid administrative license and who serves in an administrative, supervisory, or instructional leadership position shall develop a professional development plan. Documentation of the implementation of the professional development plan of these persons shall be included in the school's annual report.

Professional Development Plan for Christopher Nordmann, Secondary Director:

Kaleidoscope Charter School has created a professional development plan for Secondary Director, Christopher Nordmann. It includes the following areas of focus:

- Instruction and assessment
- Human Resources and personnel management
- Legal and compliance management
- Effective communication
- Board, authorizer, and community relationships
- Financial management

As the Secondary Director, Mr. Nordmann has access to a wide range of support, including other personnel who are licensed and trained in various areas. Many of the areas of focus outlined by the State are addressed by additional personnel here at Kaleidoscope. The following professional development opportunities were in place for Mr. Nordmann during this past school year:

- Ongoing engagement with Resource Training & Solutions to provide access for Mr. Nordmann to attend their training and conferences.
- Continued coordination with the Charter Leader Institute Community.
- Collaboration with Kaleidoscope’s contract legal services provider to explore and reflect on addressing situations throughout the school year.

Staffing

FY24 Licensed Staff Information

Name	Grade/ Position	File Folder Number	Licensure	Expires	Returned in 2024- 2025
Anderson, Andrew	Special Education	331860	K-12 Emotional Behavior Disorders, K-12 Learning Disabilities, K-12 Autism Spectrum Disorders, K-12 Developmental Disabilities, K-12 Classroom Music, K-12 Band	2024	Y
Belford, Allison	Special Education	389112	K-6 Elementary Education, Autism Spectrum Disorders	2025	Y
Betts, Jamie	2nd Grade	432807	K-6 Elementary Education, 5-8 Comm. Arts/Literature	2023	Y
Burton, Bridget	6th Grade	495319	K-6 Elementary Education	2027	Y
Cooper, Shanda	Intervention OFPP (EL)	495367	K-6 Elementary Education	2024	Y
Croyle, Jericho	Speech- Language Pathologist	417623	Speech-Lang Path	2026	Y
Davis, Pamela	1st Grade	504868	K-6 Elementary Education	2028	Y
Dostal, Connor	4th Grade	1026457	K-6 Elementary Education	2025	N
Enninga (Manday), Melissa	High School Science	462590	5-8 Science, 9-12 Life Science	2027	Y
Hills, Diane	4th Grade <i>(1st Semester)</i>	297519	1-6 Elementary Education	2025	NA/LTS

Huck, Amy	Social Worker	1026410	Social Worker	2025	Y
Isaacson, Kristi	K-12 Music	1029230	K-12 Vocal and Classroom Music	2024	Y
Jackowick, Reid	HS Math (OFF)	1024982	K-6 Elementary Education	2026	N
Jensen, Aric	Phy Ed	1000367	K-12 Physical Education	2025	Y
Jepson, Allison	Dean of Students/ Activities Director	443402	K-6 Elementary Education, K-12 Learning Disabilities K-12 Developmental Disabilities	2025	Y
Jerome, Dayna	Spanish	462110	K-12 Spanish	2027	Y
Johnson, Katherine	Kindergarten	462584	K-6 Elementary Education, 5-8 Comm. Arts/Literature, K-12 Reading	2027	Y
Karcz, Lori	Academic and Assessment Coordinator	372000	K-6 Elementary Education, Pre-K	2027	Y
Kasper, Jackie	HS Language Arts (OFF)	1010259	5-12 Social Studies	2024	Y
Kenow, Johnathan	HS Social Studies	1025701	5-12 Social Studies	2026	N
Kent, Eric	Middle School Social Studies	412363	K-6 Elementary Education, 5-8 Social Studies	2024	Y
Lynch, Carrie	Middle School Science	340828	5-9 Science, 7-12 Life Science	2025	Y
Maisch, Jeremy	Middle School Math (OFF)	402227	K-6 Elementary Education, 5-8 Social Studies	2023	Y
Maisch (Dorry), Stacy	Special Education	392959	K-12 Emotional Behavior Disorders, 1-6 Elementary Education	2027	Y
Malecha, Gabrielle	5th Grade	1023653	K-6 Elementary Education	2026	Y
Matthews, Michelle	K-12 School Counselor	1027857	K-12 Counselor	2026	N

Maxey, Jodi	Special Education	404532	K-6 Elementary Education, 5-8 Social Studies, Out of Field K-12 Developmental Disabilities	2026	Y
Mehrer, Jordan	Special Education	1030596	K-6 Elementary Education	2027	Y
Miller, Nichole	Middle School Language Arts	429581	K-6 Elementary Education, 5-8 Comm. Arts/Literature	2027	Y
Mullen, Sharlet	Kindergarten	502679	K-6 Elementary Education	2025	Y
Nelson, Kelsey	Special Education	1015067	K-12 Academic and Behavioral Strategist	2025	Y
Nordmann, Christopher	Secondary Director	396782	K-6 Elementary Education, 5-8 Social Studies	2027	Y
Omoth, Dianne	Title (OFP for K)	373351	K-6 Elementary Education	2027	Y
Overman, Brianna	6th Grade	1008180	K-6 Elementary Education	2024	Y
Patterson, Noah	Special Education	1030390	K-12 Academic and Behavior Strategist	2024	Y
Peterson, Joseph	2nd Grade	1003713	K-6 Elementary Education	2026	Y
Polzin, Tamara	Elementary Principal	354354	K-6 Elementary Education, K-12 Reading, K-12 English as a Second Language, Middle School English/Language Arts, Middle School Social Studies, K-12 Principal	2024	N
Reis, Maggie	4th Grade (2nd Semester)	1031160	K-6 Elementary Education	2027	Y
Rosati, Emily	3rd Grade	1027648	K-6 Elementary Education	2026	Y
Rusch, Jaclyn	Special Education	1028278	K-12 Learning Disabilities, K-12 Developmental Disabilities	2024	N
Schumm, Madison	3rd Grade	1023294	K-6 Elementary Education	2026	Y
Sellner, Brad	Executive	347466	7-12 English, 7-12	2025	Y

	Director		Coaching, MS English Superintendent, K-12 Principal, Community Education Director		
Skog, Amy	Physical Education	295310	K-12 Physical Education, 7-12 Coaching	2025	Y
Skon, Sandy	Art	388000	K-12 Visual Arts	2028	Y
Spencer, Jennifer	Special Education	373227	Pre-Kindergarten, K-6 Elementary Education, Out of Field K-12 Learning Disabilities	2024	Y
Suess, Renee	1st Grade	410081	K-6 Elementary Education, 5-8 Social Studies	2024	Y
Thorseth, Angela	Special Education	423560	K-12 Developmental Disabilities	2027	N
Tousignant, Jennifer	Special Education Coordinator	420885	3-PreK, K-6 Elementary Education, K-12 Learning Disabilities	2026	N
Verke, Jordan	High School Social Studies	489202	5-12 Social Studies	2027	Y
Wood Steffen, Jennifer	1st Grade	383627	1-6 Elementary Education	2026	Y
Young, Benjamin	Music/Band	421206	K-12 Instrumental and Classroom Music	2028	Y
Retention Rate:	84% (43/51) -- w/o administrative reductions/changes, 88% (45/51)				

FY24 Non-Licensed Staff Information

Employee	Position	Returned in 2024-2025
Boelke, Sonia	Para	N
Brunett, Shannon	Para	Y
Cady, Allison	Lunch	N
Carlson, Nickey	Health Clerk	Y
Dunlap, Melissa	Secretary	Y

Fix-Davison, Sara	Administrative Assistant	Y
Gardner, Brian	Para	N
Hipsag, Laureen	Para	N
Hirschfelt, Denise	Para	Y
Kirschman, Jennifer	Para	Y
Larson, Tricia	Para	Y
LaVoi, Rachel	Para	Y
Leech, Paula	Para	Y
Lua, Jennifer	Lunch	Y
Miller, Elizabeth	Para	Y
Nasser, Isabel	Para	N
Nyquist, Kris	Lunch	Y
Nystedt, Arielle	Para	Y
Pasell, Karlie	Lunch	Y
Powell, Tony	Maintenance	Y
Rathbone, Lindsey	Lunch	N
Ripka, Kathi	Para	Y
Roden, Jess	Lunch	N
Rother, Lyn	Para	Y
Rother, Rachel	Para	Y
Rush, Amy	Para	Y
Shenkle, Jody	Para	Y
Sullivan, Tiffany	Para	Y
Vechirko, Komiko	Para	Y
Wacker, Melita	Para	Y
Retention Rate:	77% (23/30)	

Faculty Professional Development Description

The focus for professional development for the 2023-2024 school year was on raising the achievement of students. Teachers were provided a total of 16 work and professional development days throughout the school year. Professional development focused on the following areas:

- Questioning strategies (elementary)
- AVID implementation (secondary)

- Lead in Me - 7 Habits Training
- Trauma Informed Training
- PBIS Training
- New Mathematics and Science Curriculum Training

Teacher Evaluation Description

Kaleidoscope Charter School uses the Charlotte Danielson model for evaluating teachers and assessing their areas for growth. Our Teacher Evaluation and Development Plan has been developed in coordination with teacher representatives and is annually approved by the Board. Teachers are evaluated on one of the three following tracks: New-to-Career, New-to-KCS, and Veteran KCS Teacher. All teachers complete a three-year cycle where supervising administration conducts multiple walkthrough observations and formal observations, and meets with teachers in conferences about their performance. Additionally, our Q-Comp program provides opportunities for teachers to engage in peer-observations and also to record themselves teaching and reflect on their own performance.

In the spring of 2024, a revamped mentorship program was implemented. Each New-to-Career and New-to-KCS teacher is assigned a mentor. Mentors also go into the classroom to observe their mentee.

School Enrollment and Attrition/Retention

Student Enrollment (as of October 1)

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total # of Students
FY19	70	69	65	69	59	57	41	35	35	32	10	16	7	565
FY20	70	67	65	67	68	58	42	44	28	26	26	11	15	587
FY21	49	62	55	62	59	56	31	31	46	24	27	28	12	542
FY22	69	48	50	53	62	55	46	38	31	42	23	20	23	560
FY23	46	62	49	49	50	54	46	45	32	21	38	18	19	529
FY24	37	37	66	48	52	49	38	43	34	14	12	31	15	476
FY25	57	37	42	68	49	48	35	38	44	23	14	7	33	495

Student Demographics

Demographic Trends	2020-2021	2021-22	2022-23	2023-24
Total Enrollment	549	554	529	476

Black or African American	4%	4.7%	5.3%	6.3%
Hispanic or Latino	4.7%	5.2%	4.2%	5.1%
Asian	0.7%	1.1%	1.7%	1.7%
American Indian	0.5%	0.2%	0.0%	0.0%
Other Indigenous Peoples			0.2%	0.6%
White	85.2%	82.5%	83.5%	79.4%
Two or More Races	4.7%	6.3%	5.1%	6.9%
Special Education	23.9%	23.6%	22.9%	25.1%
English Learner	1.3%	0.9%	4.0%	2.3%
Free/Reduced-Price Meals	20.4%	17.1%	34.7%	34.3%

Student Attrition

School Year	Total # of Students Enrolled on October 1	Total # of October 1 Students Enrolled at End of Year	Attrition Rate (%)
2020-21	550	535	-3%
2021-22	554	560	+1%
2022-23	529	527	-1%
2023-24	476	451	-5.39%

Student Retention

School Year	Total # of Students Eligible at End of Year to Return in Fall	Total # Students who Returned at Start of Next Year	Retention Rate (%)
2020-21	567	417	78%
2021-22	535	428	81.5%

2022-23	521	477	91.5%
2023-24	476	380	80%

School Admissions, Lottery, and Enrollment Procedures

Kaleidoscope Charter School has a clear [Enrollment Policy](#). The school opens the application period for the following year each December 1. We accept applications, primarily for our kindergarten program, throughout December and January. On the last school day in January, we host our lottery in accordance with State laws and identify those families who are able to enroll. We have been able in the past several years to fully accept all students who have applied for entrance. Because we value our new students and families, we encourage them to become involved immediately in events like our Kindergarten Camp, Color Run, Math, Science, and Reading Nights, and other celebrations.

After the lottery we continue to accept applications for enrollment throughout the spring and summer. We continue to host Information Nights and tours, and encourage our community to attend our ongoing events. We believe that Kaleidoscope is a great choice for children’s education, and we work hard to ensure that families throughout our community know we are an option.

School Academic Performance

Explanation of the Academic Program

At the heart of the educational philosophy of Kaleidoscope Charter School is the firm belief that all students can learn through developmentally appropriate inquisitive investigation. Students come to Kaleidoscope with varying abilities, passions, intelligences, interests, and skills. Curricular units are carefully designed to engage students in multi-disciplinary activities encouraging each child to discover and develop their own strengths.

Students at Kaleidoscope all take courses in the four core content areas (Math, Language Arts, Science, and Social Studies). In addition, students in grades K-8 take Physical Education, Art, Spanish, and Music. High school students at Kaleidoscope select from a range of elective courses such as Guitar for Beginners, Mythology, and Ceramics. All high school students take Real World Ready, a course to help them develop strategies and skills needed for after high school, every year. In 2024-25, the Real World Ready curriculum was embedded into the core curriculum in a move to block scheduling.

At Kaleidoscope our class sizes target approximately 24 students per classroom, far lower than our comparison schools. Because of the small class sizes, our teachers are able to build strong relationships with their students. They provide tailored instruction and regular, personalized feedback to all of their students.

Our teachers understand that all students learn in different ways. Some students learn best by reading material in a textbook, but this is not the most effective instructional strategy for many of our students. Many students learn best by participating in hands-on activities, while others learn best by singing songs about the material they are covering or when they are able to move around or work with classmates.

The talented staff members at Kaleidoscope are able to utilize the knowledge they have of their students to select the strategies they feel will work the best with each student. We also work to emphasize hands-on learning when possible. Our service-learning program ensures that students in K-12 engage with multiple lessons that help them understand the positive impact they can have on the world.

As a public charter school, Kaleidoscope implements the Minnesota State Academic Standards. Kaleidoscope has developed a six-year cycle for curriculum review and implementation to ensure Kaleidoscope students are receiving a rigorous and relevant education. In addition to the six-year curriculum review cycle, Kaleidoscope implements a process following any adoption of new standards by the Minnesota Department of Education, ensuring alignment of curriculum and resources to new standards.

Finally, Kaleidoscope is always engaged in reflection and review of our resources and our practices. This year was the second year with Benchmark Education (reading), and it was also the second year of AVID implementation in our secondary program. Teachers reviewed social studies curricula as well, and new science and math curricula were implemented. We believe that by empowering teachers and parents to have a voice, we are better able to implement the best instruction for our students.

Academic Data and Explanations

The 2024 Minnesota Comprehensive Assessment (MCA) scores were not as high as we would have liked them to be. We were in our first year of a new science and math curriculum K-12. Additionally, there was a high turnover rate with teaching staff.

2023-2024 State Assessment Math

Percent Meeting or Exceeding on State Math Assessment 2023-2024 School Year		
	Number of Students Tested	Percent Proficient
Grade 3	46	39.1%
Grade 4	51	37.3%
Grade 5	49	34.7%
Grade 6	34	8.8%
Grade 7	41	34.1%
Grade 8	34	44.1%
Grade 11	6	22.2%
Overall	261	32.6%

2023-2024 State Assessment Reading

Percent Meeting or Exceeding on State Reading Assessment 2023-2024 School Year		
	Number of Students Tested	Percent Proficient
Grade 3	46	26.1%
Grade 4	51	43.1%

Grade 5	49	49%
Grade 6	34	32.4%
Grade 7	41	65.9%
Grade 8	33	36.4%
Grade 10	10	60%
Overall	264	43.2%

2023-2024 State Assessment Science

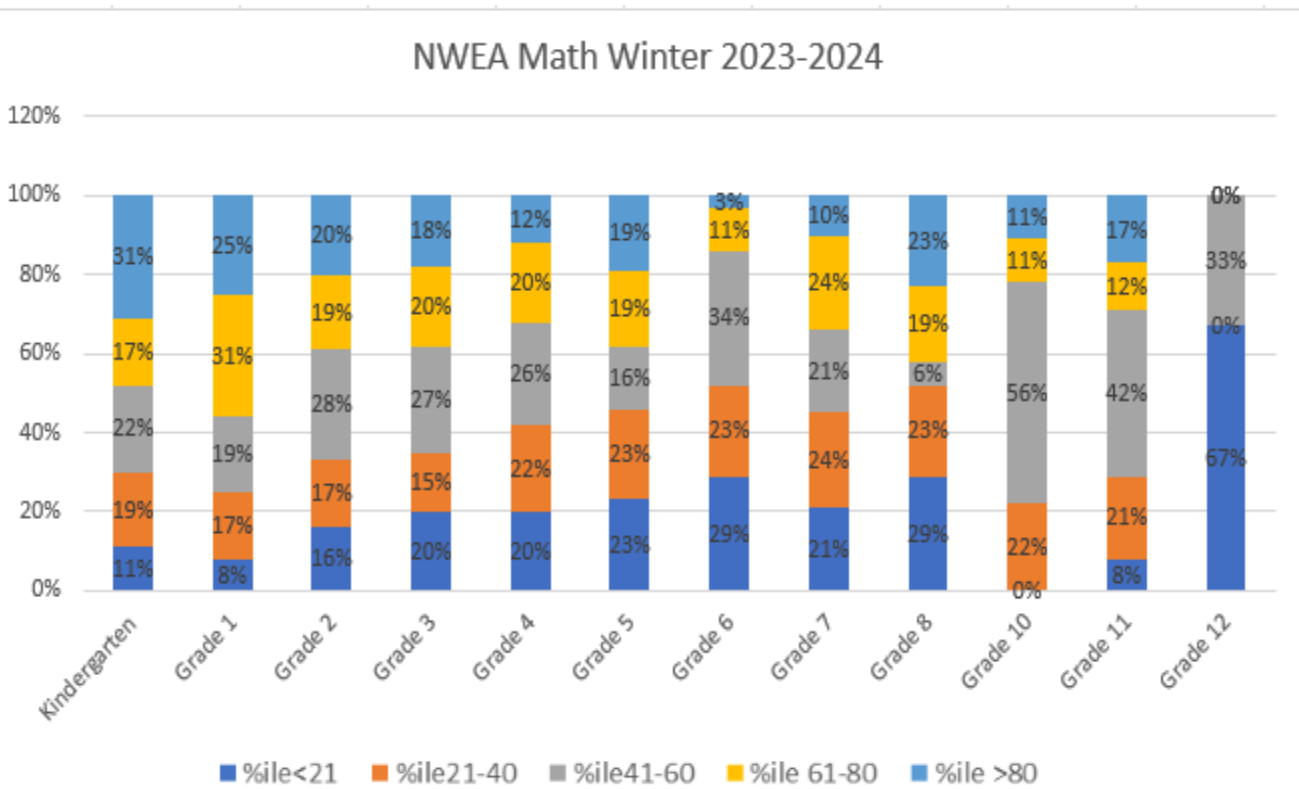
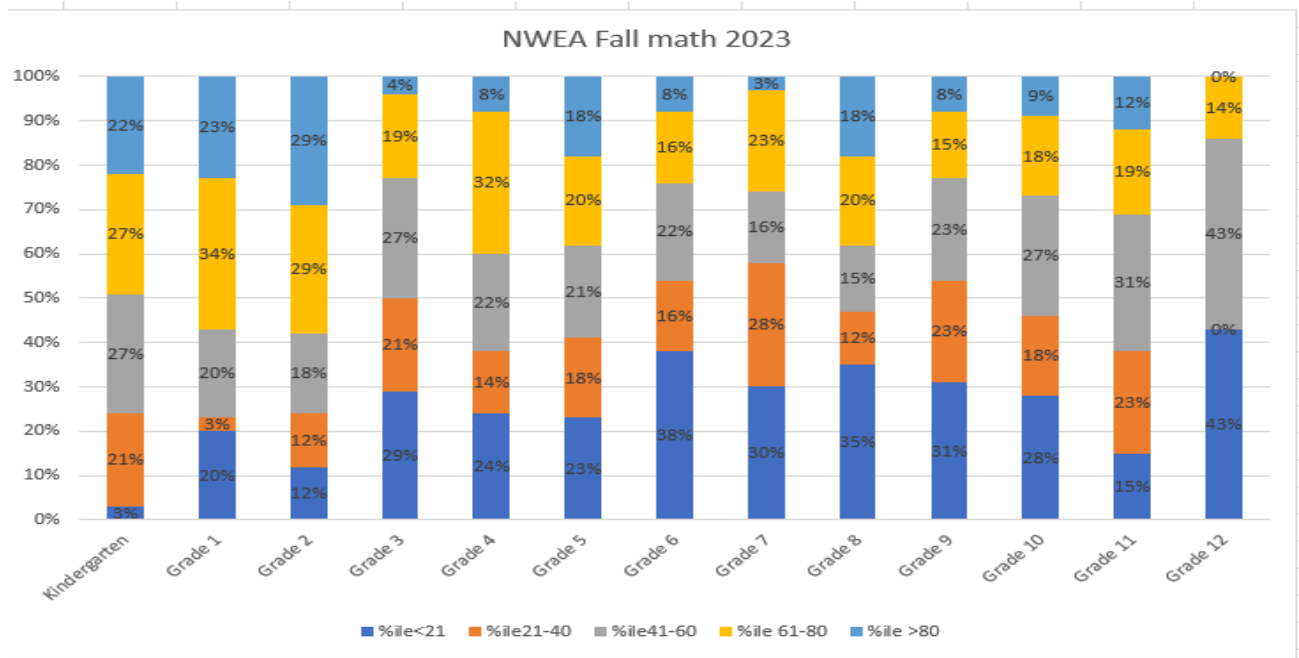
Percent Meeting or Exceeding on State Science Assessment 2023-2024 School Year		
	Number of Students Tested	Percent Proficient
Grade 5	50	32%
Grade 8	34	29.4%
High School	8	25%
Overall	92	30.4%

Kaleidoscope utilizes additional data to track student growth - the NWEA MAP assessments for reading, math, and science, and the DIBELS assessments for literacy skills. In both of these assessments, we are able to see growth over a single year. This is something that isn't possible with MCA assessments.

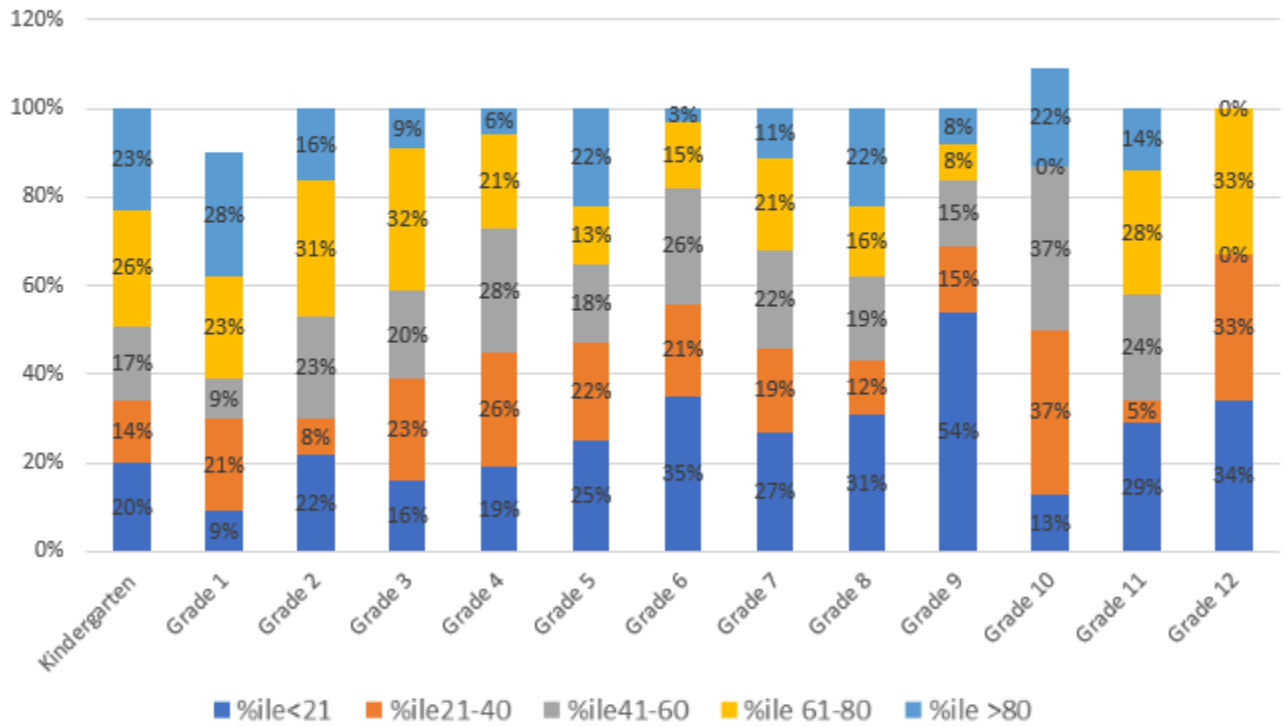
Based on the information below, we can show evidence that Kaleidoscope students made some growth but also had some decreases in math as well as reading scores. In most grades, the percentage of students in the percentile below 20% decreased from Fall 2023 to Spring 2024. However, the amount of students scoring below the 20th percentile in reading, increased for most grade levels from Fall 2023 to Spring 2024. In reviewing the DIBELS data, we were able to observe growth in K-5 from Fall 2023 to Spring 2024. NWEA data indicates a need to increase the rigor and improve instructional strategies in literacy. We are in the second year of having intervention time built into our schedules as well as adding an interventionist for grades 6-12 which we did not have previously. We are in the second year of implementing our new math curriculum and are building our students' skills in developing their math thinking skills. We are also continuing the process of developing an MTSS system in 2024-25.

2023-2024 NWEA MAP

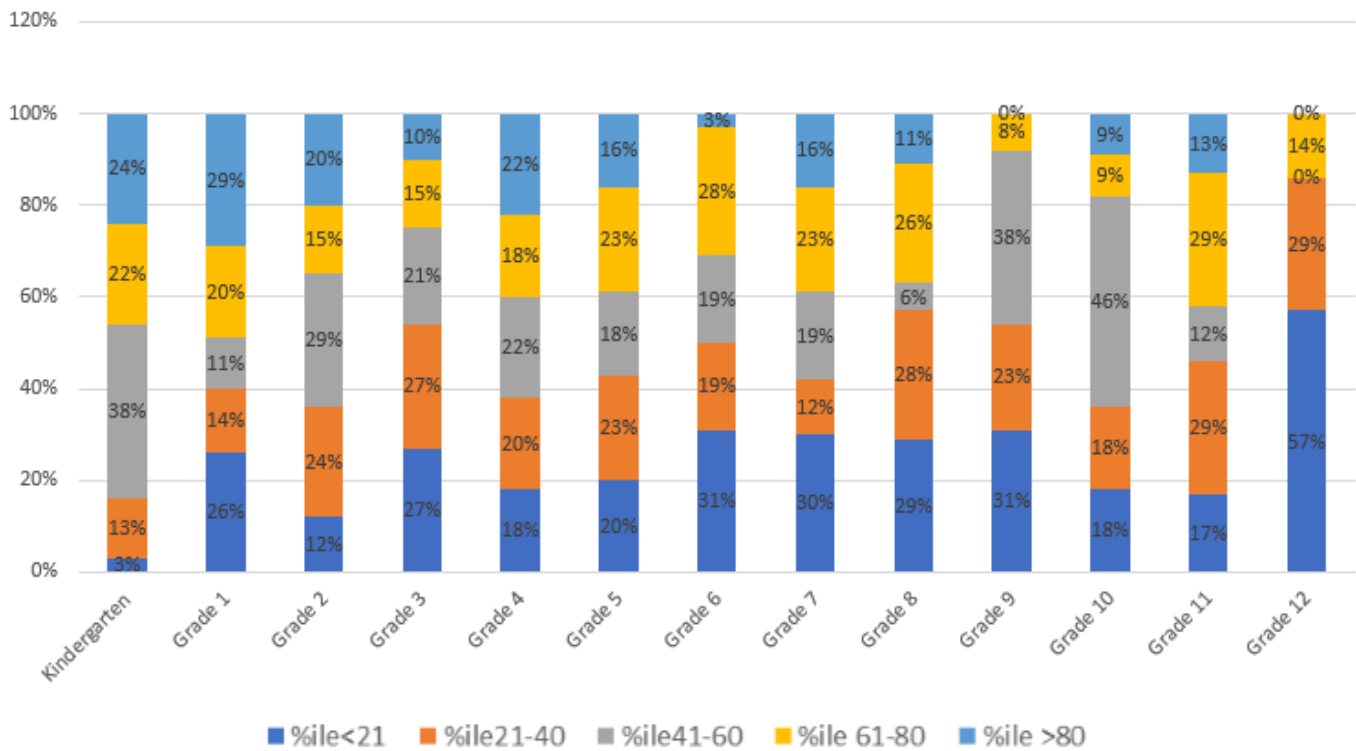
NWEA Assessments set five percentile rankings for student performance (see notation at the bottom of each graph). KCS student performance is indicated for each percentile (% of KCS students performing at that particular percentile or level).



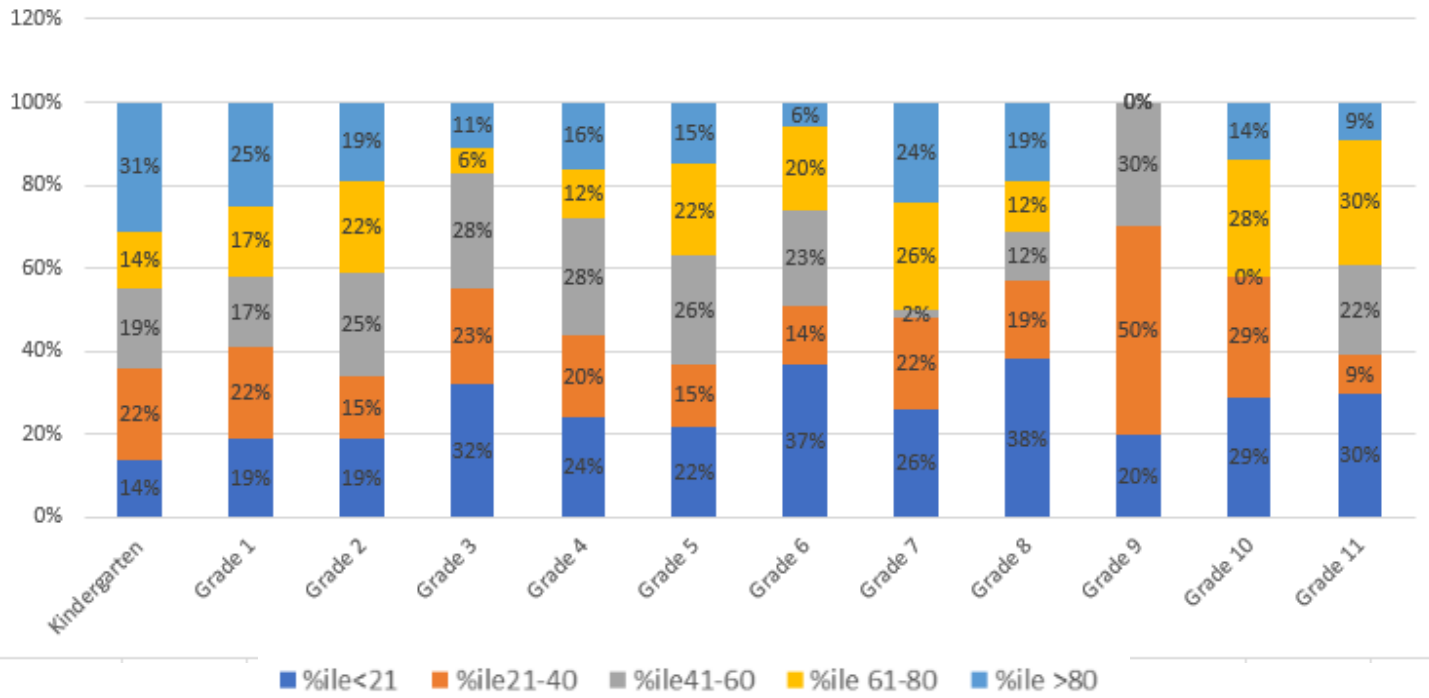
NWEA MAP Math Spring 2024



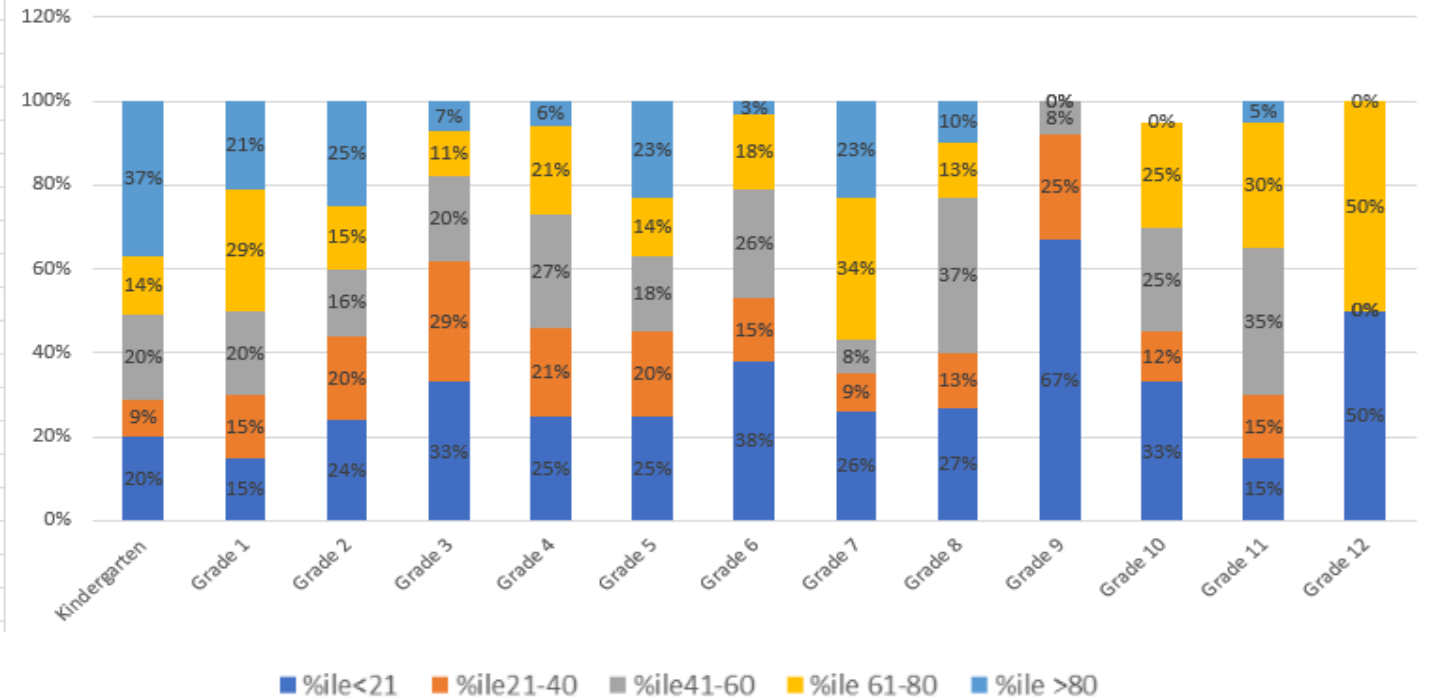
NWEA MAP Reading Fall 2023



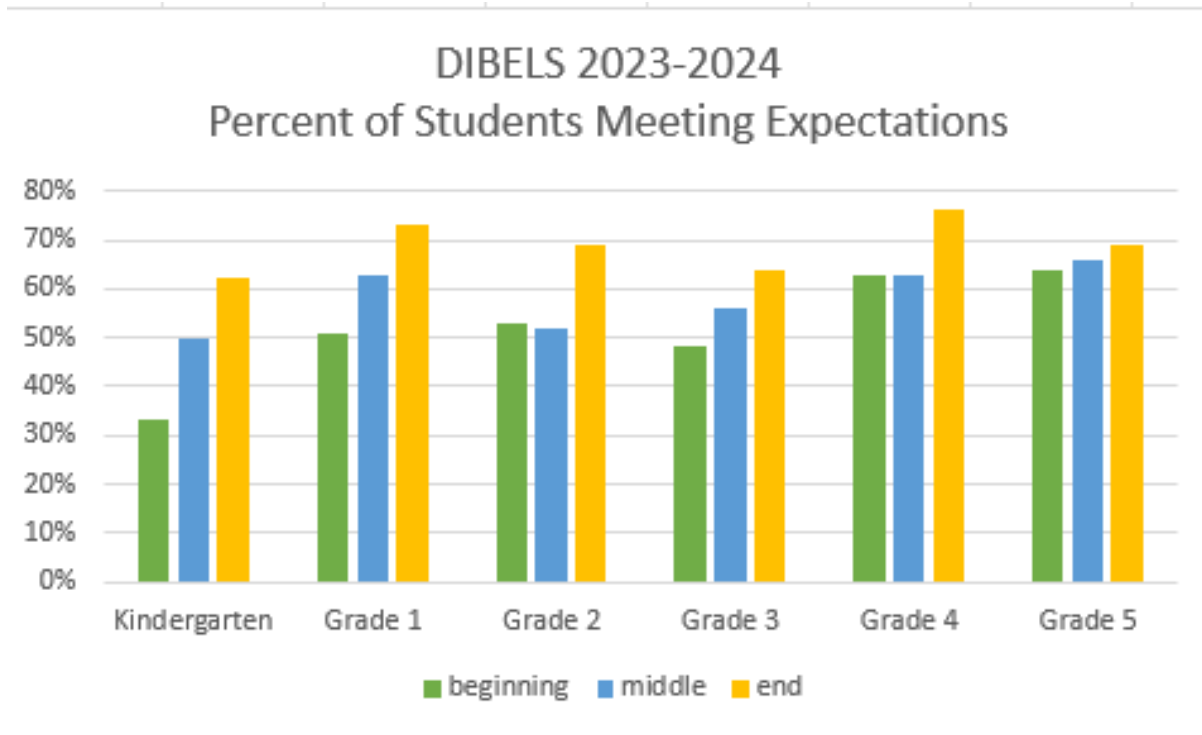
NWEA MAP Reading Winter 2023-2024



NWEA MAP Reading Spring 2024



2023-24 DIBELS



Explanation of the School’s Progress Meeting the VOA-MN Academic Performance Standards Contained in Addendum B of the Charter Contract

KCS abides by the following Academic Performance Standards set by VOA:

- Adopting a formal teacher evaluation process and adhering to the requirements set forth in state statute (Minn. Stat. 122A.40);
- Supporting teachers through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.

KCS is currently implementing the following Academic Performance Standards set by VOA:

- Maintaining achievement scores on state examinations, when comparing KCS to schools our students might otherwise attend;
- Maintaining an average state-determined minimum growth score of 0.5;
- Reducing the difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rates.

Assessment Plan for 2023-2024

In accordance with requirements from the State, Kaleidoscope develops and approves a District Assessment Plan each summer. The District Assessment Plan covers the dates, times, and grades/classes

assigned to be assessed. This includes the following assessments: NWEA, DIBELS, MCA, ACCESS, and ACT.

Assessment Plan for 2024-2025

The [KCS Assessment Plan](#) focuses on the use of interim assessments to better track student progress and growth. The [Elementary and Secondary 2024-25 Assessment Calendars](#) outline the assessments given throughout the school year.

Finances

Discussion of the Financial Health and Stability of the School During FY24

Kaleidoscope Charter School is financially viable. Kaleidoscope has maintained a balanced budget since it began operations and has increased its General Fund balance each year since its existence. The School contracts with School Management Services (SMS) for services related to its accounting, payroll, generation of financial statements, and compliance reporting. The School also contracts with Abdo for performance of its annual independent financial audit.

Kaleidoscope's Finance Committee and administration completes an extensive budget development process for recommendation and discussion with the Board. Each month the Finance Committee reviews any variances between actual and budget along with alignment to the financial goals. This review/discussion by the Finance Committee is reported to the board monthly.

KCS is in the midst of a 3 year fund balance spend down plan (FY25-FY27). In this plan KCS will address needs by adding staff to lower class sizes, add programming to challenge students as well as to provide them with more options, improve technology, and make improvements in capital and facility items.

FY24 School Budget and a Preliminary (Unaudited) Set of Financial Statements (Balance Sheet and Statement of Revenues and Expenditures)

**Kaleidoscope Charter School
Balance Sheet
Fiscal Year 2024
As of June 30, 2024**

	General Fund	Food Service Fund	Community Service Fund	Total All Funds
Assets				
Checking and Savings Accounts	1,478,247	141,986	-	1,620,232
Investments	1,726,105	-	-	1,726,105
Accounts Receivable	-	-	-	-
Due From Other Funds	413,179	-	-	413,179
Due from Other Minnesota Dept of Ed	675,876	-	-	675,876
Due From MDE	-	-	-	-
Due From Federal	219,743	-	-	219,743
Inventory	-	-	-	-
Prepays	274,697	-	-	274,697
Total Assets	4,787,847	141,986	-	4,929,833
<hr/>				
Total Assets	4,787,847	141,986	-	4,929,833
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Liabilities and Fund Balance				
Current Liabilities				
Salaries Payable	248,981	-	-	248,981
Accounts Payable	151,920	-	-	151,920
Payroll Liabilities	-	-	-	-
Deferred Revenue	-	-	-	-
Total Current Liabilities	400,901	-	-	400,901
Fund Balance				
Investments in Fixed Assets	-	-	-	-
Beginning Fund Balance	3,375,084	101,069	-	3,476,152
Net Gain / (Loss) Current Year	1,011,863	40,917	-	1,052,780
Total Fund Balance	4,386,946	141,986	-	4,528,932
<hr/>				
Total Liabilities & Fund Balance	4,787,847	141,986	-	4,929,833

** At the time of this report, the financial statements are unaudited (10/1/2024)*

Explanation of the School’s Internal Controls Used During Board Oversight of Financial Matters

The Kaleidoscope Charter School Board takes financial oversight seriously. Each Board meeting has an item on the agenda addressing the financial status of the school. The Board monitors its health through the use of committees, audits, annual reports, and workshops on finance. Kaleidoscope received the FY22 VOA Finance and Governance Awards and posted a strong fund balance. During the 2023-24 school year, Kaleidoscope Charter School was able to meet our bond covenant goal of a 1.10% debt service coverage. We also saw our fund balance grow throughout the year, ending the year above an estimated 55% (based on unaudited financials at the time of this report). As the school stands now, there is a healthy fund balance.

The Kaleidoscope Board of Directors also has adopted policies to assist with financial controls, including the following:

702A General Accounting Principles Policy

702B Accounting

703 Annual Audit

704 Fixed Assets

706 Acceptance of Donations

708 Internal Financial Controls Policy

714 Fund Balance Policy

736 Use of School Credit Cards

740 Electronic Funds Transfer

745 Procurement Procedures

750 Public School Fee

Explanation of the School’s Progress Meeting the VOA-MN Financial Standards Contained in Addendum B of the Charter Contract

The KCS School Board abides by the following Financial Standards set by VOA:

- Maintaining a balanced budget;
- Maintaining compliance with state and federal financial reporting deadlines;
- Submitting the school’s financial audit by December 31;
- Having audits that are free of all findings;
- Being current on all financial obligations;
- Providing monthly financials at least three days prior to board meetings;
- Developing and maintaining a targeted fund balance determined by the school board;
- Holding Finance Committee meetings monthly;
- Exhibiting working knowledge of financial oversight;

- Not operating in Statutory Operating Debt.

Service Learning

Overview of the School's Service Learning Plan

Service Learning is an important part of the Kaleidoscope Charter School approach to education. This is true not only because it aligns with the philosophy of our authorizer, but also because it aligns with our belief in the importance of strong relationships with the local community. In a typical school year, all students participate in at least one, and often multiple, service learning projects that connect our students to others outside of our school. Often Kaleidoscope Charter School students take their service learning out into the community. The [Service Learning Plan](#) details how these activities connect to academics and curriculum.

Service Projects and Activities the School's Students Participated in During the 2023-2024 School Year

We recruited, collected, and donated 171 new stuffed animals to Alexa's Altruistic Stuffed Animal Charity to help provide every child and teen staying in the hospital with a special stuffed animal.

We raised \$7,589.46 for the American Heart Association/Kids Heart Challenge

We gathered 2877 items during our annual Food Drive. This was also used as a learning opportunity utilizing Math skills and learning about Nutrition for our students. These items were donated to a local food bank.

Our Secondary Student Council and Grade 6-8th grade students learned about and packaged food at Feed My Starving Children.

Students developed real life skills through serving our school by collecting recycling throughout the building.

High School Art students completed the Memory Project. The Memory Project creates portraits for students in third world countries. Portraits were sent to India and Cameroon this year.

6th graders did neighborhood cleanup at the park in our neighborhood.

K-3 students did a toy drive in collaboration with the Elk River Fire Department.

4th grade students wrote letters of thanks and support to military veterans.

Evaluation of Student and Community Engagement and Student Benefits from Service Learning Experiences

Completing service learning experiences has incredible value for our students, school, and community. Kaleidoscope has gathered anecdotal data regarding the experiences through discussions with students and staff.

Innovative Practices

In the Spring of 2021, the Kaleidoscope School Board adopted a revised Mission and Vision for our school. Through those new statements, we hoped to highlight not only where Kaleidoscope is today, but

where we aspire to be as we grow and develop. Within those two statements you will also see specific areas of focus that help guide us as we make decisions.

Mission: At Kaleidoscope Charter School, we cultivate community while inspiring students to grow and develop a curiosity in life and learning.

Vision: At Kaleidoscope Charter School, we develop well-rounded individuals who achieve personal excellence through our inclusive community, family involvement, and service learning. Kaleidoscope empowers our students to be engaged learners and citizens.

Relationship-Focused: Kaleidoscope Charter School operates on the principle that students are an extension of their families. In order to grow and develop, students need the support of not just the school but also the family. We work to ensure that the family is involved as integral members of each student's educational team. We also know that no great learning happens outside of great relationships. To that end, our staff are recruited, coached, and retained with a clear focus on individuals who actively cultivate positive relationships with children. We know that learning is something that happens through relationships, and relationships are a prerequisite for engaged learners.

Socially and Emotionally Aware: Kaleidoscope Charter School understands that successful schools are not solely focused on academics. All people require a solid foundation of academic understanding to reach their fullest potential. However, people also experience life socially and emotionally. Again, a sound social and emotional environment is a prerequisite for engaged learners. As a result we explicitly teach students about social and emotional skills. Throughout our experience, we have found that our academic proficiency improves significantly when prioritizing the social and emotional wellness of our students.

Academically Rigorous: Kaleidoscope strives to regularly review and revise our approach to education to ensure that students are provided the most significant opportunities to learn and grow. We have a commitment to challenging students beyond their own self-expectations. By regularly providing content that stretches students while also providing the support necessary, students are able to not only grow, but grow to their fullest potential.

Community-Driven: Kaleidoscope fully believes that the purpose for providing students with strong relationships, social and emotional skills, and a strong academic foundation is that students can be contributors to their community. By developing students who are engaged positively in the community, we are able to increase the personal relatedness and support the perpetual growth of our students beyond their time within our institution.

Future Plans

Kaleidoscope Charter School was growing and expanding in total enrollment and sections provided each year prior to the COVID pandemic. Since then we have seen a decline in our enrollment, until 2024-25.

In our 11th year of providing high school, we are looking to graduate 33 seniors (2024-25). As we matriculate our students from kindergarten through grade 12, we are working to grow our secondary programs and offerings. In 2023-24 we are working with the Wright Technical Center in Buffalo, MN, to offer technical education classes. The Kaleidoscope Charter School Board of Education has been exploring the options available to acquire more space and to develop a long-range plan for growth.

Ultimately, Kaleidoscope continues to plan for a full-enrollment in the near future of 600+ students in grades kindergarten through grade 12, with the possibility of exploring Pre-K options. To accomplish that goal, we know that we would need to identify the physical space we would need.

Additionally, we are working on reflecting, reviewing, and revising our structures and course offerings (K-12). Our goal in the near future is to develop a new five year plan involving the implementation of getting back to our foundation of small class sizes, expanding programs in art, Spanish, and technology, and possible physical expansion of our facility, based on enrollment.

We also strive to develop a K-12 instructional platform that promotes a greater likelihood of a significant percentage of our Kindergarten students, one day, graduating from Kaleidoscope.

Nonprofit Status

File Number: 1Z-200

Filing Date: 03/05/2022

Renewal Due Date: 12/31/2024

World's Best Workforce (WBWF) Report

Comprehensive Achievement and Career Readiness Report - - 2024-25 (FY25)

District Advisory Committee

The District Advisory Committee (DAC) was composed of staff members, parents/guardians, and students in 2023-2024. DAC members met four times (quarterly) during the year for the overall purpose of examining curriculum and programming needs at KCS. Some members of the DAC resigned during the school year.

All members for the 2023-2024 school year are listed below:

Deby Ziesmer, Community Member, Board Chair
Jason Banick, Parent, Board Member
Angela Thorseth, Teacher, Board Member
Brad Sellner, Executive Director
Tamara Polzin, Elementary Principal
Chris Nordmann, Secondary Director
Lori Karcz, Academic and Assessment Coordinator
Angela Carlson, Parent
Gretchen Etzler, Parent
KC Guntzel, Parent
Christina Hackenmueller, Parent
Ben Nelson, Parent
Ashley Schweninger, Parent
Aaron White, Parent
Matt Roberts, Parent

Equitable Access to Excellent Teachers

For the 2023-2024 school year, KCS had zero teachers on staff that are considered ineffective, based on the professional teaching standards as defined in KCS's Teacher Development and Evaluation Plan.

For the 2023-2024 school year, KCS had 15 teachers that were inexperienced (employed as a teacher for three or less years).

For the 2023-2024 school year, KCS had five out-of-field teachers.

Low-income students, students of color, and American Indian students that were assigned to an inexperienced homeroom teacher are assigned the following year, whenever possible, to a homeroom teacher that is effective, experienced, and in-field, unless staff turn-over did not allow for it.

This Report Includes the Following:

A summary of progress toward teaching and learning and striving for the World's Best Workforce (specifically, progress toward closing the achievement gap): all students ready for kindergarten, all

students in third grade achieving grade-level literacy, all students attaining career and college readiness before graduating from high school, and all students graduating from high school.

Identified Needs Based on Data

KCS follows a continuous improvement model of change, collecting and monitoring multiple sources of data to determine areas of success and areas on which to focus. The data are used as indicators of effectiveness and on-track performance toward supporting all students in meeting grade-level proficiency and reaching our state accountability goals in math and reading, as measured by the state accountability assessments. Annually the administrative team, coupled with input from staff (including data) as well as the annual school board goals, sets these goals prior to the start of the school year. Action plans to meet these goals including strategies targeting areas of focus, evidence of effectiveness, timelines for implementation, and persons responsible for implementation throughout the year, are then developed.

Support Category - Students

Elementary and middle school students who score below proficiency in reading and/or math (as determined by interim assessments, MCAs, and MAP assessments) receive differentiated instruction and pull-out services through Title I and intervention services. These services are provided through daily What I Need (WIN) time blocks, ensuring the students that need interventions do not miss whole-group instruction time.

Beginning in 2024-25, high school students are receiving additional support during the block schedule and a WIN time.

Support Category - Teachers and Administrators

During the 2023-2024 school year, all teachers were trained in the following: emergency procedures, Safe Schools training including FERPA (confidentiality), mandated reporting, AED, Bloodborne pathogens, seizures, epi-pen, AED, bullying, suicide, positive behavior intervention strategies (PBIS), trauma informed mental health, and the Leader in Me - - 7 Habits of Highly Effective People.

All teachers new to KCS were assigned a mentor through the mentorship program.

KCS teachers are reviewed by peer reviewers through the Q Comp process. Additionally, all teachers are observed by administration, based on the Teacher Development and Evaluation Plan. These requirements ensure a cycle of continuous improvement related to instruction. KCS uses the Charlotte Danielson teacher evaluation rubric. This rubric is used for formal observations and summative evaluations.

Best Practice Strategies

The elementary continued implementation of the reading/language arts curriculum, continuing its focus on phonemic awareness and phonics while also emphasizing the other three pillars of reading (fluency, vocabulary, and comprehension), while adding a new mathematics and science curriculum.

The secondary continued its use of skills taught in the Advancement Via Individual Determination (AVID) Program. Professional development sessions in grades 6-12 focused on common academic language, student expectations, and strategies such as Cornell Notes.

Current Student Achievement Plans

KCS's Literacy Plan for students in kindergarten through third grade provides steps to ensure that all students are on track to "read well" by the end of third grade. This plan will now apply to all students in Grades K-8 in 2024-25.

During the 2023-2024 school year, Title I services were provided to students that qualified in kindergarten through third grade in reading. The ADSIS program was also implemented, offering another level of interventions for students struggling in Math, Reading, and behavior.

KCS offered a Real World Ready course for students in grades 9-12. This course ensures that all students are ready for success after high school, focusing on important topics such as financial planning, applying for scholarships and college. Students also learn about trades that are available and the education/process for acquiring a position. Students are exposed to post-secondary options through Career Day at KCS and Job Shadowing within the community. In 2023-24, coordination with the Wright Technical Center in Buffalo, MN, offerings in some technical education courses will be offered for juniors and seniors who have an interest in these electives.

Key Indicators of Implementation Progress

PLCs meet biweekly to review various forms of data. They use this data to develop/refine assessments and differentiate instruction/interventions. These assessments are used to evaluate progress and measure growth throughout the school year.

During the 2023-2024 school year, the following instruments were used as indicators of student progress:

Math

NWEA Measures of Academic Progress (MAP)
Formative and summative classroom assessments

Reading

Primary grades assessments (such as DIBELS)
NWEA Measures of Academic Progress (MAP)
Formative and summative classroom assessments

Perception Data

Staff survey
Parent survey
Student survey

Key Impact

To ensure that Kaleidoscope Charter School (KCS) is able to achieve its educational mission and purpose, the KCS School Board has developed the following four strategic priorities:

- **Academically Rigorous Curriculum and Instruction**
 - Increasing student achievement as measured by standardized assessments

- Ensuring a consistent and rigorous curriculum is available and utilized by highly effective teachers
- Ensuring that the range of curriculum taught meets students where they are and challenges them to develop and grow
- **Staff Excellence**
 - Ensure long serving, highly effective employees
 - Developing protocols and strategies to reach our target enrollment to match staffing
 - Develop a process to systematically address compensation
 - Explore opportunities for incentivizing longevity of staff
- **Variety in Opportunities for Student Interactions and Experiences**
 - Identify, organize and effectively communicate to all families the programs and opportunities available
 - Establish a Student Life committee to oversee, support and plan a variety of experiences
- **Celebrations of Students for a Variety of Achievements**
 - Develop student leadership opportunities throughout the school
 - Welcome and celebrate contributions students make outside of our school
 - Developing a wider range of elective course for secondary students
 - Building relationships with community organizations

All Students Ready for School

Kaleidoscope Charter School does not currently offer preschool. Kindergarten-readiness data is collected from the students' home districts. In addition, all kindergartners complete kindergarten-readiness assessments at the beginning of the school year. These assessments, which include DIBELS, are used to adjust and differentiate the curriculum and small group instruction, as necessary.

2023-2024 Goal: At least **60%** of families with an incoming KCS kindergartner for the 2024-2025 school year, as of March 15, 2024, will participate in a 30-minute Kindergarten Readiness Course in April 2024.

- Families will be notified about the course when they are notified of acceptance after the lottery.
- The Elementary Principal will work with the kindergarten teachers to plan and deliver the course.
- The course will focus on necessary prerequisite skills to help children be successful in kindergarten.
- Course information will be sent via email so families that were unable to attend can still access the information.

For 2023-24 KCS had a participation rate of **80%** toward its school readiness goal.

2024-2025 Goal: At least **80%** of families with an incoming KCS kindergartner for the 2025-2026 school year, as of March 15, 2025, will participate in a 30-minute Kindergarten Readiness Course in April 2025.

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All Students in Third Grade Achieving Grade-Level Literacy

Students in kindergarten through third grade complete several literacy assessments throughout the year, which are outlined in KCS's Literacy Plan. In an effort to have all students reading well by third grade, data is tracked and students not meeting proficiency standards are provided with appropriate interventions.

2023-2024 Goal: At least **65%** of KCS third graders that have been at KCS for at least one year will achieve a minimum score of **198** on the winter reading NWEA MAP assessment.

For 2023-24, **20%** of KCS third graders achieved a minimum score of **198** on the winter reading NWEA MAP assessment.

2023-2024 Goal: At least **65%** of KCS third graders that have been at KCS for at least one year will meet or exceed standards on the spring 2024 reading MCA.

For 2023-24, **26.1%** of KCS third graders met or exceeded standards on the spring 2024 reading MCA.

- Students that score lower than 191 on the fall reading NWEA MAP assessment will receive small group interventions during daily What I Need (WIN) time.
- The third grade homeroom teachers will meet with administration biweekly to discuss student data and interventions. Action plans for students not meeting benchmarks will be created and implemented.

2024-2025 Literacy Goals (Comprehensive Achievement and Civic Readiness Plan):

- **55%** of students in grades K-5 enrolled by October 1, 2024, will meet their NWEA MAP Reading growth goals, as measured from Fall 2024 to Spring 2025.
- **70%** of students in grades K-5 enrolled by October 1, 2024, will be above the Spring 2025 DIBELS assessment Benchmark.
- **55%** of students in grades 6-12 enrolled by October 1, 2024, will meet their 2024 NWEA/MAP reading growth goals, as measured from Fall 2024 to Spring 2025.

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Closing Achievement Gap(s) Among All Groups

Kaleidoscope Charter School is dedicated to closing achievement gaps in all areas. Following the Every Student Succeed Act (ESSA) requirements, KCS will work to close the achievement gaps. Below are outlined our goals for 2023-24, our achievement levels for that year, and our goals for 2024-25 and beyond (3 year progress plan).

Mathematics

2023-2024 Goal: By the conclusion of FY24, **35%** of students receiving free or reduced lunch will achieve proficiency on the MCA Math assessment.

The schoolwide proficiency rate was **27%** for 2024.

2023-2024 Goal: By the conclusion of FY24, **25.3%** of students receiving special education services will achieve proficiency on the MCA Math assessment.

The schoolwide proficiency rate was **9.3%** for 2024.

2023-2024 Goal: By the conclusion of FY24, **43.9%** of Hispanic/Latino students will achieve proficiency on the MCA Math assessment.

The schoolwide proficiency rate was **20.7%** for 2024.

2023-2024 Goal: By the conclusion of FY24, **38.3.3%** of Black/African students will achieve proficiency on the MCA Math assessment.

The schoolwide proficiency rate was **25.9%** for 2024.

Reading

2023-2024 Goal: By the conclusion of FY24, **45.7%** of students receiving free or reduced lunch will achieve proficiency on the MCA Reading assessment.

The schoolwide proficiency rate was **37.2%** for 2024.

2023-2024 Goal: By the conclusion of FY24, **26.7%** of students receiving special education services will achieve proficiency on the MCA Reading assessment.

The schoolwide proficiency rate was **17.3%** for 2024.

2023-2024 Goal: By the conclusion of FY24, **55%** of Hispanic/Latino students will achieve proficiency on the MCA Reading assessment.

The schoolwide proficiency rate was **20.0%** for 2024.

2023-2024 Goal: By the conclusion of FY24, **43.3%** of Black/African American students will achieve proficiency on the MCA Reading assessment.

The schoolwide proficiency rate was **27.6%** for 2024.

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2024-2025 Goals

2025 Math MCA Goals			
Student Groupings	2024 Proficiency Percentage	2027 Goal	2025 Goal

Hispanic/Latino (15%)	20.7%	65.7%	35.7%
Black/African American (12.5%)	25.9%	63.4%	38.4%
Asian (15%)	18.2%	63.2%	33.2%
Special Education (15%)	9.3%	54.3%	24.3%
Free/Reduced Meals (10%)	27%	57%	37%

- **10%** increase each year for three years for FRM
- **12.5%** increase each year for three years for African American
- **15%** increase each year for three years Hispanic, Asian, & SPED

2025 Reading MCA Goals			
Student Groupings	2024 Proficiency Percentage	2027 Goal	2025 Goal
Hispanic/Latino (12.5%)	20%	57.5%	32.5%
Black/African American (10%)	27.6%	57.6%	37.6%
Asian (10%)	27.3%	57.3%	37.3%
Special Education (12.5%)	17.3%	54.8%	29.8%
Free/Reduced Meals (5%)	37.2%	52.2%	42.2%

- **5%** increase each year for three years for FRM
- **10%** increase each year for three years for African American & Asian
- **12.5%** increase each year for three years for Hispanic/Latino & SPED

In addition to attending biweekly PLC meetings, elementary teachers will meet with administration quarterly to discuss student data and interventions. Action plans for students not meeting benchmarks will be created and implemented.

Professional development sessions in grades 6-12 will focus on common academic language, student expectations, and strategies such as Cornell Notes; Writing Inquiry, Collaboration, Organization, and Reading (WICOR); Essential Questions; Costa’s Levels of Questioning; Quick Writing; and Socratic Seminars.

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All Students Career and College-Ready by Graduation

As stated in the Minnesota Department of Education’s Career and College Readiness Resource Guide: “Minnesota envisions that all students will have the knowledge, skills, and mindset to successfully pursue and complete a viable career pathway in a 21st century economy. It is our charge to ensure that students are prepared not only with the core academic content but also with the skills necessary for any type of postsecondary education and career.”

2024-2025 Goal (Multi-year): Employability Skills - The average ACT composite score for KCS students will increase from 17.52 in 2022 to **19.0** by 2025.

- This is a multi-year goal due to 2022-2023 being the first year of a five-year AVID implementation plan.
- Professional development sessions in grades 6-12 will focus on common academic language, student expectations, and strategies such as Cornell Notes; Writing Inquiry, Collaboration, Organization, and Reading (WICOR); Essential Questions; Costa’s Levels of Questioning; Quick Writing; and Socratic Seminars.

For 2023-24, KCS’s ACT composite score was **17.2**

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2023-2024 Goal: Mindset and Social Awareness - The percentage of 10th grade students participating in at least one school-sponsored or school-supported extracurricular activity will shift from **63%** in 2022-2023 to **50%** in **2023-24**. (*This % was lowered to 50% - - same as the previous year, due to a loss of athletic cooperative agreements at the end of 2022-23*).

- Coaches and advisors will encourage participation in additional sports and activities during the school year.
- Additional opportunities will be offered to meet students’ interests.

For 2023-24, KCS participation rate was **50%**.

2024-2025 Goal: Mindset and Social Awareness - **GOAL CHANGE** The percentage of 7th-12th grade students participating in at least one school-sponsored or school-supported extracurricular activity will be **65%** in **2024-2025**. For 2023-24, KCS participation rate for grades 7-12 was **61%**.

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2023-2024 Goal: Career Development - The number of post-secondary options highlighted for students, through visits from various organizations or field trips to colleges will be **7** in 2023-24.

- To set a baseline for student options, KCS will work to provide opportunities in a number of different industries.
- Options will be detailed during KCS’s Real World Ready Course and a schedule of college tours will be created, which will involve field trips to colleges and virtual tours to expand the student knowledge base.

- As in previous years, students will have the opportunity to discuss military options with Army and National Guard recruiters through visits to our campus. This includes information on the ROTC program at local colleges and universities.
- Students will have speakers (in-person and virtual) that share their career experiences, outline educational/skill requirements, and detail character traits necessary to be successful. These speakers and experts will be from a variety of trades, businesses, and industries.

For 2023-24, KCS students attended **6** events.

2024-2025 Goal: Career Development - **(Comprehensive Achievement and Civic Readiness Plan)** -

The number of post-secondary options highlighted for students, through visits from various organizations or field trips to colleges will be **7** in 2024-2025.

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2023-2024 Goal: Transitional Knowledge - The percentage of seniors in the KCS building receiving an individual career/college planning meeting with a school counselor or administrative designee will be **100%** during the school year.

For 2023-24, **100%** of KCS Seniors met with school administration.

2024-2025 Goal: Transitional Knowledge - **(Comprehensive Achievement and Civic Readiness Plan)** -

The percentage of seniors in the KCS building receiving an individual career/college planning meeting with a school counselor or administrative designee will be **100%** during the school year.

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All Students Graduate

Kaleidoscope Charter School recognizes the importance of every student graduating within four years of beginning high school. We are proud of our high graduation rate and our students displaying career- and college-readiness.

2023-24 Goal: At the time of this report, the 2022-23 Graduation Rate published by MDE is 90.5% for KCS in 2023-24, **100%** of the seniors enrolled, graduated. The MN State Average was **83.3%** for 2023-24.

2024-2025 Goal: **90%** graduation rate.

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2023-2024 Goal: The percentage of KCS students enrolling in College/University/Trade School the fall after completing their senior year of high school will be **75%** in 2024.

- Students will take part in on-site tours of colleges and universities at a level equivalent to or greater than pre-pandemic levels.
- Students will access virtual college tours as a means to become familiar with the wide variety of educational options available after graduation.
- KCS will provide opportunities for students to learn about careers and industries through guest speakers, a school-wide career day, and tours of local facilities.
- Students will utilize skills learned in the AVID program to increase knowledge of post-secondary careers and opportunities.
- KCS will develop partnerships with local businesses, explore technical opportunities and encourage attendance at college, career and job fairs.

After graduating from KCS in 2023-24, the percentage of students enrolled in a post-secondary _____%
(at the time of this report, KCS is working to collect post-secondary enrollment information.)

2024-2025 Goal: (Comprehensive Achievement and Civic Readiness Plan) - The percentage of KCS students enrolling in College/University/Trade School the fall after completing their senior year of high school will be **75%** in 2024.