



KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Charter School Committee Meeting
October 3, 2016
10:45 a.m.
Borough Assembly Chambers

AGENDA

- I. Call to Order
- II. Memo regarding Charter School Renewal Process
- III. Review of *BP 6187 Charter School* – change renewal period from 5 years to 10 years
- IV. Review of Aurora Borealis Charter School Renewal Application
- V. Review of Fireweed Academy Charter School Renewal Application
- VI. Review of Soldotna Montessori Charter School Renewal Application
- VII. Other



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 North Binkley Street Soldotna, Alaska 99669-7520

Phone (907) 714-8888 Fax (907) 262-9132

www.kpbsd.k12.ak.us

SCHOOL BOARD COMMUNICATION

Title: Charter Schools Renewals

Date: October 3, 2016

Item Number:

Charter School
Committee Meeting

Administrator: Dave Jones, Assistant Superintendent *Dave Jones*

Attachments: Aurora Borealis Renewal Application
Fireweed Academy Renewal Application
Soldotna Montessori Renewal Application

Action Needed For Discussion Information Other: _____

BACKGROUND INFORMATION

We have three charter schools, Aurora Borealis Charter School, Fireweed Academy Charter School and Soldotna Montessori Charter School that will be submitting renewal applications for a charter school for the 2017-2018 school year.

The Alaska State Board of Education requires that renewal applications approved by a local school board and submitted to the department of education must be received by the department at least 90 days before the next regularly scheduled meeting of the State Board of Education. The State Board of Education has a meeting scheduled for March 20-22, 2017. To meet the deadline for that meeting, the renewal applications will need to be approved by the KPBSD Board by the December 5, 2016 Board meeting. To meet that deadline, we will be following the normal timeline for KPBSD Charter Schools Renewals as follows:

- 1) October Board Meeting
 - a) Charter School Committee review and discussion of renewal applications
- 2) November Board Meeting
 - a) Charter School Committee (if necessary)
 - b) Work Session
 - c) Public Hearing at Board Meeting
- 3) December Board Meeting
 - a) Approval of renewal applications on Agenda

The application process is intended to allow for the correction, addition or deletion of information to each schools application as we move through the process. As such, it is expected that the original applications attached will undergo change and revision throughout the process. It is the goal that the applications included and sent out in the December Board Packet be as close to a final product as possible.

It is also important to note that DOEED revised the template for the applications, so the format has changed from the past, but most of the information required has remained the same.

I will not be at the October Board meeting, so John O'Brien will be the Administrator working with the committee.

ADMINISTRATIVE RECOMMENDATION

CHARTER SCHOOLS

Establishment of Charter Schools

Charter schools are schools established under AS 14.03.250 – 14.03.290 that operate within the public school district. Charter schools are established upon the approval of an application by the local School Board and the state Board of Education. Charter schools shall operate under a written contract between the charter school and the local School Board.

Application Procedure for Establishing a Charter School

The following steps shall be followed in making application for the establishment of a charter school in the Kenai Peninsula Borough School District.

1. The Academic Policy Committee: The Academic Policy Committee shall consist of parents of students attending (or planning to attend) the charter school, teachers at the charter school (or teachers who agree to teach at the charter school), and employees of the charter school (or employees who agree to work at the charter school).
2. Notification of Intent: Any person(s) wishing to establish a charter school shall notify the Superintendent of their intention by August 1 of the year prior to the date of intended implementation. The Superintendent shall establish an administrative committee to meet with the charter school representatives to review the application procedures, discuss the requirements of the application between the charter school and the local School Board, and to answer any questions the charter school representatives may have.

Following the initial meeting with the administrative committee, the charter school representatives shall prepare the information required for the application.

Applications for charter schools shall be submitted to the local School Board no later than October 1 of the school year prior to the school year during which the charter school will begin operation. Applications received after the October 1 deadline shall not be considered until the next school year. All charter schools shall begin operations as agreed with the School Board, but no later than October 1.

The terms of an initial draft contract shall not exceed five years. The terms of a renewal contract may be for a period of up to ten years.

3. Charter School Application: The charter school shall provide information to the Board as stipulated in E 6187 Charter School Application/Contract Provisions.

CHARTER SCHOOLS

The Alaska Department of Education and Early Development Charter School Application and Rating Template will be used in the District’s charter school application process.

Applicants are cautioned that the Alaska Department of Education and Early Development has its own policies and deadlines, and that to the extent the applicant’s proposed charter school may be affected by those deadlines, the applicant should take those deadlines into account.

4. School Board Work Session: Following the timely receipt of the complete application, the Board shall hold a public work session with the charter school representatives. During this work session, the charter school representatives shall present their application as a proposal for a charter school contract.

The local School Board and the charter school representatives may negotiate provisions of the contract during this meeting.

When the charter school is proposing to use a District facility which is already in use as a public school, the application and charter school contract will adhere to the “Sharing a District Facility” section of this policy.

It is not the Board’s responsibility to locate a facility to operate a charter school.

5. Public Hearing on the Charter School Application: Following the work session, the School Board shall hold a public hearing on the proposed charter school application.
6. School Board Action: Following the work session and the public hearing, the local School Board shall place the charter school proposal on the agenda for a regular School Board meeting. The School Board will take action to approve or deny the request to establish the charter school.

Upon approval of the charter school by the local School Board and the state Board of Education, the contract will be signed by the president of the local School Board and the legally designated representative of the charter school. The Superintendent shall serve as a contact person for all communications between the charter school and the District administration.

CHARTER SCHOOLS**State Notification of a Charter School Application**

Upon approval or rejection of a charter school application, the local School Board will submit to the State Board of Education a copy of the charter school application and a report on the action taken by the local School Board not later than 20 working days following the School Board action.

Annual Review of the Charter School

Once approved by both the local and State Boards of Education, the charter school will be subject to an annual review of its operations and finances by the School Board. Annually, the charter school will submit a written report. Every three years they will make a presentation to the School Board and the public. This report will include information on the attainment of student performance expectations, meetings of the governing bodies of the charter school, descriptions of charter school activities, and other information of interest to the local School Board.

Breach of Contract

Failure to comply with the provisions of the contract between the charter school and the local School Board is considered a breach of contract and may result in the termination of the charter school. Examples of breach of contract include but are not limited to:

- failure to meet or make reasonable progress toward achievement of the content standards or pupil performance standards identified in the contract,
- failure to meet generally accepted standards of fiscal management
- violating any provision of law from which the charter school was not specifically exempted.

During the charter school's annual review with the School Board, compliance with the provisions of the contract will be monitored. If any allegations of noncompliance with the charter school contract (either by the charter school or by the School District) are presented either during the annual review or at any other time, the School Board shall investigate these allegations. Prior to canceling the charter school contract, the School Board and the charter school shall attempt to remedy any violations of the contract.

The terms of the contract are not to exceed five years. A review of the contract is to be made at the completion of the third year. A portion of that review shall be based on a comparison of the Alaska Standards Based Assessment test scores of the school's students to those of the District average of a similar population of the District. If the school does not meet or exceed the District average the school shall be placed on a two-year probation. Failure to meet the conditions of the probation will be grounds for denial of a future charter.

CHARTER SCHOOLS

Sharing a District Facility

Charter schools that are housed in a non-school District facility will be recognized under Alaska Statutes 14.03.250-14.30.290. Charter schools proposing to use District facilities which are already in use as public schools, may do so only on the approval by the School Board.

When the charter school is proposing to utilize space in an existing District school:

1. Based on enrollment projections and school capacity, the Superintendent will determine if the amount of space requested by the charter school can be made available.
2. If the Superintendent determines space is available, the Superintendent will negotiate the terms of sharing a facility and make recommendations to the Board.

Legal Reference:

ALASKA STATUTES

14.03.250 Establishment of charter schools

14.03.255 Organization and operation of a charter school

14.03.260 Funding for charter schools

14.03.265 Admission

14.03.270 Teacher or employee transfers, evaluations, and negotiated agreements

14.03.275 Contracts; duration

14.03.280 Regulations

14.03.290 Definitions

Kenai Peninsula Borough School District

Adoption Date: 5/5/2014 Revised:



Principal: Cody McCanna
705 Frontage Rd, Suite A
Kenai, AK 99611
907-283-0292

"Building Self Esteem Through Academic Excellence"

September 16, 2016

Kenai Peninsula Borough School District
Charter School Oversight Committee

Dear Committee Members:

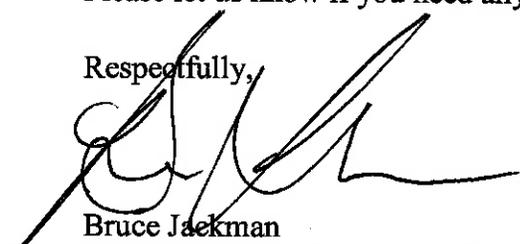
The Aurora Borealis Charter School Academic Policy Committee, staff, and families look forward to continuing our partnership with the Kenai Peninsula Borough School District through the renewal application process.

We are currently in our twentieth successful year of operation, during which time we have provided an excellent educational alternative to families who have partnered with our school and district. This is evidenced by the sections in our renewal application.

The binder you are about to review contains the Charter School Renewal Application for Aurora Borealis Charter School. To help facilitate your review, at the beginning of each section you will find the appropriate Alaska State Charter School Regulations followed by the Reviewer Rater Template.

Please let us know if you need any additional information.

Respectfully,


Bruce Jackman
Academic Policy Committee Chair


Cody McCanna
Principal

KENAI PENINSULA BOROUGH SCHOOL DISTRICT



RENEWAL
Charter School
APPLICATION
for

Aurora Borealis Charter School

FY 2016

Alaska Department of Education & Early Development
801 W 10th Street, Suite 200
P.O. Box 110500
Juneau, AK 99811-0500

DIRECTIONS

Application for a Renewal Charter

Parties interested in submitting a renewal application for a charter school should familiarize themselves with all applicable state statutes and regulations contained within this document.

Local School Districts/School Boards may have developed a Charter Schools renewal application form for approval at the local level that requires additional information, however for the purposes of seeking State Board of Education & Early Development approval, **this renewal application form MUST be used.** Sufficient evidence must be presented to address all sections of this renewal application form for the department to deem the renewal application compliant and forward to the State Board of Education for approval.

Timeline:

Applicants must follow all local procedures to seek Charter School approval by their local boards.

Not later than 30 days after a local school board's decision to approve a renewal application for a charter school, the local school board must forward the renewal application to the State Board of Education & Early Development for review and approval by mailing to the department:

- (1) the complete renewal application filed with the local school board, including all supporting documents required;
- (2) the written decision of the local school board;
- (3) all other materials considered by the local school board in support or in opposition to the renewal application; and
- (4) the minutes of the local school board meeting at which the charter was approved.

In the event the local school district/local board has a separate renewal application form that differs from the state required form, **it is the responsibility of the Charter School to transfer complete responses to the department form.**

An original and 4 copies of the EED Charter School Renewal Application Form should be mailed to:

Alaska Department of Education & Early Development
Attn: Charter School Program Manager
801 W. 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500

Please also submit via email a pdf of the renewal application form to Todd.Brocious@alaska.gov

A renewal application approved by a local school board and submitted to the department ***must be received by the department at least 90 days*** before the next regularly scheduled meeting of the State Board of Education and Early Development. See schedule at: [www.education.state.ak.us/State Board/](http://www.education.state.ak.us/State_Board/)

A renewal application for a charter school approved by a local school board may not be submitted to the department more than 12 months before the expiration of the existing contract.

Required Format:

1. Not more than 200 pages single-sided, *unbound*, in 12 point font.
2. ALL pages numbered in consecutive order (i.e. 1, 2, 3, ...200).
3. A table of contents.
4. Follow in numerical order the numbered sections and sub-elements of the application.
5. ALL numbered sections and sub-elements must be addressed.

Upon receipt, the renewal application will go through a technical review committee to determine if any additional information is necessary. Addressing each section with sufficient detail and evidence examples will decrease the likelihood of additional information being requested.

Once the technical review committee agrees the applicant has demonstrated compliance, the renewal application will be scheduled to be addressed by the State Board of Education & Early Development at their next meeting.

Table of Contents

- 1) Establishment of the Charter at the Local Level Page 1**
 - a) Purpose
 - b) Evidence of Board Approval
 - c) Evidence of Signed Contract with all required elements
 - d) Evidence of bylaws or assurance
 - e) Evidence of APC, including list of names/qualifications, meeting minutes

- 2) Organization and Administration Page**
 - a) Description of administrative oversight
 - b) Evidence of written administrative policy manual or assurance
 - c) Evidence of regular parent and teacher contacts for continuous improvement
 - d) Evidence of annual APC meeting
 - e) Description of school schedule and calendar
 - f) Alternative options for students if no other educational program exists

- 3) Education Programs and Student Achievement. Page**
 - a) Description of educational program
 - b) Evidence of written instructional program that addresses content standards and aligns with statewide assessment system
 - c) Description of plans for serving special education, vocational education, gifted and bilingual students
 - d) Evidence of written objectives for program achievement, progress on meeting objectives, comparisons of disaggregated assessment data to district and state averages, and plans to address students who do not perform at acceptable levels.
 - e) Description of the mechanisms for student assessment in addition to those required by state law

- 4. Professional Development. Page**
 - a) Description of and schedule for planned professional development

- 5. Facility. Page**
 - a) Description of facility and location of the charter school including addressing district leased space if applicable
 - b) Evidence of a written facility plans

- 6. Admission Page**
 - a) Evidence of written admission policies and procedures
 - b) Evidence of a written student recruitment process, including enrollment and waitlist numbers

- 7. Fiscal Page**
 - a) Evidence of a budget plan
 - b) Evidence of assurance

- 8. Transportation Page**
 - a) Plans for pupil transportation

Appendix A	School Board Approval
Appendix B	Signed Contract
Appendix C	Assurance Page & Aurora Borealis Charter School Bylaws
Appendix D	Academic Policy Committee members and minutes
Appendix E	Administrative Policy Manual
Appendix F	Instructional Program addressing state content standards
Appendix G	Policies and Procedures
Appendix H	Student Recruitment Process
Appendix I	Budget Summary and financial plan
Appendix J	District Charter School Transportation Policy (if proposed or adopted).

1. Establishment of the Charter at the Local Level

Section 1: Establishment of the Charter at the local level

- i. Provide the primary purpose of the charter and how it specifically differs from other educational options available in the community. Provide a narrative to describe how the charter has changed since the last application. *AS 14.03.265(a)(1-3)*
- ii. Provide evidence of the local school board approval of the reapplication for the charter school marked as Appendix A. *AS 14.03.250(b)*
- iii. Provide evidence of the signed contract between the charter school and the local school board containing all required elements under AS 14.03.255(c) marked as Appendix B. *AS 14.03.255(c)(1-14)*
- iv. Provide either the charter school’s bylaws marked as Appendix C **or** an indication on the signed assurance page that the bylaws previously submitted to the department in the initial application or previous renewal applications have not changed. *4 AAC 33.110(a)(4)*
- v. Provide evidence of the Academic Policy Committee (APC) consisting of parents of students attending the school, teachers, and school employees. Evidence includes a list of the members of the APC and their qualifications, as well as the written minutes from meetings where the charter school met with the academic policy committee to fulfill the requirement of at least once each year monitoring the progress in achieving the committee's policies and goals. Mark as Appendix D. *AS 14.03.250(a), AS 14.03.255(b)(4), 4 AAC 33.110(a)(1)*

Reviewer Rating Template		
Section 1	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Purpose		
Evidence of board approval	Appendix A	
Evidence of signed contract with all required elements	See required element below (items 1-14) Appendix B	
1. Description of educational program	Appendix B	

Section 1: Establishment of the Charter at the local level

2. Specific levels of achievement for the education program	Appendix B	
3. Admissions Policy and Procedures	Appendix B	
4. Administrative Policies	Appendix B	
5. Statement of Charter funding	Appendix B	
6. Method of accountability for receipts and expenditures	Appendix B	
7. Location and description of facility	Appendix B	
8. Name of teachers who by agreement will teach in the charter	Appendix B	
9. Teacher to student ratio	Appendix B	
10. Number of students to be served	Appendix B	
11. Term of contract (not to exceed 10 years)	Appendix B	
12. Termination Clause	Appendix B	
13. Statement of state and federal law compliance	Appendix B	
14. Exemptions or requirements included in contract	Appendix B	
Evidence of bylaws or assurance	Appendix C	
Evidence of APC, including list of names/qualifications, meeting minutes	Appendix D	

Section 1: Establishment of the Charter at the local level

- i. Provide the primary purpose of the charter and how it specifically differs from other educational options available in the community. Provide a narrative to describe how the charter has changed since the last application. AS 14.03.265(a)(1-3)**

Purpose:

Aurora Borealis Charter School is established to provide a research-based preparatory education through whole group, subject-centered direct instruction. Aurora Borealis differs from other educational programs in our community. As we choose curriculum, we look for research validating the rigor of the curriculum, correlation with Alaska State and Core Standards, and also a well-defined scope and sequence which allows us to spiral teaching through the grades, each grade building on the foundations established in years prior. Instruction is whole group, subject-centered, and direct. Use of this research-based curriculum results in a preparatory education emphasizing language arts (phonetic reading, writing, spelling, grammar, and vocabulary), mathematics, history and geography, science, technology, art and music, and physical education. An additional course, Enrichment, explores the Latin basis of our language, extended mathematic problem-solving, and, for all students in the upper grades, involvement in the Future Problem Solving research, training, and competitions. The charter has not changed since the last application.

- v. Provide evidence of the Academic Policy Committee (APC) consisting of parents of students attending the school, teachers, and school employees. Evidence includes a list of the members of the APC and their qualifications, as well as the written minutes from meetings where the charter school met with the academic policy committee to fulfill the requirement of at least once each year monitoring the progress in achieving the committee's policies and goals. Mark as Appendix D. AS 14.03.250(a), AS 14.03.255(b)(4), 4 AAC 33.110(a)(1)**

Evidence of APC, including list of names/qualifications, meeting minutes:

Academic Policy Committee members consists of the following members:

Bruce Jackman- parent- Chairperson	Doug Gordon- parent- Treasurer
Jerry Strait- parent- Vice-Chairperson	Vance Wonser- parent- Secretary
Dave Klein- parent	Steve Sturman- parent

The Academic Policy Committee Meetings were held on the following dates (dates with an asterisk have minutes included in this document, all other minutes are available in the school office):

*May 16, 2011	January 14, 2013	January 13, 2015
September 26, 2011	*March 4, 2013	*May 21, 2015
November 28, 2011	May 10, 2013	October 13, 2015
January 23, 2012	August 29, 2013	December 8, 2015
February 20, 2012	October 17, 2013	*March 29, 2016
March 5, 2012	January 30, 2014	May 3, 2016
*April 12, 2012	March 27, 2014	*August 25, 2016
May 10, 2012	*May 1, 2014	September 13, 2016
October 4, 2012	October 21, 2014	

2. Organization and Administration

Section 2: Organization and Administration

- i. Provide information on how the charter school is administered to ensure that the terms of the contract required by AS 14.03.255 (c) are being met; including who is responsible and what mechanism(s) they use. *AS 14.03.255(b)(2)*
- ii. Provide the written *administrative policy manual* utilized by the charter **or** an indication on the signed assurance page that the policy manual submitted to the department in the initial application or previous renewal applications has not changed. Mark as Appendix E. *4 AAC 33.110(a)(13)*
- iii. Provide evidence that the charter school met regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school, including any review recommendations. *AS 14.03.255(b)(3)*
- iv. Provide evidence that the charter school met with the APC at least once a year to monitor progress in achieving the committee’s policies and goals. *AS 14.03.255(b)(4)*
- v. Provide a description of the school schedule and calendar. *4 AAC 33.110(a)(9)*
- vi. If applicable: Provide information on alternative educational options for students not wishing to attend the charter if the charter school is the only school in the community. *4 AAC 33.110(a)(12)*

Reviewer Rating Template		
Section 2	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Description of administrative oversight		
Evidence of written administrative policy manual or assurance	Appendix E	
Evidence of regular parent and teacher contacts for continuous improvement		
Evidence of annual APC meeting		
Description of school schedule and calendar		
Alternative options for students if no other educational program exists	NA	

Section 2: Organization and Administration

- i. Provide information on how the charter school is administered to ensure that the terms of the contract required by AS 14.03.255 (c) are being met; including who is responsible and what mechanism(s) they use. AS 14.03.255(b)(2)***

Description of administrative oversight:

Aurora Borealis Charter School adheres to the Kenai Peninsula Borough School District Charter School Policy. The administrator, with oversight by the Academic Policy Committee, shall ensure that the terms of the contract between KPBSD and ABCS are being met. ABCS Bylaws, Appendix C, outline how the charter school is administered to ensure that the terms of the contact are being met. In addition, the academic policy committee bylaws address and comply with State charter school law. Aurora Borealis Charter School also adheres to all of the policies included in the KPBSD policy manual. That manual is online at the KPBSD website (<http://www.kpbsd.k12.ak.us>) and is in Appendix E. The Policy Manual is used as a reference for staff and our Academic Policy Committee (APC) members. Our APC handles control and supervision of the charter school according to Charter School Law and operates in accordance to the Bylaws established for Aurora Borealis Charter School.

- ii. Provide the written *administrative policy manual* utilized by the charter or an indication on the signed assurance page that the policy manual submitted to the department in the initial application or previous renewal applications has not changed. Mark as Appendix E. 4 AAC 33.110(a)(13)***

Evidence of written administrative policy manual or assurance:

Aurora Borealis Charter School follows the Kenai Peninsula Borough School District's administrative policies and procedures. We receive all administrative memos and the KPBSD Policy Manual is available online and a copy is located in the school office.

Refer to Appendix E for a copy of the manual.

Section 2: Organization and Administration

- iii. Provide evidence that the charter school met regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school, including any review recommendations. *AS 14.03.255(b)(3)***

Evidence of regular parent and teacher contacts for continuous improvement:

Aurora Borealis Charter School conducts parent/teacher conferences twice a year according to KPBSD District Wide Calendar. There is a Parent Comment section on every Academic Policy Committee agenda. ABCS sends home weekly newsletters and announcements to parents via written letters and e-mail lists. The list of all APC meeting dates are listed in Section 1 of this document with the agendas and minutes of several meetings in Appendix D. Every APC meeting is an opportunity for parents and teachers to give input about the operations of the charter school. Every year the APC sends out a survey to all parents to receive feedback about the school. A copy of that survey is attached to the end of this section. Completed surveys from previous years are on file in the office.

- iv. Provide evidence that the charter school met with the APC at least once a year to monitor progress in achieving the committee's policies and goals. *AS 14.03.255(b)(4)***

Evidence of annual APC meeting:

Aurora Borealis Charter School conducts several APC meetings every year. During those meetings all members of the APC, parents, staff and community members have the opportunity to address any policies and goals. Assessment data (AIMS, Terra Nova, Ed Performance, and AMP) is shared during APC meetings after the specific assessment data has been released to the school. The data is explained by the administrator during the APC meeting and copies are given to each member. APC meeting minutes and agenda dates can be found in Section 1 of this document with specific agendas and minutes in Appendix D.

Section 2: Organization and Administration

- v. **Provide a description of the school schedule and calendar. 4 AAC 33.110(a)(9)**

Description of school schedule and calendar:

Aurora Borealis School Daily Schedule

In order for the staff and students to best utilize the school day, it is necessary that all observe the following schedule: This is the schedule for grades 1-8.

7:45 Students may enter school and sit in the hallway adjacent their classrooms.

7:55 Students enter classrooms.

8:00 Classes begin.

Any students entering the school after 8:00 must go to the office and sign in prior to going to their classrooms. It is the responsibility of parents and students to come to school on time and prepared to work. Tardies are disruptive and provide a poor learning environment for students. Excessive tardies (6 per quarter), you will receive a letter. Anything in excess of 6 tardies will be brought to the attention of the Academic Policy Committee for possible action.

2:45 Students are dismissed from class.

3:00 All students should have been picked up for their ride home.

Please notify the office by note or telephone if you will be unable to pick up your student as scheduled. Any students remaining after 3:00 will be supervised in the office. Such students will not be allowed to remain unsupervised in the building.

The Kindergarten schedule is as follows:

7:45 Morning students may enter school and sit in the hallway adjacent their classrooms.

7:55 Students enter classrooms.

8:00 Morning classes begin.

9:50 Afternoon students may enter school and sit in the hallway adjacent their classrooms.

10:00 Afternoon class begins.

12:45 Morning class dismissed.

2:45 Afternoon class dismissed from class.

3:00 All students should have been picked up for their ride home.

We follow KPBSD District wide calendar that is on the following page.

Kenai Peninsula Borough School District 2016-17 District Wide Calendar

C School Closes **O** School Opens
E End of Quarter **CI-PT** Conference/Inservice
H Legal Holiday **V** Vacation Day
IW Inservice/Work **ER** Early Release Day

July 2016							August 2016							September 2016							October 2016									
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November 2016							December 2016							January 2017							February 2017									
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# of Teacher Days:	22						# of Teacher Days:	17						# of Teacher Days:	17						# of Teacher Days:	20								
March 2017							April 2017							May 2017							June 2017									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
					1	2						1	1	2	3	4	5	6						1	2	3				
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10			
											ER																			
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17			
	V	V	V	V	V																									
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24			
																	C	IW												
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31	25	26	27	28	29	30							
																	H													
30							30																							
# of Inservice Days:	1						# of Inservice Days:	0						# of Inservice Days:	1						# of Inservice Days:									
# of Student Days:	17						# of Student Days:	20						# of Student Days:	18						# of Student Days:									
# of Teacher Days:	18						# of Teacher Days:	20						# of Teacher Days:	19						# of Teacher Days:									

End of Quarter	Inservice Dates	Legal Holidays & Vacation Days
1st Quarter 42 days	Teacher First August 16	Independence Day July 4
2nd Quarter 39 days	Teacher Last May 25	Labor Day September 5
3rd Quarter 41 days	Student First August 23	Thanksgiving November 24-25
4th Quarter 48 days	Student Last May 24	Winter Break Dec 23-Jan 6
170 days	PT Conference/IS Days	Spring Break March 13-17
	October 27, 28	Vacation Day Jan 16
Approved: 11/2/2015	February 9, 10	Memorial Day May 29
Dept of Ed. Approved: 11/17/2015		

○ Start of Testing Window ◻ End of Testing Window
 (Contact School for actual dates of test implementation)

AURORA BOREALIS CHARTER SCHOOL 2015-2016 SURVEY

FAMILY NAME (optional) _____ GRADE (Required) _____
(Please complete one survey per family.)

- | | Yes | No |
|--|--------------------------|--------------------------|
| 1. The curriculum at ABCS meets or exceeds my academic expectations. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The teacher shows concern and works effectively with my student. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Progress reports and Parent/Teacher conferences are productive. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The administrator is a visible leader who relates well to students and parents. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The office staff addresses my concerns in a timely manner. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. A. The Academic Policy Committee provides good governance for our school. | <input type="checkbox"/> | <input type="checkbox"/> |
| B. I am comfortable approaching the Academic Policy Committee with my concerns. | <input type="checkbox"/> | <input type="checkbox"/> |
| C. The Academic Policy Committee adequately communicates their decisions. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I have visited or volunteered in my child's classroom during the school day. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Please rate your satisfaction with ABCS with 10 being the highest. | 1 2 3 4 5 6 7 8 9 10 | |

Please explain any "no" answers.

Additional Comments

Thank you for completing this survey for the Academic Policy Committee. Your answers will be kept confidential. Please return your survey to the office by May 17. You may also mail it to: ABCS/Parent Survey, 705 Frontage Road, Suite A, Kenai, AK 99611.

3. Education Programs and Student Achievement

Section 3: Educational Program and Student Achievement

- i. Provide a description of the educational program to be offered at the charter school including specific teaching methods that benefit an age group, grade level or specific type of student and examples of curriculum utilized. *AS 14.03.255(c)(1), AS 14.03.265(a)(1-3), 4 AAC 33.110(a)(5)*
- ii. Provide evidence of a written instructional program that addresses state content standards under 4 AAC 04 and aligns with the content on the statewide assessment system under 4 AAC 06.710-4 AAC 06.790 marked as Appendix F. *4 AAC 33.110(a)(6)*
- iii. Provide a description of plans for serving special education, vocational education, gifted, and bilingual students. *4 AAC 33.110(a)(10)*
- iv. Provide the written objectives for program achievement desired by the charter. Include information on the progress of the charter to date in reaching the objectives. Include in this section information on ASPI star rating, comparisons of state assessments for the school to district and state averages, as well as student performance by disaggregated groups. Include a synopsis of how students in your school are performing. Also include information on how the charter addresses the needs of students who do not perform at acceptable levels of proficiency. *4 AAC 33.110(a)(7)*
- v. Provide a description of the mechanisms for student assessment utilized in addition to those required by state law. *4 AAC 33.110(a)(5)*

Reviewer Rating Template		
Section 3	Page Number location(s) of response(s) including Appendices	Reviewer's notes
		Rating: Compliant/Noncompliant
Description of educational program		
Evidence of written instructional program that addressees content standards and aligns with statewide assessment system	Appendix F	
Description of plans for serving special education, vocational education, gifted and bilingual students		
Evidence of written objectives for program achievement, progress on meeting objectives,		

Section 3: Educational Program and Student Achievement

comparisons of disaggregated assessment data to district and state averages, and plans to address students who do not perform at acceptable levels		
Description of the mechanisms for student assessment in addition to those required by state law		

Section 3: Educational Program and Student Achievement

- i. **Provide a description of the educational program to be offered at the charter school including specific teaching methods that benefit an age group, grade level or specific type of student and examples of curriculum utilized. AS 14.03.255(c)(1), AS 14.03.265(a)(1-3), 4 AAC 33.110(a)(5)**

Description of educational program:

Aurora Borealis Charter School provides a research-based preparatory education through whole group, subject-centered direct instruction. Emphasis is placed on language arts (phonetic reading, spelling, grammar, and vocabulary), penmanship, mathematics, history, science, geography, technology, art, music and physical education. Reading begins in kindergarten and is stressed throughout the program. The teaching of students is accomplished through a well-defined scope and sequence using proven programs. Students are expected to perform at or above grade level and maintain a minimum grade of a C in all subjects. ABCS has high academic standards. Grading is done on a percentage basis with no curve, with letter grades awarded for grades 1-8. Grade scales are as follows:

Kindergarten: No Letter Grades

Grades 1-2: 90-100 (A), 80-89 (B), 70-79 (C), 60-69 (D), 0-59 (F)

Grades 3-8: 94-100 (A), 87-93 (B), 70-86 (C), 65-69 (D), 0-64 (F)

A list of the curriculum utilized by ABCS can be found in Appendix F.

Aurora Borealis Charter School Standards of Performance

Aurora Borealis has high academic standards. In order to ensure that all parents and students understand what is expected, these written standards have been developed. Students may have some initial difficulty adjusting to the Aurora Borealis academic program; however, the goal will always be to bring all students up to these written standards:

In general, the following standards will be followed for all grades; however, standards may vary by grade level according to developmental appropriateness:

- I. Class work standards
 - a. All students will complete assignments.
 - b. Proper formatting, which includes name and assignment heading at the top right side of the paper, will be followed.
 - c. Papers will have clear margins: left, right, top, and bottom.
 - d. All mistakes should be clearly and completely erased. No doodling and drawings are allowed on assignment papers unless part of the assignment.
 - e. All assignments will be turned in on time.

- II. Handwriting standards
 - a. Students are encouraged to write neatly using the approved alphabet. Teachers will instruct in correct letter formation.

Section 3: Educational Program and Student Achievement

- b. Cursive writing will be taught beginning in third grade and will be used on final drafts in grades 4-8.
- c. Penmanship grades will be awarded randomly for assigned daily work. Papers receiving less than a C in penmanship will be redone until requirements are met. Other redo's are at teacher discretion.

III. Math paper standards

- a. Numbers should be carefully written in pencil.
- b. There should be clear space around each problem.
- c. Math fact standards are established for each grade level.
- d. Other requirements as set by teacher.

IV. Organization skills: Grades 3-8

All students will have the following materials:

- a. A three-ringed binder with dividers and three-hole paper.
- b. Spiral bound notebooks will only be used in certain classes as learning logs or journals. Spiral bound notebook paper will not be allowed for daily assignments.
- c. Assignments should always be placed in the appropriate section of the 3-ring binder.
- d. Holes should be on left side of paper when student begins work.
- e. Papers should not be ripped from notebooks.
- f. Notebooks will be periodically checked and graded.

V. Computer Writing Standards

- a. All written assignments will be double-spaced and checked for spelling.
- b. Fringes will be torn off of computer paper, as applicable, before turning in assignments.
- c. Font and print size should be approved by the teacher prior to printing.

- ii. Provide evidence of a written instructional program that addresses state content standards under 4 AAC 04 and aligns with the content on the statewide assessment system under 4 AAC 06.710-4 AAC 06.790 marked as Appendix F. 4 AAC 33.110(a)(6)***

Evidence of written instructional program that addresses content standards and aligns with statewide assessment system:

Aurora Borealis Charter School regularly monitors curriculum implementation and quality. Terra Nova testing is conducted each year in grade 1-8. An item analysis is done for each subject and reviewed annually at the beginning of the year (usually August). When state assessment data is available it is reviewed annually when results are available to analyze each specific area tested. The above mentioned data are used for setting school goals.

Section 3: Educational Program and Student Achievement

- iii. Provide a description of plans for serving special education, vocational education, gifted, and bilingual students. 4 AAC 33.110(a)(10)**

Description of plans for serving special education, vocational education, gifted and bilingual students:

Aurora Borealis Charter School follows the prescribed process of the Kenai Peninsula Borough School District in the identification and servicing of special education students. Students with perceived needs are referred to the school's intervention team. If it is deemed necessary to test students, the student's file is then passed to the appropriate special education personnel assigned to our school for review. Students achieving below proficiency levels participate in a variety of programs and activities designed to meet their specific needs. In order to maximize individual student potential, any child working at lower proficiency levels or at below proficient levels is referred to the school intervention team. ABCS uses the Response-to Intervention (RTI) model. The intervention team process ensures targeted assistance by academic specialists on staff, specific classroom accommodations, and specific skill building activities, enrichment programs, and Special Education programs. Bilingual students are assessed using the WIDA ACCESS assessments and then are given specific modifications and progress monitored by our intervention team.

- iv. Provide the written objectives for program achievement desired by the charter. Include information on the progress of the charter to date in reaching the objectives. Include in this section information on ASPI star rating, comparisons of state assessments for the school to district and state averages, as well as student performance by disaggregated groups. Include a synopsis of how students in your school are performing. Also include information on how the charter addresses the needs of students who do not perform at acceptable levels of proficiency. 4 AAC 33.110(a)(7)**

Evidence of written objectives for program achievement, progress on meeting objectives, comparisons of disaggregated assessment data to district and state averages, and plans to address students who do not perform at acceptable levels:

Aurora Borealis Charter School serves families in the general Kenai-Soldotna area, which includes Nikiski, Sterling, and Kasilof. By incorporating high academic and behavior expectations with a spiraling, skills and knowledge based curriculum and direct instruction, Aurora Borealis provides students with the foundation necessary to live successfully, contribute to their communities, and to be responsible citizens.

It is the goal of ABCS to provide a research-based preparatory education through whole group, subject-centered direct instruction, with textbooks used in the classroom. Emphasis is placed on language arts (phonetic reading, spelling, grammar, and vocabulary), penmanship, Latin, mathematics, history, science, geography, technology, art, and physical education. Character

Section 3: Educational Program and Student Achievement

education, with strong emphasis on citizenship, values, self-discipline, and patriotism is an integral part of the Aurora Borealis education.

Students who do not perform at acceptable levels of proficiency are identified and referred to our intervention team. A team meeting is held to review student data and address the specific needs of each student.

The following pages contain data that is used to measure program achievement, progress on meeting objectives, comparisons of data to district, state, and national averages. Data sources include: Terra Nova scores, ASPI rating, Standards Based Assessments (SBA), and Alaska Measures of Progress (AMP) scores.

- v. Provide a description of the mechanisms for student assessment utilized in addition to those required by state law. 4 AAC 33.110(a)(5)**

Description of the mechanisms for student assessment in addition to those required by state law:

Aurora Borealis Charter School participates in Kenai Borough School District assessments, which includes Aimsweb (3 times a year in grades K-5), Ed Performance series (3 times a year in grades 6-8), and quarterly writing assessments. ABCS utilizes the curriculum assessments as outlined in the program's scope and sequence. Terra Nova testing for grades 1-8 have been done historically to get a national perspective on student and school performance since 2003.

2013-2014 Annual Measurable Objectives (AMO) Progress Report
 Alaska Department of Education & Early Development
 Prepared on August 28, 2014

School: Aurora Borealis Charter School

District: Kenai Peninsula Borough School District

Title I School: No

Subgroup ¹	Reading			Writing			Math					
	State Target	School Target	Percent of FAY Students Proficient or Above ³	Reading Target Met ⁴	State Target	School Target	Percent of FAY Students Proficient or Above ³	Writing Target Met ⁴	State Target	School Target	Percent of FAY Students Proficient or Above ³	Math Target Met ⁴
All Students	83.83%	100.00%	99.17%	Yes	79.17%	98.58%	99.16%	Yes	74.50%	97.92%	99.17%	Yes
African American	78.67%	N/A	N/A	N/A	73.50%	N/A	N/A	N/A	62.67%	N/A	N/A	N/A
Alaska Native & American Indian	66.08%	N/A	N/A	N/A	59.92%	N/A	N/A	N/A	57.75%	N/A	N/A	N/A
Asian & Pacific Islander	81.00%	N/A	N/A	N/A	78.58%	N/A	N/A	N/A	74.08%	N/A	N/A	N/A
Caucasian	92.08%	100.00%	99.02%	Yes	87.75%	98.42%	99.01%	Yes	82.75%	98.42%	99.02%	Yes
Hispanic	84.17%	N/A	N/A	N/A	79.92%	N/A	N/A	N/A	72.75%	N/A	N/A	N/A
Two or more races	85.50%	100.00%	100.00%	Yes	80.75%	100.00%	100.00%	Yes	75.75%	91.67%	100.00%	Yes
Economically Disadvantaged	74.33%	N/A	N/A	N/A	68.75%	N/A	N/A	N/A	64.17%	N/A	N/A	N/A
Students w/Disabilities (SWD) ²	57.42%	100.00%	90.91%	Yes	52.33%	100.00%	90.91%	Yes	47.50%	100.00%	90.91%	Yes
Limited English Proficient (LEP) ²	53.33%	N/A	N/A	N/A	50.08%	N/A	N/A	N/A	48.75%	N/A	N/A	N/A

Subgroup	Participation Rate			Attendance Rate			Graduation Rate		
	Enrolled	Rate (%)	Target Met ⁵	Rate	Target Met ⁵	4-Year Rate	5-Year Rate	Target Met ⁷	
All Students	121	99.17%	Yes	95.35%	Yes	N/A	N/A	N/A	
African American	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Alaska Native & American Indian	4	100.00%	N/A	94.74%	No	N/A	N/A	N/A	
Asian & Pacific Islander	1	100.00%	N/A	N/A	N/A	N/A	N/A	N/A	
Caucasian	103	99.03%	Yes	95.31%	Yes	N/A	N/A	N/A	
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Two or more races	13	100.00%	Yes	95.68%	Yes	N/A	N/A	N/A	
Economically Disadvantaged	2	100.00%	N/A	94.05%	No	N/A	N/A	N/A	
Students w/Disabilities (SWD) ²	8	100.00%	Yes	95.48%	Yes	N/A	N/A	N/A	
Limited English Proficient (LEP) ²	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

NOTES:
 1. If a subgroup has fewer than five students enrolled in tested grades, "N/A" has been entered for the proficiency percentage and "Target Met?" fields.
 2. Students with Disabilities (SWD) and Limited English Proficient (LEP) subgroups include assessment scores of former SWD and former LEP students that are being monitored for two years.
 3. Proficiency percentage is based on "Fall Academic Year" (FAY) students enrolled from October 1 through the first day of testing in spring 2014.
 4. The AMO target is met if either the state or the school target has been met.
 5. The participation rate target is 95 percent if the number of enrolled students is greater than 40. If the number of enrolled students is 40 or less, all but two students must test. Subgroups with fewer than five students will reflect "N/A" in the "Target Met?" field.
 6. The attendance rate target is 95 percent for the school as a whole and for each subgroup with at least five students enrolled.
 7. The graduation rate target is 90 percent for the school as a whole and for each subgroup with at least five members if the school enrolls students in grade 12. A school or subgroup with 10 or fewer students satisfies the graduation rate requirement if all but one of those students graduates.

2014-2015 Alaska Measures of Progress (AMP)

English Language Arts

All Grades

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	20	18.52%	60	55.56%	23	21.30%	5	4.63%	108	95.58%
Male	5	9.62%	30	57.69%	14	26.92%	3	5.77%	52	94.55%
Female	15	26.79%	30	53.57%	9	16.07%	2	3.57%	56	96.55%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	4	100.00%
Caucasian	16	17.58%	52	57.14%	20	21.98%	3	3.30%	91	96.81%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%
Two or More Races	3	25.00%	6	50.00%	2	16.67%	1	8.33%	12	85.71%
Economically Disadvantaged	*	*	*	*	*	*	*	*	4	100.00%
Not Economically Disadvantaged	20	19.23%	57	54.81%	23	22.12%	4	3.85%	104	95.41%
Students With Disabilities	1	16.67%	1	16.67%	2	33.33%	2	33.33%	6	100.00%
Students Without Disabilities	19	18.63%	59	57.84%	21	20.59%	3	2.94%	102	95.33%
Limited English Proficient	*	*	*	*	*	*	*	*	1	100.00%
Not Limited English Proficient	20	18.69%	60	56.07%	23	21.50%	4	3.74%	107	95.54%
Not Migrant Students	20	18.52%	60	55.56%	23	21.30%	5	4.63%	108	95.58%
Not Active Duty Parent/Guardian	20	18.52%	60	55.56%	23	21.30%	5	4.63%	108	95.58%

Mathematics

All Grades

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	34	31.48%	61	56.48%	12	11.11%	1	0.93%	108	95.58%
Male	18	34.62%	28	53.85%	6	11.54%	0	0.00%	52	94.55%
Female	16	28.57%	33	58.93%	6	10.71%	1	1.79%	56	96.55%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	4	100.00%
Caucasian	26	28.57%	54	59.34%	10	10.99%	1	1.10%	91	96.81%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%
Two or More Races	7	58.33%	4	33.33%	1	8.33%	0	0.00%	12	85.71%
Economically Disadvantaged	*	*	*	*	*	*	*	*	4	100.00%
Not Economically Disadvantaged	33	31.73%	59	56.73%	12	11.54%	0	0.00%	104	95.41%
Students With Disabilities	2	33.33%	2	33.33%	1	16.67%	1	16.67%	6	100.00%
Students Without Disabilities	32	31.37%	59	57.84%	11	10.78%	0	0.00%	102	95.33%
Limited English Proficient	*	*	*	*	*	*	*	*	1	100.00%
Not Limited English Proficient	34	31.78%	60	56.07%	12	11.21%	1	0.93%	107	95.54%
Not Migrant Students	34	31.48%	61	56.48%	12	11.11%	1	0.93%	108	95.58%
Not Active Duty Parent/Guardian	34	31.48%	61	56.48%	12	11.11%	1	0.93%	108	95.58%

2014-2015 Standards Based Assessments (SBA)

Science

All Grades

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	25	67.57%	9	24.32%	3	8.11%	0	0.00%	37	100.00%
Male	12	63.16%	6	31.58%	1	5.26%	0	0.00%	19	100.00%
Female	13	72.22%	3	16.67%	2	11.11%	0	0.00%	18	100.00%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	2	100.00%
Caucasian	19	63.33%	9	30.00%	2	6.67%	0	0.00%	30	100.00%
Two or More Races	*	60% or more	*	40% or fewer	*	40% or fewer	*	40% or fewer	5	100.00%
Not Economically Disadvantaged	25	67.57%	9	24.32%	3	8.11%	0	0.00%	37	100.00%
Students With Disabilities	*	*	*	*	*	*	*	*	1	100.00%
Students Without Disabilities	25	69.44%	9	25.00%	2	5.56%	0	0.00%	36	100.00%
Not Limited English Proficient	25	67.57%	9	24.32%	3	8.11%	0	0.00%	37	100.00%
Not Migrant Students	25	67.57%	9	24.32%	3	8.11%	0	0.00%	37	100.00%
Not Active Duty Parent/Guardian	25	67.57%	9	24.32%	3	8.11%	0	0.00%	37	100.00%

Two-Year School-level Trend data

(2013-2014 & 2014-2015)

Students Scoring Proficient or Above by Grade Level

Grade	Percent Proficient Science	
	Previous	Current
All Grades 90% or more	90%	91.89%
Grade 4	90% or more	85.00%
Grade 8	80% or more	80% or more

Revised Alaska State Report Card To The Public 11/18/2015 4:23:46 AM

2014-2015 Accountability Indicators Report
Alaska Department of Education & Early Development

School: Aurora Borealis Charter School

2013-2014 ASPI Rating: *****

District: Kenai Peninsula Borough School District

Title I School: No

Alaska Measures of Progress (AMP) - 2015 Summative Assessment
Percentage of FAY¹ Students Achieving Level 3 or Level 4 - School, District, and State Achievement²

Subgroup	English Language Arts			Mathematics		
	School	District	State	School	District	State
All Students	74.07%	43.64%	35.38%	87.96%	38.70%	31.86%
African American	N/A	27.78%	23.86%	N/A	20% or fewer	20.13%
Alaska Native/American Indian	*	26.00%	14.01%	*	26.22%	14.38%
Asian/Pacific Islander	N/A	35.90%	28.21%	N/A	29.87%	30.84%
Hispanic	*	39.61%	31.35%	*	33.17%	26.17%
Two or More Races	75.00%	42.73%	37.57%	80% or more	40.76%	33.80%
White	74.73%	46.56%	47.87%	87.91%	40.74%	41.64%
Economically Disadvantaged	*	35.82%	20.55%	*	31.07%	19.20%
Students with Disabilities ³	40% or fewer	11.86%	8.05%	60% or more	12.29%	8.15%
Limited English Proficient ³	*	9.50%	4.55%	*	8.89%	8.17%

Subgroup	Participation Rate			Attendance Rate		Graduation Rate		
	Enrolled	Rate (%)	Target Met? ⁴	Rate (%)	Target Met? ⁵	4-Year Rate	5-Year Rate	Target Met? ⁶
All Students	113	95.58%	Yes	95.64%	Yes	N/A	N/A	N/A
African American	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Alaska Native/American Indian	4	100.00%	N/A	95.13%	Yes	N/A	N/A	N/A
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.00%	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	14	85.71%	Yes	95.48%	Yes	N/A	N/A	N/A
White	94	96.81%	Yes	95.73%	Yes	N/A	N/A	N/A
Economically Disadvantaged	4	100.00%	N/A	92.59%	No	N/A	N/A	N/A
Students with Disabilities ³	6	100.00%	Yes	95.86%	Yes	N/A	N/A	N/A
Limited English Proficient ³	1	100.00%	N/A	N/A	N/A	N/A	N/A	N/A

Notes:

1. Full Academic Year (FAY) = Students enrolled continuously from October 1 through the first day of testing.
 2. Due to the recent passage of the Every Student Succeeds Act, this report will provide a comparison of school and district achievement on the AMP assessment to statewide achievement for all students and for all subgroups for the 2014-2015 and 2015-2016 school years. Students achieving at Levels 3 and 4 are considered to be meeting the standards.
 3. Students with Disabilities (SWD) and Limited English Proficient (LEP) subgroups include assessment scores of former SWD and former LEP students that are being monitored for two years.
 4. The participation rate target is 95 percent if the number of enrolled students is greater than 40. If the number of enrolled students is 40 or less, all but two students must test. Subgroups with fewer than five students will reflect "N/A" in the "Target Met?" field.
 5. The attendance rate target is 95 percent for the school as a whole and each subgroup with at least five students enrolled.
 6. The graduation rate target is 90 percent for the school as a whole and each subgroup with at least five members if the school enrolls students in grade 12. A school or subgroup with 10 or fewer students satisfies the graduation rate requirement if all but one of those students graduate. A school meets this target if either the four- or five-year rate meets these criteria.
- * - Cells with an asterisk represent at least one and no more than four students assessed. These data are suppressed to protect individual student confidentiality.

COMPLETE BATTERY

Group List Report Part 1

Class: RIBBOLL JENNIFER

Grade: 2.1

Purpose:

This report summarizes the test data for a classroom group. It provides a variety of scores and scores for the group as a whole. The individual scores for each student together with classroom assessment and progress data are available using the report's individual student and group data reports.

For more information, see the user manual. The number of students is 22. The number of students is 22.

Form: 001

Version: 001

Special Analysis: None
Detailed Analysis: None

City/State: KENNA, AK

CTB ID: 1A01TJAZZ02000-03-0002-0004

MC
GRAV
HHT
000000

Norm-Referenced Scores

Subject	No. of Items	No. using Accom.	MNS	GME	MNCE	MSS	MDNP	Low/ High NP
Reading	22	0	7.4	5.1	75.0	644.5	86.5	58-99
Vocabulary	22	0	7.5	4.8	76.0	630.3	88.8	58-99
Reading Composite	22	0	8.0	4.9	81.3	638.6	94.6	71-98
Language Mechanics	22	0	7.5	5.4	77.0	638.7	91.3	13-99
Mathematics	22	0	8.0	4.6	82.0	625.7	93.8	76-99
Math Computation	22	0	7.2	3.6	75.5	576.6	81.4	85-99
Math Composite	22	0	8.0	4.0	83.3	601.5	92.7	77-99
Total Score ^a	22	0	8.1	4.4	84.1	635.4	94.8	78-99
Science	22	0	7.0	4.6	71.4	630.7	80.8	30-99
Social Studies	22	0	7.3	5.5	73.5	648.1	81.0	45-99
Spelling	22	0	7.0	4.6	72.5	624.0	87.5	26-99
Word Analysis	22	0	7.2	—	79.2	648.7	88.0	37-99

^a Based on locally reported data

^b Total score in Reading, Language and Math for all levels that contain Language.

GME Norm-Referenced Scores are not available.

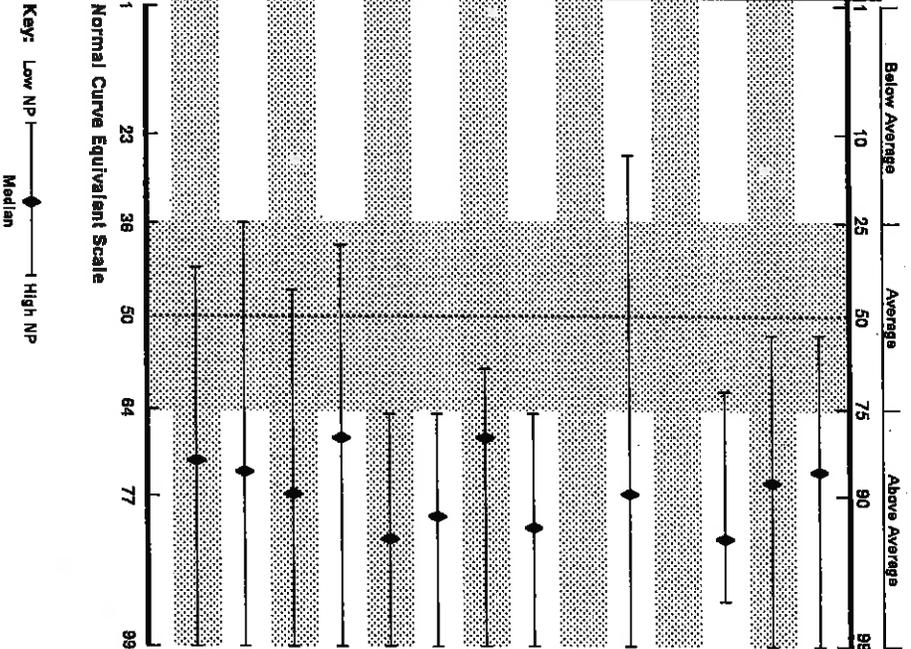
MNS: Mean National Stanine
GME: Grade Mean Equivalent
MNCE: Mean Normal Curve Equivalent
MSS: Mean Scale Score
MDNP: Median National Percentile
Accom: Accommodations

Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns.

Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. None of the group's twelve MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.

National Percentile Scale



Key: Low NP — Median — High NP

Scores in the area to the left of the shading are below the average range. Twelve MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 86.5, which is above the average range. The lowest Reading score in the group is 58 and the highest is 99. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/Terranova3.

COMPLETE BATTERY

Group List Report

Part I

Class: DRURY, DON

Grade: 3.5

Purpose:

This report summarizes achievement data for a specified group. Part I provides a display of representative scores for the group. Part II provides the individual scores for each student. Together with appropriate assessment and classroom data, this information can be used to identify potential strengths and needs in the classroom setting.

Norm-Referenced Scores

	No. of Scores	No. using Accom.	MNS	GME	MNCE	MSS	MDNP	Low/High NP-1
Reading	24	0	6.8	5.9	70.6	652.7	83.7	21-99
Vocabulary	24	0	7.0	6.3	71.9	653.0	83.5	41-99
Reading Composite	24	0	7.5	6.2	76.9	653.0	91.0	39-99
Language	24	0	6.0	4.9	60.8	637.1	68.5	27-98
Language Mechanics	24	0	6.1	5.0	61.7	634.5	75.0	30-93
Language Composite	24	0	6.4	5.0	64.9	636.1	75.0	31-97
Mathematics	24	0	7.9	6.0	80.2	652.1	93.8	63-99
Math Composite	24	0	7.3	5.1	76.2	623.5	88.5	30-99
Math Composite	24	0	8.0	5.5	82.0	638.0	93.8	50-99
Total Score**	24	0	7.3	5.8	74.8	647.2	90.5	48-99
Science	24	0	7.3	7.0	75.7	663.6	88.5	34-99
Social Studies	24	0	6.4	4.9	64.4	641.8	77.4	23-96
Spelling	24	0	5.9	4.5	60.6	622.2	66.5	16-99
Word Analysis	24	0	6.8	—	69.4	662.5	79.5	51-99

** Based on locally reported data

** Total score is Reading, Language and Math for all levels that contain Language.

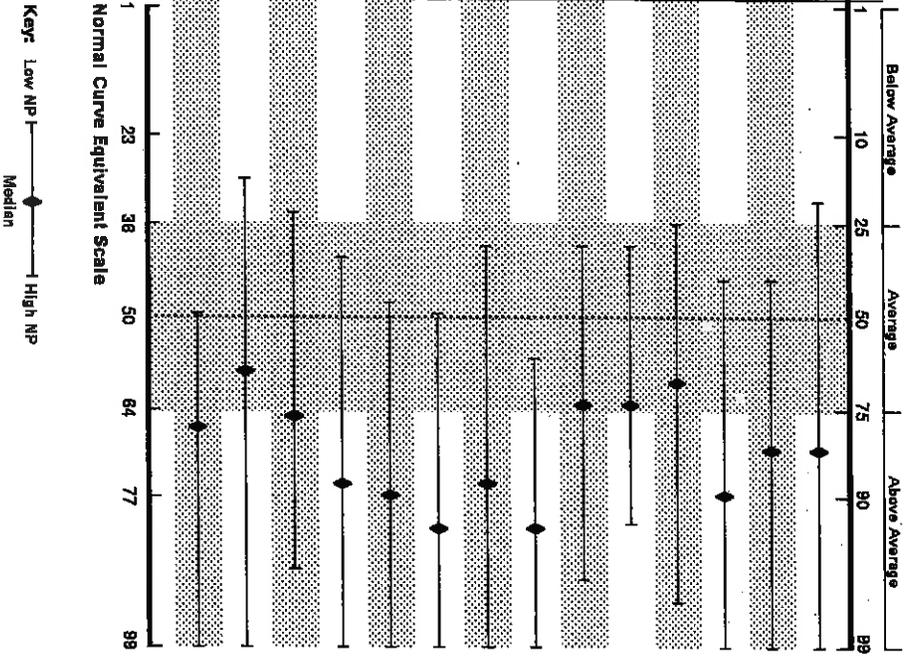
GME Norm-Referenced Scores are not available

MNS: Mean National Stanline
 GME: Grade Mean Equivalent
 MNCE: Mean Normal Curve Equivalent
 MSS: Mean Scale Score
 MDNP: Median National Percentile
 Accom: Accommodations

Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Four of the group's fourteen MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.

National Percentile Scale



Scores in the area to the left of the shading are below the average range. Ten MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 83.7, which is above the average range. The lowest Reading score in the group is 21 and the highest is 99. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.

COMPLETE BATTERY

Group List Report

Part I

CLASS: SPERSON VALLEY

Grade: 4.5

Purpose:

This report summarizes assessment data for a specified group. It provides a variety of norm-referenced scores for the group and for individuals in the group. Scores for each student together with classroom, assessment, and classwork data are displayed for use by identifying classroom strengths and needs in the student's progress.

Form/Level: 5-6
 Test Date: 10/15/04
 School: ALABAMA STATE COLLEGE
 District: ALABAMA STATE COLLEGE DISTRICT

City/State: (None)
 CTB ID: 18027M72834001-05-0000-00000

Norm-Referenced Scores

	No. of Items	No. using Accom.	MNS	GME	MNCE	MSS	MDNP	Low/High NP
Reading	20	0	6.0	5.6	80.3	851.1	69.0	4-97
Vocabulary	20	0	6.5	7.1	87.0	858.5	88.0	18-99
Reading Composite	20	0	6.8	6.5	89.4	855.1	92.3	4-99
Language	20	0	5.2	4.7	51.9	834.5	55.7	1-94
Language Mechanics	20	0	5.8	5.1	55.0	835.3	63.5	1-99
Language Composite	20	0	5.7	4.9	55.4	834.1	63.5	1-97
Mathematics	20	0	6.8	6.2	87.7	855.1	78.0	30-97
Math Computation	20	0	6.8	5.9	87.8	858.5	79.0	9-99
Math Composite	20	0	7.1	6.1	92.0	847.5	87.0	12-99
Total Score**	20	0	6.4	5.8	84.2	846.9	78.7	4-97
Science	20	0	6.7	6.5	87.8	858.9	85.7	15-98
Social Studies	20	0	6.0	6.1	80.2	853.4	69.3	17-97
Spelling	20	0	5.9	5.5	80.1	840.3	71.3	2-95

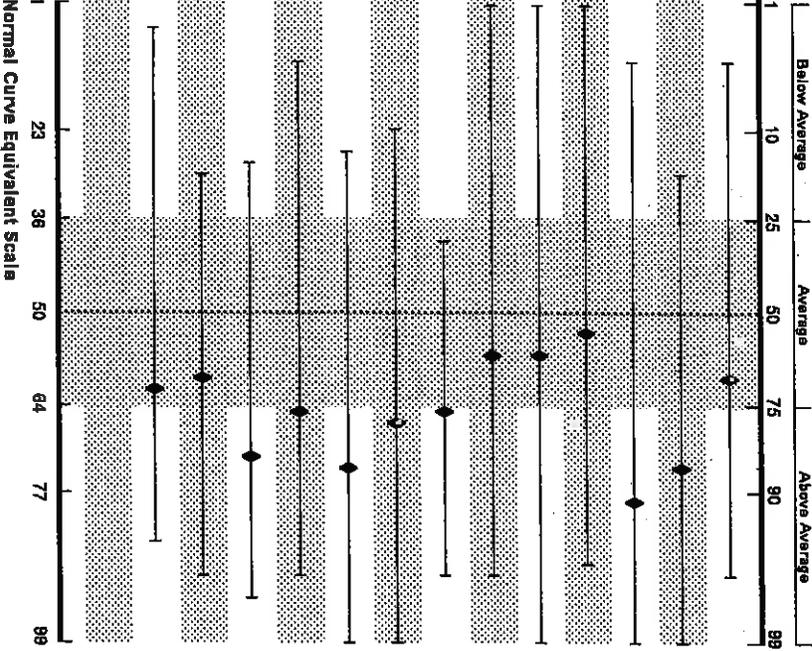
** Based on locally reported data
 ** Total score is Reading, Language and Math for all levels that contain Language.

MNS: Mean National Stanine
 GME: Grade Mean Equivalent
 MNCE: Mean Normal Curve Equivalent
 MSS: Mean Scale Score
 MDNP: Median National Percentile
 Accm: Accommodations

Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Six of the group's thirteen MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.

National Percentile Scale



Scores in the area to the left of the shading are below the average range. Seven MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 69.0, which is in the average range. The lowest Reading score in the group is 4 and the highest is 97. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.

COMPLETE BATTERY

Group List Report

Part 1

Class: TAIFFER DEER

Grade: 5.1

Purpose:

This report displays scores for students in the class being assessed. Group, Part 1 provides a summary of group scores for each subject. The individual scores for each student in the group are also displayed. The scores are based on the scores for the group as a whole. The scores are based on the scores for the group as a whole. The scores are based on the scores for the group as a whole.

Norm-Referenced Scores

	No. of Students	No. Missing	MNS	GME	MNCE	MSS	MDNP	Low/High NP
Reading	20	0	6.8	9.4	68.2	677.6	82.5	18-98
Vocabulary	20	0	7.2	10.3	73.4	687.8	84.0	18-98
Reading Composite	20	0	7.5	10.0	77.0	683.0	91.5	18-99
Language	20	0	6.7	10.1	68.3	677.0	79.7	18-99
Language Mechanics	20	0	5.5	6.7	55.3	650.6	63.0	4-98
Language Composite	20	0	6.4	8.2	65.0	664.1	77.0	7-98
Mathematics	20	0	7.0	8.0	69.3	677.3	81.5	23-99
Math Computation	20	0	7.4	8.2	76.8	673.7	89.5	18-99
Math Composite	20	0	7.7	8.2	79.4	676.8	92.5	36-99
Total Score**	20	0	7.2	8.0	72.7	677.4	86.0	35-99
Science	20	0	6.6	8.3	68.4	680.2	76.5	35-99
Social Studies	20	0	6.0	7.2	60.9	664.8	73.5	24-93
Spelling	20	0	6.8	8.7	69.4	676.2	79.5	23-99

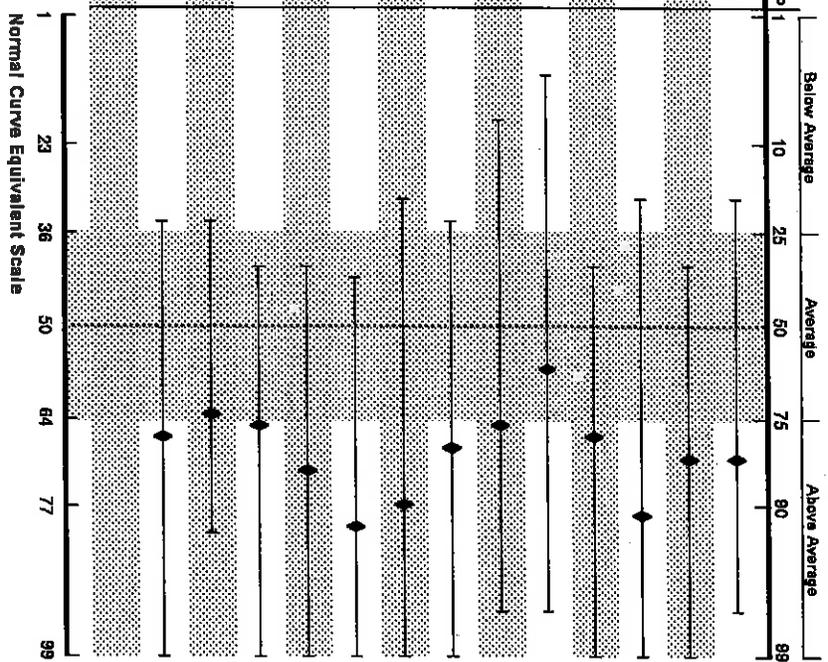
* Based on locally reported data
 ** Total score is Reading, Language and Math for all levels that contain Language.

MNS: Mean National Stanine
 GME: Grade Mean Equivalent
 MNCE: Mean Normal Curve Equivalent
 MSS: Mean Scale Score
 MDNP: Median National Percentile
 Accom: Accommodations

Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Two of the group's thirteen MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.

National Percentile Scale



Key: Low NP — Median — High NP

Scores in the area to the left of the shading are below the average range. Eleven MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 82.5, which is above the average range. The lowest Reading score in the group is 18 and the highest is 98. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.

COMPLETE BATTERY

Group Exit Report
Part I

Class PALM BEACH

Grade 05

Program:
This report summarizes administrative data for the participating group. It provides a summary of standardized scores for the group. It also provides the individual scores for each student. Together, with appropriate interpretation and explanation, this report can be used to identify individual strengths and needs in the current program.

Personnel: [Name]
Test Date: [Date]
Site: [Location]
Director: [Name]

City/State: [City, State]
CTB ID: [ID Number]

M.C. GRAW
Hill Education

Norm-Referenced Scores

	No. of Swims	No. Valid	MNS	GME	MNCE	MSS	MDNP	Low/High NP
Reading	19	0	6.7	10.8	69.6	689.8	82.0	38-99
Vocabulary	19	0	6.9	10.6	70.4	690.6	75.2	38-99
Reading Composite	19	0	7.4	10.8	75.7	690.5	87.7	42-99
Language	19	0	6.5	11.4	68.3	684.5	83.3	39-99
Language Mechanics	19	0	6.8	10.7	69.5	686.8	81.8	28-96
Language Composite	19	0	7.5	11.1	74.8	687.9	90.3	35-99
Mathematics	19	0	7.7	11.1	79.6	713.2	91.0	69-99
Math Computation	19	0	7.4	9.8	75.6	694.5	87.0	64-99
Math Composite	19	0	8.2	10.7	82.6	706.7	95.0	78-99
Total Score**	19	0	7.7	11.1	78.5	697.3	93.0	59-99
Science	19	0	6.8	9.8	69.0	691.9	83.0	48-96
Social Studies	19	0	6.8	10.6	69.2	690.3	83.0	60-99
Spelling	19	0	6.8	9.9	69.0	690.2	89.0	20-99

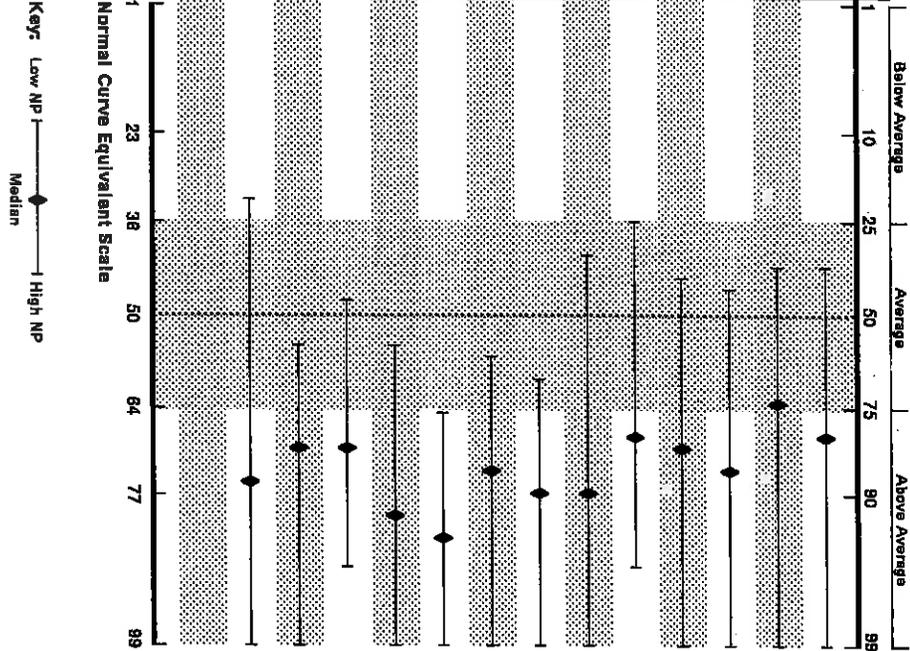
* Based on locally reported data
** Total score is Reading, Language and Math for all levels that contain Language.

MNS: Mean National Stanine
GME: Grade Mean Equivalent
MNCE: Mean Normal Curve Equivalent
MSS: Mean Scale Score
MDNP: Median National Percentile
Accom: Accommodations

Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. None of the group's thirteen MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.

National Percentile Scale



Scores in the area to the left of the shading are below the average range. Thirteen MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 82.0, which is above the average range. The lowest Reading score in the group is 38 and the highest is 99. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.

COMPLETE BATTERY

Group List Report

Part I

CHAS. ANDERSON SQUAD

Grade 7.1

REPORT ON THE TEST RESULTS OF THE TERRANOVA™ TEST BATTERY FOR GRADE 7.1. THIS REPORT PROVIDES INFORMATION ON THE PERFORMANCE OF THE GROUP AS A WHOLE AND ON THE PERFORMANCE OF INDIVIDUAL STUDENTS. THE TEST RESULTS ARE PRESENTED IN THE FOLLOWING TABLES. THE TEST RESULTS ARE BASED ON THE TEST ADMINISTRATION ON 03/20/2013. THE TEST RESULTS ARE BASED ON THE TEST ADMINISTRATION ON 03/20/2013. THE TEST RESULTS ARE BASED ON THE TEST ADMINISTRATION ON 03/20/2013.

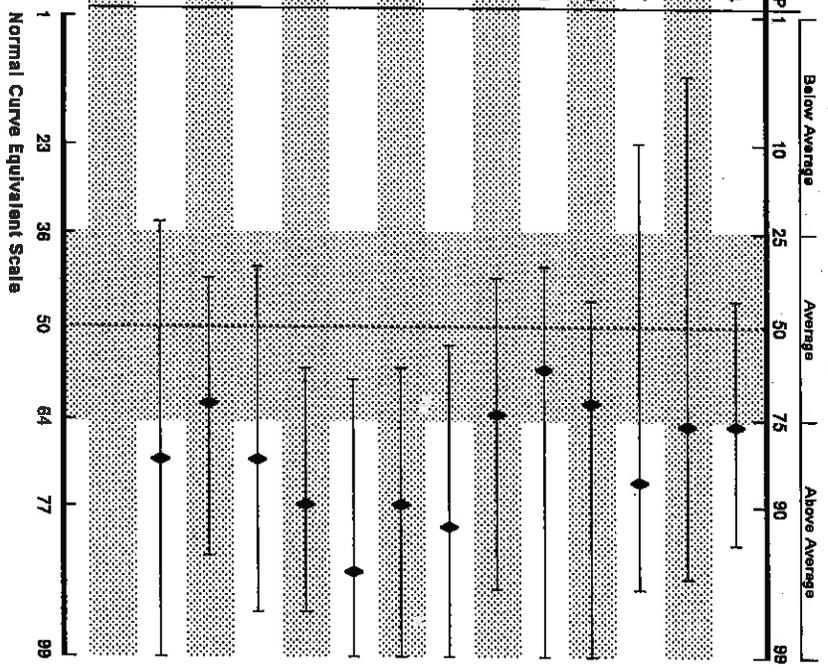
Norm-Referenced Scores

	No. of : Students	No. using : Accom ^a	MNS	GME	MNCE	MSS	MDNP	Low/ High NP
Reading	18	0	6.7	11.0	66.8	691.7	78.3	43-94
Vocabulary	18	0	6.4	10.3	64.9	687.8	78.0	4-96
Reading Composite	18	0	7.1	10.7	71.3	690.1	87.5	10-97
Language	18	0	6.7	11.4	66.8	683.2	71.0	42-98
Language Mechanics	18	0	5.9	9.8	59.2	676.5	63.3	33-99
Language Composite	18	0	6.7	10.7	67.1	683.1	73.0	38-97
Mathematics	18	0	7.8	12.7	81.4	726.8	92.5	58-99
Math Computation	18	0	7.8	13.0	79.8	726.9	90.8	62-99
Math Composite	18	0	8.2	13.0	85.4	729.1	96.0	68-99
Total Score**	18	0	7.7	11.7	78.2	703.2	89.8	63-98
Science	18	0	7.0	11.1	71.1	704.8	82.7	35-98
Social Studies	18	0	6.2	10.6	63.1	685.8	71.0	38-95
Spelling	18	0	6.3	10.2	65.1	693.6	82.5	22-99

* Based on locally reported data
 ** Total score is Reading, Language and Math for all levels that contain Language.

MNS: Mean National Stanine
 GME: Grade Mean Equivalent
 MNCE: Mean Normal Curve Equivalent
 MSS: Mean Scale Score
 MDNP: Median National Percentile
 MNCE: Mean Normal Curve Equivalent
 Accom: Accommodations

National Percentile Scale



Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Four of the group's thirteen MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.

Scores in the area to the left of the shading are below the average range. Nine MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 78.3, which is above the average range. The lowest Reading score in the group is 43 and the highest is 94. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/Terranova3.

COLLETTIC BAILEY

Group List Report
Part 1

Class: PHILIPPE SUZANN

Grade: 1.5

Purpose:

This report summarizes the assessment data for all students in the group. The purpose is to provide a summary of the assessment results for the individual students in the group. The report includes the student's name, the student's score, the student's percentile, and the student's grade level. The report also includes the student's name, the student's score, the student's percentile, and the student's grade level.

Number of students: 9
Number of students with accommodations: 0

Form: TerraNova-1.5-1.5
Test Date: 04/15/15
Form: TerraNova-1.5-1.5

Signed: PHILIPPE SUZANN
Director, Assessment Services

City/State: KENNA, AK

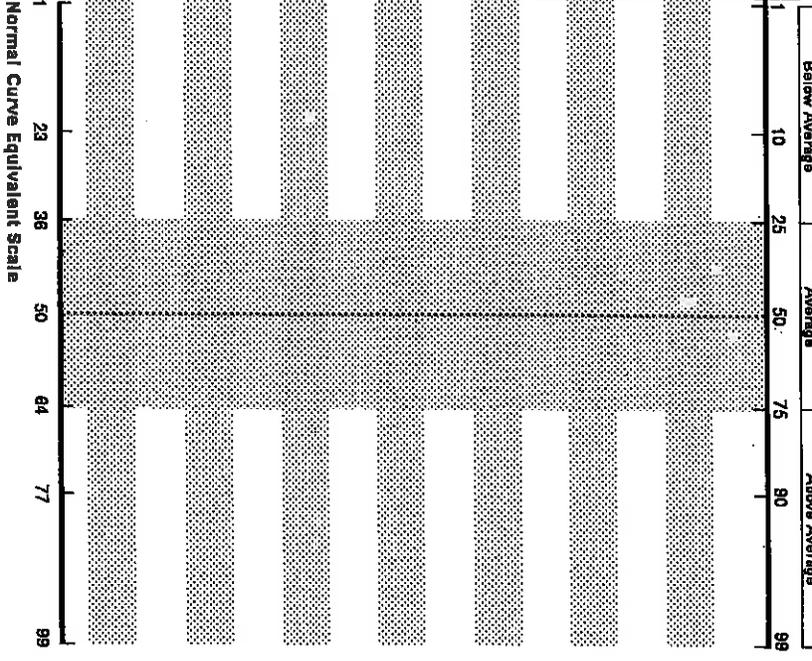
CTBID: 18057M728120461-15-04508-300078

Norm-Referenced Scores

	No. of Students	No. with Accom.	MNS	GME	MNCE	MSS	MDNP	Low/ High NP
Reading	9	0	6.8	12.0	67.7	700.8	***	---
Vocabulary	9	0	6.8	11.8	68.3	703.0	***	---
Reading Composite	9	0	7.2	12.1	74.3	702.2	***	---
Language	9	0	7.0	13.0	70.7	709.8	***	---
Language Mechanics	9	0	6.8	12.6	67.8	700.9	***	---
Language Composite	9	0	7.4	13.0	75.9	702.7	***	---
Mathematics	9	0	8.1	13.0	84.1	744.0	***	---
Math Computation	9	0	7.2	13.0	73.4	733.2	***	---
Math Composite	9	0	8.1	13.0	83.0	738.9	***	---
Total Score**	9	0	8.0	13.0	81.0	746.1	***	---
Science	9	0	6.8	13.0	71.0	724.8	***	---
Social Studies	9	0	6.7	12.0	69.6	705.1	***	---
Spelling	9	0	5.9	10.0	59.1	690.7	***	---

* Based on locally reported data
** Total score is Reading, Language and Math for all levels that contain Language.
*** Value not computed for fewer than 10 students.

National Percentile Scale



COMPLETE BATTERY

Group List Report

Part 1

CLASS HANDING MEDIA

Grade: 1.5

Purpose:

This report summarizes achievement data for a specified group. Part 1 provides a variety of norm-referenced scores for the group. Part 2 provides the individual scores for each student. Together with classroom observations and classroom, this information can be used to identify potential strengths and needs in the content areas shown.

Norm-Referenced Scores

	No. of Items	No. of Items	MNS	GME	MNCE	MSS	MDNP	Low/High NP
Reading	21	0	8.0	4.0	79.7	627.7	90.5	70-99
Vocabulary	21	0	7.9	3.8	80.5	615.4	94.3	61-99
Reading Composite	21	0	8.3	3.9	85.0	621.8	95.4	69-99
Mathematics	21	0	8.2	3.6	85.2	600.3	94.6	73-99
Math Computation	21	0	7.8	2.8	83.5	540.1	88.2	71-99
Math Composite	21	0	8.6	3.2	88.7	570.6	97.0	80-99
Total Score**	21	0	8.4	3.7	87.5	614.2	95.8	76-99
Science	21	0	7.6	3.4	77.8	605.3	90.3	47-99
Social Studies	21	0	7.3	3.2	74.4	512.5	86.0	67-99
Word Analysis	21	0	8.2	—	88.1	609.5	95.6	69-99

* Based on locally reported data
 ** Total score is Reading, Language and Math for all levels that contain Language.

GME Norm-Referenced Scores are not available

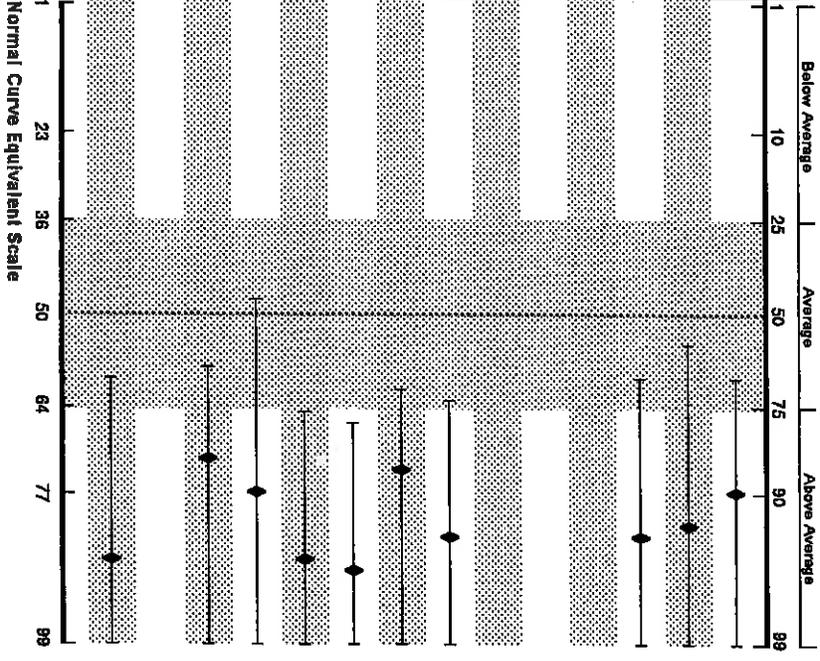
MNS: Mean National Stanine
 GME: Grade Mean Equivalent
 MNCE: Mean Normal Curve Equivalent
 MSS: Mean Scale Score
 MDNP: Median National Percentile
 Accn: Accommodations

Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns.

Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. None of the group's ten MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.

National Percentile Scale



Key: Low NP — Median — High NP

Scores in the area to the left of the shading are below the average range. Ten MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 90.5, which is above the average range. The lowest Reading score in the group is 70 and the highest is 99. (This information is shown both on the graph and in the 'Low/High NP' column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.

Norm-Referenced Scores

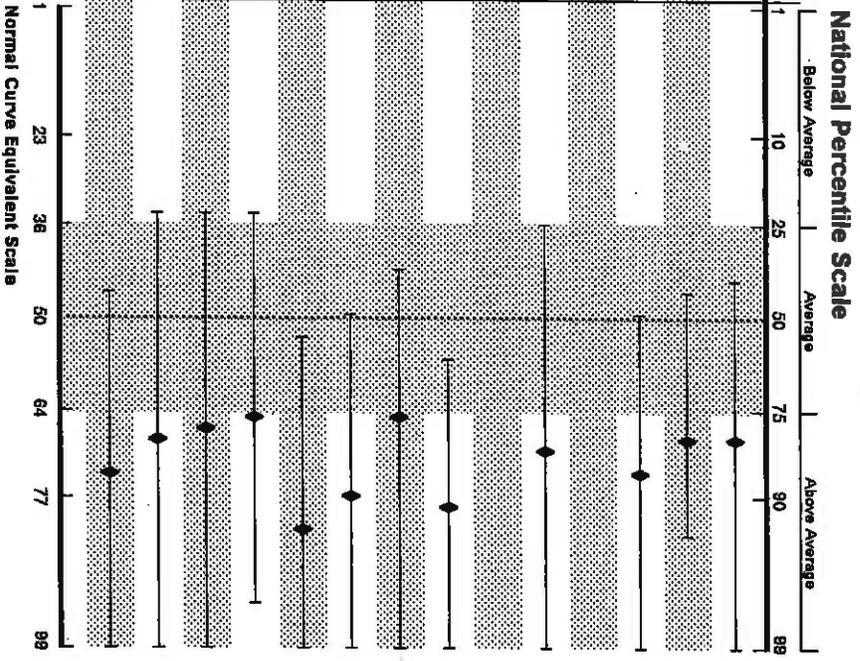
	No. of Items	No. using Accom ^a	MNS	GME	MNCE	MSS	MDNP	Low/ High NP
								1
Reading	24	0	7.0	4.7	71.8	639.1	80.5	40-99
Vocabulary	24	0	6.7	3.7	66.8	616.0	69.0	43-94
Reading Composite	24	0	7.3	4.2	74.0	627.7	87.0	50-99
Language Mechanics	24	0	7.2	4.8	72.3	631.3	84.0	25-99
Mathematics	24	0	7.8	4.5	79.0	622.7	91.7	62-99
Math Computation	24	0	6.5	3.3	68.6	562.7	75.0	37-99
Math Composite	24	0	7.7	3.8	78.8	593.0	91.3	51-99
Total Score ^{**}	24	0	7.9	4.6	80.0	591.2	93.5	55-99
Science	24	0	6.4	3.7	65.0	611.8	78.3	23-98
Social Studies	24	0	6.5	4.2	66.7	632.0	80.0	29-98
Spelling	24	0	6.7	4.1	68.9	612.8	81.5	22-99
Word Analysis	24	0	7.3	—	74.8	653.3	86.0	44-98

^a Based on locally reported data

^{**} Total score in Reading, Language and Math for all levels that contain Language.

GME Norm-Referenced Scores are not available

MNS: Mean National Stanline
 GME: Grade Mean Equivalent
 MNCE: Mean Normal Curve Equivalent
 MSS: Mean Scale Score
 MDNP: Median National Percentile
 Accom: Accommodations



Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns.

Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. None of the group's twelve MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.

Scores in the area to the left of the shading are below the average range. Twelve MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 80.5, which is above the average range. The lowest Reading score in the group is 40 and the highest is 99. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.

COMPLETE WATER

Group List Report

21

CLASS: DRURY DON

Grade: 2.5

Purpose

This report summarizes achievement data for a specified group. Part provides a variety of norm-referenced scores for the group. Part II provides the individual scores for each student. Together with classroom assessment and classroom tests, this information can be used to report to parents, students, and needs in the current group structure.

Norm-Referenced Scores

	No. of Students	No. using Accom.	MNS	GME	MNCE	MSS	MDNP	Low/ High NP
Reading	21	0	6.7	5.3	67.6	647.3	83.0	14-99
Vocabulary	21	0	6.6	5.4	67.2	645.2	84.0	16-98
Reading Composite	21	0	7.0	5.5	71.5	646.6	94.0	9-98
Language	21	0	5.8	4.6	58.0	632.8	64.0	10-98
Language Mechanics	21	0	6.3	5.3	63.2	638.2	69.0	9-99
Language Composite	21	0	6.2	5.0	63.0	635.8	73.0	10-98
Mathematics	21	0	7.3	5.5	73.6	643.2	89.0	7-99
Math Computation	21	0	7.4	5.3	78.6	629.5	92.0	1-99
Math Composite	21	0	7.7	5.5	79.5	636.6	93.0	1-99
Total Score**	21	0	7.0	5.2	70.0	641.0	85.7	10-98
Science	21	0	6.6	5.3	67.4	644.9	76.7	26-98
Social Studies	21	0	6.4	5.3	64.5	645.6	72.0	15-99
Spelling	21	0	5.9	4.5	59.4	620.9	66.0	7-99
Word Analysis	21	0	6.9	—	69.3	652.3	85.2	22-98

* Based on locally reported data

** Total score in Reading, Language and Math for all levels that contain Language.

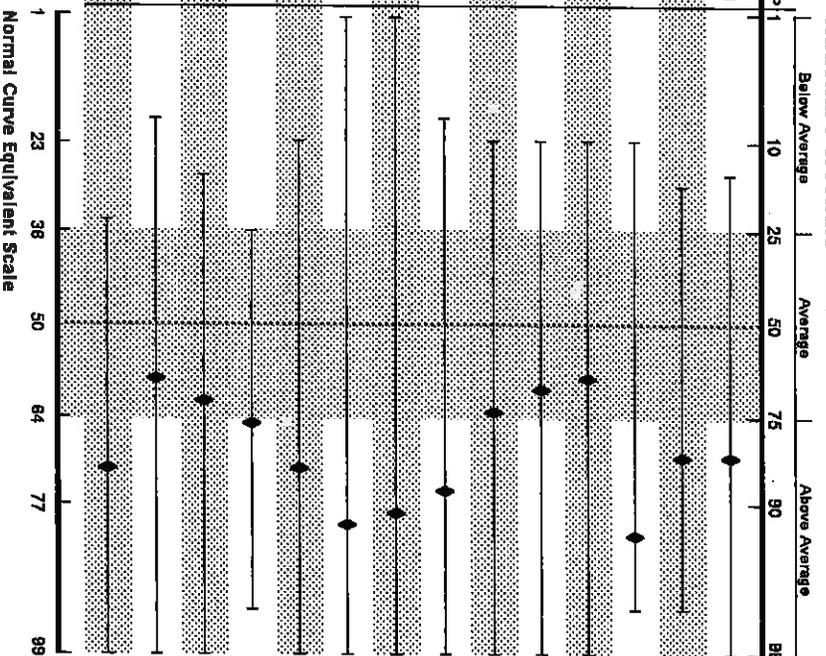
GME Norm-Referenced Scores are not available

MNS: Mean National Stanine
 GME: Grade Mean Equivalent
 MNCE: Mean Normal Curve Equivalent
 MSS: Mean Scale Score
 MDNP: Median National Percentile
 Accom: Accommodations

Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Five of the group's fourteen MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.

National Percentile Scale



Key: Low NP — Median — High NP

Scores in the area to the left of the shading are below the average range. Nine MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 83.0, which is above the average range. The lowest Reading score in the group is 14 and the highest is 99. (This information is shown both on the graph and in the 'Low/High NP' column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.

Norm-Referenced Scores

Grade 13 Report
Part I

Cherry SEPENSON-WILKIN

Grade: 4.5

Purpose:

This report summarizes achievement data for a specified group. Part I provides a variety of norm-referenced scores for the group. Part II provides the national scores for each student. Together with classroom assessments and classroom, the information can be used to identify potential strengths and needs of the student group.

Grade: 4.5

Grade: 4.5

Grade: 4.5

Grade: 4.5

Norm-Referenced Scores

	No. of State	No. using	MNS	GME	MNCE	MSS	MDNP	Low/High NP
Reading	20	0	6.4	7.5	64.9	663.4	71.3	22-99
Vocabulary	20	0	6.9	7.4	68.1	686.9	82.0	20-99
Reading Composite	20	0	7.1	7.5	72.5	692.4	90.5	21-99
Language	20	0	6.2	6.6	62.2	654.9	72.5	18-99
Language Mechanics	20	0	6.3	6.5	62.9	649.2	75.0	12-99
Language Composite	20	0	6.6	6.7	67.0	651.8	87.5	7-99
Mathematics	20	0	6.9	6.3	66.7	657.1	85.0	18-97
Math Computation	20	0	7.4	6.4	75.0	652.3	89.8	59-99
Math Composite	20	0	7.6	6.4	76.2	654.9	93.3	28-99
Total Score ^a	20	0	7.0	6.9	71.1	658.2	89.5	26-99
Science	20	0	6.8	6.6	68.4	659.8	83.7	15-97
Social Studies	20	0	6.3	6.7	65.4	656.7	79.0	28-97
Spelling	20	0	6.2	5.9	62.4	646.1	79.5	6-97

^a Based on locally reported data
^b Total score is Reading, Language and Math for all levels that contain Language.

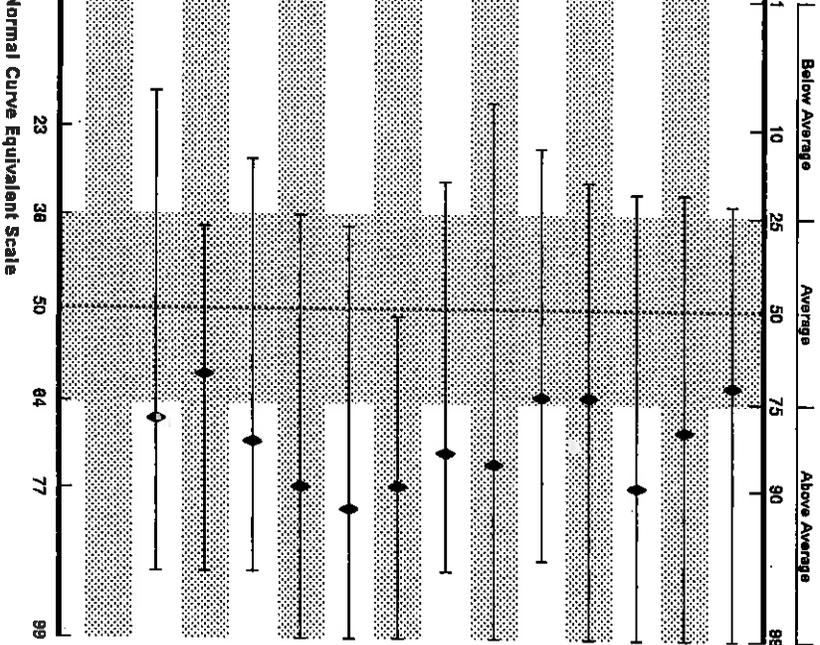
MNS: Mean National Stanline
GME: Grade Mean Equivalent
MNCE: Mean Normal Curve Equivalent

MSS: Mean Scale Score
MDNP: Median National Percentile
MNC: Mean Normal Curve Equivalent

Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Four of the group's thirteen MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.

National Percentile Scale



Key: Low NP | Median | High NP

Scores in the area to the left of the shading are below the average range. Nine MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 71.3, which is in the average range. The lowest Reading score in the group is 22 and the highest is 99. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.

Group List Report

Grade 5.5

Purpose

This report summarizes assessment data for a specified group. Part I provides a variety of group, observational scores for the group. Part II provides the individual scores for each student. Together with classroom assessments and classroom data, this report can be used to identify potential learning needs in the classroom and to plan instruction.

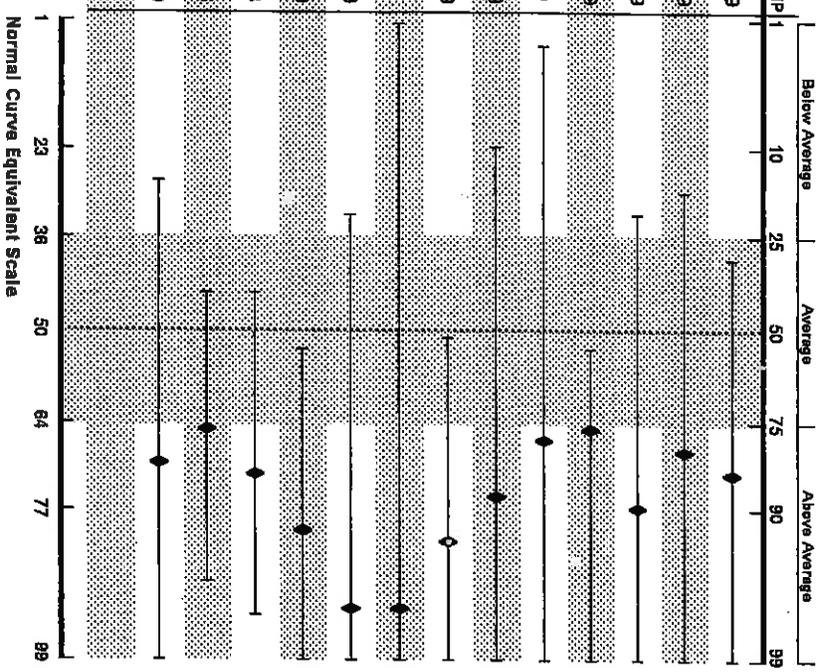
Norm-Referenced Scores

	No. of Students	No. using Accom.	MNS	GME	MNCE	MSS	MDNP	Low/High NP
Reading	23	0	6.7	9.6	68.8	680.0	85.0	30-99
Vocabulary	23	0	6.7	9.2	67.7	676.6	83.0	16-98
Reading Composite	23	0	7.2	9.6	74.1	678.7	91.3	20-99
Language	23	0	7.0	11.2	71.3	686.8	77.0	54-98
Language Mechanics	23	0	6.7	9.8	68.5	677.1	79.0	2-99
Language Composite	23	0	7.3	10.8	75.0	689.3	89.0	10-98
Mathematics	23	0	7.7	9.7	80.1	695.3	94.3	53-99
Math Computation	23	0	7.7	9.2	82.0	682.6	98.2	1-99
Math Composite	23	0	8.1	9.5	84.8	694.3	98.0	20-99
Total Score**	23	0	7.6	10.2	78.2	687.3	92.7	56-99
Science	23	0	7.1	9.6	72.3	691.1	84.8	40-98
Social Studies	23	0	6.5	8.5	67.1	673.9	76.0	40-96
Spelling	23	0	6.6	8.0	66.5	668.9	83.5	15-99

** Based on locally reported data
 ** Total score is Reading, Language and Math for all levels that contain Language.

MNS: Mean National Stanine
 GME: Grade Mean Equivalent
 MNCE: Mean Normal Curve Equivalent
 MSS: Mean Scale Score
 MDNP: Median National Percentile
 MNCCE: Mean Normal Curve Equivalent
 Accom: Accommodations

National Percentile Scale



Key: Low NP | Median | High NP

Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. None of the group's thirteen MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.

Scores in the area to the left of the shading are below the average range. Thirteen MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 85.0, which is above the average range. The lowest Reading score in the group is 30 and the highest is 99. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/Terranova3.

COMPLETE BATTERY

Group List Report, Part I

Class: PALM EUGENE

Grade: 6.5

Purpose

This report summarizes achievement data for a specified group. Part I provides a variety of norm-referenced scores for the group, Part II provides the individual scores for each student. Together with classroom assessments and classwork, this information can be used to identify potential strengths and needs in the content areas shown.

Form level: 6-18
 Test date: 10/20/15
 Scoring: PATTEAL (MKT)
 On: 21
 Review Date: 2015
 School: ALPENA BOREALS
 District: ALPENA BOREALS DISTRICT
 City/State: KENNA, AK
 CTB ID: 150668728029K01-03-06008-000089

Norm-Referenced Scores

	No. of Scores	No. using Accom ^a	MNS	GME	MNCE	MSS	MDNP	Low/High NP
Reading	19	0	6.4	9.6	64.2	679.9	76.0	41-97
Vocabulary	19	0	6.1	9.0	62.5	676.2	72.0	38-98
Reading Composite	19	0	6.6	9.5	68.1	678.3	79.0	45-97
Language	19	0	6.3	10.2	64.3	676.1	72.0	34-97
Language Mechanics	19	0	5.9	9.1	60.7	670.7	67.0	19-99
Language Composite	19	0	6.4	9.8	66.3	674.6	75.0	23-98
Mathematics	19	0	7.3	10.7	75.3	707.2	87.3	55-99
Math Computation	19	0	7.3	9.7	74.0	698.7	85.0	42-98
Math Composite	19	0	7.8	10.3	79.7	703.2	91.8	75-99
Total Score ^a	19	0	7.3	10.4	73.4	684.5	83.0	54-98
Science	19	0	6.6	9.1	66.0	686.9	79.0	18-98
Social Studies	19	0	6.3	9.6	64.2	681.6	77.0	37-97
Spelling	19	0	6.2	8.9	61.2	677.5	69.0	14-97

^a Based on locally reported data
^a Total score in Reading, Language and Math for all levels that contain Language.

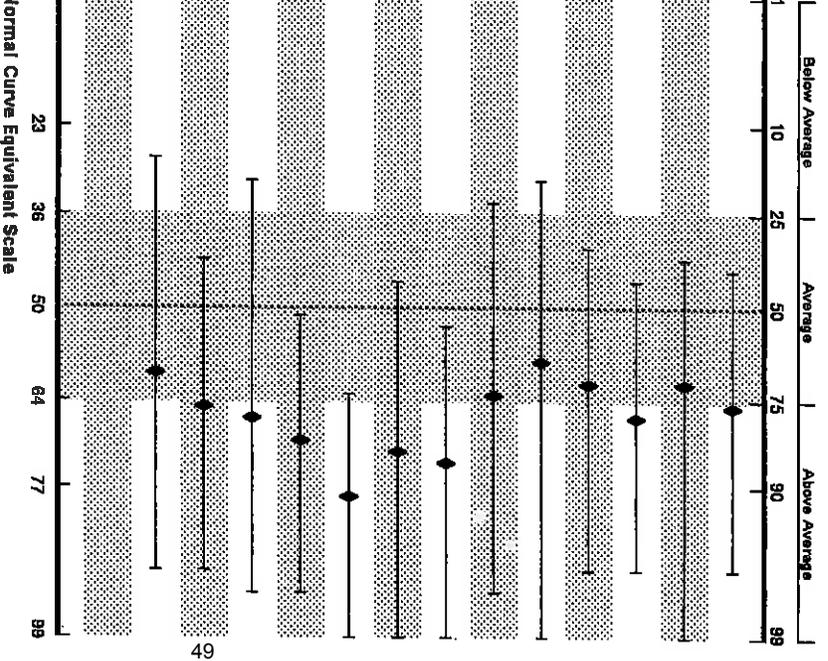
MNS: Mean National Stanine
 GME: Grade Mean Equivalent
 MNCE: Mean Normal Curve Equivalent
 MSS: Mean Scale Score
 MDNP: Median National Percentile
 MNPCE: Mean Normal Curve Equivalent
 Accom: Accommodations

Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns.

Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Five of the group's thirteen MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.

National Percentile Scale



Key: Low NP | Median | High NP

Scores in the area to the left of the shading are below the average range. Eight MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 76.0, which is above the average range. The lowest Reading score in the group is 41 and the highest is 97. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.



Group List Report

Class: ANDERSON SCOTT
Grade: 7.3

Purpose:

This report summarizes assessment data for a specified group. It provides a variety of norm-referenced scores for the group. For comparison, the individual scores for each student. Together with classroom accommodations and classroom, this information can be used to identify individual strengths and needs in the domain areas tested.

Norm-Referenced Scores

	No. of Students	No. using Accom.	MNS	GME	MNCE	MSS	MDNP	Low/High NP
Reading	13	0	6.2	10.3	62.5	685.3	71.7	37-94
Vocabulary	13	0	6.7	10.7	67.8	693.1	82.0	40-95
Reading Composite	13	0	7.1	10.6	71.4	689.5	86.0	60-96
Language	13	0	5.9	12.1	70.5	694.7	85.7	59-95
Language Mechanics	13	0	6.5	11.3	67.5	693.1	76.0	40-99
Language Composite	13	0	7.3	11.8	73.9	694.2	80.0	56-97
Mathematics	13	0	7.5	11.5	77.0	719.8	89.0	47-99
Math Computation	13	0	7.6	13.0	79.2	726.4	93.0	67-99
Math Composite	13	0	8.0	12.7	83.4	723.3	95.3	71-99
Total Score**	13	0	7.8	11.4	77.5	700.0	90.7	71-97
Science	13	0	7.1	11.1	71.1	705.1	82.0	50-98
Social Studies	13	0	6.6	10.3	65.5	693.8	77.0	61-91
Spelling	13	0	6.3	9.9	62.5	689.7	73.0	25-98

* Based on locally reported data
** Total score in Reading, Language and Math for all levels that contain Language.

MNS: Mean National Stanine
GME: Grade Mean Equivalent
MNCE: Mean Normal Curve Equivalent

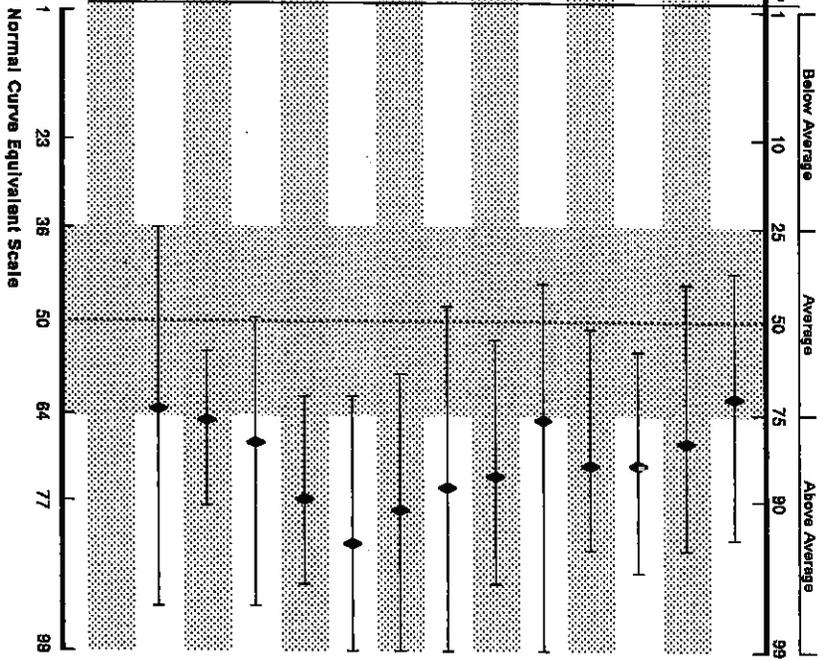
MSS: Mean Scale Score
MDNP: Median National Percentile
Accom: Accommodations

Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns.

Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. Two of the group's thirteen MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.

National Percentile Scale



Scores in the area to the left of the shading are below the average range. Eleven MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 71.7, which is in the average range. The lowest Reading score in the group is 37 and the highest is 94. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.

COMPLETION REPORT

GROUP UNIT REPORT

PART I

CLASS: PHILLIPS 66/2000

GRADE: 4.5

Purpose

The report summarizes achievement data for a prescribed group. Part I provides a variety of norm-referenced scores for the group. Part II provides the individual scores for each student. Together with classroom assessments and classroom/individual data, this report can be used to identify potential strengths and needs in the content of test sections.

Norm-Referenced Scores

	No. of Students	No. using Accom.	MNS	GME	MNCE	MSS	MDNP	Low/High NP
Reading	17	0	7.2	13.0	75.3	714.8	86.0	55-99
Vocabulary	17	0	7.4	13.0	76.1	716.7	89.3	27-99
Reading Composite	17	0	7.9	13.0	81.6	716.1	94.0	39-99
Language	17	0	7.1	13.0	73.7	713.2	88.0	42-99
Language Mechanics	17	0	7.3	13.0	74.7	715.0	89.7	44-99
Language Composite	17	0	7.8	13.0	79.8	714.4	93.8	42-99
Mathematics	17	0	8.2	13.0	86.1	754.1	95.3	76-99
Math Computation	17	0	8.0	13.0	83.6	750.1	94.3	60-99
Math Composite	17	0	8.6	13.0	88.2	757.4	97.0	74-99
Total Score**	17	0	8.3	13.0	83.8	727.5	95.5	65-99
Science	17	0	7.3	13.0	75.3	735.5	86.3	53-99
Social Studies	17	0	6.9	11.8	69.1	703.9	83.3	48-99
Spelling	17	0	6.7	12.7	69.5	715.6	83.0	18-99

** Based on locally reported data

** Total score is Reading, Language and Math for all levels that contain Language.

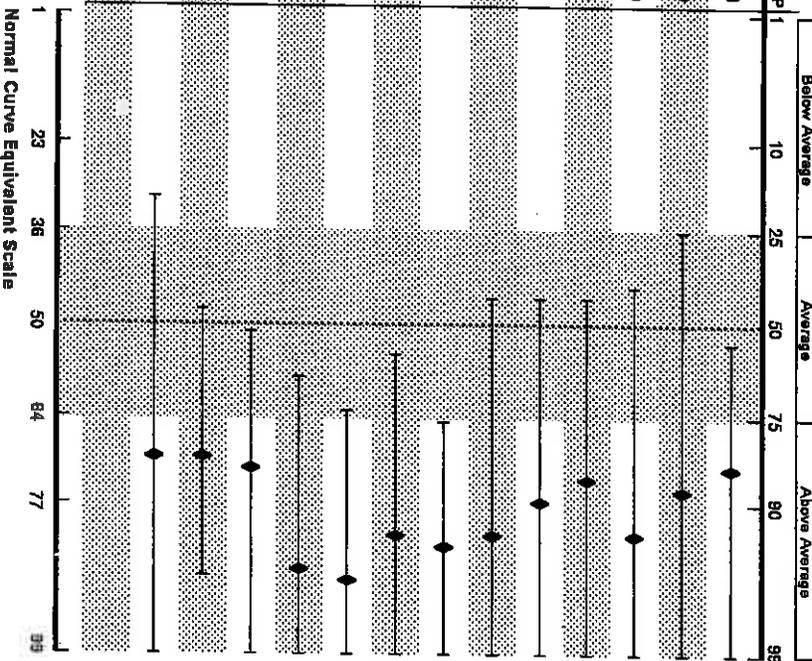
MNS: Mean National Stanine
 GME: Grade Mean Equivalent
 MNCE: Mean Normal Curve Equivalent
 MSS: Mean Scale Score
 MDNP: Median National Percentile
 MNCPE: Mean Normal Curve Equivalent
 Accom: Accommodations

Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns.

Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. None of the group's thirteen MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.

National Percentile Scale



Key: Low NP — Median — High NP

Scores in the area to the left of the shading are below the average range. Thirteen MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 86.0, which is above the average range. The lowest Reading score in the group is 55 and the highest is 99. (This information is shown both on the graph and in the "Low/High NP" column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.

COMPLETE BATTERY

Group List Report

Part 1

Class: HARDING HHS

Grade: 1/5

Purpose:

The report provides information about the scores for a group of students. It provides a comparison between the scores of the group and the scores of the students in the state. The scores are based on the results of the test. The scores are based on the results of the test. The scores are based on the results of the test.

Norm-Referenced Scores

	No. of Students	No. using Accom ¹	MNS	GME	MNCE	MSS	MDNP	Low/ High NP
Reading	24	0	7.1	3.1	72.4	610.7	85.0	33-99
Vocabulary	24	0	7.2	2.8	72.0	591.6	83.0	48-99
Reading Composite	24	0	7.5	3.0	76.5	601.4	90.7	43-99
Mathematics	24	0	7.9	3.4	81.8	592.9	94.0	49-99
Math Computation	24	0	6.9	2.4	71.5	517.7	89.5	33-99
Math Composite	24	0	7.8	2.9	80.9	555.6	92.0	45-99
Total Score**	24	0	8.0	3.2	82.8	602.0	96.4	54-99
Science	24	0	8.1	3.9	82.2	615.9	94.9	60-99
Social Studies	24	0	7.7	3.7	81.7	623.0	90.7	49-99
Word Analysis	24	0	6.6	—	70.0	506.3	79.7	22-99

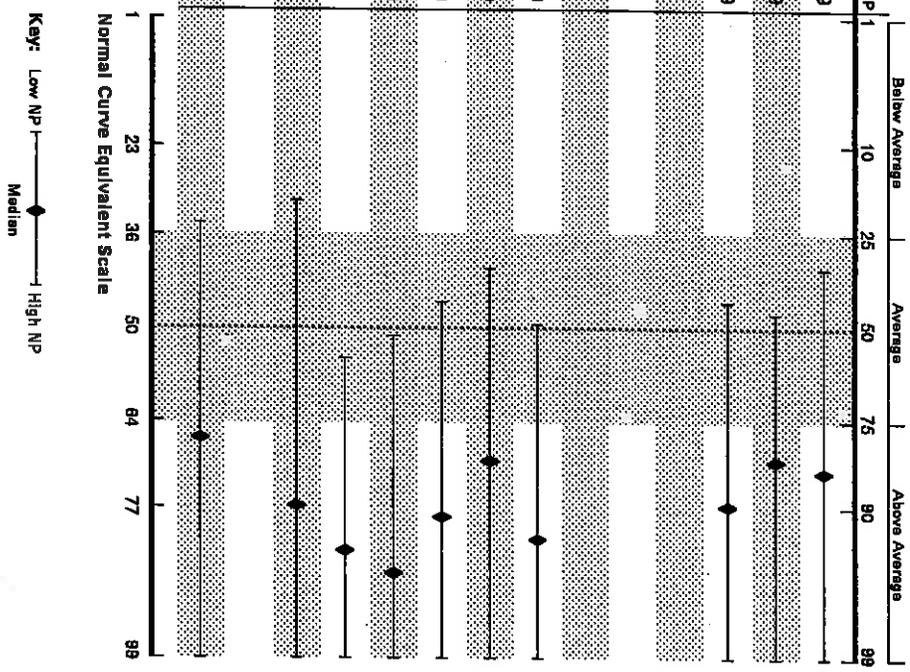
* Based on locally reported data

** Total score is Reading, Language and Math for all levels that contain Language.

GME Norm-Referenced Scores are not available

MNS: Mean National Stanine
 GME: Grade Mean Equivalent
 MNCE: Mean Normal Curve Equivalent
 MSS: Mean Scale Score
 MDNP: Median National Percentile
 Accom: Accommodations

National Percentile Scale



Observations

Displayed on the left are the norm-referenced scores for every content area tested. The Median National Percentile (MDNP) score, and the lowest and highest National Percentile (NP) scores of the group are shown in the last two columns. Displayed on the right is a graph of the MDNP scores. The MDNP is indicated by the diamond. The width of the band running through the diamond represents the range (low to high) of the students' scores. The shaded area on the graph represents the average range of scores, defined as the middle 50 percent of students nationally. None of the group's ten MDNP scores are in the average range. Scores in the area to the right of the shading are above the average range.

Scores in the area to the left of the shading are below the average range. Ten MDNP scores are above the average range and no MDNP scores are below the average range. In Reading, for example, the MDNP score is 85.0, which is above the average range. The lowest Reading score in the group is 33 and the highest is 99. (This information is shown both on the graph and in the 'Low/High NP' column.)

Additional information about the interpretation of these scores and the use of test results can be found at CTB's website, www.ctb.com/TerraNova3.



**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
SCIENCE STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2013 SPRING**

DISTRICT : **KENAI PENINSULA BOROUGH SCHOOLS**
SCHOOL : **AURORA BOREALIS CHARTER SCHOOL**

PAGE : **1**
GRADE : **04**

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.

Proficiency Level Comparison	Science						
	Performance by Standard						
The proficiency level scale score ranges were developed for individual student comparisons only. These scale score ranges cannot be applied to the average scale score information for the state, district, or school. The average for a group of scores masks the distribution of scores in that group. A better way to evaluate the performance of a group is to compare the proportion of students in each performance level.	Overall	S1.1 Inquiry, Technology, and Nature of Science	S2.1 Concepts of Physical Science	S3.1 Concepts of Life Science	S4.1 Concepts of Earth Science	THIS SPACE INTENTIONALLY LEFT BLANK	
Points Possible	50	42	8	10	10		
School	Average Points Earned	40.8	16.5	7.1	8.8		8.5
District	Average Scale Score	352	337	391	373		359
State	Average Scale Score	334	328	350	335		338
State	Average Scale Score	303	302	310	305		308

PROFICIENCY LEVEL SUMMARY

	Science				
	Total	Advanced	Proficient	Below Proficient	Far Below Proficient
School	Number Tested 24 Percent 100.0%	8 33.3%	15 62.5%	1 4.2%	0 0.0%
District	Number Tested 645 Percent 100.0%	227 35.2%	215 33.3%	144 22.3%	59 9.1%
State	Number Tested 9304 Percent 100.0%	2132 22.9%	2516 27.0%	2745 29.5%	1911 20.5%

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**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
SCIENCE STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2013 SPRING**

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALLS CHARTER SCHOOL

PAGE : 2
GRADE : 08

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.

Proficiency Level Comparison	Science					
	Performance by Standard					
The proficiency level scale score ranges were developed for individual student comparisons only. These scale score ranges cannot be applied to the average scale score information for the state, district, or school. The average for a group of scores masks the distribution of scores in that group. A better way to evaluate the performance of a group is to compare the proportion of students in each performance level.	Overall	S1.1 Inquiry and Nature of Science	S2.1 Concepts of Physical Science	S3.1 Concepts of Life Science	S4.1 Concepts of Earth Science	
	Points Possible	52	20	14	16	12
	School Average Points Earned	48.5	15.3	10.3	13.9	9.0
	District Average Scale Score	379	377	398	422	363
	State Average Scale Score	336	338	344	352	332
State Average Scale Score	316	317	327	325	315	

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PROFICIENCY LEVEL SUMMARY

	Science				
	Total	Advanced	Proficient	Below Proficient	Far Below Proficient
School	10	6	4	0	0
Number Tested	100.0%	60.0%	40.0%	0.0%	0.0%
District	666	222	245	116	83
Number Tested	100.0%	33.3%	36.8%	17.4%	12.5%
State	9278	2570	2678	1839	2191
Number Tested	100.0%	27.7%	28.9%	19.9%	23.6%

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**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2013 SPRING**

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL

PAGE : 1
GRADE : 03

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.¹

Proficiency Level Comparison	Reading				Writing				Mathematics						
	Performance by Standard				Performance by Standard				Performance by Standard						
	Overall	R1.1 Word Identification Skills	R1.2, R1.4-R1.6 Forming a General Understanding	R1.7, R1.8, R1.10 Analysis of Content and Structure	Overall	W1.1 Write Using a Variety of Forms	W1.3 Structures and Conventions	W1.4 Revise	Overall	M1.1 Numeration	M2.1 Measurement	M3.1 Estimation & Computation	M4.1 Functions & Relationships	M5.1 Geometry	M6.1 Statistics/Probability
Possible Points	60	17	65	8	60	28	22	12	64	18	16	14	8	8	8
School Average Points Earned	51.8	14.9	30.4	6.5	54.9	23.1	20.3	11.5	59.0	13.2	9.6	13.4	8.3	7.2	7.4
Average Scale Score	450	445	460	431	483	474	498	493	483	467	465	515	473	477	461
District Average Scale Score	390	395	393	389	376	376	378	388	375	378	378	383	365	381	387
State Average Scale Score	372	382	372	370	359	359	361	362	358	365	359	360	357	359	362

PROFICIENCY LEVEL SUMMARY

	Reading					Writing					Mathematics					
	Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP	
School	Number Tested	25	23	2	0	0	25	24	1	0	0	25	25	0	0	0
	Percent Tested	100.0%	92.0%	8.0%	0.0%	0.0%	100.0%	96.0%	4.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%
District	Number Tested	658	317	269	48	24	658	248	308	95	7	660	278	273	55	54
	Percent Tested	100.0%	48.2%	40.9%	7.0%	3.6%	100.0%	37.7%	46.8%	14.4%	1.0%	100.0%	42.1%	41.4%	8.5%	8.2%
State	Number Tested	9528	3812	3912	1160	644	9541	2969	4144	2176	252	9578	3214	4056	978	1330
	Percent Tested	100.0%	40.0%	41.1%	12.2%	6.8%	100.0%	31.1%	43.4%	22.8%	2.6%	100.0%	33.6%	42.3%	10.2%	13.9%

¹Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient



**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2013 SPRING**

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALLS CHARTER SCHOOL

PAGE : 2
GRADE : 04

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.

Proficiency Level Comparison	Reading			Writing			Mathematics								
	Performance by Standard			Performance by Standard			Performance by Standard								
	Overall	R2.1 Word Identification Skills	R2.2, R2.4-R2.6 Forming a General Understanding	R2.7-R2.10 Analysis of Content and Structure	Overall	W2.1, W2.2 Write Using a Variety of Forms	W2.3 Structures and Conventions	W2.4 Revise	Overall	M1.2 Numeration	M2.2 Measurement	M3.2 Estimation & Computation	M4.2 Functions & Relationships	M5.2 Geometry	M6.2 Statistics/Probability
Possible Points	80	15	58	14	80	25	20	12	84	15	9	24	10	8	8
School Average Points Earned	47.3	9.9	26.6	10.8	47.5	21.3	16.7	9.5	53.7	12.9	7.5	12.4	8.4	6.2	6.5
Average Scale Score	418	412	428	419	443	431	473	447	443	452	436	485	455	426	442
District Average Scale Score	393	404	386	392	395	391	403	409	377	383	373	393	369	391	384
State Average Scale Score	369	377	370	368	369	368	373	378	359	366	357	372	354	363	363

PROFICIENCY LEVEL SUMMARY

	Reading					Writing					Mathematics					
	Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP	
School	Number Tested	24	13	9	2	0	24	14	9	1	0	24	21	2	1	0
	Percent	100.0%	54.2%	37.5%	8.3%	0.0%	100.0%	58.3%	37.5%	4.2%	0.0%	100.0%	87.5%	8.3%	4.2%	0.0%
District	Number Tested	675	285	296	52	42	676	248	342	82	4	677	323	241	74	39
	Percent	100.0%	42.4%	43.9%	7.7%	6.2%	100.0%	36.7%	50.6%	12.1%	0.6%	100.0%	47.7%	35.6%	10.9%	5.8%
State	Number Tested	9451	3099	4024	1102	1226	9455	2799	4341	2085	230	9466	3628	3449	1198	1191
	Percent	100.0%	32.8%	42.6%	11.7%	13.0%	100.0%	29.6%	45.9%	22.1%	2.4%	100.0%	38.3%	36.4%	12.7%	12.6%

Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient



DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
 SCHOOL : AURORA BOREALIS CHARTER SCHOOL

ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
 STANDARDS BASED ASSESSMENT (SBA)
 SCHOOL SUMMARY REPORT
 2013 SPRING

PAGE : 3
 GRADE : 05

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.¹

Proficiency Level Comparison	Reading				Writing				Mathematics						
	Performance by Standard				Performance by Standard				Performance by Standard						
Overall	80	18	27	30	84	90	15	15	64	19	9	19	8	8	9
School	49.5	11.3	22.0	16.2	49.2	29.8	12.7	12.7	56.1	13.6	8.3	11.5	7.7	7.4	7.6
Average Points Earned	442	477	434	449	429	427	435	444	433	443	440	457	420	438	422
Average Scale Score	390	394	393	391	372	375	372	387	372	382	374	372	370	381	361
District															
Average Scale Score															
State															
Average Scale Score	368	372	369	369	352	353	353	360	352	359	353	354	350	352	351

PROFICIENCY LEVEL SUMMARY

	Reading					Writing					Mathematics				
	Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
School	22	16	6	0	0	22	15	6	1	0	22	20	2	0	0
Number Tested	100.0%	72.7%	27.3%	0.0%	0.0%	100.0%	68.2%	27.3%	4.5%	0.0%	100.0%	90.9%	9.1%	0.0%	0.0%
Percent	652	239	327	61	25	652	212	338	99	3	652	312	199	92	49
Number Tested	100.0%	36.7%	50.2%	9.4%	3.8%	100.0%	32.8%	51.8%	15.2%	0.5%	100.0%	47.9%	30.8%	14.1%	7.8%
Percent	9368	2542	4702	1514	610	9365	2491	4327	2448	99	9384	3666	2907	1557	1254
Number Tested	100.0%	27.1%	50.2%	16.2%	6.5%	100.0%	26.6%	46.1%	26.1%	1.1%	100.0%	39.1%	31.0%	16.8%	13.4%
Percent															

¹Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient



**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2013 SPRING**

DISTRICT : **KENAI PENINSULA BOROUGH SCHOOLS**
SCHOOL : **AURORA BOREALLS CHARTER SCHOOL**

PAGE : 4
GRADE : 06

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.

Proficiency Level Comparison	Reading			Writing			Mathematics							
	Performance by Standard			Performance by Standard			Performance by Standard							
Overall	52.0	8.7	29.8	50.4	23.8	14.6	12.0	57.7	10.3	9.5	11.0	8.4	11.0	7.5
R2.1 Word Identification Skills	445	444	457	446	469	473	412	466	457	451	463	461	463	436
R2.2, R2.4-R2.6 Forming a General Understanding	386	384	386	374	381	374	377	372	378	371	378	372	379	369
R2.7-R2.10 Analysis of Content and Structure	360	359	361	349	353	352	352	348	352	354	352	350	349	350
Points Possible	60	10	34	60	28	17	18	64	41	14	12	8	12	9
School Average Points Earned	52.0	8.7	29.8	50.4	23.8	14.6	12.0	57.7	10.3	9.5	11.0	8.4	11.0	7.5
Average Scale Score	445	444	457	446	469	473	412	466	457	451	463	461	463	436
District Average Scale Score	386	384	386	374	381	374	377	372	378	371	378	372	379	369
State Average Scale Score	360	359	361	349	353	352	352	348	352	354	352	350	349	350

PROFICIENCY LEVEL SUMMARY

	Reading					Writing					Mathematics				
	Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
School	22	18	4	0	0	22	17	4	1	0	22	19	3	0	0
Number Tested	22	18	4	0	0	22	17	4	1	0	22	19	3	0	0
Percent	100.0%	81.8%	18.2%	0.0%	0.0%	100.0%	77.3%	18.2%	4.5%	0.0%	100.0%	86.4%	13.6%	0.0%	0.0%
District	671	293	298	57	23	671	273	276	98	24	672	308	236	80	48
Number Tested	671	293	298	57	23	671	273	276	98	24	672	308	236	80	48
Percent	100.0%	43.7%	44.4%	8.5%	3.4%	100.0%	40.7%	41.1%	14.6%	3.6%	100.0%	45.9%	35.1%	11.9%	7.1%
State	9540	3187	4015	1677	661	9542	2972	3721	2280	569	9561	3325	3376	1477	1383
Number Tested	9540	3187	4015	1677	661	9542	2972	3721	2280	569	9561	3325	3376	1477	1383
Percent	100.0%	33.4%	42.1%	17.6%	6.9%	100.0%	31.1%	39.1%	23.9%	6.0%	100.0%	34.8%	35.3%	15.4%	14.0%

Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient



**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2013 SPRING**

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL

PAGE : 5
GRADE : 07

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.¹

Proficiency Level Comparison	Reading				Writing				Mathematics						
	Performance by Standard				Performance by Standard				Performance by Standard						
	Overall	R3.1 Word Identification Skills	R3.3-R3.5 Forming a General Understanding	R3.6-R3.9 Analysis of Content and Structure	Overall	W3.1, W3.2 Write Using a Variety of Forms	W3.3 Structures and Conventions	W3.4 Revise	Overall	M1.3 Numeration	M2.3 Measurement	M3.3 Estimation & Computation	M4.3 Functions & Relationships	M5.3 Geometry	M6.3 Statistics/Probability
School	52.1	9.7	29.2	13.2	50	27	18	17	84	8	11	9	14	12	9
Average Points Earned	463	488	476	440	435	452	428	435	434	433	417	461	469	422	425
District	399	408	405	392	370	375	367	376	367	374	364	375	369	373	369
State	373	377	378	371	350	354	350	352	345	349	347	350	346	350	344

PROFICIENCY LEVEL SUMMARY

	Reading					Writing					Mathematics				
	Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
School	18	16	2	0	0	18	9	9	0	0	18	15	3	0	0
Number Tested	18	16	2	0	0	18	9	9	0	0	18	15	3	0	0
Percent Tested	100.0%	88.9%	11.1%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%	0.0%	100.0%	83.3%	16.7%	0.0%	0.0%
District	630	316	246	52	16	631	129	401	91	10	630	254	252	95	29
Number Tested	630	316	246	52	16	631	129	401	91	10	630	254	252	95	29
Percent Tested	100.0%	50.2%	39.0%	8.3%	2.5%	100.0%	20.4%	63.5%	14.4%	1.6%	100.0%	40.3%	40.0%	15.4%	4.6%
State	9530	3619	3795	1412	704	9503	1448	5546	2014	495	9511	3079	3495	1826	1111
Number Tested	9530	3619	3795	1412	704	9503	1448	5546	2014	495	9511	3079	3495	1826	1111
Percent Tested	100.0%	38.0%	39.8%	14.8%	7.4%	100.0%	15.2%	58.4%	21.2%	9.2%	100.0%	32.4%	36.7%	19.2%	11.7%

¹Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient



DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
 SCHOOL : AURORA BOREALIS CHARTER SCHOOL

ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
 STANDARDS BASED ASSESSMENT (SBA)
 SCHOOL SUMMARY REPORT
 2013 SPRING

PAGE : 6
 GRADE : 08

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.

Proficiency Level Comparison	Reading			Writing			Mathematics									
	Performance by Standard			Performance by Standard			Performance by Standard									
Overall	60	10	21	18	80	28	15	17	64	9	10	9	15	12	9	
School	Average Points Earned	50.3	7.8	26.5	16.0	49.1	23.5	11.7	13.9	57.6	8.4	9.7	8.2	13.3	10.5	7.5
District	Average Scale Score	465	434	480	481	431	451	419	434	439	464	463	457	422	450	419
State	Average Scale Score	401	400	400	412	370	377	367	375	356	359	360	361	358	352	367
	Average Scale Score	381	382	379	391	354	362	355	354	340	342	340	337	340	341	346

PROFICIENCY LEVEL SUMMARY

	Reading					Writing					Mathematics				
	Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
School	Number Tested	10	9	1	0	0	100.0%	30.0%	70.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
District	Number Tested	702	338	294	62	8	708	58	543	85	22	711	252	304	88
State	Number Tested	9453	3765	3945	1423	320	9455	793	6239	1844	579	9459	2945	3340	1535
	Percent Tested	100.0%	90.0%	10.0%	0.0%	0.0%	100.0%	30.0%	70.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
	Percent	100.0%	38.8%	41.7%	15.1%	3.4%	100.0%	8.4%	66.0%	19.6%	6.1%	100.0%	31.1%	35.9%	16.3%

Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient
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**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
SCIENCE STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2014 SPRING**

DISTRICT : **KENAI PENINSULA BOROUGH SCHOOLS**
SCHOOL : **AURORA BOREALLS CHARTER SCHOOL**

PAGE : 1
GRADE : 04

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.

Proficiency Level Comparison	Science					
	Performance by Standard					
The proficiency level scale ranges were developed for individual student comparisons only. These scale score ranges cannot be applied to the average scale score information for the state, district, or school. The average for a group of scores masks the distribution of scores in that group. A better way to evaluate the performance of a group is to compare the proportion of students in each performance level.	Overall	S1.1 Inquiry, Technology, and Nature of Science	S2.1 Concepts of Physical Science	S3.1 Concepts of Life Science	S4.1 Concepts of Earth Science	
	Points Possible	50	22	8	10	10
	Average Points Earned	42.4	18.6	6.6	8.2	8.9
	School Average Scale Score	371	371	354	364	403
	District Average Scale Score	324	323	320	326	337
State Average Scale Score	300	302	298	298	311	

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PROFICIENCY LEVEL SUMMARY

	Science				
	Total	Advanced	Proficient	Below Proficient	Far Below Proficient
School	Number Tested 22	13	8	1	0
	Percent 100.0%	59.1%	36.4%	4.5%	0.0%
District	Number Tested 628	171	233	177	47
	Percent 100.0%	27.2%	37.1%	28.2%	7.5%
State	Number Tested 9220	1817	2866	2804	1733
	Percent 100.0%	19.7%	31.1%	30.4%	18.8%

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**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
SCIENCE STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2014 SPRING**

DISTRICT : **KENAI PENINSULA BOROUGH SCHOOLS**
SCHOOL : **AURORA BOREALLS CHARTER SCHOOL**

PAGE : **2**
GRADE : **08**

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.

Proficiency Level Comparison	Science				
	Overall	S1.1 Inquiry and Nature of Science	S2.1 Concepts of Physical Science	S3.1 Concepts of Life Science	S4.1 Concepts of Earth Science
Points Possible	42	20	14	16	12
School	Average Points Earned 52.6	18.2	12.0	13.0	9.5
District	Average Scale Score 403	425	423	396	389
State	Average Scale Score 329	339	327	387	330
		309	315	306	311
					318

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PROFICIENCY LEVEL SUMMARY

	Science				
	Total	Advanced	Proficient	Below Proficient	Far Below Proficient
School	Number Tested 11	8	3	0	0
District	Number Tested 589	187	217	107	78
State	Number Tested 9154	2024	3222	1882	2026
	Percent	72.7%	37.3%	0.0%	0.0%
	Percent	31.7%	36.8%	18.2%	13.3%
	Percent	22.1%	35.2%	20.6%	22.1%

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**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2014 SPRING**

**DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL**

**PAGE : 1
GRADE : 03**

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.¹

Proficiency Level Comparison	Reading				Writing				Mathematics						
	Performance by Standard				Performance by Standard				Performance by Standard						
	Overall	R1.1 Word Identification Skills	R1.2, R1.4-R1.6 Forming a General Understanding	R1.7, R1.8, R1.10 Analysis of Content and Structure	Overall	W1.1 Write Using a Variety of Forms	W1.3 Structures and Conventions	W1.4 Revise	Overall	M1.1 Numeration	M2.1 Measurement	M3.1 Estimation & Computation	M4.1 Functions & Relationships	M5.1 Geometry	M6.1 Statistics/Probability
Points Possible	80	19	32	11	40	25	24	11	64	19	10	14	9	8	10
School Average Points Earned	50.9	15.2	27.0	8.7	53.0	22.1	21.7	9.2	59.4	12.2	9.7	13.2	8.2	7.3	8.9
Average Scale Score	456	489	470	421	455	470	465	434	484	488	473	514	460	451	452
District Average Scale Score	396	403	403	379	381	387	385	379	381	400	384	392	374	368	380
State Average Scale Score	378	387	382	366	364	367	370	360	361	376	358	370	356	351	362

PROFICIENCY LEVEL SUMMARY

	Reading						Writing						Mathematics					
	Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP			
School	23	20	3	0	0	23	20	3	0	0	23	23	0	0	0			
Number Tested	23	20	3	0	0	23	20	3	0	0	23	23	0	0	0			
Percent Tested	100.0%	87.0%	13.0%	0.0%	0.0%	100.0%	87.0%	13.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%			
District	634	339	221	50	24	633	245	300	84	4	634	289	253	50	42			
Number Tested	634	339	221	50	24	633	245	300	84	4	634	289	253	50	42			
Percent Tested	100.0%	53.5%	34.9%	7.9%	3.8%	100.0%	38.7%	47.4%	13.3%	0.6%	100.0%	45.6%	39.9%	7.9%	6.6%			
State	9584	4298	3516	930	840	9615	3241	4133	1959	282	9606	3685	3540	1027	1354			
Number Tested	9584	4298	3516	930	840	9615	3241	4133	1959	282	9606	3685	3540	1027	1354			
Percent Tested	100.0%	44.8%	36.7%	9.7%	8.8%	100.0%	33.7%	43.0%	20.4%	2.9%	100.0%	38.6%	36.9%	10.7%	14.1%			

¹Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient



**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2014 SPRING**

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL

PAGE : 2
GRADE : 04

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.

Proficiency Level Comparison	Reading			Writing			Mathematics								
	Performance by Standard			Performance by Standard			Performance by Standard								
	Overall	R2.1 Word Identification Skills	R2.2, R2.4-R2.6 Forming a General Understanding	R2.7-R2.10 Analysis of Content and Structure	Overall	W2.1, W2.2 Write Using a Variety of Forms	W2.3 Structures and Conventions	W2.4 Revise	Overall	M1.2 Numeration	M2.2 Measurement	M3.2 Estimation & Computation	M4.2 Functions & Relationships	M5.2 Geometry	M6.2 Statistics/Probability
School	60	14	84	18	60	27	22	14	84	18	9	18	10	8	9
Average Points Earned	49.7	12.0	25.8	11.9	50.5	21.6	19.5	9.3	56.9	13.7	8.1	11.7	8.8	7.5	7.0
District	450	449	458	445	461	465	482	463	454	474	447	455	455	469	404
State	399	401	401	406	394	400	396	403	372	399	355	386	376	373	362
Average Scale Score	374	379	374	379	371	377	372	374	355	380	345	366	358	358	341

PROFICIENCY LEVEL SUMMARY

	Reading					Writing					Mathematics				
	Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
School	23	14	9	0	0	22	19	3	0	0	23	20	3	0	0
Number Tested	100.0%	60.9%	39.1%	0.0%	0.0%	100.0%	86.4%	13.6%	0.0%	0.0%	100.0%	87.0%	13.0%	0.0%	0.0%
District	656	291	289	42	34	656	262	301	83	10	659	325	201	76	57
Number Tested	100.0%	44.4%	44.1%	6.4%	5.2%	100.0%	39.8%	45.8%	12.7%	1.5%	100.0%	49.3%	30.6%	11.5%	8.6%
State	9486	3130	4295	1008	1053	9476	2929	4358	1845	344	9464	3702	3322	1152	1288
Number Tested	100.0%	33.0%	45.3%	10.6%	11.1%	100.0%	30.9%	46.0%	19.5%	3.6%	100.0%	39.1%	35.1%	12.2%	13.6%

Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient



**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2014 SPRING**

**DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL**

**PAGE : 3
GRADE : 05**

PERFORMANCE SUMMARY
This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.¹

Proficiency Level Comparison	Reading				Writing				Mathematics						
	Performance by Standard				Performance by Standard				Performance by Standard						
	Overall	R2.1 Word Identification Skills	R2.2, R2.4-R2.6 Forming a General Understanding	R2.7-R2.10 Analysis of Content and Structure	Overall	W2.1, W2.2 Write Using a Variety of Forms	W2.3 Structures and Conventions	W2.4 Revise	Overall	M1.2 Numeration	M2.2 Measurement	M3.2 Estimation & Computation	M4.2 Functions & Relationships	M5.2 Geometry	M6.2 Statistics/Probability
School	69	11	27	19	60	32	14	14	64	18	8	12	10	10	8
Average Points Earned	48.5	11.5	22.2	14.8	49.7	25.6	12.8	11.3	56.0	13.4	7.4	10.9	8.8	8.9	6.7
District	443	447	446	449	432	437	459	413	437	459	426	455	426	432	417
State	395	402	402	391	390	397	388	391	371	379	372	382	364	367	377
Average Scale Score	374	382	378	371	366	372	370	365	349	353	352	355	346	348	355

PROFICIENCY LEVEL SUMMARY

	Reading					Writing					Mathematics				
	Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
School	24	15	9	0	0	24	16	8	0	0	24	23	1	0	0
Percent Tested	100.0%	62.5%	37.5%	0.0%	0.0%	100.0%	66.7%	33.3%	0.0%	0.0%	100.0%	95.8%	4.2%	0.0%	0.0%
District	657	274	315	48	20	656	288	279	84	5	656	307	225	85	39
Percent Tested	100.0%	41.7%	47.9%	7.3%	3.0%	100.0%	43.9%	42.5%	12.6%	0.8%	100.0%	46.6%	34.3%	13.0%	5.9%
State	9277	2857	4663	1154	603	9262	3307	3806	1996	153	9285	3390	3156	1608	1131
Percent Tested	100.0%	30.8%	50.3%	12.4%	6.5%	100.0%	35.7%	41.1%	21.6%	1.7%	100.0%	36.5%	34.0%	17.2%	12.2%

¹Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient



**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2014 SPRING**

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL

PAGE : 4
GRADE : 06

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.

Proficiency Level Comparison	Reading				Writing				Mathematics						
	Performance by Standard				Performance by Standard				Performance by Standard						
	Overall	R2.1 Word Identification Skills	R2.2, R2.4-R2.6 Forming a General Understanding	R2.7-R2.10 Analysis of Content and Structure	Overall	W2.1, W2.2 Write Using a Variety of Forms	W2.3 Structures and Conventions	W2.4 Revise	Overall	M1.2 Numeration	M2.2 Measurement	M3.2 Estimation & Computation	M4.2 Functions & Relationships	M5.2 Geometry	M6.2 Statistics/Probability
Points Possible	90	11	84	18	90	27	17	18	84	10	12	12	9	12	9
School Average Points Earned	49.4	9.6	26.7	13.1	49.8	21.4	14.4	14.0	54.5	8.0	10.5	10.9	7.6	10.4	7.1
Average Scale Score	428	438	420	463	436	440	433	450	432	436	422	435	415	459	418
District Average Scale Score	380	383	378	394	378	383	383	381	373	371	368	376	380	378	380
State Average Scale Score	363	366	361	371	350	355	354	352	345	346	349	346	353	350	339

PROFICIENCY LEVEL SUMMARY

	Reading					Writing					Mathematics				
	Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
School	Number Tested 21	16	5	0	0	21	16	5	0	0	21	19	2	0	0
	Percent Tested 100.0%	76.2%	23.8%	0.0%	0.0%	100.0%	76.2%	23.8%	0.0%	0.0%	100.0%	90.5%	9.5%	0.0%	0.0%
District	Number Tested 633	282	270	63	18	634	280	254	79	21	636	313	193	73	57
	Percent Tested 100.0%	44.5%	42.7%	10.0%	2.8%	100.0%	44.2%	40.1%	12.5%	3.3%	100.0%	49.2%	30.3%	11.5%	9.0%
State	Number Tested 9211	3327	3889	1571	444	9201	3090	3384	1982	745	9213	3293	2909	1404	1607
	Percent Tested 100.0%	36.1%	42.3%	17.1%	4.8%	100.0%	33.6%	36.8%	21.5%	8.1%	100.0%	35.7%	31.6%	15.2%	17.4%

Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient



**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2014 SPRING**

DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL

PAGE : 5
GRADE : 07

PERFORMANCE SUMMARY
This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.

Proficiency Level Comparison	Reading				Writing				Mathematics						
	Performance by Standard				Performance by Standard				Performance by Standard						
	Overall	R3.1 Word Identification Skills	R3.3-R3.5 Forming a General Understanding	R3.6-R3.9 Analysis of Content and Structure	Overall	W3.1, W3.2 Write Using a Variety of Forms	W3.3 Structures and Conventions	W3.4 Revise	Overall	M1.3 Numeration	M2.3 Measurement	M3.3 Estimation & Computation	M4.3 Functions & Relationships	M5.3 Geometry	M6.3 Statistics/Probability
Points Possible	60	10	33	17	60	24	18	18	64	10	14	8	14	12	8
School Average Points Earned	51.3	8.6	29.4	13.3	51.9	20.3	16.1	15.6	56.9	8.7	9.4	8.2	12.4	11.1	7.1
Average Scale Score	465	460	472	466	465	467	478	458	456	454	430	443	462	458	414
District Average Scale Score	398	409	400	399	373	375	375	380	371	377	357	371	384	397	340
State Average Scale Score	377	385	379	378	351	352	357	353	341	347	333	343	353	359	319

PROFICIENCY LEVEL SUMMARY

	Reading					Writing					Mathematics				
	Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
School	18	16	2	0	0	18	11	7	0	0	18	16	2	0	0
District	664	315	283	51	15	664	161	377	107	19	663	300	235	76	52
State	9417	3746	3912	1226	533	9416	1545	5318	1954	599	9433	2987	3227	1824	1395
	Percent Tested	100.0%	82.8%	11.1%	0.0%	100.0%	61.1%	35.9%	0.0%	0.0%	100.0%	98.9%	11.1%	0.0%	0.0%
	Number Tested	664	315	283	51	664	161	377	107	19	663	300	235	76	52
	Percent Tested	100.0%	47.4%	42.6%	7.7%	100.0%	24.2%	56.8%	16.1%	2.5%	100.0%	45.0%	35.4%	11.5%	7.8%
	Percent	100.0%	99.8%	41.5%	12.0%	100.0%	19.4%	66.5%	20.5%	5.4%	100.0%	31.7%	34.2%	19.5%	14.5%

Proficiency Level: A = Advanced, P = Proficient, BP = Below Proficient, FBP = Far Below Proficient



**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
STANDARDS BASED ASSESSMENT (SBA)
SCHOOL SUMMARY REPORT
2014 SPRING**

**DISTRICT : KENAI PENINSULA BOROUGH SCHOOLS
SCHOOL : AURORA BOREALIS CHARTER SCHOOL**

**PAGE : 6
GRADE : 08**

PERFORMANCE SUMMARY

This report provides an analysis of group standards mastery using the average scale score obtained for each reportable standard and details the percent of students in each proficiency level.¹

Proficiency Level Cait Malison	Reading			Writing			Mathematics								
	Performance by Standard			Performance by Standard			Performance by Standard								
Overall	80	11	30	18	80	28	18	18	64	8	10	8	15	18	10
R3.1 Word Identification Skills															
R3.3-R3.5 Forming a General Understanding															
R3.6-R3.9 Analysis of Content and Structure															
Overall	49.5	9.3	24.8	15.5	51.8	21.7	16.4	13.8	58.2	6.8	9.4	7.6	13.8	12.2	8.4
School Average Points Earned	447	470	437	459	462	471	457	455	463	431	447	460	451	475	465
District Average Scale Score	399	405	397	408	379	391	372	384	367	362	374	359	381	387	359
State Average Scale Score	382	386	376	393	358	369	354	359	339	332	347	334	351	346	340

PROFICIENCY LEVEL SUMMARY

School	Number Tested	Reading					Writing					Mathematics				
		Total	A	P	BP	FBP	Total	A	P	BP	FBP	Total	A	P	BP	FBP
State	9326	100.0%	41.4%	42.1%	13.1%	3.4%	100.0%	9.0%	86.7%	19.0%	5.3%	100.0%	30.3%	37.9%	64.9%	18.8%
District	623	100.0%	61.2%	40.1%	7.4%	1.3%	100.0%	12.6%	73.2%	11.8%	2.4%	100.0%	42.5%	38.0%	11.7%	7.9%
School	12	100.0%	89.3%	16.7%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%	0.0%	100.0%	91.7%	8.3%	0.0%	0.0%
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49
School	12	12	10	2	0	0	12	6	6	0	0	12	11	1	0	0
District	623	623	319	250	46	8	626	79	458	74	15	624	265	237	73	49

Department of Education

State of Alaska Report Card to the Public - School Level

2014-2015 School Year

Aurora Borealis Charter School, Kenai Grades: KG-8 Accreditation: No	Kenai Peninsula Borough School District School Enrollment: 188
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Accountability: This school's 2013-2014 Alaska School Performance Index score and star rating are available by clicking [here](#). This school's progress toward meeting 2013-2014 Annual Measurable Objective (AMO) targets is available by clicking [here](#).

New for 2014-2015: Students enrolled in grades 3-10 took the Alaska Measures of Progress (AMP) for the first time in the spring of 2015. While the Standards Based Assessment (SBA) included content assessments in Reading, Writing, and Mathematics, AMP includes content assessments in English Language Arts and Mathematics. To see complete assessment results for a specific grade level, click on a tab in the applicable content area. The Science SBA test was administered in 2015.

NOTES:

Results are not published when fewer than five students are tested in a grade or subgroup, or when students are distributed in a certain manner among the four levels of achievement. See the Four-Way Reporting Protocol for further information on data suppression.

When a school/district does not test any students in a given grade during a test administration, no data for that grade level will appear.

Percentages are based upon the number of students tested, not the number of students enrolled. Asterisks are used when results cannot be published without releasing personally identifiable information.

Two-year trend data are unavailable for English Language Arts and Mathematics because it is impossible to compare achievement on AMP to proficiency on the SBA.

Number of Teachers with Highest Degree:

Bachelors	Masters	Ed Specialist	Doctorate
42%	58%	0%	0%

Additional information on teacher qualifications, including type of certification and college degree(s) is available from your school or district upon request. You may also request information on whether your child is provided service by paraprofessionals and, if so, their qualifications.

% of Core Academic Classes Taught by Highly Qualified Teachers:	100%
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% of Core Academic Classes Taught by Not Highly Qualified Teachers:	0%
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Attendance, Graduation and Dropout Rates

Subgroup	Attendance Rate	Graduation Rate	Dropout Rate
All Students	95.64%	N/A	0.00%
Male	95.72%	N/A	0.00%
Female	95.56%	N/A	0.00%
Alaska Native/American Indian	95.13%	N/A	0.00%
Asian/Pacific Islander	92.35%	N/A	N/A
Caucasian	95.73%	N/A	0.00%
Hispanic	92.94%	N/A	N/A
Two or More Races	95.48%	N/A	0.00%
Economically Disadvantaged	92.59%	N/A	N/A
Not Economically Disadvantaged	95.73%	N/A	0.00%
Students With Disabilities	95.86%	N/A	N/A
Students Without Disabilities	95.62%	N/A	0.00%
Limited English Proficient	95.29%	N/A	N/A
Not Limited English Proficient	95.64%	N/A	0.00%
Not Migrant Students	95.64%	N/A	0.00%
Not Active Duty Parent/Guardian	95.64%	N/A	0.00%

Grades KG-8 Retention Rate:	0.0%
Grade 7-12 Dropout Rate:	0.00%
Enrollment Change:	-6
Student Survey Return Rate:	0%
Student Surveys Returned:	0
Average Volunteers Hours per Week:	40
Persistently Dangerous School:	No

High School Graduates:	N/A
Number of Grade 7-12 Dropouts:	0
Enrollment Change Due to Transfers:	2.66%
Parents Survey Return Rate:	0%
Parents Surveys Returned:	0
Community Members Commenting:	0
School/Business Partnerships:	0

4. Professional Development

Section 4: Professional Development

- i. Provide a description of and schedule for staff development activities. 4 AAC 33.110(a)(8)*

References: 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 4	Page Number location(s) of response(s) including Appendices	Reviewer's notes
Description of and schedule for planned professional development		Rating: Compliant/Noncompliant

- i. Provide a description of and schedule for staff development activities. 4 AAC 33.110(a)(8)***

Description of and schedule for planned professional development:

Aurora Borealis Charter School provides professional development that is goal-based and driven by student assessment data. Professional development is directly related to the academic needs of students and the instructional needs of the staff in relation to gaps in student achievement. Over the past three years, the staff has completed professional development in the areas of Response to Intervention (RTI), Formative Assessment Strategies, SmartBoard Training, and Saxon Math Curriculum. ABCS has a Professional Development Liaison that is a resource for all staff members who seek training in specific areas. Currently, the staff is receiving professional development in utilizing Charlotte Danielson's Framework for Effective Teaching. Refer to the action steps on the following pages as it pertains to teachers' professional development in the Danielson Framework for the 2016-17 school year.

Section 4: Professional Development

Action steps should be listed in this column. Include: professional development, ongoing communication with stakeholders, progress monitoring, and mid-year adjustments.	Who is responsible for leading or coordinating this action step?	Timeline for updating
1. Meet with teachers to get an overall picture of how the Danielson model has been used in the past and everyone's comfort level.	Mr. McCanna	August 19, 2016
2. Collaborate with teachers about the 4 Domains of the Danielson Framework and how it is broken down into components and elements. Start with Domain 1 and have the teachers choose 2-3 components that will be a focus for ABCS. Everyone read the appropriate sections from Danielson's book "Enhancing Professional Practice".	Mr. McCanna	August 29, 2016
3. Review the rubrics for the chosen components of Domain 1. Discuss the evidence that could be used to show a Proficient rating.	Mr. McCanna	September 23
4. Collaborate with teachers: Review all the components of Domain 2, have teachers choose two components to be the intensive focus for this year. Read about the chosen components from Danielson's book.	Mr. McCanna	October 7
5. Review the rubrics for the chosen components of Domain 2. Collaboratively create a list of things that could be or are already done at ABCS to be Proficient in the components.	Mr. McCanna	October 21
6. Everyone read the chapter about Domain 3 in Danielson's book. Collaborate & choose two other components besides 3c (will be a focus) to be a focus for this year. Review the rubrics for each chosen component.	Mr. McCanna	November 3
7. Everyone read the chapter about Domain 4 in Danielson's book. Collaborate & discuss the things we already do that are considered	Mr. McCanna	November 18

Section 4: Professional Development

<p>Proficient on the rubrics. Discuss ways that we can document our evidence.</p>		
<p>8. Collaborate with teachers to choose specific elements from the chosen components of Domain 2 to practice. Create a list of evidence that could be used to be rated as Proficient. Create an observation tool to collect data on the chosen elements to be used for the coaching observations. Conduct coaching observations with each teacher by going into the classrooms to look for the specific elements that were chosen from Domain 2 and give them specific feedback.</p>	<p>Mr. McCanna</p>	<p>November 18</p>
<p>9. Collaborate with teachers to choose specific strategies from component 3c. Create a list of evidence that could be used to be rated as Proficient. Create an observation tool to collect data on the chosen elements to be used for the coaching observations. Conduct coaching observations with each teacher by going into the classrooms to look for the specific elements that were chosen from 3c and give them specific feedback.</p>	<p>Mr. McCanna (Mrs. Drury will assist as necessary with coaching observations.)</p>	<p>December 16 (Ongoing throughout the year)</p>
<p>10. Continue to collaborate with staff during weekly Collaboration Meetings to review and discuss the specific components that were chosen from Domains 2 & 3. Watch short videos of teaching and have teachers rate the videos using Danielson's rubrics for the chosen elements.</p>	<p>Mr. McCanna</p>	<p>February 24</p>
<p>11. Continue to use the observation tools that were created to conduct coaching observations with teachers. Teachers will be able to choose specific observation tools to help improve their practice.</p>	<p>Mr. McCanna, Mrs. Drury</p>	<p>February 24</p>

5. Facility

Section 5: Facility

- i.* Provide the location for the charter school, description of the facility and lease information. *AS 14.03.255(c)(7)(d), 4 AAC 33.110(a)(15)*
- ii.* Describe the plans for the charter school’s facility and any plans for projected growth. *4 AAC 33.110(a)(15)*

References: AS 14.03.255. Organization and operation of a charter school, 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer’s notes column.

Reviewer Rating Template		
Section 5	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Description of facility and location of the charter school including addressing district leased space if applicable		
Evidence of a written facility plans		

Section 5: Facility

- i. Provide the location for the charter school, description of the facility and lease information. *AS 14.03.255(c)(7)(d), 4 AAC 33.110(a)(15)*
- ii. Describe the plans for the charter school’s facility and any plans for projected growth. *4 AAC 33.110(a)(15)*

References: AS 14.03.255. Organization and operation of a charter school, 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer’s notes column.

Reviewer Rating Template		
Section 5	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Description of facility and location of the charter school including addressing district leased space if applicable		
Evidence of a written facility plans		

Section 5: Facility

- i. Provide the location for the charter school, description of the facility and lease information. AS 14.03.255(c)(7)(d), 4 AAC 33.110(a)(15)**

Description of facility and location of the charter school including addressing district leased space if applicable:

Aurora Borealis Charter School is located in the Old Kenai Elementary School building. The building is also home for the Kenai Alternative High School and the Boys and Girls Club. The building is a renovated elementary school that meets all codes and requirements for a public school building. ABCS occupies 11 classrooms and an office. The gymnasium is shared with both of the other tenants. Kenai Peninsula Borough School District has a copy of the lease information. Even though ABCS has a long waiting list, enrollment is projected to remain close to two hundred students.

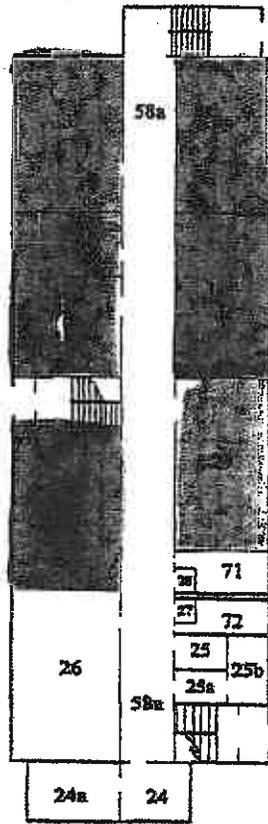
- ii. Describe the plans for the charter school's facility and any plans for projected growth. 4 AAC 33.110(a)(15)**

Evidence of a written facility plans:

Aurora Borealis Charter School plans on continuing the use of the Old Kenai Elementary School building. At this point there is no plan for growth based on the limits of our current building.

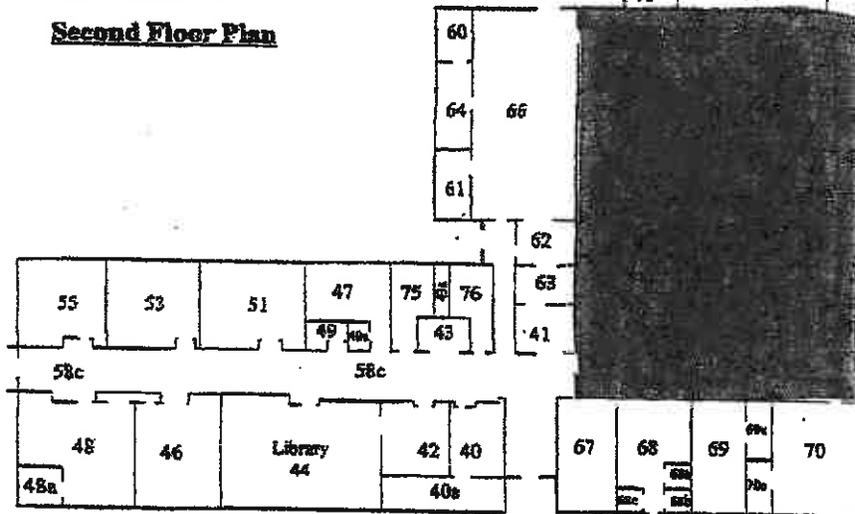
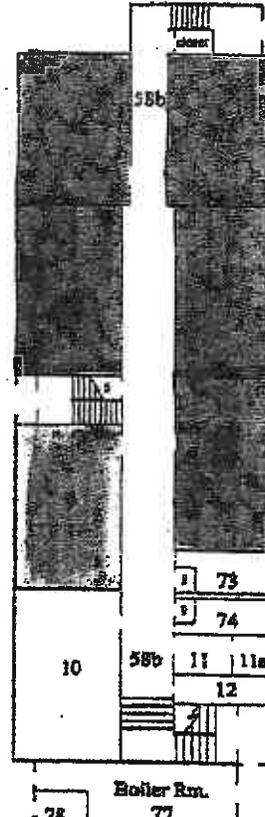
A copy of the Kenai Elementary School is on the next page for your reference.

Section 5: Facility



Second Floor Plan

Storage



First Floor Plan

NOTE: Drawing is Not To Scale

KENAI PENINSULA BOROUGH - MAINTENANCE DEPARTMENT
47140 East Poppy Lane, Soldotna, Alaska 99688

KENAI ELEMENTARY - Basic Floor Plan

By: MGM Revised: 12 - 18 - 86 Drawing 1 of 1

MEMORANDUM OF AGREEMENT

Between
Kenai Peninsula Borough School District
and
Aurora Borealis Charter School
Sharing Facilities Contract Addendum

The Kenai Peninsula Borough School District and Aurora Borealis Charter School Academic Policy Committee agrees to this Memorandum of Agreement regarding sharing facility space for the 2017-2018 school year, renewable through the 2026-2027 school year.

1. Room Usage and Operational Costs

- a. The District will provide 9 classrooms (to include 2 portables), and 3 joint-use classrooms shared with the Boys and Girls Club at the old Kenai Elementary School.
- b. The District will provide Room 32 for an office area at the old Kenai Elementary School for the 2007-2008 school year.
- c. Aurora Borealis will pay the District a proportional share of In-Kind services, determined in the following manner: To calculate the Aurora Borealis percentage share, divide the Aurora Borealis Adjusted Average Daily Membership (AADM) by the total KPBSD AADM. Multiply that percentage by the total In-Kind Services to calculate the Aurora Borealis proportional share. Rent will be at the rental rate times Aurora Borealis AADM. In FY17, the rental rate was \$600 times AADM.

These estimated expenditures are booked in the online accounting system as expenditures for the current fiscal year, based on the prior fiscal year actual expenditures. The following year, an adjustment to "true-up" the actual costs will be posted. This allows for continuity in budgeting and allows Aurora Borealis administration and APC to rely on budget estimates when reviewing year-end costs and calculating possible carry-over of funds.
- d. Aurora Borealis will pay the district each year ~~for approximately~~ \$37,150.00 to cover the pro-rated operational cost associated with sharing a district facility for the 2007-2008 school year (utilities, shared staff, shared supplies, etc.) To provide for continuity in budgeting, estimated costs will be booked in the accounting system in the current year, based on the prior fiscal year actual expenditures. The following fiscal year, an adjustment to "true-up" the actual costs will be posted. This will allow Aurora Borealis to rely on budget estimates and at year-end when calculating possible carry-over of funds.

- e. Common Areas: Use and scheduling of the gym is split during the day between Aurora Borealis Charter School and Kenai Alternative School. After school, scheduling of the gym is done by Boys and Girls Club.

2. Aurora Borealis Administrator

- a. Administrator responsibilities involve the management of all daily operations of Aurora Borealis. Student achievement will match or exceed District goals and State standards.
- b. The administrator shall maintain fiscal management according to District guidelines and State Statutes. This includes the preparation and oversight of the school's budget, with regular accountability to, and approval of, the APC.
- c. The administrator will be the official liaison between the District administration, the APC and the charter school. Frequent open and regular communication will be maintained with the neighborhood school administrator to insure a successful relationship.

3. Equipment and Supplies

Aurora Borealis will purchase their own supplies and equipment needed for operation of their program, or will share in rental costs on an as-needed basis.

4. District Policy, State Statute, and Federal Requirement Accountability

Aurora Borealis Charter School will comply with District Charter School policies, State Statutes, and Federal requirements during the duration of the charter. The charter school will meet all educational achievement goals and State standards as measured by the benchmark tests, CBM, DIBELS, and the other prescribed or required assessments.

This Memorandum of Agreement is for a one-year period, beginning *July 1, 2017* and ending *June 30, 2018*, with automatic renewal each year through *June 30, 2027*, as long as the charter is current and the charter school is operating in good standing.

Dave Jones, Assistant Superintendent
Kenai Peninsula Borough School District

Date

Cody McCanna, Principal
Aurora Borealis Charter School

Date

6. Admission

Section 6: Admission

- i. Provide the written admission policies and procedures utilized by the charter. Please include evidence that the school is ensuring an equal and bias-free access to all eligible students. Mark as Appendix G. *AS 14.03.255(c)(3), 4 AAC 33.110(a)(11)*

- ii. Provide a written student recruitment process, including a lottery or random drawing mechanism for enrollment if applicants exceed the school’s capacity. Please include information in this section describing enrollment and waitlist numbers for the past 3-5 years. Mark as Appendix H. *AS 14.03.265(b), 4 AAC 33.110(a)(17)*

References: AS 14.03.255. Organization and operation of a charter school, AS 14.02.265 Admission, 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer’s notes column.

Reviewer Rating Template		
Section 6	Page Number location(s) of response(s) including Appendices	Reviewer’s notes
Evidence of written admission policies and procedures	Appendix G	Rating: Compliant/Noncompliant
Evidence of a written student recruitment process, including enrollment and waitlist numbers	Appendix H	

Section 6: Admission

- i. Provide the written admission policies and procedures utilized by the charter. Please include evidence that the school is ensuring an equal and bias-free access to all eligible students. Mark as Appendix G. AS 14.03.255(c)(3), 4 AAC 33.110(a)(11)***

Evidence of written admission policies and procedures:

The enrollment procedures for Aurora Borealis Charter School are as follows:

1. Parents should come to the school office and fill out a lottery application for the following school year. Applications are accepted from September 1, until the first Friday in March, at 3:00 p.m.
2. The lottery will be held at 3:00 p.m. on the third Thursday in March.
3. During the lottery, each applicant is randomly assigned a lottery number.
4. Students are then placed on a waitlist in order of the number they were assigned. (Students drawn from the lottery who are paced on the waitlist remain on the wait list until they request removal or are placed in a classroom.)
5. The lottery results will be posted in the hallway outside the office the day following the lottery.
6. If there is a vacancy in a classroom, or for kindergarten enrollment, children of full-time school employees and siblings of children already enrolled will be selected first to fill the vacancy.
7. In the event that vacancies still exist in a class, they are to be filled from the waitlist, beginning with the lowest lottery number. The number of slots available will depend upon each class.
8. If there is no waitlist for a specific grade and vacancies exist, students will be enrolled without going through the lottery.

Refer to Appendix G.

- ii. Provide a written student recruitment process, including a lottery or random drawing mechanism for enrollment if applicants exceed the school's capacity. Please include information in this section describing enrollment and waitlist numbers for the past 3-5 years. Mark as Appendix H. AS 14.03.265(b), 4 AAC 33.110(a)(17)***

Evidence of a written student recruitment process, including enrollment and waitlist numbers:

Charter Schools of the Kenai Peninsula Borough School District are public schools which comply with all Federal and State Laws, as well as Borough Policies, concerning public education and equal opportunity.

Refer to Appendix H.

7. Fiscal

Section 7: Fiscal

- i. Provide a written budget summary and financial plan, including a statement of the charter school’s funding allocation from the local school board and costs assignable to the charter school program budget. Information in this section should explicitly detail the amount and sources of the revenue streams; the specific indirect rate (not to exceed 4%) and details of what the indirect rate charges cover; as well as the charter’s eligibility to receive additional revenue over the 2.65 mills required in the foundation formula. Projected budget marked as Appendix I. *AS 14.03.255(c)(5), 4 AAC 33.110(a)(14)(A)*

- ii. Provide a signed assurance that:
 - the charter school follows all district approved practices to account for receipts and expenditures;
 - the charter school has been successful in ending each year with a zero or positive fund balance;
 - all audit reports to date indicate the school has met its obligation to ensure the fiscal integrity of the school’s financial operation. *AS 14.03.255(b)(1)(c)(6)*

Reviewer Rating Template		
Section 7	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Evidence of a budget plan		
Evidence of assurance		

- i. Provide a written budget summary and financial plan, including a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget. Information in this section should explicitly detail the amount and sources of the revenue streams; the specific indirect rate (not to exceed 4%) and details of what the indirect rate charges cover; as well as the charter's eligibility to receive additional revenue over the 2.65 mills required in the foundation formula. Projected budget marked as Appendix I. AS 14.03.255(c)(5), 4 AAC 33.110(a)(14)(A)**

Evidence of a budget plan:

Refer to Appendix I for outlined budget.

- ii. Provide a signed assurance that:**

- **the charter school follows all district approved practices to account for receipts and expenditures;**
- **the charter school has been successful in ending each year with a zero or positive fund balance;**
- **all audit reports to date indicate the school has met its obligation to ensure the fiscal integrity of the school's financial operation. AS 14.03.255(b)(1)(c)(6)**

Evidence of assurance:

Refer to the Charter Renewal Contract in Appendix B.

8. Transportation

Section 8: Transportation

- i. Provide the district charter school transportation policy, if proposed or adopted, marked as Appendix J. 4 AAC 33.110(a)(19)*

References: AS 14.03.255. Organization and operation of a charter school, AS 14.02.265 Admission, 4 AAC 33.110 Charter School application and review procedure, AS 14.09.010 Transportation (e)(1-3)(f)(g), 4 AAC 27.057 Charter School Transportation policy.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer’s notes column.

Reviewer Rating Template		
Section 8	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Plans for pupil transportation	Appendix J	

- i. Provide the district charter school transportation policy, if proposed or adopted, marked as Appendix J. 4 AAC 33.110(a)(19)***

Plans for pupil transportation:

Aurora Borealis Charter School is a school of choice where parents are expected to drop their children off and pick them up every day in a timely manner. ABCS operates under option 3 of Kenai Peninsula Borough School District’s Transportation Policy that states the following: 3. If a charter school declines pupil transportation services, no funding allocation will be made by the district.

Refer to Appendix J.

Appendix

Appendix A

(School Board Approval documentation.)

Appendix B

AURORA BOREALIS CHARTER SCHOOL CONTRACT

THIS AGREEMENT is between Aurora Borealis Charter School, whose address is 705 Frontage Road, Suite A, Kenai, Alaska 99611, hereinafter “Charter School”, and the Kenai Peninsula Borough School Board, whose address is 148 N. Binkley, Soldotna, Alaska 99669, hereinafter “School Board”.

WHEREAS, Charter School desires to operate within the Kenai Peninsula Borough School District (hereinafter “School District” in conformance with Alaska Statute 14.03.250-.290 and School District policies and procedures; and

WHEREAS, at its meeting dated _____, the School Board reviewed and approved the Charter School’s application; and

NOW THEREFORE, in consideration of the mutual covenants and agreements contained herein, the parties do agree as follows:

Charter School shall provide educational programs and services subject to the terms and conditions of this contract, commencing with the first day of school in the School District for the 2017-2018 school year and continuing through the last day of school in the 2027-2028 school year.

1. Description of educational program: Charter School shall provide an educational program which shall advance basic skill areas including mathematics, science, language arts and social studies appropriate to the age of students included in the program. Additionally, the educational program shall be designed as defined in Charter School Proposal as approved by School District and by the Alaska State Board of Education.

2. Specific levels of achievement for the education program: Charter School’s educational program shall meet the specific levels of achievement specified in the proposal.

3. Admissions Policy and Procedures: Any resident of the school district that is otherwise eligible to attend Kenai Peninsula School District schools may apply for admission to the Charter School. In addition, the Charter School shall adhere to the admissions policies and procedures specified in the proposal. Charter School covenants and agrees that it shall not discriminate against applicants based upon any of the protected classes, and that it shall provide equal access to its facilities to all students in compliance with state and federal law. The Charter School shall be nonsectarian, and shall not be affiliated in any respect with any sectarian institution.

4. Administrative Policies: Except as otherwise provided herein, Charter School is required to comply with School Board policies and procedures, and Alaska Department of Education regulations. To develop and implement admission and administrative policies for the school, the Charter School shall establish an Academic Policy Committee. Charter School shall adhere to Charter School administrative policies as specified in the proposal. The Charter School shall prohibit violence and the use or possession of drugs, alcohol, tobacco and weapons on school

grounds. Disciplinary proceedings for violations shall be consistent with applicable Alaska Statutes, state and federal regulations and school district policies.

5. Statement of Charter funding: School District shall allocate funding for Charter School in accordance with State Law, less administrative costs determined by applying the DOE approved indirect cost rate to the amount allocated for Charter School. An annual budget for Charter School shall be submitted to School District according to schedules established by the district. Funds shall be made available to Charter School on July 1 of each year of this contract. The amount of the budget will be adjusted immediately following the ADM count period as established by the State of Alaska. All materials and services provided by School District to Charter School shall be provided to Charter School at rates equal to those charged to other schools in the district. No tuition shall be charged to Charter School students who reside in the district. Fees consistent with School District policy and collected from Charter School students shall be retained by Charter School.

6. Method of accountability for receipts and expenditures: Charter School shall account for receipts and expenditures by using and complying with the school district purchasing and accounting systems. Charter School covenants and agrees that it shall comply with all state and federal requirements for receipt and use of public money.

7. Location and description of facility: Charter School shall be operated at the following location: Aurora Borealis Charter School, 705 Frontage Road, Suite A, Kenai, Alaska 99611. KPBSD covenants and warrants that the current facility complies with all local, state and federal health and safety requirements applicable to other public schools in the district. ABCS agrees to pay utilities at a rate agreed upon on an annual basis.

8. Name of teachers who by agreement will teach in the charter: At the time of executing this contract, Charter School anticipates that the following teachers and support staff will perform teaching/support services in the charter school:

Administrator- Cody McCanna

Teachers as Budgeted

1. Lucas Oliver- Kindergarten
2. Heidi Harding- First Grade
3. Jennifer Riddal- Second Grade
4. Don Drury- Third Grade
5. William Severson- Fourth Grade
6. Derek Ratliff- Fifth Grade
7. Gene Palm- Sixth Grade
8. Scott Anderson- Junior High
9. Suzanne Phillips- Junior High
10. Pam Burns- Physical Education
11. Leah Stevens- Music and Art
12. Julie Ball- Latin and Intervention Specialist

- a) Secretary
- b) Custodial Staff
- c) Other staff as required

9. Teacher to student ratio: Charter School agrees to maintain the teacher-to-student ratio as defined in the charter school proposal approved by School District.

10. Number of students to be served: Charter School shall enroll a minimum of twenty (20) students at all times and shall enroll a maximum number of students as specified in the proposal.

11. Term of contract: This contract may be effective upon complete execution and shall terminate at the end of ten (10) academic years unless earlier terminated as provided elsewhere herein.

12. Termination Clause: This contract may be terminated by School Board for Charter School's failure to meet educational achievement goals or fiscal management standards, for a default in any material provision of this agreement or for other good cause. The School Board shall provide 90 days written notice to Charter School of its intent to terminate this contract and the reasons therefore. If Charter School fails to remedy the cause for termination within the time provided by School District, this contract shall automatically terminate at the end of the stated time. Any unused funds and all properties remaining shall immediately be returned to the School District upon such termination.

13. Statement of state and federal law compliance: The Charter School agrees to comply with all state and federal requirements for receipt and use of public money.

14. Exemptions or requirements included in contract: The Charter School Proposal as approved by the Alaska State Board of Education is hereby incorporated into this contract. This contract shall bind Charter School to its stated purpose, goals, operational procedures, and all other aspects of the approved proposal.

This Charter School was approved by the Kenai Peninsula School Board on December _____, 2016. The Undersigned agree to this entire contract as specified herein.

Signed _____ Date _____ (For School District)

Signed _____ Date _____ (For Charter School)

Appendix C

Charter Schools Assurance Page

By signing this document, the school district files its assurance that the statements, documents and/or information listed below is in compliance with all state and federal laws and regulations.

The charter school bylaws previously submitted to the department in the initial application or previous renewal applications have not changed. 4 AAC 33.110(a)(4)

The charter school administrative policy manual submitted to the department in the initial application or previous renewal applications has not changed. 4 AAC 33.110(a)(13)

The charter school follows all district approved practices to account for receipts and expenditures. AS 14.03255(b)(1)(c)(6), 4 AAC 33.110(a)(14)(B)

The charter school has been successful in ending each year with a zero or positive fund balance. AS 14.03255(b)(1)

All audit reports to date indicate the charter school has met its obligation to ensure the fiscal integrity of the school's financial operation. AS 14.03255(b)(2)(c)(13)

Name of the School District: Kenai Peninsula Borough School District

Name of the Charter Program: Aurora Borealis Charter School

Name of Superintendent: Sean Dusek

Signature of Superintendent:  Date: 9/14/2016

BYLAWS

AURORA BOREALIS CHARTER SCHOOL

MISSION STATEMENT

The purpose of Aurora Borealis Charter School is to provide the finest academic program possible. To meet this purpose, it is our obligation to promote an educational environment that reflects high academics, character, and citizenship standards for all students and establish classroom conditions where these standards can be met.

ARTICLE 1

NAME

The name of the school shall be Aurora Borealis Charter School, hereinafter ABCS.

ARTICLE 2

IMPLEMENTATION OF MISSION STATEMENT

- A. To conduct ABCS affairs in accordance with its mission statement.
- B. To exercise all such powers as are provided by State and Federal law, Kenai Peninsula Borough School District policy, and these Bylaws in order to accomplish the ABCS mission statement.
- C. Support teachers in maintaining a classroom environment where high academic, character, and citizenship standards can be met for all students.
- D. Support the administrator in the accomplishment of the mission statement through implementation of adopted policies and procedures while holding the administrator accountable for the achievement of measurable standards through annual review of test scores.
- E. Maintain current core curriculum classroom materials as approved by the Academic Policy Committee.
- F. Encourage parents/guardians to actively participate in their child's education.

ARTICLE 3

ACADEMIC POLICY COMMITTEE

- A. There shall be an Academic Policy Committee (APC) pursuant to AS 14.03.255. Organization and operation of a charter school.
- B. The Academic Policy Committee (APC) shall consist of the following:
 - 1. Six (6) parents of currently enrolled ABCS students, elected at large.
 - 2. School administrator, or staff designee, in an advisory non-voting capacity.
 - 3. Community member, if one is appointed by the APC.
- C. APC Seats
 - 1. Parent Seat Terms
 - a. Each year, two (2) APC seats shall be elected by ABCS parents for three (3) year terms.
 - b. Terms are from May 31 to May 30.
 - c. Interim vacancies shall be filled by appointment of the majority of the remaining APC, should a quorum exist. These appointments shall be effective until the end of the original term of the appointed seat. Should a quorum no longer exist, due to voluntary resignation and/or dismissal, a special election will be held to fill vacant seats. The APC member(s) elected in said special election shall remain seated for the duration of the original term of the vacant seat(s).
 - d. Election of parent members of APC:
 - 1. Parent seats must be filled by parents of students currently attending ABCS and may not be filled by a paid employee or the spouse of a paid employee.
 - 2. Only one parent per family may serve on the APC.
 - 3. Nominations shall be taken in writing during the month of March.
 - 4. Elections shall be conducted by ballots mailed to ABCS parents. The APC shall adopt written election procedures that may be amended when deemed necessary by the APC.
 - 5. One ballot per family. In cases involving custody, only one custodial parent and/or guardian shall have the voting privilege.
 - 6. Elected members shall be seated at the next meeting of the APC following May 30.
 - 2. Administrator Seat
 - Interim vacancy shall be filled by the interim administrator selected by the APC.

3. Community Member Seat

The APC, at its sole discretion, may appoint a community member. The community member shall be a voting member of the APC. The Community Member term is from May 31 to May 30 and is renewable. Community members serve at the discretion of the APC. Community members may be removed by majority vote of the APC.

D. APC Offices

1. The APC shall elect the following officer positions as determined among the APC at the first APC meeting following the May election. The officers are:

a. Chairperson

The Chairperson shall preside at all meetings of the APC and shall have the duties and powers normally given to that office, in addition to those particularly specified by these Bylaws.

b. Vice-Chairperson

The Vice-Chairperson shall have the powers and exercise the duties of the chair in the Chairperson's absence or incapacity, as well as duties assigned by the APC.

c. Secretary

The Secretary shall keep a record of all meetings of the APC and shall have all the duties and powers normally attributed to the office of Secretary.

d. Treasurer

The Treasurer shall have access to all financial records of ABCS and have all the powers and duties normally attributed to the office of Treasurer. The Treasurer shall give a financial report at each quarterly meeting of the APC and such report shall be made a part of the minutes of that meeting.

2. APC Responsibilities

a. The APC is accountable to the KPBSD School Board.

b. Pursuant to the State of Alaska Charter School law (AS 14.03.255(b) (4)), the ABCS APC shall meet at least annually to monitor progress in achieving the committee's policies and goals. However, the APC will strive to meet at least quarterly.

c. Review and approve proposed annual budget, maximum enrollment, curricula, co-curricular activities, policies, and procedures.

d. Review proposed contracts.

e. Hire the ABCS Administrator.

f. Conduct an annual performance review based on the Administrator's contract and renew the contract as merited.

g. An APC member's absence from three (3) consecutive APC meetings may constitute grounds for dismissal from the APC.

- h. To avoid conflicts of interest, APC members shall disclose known or potential conflicts of interest prior to the time set for voting on any transaction and shall not vote on the matter or attempt to influence the decisions of other APC members in voting on the matter. Such disclosure will be noted in the minutes of the meeting. The APC may, by a majority vote, determine there is not a conflict of interest.
- i. Members of the APC shall receive no compensation for their services as members of the board.
- j. For voting purposes a quorum shall consist of four (4) voting APC members. Action requires an affirmative vote of at least four (4) of the voting members.
- k. All regular and special meetings of the APC shall be open to the public.
- l. The APC may call an executive session to discuss any one or more of the following:
 - 1. Attorney-Client matters
 - 2. Acquisitions, leases, rental, or sale of property
 - 3. Contract proposals or negotiations
 - 4. Confidential or sensitive personnel or student matters

Only those persons invited by the APC may be present during the executive session. The APC shall not make final policy decisions, nor shall any resolution, rule, regulation, formal action, or any action approving a contract or calling for the payment of money be adopted or approved at any session that is closed to the general public. Matters discussed during an executive session shall remain confidential among those attending. The Secretary of the APC will name the topic of the executive session in the APC minutes.

- m. Any APC member may resign at anytime by giving written notice to the Chairman or Secretary of the APC. Such resignation shall take effect at the time specified therein.
- n. The APC may recommend removal of an APC member with an affirmative vote for removal by five (5) of the APC members. The APC member whose removal is under consideration shall not participate in such a vote.
 - 1. Upon affirmative vote by the APC to remove an APC member, such APC member shall be suspended from membership on the APC until a parent/guardian vote is conducted.
 - 2. Removal of an APC member shall be affirmed by a majority of the ABCS parents. Ballots are to be mailed out.
 - 3. Notification of the removal of an APC member shall be posted with the next APC minutes.

ARTICLE 4

ADVISORY COMMITTEES

The APC possesses certain legal powers and prerogatives, which cannot be delegated or surrendered to others. Therefore, all recommendations of an advisory committee must be submitted to the APC for official action. The APC shall have power to create or dissolve any advisory committee and shall reserve the right to exercise this power at anytime during the life of the committee.

ARTICLE 5

NOTICE OF MEETINGS

Notice of meetings of the APC and committee meetings shall be posted, at least 1 week prior, at a prominent place outside the ABCS office. Such notice should include specified agenda information when possible, including any proposed policy, position, resolution, rule, regulation, or formal action to be considered. The postings of such notice shall be considered full and timely notice to the public of such meetings.

ARTICLE 6

TRANSACTION OF BUSINESS

All business shall be conducted through the KPBSD Finance Office.

ARTICLE 7

BYLAWS

A draft of changes to the Bylaws will be read at two consecutive APC meetings before a vote is held regarding the changes. The approval or amendment of Bylaws requires a two-thirds vote of the APC.

ARTICLE 8

BOOKS AND RECORDS

ABCS shall keep minutes of regular APC meetings and APC committees. It shall also keep at its registered or principle office a record giving the names and addresses of the APC members and APC committees. All records of ABCS are considered public and may be inspected at any reasonable time.

ARTICLE 9

INDEMNIFICATION AND HOLD HARMLESS OF APC MEMBERS

APC members shall be indemnified and held harmless in the conduct of official ABCS business in the same manner as members of the KPBSD School Board.

ARTICLE 10

DISSOLUTION

On the dissolution of ABCS, all properties shall be dispersed in accordance with contract provisions approved by the State of Alaska Department of Education and the Kenai Peninsula Borough School District.

Appendix D

**AURORA BOREALIS CHARTER SCHOOL
Academic Policy Committee Meeting
Monday, May 16, 2011 at 6:00 p.m.***

1. **Welcome**
 - A. **Call to Order.**
 - B. **Roll Call**
 - C. **Agenda**
 - D. **Approval of Minutes**

2. **Parent Comments**

3. **Administrator's Report**

4. **Financial Report**

5. **Review of Administrator's Contract**

6. **New Staff**

7. **Parent Comments**

8. **Staff Comments**

9. **Board Member Comments**

10. **Next Meeting?**

11. **Adjournment**

***Please note the time change**

Revised April 26, 2011

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR MAY 16, 2011

1. WELCOME:

- a. Call to order- 6:05 p.m.
- b. Roll Call- In attendance: Roy Dudley; Jerry Strait; Bruce Jackman; Kathy Flores; Lois Kauffman. Absent: Duane Kant; Scott Coffman (excused)
- c. Guests – Vance Wonsler
- d. Agenda- Motion to approve– Lois Kauffman, 2nd – Bruce Jackman, unanimously approved
- e. Approval of minutes from April 25, 2011 meeting- Motion to approve – Bruce Jackman, 2nd – Jerry Strait, unanimously approved.

2. PARENTS COMMENTS: None Present

3. ADMINISTRATOR'S REPORT: Five students on behavior contracts. We are still in need of a Latin aide or teacher. Analytic writing assessment scores are attached.

4. FINANCIAL REPORT: We are still in a strong financial position.

5. REVIEW OF ADMINISTRATOR'S CONTRACT – We will renew Mr. Nauta's contract for one year.

6. NEW STAFF: Jennifer Riddall will assume the 5th grade teaching position. Kari Lynn Nabinger will be the new school nurse. Pursuant to the Policy established at the May 2007 meeting that the administrator brings new staff hires to APC for ratification, the APC has unanimously approved the above mentioned names for hire. The APC also recognizes that this Policy conflicts with our understanding of the administrator's job description. The APC will address this issue as we review and rewrite the administrator's job description in future work sessions or meetings.

7. PARENT COMMENTS: None present

8. STAFF COMMENTS: None present

9. BOARD MEMBER COMMENTS: Mr. Strait- ideas on fund spending and security monitors, Mr. Jackman-none, Mrs. Kauffman-appreciated the opportunity to serve on the APC and thankful that my children and I have been involved with this school, Mrs. Flores- none, Mr. Dudley – hopes everyone has a chance to read the book "The Academic Achievement Challenge" by Jeanne S. Chall.

10. NEXT MEETING: TBA

11. ADJOURNMENT: Adjourned at 7:20 pm.

Respectfully submitted,

Lois Kauffman
Acting APC Secretary

AURORA BOREALIS CHARTER SCHOOL
Academic Policy Committee Meeting
Thursday, April 12, 2012 at 6:00 p.m. *

1. **Welcome**
 - A. **Call to Order.**
 - B. **Roll Call**
 - C. **Agenda**
 - D. **Approval of Minutes**
2. **Parent Comments**
3. **Administrator's Report**
4. **Financial Report**
5. **APC nominations**
6. **Discipline Policy**
7. **Parent Comments**
8. **Staff Comments**
9. **Board Member Comments**
10. **Next Meeting?**
11. **Adjournment**

Revised March 28, 2012

***Please note change to Thursday**

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR APRIL 12, 2012

1. WELCOME: Call to order-6:04 pm.
 - a. Roll Call-In attendance: Mr. Coffman, Mr. Jackman, Mr. Wonser, Mr. Kant, Mr. Strait. Absent: Mr. Dudley, Mrs. Flores
 - b. Guests – None
 - c. Agenda-Motion to approve as amended by Mr. Jackman, 2nd Mr. Wonser. Unanimously approved
 - d. Approval of minutes from Meeting 02/21/2012-Motion to approve –Mr. Strait, 2nd by Mr. Wonser. Unanimously approved
2. PARENTS COMMENTS: None
3. ADMINISTRATOR’S REPORT: White cards this quarter are up. Discipline policy needs to be cleaned up.
4. FINANCIAL REPORT :Financial status is excellent as always.
5. ITEM: Motion made by Mr. Kant to amend the discipline policy at the next meeting. Seconded by Mr. Strait. Mr. Nauta will provide guidance by next meeting.
6. PARENT COMMENTS: None
7. STAFF MEMBER COMMENTS: None
8. BOARD MEMBER COMMENTS: Mr. Strait-Mrs. Ball interested in starting Future Problem Solving again. Mr. Kant-None. Mr. Jackman-None. Mr. Wonser-None. Mr. Coffman-None.
9. NEXT MEETING DATE: May 10, 2012 at 6:30 pm.
10. ADJOURNMENT: Meeting adjourned 6:25 pm.

Respectfully submitted,

Duane Kant
APC Secretary

AURORA BOREALIS CHARTER SCHOOL
Academic Policy Committee Meeting
Monday, March 4, 2013 at 7:00 p.m. *

- 1. Welcome**
 - A. Call to Order.**
 - B. Roll Call**
 - C. Agenda**
 - D. Approval of Minutes**
- 2. Parent Comments**
- 3. Administrator's Report**
- 4. Financial Report**
- 5. Administrator's Contract**
- 6. Appointment of APC Member**
- 7. Parent Comments**
- 8. Staff Comments**
- 9. Board Member Comments**
- 10. Next Meeting?**
- 11. Adjournment**

Revised February 27, 2013

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR MARCH 4, 2013

1. WELCOME:

- a. Call to Order-: 7:04 p.m.
- b. Roll Call-In attendance: Mr. Kant, Mr. Jackman, Mr. Wonser, Mr. Jerry Strait, Mr. Scott Coffman.
- c. Guests – Mr. Doug Gordon, Mr. Rob Ross
- d. Agenda-Motion to approve by Mr. Kant, ^{2nd} Mr. Jackman. Unanimously approved.
- e. Approval of minutes from Meeting 2-4-13: Motion to approve –Mr. Kant, ^{2nd} by Mr. Jackman. Unanimously approved.

2. PARENTS COMMENTS: No comments.

3. ADMINISTRATOR'S REPORT: Enrollment is 192. Two white cards currently. We also have one family that reached seven tardies very recently. Plans are being developed for the summer in reference to staff hiring and also possible contracts for some construction at the school.

4. FINANCIAL REPORT: The school continues to maintain a solid financial situation.

5. APPOINTMENT OF APC MEMBER: Mr. Coffman nominated Mr. Doug Gordon to serve for the remainder of this year to fulfill the remainder of the term that was vacated by Mrs. Flores. The nomination was seconded by Mr. Kant. Mr. Jackman nominated Mr. Rob Ross for the open position. This nomination was seconded by Mr. Strait. Mr. Gordon was voted into the vacant position with Mr. Ross being encouraged to continue to participate as a parent observer at the APC meetings.

6. ADMINISTRATOR'S CONTRACT: The board entered executive session at 7:38 p.m. for discussion of the administrator's contract for the 2013-2014 school year. The decision was made to offer Mr. Nauta a one year contract.

7. TARDY ISSUE: The executive session was continued to discuss a tardy situation that is ongoing with one family.

8. FINANCIAL DISCUSSION: The executive session was continued for a discussion of the school's financial status. The executive session ended at 8:15 p.m.

9. PARENT COMMENTS: Mr. Ross thanked the board for being allowed to participate in the nomination process and he was grateful for the school and the board's efforts.

10. STAFF MEMBER COMMENTS: None present.

11. BOARD MEMBER COMMENTS: Mr. Wonser- None. Mr. Strait-None . Mr. Jackman- None. Mr. Kant- None. Mr. Coffman-. Mr. Gordon-None.

12. NEXT MEETING DATE: May 6th at 7:00 p.m.

13. ADJOURNMENT: Meeting adjourned 8:35 p.m.

Respectfully submitted,

Duane Kant
APC Secretary

AURORA BOREALIS CHARTER SCHOOL
Academic Policy Committee Meeting
Thursday, May 1, 2014 at 7:00 p.m.

1. Welcome
 - A. Call to Order.
 - B. Roll Call
 - C. Agenda
 - D. Approval of Minutes
2. Parent Comments
3. Administrator's Report
4. Financial Report
5. APC Nominations
6. Surveys
7. Student Pickup
8. Parent Comments
9. Staff Comments
10. Board Member Comments
11. Next Meeting?
12. Adjournment

Revised April 24, 2014

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR MAY 1, 2014

1. WELCOME:

- a. Call to Order- 7:05 p.m.
- b. Roll Call-In attendance: Mr. Kant, Mr. Jackman, Mr. Wonser, Mr. Coffman, Mr. Gordon. Excused-Mr. Strait
- c. Guests – Mr. Ross.
- d. Agenda-Motion to approve by Mr. Jackman, 2nd Mr. Gordon. Unanimously approved.
- e. Approval of Minutes from March 27, 2014-Motion to approve –Mr. Wonser, 2nd by Mr. Jackman. Unanimously approved.

2. PARENTS COMMENTS: None.

3. ADMINISTRATOR'S REPORT: Two 8th graders on behavior contracts, so no field trips. One family is having tardy issues. Kindergarten enrollment is going slowly. Future Problem Solving (FPS) is going to Iowa for nationals. The school parking issue has been turned over to the FPS kids for a brainstorming work project.

4. FINANCIAL REPORT: The school's financial status is on solid footing.

5. SURVEYS: The parent surveys have been sent out and received back. With very few exceptions, the surveys were very positive.

6. STUDENT PICKUP: The problem is being addressed, both by staff and FPS students.

7. PARENT COMMENTS: None, no one present.

8. STAFF COMMENTS: None, no one present.

9. BOARD MEMBER COMMENTS: Mr. Wonser- None. Mr. Jackman- None. Mr. Kant-None. Mr. Coffman-None. Mr. Gordon-None.

10. NEXT MEETING DATE: Late September, 2014 at a date and time to be determined.

12. ADJOURNMENT: Meeting adjourned 7:40 p.m.

Respectfully submitted,

Duane Kant
APC Secretary

AURORA BOREALIS CHARTER SCHOOL
Academic Policy Committee Meeting
May 21, 2015 at 7:00 p.m.

1. **Welcome**
 - A. **Call to Order.**
 - B. **Roll Call**
 - C. **Agenda**
 - D. **Approval of Minutes**
2. **Parent Comments**
3. **Administrator's Report**
4. **Financial Report**
5. **Parking update**
6. **Appointment of new APC member**
7. **Parent Comments**
8. **Staff Comments**
9. **Board Member Comments**
10. **Next Meeting?**
11. **Adjournment**

Revised April 24, 2015

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR MAY 21, 2015

1. WELCOME:

- a. Call to Order- 7:12 p.m.
- b. Roll Call-In attendance: Mr. Kant, Mr. Jackman, Mr. Wonser, Mr. Coffman, Mr. Gordon, Mr. Strait
- c. Guests – Mr. Dave Klein
- d. Agenda-Motion to approve by Mr. Jackman, 2nd Mr. Gordon. Unanimously approved.
- e. Approval of Minutes from April 23, 2015-Motion to approve –Mr. Strait, 2nd by Mr. Jackman. Unanimously approved.

2. PARENT COMMENTS: None, no one present.

3. ADMINISTRATOR'S REPORT: The school year is complete. The Uphonens have retired and the new hiring process is complete. Leah Stephens will be replacing Mr. Uphonen. Mr. Ratliff will be teaching fifth grade and Mrs. Riddell will be moving down to teach second grade. The school will be offering summer school again this year. The school Future Problem Solving teams will be travelling to Iowa for the international competition.

4. FINANCIAL REPORT: The school's financial status continues to be excellent, with no problems anticipated, although the overall state budget has not yet been finalized.

5. PARKING UPDATE: The paving project has been officially approved by both the KPBSD and the borough. The intent is to have the project completed as close to the opening of school as possible.

6. APPOINTMENT OF NEW APC MEMBER: Mr. Kant's term is complete at the end of this year. Nominations were conducted and Mr. Rob Ross was nominated by Mr. Jackman and seconded by Mr. Strait. The vote was unanimous in favor of his appointment. Mr. Ross was also elected to serve as secretary of the board.

7. PARENT COMMENTS: None, no one present.

8. STAFF COMMENTS: None, no one present.

9. BOARD MEMBER COMMENTS: Mr. Wonser- None. Mr. Jackman- None. Mr. Kant-Our years with the school have been phenomenal and we have absolutely nothing but positive things to say about our ABCS experience. ABCS has made a difference in all

of my children's lives and their education will serve them well forever. Mr. Coffman-None. Mr. Gordon-None. Mr. Strait- None.

10. NEXT MEETING DATE: October 2015 at a time and date to be determined.

11. ADJOURNMENT: Meeting adjourned at 7:35 p.m.

Respectfully submitted,

Duane Kant
APC Secretary

AURORA BOREALIS CHARTER SCHOOL
Academic Policy Committee Meeting
March 29, 2016 at 7:00 p.m.

1. **Welcome**
 - A. **Call to Order.**
 - B. **Roll Call**
 - C. **Agenda**
 - D. **Approval of Minutes**
2. **Parent Comments**
3. **Administrator's Report**
4. **Financial Report**
5. **Parent Comments**
6. **Staff Comments**
7. **Board Member Comments**
8. **Next Meeting?**
9. **Adjournment**

Revised March 11, 2016

AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR MARCH 29, 2016

1. WELCOME:

- a. Call to Order- 7:03 p.m.
- b. Roll Call-In attendance: Mr. Jackman, Mr. Coffman, Mr. Gordon, Mr. Strait, Mr. Wonsor, Mr. Ross
- c. Guests – Steve Sturman; Clint Montague; Dave Klein
- d. Agenda-Motion to approve by Mr. Jackman 2nd Mr. Strait. Unanimously approved.
- e. Approval of Minutes Mr. Wonsor -Motion to approve –Gordon, 2nd. Unanimously approved.

2. PARENT COMMENTS: None

3. ADMINISTRATOR'S REPORT: No students currently on behavior contracts; The AMP will be given to 3rd – 8th grade students, started today. Will be the second and last year for the AMP. There will be a new test comparable to the AMP next year; We continue to use the Terra Nova as a consistent standard for a common thread, testing 1st through 8th grade. Have historically performed very well on Math, this year's average was in the 89th percentile. Mr. Cody McCanna was hired as the new administrator and will be under contract to start two weeks prior to the start of the 2016-2017 school year.

4. FINANCIAL REPORT: No reason that we cannot roll the maximum amount forward to the next year, currently at \$244,000 (10% of what we spent by statute). Mr. Nauta feels that we will be in strong financial shape for the 2016-2017 school year. Mr. Klein asked how many kids attend summer school. Mr. Nauta indicated that he would have to look, and discussed the budgeting and timing issues around having summer school this year; but we have seen test scores improve when students take summer school. Mr. Sturman asked about the funding of field trips. Mr. Nauta explained an example of how some classes raise their own money for field trips (business day, burger bus, asking parents to help, etc.).

5. PARENT COMMENTS: Mr. Sturman asked about the transition between Mr. Nauta and the new administrator. Mr. Nauta explained that he has been cc'ing on e-mails, calling him to keep him up to speed such that he feels the new administrator will be very well kept informed. The new administrator will be on board at least two weeks before the start of school. Mr. Nauta will be here through the end of June, but will be keeping in touch with Cody; and he will be in the area if we need to contact him. Mr. Nauta told the group about the new administrator's experience and his reputation and references.

6. STAFF COMMENTS: None present.

7. BOARD MEMBER COMMENTS: Mr. Jackman- None. Mr. Coffman-None. Mr. Gordon-We should include in the minutes the hiring of our new administrator. Done., Mr. Strait- None. Mr. Ross-None, Mr. Wonser-None.

8. NEXT MEETING DATE: to be scheduled after the elections are complete. Tuesday, May 3, 2016 at 7:00pm

9. ADJOURNMENT: Meeting adjourned at 7:34 p.m.

Respectfully submitted,

Robert Ross
APC Secretary



"Building Self Esteem Through Academic Excellence"

AURORA BOREALIS CHARTER SCHOOL

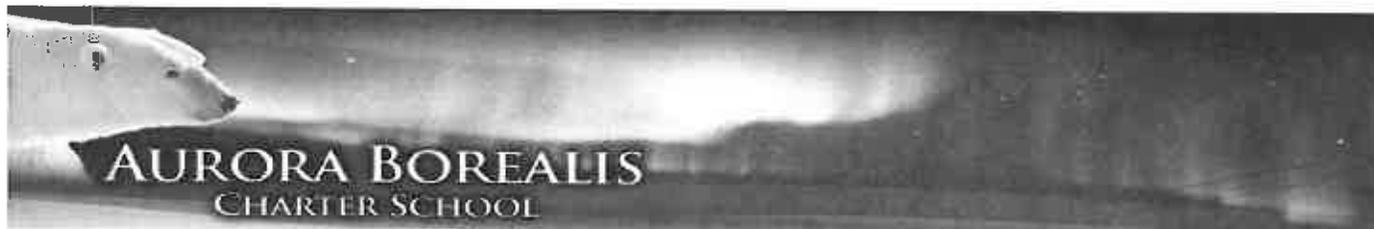
Academic Policy Committee (APC) Meeting

August 25, 2016 at 5:30p.m.

1. Welcome
 - a. Call to Order
 - b. Roll Call
 - i. Present-
 - ii. Absent-
 - c. Introduction of Guests
 - d. Agenda
 - e. Any additions to the Agenda
 - f. Approval of Agenda

Agenda:

1. Parent Comments
2. Staff Comments
3. Administrator's Report
4. Financial Report- none at this time
5. Filling the APC Seats until the May annual election (Seat A-till 2007, Seat F- till 2017)
6. Elect APC Chairperson, Vice-Chairperson, Secretary, Treasurer
7. Board Member Comments
8. Next Meeting date
9. Motion to adjourn



"Building Self Esteem Through Academic Excellence"

**AURORA BOREALIS CHARTER SCHOOL
ACADEMIC POLICY COMMITTEE MEETING
MINUTES FOR AUGUST 25, 2016**

1. Welcome
 - a. Call to Order by Mr. Jackman at 5:40.
 - b. Roll Call
 - i. Present-Mr. Jackman, Mr. Gordon, Mr. Strait, Mr. Wonser
 - ii. Absent- (Open Seats A & F)
 - c. Introduction of Guests- Dave Klein, Clint Montague, Dana McDonald, Anita LeDoux
 - d. Any additions to the Agenda- Mr. Jackman wanted to specify that item 5 under the agenda would be an executive session.
 - e. Approval of Agenda- Motion to approve by Mr. Strait 2nd Mr. Wonser.

Agenda:

1. PARENT COMMENTS: Dana and Clint introduced themselves.
2. STAFF COMMENTS: Anita stated that the school is off to a good start and that the enrollment is currently at 193 students.
3. ADMINISTRATOR'S REPORT: Mr. McCanna gave everyone a copy of his written report and read it out loud. He stated the year is off to a good start and that he has been working with the staff during in-service days. He shared a document that the staff created that showed the Collaborative Meeting Norms that the staff created as a set of professional guidelines that will help them work together as a team. He stated that the Student/Parent Handbook needs some updating and that the staff has been reviewing it and he would bring a copy to the next meeting for some review. Mr. McCanna asked for any comments about the Open House so the staff could get ideas for next year.
4. FINANCIAL REPORT- none at this time
5. FILLING THE APC SEATS [until the May annual election (Seat A-till 2017, Seat F- till 2017)]: Mr. Jackman stated that the only candidates for appointment are Dave Klein, Clint Montague and Steve Sturman. He asked Mr. McCanna if anyone had contacted the school about being on the APC. Mr. McCanna said there were none. Mr. Jackman then made a motion to go into Executive Session to discuss the appointments. Mr. Wonser 2nd the motion. Unanimously approved at 5:57pm. At 6:10 the Executive Session was ended. Mr. Jackman made the motion to appoint Mr. Klein to Seat A. Mr. Gordon 2nd the motion. Unanimously approved. Mr. Jackman stated that the decision to appoint a member to Seat F would occur at the next meeting and that the APC would like Mr. McCanna to send out a request for Mr. Montague and Mr. Sturman to send a resume and a letter of interest explaining why they want to be on the APC.



"Building Self Esteem Through Academic Excellence"

6. ELECTING CHAIRS: Mr. Jackman made a motion to wait to have elections at the next meeting after there was a full APC. Mr. Gordon 2nd the motion. Unanimously approved.
7. BOARD MEMBER COMMENTS: Mr. Wonser- It was good to see a parent at the meeting and that the Open House was a good idea and that it should continue. Mr. Strait- It's good to have Cody here and am looking forward to a good year. Mr. Gordon- None Mr. Jackman- Glad that Cody is here with us and thanks to the parents who came to the meeting.
8. NEXT MEETING DATE: September 13, 2016 @ 5:30pm
9. MOTION TO ADJOURN: by Mr. Strait @ 6:29pm. 2nd by Mr. Wonser.

AR 6187 Charter School Guidelines

KPBSD Policy Manual

AR 6187

Instruction **CHARTER SCHOOLS**

Charter School Guidelines

The Board desires to support innovations which improve student learning and views charter schools as an opportunity for parents, teachers, and community members to take responsible risks and create new, innovative, and more flexible ways of educating children. The District administration shall work cooperatively with parents/guardians, students, teachers and principals in their efforts to design new schools and alternative approaches to the existing state laws and regulations that govern public schools.

The following guidelines will be used to assist in the establishment of charter schools in the Kenai Peninsula Borough School District .

Organization and Operation of a Charter School

A charter school is a public school in the Kenai Peninsula Borough School District except that the charter school:

1. is exempt from the Kenai Peninsula Borough School District 's textbook, program, curriculum, and scheduling requirements.
2. is exempt from AS 14.14.130, Chief School Administrator. The principal is selected by the Academic Policy Committee and selects, appoints, or otherwise supervises employees of the charter school.
3. operates under an annual program budget as set out in the contract between the KPBSD Board of Education and the charter school. The charter school may be exempt from other KPBSD requirements if the exemption is set out in the contract. A charter school is subject to secondary school competency testing and other competency tests required by the Alaska Department of Education and Early Development.

A charter school administrator, with oversight by the Academic Policy Committee, shall:

1. keep financial records of the charter school.
2. oversee the operation of the charter school to ensure that the terms of the contract are being met.
3. meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school.
4. meet with the academic policy committee at least six times each year to monitor progress in achieving the committee's policies and goals.

The charter school application serves as a contract proposal to the Board and must address all the items specified in the KPBSD "Application/Contract Provisions" to satisfy stipulations in Alaska Statutes, Alaska Administrative Codes and KPBSD Board Policy.

A charter school may be operated in an existing School District facility or in a facility within the School District that is not currently being used as a public school, if the chief school administrator determines the facility meets

requirements for health and safety applicable to public buildings or other public schools in the District. See BP 6187 and AR 6187 section "Charter Schools Sharing Facilities."

Funding for Charter Schools

The charter school budget shall be calculated by determining the amount of state funds generated by students enrolled in the charter school less administrative costs. Administrative costs shall be determined by applying the indirect cost rate approved by the Department of Education and Early Development.

The program budget of a charter school is to be used for operating expenses of the educational program of the charter school including purchasing textbooks, classroom materials, and instructional aids.

The charter school shall provide the financial and accounting information requested by the Board and Department of Education and Early Development and shall cooperate with the District in complying with the restrictions governing receipt and expenditure of District money.

The expense of housing nonresident students who attend the charter school, including room, board, and other reasonable housing expenses, may not be paid for with state money but may be paid for with funds contributed by sources other than the state.

Admission

The program of a charter school may be designed to serve students within an age group or grade level; students who will benefit from a particular teaching method or curriculum; or nonresident students, including providing domiciliary services for students who need those services, if approved by the Board.

A charter school shall enroll all eligible students who submit a timely application, unless the number of those applications exceeds the capacity of the program, class, grade level, or building. In the event of an excess of those applications, the charter school and the local School Board shall attempt to accommodate all of those applicants by considering providing additional classroom space and assigning additional teachers from the District to the charter school. If it is not possible to accommodate all eligible students who submit a timely application, students shall be accepted by random drawing. A School Board may not require a student to attend a charter school.

In addition to other requirements of law, a charter school shall be nonsectarian.

Teacher or Employee Agreements

A teacher or employee may not be assigned to a charter school unless the teacher or employee consents to the assignment.

All provisions of an existing negotiated agreement or collective bargaining agreement applicable to a teacher or employee of a district apply to that teacher or employee if employed at a charter school in that district, unless the district and the bargaining unit representing the teacher or employee agree to an exemption.

A teacher in a charter school shall be evaluated in an equivalent manner as all other teachers in the District, except that if there is no administrator assigned to the charter school, the local School Board, with the agreement of the charter school, shall designate a School District administrator in that district to evaluate a teacher in a charter school.

The School District assumes no responsibility for employing the charter school administrator after the termination of the charter school contract unless the person is also employed as a teacher.

Charter Schools Sharing Facilities

1. Guidelines for Determining Adequate Space for a Shared Facility: The KPBSD School Board may allow a charter school to operate within an established District neighborhood school if the projected enrollment of the two schools and other District programs (Special Ed, Title 1, Project Grad, etc.) do not exceed 90% of the rated capacity over the life of the charter school contract.

The charter school application shall include the estimated number of students, the number of requested classrooms and the grades taught for each year of the proposed contract.

In a shared facility, the Charter School may request to change the estimated number of students, the number of classrooms or the grades taught for the school year. The request must be submitted by October 1 of the year preceding the requested change. (District projected enrollment date)

2. Negotiating Shared Facility Agreements: The use of District facilities for the charter school shall be negotiated by the Superintendent and presented during the Board's worksession with the charter school applicants. When proposing to use a District facility which is already in use as a public school, the principal and a site council representative of the school shall also be involved in the negotiating process.

The Principal in the existing District school will serve as the primary administrator for the building. The charter school administrator shall meet with the principal of that school and come to a mutual agreement regarding the charter school's observance of school rules and policies. These mutually agreed upon rules and policies shall be included in the charter school application and contract with the Board. Failure to abide by the agreed upon rules and policies will be considered a breach of contract.

3. Determining Costs in a Shared Facility: Basic charter school funding will be allocated to charter schools by the School Board. Charter schools operating in an established neighborhood school will be responsible for funding their share of education programs in the building.

During the administrative meeting, held after the Notification of Intent form is filed, the administrative committee shall provide the charter school representatives with an estimation of revenues and operational costs.

Following Board approval of the charter school contract, operational costs will be charged by the District to the charter school on a pro rata basis according to the recommended budget. All other services provided by the District to the charter school will be calculated on a cost only basis.

At the end of each fiscal year, adjustments shall be made to the charter school budgets based on actual revenues and expenditures.

Space, personnel and shared resources shall be equitably prorated and addressed annually in the charter school contract.

4. Shared Facility Resources: Charter schools operating in established neighborhood schools shall be responsible for funding their education programs. The charter school may decide the use of their remaining available resources through their budget process after accounting for shared costs.

If a charter school desires to combine their resources with an established neighborhood educational program and the neighborhood school administrator agrees, costs will be pro-rated according to the number of students.

Legal Reference:

ALASKA STATUTES

- 14.03.250 Establishment of charter schools
- 14.03.255 Organization and operation of a charter school
- 14.03.260 Funding for charter schools
- 14.03.265 Admission
- 14.03.270 Teacher or employee transfers, evaluations, and negotiated agreements
- 14.03.275 Contracts; duration
- 14.03.280 Regulations
- 14.03.290 Definitions
- 14.14.130 Chief school administrator

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Adoption Date: 2/6/07

- BP 6187 Charter Schools Policy
- E 6187a Intent to Develop Charter Schools Application
- E 6187b Charter School Application/Contract Provisions

Appendix F

Curriculum Utilized:

<u>Content</u>	<u>Program</u>	<u>Grade Levels</u>
Mathematics	Saxon Mathematics	K-8
Reading	ABCS Phonics Program	K-2
	Journeys	1-5
	Common Core Reading	1-8
Language Arts	ABCS Phonics	K
	Spelling Mastery	1-3
	Shurley Grammar	1-6
	ABCS Grammar	7-8
	Journeys	1-5
Science	Science, A Closer Look	K-6
	Prentice Hall	7-8
History & Geography	Pearson Learning	K-6
	Pageant of World History	7-8
Latin	Famous Men of Rome	K-8
	Song School Latin	1-2
	Minimus	3-4
	Latin & Greek Roots	5-8
Future Problem Solving	FPS International	4-8
Art	Adventures in Art	K-6
Music	First Steps	K-3
	Gameplan	4-6
	World Music	7-8

Certified Public Accountants

Report on Applying Agreed-Upon Procedures – Observation of Enrollment Lottery

Kenai Peninsula Borough School District
Aurora Borealis Charter School
Kenai, Alaska

We have performed the procedures specified below, which were agreed to by the Aurora Borealis Charter School, solely to assist you with respect to the observation of enrollment lottery. The sufficiency of the procedures is solely the responsibility of the specified users of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The following procedures were performed:

1. Observed the enrollment lottery process on March 24, 2016.
2. Recorded results of the enrollment lottery.

Based on the procedures performed, we are not aware of any material reporting matters to suggest that the enrollment lottery was not equitable and fair to all applicants.

We were not engaged to, and did not, perform an audit, the objective of which would be the expression of an opinion on the specified elements, accounts or items. Accordingly, we do not express such an opinion.

This report is intended solely for the information and use of the specified parties listed above and is not intended to be and should not be used by anyone other than these specified parties.

Coghill Group PC

March 24, 2016
Kenai, Alaska

COGHILL GROUP, PC

Certified Public Accountants

Report on Applying Agreed-Upon Procedures – Observation of Enrollment Lottery

Members of the Board
Aurora Borealis Charter School
Kenai, Alaska

We have performed the procedures specified below, which were agreed to by the Aurora Borealis Charter School, solely to assist you with respect to the observation of enrollment lottery. The sufficiency of the procedures is solely the responsibility of the specified users of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The following procedures were performed:

1. Observed the enrollment lottery process on March 19, 2015.
2. Recorded results of the enrollment lottery.

Based on the procedures performed, we are not aware of any material reporting matters to suggest that the enrollment lottery was not equitable and fair to all applicants.

We were not engaged to, and did not, perform an audit, the objective of which would be the expression of an opinion on the specified elements, accounts or items. Accordingly, we do not express such an opinion.

This report is intended solely for the information and use of the specified parties listed above and is not intended to be and should not be used by anyone other than these specified parties.

Coghill Group PC.

March 19, 2015
Kenai, Alaska

COGHILL GROUP, PC

Certified Public Accountants

Report on Applying Agreed-Upon Procedures – Observation of Enrollment Lottery

Members of the Board
Aurora Borealis Charter School
Kenai, Alaska

We have performed the procedures specified below, which were agreed to by the Aurora Borealis Charter School, solely to assist you with respect to the observation of enrollment lottery. The sufficiency of the procedures is solely the responsibility of the specified users of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The following procedures were performed:

1. Observed the enrollment lottery process on March 20, 2014.
2. Recorded results of the enrollment lottery.

Based on the procedures performed, we are not aware of any material reporting matters to suggest that the enrollment lottery was not equitable and fair to all applicants.

We were not engaged to, and did not, perform an audit, the objective of which would be the expression of an opinion on the specified elements, accounts or items. Accordingly, we do not express such an opinion.

This report is intended solely for the information and use of the specified parties listed above and is not intended to be and should not be used by anyone other than these specified parties.

Coghill Group PC

March 20, 2014
Kenai, Alaska

COGHILL GROUP, PC

Certified Public Accountants

Report on Applying Agreed-Upon Procedures – Observation of Enrollment Lottery

Members of the Board
Aurora Borealis Charter School
Kenai, Alaska

We have performed the procedures specified below, which were agreed to by the Aurora Borealis Charter School, solely to assist you with respect to the observation of enrollment lottery. This engagement to apply agreed-upon procedures was performed in accordance with standards established by the American Institute of Certified Public Accountants. The sufficiency of the procedures is solely the responsibility of the specified users of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The following procedures were performed:

1. Observed the enrollment lottery process on March 21, 2013.
2. Recorded results of the enrollment lottery.

Based on the procedures performed, we are not aware of any material reporting matters to suggest that the enrollment lottery was not equitable and fair to all applicants.

We were not engaged to, and did not, perform an audit, the objective of which would be the expression of an opinion on the specified elements, accounts or items. Accordingly, we do not express such an opinion.

This report is intended solely for the information and use of the specified parties listed above and is not intended to be and should not be used by anyone other than these specified parties.

Coghill Group PC.

March 21, 2013
Kenai, Alaska

COGHILL GROUP, PC

Certified Public Accountants

Report on Applying Agreed-Upon Procedures – Observation of Enrollment Lottery

Members of the Board
Aurora Borealis Charter School
Kenai, Alaska

We have performed the procedures specified below, which were agreed to by the Aurora Borealis Charter School, solely to assist you with respect to the observation of enrollment lottery. This engagement to apply agreed-upon procedures was performed in accordance with standards established by the American Institute of Certified Public Accountants. The sufficiency of the procedures is solely the responsibility of the specified users of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

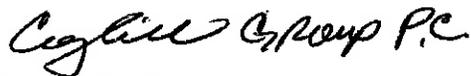
The following procedures were performed:

1. Observed the enrollment lottery process on March 22, 2012.
2. Recorded results of the enrollment lottery.

Based on the procedures performed, we are not aware of any material reporting matters to suggest that the enrollment lottery was not equitable and fair to all applicants.

We were not engaged to, and did not, perform an audit, the objective of which would be the expression of an opinion on the specified elements, accounts or items. Accordingly, we do not express such an opinion.

This report is intended solely for the information and use of the specified parties listed above and is not intended to be and should not be used by anyone other than these specified parties.



March 22, 2012
Kenai, Alaska

Appendix H

Aurora Borealis Charter School
2017-2018 Lottery Application

Application Date _____ Receipt No. _____

Parent(s) Names: _____

Mailing Address: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____

Cell Phone: _____

Email Address: _____

****Please notify the school office if your contact information changes. You will receive a postcard in the spring with your child's lottery number. If there is an opening at Aurora Borealis for your child, you will be contacted by phone or mail.**

***If you have a child entering kindergarten,
he/she must be 5 years old on or before Sept. 1st.***

Names of Children:

Last Name	First Name	Male/Female	Grade in Fall 2017-2018	Birthdate
------------------	-------------------	--------------------	--------------------------------	------------------

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____



"Building Self Esteem Through Academic Excellence"

School Year	Enrollment	Waitlist
2012-2013	189	244
2013-2014	194	209
2014-2015	187	198
2015-2016	183	193
2016-2017	193	*64

*Everyone on the waitlist was called by school staff to make sure they wanted on the list that had been waiting for more than a year. A lot parents chose to be removed from our list at that time.



"Building Self Esteem Through Academic Excellence"

The advertisement below was placed in the Peninsula Clarion every Sunday during the month of February for recruitment and enrollment purposes.

Aurora Borealis Charter School to Hold Lottery

Aurora Borealis Charter School, a public school within the Kenai Peninsula Borough School District, will conduct an enrollment lottery the third week of March. Personnel from the Coghill Group, PC will supervise the lottery. Applications and copies of the enrollment and lottery procedures are available in the school office from 8 a.m. to 3 p.m. Monday through Friday. Aurora Borealis Charter School is located in Kenai at 705 Frontage Rd. Applications for the 2014-2015 school year must be delivered in person to the charter school's office no later than 3:00 p.m., **March 7, 2014**. The lottery results will be posted at ABCS by March 24, 2014. Please call the school at 283-0292 if you have any questions.



#KEN125022 (3col, 5.75in x 4in) 02/06/2014 19:31 EST

Appendix I

ESTIMATED FUNDING - AURORA BOREALIS CHARTER SCHOOL FY17 Preliminary

FY17 Preliminary Revenue Calculation - 12/22/15

Variables:

FTE Enrollment	THIS FORMULA IS FOR 150 - 249 99 ONLY	185.000
Is program funded as a separate school per statute (Yes or No)		Yes
ADM if funded as separate school		
ADM if funded as included in largest school (per statute)		-
Intensive service students (as included in FTE enrollment)		-
Correspondence students (not included in FTE enrollment)		-

Estimated State Foundation Funding

FTE Enrollment		185.000
ADM as adjusted for school size $218.10 + (1.08 * (ADM - 150))$		255.900
ADM as adjusted for district cost factor (*1.171)		299.659
ADM as adjusted for special needs (*1.2)		359.591
ADM as adjusted for HS Vocational Education (*1.015)		364.985
ADM adjustment for intensive service counts (x13)		
ADM adjustment for correspondence students		
Adjusted ADM		364.985
Base student allocation		<u>\$ 5,880</u>
Estimated State Foundation Funding (Basic Need)		<u>\$ 2,146,109</u>

Quality Schools Funding

Quality schools funding per adjusted ADM	\$ 16.00	
Adjusted ADM	<u>364.985</u>	<u>\$ 5,840</u>

Total Estimated Revenue Per Capita Funding

		<u>\$ 2,151,949</u>
	%	
FY17 est	Less indirect cost rate *	0.0400 \$ 82,767
	Funds available for operation	<u><u>\$ 2,069,182</u></u>

* 3.85% was FY16 Indirect Cost rate, preliminary FY17 rate is 4.71%
Charter schools are capped at 4%

Additional Allowable to Charter Schools Per HB 278

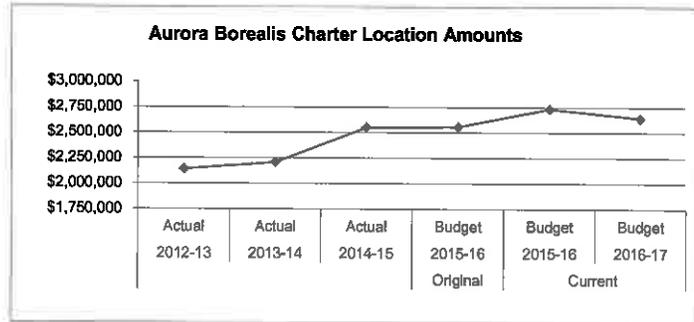
FY 17			Foundation Revenue	\$ 2,151,949
Est Borough Support FY17	\$ 48,238,432		Additional Allowable	\$ 490,153
Required Contribution	<u>\$ 24,344,153</u>		Total Revenue FY17	\$ 2,642,102
Additional Allowable Support	\$ 23,894,279			
Total District Adjusted ADM	<u>17,792.50</u>			
Increase Per Adjusted ADM	\$ 1,342.94			
Aurora Borealis AADM 364.985				
Additional Allowable	<u>\$ 490,152.96</u>			

**KENAI PENINSULA BOROUGH SCHOOL DISTRICT
2016 - 2017 Budget**

Fund: 100 General Fund - Expenditures
Location: 65 Aurora Borealis Charter School

Date: 07/11/16

2012-13 Actual	2013-14 Actual	2014-15 Actual	Account Description	Original 2015-16 Budget	Current 2015-16 Budget	2016-17 Budget	Change	% Of Change
\$ 984,309	\$ 1,003,970	\$ 1,029,965	3100 Certificated Salaries	\$ 990,547	\$ 921,775	\$ 929,148	\$ 7,373	1
262,163	281,382	245,619	3200 Non-Certificated Salaries	236,260	239,601	245,354	5,753	2
487,964	533,718	551,966	3500 Employee Benefits	561,593	573,100	567,840	(5,260)	(1)
<u>1,734,436</u>	<u>1,819,070</u>	<u>1,827,550</u>	Subtotal - Personnel Services	<u>1,788,400</u>	<u>1,734,476</u>	<u>1,742,342</u>	<u>7,866</u>	<u>0</u>
15,765	37,128	13,485	4100 Professional and Technical Services	12,583	12,583	12,583	-	-
10,740	5,439	4,170	4200 Staff Travel	5,750	5,750	5,750	-	-
24,943	41,537	48,427	4250 Student Travel	37,762	33,012	37,762	4,750	14
3,905	3,775	3,736	4300 Utility Services	2,800	3,291	2,800	(491)	(15)
31,939	31,827	31,775	4350 Energy	36,000	36,000	36,000	-	-
30,960	29,892	449,353	4400 Other Purchased Services	25,500	456,044	25,500	(430,544)	(94)
82,948	109,599	73,524	4500 Supplies, Materials, and Media	28,627	91,265	28,623	(62,642)	(68)
215	1,702	230	4900 Other Expenses	118,590	141,809	163,322	21,513	15
-	-	-	4900 Other Expenses - Additional Allowable	407,152	57,378	490,153	432,775	754
98,028	102,962	80,421	4950 Indirect Costs	79,978	78,701	82,767	4,066	5
<u>299,443</u>	<u>363,861</u>	<u>705,101</u>	Subtotal - Other	<u>751,742</u>	<u>915,833</u>	<u>885,260</u>	<u>(30,573)</u>	<u>(3)</u>
106,390	25,595	15,757	5100 Equipment	14,500	81,742	14,500	(67,242)	(82)
<u>\$ 2,140,289</u>	<u>\$ 2,208,526</u>	<u>\$ 2,548,408</u>	Location Totals	<u>\$ 2,557,642</u>	<u>\$ 2,732,051</u>	<u>\$ 2,642,102</u>	<u>\$ (89,949)</u>	<u>(3)</u>



Aurora Borealis Charter School (ABCS), located in Kenai, Alaska, is housed in the former Kenai Elementary building. ABCS endeavors to provide students with a classical education. Programs are spiraling in nature with modifications driven by assessment data. Aurora Borealis has an enrollment of approximately 180 students in grades K-8.

BP 3540 Transportation

KPBSD Policy Manual

BP 3540

Business and Instructional Support Operations TRANSPORTATION

The School Board desires to provide transportation for eligible students in accordance with state and federal law.

The goals of the transportation service are:

1. To provide maximum safety for students while being transported between home and school and on school-sponsored trips.
2. To promote desirable student behavior and respect for traffic safety.
3. To provide assistance and transportation for students with disabilities.
4. To provide transportation for field trips.

KPBSD shall provide transportation services to students attending KPBSD charter schools as follows:

1. Charter school students living within the attendance area of the neighborhood school where the charter school is housed shall be provided transportation services on the same basis as all students in the district who reside within the attendance area of the neighborhood school they attend.
2. Charter school students living outside the attendance area of the charter school they attend shall be provided transportation services on a space available basis along the regular routes that the students attending schools in an attendance area in the district are currently being transported.
3. If a charter school declines pupil transportation services, no funding allocation will be made by the district.

(cf.3313 – Contracts)

(cf.3541.5 – Alternative Transportation Arrangements)

(cf.6182 – Secondary Boarding Program)

Legal Reference:

ALASKA			STATUTES
14.09.010	Transportation	of	pupils
14.09.030	School		buses
14.30.347	Transportation of exceptional children		

ALASKA	ADMINISTRATIVE	CODE
4 AAC 09.050	Secondary Boarding Programs	

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Revised: 02/01/2016

Fireweed Academy



Homer, Alaska

Charter School Application

September 2016

Name of Charter School: Fireweed Academy

Date of Application: September 15, 2016

District: Kenai Peninsula Borough School District

School Contact: Todd Hindman

Phone Number: 235-9728

E-Mail Address: thindman@kpbsd.k12.ak.us

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1. Establishment of the Charter at the Local Level

Purpose & Need of the Charter

In the spring of 1996, the Fireweed Academy Group widely distributed a 52-question survey to gauge the educational interests of the community. After analysis of the returned surveys, several themes quickly emerged. In general, the respondents are interested in a program that is:

Hands-on and experiential.

Student participatory, in which discussion is emphasized and students have significant input into their learning environments.

Integrated across disciplines.

Along with the survey, a strong interest in the above themes has been repeatedly expressed by the community during other public outreach events. Such events include general informational meetings (March 27, October 16, December 17, 1996), regular weekly meetings, radio call-in talk shows (Public Radio KBBI's "Coffee Table: Fireweed Academy," March 13, October 16, 1996), and response cards attached to brochures distributed through local schools and businesses.

Fireweed Academy recognizes many different styles of learning. Many students do well in a traditional classroom, yet some students learn better when they have more control of their environment and when lessons are individualized and tied to real-world applications. To accommodate such students, the Fireweed Academy has established a program that implements the following teaching methods.

Theme Immersion

Socratic Practice

Motivational Growth Plans

Project-Based and Problem -Based Curricula

Experiential Learning

An educational program with the above concepts at its center requires a school with a dynamic and flexible structure; where teachers, mentors, and students tailor the schedule to fit the task or project at hand.

In addition, the community of Homer has the necessary resources to support an experiential, project-based program. With over 50 non-profit and governmental organizations, many with a strong educational component, there are significant opportunities for cooperation. We have collaborated with Bunnell Street Gallery, Homer Council on the Arts, Kachemak Heritage Land Trust, United States Department of Fish and Wildlife, the Cook Inlet Keeper, Center for Alaskan Coastal Studies, the Pratt Museum, Anchor Point and Homer Volunteer Fire Departments, and The Homer Foundation to provide authentic opportunities for our students and plan to expand these relationships in the future.

Appendix A Approval of the Renewal by KPBSD

Appendix B Contract with KPBSD

Appendix C Fireweed Academy's APC Bylaws

The Fireweed Academy (FWA) is a community-driven school in which all members may participate in discussions which affect the school. The Academic Policy Committee (APC) uses the process of consensus in making major decisions regarding the operation of FWA. These decisions are made in regular APC meetings which are open to the entire school community.

ARTICLE I – APC Policy and Powers

The APC consists of school community members who are committed to attending meetings regularly. In order for decisions to be made in a regular meeting, a quorum of half of the existing APC members must be present and participating.

1. The APC is comprised of the following eight members:

Two parent representatives

Two community members

Two adults to represent student interests

Two staff members

The APC strives to have at least one parent and one staff member represented from each facility.

2. Any APC member may resign at any time by giving written notice to the APC. The resignation will be effective at the time stated in the written notice; no acceptance of the resignation is necessary.

3. Any APC member may be removed at any time, with cause, by consensus of the remaining APC members, whenever, in their judgment it serves the best interests of the FWA.

4. A member may be reviewed for dismissal for excessive absences. Excessive absences are defined as more than three unexcused absences in any year.

5. The property, business and affairs of the school will be managed by the APC. The APC may exercise all powers of the FWA as provided by the State and Federal law, Kenai Peninsula Borough School District Board of Education policy and Bylaws.

6. One of the community representatives may be a parent of a student attending Fireweed Academy.

ARTICLE II – APC Elections

1. Parent representatives will be selected by parents. Community member representatives will be selected by the APC. Student representatives will be adults selected by the APC with teacher guidance. Staff representatives will be selected by the staff.

2 . APC members will serve two-year terms.

3. In October of each year, four positions of the APC will be up for election. The four positions will include one position from each represented group.

4. If a member resigns or is dismissed, the APC will appoint a replacement to serve out that term.

ARTICLE III – Notice of APC Meetings

Notice of APC meetings and tentative agendas will be posted on the front door of the school prior to the meeting.

ARTICLE IV – Meeting Procedures

1. The APC will hold one meeting per month.

2. The agenda will be approved or amended by consensus at the beginning of the meeting.

3. An APC member may participate in an APC meeting by phone or internet with prior arrangement.

4. The following responsibilities may be designated within each APC meeting. The following duties may rotate:

Facilitator – keeps attendees focused on agenda items, mediates, clarifies, moves meetings along, warns when allotted time is up, calls for tabling of an issue or extending time.

Secretary – keeps a written record of decisions made during each meeting, future agenda items and items to be included in the minutes, and distributes these minutes to all APC members and posts them to the website.

ARTICLE V – Subcommittees

APC subcommittees will be formed at APC meetings. The formation will be posted in the minutes and subcommittee membership will be approved by the APC.

ARTICLE VI – Executive Sessions

Executive Sessions may be requested by an APC member. Executive sessions are convened by consensus of the APC for the following matters.

1. The immediate knowledge of which would clearly have an adverse effect upon the finances of the school.

2. Subjects that tend to prejudice the reputation and character of any person.

3. Which, by law, municipal charter, or ordinance are required to be confidential.

4. Involve the consideration of government records that by law are not subject to public disclosure.

The specific subject matter to be discussed during an executive session will be described in the motion calling for the executive session in sufficient detail to describe the subject of the executive session without defeating the purpose of holding an executive session. Executive sessions are conducted solely at the discretion of the APC. Only members of the APC and those expressly invited by consensus of the APC may attend an executive session.

The APC may not take official action in executive session and it must limit discussions in executive session to matters specified in the motion calling for an executive session. The APC may give direction to its attorney or a labor negotiator regarding the handling of a specific legal matter or pending labor negotiations.

When the APC believes an executive session may be appropriate to discuss a subject that may prejudice the reputation or character of a person, the APC will provide advance notice to the affected individual. The notice will state when and where, the proposed executive session will be held and will inform the affected individual of her or his right to request a public discussion.

ARTICLE VII – Procedure to amend bylaws

The bylaws may be amended only after the following three conditions have been met:

1. Proposed bylaw action has been communicated to parents via email, prior to the meeting where the bylaw is discussed.
2. At first meeting, the bylaw action is discussed and if necessary amended by consensus. The APC by consensus moves the bylaw action forward for final approval by putting it on the agenda of a second meeting.
3. At the second meeting the proposed bylaw action is approved without amendment by APC consensus.

Revised January 2012

Appendix D Academic Policy Committee Members & Meeting Minutes

FY17 Academic Policy Committee Members

Community Representatives

Kary Brinson
Term ends 10-16

Amber Niebuhr: a parent of two Fireweed students in 3rd grade and kindergarten, in addition to a preschooler who is a future student. a member of Fireweed's APC for two and a half years, and currently serves as the chair. Amber also volunteers as a local Girl Scout leader for the 3rd grade Brownie troop.
Chair Term ends 10-17

Parent Representatives

Crisi Mathews: parent of 4 FWA students (1 graduated, 3 current). Local business owner, real estate broker and land developer. Former Resource and 4th grade teacher, PTA Treasurer, Chair for Collegiate Student Oversight and Women's Group Coordinator. A local volunteer and serves on FWA Bylaws and PR Committees.

Term ends 10-17

Katie Henry: parent of two students at Fireweed, grades 1 and 3. Currently works part time as a photographer and has been a stay at home moms for 6 years. Kate and her husband had the opportunity to take their family on a six month road trip last year driving from Alaska to Baha, Mexico and back again.
Term ends 10-16

Student Representatives

Brandy McGee: parent of one FWA student; Bachelors of Science from Boston University's school of education in deaf studies; Previous employee of KPBSD for 4 years; Current Associate Director of Kenai Peninsula Housing Initiatives, a non-profit organization; Volunteer for Homer Little League for 2 years.
Term ends 10-16

Joey Kraszeski: parent of three FWA students (one current, one sophomore, and one high school graduate). Spring 2016 graduate - Masters of Environmental Science. New KPBSD substitute teacher/aid/secretarial - longtime FWA volunteer. Volunteer in support of local and state issues involving salmon streams and clean water issues. Volunteer Treasurer for Homer Mariners Swim Team.
Term ends 10-17

Staff Representatives

Jon Kulhanek-appointed: parent of two graduates of FWA and a FWA teacher. Jon has been teaching for 31 years, six of these at FWA. He moved to the 3rd – 6th this year after teaching at the k-2nd for the past five years. He is currently in his principal internship year through the University of Alaska – Anchorage campus and will complete this work in April, 2017.

Term ends 10-16

Hannah Snow: 3rd year teacher at Fireweed Academy. On the Kevin Bell Arena Homer Hockey Association board as an active member. Helps coach ice breakers and hockey 101. Supports and facilitates fundraising for hockey and school alike.

Term ends 10-17

Fireweed Academy
'Where students learn to view themselves as readers, writers, and problem solvers'
Academic Policy Committee Meeting
Approved Minutes
January 11, 2016

APC Members Present: Jon Kulhanek, Brandy McGee, Crisi Mathews, Hannah Gustafson

Members absent: Kary Brinson, Garry Betley, Kate Henry, Hannah Snow, Amber Niebuhr

Committee Members Present:

Staff Present: Kiki Abrahamson- FWA Principal, Janet Bowen – Secretary Laura

Community Members Present: Laura Murphy, Razdolna school teacher

Public Comments: none

Meeting called to order at 4:57 pm

Motion: Crisi moved to approve the agenda, seconded by Jon and the motion passed with unanimous consent.

Motion: Crisi moved to approve the December 2015 minutes, seconded by Jon and the motion passed with unanimous consent.

Administrators Report: It is a very busy time at school with fieldtrips, speakers, School Improvement Plan, Student Growth maps, Link up is this Friday. Kiki reviewed the SIP progress, she is encouraging teaching staff to visit other classrooms. We are increase the quality of collaborations and aligning report cards with standards. All teachers will be using the same format which clearly shows the standards, clusters and domains.

Budget Committee: No report

Strategic planning reports:

Public Relations- Janet, Jon and Crisi reported that the PR group is making progress on the promo video. They have had one bid and have contacted 3 other folks. It may just be done in house. Chris Kulcheski volunteered to help with script writing and directing, Beka Thoning can do post production editing and Jon could film. They have a meeting scheduled tomorrow to talk about this.

Organizational Values- No report

One Campus Dream- No report

Strong leadership: No report

On the Bus: No report

Administrative review transition discussion: The APC wanted to know if a full time administrator was a requirement of the district, Kiki said no. but evaluations must be done by someone with a Type B Certificate. Evaluations take a lot of time with the new Rediker software. Kiki is interested in a .49 contract position with a flexible schedule. She would work more during the first semester, through the October count, then work on evaluations and then have a more sporadic schedule. Jon noted that if Kiki were to take a .49 position with Fireweed, he could still complete his mentorship with her. Kiki suggested the APC look at the difference between .49 employment vs a contract. She would charge her per diem rate. It would save on half her salary and her health benefit package. Kiki noted that other charter school administrator's salaries varied greatly, from \$65,000 to over \$100,000 for a .49 position. The APC asked Janet to find out when Kiki's contract is due.

The APC completed the December and January Site Council evaluation.

Motion: At 5:57pm Hannah G moved enter into an executive session, seconded by Crisi. Motion passed with unanimous consent.

Motion: at 6:29pm, Brandy moved to exit the executive session, seconded by Hannah G. Motion passed with unanimous consent and the APC meeting concluded.

The next APC meeting is Monday February 8, 2016

Submitted by Janet Bowen

Fireweed Academy

‘Where students learn to view themselves as readers, writers, and problem solvers’

Academic Policy Committee Meeting

Approved Minutes

February 8, 2016

APC Members Present: Jon Kulhanek, Brandy McGee, Crisi Mathews, Kary Brinson, Amber Niebuhr, Hannah Snow

Members absent: Garry Betley, Kate Henry, Hannah Gustafson, Kiki Abrahamson is out of town due to a family emergency

Committee Members Present: none

Staff Present: Janet Bowen, Kim Fine, FWA teacher

Community Members Present: none

Public Comments: none

Meeting called to order at 4:30pm

Motion: Amber moved to approve the amended agenda (removing Admin report, Budget Committee report FY17 staffing and Admin Job Description), Jon seconded and the motion passed unanimously.

Motion: Crisi moved to approve the Jan 2016 minutes, seconded by Amber and the motion passed unanimously.

Strategic planning reports:

Public Relations- The committee is working on a movie night at the Homer Theater, to be sponsored by FWA and open to the public. We would show Jon’s Life Cycle of the Sockeye Salmon film ahead of the scheduled film. Janet will check with the district to see if we can show a PG movie.

The Homer Tribune will be at Little Fireweed to interview kids about what we are doing. They were to come to Big Fireweed as well during Kiki’s after school stem program but this will be rescheduled since Kiki is out of town

The PR committee would like to see the May Day celebration happen again, Jon thought that would work. Perhaps marimbas would play again-Janet will check. And Ukulele band, cake auction, etc.

Organizational Values- No report

One Campus Dream- Amber requested the budget committee to come up with a clear financial document.

Strong leadership: Amber reported 4 options, saying we had time to let staffing and budget fall into place. And Kiki will be around to assist. Also it was clarified that Kiki could mentor Jon regardless of her affiliation with KPBSD

-Hire a principal/teacher and let Kiki do staff evaluations. We would have to post this position.

-Kiki would take a .49 contract. We would not have to post this position, it is a change to her contract

-Contract with Kiki by the hour/day for specific services.

-A teacher would be given a stipend to do admin duties and contract for evaluations.

On the Bus: This committee has met and changes are being made. 2 staff meetings/month will include the entire staff. They are halfway done with prioritizing action items. And in-services have been focused on collaboration.

Enrollment report: February is open enrollment month. Janet reported that the current enrollment for FY17 is 86, this number changes daily. Ads have been placed in both newspapers, community announcements placed with KBBI, posters hung in town, out east end road and in Anchor Point. Info packets have been giving to Small Pond and HeadStart, a set has been set aside for Jeanes Learning yurt and more packets are going to daycare centers later this week. Friendly visitations are scheduled for the weeks of Feb 15 (for little Fireweed) and 22 (for Big Fireweed).

Motion: at 4:59pm, Amber moved adjourn, Jon seconded and the motion passed unanimously.

Note change: The next APC meeting is Monday March 7, 2016, one week earlier due to spring break.

Submitted by Janet Bowen

Fireweed Academy

‘Where students learn to view themselves as readers, writers, and problem solvers’

Academic Policy Committee Meeting

Approved Minutes

March 7, 2016

APC Members Present: Jon Kulhanek, Brandy McGee, Hannah Gustafson, Kary Brinson, Amber Niebuhr, Hannah Snow

Members absent: Garry Betley, Kate Henry, Crisi Mathews

Committee Members Present: none

Staff Present: Janet Bowen, Kim Fine, FWA teacher, Kiki Abrahamson, Principal

Community Members Present: Joey and Solstice Kraszeski, Sheryl Sotelo

Meeting called to order at 4:30pm

Public Comments: Kim Fine reported back from her instructional day at Kaleidoscope. She brought back evaluation samples for teachers and the school that they use and she created a new draft PR flyer that included the why, what and how of our school with an illustration of what makes our school different (attached).

Motion: Amber moved to approve the amended agenda (putting Joey’s comments first), Kary seconded and the motion passed unanimously.

Motion: Jon moved to approve the February 2016 minutes, seconded by Hannah and the motion passed unanimously.

Joey and Solstice spoke to the need to have more focus on spelling in the class room and with homework. They are expecting from the Fireweed Language Arts program, i.e. spelling, suffixes, prefixes, rules, etc. Joey would like to have an LA folder come home weekly like what goes home for math.

Administrators report: Structures expo was terrific, the kids worked hard and did great job with their interviews. West Homer Kids and teachers came and Superintendent Sean Dusek and School Board member Zen Kelly attended. April 4th is the next school board meeting and Kiki would like to take a few select kids up to Soldotna with Jon Kulhanek and have the kids present their models.

Kiki reported she received a \$3000 Alaska Learning Environments 2016 transformations grant for creating an outside data collection walkway. She is working with Coowe Walker on this project.

Kiki introduced Sheryl Sotelo, who has a type B certificate as well as a SPED certificate. She is available to work on a contract basis if needed.

Budget Committee-Kiki talked about the current budget and the error found in the rent at WHE

Strategic planning reports:

Organizational Values-no meeting

One Campus Dream-no meeting

Strong Leadership-no meeting

On the bus-no meeting but recent in-service was report card alignment.

Community relations: Jon and Janet reported that the committee is in the process of preparing a PR video for FWA. Chris Kulcheski (Director, Writer, Producer) and Beka Thoning (Editor) and Crisi Mathews are helping. The teachers will put forth a few names of kids who can be interviewed and will help them write their script. Parents will be asked to give testimonials.

Crisi has been trying to set up a 'movie night' hosted by Fireweed at the Homer Theater to promote Fireweed. Kiki and the APC feel maybe it should be more of a fundraiser so as to not appear self-promotional. Janet will call the theater and chat with them.

Janet will send email to LFW asking about a Mayday celebration

Staffing FY17 Suggestions...Kiki retires, cut interventionist position, cut .5 gen ed/.5 sped. Have someone do a contract of 1/2 time SPED. Or case management at .25 with a sped Aide.

Motion: Hannah G moved to create a survey committee to review the surveys that Kim brought. Hannah Snow 2nd and the motion passed. They will be responsible for getting the surveys to the right people with instructions.

Motion: at 6:05pm, Amber moved adjourn, Jon seconded and the motion passed unanimously.

The next APC meeting will be Monday, April 11th at 4:30 in room 103

Submitted by Janet Bowen

Fireweed Academy

‘Where students learn to view themselves as readers, writers, and problem solvers’

Academic Policy Committee Meeting

Approved Minutes

April 11, 2016

APC Members Present: Jon Kulhanek, Brandy McGee, Kary Brinson, Amber Niebuhr, Hannah Snow

Members absent: Garry Betley, Kate Henry, Crisi Matthews, Hannah Gustafson

Committee Members Present: none

Staff Present: Janet Bowen, Kim Fine, FWA teacher, Kiki Abrahamson, Principal,

Community Members Present: Joey Krazeski

Meeting called to order at 4:35

Public Comments: Joey told the APC she would like to be a member and was unable to stay today, as she was not feeling well.

Motion: Brandy moved to approve the agenda, Kary seconded and the motion passed unanimously.

Motion: Jon moved to approve the April 2016 minutes, seconded by Brandy and the motion passed unanimously.

Administrators report: The School Board meeting was fabulous, Kiki took several kids and their structures projects with them and asked the board members to talk to the kids and had them use the rubric to interview the kids. Also show the earthquake movie that Jon and his kids made. Our students did a great job.

Budget Committee-Kiki talked about forward thinking in terms of staff cuts. We have dipped into the carry over by about \$30,000. If we hold the census for next year at 100, combined with staff cuts we should carry over the max amount next year.

Strategic planning reports:

Organizational Values-no meeting

One Campus Dream-no meeting

Strong Leadership-This group will work on the administrative evaluation from Rilke Schedule and tweak it to fit our needs, with their permission. The committee hopes to have this completed by the next month. They will look at student/teacher/ school evaluations as well.

On the bus-no meeting but they plan to talk about this after the next staffing discussion and at the next early release.

Community relations: Janet reported that the PR DVD is progressing, as are plans for the Mayday Celebration. She hoped that that the APC would attend.

Motion: Amber moved to accept Hannah Gustafson's resignation from the APC, 2nded by Hannah Snow and the Motion passed with unanimous consent.

Motion: Amber moved to accept the appointment of Joey Krasezki to the APC to fill Hannah Gustafson's seat, seconded by Kary and the motion passed with unanimous consent.

Staffing FY17: The district SPED director prefers that we advertise for the .25 SPED position. Kiki reported that the negotiated agreement states that we must advertise the positions before contracting it out. She recommends 2 full time SPED aides, one at each school. Sheryl Sotelo is interested in the .25 SPED position if it is not filled through the advertising process. A teacher can be the case manager to the SPED Aides.

School Improvement Plan: Last year we focused on constructivism and Kiki would like to focus FY17 on Vertical Alignment.

MISC: Janet was asked to include an Executive session in the May APC meeting to discuss Kiki's Contract.

Kiki reported that our Late/Tardy policy in the FWA Handbook is cumbersome and unwieldy and would like to change the parameters.

Motion: Amber moved to direct Kiki to revise the policy and the parent letter and make changes to the handbook. Hannah seconded and the motion passed unanimously.

Motion: Amber moved to adjourn at 5:44 pm, seconded by Brandy and the motion passed with unanimous consent.

The next APC meeting is Monday, May 9, 2016

Fireweed Academy
'Where students learn to view themselves as readers, writers, and problem solvers'
Academic Policy Committee Meeting
Approved Minutes
May 9th, 2016

APC Members Present: Kary Brinson Amber Niebuhr, Jon Kulhanek, Brandy McGee

Members absent: Garry Betley, Kate Henry, Crisi Matthews, Joey Krazeski, Hannah Snow (3-5 Port Graham Field Trip)

Committee Members Present: none

Staff Present: Kim

Community Members Present: none

KPBSD Staff Present: District HR director Christine Ermold

Meeting called to order at 4:35pm

Public Comments: Kim reported that the Agaya field trip with the K-2 was a huge success. Also, May Day was a great success. It was a great way to see new Kindergarteners interested in the school. Both events were supported by community and parents.

Motion: Amber moved to strike the administrators report from the agenda, as Kiki was on the 3-5 Port Graham field trip, Kary seconded and the motion passed unanimously.

Motion: Jon moved to approve the amended agenda, Kary seconded and the motion passed unanimously.

Motion: Kary moved to approve the April 2016 minutes, Amber seconded and the motion passed unanimously.

Budget Committee:

Strategic planning reports:

Community Values – May Day was a great event, with around \$1500 raised by the cake auction and a couple hundred raised at the door. More exact numbers will be given by Janet when she returns.

Organizational Values – no meeting

One Campus Dream- no meeting

Strong Leadership-no meeting

On the bus – During the early release collaboration new staffing arrangements were discussed.

Discussion of Administrative Staffing: Christine Ermold, KPBSD HR Director
KPBSDS will not allow a retired administrator to work at .49. Due to an audit finding in 2011 KPBSD decided that they would continue to allow the practice, but moving forward they will no longer allow the practice.

Christine presented three possible options KPBSD would allow:

#1 Employ a full time principal

#2 Employ a full time principal/teacher

#3 Employ a .5 time principal (not retired, paying benefits)

We may have an MOA and contract out with someone for specific services.

She stated that the district won't allow an internship with a mentor in the same building, or employed by the same school. Later in the meeting she came back to say that scenario could be considered.

If the APC decided to contract Kiki to oversee evaluations, the Superintendent would need to approve that contract.

A person can teach full time while interning.

Christine gave a template for Kiki's extra pay to Amber, from a request several months ago.

Charter school principals do not pay into KPAA negotiated agreement. She doesn't know if it is an option to pay into the KPAA negotiated Agreement. Amber felt this was an issue between the principal and HR, not the APC.

Christine reviewed Section 4 of our contract with Kiki.

Motion: Amber moved to take a 10 minute break before we moved into Executive Session. Kary seconded, passed unanimously.

Into Executive Session: 5:33pm

Out of Executive Session: 6:04pm

APC directed the chair to send an email to Kiki explaining the 3 options we received from Christine and offering her 1st right of refusal.

Motion: Amber moved to remove the option of a .5 administrator if Kiki did not want that position. Kari seconded, passed unanimously.

Motion: Amber moved to adjourn. Kary seconded, passed unanimously. Meeting adjourned 6:09pm

Submitted by Brandy McGee

Fireweed Academy

‘Where students learn to view themselves as readers, writers, and problem solvers’

Academic Policy Committee Emergency Meeting

Approved Minutes

May 11, 2016

APC Members Present: Jon Kulhanek, Brandy McGee, Kary Brinson, Amber Niebuhr, Hannah Snow, Joey Kraszeski

Members absent: Garry Betley, Kate Henry, Crisi Matthews,

Committee Members Present: none

Staff Present: Janet Bowen, Kim Fine, Kiki Abrahamson, Stephanie Zuniga, Betsy Vanek

Parents Present: Emily Springer

Community Members Present:

Meeting called to order at 6:03

Public Comments: Stephanie Zuniga commented that in the past the district has officered directives, she wondered if we can take or leave the suggestions. Can Kiki contract for evaluations, in services, etc., if so, then perhaps we should not hire a principal? If not, then she suggests the APC hires a FT principal. Stephanie wanted it noted that even with a full time principal, it is difficult with two facilities.

Kim Fine would like to see someone who would be an untethered principal/teacher, an instructional teacher, someone who would act as a leader/co-teacher, co-collaborator.

Comments from Kiki Abrahamson: Christine had mentioned that the new principal could go to the Leadership Academy but contracts start August 1. Kiki feels she should still go to the Leadership Academy. She cautioned the APC about accepting only district recommendations, if she had the school would not have existed. The charter is up for renewal next year. The SPED position is .25-certified positions. Kiki advises we advertise for a FT principal and we what we get. It must be advertised for 5 days and over a weekend, or until filled. The APC does not have to interview if they do not see anything they like. The APC can contract for specific tasks under an MOA with Kiki, or someone, i.e....in-services, teacher evaluations, etc. We have to interview three people, but if someone declines an interview, that counts.

Kary wants us to not hurry, we should discuss, digest, etc.

The APC recapped that they cannot hire a .49 administrator with/out Benefits if retired. They discussed what a contract/MOA would look like, specific to a task for a set amount of time. A temporary employee could be hired for specific services. The parameters of a principal vs a teacher/principal were discussed.

Motion: Brandy moved to create a list of questions to email to Christine Ermold, Kary seconded, the motion passed unanimously.

The questions are:

What restrictions are there in regards to an MOA? Is there a time limit on an MOA or a limit of MOA's we can have with a contractor?

2. If there was a contract what would protocol look like and how could the contract be paid? For example, if we were to contract out for someone to complete teacher evaluations.

Could you provide us with all the parameters regarding obtaining a contract license?

Motion: Hannah moves to advertise for a fulltime principal, Brandy seconded and the motion passed with unanimous consent.

The next special APC meeting is Monday, May 19, 2016 to screen resumes/candidates.

The leadership Academy is May 24 & 25th
Kary Brinson's staff party is May 23rd.

Motion: Brandy moved to adjourn, Amber seconds, and the motion passes with unanimous consent.

The meeting adjourned at 7:25pm

Submitted by Janet Bowen

Fireweed Academy

‘Where students learn to view themselves as readers, writers, and problem solvers’

Academic Policy Committee Meeting

Approved Minutes

May 23th, 2016

APC Members Present: Kary Brinson, Amber Nieburh, Jon Kulhanek, Brandy McGee, Joey Kraszeski, Hannah Snow

Members absent: Garry Betley, Kate Henry, Crisi Matthews,

Committee Members Present: none

Staff Present: Kim Fine

Community Members Present: none

KPBSD Staff Present: District HR director Christine Ermold (left at 4:00pm)

Meeting called to order at 3:41pm

Motion: Amber moved to go into executive session. Jon seconded.

Out of Executive Session: 5:08pm

Motion: Amber moved to adjourn. Brandy seconded, passed unanimously. Meeting adjourned 5:09pm

Fireweed Academy
'Where students learn to view themselves as readers, writers, and problem solvers'
Academic Policy Committee Meeting
Approved Minutes
August 22, 2016

APC Members Present: Kary Brinson, Amber Niebuhr, Jon Kulhanek, Brandy McGee, Kate Henry, Crisi Matthews, Joey Kraszeski, Hannah Snow

Members absent: Garry Betley

Committee Members Present: none

Staff Present: none

Meeting called to order at 4:30pm

Public Comments: None

Motion: Brandy moved to approve the amended agenda, Jon seconded and the motion passed unanimously.

Approval of passed minutes: May 9th , May 11th , May 23rd and August 22, 2016

Motion to approve minutes was tabled until Janet researched which minutes needed approving.

Administrators report: Todd reported feeling encouraged to be working with a great staff. The budget we have to work with is based on 96 students, we currently have 104. He will talk with Laurie Olson more about the budget. Todd asked about how the charter renewal process works. Janet will find out when it is due to the district. Some members suspect December/January.

The school improvement plan is due next Monday. Todd and Jon will work on this.

Sally Burns is our .25 SPED teacher. She will be working with Sharlyn next week. BFW SPED aid position is still unfilled and was reopened. The Lease agreement with Dave Ritch at Little fireweed is coming due May 31, 2017.

Budget Committee: no report

Strategic planning reports: No report, Janet is to email Joey a copy

Community Relations PR – Need to work on PR video more, include film with Todd, AP campout. Then it can go to Bekka Thoning for editing. Discussed at the PAC meeting about the need to recruit up a volunteer coordinator. Janet will get the word out.

Organizational Values –no report

One Campus Dream- no report
Strong Leadership-no report
On the bus – no report

FY16 Survey Data: Amber collated and circulated the results of the monkey survey regarding our school and teachers. Janet is asked to see if she can print off the comments section from the surveys.

Shared facility: West Homer Principal Eric W and Todd are discussing the possibility of using the WHE library.

The open house will coincide with West Homers open house, September 8th. The harvest festival will be from 5-6 and the open house' meet 'n greet' will be 6-7.

Motion: Crisi moved to form a bylaws committee, seconded by Amber, motion passed with unanimous consent. The members will be Jon Kulhanek, Kate Henry and Crisi Mathews.

Charter Renewal plans: The APC is wondering if we can apply for a 10 year plan-Janet will find out.

Motion: Amber moved to create a Charter Renewal Committee, Kate seconds and the motion passes unanimously. The members will be Todd, Jon, Amber and Crisi.

Site Council Evaluation was updated for the month of August.

Motion: Amber moved to adjourn, Hannah seconded and the motion passes unanimously.

Meeting adjourns at 5:58pm

The next APC meeting is Monday, September 12th at 4:30pm

Submitted by Janet Bowen

Administration of the Contract

Fireweed Academy follows the Kenai Peninsula Borough School District's administrative policies and procedures. We receive all administrative memos and packets and attend administrator meetings. A copy of the KPBSD Policy Manual is located in the Secretary's office and is used as a reference for staff and Academic Policy Committee members.

Control and supervision of the charter school is handled according to Charter School Law by our Academic Policy Committee. Monthly APC Meetings are held on the second Monday of each month. All staff, APC members, and interested parents and community members are invited to attend. At these meetings the APC reviews strategic planning, governance and organization, school operations and community relations.

Appendix E Administrative Policy Manual

Fireweed Academy follows the Kenai Peninsula Borough School District's administrative policies and procedures. We receive all administrative memos and packets and attend administrator meetings. The KPBSD Policy Manual is available on-line and a copy is located in the Administrative Specialist's office and is used as a reference for staff and Academic Policy Committee members.

Our Academic Policy Committee handles control and supervision of the charter school according to Charter School Law.

Strong school leadership is evident in the fact that members of the original founders and teaching staff are still currently working to monitor and improve our school. Each year, our APC is composed of veteran and new members. We have created binders to help new members get on board.

Academic Policy Committee Minutes

Refer to Appendix D beginning on page 11 for APC Minutes

School Schedules & KPBSD School Calendar

Little Fireweed Schedule

8:15-8:45	Homeroom / Morning Circles
8:45-10:15	Math / Literacy / Movement
10:15-10:35	Snack Break
10:35-10:55	Recess
11:00-12:00	Math / Literacy
12:00-12:30	Fireweed Reads!
12:30-12:55	Lunch
12:55-1:25	Recess
1:30-1:50	Writers Write!
1:50-2:45	Lit. Experiences & Explorations (M,F) / Theme Projects (T,W,Th)
2:45-3:00	Homeroom

Big Fireweed Schedule

8:30 – 8:45	Homeroom
8:50 – 9:50	Math
9:50 – 10:10	Snack Break
10:15 – 11:15	Language Arts
11:20 – 11:50	3rd, 4th Lunch / 5th, 6th Recess / Tribal Council (Friday)
11:50 – 12:20	3rd, 4th Recess / 5th, 6th Lunch / All Lunch (Friday)
12:25– 12:55	Reading Groups 3rd-6th / All Recess (Friday)
1:00 – 1:50	Theme Groups / Field Trips (Friday)
1:55 – 2:25	3rd, 4th P.E. / 5th, 6th Specials / Field Trips (Friday)
2:30 – 3:05	5th, 6th P.E. / 3rd, 4th Specials / Field Trips (Friday)
3:05 – 3:15	Homeroom

Kenai Peninsula Borough School District 2016-17 District Wide Calendar

C School Closes O School Opens
E End of Quarter CI PT Conference/Inservice
H Legal Holiday V Vacation Day
IW Inservice/Work ER Early Release Day

July 2016							August 2016							September 2016							October 2016							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
				1	2		1	2	3	4	5	6					1	2	3								1	
3	4 H	5	6	7	8	9	7	8	9	10	11	12	13	4	5 H	6	7	8	9	10	1	2	3	4	5	6	7	8
10	11	12	13	14	15	16	14	15	16 IW	17 IW	18 IW	19 IW	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	
17	18	19	20	21	22	23	21	22 IW	23 O	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21 IWE	22	
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30	23	24	25	26	27 ER	28 CI	29 CI		
31																					30	31						
# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____	# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____	# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____	# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____	# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____														

November 2016							December 2016							January 2017							February 2017						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3				1	2	3		1	2 H	3 V	4 V	5 V	6 V	7				1	2	3	4
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8 ER	9 CI	10 CI	11
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16 MLK	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23 ER	24 H	25 H	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30				25	26 H	27 V	28 V	29 V	30 V	31	29	30	31				26	27	28					
# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____	# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____	# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____	# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____	# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____													

March 2017							April 2017							May 2017							June 2017						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3					1		1	2	3	4	5	6				1	2	3			
5	6	7	8	9	10 PAE	11	2	3	4	5 ER	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24 C	25 IW	26	27	18	19	20	21	22	23	24
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29 H	30	31				25	26	27	28	29	30	
# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____	# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____	# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____	# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____	# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____													

End of Quarter				Inservice Dates				Legal Holidays & Vacation Days			
1st Quarter	42 Days	Teacher First	August 18	August 16, 17, 18, 19, 22	October 25	Independence Day	July 4				
2nd Quarter	39 Days	Teacher Last	May 25	October 25	November 22	Labor Day	September 5				
3rd Quarter	41 Days	Student First	August 23	March 10	May 25	Thanksgiving	November 24-25				
4th Quarter	48 Days	Student Last	May 24	October 23, 28	February 9, 10	Winter Break	Dec 23-Jan 6				
	170 Days	PT Conference/IS Days				Spring Break	March 11-17				
						Vacation Day	Jan 16				
						Material Day	May 29				

● Start of Testing Window ● End of Testing Window
 (Contact School for actual dates of test implementation)

Alternative Education Options

Not Applicable

3. Education Program & Student Achievement

Education Program Narrative

Fireweed Academy was founded on the philosophical premise of education that addresses the whole child. Our Mission Statement reflects our ambition to provide diverse opportunities for growth in six learner outcomes: self-reliance, creativity, cooperation, reasoning ability, personal growth, and academic achievement. We have tailored our program to meet the needs of students in all six learner outcomes, not just academic achievement, because we recognized that these five other areas support academic achievement and are necessary to nurture and facilitate life-long learning. We embed opportunities and strategies for growth in self-reliance, creativity, cooperation, reasoning ability and personal growth into our curricula and methods. Most of our families are more interested in instilling in their student(s) the abilities to solve problems, be creative, work in a group, and ask good questions than they are in test scores.

Our curriculum is set up on a theme immersion model. Each quarter we base instruction on different components of a specific theme. The themes studied are broad-based concepts with many applications in all fields of study. Our sixteen themes are rotated on a four year basis and include: Systems, Transportation, Inventions, Culture, Cycles, Habitat, Structures, Exploration, Community, Forces, Change, Conservation, Roots, Communication, Currents, and Journeying.

This year our themes will be Community, Forces, Change and Conservation. Project-based learning and Constructivist Practice are incorporated into the program through the integrated study of themes.

We initiate our quarterly and yearly plan for theme activities by examining the national, state, and KPBSD standards. The state standards are addressed throughout the year in a variety of ways to cover differences in learning styles. All students are given the opportunity to practice and learn the standards through activities in each of the following curricula.

Language Arts

Our Language Arts Program is based on the Whole Language model that integrates reading, writing, speaking, and listening. We use Reading and Writing Workshop. Each quarter there will be content reading and literature study that is related to the theme. Writing assignments will also connect to the theme. Literature study guides are assigned in 4-6 week blocks, somewhat like a project.

Mathematics

There are three components to our Math Program. Concepts are introduced and explored through the Visual Math Program. The Visual Mathematics curriculum honors multiple approaches, including visual techniques. Explorations based on visual models provide for strong conceptual understanding. Students are more likely to remember approaches

that ‘make sense’ to them. The other two components of our Math Program center on application of the concepts built through Visual Math. Students build a foundation on which to practice and apply core mathematical skills. Computation, reasoning, and problem solving skills are practiced and honed through Problem of the Week assignments. The math program is enhanced with the use of the web-based ALEKS program for grades 3 – 6.

Science & Social Studies

Science and Social Studies are addressed through theme immersions. Our main goal is to present to children the wonder of discovery through inquiry. Investigative methods are emphasized through a variety of hands-on activities in small groups along with independent investigations through centers, projects, and research. Experiences of this nature foster a development of scientific reasoning and thinking, as well as procedural skills. Process skills are emphasized together with content. Examples include, but are not limited to, developing questions, designing investigations, collecting data, and interpreting results. Using quarterly themes as a framework, a solid knowledge base is built through attention to core concepts. Fewer topics are investigated in greater depth with the goal of meaningful, long-term learning. Through hands-on investigations, attention to core concepts, research, and projects, solid foundations in science and social studies are developed.

Physical Education/Health

We have Physical Education twice a week in the West Homer Elementary School gym for students in grades 3-6. Students at Fireweed K2 participate in Morning Movement everyday. Other PE and Health objectives are built into the thematic program. We always welcome parent support in supplementing our PE program.

Humanities

Art, music, and drama are built into the theme immersion units, often through integration with content area projects or special events. We frequently participate in Artists in the Schools activities.

Computer Technology

Thanks to a federal start-up grant, Fireweed Academy initially was set up with top-of-the-line computer technology. We continue to update our technology as interest and funds become available and have recently purchased 4 SMART boards a SMART Table. We have Dell PC computers, student lap-tops and iPads as well as digital and video cameras available for each classroom. We will focus on keyboarding and computer instruction that will facilitate writing and research projects.

Homework

We believe homework reinforces lessons and provides a link between school and home. School provides a community and resources to introduce and discuss concepts and skills. However, we often don't have the time we need during the course of the school day to practice those skills independently. Homework provides the opportunity to practice these skills and share what we are doing in school with parents and siblings. We don't want homework to be overwhelming. In fact, your child should spend one half to one hour on homework each night. Some suggest 10 minutes for each grade in school. If your child cannot complete the assignment at home, please attach a note to the homework assignment and we'll work with your child to build skills in completing homework.

In addition to these regular language arts and math assignments, you can expect the students to be doing some form of home research or project work at times throughout some quarterly Theme Immersion Study.

Appendix F Written Instructional Program Addressing the State Content Standards & Alignment with State Assessments

Theme Immersion is the model we have chosen to implement integrated instruction for students with diverse backgrounds, skills and learning styles. We chose the Theme Immersion model because it reflects Best Practices, can easily be mapped to standards, and facilitates student connections and accountability. The model allows us to employ constructivist principles to design activities and assignments. This model also constructs the scaffold for providing opportunities to make progress in all six of the learner outcomes in our Mission Statement, not just testable Academic Achievement. Within this Theme Immersion model we explicitly use Problem and Project Based Learning; Visual Math and Problem of the Week; Science and Social Studies Inquiry; Reading and Writing Workshop; Socratic Seminar; and Integrated Music, Physical Education and Discipline Based Art Education.

Our quarterly themes are broad issues with related subtopics that can be flexibly connected to state curriculum standards. Through these methods we use relevant reading and writing assignments, and authentic activities and assessments that reflect student interest, passion and choice. We value interaction and collaboration in a productive classroom where the content evolves as we explore the theme. Our themes are chosen using the following criteria: broad with many subtopics, connected to all content areas, meets standards, reflects student interest/passion, addresses specific needs, and best utilizes available resources.

Our Math program has three components. Visual Math emphasizes conceptual mathematics education. Its methods are aligned with our philosophy and mission and have proven very successful for students who stick with the program. Problem of the Week addresses math standards and connects mathematical skills and reasoning to authentic theme study. Skill instruction is the final component in which computation and mathematical skills are stressed to development competency and mastery as demonstrated by application to relevant and authentic situations.

The foundation of our language arts program is based on Whole Language concepts. For Reading Workshop, rather than separating students into ability groups, we do a variety of dynamic grouping. Literature Study Guides are designed to cover general reading concepts and strategies that all students can complete based on assigned or a text of their choice. Coupled with literature circles and enrichment projects, these methods give students opportunities to refine and master skills and meet standards regardless of reading ability. For Writing Workshop, we use a large variety of mentor texts to initiate broad assignments embedded with student choice. All students are instructed in Six Trait writing regardless of their ability and given assistance when needed. We use the AWA rubric to assess writing and monitor progress with writing samples.

All our methods are Constructivist, aligned to State Standards, and reflect current research on Best Practices and effective strategies. At Fireweed, we are more concerned with nurturing passionate learners who view themselves as readers, writers, and problem solvers.

Narrative of Plans for Sped, CTE, GT, and Bilingual Students

Since its inception, Fireweed Academy has attracted students considered 'at risk'. We have attracted many students from private and home school settings who have needed extra time, patience, attention and a variety of teaching methods. We work closely with the district psychologist, speech and occupational therapists, and both Mildly Handicapped and Gifted & Talented special education teachers to identify, assist, assess, and monitor students who are at risk.

We have also collaborated on several occasions with our local Community Mental Health organization in intervention meetings to discuss, identify and provide services for students with emotional handicaps and behavior disorders.

Our school has an extremely diversified population. Although we serve students in grades K-6, their abilities range from grades K – 12. Many parents have chosen our program because it addresses the needs of students with disabilities without labeling them, or setting them apart from other students. We have several parents who have chosen to decline special education services, because they are confident that the needs of their children are being met. We consider every student gifted in some way, and this attitude has spread to the students. These students have especially benefited from the differentiated curriculum inherent in the Theme Immersion model, problem and project based learning, visual math, reading and writing workshop.

Each year we have intervened and monitored students with speech concerns or learning disabilities. Students are responding positively to our collaborative and more direct services. Some parents who refused special education services in the past have now agreed to special education services. We have also collaborated with special summer tutors and programs for students with reading difficulties.

Additionally, we have also referred, assessed, identified and monitored several Gifted and Talented students each year. These students have benefited from enrichment opportunities provided through collaboration. Fireweed Academy does not participate in a pull out program to serve Gifted and Talented students because we want to prevent the development of elitist attitudes. These students particularly benefit from the authentic learning experiences and the opportunities to make choices and direct their own learning that Fireweed Academy offers to all of its students.

We conduct monthly intervention meetings to collaborate, identify and support students with varying learning differences and challenges. These meetings bring together the team of professionals working with these students or that possess the expertise needed to provide a successful education program for students in need. This includes: the school administrator, regular education teachers, Special Education coordinator, Special Education aides, school psychologist, and when warranted, the school speech & occupational Therapists.

Over the years we have had yearly intervention meetings for specific students with professionals from Community Mental Health. Through these meetings we have identified strengths and weaknesses, generated behavior intervention plans, and monitored medication effects.

ASPI Star Rating

ASPI Rating: **** **ALASKA SCHOOL PERFORMANCE INDEX (ASPI): 2012-2013** School Grade Span
KG - 6

School District: **Kenai Peninsula Borough School District** School: **Fireweed Academy**

Participation Rate Grades 3-10	Number Enrolled 58	Number Tested 58	Participation Rate 100%	Met Participation Rate Yes	Points None, acts as a trigger to achievement denominator.
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K-8 Performance							Points	Weighting	ASPI Points
Academic Achievement	Reading		Writing		Math		86.00	0.35	30.10
	Count Proficient	Pct Proficient	Count Proficient	Pct Proficient	Count Proficient	Pct Proficient			
	53	91%	46	84%	48	84%			
School Progress (Subgroup must have 5+ students to be considered)	Growth All 100.00	Growth-AK Native N/A	Growth-Econ Dis 97.46	Growth-w/Disabilities 100.00	Growth-LEP N/A		99.75	0.4	39.90
Attendance Rate	90.55%						80.00	0.25	20.00
Total K-8 Points							1.00		90.00

9-12 Performance							Points	Weighting	ASPI Points
Academic Achievement	Reading		Writing		Math		N/A	0	0.00
	Count Proficient	Pct Proficient	Count Proficient	Pct Proficient	Count Proficient	Pct Proficient			
	N/A	N/A	N/A	N/A	N/A	N/A			
School Progress (Subgroup must have 5+ students to be considered)	Growth All N/A	Growth-AK Native N/A	Growth-Econ Dis N/A	Growth-w/Disabilities N/A	Growth-LEP N/A		N/A	0	0.00
Attendance Rate	N/A						N/A	0	0.00
Graduation Rate	4 Year N/A	5 Year N/A					N/A	0	0.00
College Career Readiness	N/A						N/A	0	0.00
WorkKeys Participation	N/A						N/A	0	0.00
Total 9-12 Points							0.00		0.00

^ - Results are suppressed to protect individual confidentiality.
N/A - Results do not meet minimum reporting thresholds or no students of the reported grade level were served.

Printed 09/05/2013

K-8 Enrollment Ratio:	1.00
9-12 Enrollment Ratio:	0.00

ASPI Score	90.00
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ASPI Rating: **** **ALASKA SCHOOL PERFORMANCE INDEX (ASPI): 2013-2014** Printed 9/3/2014
School Grade Span
KG - 6

School District: **Kenai Peninsula Borough School District** School: **Fireweed Academy**

Participation Rate Grades 3-10	Number Tested 45	Number Enrolled 47	Participation Rate 95.74%	Met Participation Rate Yes	Points None, acts as a trigger to achievement denominator.
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K-8 Performance											Points	Weighting	ASPI Points
Academic Achievement	Reading			Writing			Math			89.31	0.35	31.26	
	Out Proficient	Out Tested	Pct Proficient	Out Proficient	Out Tested	Pct Proficient	Out Proficient	Out Tested	Pct Proficient				
	40	43	93.02%	39	43	90.70%	38	45	84.44%				
School Progress (Subgroup must have >5 students to be considered)	Growth All 100.00	Growth-AK Nat N/A	Growth-Econ Dis 100.00	Growth-w/Disaba 100.00	Growth-LEP N/A					100.00	0.4	40.00	
Attendance Rate	91.80%									80.00	0.25	20.00	
Total K-8 Points											1.00		91.26

9-12 Performance											Points	Weighting	ASPI Points
Academic Achievement	Reading			Writing			Math			N/A	0	0.00	
	Out Proficient	Out Tested	Pct Proficient	Out Proficient	Out Tested	Pct Proficient	Out Proficient	Out Tested	Pct Proficient				
	N/A	0	N/A	N/A	0	N/A	N/A	0	N/A				
School Progress (Subgroup must have >5 students to be considered)	Growth All N/A	Growth-AK Nat N/A	Growth-Econ Dis N/A	Growth-w/Disaba N/A	Growth-LEP N/A					N/A	0	0.00	
Attendance Rate	N/A									N/A	0	0.00	
Graduation Rate	4 Year N/A	Cohorts - 4 Yr N/A	5 Year N/A	Cohorts - 5 Yr N/A						N/A	0	0.00	
College Career Readiness	N/A									N/A	0	0.00	
WorkKeys Participation	N/A									N/A	0	0.00	
Total 9-12 Points											0.00		0.00

^ - Results are suppressed to protect individual confidentiality.
* - All eligible students are counted when Participation Rate is not met.
N/A - Results do not meet minimum reporting thresholds or no students of the reported grade level were served.

Per 4 AAC 06.835(b), this designation becomes final unless a review is requested within 30 days from receipt.

K-8 Enrollment Count:	101	K-8 Enrollment Ratio:	1.00
9-12 Enrollment Count:	0	9-12 Enrollment Ratio:	0.00

ASPI Score	91.26
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State Assessments

Fireweed Academy has progressed toward its academic goals. The academy exists to fulfill students' academic and developmental needs. Performance standards are evaluated using both objective and subjective assessment tools. Multiple assessments are used to document student achievement such as standardized tests, anecdotal record keeping, student portfolios, presentations and report cards.

Alaska SBA/AMP scores are comparable to or better than those of other public schools in the district, and individual students tend to maintain or improve their levels of performance on the SBA/AMP when compared to previous years.

Fireweed Academy students are monitored throughout the school year through the use of the AIMSweb for reading and language.

Students at the academy exhibit a wide range of ability. Guided by curriculum and instructional assessment data, teachers meet regularly with the parent advisory committee to adjust content and class offerings. Also, close coordination between the teacher and parent provides the opportunity for each student to learn at his or her individual pace. Curriculum is leveled and can further be modified to assure that a student is appropriately challenged according to his or her needs.

The KPBSD Report Card to the Public documents the results of the Alaska SBA/AMP testing. Copies of the results are included with this.

Fireweed 2012-2013 SBA Assessments

2012-2013 Standards Based Assessments (SBA)											
Reading											
All Grades	Grade 3		Grade 4		Grade 5		Grade 6				
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total	Percent	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Tested	Tested	
All Students	25	43.10%	28	48.28%	1	1.72%	4	6.90%	58	100.00%	
Male	14	40.00%	18	51.43%	1	2.86%	2	5.71%	35	100.00%	
Female	11	47.83%	10	43.48%	0	0.00%	2	8.70%	23	100.00%	
Alaska Native/American Indian	*	*	*	*	*	*	*	*	3	100.00%	
Asian/Pacific Islander	*	*	*	*	*	*	*	*	1	100.00%	
Caucasian	24	46.15%	25	48.08%	1	1.92%	2	3.85%	52	100.00%	
Two or More Races	*	*	*	*	*	*	*	*	2	100.00%	
Economically Disadvantaged	11	39.29%	13	46.43%	1	3.57%	3	10.71%	28	100.00%	
Not Economically Disadvantaged	14	46.67%	15	50.00%	0	0.00%	1	3.33%	30	100.00%	
Students With Disabilities	2	16.67%	6	50.00%	0	0.00%	4	33.33%	12	100.00%	
Disabled With Accommodations	1	10.00%	6	60.00%	0	0.00%	3	30.00%	10	100.00%	
Students Without Disabilities	23	50.00%	22	47.83%	1	2.17%	0	0.00%	46	100.00%	
Not Limited English Proficient	25	43.10%	28	48.28%	1	1.72%	4	6.90%	58	100.00%	
Migrant Students	*	60% or more	*	40% or fewer	*	40% or fewer	*	40% or fewer	5	100.00%	
Not Migrant Students	21	39.62%	27	50.94%	1	1.89%	4	7.55%	53	100.00%	

Writing

All Grades										
Grade 3										
Grade 4										
Grade 5										
Grade 6										
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	16	29.09%	30	54.55%	9	16.36%	0	0.00%	55	94.83%
Male	9	25.71%	19	54.29%	7	20.00%	0	0.00%	35	100.00%
Female	7	35.00%	11	55.00%	2	10.00%	0	0.00%	20	86.96%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	3	100.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	1	100.00%
Caucasian	15	30.61%	27	55.10%	7	14.29%	0	0.00%	49	94.23%
Two or More Races	*	*	*	*	*	*	*	*	2	100.00%
Economically Disadvantaged	6	23.08%	15	57.69%	5	19.23%	0	0.00%	26	92.86%
Not Economically Disadvantaged	10	34.48%	15	51.72%	4	13.79%	0	0.00%	29	96.67%
Students With Disabilities	0	0.00%	5	45.45%	6	54.55%	0	0.00%	11	91.67%
Disabled With Accommodations	0	0.00%	4	44.44%	5	55.56%	0	0.00%	9	100.00%
Students Without Disabilities	16	36.36%	25	56.82%	3	6.82%	0	0.00%	44	95.65%
Not Limited English Proficient	16	29.09%	30	54.55%	9	16.36%	0	0.00%	55	94.83%
Migrant Students	*	40% or fewer	*	60% or more	*	40% or fewer	*	40% or fewer	5	100.00%
Not Migrant Students	14	28.00%	27	54.00%	9	18.00%	0	0.00%	50	94.34%

Mathematics

All Grades										
Grade 3										
Grade 4										
Grade 5										
Grade 6										
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	26	45.61%	22	38.60%	4	7.02%	5	8.77%	57	98.28%
Male	17	48.57%	12	34.29%	2	5.71%	4	11.43%	35	100.00%
Female	9	40.91%	10	45.45%	2	9.09%	1	4.55%	22	95.65%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	3	100.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	1	100.00%
Caucasian	25	49.02%	19	37.25%	3	5.88%	4	7.84%	51	98.08%
Two or More Races	*	*	*	*	*	*	*	*	2	100.00%
Economically Disadvantaged	10	37.04%	13	48.15%	2	7.41%	2	7.41%	27	96.43%
Not Economically Disadvantaged	16	53.33%	9	30.00%	2	6.67%	3	10.00%	30	100.00%
Students With Disabilities	2	16.67%	6	50.00%	1	8.33%	3	25.00%	12	100.00%
Disabled With Accommodations	1	10.00%	5	50.00%	1	10.00%	3	30.00%	10	100.00%
Students Without Disabilities	24	53.33%	16	35.56%	3	6.67%	2	4.44%	45	97.83%
Not Limited English Proficient	26	45.61%	22	38.60%	4	7.02%	5	8.77%	57	98.28%
Migrant Students	*	40% or fewer	*	60% or more	*	40% or fewer	*	40% or fewer	5	100.00%
Not Migrant Students	24	46.15%	19	36.54%	4	7.69%	5	9.62%	52	98.11%

Science

All Grades		Grade 4								
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	6	42.86%	5	35.71%	2	14.29%	1	7.14%	14	100.00%
Male	5	50.00%	4	40.00%	1	10.00%	0	0.00%	10	100.00%
Female	*	*	*	*	*	*	*	*	4	100.00%
Caucasian	6	46.15%	5	38.46%	1	7.69%	1	7.69%	13	100.00%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	3	42.86%	3	42.86%	1	14.29%	0	0.00%	7	100.00%
Not Economically Disadvantaged	3	42.86%	2	28.57%	1	14.29%	1	14.29%	7	100.00%
Students With Disabilities	*	*	*	*	*	*	*	*	3	100.00%
Disabled With Accommodations	*	*	*	*	*	*	*	*	1	100.00%
Students Without Disabilities	5	45.45%	5	45.45%	1	9.09%	0	0.00%	11	100.00%
Not Limited English Proficient	6	42.86%	5	35.71%	2	14.29%	1	7.14%	14	100.00%
Migrant Students	*	*	*	*	*	*	*	*	2	100.00%
Not Migrant Students	5	41.67%	4	33.33%	2	16.67%	1	8.33%	12	100.00%

KPBSD 2012-2013 SBA Assessments

2012-2013 Standards Based Assessments (SBA)

Reading

All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10		
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	2385	44.49%	2320	43.28%	499	9.31%	157	2.93%	5361	98.60%
Male	1090	40.49%	1189	44.17%	321	11.92%	92	3.42%	2692	98.25%
Female	1295	48.52%	1131	42.38%	178	6.67%	65	2.44%	2669	98.96%
African American	8	33.33%	12	50.00%	2	8.33%	2	8.33%	24	100.00%
Alaska Native/American Indian	164	27.56%	299	50.25%	98	16.47%	34	5.71%	595	98.51%
Asian/Pacific Islander	41	41.00%	38	38.00%	16	16.00%	5	5.00%	100	97.09%
Caucasian	1924	47.27%	1719	42.24%	330	8.11%	97	2.38%	4070	98.69%
Hispanic	89	41.78%	98	46.01%	21	9.86%	5	2.35%	213	97.26%
Two or More Races	159	44.29%	154	42.90%	32	8.91%	14	3.90%	359	98.90%
Economically Disadvantaged	765	33.98%	1086	48.25%	299	13.28%	101	4.49%	2251	98.34%
Not Economically Disadvantaged	1620	52.09%	1234	39.68%	200	6.43%	56	1.80%	3110	98.79%
Students With Disabilities	100	12.02%	347	41.71%	257	30.89%	128	15.38%	832	98.35%
Disabled With Accommodations	56	8.47%	260	39.33%	229	34.64%	116	17.55%	661	100.00%
Students Without Disabilities	2285	50.45%	1973	43.56%	242	5.34%	29	0.64%	4529	98.65%
Limited English Proficient	11	7.97%	84	60.87%	33	23.91%	10	7.25%	138	97.87%
Not Limited English Proficient	2374	45.45%	2236	42.81%	466	8.92%	147	2.81%	5223	98.62%
Migrant Students	109	38.79%	142	50.53%	24	8.54%	6	2.14%	281	98.94%
Not Migrant Students	2276	44.80%	2178	42.87%	475	9.35%	151	2.97%	5080	98.58%

Writing

All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10		
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	1257	23.41%	3257	60.65%	732	13.63%	124	2.31%	5370	98.77%
Male	503	18.62%	1629	60.29%	482	17.84%	88	3.26%	2702	98.61%
Female	754	28.26%	1628	61.02%	250	9.37%	36	1.35%	2668	98.92%
African American	3	13.04%	18	78.26%	2	8.70%	0	0.00%	23	95.83%
Alaska Native/American Indian	76	12.75%	347	58.22%	144	24.16%	29	4.87%	596	98.68%
Asian/Pacific Islander	24	23.53%	61	59.80%	11	10.78%	6	5.88%	102	99.03%
Caucasian	1021	25.06%	2477	60.79%	504	12.37%	73	1.79%	4075	98.81%
Hispanic	46	21.40%	133	61.86%	29	13.49%	7	3.26%	215	98.17%
Two or More Races	87	24.23%	221	61.56%	42	11.70%	9	2.51%	359	98.90%
Economically Disadvantaged	375	16.62%	1371	60.77%	428	18.97%	82	3.63%	2256	98.56%
Not Economically Disadvantaged	882	28.32%	1886	60.57%	304	9.76%	42	1.35%	3114	98.92%
Students With Disabilities	48	5.73%	413	49.28%	310	36.99%	67	8.00%	838	99.05%
Disabled With Accommodations	17	2.53%	317	47.10%	280	41.60%	59	8.77%	673	100.00%
Students Without Disabilities	1209	26.68%	2844	62.75%	422	9.31%	57	1.26%	4532	98.71%
Limited English Proficient	9	6.47%	71	51.08%	51	36.69%	8	5.76%	139	98.58%
Not Limited English Proficient	1248	23.86%	3186	60.91%	681	13.02%	116	2.22%	5231	98.77%
Migrant Students	46	16.31%	186	65.96%	47	16.67%	3	1.06%	282	99.30%
Not Migrant Students	1211	23.80%	3071	60.36%	685	13.46%	121	2.38%	5088	98.74%

Mathematics

All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10		
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	2087	38.84%	2143	39.88%	718	13.36%	425	7.91%	5373	98.82%
Male	1034	38.25%	1051	38.88%	386	14.28%	232	8.58%	2703	98.65%
Female	1053	39.44%	1092	40.90%	332	12.43%	193	7.23%	2670	99.00%
African American	6	26.09%	10	43.48%	6	26.09%	1	4.35%	23	95.83%
Alaska Native/American Indian	153	25.63%	245	41.04%	108	18.09%	91	15.24%	597	98.84%
Asian/Pacific Islander	33	32.04%	37	35.92%	18	17.48%	15	14.56%	103	100.00%
Caucasian	1687	41.40%	1612	39.56%	500	12.27%	276	6.77%	4075	98.81%
Hispanic	65	30.23%	98	45.58%	31	14.42%	21	9.77%	215	98.17%
Two or More Races	143	39.72%	141	39.17%	55	15.28%	21	5.83%	360	99.17%
Economically Disadvantaged	703	31.06%	918	40.57%	388	17.15%	254	11.22%	2263	98.86%
Not Economically Disadvantaged	1384	44.50%	1225	39.39%	330	10.61%	171	5.50%	3110	98.79%
Students With Disabilities	102	12.17%	297	35.44%	222	26.49%	217	25.89%	838	99.05%
Disabled With Accommodations	51	7.68%	228	34.34%	191	28.77%	194	29.22%	664	100.00%
Students Without Disabilities	1985	43.77%	1846	40.71%	496	10.94%	208	4.59%	4535	98.78%
Limited English Proficient	11	7.80%	59	41.84%	40	28.37%	31	21.99%	141	100.00%
Not Limited English Proficient	2076	39.68%	2084	39.83%	678	12.96%	394	7.53%	5232	98.79%
Migrant Students	102	36.04%	120	42.40%	46	16.25%	15	5.30%	283	99.65%
Not Migrant Students	1985	39.00%	2023	39.74%	672	13.20%	410	8.06%	5090	98.78%

Science

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	227	35.19%	215	33.33%	144	22.33%	59	9.15%	645	94.30%
Male	122	36.53%	113	33.83%	67	20.06%	32	9.58%	334	93.82%
Female	105	33.76%	102	32.80%	77	24.76%	27	8.68%	311	94.82%
African American	*	*	*	*	*	*	*	*	4	100.00%
Alaska Native/American Indian	12	21.43%	14	25.00%	17	30.36%	13	23.21%	56	91.80%
Asian/Pacific Islander	3	23.08%	3	23.08%	4	30.77%	3	23.08%	13	100.00%
Caucasian	189	38.03%	170	34.21%	100	20.12%	38	7.65%	497	94.13%
Hispanic	6	25.00%	10	41.67%	7	29.17%	1	4.17%	24	96.00%
Two or More Races	16	31.37%	16	31.37%	15	29.41%	4	7.84%	51	96.23%
Economically Disadvantaged	82	27.24%	98	32.56%	80	26.58%	41	13.62%	301	95.86%
Not Economically Disadvantaged	145	42.15%	117	34.01%	64	18.60%	18	5.23%	344	92.97%
Students With Disabilities	16	13.33%	28	23.33%	41	34.17%	35	29.17%	120	93.75%
Disabled With Accommodations	5	6.02%	16	19.28%	29	34.94%	33	39.76%	83	100.00%
Students Without Disabilities	211	40.19%	187	35.62%	103	19.62%	24	4.57%	525	94.42%
Limited English Proficient	0	0.00%	3	12.00%	14	56.00%	8	32.00%	25	100.00%
Not Limited English Proficient	227	36.61%	212	34.19%	130	20.97%	51	8.23%	620	94.08%
Migrant Students	4	12.50%	8	25.00%	13	40.63%	7	21.88%	32	100.00%
Not Migrant Students	223	36.38%	207	33.77%	131	21.37%	52	8.48%	613	94.02%

Fireweed 2013-2014 SBA Assessments

2013-2014 Standards Based Assessments (SBA)

Reading

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	29	67.44%	11	25.58%	2	4.65%	1	2.33%	43	91.49%
Male	17	65.38%	6	23.08%	2	7.69%	1	3.85%	26	92.86%
Female	12	70.59%	5	29.41%	0	0.00%	0	0.00%	17	89.47%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	2	100.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	1	100.00%
Caucasian	28	71.79%	10	25.64%	1	2.56%	0	0.00%	39	90.70%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	14	60.87%	7	30.43%	1	4.35%	1	4.35%	23	95.83%
Not Economically Disadvantaged	15	75.00%	4	20.00%	1	5.00%	0	0.00%	20	86.96%
Students With Disabilities	1	20.00%	2	40.00%	1	20.00%	1	20.00%	5	83.33%
Disabled With Accommodations	*	*	*	*	*	*	*	*	4	100.00%
Students Without Disabilities	28	73.68%	9	23.68%	1	2.63%	0	0.00%	38	97.44%
Not Limited English Proficient	29	67.44%	11	25.58%	2	4.65%	1	2.33%	43	91.49%
Migrant Students	4	66.67%	1	16.67%	1	16.67%	0	0.00%	6	100.00%
Not Migrant Students	25	67.57%	10	27.03%	1	2.70%	1	2.70%	37	90.24%

Writing

All Grades										
Grade 3										
Grade 4										
Grade 5										
Grade 6										
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	19	44.19%	20	46.51%	4	9.30%	0	0.00%	43	91.49%
Male	8	30.77%	14	53.85%	4	15.38%	0	0.00%	26	92.86%
Female	11	64.71%	6	35.29%	0	0.00%	0	0.00%	17	89.47%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	2	100.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	1	100.00%
Caucasian	19	48.72%	18	46.15%	2	5.13%	0	0.00%	39	90.70%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	8	34.78%	13	56.52%	2	8.70%	0	0.00%	23	95.83%
Not Economically Disadvantaged	11	55.00%	7	35.00%	2	10.00%	0	0.00%	20	86.96%
Students With Disabilities	1	20.00%	2	40.00%	2	40.00%	0	0.00%	5	83.33%
Disabled With Accommodations	*	*	*	*	*	*	*	*	4	100.00%
Students Without Disabilities	18	47.37%	18	47.37%	2	5.26%	0	0.00%	38	97.44%
Not Limited English Proficient	19	44.19%	20	46.51%	4	9.30%	0	0.00%	43	91.49%
Migrant Students	3	50.00%	2	33.33%	1	16.67%	0	0.00%	6	100.00%
Not Migrant Students	16	43.24%	18	48.65%	3	8.11%	0	0.00%	37	90.24%

Mathematics

All Grades										
Grade 3										
Grade 4										
Grade 5										
Grade 6										
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	26	57.78%	12	26.67%	3	6.67%	4	8.89%	45	95.74%
Male	16	59.26%	7	25.93%	1	3.70%	3	11.11%	27	96.43%
Female	10	55.56%	5	27.78%	2	11.11%	1	5.56%	18	94.74%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	2	100.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	1	100.00%
Caucasian	25	60.98%	11	26.83%	2	4.88%	3	7.32%	41	95.35%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	12	52.17%	7	30.43%	3	13.04%	1	4.35%	23	95.83%
Not Economically Disadvantaged	14	63.64%	5	22.73%	0	0.00%	3	13.64%	22	95.65%
Students With Disabilities	1	14.29%	2	28.57%	1	14.29%	3	42.86%	7	87.50%
Disabled With Accommodations	*	*	*	*	*	*	*	*	1	100.00%
Students Without Disabilities	25	65.79%	10	26.32%	2	5.26%	1	2.63%	38	97.44%
Not Limited English Proficient	26	57.78%	12	26.67%	3	6.67%	4	8.89%	45	95.74%
Migrant Students	4	66.67%	1	16.67%	0	0.00%	1	16.67%	6	100.00%
Not Migrant Students	22	56.41%	11	28.21%	3	7.69%	3	7.69%	39	95.12%

Science

All Grades		Grade 4									
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	4	44.44%	2	22.22%	1	11.11%	2	22.22%	9	81.82%	
Male	*	*	*	*	*	*	*	*	4	80.00%	
Female	*	60% or more	*	40% or fewer	*	40% or fewer	*	40% or fewer	5	83.33%	
Alaska Native/American Indian	*	*	*	*	*	*	*	*	2	100.00%	
Caucasian	4	57.14%	1	14.29%	1	14.29%	1	14.29%	7	77.78%	
Economically Disadvantaged	4	57.14%	2	28.57%	0	0.00%	1	14.29%	7	100.00%	
Not Economically Disadvantaged	*	*	*	*	*	*	*	*	2	50.00%	
Students With Disabilities	*	*	*	*	*	*	*	*	3	75.00%	
Disabled With Accommodations	*	*	*	*	*	*	*	*	3	100.00%	
Students Without Disabilities	4	66.67%	0	0.00%	1	16.67%	1	16.67%	6	85.71%	
Not Limited English Proficient	4	44.44%	2	22.22%	1	11.11%	2	22.22%	9	81.82%	
Migrant Students	*	*	*	*	*	*	*	*	2	100.00%	
Not Migrant Students	3	42.86%	2	28.57%	1	14.29%	1	14.29%	7	77.78%	

KPBSD 2013-14 SBA Assessments

2013-2014 Standards Based Assessments (SBA)

Reading

All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10		
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	2370	45.84%	2217	42.88%	448	8.67%	135	2.61%	5170	98.97%
Male	1076	41.24%	1170	44.84%	276	10.58%	87	3.33%	2609	99.05%
Female	1294	50.53%	1047	40.88%	172	6.72%	48	1.87%	2561	98.88%
African American	6	33.33%	10	55.56%	1	5.56%	1	5.56%	18	100.00%
Alaska Native/American Indian	153	27.52%	286	51.44%	88	15.83%	29	5.22%	556	99.11%
Asian/Pacific Islander	39	44.83%	30	34.48%	16	18.39%	2	2.30%	87	98.86%
Caucasian	1879	48.58%	1616	41.78%	289	7.47%	84	2.17%	3868	98.85%
Hispanic	94	43.93%	100	46.73%	16	7.48%	4	1.87%	214	99.53%
Two or More Races	199	46.60%	175	40.98%	38	8.90%	15	3.51%	427	99.77%
Economically Disadvantaged	766	35.66%	1041	48.46%	251	11.69%	90	4.19%	2148	99.26%
Not Economically Disadvantaged	1604	53.08%	1176	38.91%	197	6.52%	45	1.49%	3022	98.76%
Students With Disabilities	93	11.06%	399	47.44%	246	29.25%	103	12.25%	841	98.82%
Disabled With Accommodations	40	5.97%	316	47.16%	217	32.39%	97	14.48%	670	100.00%
Students Without Disabilities	2277	52.60%	1818	42.00%	202	4.67%	32	0.74%	4329	99.06%
Limited English Proficient	13	7.98%	85	52.15%	49	30.06%	16	9.82%	163	100.00%
Not Limited English Proficient	2357	47.07%	2132	42.58%	399	7.97%	119	2.38%	5007	98.93%
Migrant Students	103	37.18%	140	50.54%	31	11.19%	3	1.08%	277	100.00%
Not Migrant Students	2267	46.33%	2077	42.45%	417	8.52%	132	2.70%	4893	98.91%

Writing

All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10		
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	1379	26.68%	2989	57.83%	693	13.41%	108	2.09%	5169	98.97%
Male	557	21.35%	1510	57.88%	462	17.71%	80	3.07%	2609	99.05%
Female	822	32.11%	1479	57.77%	231	9.02%	28	1.09%	2560	98.88%
African American	3	16.67%	12	66.67%	3	16.67%	0	0.00%	18	100.00%
Alaska Native/American Indian	91	16.34%	314	56.37%	135	24.24%	17	3.05%	557	99.29%
Asian/Pacific Islander	18	20.69%	51	58.62%	15	17.24%	3	3.45%	87	98.86%
Caucasian	1101	28.47%	2241	57.95%	450	11.64%	75	1.94%	3867	98.82%
Hispanic	48	22.43%	135	63.08%	26	12.15%	5	2.34%	214	99.53%
Two or More Races	118	27.70%	236	55.40%	64	15.02%	8	1.88%	426	99.53%
Economically Disadvantaged	415	19.35%	1274	59.39%	393	18.32%	63	2.94%	2145	99.12%
Not Economically Disadvantaged	964	31.88%	1715	56.71%	300	9.92%	45	1.49%	3024	98.86%
Students With Disabilities	56	6.65%	403	47.86%	322	38.24%	61	7.24%	842	98.94%
Disabled With Accommodations	21	3.13%	316	47.09%	279	41.58%	55	8.20%	671	100.00%
Students Without Disabilities	1323	30.58%	2586	59.76%	371	8.57%	47	1.09%	4327	99.02%
Limited English Proficient	11	6.75%	83	50.92%	61	37.42%	8	4.91%	163	100.00%
Not Limited English Proficient	1368	27.33%	2906	58.05%	632	12.62%	100	2.00%	5006	98.93%
Migrant Students	51	18.41%	190	68.59%	35	12.64%	1	0.36%	277	100.00%
Not Migrant Students	1328	27.15%	2799	57.22%	658	13.45%	107	2.19%	4892	98.91%

Mathematics

All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10		
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	2136	41.35%	1918	37.13%	670	12.97%	442	8.56%	5166	98.89%
Male	1076	41.24%	923	35.38%	355	13.61%	255	9.77%	2609	99.05%
Female	1060	41.45%	995	38.91%	315	12.32%	187	7.31%	2557	98.73%
African American	3	16.67%	11	61.11%	3	16.67%	1	5.56%	18	100.00%
Alaska Native/American Indian	162	29.08%	195	35.01%	122	21.90%	78	14.00%	557	99.29%
Asian/Pacific Islander	30	34.48%	30	34.48%	18	20.69%	9	10.34%	87	98.86%
Caucasian	1688	43.72%	1417	36.70%	456	11.81%	300	7.77%	3861	98.65%
Hispanic	75	34.88%	98	45.58%	21	9.77%	21	9.77%	215	100.00%
Two or More Races	178	41.59%	167	39.02%	50	11.68%	33	7.71%	428	100.00%
Economically Disadvantaged	695	32.39%	866	40.35%	329	15.33%	256	11.93%	2146	99.17%
Not Economically Disadvantaged	1441	47.72%	1052	34.83%	341	11.29%	186	6.16%	3020	98.69%
Students With Disabilities	116	13.81%	290	34.52%	214	25.48%	220	26.19%	840	98.48%
Disabled With Accommodations	63	9.35%	232	34.42%	187	27.74%	192	28.49%	674	100.00%
Students Without Disabilities	2020	46.69%	1628	37.63%	456	10.54%	222	5.13%	4326	98.97%
Limited English Proficient	19	11.59%	74	45.12%	40	24.39%	31	18.90%	164	100.00%
Not Limited English Proficient	2117	42.32%	1844	36.87%	630	12.59%	411	8.22%	5002	98.85%
Migrant Students	104	37.55%	126	45.49%	36	13.00%	11	3.97%	277	100.00%
Not Migrant Students	2032	41.56%	1792	36.65%	634	12.97%	431	8.82%	4889	98.83%

2014-2015 Alaska Measures of Progress (AMP)

English Language Arts

All Grades	Grade 3	Grade 4	Grade 5	Grade 6						
Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	9	20.00%	19	42.22%	12	26.67%	5	11.11%	45	91.84%
Male	2	7.41%	10	37.04%	11	40.74%	4	14.81%	27	90.00%
Female	7	38.89%	9	50.00%	1	5.56%	1	5.56%	18	94.74%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	2	100.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	2	100.00%
Caucasian	8	20.00%	17	42.50%	12	30.00%	3	7.50%	40	90.91%
Hispanic	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	3	16.67%	8	44.44%	5	27.78%	2	11.11%	18	94.74%
Not Economically Disadvantaged	6	22.22%	11	40.74%	7	25.93%	3	11.11%	27	90.00%
Students With Disabilities	1	14.29%	2	28.57%	1	14.29%	3	42.86%	7	77.78%
Students Without Disabilities	8	21.05%	17	44.74%	11	28.95%	2	5.26%	38	97.44%
Not Limited English Proficient	9	20.00%	19	42.22%	12	26.67%	5	11.11%	45	91.84%
Migrant Students	0	0.00%	2	40.00%	2	40.00%	1	20.00%	5	100.00%
Not Migrant Students	9	22.50%	17	42.50%	10	25.00%	4	10.00%	40	90.91%
Not Active Duty Parent/Guardian	9	20.00%	19	42.22%	12	26.67%	5	11.11%	45	91.84%

2014-2015 Standards Based Assessments (SBA)

Science

All Grades	Grade 4									
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	4	44.44%	5	55.56%	0	0.00%	0	0.00%	9	100.00%
Male	3	42.86%	4	57.14%	0	0.00%	0	0.00%	7	100.00%
Female	*	*	*	*	*	*	*	*	2	100.00%
Caucasian	4	44.44%	5	55.56%	0	0.00%	0	0.00%	9	100.00%
Economically Disadvantaged	*	*	*	*	*	*	*	*	3	100.00%
Not Economically Disadvantaged	*	60% or more	*	40% or fewer	*	40% or fewer	*	40% or fewer	6	100.00%
Students With Disabilities	*	*	*	*	*	*	*	*	1	100.00%
Students Without Disabilities	4	50.00%	4	50.00%	0	0.00%	0	0.00%	8	100.00%
Not Limited English Proficient	4	44.44%	5	55.56%	0	0.00%	0	0.00%	9	100.00%
Not Migrant Students	4	44.44%	5	55.56%	0	0.00%	0	0.00%	9	100.00%
Not Active Duty Parent/Guardian	4	44.44%	5	55.56%	0	0.00%	0	0.00%	9	100.00%

2014-2015 Alaska Measures of Progress (AMP)

English Language Arts

All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10		
	<i>Meets The Standards</i>				<i>Partially Meets The Standards</i>					
	<i>Level 4</i>		<i>Level 3</i>		<i>Level 2</i>		<i>Level 1</i>			
<i>Subgroup</i>	<i>Count</i>	<i>Percent</i>	<i>Count</i>	<i>Percent</i>	<i>Count</i>	<i>Percent</i>	<i>Count</i>	<i>Percent</i>	<i>Total Tested</i>	<i>Percent Tested</i>
All Students	302	5.96%	1887	37.25%	1920	37.90%	957	18.89%	5066	95.98%
Male	126	4.85%	853	32.83%	1018	39.18%	601	23.13%	2598	95.90%
Female	176	7.13%	1034	41.90%	902	36.55%	356	14.42%	2468	96.11%
African American	0	0.00%	5	23.81%	13	61.90%	3	14.29%	21	100.00%
Alaska Native/American Indian	8	1.58%	119	23.56%	216	42.77%	162	32.08%	505	97.87%
Asian/Pacific Islander	3	3.75%	25	31.25%	29	36.25%	23	28.75%	80	98.77%
Caucasian	264	7.04%	1478	39.40%	1392	37.11%	617	16.45%	3751	95.66%
Hispanic	6	2.69%	82	36.77%	92	41.26%	43	19.28%	223	96.12%
Two or More Races	21	4.32%	178	36.63%	178	36.63%	109	22.43%	486	96.24%
Economically Disadvantaged	71	3.43%	660	31.91%	814	39.36%	523	25.29%	2068	97.04%
Not Economically Disadvantaged	231	7.71%	1227	40.93%	1106	36.89%	434	14.48%	2998	95.30%
Students With Disabilities	10	1.15%	87	10.05%	324	37.41%	445	51.39%	866	96.76%
Students Without Disabilities	292	6.95%	1800	42.86%	1596	38.00%	512	12.19%	4200	95.87%
Limited English Proficient	0	0.00%	17	8.99%	60	31.75%	112	59.26%	189	99.47%
Not Limited English Proficient	302	6.19%	1870	38.34%	1860	38.14%	845	17.33%	4877	95.87%
Migrant Students	7	2.63%	91	34.21%	110	41.35%	58	21.80%	266	99.25%
Not Migrant Students	295	6.15%	1796	37.42%	1810	37.71%	899	18.73%	4800	95.85%
Active Duty Parent/Guardian	*	*	*	*	*	*	*	*	3	100.00%
Not Active Duty Parent/Guardian	302	5.96%	1884	37.21%	1920	37.92%	957	18.90%	5063	95.98%

2014-2015 Standards Based Assessments (SBA)

Science

All Grades	Grade 4	Grade 8	Grade 10							
	<i>Advanced</i>		<i>Proficient</i>		<i>Below Proficient</i>		<i>Far Below Proficient</i>			
<i>Subgroup</i>	<i>Count</i>	<i>Percent</i>	<i>Count</i>	<i>Percent</i>	<i>Count</i>	<i>Percent</i>	<i>Count</i>	<i>Percent</i>	<i>Total Tested</i>	<i>Percent Tested</i>
All Students	194	32.17%	193	32.01%	164	27.20%	52	8.62%	603	93.78%
Male	108	34.29%	92	29.21%	89	28.25%	26	8.25%	315	94.03%
Female	86	29.86%	101	35.07%	75	26.04%	26	9.03%	288	93.81%
African American	*	*	*	*	*	*	*	*	1	100.00%
Alaska Native/American Indian	10	16.95%	17	28.81%	18	30.51%	14	23.73%	59	96.72%
Asian/Pacific Islander	1	12.50%	2	25.00%	2	25.00%	3	37.50%	8	88.89%
Caucasian	157	35.36%	143	32.21%	114	25.68%	30	6.76%	444	94.07%
Hispanic	2	10.00%	9	45.00%	8	40.00%	1	5.00%	20	86.96%
Two or More Races	24	33.80%	22	30.99%	22	30.99%	3	4.23%	71	94.67%
Economically Disadvantaged	43	17.34%	92	37.10%	84	33.87%	29	11.69%	248	96.12%
Not Economically Disadvantaged	151	42.54%	101	28.45%	80	22.54%	23	6.48%	355	92.21%
Students With Disabilities	19	15.57%	27	22.13%	45	36.89%	31	25.41%	122	96.06%
Disabled With Accommodations	8	9.76%	13	15.85%	34	41.46%	27	32.93%	82	100.00%
Students Without Disabilities	175	36.38%	166	34.51%	119	24.74%	21	4.37%	481	93.22%
Limited English Proficient	0	0.00%	5	15.63%	19	59.38%	8	25.00%	32	91.43%
Not Limited English Proficient	194	33.98%	188	32.92%	145	25.39%	44	7.71%	571	93.91%
Migrant Students	2	9.52%	6	28.57%	12	57.14%	1	4.76%	21	100.00%
Not Migrant Students	192	32.99%	187	32.13%	152	26.12%	51	8.76%	582	93.57%
Not Active Duty Parent/Guardian	194	32.17%	193	32.01%	164	27.20%	52	8.62%	603	93.78%

Narrative of Addressing the Needs of Students Not Achieving At a Level of Proficiency

We address the needs of students struggling for proficiency in several ways:

Differentiating instructional methods to support student achievement

Dynamic grouping and cooperative learning to pair students with mentors.

Utilize student passion and interests to increase student engagement and commitment.

Conferences with parents, discuss test results, strengths and weaknesses, and provide specific goals and activities to facilitate progress.

Utilize QSI funds for after school workshops.

Provide additional skills building and practice materials.

Provide extra assistance with test taking.

Collaborate with the intervention teams and Special Education Staff of WHE to assess and monitor all students.

Utilize the web-based ALEKs program for math assessment & remediation.

Narrative of School/Classroom Assessments

Fireweed Academy maps each quarter's content and process lessons to State of Alaska content and performance standards. We apply state GLE's that have been standardized and include clear criteria. Assessments include Analytic Writing Assessment Rubric; CBM and First Steps Reading Inventory; Problem of the Week Rubrics; and State Benchmark Reading, Writing, and Math Performance Standards.

In assessing progress on theme studies projects and presentations, we frequently create authentic rubrics with the students to assess their performance. Students help generate criteria and indicators for reaching those criteria. We have created a rubric for Socratic Seminar Participation. These assessments are used to communicate strengths and weaknesses and to generate subsequent goals and methodologies.

We have also implemented the Capacity Matrix for evaluating complex projects and presentations that address many standards. Projects and presentations are frequently recorded digitally for portfolios and reflection.

A prior focus on Marzano's strategy for Generating Hypotheses is still in practice, and each teacher actively works with students to generate hypotheses, test those hypotheses and record their data. Subsequently we have implemented more avenues for students to monitor and record progress and set goals in a variety of ways including student participation in reviewing the Alaska ELA and Math Standards so that students can have ownership of, and participate in the development of individual learning outcomes.

4. Professional Development

Narrative of Staff Development Activities

We follow the district School Development Plan, which is goal-based and driven by student assessment data.

In FY15 and16, professional development activities centered around providing differentiated instruction, effective collaboration, refining and implementing the School Improvement Plan, understanding components and implementation of the Student Growth Map processes, developing vertical curricular alignment across grade levels, understanding the Teacher Evaluation System, aligning Student Progress Reports to the standards and developing consistency between K-2 and 3-6 report cards, and creating a shared definition of assessment scores used by all staff on Student Progress Reports. In

In FY 17, the School Improvement Plan will continue to focus on collaboration in order to help guide the vertical alignment of the school's curriculum. This focus will be enhanced by the development of lessons utilizing Canvas to support the district's initiative of Blended Learning. The use of technology will benefit the school's students and its curriculum in a number of ways. Students will be more engaged and will take ownership in setting their personal academic goals. Classroom discussions will be enhanced, as students reflect on peer responses. Developing lessons collaboratively will be easier using Canvas, especially between the two buildings, which in turn will help with vertical alignment of the curriculum.

Collaborative Team Planning Guide

Key Ideas to always focus on:

SGM/SDP Alignment

Collaborative Culture

Focus on Results

Team: LFW K-1-2 team

Date: Oct. 28, 2015

Meeting Time: 1:30 PM

Finish: 2:40 PM

Question to be directly addressed in this meeting:

_____ What do students need to know and be able to do?

_____ How will we know if they know it?

_____ What will we do if the student does not get it?

_____ What will we do if the student already knows it?

Agenda for this meeting:

1. Theme Group Planning/Intro

2. Workshops planning

3. Field trip planning

Time Allotment:

30 Minutes

20 Minutes

Remainder of time

Members Present and Roles:

Jon: Recorder

Betsy: Time keeper

Kim: Keeps us on track with agenda

Team Members Absent (reason):

Team Meeting Notes (Type in below this line):

Meeting Notes – Theme Group Planning/Explorations>>Workshops/Field Trips

We discussed the introduction to the habitat theme, set order of group leading each week and discussed what each group's focus would be. We also decided on a two week rotation rather than every week to accommodate subs and a flow of the project work involved with the theme studies.

Explorations will become Workshops. We discussed a two week duration for each and set the protocols for signing kids up, what the first round would be and the commitment to the two days each week that you sign up for.

We discussed field trip options from now until Dec. break. Each of us will make contact re: swimming, bowling, Movie Theater.

Challenges and Strategies to Help Students Succeed

Clear information/expectation surrounding the changes in duration, structure, etc. of explorations and theme groups

Developing protocols for 'Workshops' to ensure good group composition and distribution, and student commitment for the duration.

Next Steps

Create and print a 'Workshop sign-up ballot' w/ 1st/2nd/3rd choice slots
Check on field trip availability
Plan/prep for Workshops - student poll on Mondays at snack

Questions or Needs from the Team	Who will get an answer:
1. Assess how 'Workshops' are working – needs?	ALL
2. Do we like the two week theme rotation?	ALL
3. Field trip planning and coordination progress?	ALL

Team Meeting Decisions/Agreements:

1. Each member will research a field trip and lead dog if successfully set up
2. T/W/Th reading and theme intro schedule established
3. Theme group focus discussed and balanced for content – science/social studies/etc.

Agenda for Next Meeting: TBD based on then-current need

1. _____
2. _____
3. _____

Roles for Next Meeting: TBD

Facilitator:

Time Keeper:

Note Taker/Poster:

Collaborative Team Planning Guide

Key Ideas to always focus on:

SGM/SDP Alignment

Collaborative Culture

Focus on Results

Team: 6th

Date: November 25, 2015

Meeting Time: Start 2:20 p.m.

Finish: 3:15 p.m

Question to be directly addressed this meeting:

What do students need to know and be able to do? (Understand the intent of a question)

How will we know if they know it? (test performance and data collection)

What will we do if the student does not get it? (re-teach, coach and review the material with them)

What will we do if the student already knows it? (praise the lord)

Agenda for this meeting:

Time Allotment:

1. Article review
2. Develop strategies

Members Present and Roles:

Team Members Absent (reason):

David _____

Kris _____

Team Meeting Notes (Type in below this line):

Examination of Evidence: Curriculum/Student Work/Assessment Data/Progress Data/Lesson Plan

Reviewing student work with the following in mind:

Reading strategies for math and reading to learn

Previewing a problem or question and determining the intent or question

Building background by activating prior knowledge

Summarizing by retelling the plot or main idea of a problem.

Explicit scaffolding experience.

Challenges and Strategies to Help Students Succeed

Determining weak areas

Teaching the process

Skill level of students

Differentiation of instruction

Have students read a problem and instead of solving it determine what the problem is asking,

What steps they need to take and how they would go about solving it.

Next Steps

Questions or Needs from the Team

1. Folders needed
- 2.
- 3.

Who will get an answer:

Kris

Team Meeting Decisions/Agreements:

- 1.
- 2.
- 3.

Agenda for Next Meeting:

- 1.
- 2.
- 3.

Roles for Next Meeting:

Facilitator: David

Time Keeper:

Note Taker/Poster:Kris

Collaborative Team Planning Guide

Key Ideas to always focus on:

SGM/SDP Alignment

Collaborative Culture

Focus on Results

Team: Hannah and Stephanie

Date: 11/25/2015

Meeting Time: Start 1:55

Finish: 3:20

Question to be directly addressed this meeting:

What do students need to know and be able to do?

How will we know if they know it?

What will we do if the student does not get it?

What will we do if the student already knows it?

Agenda for this meeting:

Time Allotment:

1. horizontal alignment for 3rd and 4th grade 1.5 hours
- 2.

Members Present and Roles:

Stephanie

Hannah

Team Members Absent (reason):

Team Meeting Notes (Type in below this line):

Examination of Evidence: Curriculum/Student Work/Assessment Data/Progress Data/Lesson Plan

We have identified the students in the 3rd grade who are consistently low in math and language arts assessments and data. We looked at the monthly math assessments (M-COMP, M-CAP), Read Naturally reports, and beginning of the year R-CBM. We confirmed that these students are all in or in need of tier 1 intervention. It has been assessed that they have made gradual gains, but are still below targets and grade level expectations.

In the 4th grade we have identified students in problem areas and compared their scores for horizontal alignment. Unlike in 3rd grade we have noted that there isn't as much of or a consistent horizontal line in the data and assessments. Outside of one student who has an IEP.

Challenges and Strategies to Help Students Succeed

In third grade a group of students who have been identified as below or well below grade level in math and language arts are participating in a small group intervention for reading and writing. They have also begun or will begin participating in IXL for a math intervention program.

With the one student in 4th grade that has been identified as consistently well below grade level in core subject areas is also a part of intervention with Read Naturally and

IXL. This student also has an IEP and work one-on-one with the sped. Teacher. He also has Occupational Therapy minutes which are met twice a week with the OT teacher.

Next Steps

Now that we have identified the 3rd grade students who are consistently below in both math and language arts we will begin working on math word problems with them. Utilizing writing and reading skills to write their own math word problems and then practice solving the problem. The hope is that this will allow for horizontal alignment to happen. That on both their reading and math assessment we will see growth. We will also add a new identified student that is already in reading and writing intervention to be added to IXL math intervention.

Questions or Needs from the Team

Who will get an answer:

- 1.
- 2.
- 3.

Team Meeting Decisions/Agreements:

- 1.
- 2.
- 3.

Agenda for Next Meeting:

- 1.
- 2.
- 3.

Roles for Next Meeting:

Facilitator: Stephanie

Time Keeper:

Note Taker/Poster: Hannah

Collaborative Team Planning Guide

Key Ideas to always focus on:

SGM/SDP Alignment

Collaborative Culture

Focus on Results

Team: Jon, Hannah, Stephanie

Date: 5/4/16

Meeting Time: Start 2:10 p.m.

Finish: 3:30 p.m.

Question to be directly addressed this meeting:

_____ What do students need to know and be able to do?

_____ How will we know if they know it?

_____ What will we do if the student does not get it?

_____ What will we do if the student already knows it?

Agenda for this meeting:

Time Allotment:

1. Analyzing AimsWeb data

2.

Members Present and Roles:

Team Members Absent (reason): Jon

Kulhanek

Hannah Snow

Stephanie Zuniga

Team Meeting Notes (Type in below this line):

Examination of Evidence: Curriculum/Student Work/Assessment Data/Progress Data/Lesson Plan

AimsWeb Data

Challenges and Strategies to Help Students Succeed

The goal of this collaboration meeting is to analyze and assess the AimsWeb data for the 2nd-6th grade students to assess needs. We will be looking at a general plan and action for next year to meet student’s needs.

Next year we will have three teachers, 57 students, and 4 grade levels;

3rd – 22 students

4th – 8 students

5th – 16 students

6th – 11 students

This proves to be a challenge as to how to split the students up for them to be successful and move along the learning continuum. Within these grade levels we also have a variety of needs to meet (emotional, academic, social).

We've discussed having mixed grade levels and teaching all language arts and then all math classes at the same time. The math time would be a math emphasis incorporating language arts components. ELA would be also incorporate other subject areas for a cross curricular approach. This model could also help break the dynamics of grade level social and emotional needs.

Next Steps

Map out the standards. Look at the assessments and analyze the data to put them in appropriate groupings for the learning continuum.

Propose a day to meet to further discuss and meet.

Questions or Needs from the Team

1. Administration input
- 2.
- 3.

Who will get an answer:

Jon

Team Meeting Decisions/Agreements:

1. Meet on May 20th for further discussion and meeting
- 2.
- 3.

Agenda for Next Meeting:

- 1.
- 2.
- 3.

Roles for Next Meeting:

Facilitator: Kiki

Time Keeper: Stephanie

Note Taker/Poster: Hannah



Fireweed Academy
In-Service
Location: Room 103
Date: Tuesday, August 16, 2016

KPBSD – Working to develop productive, responsible, and successful in a dynamic world.

AGENDA

Time	Topic	Speaker
8:00 - 8:30	Meet & Greet	
8:30 – 9:00	Check-In	Staff
9:00 – 9:30	Introduction: Who I am and what I believe	Todd Hindman
9:30 – 10:30	Review: Mission Statement / Strategic Plan	Staff
10:45 – 11:30	Report: Summer Leadership Academy	Jon Kulhanek / Hannah Snow
11:30 - 12:00	Lesson Plans	Todd Hindman
Afternoon	½ Work Day	



**Fireweed Academy
In-Service
Location: Room 103
Date: Wednesday, August 17, 2016**

KPBSD – Working to develop productive, resp
successful in a dynamic world.

AGENDA

Time	Topic	Speaker
8:00 - 8:30	Meet & Greet	
8:30 – 8:40	Check-In	Staff
8:40 – 8:55	AESOP / Sick Leave Procedures	Janet Bowen
9:00 – 9:30	Nurse Services	Laura Peek
9:30 – 10:30	House Keeping: Yearly Reminders	Todd Hindman
10:45 - 12:00	Building Level Meetings	Staff
12:00 – 12:45	Lunch	
12:45 – 3:15	Mandatory Training Modules	Canvas
3:15 – 3:30	Debrief	Todd Hindman



**Fireweed Academy
In-Service
Location: Room 103
Date: Thursday, August 18, 2016**

KPBSD – Working to develop productive, responsible, and successful in a dynamic world.

AGENDA

Time	Topic	Speaker
8:00 - 8:30	Meet & Greet	
8:30 – 8:40	Check-In	Staff
8:40 – 9:00	Housekeeping Items	Todd Hindman
9:00 – 10:15	KPBSD Video Presentation	Mr. Arness, Sean Dusek, John O’Brien
10:30 – 11:00	KPBSD Video Presentation Debrief	Todd Hindman Eric Waltenbaugh
11:00 - 12:00	Effective Instruction Process Training	Todd Hindman
12:00 – 12:45	Lunch	
1:00 – 2:15	Session # 1: Canvas Integration Presentations	KPBSD Certified Staff
2:15 – 3:30	Session # 2: Canvas Integration Presentations	KPBSD Certified Staff



Fireweed Academy
In-Service
Location: Room 103
Date: Friday, August 19, 2016

KPBSD – Working to develop productive, respectful, and successful in a dynamic world.

AGENDA

Time	Topic	Speaker
8:00 - 8:20	Meet & Greet	
8:30 – 12:00	LFW: Building Level Meeting	Staff
8:30 – 9:30	BFW: EAP with WHE Staff	Eric Waltenbaugh
9:30 – 11:00	PBIS with WHE Staff	Eric Waltenbaugh
11:00 – 12:00	Building Level Meeting	Staff
12:00 – 12:45	Lunch	
12:40 – 3:30	½ Work Day / Meet the Teacher	

5. Facilities

Fireweed Academy is currently housed in two facilities. The 3rd-6th-grade program occupies five rooms in a shared facility with West Homer Elementary, and the Kindergarten-2nd grade program is housed in a private, leased facility. As we plan to increase in enrollment in the coming years, we plan to expand our facility use to include additional space in West Homer Elementary and potential expansion our K-2 space through yurt or other portable classroom buildings. A long-term goal of Fireweed Academy is to house our entire Kindergarten-6th grade in one facility. We remain open to the many possible configurations and spaces that would help us to achieve this goal.

According to KPBSD policy, a Charter school may share a facility with another school if the combined student population does not exceed 90% of the rated capacity of the facility. This is an effective use of space and taxpayer dollars. Each year a new Memorandum of Agreement is negotiated between Fireweed and the district.

We also built a storage shed that is located next to West Homer Elementary.

MOA Shared Facility

MEMORANDUM OF AGREEMENT
Sharing a Facility 2017-2018
Fireweed Academy-West Homer Elementary

The Kenai Peninsula Borough School District and Fireweed Academy Charter School Academic Policy Committee agree to this Memorandum of Agreement regarding sharing facility space for the 2017-2018 school year, renewable through the 2026-2027 school year.

Room Usage and Operational Costs

The District will provide 4 classrooms at West Homer Elementary School.

The District will provide Room 214 for an office area/library at West Homer Elementary School for the school year.

Fireweed Academy will pay the District each year for In-Kind Services and Rent, determined in the following manner: Fireweed will pay for a proportional share of In-Kind Services costs determined by dividing the school's Adjusted Average Daily Membership (AADM) by the total KPBSD AADM and multiplying by the cost of appropriate In-Kind Services. Rent will be charged for use of Fireweed's share of the West Homer Elementary building at the rental rate times the AADM. (In FY17, the rental rate was \$600 per AADM). To provide for continuity in budgeting, estimated costs will be booked in the accounting system in the current year, based on the prior fiscal year actual expenditures. The following fiscal year, an adjustment to "true-up" the actual costs will be posted. This will allow Fireweed Academy to rely on budget estimates and at year-end when calculating possible carry-over of funds.

Fireweed Academy will pay the District each year for approximately \$50,100 to cover the pro-rated operational cost associated with sharing a district facility each school year (utilities, shared staff, shared supplies, etc.) The estimate below is based on the FY16 actual expenditures.

4330 Nursing	\$12,700
4600 Custodial	13,000
4600 Building	25,400
	\$50,100

To provide for continuity in budgeting, estimated costs will be booked in the accounting system in the current year, based on the prior fiscal year actual expenditures. The following fiscal year, an adjustment to "true-up" the actual costs will be posted. This will allow Fireweed Academy to rely on budget estimates and at year-end when calculating possible carry-over of funds.

Common Areas: Use and scheduling of the library, gym, and music room will be pro-rated according to the percentage of students attending Fireweed Academy (96) compared to the West Homer Elementary School (235) population. The enrollment projections for 2016-2017 indicate the pro-rated amount is West Homer -71% and Fireweed -29%.

Gym- ten 30 minute periods per week (5 hours)

Music Room- ten 30 minute periods per week (5 hours)

Art- the equivalent of ten 30 minute periods per week or 8 weeks per year

Other - Fireweed and West Homer will work cooperatively to accommodate special events by either program in these shared spaces

Fireweed Academy Administrator

Administrator responsibilities involve the management of all daily operations of Fireweed Academy. Student achievement will match or exceed District goals and State standards. The administrator shall maintain fiscal management according to District guidelines and State Statutes. This includes the preparation and oversight of the school's budget, with regular accountability to, and approval of, the APC.

The administrator will be the official liaison between the District administration, the APC and the charter school. Frequent open and regular communication will be maintained with the neighborhood school administrator to insure a successful relationship.

The APC agrees to compensate the current district Administrator \$1500 for completion of tasks associated with shared facilities including employee evaluations, Critical Incident and other required inservice training, scheduling of duties and shared space, and conflict resolution.

Shared Services

Fireweed Academy agrees to budget a pro-rated amount for the following shared positions, programs, and associated costs, and to be available during the necessary trainings and events:

Custodial services: Fireweed Academy agrees to hire a 3.5 hour per day custodian who will be under the direction and supervision of the head custodian and principal at West Homer Elementary. The West Homer Elementary principal will seek input from the charter school administrator.

Specialists: Fireweed Academy APC may consider supporting a shared librarian once our budget has been confirmed by the district. The librarian will be under the direction and supervision of the principal at West Homer Elementary. The West Homer Elementary principal will seek input from the charter school administrator. The supplies and equipment needed for each of these programs may be shared with all students of both schools. As of September 2016, Fireweed does not share any specialists.

Repair costs will be shared at a rate agreed upon by both schools at the time of needed repair.

Emergency and safety plans: The building principal will be responsible for emergency and safety training; the charter school is responsible to be present during training.

Equipment and Supplies

Fireweed Academy will purchase their own supplies and equipment needed for operation of their program, or will share in rental costs on an as-needed basis. Staff from Fireweed Academy will share in the responsibility of care and maintenance of shared equipment, supplies and common spaces.

District Policy, State Statute, and Federal Requirement Accountability

Fireweed Academy Charter School will comply with District Charter School policies, State statutes and Federal requirements during the duration of the charter. The charter school will meet all educational achievement goals and State standards as measured by the benchmark tests, CBM, DIBELS and the other prescribed or required assessments.

This Memorandum of Agreement is for a one-year period, beginning July 1, 2017 and ending June 30, 2018, with the option to renew each year for the period through June 30, 2027 as long as the charter school is in good standing with the state and the school district.

Todd Hindman, Fireweed Academy Principal

Date

Dave Jones, KPBSD Assistant Superintendent

Date

Schematic Diagram of Facilities

West Homer Elementary

WEST HOMER ELEMENTARY
GROUNDS MAP Revised: 08/05/2016



Lease Agreement

Kenai Peninsula Borough School District
Fireweed Academy
995 Soundview
Homer, AK 99603
(907) 235-9728 (phone) (907) 235-8561 (fax)
<http://www.kpbsd.k12.ak.us/fireweed/>

Greetings Dave,

May 24th, 2013

On May 24th, we held a meeting to renew the Lease for the Little Fireweed Building. In attendance were Kiki Abrahamson, Administrator; Janet Bowen, Administrative Assistant; Kary Brinson, Academic Policy Committee Representative; and Dave Ritchie, Owner.

We agreed to extend the lease with these minor changes:

- 1: Fireweed's address is now 995 Soundview, Suite 2, Homer, Alaska
- 2: Under Item 3. Term. The second line should read Lessee has the right to 2 additional lease periods of five years each.
- 3. Under Item 4:
 - Lot 1:
Term 2 June 1, 2013 to May 31st, 2017 \$4,400/month, sales tax exempt
 - Lot 2:
Term 2 June 1, 2013 to May 31st, 2017 \$10/month, sales

Delete last paragraph beginning with: *After the initial three year lease ...three prior years.*

- 4. Under Item 21:
 - Correct Fireweed address
 - Delete Trudy Ritchie (deceased) from address, email address and signature authority

Kiki Abrahamson, Administrator: *Kiki Abrahamson 5/24/2013*
 Janet Bowen, Administrative Assistant: *Janet Bowen 5/24/13*
 Kary Brinson, Academic Policy Committee Representative: *Kary Brinson 5/24/2013*
 Dave Ritchie, Owner: *David W. Ritchie 05/24/13*

Narrative of Facility Plans and Projected Growth

Fireweed Academy is currently housed in two facilities. The 3rd-6th-grade program occupies five rooms in a shared facility with West Homer Elementary, and the Kindergarten-2nd grade program is housed in a private, leased facility. We have also built a storage shed that is located next to West Homer Elementary. As we plan to increase in enrollment in the coming years, we plan to expand our facility use to include additional space in West Homer Elementary and potential expansion our K-2 space through yurt or other portable classroom buildings. A long-term goal of Fireweed Academy is to house our entire Kindergarten-6th grade in one facility. We remain open to the many possible configurations and spaces that would help us to achieve this goal.

According to KPBSD policy, a Charter school may share a facility with another school if the combined student population does not exceed 90% of the rated capacity of the facility. The following enrollment history of Fireweed and West Homer Elementary as well as the projections for the next two years indicate that the combined population of the two schools has not exceeded 70% and is not projected to exceed 81%. This is an effective use of space and taxpayer dollars. Each year a new Memorandum of Agreement is negotiated between Fireweed and the district.

Enrollment History

Grade level	2011-12	2012-13	2013-14	2014-15	2015-16
K	26	9	24	12	13
1	20	27	12	26	9
2	8	14	23	13	21
3	17	11	13	18	11
4	17	14	11	10	15
5	19	14	12	10	12
6	23	19	13	14	9
Totals	130	108	108	103	90

Enrollment Projection

Fireweed Academy's growth and enrollment projection is based on current enrollment numbers and a goal of having an enrollment of 20 students at each grade level. The Kenai Peninsula Borough School District requires a projected enrollment for the following school year October 1st. As we all know, enrollments fluctuate and adjustments have to be made in staffing even as the students walk through our doors in August. Although we have projected our five year enrollment plan in the following table, it is our goal to accept all students that enroll, if at all possible.

Recruitment plan for the next five years.

Grade level	2016-17	2017-18	2018-19	2019-20	2020-21	2021-2022
K	21	20	20	20	20	20
1	15	21	20	20	20	20
2	9	15	21	20	20	20
3	21	9	15	21	20	20
4	10	21	9	15	21	20
5	15	10	21	9	15	21
6	13	15	10	21	9	15
Totals	104	111	116	126	125	136

To generate this number, the staff at Fireweed Academy assumes that all current year students will attend the following year except for those who graduate. The school expects that we will continue to attract 20 new students into the kindergarten each school year. We will continue to recruit students to fill out enrollment numbers in grade levels that do not have a full enrollment of 20 students.

The current facilities will be adequate for the enrollment projections over the next five years.

Recruitment Process

In our recruitment process we focus on recruiting students that will be most successful in an alternative program. It is based on a philosophy that all kids have strengths and can succeed in learning. Most of our clients enroll because the parents are looking for an alternative to traditional public school classrooms. Most serious inquiries are the result of word of mouth contacts. We have also boosted enrollment through the following avenues: Fireweed Academy Informational Brochure, advertisements in the newspapers and radio, an Open House in April to generate interest for the following school year and With visitations throughout the school year for interested families, especially in the Spring.

6. Admission Procedures

Appendix G Admissions/Enrollment Policies and Procedures

Eligible students: Any student residing in the Homer School Bus District may attend Fireweed Academy.

Calendar of Registration and Admission Dates:

Spring Enrollment Period

Enrollment Applications for enrollment must be received by the last day of February. If more student apply than we have space, a lottery will be held the last week of March.

Notification Parents/Guardians will be notified of acceptance by the 1st Friday of April. Parents will have three days to confirm their intention to enroll.

Notification Parents/Guardians will be notified of acceptance by the 1st Friday of April and they will have three days to confirm their intention to enroll.

Registration Parents/Guardians will have until the Thursday before school starts in August to register their child and provide proof of immunization.

Open Enrollment Period

Enrollment To allow the school to reach its targeted population and/or compile a waiting list, an open enrollment period will be in effect after the last day of February's initial enrollment deadline. Applications for enrollment will be dated and accepted on a first come first served bases.

Notification Will be made the following week.

Registration Parents will have until the first day of school to register and provide proof of immunization.

Admissions during the school year

If during the school year the waiting list is empty, enrollment applications will be accepted until the end of the First Quarter. Since our program relies so much on initial assimilation into an alternative program, students requesting enrollment after first quarter will be limited. Prior to submitting an application the parent/guardian and child will be requested to spend a full day visiting the school to ascertain the flavor and character of the school. After the visit a meeting will be requested with parent/guardian, teachers, and an APC member to discuss the suitability of the school for the prospective student.

Statement of Nondiscrimination:

All students who apply for admissions to the Fireweed Academy will be eligible, regardless of gender, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability, and sexual orientation. The Academic Policy Committee shall ensure equal opportunities for all students in admission and access to academic courses, guidance, and counseling programs, athletic programs, testing procedures, vocational education, and other activities.

(CFR. 0410-Nondiscrimination)

(CFR. 1312.3-Uniform Compliant Procedure)

(CFR. 5145.7-Sexual Harassment)

Separate arrangements may be made for students according to gender during sexual education programs and physical education activities involving bodily contact.

(AS 14.18.050)

School staff and volunteers must be especially careful to guard against gender discrimination and stereotyping in instruction, guidance, and supervision.

(CFR. Guidance Services)

Exit Interviews/Surveys

If a student leaves the school during the school year an exit interview is held. The interview is conducted by one or more APC member/s depending on the situation. The interview is conducted in person or by phone depending on the wishes of exiting parent. The purpose of the interview is to learn why the student has left the program. The interviews are used to assist in evaluating our program.

Appendix H Lottery Procedures Enrollment & Waiting List History

If the number of applications exceeds the targeted school population during an application period, a random lottery will be used to fill openings and compile a waiting list. To ensure balance and equal opportunity, a separate lottery will be held for the following grade groups: K-2, 3-6.

The lottery will be weighted as followed.

First priority will be given to current Fireweed students who have submitted an application by the March deadline.

Second priority will be given to siblings of families that have had a child selected.

Third priority will be given to children of Fireweed Academy employees.

Applicants not selected to fill an opening in a lottery, will be placed on a compiled waiting list retaining the order of their selection during the lottery. This waiting list will be used to fill openings as they occur. Any spring enrollment applicants left on the waiting list will be forwarded to the pool of applicants of the subsequent open enrollment period.

Waiting lists will not be carried over to the following year.

There has not been a waiting list during the last renewal period.

7. Fiscal

Appendix I Budget Summary and Financial Plan

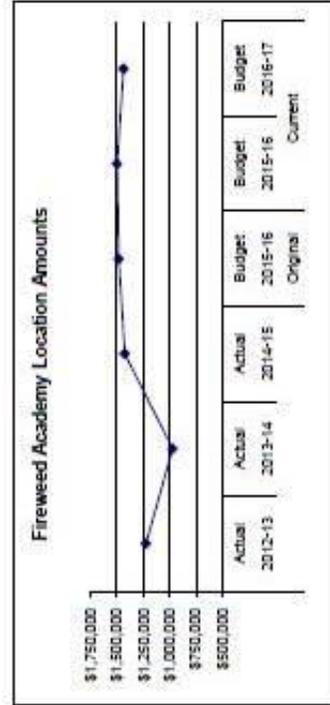
ESTIMATED FUNDING - FIREWEED CHARTER SCHOOL FY17			
FY17 Preliminary Revenue Calculation - 12/22/16			
Adjusted for Intensive Needs			
Variables:			
FTE Enrollment	THIS FORMULA CHARTER SCHOOL UNDER 150		98,000
Is program funded as a separate school per statute (Yes or No)			Yes
ADM if funded as separate school			-
ADM if funded as included in largest school (per statute)			-
Intensive service students (as included in FTE enrollment)			-
Correspondence students (not included in FTE enrollment)			-
Estimated State Foundation Funding			
FTE Enrollment			96,000
ADM as adjusted for school size (1.45 * ADM)			139,200
ADM as adjusted for district cost factor (*1.171)			163,003
ADM as adjusted for special needs (*1.2)			195,604
ADM as adjusted for HS Vocational Education (*1.015)			198,538
ADM adjustment for intensive service counts (x13)	0		-
ADM adjustment for correspondence students			-
Adjusted ADM			198,538
Base student allocation			\$ 5,880
Estimated State Foundation Funding (Basic Need)			\$ 1,187,408
Quality Schools Funding			
Quality schools funding per adjusted ADM	\$ 16.00		
Adjusted ADM	198,538		\$ 3,177
Total Estimated Revenue Per Capita Funding			\$ 1,170,578
	FY17	Less indirect cost rate *	%
			0.0400
			\$ 46,022
		Funds available for operation	\$ 1,126,557
* 3.85% was FY16 indirect Cost rate, preliminary FY17 rate is 4.71% Charter schools are capped at 4%			
Additional Allowable to Charter Schools Per HB 278			
FY 17		Foundation Revenue	\$ 1,187,408
Est Borough Support FY17	\$48,238,432	Additional Allowable	\$288,826
Required Contribution	\$24,344,153	Total Revenue FY17	\$ 1,434,028
Additional Allowable Support	\$23,894,279		
Total District Adjusted ADM	17,792.50		
Increase Per Adjusted ADM	\$1,342.94		
Fireweed AADM	198,538		
Additional Allowable	\$288,826.00		

**KENAI PENINSULA BOROUGH SCHOOL DISTRICT
2016 - 2017 Budget**

Date: 07/11/16

Fund: 100 General Fund - Expenditures
Location: 68 Fireweed Academy Charter

2012-13 Actual	2013-14 Actual	2014-15 Actual	Account Description	Original 2015-16 Budget	Current 2015-16 Budget	2016-17 Budget	Change	% Of Change
\$ 601,081	\$ 495,725	\$ 610,206	3100 Certificated Salaries	\$ 583,329	\$ 613,630	\$ 497,164	\$ (116,466)	(19)
142,354	80,798	127,395	3000 Non-Certificated Salaries	119,355	147,988	124,211	(23,777)	(16)
313,970	226,459	317,338	3500 Employee Benefits	349,511	357,548	333,160	(24,386)	(7)
<u>1,057,405</u>	<u>802,982</u>	<u>1,054,939</u>	Subtotal - Personnel Services	<u>1,052,195</u>	<u>1,119,166</u>	<u>954,535</u>	<u>(164,631)</u>	<u>(15)</u>
869	-	4,390	4100 Professional and Technical Services	-	1,500	-	(1,500)	-
522	763	6,437	4200 Staff Travel	-	2,524	-	(2,524)	100
100	5,173	15,545	4050 Student Travel	-	10,412	-	(10,412)	-
6,812	5,776	5,994	4300 Utility Services	3,300	5,400	3,300	(2,100)	(39)
51,079	42,608	32,485	4350 Energy	68,000	38,340	66,000	29,660	77
61,727	55,830	197,683	4400 Other Purchased Services	59,670	244,715	59,670	(185,045)	(76)
15,522	10,665	38,784	4500 Supplies, Materials, and Media	12,773	19,574	12,586	(6,986)	(36)
-	600	600	4900 Other Expenses	3,408	600	27,466	26,866	4,478
-	-	-	4900 Other Expenses - Additional Allowable	237,625	-	265,625	265,625	100
25,667	45,252	48,372	4950 Indirect Costs	46,281	41,362	45,022	3,660	9
<u>162,298</u>	<u>167,667</u>	<u>350,290</u>	Subtotal - Other	<u>431,057</u>	<u>354,427</u>	<u>482,669</u>	<u>118,242</u>	<u>32</u>
4,279	-	19,813	5100 Equipment	-	14,142	-	(14,142)	(100)
<u>\$ 1,223,982</u>	<u>\$ 970,649</u>	<u>\$ 1,425,042</u>	Location Totals	<u>\$ 1,483,252</u>	<u>\$ 1,497,735</u>	<u>\$ 1,437,204</u>	<u>\$ (60,531)</u>	<u>(4)</u>



Fireweed Academy, formerly known as Homer Charter School, is located in Homer, Alaska. It is housed at two sites: West Homer Elementary School and 813 East End Road. Homer is located on the north shore of Kachemak Bay on the southwestern Kenai Peninsula, at the southernmost point of the Sterling Highway. Fireweed Academy enrolls students in grades K-6.

Signed Assurance

Charter Schools Assurance Page

By signing this document, the school district files its assurance that the statements, documents and/or information listed below is in compliance with all state and federal laws and regulations.

The charter school bylaws previously submitted to the department in the initial application or previous renewal applications have not changed. 4 AAC 33.110(a)(4)

The charter school administrative policy manual submitted to the department in the initial application or previous renewal applications has not changed. 4 AAC 33.110(a)(13)

The charter school follows all district approved practices to account for receipts and expenditures. AS 14.03255(b)(1)(c)(6), 4 AAC 33.110(a)(14)(B)

The charter school has been successful in ending each year with a zero or positive fund balance. AS 14.03255(b)(1)

All audit reports to date indicate the charter school has met its obligation to ensure the fiscal integrity of the school's financial operation. AS 14.03255(b)(2)(c)(13)

Name of the School District: Kenai Peninsula Borough School District

Name of the Charter Program: Fireweed Academy Charter School

Name of Superintendent: Sean Dusek

Signature of Superintendent:  Date: 9/14/2016

8. Transportation

Appendix J District Charter School Transportation Policy

BP 3540 Business & Instructional Support: Transportation

The School Board desires to provide transportation for eligible students in accordance with state and federal law.

The goals of the transportation service are:

To provide maximum safety for students while being transported between home and school and on school-sponsored trips.

To promote desirable student behavior and respect for traffic safety.

To provide assistance and transportation for students with disabilities.

To provide transportation for field trips.

KPBSD shall provide transportation services to students attending KPBSD charter schools as follows:

Charter school students living within the attendance area of the neighborhood school where the charter school is housed shall be provided transportation services on the same basis as all students in the district who reside within the attendance area of the neighborhood school they attend.

Charter school students living outside the attendance area of the charter school they attend shall be provided transportation services on a space available basis along the regular routes that the students attending schools in an attendance area in the district are currently being transported.

If a charter school declines pupil transportation services, no funding allocation will be made by the district.

(cf.[3313](#) – Contracts)

(cf.[3541.5](#) – Alternative Transportation Arrangements)

(cf.[6182](#) – Secondary Boarding Program)

Legal Reference:

ALASKA STATUTES

14.09.010 Transportation of pupils

14.09.030 School buses

14.30.347 Transportation of exceptional children

ALASKA ADMINISTRATIVE CODE

4 AAC 09.050 Secondary Boarding Program



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

SOLDOTNA MONTESSORI CHARTER SCHOOL
Mo Sanders, Administrator
162 Park Ave. Soldotna, Alaska 99669-7553
Phone (907) 260-9221 Fax (907) 260-9032

September 13, 2016

Kenai Peninsula Borough School District School Board

Dear Committee Members:

Enclosed is the contract renewal and charter reapplication package for Soldotna Montessori Charter School. This is our third charter re-application.

We provide a high quality educational program to our students. We have a strong, positive connection with our families and the community.

By providing a high quality elementary school program we are able to attract families into the public school system, and accommodate parents already in the system that may be seeking an alternative for their student.

Most importantly, we serve students by preparing them to be thriving members of society.

Respectfully,

Holly Montague
Chair, Academic Policy Committee

Mo Sanders,
Administrator



RENEWAL
Charter School
APPLICATION
for

Soldotna Montessori Charter School

FY 2016

Alaska Department of Education & Early Development
801 W 10th Street, Suite 200
P.O. Box 110500
Juneau, AK 99811-0500

Reviewer Rating Template

Section 1: Establishment of the Charter at the local level

- i.* Provide the primary purpose of the charter and how it specifically differs from other educational options available in the community. Provide a narrative to describe how the charter has changed since the last application. *AS 14.03.265(a)(1-3)*
- ii.* Provide evidence of the local school board approval of the reapplication for the charter school marked as Appendix A. *AS 14.03.250(b)*
- iii.* Provide evidence of the signed contract between the charter school and the local school board containing all required elements under AS 14.03.255(c) marked as Appendix B. *AS 14.03.255(c)(1-14)*
- iv.* Provide either the charter school's bylaws marked as Appendix C **or** an indication on the signed assurance page that the bylaws previously submitted to the department in the initial application or previous renewal applications have not changed. *4 AAC 33.110(a)(4)*
- v.* Provide evidence of the Academic Policy Committee (APC) consisting of parents of students attending the school, teachers, and school employees. Evidence includes a list of the members of the APC and their qualifications, as well as the written minutes from meetings where the charter school met with the academic policy committee to fulfill the requirement of at least once each year monitoring the progress in achieving the committee's policies and goals. Mark as Appendix D. *AS 14.03.250(a), AS 14.03.255(b)(4), 4 AAC 33.110(a)(1)*

Section 1	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Purpose	Page 12	
Evidence of board approval	Appendix A	

Evidence of signed contract with all required elements	See required element below (items 1-14)	
1. Description of educational program	Appendix B	
2. Specific levels of achievement for the education program	Appendix B Also Section 3, page 13	
3. Admissions Policy and Procedures	Appendix B Also Section 6, pages 16-18	
4. Administrative Policies	Appendix Also Section 2, page 12-13	
5. Statement of Charter funding	Appendix B Also Section 7, page 18	
6. Method of accountability for receipts and expenditures	Appendix B Also Section 7, page 18	
7. Location and description of facility	Appendix B Also Section 5, page 16	

8. Name of teachers who by agreement will teach in the charter	Appendix B	
9. Teacher to student ratio	Section 5, page 6	
10. Number of students to be served	Section 5, page 6	
11. Term of contract (not to exceed 10 years)	Appendix B	
12. Termination Clause	Appendix B	
13. Statement of state and federal law compliance	Appendix B	
14. Exemptions or requirements included in contract	Not applicable	
Evidence of bylaws or assurance	Appendix C Also Section 1, page 12	

Evidence of APC, including list of names/qualifications, meeting minutes	Appendix D	
Reviewer Rating Template		
<u>Section 2: Organization and Administration</u>		
<p><i>i.</i> Provide information on how the charter school is administered to ensure that the terms of the contract required by AS 14.03.255 (c) are being met; including who is responsible and what mechanism(s) they use. <i>AS 14.03.255(b)(2)</i></p> <p><i>ii.</i> Provide the written administrative policy manual utilized by the charter <u>or</u> an indication on the signed assurance page that the policy manual submitted to the department in the initial application or previous renewal applications has not changed. Mark as Appendix E. <i>4 AAC 33.110(a)(13)</i></p> <p><i>iii.</i> Provide evidence that the charter school met regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school, including any review recommendations. <i>AS 14.03.255(b)(3)</i></p> <p><i>iv.</i> Provide evidence that the charter school met with the APC at least once a year to monitor progress in achieving the committee’s policies and goals. <i>AS 14.03.255(b)(4)</i></p> <p><i>v.</i> Provide a description of the school schedule and calendar. <i>4 AAC 33.110(a)(9)</i></p> <p><i>vi.</i> If applicable: Provide information on alternative educational options for students not wishing to attend the charter if the charter school is the only school in the community. <i>4 AAC 33.110(a)(12)</i></p>		
Section 2	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Description of administrative oversight	Page 12-13	

Evidence of written administrative policy manual or assurance	Appendix E Also pages 12 – 13	
Evidence of regular parent and teacher contacts for continuous improvement	Page 12	
Evidence of annual APC meeting	Appendix G Also page 12	
Description of school schedule and calendar	Appendix H	
Alternative options for students if no other educational program exists	Not applicable	

Reviewer Rating Template

Section 3: Educational Program and Student Achievement

- i.* Provide a description of the educational program to be offered at the charter school including specific teaching methods that benefit an age group, grade level or specific

type of student and examples of curriculum utilized. *AS 14.03.255(c)(1), AS 14.03.265(a)(1-3), 4 AAC 33.110(a)(5)*

- ii.* Provide evidence of a written instructional program that addresses state content standards under 4 AAC 04 and aligns with the content on the statewide assessment system under 4 AAC 06.710-4 AAC 06.790 marked as Appendix F. *4 AAC 33.110(a)(6)*
- iii.* Provide a description of plans for serving special education, vocational education, gifted, and bilingual students. *4 AAC 33.110(a)(10)*
- iv.* Provide the written objectives for program achievement desired by the charter. Include information on the progress of the charter to date in reaching the objectives. Include in this section information on ASPI star rating, comparisons of state assessments for the school to district and state averages, as well as student performance by disaggregated groups. Include a synopsis of how students in your school are performing. Also include information on how the charter addresses the needs of students who do not perform at acceptable levels of proficiency. *4 AAC 33.110(a)(7)*
- v.* Provide a description of the mechanisms for student assessment utilized in addition to those required by state law. *4 AAC 33.110(a)(5)*

Section 3	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of educational program	Page 13-15	
Evidence of written instructional program that addressees content standards and aligns with statewide assessment system	Appendix 1 Also page 14	

Description of plans for serving special education, vocational education, gifted and bilingual students	Pages 14 -15	
Evidence of written objectives for program achievement, progress on meeting objectives, comparisons of disaggregated assessment data to district and state averages, and plans to address students who do not perform at acceptable levels	Appendix J Also page 15	
Description of the mechanisms for student assessment in addition to those required by state law	Page 15	

Reviewer Rating Template

Section 4: Professional Development

- i. Provide a description of and schedule for staff development activities. 4 AAC 33.110(a)(8)*

Section 4	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
-----------	---	---

Description of and schedule for planned professional development	Pages 15 - 16	
--	---------------	--

Reviewer Rating Template

Section 5: Facility

- i.* Provide the location for the charter school, description of the facility and lease information. *AS 14.03.255(c)(7)(d), 4 AAC 33.110(a)(15)*
- ii.* Describe the plans for the charter school’s facility and any plans for projected growth. *4 AAC 33.110(a)(15)*

Section 5	Page Number location(s) of response(s) including Appendices	Reviewer’s notes Rating: Compliant/Noncompliant
Description of facility and location of the charter school including addressing district leased space if applicable	Page 16	
Evidence of a written facility plans	Page 16	

Reviewer Rating Template

Section 6: Admission

<p><i>i.</i> Provide the written admission policies and procedures utilized by the charter. Please include evidence that the school is ensuring an equal and bias-free access to all eligible students. Mark as Appendix G. <i>AS 14.03.255(c)(3), 4 AAC 33.110(a)(11)</i></p> <p><i>ii.</i> Provide a written student recruitment process, including a lottery or random drawing mechanism for enrollment if applicants exceed the school's capacity. Please include information in this section describing enrollment and waitlist numbers for the past 3-5 years. Mark as Appendix H. <i>AS 14.03.265(b), 4 AAC 33.110(a)(17)</i></p>		
Section 6	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Evidence of written admission policies and procedures	Pages 16 - 17	
Evidence of a written student recruitment process, including enrollment and waitlist numbers	Page 17 - 18	

Reviewer Rating Template

Section 7: Fiscal

- i.* Provide a written budget summary and financial plan, including a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget. Information in this section should explicitly detail the amount and sources of the revenue streams; the specific indirect rate (not to exceed 4%) and details of what the indirect rate charges cover; as well as the charter's eligibility to receive additional revenue over the 2.65 mills required in the foundation formula. Projected budget marked as Appendix I. *AS 14.03.255(c)(5), 4 AAC 33.110(a)(14)(A)*

ii. Provide a signed assurance that: <ul style="list-style-type: none"> the charter school follows all district approved practices to account for receipts and expenditures; the charter school has been successful in ending each year with a zero or positive fund balance; all audit reports to date indicate the school has met its obligation to ensure the fiscal integrity of the school's financial operation. <i>AS 14.03.255(b)(1)(c)(6)</i> 		
Section 7	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Evidence of a budget plan	Page 18	
Evidence of assurance	Appendix E	
Reviewer Rating Template		
<u>Section 8: Transportation</u>		
i. Provide the district charter school transportation policy, if proposed or adopted, marked as Appendix J. <i>4 AAC 33.110(a)(19)</i>		
Section 8	Page Number location(s) of response(s) including Appendices	Reviewer's notes

		Rating: Compliant/Noncompliant
Plans for pupil transportation	Appendix 18	

Section 1: Establishment of the Charter at the local level

1. The primary purpose of this charter is to offer a Montessori approach to teaching and learning. This charter was originally created with that purpose and that purpose has not changed. The school has evolved in its implementation of Montessori principles as more staff have gained training and/or certification in the Montessori method.
2. Evidence of the local school board approval of this reapplication is included in this document as Appendix A.
3. Evidence of the signed contract between this charter school and the local school board is included in this document as Appendix B.
4. The updated charter school bylaws are included in this document as Appendix C.
5. Evidence of the Academic Policy Committee consisting of parents of students attending the school, teachers, and school employees are included in this document as Appendix D. Academic Policy Committee meeting minutes from the last school year are also included in Appendix D.

Section 2: Organization and Administration

1. The charter school has a certified school administrator with a Type B credential issued by the State of Alaska. The current administrator also has *The Administrator Credential* issued by the American Montessori Society. It is the role of the school administrator to ensure that the terms of the charter school contract are being met. The school administrator works in tandem with the district, school staff and the Academic Policy Committee to ensure that rigorous student achievement levels are attained; that school admission policies and procedures are clear, compliant with state statute and are adhered to; and that school administrative policies are in compliance with state and district policies. It is also the role of the administrator to have an understanding of Montessori principles and methodology; and, to ensure that all certified teachers at the charter school receive on-going Montessori training. The APC may work with the school administrator to discuss options for providing financial support for certified staff seeking

- official Montessori Certification. If financial support is provided, teachers must commit to an agreed upon number of years of service or repay the amount of support received.
2. The charter school utilizes the Kenai Peninsula Borough School District Policy Manual, and has done so since the school opened. This is indicated on the signed assurances page marked Appendix E.
 3. The charter school meets regularly with parents and with teachers to review, evaluate and improve operations of the charter school primarily through the School Development Planning process (Appendix F) and during Academic Policy Committee meetings and work sessions.
 4. The charter school has an active APC that has historically met from 4 to 8 times per year. Evidence that the charter school has met with the APC at least once a year to monitor progress in achieving the committee's policies and goals is provided in Appendix G which includes meeting schedules and agendas for the past year.
 5. The school schedule and calendar is included in Appendix H. The school daily schedule includes time blocks for academic instruction, physical education, music instruction, band and choir programs, special education and academic intervention programs. The school calendar follows the district calendar and includes quarterly dates for inservice training, staff collaboration and parent teacher conferences and/or reporting to parents.

Section 3: Educational Programs and Student Achievement

1. The educational program at the charter school includes teaching methods specific to the Montessori approach. Scientific research confirms that the Montessori approach is beneficial to children of all ages. This research includes evidence that students in a Montessori learning environment have an advantage not only academically, but also in social and emotional development. Examples of this research include, but are not limited to: Dohrman, K. "Outcomes for Students in a Montessori Program: A Longitudinal Study of the Experience in Milwaukee Public Schools": AMI/USA (May, 2003); and Lillard, A.S. & Else-Quest, N., "Evaluating Montessori Education," *Science* 131: 1893-94 (Sept. 29, 2006).

Specific components of the Montessori approach that are practiced with consistency at the charter school include **Multi-age Classrooms**: our Montessori curriculum, with the exception of kindergarten, is delivered in three year cycles in multi-age classrooms; **Hands-on Learning**: our school emphasizes hands-on learning using many concrete learning materials, including specific Montessori manipulatives; **Grace and Courtesy**: students learn to recognize and respect the rights and needs of themselves and others. Students are encouraged to solve problems using peaceful words and actions. School practices encourage self-regulation and conflict resolution by using the Conscious Discipline program; **Field Studies**: field studies encourage students to gain information and experience from the real world as well as apply

their own knowledge in real world situations; **Understanding and Gaining Deep Respect for the Natural World:** our curriculum incorporates many opportunities to interact with the natural environment through instructional activities, research and field studies; **Global Understanding:** students learn about culture, global issues and the vast diversity of people and ideas in our world; **Follow the Child:** instruction is differentiated according to individual student readiness, academic performance and student interest; **Community Service:** students learn to make a contribution to others and to society through community service; **Student Investigation and Research:** Students conduct class and individual investigations as a common method for acquiring curriculum knowledge. Technology, library archives, guest speakers and field studies support student research efforts; **Self-Direction and Student Accountability:** students in all grades gain experience in time management and work responsibility. Students develop self-direction and accountability in their day; **Practical Life Skills:** children use Practical Life Skills to take care of the classroom, themselves and the environment. They also learn to properly utilize technology, manage time and organize effectively. Early practical life skills are also used to develop concentration skills, help develop fine and gross motor control and help develop impulse control. Practical life skills may also include learning to use technology, time management, and organization skills.

The monitoring of the implementation of these principles is the responsibility of the administrator. These principles are reviewed annually by the APC.

2. The charter school is accountable to all state standards and mandated state and district assessments. Curriculum is delivered in a Montessori context while addressing each of the State of Alaska Content Standards and aligning with state assessment content. The charter school report card used for reporting student progress to families is based on the state content standards. A sample is included in Appendix I.
3. The charter school identifies and serves special education, gifted and bilingual students using the district model. The Response to Intervention Model (RTI) is used to identify potential special education and gifted students. Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services are provided by general education teachers, special educators, and intervention specialists. Progress for all students is monitored quarterly by the school Intervention Team to assess both the learning rate and level of performance of individual students. Progress for some individuals is monitored more frequently. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. Instruction and intervention are guided by individual student outcome data. The process for determining if a student meets the district eligibility criteria for the gifted and talented program is also a function of the

school Intervention Team. An individual Student Learning Plan (SLP) is developed for students meeting program eligibility criteria.

4. Program achievement objectives at the charter school are determined by reviewing student progress towards district and state achievement standards. It is the goal of the charter school that all students meet or exceed state and district levels of performance. The Alaska School Performance Index (ASPI) rates Alaska’s schools on a scale of one to five. As of the last determination by the state, Soldotna Montessori Charter School is a five star school. The two most recent ASPI reports are included in Appendix J. The most recent State of Alaska Report Card to the Public (School Level), including student the most recent state testing results (AMP, Spring 2015) and performance by disaggregated groups for that year, is included in Appendix J.

Students who do not perform at acceptable levels of proficiency are included in the school RTI process. The school Intervention Team works with parents to determine the most effect strategies for increasing achievement for any student who is performing below identified proficiency levels.

5. In addition to the mechanisms for student assessment required by state law, all students at the charter school take part in the AIMSWEB universal screenings three times per year. Students in grades 4 – 6 participate the Performance Series assessment strand three times per year. Performance Series assessments are web-based, allowing classroom to view student results immediately. This enables appropriate placement for instruction right away. All teachers use the Fountas and Pinnell Benchmark Reading Assessment for all students to determine individual reading levels. By determining individual reading levels, teachers are able to match books to individual readers and to provide differentiated, needs-based reading instruction to individuals or very small groups. All classroom teachers administer a variety of other informal assessments in an on-going basis in order to design instruction tailored to the needs of the students they work with.

Section 4: Professional Development

1. Professional Development at the charter school takes place on-site, off-site and online.
 - a. Required On-Site Professional Development:
 - i. Seven half-days per year are provided for site-based inservice training and professional development. Professional development topics for the last school year included increasing rigor in mathematics instruction and school-wide implementation of the Conscious Discipline Program.
 - ii. Six partial-day early release sessions per year are provided for continued teacher collaboration and professional development. Professional Development topics during early release sessions last year included a

priority focus on school-wide implementation of the Conscious Discipline Program. Other topics such as taking a closer look at the ELA and math standards were also included.

- iii. The calendar for the current year inservice and early release days in included in Appendix K.
- b. Voluntary Off-Site Professional Development:
 - i. Montessori training and conferences: nine staff members participated in State and National Montessori Conferences. Two staff members participated in Montessori Certification programs, including summer internships.
 - ii. Kagan Cooperative Learning Training: Four staff members attended local and national Cooperative Learning training.
 - iii. Conscious Discipline Training: Four staff members completed level one training for Conscious Discipline.
- c. Web-Based Training:
 - i. 4MAT Learning Styles Training: one staff member completed a webinar series for addressing learning styles in the instructional cycle
 - ii. Math Applications: four staff members completed a webinar on real life problem applications for mathematical concepts
 - iii. Mandatory State and District Training: all staff members completed the online training bundle for topics such as safety, gender equity, child neglect and abuse, FERPA and 504.

Section 5: Facility

1. The charter school is located in the 400 Wing of Soldotna Elementary School at 162 E. Park Avenue, Soldotna, Alaska. The building is a property of the Kenai Peninsula Borough. The charter school has shared this facility with Soldotna Elementary School since opening in 2001. The maximum enrollment capacity for the 400 Wing is 167 students. The student teacher ratio is 1:24 in upper elementary classrooms. Grades kindergarten – third grade have classrooms with one teacher and one instructional assistant. In those classrooms, student to teacher ratio is approximately 1:12.
2. There are no plans at this time to move to another facility or to lease a facility. The charter school would consider the option to move if a larger borough-owned facility able to accommodate the school needs were to become available.

Section 6: Admission

1. The admission policy for the charter school include the following:

- a. The option to enroll at the charter school is open to school-aged children in grades K – 6.
- b. Notice of enrollment is advertised in Peninsula newspapers each January.
- c. Students will be accepted throughout the school year if space is available.
- d. In the event that there are more applicants to the Soldotna Montessori Charter School than can be accommodated, students will be admitted to the school on the basis of a lottery.
- e. Lottery Guidelines are published in the staff handbook, the parent handbook and are published on the school website/blog.
- f. The applicant pool will consist of students who submit the Admission and Lottery Application to the school on or before the deadline. The application period will be advertised within the community.
- g. The school does not discriminate against anyone with regard to race, gender, national origin, color, disability, or age.
- h. The number of slots available in the lottery will depend on the number of available spots in the given classes.
- i. Classes with combined grade levels will maintain a balance of students in the various grade levels insofar as there are sufficient applicants for each grade. It is anticipated and acceptable that these numbers will fluctuate.
- j. Students currently enrolled in the school do not have to go through the lottery.
- k. Siblings of students enrolled in the school do not have to go through the lottery and will be accepted into the school in the following school year as long as there are spots available.
- l. In the event that the number of siblings applying to the school exceeds the number of students that can be accommodated by the school, the siblings will be chosen by lottery according to the lottery guidelines.
- m. The lottery for the coming will take place during the last week of March. The drawing will be conducted by a local accounting firm.
- n. The names of all applicants meeting the qualifications outlined in (1) will be entered into the lottery and randomly assigned numbers.
- o. The CPA will generate a list. The lowest number will have the highest ranking. For example, the student assigned the number 1 will be the first child accepted.
- p. Lottery officials will start at the lowest number (highest ranking), and names will be assigned until slots for the various classes are filled.
- q. Notification of enrollment will be in the first week of April unless otherwise indicated.
- r. In the event that all students spots are filled during the lottery process, students who are not enrolled via the lottery will be put on a Wait List and will be notified when or if space becomes available.
- s. Waitlist details for the past 3 years:

	K	1	2	3	4	5	6
2016-17	9	2	0	0	1	0	1

2015-16	3	4	3	1	3	2	1
2014-15	3	4	1	1	3	0	0

Section 7: Fiscal

1. The documents providing a budget summary, statement of the charter school’s funding allocation from the local school board and costs assignable to the charter school program budget are included in Appendix K.
2. A signed assurance including the following is included in Appendix E.
 - a. follows all district approved practices to account for receipts and expenditures
 - b. the charter school has been successful in ending each year with a zero or positive fund balance
 - c. all audit reports to date indicate the school has met its obligation to ensure the fiscal integrity of the school’s financial operation.

Section 8: Transportation

1. The adopted district charter school transportation policy is included as Appendix M.

Appendix A

Evidence of School Board Approval

APPENDIX A

SCHOOL BOARD APPROVAL

The charter school reapplication for Soldotna Montessori Charter School gained school board approval on December 5, 2016.

Name of the School District: Kenai Peninsula Borough School District

Name of the Charter Program: Soldotna Montessori Charter School

Name of the School Board President: Joe Arness

Signature of the School Board President: _____

Appendix B
Signed Contract between Charter School
and School Board

APPENDIX B CHARTER SCHOOL CONTRACT

SOLDOTNA MONTESSORI CHARTER SCHOOL CONTRACT

THIS AGREEMENT is between Soldotna Montessori Charter School, whose address is 162 Park Ave, Soldotna, Alaska, hereinafter “Charter School”, and the Kenai Peninsula Borough School Board, whose address is 148 N. Binkley, Soldotna, Alaska 99669, hereinafter “School Board”.

WHEREAS, Charter School desires to operate within the Kenai Peninsula Borough School District (hereinafter “School District”) in conformance with Alaska Statute 14.03.250-.290 and School District policies and procedures; and

WHEREAS, at its meeting dated December 5, 2016, the School Board reviewed and approved Charter School’s application; and

NOW THEREFORE, in consideration of the mutual covenants and agreements contained herein, the parties do agree as follows:

Charter School shall provide educational programs and services subject to the terms and conditions of this contract, commencing with the first day of school in the School District for the 2012-2013 school year and continuing through the last day of school in the 2016-2017 school year.

- 1. Educational Program:** Charter School shall provide an educational program which shall advance basic skill areas including mathematics, science, language arts and social studies appropriate to the age of students included in the program. Additionally, the educational program shall be designed as defined in Charter School Proposal as approved by School District and by the Alaska State Board of Education.
- 2. Achievement Levels:** Charter School’s educational program shall meet the specific levels of achievement specified in the proposal.
- 3. Admission Policies and Procedures:** Any resident of the school district that is otherwise eligible to attend Kenai Peninsula School District schools may apply for admission to the Charter School. In addition, the Charter School shall adhere to the admissions policies and procedures specified in the proposal. Charter School covenants and agrees that it shall not discriminate against applicants based upon any of the protected classes, and that it shall provide equal access to its facilities to all students in compliance with state and federal law. The Charter School shall be nonsectarian, and shall not be affiliated in any respect with any sectarian institution.
- 4. Administrative Policies:** Except as otherwise provided herein, Charter School is required to comply with School Board policies and procedures, and Alaska Department of Education regulations. To develop and implement admission and administrative policies for the school, the Charter School shall establish an Academic Policy Committee. Charter School shall

adhere to Charter School administrative policies as specified in the proposal. The Charter School shall prohibit violence and the use or possession of drugs, alcohol, tobacco and weapons on school grounds. Disciplinary proceedings for violations shall be consistent with applicable Alaska Statutes, state and federal regulations and school district policies.

5. **Funding:** School District shall allocate funding for Charter School in accordance with State Law, less administrative costs determined by applying the DOE approved indirect cost rate to the amount allocated for Charter School. An annual budget for Charter School shall be submitted to School District according to schedules established by the district. Funds shall be made available to Charter School on July 1 of each year of this contract. The amount of the budget will be adjusted immediately following the ADM count period as established by the State of Alaska. All materials and services provided by School District to Charter School shall be provided to Charter School at rates equal to those charged to other schools in the district. No tuition shall be charged to Charter School students who reside in the district. Fees consistent with School District policy and collected from Charter School students shall be retained by Charter School.

6. **Receipts and Expenditures:** Charter School shall account for receipts and expenditures by using and complying with the school district purchasing and accounting systems. Charter School covenants and agrees that it shall comply with all state and federal requirements for receipt and use of public money.

7. **Facility:** Charter School shall be operated at the following location: Soldotna Elementary School, 400 Wing, 162 Park Avenue, Soldotna, Alaska.

KPBSD covenants and warrants that the current facility complies with all local, state and federal health and safety requirements applicable to other public schools in the district.

SMCS agrees to pay utilities at a rate agreed upon on an annual basis.

8. **Teachers and Support Staff:** At the time of executing this contract, Charter School anticipates that the following teachers and support staff will perform teaching/support services in the charter school:

a) Administrator—Mo Sanders

b) Teachers as Budgeted

1. Eric Hanneman - Kindergarten
2. Kris Romberg - First – Third Grades
3. Jennifer Hubbard - First – Third Grades
4. Kathy Hold— First – Third Grades
5. Terri Carter – Fourth – Sixth Grades
6. Matt Faris - Fourth – Sixth Grades
7. Jessica Moore - Fourth – Sixth Grades
8. Susan Larned – Intervention Specialist
9. Debra Cross – Special Education Resource Teacher
10. Karen Brewer—Physical Education
11. Tor Dahl—Music and Band, Part Time

12. Emily Husar – Kindergarten Instructional Aide
13. Kara Bynum – Primary Grade Instructional Aide
14. Maria Mooney - Primary Grade Instructional Aide
15. Melannie Castro - Primary Grade Instructional Aide
16. Traci Stang- Half-time Intermediate Grade Instructional Aide
17. Tammy Fann – Special Services Aide, Part Time
18. Maria Johnson- Special Services Aide
19. Leora Gibbons, Administrative Secretary II
20. Mercedes Gibbs, Custodian
20. Tammy Dudley, Nurse, Part Time
21. Amy Frapp, Library Aide, Part Time

Charter School shall promptly provide School District with written notice of any permanent changes to staff. It is agreed and understood that all employees will be recruited and employed through district processes and that teachers must sign a written contract with School District before providing services. Unless the School District and any association representing a teacher or support employee agree to an exemption, all provisions of an existing negotiated or collective bargaining agreement applicable to employees shall remain in effect while the employee provides services at Charter School.

The Charter School agrees to hire an administrator with Class B Alaska certification.

9. **Teacher-to-Student Ratio:** Charter School agrees to maintain the teacher-to-student ratio as defined in the charter school proposal approved by School District.

10. **Enrollment:** Charter School shall enroll a minimum of twenty (20) students at all times and shall enroll a maximum number of students as specified in the proposal.

11. **Contract Term:** This contract shall be effective upon complete execution and shall terminate at the end of ten (10) academic years unless earlier terminated as provided elsewhere herein.

12. **Termination:** This contract may be terminated by School Board for Charter School's failure to meet educational achievement goals or fiscal management standards, for a default in any material provision of this agreement or for other good cause. The School Board shall provide 90 days written notice to Charter School of its intent to terminate this contract and the reasons therefore. If Charter School fails to remedy the cause for termination within the time provided by School District, this contract shall automatically terminate at the end of the stated time. Any unused funds and all properties remaining shall immediately be returned to the School District upon such termination.

13. **Federal and State Use of Public Money:** The Charter school agrees to comply with all state and federal requirements for receipt and use of public money.

14. **Charter School Proposal:** The Charter School Proposal as approved by the Alaska State Board of Education is hereby incorporated into this contract. This contract shall bind Charter School to its stated purpose, goals, operational procedures, and all other aspects of the approved proposal.

This Charter School was approved by the Kenai Peninsula School Board on December 5, 2016. The Undersigned agree to this entire contract as specified herein.

Signed _____ Date _____ (For School District)

Signed M. Sanders Date 12/5/16 (For Charter School)

APPENDIX C
CHARTER SCHOOL BYLAWS

Appendix C

Charter School Bylaws

Updated September, 2016

SOLDOTNA MONTESSORI CHARTER SCHOOL ACADEMIC POLICY COMMITTEE BYLAWS

I. PURPOSE

In accordance with Alaska Statute 14.03.250 (Section B), the Soldotna Montessori Charter School Academic Policy Committee has been formed in order to establish and maintain the Soldotna Montessori Charter School. The Academic Policy Committee strives to establish and maintain a Montessori community in the central Kenai Peninsula so that the Montessori program can evolve with purposeful cooperation and common vision. To this end, the Academic Policy Committee

- will oversee the curriculum,
- engage in planning with the school administration and staff to set and meet program goals
- Insure the fulfillment of the mission of the SMCS Charter
- advocate for the program
- foster a spirit of community at SMCS.

II. MEMBERSHIP

A. Academic Policy Committee

The Academic Policy Committee, (hereinafter, "the APC"), shall be comprised of nine (9) non-paid, voting members, consisting of the following:

- Six (6) parents or guardians of currently enrolled students, elected at large
- One (1) school administrator or staff designee in administrator's absence
- Two (2) teacher members, selected by the teaching staff, ideally representing both the primary and intermediate levels

B. General Membership

The general membership, (hereinafter, "the membership"), shall be comprised of all legal guardians of currently enrolled students and all school administrators, faculty and staff (hereinafter, "the staff").

III. MEETINGS

A. APC Meetings

1. Regular Meetings: The APC will hold at least six (6) meetings scheduled during the school year to discuss APC affairs and take appropriate action. Notice of each meeting, along with an agenda, shall be posted at the school at least one week prior to each meeting. The membership as well as the public is welcome at all regular meetings. Procedure may be informal and minutes will be kept.
2. Special Meetings: Special meetings may be called for by the Chair or by written request of five members delivered to the Chair, Vice-Chair or Administrator. Notice of the meeting must be given to the members at least one day before the meeting and must specify the purpose for which the meeting is

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called. Action at the meeting is limited to the purpose stated in the notice. Procedure may be informal and minutes will be kept.

3. Quorum: The quorum for action at an APC meeting is five (5) members. Action requires an affirmative vote of at least five (5) of the members.

4. Executive Session: All regular and special meetings of the APC shall be open to the public except that, upon a vote of a majority of the APC members present, an executive session may be held to discuss any one or more of the following:

- Attorney-client matters
- Acquisitions, leases, rental, or sale of property
- Contract proposals or negotiations
- Confidential or sensitive personnel or student matters

The motion requesting the executive session shall state, in general, the nature of the matter to be discussed. Only those persons invited by the APC may be present during the executive session. The APC shall not make final policy decisions, nor shall any resolution, rule, regulation, or formal action, or any action approving a contract or calling for the payment of money be adopted or approved at any session, which is closed to the general public. Matters discussed during an executive session shall remain confidential among those attending. The Secretary of the APC shall maintain topical minutes of all executive sessions. If the district has an issue with the school principal the Superintendent will contact the APC chairperson. The APC chairperson will then request an executive session with the full APC and the principal.

Executive Session for Principal Evaluation: Feedback solicited from staff regarding the principal evaluation shall be given directly to the chairperson. All input is confidential and shall only be shared with APC members at the executive session designated for evaluating the administrator. All written input shall be shredded at the end of the executive session.

B. General Membership Meetings

A general Membership meeting shall be held in the first Quarter of the school year. Additional meetings may be scheduled as necessary. Written notice of the meeting will be given and an agenda will be posted at the school two weeks before the meeting. The Chair will preside over Membership meetings. Procedure may be informal.

IV. SPECIFIC DUTIES OF THE APC

A. Review and approve enrollment, curricula, and related topics and procedures in accordance with the following Alaska Statutes:

AS 14.03.250 - 14.03.290

(1) "academic policy committee" means the group designated to supervise the academic operation of a charter school and to ensure the fulfillment of the mission of a charter school;

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Sec. 14.03.250.

c); the principal of the charter school shall be selected by the academic policy committee and [the principal] shall select, appoint, or otherwise supervise employees of the charter school;

The APC is responsible for developing criteria for selecting the administrator and negotiating the contractual agreement with the administrator. The APC chairperson may approach the KPBSD Superintendent for technical support regarding the hiring of the school administrator. In addition, The APC may approach the district at any time for technical support regarding the performance of the school administrator.

V. OFFICERS AND RESPONSIBILITIES

The APC shall formally elect the following officers prior to the General Membership meeting in September (first Quarter).

A. Chair: The Chairperson shall have the duties and powers normally given to that office including but not limited to:

1. Conduct general membership and APC meetings
2. Maintain communication with Administrator about internal program matters
3. Direct the functioning of the APC
4. Develop or delegate the agenda for all meetings

B. Vice Chair: The Vice Chair shall have the duties and powers normally given to that office including but not limited to:

1. Stand in for the Chair when needed
2. Oversee and facilitate the work of subcommittees.
3. Perform other duties as assigned by the Chair

C. Secretary: The Secretary shall have the duties and powers normally given to that office including but not limited to:

1. Maintain, post and distribute minutes of all meetings
2. Conduct other duties as assigned by the Chair
3. Give notice of all meetings

D. Treasurer: The Treasurer shall have the duties and powers normally given to that office including but not limited to:

1. Give a financial report of the APC funds at each APC meeting to be placed within the minutes.
2. Upon the dissolution of SMCS, the disposition of net proceeds from charitable gaming conducted under this chapter will go to an organization as defined as AS 05.15.690(5) or another qualified organization that is authorized to conduct an activity under AS 05.15.

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3. Perform other duties as assigned by the Chair

The following shall be in place prior to the General Membership meeting in September (first Quarter)

E. Past Chair

1. Perform other duties as assigned by Chair

F. Administrator: Although not an elected office, the Administrator holds these additional responsibilities:

1. Assist with the development of the agenda
2. Report to the APC at all regular APC meetings on the budget, enrollment, and current school issues
3. Provide regular updates to APC members
4. Act as a liaison with KPBSD Central Office
5. Actively advocate for the school and Montessori philosophy
6. Be apprised of and follow Alaska State and KPBSD charter school statutes and policies and update the APC accordingly

G. Teacher Members:

1. Represents the interests and concerns of teaching staff to APC
2. Perform other duties as assigned by the Chair

H. Parent Members:

1. Represent the interests and concerns of students and parents to APC
2. Perform other duties as assigned by the Chair or APC

VI. TERMS AND ELECTION OF BOARD MEMBERS

A. Terms of Parent Members

1. Parent members are elected to three (3) year terms with two (2) seats being up for election each year.
2. Terms are from the swearing in of the parent member to the swearing in of the successor (typically from May to May)
3. Members may serve consecutive terms.
4. Interim vacancies shall be filled by appointment of the majority of the remaining Board, should a quorum exist. These appointments shall be effective only until the next annual election meeting, at which time an election will be held to fill the seat for the remainder of the term. Should a quorum no longer exist, due to voluntary resignation and/or dismissal, a special election will be held to fill vacant seats. The APC member(s) elected in said special election shall remain seated for the duration of the original term
5. Any APC member may resign at any time by giving written notice to the Chair or Secretary of the APC. Such resignation shall take effect at the time specified therein.

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6. A member may be removed from the APC for failing to uphold the oath of office or failure to carry out the policies and objectives of Soldotna Montessori Charter School and the office held.

Procedure:

- (1) A motion for removal of a member shall be made an APC meeting.
- (2) A petition for the removal from office will be sent by the APC to the member in question, stating the reason for the proposed removal.
- (3) The member in question will have fifteen (15) days to respond in writing to the petition.
- (4) A vote will then be taken at the next APC meeting to accept or reject the petition to remove. A super-majority (6 APC Members) is required to accept or reject the petition.

7. A vacancy on the APC is created when an APC member is no longer eligible for membership in the APC, when the APC member resigns, or when the APC member fails to uphold the oath of office. The APC shall fill an APC officer vacancy by interim secret ballot.

B. Qualifications and Limitations

1. Parent seats must be filled by parents or guardians of students currently attending the school on a full-time basis.
2. Parent seats may not be filled by a paid employee of the Montessori Charter School.
3. Only one parent per family may serve on the APC.
4. To maintain public confidence, prevent the use of public office for private gain, and to avoid conflicts of interest, APC members shall disclose in writing known or potential conflicts of interest prior to the time set for voting on any transaction and shall not vote on the matter or attempt to influence the decisions of other APC members in voting on the matter. The written disclosures will be attached to the minutes of the meeting in which APC action occurred relating to the matter disclosed.

C. Elections

1. Regular elections will be conducted in May of each year by a three member election subcommittee.
2. The subcommittee will seek candidates for each seat at least one (1) month prior to the election.
3. Using information provided by the candidates, the subcommittee shall prepare a candidate information statement, which will be sent home with the students prior to the election.
4. Each member (defined as all legal guardians of currently enrolled students and all school administrators, faculty and staff) shall have one vote.
5. Elections shall be conducted using secret ballot in the spring of each year.
6. Absentee ballots, upon request, will be available in the SMCS office until the

Appendix C

Charter School Bylaws

Updated September, 2016

General Membership Meeting.

7. The subcommittee shall count the ballots on the election date.
8. Open seats shall be filled by candidate(s) receiving the highest number of votes of the members present.
9. Election results will be posted the next school day.
10. Elected members shall be sworn in at the next regular meeting of the APC.
11. In the event of a tie, the subcommittee will conduct a run-off election.

VII. SUBCOMMITTEES

APC Standing subcommittees include:

1. **Election:** Runs elections under Article VI (C).

VII. BYLAWS

These bylaws may be amended by a two-thirds vote of the APC. Proposed changes, amendments and updates will be on the agenda of a regular APC meeting, open for public comment, and voted on no earlier than the next regular APC meeting.

VIII. APC MEETING RECORDS

All records of the APC are considered public and may be inspected at any reasonable time. The APC shall keep at the SMCS office a record giving the names and addresses of the APC.

IX. CONCERNS/COMPLAINTS

In order to maintain a professional environment for students, staff and families, the APC encourages parents to follow the SMCS procedure. For the resolution of concerns or giving and getting accurate information.

1. First, speak directly to the classroom teacher most directly involved in the situation.
2. If there is still cause for concern or you feel the situation is not resolved, a meeting between you, the teacher and the principal may be held.
3. If there is still cause for concern or you feel the situation is still not resolved, you may request a meeting with the principal only.
4. If the situation remains unresolved, the issue may be brought to the APC during Executive Session. To request an Executive Session, submit your request with a brief, written summary of the situation to the APC Chairperson.

APPENDIX D
ACADEMIC POLICY COMMITTEE MEMBERS
ACADEMIC POLICY COMMITTEE MEETING MINUTES

APPENDIX D
Soldotna Montessori Charter School
Academic Policy Committee
2016-2017

Mo Sanders Principal, APC Secretary
Parent Members
Holly Montague, Chair Person Term Expires 2017
Amorette Payment , Co-Chairperson Term Expires 2017
Anna Kahn Term Expires 2019
Brad Nelson Term expires 2019
Lindsey Hannevold Term Expires 2019
Sarah Michael Term Expires 2018
Teacher Members
Terri Carter
Kathy Holt

APPENDIX D – MEETING MINUTES (1)

Regular Meeting Minutes

Thursday, August 27- 5:30 P.M.

Board Members:

- Eva Knutson, Chairperson
- Mo Sanders, Secretary-Treasurer
- Sarah Michael, Parent Member
- Holly Montague, Parent Member
- Lindsey Hannevold, Parent member
- Amorette Payment, Parent Member – absent with prior notice
- John Czarnecki, Parent Member
- Kathy Holt, Teacher Member
- Terri Carter, Teacher Member

<p>General Business</p>	<p>Action: Call to Order 5:32 PM</p> <p>Action: Roll Call</p> <p>Action: Agenda Approval - approved</p> <p>Action: Approval of Last Minutes - tabled</p> <p>Action: Treasurer's Report \$27.68</p> <p>Public Comments: Please limit your comments to 5 minutes.</p>
<p>Program Goals & Mission</p>	<p>Standing Report: Enrollment & Staffing Update</p> <p>162 students</p> <p>1 new classroom assistant: Emily Husar, Kindergarten</p> <p>Intervention aide position added: Maria Mooney has transferred to that position</p> <p>Resignation: Ann Story, Grade 4-6 part-time classroom assistant</p> <p>Interviews have been conducted.</p> <p>Standing Report: Update on Montessori Practices at SMCS</p> <ul style="list-style-type: none"> • APC members received a report describing the Montessori training level for each certified staff member • School Garden Project: Terri Carter provided an overview of the history of the school garden and a description of potential additions to the garden area. Staff will select a harvest date in the next week. John Czarnecki indicated that we may have the option of planting trees made available through the City of Soldotna. • SMCS: Global Awareness Practices at SMCS: The APC discussed the importance of including global projects at SMCS. The staff is considering several options for thinking globally and acting both globally and locally. The projects will be student-driven.

	<ul style="list-style-type: none"> International Peace Day: the Annual Parent meeting will be held on Monday, September 21 from 5:30 – 6:30 in conjunction with the International Day of Peace. <p>Standing Report: School Improvement and Planning Update</p> <ul style="list-style-type: none"> Conscious Discipline Action Team: a 6 member action team will meet 7 times in a Skype session with our off-site consultant to discuss and plan school wide implementation of the skills and components of Conscious Discipline. It was noted that there are many Conscious Discipline resources available online, including You Tube, for parents. School Math Program: the district math program is being used in all classroom. Students attend grade-level instruction in different classrooms. Montessori materials augment the program. <p>Standing Report: Parent Organization Activities, Setting the Purpose for the PTO</p> <p>Principal's Report: Mo Sanders provided an update on teacher and student accountability. Student AMP results will arrive in October. Each teacher is accountable for a data-driven project to show student growth this year. Next year certified staff will be accountable for two student growth projects.</p> <p>Training: KPBSD Students in Transition, English Language Learners The PTO viewed the training overviews for the district Students-in-Transition program.</p>
Executive Session	None
Next Meeting	
Adjourn	Action Adjourned at 7:04

APPENDIX D – MEETING MINUTES (2)

Regular Meeting Minutes

Thursday, November 12 - 5:30 P.M.

Board Members:

- Eva Knutson, Chairperson
- Mo Sanders, Secretary-Treasurer
- Sarah Michael, Parent Member
- Holly Montague, Parent Member
- Lindsey Hannevold, Parent member
- Amorette Payment, Parent Member
- John Czarnezki, Parent Member
- Kathy Holt, Teacher Member
- Terri Carter, Teacher Member

<p>General Business</p>	<p>Action: Call to Order 5:30 PM</p> <p>Action: Roll Call</p> <p>Action: Agenda Approval</p> <p>Action: Approval of Last Minutes</p> <p>Action: Treasurer’s Report -</p> <p>Public Comments: None</p>
<p>Program Goals & Mission</p>	<p>Standing Report: Enrollment & Staffing Update</p> <p>New Hire: Melanie Castro will be the instructional aide in Kris Romberg’s room. Huge thanks to Anna Kahn for her work as a sub over the past weeks.</p> <p>Rescinded Resignation: formal request to rescind resignation by Mo Sanders was accepted</p> <p>Enrollment: 1 student transfer to So El</p> <p>Standing Report: Update on Montessori Practices at SMCS</p> <ul style="list-style-type: none"> • School Garden Project: harvest date was September 18. The event made the front page in the Clarion. Several families brought potato dishes to the annual parent meeting. All students will participate in 1-2 40 minute lessons each month on garden habitats. Part of this work will include growing a small “salad garden” in the school display case which is now outfitted with grow lights. The students are also composting compostable food after lunch each day and are also taking care of a Worm Box so there will be worms for the garden in spring. Cori McKay attending a Schoolyard Habitat training in October. The So El/Montessori garden team meets this week. • SMCS: Global Awareness Practices at SMCS: The Annual APC Parent Meeting and Peace Day Celebration was a big success. It was attended by about 100 kids and family members. The global issue that will be addressed by staff and students this year is Immigration.

	<p>Standing Report: School Improvement and Planning Update</p> <ul style="list-style-type: none"> • Conscious Discipline Action Team: the CDAT has monthly Skype meetings with Karen Hickman, a Loving Guidance consultant. The CDAT presented to all staff at the September 29 staff meeting. 9 staff members attended the conference: <i>Transform Your School Culture: Embed Resiliency in Children, Adults and Organizations</i> <p>Standing Report: Parent Organization Activities: the PTO is able to share a movie license with the Soldotna Elementary PTO in order to have family movie nights in the gym. This will start second semester.</p> <ul style="list-style-type: none"> • Principal's Report: AMP assessment results were released last week and were reviewed by the APC • The principal updated the APC on the new district safety protocol and the new district attendance policy. • KPBSD Budget information was shared with the APC.
Executive Session	None
Next Meeting	
Adjourn	<u>Action</u> Adjourned at 6:58 PM

APPENDIX D – MEETING MINUTES (3)

Regular Meeting Minutes

Wednesday, May 13- 5:30 P.M.

Board Members:

- Eva Knutson, Chairperson
- Mo Sanders, Secretary-Treasurer
- Sarah Michael, Parent Member
- Melissa Linton, Parent Member (outgoing) - absent
- Holly Montague, Parent Member
- Lindsey Hannevold, Parent member
- Amorette Payment, Parent Member
- John Czarnezki, Parent Member
- Kathy Holt, Teacher Member
- Matt Faris, Teacher Member (outgoing) - absent
- Terri Carter, Teacher Member

<p>General Business</p>	<p>Action: Call to Order 5:31 PM</p> <p>Action: Roll Call – absent: Melissa Linton, Matt Faris</p> <p>Action: Agenda Approval</p> <p>Action: Approval of Last Minutes</p> <p>Action: Treasurer’s Report \$399.79</p> <p>Public Comments: Please limit your comments to 5 minutes.</p> <p>Dan Funk of the Kenai Soil and Water Conservation District spoke to the APC regarding the current garden project and shared some options for participating in the schoolyard habitat project in the future.</p>
<p>Program Goals & Mission</p>	<p>APC Election Results and Oath of Office for New Members</p> <p>John Czarnezki and Sarah Michael were elected to the APC and were present at this meeting. All members signed the Oath of Office.</p> <p>Review of APC Statute and Alaska Open Meeting Law:</p> <p>A brief review of the current APC bylaws and the state regulations regarding Open Meetings was conducted. Bylaw changes will be considered at the August meeting.</p> <p>APC Officer Election: Eva Knutson was re-elected to the position of chairperson. Amorette Payment was elected to the position of vice-chairperson.</p> <p>Standing Report: Enrollment & Staffing Update</p> <p>Enrollment in all classes will be increased to past enrollment of 23 students per classroom for school year 2015-16. Staffing will be increased with a full-time instructional aide for the intervention program. Sole Mooney, current kindergarten aide, will fill that position. A new kindergarten aide will be hired. The position has been posted on the district website.</p> <p>Standing Report: Update on Montessori Practices at SMCS</p>

- **School Garden Project:** Terri Carter elaborated on the current raised-bed garden project. Students designed and constructed the raised beds. Every student will plant potatoes in the beds on Monday, May 18. Potatoes will be harvested in the fall. There are plans to build an “outdoor classroom” in the garden in the future. Soldotna Elementary will share the use of the garden and garden area.

Standing Report: School Improvement and Planning Update

- **Conscious Discipline Action Team:** a 6-member CDAT team has been formed in order to help institutionalize Conscious Discipline practices in all classrooms and throughout the school.
- **School Math Program:** Teachers in grades K- 3 successfully implemented the My Math program. They were able to adapt the program to use Montessori math manipulatives. The program will be used in grades K-5 next year. Grade 6 math students will also use the district math program adopted for grades 6 – 8.

Standing Report: Parent Organization Activities – Setting the Purpose for the PTO

This plan will be revisited in the fall.

Principal’s Report: update on teacher and student accountability

- **AMP results pending** – Student test results will be available to all schools in the state in October. Since this year represented the first administration of the new AMP test the results still need to be calibrated to achievement levels.
- **Student Growth Map Pilot-** a new state requirement requires that 20% of the formal evaluation for all certified teachers and administrators be based on measureable academic growth for each student. This concept was piloted this year with selected teachers. Next year every teacher and administrator will pilot the Student Growth Map in at least one subject. The following year, student growth will be attached to the formal evaluation of all certified employees.
- **Teacher Collaboration Update-** SMCS will pilot a plan to allow teachers a block of collaboration time on alternate Fridays. The time will be used to develop Student Growth Maps. Evaluate student work across grades, create student-friendly rubrics for scoring student work and other academic topics. During this time students will be engaged in quality art lessons, have the opportunity to learn and practice social skills in a supervised setting, and engage in other projects.

Executive Session	None
Next Meeting	Thursday, August 27 5:30 PM School Office
Adjourn	<u>Action</u> Adjourned 7:10 PM

APPENDIX D - MEETING MINUTES (4)

Regular Meeting Minutes

August 30, 2016 - 5:30 P.M.

Board Members:

- Mo Sanders, Secretary-Treasurer
- Sarah Michael, Parent Member
- Holly Montague, Parent Member
- Lindsey Hannevold, Parent member
- Amorette Payment, Parent Member
- Brad Nelson, Parent Member
- Kathy Holt, Teacher Member
- Terri Carter, Teacher Member

<p>General Business</p>	<p>Action: Call to Order : 5:30 PM</p> <p>Action: Roll Call – all present. Mr. Nelson was on duty and could not stay for the duration of the meeting.</p> <p>Action: Agenda Approved</p> <p>Action: Approval of Last Minutes</p> <p>Action: Treasurer’s Report: Account Closed. Balance of \$125.32 in cash for school picnics</p> <p>Public Comments: Please limit your comments to 5 minutes.</p>
	<p>APC Officer Election:</p> <p>Holly Montague was elected Chairperson. Amorette Payment was elected Vice-chairperson. Mo Sanders was elected Secretary.</p> <p>APC Meeting Dates:</p> <p>Tuesday, September 27</p> <p>Tuesday, October 25</p> <p>Tuesday, November 29</p> <p>Tuesday, January 31</p> <p>Tuesday, February 28</p> <p>Tuesday, March 28</p> <p>Tuesday, April 25</p> <p>Tuesday, May 9</p> <p>Standing Report: Enrollment & Staffing Update</p> <p>Intensive Needs position was eliminated. Tutor hours reduced to 4 hours.</p> <p>Increased enrollment this year from 161 to 164. Lost 8 students. 19 new students.</p> <p>Standing Report: Update on Montessori Practices at SMCS</p> <ul style="list-style-type: none"> • School Garden Project: <ul style="list-style-type: none"> Potato harvest will be on Monday, September 26. Harvest celebration will take place on Peace Day Celebration and

	<p>Annual APC Parent Meeting at 5:30 in the gym on Tuesday, September 27. APC will host a Baked Potato Bar. Students will perform a song for families and host interactive activities.</p> <ul style="list-style-type: none"> • Standing Report: School Improvement and Planning Update. Report was postponed until staff completes work on updating school goals. • Standing Report: Parent Organization Activities <p>The PTO distributed Square One Art materials to teachers this week. The PTO is planning a December Crafts Night, two family movie nights and a student art-auction this spring. The PTO would like to pursue obtaining a school sign.</p> <p>Principal's Report: Information was shared on Social Skills instruction for all classes for the first 3 weeks of school. Gifted and Talented Instructional at SMCS has changed. The staff is preparing a set of options for Quest students. Materials were distributed to support the APC in preparation for the New Administrator hire.</p> <p>APC Bylaws: The APC conducted the first Formal Review of Proposed Changes</p> <p>Charter Renewal: Renewal application due on October 1</p>
Executive Session	None
Next Meeting	
Adjourn	Adjourned 6:58 PM

Appendix E

Signed Assurances

Charter Schools Assurance Page

By signing this document, the school district files its assurance that the statements, documents and/or information listed below is in compliance with all state and federal laws and regulations.

The charter school bylaws previously submitted to the department in the initial application or previous renewal applications have not changed. 4 AAC 33.110(a)(4)

The charter school administrative policy manual submitted to the department in the initial application or previous renewal applications has not changed. 4 AAC 33.110(a)(13)

The charter school follows all district approved practices to account for receipts and expenditures. AS 14.03255(b)(1)(c)(6), 4 AAC 33.110(a)(14)(B)

The charter school has been successful in ending each year with a zero or positive fund balance. AS 14.03255(b)(1)

All audit reports to date indicate the charter school has met its obligation to ensure the fiscal integrity of the school's financial operation. AS 14.03255(b)(2)(c)(13)

Name of the School District: Kenai Peninsula Borough School District

Name of the Charter Program: Soldotna Montessori Charter School

Name of Superintendent: Sean Dusek

Signature of Superintendent:  Date: 9/14/2016

APPENDIX F
SCHOOL DEVELOPMENT PLANNING

APPENDIX F: School Development Planning Document Kenai Peninsula Borough School District

Mission Statement: The mission of the Kenai Peninsula Borough School District is to develop productive, responsible citizens who are prepared to be successful in a dynamic world.

Vision Statement: We envision KPBSD students who engage in their learning, participate in their community, reach high levels of achievement, and graduate prepared for their future.

Guiding Principles: Each student can learn and be successful. Every student is recognized as unique, valuable, and is treated with respect and dignity. Learning is a lifelong process. The educational environment is safe, engaging and purposeful.

District Focus Area: 2.0 Organizational Excellence

District Goal: 2.3 Professional Development and Compensation **School Name: Soldotna Montessori Charter School**

Current Reality: Our school has been implementing Conscious Discipline since 2011. This model is research-based and has evidence of transforming not only connections within school, but stretching out across the entire school community. Thirteen of seventeen current staff members have had formal training in this model. According to the results from our implementation rubric last year, 70 % of staff members reported implementation at the “Good” level. (The range of levels is absent, minimal, good, excellent) In order to maintain a positive school culture with high expectations for staff and students, we must continue to refine implementation the 7 Skills and 7 Components of Conscious Discipline as we continue to implement them at SMCS. In order to accomplish that objective, we must continue to provide professional development to our school family: staff, students and parents. Effective implementation of the Conscious Discipline and the philosophy will yield consistency to our Montessori philosophy, to our mission, to our values that ultimately impact children and their social, emotional and academic growth.

SMART Goal: By May 10, 2016, we will increase the number of staff implementing the Skills and Components of Conscious Discipline at the Good or Excellent Level as evidenced by self-reported performance on the Conscious Discipline implementation rubric.

SMART = Specific, Measurable, Attainable, Responsible, and Time-bound

Last Updated: 9/9/2016

Action steps should be listed in this column. Include: professional development, ongoing communication with stakeholders, progress monitoring, and mid-year adjustments.	Who is responsible for leading or coordinating this action step?	Timeline for updating	What will be the evidence the action step occurred, the data indicating progress, or the indicator of success?	Results, observations, or comments?

APPENDIX F: School Development Planning Document Kenai Peninsula Borough School District

Rubric administered in fall and spring	Administrator		Rubrics completed and collated in fall and spring	
Social skill building course developed for first three weeks of school with quarterly follow up sessions	Classroom teachers	First three weeks, quarterly	Students and staff will demonstrate increased understanding of the 3 brains states and visible use of the 7 skills of CD	
Monthly all-staff Conscious Discipline training	CDAT (Conscious Discipline Action Team)	Monthly	Classrooms will have physical evidence of the components of CD (safe place, friends and family board, we care center, etc)	

District Goal Summary: Progress being made, goal not yet achieved.

District Goal Summary Reflection/Response: [Click here to enter text.](#)

APPENDIX G: MEETING SCHEDULES

Soldotna Montessori Charter School

Academic Policy Meeting Dates

2016 - 17

Tuesday, August 30

Tuesday, September 27

Tuesday, October 25

Tuesday, November 29

Tuesday, January 31

Tuesday, February 28

Tuesday, March 28

Tuesday, April 25

Tuesday, May 9

APPENDIX G: MEETING AGENDAS (1)

Regular Meeting Agenda

Thursday, August 27- 5:30 P.M.

Board Members:

- Eva Knutson, Chairperson
- Mo Sanders, Secretary-Treasurer
- Sarah Michael, Parent Member
- Holly Montague, Parent Member
- Lindsey Hannevold, Parent member
- Amorette Payment, Parent Member
- John Czarnezki, Parent Member
- Kathy Holt, Teacher Member
- Terri Carter, Teacher Member

General Business	<p>Action: Call to Order</p> <p>Action: Roll Call</p> <p>Action: Agenda Approval</p> <p>Action: Approval of Last Minutes</p> <p>Action: Treasurer's Report</p> <p>Public Comments: Please limit your comments to 5 minutes.</p>
Program Goals & Mission	<p>Standing Report: Enrollment & Staffing Update</p> <p>Standing Report: Update on Montessori Practices at SMCS</p> <ul style="list-style-type: none"> • School Garden Project • SMCS: Global Awareness Practices at SMCS <p>Standing Report: School Improvement and Planning Update</p> <ul style="list-style-type: none"> • Conscious Discipline Action Team • School Math Program <p>Standing Report: Parent Organization Activities, Setting the Purpose for the PTO</p> <p>Principal's Report: update on teacher and student accountability</p> <p>Training: KPBSD Students in Transition</p>
Executive Session	None
Next Meeting	
Adjourn	Action

APPENDIX G: MEETING AGENDAS (2)

Regular Meeting Agenda

Thursday, November 12 - 5:30 P.M.

Board Members:

- Eva Knutson, Chairperson
- Mo Sanders, Secretary-Treasurer
- Sarah Michael, Parent Member
- Holly Montague, Parent Member
- Lindsey Hannevoid, Parent member
- Amorette Payment, Parent Member
- John Czarnezki, Parent Member
- Kathy Holt, Teacher Member
- Terri Carter, Teacher Member

General Business	<p>Action: Call to Order</p> <p>Action: Roll Call</p> <p>Action: Agenda Approval</p> <p>Action: Approval of Last Minutes</p> <p>Action: Treasurer's Report</p> <p>Public Comments: Please limit your comments to 5 minutes.</p>
Program Goals & Mission	<p>Standing Report: Enrollment & Staffing Update</p> <p>Standing Report: Update on Montessori Practices at SMCS</p> <ul style="list-style-type: none"> • School Garden Project • SMCS: Global Awareness Practices at SMCS <p>Standing Report: School Improvement and Planning Update</p> <ul style="list-style-type: none"> • Conscious Discipline Action Team <p>Standing Report: Parent Organization Activities</p> <p>Principal's Report:</p> <ul style="list-style-type: none"> • AMP Results for school, district, state • Safety policy • Attendance policy <p>Other: School District Budgeting Process/input</p> <p>Training: English Language Learners</p>
Executive Session	None
Next Meeting	
Adjourn	Action

APPENDIX G: MEETING AGENDAS(3)

Regular Meeting Agenda

Thursday, February 11 - 5:30 P.M.

Board Members:

- Eva Knutson, Chairperson
- Mo Sanders, Secretary-Treasurer
- Sarah Michael, Parent Member
- Holly Montague, Parent Member
- Lindsey Hannevold, Parent member
- Amorette Payment, Parent Member
- John Czarnezki, Parent Member
- Kathy Holt, Teacher Member
- Terri Carter, Teacher Member

General Business	<p>Action: Call to Order</p> <p>Action: Roll Call</p> <p>Action: Agenda Approval</p> <p>Action: Approval of Last Minutes</p> <p>Action: Treasurer's Report \$125.32</p> <p>Public Comments: Please limit your comments to 5 minutes.</p>
Program Goals & Mission	<p>Standing Report: Enrollment & Staffing Update</p> <p>Standing Report: Update on Montessori Practices at SMCS</p> <ul style="list-style-type: none"> • School Garden Project: • SMCS: Global Awareness Practices at SMCS; Immigration • Standing Report: School Improvement and Planning Update • Standing Report: Parent Organization Activities • Principal's Report: Training: English Language Learners <p>Social Skills After-School Option: review of program</p> <p>Medical Sabbatical Policy: review and consideration</p> <p>APC Bylaws: policy change review and consideration</p> <p>State, District and SMCS Budget: review of current budget info</p>
Executive Session	<p>Administrator Evaluation</p> <p>Start Time:</p> <p>End Time:</p>
Next Meeting	
Adjourn	<p>Action: <u>Adjournment time after Executive Session:</u></p>

APPENDIX G: MEETING AGENDAS (4)

Regular Meeting Agenda

Thursday, March 10 - 5:30 P.M.

Board Members:

- Eva Knutson, Chairperson
- Mo Sanders, Secretary-Treasurer
- Sarah Michael, Parent Member
- Holly Montague, Parent Member
- Lindsey Hannevold, Parent member
- Amorette Payment, Parent Member
- John Czarnezki, Parent Member
- Kathy Holt, Teacher Member
- Terri Carter, Teacher Member

General Business	<p>Action: Call to Order</p> <p>Action: Roll Call</p> <p>Action: Agenda Approval</p> <p>Action: Approval of Last Minutes</p> <p>Action: Treasurer's Report \$125.32</p> <p>Public Comments: Please limit your comments to 5 minutes.</p>
Program Goals & Mission	<p>Standing Report: Enrollment & Staffing Update</p> <p>Standing Report: Update on Montessori Practices at SMCS</p> <ul style="list-style-type: none"> • School Garden Project: • SMCS: Global Awareness Practices at SMCS; Immigration • Standing Report: School Improvement and Planning Update • Standing Report: Parent Organization Activities • Principal's Report: Training: English Language Learners <p>APC Bylaws: First Formal Review of Proposed Changes</p> <p>State, District and SMCS Budget: review of current budget info</p>
Executive Session:	None
Next Meeting	
Adjourn	

APPENDIX G: MEETING AGENDAS (5)

Regular Meeting Agenda

Tuesday, May 17 - 5:30 P.M.

Board Members:

- Eva Knutson, Chairperson
- Mo Sanders, Secretary-Treasurer
- Sarah Michael, Parent Member
- Holly Montague, Parent Member
- Lindsey Hannevold, Parent member
- Amorette Payment, Parent Member
- Kathy Holt, Teacher Member
- Terri Carter, Teacher Member

General Business	<p>Action: Call to Order</p> <p>Action: Roll Call</p> <p>Action: Agenda Approval</p> <p>Action: Approval of Last Minutes</p> <p>Action: Treasurer’s Report \$125.32 – Move to close this account</p> <p>Public Comments: Please limit your comments to 5 minutes.</p>
<p>.....</p>	<p>APC Elections: New members Oath</p> <p>Standing Report: Enrollment & Staffing Update</p> <p>Standing Report: Update on Montessori Practices at SMCS</p> <ul style="list-style-type: none"> • School Garden Project: • SMCS: Global Awareness Practices at SMCS; Immigration; Student Letter • Standing Report: School Improvement and Planning Update • Standing Report: Parent Organization Activities • Principal’s Report: Training: English Language Learners <p>APC Bylaws: First Formal Review of Proposed Changes</p> <p>State, District and SMCS Budget: review of current budget info</p> <p>Review of Proposed Math Program Change for Grades 4 – 6</p> <p>Charter Renewal: Renewal application due on October 1</p>
Executive Session	None
Next Meeting	TBA
Adjourn	

APPENDIX G: MEEING AGENDAS (6)

Regular Meeting Agenda

August 30, 2016 - 5:30 P.M.

Board Members:

- Mo Sanders, Secretary-Treasurer
- Sarah Michael, Parent Member
- Holly Montague, Parent Member
- Lindsey Hannevold, Parent member
- Amorette Payment, Parent Member
- Brad Nelson, Parent Member
- Kathy Holt, Teacher Member
- Terri Carter, Teacher Member

General Business	<p>Action: Call to Order</p> <p>Action: Roll Call</p> <p>Action: Agenda Approval</p> <p>Action: Approval of Last Minutes</p> <p>Action: Treasurer's Report: Account Closed. Balance of \$125.32 in cash for school picnics</p> <p>Public Comments: Please limit your comments to 5 minutes.</p>
	<p>APC Officer Election</p> <p>APC Meeting Dates</p> <p>Standing Report: Enrollment & Staffing Update</p> <p>Standing Report: Update on Montessori Practices at SMCS</p> <ul style="list-style-type: none"> • Peace Day Celebration and Potato Harvest • School Garden Project: • Standing Report: School Improvement and Planning Update • Standing Report: Parent Organization Activities <p>Principal's Report: Gifted and Talented Instructional Proposal, Focus on Social Skills for School Start-up, Teacher Collaboration, Preparation for New Administrator Hire</p> <p>APC Bylaws: First Formal Review of Proposed Changes</p> <p>Charter Renewal: Renewal application due on October 1</p>
Executive Session	None
Next Meeting	
Adjourn	

Appendix H

School Schedule and Calendar

APPENDIX H

School Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 – 10:15 Academic Work Block & Field Studies for classes not in music or PE					
PE/Music	8:45 – 9:15 Primary PE Intermediate Music	8:45 – 9:15 Intermediate PE Primary Music	8:45 – 9:15 Primary PE Intermediate Music	8:45 – 9:15 Intermediate PE Primary Music	8:45 – 9:15
PE/Music	9:15 – 9:45 Primary PE Intermediate Music	9:15 – 9:45 Intermediate PE Primary Music	9:15 – 9:45 Kinder PE Intermediate Music	9:15 – 9:45 Intermediate PE Kinder Music	9:15 – 9:45 Kinder Music Primary PE
PE/MUSIC	9:45 – 10:15 Primary PE Intermediate Music	9:45 – 10:15 Intermediate PE Primary Music	9:45 – 10:15 Primary PE Intermediate Music	9:45 – 10:15 Intermediate PE Primary Music	9:45 – 10:15 Kinder PE Primary Music
Academic Work Block & Field Studies	10:15 – 12:15	10:15 – 12:15	10:15 – 12:15	10:15 – 12:15	10:15 – 12:15
Morning Recess Kindergarten	11:45 – 12:15 Kinder Recess – Small Groups	11:45 – 12:15 Kinder Recess – Small Groups	11:45 – 12:15 Kinder Recess – Small Groups	11:45 – 12:15 Kinder Recess – Small Groups	11:45 – 12:15 Kinder Recess – Small Groups
Lunch in all Classrooms	12:15 – 12:45	12:15 – 12:45	12:15 – 12:45	12:15 – 12:45	12:15 – 12:45
Lunch Recess	12:45 – 1:15	12:45 – 1:15	12:45 – 1:15	12:45 – 1:15	12:45 – 1:15
1:15 – 3:20	Science, Social Studies, Art, Social Skills, Field Studies	Science, Social Studies, Art, Social Skills, Field Studies	Science, Social Studies, Art, Social Skills, Field Studies	Science, Social Studies, Art, Social Skills, Field Studies	Science, Social Studies, Art, Social Skills, Field Studies
3:25	Dismissal to Busses	Dismissal to Busses	Dismissal to Busses	Dismissal to Busses	Dismissal to Busses

Kenai Peninsula Borough School District 2016-17 District Wide Calendar

C School Closes **O** School Opens
E End of Quarter **CI** PT Conference/Inservice
H Legal Holiday **V** Vacation Day
IW Inservice/Work **ER** Early Release Day

July 2016							August 2016							September 2016							October 2016																															
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S																									
				1	2		1	2	3	4	5	6					1	2	3							1																										
3	4 H	5	6	7	8	9	7	8	9	10	11	12	13	4	5 H	6	7	8	9	10	2	3	4	5	6	7	8																									
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15																									
									IW	IW	IW	IW					ER																																			
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22																									
							IW	O																	IW/E																											
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30	23	24	25	26	27	28	29																										
																								ER	CI	CI																										
31																					30	31																														
# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____					# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____					# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____					# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____																													
													5													0													3													
													7														21													18												
													12														22													21												

November 2016							December 2016							January 2017							February 2017																			
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S													
			1	2	3	4	5					1	2	3	1	2	3	4	5	6	7				1	2	3	4												
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11													
																								ER	CI	CI														
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18													
																	MLK																							
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25													
			ER	H	H						IW/E	V																												
27	28	29	30				25	26	27	28	29	30	31	29	30	31				26	27	28																		
							H	V	V	V	V	V																												
# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____					# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____					# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____					# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____																	
													1															2												
													15															16												
													17															17												

March 2017							April 2017							May 2017							June 2017																			
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S													
			1	2	3	4						1	1	2	3	4	5	6				1	2	3																
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10													
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17													
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24													
																	C	IW																						
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30														
																	H																							
# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____					# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____					# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____					# of Inservice Days: _____	# of Student Days: _____	# of Teacher Days: _____																	
													0															1												
													20															18												
													20															19												

End of Quarter	Inservice Dates	Legal Holidays & Vacation Days
1st Quarter 42 days	Teacher First August 16	Independence Day July 4
2nd Quarter 39 days	Teacher Last May 25	Labor Day September 5
3rd Quarter 41 days	Student First August 23	Thanksgiving November 24-25
4th Quarter 48 days	Student Last May 24	Winter Break Dec 23-Jan 6
170 days	PT Conference/IS Days	Spring Break March 13-17
Approved: 11/2/2015	October 27, 28	Vacation Day Jan 16
Dept of Ed. Approved: 11/17/2015	February 9, 10	Memorial Day May 29

○ Start of Testing Window ◻ End of Testing Window
 (Contact School for actual dates of test implementation)

Appendix I
Sample Standards-Based Student Report Cards

Student Name: _____

Teacher: _____

Attendance	1	2	3	4
Days Enrolled	41	40	46	40
Days Present	37.93	36.48	45.46	35.55
Days Absent	3.07	3.52	.54	4.45
Times Tardy	3	2	8	5

Classroom Community Skills Key

- 4 – I go beyond the expectations
- 3 – I meet the expectations
- 2 – Sometimes I meet the expectations
- 1 – I usually need help to meet the expectations
- 0 – Even with help, I am not usually able to meet the expectations

Classroom Community Skills	1	2	3	4
Respects self, peers & adults	2	2	3	2
Demonstrates effort	3	3	2	3
Works cooperatively	3	3	3	3
Follows directions	2	2	2	2
Uses time well	3	3	3	3
Responsible for tools/belongings	3	3	3	3
Demonstrates appropriate playground conduct	2	3	3	2
Works independently	3	3	3	3
Participates in class discussions	3	3	3	3
Completes homework				

Special Participation Key

- 4 – I go beyond the expectations
- 3 – I meet the expectations
- 2 – Sometimes I meet the expectations
- 1 – I usually need help to meet the expectations
- 0 – Even with help, I am not usually able to meet the expectations

The Student ...

- Is safe and prepared for class
- Follows directions
- Encourages and helps others without being asked
- Is an active learner, and participates in lesson & activities
- Is respectful of self, others, and equipment
- Displays outstanding cooperation/sportsmanship/responsibility

Quarter	1	2	3	4
Combination Music	3	4	4	4
Combination Physical Education	4	4	4	4

Standards Key:

- 4. I exceed all expected parts of the standard by demonstrating more complex understanding
- 3. I demonstrate all the expected skills within the standard
- 2. I demonstrate some of the expected skills within the standard
- 1. With help, I can demonstrate some of the expected skills within the standard
- 0. Even with help, I cannot demonstrate any of the expected skills within the standard

No Score - Not assessed or not yet taught

Third Grade

Language Arts Strands

	1	2	3	4
Reading - Literature These standards provide exposure to a range of literature at levels of increasing complexity appropriate to the age and grade of the student. Comprehension of ideas, connections among texts, understanding of story elements, and the ways that various aspects of text influence the reader's understanding of the text are the focus for these standards.	3			3
Reading - Informational Text These standards emphasize reading, comprehending, and interpreting informational texts at levels of increasing complexity appropriate to the age and grade of the student. Comprehension of ideas, connections and comparisons among texts, and effectively accessing information are the focus for these standards.	3	3		3
Reading - Foundational Skills Foundational skills include teaching students to apply phonics and word analysis skills to figure out words, and developing the ability to read with sufficient accuracy and fluency to support comprehension.	3	3	3	4
Writing Developing the skills necessary for writing for a variety of purposes is the focus of these standards. Use of grammar, conventions, writing styles, and the personal voice of the author are all areas included in these standards.	2	1	2	2
Speaking and Listening The ability to comprehend, collaborate, and convey ideas for a variety of tasks and in a variety of situations is the focus of these standards.	3	3	3	
Language A full command of the English language involves many things, including understanding word nuances, being able to apply the grammar rules of the language, and apply knowledge of the language to achieve desired effects. The language standards develop the knowledge and skills necessary to successfully apply the English language in multiple manners for a variety of purposes.	2	2	2	3

Mathematics Domains

	1	2	3	4
Operations and Algebraic Thinking The analysis of patterns, use of mathematical operations, and the application of various mathematical strategies are the focus of these standards.	3	2	3	3
Number and Operations in Base Ten The focus of these standards is on understanding and using place value to help solve problems.	3	2		
Number and Operations - Fractions Understanding the value of fractions in relationship to decimals and solving problems using fractions are the focus of these standards.	2	3	3	
Measurement and Data Solving problems involving measurement, time, and money, making reasonable estimations, and the representation and interpretation of data is the focus of these standards.				3
Geometry Geometry standards at this level focus on applying knowledge of 2 and 3 dimensional shapes in mathematical problems.				3

Science, Social Studies and Health Units

Combination Science - Quarter 1 fall 2015 -

First Great Lesson: The Universe and elements

Life science: living-not living, habitats, and food webs

Geography: Introduction to maps; The World

Art: Line, shape, color. Drawing and painting. Pablo Picasso and Georges Seurat

Peace and Social and Emotional Skills

Quarter 2 2015 -

Second Great Lesson: Story of Life, diversity, cells, adaptation

People and Places: Geography, Winter Holidays,

Art: color, texture, value, painting, mixed media, drawing, composition

Peace and Social & Emotional Skills - Gratitude, Giving, Sharing

Quarter 3

History through biographies; inventors, humanitarians, heroes and heroines, scientists, an artist, explorers, adventurers, presidents, and a queen - We analyzed character traits people develop to be successful.

Art: Line, shape, color and the color wheel, texture, horizon line and composition - draw, painting, soft pastels, cut paper

Pablo Picasso's cubism, with focus on his Three Musicians

Quarter 4

Science: Waves and Sound waves, Plants, with emphasis on seeds

Geography: Countries of the World

Art: painting, acrylics, watercolor, soft pastels, drawing - color wheel & contrasting colors, texture, line, patterns

Peace and Social & Emotional Skills

Quarter 1

3 Math - Quarter 1 fall 2015 -

McGraw-Hill, My Math, Grade 3 text book, supplemented with Montessori materials where appropriate.

Chapter 1: Place Value. Comparing and ordering numbers, rounding numbers to the nearest 10 and 100.

Chapter 2: Addition. Commutative, Associative, and Identity Properties of Addition, Patterns, Adding mentally, Estimating sums, Problem Solving for Reasonable Answers

We began Chapter 3: Subtraction. Mental subtraction. We will work on subtraction 1 -2 weeks before we start digging into multiplication and division. Chapter 3 subtraction concepts include: Estimate differences, Subtracting with regrouping to 4 digits and with zeroes in the minuend. We will investigate how to determine if we need an exact answer or an estimation.

Quarter 2

3 Math - MATH - ██████ - Quarter 2 -

Third graders worked with rounding, estimating, and regrouping to the thousands with subtraction. We explored with models, as repeated addition, multiples, and began to find factors. We also modeled division as sharing and repeated subtraction. Students explored relationships between multiplication and division. We continued to practice problem solving. Students will do well to continue to practice multiplication facts and skip counting at home. They have flash cards I sent home before Winter Break that help students practice using the relationships of X and +.

Combination Class - ██████ has a good sense of time management. His reading level has increased from level O in August to level R in December. The benchmark goal for midyear is Level O. His reading fluency score is above the benchmark. I am concerned about Luke's effort with his writing. We are working on revising our writing with an emphasis on elaboration, ideas, and fluency.

Quarter 3

3 Math - MATH - ██████ - Quarter 3 -

Third graders studied multiplication and division to 1,000, word problems, and they continue to practice memorizing facts. We also worked with fractions; equivalents, comparing fractions, and adding and subtracting fractions. Students learned to measure liquid volume, weight, and length using the metric system. We finished the quarter with a unit on representing and interpreting data.

4th quarter, we've begun working with area and perimeter. We'll study geometry, and will spend more time working with multiplication and division. Please encourage your child to continue to practice memorizing multiplication facts at home.

Quarter 4

3 Math - Quarter 4 spring 2016

During the 4th quarter, our third graders studied area and perimeter and related area of rectangles to multiplication and addition. We worked with multiplication and division in different ways, especially to understand the Commutative and Associative Properties of Multiplication, and the Distributive Property.

We studied Geometry; angles, triangles, and quadrilaterals. We continued to work on problem solving.

Combination Class - ██████ continues to complete his work on time. He is working to put more effort into his work, particularly writing. His reading level in May is Level R. The end of third grade expectation benchmark is Level P/Q. Vocabulary at higher levels impedes comprehension. ██████ Words per Minute score in May is 149. The goal is 127. I am thankful to have had ██████ in our class. He is ready for fourth grade.

Student Name: _____
Teacher: _____

Attendance	1	2	3	4
Days Enrolled		17	46	41
Days Present		14.78	40.52	32
Days Absent		2.22	5.48	9
Times Tardy				1

Classroom Community Skills Key

- 4 - I go beyond the expectations
- 3 - I meet the expectations
- 2 - Sometimes I meet the expectations
- 1 - I usually need help to meet the expectations
- 0 - Even with help, I am not usually able to meet the expectations

Classroom Community Skills	1	2	3	4
Respects self, peers & adults		4	4	4
Demonstrates effort		4	4	4
Works cooperatively		4	4	4
Follows directions		4	4	4
Uses time well		4	4	4
Responsible for tools/belongings		4	4	4
Demonstrates appropriate playground conduct		4	4	4
Works independently		4	4	4
Participates in class discussions		2	2	3
Completes homework		4	4	4

Special Participation Key

- 4 - I go beyond the expectations
- 3 - I meet the expectations
- 2 - Sometimes I meet the expectations
- 1 - I usually need help to meet the expectations
- 0 - Even with help, I am not usually able to meet the expectations

- The Student ...
- Is safe and prepared for class
 - Follows directions
 - Encourages and helps others without being asked
 - Is an active learner, and participates in lesson & activities
 - Is respectful of self, others, and equipment
 - Displays outstanding cooperation/sportsmanship/responsibility

Quarter	1	2	3	4
Combination Music		3	3	3
Combination Physical Education		4	3	4

- Standards Key:**
- 4. I exceed all expected parts of the standard by demonstrating more complex understanding
 - 3. I demonstrate all the expected skills within the standard
 - 2. I demonstrate some of the expected skills within the standard
 - 1. With help, I can demonstrate some of the expected skills within the standard
 - 0. Even with help, I cannot demonstrate any of the expected skills within the standard
 - No Score - Not assessed or not yet taught

Fifth Grade

Language Arts Strands

Strand	1	2	3	4
Reading - Literature These standards provide exposure to a range of literature at levels of increasing complexity appropriate to the age and grade of the student. Comprehension of ideas, connections among texts, understanding of story elements, and the ways that various aspects of text influence the reader's understanding of the text are the focus for these standards.		4	4	4
Reading - Informational Text These standards emphasize reading, comprehending, and interpreting informational texts at levels of increasing complexity appropriate to the age and grade of the student. Comprehension of ideas, connections and comparisons among texts, and effectively accessing information are the focus for these standards.		3	3	4
Reading - Foundational Skills Foundational skills include teaching students to apply phonics and word analysis skills to figure out words, and developing the ability to read with sufficient accuracy and fluency to support comprehension.		4	4	4
Writing Developing the skills necessary for writing for a variety of purposes is the focus of these standards. Use of grammar, conventions, writing styles, and the personal voice of the author are all areas included in these standards.		3	4	4
Speaking and Listening The ability to comprehend, collaborate, and convey ideas for a variety of tasks and in a variety of situations is the focus of these standards.		3	3	4
Language A full command of the English language involves many things, including understanding word nuances, being able to apply the grammar rules of the language, and apply knowledge of the language to achieve desired effects. The language standards develop the knowledge and skills necessary to successfully apply the English language in multiple manners for a variety of purposes.		3	3	4

Mathematics Domains

Domain	1	2	3	4
Operations and Algebraic Thinking The analysis of patterns, use of mathematical operations, and the application of various mathematical strategies are the focus of these standards.		2	3	3
Number and Operations in Base Ten The focus of these standards is on understanding and using place value to help solve problems.		3	3	3
Number and Operations - Fractions Understanding the value of fractions in relationship to decimals and solving problems using fractions are the focus of these standards.		2	2	3
Measurement and Data Solving problems involving measurement, time, and money, making reasonable estimations, and the representation and interpretation of data is the focus of these standards.		2	2	
Geometry Geometry standards at this level focus on applying knowledge of 2 and 3 dimensional shapes in mathematical problems.		3	3	

Quarter 2

Combination Class - Winter oral reading fluency CBM: 195

██████████ is a joy to have in class. She listens well and pays attention to instructions. ██████████ has a positive attitude, helps other students, and has seemed to adjust to our class. She is an excellent reader, and writes well also. Math doesn't come as easily for her; she just needs to continue working hard and believing in herself.

Quarter 3

Combination Class - Parent/Teacher Conferences

Quarter 4

Combination Class - Spring oral reading fluency CBM: 207 wpm.

██████████ has been wonderful to have in class. She is helpful and sets a great example for other students. She has excellent reading and writing skills, and has gained confidence in her math skills. We will miss her greatly if she doesn't come back as a 6th grade student. Good luck ██████████ and have a super summer!

APPENDIX J
STUDENT ACHIEVEMENT BY DISSAGREGATED GROUPS

ASPI Rating: *****

ALASKA SCHOOL PERFORMANCE INDEX (ASPI): 2013-2014

Printed 9/3/2014
School Grade Span

School District: Kenai Peninsula Borough School District

School: Soldotna Montessori Charter School

KG - 6

Participation Rate	Number Tested	Number Enrolled	Participation Rate	Met Participation Rate	Points
Grades 3-10	92	92	100.00%	Yes	None, acts as a trigger to achievement denominator.

K-8 Performance	Reading				Writing				Math				Points	Weighting	ASPI Points
	Onl Proficient	Onl Tested	Part Proficient	Part Tested	Onl Proficient	Onl Tested	Part Proficient	Part Tested	Onl Proficient	Onl Tested	Part Proficient	Part Tested			
Academic Achievement	83	91	91.21%	82	92	89.13%	79	92	85.87%	88.73	0.35	31.05			
School Progress (Subgroup must have >5 students to be considered)	Growth All	100.00	N/A	Growth-Econ Dis	100.00	Growth-w/Disabs	99.35	Growth-LEP	N/A	99.94	0.4	39.97			
Attendance Rate	93.02%												95.00	0.25	23.75
Total K-8 Points													1.00		94.78

9-12 Performance	Reading				Writing				Math				Points	Weighting	ASPI Points
	Onl Proficient	Onl Tested	Part Proficient	Part Tested	Onl Proficient	Onl Tested	Part Proficient	Part Tested	Onl Proficient	Onl Tested	Part Proficient	Part Tested			
Academic Achievement	N/A	0	N/A	N/A	N/A	0	N/A	N/A	N/A	0	N/A	N/A	N/A	0	0.00
School Progress (Subgroup must have >5 students to be considered)	Growth All	N/A	N/A	Growth-AK Nat	N/A	Growth-Econ Dis	N/A	Growth-w/Disabs	N/A	Growth-LEP	N/A	N/A	N/A	0	0.00
Attendance Rate	N/A												N/A	0	0.00
Graduation Rate	4 Year				5 Year				Cohorts - 5 Yr				N/A	0	0.00
College Career Readiness Workkeys Participation	N/A												N/A	0	0.00
Total 9-12 Points													0.00		0.00

^ - Results are suppressed to protect individual confidentiality.
* - All eligible students are counted when Participation Rate is not met.
N/A - Results do not meet minimum reporting thresholds or no students of the reported grade level were served.

Per 4 AAC 06.835(b), this designation becomes final unless a review is requested within 30 days from receipt.

K-8 Enrollment Count:	160	K-8 Enrollment Ratio:	1.00
9-12 Enrollment Count:	0	9-12 Enrollment Ratio:	0.00

ASPI Score	94.78
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ASPI Rating:

School District: Kenai Peninsula Borough School District

School: Soldotna Montessori Charter School

School Grade Span: KG - 6

ALASKA STATE PERFORMANCE INDEX (ASPI): 2012-2013

PRELIMINARY DATA

Information received on or after 6/25/2013 may not be reflected in this form.

Participation Rate	Number Enrolled	Number Tested	Participation Rate	Met Participation Rate		Points
				Count	Percentage	
	94	94	100%	Yes		None, acts as a trigger to achievement denominator.

K-8 Performance	Reading		Writing		Math		Points	Multiplier	ASPI Points
	Count Proficient	Pct Proficient	Count Proficient	Pct Proficient	Count Proficient	Pct Proficient			
	Academic Achievement	89	95%	88	94%	81			
School Progress (Subgroup must have 5+ students to be considered)	Growth All		Growth-AK Native		Growth-Low Inc		99.54	0.4	39.81
Attendance Rate	100.00		100.00		100.00		80.00	0.25	20.00
Growth-w/Disabilities							95.37		
Growth-LEP									
Total K-8 Points							1.00		92.01

9-12 Performance	Reading		Writing		Math		Points	Multiplier	ASPI Points
	Count Proficient	Pct Proficient	Count Proficient	Pct Proficient	Count Proficient	Pct Proficient			
	Academic Achievement		N/A		N/A				
School Progress (Subgroup must have 5+ students to be considered)	Growth All		Growth -AK Native		Growth-Low Inc		0	0	0.00
Attendance Rate							0	0	0.00
Graduation Rate	4 Year		5 Year				0	0	0.00
College Career Readiness Workkeys Participation							0	0	0.00
Total 9-12 Points							0.00		0.00

K-8 Enrollment Ratio:	1.00
9-12 Enrollment Ratio:	0.00

ASPI Score	92.01
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Results are suppressed to protect individual confidentiality.
FINAL DESIGNATIONS ASSIGNED BY 08/15/2013

Printed 07/01/2013

2013-2014 Annual Measurable Objectives (AMO) Progress Report
 Alaska Department of Education & Early Development
 Prepared on August 28, 2014

School: Soldotna Montessori Charter School

District: Kenai Peninsula Borough School District

Title I School: No

Subgroup ¹	Reading			Writing			Math					
	State Target	School Target	Percent of FAY Students Proficient or Above ³	Reading Target Met? ⁴	State Target	School Target	Percent of FAY Students Proficient or Above ³	Writing Target Met? ⁴	State Target	School Target	Percent of FAY Students Proficient or Above ³	Math Target Met? ⁴
All Students	83.83%	95.33%	91.21%	Yes	79.17%	91.58%	89.13%	Yes	74.50%	89.67%	85.87%	Yes
African American	78.67%	N/A	N/A	N/A	73.50%	N/A	N/A	N/A	62.67%	N/A	N/A	N/A
Alaska Native & American Indian	66.08%	N/A	N/A	N/A	59.92%	N/A	N/A	N/A	57.75%	N/A	N/A	N/A
Asian & Pacific Islander	81.00%	N/A	N/A	N/A	78.58%	N/A	N/A	N/A	74.08%	N/A	N/A	N/A
Caucasian	92.08%	96.50%	94.20%	Yes	87.75%	90.75%	90.00%	Yes	82.75%	89.58%	87.14%	Yes
Hispanic	84.17%	79.17%	88.89%	Yes	79.92%	89.58%	77.78%	No	72.75%	89.58%	66.67%	No
Two or more races	85.50%	100.00%	N/A	N/A	80.75%	100.00%	N/A	N/A	75.75%	86.08%	N/A	N/A
Economically Disadvantaged	74.33%	95.83%	85.19%	Yes	68.75%	95.83%	85.19%	Yes	64.17%	95.83%	85.19%	Yes
Students w/Disabilities (SWD) ²	57.42%	79.17%	62.50%	Yes	52.33%	68.75%	64.71%	Yes	47.50%	63.60%	47.06%	No
Limited English Proficient (LEP) ²	53.33%	N/A	N/A	N/A	50.08%	N/A	N/A	N/A	48.75%	N/A	N/A	N/A

Subgroup	Participation Rate			Attendance Rate			Graduation Rate		
	Enrolled	Rate (%)	Target Met? ⁵	Rate	Target Met? ⁵	4-Year Rate	5-Year Rate	Target Met? ⁷	
All Students	92	100.00%	Yes	93.02%	No	N/A	N/A	N/A	
African American	2	100.00%	N/A	N/A	N/A	N/A	N/A	N/A	
Alaska Native & American Indian	4	100.00%	N/A	95.21%	Yes	N/A	N/A	N/A	
Asian & Pacific Islander	3	100.00%	N/A	N/A	N/A	N/A	N/A	N/A	
Caucasian	70	100.00%	Yes	92.43%	No	N/A	N/A	N/A	
Hispanic	9	100.00%	Yes	95.49%	Yes	N/A	N/A	N/A	
Two or more races	4	100.00%	N/A	95.80%	Yes	N/A	N/A	N/A	
Economically Disadvantaged	27	100.00%	Yes	93.19%	No	N/A	N/A	N/A	
Students w/Disabilities (SWD) ²	14	100.00%	Yes	93.91%	No	N/A	N/A	N/A	
Limited English Proficient (LEP) ²	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

- NOTES:**
1. If a subgroup has fewer than five students enrolled in tested grades, "N/A" has been entered for the proficiency percentage and "Target Met?" fields.
 2. Students with Disabilities (SWD) and Limited English Proficient (LEP) subgroups include assessment scores of former SWD and former LEP students that are being monitored for two years.
 3. Proficiency percentage is based on "Full Academic Year" (FAY) students enrolled from October 1 through the first day of testing in spring 2014.
 4. The AMO target is met if either the state or the school target has been met.
 5. The participation rate target is 95 percent if the number of enrolled students is greater than 40. If the number of enrolled students is 40 or less, all but two students must test. Subgroups with fewer than five students will reflect "N/A" in the "Target Met?" field.
 6. The attendance rate target is 95 percent for the school as a whole and for each subgroup with at least five students enrolled.
 7. The graduation rate target is 90 percent for the school as a whole and for each subgroup with at least five members if the school enrolls students in grade 12. A school or subgroup with 10 or fewer students satisfies the graduation rate requirement if all but one of those students graduates.

State of Alaska Report Card to the Public - School Level

2014-2015 School Year

Soldotna Montessori Charter School, Soldotna Grades: KG-6 Accreditation: No	Kenai Peninsula Borough School District School Enrollment: 155
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Accountability: This school's 2013-2014 Alaska School Performance Index score and star rating are available by clicking [here](#). This school's progress toward meeting 2013-2014 Annual Measurable Objective (AMO) targets is available by clicking [here](#).

New for 2014-2015: Students enrolled in grades 3-10 took the Alaska Measures of Progress (AMP) for the first time in the spring of 2015. While the Standards Based Assessment (SBA) included content assessments in Reading, Writing, and Mathematics, AMP includes content assessments in English Language Arts and Mathematics. To see complete assessment results for a specific grade level, click on a tab in the applicable content area. The Science SBA test was administered in 2015.

NOTES:

1. Results are not published when fewer than five students are tested in a grade or subgroup, or when students are distributed in a certain manner among the four levels of achievement. See the [Four-Way Reporting Protocol](#) for further information on data suppression.
2. When a school/district does not test any students in a given grade during a test administration, no data for that grade level will appear.
3. Percentages are based upon the number of students tested, not the number of students enrolled.
4. Asterisks are used when results cannot be published without releasing personally identifiable information.
5. Two-year trend data are unavailable for English Language Arts and Mathematics because it is impossible to compare achievement on AMP to proficiency on the SBA.

Number of Teachers with Highest Degree:

Bachelors
50%

Masters
50%

Ed Specialist
0%

Doctorate
0%

Additional information on teacher qualifications, including type of certification and college degree(s) is available from your school or district upon request. You may also request information on whether your child is provided service by paraprofessionals and, if so, their qualifications.

% of Core Academic Classes Taught by Highly Qualified Teachers:	75%
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% of Core Academic Classes Taught by Not Highly Qualified Teachers:	25%
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Attendance, Graduation and Dropout Rates

Subgroup	Attendance Rate	Graduation Rate	Dropout Rate
All Students	91.82%	N/A	N/A
Male	91.81%	N/A	N/A
Female	91.83%	N/A	N/A
African American	95.14%	N/A	N/A
Alaska Native/American Indian	91.02%	N/A	N/A
Asian/Pacific Islander	90.33%	N/A	N/A
Caucasian	91.98%	N/A	N/A
Hispanic	92.19%	N/A	N/A
Two or More Races	89.97%	N/A	N/A
Economically Disadvantaged	91.18%	N/A	N/A
Not Economically Disadvantaged	92.09%	N/A	N/A
Students With Disabilities	93.35%	N/A	N/A
Students Without Disabilities	91.56%	N/A	N/A
Limited English Proficient	85.52%	N/A	N/A
Not Limited English Proficient	91.86%	N/A	N/A
Migrant Students	86.06%	N/A	N/A
Not Migrant Students	91.90%	N/A	N/A
Not Active Duty Parent/Guardian	91.82%	N/A	N/A

Grades KG-8 Retention Rate:	0.0%
Grade 7-12 Dropout Rate:	N/A
Enrollment Change:	-12
Student Survey Return Rate:	0%
Student Surveys Returned:	0
Average Volunteers Hours per Week:	39
Persistently Dangerous School:	No

High School Graduates:	N/A
Number of Grade 7-12 Dropouts:	N/A
Enrollment Change Due to Transfers:	3.85%
Parents Survey Return Rate:	0%
Parents Surveys Returned:	0
Community Members Commenting:	0
School/Business Partnerships:	0

2014-2015 Alaska Measures of Progress (AMP)

English Language Arts

- [All Grades](#)
- [Grade 3](#)
- [Grade 4](#)
- [Grade 5](#)
- [Grade 6](#)

All Grades

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	1	1.12%	43	48.31%	29	32.58%	16	17.98%	89	100.00%
Male	1	1.92%	24	46.15%	18	34.62%	9	17.31%	52	100.00%
Female	0	0.00%	19	51.35%	11	29.73%	7	18.92%	37	100.00%
African American	*	*	*	*	*	*	*	*	2	100.00%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	4	100.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	3	100.00%
Caucasian	1	1.54%	33	50.77%	20	30.77%	11	16.92%	65	100.00%
Hispanic	0	0.00%	4	44.44%	4	44.44%	1	11.11%	9	100.00%
Two or More Races	0	0.00%	3	50.00%	2	33.33%	1	16.67%	6	100.00%
Economically Disadvantaged	1	3.23%	11	35.48%	12	38.71%	7	22.58%	31	100.00%
Not Economically Disadvantaged	0	0.00%	32	55.17%	17	29.31%	9	15.52%	58	100.00%
Students With Disabilities	0	0.00%	4	25.00%	6	37.50%	6	37.50%	16	100.00%
Students Without Disabilities	1	1.37%	39	53.42%	23	31.51%	10	13.70%	73	100.00%
Limited English Proficient	*	*	*	*	*	*	*	*	1	100.00%
Not Limited English Proficient	1	1.14%	43	48.86%	29	32.95%	15	17.05%	88	100.00%
Migrant Students	*	*	*	*	*	*	*	*	2	100.00%
Not Migrant Students	1	1.15%	43	49.43%	28	32.18%	15	17.24%	87	100.00%
Not Active Duty Parent/Guardian	1	1.12%	43	48.31%	29	32.58%	16	17.98%	89	100.00%

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	0	0.00%	11	52.38%	4	19.05%	6	28.57%	21	100.00%
Male	0	0.00%	8	57.14%	2	14.29%	4	28.57%	14	100.00%
Female	0	0.00%	3	42.86%	2	28.57%	2	28.57%	7	100.00%
Alaska										
Native/American Indian	*	*	*	*	*	*	*	*	1	100.00%
Caucasian	0	0.00%	9	52.94%	4	23.53%	4	23.53%	17	100.00%
Hispanic	*	*	*	*	*	*	*	*	2	100.00%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	0	0.00%	4	50.00%	1	12.50%	3	37.50%	8	100.00%
Not Economically Disadvantaged	0	0.00%	7	53.85%	3	23.08%	3	23.08%	13	100.00%
Students With Disabilities	0	0.00%	3	60.00%	1	20.00%	1	20.00%	5	100.00%
Students Without Disabilities	0	0.00%	8	50.00%	3	18.75%	5	31.25%	16	100.00%
Not Limited English Proficient	0	0.00%	11	52.38%	4	19.05%	6	28.57%	21	100.00%
Not Migrant Students	0	0.00%	11	52.38%	4	19.05%	6	28.57%	21	100.00%
Not Active Duty Parent/Guardian	0	0.00%	11	52.38%	4	19.05%	6	28.57%	21	100.00%

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	0	0.00%	8	38.10%	7	33.33%	6	28.57%	21	100.00%
Male	0	0.00%	4	40.00%	3	30.00%	3	30.00%	10	100.00%
Female	0	0.00%	4	36.36%	4	36.36%	3	27.27%	11	100.00%
Alaska										
Native/American Indian	*	*	*	*	*	*	*	*	1	100.00%
Caucasian	0	0.00%	6	35.29%	6	35.29%	5	29.41%	17	100.00%
Hispanic	*	*	*	*	*	*	*	*	2	100.00%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	0	0.00%	2	33.33%	2	33.33%	2	33.33%	6	100.00%

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
Not Economically Disadvantaged	0	0.00%	6	40.00%	5	33.33%	4	26.67%	15	100.00%
Students With Disabilities	0	0.00%	1	20.00%	2	40.00%	2	40.00%	5	100.00%
Students Without Disabilities	0	0.00%	7	43.75%	5	31.25%	4	25.00%	16	100.00%
Not Limited English Proficient	0	0.00%	8	38.10%	7	33.33%	6	28.57%	21	100.00%
Migrant Students	*	*	*	*	*	*	*	*	1	100.00%
Not Migrant Students	0	0.00%	8	40.00%	7	35.00%	5	25.00%	20	100.00%
Not Active Duty Parent/Guardian	0	0.00%	8	38.10%	7	33.33%	6	28.57%	21	100.00%

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	1	4.55%	11	50.00%	7	31.82%	3	13.64%	22	100.00%
Male	1	9.09%	4	36.36%	5	45.45%	1	9.09%	11	100.00%
Female	0	0.00%	7	63.64%	2	18.18%	2	18.18%	11	100.00%
African American	*	*	*	*	*	*	*	*	1	100.00%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	2	100.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	1	100.00%
Caucasian	1	7.14%	7	50.00%	5	35.71%	1	7.14%	14	100.00%
Hispanic	*	*	*	*	*	*	*	*	2	100.00%
Two or More Races	*	*	*	*	*	*	*	*	2	100.00%
Economically Disadvantaged	1	11.11%	2	22.22%	4	44.44%	2	22.22%	9	100.00%
Not Economically Disadvantaged	0	0.00%	9	69.23%	3	23.08%	1	7.69%	13	100.00%
Students With Disabilities	*	*	*	*	*	*	*	*	3	100.00%
Students Without Disabilities	1	5.26%	11	57.89%	6	31.58%	1	5.26%	19	100.00%
Limited English Proficient	*	*	*	*	*	*	*	*	1	100.00%

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
Not Limited English Proficient	1	4.76%	11	52.38%	7	33.33%	2	9.52%	21	100.00%
Not Migrant Students	1	4.55%	11	50.00%	7	31.82%	3	13.64%	22	100.00%
Not Active Duty Parent/Guardian	1	4.55%	11	50.00%	7	31.82%	3	13.64%	22	100.00%

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	0	0.00%	13	52.00%	11	44.00%	1	4.00%	25	100.00%
Male	0	0.00%	8	47.06%	8	47.06%	1	5.88%	17	100.00%
Female	0	0.00%	5	62.50%	3	37.50%	0	0.00%	8	100.00%
African American	*	*	*	*	*	*	*	*	1	100.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	2	100.00%
Caucasian	0	0.00%	11	64.71%	5	29.41%	1	5.88%	17	100.00%
Hispanic	*	*	*	*	*	*	*	*	3	100.00%
Two or More Races	*	*	*	*	*	*	*	*	2	100.00%
Economically Disadvantaged	0	0.00%	3	37.50%	5	62.50%	0	0.00%	8	100.00%
Not Economically Disadvantaged	0	0.00%	10	58.82%	6	35.29%	1	5.88%	17	100.00%
Students With Disabilities	*	*	*	*	*	*	*	*	3	100.00%
Students Without Disabilities	0	0.00%	13	59.09%	9	40.91%	0	0.00%	22	100.00%
Not Limited English Proficient	0	0.00%	13	52.00%	11	44.00%	1	4.00%	25	100.00%
Migrant Students	*	*	*	*	*	*	*	*	1	100.00%
Not Migrant Students	0	0.00%	13	54.17%	10	41.67%	1	4.17%	24	100.00%
Not Active Duty Parent/Guardian	0	0.00%	13	52.00%	11	44.00%	1	4.00%	25	100.00%

Mathematics

- [All Grades](#)

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	1	4.76%	8	38.10%	10	47.62%	2	9.52%	21	100.00%
Male	0	0.00%	6	42.86%	6	42.86%	2	14.29%	14	100.00%
Female	1	14.29%	2	28.57%	4	57.14%	0	0.00%	7	100.00%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	1	100.00%
Caucasian	1	5.88%	7	41.18%	7	41.18%	2	11.76%	17	100.00%
Hispanic	*	*	*	*	*	*	*	*	2	100.00%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	0	0.00%	3	37.50%	4	50.00%	1	12.50%	8	100.00%
Not Economically Disadvantaged	1	7.69%	5	38.46%	6	46.15%	1	7.69%	13	100.00%
Students With Disabilities	0	0.00%	3	60.00%	1	20.00%	1	20.00%	5	100.00%
Students Without Disabilities	1	6.25%	5	31.25%	9	56.25%	1	6.25%	16	100.00%
Not Limited English Proficient	1	4.76%	8	38.10%	10	47.62%	2	9.52%	21	100.00%
Not Migrant Students	1	4.76%	8	38.10%	10	47.62%	2	9.52%	21	100.00%
Not Active Duty Parent/Guardian	1	4.76%	8	38.10%	10	47.62%	2	9.52%	21	100.00%

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	2	9.52%	9	42.86%	10	47.62%	0	0.00%	21	100.00%
Male	1	10.00%	4	40.00%	5	50.00%	0	0.00%	10	100.00%
Female	1	9.09%	5	45.45%	5	45.45%	0	0.00%	11	100.00%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	1	100.00%
Caucasian	1	5.88%	8	47.06%	8	47.06%	0	0.00%	17	100.00%
Hispanic	*	*	*	*	*	*	*	*	2	100.00%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	0	0.00%	3	50.00%	3	50.00%	0	0.00%	6	100.00%

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
Not Economically Disadvantaged	2	13.33%	6	40.00%	7	46.67%	0	0.00%	15	100.00%
Students With Disabilities	*	40% or fewer	*	40% or fewer	*	60% or more	*	40% or fewer	5	100.00%
Students Without Disabilities	2	12.50%	8	50.00%	6	37.50%	0	0.00%	16	100.00%
Not Limited English Proficient	2	9.52%	9	42.86%	10	47.62%	0	0.00%	21	100.00%
Migrant Students	*	*	*	*	*	*	*	*	1	100.00%
Not Migrant Students	2	10.00%	9	45.00%	9	45.00%	0	0.00%	20	100.00%
Not Active Duty Parent/Guardian	2	9.52%	9	42.86%	10	47.62%	0	0.00%	21	100.00%

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	2	9.09%	10	45.45%	9	40.91%	1	4.55%	22	100.00%
Male	1	9.09%	5	45.45%	4	36.36%	1	9.09%	11	100.00%
Female	1	9.09%	5	45.45%	5	45.45%	0	0.00%	11	100.00%
African American	*	*	*	*	*	*	*	*	1	100.00%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	2	100.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	1	100.00%
Caucasian	2	14.29%	7	50.00%	5	35.71%	0	0.00%	14	100.00%
Hispanic	*	*	*	*	*	*	*	*	2	100.00%
Two or More Races	*	*	*	*	*	*	*	*	2	100.00%
Economically Disadvantaged	1	11.11%	3	33.33%	4	44.44%	1	11.11%	9	100.00%
Not Economically Disadvantaged	1	7.69%	7	53.85%	5	38.46%	0	0.00%	13	100.00%
Students With Disabilities	*	*	*	*	*	*	*	*	3	100.00%
Students Without Disabilities	2	10.53%	10	52.63%	7	36.84%	0	0.00%	19	100.00%
Limited English Proficient	*	*	*	*	*	*	*	*	1	100.00%

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
Not Limited English Proficient	2	9.52%	10	47.62%	9	42.86%	0	0.00%	21	100.00%
Not Migrant Students	2	9.09%	10	45.45%	9	40.91%	1	4.55%	22	100.00%
Not Active Duty Parent/Guardian	2	9.09%	10	45.45%	9	40.91%	1	4.55%	22	100.00%

Subgroup	Meets The Standards				Partially Meets The Standards				Total Tested	Percent Tested
	Level 4		Level 3		Level 2		Level 1			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	3	12.00%	9	36.00%	11	44.00%	2	8.00%	25	100.00%
Male	2	11.76%	6	35.29%	7	41.18%	2	11.76%	17	100.00%
Female	1	12.50%	3	37.50%	4	50.00%	0	0.00%	8	100.00%
African American	*	*	*	*	*	*	*	*	1	100.00%
Asian/Pacific Islander	*	*	*	*	*	*	*	*	2	100.00%
Caucasian	3	17.65%	6	35.29%	6	35.29%	2	11.76%	17	100.00%
Hispanic	*	*	*	*	*	*	*	*	3	100.00%
Two or More Races	*	*	*	*	*	*	*	*	2	100.00%
Economically Disadvantaged	0	0.00%	3	37.50%	5	62.50%	0	0.00%	8	100.00%
Not Economically Disadvantaged	3	17.65%	6	35.29%	6	35.29%	2	11.76%	17	100.00%
Students With Disabilities	*	*	*	*	*	*	*	*	3	100.00%
Students Without Disabilities	3	13.64%	9	40.91%	9	40.91%	1	4.55%	22	100.00%
Not Limited English Proficient	3	12.00%	9	36.00%	11	44.00%	2	8.00%	25	100.00%
Migrant Students	*	*	*	*	*	*	*	*	1	100.00%
Not Migrant Students	3	12.50%	9	37.50%	10	41.67%	2	8.33%	24	100.00%
Not Active Duty Parent/Guardian	3	12.00%	9	36.00%	11	44.00%	2	8.00%	25	100.00%

2014-2015 Standards Based Assessments (SBA)

Science

- [All Grades](#)
- [Grade 4](#)

All Grades

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	3	14.29%	10	47.62%	6	28.57%	2	9.52%	21	100.00%
Male	2	20.00%	4	40.00%	3	30.00%	1	10.00%	10	100.00%
Female	1	9.09%	6	54.55%	3	27.27%	1	9.09%	11	100.00%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	1	100.00%
Caucasian	2	11.76%	9	52.94%	5	29.41%	1	5.88%	17	100.00%
Hispanic	*	*	*	*	*	*	*	*	2	100.00%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	1	16.67%	2	33.33%	2	33.33%	1	16.67%	6	100.00%
Not Economically Disadvantaged	2	13.33%	8	53.33%	4	26.67%	1	6.67%	15	100.00%
Students With Disabilities	0	0.00%	2	40.00%	1	20.00%	2	40.00%	5	100.00%
Disabled With Accommodations	*	*	*	*	*	*	*	*	3	100.00%
Students Without Disabilities	3	18.75%	8	50.00%	5	31.25%	0	0.00%	16	100.00%
Not Limited English Proficient	3	14.29%	10	47.62%	6	28.57%	2	9.52%	21	100.00%
Migrant Students	*	*	*	*	*	*	*	*	1	100.00%
Not Migrant Students	3	15.00%	10	50.00%	5	25.00%	2	10.00%	20	100.00%
Not Active Duty Parent/Guardian	3	14.29%	10	47.62%	6	28.57%	2	9.52%	21	100.00%

Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total Tested	Percent Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
All Students	3	14.29%	10	47.62%	6	28.57%	2	9.52%	21	100.00%
Male	2	20.00%	4	40.00%	3	30.00%	1	10.00%	10	100.00%
Female	1	9.09%	6	54.55%	3	27.27%	1	9.09%	11	100.00%
Alaska Native/American Indian	*	*	*	*	*	*	*	*	1	100.00%
Caucasian	2	11.76%	9	52.94%	5	29.41%	1	5.88%	17	100.00%
Hispanic	*	*	*	*	*	*	*	*	2	100.00%
Two or More Races	*	*	*	*	*	*	*	*	1	100.00%
Economically Disadvantaged	1	16.67%	2	33.33%	2	33.33%	1	16.67%	6	100.00%
Not Economically Disadvantaged	2	13.33%	8	53.33%	4	26.67%	1	6.67%	15	100.00%
Students With Disabilities	0	0.00%	2	40.00%	1	20.00%	2	40.00%	5	100.00%
Disabled With Accommodations	*	*	*	*	*	*	*	*	3	100.00%
Students Without Disabilities	3	18.75%	8	50.00%	5	31.25%	0	0.00%	16	100.00%
Not Limited English Proficient	3	14.29%	10	47.62%	6	28.57%	2	9.52%	21	100.00%
Migrant Students	*	*	*	*	*	*	*	*	1	100.00%
Not Migrant Students	3	15.00%	10	50.00%	5	25.00%	2	10.00%	20	100.00%
Not Active Duty Parent/Guardian	3	14.29%	10	47.62%	6	28.57%	2	9.52%	21	100.00%

Two-Year School-level Trend data

(2013-2014 & 2014-2015)

Students Scoring Proficient or Above by Grade Level

Grade	Percent Proficient	
	Science Previous	Science Current
All Grades	80.95%	61.90%
Grade 4	80.95%	61.90%

Appendix K
Program Budget Summary, Funding Allocation
and Costs Assignable to the Charter School
Program

APPENDIX K BUDGET SUMMARY
Fund: 100 General Fund Budget Summary
Soldotna Montessori Charter School

Account Description	2016-17 Budget
3100 Certificated Salaries	\$ 825,995
3200 Non-Certificated Salaries	288,100
3500 Employee Benefits	<u>598,687</u>
Subtotal - Personnel Services	<u>1,712,782</u>
4100 Professional and Technical Services	30,000
4200 Staff Travel	4,000
4250 Student Travel	-
4300 Utility Services	2,300
4350 Energy	17,208
4400 Other Purchased Services	400
4500 Supplies, Materials, and Media	110,774
4900 Other Expenses	5,329
4900 Other Expenses - Additional Allowable	446,712
4950 Indirect Costs	<u>75,432</u>
Subtotal - Other	<u>692,155</u>
5100 Equipment	-
Location Totals	<u>\$ 2,404,937</u>

APPENDIX K

BUDGET NARRATIVE

Soldotna Montessori Charter School 2016 - 17

Budget Code	Account Description	Amount	Narrative
3100	Certificated Salaries	825,995	Negotiated Salaries
3200	Non-certificated Salaries	288,100	Negotiated Salaries
3500	Employee Benefits	598687	Negotiated Benefits
4100	Professional Technical Services	30,000	Contracted Part-time School Psychologist
4200	Staff Travel	4000	Conscious Discipline Training for New Teacher
4300	Utility Services	2,300	Soldotna Montessori Pro-Rated Cost of Shared Utilities
4350	Energy	17,208	Soldotna Montessori Pro-Rated Cost of Shared Energy
4400	Other Purchased Services	400	Xerox rental
4500	Supplies, materials	110774	Classroom supplies
4900	Other Expenses	5322	Dues, repairs, licenses
4900	Additional Allowable	446,712	In-Kind Chargeable Costs and Building Use
4950	Indirect	75,432	3.99%
		2,407,937	

**ESTIMATED FUNDING - SOLDOTNA MONTESSORI CHARTER SCHOOL
FY17**

FY17 Preliminary Revenue Calculation - 12/22/15

Variables:

FTE Enrollment	THIS FORMULA IS FOR 150 - 249 99 ONLY	164.000
Is program funded as a separate school per statute (Yes or No)		Yes
ADM if funded as separate school		
ADM if funded as included in largest school (per statute)		
Intensive service students (as included in FTE enrollment)		
Correspondence students (not included in FTE enrollment)		

Estimated State Foundation Funding

FTE Enrollment		164.000
ADM as adjusted for school size $218.10 + (1.08 * (ADM - 150))$		233.220
ADM as adjusted for district cost factor (*1.171)		273.101
ADM as adjusted for special needs (*1.2)		327.721
ADM as adjusted for HS Vocational Education (*1.015)		332.637
ADM adjustment for intensive service counts (x13)		
ADM adjustment for correspondence students		
Adjusted ADM		332.637
Base student allocation		\$ 5,880
Estimated State Foundation Funding (Basic Need)		\$ 1,955,903

Quality Schools Funding

Quality schools funding per adjusted ADM	\$ 16.00	
Adjusted ADM	<u>332.637</u>	\$ 5,322

Total Estimated Revenue Per Capita Funding

		\$ 1,961,225
Less indirect cost rate *	%	
	0.0400	\$ 75,432
Funds available for operation		<u>\$ 1,885,793</u>

* 3.85% was FY16 Indirect Cost rate, preliminary FY17 rate is 4.71%
Charter schools are capped at 4%

Additional Allowable to Charter Schools Per HB 278

FY 17			Foundation Revenue	\$ 1,961,225
Est Borough Support FY17	\$	48,238,432	Additional Allowable	\$ 446,712
Required Contribution	\$	<u>24,344,153</u>	Total Revenue FY17	\$ 2,407,937
Additional Allowable Support	\$	23,894,279		
Total District Adjusted ADM		<u>17,792.50</u>		
Increase Per Adjusted ADM	\$	1,342.94		
Soldotna Montessori AADM 332.637				
Additional Allowable	\$	446,711.53		

APPENDIX K

Costs Assignable to the Charter School

KPBSD

Charter School Information

FY15 In-Kind Chargeable Costs

Soldotna Montessori

	District <u>Total</u>	Montessori <u>%</u>	Montessori <u>Cost</u>
Audit	\$ 60,400	1.880%	\$ 1,135.52
Custodial	\$ 112,856	1.880%	\$ 2,121.69
Maintenance	\$ 7,550,268	1.880%	\$ 141,945.04
Utilities	\$ 85,600	1.880%	\$ 1,609.28
Liability Insurance	\$ 573,090	1.880%	\$ 10,774.09
Property Insurance	\$ 557,309	1.880%	\$ 10,477.41
Workers' Compensation	<u>\$ 729,823</u>	1.880%	<u>\$ 13,720.67</u>
	\$ 9,669,346		\$ 181,783.70

Appendix M

Adopted Charter School Transportation Policy

Appendix M

KPBSD Policy Manual

BP 3540

BP 3540 Transportation

Business and Instructional Support Operations TRANSPORTATION

The School Board desires to provide transportation for eligible students in accordance with state and federal law.

The goals of the transportation service are:

1. To provide maximum safety for students while being transported between home and school and on school-sponsored trips.
2. To promote desirable student behavior and respect for traffic safety.
3. To provide assistance and transportation for students with disabilities.
4. To provide transportation for field trips.

KPBSD shall provide transportation services to students attending KPBSD charter schools as follows:

1. Charter school students living within the attendance area of the neighborhood school where the charter school is housed shall be provided transportation services on the same basis as all students in the district who reside within the attendance area of the neighborhood school they attend.
2. Charter school students living outside the attendance area of the charter school they attend shall be provided transportation services on a space available basis along the regular routes that the students attending schools in an attendance area in the district are currently being transported.
3. If a charter school declines pupil transportation services, no funding allocation will be made by the district.