



WBWF and Annual Report 2016

Minnesota Charter School District #4091

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Introduction

Arcadia Charter School is a public charter school serving 126 students in grades 6 through 12. Arcadia offers an innovative project-based curriculum in a collaborative, multi-age setting. Arcadia emphasizes the importance of a low staff to student ratio. The school is entering its thirteenth year of operations and is authorized by the Northfield Public School District.

Mission

It is the mission of Arcadia Charter School to prepare our students to transition intellectually, emotionally, and ethically to higher education and future employment. Arcadia envisions a learning community that encourages and assists students to:

- Express themselves artistically
- Use technology responsibly, creatively, and with innovation
- Develop critical thinking and creative problem solving skills
- Construct knowledge and meaning for themselves
- Understand and strive for wellness of their whole person
- Recognize and act upon their responsibilities as local citizens within our global context
- Achieve proficiency in project-based learning

School Description

Arcadia Charter School (previously the Northfield School of Arts and Technology – ARTech)
District #4091

First Year of Operation: 2003-2004

Grades Served: 6th through 12th

Enrollment Cap: 126 Students

Authorizer: Northfield Public Schools
Matt Hillmann, Ph.D. Superintendent of Schools
507-663-0600

School Calendar & Hours of Operation

First Day of School: September 8, 2015

Last Day of School: June 8, 2016

Arcadia is open for student instruction on Monday, Tuesday, Thursday, & Friday from 8:05 AM to 2:42 PM. And Wednesdays from 9:05 AM to 2:42 PM.

Student To Teacher Ratio

Arcadia employed 12.5 FTE licensed teachers to serve 127 students in grades 6-12. This includes 4 special education teachers. Excluding special education teachers, the 2015-16 student:teacher ratio was 15.8:1

This report outlines and details Arcadia’s governance, structures, academic program, accountability data, and innovative practices.

School Enrollment & Demographics

Arcadia’s student enrollment has stabilized more over the past five years. Arcadia had an average of 120 students during the 2014-15 school year. Our reported ADM is lower, due to students enrolling in Postsecondary Enrollment Options (PSEO) at Minnesota Colleges & Universities. Arcadia had students taking courses at South Central College, Dakota County Technical College, Inver Hills Community College, and in the University of Minnesota system to name a few. How many kids did PSEO? (*Question 7.3: Continuous Enrollment for Multiple Years*)

School Year	6	7	8	9	10	11	12	Enrollment Total	Average Daily Membership
2011-2012	14	21	18	12	20	29	17	131	115.14
2012-2013	21	14	22	20	11	20	30	138	121.02
2013-2014	19	21	14	23	21	14	17	129	117.89
2014-2015	13	22	22	19	18	23	14	131	119.85
2015-2016	16.67	13.90	21.98	18.79	18.70	11 5.17 PSEO	12.15 6.13 PSEO	132	124.49 (146.05 WADM)

School Year	Free and/or Reduced	Special Education %	Northfield Residents %	Non-Northfield Residents %	Minorities	Exceeding Proficiency
2012-2013	29.4%	22.2%	86.5%	13.5%	7.9%	31.5%
2013-2014	27.1%	27.1%	87.7%	12.3%	13.9%	44.4%
2014-2015	24.6%	33.3%	80.2%	19.8%	14.3%	52.8%
2015-2016	24.2%	38.4%	82.2%	17.8%	13.9%	53.8%

Student Attendance, Attrition & Mobility

Attendance

2015-2016 Student Attendance Rate: Arcadia's attendance rate for the 2015-16 school year was 94.5% in the sixth grade, 94.9% in the middle school and 92.9% in the high school.

Student Attrition

Arcadia has seen fewer students leave during the school year, as compared to the early years of the school. From school year to school year, Arcadia sees the most attrition during the transition from eighth to ninth grades. This is the transition from middle school to high school for Arcadia, the Northfield School District, and the other districts located around Arcadia. (*Question 7.2: Re-Enrollment Rate*)

Grade	Re-enrolled				Re-enrolled				Re-Enrolled				
	2010-11	2011-12	2011-12	Rate	2012-13	2012-13	Rate	2013-14	2013-14	Rate	2014-15	Rate	2015-16
6th Grade	18	13	0	0.0%	20	0	0.0%	19	0	0.0%	12	0	18
7th Grade	17	20	16	88.9%	13	13	100.0%	20	17	85.0%	18	94%	16
8th Grade	15	18	14	82.4%	21	19	95.0%	14	12	92.3%	20	100%	23
9th Grade	17	11	7	46.7%	17	12	66.7%	21	19	90.5%	13	92%	21
10th Grade	26	17	15	88.2%	10	10	90.9%	20	17	100.0%	18	88%	19
11th Grade	12	26	25	96.2%	17	16	94.1%	13	10	100.0%	19	95%	11
11 PSEO													6
12th Grade	20	14	11	91.7%	28	26	100%	15	14	82.4%	12	92%	14
12 PSEO													8
Total	125	119	88	83.8%	126	96	98.0%	122	89	90.8%	100	94%	136

World's Best Workforce Components

Education Approach and Curriculum

Arcadia is a multi-age, project-based learning environment that encourages and assists students to express themselves artistically, use technology innovatively, learn to think critically, and develop lifelong problem solving skills. Arcadia helps students construct knowledge and meaning for themselves, and purposefully teaches wellness of the whole person. Arcadia expects students to be responsible global citizens and active in their community.

MIDDLE SCHOOL PROGRAM

Advisory Structure

Arcadia's middle school is structured to serve approximately 18 students in each grade with a total of 54 students. Each of two advisories serves approximately 27 students in a multi-age setting of grades 6-8. Two licensed teachers serve as advisors. Their role is to lead each advisory and oversee the social curriculum and project process.

Middle School Curriculum Overview

This section is a summary of the Arcadia middle school curriculum. It is meant to give parents, staff, and other interested parties an idea of subjects available to students during their middle school time at Arcadia. More specific, detailed explanations and accompanying documents can be found in the middle school curriculum binder.

Each advisory follows the tenets of Developmental Designs, a research-based program that involves morning and afternoon circle conversations to address current concerns, social development, and community events and opportunities. (More information about Developmental Designs can be found under the heading 'social curriculum' below.) The circle conversations lead to relationship building between students and between staff and students. It is quite usual for students in advisory to have the same advisors throughout their three years in middle school.

Each advisor is a licensed teacher. During the school day, each teacher is responsible for teaching classes in their subject area, as well as supervising student projects. The middle school projects usually require more guidance and teacher participation as students learn the process of thinking critically and analyzing and assessing issues of interest to them. The advisor is the key person to support student learning and social development.

Social Curriculum

The social curriculum is an important component of the Arcadia experience. The school believes that how staff and students interact with and respond to each other, determines the success of the community. Developmental Designs is a curriculum that speaks to both the changing social and physical worlds of a middle school student, but also to the ageless qualities of respect and

social consciousness. This critically acclaimed curriculum teaches individual and group social skills, good citizenship, and the achievement of academic success.

The first 2-4 weeks of school is devoted to setting the tone and social expectations for the school. Students find themselves engaged in purposeful community building games and activities, which also orient them to the middle school handbook and other rules or expectations and routines. As a part of this process, each advisory creates a social contract, which is shared with the larger school body. Advisory representatives are then charged with assimilating the separate contracts into one, school-wide social contract. The contract is posted throughout the school, and is frequently used as a reminder to Arcadians of how we want to operate together and treat each other. It is often used to help navigate concerns or conflicts, by establishing a common language and clear guidelines for behavior.

A large component of Developmental Designs is the “advisory circle.” The morning circle sets the stage for the day, starting with a “morning board” question to engage students and encourage thoughts and comments to begin the day. Every morning circle begins with a greeting, done to connect with each and every person. The remainder of the circle time is spent reading announcements, sharing concerns or celebrations, and discussing important issues or ideas. Sometimes games or activities are incorporated into the circles. Afternoon circles are times to come together at the end of the day to check on how the day went, check on homework assignments, distribute handouts, and give last minute reminders. Circles occur daily throughout the school year.

An important part of the social development curriculum is the end of the year ritual. The process takes several hours on the last day of each school year and engages students in a carefully orchestrated activity designed to recognize and show appreciation for each student. The ritual ends with a ceremony to honor the 8th graders and recognize their individual gifts to the advisory and the school.

Project Based Learning Process

Middle school students take both core classes and electives. A good part of the academic learning comes through projects. Students are expected to complete one guided project each quarter, informed by the theme for that quarter. Each quarter’s theme is typically based on the book the Language Arts classes are reading for the quarter. Because the themes and the books are on a three-year rotation, students have a new theme each year.

Themes are used to inspire and give direction to students, who develop a project idea. Examples of some books and themes include ‘explorations’, based on the book *Walk Two Moons*. The books *Airborne* and *The Little Prince* promoted the theme of ‘Flight’, and the book *The Diary of Anne Frank*, lent itself to the theme of race. Examples of student projects completed during the theme of ‘Flight’ included explorations of Amelia Earhardt, Sputnik, military helicopters, the birds of the Amazon Rain Forest, and the history of space exploration.

Once students have done some initial exploration, they fill out a project proposal sheet. On one side of this sheet is a list of potential resources, and on the other is the ‘know/wonder chart’—a graphic organizer designed to help students determine what they know and what they need to

research. The next step is to meet with an advisors and “propose” their project. This proposal process results in goals and expectations as the process proceeds.

As part of the project process, students must demonstrate their learning to peers and teachers. This is done differently each quarter, allowing students to explore different methods of presentation. First quarter, students write a paper and make a poster board. Second quarter, students create a power point or a prezi (a web-based, graphic presentation tool); third quarter, students make/create/or perform a piece; and fourth quarter, students demonstrate learning using a method of their choice. Each demonstration method is supervised by advisors, who model techniques and coach students, using specific related expectations and standards. At the project presentations, advisors and students complete a standard “rubric” for the presenters, giving students feedback on their projects, Advisors also observe and comment on the culmination of the student’s work.

Although all projects are research-based, with research skills taught as the project progresses. However, it is important to note that projects are approved and assessed based on student ability as well as the quality of the outcome. Advisors may, for example, encourage special accommodations for students with disabilities.

Each year students are required to incorporate a collaborative service project into one of the themes.

Advisors make a concentrated effort to assure 6th graders and other new students are given more direct instruction in the project process. Arcadia also provides a mentorship program that pairs 6th graders with high school students to give extra social and academic support. As an added challenge and to prepare for high school, 8th graders complete an 8th grade honors project. This process typically begins during 3rd quarter.

Middle School Classes

Arcadia also uses more conventional means for achieving academic growth. In addition to learning through guided projects, Arcadia offers classes to our students. Required courses include the core classes: Language Arts, Social Studies, Science, and Math. These classes meet on a rotating basis throughout the school year. In addition to the required core classes, middle school students are required to take one quarter of physical education, one quarter of art, and one quarter of health each year. Elective classes are available as time permits. Students are asked to sign up for at least one quarter long elective. In the past year electives offered included dance, theater, creative writing, Spanish, coding, African drumming, choir, and horticulture in the Arcadia green house.

Arcadia’s middle school curriculum is very successful in helping students succeed both academically and socially. The morning and afternoon circles, student contract, purposeful project process, and offering of classes and community experiences work together to produce well-rounded, thoughtful young people, prepared for success in high school and beyond. We firmly believe that our system fosters students to become fine citizens and excellent learners.

HIGH SCHOOL PROGRAM

Advisory Structure

Arcadia's high school is structured to serve approximately 18 students in each grade with a total of 72 students. Each of two advisories serves approximately 36 students in a multi-age setting of grades 9-12, with a ratio of 1 teacher to 18 students. Two advisors lead an advisory, overseeing the social curriculum and project process.

High School Curriculum Overview

Students are required to take foundational classes in the core subject areas during their high school careers. The remainder of the credits needed to satisfy Arcadia's requirements and Minnesota Department of Education's Graduation Requirements are completed through projects, classes, experiential education, internships, or through service learning. Credit is granted based on depth, demonstration and mastery of knowledge.

In addition to these core classes, students are encouraged to take electives (e.g. dance, Spanish, other world languages, or physical education) or to initiate large group projects. The emergent and interdisciplinary nature of many seminars and projects allow the students and teachers the flexibility to create unique learning plans.

Social Curriculum

An integral part of the educational process is the social growth of each student. They need to develop the interdependent skills that are necessary to work in a community.

These interdependent skills include:

- Cooperation
- Collaboration
- Consensus building
- Service learning
- Community Building

The by-product of learning the above skills is a developed sense of tolerance, appreciation of diversity and an internalized sense of the effectiveness of group synergy.

Life Skills

Arcadia recognizes certain life skills as core areas for development and integrates them into the educational process:

- Critical thinking
- Organizational skills
- Self-discipline, responsibility and integrity of work
- Constructive creativity
- Independent learning skills.

Graduation Requirements

Students are required to take foundational classes in core subject areas during their high school careers. The remainder of the credits needed to satisfy Arcadia's requirements and Minnesota Department of Education's Graduation Requirements are completed through projects, classes, or seminars. Credits are granted based on depth, demonstration and mastery of knowledge.

In addition to these core classes, students are encouraged to take electives (e.g. dance, Spanish, other world languages, and/or physical education) or to initiate group projects. The emergent and interdisciplinary nature of the many seminars and projects allows students and teachers the flexibility to create unique learning plans with guidance from teachers.

To earn an Arcadia Charter School diploma, students must successfully complete the following requirements:

23.0 Credits are required

Quarter-long courses are worth 0.25 credit; yearlong courses are worth 1.0 credit.

Language Arts	4.0 Credits	(2 Credits in Writing, 2 Credits in Literature)
Social Studies	3.5 Credits	(1.0 Credit in US History, 1.0 Credit in World History & Geography, 0.5 Credit in Economics, 1.0 Credit in US Government & Civics)
Math	3.0 Credits	(1.0 Credit in Algebra 2 is required)
Science	3.0 Credits	(1.0 Credit in Physical Science, 1.0 Credit in Biology)
Art	2.25 Credits	(2.0 Credits in Art, 0.25 Credit in Arts Analysis)
Electives	7.25 Credits	

Senior Projects

In order to graduate from Arcadia, each senior must complete a challenging, interdisciplinary Senior Project. Students choose the topics, complete ten to fifteen pages of writing, and present to the Arcadia community during Senior Presentation Nights in the spring. Students who are enrolled in full-time PSEO are exempt from this requirement as they participate in college full-time and are not on campus to fulfill the senior project tasks.

The general education program is supported by a team of two licensed special education staff and four paraprofessionals who serve Individual Education Plan (IEP) needs. These staff members work to create an environment that is as inclusive as possible. The special education programming works seamlessly with the general education program at Arcadia.

Arcadia Charter School has been an approved Q-comp school since the fall of 2004. All teachers are observed a minimum of three times a year. This includes a full teacher evaluation at the end of the school year. In the 2014-15 school year, Arcadia will move to a 3-year cycle for full

teacher evaluations, but will continue with the model of a minimum of 3 teacher observations a year. The Arcadia Teacher Evaluation Program meets the requirements of the World's Best Workforce Legislation.

Innovative Practices and Implementation

Technology

Arcadia has a healthy budget designated for technology. Each student has a computer at his/her desk, whether it be their own device or provided by the school. In addition, each classroom has been outfitted with an LCD television, AppleTV, and blueray DVD player for both student and teacher use. Teacher training on Google Classroom is ongoing and being implemented in the classroom. This year the internet and access to wifi were updated throughout the building, creating a very stable internet connection at all times. Firewalls as appropriate have been provided.

Arts for Martin

2015-16 marked the twelfth annual celebration of *Arts for Martin*, a community-wide celebration of the life of Martin Luther King.

Arts are the unifying factor of this celebration, reflecting on the meaning of Dr. King's life and his relevance to our community today. This year the Encore Players from the Northfield Senior Center performed a dramatic reading. Other performers included the Prairie Creek Community School Orchestra, the Arcadia African Drumming Ensemble, The Arcadia Dancers, the Aztec Dancers, and the Laura Baker Choir. A musical piece written for the inaugural Arts for Martin by esteemed composer Dan Kallman of Northfield was performed by the Arts for Martin Community Singers..

Artists in Residence: Arcadia has a long history of welcoming Artists in Residence at the school. The 2015-16 Artist in Residence was Teaching artist Roxane Wallace, from the renowned Twin Cities ensemble Vocal Essence. Ms. Wallace conducted a residency for middle school social studies and high school dance students, culminating in a performance in Minneapolis on May,1.

8th Grade Honors Projects

Each 8th grade student completes an Honors Project. The Honors Project is the final project of the middle school program and serves as a transition into the high school program. The 8th grade Honors Project is a milestone for all middle school students transitioning into high school.

May Term

May Term is the Arcadian version of a college J-Term, in that students choose one area of study and focus on that in an all-day or half-day course for the last 2 1/2 to 3 weeks of school. This is the time of the year when longer field trips take place, along with a lot of experiential education outdoors. May term classes are always electives, and are designed with the idea of learning through hands on experience.

In May of 2016, the following classes were offered:

- Forensic Science
- Clay-Term
- Wilderness Survival
- Rhythm
- Secret Life of Words
- Water World
- Home Economics
- Psychology of Adolescence
- Team and Individual Sports

Teacher Development & Evaluation Program (Qcomp)

Staff development processes

Team Time (PLC)

Arcadia teachers meet for team time every Wednesday from 7:45 AM to 8:45 AM. The purpose of this time is to collaborate with staff on student management and development issues. The middle school staff meet separately from the high school staff.

Staff Development Time (Professional Development Activities)

Arcadia teachers meet for 1.5 hours every other Tuesday from 3:00 PM to 4:30 PM. The purpose of this staff development time is for achieving success with the cycle goal(s). A component of the Arcadia Charter School mission is for students to be proficient in Project-Based Learning. One semester of each school year will be devoted to the continued development of project-based learning at Arcadia.

Evaluation processes

New Teacher Evaluation Process

Observation/Evaluations are scheduled until the teacher is rated as an established teacher, approximately 3 years.

- Fall Observation (Formative Evaluation by Director)
- Peer Observation by Trained Staff Member (Informal Observation)
- Winter Observation (Formative Evaluation by Q-comp Team Member)
- Spring Observation (Summative Evaluation by Director)

Established Teacher Evaluation Process

Observation/Evaluation are scheduled for established teachers on a 3 year cycle.

Year 1

- Observation (Formative Evaluation by Director or Q-comp Team Member)
- 1st Peer Observation by Trained Staff Member (Informal Observation)
- 2nd Peer Observation by Trained Staff Member (Informal Observation) or Self-Evaluation

Year 2

- Observation (Formative Evaluation by Director or Q-comp Team Member)
- 1st Peer Observation by Trained Staff Member (Informal Observation)
- 2nd Peer Observation by Trained Staff Member (Informal Observation) or Self-Evaluation

Year 3

- Fall Observation (Formative Evaluation by Director or Q-comp Team Member)
- Winter Peer Observation by Trained Staff Member (Informal Observation)
- Spring Observation (Summative Evaluation by Director)

Academic Performance: Mathematics

2015-16 Goal

Goal 1: The percentage of all students enrolled October 1 in grades 6-8 and 11 at Arcadia Charter School who earn an achievement level of Meets the Standards or Exceeds the Standards in math on all state accountability tests (MCA, MTAS, MOD) will increase from 52.1% in 2015 to 55.1 % in 2016.

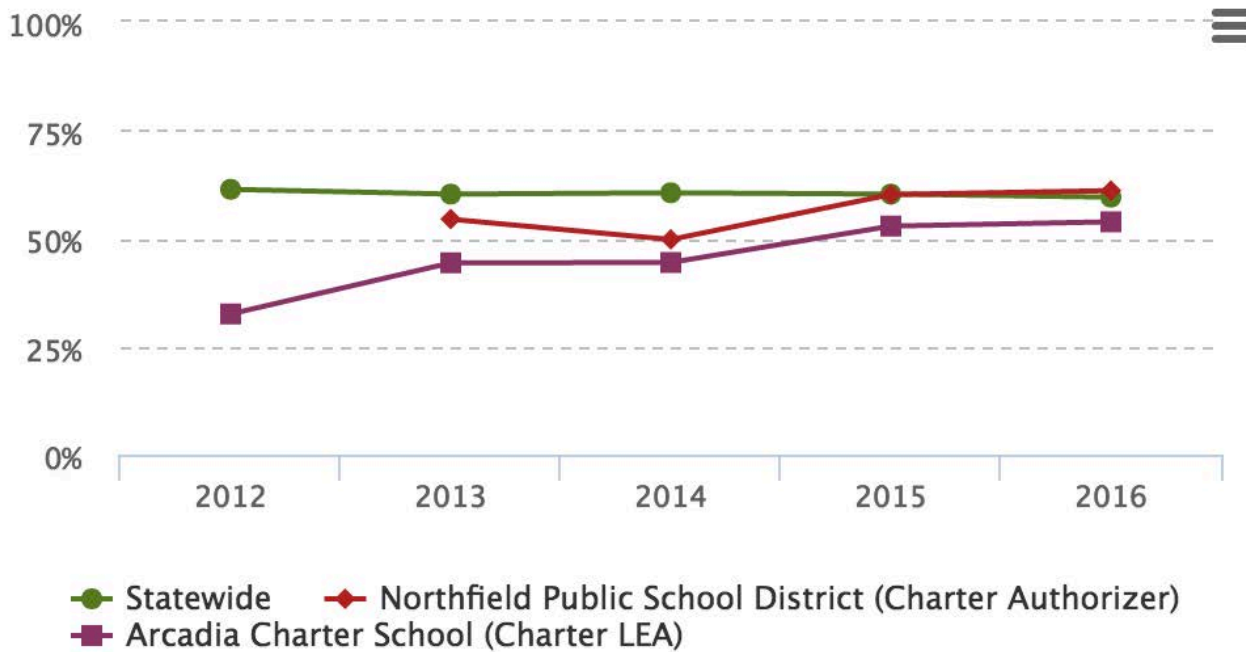
Arcadia fell one percentage point short of its goal in mathematics, achieving a proficiency rate of 54.1% in 2016. This is a strong showing of a 2% increase over the 2015 scores.

Arcadia Charter School

Subject: Math, Grade: All Grades



2012 - 2016 Proficiency



Statewide

Year	Percent Proficient	Number Proficient	Number Tested
2012	61.3%	263,827	430,619
2013	60.2%	261,002	433,493
2014	60.5%	263,981	436,244
2015	60.2%	264,251	438,856
2016	59.5%	262,922	441,633

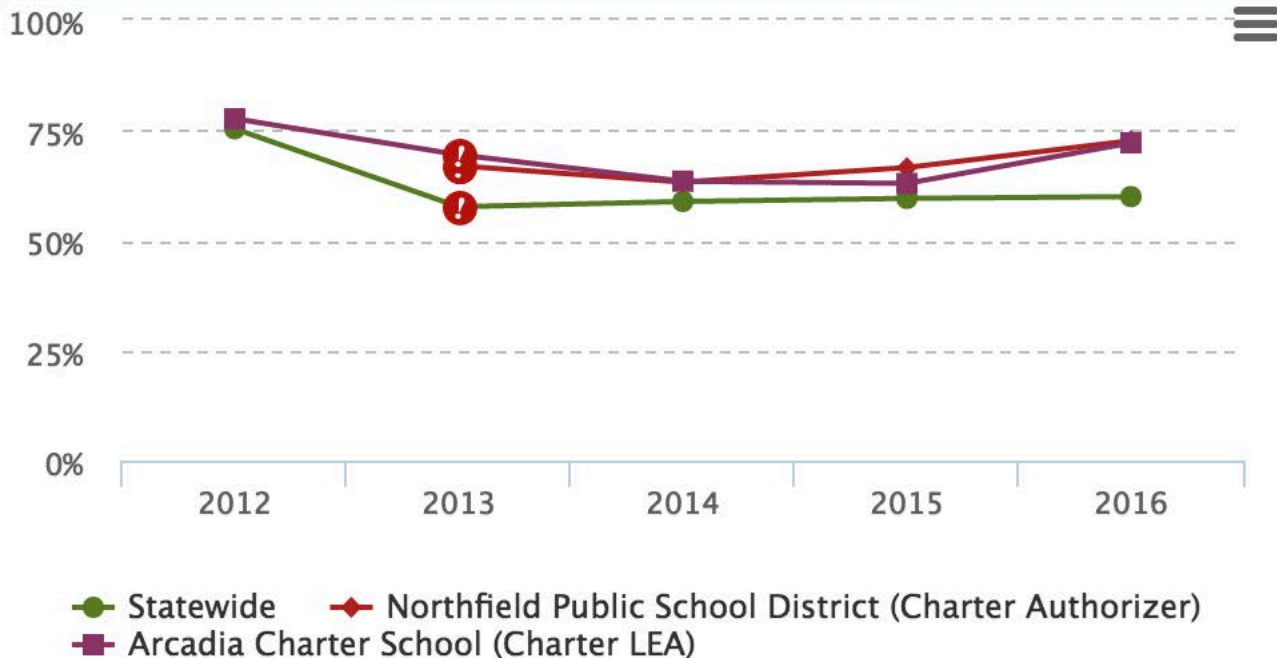
Academic Performance: Reading

Arcadia Charter School

Subject: Reading, Grade: All Grades



2012 - 2016 Proficiency



Statewide

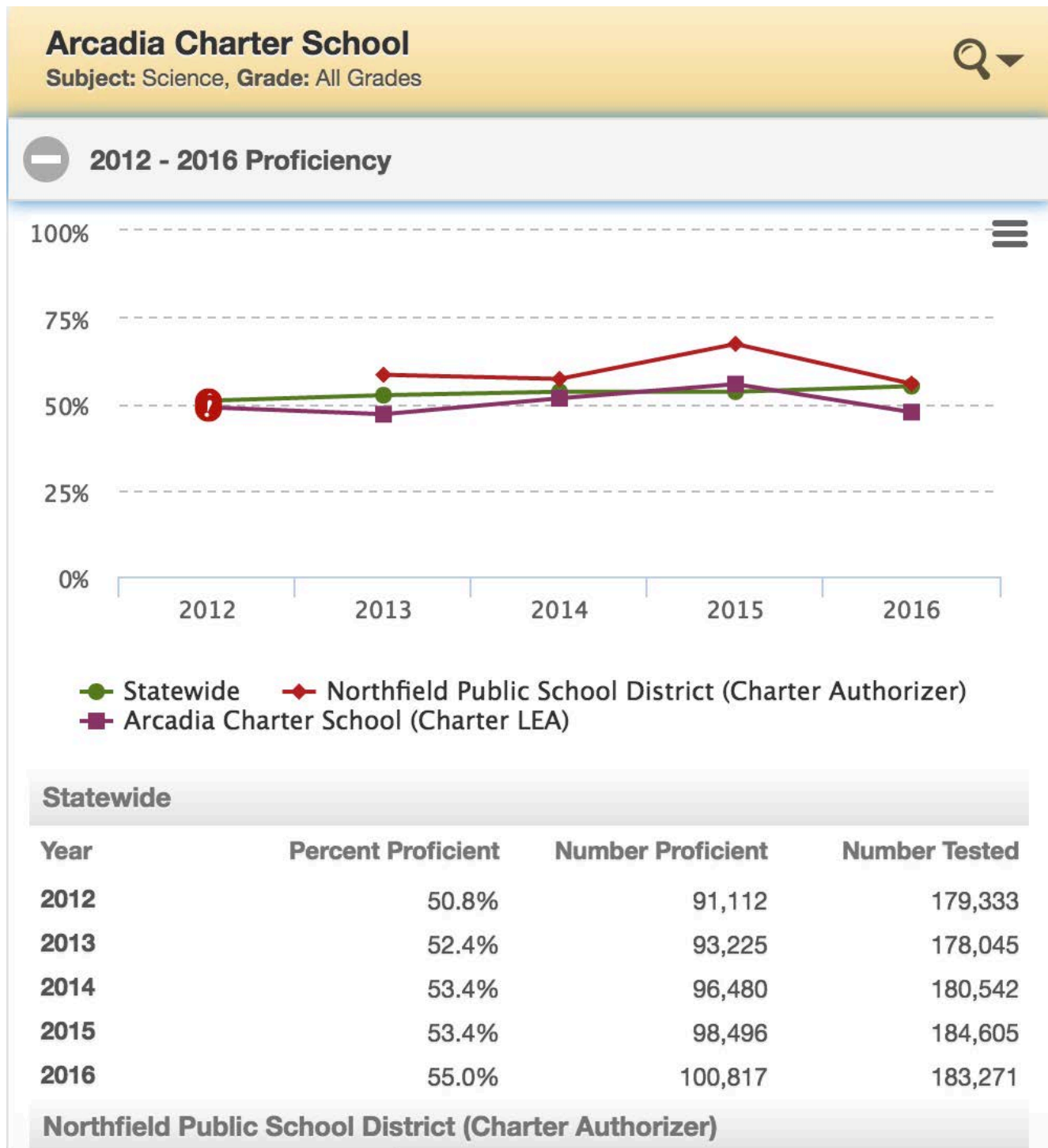
Year	Percent Proficient	Number Proficient	Number Tested
2012	75.3%	323,699	429,669
2013	57.6%	250,398	434,532
2014	58.8%	257,282	437,233
2015	59.5%	262,346	440,615
2016	59.9%	266,820	445,724

Northfield Public School District (Charter Authorizer)

2015-16 Goal

Goal 2: The percentage of all students enrolled October 1 in grades 6-8 and 11 who earn an achievement level of Meets the standards or Exceeds the Standards in reading on all state accountability tests (MCA, MTAS, MOD) will increase from 63.8 % in 2015 to 68.8 % in 2016. *Arcadia surpassed this goal for the 2016 accountability tests, scoring 73.4% proficient.*

Academic Performance: Science



Arcadia scores in science dropped from 55.6% in 2015 to 47.5% in 2016. Of the 40 students taking the MCA test, only 19 scored proficient. Arcadia continues to develop a more rigorous science curriculum in both the middle and high schools.

(based on October 1 child count)

MMR Rating

Arcadia’s 2016 Multiple Measurement Rating is 67.52%. This is significant because it shows that our students who are not at grade level are showing strong growth.

Focus Rating

Arcadia’s 2016 FR is 83.39% which qualifies Arcadia for an MDE Celebration School Award. This is our third year classified as a Celebration School. It marks our success in meeting the needs of our focused group students. Focus rating concentrates on a school’s ability to close the achievement gap and the growth of targeted student groups.

Student and Parent Satisfaction

Parent Survey Data

Each spring, Arcadia surveys middle and high school families. Those survey results are used to give the school feedback on the program, procedures, and the school environment.

Parent Survey Highlights

Categories	Middle School Strongly Agree	High School Strongly Agree
Feeling of Acceptance (relating to the social and emotional needs of families)	92%	88%
School Responsiveness (addressing student and parent concerns and general information)	92%	90%
Positive Learning Environment (student support and climate of the school)	95%	93%
Understanding of Academic Expectations (families’ understanding of curriculum and instruction, project process, and student expectations)	85%	86%
Feeling Challenged (Questions related to the level of challenge for students in specific subject areas)	68%	84%
Overall satisfaction (overall experience and ability to recommend Arcadia to other families)	88%	82%

Middle School Testimonials

"Arcadia offers more hands on learning than a traditional middle school. The staff is very supportive and genuinely cares about the students and their individual needs. Class sizes are small so it allows for more student/staff interaction. It feels like an extended family. It is accepted and encouraged for students to be unique individuals rather than followers. Project based learning leads to creativity, excellent public speaking skills and preparation for college level activities"

"I love the fact that my son is learning to ask interesting questions and find the answers to those questions. He's also becoming very skilled at sharing that information with others — these are important life skills he will need no matter where he goes."

My child says that "Arcadia is like a family." My child also says that "if you want to be the same as everybody else at Arcadia you have to be unique." My child loves that you can dress uniquely and rather than getting teased, kids will compliment you on your outfit. At Arcadia you are accepted for who you are. Advisory circle time allows the kids to interact and express themselves.

"The Arcadia staff is wonderful. We couldn't have found a better school for our children."

High School Testimonials

"Arcadia is a school for students who have the courage to be an individual. This courage is celebrated at Arcadia and is very supportive to the student bold enough to show their true self."

"When Arcadia students are engaged and excited by what they are learning, they have the confidence and curiosity to step forward and ask the questions and also answer the questions."

"Students at Arcadia are known, cared for, and engaged in all aspects of their learning and the overall community of the school."

"My child has been there for 7 years and because of this kind of schooling she not only is prepared for college, but I think prepared for a life of continued learning and civic engagement. Thanks to all who have helped her along the way."

Staffing 2015-2016

Moving into the 2015-2016 school year, Joe Parr, Social Studies teacher relocated out of the area, and was replaced with Matt Everhart. Matt taught Social Studies was part of the Red Advisory. Ryan Krominga also left Arcadia after 11 years as Executive Director, to accept a position with the Shakopee Schools. Ryan was replaced by Patrick Exner who resigned on June 30, 2016 after one year as Arcadia Director.

Due to an increased need for special education services, four paraprofessionals were hired in the fall: Dominique Bly, Ali Peterson, Linda Goozen and Amy Merritt.

Name	File Folder Number	Assignment	Years Employed by the School	Left During 2015-16 School Year
Patrick Exner	#396604	Executive Director	1	June 30, 2016
Rebecca McMullen	N/A	Business Manager	12	
Kim Hansen	N/A	Administrative Assistant	7	
Lisa Malecha	#330990	Social Worker	10	
Dominique Bly	N/A	Paraprofessional	1	
Allison Peterson	N/A	Paraprofessional	1	
Amy Merritt	N/A	Paraprofessional	1	
Linda Goozen	N/A	Paraprofessional	1	
Kathy Ingraham	N/A	Paraprofessional	1	
Lori Coleman	N/A	Paraprofessional	2	

Name	Assignment	Left During 2014-15 School Year	Not Returning 2015-16 School Year	Hired for 2015-16 School Year
Scott Grave	Language Arts			
Tami Kasch-Flugum	Science			
Joe Pahr	Social Studies		X	
Matt Everhart	Social Studies			X
Angela Heidtke	Mathematics			
Bob Gregory-Bjorklund	Theater			
Sarah Wallis	Arts			
Kate Werner	Math/Social St.			
Dan Peace	Science			
Tammy Prichard	Language Arts			
Gary Braun	Spec. Ed.			
Maria Musachio	Spec. Ed.			
Alison McCusker	Spec. Ed.			

Governance and Management

Arcadia's board elections are held in April of each school year. The election is completed prior to each school year's end, and new members are seated the following August.

2015-16 Arcadia School Board

Name	Phone Number	E-Mail Address
Sheri Acosta, chair	651.470.4571	sacosta@arcadiacharterschool.org
Tom Kastan	507.663.8806	tomkastan@gmail.com
Gary Braun, treasurer	507.663.8806	gbraun@arcadiacharterschool.org
Kate Werner	507.663.8806	kwerner@arcadiacharterschool.org
Sarah Wallis	507.663.8806	swallis@arcadiacharterschool.org
Elisabeth Hurlbert	507.663.8806	eliskreg@live.com
Laura Stelter	507.663.8806	laurastelter@gmail.com
Sara Line	507.663.8806	Sara.line@nfld.k12.mn.us
Sean Fox	507.663.8806	sfox@carleton.edu

2015-16 Arcadia School Board

Board Member Training

In January, 2014, the Arcadia Charter School board hired trainer Bryan Rossi to train the board on the three areas of Board Governance, School Finance, and Employment Law. The Arcadia School Board participated in ongoing training during their 2015 January day long Board Retreat. The 2016 January retreat was also dedicated to additional board training and related strategic planning.

Current Arcadia Strategic Plan

Facilities: The facilities committee has proposed to the board several extensively researched and viable options to maximize the learning space in our school, ensuring it is conducive to learning.

The facilities committee has been considering options for establishing an Affiliated Building Company to purchase our current facility. This discussion will continue through the 2016-17 school year.

Education: A detailed document describing Project Based Learning (PBL) at Arcadia was submitted. The document describes how PBL fits into the middle school curriculum, including seminars and individual projects. The document continues to evolve and will contain yearly goals for implementing any changes to PBL, as well as a more detailed treatment of PBL at the high school level.

Marketing: The marketing committee presents proposals for expanding the school's collaboration with other agencies and for educating and positively promoting Arcadia.

Fundraising: The fundraising committee is proposing a long-term fundraising plan that can be used to generate additional school resources and target specific areas of need, including the purchase of the current building.

New to 2016-2017 School Year

With the departure of Patrick Exner as Executive Director during the summer of 2016, a search committee was put together to look for a new director. Due to time constraints, the board resolved to employ Julie Cohrs, a management consultant, as Operations Manager until a director could be found. Dr. Barbara Wornson took over as Interim Director on October 17, 2016 with the charge to support the school while assisting stakeholders in finding a more permanent Director. A Transitional Assistance Committee has been meeting every two weeks to formulate a hiring and transitional plan.

Health Office: Due to a relatively large number of severe and chronic health issues among students, Arcadia has developed and staffed a health office to oversee the needs of our students. The staffing includes one part time nurse and one full time health aide.

Meal Program: With increased numbers of students eating lunch, a meal program worker has been hired to assist with serving and maintaining the meal program. This is a three hour/day position.

Technology: We have added an additional 20 chromebooks with a classroom cart designated for the high school. Teachers continue to be trained in Google Classroom, coding has been added to our electives, and work is in place to update and streamline the Arcadia website. Professional Development focusing on integrating technology into the classroom is in progress.

Academics: The goal is to increase the academic rigor and student learning throughout grade levels. Our intention as a staff is to articulate the project-based learning model in place at Arcadia, while strategically blending on-line learning, direct instruction, and experiential classrooms.

Facilities: The facilities committee will take on the charge of creating space most conducive to learning. The facilities committee is exploring options to form an Affiliated Building Company, which could purchase the building before the lease expires in 2020.

Finances

Arcadia Charter School's general fund balance has increased each year. At the end of the 2015-16 fiscal year, the fund balance was \$237,771. Arcadia's school board and Finance Committee continue to follow the board approved fund balance policy, while maintaining full enrollment to maintain strong financial support for upcoming years. Expenditures that improved our facilities, updated our technology and increased our benefit package were priorities in 2014-15.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-2016
Revenue	1,407,390.00	1,372,814.00	1,453,521.00	1,480,966.14	1,590,961.35	1,722,177
Expenditure	1,403,434.00	1,343,164.00	1,405,999.00	1,429,232.62	1,588,671.92	1,686,091
Fund Balance	96,198.00	124,036.33	173,668.00	201,167.48	203,143.32	237,771

The complete end of year financial summary appears on the following page.

**ARCADIA CHARTER SCHOOL
CHARTER SCHOOL NO. 4091
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN FUND BALANCE
BUDGET AND ACTUAL
GENERAL FUND
YEAR ENDED JUNE 30, 2016**

	Budgeted Amounts		Actual Amounts	Over (Under) Final Budget
	Original	Final		
REVENUES				
Local Sources:				
Other	\$ 4,000	\$ 4,000	\$ 28,045	\$ 24,045
State Sources	1,487,628	1,613,971	1,635,863	21,892
Federal Sources	59,014	57,746	58,269	523
Total Revenues	<u>1,550,642</u>	<u>1,675,717</u>	<u>1,722,177</u>	<u>46,460</u>
EXPENDITURES				
Current:				
Administration	124,628	138,103	146,103	8,000
District Support Services	85,112	87,088	94,582	7,494
Elementary and Secondary Regular Instruction	580,665	562,176	568,816	6,640
Special Education Instruction	395,619	522,682	539,018	16,336
Instructional Support Services	21,423	26,229	13,515	(12,714)
Pupil Support Services	3,613	3,613	2,712	(901)
Sites and Buildings	261,296	261,296	258,547	(2,749)
Fiscal and Other Fixed Cost Programs	10,200	10,700	10,370	(330)
Capital Outlay	34,100	30,000	42,044	12,044
Debt Service:				
Principal	-	-	8,248	8,248
Interest and Fiscal Charges	500	-	2,136	2,136
Total Expenditures	<u>1,517,156</u>	<u>1,641,887</u>	<u>1,686,091</u>	<u>44,204</u>
Net Change in Fund Balance	<u>\$ 33,486</u>	<u>\$ 33,830</u>	36,086	<u>\$ 2,256</u>
FUND BALANCE				
Beginning of Year			<u>201,685</u>	
End of Year			<u>\$ 237,771</u>	

See accompanying Notes to Basic Financial Statements.

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