



# BLUESKY ONLINE

*The School Designed for You*



# 2018-2019 Charter School Annual Report, Local World's Best Workforce Report & Annual Report on Curriculum, Instruction and Student Achievement

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## About BlueSky

### Mission Statement

BlueSky Charter School brings quality online education and diverse learners together.

### Vision Statement

BlueSky is defining education for the 21st century by creating an individualized, dynamic education for all students. We are committed to empowering our community by facilitating relevant learning, skills, hopes, and relationships.

### Authorizer Information

Innovative Quality Schools  
Milo Cutter, Director  
P.O. Box 40219  
St. Paul, MN 55104  
651.234.0900



## BlueSky School Overview

A pioneer in distance learning, BlueSky is Minnesota's most established online public charter school. Since 2000, BlueSky has provided a free, high-quality online education to Minnesota residents in grades 7-12.

The key to BlueSky's success is our unique approach to student support. BlueSky offers students a world-class online education backed by unsurpassed resources and individualized attention. Every student receives a dedicated support team consisting of an advisor, a counselor, and a social worker. Students have direct access to their teachers for assistance whenever they need it. BlueSky teachers and staff also make a personal connection with students and their families.

Through the parent portal, weekly emails, phone calls, and conferences, parents are actively involved in their child's success.

Through Group Pace and My Pace classes, students are able to customize how they want to approach their coursework. BlueSky wants to make sure that each student finds the state-aligned program that meets their learning style, skill level, grade level, and credit requirements. With classes and resources available online 24/7, students can learn from anywhere during their most productive hours.

## Innovative Practices & Implementation

BlueSky provides a personalized, online learning environment with a student support focus. Within this student centered model, BlueSky incorporates a number of innovative practices that work together to enhance student success:

### Compassionate Schools & SEL Strategies

- Three years of staff training on Adverse Childhood Experiences (ACES) and trauma informed best practices.
- Collaboration with Regional Centers of Excellence and CAREI (Center for Applied Research and Educational Improvement).
- Participation in IQS NGAPS (Next Generation Assessment Portfolio System) program to develop academic alignment of Social and Emotional Learning.
- Adoption of Social and Emotional Learning standards as part of our academic program.

"I really like the teachers and the open communication and the flexibility to work with parents on specific needs of the student."

- Implementation of Social and Emotional Learning Evidence Based Strategy throughout entire BlueSky program (in progress):
  - Explicit Instruction
  - Embedded instruction
  - Schoolwide support
  - Teacher pedagogy
  - Assessment of skills

## Student Support

- Teacher to student ratio of 1:160, which breaks down to 1:27 per class.
- Counselor to student ratio of 1:160, compared to 1:792 ratio, MDE's reported state average.
- Social worker to student ratio of 1:150 with a full time special education social worker.
- Special education case manager ratio averages 1:12 with most direct services delivered in a 1:1 setting.
- Special education replacement course commensurate with ability levels and aligned to State Standards and ability levels.
- Student advisor assigned to each student who acts as the first line of communication and forms positive adult relationships with students.
- RTI model incorporated with specific Tier 1, Tier 2, and Tier 3 interventions and referral processes.
- Own It! program/curriculum used as an intervention for BlueSky students demonstrating lack of engagement.
- Dean of Students provides student support plans and academic probation plans.
- Social worker groups offered to students needing mental health support.
- Intake risk assessment consisting of academic and behavioral readiness and supports.

## Flexible Scheduling & Curriculum

- Personalized learning options including flexible scheduling (Group Pace and my Pace Courses), PSEO options, supplemental courses, career academies, CTE (career and technical education) focused courses, and articulated elective courses.
- State approved, AdvancED (NCA CASI) accredited online program that aligns to the International Association for K-12 Online Learning (iNACOL) program standards.
- Incorporation of competency based instructional practices.
- State-of-the-art technology systems to support individualized flexible schedules.
- Opportunities for onsite attendance and support.
- Supplemental program allowing students to remain in their home district and take 1-3 online classes.

- Summer school availability for students allowing recovery of credits towards their graduation requirements.
- Middle school program review completed with focus on scheduling, compassionate relationships, relevant and meaningful learning experiences, and lifelong success skills.

## College and Career Readiness

- Addition of Career Academies for students who demonstrate college and career readiness in one of seven concentration areas.
- Required student career/college portfolio.
- Career focused field trips (i.e. Mill City Museum, Anoka county jail and dispatch).
- Service learning projects.
- Started the NCAA recognition process.

## Community Building

- Academic snapshots and enhanced dashboard options for parents and students to monitor progress.
- Face-to-face parent teacher conferences twice per school year.
- Opportunities for social events and field trips.
- Staff presentations and participation at educational conferences.
- Staff participation in educational associations.
- Continual communication with students and all stakeholders through a variety of media - text, social media, email, phone calls, SchoolMessenger, etc.
- Staff constructed committee driven and improvement focused collaborative culture.

## Student Support

Equally important to the content and delivery of curriculum is how students are supported in their learning. This is particularly important in an online school. Our approach is personal and tailored to students' needs. BlueSky students benefit from classroom teachers' individual attention and frequent contact via email, phone, text messaging, online chats and other electronic methods.

Students' academic and personal progress is monitored and supported by a three or four-person team of licensed professionals, consisting of their student services advisor, counselor, case manager and social worker. This team works together to monitor student progress and develop support plans when necessary.

Additional support is provided by requiring students at risk of dropping out of school to complete the Own It! Curriculum. This curriculum teaches students to outline their strengths as a learner and set goals for taking ownership of their education. In addition, the BlueSky RTI process has become more

formalized to include a referral process, dedicated math and reading intervention specialist positions, and staff training focused on intervention strategies. Student support plans and student academic probation plans have also been implemented to include additional tiered levels of support for success. Students needing more continual, intensive supports will also have support by an educational assistant.

## The Heart of Learning: Compassion, Resiliency, and Academic Success

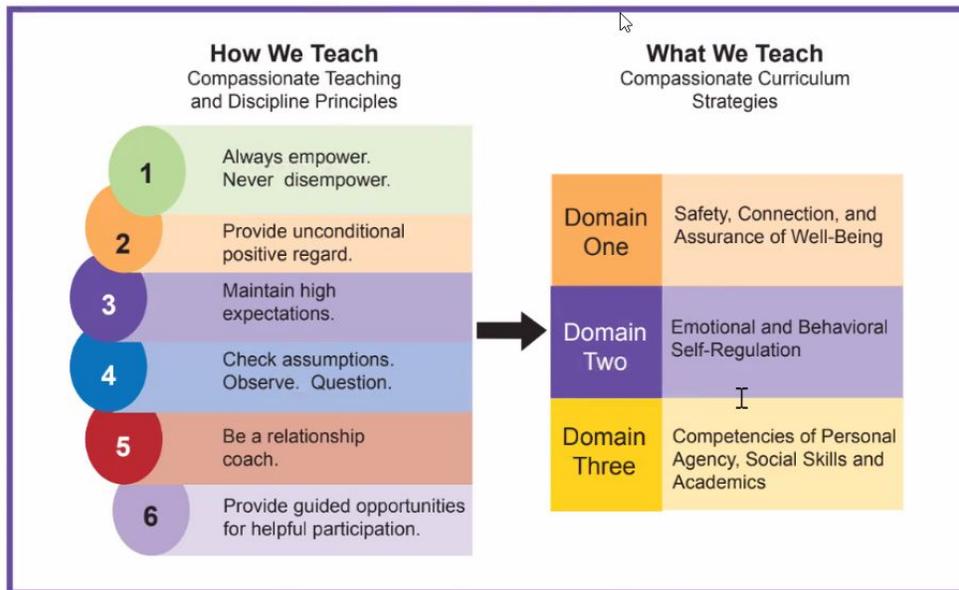
As a three year initiative starting in the 2016-17 school year the Social Work team developed a strategic plan to become a compassionate school. The first year training was implemented for our Social Work staff. In the 2017-18 school year the Social Work staff provided training to all staff in trauma awareness and intervention techniques. The 2018-19 school year phase was working directly with students and families in the classroom focusing on trauma centered approaches to learning. Social and Emotional Learning standards were reviewed and adopted for future implementation. This work was completed in conjunction with the Regional Centers of Excellence as an approved evidence based strategy to improve attendance and graduation rates.

Compassionate Schools benefit all students who attend but focus on students chronically exposed to stress and trauma in their lives. These schools create compassionate classrooms and foster compassionate attitudes of their school staff. The goal is to keep students engaged and learning by creating and supporting a healthy climate and culture within the school where all students can learn. It is not a program; it is a process and as such is not “one size fits all.” Each school and community will develop their own unique compassionate “personality.”

Ten principles of a Compassionate School:

1. Focus on culture and climate in the school and community.
2. Train and support all staff regarding trauma and learning.
3. Encourage and sustain open and regular communication for all.
4. Develop a strengths based approach in working with students and peers.
5. Ensure discipline policies are both compassionate and effective (Restorative Practices).
6. Weave compassionate strategies into school improvement planning.
7. Provide tiered support for all students based on what they need.
8. Create flexible accommodations for diverse learners.
9. Provide access, voice, and ownership for staff, students and community.
10. Use data to:
  - a. Identify vulnerable students, and

- b. Determine outcomes and strategies for continuous quality improvement.



BlueSky also offers social worker groups for those students needing support within a specific area of their lives - chemical dependency, anxiety, dealing with a death, personal identity, social skills, independent living, etc. These groups address some of the mental health concerns that many students face today.

## Flexible Scheduling

### Group Pace Courses

The Group Pace courses focus on creating a highly interactive community of learners. These courses utilize frequent opportunities for collaboration and interactions between students, as well as between students and the teacher.

In Group Pace classes, students are expected to attend a live online session each week and stay on pace with their work. This ensures all the students in Group Pace class are familiar with the same content at the same time, allowing more productive discussions, collaborative projects, and other interactive activities.

## My Pace Courses

My Pace courses are designed for students needing a highly flexible schedule. These courses feature self-paced, independent work. Many of these courses also offer flex scheduling with variable start and end dates, allowing for students to create a highly individualized learning experience. My Pace courses are also a great choice for students looking for a credit recovery option.

BlueSky staff provide a high level of support to students taking My Pace Courses, helping them pace and structure their weekly assignment completion. My Pace courses are best designed for students who have the self-discipline to devote significant time to their school work, and who will work regularly so that they do not fall behind.

The curriculum within the Group Pace and My Pace programs consists of the following:

1. Required courses that meet or exceed state standards in each of the core subject areas (English, science, math, and social studies).
2. Core subject courses and remedial courses especially tailored to special education students, taught by special education teachers who also hold licenses in the subject area, or team-taught by regular education and special education teachers.
3. Courses in the elective areas of art, music, world languages, career and technical education, and health and physical education. (0.5 credit of art, and 0.5 credit in health/physical education are required for graduation). Many electives have a college and career readiness focus.
4. Support groups, facilitated by licensed social workers, help students acquire skills in the following areas: anxiety and depression, coping skills, independent living, social awareness, self-esteem, and other life skills.
5. College-level courses available through the statewide PSEO program.
6. Articulation agreements for two career and technical courses where students can earn college credit at Dakota County Technical College.

## Career & College Readiness

BlueSky's strategic plan is updated to include career and college readiness objectives with the intent of providing our students with a successful transition after graduation. The focus on student career or college readiness begins at the moment a student enrolls. BlueSky continues to utilize an online enrollment form as part of the counselor intake session in which each student indicates their career interests. This enables the counselors to focus course scheduling for career and college



preparation or individual post high school goals. Students are then scheduled accordingly into the World of Work career clusters for their elective classes.

All students have individual access to their assigned school counselor who guides them in making college and career decisions through a variety of career activities in their Required Career Portfolio (RCP). The counselor works with each student individually to develop a portfolio through Minnesota Career Information System (MCIS) and a specific Course Plan tailored to each student. A student's plan upon graduation incorporates resume building, post-secondary educational exploration, interest inventory, scholarship search, financial aid, and applications to schools of their choice. These portfolios remain in our MCIS site indefinitely, so the student can access their information while they attend college or are in the workforce. Students are also encouraged to attend one of many Construct Tomorrow events around the state of Minnesota to learn more about Apprenticeship opportunities. During the 2018-2019 school year, counselors introduced live sessions on important topics: Financial Aid and completing the Free Application for Federal Student Aid (FAFSA), Career/College Fair planning, ACT testing, and Apprenticeships. In addition, during the 2018-2019 school year, students were surveyed for input about other activities they felt would be beneficial so that the Required Career Portfolio could be improved for the 2019-2020 school year.

BlueSky continues to encourage student participation in Career Academies to demonstrate college and career readiness in one of seven concentration areas: business, visual communication, world language, health career, fine arts career, music career, and culinary arts career. Students pursuing one of the Career Academies are required to complete a series of classes in one of these concentrated areas of study. They are also required to have a B average in the group of classes and are to have met or exceeded passing standards in MCA testing or equivalent. One student graduated with a green cord signifying they met these requirements and were noted in the commencement program. Five students were designated the previous school year.

In addition to the support provided by counselors, students were provided with opportunities to observe and experience various career fields as part of their classes and school activities. These activities included a criminal justice tour of the Anoka County Jail and 911 Dispatch Center, a self-guided tour of Mill City Museum, as well as a career focused experience at the Sea Life Minnesota Aquarium. Opportunities were also provided to students to attend college fairs, college visits, and complete the Free Application for Federal Student Aid (FAFSA).

Another college/career readiness initiative that all students in grades 9 - 12 complete are two virtual job shadows each year introducing them to new and unique job opportunities that they may not have exposure to in their community.

## Community Building

BlueSky strongly encourages parents to take an active role in their child's education and embrace in-home, online learning. Having the student working from home, free from classroom distractions, is a necessity for many families. Parents can easily monitor their student's progress; students and guardians have daily accessibility to staff to help with their academic and socio/emotional needs while maintaining a flexible schedule.

To strengthen family involvement, BlueSky hosts parent-teacher conferences twice a year in our West St. Paul office, once in the Fall and once in the Spring. At these conferences, parents and students can meet with teachers, counselors and administrators to discuss schedules, classes, lessons and simply meet one another face-to-face. BlueSky teachers also provide students and parents/guardians with their NWEA assessment results and discuss specific interventions for their student. The conferences at BlueSky provide families an opportunity to meet the staff, who in many cases, are offering the first truly effective learning environment for their student. Some families drive several hours to attend these conferences and leave feeling more connected to their school.

In addition to conferences, parents have access to monitor their student's progress and connect with teachers and support staff. Parents can see a list of student courses and know which assignments are due during the current week as well as how students scored on assignments. Grades are updated within 48 hours of being submitted and feedback is often provided to both students and parents. Consistent communication and feedback from all BlueSky staff provides a sense of community and support for students and families.



BlueSky has provided additional social opportunities for students to participate in such as prom, Student Days, and online advisory. Field trips have also been a great way to build our BlueSky community and we aim to offer at least one event per month during the school year. These trips include Mill City Museum,

Anoka County Jail and Dispatch Center, Sea Life Aquarium, Feed My Starving Children, and student college/career fair just to name a few.

Monthly newsletters contain important reminders, school updates, student work, and profiles. Newsletters are posted on our website and sent to families of active students as well as those in the enrollment process in an effort to build a sense of community and foster educational awareness in a strictly online environment. Weekly phone calls and emails from a variety of BlueSky staff also ensure that the family is involved with the school and their student's role therein.



Social media platforms, such as Facebook, Instagram, and YouTube have also been utilized in the past year to spread information and updates to our students and their parents. We are using these tools to build a stronger sense of community and connect BlueSky students, staff, and families. We are easily able to track and monitor involvement on these sites with built-in analytics.

As a tool for measuring parent and student satisfaction with BlueSky, separate parent and student surveys are released each spring. During the 2018-19 school year, 111 parents took the time to reflect on their student's school and provide BlueSky with an analysis of their sentiments (up from 98 in 17-18).

Likewise, 214 students participated in the student satisfaction survey (up from 139 in 17-18). This data was used, in part, as a base for comparison and goal setting for the 2019-20 school year.

Staff are involved in all levels of decision-making in the school – as board members, committee members, and part of subject-area groups that give input into school operations both directly and through their supervisors. We feel that that staff who work directly with students and their families are in the best position to help shape policies, procedures and pedagogical approaches that work best for our students.

BlueSky has also started discussions with Fond du Lac Tribal & Community College. Plans are in place to begin offering their Anishinaabe of Lake Superior course during the 2019-20 school year with the possibility of expanding to a full sequence of Native American cultural and history courses.

"Instructors are approachable and welcome interaction and discussion"

"The school welcomed my daughter and assisted us with enrolling quickly and provided an orientation which was very helpful in outlining expectations and resources."

"It gives my daughter the ability to work and get to school on her schedule. It also helped with her anxiety issues."

"Every teacher, counselor and advisor offer excellent communication and ensure my child is doing the best they can"

"The staff is very supportive. It is very convenient and supports non-traditional learning styles."

"I like the flexibility. I can work at my own pace."

"The teachers and staff are extremely caring and nice. They are very focused on making sure you get the best education you can get."

"I work all week and it's nice to work on schoolwork at night."

"There is no bullying. I feel welcome and appreciated."

"I like how the teachers can see when I'm struggling, they are so quick to ask me what they can do to help me or work with me."

"I truly love everything about it."

# Student Enrollment, Attrition & Demographics

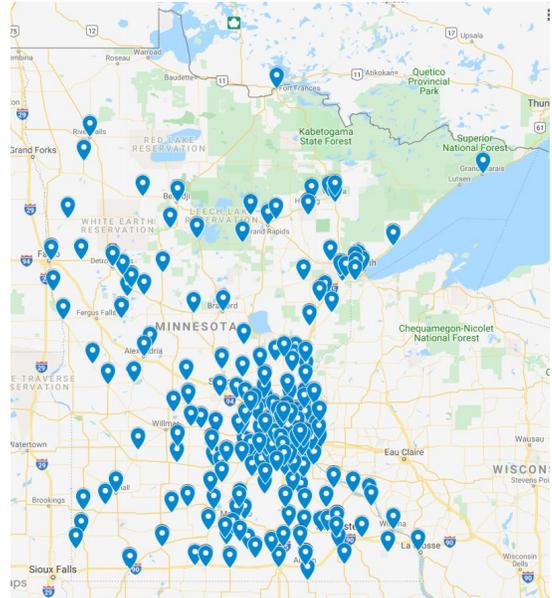
## School Enrollment

BlueSky’s enrollment on October 1, 2018 was 485 students. The average daily membership (ADM) for the 2018-19 school year was 484 students. BlueSky students come from all corners of the state with most students living in the Twin Cities metro area.

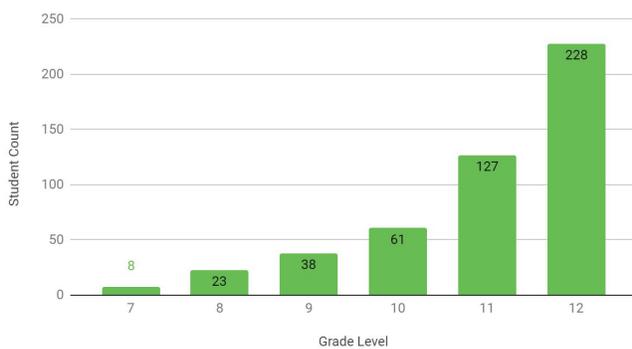
The graphs below identify the number of students enrolled as of October 1st for the following school years: 2012-13, 2013-14, 2014-15, 2015-16, 2016-17, 2017-18, and 2018-19.

BlueSky also enrolls supplemental students. These students remain enrolled at their school and typically take one to three classes each semester. During the 2018-19 school year BlueSky enrolled 88 supplemental students. These students were enrolled in 229 courses, averaging 2.6 course enrollments per student.

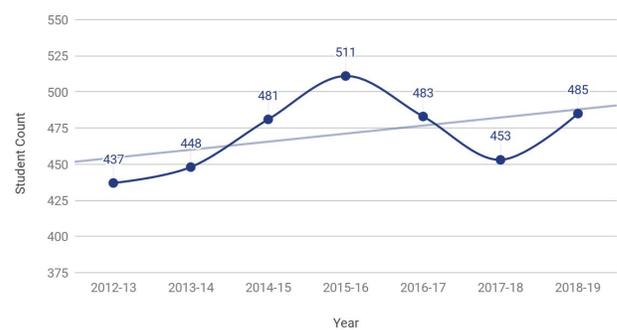
BlueSky also enrolls students for summer school. In the summer of 2019 BlueSky had 55 tuition based enrollments and 86 BlueSky student enrollments. Out of the 55 tuition based students, 51 passed classes for a 92.7 % passing rate. Out of the 86 BlueSky enrollments, 60 passed classes for a 69.7% passing rate. So out of 141 enrollments, 111 passed classes for an overall summer passing rate of 78.7%.



2018-19 October 1 Enrollments by Grade Level



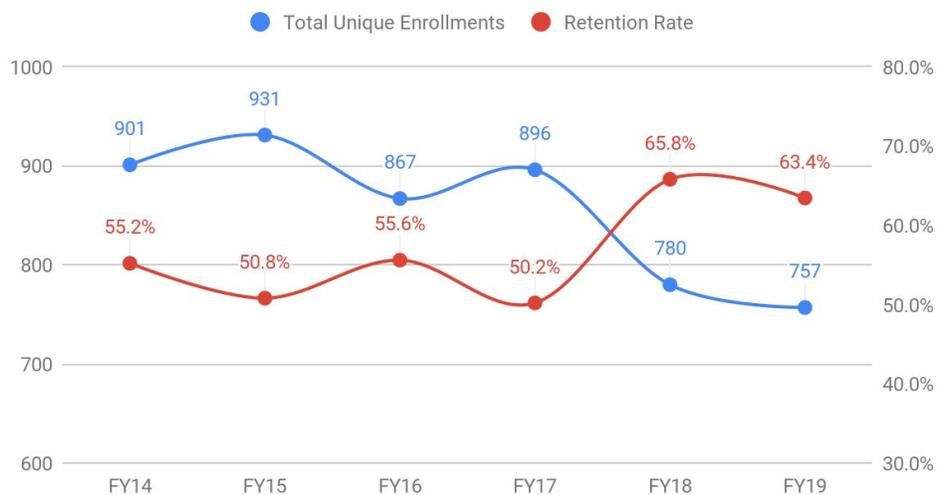
BlueSky October 1st Enrollment Trend



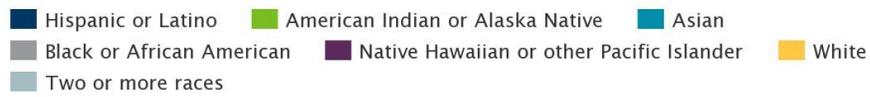
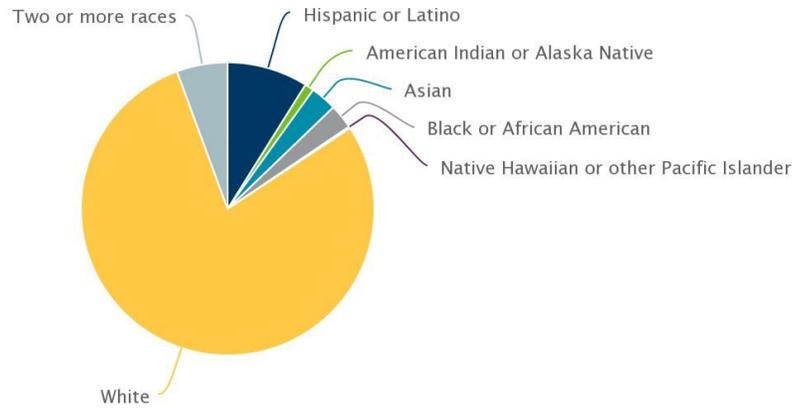
## Attrition

During the 2018-19 school year BlueSky continued to implement a maximum student capacity of 500. We started the year with 485 students on October 1st and ended the year with an average of 484 students (ADM). During the 2018-19 school year BlueSky enrolled a total of 755 unique students. There were 479 students that either finished the school year or graduated giving BlueSky a 63.4% retention rate. It should be noted that BlueSky gets full-time enrollments that never intend to stay at BlueSky through graduation. Often students in this category plan to enroll temporarily for a variety of reasons including health issues, family needs, pregnancy or mental health with the expectation of returning to their home district once they are ready to return to a brick and mortar setting. Although we certainly want students to stay with us and graduate, we have embraced our role as a transition option for some students and are happy to provide whatever support we can while they are enrolled.

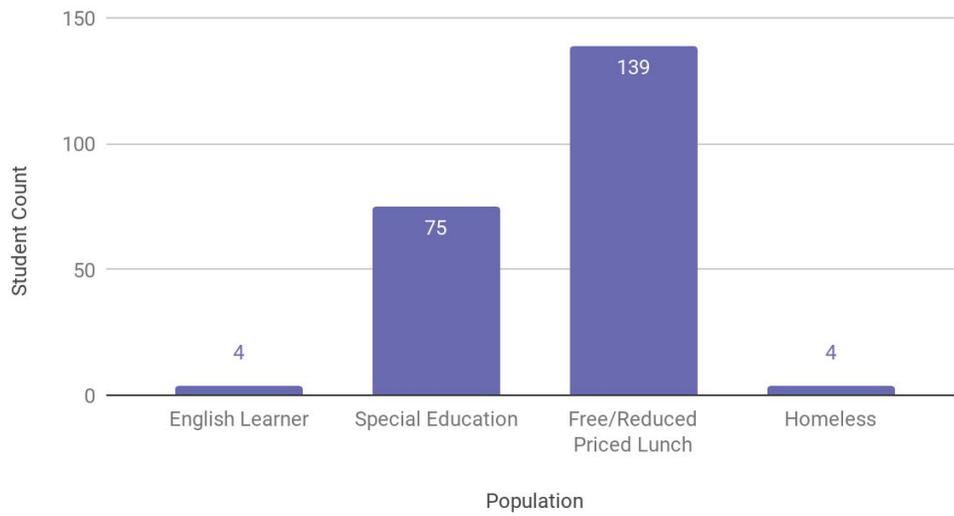
BlueSky Student Attrition Trend



# Demographics



## BlueSky 2018-19 Special Population Counts



## Strategic Plan

### Student Success

- Develop and maintain a positive and compassionate schoolwide culture that encourages student growth in a positive learning environment.
- Promote student involvement in planning for their continuous growth and lifelong success.
- Provide opportunities for alternative pathways to learning through instructional and socio-emotional support.

### Finance and Governance

- Maintain a positive working relationship between the Board and the Administrative team by continually reviewing and revising the strategic plan, school board bylaws and policies required by law.
- Maintain fiscal responsibility by establishing and aligning a budget and healthy fund balance to carry out the school's mission and vision.

### High Performing Workforce

- Develop and maintain a positive schoolwide culture that encourages professional growth in a collaborative environment.
- Recruit, hire, and retain highly qualified staff.
- Develop staff in the evaluation, interpretation and use of data for effective decision making that aligns with curriculum, instruction, interventions, and assessment.

### Technology

- Be a global leader in technology and innovation that positively impacts student engagement, achievement, and college and career readiness.
- Continually work to identify and develop emerging technologies that facilitate, support and enhance instructional success.

### Community Partnerships

- Develop and enhance effective partnerships with all stakeholders to ensure involvement in continuous improvement processes that provides opportunities for student success.

## Governance & Management

BlueSky's vision and mission provides the focus for decision making of the school. The strategic business plan has used the vision and mission to outline five focus areas (Student Success, Finance and Governance, High Performing Workforce, Technology, and Community Partnerships) in which goal statements, objectives, and benchmarks have been developed to provide direction and priority. Through the strategic plan, the school board has allocated the resources necessary to meet the district's goals. Also, the board receives consistent progress reports related to each of the strategic plan focus areas during its monthly board meetings as well as through weekly newsletter-type communications. In addition to aligning with BlueSky's vision and mission, the strategic plan aligns with the World's Best Workforce goals as well as the goals identified by the authorizer, Innovative Quality School (IQS).

Each year, the BlueSky board meets to discuss the strategic plan goal statements and review the objectives to determine if priorities need to be shifted or additional goals added. At this meeting, survey

data from staff, students, and parents is used to help prioritize objectives. Administration, along with other BlueSky stakeholders as needed, use the strategic plan as a working document throughout the year to create benchmarks that detail how each objective will be met.

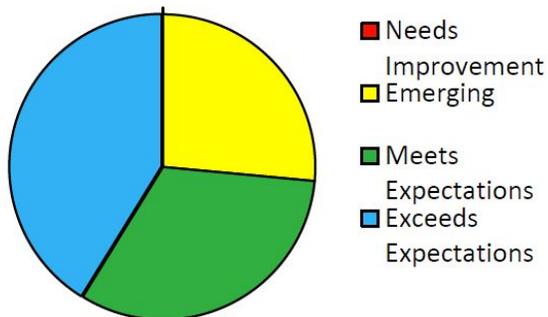
BlueSky incorporates a committee structure which includes board appointed and informal committees. This structure allows for the input of teachers and other stakeholders but keeps the final decision making power with the board. This allows for board meetings to be more efficient as the committees have brought key actions and ideas forward for board approval. The board appointed committees are chaired by a board representative and include Finance Committee, HR Committee, and Curriculum Committee. The informal committees report to the Executive Director who provides the board with updates related to their activities. Some of these committees include Staff Development, Re-Licensure, Q-comp, Technology, RTI, and Student Activities.

BlueSky has incorporated a Q-comp program which includes peer observations and feedback, PLC teams, professional development plans, staff portfolios and formal evaluations. The program creates the framework to allow for schoolwide goals, team goals, and personal professional goals. All goals are aligned and work together towards the academic success of all students.

BlueSky has built a culture of collaboration and support. Because of this, we have very low staff turnover, high ratings on our staff satisfaction surveys and have been named a [Top Workplace by the Star Tribune](#) for three years in a row.

In November of the 2017-18 school year, BlueSky went through the AdvancED accreditation renewal process. Using a set of rigorous research based standards, the accreditation process examines the whole institution - the programs, the cultural context and the community of stakeholders - to determine how well the parts work together to meet the needs of learners. Through the AdvancED accreditation renewal process, a highly skilled and trained Engagement Review Team gathered first-hand evidence and information pertinent to evaluating BlueSky's performance against the research-based AdvancED Performance Standards. Once all of the information was compiled and reviewed, the Engagement Review Team developed the Engagement Review Report. This document provided BlueSky with "powerful practices" and "opportunities for improvement" related to many of the standards that were evaluated as well as a rating for each standard. BlueSky's composite score was 342.39 out of 400. A summary of the ratings of all 34 standards is depicted below.





Rating	Number of Standards
Needs Improvement	0
Emerging	9
Meets Expectations	11
Exceeds Expectations	14

The Powerful Practices identified by the AdvancED review team were:

1. The school created an exceptional student-centric culture based on shared values and beliefs about student dignity, ability and potential.
2. The curriculum development and review process ensures rigorous standards-based learning opportunities for all students.
3. Leadership empowers the school community to achieve at high levels through sound operational and financial management, and the development of a collaborative and collegial environment.



During the 18-19 school year, BlueSky completed the MDE Online Learning Provider 3 Year Review Process. At the time of this report, MDE feedback from this review was not yet received. The previous 3 Year Review was completed in school year 15-16 with positive feedback from MDE provided, *"BlueSky has robust change-management processes in place and uses program data to inform this process. The organization also involved all stakeholders in the self-study process which gives it an honest, well-rounded look at the job it's doing."*

## Board of Directors

BlueSky Online Charter School maintains a governing board of directors made up of 7 non-majority members. BlueSky's board holds monthly public meetings in the West St. Paul office and posts board minutes and schedules on the BlueSky website. All BlueSky board members are compliant with the required training related to governance, finance, and employment law and also receive additional training at least annually as required in statute. This is done through attendance at offsite conferences, webinars offered by MDE, or scheduled working sessions following or included in board meetings. In

addition, BlueSky's authorizer, IQS, conducts periodic observations of board meetings and provides feedback related to board governance.

2018-2019 Election Date: April 29, 2019 - 5:00 pm on May 3, 2019

**Jim Stocco**

Board Chair

Community Member, 2018-2020

651.235.3853

[jim.stocco@blueskyschool.org](mailto:jim.stocco@blueskyschool.org)

**Paula Forbes**

Vice Chair

Community Member, 2017-2019

651.247.9101

[paula@forbes-solutions.com](mailto:paula@forbes-solutions.com)

**Julie Johnson**

Secretary

Teacher Member, 2018-2020

320.493.2286

[julie.johnson@blueskyschool.org](mailto:julie.johnson@blueskyschool.org)

**Judy Pekarek**

Treasurer

Community Member, 2017-2019

612.236.4194

[judypek@hotmail.com](mailto:judypek@hotmail.com)

**Matthew Schempp**

Teacher Member, 2017-2019

651.307.7485

[matthew.schempp@blueskyschool.org](mailto:matthew.schempp@blueskyschool.org)

**Tamela Murphy**

Parent Member, 2018-2020

530.680.2222

[tamelamurphy060912@yahoo.com](mailto:tamelamurphy060912@yahoo.com)

**Heidi Kelbel**

Teacher Member, 2018-2020

651.252.1131

[heidi.kelbel@blueskyschool.org](mailto:heidi.kelbel@blueskyschool.org)**Board of Directors Training Tracker**

Member Name	Oversight of Financial Matters	Board Governance	Oversight of Employment Matters	Ongoing Training
Heidi Kelbel	6/20/16	6/21/16	6/14/16	Data Privacy training <i>Indigo</i> 10/5/17; MACS Board Governance Award criteria working session 1/31/18, 2/28/18, 3/21/18; OLL Institutional Standards Review 1/30/19
Paula Forbes	10/16/15	7/29/15	7/29/15	MACS Board Governance Award criteria working session 1/31/18; OLL Institutional Standards Review 1/30/19
Julie Johnson	10/6/12	10/6/12; 7/29/15	10/6/12; 7/29/15	Data Privacy training <i>Indigo</i> 10/5/17; MACS Board Governance Award criteria working session 1/31/18, 2/28/18, 3/21/18; OLL Institutional Standards Review 1/30/19
Tamela Murphy	6/25/18	6/12/18	6/19/18	OLL Institutional Standards Review 1/30/19
Judy Pekarek	11/23/15	7/29/15	7/29/15	Charter School Director Evaluation Training 11/8/17; MACS Board Governance Award criteria working session 1/31/18, 2/28/18, 3/21/18; OLL Institutional Standards Review 1/30/19
Matthew Schempp	2/19/16	7/29/15	7/29/15; 6/11/15	Data Privacy training <i>Indigo</i> 10/5/17; MACS Board Governance Award criteria working session 1/31/18, 2/28/18, 3/21/18; OLL Institutional Standards Review 1/30/19
Jim Stocco	11/21/13	8/1/13	8/1/13	IQS Leadership Conference 5/1/17; Ratwik School Law Conference 10/13/17; MACS Board Governance Award criteria working session 1/31/18, 2/28/18, 3/21/18; OLL Institutional Standards Review 1/30/19



## BlueSky School Administrative Leadership

Below is information for ALL members of the school management/administrative team and staff employed by the school who did not serve as a classroom teacher (e.g. curriculum coordinators, social workers, counselors, administrative assistants, paraprofessionals, custodial, technology, librarians, etc.)

### Leadership



**Amy Larsen**  
Executive Director



**Dan Ondich**  
Assistant Director,  
Principal



**Reneé Parcheta**  
Student Services Director,  
Principal

## Office Staff

Bill Blossom - IT Systems Analyst  
Ben Haensel - IT Systems Developer  
Song Her - Student Information Specialist  
John Mizeur - Registrar  
Angelique Moore - Student Information Specialist  
Nancy Disch - Special Education Administrative Assistant  
Sara Neu - HR Specialist  
Beth O'Connell - Truancy Coordinator  
Cathy Parker - Dean of Students  
Brenda Ritter - Technology Support Specialist  
Matthew Schoenthaler - Administrative Assistant  
Alisa Snyder - Retention & Orientation Coordinator  
Melissa Vang - Testing Coordinator/Special Education Administrative Assistant

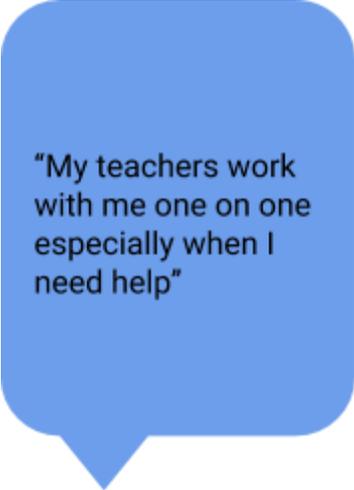
## Support Staff

Jen Anderson - Advisor  
Carla Anderson-Diekmann - Counselor  
Grant Cameron - Counselor  
Amy Chicoine - Counselor  
Jane Craig - Advisor  
Carolyn Disch - Social Worker  
Danielle Fackler - Advisor  
Casie Hammel - Social Worker  
Dawn Mensing - Middle School Counselor  
Sean Miller - Advisor  
Dawn Nicol - Advisor  
Carrie Ostman - Advisor  
Phaedra Poppen - Counselor  
Lynn Riebe - Social Worker  
April Scharnberg - Advisor  
Laura Welciek - Advisor/Q-Comp Coordinator

## BlueSky Teaching Staff

Below is information for ALL teachers employed by the school or providing services contractually (e.g., special education teacher, reading specialist, speech therapist).

Carla Ahrenstorff - Chemistry  
Brittany Bailey - PE  
Eric Bakken - Social Studies  
David Bjorklund - Science  
Suzy Bordeau - Social Studies/ELL  
Sarah Bradley - Special Education  
Gaia Buttweiler - Social Studies  
Tamara Cowan - PE  
Jennifer Dega - Math  
Barbara DeGrote - Language Arts  
Margo Hanson - Special Education  
Jodi Helder - Special Education  
Taryn Hennen - Special Education Coordinator  
Heidi Housh - TOSA, Supplemental Coordinator  
Chet Johnson - Special Education  
Julie Johnson - Science  
Bonnie Jude - Special Education  
Heidi Kelbel - Math  
Sara Keller - Special Education  
Molly Kinnamon - Language Arts  
Karen Kraco - Science/Advisor  
Leasa Kulm - Spanish/Welcome and Support  
Heather Novak - Social Studies  
Nicole Petersen - Art  
Chris Peterson - Business  
Marti Prekker - Language Arts  
Katie Roorda - Family and Consumer Sciences  
Matthew Schempp - Language Arts  
Anthony Shealy - Social Studies/Special Education  
Leah Sickmann - Science  
Darren Sonenstahl - Math  
Heidi van der Hagen - Special Education  
James Weiberg - Math



**"My teachers work  
with me one on one  
especially when I  
need help"**

Erin Winchell - Music

Amee Wittbrodt - Language Arts

## Annual Public Meeting

BlueSky Charter School's annual public meeting and strategic plan review meeting was held on June 26, 2019 from 10:00 am to 2:00 pm at BlueSky's office located at 33 Wentworth Ave E, Suite 100, West St. Paul, MN 55118. The [agenda](#) for the Annual Strategic Planning/WBWF meeting can be found on our website.

## World's Best Workforce District Advisory Committee

BlueSky Charter School's District Advisory Committee and Curriculum Committee members for 2018-2019 were as follows.

Tamela Murphy - Parent/Board Member

Stephanie Darling - Parent

Jim Stocco - Community/Board Member

Paula Forbes - Community/Board Member

Judy Pekarek - Community/Board Member

Matthew Schempp - Teacher/Board Member/Curriculum Committee Chair

Heidi Kelbel - Teacher/Board Member

Julie Johnson - Teacher/Board Member

Brenda Ritter - Orientation & Retention/Staff Development Committee Chair

Darren Sonenstahl - Teacher

Bonnie Jude - Special Education Teacher

Carla Anderson-Diekman - Counselor

Heather Novak - Teacher

Karen Kraco - Teacher/Advisor

James Weiberg - Teacher

Alisa Snyder - Retention & Orientation Coordinator

Leasa Kulm - Teacher/Orientation

Daniel Ondich - Administration

Renee' Parcheta - Administration

Amy Larsen - Administration

Students - 2 students provided material input and feedback but did not participate directly.

Students requested to remain unnamed in the report.

# BlueSky's Academic Goals & Performance

During the 2018-19 school year, BlueSky established academic SMART goals to meet identified needs. These goals align with BlueSky's World's Best Workforce Plan to close the achievement gap, prepare students for college & career readiness and improve graduation rates for all students. Specific attention and focus was given to improving math performance through BlueSky's established Q-Comp program. Through Q-Comp, professional learning communities were utilized to develop and implement reading instruction and support strategies to support all students. Existing math and reading intervention programs were refined to provide help to students identified as needing additional support. Under Minnesota's new North Star Accountability System, BlueSky was identified for comprehensive supports based on our graduation rates and is working with the Regional Centers of Excellence to improve student outcomes. BlueSky's academic goals and results are detailed in the following section of this report.

## BlueSky Charter School Goals, 2018-2019

### Meet or Exceed State Assessment Achievement Goals

Goal	Result	Goal Status
<p><i>Exceeding Statewide MCA Proficiency Rates - All Students</i></p> <ol style="list-style-type: none"> <li>14.0% or more of BlueSky's FRL 7th, 8th, and 11th grade students will meet or exceed state mathematics proficiency as measured by the North Star Accountability System (mathematics).</li> <li>43.3% or more of BlueSky's FRL 7th, 8th, and 10th grade students will meet or exceed state reading proficiency as measured by the North Star Accountability System (reading).</li> </ol>	<p><b>1. Mathematics Results:</b></p> <p>During the 2018-19 school year 9.7% of BlueSky's students met or exceeded proficiency as measured by the North Star Accountability System (mathematics).</p> <p><b>2. Reading Results:</b></p> <p>During the 2018-19 school year 36.4% of BlueSky's students met or exceeded proficiency as measured by the North Star Accountability System (reading).</p>	<p><i>Goal Not Met</i></p> <p><i>Goal Not Met</i></p>

## Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
<p><i>Exceeding Statewide MCA Proficiency Rates - Free or Reduced Lunch Students</i></p> <ol style="list-style-type: none"> <li>The percent of BlueSky FRL students who meet or exceed state mathematics proficiency will increase from 13.2% to 16.3% as measured by All Accountability Tests (mathematics) using the ESSA calculation.</li> <li>The percent of BlueSky FRL students who meet or exceed state reading proficiency will increase from 34.4% to 37.5% as measured by All Accountability Tests (mathematics) using the ESSA calculation</li> </ol>	<p><b>1. Mathematics Results:</b></p> <p>During the 2018-19 school year 4.6% of FRL students met or exceeded state mathematics proficiency.</p> <p><b>2. Reading Results:</b></p> <p>During the 2018-19 school year 33.3% of FRL students met or exceeded state reading proficiency.</p>	<p><i>Goal Not Met</i></p> <p><i>Goal Not Met</i></p>

The following questions were asked as graduation data were reviewed:

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
  - Both MCA and NWEA MAP data was reviewed. This data was disaggregated by grade level, gender, race and FRL status.
- What strategies are in place to support this goal area?
  - BlueSky utilizes tier 1 and tier 2 intervention supports. Interventions include in class supports by classroom teachers and pull out supports utilizing intervention curriculum and progress monitoring.
  - Targeted one-on-one supports are provided using Title 1 and Coordinated Early Intervention (CEIS) supports.
  - All core content area curriculum is aligned to the Minnesota State Academic Standards and incorporate research-based instructional strategies. Implementation progress is monitored by BlueSky's administrative team and Intervention Team.
- How well are you implementing your strategies?

- Based on fidelity inventories we are implementing with fidelity. Additional strategies for tier 1 and tier 2 supports need to be identified that will be effective in an online environment. The biggest challenge is getting students to participate in the interventions.
- How do you know whether it is or is not helping you make progress toward your goal?
  - Most students that participate see improved results but unfortunately many students are not engaged with the interventions.
  - Although we didn't attain our annual goal for FRL students, BlueSky's overall percentile rank for NWEA MAP improved by 2% for math from fall 2018 to spring 2019.

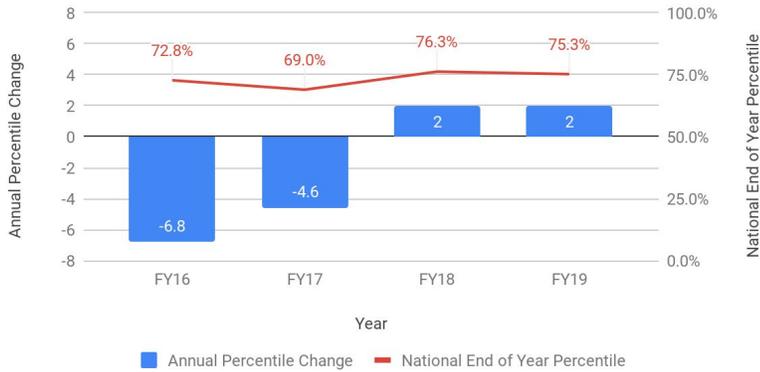
### Meet or Exceed National Growth Norms - Students At or Above Grade Level

Goal	Result	Goal Status
1. BlueSky national percentile rank on the NWEA MAP mathematics will improve 0.1% or more from the fall assessment to the spring assessment.	<b>1. Mathematics Results:</b> During the 2018-19 school year BlueSky's mathematics percentile rank increased by 2.0 percentage points from the fall assessment to the spring assessment.	<i>Goal Met</i>
2. BlueSky national percentile rank on the NWEA MAP reading will improve 0.1% or more from the fall assessment to the spring assessment.	<b>2. Reading Results:</b> During the 2018-19 school year BlueSky's reading percentile rank decreased by 3 percentage points from the fall assessment to the spring assessment.	<i>Goal Not Met</i>

Using the NWEA MAP national percentile rank allows us to see how BlueSky students on average compare to schools across the country. During the 2018-19 school year BlueSky's student body performed in the top 25% of schools for grades 7-11.

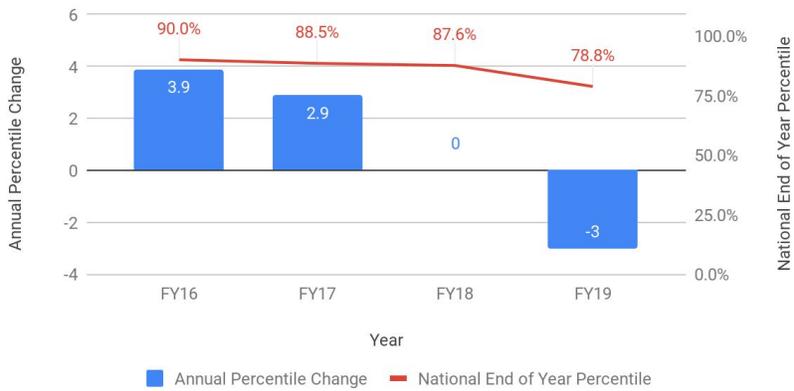
### BlueSky NWEA MAP Math

Annual Percentile Change and National End of Year Percentile



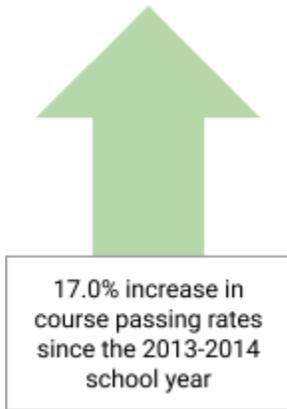
### BlueSky NWEA MAP Reading

Annual Percentile Change and National End of Year Percentile



## All Students Ready for Career and College - Course Passing Rates

Goal	Result	Goal Status
The percentage of individual course enrollments that are completed with passing grades and demonstrating competency will exceed 69.0% during the 2018-19 school year.	During the 2018-19 school year 80.8% of all courses enrollments were passed.	<i>Goal Met</i>



BlueSky Course Passing Rate Trend



### All Students Ready for Career and College - Personal Learning Plan

Goal	Result	Goal Status
BlueSky's number of students who graduate with a completed Personal Learning Plan (consisting of career goals, plan for future education, career assessments, and interest inventories) will be 100% or more during the 2018-19 school year.	During the 2018-19 school year 100% of all graduates had a completed Personal Learning Plan	<i>Goal Met</i>

The following questions were asked as graduation data was reviewed:

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
  - Data sources include student surveys, individual student and parent feedback, and course registration participation.
- What strategies are in place to support this goal area?
  - BlueSky counselors now require students to complete an online course each year. This course focuses on specific elements of the Personal Learning Plan.
- How well are you implementing your strategies?
  - Based on the results, this strategy is very effective as 100% of graduates have completed plans.
- How do you know whether it is or is not helping you make progress toward your goal?
  - As previously stated, 100% of students are completing plans prior to graduation. Graduation rates, attendance rates and course registration engagement has increased.

## Attendance Rate

\*Attendance is measured by assignments submitted during the course of the school week. At a minimum, a student must submit an average of 15 assignments during a 5 day school week. For every three assignments students turn in, this will count as one day in attendance for that week.

Goal	Result	Goal Status
BlueSky's consistent attendance (number of students with 90% attendance or better) will exceed 51.1% during the 2018-19 school year.	During the 2018-19 school year BlueSky's consistent attendance rate was 58.8%. (Results may change slightly because attendance is not finalized until after this report is written)	<i>Goal Met</i>

Consistent Attendance Rate by Fiscal Year



## School Mobility & Retention - Reduction of 15 Day Drops

Goal	Result	Goal Status
BlueSky's drop rate due to 15 consecutive absences compared to all enrollments will be 22.4% or less during the 2018-19 school year.	During the 2018-19 school year BlueSky's 15 day drop rate was 10.7%.	<i>Goal Met</i>

BlueSky 15 Day Drop Trend



### School Climate - Parent & Student Satisfaction

During 2018-19 BlueSky conducted the AdvancED student and parent survey. This survey was updated from previous years and results will not correlate with previous results.

Goal	Result	Goal Status
1. BlueSky's average AdvancED student satisfaction score is 3.6 or higher during the 2018-19 school year.	<b>Student Results:</b> Overall Score = 4.10 (network average was 3.64)	<i>Goal Met</i>
2. BlueSky's average AdvancED parent satisfaction score is 3.6 or more during the 2018-19 school year.	<b>Parent Results:</b> Overall Score = 4.36 (network average was 4.02)	<i>Goal Met</i>

**4.36/5** Average parent satisfaction survey rating for BlueSky

**4.10/5** Average student satisfaction survey rating for BlueSky

## All Students Graduate

Goal	Result	Goal Status
BlueSky's 4 year graduation rate will increase from 34.2% in 2017 to 36.7% in 2018.	BlueSky's 4 year graduation rate was 41.8% in 2018.	<i>Goal Met</i>

The following questions were asked as graduation data was reviewed:

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
  - With the support of the Regional Centers of Excellence BlueSky completed a comprehensive needs assessment. Student data were disaggregated by age, race, gender and FRL status. This assessment found that many students come to BlueSky behind on credits and not able to graduate on time.
- What strategies are in place to support this goal area?
  - BlueSky has adopted the Social and Emotional Learning evidence based strategy to improve student attendance and graduation rates.
- How well are you implementing your strategies?
  - BlueSky has adopted SEL standards that are in the process of being implemented throughout BlueSky's curriculum, instruction and other programming.
  - BlueSky staff have completed 3 years of training on trauma informed practices.
- How do you know whether it is or is not helping you make progress toward your goal?
  - Student attendance, graduation rates and retention has improved.

## School Improvement Plan Priorities

Each year All IQS schools are required to create a school improvement plan based on identified areas of need for each of the score card areas which includes mission, governance, finance, performance, and operations. The following areas were identified as priorities for the 2019-20 school year.

- MCA math proficiency
- MCA math proficiency - free & reduced lunch
- MCA reading proficiency - free & reduced lunch
- NWEA MAP reading growth (fall to spring)

BlueSky will be utilizing the Renaissance Star assessment as an intake test for all new students. Teachers will utilize this data to immediately identify students at risk for not being proficient. The Renaissance Star assessment will also be used as a progress monitoring tool three times a year to assist in tracking growth of students receiving tier 1 supports and performance of students identified for intensive tier 2 interventions. Assessment systems and reports will be updated to include indicators to assist in monitoring progress for subgroups at BlueSky. BlueSky leadership will schedule assessment review meetings to identify trends and instructional practices to meet the needs of students.

## Equitable Access to Excellent and Diverse Educators

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An ineffective teacher is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.
- An inexperienced teacher is defined as a licensed teacher who has taught for three or fewer years.
- An out-of-field teacher is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally

responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

- How did the district examine equitable access data? What data did you look at? How frequently do you review the data?
  - BlueSky Charter School is a single site district serving students across the state of Minnesota in grades 7-12. Therefore, all students have equitable access to effective, in-field, experienced teachers.
  - BlueSky's hiring procedures ensure that all teachers hold the proper credentials for the courses they are hired to teach through the recruitment, interview and offer process.
  - BlueSky's principals in conjunction with department leads review teacher assignments at least annually to ensure that teaching assignments are appropriate considering their license and experience.
  - BlueSky administration and human resources reviews internal qualification data, experience and education level annually for all licensed staff. Data reports from the Minnesota Department of Education are also utilized to gain an understanding of BlueSky's licensed staff profile. Classroom level data was also reviewed.
  - During the 2018-19 school year, 95.35% of BlueSky educators were experienced (3 or more years) compared to 88.76% of educators in low-poverty schools and 78.35% of educators in high-poverty schools across Minnesota.
  - During the 2018-19 school year, 100% of courses were taught by appropriately licensed teachers.
  - During the 2018-19 school year, 60.47% of educators at BlueSky held advanced degrees compared to 47.62% of educators in high-poverty schools.
- Who was included in conversations to review equitable access data?
  - District leadership, including principals, human resources and the superintendent.
  - Department leads worked with leadership to ensure equitable access.
- What equitable access gaps has the district found?
  - No Equitable access gaps were found due to BlueSky being a single site district and exceeding statewide indicators.
- What are the root causes contributing to your equitable access gaps?
  - No root causes were identified.
- What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
  - BlueSky's hiring procedures ensure that all teachers hold the proper credentials for the courses they are hired to teach through the recruitment, interview and offer process.

- BlueSky's principals in conjunction with department leads review teacher assignments at least annually to ensure that teaching assignments are appropriate considering their license and experience.
- BlueSky administration and human resources reviews internal qualification data, experience and education level annually for all licensed staff. Data reports from the Minnesota Department of Education are also utilized to gain an understanding of BlueSky's licensed staff profile.
- What goal(s) do you have to reduce and eventually eliminate equitable access gaps?
  - BlueSky will continue with its existing practices to reduce equitable access gaps.

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

Describe your efforts to increase the racial and ethnic diversity of teachers in your district. Limit your response to 400 words.

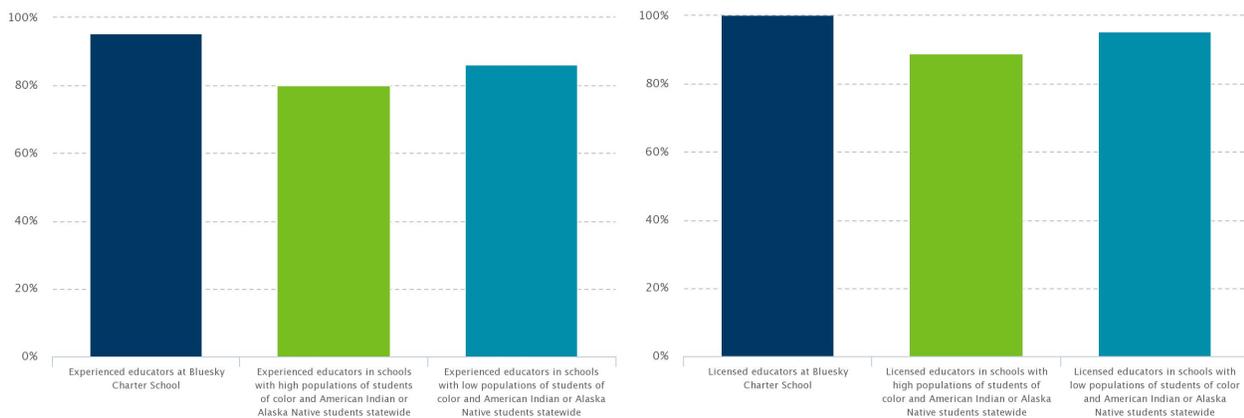
- Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?
  - Currently BlueSky serves Hispanic or Latino students and Black or African American Students that are not represented by our licensed staff.
- How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?
  - We would need at least 2 additional licensed staff to reflect our student population.
- What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?
  - Because BlueSky has low staff turnover, we have few job postings for teacher positions. When we do post for a teaching position, the number of applicants we receive are rarely from a diverse population.
- What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?
  - When BlueSky has an open teacher position, we post the opportunity in a variety of online job boards. Because we are an online school, the majority of our teachers work from their homes which means we can hire teachers from anywhere in Minnesota. This allows BlueSky to reach applicants living in all parts of the state and gives us the potential to receive a diverse population of candidates. In addition, we have formed a partnership with Fond du Lac Tribal and Community College which provides us with the opportunity to build relationships within

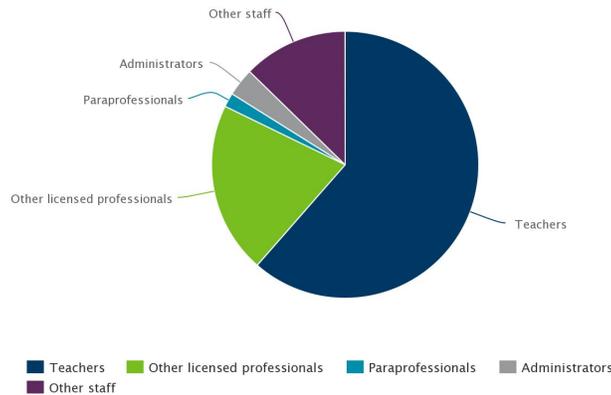
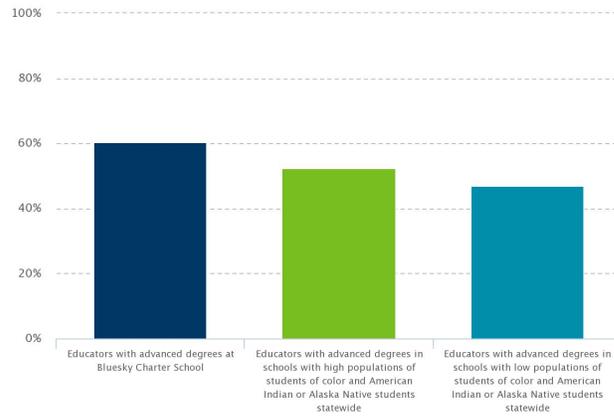
the community and work with American Indian teachers through our college in the school courses. BlueSky also has a variety of staff incentives which continue to be the reason for our high staff retention rates. The Human Resources Committee reviews staff satisfaction surveys annually and develops goals based on the staff feedback.

## Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

- For this 2018-19 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.
  - YES - District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.
  - YES - District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.





# Finances

## 2017-2018 Audit Summary

A Management Report and Financial Statements and Supplemental Information report were prepared in conjunction with MMKR’s audit of BlueSky Charter School, Inc.’s financial statements for the year ending June 30, 2018. Some of the items listed in that report are as follows:

### AUDIT OPINION AND FINDINGS

Based on our audit of the School’s financial statements for the year ended June, 30, 2018:

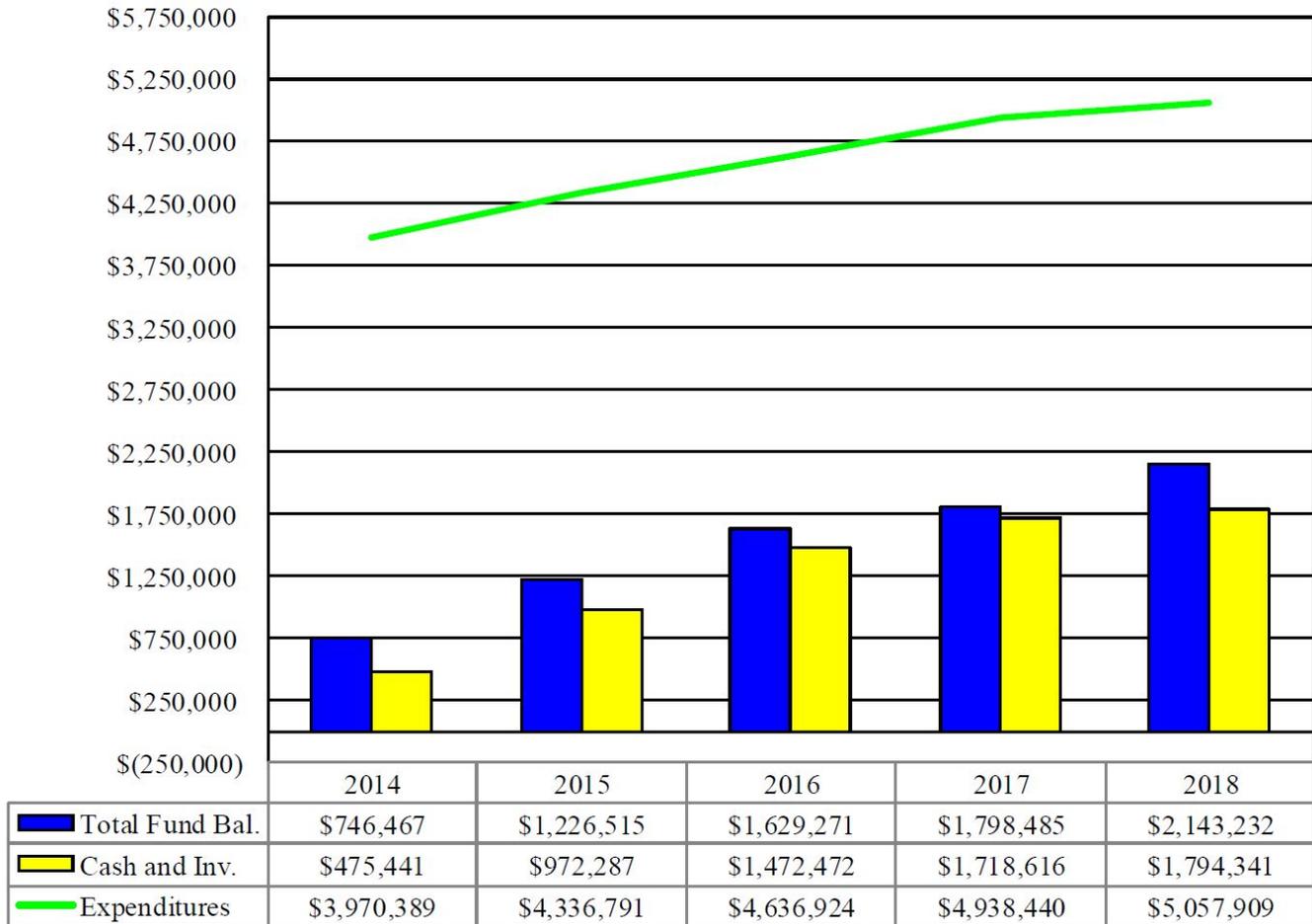
- We have issued an unmodified opinion on the School’s annual financial statements.
- We reported no deficiencies in the School’s internal control over financial reporting that we considered to be material weaknesses.

- The results of our testing disclosed no instances of noncompliance required to be reported under Government Auditing Standards.
- We reported no findings based on our testing of the School’s compliance with Minnesota laws and regulations.

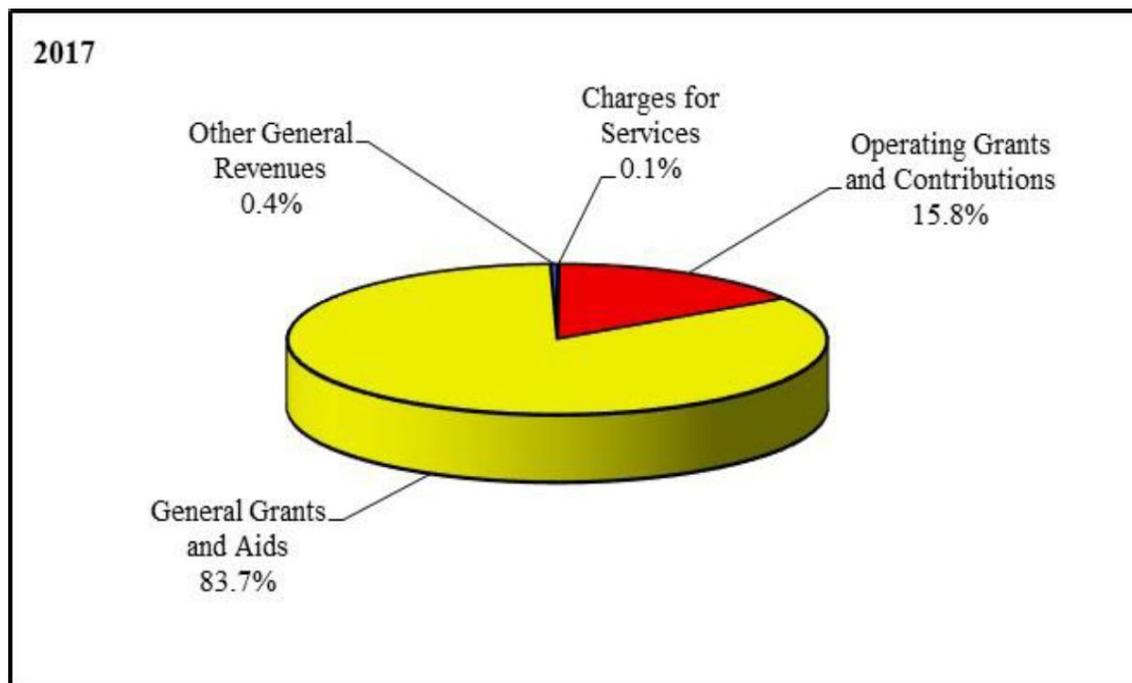
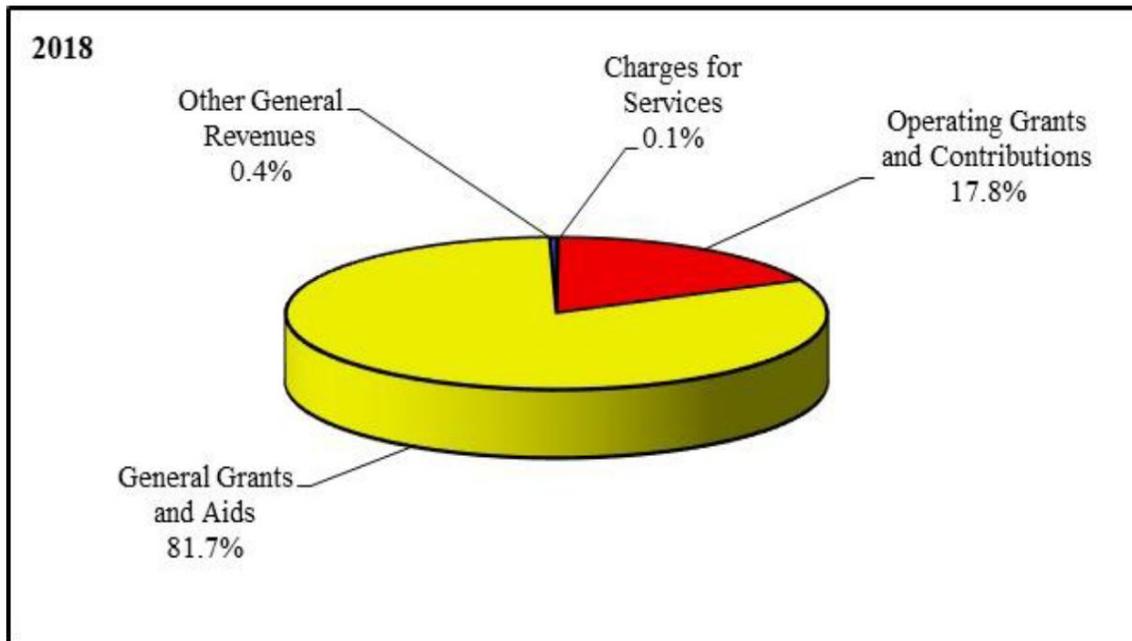
## GENERAL FUND OPERATIONS AND FINANCIAL POSITION

The School’s General Fund ended 2018 with a total fund balance of \$2,143,232, an increase of \$344,747 from the prior year, and \$295,190 higher than projected in the final budget. The General Fund cash and investments balance at year-end was \$1,794,341, an increase of \$75,725 from the prior year.

General Fund Financial Position  
Year Ended June 30,



## SOURCES OF REVENUE FOR FISCAL YEARS 2018 AND 2017

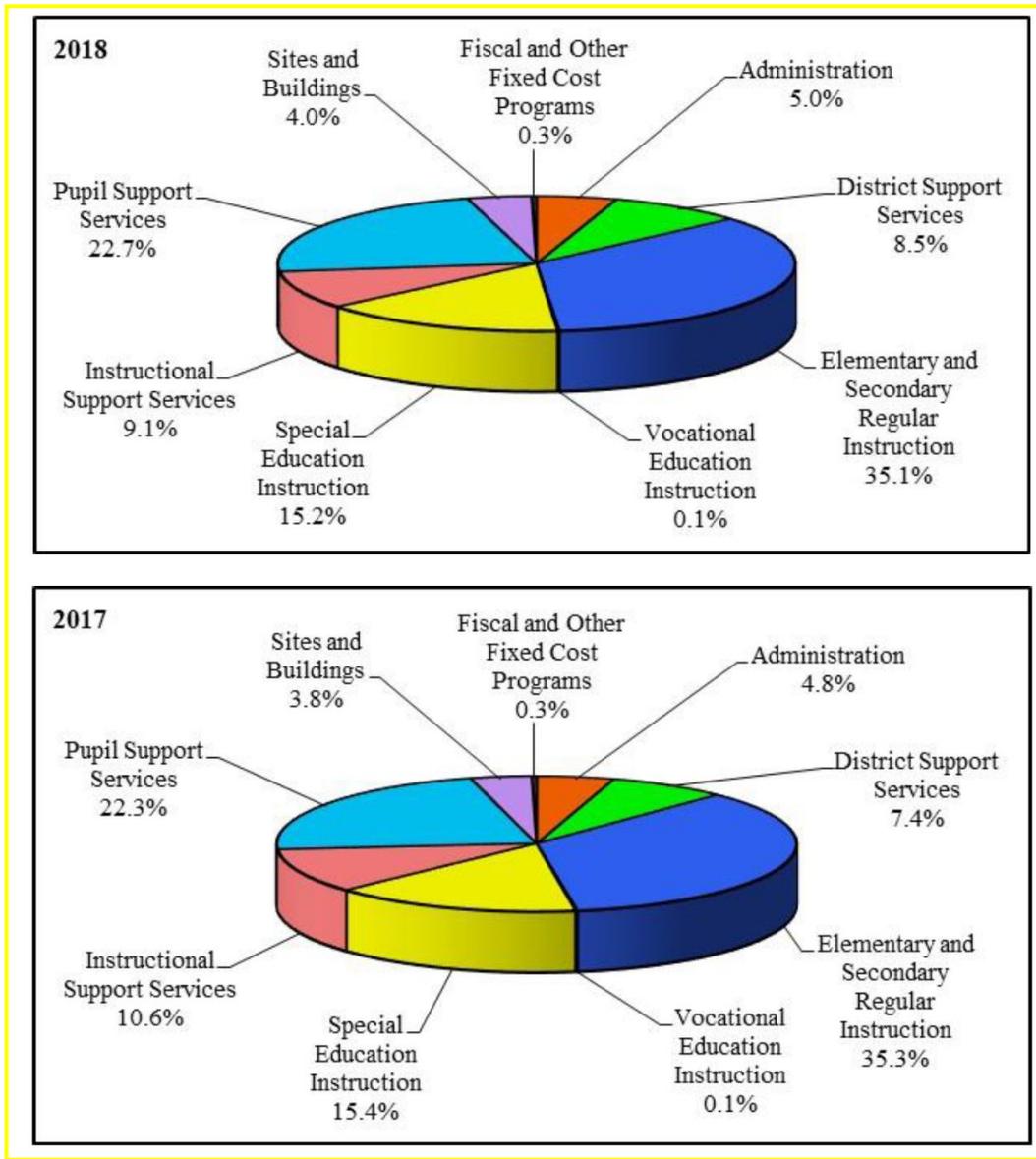


The largest share of the School's revenue is received from the state, including most of the operating and general grants. This significant reliance on the state for funding has placed pressures on charter school budgets as funding increases have generally not kept pace with inflation.

Enrollment continues to be the largest influence on the School's revenue. The School's enrollment - an adjusted average daily membership (ADM) of 476 for the year - was slightly below the initial budgeted

projections of 485 ADM, and reflected a decrease of 7 ADM from the prior year. The School’s total governmental activity revenues were \$5,401,389 for the year ended June 30, 2018, which is an increase of \$136,596 from the prior year. Operating grants and contributions increased by \$128,077, primarily due to the School receiving federal Title I and Title II aid in the current fiscal year.

### EXPENSES FOR FISCAL YEARS 2018 AND 2017



The School’s expenses are predominantly related to educating students. Programs (or functions) such as regular instruction, vocational education instruction, special education instruction, and instructional support services are directly related to classroom instruction, while the rest of the programs support instruction and other necessary cost to operate the School.

The School's cost of all governmental activities for 2018 was \$6,833,542, which is a decrease of \$21,097 (0.3 percent) from the prior year.

BlueSky has maintained the necessary resources to accomplish the mission and has appropriately planned for and expended using sound business practices. BlueSky maintains a healthy fund balance and continues to be fiscally responsible. This is evidenced by BlueSky receiving the MDE 2018 School Finance Award as well as receiving a composite score of 3.78 out of 4 on our annual authorizer review (Innovative Quality Schools).

## Future Plans

BlueSky Charter School's strategic plan outlines five focus areas that support the vision and mission of the school; Student Success, Finance & Governance, High Performing Workforce, Technology, and Community Partnerships. BlueSky's leadership team oversees the development and implementation of goals, objectives, and benchmarks that fall under each of these focus areas. A list and description of some of those future objectives and benchmarks are listed below in order of their strategic plan focus area.

### Student Success

- Focus on implementation of Social and Emotional Learning standards.
- Development of research based measurement of SEL implementation and the resulting impact with students.
- Continue to develop the supplemental program and summer school program which will provide additional options for student learning.
- Continue to enhance existing RTI program to include staff training related to interventions.
- Continue to increase opportunities for students to interact socially by providing field trips and other student activities.
- Enhance programming services for students with special education needs, such as increased inclusion in mainstream classroom, addition of social worker groups to support socioemotional and cognitive development specific to IEP goals, and increased focus on transition goal services.
- Increase special education course offerings that are rigorous, standards-based and meet the academic needs of our students.
- Offer direct academic and emotional support for students with IEPs in an online Resource Room format available on all school days.
- Streamline the student intervention and Child Find Process to include pre-referral research-based interventions for general education students before being referred for special education.

- Transition from the use of a contracted Special Education Director to an in-house Special Education Director in order to develop special education programming, enhance program offerings, and streamline the special education department.
- Development of intake risk assessment consisting of academic and behavioral readiness and supports.
- Exploration and development of a First Nations program to offer our students. Starting with a college PSEO program in cultural education in the FY 20 school year.
- Developing a process to identify and intervene on students that have low quality of work grades but that are meeting attendance.

## High Performing Workforce

- Review HR policies related to staff benefits to identify areas of improvement - i.e. technology stipend.
- Review employee salary schedule and pay increase options.
- Continue to review and update job descriptions.
- Continue providing in house professional development opportunities aligned to BlueSky's strategic goals and licensure requirements.
- Continuing Compassionate School Training for Staff lead by social workers.
- Aligning Q-Comp observation and coaching to compassionate schools training.

## Technology

- Continued implementation of PowerSchool student information system.
- Implementation of classroom level student dashboard that shows specific assignments due.
- Updates to academic snapshot pacing to show what students need to complete as of today.
- Review technology infrastructure and develop a plan for security and file backup for all staff and systems within which they work.
- Pilot implementation of process to provide laptops to BlueSky students meeting needs requirements.
- Continue using data and building reports that inform decisions related to student success, progress, retention data, and how to better support specific types of students (middle school, over 18, re-enrolling, part time, PSEO, etc.).
- Continue planning for universal device compatibility.

## Community Partnerships

- Seek opportunities to collaborate with other charter schools and districts to enhance student learning i.e. level 4 special education services, work based learning programming, supplemental courses, policy management, etc.
- Seek office for new metro location which will allow for a collaborative, welcoming learning environment for all staff and students.
- Seek opportunities to share best practices with others by presenting at conferences.
- Work with marketing vendor to create easy to use website.
- Work with marketing vendor to develop content for our website, social media, and blog in an effort to share BlueSky student stories.
- Continue to collaborate with MSHSL and other school districts to support student athletics.

## Finance and Governance

- Maintain a healthy fund balance while providing adequate resources so the strategic plan supports BlueSky students and the school's mission.
- Find additional revenue streams through grant applications and other sources - i.e. Title I, Title II, American Indian Education Fund.

**2018-2019 Annual Report Prepared by:**

Amy Larsen, Executive Director

Reneé Parcheta, Student Services Director/Principal

Daniel Ondich, Assistant Director/Principal

Sara Neu, Human Resources

Cathy Parker, Dean of Students

Approved by BlueSky's Board of Directors on November 21, 2019

BlueSky Charter School 33 Wentworth Ave. Suite 100

West St. Paul, MN 55118

Office: 651-642-0888

Fax: 651-642-0435

