



2025-2026

CHARTER SCHOOL ANNUAL  
REVIEWS

*Kenai Peninsula Borough School  
District*

CLAYTON HOLLAND,  
SUPERINTENDENT

July 2026

## Charter School Annual Review Form

**Charter School: Aurora Borealis Charter School    Year: 2025-26**

**Purpose of this Form:** Pursuant to the State of Alaska Charter School law (AS 14.03.255(b) (4)), the Academic Policy Committee shall meet with administration at least six times annually to monitor progress in achieving the committee's policies and goals in accordance with Kenai Peninsula Borough School District AR 6187. Pursuant to Kenai Peninsula School Board Policy 6187: this report will include information on the attainment of student performance expectations, meetings of the governing bodies of the charter school, descriptions of charter school activities, and other information of interest to the local School Board.

**Use of this Form:** This form should be filled out first by the Charter School's Academic Policy Committee during their annual review meeting. This form will then be signed by the APC chair and the administrator and sent to the KPBSD Charter School Committee Chair.

### **Section 1: Breach of Contract**

Examples of breach of contract include but are not limited to:

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

Describe any possible Breach of Contract Concerns that have been brought forward this school year: None

Remedies for the possible Breach of Contracts described above: None

### **Section 2: Charter School Review by APC**

#### **Meeting Dates**

APC Meeting Dates this school year: 9-2-25, 10-7-25, 10-27-25,  
11-4-25, 12-9-25, 12-16-25, 2-3-26, 3-3-26, 3-24-26, 4-7-26, 5-19-26

#### **Policies and Goals**

Reflections on the committee's policies and goals: The APC worked towards adding high school grades to the current charter. The initial charter amendment to add grades 9-12 was denied by the school board due to facility concerns. Then a charter amendment was approved to add grades 9 & 10 starting the fall of 2026.

Recommendations for next year: Focus on building/facility concerns for the continued expansion of the charter to include 11<sup>th</sup> and 12<sup>th</sup> grade.

Budget: KPBSD Charter school budgets are developed using the Average Daily Membership (ADM) of the school entered into the State of Alaska foundation formula to determine that amount of funding. The Finance department reviews all finance transactions. The Charter schools budgets are developed during the preliminary budget process based on projected enrollment and then adjusted after the 20 day student count that takes place in the Fall of each year.

Any Budget Concerns from APC: Budget was sufficient for the 2025-26 school year. Adding staff members next year for 9<sup>th</sup> & 10<sup>th</sup> grade.

**Enrollment:**

Enrollment this Year: 192 students

Enrollment Concerns: None.

**Curricula:**

Curriculum: Adopting Rhetoric class for 7<sup>th</sup>-8<sup>th</sup> grade; possible pilot for 9<sup>th</sup>.

**Activities**

Co-Curricular Activities: Cross Country, Girls Basketball, Boys Basketball, Battle of the Books, Robotics, Science Olympiad: Students go to KMS and NMHS for cross country skiing, track, volleyball and soccer.

Reflections on Activities: No major issues or complaints.

**Academic Performance**


Review of Academic Performance: NWEA MAP Growth Data is reviewed for K-8 math and 2-8 Language Arts. AK STAR data will not be available until next fall. mCLASS reading data is reviewed for K-3 students, along with all intervention data. Staff review all school data during two Curriculum Days at the end of May each year.

List Academic Performance Concerns: None


**Stakeholder Feedback**

Review of Feedback: Two Parent Comment sections are provided during every APC meeting. Those comments are usually dealt with at the APC meeting.

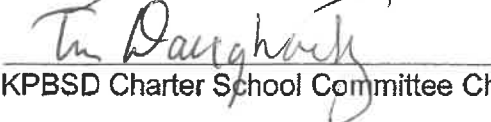
Other Areas of Discussion:

  
\_\_\_\_\_  
APC Chair Signature:

Date: 5/19/2026

  
\_\_\_\_\_  
Charter School Administrator Signature

Date: 5-19-26

  
\_\_\_\_\_  
KPBSD Charter School Committee Chair Signature:

Date: 6/1/26

## Charter School Annual Review Form

**Charter School: Fireweed Academy**

**Year: 2025-26**

**Purpose of this Form:** Pursuant to the State of Alaska Charter School law (AS 14.03.255(b) (4)), the Academic Policy Committee shall meet with administration at least six times annually to monitor progress in achieving the committee's policies and goals in accordance with Kenai Peninsula Borough School District AR 6187. Pursuant to Kenai Peninsula School Board Policy 6187: this report will include information on the attainment of student performance expectations, meetings of the governing bodies of the charter school, descriptions of charter school activities, and other information of interest to the local School Board.

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Once signed by the KPBSD Charter School Committee Chair, a copy will be provided to the Charter School Administrator, Board President, and Superintendent. All Charter School Annual Review Forms submitted by KPBSD Charter Schools will be provided to the Board as a general information packet item.

### Section 1: Breach of Contract

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

Describe any possible Breach of Contract Concerns that have been brought forward this school year: **None.**

Remedies for the possible Breach of Contracts described above: None.

### Section 2: Charter School Review by APC

#### Meeting Dates

APC Meeting Dates this school year: Fireweed Academy APC meets on the first Thursday of each month at 3:30pm at Big Fireweed. The dates this year were August 7<sup>th</sup>, September 4<sup>th</sup>, October 2<sup>nd</sup>, November 6<sup>th</sup>, December 4<sup>th</sup>, January 8<sup>th</sup>, February 5<sup>th</sup>, March 5<sup>th</sup>, and April 2<sup>nd</sup>

Special Meetings were held on August 18<sup>th</sup>, April 21<sup>st</sup>, April 30<sup>th</sup> (Annual

Meeting combined with Friends of Fireweed Academy).

### Policies and Goals

Reflections on the committee's policies and goals: Continue work towards the APC's Strategic Plan, evaluate principal, oversee development and implementation of the Principal Leadership Plan, Gain feedback from community that will inform the charter renewal process.

Recommendations for next year: Continue oversight of Principal Leadership Plan implementation, support Principal through Charter Renewal submission, and update strategic plan.

Budget: KPBSD Charter school budgets are developed using the Average Daily Membership (ADM) of the school entered into the State of Alaska foundation formula to determine that amount of funding. The Finance department reviews all finance transactions. The Charter schools budgets are developed during the preliminary budget process based on projected enrollment and then adjusted after the 20 day student count that takes place in the Fall of each year.

Any Budget Concerns from APC: None.

### Enrollment:

Enrollment this Year: 102

Enrollment Concerns: Increasing enrollment, especially at K-2.

### Curricula:

Curriculum Concerns: Identified need for Project-Based-Learning curriculum to support teachers during Themes. Purchased curriculum to solve this problem with mid-year rollout and additional training next year.

### Activities

Co-Curricular Activities: Afterschool programming alongside other local schools (Paul Banks and West Homer), Yearbook Club, STEAM club, Chess Club, various sports.

Reflections on Activities: Our school will continue to support programming around Homer through our involvement, advocacy, and staffing.

### Academic Performance

Review of Academic Performance: Staff had data days after each benchmark, collaboration days every month which included data review of benchmark as well as progress monitoring data. Fireweed ended the year in the 1<sup>st</sup> quadrant for MAPs assessments in both Reading and Math (High growth, high achievement), and in the

High Achievement Low Growth quadrant for Language Usage.

List Academic Performance Concerns:  
None.

Stakeholder Feedback

Review of Feedback: APC held multiple feedback focus groups for community members, staff, and students. APC and PTO sent out surveys to each stakeholder group to collect data about staff, school, and principal. This feedback was used to inform our charter renewal and scheduling for next year. Our school also engaged in the Hanover Survey this year and look forward to seeing results when they come out.

Other Areas of Discussion:

Our review of our community data continues to point towards the need for one campus as a major priority in the coming years. All stakeholder groups see this is the largest need for the school.

  
\_\_\_\_\_  
APC Chair Signature:

Date: 5/12/26

  
\_\_\_\_\_  
Charter School Administrator Signature

Date: 5/12/26

  
\_\_\_\_\_  
KPBSD Charter School Committee Chair Signature:

Date: 6/1/26

## Charter School Annual Review Form

**Charter School:** Kaleidoscope School of Arts & Science      **Year:** 2025-2026

**Purpose of this Form:** Pursuant to the State of Alaska Charter School law (AS 14.03.255(b) (4)), the Academic Policy Committee shall meet with administration at least six times annually to monitor progress in achieving the committee's policies and goals in accordance with Kenai Peninsula Borough School District AR 6187. Pursuant to Kenai Peninsula School Board Policy 6187: this report will include information on the attainment of student performance expectations, meetings of the governing bodies of the charter school, descriptions of charter school activities, and other information of interest to the local School Board.

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### Section 1: Breach of Contract

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

Describe any possible Breach of Contract Concerns that have been brought forward this school year:

There has been no breach of contract concerns brought to the APC this year.

Remedies for the possible Breach of Contracts described above: N/A

### Section 2: Charter School Review by APC

#### Meeting Dates

APC Meeting Dates this school year:

- 8.19.25, 9.9.25, 9.30.25 – Work session, 10.7.25, 11.4.25, 12.11.25, 1.6.26, 2.3.26, 2.23.6 – Budget meeting, 3.3.26, 4.7.26, 5.4.26 – APC Pizza Party – Family engagement event, and 5.5.26

## **Policies and Goals**

Reflections on the committee's policies and goals: This year the KSAS APC focused on integrating our new Principal into the Kaleidoscope community, updating our processes, bylaws, and guidelines, and building a better future for Kaleidoscope by increasing documentation, approving updated curriculum, and cross-functional work with other groups such as the KSAS PTA. We have continued focus on stabilizing student counts and increased recruitment/marketing and maintaining a very tight budget within the current fiscal constraints of the funding methodology of the state.

**Recommendations for next year:** Continue to build forward, with particular focus on Strategic Plan goals such as increasing recruitment via marketing and public events such as 4<sup>th</sup> of July, Progress/Industry Days and other such places. Continue to support Marcie, particularly with managing the very tight fiscal margins she is constrained with. Support the PTA, where possible, as it transitions to a PTO that may better serve the needs of the school.

**Budget** KPBSD Charter school budgets are developed using the Average Daily Membership (ADM) of the school entered into the State of Alaska foundation formula to determine that amount of funding. The Finance department reviews all finance transactions. The Charter schools budgets are developed during the preliminary budget process based on projected enrollment and then adjusted after the 20 day student count that takes place in the Fall of each year.

**Any Budget Concerns from APC:** Marcie did an excellent job bringing us from the red into the black this year, while still making necessary expensive updates to our curriculum. Looking forward, we need to try to recover into any rollover we can in future years to help ensure the school is covered in case of rainy-day funds.

Funding opportunities may exist in our lease arrangement between district and borough, as well as maintenance costs. Funding continues to get tighter and we have heavily restricted all optional spending, which means we will need to get creative moving forward if we want to maintain some of the items critical to our charter, such as small class size and specialist teachers.

## **Enrollment**

**Enrollment this Year:** October count – 179 and EOY - 166

**Enrollment Concerns:** Kindergarten recruitment, specifically how do we build/increase enrollment. There are still kindergarten openings for the 2026-2027 school year.

## **Curricula**

**Curriculum Concerns:** In previous years, KSAS did not have a designated core reading curriculum. In an effort to align instruction with the Alaska Reads Act and the Science of Reading, teachers reviewed available curriculum options. After collaboration and discussion, teachers and the APC voted to adopt CKLA 3rd Edition (CKLA 3E), which is also the curriculum currently utilized across the district. This adoption will provide consistency, research-based literacy instruction, and stronger

alignment to state expectations for reading achievement.

### **Activities**

**Co-Curricular Activities:** KSAS participated in Running Club with other local elementary schools such as Nikiski North Star, filling a full team and having to turn some away.

**Reflections on Activities:** We are considering volunteer trail upgrades during the summer which would allow us to host a “meet” for Running Club in the following years. KSAS PTA/PTO is considering having more physical activities/events during the winter for the 2026-2027 school year.

### **Academic Performance**

**Review of Academic Performance:** Benchmark data from the BOY, MOY, and EOY data was reviewed by staff during data meetings, and collaboration (PLC) time as needed. The APC discusses academic growth during the regularly scheduled monthly APC meetings.

Third grade showed the strongest overall gains, increasing from 57% to 82% of students scoring average to high in reading, while students performing in the low category decreased significantly from 29% to 4%. Additionally, 82% of third-grade students met their growth targets by the end of the year.

Fourth grade students also demonstrated steady improvement. The percentage of students scoring average to high increased from 48% to 61%, while the percentage of students in the low category dropped from 32% to 16%. Reading growth targets were met by 61% of fourth-grade students.

Fifth grade maintained strong reading performance throughout the year. Students scoring average to high remained strong overall, ending the year at 67%, while the percentage of students in the low category decreased dramatically from 23% to 3%. Half of fifth-grade students met their growth goals by the end of the year.

Overall, reading data indicates meaningful student growth across all grade levels, particularly in reducing the number of students performing in the low range and increasing the percentage of students achieving average to high performance levels.

**List Academic Performance Concerns:** The APC acknowledges the work staff have put in to pull us out of the ASTI status. Kaleidoscope will move from an ATSI (Additional Targeted Support and Improvement) designation to a TSI (Targeted Support and Improvement) designation. This means KSAS went from having an index value within the range of the lowest 5% of designated CSI schools in our *targeted student group* to having an index value *in our targeted student group* within the range of the lowest 10% of designated CSI schools. This means that next year we will not be required to go through the Empowerment Process and be monitored by DEED. KSAS will only be required to complete the KPBSD School Development Plan process. The work is not done, and we recommend maintaining focus on this area, while also ensuring we continue to focus on Math and other core studies. Both reading and Math in-person professional development will be held in August before students return to school.

**Stakeholder Feedback**

**Review of Feedback:** The APC conducted two surveys of staff and community this year, pertaining to Principal performance. These surveys were heavily advertised on the school building (front entrance) as well as in the parent/school communication at the school and staff level, and via social media.

This feedback was received via paper and a controlled electronic process and then collated and discussed among the parental representatives of the school board. In-Person feedback was also solicited if necessary to expand on any feedback items. This feedback was then further summarized and updated by feedback by the APC parent reps and provided to both Marcie and district. This is an expansion compared to our prior single feedback session per year.

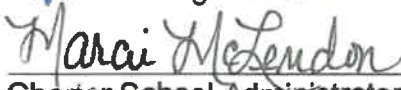
Other feedback channels include public comments provided during APC meetings by staff or other community members. The APC remains open to receiving feedback at any time via email or paper channels at the front office and will be reassessing if we should restart APC survey processes that fell into disuse before the current board.

The Principal also performed two survey cycles of the school itself, and one survey cycle of teachers as previously processed. This was collected in the same way as the APC method; however, results for teacher surveys are not shared with the APC. As the primary face of the school, the Principal remains a key communication point and is also open to receiving feedback at any time. The Principal has also worked to be more physically accessible than the prior Principal, by moving her primary working space into the front office next to the Secretary and being available and physically present every day at school drop-off and pickup.

**Other Areas of Discussion:** Teacher recruitment and retention.

  
\_\_\_\_\_  
APC Chair Signature

Date: 2026-05-20

  
\_\_\_\_\_  
Charter School Administrator Signature

Date: 5.19.26

  
\_\_\_\_\_  
KPBSD Charter School Committee Chair Signature

Date: 6/1/26

## Charter School Annual Review Form

**Charter School: Soldotna Montessori Charter School    Year: 2025-2026**

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### Section 1: Breach of Contract

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- violating any provision of law from which the charter school was not specifically exempted.

Describe any possible Breach of Contract Concerns that have been brought forward this school year:

→ *No Breach of Contract concerns were raised in the 2025-2026 school year.*

Remedies for the possible Breach of Contracts described above:

→ *None.*

## Section 2: Charter School Review by APC

### Meeting Dates

- *APC Meeting Dates this school year:*
- *August 28, 2025*
  - *September 25, 2025 (General Assembly)*
  - *October 16, 2025*
  - *November 13, 2025*
  - *December 11, 2025 (Principal Eval.)*
  - *January 15, 2026 (Policy Sub-Committee Meeting)*
  - *January 22, 2026*
  - *April 23, 2026*
  - *May 13, 2026 (Year-End)*

### Policies and Goals:

Reflections on the committee's policies and goals:

→ **Current Goal:** *By May 2026, the APC will review and update all SMCS Policies.*

→ *Reflection – The APC held a policy review sub-committee meeting on January 15, 2026 and made recommendations to the full committee at the January 22, 2026 APC meeting. The recommendations were the first reading. All policies were reviewed. 3 policies were recommended for update. Policies went through a first and second reading process and were adopted by the APC at the April 23, 2026 meeting. The APC achieved the goal set for the year.*

#### **APC Role & Responsibilities:**

- *The APC conducted an annual review of the administrator in coordination with the KPBSD Superintendent evaluation of the administrator, and voted to retain the administrator.*
- *Reviewed APC goal and determined APC successful achievement of goal by hearing statements from APC members at May 13, 2026 meeting.*
- *An ongoing practice of the APC is to financially support staff in Montessori certification. The APC has authorized use of school funds to pay for two staff members to gain their Montessori certification in the past three years. The APC is pleased to note that Rachel DeRaeve completed her Montessori certification through the Center For Guided Montessori Studies, achieving a MACTE (Montessori Accreditation Council for Teacher Education) accreditation recognized by the American Montessori Society.*

Recommendations for next year:

- *The APC will be using the May APC meeting to discuss possible future APC goals. Some options for considerations are:*
  - ◆ *SMCS Bylaws Review*
  - ◆ *Develop an APC New Member Orientation*
  - ◆ *Develop an APC Annual Training Schedule*
  - ◆ *Improve principal annual review process to include a measurable goal.*

Budget: KPBSD Charter school budgets are developed using the Average Daily Membership (ADM) of the school entered into the State of Alaska foundation formula to

determine that amount of funding. The Finance department reviews all finance transactions. The Charter schools budgets are developed during the preliminary budget process based on projected enrollment and then adjusted after the 20 day student count that takes place in the Fall of each year.

Any Budget Concerns from APC:

→ *There were no budgetary concerns raised by APC or by members of the public in APC meetings.*

Enrollment:

→ *Enrollment this Year: 164 maintaining 100% capacity over multiple years*

Enrollment Concerns:

→ *Our waitlist is larger than our enrollment capacity. We continue to be concerned that we are turning families away from a school of choice that serves district families. Our waitlist increased again this year from 235 to 250. It is possible that we could double our school size and have waitlist numbers persist, but we lack space to grow.*

Curricula:

Curriculum Concerns:

→ *DEED has approved the SMCS Core reading program, through the MTSS process (which includes Montessori materials) for the 3rd straight year, SMCS continues complimentary programming that is not inherent in the Montessori materials. Teachers are piloting complimentary supporting materials and are preparing to make program recommendations to the APC who will choose to adopt or not adopt developing Montessori, language arts complementary components. Also, Saxon Math is our approved program for math. The program is potentially going out of print. SMCS will continue to evaluate the use of the Saxon Math program and may consider other programs to replace Saxon if it becomes necessary.*

Activities:

Co-Curricular Activities:

- *International Day of Peace Night*
- *School Garden & Farmers Market*
- *Craft Night*
- *Winter Program Concert*
- *Concert Band & Choir Concert*
- *Community Service Outreach*
  - ◆ *4<sup>th</sup> Grade Kindness Brigade - Positive Community Messages*
  - ◆ *5<sup>th</sup> Grade Visits to the Food Bank*
  - ◆ *6<sup>th</sup> Grade Heritage Place Visits*
- *Food Pantry*
- *Lego Robotics*
- *Battle of the Books*

- Scripps Spelling Bee
- School level Forensics Competition
- Modern Band Concert
- School Family Field Day/Picnic
- Art Night

#### Reflections on Activities:

- The school held its annual International Day of Peace night, which provided an opportunity for students, together with their parents, to choose the flag of a country, color it, and write a message of peace for display in our hallway. We also shared a meal and sang our traditional "One Voice" song together.
- The school participated in Lego Robotics. Approximately 30 students attended the after school robotics club. SMCS had a school winning team compete at the Kenai Qualifier who placed high enough to go to State. The team, although they did not place at state, scored the highest score by any SMCS team before them.
- SMCS held Battle of the Books sessions for students in grades 1-6. We had 40 students participate. Our grades 3-4 team and grade 5-6 team participated in the district Battle of the Books competition. Liam Toews won the school spelling bee, and qualified for the state spelling bee competition by making it through the regional qualifier for the 2nd year in a row.
- SMCS had 11 students recognized from our school-level Forensics competition. Due to the canceled district competition, we were only able to hold a school level event. Students who were place winners / recognized from the competition: Grade 4: 1st - Chloe P.; 2nd - Styer C.; 3rd - Ender N.; Grade 5: 1st - Brooklyn B.; 2nd - Simon W.; 3rd - Libby T.; Grade 6: 1st - Quinn R.; 2nd - Dylan D.; 3rd - Colin P.; Honorable Mentions - Multiples Storytelling: Liam T. & Cooper F.
- The SMCS garden was maintained over the summer and resulted in a harvest that provided for the school Farmers' Market, which is open to the public. The market was carried out by students in Mrs. Dixon's class in October. The garden will be renewed this summer in preparation for the 26-27 school year.
- SMCS Intermediate students carried out their annual 3<sup>rd</sup> quarter community outreach efforts. This year the 4<sup>th</sup> grade students continued as a "Kindness Brigade" providing positive/encouraging messages in the community by decorating and sharing positive messages; this year they continued this effort on insulated coffee sleeves that were supplied to area coffee vendors. The 5<sup>th</sup> grade students visited and volunteered at the Food Bank in support for lunch service or stocking food. The 6<sup>th</sup> grade students visited Heritage Place and spent time with residents there.
- The SMCS food pantry continues to operate, and is filled daily by SMCS students. The students have placed 1510.4 lbs. of food in the food pantry to feed community members in need this school year from August 25 to May 4.
- The SMCS Quest students participated in the Mind-a-Mazes competition, the Film Festival, and TriMathlon. Gemma W., Lola M., Alaska H., Amabel T. Placed 1st in the Junior Division for the Mind-a-Mazes competition and Mira G., Finn D., Etta K., and Brooklynn B. won the "Judges Choice" Award also at the Mind-a-Mazes
- This was our 2nd year having a Student Leadership Committee. The committee was made up of one 3, 4, 5, and 6th grader from each class for a total of 12 students. The committee met monthly. The SLC organized school spirit days, two whole-school movie viewing events, assisted with the kindergarten balloon parade, and developed a plan for class pets in the intermediate grades.

#### Academic Performance:

### Review of Academic Performance:

- *SMCS staff reviewed our 24-25 STAR, MAPS, and mClass academic data and Hanover SEL data during the August 18, 2025 in-service, and again at a September 18, 2025 School Development Plan Meeting. Staff consider the following questions during the review:*
  - ◆ *Data may provide obvious focus area(s)*
  - ◆ *What observed needs might be goals that can be simply addressed, monitored, and measured?*
  - ◆ *Can we target goals to mesh with school direction? (Conscious/Positive Discipline, Montessori Growth, Community Outreach, Science of Reading, Etc.)*
- *The results of this data review led the staff to develop a School Development Plan goal for both language arts and math:*
  - ◆ *By May 2026, All students who are at or below grade level proficiency in Language Arts as measured by the MAP Language Arts assessment, in grade 3 & 4, will meet or exceed their projected Language Arts growth RIT score as measured by the Winter or Spring MAP Language Arts assessment.*
    - **Results: 92% of students met this Language Arts goal.**
  - ◆ *By May 2026, All students who are at or below grade level proficiency in Math as measured by the MAP Math assessment, in grades 3 & 4, will meet or exceed their projected Math growth RIT score as measured by the Winter or Spring MAP Math assessment.*
    - **Results: 94% of students met this Math goal.**
- *Staff engaged in review of student benchmark and academic performance during the following Data Days, September 9, 2025 and January 13, 2026. Staff reviewed mClass (reading), AimsWeb (math) and MAPS (reading, language arts, and math) data and student performance to establish instructional decisions for Quest, Intervention and Special Services. Students received updated instructional plans because of this review.*
- *Staff also reviewed student performance data for in-class work at monthly team collaboration days, weekly during PLC meeting times.*
- *The APC reviewed school academic performance data at the May 2025 and October 2025 APC meetings. They also reviewed principal survey data at the December 2025 APC meeting. Additionally, they will review Spring Benchmark Academic Performance Data and Hanover SEL data at the May 2026 APC meeting.*
- *Attached to this document is a summary of the school data for the year for academics as well as the data provided by the 24-25 Hanover survey. The data was reviewed and shared with the APC at the May 2026 APC meeting.*

### List Academic Performance Concerns:

- *Based on the data, our academic concerns are in various areas. We have relative strengths and weaknesses among every grade. Noteworthy is that Grade 3 is the first time students take the MAPS benchmark battery and the assessment format is novel, lengthy, and rigorous. For our data, the school will use the intervention target of the 25th percentile as a proficiency standard, but will be using the 40th percentile starting in 2026-2027.*
- *Reading is an overall strength with the highest proficiency performance across all grades.*
  - 79% - K-2 (mClass)
  - 92% - Grade 3 (MAP)

92% - Grades 4-6 (MAP)

Reading growth for grades 3-6 overall was calculated at the 54th Percentile for fall to spring.

81% of SMCS 3-6 grade students met their MAP growth goal at the winter or spring benchmark.

PERFORMANCE CONCERN - Grade K-2 was the lowest scoring group & Low Growth percentile performance for grade 3-6.

→ Math is an overall strength with high proficiency performance across grades 3-6 and high growth.

70% - K-2 (AimsWeb)

88% - Grade 3 (MAP)

88% - Grades 4-6 (MAP)

Math growth for grades 3-6 overall was calculated at the 71st Percentile for fall to spring.

90% of SMCS 3-6 grade students met their MAP growth goal at the winter or spring benchmark.

PERFORMANCE CONCERN - Grade K-2 was the lowest scoring group.

→ Language Arts is an overall strength with high proficiency performance across all grades and high growth.

No Data - K-2

84% - Grade 3 (MAP)

89% - Grades 4-6 (MAP)

Language Arts growth for grades 3-6 overall was calculated at the 58th Percentile for fall to spring.

80% of SMCS 3-6 grade students met their MAP growth goal at the winter or spring benchmark.

PERFORMANCE CONCERN - Low growth percentile performance in grades 3-6.

→ Overall - K-2 Reading and Math are areas for possible focus due to the lower percentage of students meeting performance criteria. Also Grade 3-6 Language Arts and Reading are areas for possible focus due to MAP growth percentiles being somewhat low.

The staff will review the data in the fall and determine School Development Plan targets based on this data.

In 2026-27 the school will begin using the 40th percentile as a new proficiency standard. It is hoped our current proficiency metrics will be the same for the 40th percentile as it was the 25th percentile.

#### Stakeholder Feedback:

#### Review of Feedback:

- Feedback was gained through three sources. The principal evaluation survey prepared and evaluated by the APC using a Google form; a school survey prepared and shared by the principal using a Google form, and the 2024-25 Hanover student survey (grade 3-6), prepared by the district and delivered by teachers. Additionally, a separate special school survey was prepared and delivered to SMCS parents in the Sterling area regarding district transportation preferences.
- The APC reviewed the Principal Evaluation survey at the December 2025 APC meeting. The School Survey data and 24-25 Hanover data is reviewed at the May

2026 APC meeting.

*Principal Evaluation Review:*

- *The data reviewed by the APC in December resulted in issuing a contract to the principal. Survey results regarding the principal performance were positive.*
- *School Survey Review:*
- *Community - 0 Responses*
- *Comments: The school received zero submissions from the community on this survey. Informal communications from community members are positive and express a favorable view of the school.*

*Parents - 30 Responses*

- *Comments: When asked how often they participate/communicate with the school each month 67% reported 1-5 times, 20% reported 6-10 times, 7% reported 11-15 times, 0% reported 16-20 times, and 7% reported 21+ times. Of those reporters, 100% stated they are greeted, 100% stated staff listens to their concerns, and 100% indicated that their student has had a positive learning experience. 87% stated that communication from the school is "Great," 13% said it was "Okay," and 0% said "Could be better."*
- *The bulk of open-ended comments expresses that parents like the caring and phenomenal staff, the family-type feeling within the school, and the atmosphere of kindness and compassion. Families highly value the Montessori approach (specifically the tactile, hands-on learning over worksheets), the multi-grade classrooms where students mentor one another, and the focus on social-emotional learning (SEL). Other comments included an appreciation for the small school size, the positive learning environment, the high level of parent involvement, and the way staff take the time to know each student's individual needs.*
- *Open-ended recommendations for improvement by the state and district were: Increased and proactive school funding (specifically at the state level) and equity in teacher salaries compared to other districts. There was significant interest in regulatory changes to allow charter schools to expand, specifically to allow Montessori education to continue through middle and high school. Other improvements included increased funding for facilities, reducing standardized testing, increasing recess time, adding practical life skills and financial literacy to the curriculum, and providing bus transportation directly to and from students' homes.*
- *Open-ended recommendations for improvement specific to the school were: Expanding the grade levels to include middle and high school, providing more art and additional language opportunities for all students, and addressing facility constraints (specifically small classrooms and hallways). Regarding communication, some parents requested printed newsletters or more frequent emailed letters to reduce the need for parents to seek out information on social media or the website. Additionally, there was a request for more individualized learning plans and allowing students to attempt more challenging coursework when they show a desire for growth.*

*Hanover Student Survey Review:*

- *The 2024-25 Hanover data reviewed by the APC in May resulted in noting areas of*

*school strength and areas for possible focus for improvement.*

Other Areas of Discussion:

- *The school was recognized as a 2026 U.S. News & World Report Best Elementary Schools Public & Charter, demonstrating that the school continues to thrive and performs at a high level, garnering recognition from entities that monitor school performance. This is the third year in a row for this recognition.*
- *As noted in the APC Policies & Goals section, Rachel DeRaeve completed her Montessori certification through the Center For Guided Montessori Studies, achieving a MACTE (Montessori Accreditation Council for Teacher Education) accreditation recognized by the American Montessori Society.*
- *The Soldotna Montessori Charter School Special Services Team—Rachel DeRaeve, Maria Johnson, Mrs. Lewis, and Julia Johnson—was recognized by the State of Alaska for Inclusive Practices. This recognition is granted by the Governor’s Council on Disabilities and Special Education within the Department of Health.*
- *Sarah Miller was recognized for the 2026 Alaska Science of Reading Ambassador Award, which was presented at the 2026 AK Science of Reading Symposium awards ceremony in Anchorage.*
- *Clara N. (Grade 3) was recognized by the Veterans of Foreign Wars (VFW) Post 10046 as the first-place winner of their essay competition. Clara’s winning piece reflected on the upcoming 250th Anniversary of the Signing of the Declaration of Independence.*
- *Sophia McA. took First Place in the 43rd Annual UAA/Anchorage Daily News Creative Writing Contest. Sophia topped the Grade 6–8 Nonfiction category with her winning entry, "Snow."*
- *The school will be affected by the consolidation of Sterling into the SOEL building. The result is loss of gym and music space. The school is concerned that equitable access to space is not being maintained by the district. Additionally, the school community continues to be discouraged by the extensive delay in gaining a new facility location as part of the 2022 bond initiative that was passed by voters. There is limited transparency about why this process is so delayed and gives the appearance that the bond, and more specifically Soldotna Montessori Charter School is not a priority, despite a steering committee development. It is hoped that definitive direction and action is confirmed and shared publicly so that future facility placement is established and secure.*

→ SMCS continues to enjoy high demand from the community as evident by the growing waitlist. We have grown from a waitlist of 235 in 2025 to a waitlist of 250 in 2026, while maintaining our current enrollment of 164 students. The SMCS APC continues to urge the KPBSD school board and leadership to consider options for allowing the school to expand due to demand. The APC is disappointed that many families are turned away from a school of choice due to limitation of space allocated to the school. Additionally, the school is looking into the feasibility of adding middle school grades (7<sup>th</sup> & 8<sup>th</sup> grades).



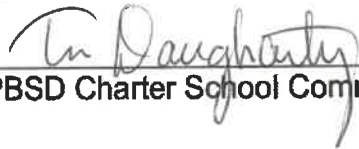
APC Chair Signature:

Date: 5/13/2026



Charter School Administrator Signature

Date: 5/13/26



KPBSD Charter School Committee Chair Signature:

Date: 6/1/26

## Charter School Annual Review Form

**Charter School:** Tutun Charter School

**Year:** 25/26

**Purpose of this Form:** Pursuant to the State of Alaska Charter School law (AS 14.03.255(b) (4)), the Academic Policy Committee shall meet with administration at least six times annually to monitor progress in achieving the committee's policies and goals in accordance with Kenai Peninsula Borough School District AR 6187. Pursuant to Kenai Peninsula School Board Policy 6187: this report will include information on the attainment of student performance expectations, meetings of the governing bodies of the charter school, descriptions of charter school activities, and other information of interest to the local School Board.

**Use of this Form:** This form should be filled out first by the Charter School's Academic Policy Committee during their annual review meeting. This form will then be signed by the APC chair and the administrator and sent to the KPBSD Board President, the Superintendent and the KPBSD Charter School Committee Chair.

Once signed by the KPBSD Charter School Committee Chair, a copy will be provided to the Charter School Administrator, Board President, and Superintendent. All Charter School Annual Review Forms submitted by KPBSD Charter Schools will be provided to the Board as a general information packet item.

### Section 1: Breach of Contract

Examples of breach of contract include but are not limited to:

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

Describe any possible Breach of Contract Concerns that have been brought forward this school year: No breach of contract occurred.

Remedies for the possible Breach of Contracts described above: No remedies were needed. NA

### Section 2: Charter School Review by APC

#### Meeting Dates

APC Meeting Dates this school year: 8/5/25, 9/10/25, 10/29/25, 11/19/25, 12/17/25,  
1/14/26, 2/25/26, 3/25/26, 4/29/26

## Policies and Goals

Reflections on the committee's policies and goals:

School Development Goals:

- Attendance rate of 95%
- 75% of K-3 students will be reading at a proficient level based on MClass data.
- 50% of students will be on grade level for math
- Increasing social emotional learning to help develop self-regulation and social skills
- Focus on cultural integration

Recommendations for next year:

- Elder and youth correspondence and community engagement.
- Maintaining goals and demonstrating growth towards those goals.
- Study buddies with younger students and pre-k classrooms.
- Teachers learning and speaking Dena'ina language and working towards that goal. Implementing Conscious Discipline.
- Implementation with STEAM academy and Raven Writes Curriculum.

Budget: KPBSD Charter school budgets are developed using the Average Daily Membership (ADM) of the school entered into the State of Alaska foundation formula to determine that amount of funding. The Finance department reviews all finance transactions. The Charter schools budgets are developed during the preliminary budget process based on projected enrollment and then adjusted after the 20 day student count that takes place in the Fall of each year.

Any Budget Concerns from APC:

The realization that small charter schools, those under 150 and more so under 75 students get a reduction in funding. This as well as late hiring and only being able to hire retired teachers severely impacted our budget, leaving us very limited.

According to AS 14.17.450 a funding adjustment is applied to traditional schools with student enrollments of 30-75 using the school size factor formula:

- $55.80 + (1.49 * (ADM - 30))$

However, due to AS 14.17.410 (b) a charter school with the same enrollment, employs a vastly different school size factor formula:

- $1.18 * ADM$

As a result, the difference for our school being about a \$237, 862 funding gap.

Enrollment:

Enrollment this Year: 47.5 at the October count currently at 45 students

Enrollment Concerns:

None at this time, strong waitlist for incoming kindergarten students.

Curricula:

Curriculum Concerns: We are using IReady reading and math, no curriculum concerns were brought up. There is a continual focus and conversation on how to improve and incorporate cultural curriculum and language.

ActivitiesCo-Curricular Activities:

- Kenaitze Education Programs Open House
- Bingo for Books with Early Learning Program
- Breakfast with the Grinch
- Conscious Discipline Family Night with Early Learning Program
- Math and Science Night with Early Learning Program
- Cultural Celebration Program
- Summer Reading Kick Off BBQ

Reflections on Activities: Good turnout for activities and good collaboration amongst programs to ensure the activity happened and that all families were included. The highlight was our End-Of-Year Cultural Celebration, it was a wonderful opportunity to see the students demonstrating their cultural learning for the year and to celebrate their accomplishments.

Academic Performance

Review of Academic Performance: Data was reviewed throughout the year with staff but specifically after fall and winter benchmarks. Data information was shared with APC after benchmarks.

End-of-year review:

Reading-We started out with 38% of students proficient in reading based on MClass fall data. Our EOY data showed 51% reading at proficiency.

Math-We started out with 4% of students proficient based on IReady math diagnostic. And ended with 51% of students proficient in math.

\*\*See data on last page.

List Academic Performance Concerns:

We were happy with showing growth and that was the overall goal for the year. Looking at possible vertical alignment with Headstart for incoming kindergarten students.

Stakeholder Feedback

Review of Feedback: {What feedback did the APC receive and review from stakeholders? How was the feedback received; by using Survey Monkey, paper surveys, Hanover, etc....}

We received feedback from google forms on administration and school culture. The feedback we received was positive. Stakeholders felt that there was a positive school culture and that students were well cared for. One person reported that teachers and staff are happy and connect well with students. They also felt that the school was doing a good job with communication.

We are currently in the process of sending a more comprehensive end-of-year survey out to stakeholders asking for feedback in several areas including cultural instruction, language, school climate and culture, this will help drive our future goals and instruction around culture.

Other Areas of Discussion:

  
\_\_\_\_\_  
APC Chair Signature:

  
\_\_\_\_\_  
Charter School Administrator Signature

  
\_\_\_\_\_  
KPBSD Charter School Committee Chair Signature:

Date: 5/20/26

Date: 5/20/26

Date: 6/1/26