



CHARTER SCHOOL CONTRACT

between
Volunteers of America-Minnesota, Authorizer
and
Lakes International Language Academy (#4116), School

WHEREAS, the primary purpose of the School is to improve all pupil learning and all student achievement;

WHEREAS, additional purpose of the School includes to: increase learning opportunities for all pupils.

WHEREAS, the parties are authorized under Minnesota law to contract for the development and management of a charter school, pursuant to Department of Education approval of Volunteers of America-Minnesota's affidavit of intent to charter the School, dated July 1, 2010; and

WHEREAS, Volunteers of America-Minnesota has considered the authorization of the School and has approved the issuance of a charter contract to the School;

NOW, THEREFORE, Volunteers of America-Minnesota grants this Contract conferring certain rights, privileges, and obligations of a charter school and confirms the continued status of a charter school to the School. In addition, the parties agree that the granting of this Contract is subject to the following terms and conditions.

ARTICLE 1 TERM OF CHARTER CONTRACT

1.1 Effective date: July 1, 2018.

1.2 Expiration date: June 30, 2023.

1.3 Survival of Terms. The following clauses survive the expiration or cancellation of this contract: 1. Liability; 2. State and Federal Audits; 3. Government Data Practices and Intellectual Property; 4. Publicity and Endorsement; 5. Governing Law, Jurisdiction, and Venue; 6. Data Disclosure; and 7. Dissolution.

ARTICLE 2 DEFINITIONS

2.1 "Charter Contract" means this contract between the Authorizer and the School as required by Minnesota Charter School Law, Minn. Stat. § 124E.10.

2.2 "Applicable Law" means all state and federal laws and rules applicable to Minnesota charter schools and any regulations and guidelines issued pursuant to those laws and rules. This includes changes made to Applicable Law by Congress, Minnesota Legislature and/or appropriate federal and state agencies.

2.3 “School Program Description” means the school program parameters agreed upon by the Authorizer and the School for the length of this Contract, as evidenced by Addendum A (“Charter School Program”).

2.4 “Approval” means Department of Education letter of approval of Volunteers of America-Minnesota’s affidavit of intent to charter the School, dated August 18, 1994.

2.5 “Charter Law” means the Minnesota Statutes § 124E.10 *et seq.*, as amended, and any rules or regulations adopted by the Education Commissioner relating to this law.

2.6 “Charter School Board” means the Board established to govern the School, as required under Minnesota Statutes § 124E.07.

2.7 The “Authorizer” refers to Volunteers of America-Minnesota.

2.8 The “School” refers to Lakes International Language Academy.

2.9 “Education Commissioner” means the Commissioner of the Minnesota Department of Education or his or her designee.

2.10 “Department” means the Minnesota Department of Education.

2.11 State” means the State of Minnesota.

2.12 “School information” includes all educational data, as defined in Minnesota Statutes §13.32; any and all data related to employees; any and all complaints filed by the School as required by federal and state law and all complaints filed against the School or any of its employees; any and all investigative files and the results of any investigations; any and all financial information as required to be disclosed under the Minnesota Data Practices Act; and any data or other information that the Authorizer deems reasonably necessary to carry out its role.

ARTICLE 3
RELATIONSHIP BETWEEN THE SCHOOL AND
VOLUNTEERS OF AMERICA OF MINNESOTA

3.1 Voluntary Authorization. Volunteers of America of Minnesota qualifies as an authorizer pursuant to Minnesota Statute 124E.10 Subd. 3. In granting this Contract, Volunteers of America of Minnesota voluntarily exercises powers given to Volunteers of America of Minnesota pursuant to Applicable Law to authorize charter schools. Nothing in this Contract shall be deemed to be any waiver of Volunteers of America of Minnesota’s autonomy or power.

3.2. Independent Status of the School. The School is not and shall not be deemed to be a division or part of Volunteers of America of Minnesota. The relationship between the School and Volunteers of America of Minnesota is based solely on the applicable provisions of the Charter School Act and the terms of this Contract or other written contracts or written agreements between Volunteers of America of Minnesota and the school. Except as otherwise provided in this Contract, Volunteers of America of Minnesota shall have no authority or control over operational, administrative, or financial responsibility for the School.

3.3. Financial Obligations Are Separate. Any contract or other instrument of indebtedness entered into by the School and a third party shall not in any way constitute an obligation, either general, special, or moral, of

Volunteers of America of Minnesota. The School will never pledge the full faith and credit of Volunteers of America of Minnesota for the payment of any School contract, loan, or other instrument of indebtedness.

Any contract or other instrument of indebtedness entered into by Volunteers of America of Minnesota and a third party shall not in any way constitute an obligation, either general, special, or moral, of the School. Volunteers of America of Minnesota will never pledge the full faith and credit of the School for the payment of any Volunteers of America of Minnesota contract, loan, or other instrument of indebtedness.

3.4 No Authority to Obligate or Bind Other Party. The School has no authority whatsoever to enter into any contract or other agreement that would financially obligate Volunteers of America of Minnesota, nor does the School have any authority whatsoever to make any representations to lenders or third parties, that Volunteers of America of Minnesota in any way guarantees, is financially obligated, or is in any way responsible for any contract, loan or other instrument of indebtedness entered into by the School.

Volunteers of America of Minnesota has no authority whatsoever to enter into any contract or other agreement that would financially obligate the School, nor does Volunteers of America of Minnesota have any authority whatsoever to make any representations to lenders or third parties, that the School in any way guarantees, is financially obligated, or is in any way responsible for any contract, loan or other instrument of indebtedness entered into by the Volunteers of America of Minnesota.

3.5 Limited Use of Volunteers of America of Minnesota Name. The School may not use the name of the Volunteers of America of Minnesota or any assumed name, trademark, division or affiliation of Volunteers of America of Minnesota in any of the School's promotional advertising, contracts, or other materials without Volunteers of America of Minnesota prior written consent, except that the School may include the following statement in such materials "Lakes International Language Academy is authorized by Volunteers of America-Minnesota." Pursuant to Minnesota Statute 124E.10, Subd. 8, the School shall identify Volunteers of America of Minnesota as the authorizer and provide contact information.

ARTICLE 4 LEGAL STRUCTURE

4.1 Nonprofit Status. The Charter School Board is organized and operated as a nonprofit corporation under Minnesota Statutes Chapter 317A, as amended.

4.2 Articles of Incorporation. The Charter School Board is organized and operated as a nonprofit and within the parameters of their state approved Articles of Incorporation under and by virtue of Minnesota Statutes Chapter 317A, as amended. The School must notify the Authorizer of any changes to the Articles of Incorporation approved by the Minnesota Secretary of State.

4.3 Bylaws. The Charter School Board is organized and must operate within the parameters of their approved bylaws. The School will notify the Authorizer of any amendments to the bylaws. At its discretion, the Authorizer may provide review and comment on the proposed amendments. The School will consider the Authorizer's review and comment.

4.4 Lease Space. The School may lease space from any public or nonsectarian private organization as it deems necessary. If the School intends to lease from a private sectarian organization, it will comply with the provisions of the Charter Law, specifically Minnesota Statutes § 124E.22. Prior to finalizing a lease for space, the School will submit an application to the Department for approval. The School will provide a copy of the Department's decision, to the Authorizer within thirty days of receipt.

4.5 Authorized Grades. The School is authorized to serve grades PK-12. The School will not expand its present grade levels without approval by the Authorizer and the Education Commissioner, consistent with the Charter Law or Minnesota Statutes § 124E.10, subd. 5.

ARTICLE 5 SCHOOL LOCATION

5.1 The School is state- approved to operate in three school locations. The School locations are:
246 SE 11th Avenue, Forest Lake, MN 55025 (Lower School campus / grades 1-5);
121 SE 11th Avenue, Forest Lake, MN 55025 (Kinder Prep Preschool and Kindergarten campus);
19850 Fenway Ave N, Forest Lake, MN 55025 (Upper School campus / grades 6-12).

5.2 The School will notify the Authorizer of any anticipated change in geographical location. At its discretion, the Authorizer may provide review and comment on the proposed change in location. The School will consider the Authorizer's review and comment.

5.3 The School will not expand to additional school sites beyond the present location(s) without approval by the Authorizer and the Education Commissioner, consistent with the Charter Law or Minnesota Statutes § 124E.10, subd. 5.

ARTICLE 6 OPERATING REQUIREMENTS

6.1 Governance Structure. The School shall be governed by a Board of Directors. The School will file changes in the membership of the Board with the Authorizer and Department. The Board will be composed of at least five nonrelated members and include: (1) at least one licensed teacher employed as a teacher at the school or providing instruction under a contract between the charter school and a cooperative; (2) at least one parent or legal guardian of a student enrolled in the charter school; and (3) at least one interested community member who resides in Minnesota and is not employed by the charter school and does not have a child enrolled in the school. The board may include a majority of teachers or parents or community members, or it may have no clear majority. The chief financial officer and the chief administrator are ex-officio nonvoting board members. No charter school employees shall serve on the board other than licensed teachers employed as a teacher at the school. Board bylaws shall outline the process and procedures for changing the board's governance model, consistent with Chapter 317A and Charter Law.

Contractors providing facilities, goods, or services to a charter school may not serve on the board of directors of the charter school. A board may change its governance structure only: (1) by a majority vote of the board of directors and a majority vote of the licensed teachers employed by the school as teachers, including licensed teachers providing instruction under a contract between the school and a cooperative; and (2) with the authorizer's approval. Any change in board governance structure must conform with the composition of the board established under Charter Law.

6.2 Charter School Board Election. Charter School Board elections will be conducted as provided in the Charter Law. Board elections must be held during the school year but may not be conducted on days when the school is closed for holidays, breaks, or vacations. The charter school will notify eligible voters of the school board election dates at least 30 days before the election.

6.3 Background Checks. Prior to the time such persons are seated as members of the Charter School Board, the School will conduct a criminal background check identical to those required by Minnesota Statutes § 123B.03,

subd. 1. The Charter School Board will certify to the Authorizer that background checks have been completed. Consistent with data practices law, the Charter School Board will provide to the Authorizer any adverse information that is revealed as part of the background checks and will evaluate, on a case-by-case basis, membership on the Charter School Board where the background check revealed adverse information.

6.4 Training. Every charter school board member shall attend annual training throughout the member's term on the board. All new board members shall attend initial training on the board's role and responsibilities, employment policies and practices, and financial management. A new board member who does not begin the required initial training within six months after being seated and complete that training within 12 months of being seated on the board is automatically ineligible to continue to serve as a board member. The school shall include in its annual report the training attended by each board member during the previous year. The Charter School Board will submit its plan for training to the Authorizer annually, and attend additional training reasonably required by the Authorizer.

6.5 Powers. The Charter School Board will provide policy leadership including, but not limited to, long range planning and goal-setting for the School consistent with the school's approved mission; holding the School accountable for meeting its goals; and overseeing and approving an annual budget. The board may not levy taxes or issue bonds.

6.6 Board Operations. All meetings and business of the Charter School Board will comply with the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13.01 and the Minnesota Open Meeting Law, Minnesota Statutes Chapter 13D.

6.7 Frequency of Board Meetings. The Charter School Board will meet as provided in the bylaws. A copy of the agenda, minutes and all related documents will be provided to the Authorizer prior to the public meeting. At the request of the Authorizer, the Charter School Board will provide the Authorizer an opportunity to address the Charter School Board regarding matters determined by the Authorizer.

6.8 Board Responsibilities. The board of directors shall decide and be responsible for policy matters related to the operation of the school, including budgeting, curriculum programming, personnel, and operating procedures. The board shall maintain a policy on nepotism in employment and other policies required by state or federal law. Charter Law requires that the board maintain personnel evaluation policies and practices that, at a minimum: (1) carry out the school's mission and goals; (2) evaluate the execution of charter contract goals and commitments; (3) evaluate student achievement, postsecondary and workforce readiness, and student engagement and connection goals; (4) establish a teacher evaluation process; and (5) provide professional development related to the individual's job responsibilities.

6.9 School Web Site. The Charter School Board shall publish and maintain on the school's official Web site all items required by state and federal law and Authorizer, including, but not limited to: (1) the minutes of meetings of the board of directors for at least one calendar year from the date of publication; (2) directory information for members of the board of directors, (3) names of members of committees having board-delegated authority, (4) board meeting calendar, (5) board- approved school budget, (6) School Annual Report, (7) school admissions policy including lottery process that it must use when accepting pupils by lot and early admissions requirements when applicable, (7) Authorizer name and contact information, (8) the name, mailing address, bylaws, minutes of board meetings, and names of the current board of directors of the affiliated nonprofit building corporation.

6.10 Employment Terms and Conditions. The Charter School Board is subject to section Minnesota Statutes Chapter 181.932. When offering employment to a prospective employee, a charter school must give that employee a written description of the terms and conditions of employment and the school's personnel policies.

6.11 Authorization of Employment. The Charter School Board will employ and contract with necessary teachers, as defined by Minnesota Statutes § 122A.15, subd. 1, who hold valid teaching licenses issued by the State to perform the particular service for which they are employed at the School.

6.12 Non-Licensed Personnel. The Charter School Board or its delegate may employ necessary employees who are not required to hold teaching licenses to perform duties other than teaching, and may contract for other services.

6.13 Administrative Leadership. A person, without holding a valid administrator's license, may perform administrative, supervisor, or instructional leadership duties. The Charter School Board will establish and maintain qualifications for persons that hold administrative, supervisory or instructional leadership roles. The qualifications will include at least the following areas: instruction and assessment; human resource and personnel management; financial management; legal and compliance management; effective communication; and board, authorizer, and community relationships. The Charter School Board will use those qualifications as the basis for job descriptions, hiring, and annual performance evaluations of those who hold administrative, supervisory, or instructional leadership roles. The Charter School Board and an individual who does not hold a valid administrative license and who serves in an administrative, supervisory, or instructional leadership position shall develop and maintain a professional development plan. Documentation of the implementation and maintenance of the professional development plan of these persons shall be included in the school's Annual Report.

6.14 Collective Bargaining. If employees of the School choose to engage in collective bargaining, the School will comply with Minnesota Statutes Chapter 179A, the Public Employment Labor Relations Act ("PELRA").

6.15 Non-Sectarian Operation. The School will be non-sectarian in its program, admission policies, and employment practices, and for all other purposes.

6.16 Home School Students. The School will not be used as a method of generating revenue for students who are being home schooled pursuant to Minnesota Statutes § 120A.22.

6.17 School Admissions. The School may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability, nor may it condition admission on criteria or take any action that would violate the Minnesota Human Rights Act, Minnesota Statutes Chapter 363A. The charter school shall not distribute any services or goods of value to students, parents, or guardians as an inducement, term, or condition of enrolling a student in a charter school.

A charter school shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils must be accepted by lot. The charter school must develop and publish, including on its Web site, a lottery policy and process that it must use when accepting pupils by lot.

A charter school shall give enrollment preference to a sibling of an enrolled pupil and to a foster child of that pupil's parents and may give preference for enrolling children of the school's staff before accepting other pupils by lot. A charter school may give enrollment preference to children currently enrolled in the school's free preschool or prekindergarten program under section 124E.06, subdivision 3, paragraph (a), who are eligible to enroll in kindergarten in the next school year.

A person shall not be admitted to a charter school (1) as a kindergarten pupil, unless the pupil is at least five years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences; or (2) as a first grade student, unless the pupil is at least six years of age on September 1 of the

calendar year in which the school year for which the pupil seeks admission commences or has completed kindergarten; except that a charter school may establish and publish on its Web site a policy for admission of selected pupils at an earlier age, consistent with the enrollment process in this section.

Once a student is enrolled in the school, the student is considered enrolled in the school until the student formally withdraws or is expelled under the Pupil Fair Dismissal Act in sections 121A.40 to 121A.56. A charter school is subject to and must comply with the Pupil Fair Dismissal Act, sections 121A.40 to 121A.56.

6.18 Reporting to the Authorizer.

(a) Reports. The School will file reports with the Authorizer regarding the program and financial status of the school according to the terms of this Contract and the Volunteers of America of Minnesota Annual Submission Calendar.

(b) Other Reports. The School and the Authorizer will file all reports with the Education Commissioner consistent with the procedures established by the Department.

(c) Violations of Law. The School will promptly notify the Authorizer of all complaints that allege that a violation of state or federal law or regulation has been committed by the School, its employees or agents, unless such reporting would be in non-compliance with a state or federal law.

6.19 Financial Management.

(a) Financial Reports. The School will provide the Authorizer a copy of the annual budget for review and comment prior to its approval by the Charter School Board, if requested by the Authorizer. The School also will provide the Authorizer periodic reports of the financial status of the School.

(b) UFARS and MARSS. The School will utilize the UFARS financial accounting principles and MARSS student accounting requirements.

(c) Audits. The School will comply with the same financial audits, audit procedures, and audit requirements of school districts required in Minnesota Statutes §§ 123B.75-.83. The School will be audited annually by a public accounting firm hired by the Charter School Board and the annual audit will be submitted to the Department and Authorizer no later than December 31 of each year. The School will make available for review by the Authorizer all financial records at such times as requested by the Authorizer.

(d) Creditors. The School will pay all creditors within 30 days of receipt on an outstanding invoice, pursuant to the State's prompt payment law, Minnesota Statutes § 16A.124, subd. 3. If the School has any payments to creditors for which there is an outstanding liability of over 90 days, the School will provide the Authorizer a written statement explaining the reasons for the delay and a proposal for payment of the outstanding liability.

6.20 Transportation. Transportation will be provided for students enrolled at the School in accordance with the Charter Law and other applicable state and federal laws.

6.21 Insurance. Notwithstanding anything to the contrary in this Charter Contract, the School is considered a school district for the purposes of tort liability under Minnesota Statutes Chapter 466. The School Board of Directors shall acquire and maintain at least the amount and types of insurance coverage up to the applicable tort liability limits under Chapter 466.04. The School agrees to provide the Authorizer with certificates of insurance at least annually or as otherwise requested by the Authorizer. The board must submit changes in its insurance carrier or policy to its Authorizer within 20 business days of the change.

ARTICLE 7
SCHOOL PROGRAM, PERFORMANCE INDICATORS AND EVALUATION

7.1 Academic Program and Curriculum. The School will implement and adhere to the academic program and curriculum set forth in Addendum A (“School Program Description”).

7.2 Methods of Assessment. The School shall evaluate student’s work based on the assessment strategies identified in this Contract and in its annual report. The School and the Authorizer agree that the School’s operation under the Charter Contract shall be measured by the school performance indicators set forth in this Contract, including academic outcomes, standards for governance, financial management, and school operation as set forth in state and federal law and Addendum B (“School Accountability and Authorizer Oversight System”).

- (1) Regular Assessments. Volunteers of America will monitor student academic achievement by reviewing student testing and assessments.
- (2) Government Required Assessments. School students will take the Minnesota Comprehensive Assessment tests and any other testing required by Applicable Law.

The School will comply with the requirements of the Minnesota Graduation Standards, as defined by Minnesota Statutes §§ 120B.02 and 120B.024; and Minnesota Rules parts 3501.0010–.0280.

- (3) District Assessment Plan. The School will annually adopt a Board-approved Assessment Plan. The Plan will utilize a variety of assessment techniques to measure student progress towards state standards. These measures include internal and external assessments. The School will submit the board-approved school Assessment Plan to the authorizer by September 1st annually.
- (4) Test Results. The School will provide the Authorizer results of the Minnesota Comprehensive Assessments at such time they are available.

7.3 Professional Development. The School will ensure that each teacher at the School has a professional development plan that focuses in part on developing quality assessments, measures of student outcomes, and effective teaching strategies. The School will provide the Authorizer with a calendar for planned staff development according to the Volunteers of America-Minnesota Annual Submission Calendar.

7.4 Contract Amendments. The charter contract will be amended as warranted by Minnesota Department of Education approval of an additional school site(s) and/or additional grade levels served, or significant changes in state law. The charter contract may be amended during the term of the contract if the Authorizer and School mutually agree that the school specific academic goals (performance targets) are not attainable.

7.5 VOA-MN Charter School Network Meetings. The School agrees to participate in Volunteers of America of Minnesota Charter School Network Meetings and the Authorizer will monitor the School’s attendance at Network Meetings. The goal of participation in the Network Meetings is to share information and resources, and identify resources, and School agrees to do so. The Network Meetings are comprised of two representatives from each Volunteers of America Minnesota authorized charter school (one person in an administrative position and one person from the Charter School Board). The Authorizer will convene Network Meetings no more than twice annually.

7.6 Service Learning. The Authorizer requires that the School annually engage in planned and meaningful service learning activities. The school will have a Service Learning Plan. The school reserves the right to amend the annual plan as needed. The school should develop a corresponding locally determined method of evaluation to measure the level of student and community engagement and benefit from each service learning opportunity. The

school shall include their annual plan for service learning and related evaluation results in the school Annual Report of the following year.

ARTICLE 8 COMPLIANCE WITH STATE AND FEDERAL LAWS

8.1 State Laws. The School shall comply with applicable state laws.

- (1) **Students with a Disability.** The School shall comply with Minnesota Statutes Chapters A charter school must comply with sections 125A and 124E and rules relating to the education of pupils with a disability as though it were a district. Consistent with the provisions of Minnesota Statutes, the financial parameters within which the School will operate to provide special education instruction and related services to students with disabilities will be based on the individual needs of the student, as defined by the student's evaluation and by the instruction and related services specified in the student's Individual Education Plan ("IEP"). Refer to Addendum C ("Special Education Services").
- (2) **Health and Safety.** The school will meet all applicable federal, state, and local health and safety requirements applicable to school districts. (Minnesota Statutes § 124E.03, subd. 2).
- (3) **Immunizations.** The School shall comply with Minnesota Statutes section 121A.15, requiring proof of student immunization against measles, rubella, diphtheria, tetanus, pertussis, polio, mumps, and hemophilia influenza type B prior to enrollment.
- (4) **Human Rights Act.** The School shall comply with the Minnesota Human Rights Act, Chapter 363, which prohibits unfair discriminatory practices in employment, public accommodations, public service, or education; and comply with Minnesota Statutes section 121A.04, which governs provisions of equal opportunities for members of both sexes to participate in athletics.
- (5) **Student Discipline and Dismissal.** The school will comply with the Pupil Fair Dismissal Act.
- (6) **Fee Law.** The school shall comply with the Minnesota Public Schools Fee Law, Minnesota Statutes §§ 123B.34-.39, which governs authorized and prohibited student fees.
- (7) **Annual Report.** The School will publish an Annual Report approved by the Board. The report will contain all information required by the Authorizer and the Education Commissioner consistent with the provisions of the Charter Law at § 124E.16, subd.2. The Annual Report will be filed in a timely manner. The School may include other information in the Annual Report. The School will distribute the Annual Report by publication, mail, or electronic means to the Authorizer, school employees, and parents and legal guardians of students enrolled in the charter school and must also post the report on the charter school's official Web site. The reports are public data under Chapter 13.

8.2 Federal Laws. The School shall comply with applicable federal laws.

ARTICLE 9 AUTHORIZER'S DUTIES

9.1 Oversight Plan. The Authorizer will implement a plan to provide ongoing oversight to determine whether the School is complying with the terms of this Charter Contract and to meet its responsibilities under the law regarding Authorizer oversight. Refer to Addendum A ("School Program Description") and Addendum B ("School

Accountability and Authorizer Oversight System”). The Authorizer will use the following five criteria in determining the School’s compliance with this Charter Contract:

(a) **Mission and Program Model Implementation.** The Authorizer will evaluate whether the School has been faithful to the terms of this Agreement regarding the implementation of the School’s design pursuant to the Application submitted to the Department.

(b) **Governance.** The Authorizer will evaluate whether the Charter School Board is performing its governance responsibilities.

(c) **Student and school performance.** The Authorizer will evaluate whether the performance of the students and the School meet the Authorizer expectations as provided in this Contract and Addendum B (“School Accountability and Authorizer Oversight System”).

(d) **Finance.** The Authorizer will evaluate whether the School is using its resources in compliance with the law and is engaging in adequate fiscal planning for future years.

(e) **Operation of the School.** The Authorizer will evaluate whether the School is meeting the administrative requirements of the Charter Law.

9.2 **Site-Visits.** The Authorizer will conduct a minimum of one formal site visit and one informal site visit in the course of an academic year. Formal site visits will be guided by the Volunteers of America of Minnesota Formal Site Visit Rubric. Volunteers of America of Minnesota may engage in scheduled and unscheduled site-visits at such frequency as determined necessary or prudent by Volunteers of America of Minnesota.

9.3 **Authorizer Fee.** The Authorizer shall monitor and evaluate the academic, financial, operational, and governance performance of the school (refer also to Addendum B and F), and may for this purpose annually assess a charter school a fee. The School shall pay a fee for Volunteers of America of Minnesota execution of its oversight duties. The fee shall be the maximum fee provided by the Charter Law, except that if Minnesota law is amended to increase this fee, the school will pay the increased fee.

9.4 **Liaison.** The Authorizer will designate a liaison for the School and will inform the School if the liaison changes. The name of the liaison and the liaison’s duties are included in Addendum B (“School Accountability and Authorizer Oversight System”).

ARTICLE 10

CAUSES FOR NONRENEWAL OR TERMINATION

10.1 **Grounds.** The Authorizer may or may not renew the Agreement at the end of the term for any ground listed in Article nine of the Charter Contract. The Authorizer may unilaterally terminate the Agreement during the term of the Agreement for any ground listed in Article nine of the Charter Contract and Addendum B (“School Accountability and Authorizer Oversight System”). The grounds for non-renewal or termination for cause must be consistent with Charter Law.

10.2 **Formal Notice.** At least 60 business days before not renewing or terminating the Agreement, the Authorizer shall notify the Charter School Board of the proposed action in writing. The notice shall state the grounds for the proposed action in reasonable detail and that the Charter School Board may request in writing an informal hearing before the authorizer within 15 business days of receiving notice of nonrenewal or termination of the Agreement. Failure by the Charter School Board to make a written request for an informal hearing within the 15-business-day period shall be treated as acquiescence to the proposed action. Upon

receiving a timely written request for a hearing, the Authorizer shall give ten business days' notice to the Charter School Board of the hearing date. The Authorizer shall conduct an informal hearing before taking final action. The Authorizer shall take final action to renew or not renew a contract no later than 20 business days before the proposed date for terminating the contract or the end date of the contract.

10.3 Termination and Nonrenewal. The Charter Contract may be terminated or not renewed upon any of the following grounds:

- (1) failure to demonstrate satisfactory academic achievement for all students, including the requirements for pupil performance contained in the contract;
- (2) failure to meet generally accepted standards of fiscal management;
- (3) violations of law; or (4) other good cause shown.

If a contract is terminated or not renewed under this paragraph, the school must be dissolved according to the applicable law and the terms of the Charter Contract.

10.4. Mutual Nonrenewal or Termination. If the Authorizer and the Charter School Board mutually agree not to renew the Agreement, a change in authorizers is allowed. The Authorizer and the Charter School Board must jointly submit a written and signed letter of their intent to the Commissioner to mutually not renew the Agreement. If no change in authorizer is approved by the Commissioner, the School and the Authorizer may withdraw their letter of nonrenewal and enter into a new Agreement. If the transfer of authorizers is not approved and the current Authorizer and the School do not withdraw their letter and enter into a new Agreement, the school must be dissolved according to applicable law and the terms of the Charter Contract.

10.5 Commissioner Termination for Cause. The Commissioner, after providing reasonable notice to the Charter School Board and the Authorizer, and after providing an opportunity for a public hearing, may terminate the existing contract between the Authorizer and the Charter School Board if the charter school has a history of:

- (1) failure to meet pupil performance requirements consistent with state law;
- (2) financial mismanagement or failure to meet generally accepted standards of fiscal management; or
- (3) repeated or major violations of the law.

10.6 Dissolution. In the event that the Charter School Board unilaterally votes to close the School or the school must be dissolved under section 10.3 or 10.4 of the Charter Contract, the school must be dissolved according to applicable state and federal laws and the terms of the Agreement. Refer to Addendum E (“School Closure Plan”).

ARTICLE 11 GENERAL TERMS

11.1 Amendments. The Charter Contract may only be amended by written agreement executed by both parties.

11.2 Authorizer Authority. Except as otherwise provided by the Charter Contract or Applicable Law, the Authorizer has no authority, control, power, administrative or financial responsibility over the School. This provision does not prohibit the parties from contracting for any services deemed appropriate in the future.

11.3 Assumption of Liability. The School and the Charter School Board may sue and be sued. The School and the Charter School Board accept liability for all actions arising out of, or in any manner connected with, the School’s operations.

11.4 Indemnification. The School will assume full liability for its activities and indemnifies and holds harmless the Authorizer. The Authorizer, the Authorizer’s board members and employees, are immune from civil and criminal liability with respect to all activities related to the School. The School agrees not to sue the Authorizer

AMENDMENT SIGNATURE PAGE



SCHOOL NAME: LAKES INTERNATIONAL LANGUAGE ACADEMY

DATE CHARTER WAS STATE APPROVED: JANUARY 30, 2004

FIRST SCHOOL YEAR SERVING STUDENTS: 2004-2005

GRADES SERVED: PreK-12

GRADES APPROVED TO SERVE: PreK-12

SCHOOL ADDRESS: 246 11th Ave SE, Forest Lake MN 55025

SCHOOL PHONE NUMBER: 651-464-0771

SCHOOL WEBSITE: www.mylila.org

SCHOOL MISSION: LILA prepares tomorrow's critical thinkers and global citizens through language acquisition and inquiry-driven study.

Action Statements: Think For Myself, Think About Others, Think Beyond Today

SCHOOL VISION: Deliver a high-caliber education from a global perspective that combines second-language acquisition with a proven inquiry-based learning approach, enhancing individual achievement and building community connections.

Children, families, teachers, and the community are valued as owners of LILA. We carefully select our faculty to help guide each child's success and the success of the school. All of us share the International Baccalaureate Organization's philosophy that seeks to develop students as "active participants in a lifelong journey of learning."

SCHOOL PROGRAM DESCRIPTION

Academic Program Model

The Lakes International Language Academy academic program is based on the principles and the ideals of the International Baccalaureate program. The Upper School utilizes the International Baccalaureate Middle Years Programme and Diploma Programme. The Lower School utilizes the International Baccalaureate Primary Years Programme. In addition, LILA's Lower School is a full immersion school where students are immersed in their second language throughout elementary school, and begin their journey to becoming biliterate, bilingual, well-rounded world citizens as they master the content of the Minnesota State Standards. The Upper School continues this journey with the same goals and emphasizes language learning with a variety of offerings in both Spanish and Chinese.

Review of Curriculum, Instruction, and Student Achievement

Educators at LILA continually review formative and summative, internal and external data and adjust instruction accordingly, to shape the curriculum and instruction in order to help LILA students achieve their potential.

At both sites, teachers meet regularly in teams to review data in the areas such as reading, math and social skills. A committee of teachers also meets regularly throughout the year to review LILA's curriculum as a whole, with a specific annual subject area focus. The area of focus is selected based on the school's need for curriculum to support the school mission of developing students' second language proficiency without neglecting their health and wellness needs, their mental, social, and emotional development needs, and all the while striving to ensure students meet or exceed state standards and perform well on state assessments.

Professional Development Program: LILA is known among teachers for its cohesive teaching community, with one of the cornerstones being our strong, yet adaptive professional development efforts. The highlights of our PD program are outlined below.

- **Observations, Coaching and Evaluation** We believe that, as much as possible, teaching should not be done in isolation, with teachers always initially wondering if they are “doing it right,” or worse, not wondering. We support teachers in their learning through modeling and peer observation as well as by being observed and coached multiple times each year to foster growth for all.
 - To help teachers improve both their own teaching and their students' learning, LILA used state “Quality Compensation” (QComp) dollars to develop a comprehensive system of mentorship, coaching, and evaluation. Based on the widely known Charlotte Danielson rubric and LILA's school wide expectations gleaned from the International Baccalaureate and Responsive Classroom methodologies, LILA Team Leaders, Building Instructional Leader, Mentors, Curriculum Coordinator, and Administrators regularly mentor, observe, coach, and evaluate teachers.
 - This system ensures, among other types of support, that teachers take the opportunity to see other faculty demonstrating best practices, that they have observers in their classrooms regularly, and that they have a chance to reflect on their teaching practices with team leaders and LILA's building instructional leaders. To reflect best practice, the teacher observation system has the primary goal of each teacher selecting a few areas of focus and achieving at a full point's growth in the selected areas with the goal of proficiency as a guide for improvement. All teachers choose a topic of professional practice to study and enhance based on their primary goal for observations. The teachers are asked to continually reflect on the pieces they have been working on for growth and complete a log or journal of their efforts throughout the year.
- **New Teacher Mentoring**
 - All teachers who are new to LILA, regardless of their outside experience, take part in our teacher mentoring program known as “RC LILA Style” for the Lower School and “DD LILA Style” for the Upper school. This program consists of formal “collaboration/meeting times” on a biweekly basis which take place after school. Teachers learn about LILA's approach to classroom management, engaging students in learning as well as other topics as deemed necessary by the facilitators or the participants.
 - The role of the mentors of this program is to provide information, opportunity for reflection, support and encouragement to the new teachers. The teachers in this program are also encouraged to seek out the help of these mentors outside of these meetings. The mentors regularly check-in with new teachers and coordinate in-class support in conjunction with the Instructional Leaders and Team Leaders through the Q Comp program.
- **All Teaching Staff Professional Development**
 - All teaching staff professional development takes place in a couple of ways. The first is through once a month trainings that occur after school with a yearlong focus determined in conjunction

with the overall professional development plan. Members of the leadership/administrative team plan, coordinate and often facilitate these trainings. The other is through our designated inservice days throughout the year. These trainings are also planned, coordinated and facilitated by members of the leadership/administrative team with help from others as needed.

- **Professional Learning Communities**

- As a part of our QComp program, all teachers participate in professional learning communities (PLCs). Teachers meet for a Data PLC twice per month and a bi-weekly Curriculum PLC. During the Data PLC meetings, the teachers review formative and summative data in order to determine the next steps for instruction for their students and grade levels. The strategies to meet those needs as well as more general strategies for effective teaching and facilitating are discussed during the Curriculum PLC.

DESCRIPTION OF SCHOOL BOARD GOVERNANCE AND ELECTION PROCESS

The Charter Law requires the board of directors to decide and be responsible for policy matters related to the operation of the school, including budgeting, curriculum programming, personnel, and operating procedures. The board shall maintain a policy on nepotism in employment. The board shall maintain personnel evaluation policies and practices that, at a minimum: (1) carry out the school's mission and goals; (2) evaluate the execution of charter contract goals and commitments; (3) evaluate student achievement, postsecondary and workforce readiness, and student engagement and connection goals; (4) establish a teacher evaluation process; and (5) provide professional development funding related to the individual's job responsibilities.

Charter School Law requires that every charter school board member attends annual training throughout the member's term on the board. All new board members are required to attend initial training on the board's role and responsibilities, employment policies and practices, and financial management. A new board member who does not begin the required initial training within six months after being seated and complete that training within 12 months of being seated on the board is automatically ineligible to continue to serve as a board member. The school board maintains a record of member board training and sends copies to Authorizer VOA-MN. In summary, the school board is responsible for: Hire/evaluate director; Set & maintain & promote mission, vision, strategic plan; Sign contracts and approve employment matters; Provide oversight of state/MDE, federal and charter authorizer requirements.

Consistent with the Charter School Law, the school notifies eligible voters of the school board election dates at least 30 days before the election. School elections are held on an annual basis at a time and date set by the board and in accordance with statutes. Staff members employed at the school, including teachers providing instruction under a contract with a cooperative, members of the board of directors, and all parents or legal guardians of children enrolled in the school are the voters eligible to elect the members of the school's board of directors.

The Board will be composed of 9 qualified members who are passionate about the school's success and demonstrate professional expertise in many of the following: curriculum, instruction, assessment, finance, facilities, law, business management, governance, administration, management, or experience in working with targeted student population. Additionally, the Board will be composed of officers including Chair, Vice Chair, Treasurer, and Secretary. Standing committees may include Budget and Finance, Audit, Marketing and Recruitment, and Academic Performance. The Board Chair will convene special advisory committees as deemed necessary by the Board.

SCHOOL'S PRESENT GOVERNING BOARD

NAME	POSITION (eg. PARENT / CHAIR)	TERM (start and end dates)
Angie Ebben	Teacher member	9/22/15--5/23/2018
Cory Voss	Community member	2/13/2018 - 6/30/2018
John Bodine	Parent member	7/1/2017 - 6/30/2019
Cecilia Delbene	Vice Chair, Teacher member	11/15/16--6/30/2018
Maria Velasco Ranz	Teacher member	7/1/2017 - 6/30/2019
Dwayne Green	Chair, parent member	7/1/2016 - 6/30/2018
Yao Hsia	teacher member	1/20/15- 6/30/2018
Anna Taddei	Teacher member	7/1/2017 - 6/30/2019
Randall Bergman	Treasurer, Parent	7/1/2017 - 6/30/2019
Cam Hedlund	ex officio, non-voting, Executive Director	n/a
Julie Lundgren	ex officio, non-voting, CFO	n/a

SCHOOL ADMINISTRATION / MANAGEMENT TEAM

POSITION TITLE	SUMMARY OF POSITION DESCRIPTION / RESPONSIBILITIES
Executive Director	Leadership and oversight, liaison to community & outside groups, program/facilities development.
Director	Leadership, communication & PR, community liaison, staff oversight & communication,
PYP, MYP and DP (Curriculum) Coordinators	Curriculum coordination, mentoring, professional development coordinator; administrative/leadership duties.
School Site Instructional Leaders	Observation & coaching of teachers; General Education program coordination and development; administrative/leadership duties
Deans of Students	Coordinate school's social curriculum; support students and staff in responsive classroom techniques and IB attributes; Parent contact
Educational Consultant	Early Enrollment Coordinator, State Reporting, QComp and Teacher Evaluation Coordinator; leadership duties as assigned
Academic Counselor	Manages enrollment process, tracks applications, assists students w/ class schedules & college readiness
Literacy Coordinator(s)	Work with teachers to evaluate literacy data and assist with literacy programming and students struggling in literacy development
Basic Skills Coordinator	Coordinate program to provide interventions to students struggling in literacy and math
Director of Human Resources	Responsible for all aspects of payroll, insurance, licensure, and HR documents
Chief Financial Officer	Budget management, finance records and reports, liaison to building company, bondholders & community, facilities management, state compliance, budgets, SERVS, EDRS, Title funding, student fees; SCRIP/fundraising
Director of Special Education	Oversee the Special Education services planning and oversight, budget management, staffing, and compliance
Special Education Coordinator/Teacher	Assist director in the coordination of Special Education services including: planning and oversight, budget management, staffing, and compliance

Lead Facilities Engineer	Oversees all components of the school facilities and grounds, manages custodial staff and cleaning service relationship, checks and maintains school boiler, makes repairs to school buildings, mechanical, heating, a/c, plumbing, electrical systems. Helps maintain school bus and trailers.
Director of Technology	Oversees all components of the school's technology plan and materials; supervises the upkeep and needs of the campuses in regards to technology; maintains technology for both educational and back-of-house uses.
School Nurse	Provides school health services for all campuses
Upper School Library Coordinator	Organizes and maintains collection, plans for future growth and purchases in coordination with needs of students and educational staff; creates and maintains library atmosphere conducive to learning.
School Assessment Coordinators	Coordinate and facilitate state mandated testing at for both sites
Director of Communications consultant	Handles press releases, grant writing, web design oversight, organization branding, marketing for enrollment
Director of School Age Care	Oversees and creates all school age care programming and supervises all staff of the school age care program.
School Age Care Supervisor	Responsible for the coordination and delivery of the school age care programming.
School Age Care Assistant Supervisor	Facilitates planned programming for school age care at both campuses.
Kinder Prep Coordinator	Manages the Kinder Prep (pre-K) program; Kinder Prep Site Supervisor
Kinder Prep Consultant	Consults on the Kinder Prep program, as needed
Lower School Enrichment Coordinator	Responsible for the coordination of all programming components of the school's enrichment (gifted and talented) program.
Lower School RtI Coordinator	Coordinates and facilitates Response to Intervention meetings with classroom teachers grades K-5
Lunchroom/Transportation Supervisor	Responsible for the supervision of the lunchroom support staff and the coordination of student transportation at the school
District Assessment Coordinator	Keeps abreast of and coordinates all testing needs as required by the MN Department of Education, and by other entities outside the classroom setting, eg. language testing for bilingual diplomas, IB testing in the DP program, language testing for newly hired immersion staff.
Athletics and Activities Director	Coordinates all sports, clubs, and after school activities for students in grades 6 - 12. Arranges travel and competitions as appropriate, hires coaches and advisors, ensures facilities are assigned to each activity, maintains calendar of activities, and maintains bus.

SCHOOL FACULTY

POSITION TITLE	SUMMARY OF POSITION DESCRIPTION / RESPONSIBILITIES
Lower School Classroom Teachers	Responsible for the primary instruction of students K-5
Lower School Specialist Teachers	Responsible for the instruction of one of the following specialty areas with students K-5: Arts, Physical Ed, Language, Technology
Language Ambassador	Assists in classrooms, being a target language model, and additional educator in the classroom.
Special Education Teacher	Responsible for the instruction of students in the special ed program in the areas designated by their IEP
Special Education Para	Assist students with special needs under the direction of a certified teacher.
Basic Skills Teacher	Responsible for interventions in math and literacy for students in need of support beyond the classroom.
Technology Assistant	Assist the Director of Technology in the coordination of technology at all campuses
School Site Administrative assistants	Manages and completes daily attendance reporting, student records, receptionist duties
Lower School Media Clerk; MARSS Coordinator	Media Center organization and inventory of media/books; library desk; MARSS maintenance and updates, reporting
HR and Payroll Assistant	Assists with payroll, licensure, insurance and HR documents
SpEd admin assistant	Assists SpEd Director and Coordinator in managing student records and reporting.
Custodian	Under the direction of the Lead Facilities Engineer, helps maintain building, grounds, and bus fleet.
Lunchroom Assistant	Supervises students over the lunch hour both on the playground and in the cafeteria.
Upper School Teacher	Responsible for the instruction of the following subject areas for students 6-12: Math, Sciences, Individuals and Societies, Language and Literature, Band, Orchestra, Drama, Theater, Physical and Health, Design, Arts, Language Acquisition
KinderPrep Teacher	Responsible for the instruction of all students in the Kinder Prep program
KinderPrep Assistant	Assist the teachers in the instruction of Kinder Prep students
School Age Care Admin Assistant	Assists School Age Care Director with administrative needs.
School Age Caregiver	Supervises students and facilitates planned activity with groups of students enrolled in the School Age Care program.
Activities Assistant	Under the direction of the AD, coordinates athletics and activities events.
Nursing Assistant	Assists school nurse in providing school health services for all campuses
Building Monitor	Monitors student study room after school at Upper School, as students wait for parents to pick them up.
Bus Driver	Drives the bus to events, field trips, and activities as needed.
Finance Assistant	Assists the CFO in the completion of the school's financial responsibilities
Float Teacher	Full time substitute teacher who is assigned to classes needing a sub on a daily basis.
Special Education Assistant	Under the direction of Special Education teachers and administrators, works with small groups or individual students, both in classes and outside of class, to help them achieve their IEP goals.

STUDENT RECRUITMENT AND ENROLLMENT: Minnesota Statute 124E, set forth certain requirements the School must follow when enrolling students. The School may limit admission to:

- (1) pupils within an age group or grade level;
- (2) pupils who are eligible to participate in the graduation incentives program; or
- (3) residents of a specific geographic area in which the school is located when the majority of students served by the school are members of underserved populations.

The School shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils must be accepted by lottery. The charter school must develop and publish, including on its Web site, a lottery policy and process that it must use when accepting pupils by lot.

The School shall give enrollment preference to a sibling of an enrolled pupil and to a foster child of that pupil's parents and may give preference for enrolling children of the school's staff before accepting other pupils by lot.

A person shall not be admitted to the School (1) as a kindergarten pupil, unless the pupil is at least five years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences; or (2) as a first grade student, unless the pupil is at least six years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences or has completed kindergarten; except that a charter school may establish and publish on its Web site a policy for admission of selected pupils at an earlier age, consistent with the enrollment process in the aforementioned paragraphs.

The School may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability and may not establish any criteria or requirements for admission that are inconsistent with this subdivision. The School shall not distribute any services or goods of value to students, parents, or guardians as an inducement, term, or condition of enrolling a student in a charter school. The School will abide by the board approved school enrollment policy and procedures and applicable laws.

Enrollment Projections (MN students only)

2017-18	2018-19	2019-20	2020-2021
PK	80	80	80
K	135	135	135
1 st grade	127	134	134
2 nd grade	126	124	133
3rd grade	127	123	121
4 th grade	138	124	120
5 th grade	99	130	116
6 th grade	105	103	134
7th grade	100	97	94
8th grade	83	99	95
9th grade	66	83	98
10th grade	43	66	81
11th grade	16	43	64
12th grade	6	16	41
TOTAL	1251	1357	1446

SCHOOL CALENDAR: In compliance with Minnesota Code §120A.41, the school calendar will include no fewer than 165 instructional days and will meet the following hours of instruction requirements: 425 hours for Kindergarten; 935 hours for grades 1-6; and 1020 hours for grades 7-12.

DESCRIPTION OF SPECIAL EDUCATION: (Refer to Contract Addendum C)

DESCRIPTION OF SERVICE LEARNING PROGRAM:

LILA’s service learning plan is different from that of many schools as it is ingrained in our curriculum and the learning is more organic in nature, rather than pre-designed. As an International Baccalaureate (IB) school one of our main goals is to create global, internationally minded citizens. We do that through what we teach as well

as how we teach and LILA very much values the idea of service learning. Our plan for service learning revolves around what the IB calls “action” as well as community connection.

Action in an IB school means that students are taught to reflect on the things they’ve learned, choose how or if they want to use that information and then take action. Action can be taken by individuals, small groups or large groups. Action can affect as few as one person up to thousands. It all depends on how the child chooses to act! Sometimes that action is more teacher directed and sometimes it is directed by the students.

Another element of our service plan aligns with one of the IB’s standards for the program which is that school’s find ways to connect to their local communities. The idea behind this is that you are participating and helping in your community which builds stronger relationships. As stated before, we take a different view of service learning. LILA does this in a variety of different ways. We annually participate in the Forest Lake Festival of Cultures, the Forest Lake Lions Drug Awareness Poster Contest, the 4th of July parade, MN Twins diversity events and Jackie Robinson essay, to name a few. We give back to our community and learn from our community by making connections with those around us.

DESCRIPTION OF SCHOOL TRANSPORTATION PLAN: LILA surrenders all transportation funding and responsibility to ISD 831. Students living outside of district 831 are responsible for their own transportation to and from school.

DESCRIPTION OF SCHOOL FACILITY PLAN: LILA currently has three sites on two campuses. The Main Campus holds the Lower School and Kinder Center sites, and houses grades PreK-5. The Headwaters Campus holds the Upper School site and houses grades 6 - 12. To accommodate planned enrollment growth, the school is embarking upon an addition of eight classrooms at the Upper School, to be completed by fall 2019 as Phase 1. For Phase 2, to be constructed during the 2018/19 school year and completed by the fall of 2019, includes plans to add 12 additional classrooms, including science labs, art rooms, music rooms, a full-size gymnasium with seating for 700+ and a performing arts center to seat approximately 475. During this construction, the school plans to lease a 6-classroom portable building to accommodate growth. Within the next two years, LILA also plans to add 4 additional classrooms to the Lower School.

- **FUTURE PLANS:** No additional sites, grades, or moves are anticipated during the contract term. The school is planning to expand their Headwaters Campus facility.
- **FINANCIAL MANAGEMENT AND BUDGET:** The Board will have a standing Budget and Finance Committee which will be tasked with ensuring the school’s financial plans are prepared for launch. The school’s fiscal year will run from July through June each year, and the final budget will be approved no later than the June Board meeting annually (by June 30). Budgets will be designed to yield positive net income each year to strengthen the school’s fund balance. (three-year projected inserted below)

Three-Year Budget Projection, FY19 through FY21

Lakes International Language Academy General Fund Budget Projection
FY19 through FY21

	FY19	FY20	FY21	Notes & Assumptions
REVENUE	1234	1358	1461	estimated total pupil units
State (not lease aid or SpEd)	8302072	9213481	9998066	
State lease aid	1584797	1629360	1752720	
State special education aid	1005417	1015471	1025625	
Federal special education	155927	157486	159061	
Federa Title I, II	32410	35344	37808	
Local	281379	287606	294099	
International Student fees	0	160930	242811	4 I students in FY20; 6 in FY21
TOTAL	11362002	12499678	13510190	
EXPENDITURES				
Salaries & wages	5846613	6382766	6794266	
Benefits	1520119	1659519	1766509	
Business Support services	49329	54332	58119	
Other contracted services	757384	768745	780276	
Communications Services	49771	52259	52782	
Postage	3032	3062	3093	
Utilities	186000	240000	243600	add high school in FY20
Insurance	73000	99095	100581	
Repairs & Maintenance	234920	239619	244411	
Travel, conferences & staff training	88250	89575	90919	
Facilities lease (eligible for lease aid)	1760886	1962955	2162935	
Facilities lease (not eligible for lease aid)	59999	59999	59999	preK space at Annex; Marcott house
Other rentals & operating leases	78997	79787	80984	(copiers, u-hauls, OBJ 370)
General, Maintenance, & Instructional Supplies	337240	340612	344019	
Media Resources	5000	5000	5000	
Technology and other FFE	72200	65000	85000	
Dues & memberships	77000	79000	81000	authorizer fees, IB dues, prof. orgs
Other expenses	40000	40000	45000	
International student expenses	0	95500	96933	room & board, coordinator, marketing & travel, visas
TOTAL	11239740	12316825	13095426	
Net Income	122262	182853	414764	



School Accountability and Authorizer Oversight System

SCHOOL STATUTORY PURPOSES:

- ❑ **PRIMARY PURPOSE** (M.S. 124E.01): The primary purpose of the charter school is to improve all pupil learning and all student achievement.
 MEASURE: MCA exams
 PERFORMANCE STANDARDS / EXPECTATIONS: Academic Performance Standards below.
 REPORTING: Progress meeting these expectations is a required element of the Annual Report and “World’s Best Workforce” Plan.
- ❑ **STATUTORY PURPOSE II** (MS 124E.01): Increase learning opportunities for all pupils.
 PERFORMANCE EXPECTATIONS – LILA will continue providing a globally-minded education program to students in the Forest Lake area. The program will include the International Baccalaureate element combined with the bi-lingual, Spanish and Mandarin, language immersion element. The school will also explore ways to further collaborate with international students and educators from Spanish and Mandarin language speaking countries as another way to enhance the international learning opportunities of LILA students.
 REPORTING: Progress meeting these expectations is a required element of the Annual Report and “World’s Best Workforce” Plan.
- ❑ **ADDITIONAL PURPOSE** (M.S. 120B.11): The school is to meet the outcomes adopted by the Commissioner for all public school students under Minnesota Statutes, section 120B.11 (“World’s Best Workforce”), applicable to elementary and high schools. Specifically, that 1) all racial and economic achievement gaps between students are closed; 2) all children are ready for school, 3) all third-graders can read at grade level; 4) all students attain career and college readiness before graduating from high school; and 5) all students graduate from high school.
- ❑ **GOALS**: locally determined, board approved annually for each of the outcomes.
 REPORTING: Element of the Annual Report and “World’s Best Workforce” Plan.

Introduction

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

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

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

Volunteers of America of Minnesota Accountability Plan

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

- Meets standard;
- Partially meets standard;
- Does not meet standard.

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

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

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

- 50% weighting: Academic Program (statutory purposes, including primary purpose)
- 15% weighting: Financial Sustainability
- 30% weighting: Organization
 - 15% governance
 - 15% management & compliance

Combining Data Over the Contract Term

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

Contract Renewal Eligibility

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

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

Intervention and Corrective Action

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

Closure Plan

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

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

- **Academic Program Performance - Is the school's Learning Program a Success?**

Academic Performance- All public schools, including charters, must fully participate in the state assessments - Minnesota Comprehensive Assessments. Data from state assessments as well as Title 1 Designation consistent with the state North Star system will be compiled and evaluated in the Annual VOA-MN Authorized Charter Schools Academic Performance Report by the authorizer. Charter schools are required to meet the academic performance standards for which they agree to be held accountable in their charter contract. The extent to which a school is meeting their World's Best Workforce requirements and additional statutory purposes are also measured in the Learning program section.

The VOA-MN Charter School Authorizing Program publishes annually an Academic Performance Report on their network of authorized charter schools. The report serves as a single annual source of academic program and performance information for all of our VOA-MN operational charter schools. The report contains an analysis of annual and cumulative academic program, performance, and professional development data for each school.

Content from the annual Academic Performance Report also serves as the basis for the school academic performance analysis contained in the statutorily required Contract Renewal Evaluation Reports, including evaluation of the extent to which the school has met their primary purpose, "to improve all pupil learning and all student achievement" during the contract term.

The VOA-MN determined academic performance standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School Accountability and Authorizer Oversight System) and serve as the basis for both annual authorizer monitoring of school academic performance and contract renewal determinations. *The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed (example: based on cell size being to small). One sample rating scale is imbedded below to provide the reader with context.*

VOA-MN's academic performance standards/expectations include the following:

Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. Imbedded WBWF Standard: All third-graders can read at grade-level. (Data Source: Evidence / Source: Minnesota Department of Education). Scale:

0 = School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.

1 = Partially meets standard - School's average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.

2 = Meets standard - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.

Academic Performance Standard 2 - Over the term of the contract, the School will maintain an average state-determined minimum growth score of 0.0 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (Evidence/Source: Minnesota Department of Education). Scale:

0 = School's growth score is below -0.5

1 = School's growth score is between 0 and -0.5

2 = School's growth score is 0 or higher.

Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement. Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed. (Evidence / Source: Minnesota Department of Education).

Scale:

0 = The difference between the "all-students" proficiency rate and all reportable subgroup proficiency rates has increased.

1 = The difference between the "all-students" proficiency rate and at least one subgroup proficiency rate has been reduced.

2 = The difference between the "all-students" proficiency rate and all subgroup proficiency rates has been reduced.

Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40. (Data/Source: AASC Annual Report) Scale:

0 = School has not adopted a teacher evaluation process.

1 = Meets some of the criteria, but no evidence that process is followed.

2 = Meets all criteria and is adhered to.

Academic Standard 5: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement. (Data / Source: School Annual Report) Scale:

0 = The school has not adopted a school-wide professional development plan.

1 = The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.

2 = The school has adopted and followed a school-wide, data-driven professional development plan.

Academic Standard 6: The school is meeting their additional purposes (MS 124E.01, Subd 1; Charter Contract Addendum B). (Data Source: School Annual Report) Scale:

0 = The school does not have a plan for meeting their additional statutory purposes and measuring progress.

1 = The school has a plan for meeting their additional statutory purposes and is partially meeting them.

2 = The school has a plan and is meeting their additional statutory purposes.

Academic Standard 7: The school is meeting the World’s Best Workforce goals (MS 120B.11; Charter Contract Addendum B). (Data Source: School Annual Report) Scale:

- 0 = The school does not have a plan for meeting their WBWF goals and measuring progress.
- 1 = The school has a plan for meeting their WBWF goals and is partially meeting them.
- 2 = The school has a plan and is meeting their WBWF goals.

● **Financial Sustainability – Does the School Exhibit Strong Financial Health?**

Charter schools receive public funds and must meet generally accepted standards of fiscal management. It is VOA-MN’s duty to ensure that the schools are responsible stewards of public funds. The charter school shall provide VOA with a copy of its draft and final annual budgets and monthly cash flow projections for each fiscal year by July 1 of each fiscal year. VOA-MN shall use submitted budget and cash flow statements, along with any other relevant information, to determine if the charter school has a realistic balanced budget plan for the current year. VOA-MN shall use the financial statements presented in the charter school’s annual financial audit, along with any other relevant information, to determine if the charter school maintained a balanced budget during the prior-year. Schools are expected to have audits that are free of all findings.

The VOA-MN Charter School Authorizing Program publishes annually a School Financial Oversight Report on their network of authorized charter schools. The parties acknowledge that the Minnesota Charter Schools Law requires a charter school to meet generally accepted standards of fiscal management. This requirement has two underlying purposes: to monitor the financial health of the school and compliance with state and federal laws, including proper use of public funds. The report will contain an evaluation of school performance meeting the VOA-MN financial standards.

The VOA-MN determined school financial standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School Accountability and Authorizer Oversight System) and serve as the basis for both annual authorizer monitoring of school financial health and contract renewal determinations. The authorizer will monitor school performance meeting these standards on an ongoing basis and the standards shall will be evaluated in the annual VOA-MN Network Finance Report. The standards also serve as the criteria for contract renewal determinations. *The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed (example: fund balance standard may be negotiated based on school length of operation or size). One sample rating scale is imbedded below to provide the reader with context.*

VOA-MN’s school financial standards/expectations include the following (authorizer reserves the right to amend standards or scale as needed/warranted):

Finance Standard 1: The school maintains a balanced budget. Data Source: Original and revised budgets, annual financial audit report, monthly income statements.

- 0 = deficit position
- 1=NA
- 2 = surplus position

Finance Standard 2: The school is compliant with state and federal financial reporting deadlines and laws, including the proper use of public funds. Data Source: MDE reports including: Preliminary UFARS data, Student ADM, Final UFARS data.

- 0 = missed > 1 time
- 1 = missed 1 time
- 2 = never missed

Finance Standard 3: The school's financial audit is submitted to the Minnesota Department of Education, Office of the State Auditor and the authorizer by December 31. Data Source: Email from the school with attached MDE documentation.

- 0 = not submitted
- 1 = n/a
- 2 = submitted

Finance Standard 4: Schools are expected to have audits that are free of all findings. Data Source: The school's financial audit report.

- 0 = 1 or more "material weakness" or legal compliance finding (s)
- 1 = 1 or more "significant deficiency" finding(s)
- 2 = no findings

Finance Standard 5: The school is current on all financial obligations, including, but not limited to: pension payments, payroll taxes, insurance coverage and loan payments. Data Source: Monthly check registers, cash flow projections, board meeting agenda's and minutes.

- 0 = late > 3 times
- 1 = late 1-2 times
- 2 = never late

Finance Standard 6: The School provides VOA-MN and school board members with monthly financials. June financial reports may be delayed until year-end journal entries are completed. Packets include at least the following: 1) detailed income/expense report, 2) cash flow projection, 3) check register, and 4) current enrollment (Average Daily Membership). The board should review and approve the financials at each board meeting. Data Source: Board packets

- 0 = missed > 2 times
- 1 = missed 1-2 times
- 2 = never missed

Finance Standard 7: The School develops and maintains a targeted General Fund balance determined by the school board. For the finance report, VOA-MN also determines a standard for fund balance annually based on items such as school funding trends and funding hold-backs. Data Source: The school's General Fund balance policy, monthly financial reports, board meeting agenda's and minutes.

- 0 = < 15%
- 1 = 15-20%
- 2 = 20% or >

Finance Standard 8: The school board has a finance committee that meets regularly to review financial reports. Data Source: Board meeting packets, agendas, and minutes.

- 0 = 0-4 meetings/year
- 1 = 5-9 meetings/year
- 2 = 8-12 meetings/year

Finance Standard 9: All finance committee members exhibit working knowledge of financial oversight. Data Source: School board members queries, board meeting agendas and minutes.

0 = some committee members have not received formal/informal training during the year relating to their roles and responsibilities on the finance committee

1 = NA

2 = all committee members have received formal/informal training during the year relating to their roles and responsibilities on the finance committee

Finance Standard 10: The school is not in Statutory Operating Debt (SOD). Data Source: School's budget, board meeting agendas and minutes, financial audit.

0 = in SOD

1 = n/a

2 = not in SOD

Governance - Is the organization effective and well run?

Effective board governance is essential to the successful start-up and operation of a public charter school. The diversity of charter school board memberships – teachers, parents, community leaders, and volunteers – heightens the importance of consistent expectations and development activities.

The authorizer regularly monitors the performance quality of the school board based on authorizer observations; interviews with the director, board and faculty; and the review of school policies, reports and board meeting minutes. A school must have a governance model that provides quality oversight by ensuring that there are checks and balances between the board and the school administrators.

A school board is responsible for developing, implementing, and assessing policy; defining sound employee relations; conducting open meetings; recognizing and conforming to the legal mandates imposed by state and federal laws; and governing within the limits of a delegation of state authority – as a nonprofit and public-school board. Additionally, the board has an obligation to assess its successes and failures; inform the public of all deliberations and decisions; promote accountability; enhance public understanding of its mission; conform to standards of ethical behavior; provide a framework for setting goals; and develop strategic plans for the accomplishment of those goals.

The VOA-MN Charter School Authorizing Program publishes annually a School Board Governance Report on their network of authorized charter schools. The purpose of this report is to be a single annual source on the board operations and compliance of the eighteen VOA-MN- authorized charter schools. Authorizer VOA-MN also observes a minimum of two school board meetings annually.

The VOA-MN determined school board governance standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School Accountability and Authorizer Oversight System) and serve as the basis for both annual authorizer monitoring of school board performance and contract renewal determinations. The authorizer will monitor school performance meeting these standards on an ongoing basis and the standards shall will be evaluated in the annual VOA-MN Network Governance Report. The standards also serve as the criteria for contract renewal determinations. *The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed (example: based on length the school has been in operation). One sample rating scale is imbedded below to provide the reader with context.*

VOA-MN's school board governance standards/expectations include the following (authorizer reserves the right to amend standards or scale as needed / warranted):

Board Structure and Development

Governance Standard 1: The Board of Directors met its governance model requirements laid out in its bylaws and membership requirements as required by Minnesota Statute*.

- 0 = Board structure does not meet bylaws and/or state statute;
- 1 = board did not meet requirements for the entire fiscal year;
- 2 = board structure meets bylaws and state statute.

Governance Standard 2: The Board of Directors has the necessary knowledge to carry out the responsibilities contained in Minn Stat 124E.07, Subd. 6. (Duties), including knowledge in finance/budget, policy/legal, personnel/employment, and education.

- 0 = The board does not have a plan to ensure board members have the necessary knowledge;
- 1 = the board has a partial plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education;
- 2 = The board has a thorough plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.

Governance Standard 3: The board adheres to an orientation process for bringing on new members.

- 0 = The board does not have a membership orientation process for new board members;
- 1 = the school board has a process for the orientation of new board members, but it is not consistently followed;
- 2 = School board adheres to a thorough process for the orientation of new board members.

Governance Standard 4: The Board of Directors complies with initial and ongoing training requirements set forth in Minn. Stat 124E.07, Subd 7 (Training): governance, financial, and employment policies and practices.

- 0 = more than one board member did not fully comply with Minnesota law regarding board training requirements;
- 1 = one board member did not fully comply with Minnesota law regarding board training requirements and was removed;
- 2 = all board members comply with Minnesota law regarding board training requirements

Governance Standard 5: The Board of Directors completes a self-evaluation each year.

- 0 = board does not self-evaluation
- 1 = board competes informal self-evaluations during one or more board meeting(s)
- 2 = board completes a formal self-evaluation each year

Governance Standard 6: The Board of Directors will comply with MN Open Meeting Law, Chapter 13D, and maintains a quorum for all board meetings.

- 0 = The board has 2 or more infractions of MN Open Meeting Law;
- 1 = the board has 1 infraction of MN Open Meeting Law;
- 2 = the board has no infractions of MN Open Meeting Law.

Governance Standard 7: The board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law.

- 0 = Bylaws are inconsistent with state statute;
- 1 = bylaws are consistent with state statute but have not been reviewed regularly;
- 2 = bylaws are consistent with state law and the board reviews them regularly.

Governance Standard 8: The Board of Directors adheres to board member election requirements set forth by state statute*.

- 0 = Election requirements were not met;
- 1 = NA
- 2 = all requirements were met.

Governance Standard 9: The Board conducts an annual evaluation (including all aspects of the position description) of the performance of the school leader through a defined annual evaluation process.

- 0 = The board did not complete an annual evaluation of the school leader;
- 1 = the board completed an evaluation of the school leader but not on all aspects of the job description;
- 2 = the board completed a formal evaluation of the school leader including all aspects of the job description.

Governance Standard 10: The Board has a board-approved professional development plan for the school director (if applicable as required by Minn. Stat. 124E.12, Subd. 2*).

- 0 = A professional development plan for the non-licensed individual(s) was not documented in the school's annual report;
- 1 = NA
- 2 = a professional development plan for the non-licensed individual(s) was documented in the school's annual report or the school's director holds an administrative license.

Governance Standard 11: The Board of Directors monitors the organization's adherence to school board policies.

- 0 = meeting minutes include no evidence of the board monitoring the organization's adherence to school board policies;
- 1 = meeting minutes includes one or two examples of the board monitoring the organization's adherence to school board policies;
- 2 = meeting minutes include three or more examples of the board monitoring the organization's adherence to school board policies.

Governance Standard 12: The Board of Directors complies with Federal data practices law and the Minnesota Data Practices Act (Minn. Stat. Chapter 13)*.

- 0 = Data practice policies are not fully in place;
- 1 = Data practice policies are in place in accordance with state statute but staff were not trained in Data Practices;
- 2 = Data practice policies are in place in accordance with state statute and staff are appropriately trained in Data Practices.

Governance Standard 13: The Board of Directors provides ongoing oversight of school academic performance.

- 0 = less than half of the board meeting minutes or less include evidence of oversight of school academic performance;
- 1 = at least half of the board meeting minutes include evidence of oversight of school academic performance;
- 2 = meeting minutes include evidence of regular oversight of school academic performance.

Governance Standard 14: The school maintains a high level of parent, teacher and student satisfaction rates based on school conducted surveys and student/faculty retention rates.

- 0 = Less than two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates;

- 1 = Two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates;
- 2 = All of the following criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.

Governance Standard 15: Board documents are distributed to all board members at least 3 days prior to a board meeting.

- 0 = Board documents were not distributed to all board members three or more times;
- 1 = board documents were not distributed to all board members one or two times;
- 2 = board documents were distributed to all board members at least 3 days prior to each board meeting.

Governance Standard 16: The Board of Directors maintains a Board Documents Binder which includes meeting minutes, bylaws and articles of incorporation and financial statements; and statutory requirements for posting board related information on the school's website*.

- 0 = information is incomplete in the binder or on the school's website;
- 1 = complete information is available both in a binder and on the school's website; but there are 1-2 incidents of minutes not being posted after board approval;
- 2 = a complete Board Documents Binder is kept includes meeting minutes, bylaws and articles of incorporation and financial statements; and the school's website includes the statutory requirements for posting board-related information.

Governance Standard 17: The board has a policy review calendar and reviews and updates its policies as needed or required by state law.

- 0 = Board does not have a calendar/plan for policy review and/or reviews policies at half or fewer of the regular meetings;
- 1 = the board has a policy review calendar/plan and reviews policies at half or fewer of the regular board meetings;
- 2 = the board has a thorough policy review calendar/plan and review policies as a regular component of regular board meetings.

Management & Operations - Effective day to day operations of a charter school support the Learning Program. A well-run school provides an environment in which staff and students can perform at the highest possible level and more effectively reach the school's goals. Management and operations of the school will be monitored and reported by the authorizer using the Formal Site Visit Rubric. The standards also serve as the criteria for contract renewal determinations. The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed (example: based on cell size being too small). One sample rating scale is imbedded below to provide the reader with context.

Authorizer standards / expectations for school management and operations include:

School Mission, Vision, and Purpose

M/O Standard 1: Mission and vision are central to the school's identity and inform all decision-making processes. The school's learning program exemplifies the mission and vision of the school. (Data source: annual school site visits, annual submission calendar document review, discussions with school leadership)

Scale:

- 0 = Mission and vision are not used to guide school's decision-making.

1 = Mission and vision are displayed in the facility, on website and in annual report, but evidence that they guide decision-making and programming are missing.

2 = Mission and vision are central to the school's identity and inform all decision-making processes. The school's learning program exemplifies the mission and vision of the school.

M/O Standard 2: The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service. (Data source: annual school site visits, annual submission calendar, document review, discussions with school leadership) Scale:

0 = The school does not have a plan for service learning. School does not engage in service.

1 = The school has a service-learning plan, but without evidence of a connection between the plan and service activities.

2 = The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.

School Culture & Learning Environment

M/O Standard 3: The school maintains a safe and healthy environment per state and federal guides and board policy. (e.g., facility /ADA, building inspections, school liability insurance, student medical / health matters, school drills). (Data source: annual school site visits, annual submission calendar, document review, discussions with school leadership) Scale:

0 = The school could not provide evidence of compliance with health and safety requirements for public schools.

1 = The school is making progress approaching standard.

2 = The school can provide evidence that it complies with health and safety requirements for public schools.

M/O Standard 4: Evidence suggests that the school engages parents and students in ways that build positive relationships and engages them as partners in their child's learning (Data source: annual school site visits, annual submission calendar document review, discussions with school leadership) Scale:

0 = The school could not provide evidence that it has a plan or activities to engage parents and students in ways that build positive relationships and engages them as partners in their child's learning.

1 = The school is making progress approaching standard.

2 = The school provides ample evidence that the organization engages parents and students in ways that build positive relationships and engages them as partners in their child's learning.

M/O Standard 5: Evidence suggests that the school-teachers are covering the scope and sequence of the state academic standards and engaging in data-driven decision-making. (Data source: annual school site visits, annual submission calendar document review, discussions with school leadership) Scale:

0= The school does not have a system established to ensure that school-teachers are covering the scope and sequence of the state academic standards &/or does not engage in data-driven decision-making.

1= The school leadership provided some examples of how he/she provides oversight that school-teachers are covering the scope and sequence of the state academic standards, but systemic plan for monitoring progress and data-driven decision-making was lacking.

2= Evidence suggests that the school has established a uniform system to ensure that the school-teachers are covering the scope and sequence of the state academic standards and monitoring student progress toward comprehension.

Documents and Processes

M/O Standard 6: The school employs highly qualified, appropriately licensed teachers. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership). Scale:

0= The school has had multiple license infractions over the contract term.

1= The school has had two or fewer teacher license infractions and they were swiftly resolved. Evidence suggests that the school has systems to recruit quality licensed teachers.

2= The school provides evidence of exemplary hiring processes that ensure teachers are properly credentialed. There have been no license infractions over the contract term.

M/O Standard 7: Criminal background checks are conducted on all persons per the board policy and Minn. Stat. 123B.03, Subd.1. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership) Scale:

0 = The school could not provide evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.

1 = The school could not provide evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees, but not on school volunteers.

2 = The school provided evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.

M/O Standard 8: The school meets / maintains its enrollment goals. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership) Scale:

0 = The school is not meeting its student enrollment goals.

1 = NA

2 = The school could provide evidence that it is meeting its annual student enrollment goals.

M/O Standard 9: The school institutes a fair and open student admission process that complies with Minnesota law. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership) Scale:

0 = The school could not provide evidence of adherence with state laws and guidelines pertaining to student admission.

1 = The school provides evidence of adherence with state laws and guidelines pertaining to student admission. The school has been the subject of state investigation with findings.

2 = The school provides evidence of adherence with state laws and guidelines pertaining to student admission.

M/O Standard 10: The school's employment process complies with state and federal law. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership) Scale:

0 = The school could not provide evidence that its employment process complies with state and federal law.

1 = The school is making progress meeting standard.

2 = The school provides evidence that its employment process complies with state and federal law.

M/O Standard 11: The school has defined job descriptions and defined evaluation process for all personnel. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership) Scale:

0 = The school could not provide evidence of job descriptions for all employee positions and aligned to an evaluation process.

- 1 = The school could provide evidence of job descriptions for most employee positions but did not have a defined evaluation process.
- 2 = The school could provide evidence of job descriptions for all employee positions and aligned to an evaluation process.

Special Education - Services to Students with a Disability

M/O Standard 12: The school complies with IDEA, special education laws and school's TSES plan, including "Child Find." Applicable training is provided to faculty annually. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership, MDE communications) Scale:

- 0 = The school could not provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find."
- 1 = The school could provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find." However, the school has been the subject of MDE complaint investigation with findings.
- 2 = The school could provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find."

M/O Standard 13: The school provides professional development annually to faculty on special education to ensure school compliance with Child Find and other special education laws. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership) Scale:

- 0 = The school could not provide evidence of training to faculty on special education.
- 1 = NA
- 2 = The school could provide evidence that it provides training to faculty at least annually.

M/O Standard 14: The school is not subject to special education investigations by MDE and is not in Corrective Action. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership, MDE communications) Scale:

- 0 = The school has been the subject of MDE investigations with findings. Findings have not been resolved.
- 1 = The school has been the subject of MDE investigations with findings. Progress has been observed to resolve findings.
- 2 = The school is not subject to special education investigations by MDE and is not in corrective action or is adhering to their plan to resolve concerns.

M/O Standard 15: The school is compliant with laws pertaining to special education directors and Advisor Council (SEAC). (Data source: annual site visits, annual submission calendar document review, discussions with school leadership) Scale:

- 0 = The school could not provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC).
- 1 = The school contracts with a special education director but could not provide evidence that it has a SEAC that meets at least annually.
- 2 = The school could provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC).

Legal and Contractual Compliance - Charter schools are required to follow many state and federal laws pertaining to all public schools and are expected to uphold all provisions of the charter school contract. VOA-MN expects compliance with legal and contractual obligations. Each VOA-MN authorized charter school shall

maintain a Compliance Binder on site that includes VOA-MN defined evidence of compliance with state and federal statutes organized in the manner prescribed by VOA-MN. Additionally, VOA-MN authorized charter schools shall submit information to the authorizer in accordance with the VOA-MN prescribed Annual Submission Calendar. Management and operations of the school will be monitored by the authorizer and reported in the Formal Site Visit Report and additionally as needed. *This section is not scored individually. The compliance binder and submission calendar are systems for ongoing monitoring of school performance and compliance and compliance requirements are imbedded in previous sections.*

ONGOING AUTHORIZER SCHOOL MONITORING

SITE VISITS

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

- **Formal Site Visit-** Formal Site Visits are typically conducted once per year by a member of the VOA-MN Authorizing Program Leadership Team who interviews key stakeholders and conducts observations. Written feedback is provided to the Board of Directors and school leadership guided by the Site Visit Rubric. VOA-MN staff will provide formal written feedback summarizing observations. The feedback will identify areas of strength and areas that require improvement. If a more serious issue arises from a site visit, VOA-MN may implement an intervention based upon the “Range of Interventions” table.
- **Informal Site Visit-** VOA-MN may conduct informal site visits at any time to fulfill its duties as an authorizer. Reasons for informal site visits may include: investigation of a complaint, determination of readiness to open, follow up on implementation of improvement plans, or documentation of best practices. These visits are typically less formal and may be without notice.

BOARD MEETINGS

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

SCHOOL PUBLISHED ANNUAL REPORTS

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

AUTHORIZER PUBLISHED SCHOOL PERFORMANCE REPORTS

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

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



RANGE OF POSSIBLE INTERVENTIONS – CONTRACT B. II.

If VOA-MN has a concern about the School, or if the School fails to make adequate progress towards achieving authorizer contractual standards/expectations for school performance, or to comply with Applicable Law, or other requirements of this contract, VOA-MN shall determine the appropriate intervention. The interventions below need not be implemented sequentially, and VOA-MN will implement these as it sees fit and at its sole discretion.

Status	Triggered By	May Result In
INTERVENTION LEVEL ONE Notice of Concern	Signs of weak performance identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means. Lack of progress towards meeting contractual performance standards / expectations. Failure to submit required documents on a timely basis. Failure to comply with applicable law or the conditions of the charter contract. Signs of poor financial health or management.	Letter from the Authorizer to the charter school’s Board of Directors detailing areas of concern. Authorizer recommendation that the school board institute an oversight plan for performance improvement in the areas where standards were not met.
INTERVENTION LEVEL TWO Notice of Deficiency	Signs of further weakening performance identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means. Failure to meet multiple contractual performance standards/expectations; or repeated failure to meet a single performance standard/expectation. Significant failure to comply with applicable law or the conditions of the charter contract. Continued evidence of poor financial health or management.	Letter from Authorizer to charter school Board of Directors detailing areas of deficiency and action required to address the deficiency. <i>and</i> Authorizer may require charter school Board of Directors to approve a remediation plan containing specific improvement objectives, technical assistance requirements, and schedule for remedial actions to be approved by the Authorizer.
INTERVENTION LEVEL THREE Probationary Status	Continued failure to meet contractual performance standards/expectations or failure to meet objectives of a remediation plan. Continued failure to comply with the applicable law or the conditions of the charter contract. Severe concerns regarding the school’s financial viability.	Letter from the Authorizer to charter school Board of Directors detailing reasons for probationary status and action required to address concerns. Remediation plan imposed by the Authorizer. <i>and/or</i> Authorizer may appoint staff or a consultant to specifically monitor implementation of the remediation plan
INTERVENTION LEVEL FOUR Charter Review	Failure to address the terms of Probationary Status. Extended pattern of failure to meet contractual performance standards/ expectations and/or to comply with applicable law or the conditions of the charter contract. Severe and persistent concerns regarding the school’s financial viability.	Recommendation to revoke, not to revoke, or to impose lesser sanctions. <i>and/or</i> Decision to commence or not to commence revocation proceedings made by VOA-MN.
INTERVENTION LEVEL FIVE	Charter Review results in recommendation to revoke.	Commencement of charter revocation proceedings consistent with Minnesota Stat. 124E and the terms of the charter contract.

Charter Revocation		
---------------------------	--	--



Charter School Contract Renewal and Revocation Process

Renewal Process

Volunteers of America-Minnesota (VOA-MN) views contract renewal as an on-going process that is engaged in by the Board of Directors, school leadership, and the authorizer throughout the entire life of the school's contract with its authorizer. This process culminates in the authorizer publishing an end of contract evaluation report.

End-of-Term Evaluation

VOA-MN publishes an end-of- contract evaluation report based on information, observations and documentation accumulated throughout the length of the contract. The evaluation is an opportunity to determine the extent to which the school is meeting VOA-MN's expectations of a high= quality charter school. More specifically, we assess the school based on the following three central questions:

4. Is the student learning program a success? (Academic Performance)
5. Does the school exhibit strong financial health? (Financial Management)
6. Is the organization effective and well-run? (Board Governance, Management and Operations, Compliance)

We quantify the school's progress in each area (academic performance, governance, financial management / health, and management/operations) using the system described in B.I. (Rating Scale and Weighting of Performance Measures).

VOA-MN will complete a draft of its end-of-term evaluation of the school and submit the draft for review and comment by school leadership and the board. VOA-MN will then make changes, if necessary, and resubmit a final evaluation and decision of renewal to the school's board. Through ongoing monitoring and the renewal evaluation process, VOA-MN determines whether to renew its contract with the charter school and if so, for what length of time. Contracts can be renewed for up to five years.

Termination or Nonrenewal of a contract

Consistent with Minn. Stat. 124E.10, Subd.4(b), VOA-MN may act to terminate or not renew a charter under the following grounds:

- (1) failure to meet the requirements for pupil performance contained in the contract;*
- (2) failure to meet generally accepted standards of fiscal management;*
- (3) violations of law; or*
- (4) other good cause shown.*

At least 60 days before not renewing or terminating a contract, the authorizer shall notify the board of directors of the charter school of the proposed action in writing. The notice shall state the grounds for the proposed action in reasonable detail and that the charter school's board of directors may request in writing an informal hearing before the authorizer within 15 business days of receiving notice of nonrenewal or termination of the contract. Failure by the board of directors to make a written request for a hearing within the 15-business-day period shall be treated as acquiescence to the proposed action. Upon receiving a timely written request for a hearing, the authorizer shall give ten business days' notice to the charter school's board of directors of the hearing date.

The authorizer shall conduct an informal hearing before taking final action. The authorizer shall take final action to renew or not renew a contract no later than 20 business days before the proposed date for terminating the contract or the end date of the contract.

Example VOA-MN Timeline for Contract Renewal Process

Item	Responsible Party	Timeline
School Program Description Completed by Charter School	Renewing School	February-March
<p>The School will complete and submit their proposed Program Description (contract Addendum A) for review by VOA-MN. Once the content of the document is agreed upon - including curriculum, interim assessments, and future plans, it will be incorporated into the renewal contract.</p>		
Authorizer formal end-of-term evaluation draft completed and submitted to renewal school for review	Authorizer	April
End-of-term evaluation comments completed	Renewing School/Board	April-May
Draft contract submitted to renewing school for comment	VOA-MN	April –May
Contract approved and signed	VOA-MN	May-June
Contract approved and signed	Renewing Board	May-June

If Terminating/Not Renewing

Request a public hearing	Board	Within 15 business days of termination/nonrenewal notice
Final contract termination/renewal decision	VOA-MN	Within 20 business days of the contract end date if not renewing or terminating



LAKES INTERNATIONAL LANGUAGE ACADEMY

Special Education Services

Lakes International Language Academy will comply with Minnesota Statutes Chapters 125A and 124E, all applicable rules implemented pursuant to these chapters, and all Federal and State law relating to the education of students with disabilities. Consistent with the provisions of Minnesota Statutes § 124E.21, the financial parameters within which the School will operate to provide special education instruction and related services to students with disabilities will be based on the individual needs of the student, as defined by the student's evaluation and by the instruction and related services specified in the student's Individual Education Plan ("IEP"). The School will deliver services in accordance with IDEA, board policies, and best practices.

The School will provide special education services in compliance with all state and federal guidelines. The teaching staff will provide strategies and instructional techniques that support the learning needs of each learner. The School will continue to contract with a Special Education Director for oversight and assistance maintaining a compliant system that meets the needs of the student population.

The School will plan for child-find activities, initial assessments, reassessments, IEP planning and service delivery as dictated by special education laws. The School will use a combination of employment and contracted services to meet the needs of identified special education students.

Responsibilities of the Board:

- Approve and monitor school budget revenues and expenditures related to special education. Require regular updates by school management regarding state special education reporting and financial reimbursements. Review and approve special education program expenditures.
- Approve the hiring of necessary and essential special education staff and contracted services.
- Monitor school management's oversight of special education faculty and contractors.
- Monitor school management's oversight of required special education program and financial reporting to the state.
- Collaboratively with school management, ensure that the school facility is ADA compliant and supports the continuum of special education services for students with disabilities. A charter school may not deny persons with disabilities, including parents and students, the benefits of programs and activities offered at its school because of inaccessible facilities.

Responsibilities of the School Management:

- Monitor school compliance with the board-approved Total Special Education Services Plan (TSES). Every Minnesota school district, including charter schools that are districts, is required to have a Total Special Education System (TSES).
- Monitor and supervise special education faculty and contractors.
- Maintain and report financial data related to special education programs as required by Minnesota Statute § 125B.07, Subd. 6 “Data Acquisition Calendar.”
- Provide oversight of the school budget related to special education revenue and expenditures.
- Supervise special education faculty to ensure that each student with an IEP is receiving all special education supports identified in the student's IEP.
- Arrange appropriate and ongoing staff development regarding the delivery of special education and related services.



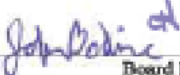


As a result of this expectation, the Authorizer will:

- Annually review student school application forms, policies and procedures for compliance with the Individual with Disabilities Education Act (IDEA) and Section 504 of the Americans with Disabilities Act.
- Regularly monitor school compliance with the board-approved Total Special Education Services Plan (TSES). Every Minnesota school district, including charter schools that are districts, are required to have a Total Special Education System (TSES).
- Regularly monitor compliance with state reporting requirements as required by Minnesota Statute § 125B.07, Subd. 6 “Data Acquisition Calendar.”
- At least annually interview the school Special Education Director and staff to monitor program accountability and compliance.
- During site visits, monitor ADA compliance and whether or not facilities support the continuum of special education services for students with disabilities. A charter school may not deny persons with disabilities, including parents and students, the benefits of programs and activities offered at its school because of inaccessible facilities.
- Monitor school compliance with state and federal special education educator licensing requirements and reporting.



COMPLIANCE AGREEMENT

The undersigned members of the BOARD OF DIRECTORS of LAKES INTERNATIONAL LANGUAGE ACADEMY agree to comply with all federal and state laws governing organizational, programmatic and financial requirement applicable to charter schools.

- 1.  Cecilia Delbone 06/20/2018
Board Member Signature Date
- 2.  Dwayne Gordon 6-20-18
Board Member Signature Date
- 3.  John Badine 6-26-18
Board Member Signature Date
- 4.  Randy Bergman 6-26-18
Board Member Signature Date
- 5.  Anna Taddei 06/21/2018
Board Member Signature Date

Charter School Closure Plan

Item	Description of Required Actions	Responsible Party	Completion Date	Status
Immediate Board Actions				
1	<p>Establish <i>ad hoc</i> School Board Committee for wind-up / restructuring</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designate School contact person(s) to send and receive communications from the VOA-MN; <input type="checkbox"/> Designate employees or School Board members who will handle various aspects of winding up of School operations; <input type="checkbox"/> Provide contact information, and list of employees / School Board members and correspondent responsibilities to the VOA-MN. <input type="checkbox"/> Instruct contact persons to heed notification requirements for time sensitive notifications, if any. 	Board		
2	<p>Reserve Funds</p> <p>Segregate by Board resolution in a separate checking account up to \$45,000 in funds to be used for legal, accounting and other expenses to execute this Closure Plan and to dissolve the School Corporation.</p>	Board		
Notifications and Further Actions				
3	<p>Notification of Parents / Guardians</p> <p>Within 10 days after charter revocation, notify parents / guardians and employees of school regarding the closure of the School, if such notification has not been made. Such notification shall include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> * date of the last day of regular instruction; <input type="checkbox"/> * cancellation of any planned summer school; <input type="checkbox"/> * notice to parents that enrollment of children in their district of residence or other school is mandatory under state law for children that are six years of age or older; <input type="checkbox"/> * a listing of the names of charter, parochial, public and private schools in the area. <input type="checkbox"/> * offer of copies of student records before the CHARTER REVOCATION. <input type="checkbox"/> Provide the VOA-MN with a copy of the notice. 	Board Chair or School Director		
4	<p>Final Report Cards and Student Records Notice</p> <p>Within 10 business days after CHARTER REVOCATION, provide parents / guardians with copies</p>	School Director		

	<p>of final report cards and notice that records, which include information about any formal suspension, expulsion, and exclusion disciplinary action under sections 121A.40 to 121A.56, will be transferred to the student's school district of residence. Notice shall include specific contact information for the resident school district.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The notice must advise the parent/guardian to contact the school where the student intends to enroll and have the new school request a transfer of records from the school being closed. <input type="checkbox"/> Provide the VOA-MN with a copy of the notice. 			
5	<p>Transfer of Student Records and Testing Material</p> <p>No later than 10 business days after Authorizer Notice of CHARTER REVOCATION / CLOSURE, the school must provide parents of enrolled students information and assistance to enable the student to re-enroll in another school.</p> <p>Within ten business days of closing the charter school, the closed school must transfer each student's educational records to the student's school district of residence, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Individualized Education Programs (IEPs) and all records regarding special education and supplemental services; <input type="checkbox"/> student health / immunization records; <input type="checkbox"/> attendance records; and <input type="checkbox"/> all other student records. <p>Student transmitted records information must include any formal suspension, expulsion, and exclusion disciplinary action under sections 121A.40 to 121A.56. The school must provide notice to a student and the student's parent or guardian that formal disciplinary records will be transferred as part of the student's educational record, in accordance with data practices under chapter 13 and the Family Educational Rights and Privacy Act of 1974, United States Code, title 20, section 1232(g).</p> <p>All end of school year grades and evaluations must be completed and made part of the student records, including any IEP / Committee on Special Education meetings / progress reports.</p> <p>As noted above, parents / guardians should be offered copies of students' records before CHARTER REVOCATION / CLOSURE.</p> <p>Testing material, including scores, test booklets, and annual data files etc. required to be maintained by the School by the State Education Department must also be forwarded to each pupil's resident school district.</p>	School Director		

<p>6</p>	<p>Notification of the Commissioner, School District, and Parents / Guardians of Enrolled Students</p> <p>Within 7 business days after the charter revocation, the School must notify school district(s) of students' residence regarding the termination of the education program and lack of future enrollment.</p> <ul style="list-style-type: none"> <input type="checkbox"/> If applicable, notification regarding cessation of food and transportation services should be provided. <input type="checkbox"/> Provide notice to the districts that arrangements should be made to pick up any district property; e.g., borrowed books, nursing equipment. <input type="checkbox"/> Provide VOA-MN with a copy of the notice. 	<p>Board Chair or Secretary</p> <p>Authorizer will notify Commissioner</p>		
<p>7</p>	<p>Notification of Funding Sources / Charitable Partners</p> <p>Within 7 days after CHARTER REVOCATION, all other sources of the School's operational funding must be notified in writing of the closure of the School as well as charitable partners of the School.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The School should not accept further loans from management companies, etc. nor otherwise incur additional liability. However, it may continue to accept gifts from charitable partners as long as the charity is aware of the School's closure / restructuring status. <input type="checkbox"/> Charities with property on the premises of the School should be notified to remove same as soon as possible or after CHARTER REVOCATION, whichever is appropriate. 	<p>Board Chair or Treasurer</p>		
<p>8</p>	<p>Notification of Contractors and Termination of Contracts</p> <p>Within 20 days after charter revocation, formulate a list of all contractors with contracts in effect, and notify them regarding cessation of current school operations at CHARTER REVOCATION.</p> <ul style="list-style-type: none"> <input type="checkbox"/> If applicable, instruct contractors to make arrangements to remove any contractor property from the School facility by a date certain, e.g., copying machines, water coolers, other rented property. <input type="checkbox"/> Provide the VOA-MN with a copy of such notice. <input type="checkbox"/> Retain records of past contracts with proof that they were fully paid (<i>see</i> Records Retention, below) to prevent spurious claims. <p>As appropriate, and to the extent possible, terminate contracts for goods and services as of the last date such goods or services will be needed to the extent not necessary for the educational program or wind-up of the School.</p>	<p>Board Chair or Treasurer</p>		

	<input type="checkbox"/> Telephone, gas, electric, water, insurance (premises and D&O insurance, <i>see</i> below) should remain operative through the CHARTER REVOCATION and to the extent necessary to wind up the School's affairs beyond that time.			
9	<p>Notification of Employees and Benefit Providers</p> <p>After an employee termination date is established, but in no event later than 60 days before CHARTER REVOCATION, notify all employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees. Further notify employees and providers of termination of all benefit programs, and, if allowable, terminate all programs as of the last date of service in accordance with applicable law and regulations (i.e. COBRA), including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> health care / health insurance; <input type="checkbox"/> life insurance; <input type="checkbox"/> dental plans; <input type="checkbox"/> eyeglass plans; <input type="checkbox"/> cafeteria plans; <input type="checkbox"/> 401(k), retirement plans; and <input type="checkbox"/> pension plans. <input type="checkbox"/> TRA <input type="checkbox"/> PERA <p>Specific rules and regulations may apply to such programs especially teacher's retirement plans so legal counsel should be consulted.</p> <p>Employees should be notified of eligibility for unemployment compensation. (In the event the School has not paid into the unemployment program on an ongoing basis, the School may have significant financial liability on an ongoing basis after the CHARTER REVOCATION, and reserve funds should be set aside for this purpose.) <i>See</i> School Wind-Up Plan and Action regarding payment of taxes, below.</p>	Board Chair or designee		
10	<p>Notification of Food and Transportation Services and Cancellation of Contracts</p> <p>Within 20 days after the charter revocation, or earlier if required by the contractual notice requirements, cancel school district or private food and/or transportation services for summer school and next school year.</p>	Board Chair or Secretary		
11	<p>Notification of VOA of MN Regarding Lawsuits</p> <p>As soon as possible after receiving notice and/or service of process regarding litigation against, or initiated by, the School, School Board or School employees, notify the VOA of MN and provide copies of legal papers received.</p> <p>The School has an ongoing obligation to keep the VOA-MN informed regarding such litigation, including</p>	Board Chair or Secretary		

	bankruptcy, whether voluntary or involuntary, and to provide copies of all filings.			
Assets, Creditors and Debtors				
12	<p>List of Creditors and Debtors; UCC Search</p> <p>Within twenty (20) days after the charter revocation, formulate list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor.</p> <ul style="list-style-type: none"> <input type="checkbox"/> This list is not the same as the contractor list, above, but may include contractors, which should be listed. <input type="checkbox"/> Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. Security interests may be recorded and filed pursuant to the Uniform Commercial Code (UCC) with the county and State of Minnesota, and may include all of the assets of the School Corporation or specific assets in which a creditor has an interest as long as such debt remains outstanding. <input type="checkbox"/> A UCC search should be performed by the School to determine if there are any secured creditors and to what assets security interests are attached. <input type="checkbox"/> Debtors include persons who owe the school fees or credits, lessees or sub-lessees of the School, and any person holding property of the School. <input type="checkbox"/> Provide a copy of the list of creditors to the VOA-MN with the amount owed to each creditor thereon and the amount owed by each debtor. 	Board Chair or Treasurer		
13	<p>Notification to Creditors</p> <p>Within thirty (30) days after the charter revocation, the School must notify all creditors of its closure.</p> <p>The School should solicit from each creditor a final accounting of the School's accrued and unpaid debt owed to such creditor. This figure should be compared to the School's calculation of the debt and be reconciled between the parties.</p> <p>To the extent possible, the School negotiates a settlement of debts, which is ultimately consummated by a settlement agreement reflecting satisfaction and release of the existing obligations, if possible.</p>	Board Chair or Treasurer		
14	<p>Notification to Debtors</p> <p>Within thirty (30) days after the charter revocation, the School must contact all debtors and demand payment. To the extent collection efforts are unsuccessful, the School may turn the debt over to commercial debt collection agencies. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.</p>	Board Chair or Treasurer		

<p>15</p>	<p>School Wind-Up Plan and Action</p> <p>The School Corporation shall collect debts, dispose of assets and negotiate with and pay creditors in an orderly fashion in accordance with a timetable and plan adopted by the School’s board of directors. Priority should be given to continuing the School’s educational program through the end of the school year and retaining funds to complete the wind-up process.</p> <ul style="list-style-type: none"> □ The initial plan should be adopted within 20 days of charter revocation, and be updated at least bi-weekly with copies to the VOA-MN. The plan should include, but not be limited to, the following. □ Termination of non-essential personnel and cancellation of non-essential services prior to CHARTER REVOCATION. □ Make final federal, state and local tax payments (every employer, including the School, which pays wages to employees is responsible for withholding, depositing, paying, and reporting federal, state and local income tax, social security taxes, and federal unemployment tax for such wage payments). □ Auction / sale of assets in a manner that avoids conflicts of interest, and maximizes net revenue to the extent permitted by ongoing agreements with existing creditors. (<i>See Liquidation of Assets, below.</i>) □ Liquidation or closing of bank accounts according to a schedule that minimizes fees but leaves the School enough flexibility to pay creditors, attorneys, accountants, etc. during the course of the wind-up, including funds for a final audit, and (if the School Corporation does not submit or the board of directors do not approve a renewal application), for dissolution. □ Cancellation of corporate credit cards and lines of credit. □ Change authorized signatures on accounts as needed to reflect changes in persons authorized to implement the winding down operations of the School Corporation, and employment, contract and School Board status of those authorized to sign for the School. □ Status reports on the implementation of the School Wind-Up Plan to be submitted to the VOA-MN through Interim Statements and a Final Statement (below). 	<p>School Board and School Director</p>		
<p>16</p>	<p>Protection of Assets; Insurance</p> <p>The School’s assets and any assets in the School that belong to others must be protected against theft, misappropriation and deterioration.</p> <ul style="list-style-type: none"> □ Existing insurance coverage should be maintained on the assets until the disposal of such assets. In accordance with the Wind-Up Plan. □ Continue existing insurance for School Facility, vehicles and other assets until 1) disposal or transfer of real estate or termination of lease, and 2) 	<p>Board Chair or Designee</p>		

	<p>disposal, transfer or sale of vehicles and other assets are sold, respectively.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Negotiate School Facility insurance with entities that may take possession of School Facility – lenders, mortgagors; bond holders, etc., if possible. <input type="checkbox"/> Appropriate security services should be obtained or maintained. <input type="checkbox"/> Action may include moving assets to secure storage after closure or loss of the School Facility. 			
17	<p>Inventory</p> <p>No later than 30 days prior to CHARTER REVOCATION, <u>all</u> of the School’s assets must be inventoried with item #'s and quantities and/or its inventory updated.</p> <ul style="list-style-type: none"> <input type="checkbox"/> All assets of the School, not just ones over a certain dollar value must be inventoried. <input type="checkbox"/> Provide VOA OF MN with a copy of the inventory. <input type="checkbox"/> Identify assets belonging to other entities (school district, county, municipality, health department, Authorizing foundation, vendors, PTA, etc.), including those borrowed or loaned. <input type="checkbox"/> Identify assets encumbered by the terms of a contingent gift, grant or donation, or a security interest. <input type="checkbox"/> Return assets not belonging to School and document same. 	Board Chair & School Director		
18	<p>Liquidation of Assets</p> <p>Assets must be liquidated in a commercially reasonable manner including, but not limited to, sale by way of auction, sealed bidding or other commercially reasonable sales methods to the extent permitted under agreements with existing creditors and to the extent such assets are free and clear of any liens or encumbrances. If an asset is subject to a lien, encumbrance or security interest (above), the secured party should be contacted.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pursuant to MN Statute 317A.735, no asset may be given away, except as authorized by law. In cases where the cost of disposing of an asset will exceed the cost to be received at sale or auction, it may be permissible to give away or discard such assets. However, this should be cleared from the largest or sole creditor(s) in advance. <p>School Board members and their relatives as well as employees and students of the School should not purchase any asset unless the purchase is disclosed to the School Board and the disclosure is made a matter of record in the School Board’s minutes and approved by a majority of the non-interested members of the School Board.</p>	School board chair and treasurer		
19	<p>D&O Insurance</p> <p>Maintain existing directors and officer’s liability (D&O) insurance, if any, until final dissolution of the School</p>	School Board		

	Corporation. If no such D&O insurance exists, disclose this fact to the board of directors.			
20	<p>Interim Statements</p> <p>No later than 10 days after CHARTER REVOCATION, prepare, and submit to the VOA of MN, an interim statement in a form satisfactory to the VOA of MN, of the status of all contracts and other obligations of the School Corporation, and all funds, including principal and accrued interest, owed to, and by, the School Corporation, with supporting evidence showing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> all creditors or former creditors, any amounts paid to creditors (or in-kind exchanges of assets), and any amounts of debt of the School or School Corporation outstanding, including principal and accrued interest, as of the date of the interim report; and <input type="checkbox"/> all amounts owed to the School Corporation by debtors, any amounts paid by debtors, and whether any debtors have paid in full, and any amounts outstanding; and <input type="checkbox"/> all income generated through sale or auction of assets and any other change in status of assets. <p>The School will prepare and submit such statements to the VOA-MN at 30-day intervals until the final statement (below) is prepared and submitted.</p>	School board chair or designee		
21	<p>Final Statement</p> <p>At a date to be determined by the VOA-MN, anticipated to be no later than 90 days after CHARTER REVOCATION, no later than 10 days prior to the filing of a dissolution proceeding, the School shall prepare to the full satisfaction of the VOA of MN a final statement of the status of all contracts and other obligations of the School Corporation, and all funds owed to the School, audited (or confirmed) by an independent accountant, with supporting evidence showing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> all assets and the value and location thereof, whether such asset has been distributed to creditors in satisfaction or payment of any existing debt obligation; and <input type="checkbox"/> each remaining creditor and any and all amounts owed to each creditor, including principal and accrued interest through the date of such statement; and <input type="checkbox"/> statement that (a) all debts have been collected, or (b) that good faith efforts have been made to collect same, and <input type="checkbox"/> each remaining debtor of the School or School Corporation and the amounts owed by each debtor, including principal and accrued interest. <input type="checkbox"/> This statement is submitted to the VOA-MN in the form in which it will be sworn and submitted to the MN Attorney General and/or MN Secretary of State as part of any dissolution proceeding. 	School board chair or designee		

	<input type="checkbox"/> This statement is in addition to the final Financial Statement Audit (below).			
Corporate Records / Accounting				
22	Final Financial Statement Audit The School must have a financial statement audit performed in accordance with the Charter and the Act no later than November 1 st of the calendar year in which the School ceases instruction.	School Board		
23	Closeout of State and Federal Grants State, federal and other grants must be closed out, including: <ul style="list-style-type: none"> <input type="checkbox"/> notification to the grant entity of the School closure; and <input type="checkbox"/> filing of any required expenditure reports or receipts and any required program reports. The School Corporation should continue to pursue grant funds to which it is entitled, provided that it fully discloses its current situation and intentions with respect to closure. The School Corporation should not seek or accept grant funds for future school years when the School will be closed. Grant status should be noted on financial statements.	School Board		
24	U.S. Dept. of Education Filings File Federal form 269 or 269a if the School was receiving funds directly from the United States Department of Education. <i>See</i> 34 CFR 80.41.	School Board		
25	IRS Status; Reports The School Board must continue to take all steps necessary to maintain its 501(c)(3) status, including, but not limited to, the following: <ul style="list-style-type: none"> <input type="checkbox"/> notification to IRS regarding any address change of the School Corporation; and <input type="checkbox"/> filing of required tax returns or reports (e.g., IRS form 990 and Schedule A). <input type="checkbox"/> If the School Corporation proceeds to dissolution, notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the VOA of MN. 	School Board		
26	Corporate Records In all cases, the School Board shall maintain all corporate records related to: <ul style="list-style-type: none"> <input type="checkbox"/> Loans, bonds, mortgages and other financing; <input type="checkbox"/> Contracts; <input type="checkbox"/> Leases; <input type="checkbox"/> Assets and asset sales; 	School Board		

	<ul style="list-style-type: none"> <input type="checkbox"/> Grants -- records relating to federal grants must be kept in accordance with 34 CFR 8042. <input type="checkbox"/> Governance (Minutes, by-laws, policies); <input type="checkbox"/> Employees (background checks, personnel files); <input type="checkbox"/> Accounting/audit, taxes and tax status, etc; <input type="checkbox"/> Personnel, <input type="checkbox"/> Employee benefit programs and benefits; and <input type="checkbox"/> Student summary test data files <input type="checkbox"/> Any items listed in this Closure Plan. 			
Dissolution / Final Distribution of Assets				
27	<p>Resolution of Dissolution</p> <p>The Board of Directors must adopt a resolution that the School Corporation be dissolved and proceed to file the same with the MN Attorney General and/or MN Secretary of State.</p>	School Board Chair		
28	<p>Dissolution</p> <p>If the School Corporation dissolves, the Board must follow the dissolution provisions in its articles of incorporation and applicable laws. This may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a complete statement of all assets, their location and an estimate of their value; and <input type="checkbox"/> a statement of the ascertainable debts of the education corporation. <p>Whenever the Charter or an order of dissolution is made, the members of the School Board or other custodian of the records of the School have the duty to properly maintain the permanent records of the School according to law and stored in a secure, locked container.</p> <p>Copies of all papers related to dissolution should be sent to the VOA-MN.</p> <p>Members of the Board are empowered to continue in office even after the expiration of the Charter and dissolution of the School Corporation for the purpose of winding-up and settling the affairs of the School Corporation, and after the dissolution of the School Corporation.</p>	School board secretary		
29	<p>Final Distribution of Assets</p> <p>All liabilities and obligations of the School must be paid and discharged (or adequate provision must be made therefore) to the extent of the School's assets. Any assets held subject to a lien, encumbrance, security interest or other written conditions or limitations must be disposed of in accordance with and subject to those conditions or limitations.</p>	School board chair or designee		

	<p>Assets received and held by the School subject to limitations permitting their use only for charitable, benevolent, educational, or similar purposes, but not held upon condition requiring return or with specific disposition instructions, shall be held until dissolution and transferred or conveyed to one or more charter schools in the school district or to the school district.</p> <ul style="list-style-type: none"> □ An itemized receipt must be obtained from each recipient of an asset containing the name, address and telephone number of the recipient. (In case of later question, audit or review by federal bankruptcy or state supreme court, or other governmental body.) □ In closing out any federal grant and accounting for any federal grant funds, property owned by the federal government or property acquired under a federal grant must be distributed in accordance with federal regulations. 			
--	---	--	--	--



**2018 VOA-MN Contract Evaluation Report on
LAKES INTERNATIONAL LANGUAGE ACADEMY (LILA), #
Contract Term: July 1, 2013 – June 30, 2018**

REPORT PURPOSE: This report was produced by the authorizer of LILA charter school in compliance with Minnesota Statute § 124E.10, Subd. 3 (Review and Comment), which requires an authorizer to conduct a formal evaluation and report on the performance of a charter school before a charter school's contract is renewed for another contract term. Per state law, Volunteers of America-Minnesota (VOA-MN) regularly monitors and evaluates the performance of the school. VOA-MN views contract renewal as an on-going process that is engaged in by the Board of Directors, school leadership, and the authorizer throughout the entire life of the school's contract with its authorizer. Using the results of ongoing site school site visit reports, performance on the VOA-MN Annual Reports on Governance, Finance, and Academics, board meetings monitored, as well as the evaluation and observations from the end-of-term site visit, VOA-MN determines whether to renew its contract with the charter school and if so, for what length of time. Contracts can be renewed for up to five years.

EVALUATION REPORT ORDER

STATUTORY PURPOSES

ACADEMIC PERFORMANCE

FINANCIAL PERFORMANCE

ORGANIZATIONAL PERFORMANCE

- BOARD GOVERNANCE
- MANAGEMENT AND OPERATIONS
- COMPLIANCE

CONTRACT RENEWAL DETERMINATION

SCHOOL LEADERS: Executive Director Cam Hedlund
Director / Upper School Principal Shannon Peterson

PROGRAM DESCRIPTION: Lakes International Language Academy (LILA) offers a PK-12 tuition-free educational opportunity that merges Spanish or Mandarin Chinese language immersion instruction with an accredited International Baccalaureate (IB) Primary Years Programme curriculum for kindergarten through 5th grade. LILA's Upper School offers a unique curriculum based on the IB Middle Years Programme for 6th- and 10th-grade students, with a similar curriculum based on the IB Diploma Programme for grades 11-12. LILA prepares tomorrow's critical thinkers and global citizens through language acquisition and inquiry-driven study.

CHARTER CONTRACT STATUTORY PURPOSES:

- The statutory primary purpose of charter schools is to improve all pupil learning and all student achievement. *The extent to which LILA met its primary purpose is examined in the Academic Performance section of the report.*

The additional statutory purposes of LILA:

- **Encourage the use of different and innovative teaching methods;**

MET PURPOSE	PARTIALLY MET	NOT MET
X		
Justification for Meeting Statutory Purpose II: LILA is a certified IB Program. The IB, with its emphasis on internationalism, language acquisition, and the development of ten “learner profile” characteristics throughout PreK - 12 school years is an innovation in itself. As if that were not enough, delivering nearly all elementary instruction through immersion in Spanish or Mandarin is an additional and remarkable innovation. Both methodologies are required in LILA elementary and some secondary classrooms, and LILA hiring teams find candidates to be both intrigued and excited at the combination of the two.		

- **Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site improve pupil learning and student achievement.**

MET PURPOSE	PARTIALLY MET	NOT MET
X		
Justification for Meeting Statutory Purpose III: Children, families, teachers, and the community are valued as owners of LILA. The school carefully selects their faculty to help guide each child’s success and the success of the school. All teachers share the International Baccalaureate Organization’s philosophy that seeks to develop students as “active participants in a lifelong journey of learning.” LILA prepares tomorrow’s critical thinkers and global citizens through language acquisition and inquiry-driven study. Grade level teacher teams are responsible for the design and implementation of those Units of Inquiry, in addition to developing fluent speakers of the Mandarin or Spanish language. Teachers at LILA who want to continue to grow as leaders are also encouraged and regularly promoted within, in addition to having the opportunity to serve on the school board.		

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

1. Academic Program Performance - Is the school’s Learning Program a Success?

Academic Performance- All public schools, including charters, must fully participate in the state assessments - Minnesota Comprehensive Assessments. Additionally, the school shall annually complete a VOA-MN (authorizer)/School jointly approved interim assessment in reading and math. Data from state assessments as well as Title 1 Designation utilizing Multiple Measurements Rating (MMR) will be compiled and evaluated in the Annual VOA-MN Authorized Charter Schools Academic Performance Report by the authorizer. Charter schools are required to meet the academic performance standards for which they agree to be held accountable in their charter contract.

The VOA-MN Charter School Authorizing Program publishes annually an Academic Performance Report on their network of authorized charter schools. The report serves as a single annual source of academic program and performance information for all of our VOA-MN operational charter schools.

The report contains an analysis of annual and cumulative academic program, performance, and professional development data for each school.

Content from the annual Academic Performance Report also serves as the basis for the school academic performance analysis contained in the statutorily required Contract Renewal Evaluation Reports, including evaluation of the extent to which the school has met their primary purpose, “to improve all pupil learning and all student achievement” during the contract term.

SCHOOL ACADEMIC PERFORMANCE / LEARNING PROGRAM

The VOA-MN determined academic performance standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School Accountability and Authorizer Oversight System) and serve as the basis for both annual authorizer monitoring of school academic performance and contract renewal determinations.

VOA-MN’s academic performance standards / expectations include the following:

- Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.
- Over the term of the contract, the School will maintain an average state-determined minimum growth score of -0.5 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.
- The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.
- School has adopted a formal teacher evaluation process and adheres to the requirements set forth in state statute (Minn. Stat. 122A.40).
- All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.

LILA Academic Performance Section Overview: LILA’s demographics and enrollment by special population have remained relatively unchanged from 2016. Enrollment by special population, English Learner, Special Education and Free and Reduced Lunch, remains below the state average in all categories. The number of students tested at LILA increased by over 13% from 2016 and by 35% since 2015. While math and science proficiency rates on the Minnesota Comprehensive Assessments were both down in 2017, LILA’s reading proficiency increased for the third straight year to 61.8%.

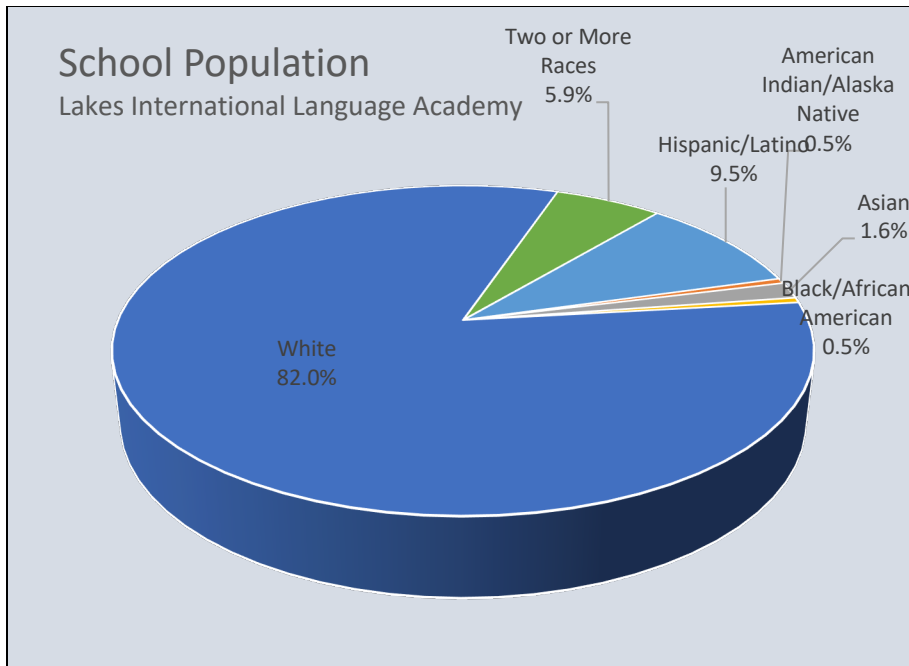


Figure 1 – School Population

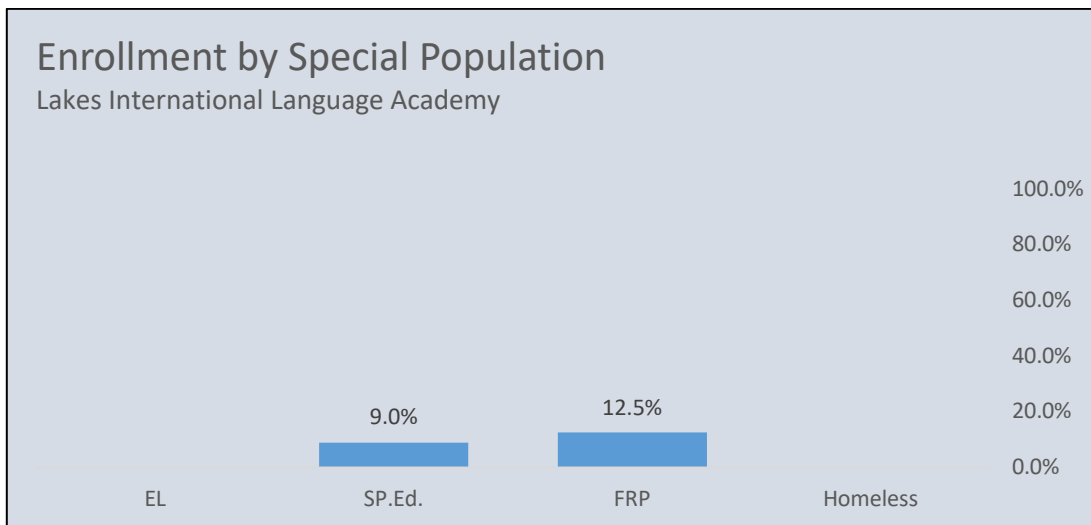


Figure 2 - Enrollment by Special Population

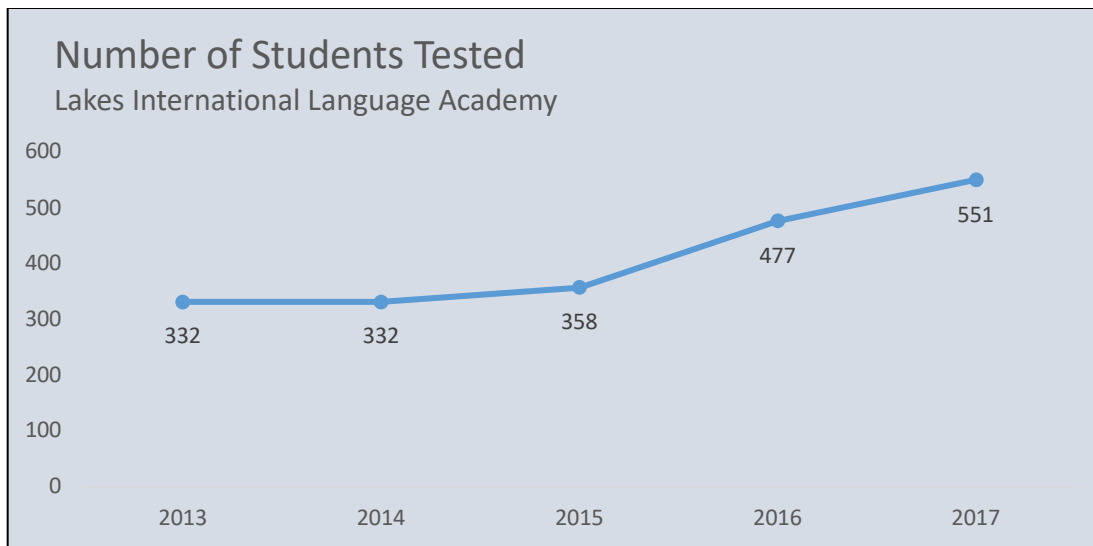


Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

“Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

The following results show the percentage of students tested who either met or exceeded the standards on the MCA Math, Reading, and Science assessments.

Table 1 – MCA Math Proficiency 2013 - 2017

MCA Math	2013	2014	2015	2016	2017
Statewide	60.2%	60.5%	60.2%	59.5%	58.7%
3 rd	71.5%	71.9%	70.9%	69.6%	68.1%
4 th	71.3%	70.3%	70.0%	68.8%	66.8%
5 th	59.1%	60.9%	59.7%	58.8%	57.1%
6 th	55.9%	56.1%	57.9%	56.1%	55.5%
7 th	54.3%	55.6%	55.0%	56.2%	54.9%
8 th	57.3%	58.2%	58.0%	58.2%	58.2%
11 th	51.5%	49.8%	48.7%	47.2%	48.4%
LILA	59.9%	63.6%	72.9%	67.3%	59.7%
1-Oct.	59.9%	63.5%	72.9%	68.0%	60.0%
3 rd	60.9%	67.0%	85.1%	73.9%	58.2%
4 th	62.9%	65.5%	75.9%	80.9%	70.6%
5 th	59.6%	61.3%	60.0%	64.7%	66.0%
6 th	54.4%	59.8%	63.1%	49.0%	55.7%
7 th	N/A	N/A	N/A	61.7%	46.3%
8 th	N/A	N/A	N/A	70.6%	57.1%
11 th	N/A	N/A	N/A	N/A	CTSTR
Forest Lake District	64.8%	64.5%	64.3%	65.6%	64.9%
3 rd	68.6%	73.3%	73.3%	67.0%	65.0%
4 th	70.0%	69.4%	69.5%	71.4%	60.1%
5 th	61.0%	63.6%	62.0%	63.8%	64.2%
6 th	63.5%	63.4%	58.2%	60.9%	55.5%

7 th	67.7%	64.2%	66.5%	66.7%	69.1%
8 th	64.2%	67.3%	66.7%	68.7%	73.2%
11 th	57.1%	49.3%	54.2%	60.7%	62.0%

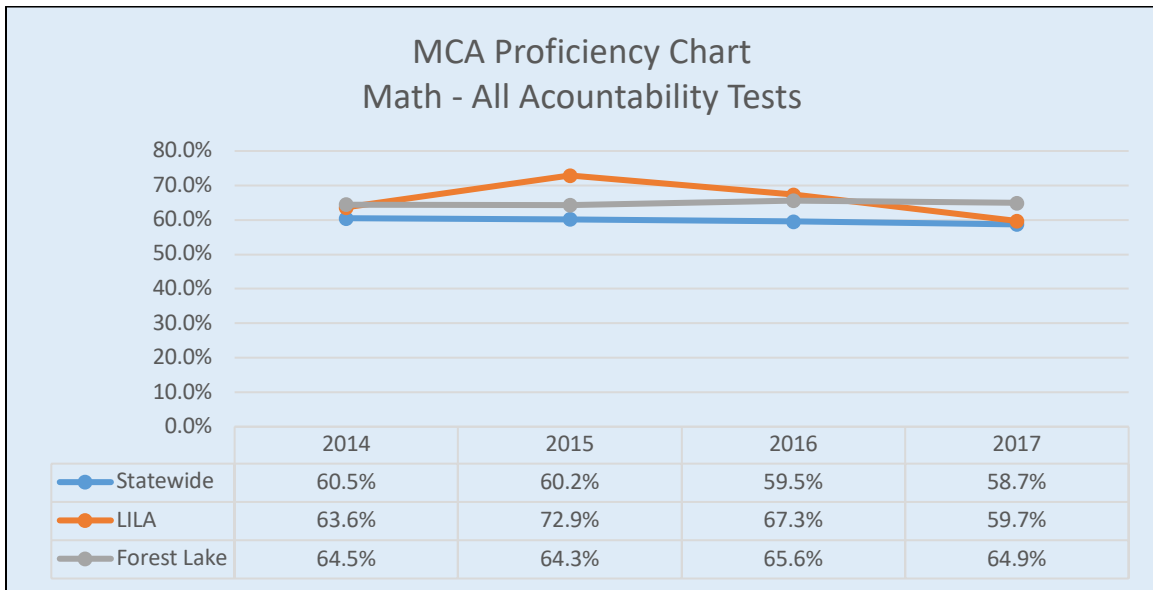


Figure 4 - MCA Math Proficiency 2014-2017

ANALYSIS OF MATH MCA PROFICIENCY: LILA’s MCA math proficiency results are shown in Table 23 and Figure 102. 2017 marks the second straight year that LILA’s MCA proficiency rate has declined. While the school continues to outperform the state average, something it has done since 2014, LILA’s math proficiency fell below the local district for the first time in three years. In future years, it is expected that LILA will increase its MCA math proficiency rate to meet or exceed that of both the state and the local district.

Table 2 – MCA Reading Proficiency 2013 - 2017

MCA Reading	2013	2014	2015	2016	2017
Statewide	57.6%	58.8%	59.5%	59.9%	60.2%
3 rd	57.4%	58.2%	58.9%	57.5%	56.8%
4 th	54.2%	55.2%	57.9%	58.4%	57.0%
5 th	63.1%	67.0%	66.7%	67.7%	67.5%
6 th	58.8%	60.3%	63.9%	62.3%	63.4%
7 th	53.9%	55.8%	55.7%	56.7%	57.6%
8 th	53.8%	55.6%	56.2%	57.3%	58.9%
10 th	61.0%	60.5%	64.4%	68.5%	60.5%
LILA	56.5%	52.9%	55.3%	57.2%	61.8%
1-Oct.	56.5%	52.4%	55.3%	56.6%	61.6%
3 rd	53.3%	39.8%	47.9%	54.1%	53.6%
4 th	51.7%	40.9%	54.0%	50.4%	59.6%
5 th	60.2%	66.7%	58.8%	63.5%	74.3%
6 th	63.6%	67.1%	66.2%	52.9%	58.9%
7 th	N/A	N/A	N/A	70.2%	57.5%
8 th	N/A	N/A	N/A	82.4%	68.8%
10 th	N/A	N/A	N/A	N/A	CTSTR
Forest Lake District	57.4%	60.4%	60.4%	60.5%	60.1%
3 rd	49.9%	58.6%	63.0%	50.6%	48.7%
4 th	51.3%	52.4%	55.0%	57.4%	50.0%

5 th	62.9%	65.3%	65.2%	67.3%	69.6%
6 th	60.9%	62.0%	64.1%	63.7%	65.7%
7 th	58.6%	61.5%	57.4%	56.5%	59.7%
8 th	58.1%	61.7%	54.4%	58.7%	63.9%
10 th	61.0%	60.5%	64.4%	68.5%	62.3%

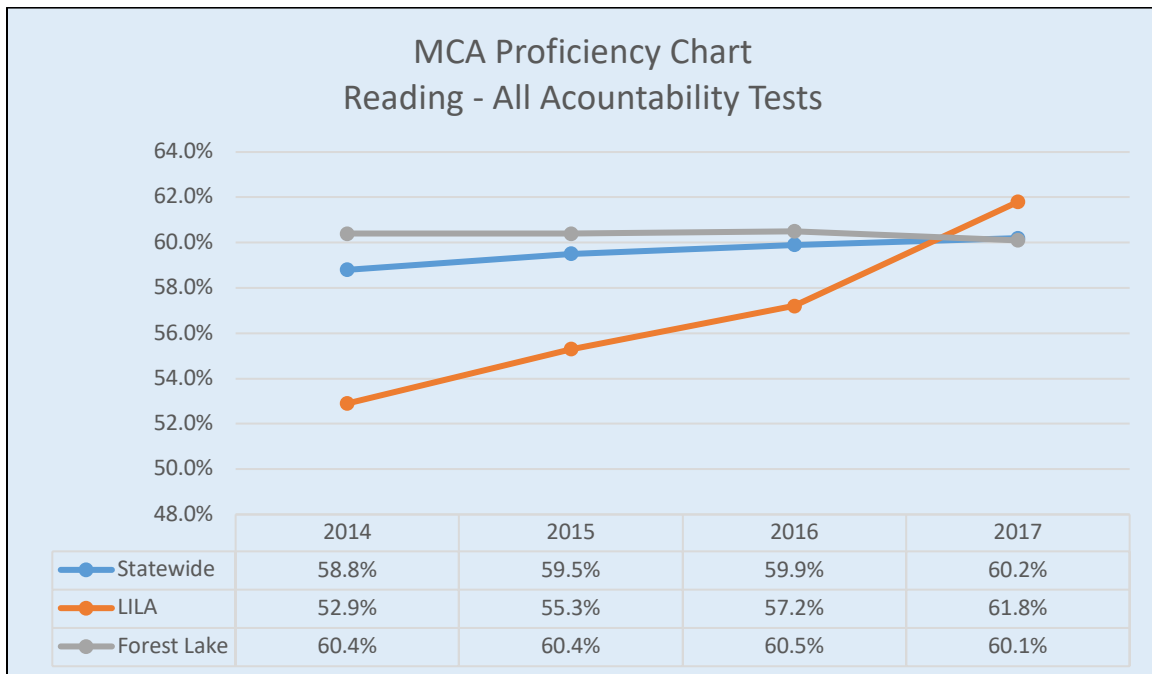


Figure 5 – MCA Reading Proficiency 2014-2017

ANALYSIS OF READING MCA PROFICIENCY: LILA’s MCA reading proficiency results are shown in Table 24 and Figure 103. 2017 marks the third straight year of proficiency growth for LILA. The school increased its reading proficiency rate by over four percentage points from 2016 to 2017 and nearly nine percentage points since 2014. LILA is currently outperforming both the state average, 60.2%, and the local district, 60.1%.

Table 3 – MCA Science Proficiency 2013 - 2017

Science	2013	2014	2015	2016	2017
Statewide	52.4%	53.4%	53.4%	55.0%	54.2%
5th	59.9%	61.4%	59.3%	61.6%	60.0%
8th	44.3%	45.4%	45.9%	47.5%	46.2%
LILA	50.0%	58.7%	50.6%	58.4%	53.3%
Oct. 1	50.0%	59.5%	50.6%	57.6%	53.0%
5th	50.0%	58.7%	50.6%	57.6%	56.4%
8th	N/A	N/A	N/A	62.5%	46.9%
Forest Lake District	54.5%	62.6%	60.6%	65.8%	65.2%
Forest Lake (5)	64.5%	64.4%	61.7%	67.8%	70.0%
Forest Lake (8)	49.4%	53.8%	54.8%	52.0%	52.0%

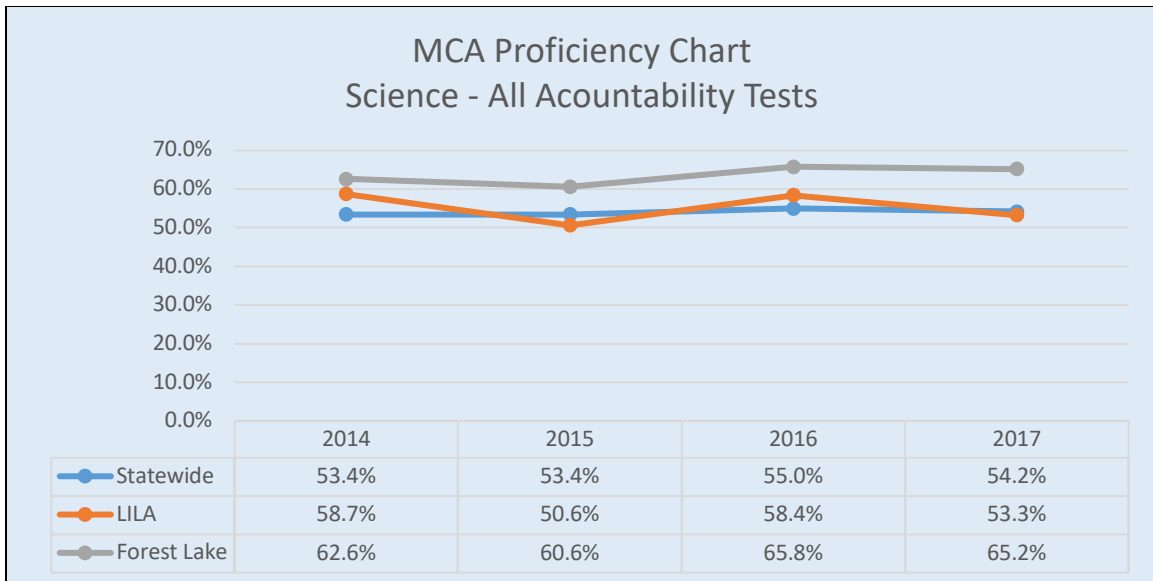


Figure 6 – MCA Science Proficiency 2014-2017

ANALYSIS OF SCIENCE MCA PROFICIENCY: LILA’s MCA science proficiency results are shown in Table 25 and Figure 104. After outperforming the statewide average in 2016, LILA’s 2017 science proficiency rate has fallen below that the statewide average of 54.2%. In addition, the school’s science proficiency rate continues to lag behind that of the local district. Moving forward, the expectation is that LILA will meet or exceed the proficiency rate of the statewide average as well as that of the local district.

Academic Performance Standard 1- Comparison Proficiency Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

- **Imbedded WBWF Standard: All third-graders can read at grade-level.**

Scale:

Meets standard - School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend.

Partially meets standard - School’s average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.

Does not meet standard - School’s average proficiency rate is **less than** the average performance of students in schools they might otherwise attend.

Meets	Partially Meets	Does Not Meet
	X	

Evidence / Source: Minnesota Department of Education

Analysis: LILA outperformed the local district in reading in 2017. However, the school’s math and science proficiency rates declined in 2017. Math proficiency fell by over seven percentage points and science fell by five percentage points, resulting in a scores below that of the local district.

Academic Performance Standard 2 - Growth

“Over the term of the contract, the School will maintain an average state-determined minimum growth score of -0.5 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

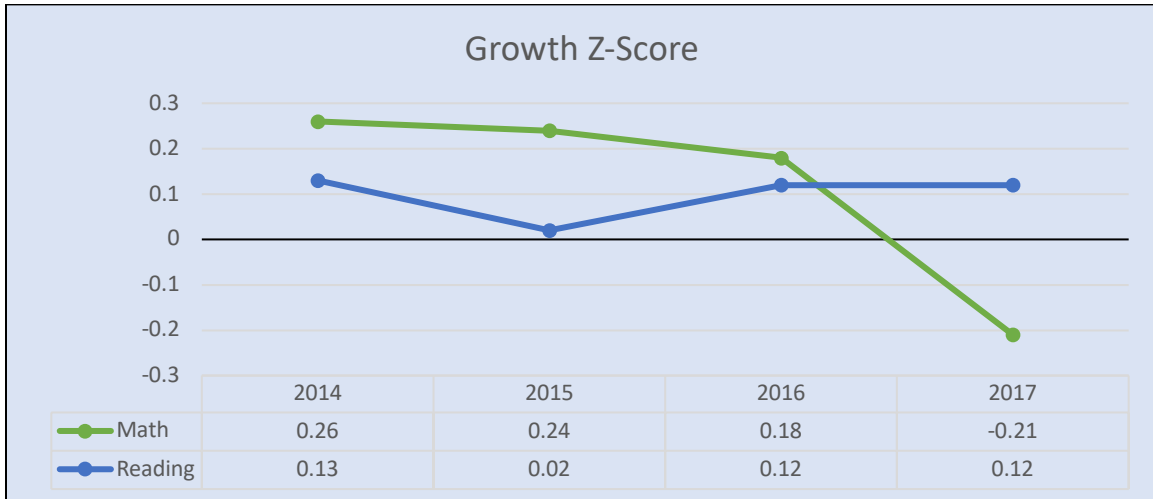


Figure 7 -Growth Z-Scores in Math and Reading 2014-2017

Minnesota Growth. The Minnesota Growth model developed by the Minnesota Department of Education is used to determine if students are gaining and maintaining skills necessary to be academically successful. Growth towards that goal is classified as low, medium or high.

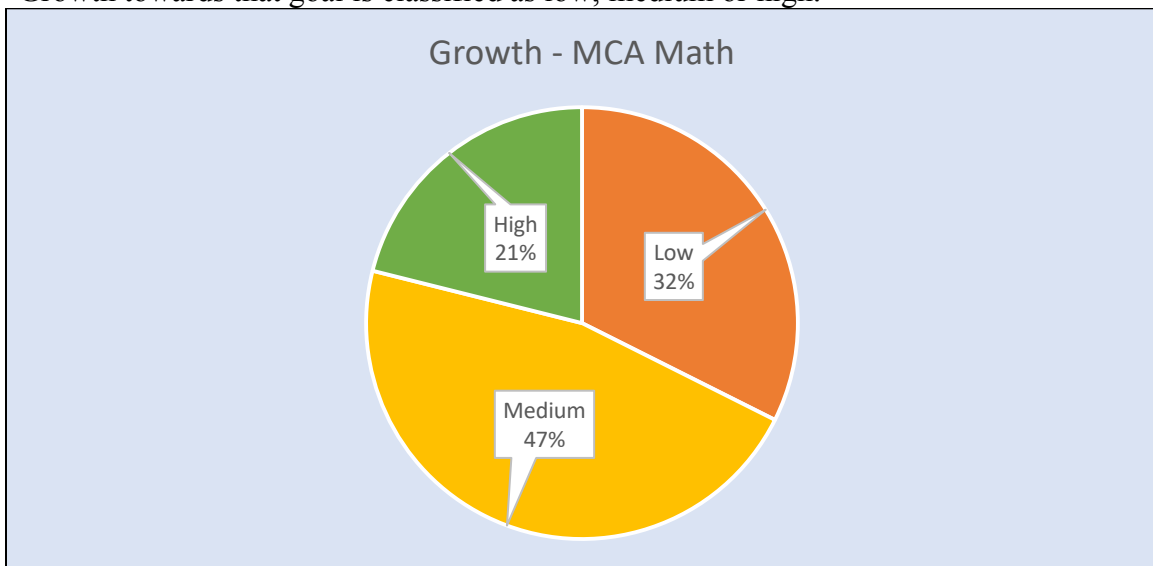


Figure 8 - Minnesota Growth MCA Math 2017

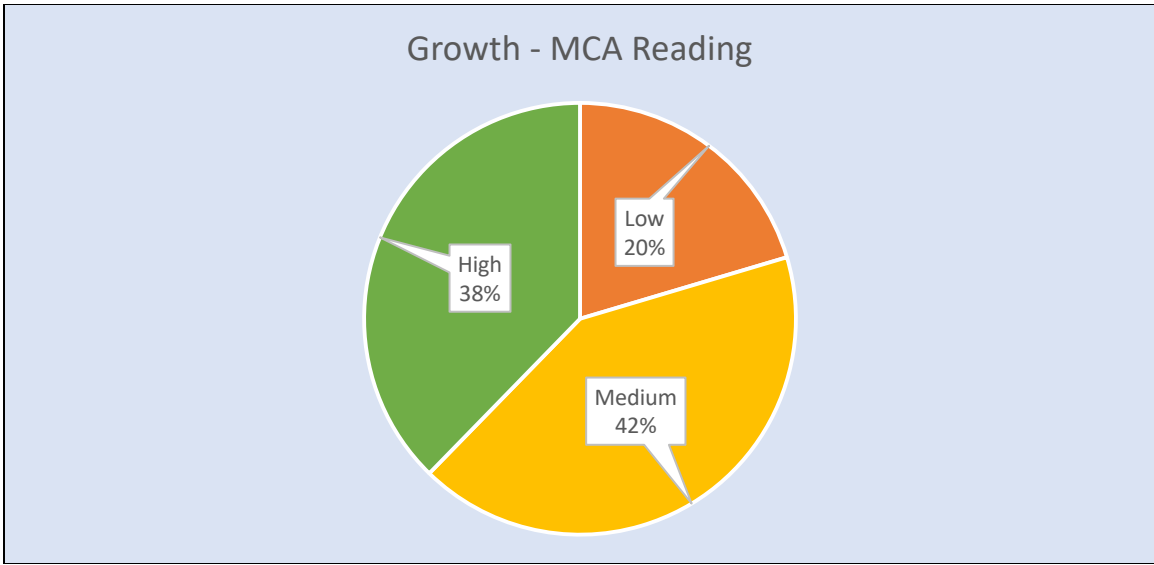


Figure 9 - Minnesota Growth MCA Reading 2017

Academic Performance Standard 2 – Growth

Over the term of the contract, the School will maintain an average state-determined minimum growth score of -0.5 as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

Scale:

Meets standard - School’s growth score is -0.5 or higher.

Partially meets standard - School’s growth score is between -0.49 and -1.0

Does not meet standard - School’s growth score is below -1.0

Meets	Partially Meets	Does Not Meet
X		

Evidence/Source: Minnesota Department of Education

Analysis: Although math growth declined in 2017, LILA remains above a -0.5 growth score in both math and reading. Reading growth remained unchanged from 2016 at 0.12.

Academic Performance Standard 3 - Achievement Gap Reduction

“The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.”

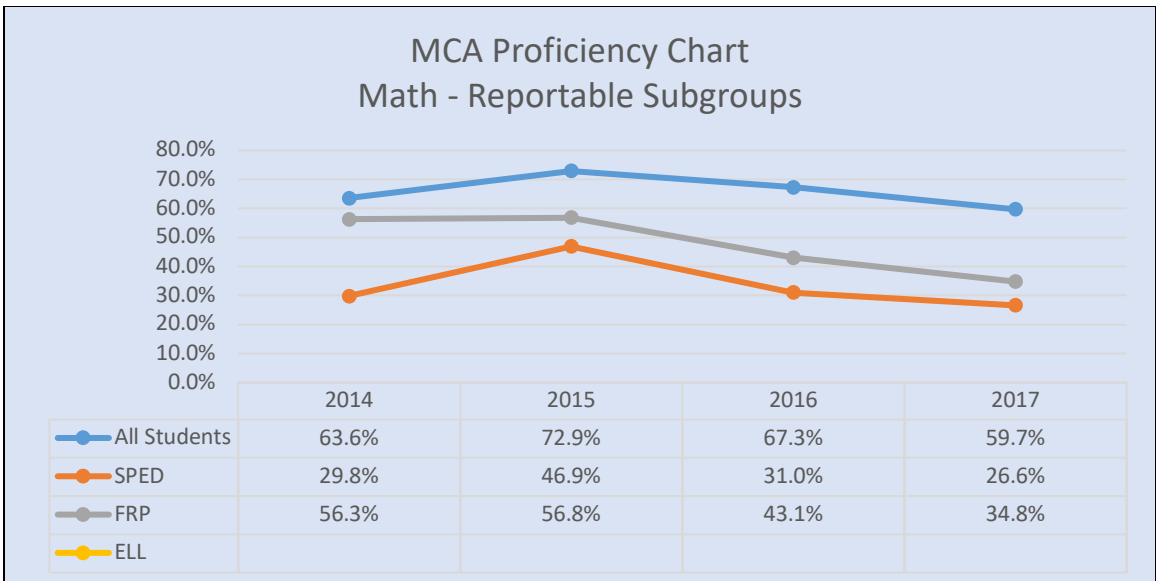


Figure 10 - Reportable Subgroups MCA Math 2014 - 2017

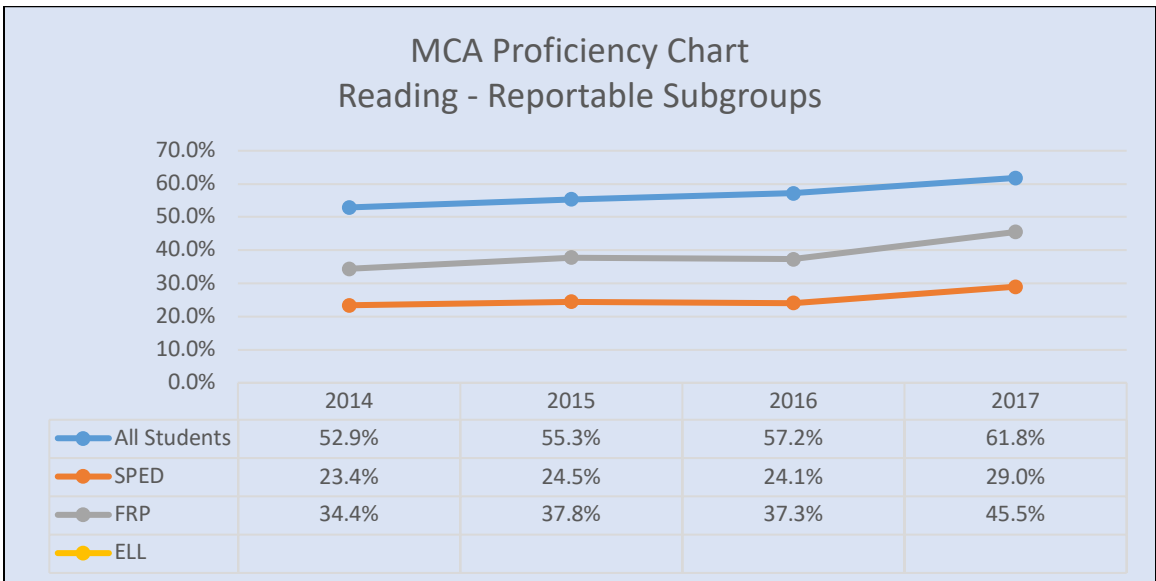


Figure 11 - Reportable Subgroups MCA Reading 2014- 2017

Academic Performance Standard 3 – Achievement Gap Reduction

The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.

- **Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.**

Scale:

Meets standard – The difference between the “all-students” proficiency rate and all subgroup proficiency rates has been reduced.

Partially meets standard - The difference between the “all-students” proficiency rate and at least one subgroup proficiency rate has been reduced.

Does not meet standard - The difference between the “all-students” proficiency rate and all reportable subgroup proficiency rates has increased.

Meets	Partially Meets	Does Not Meet
X		

Evidence / Source: Minnesota Department of Education

Analysis: LILA continues to close the gap between the “all students” proficiency rate and that of all reportable subgroups. Significant improvements have been made in reading with an improvement of over 13 percentage points for the Special Education subgroup and 16.5 percentage points for the Free and Reduced subgroup.

CHARTER CONTRACT SCHOOL SPECIFIC ACADEMIC GOALS: (former accountability system)

**Prior to the start of the 2015-2016 school year, the academic contract goals for Lakes International Language Academy were revised. In conversations with school leaders, it was decided to use the average of the last three years for math, reading, and science proficiency scores as a best estimate for performance on the 2016 MCA state assessments.*

Math Goal: The percentage of all students enrolled October 1 in grades 3-8 at Lakes International Language Academy who earn an achievement level of Meets the Standards or Exceeds the Standards on all math state accountability tests (MCA, MTAS) will continue to close the gap between the state and local district school by performing at approximately 55% proficiency during the 2015-2016 school year. Each year after students enrolled by October 1 in grades 3-10 who earn an achievement level of Meets the Standards or Exceeds the standards on all math state accountability tests (MCA, MTAS) will increase 1 percentage point compared to the previous school year.

Contract Goals 32 - Math

School Year	Goal: *4 percentage point increase	Met / Not Met
Starting Point: Math	59.9%	-
2014 Year 1	63.9% (4 percentage points)	No, 63.5%
2015 Year 2	67.5% (4 percentage points)	Yes, 72.9%
2016 Year 3	*55.0% (revised goal)	Yes, 68.0%
2017 Year 4	*56.0% (1 percentage point)	Yes, 60.0%
2018 Year 5 – Contract Renewal	*57.0% (1 percentage point)	

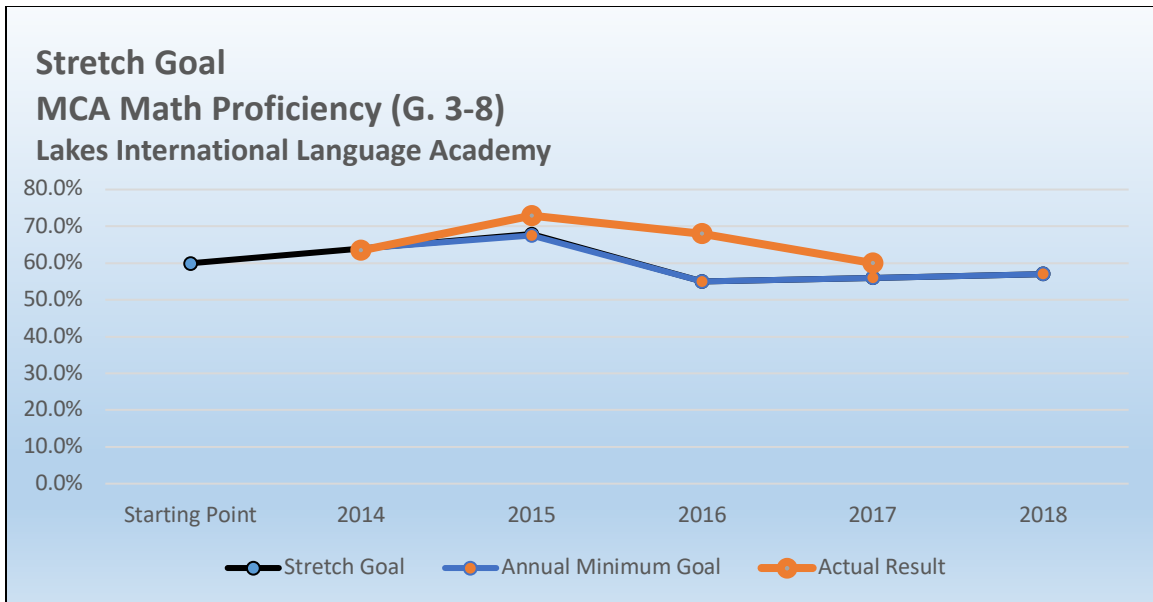


Figure 12 – Academic Goals – MCA Mathematics

Reading Goal: The percentage of all students enrolled October 1 in grades 3-8 at Lakes International Language Academy who earn an achievement level of Meets the Standards or Exceeds the Standards on all reading state accountability tests (MCA, MTAS) will continue to close the gap between the state and local district school by performing at approximately 50% proficiency during the 2015-2016 school year. Each year after students enrolled by October 1 in grades 3-10 who earn an achievement level of Meets the Standards or Exceeds the standards on all reading state accountability tests (MCA, MTAS) will increase 1 percentage point compared to the previous school year.

Contract Goals 33 - Reading

School Year	Goal: * 3 percentage point increase	Met / Not Met
Starting Point: Reading	56.5%	-
2014 Year 1	59.5% (3 percentage points)	No, 52.4%
2015 Year 2	55.4% (3 percentage points)	No, 55.3%
2016 Year 3	*50% (revised goal)	Yes, 56.6%
2017 Year 4	*51% (1 percentage point)	Yes, 61.6%
2018 Year 5 – Contract Renewal	*52% (1 percentage point)	

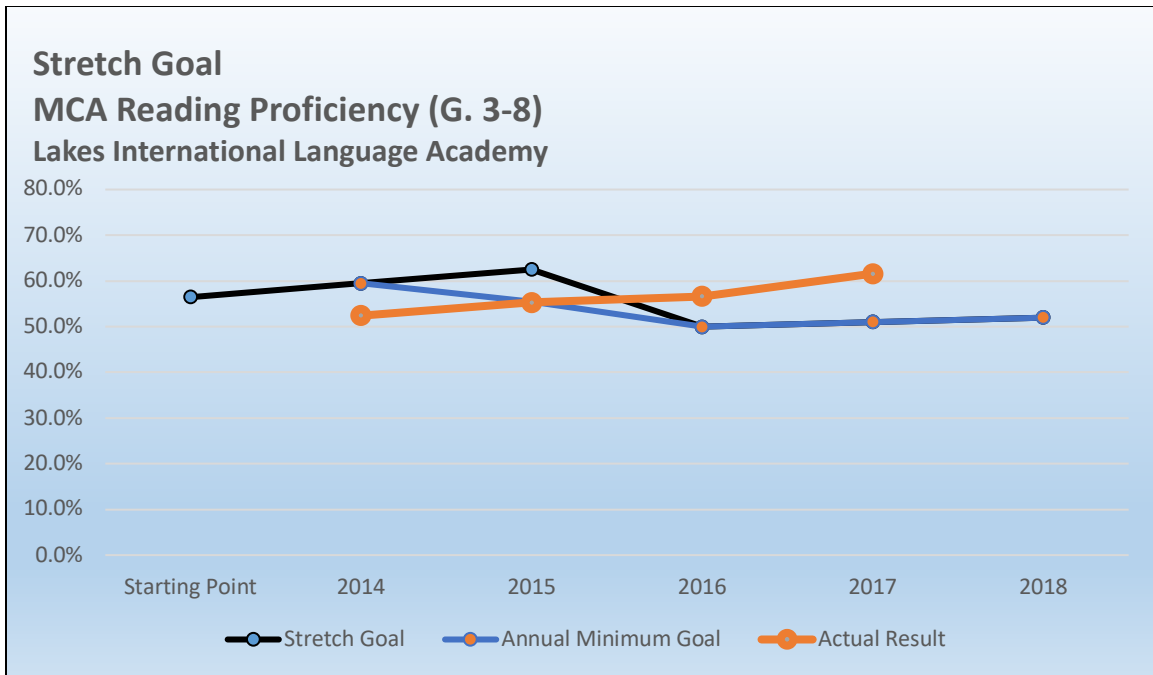


Figure 13 – Academic Goals MCA Reading

Science Goal: The percentage of all students enrolled October 1 in grades 3-8 at Lakes International Language Academy who earn an achievement level of Meets the Standards or Exceeds the Standards on all science state accountability tests (MCA, MTAS) will continue to close the gap between the state and local district school by performing at approximately 45% proficiency during the 2015-2016 school year. Each year after students enrolled by October 1 in grades 3-10 who earn an achievement level of Meets the Standards or Exceeds the standards on all science state accountability tests (MCA, MTAS) will increase 1 percentage point compared to the previous school year.

Contract Goals 34 - Science

School Year	Goal: * 3 percentage point increase	Met / Not Met
Starting Point: Science	50.0%	-
2014 Year 1	53.0% (3 percentage points)	Yes, 59.5%
2015 Year 2	56.0% (3 percentage points)	No, 50.6%
2016 Year 3	*45.0% (revised goal)	Yes, 57.6%
2017 Year 4	*46.0% (1 percentage point)	Yes, 53.0%
2018 Year 5 – Contract Renewal	*47.0% (1 percentage point)	

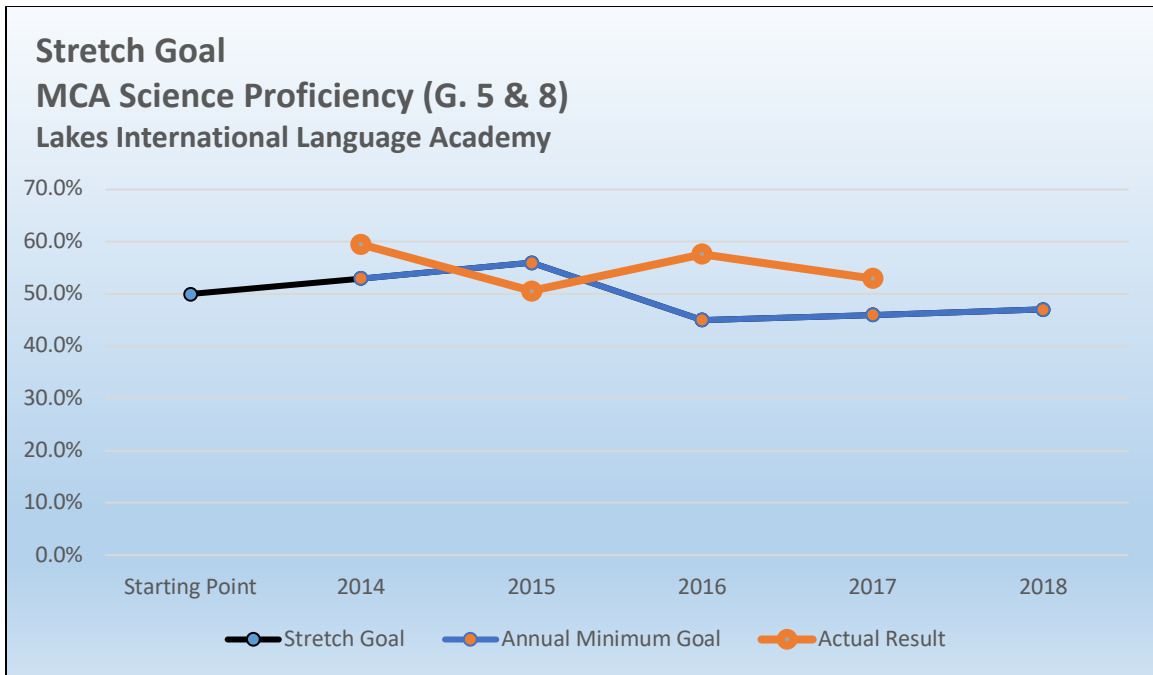


Figure 14 – Academic Goals – MCA Science

PROFESSIOAL DEVELOPMENT

Academic Standard 4 – Teacher Evaluation

The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.

Scale:

Meets Standard – Meets all criteria and is adhered to.

Partially Meets Standard – Meets some of the criteria, but no evidence that process is followed.

Does Not Meet Standard – School has not adopted a teacher evaluation process.

Meets	Partially Meets	Does Not Meet
X		

Data/Source: LILA Annual Report

Analysis: Per state requirements, LILA’s teacher evaluation system is based on a three-year cycle. Each year roughly 1/3 of the school’s licensed teachers are formally evaluated according to the State of Minnesota’s teacher evaluation requirements. The evaluation includes yearly observations in which student engagement is recorded and scored as well as student achievement results. In at least one observation per three-year cycle a summative observer, a LILA administrator, is present. Once every three years a final evaluation report is created and shared with the teacher. This report includes a summary of classroom test scores (classroom performance), observations (teacher performance), and student engagement. The report uses a four-point scale. LILA’s teacher evaluation program is highly integrated into its QComp system in order to increase validity and efficiency for teachers and administration alike.

Academic Standard 5 – Professional Development

All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.

Scale:

Meets the Standard - The school has adopted and followed a school-wide, data-driven professional development plan.

Partially Meets the Standard - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.

Does Not Meet the Standard - The school has not adopted a school-wide professional development plan.

Meets	Partially Meets	Does Not Meet
X		

Data / Source: LILA Annual Report

Analysis: All teachers who are new to LILA, regardless of their outside experience, take part in the school’s teacher mentoring program known as “RC LILA Style” for the Lower School and “DD LILA Style” for the Upper School. This program consists of formal “collaboration/meeting times” on a biweekly basis which take place after school. Teachers learn about LILA’s approach to classroom management, engaging students in learning as well as other topics as deemed necessary by the facilitators or the participants.

All teaching staff professional development takes place in a couple of ways. The first is through once a month trainings that occur after school with a yearlong focus determined in conjunction with the overall professional development plan. Members of the leadership/administrative team plan, coordinate and often facilitate these trainings. The other is through the school’s designated in-service days throughout the year. These trainings are also planned, coordinated and facilitated by members of the leadership/administrative team with help from others as needed.

As a part of LILA’s QComp program, all teachers participate in professional learning communities (PLCs). Teachers meet for a Data PLC twice per month and a bi-weekly Curriculum PLC. During the Data PLC meetings, the teachers review formative and summative data in order to determine the next steps for instruction for their students and grade levels. The strategies to meet those needs as well as more general strategies for effective teaching and facilitating are discussed during the Curriculum PLC.

Educators at LILA continually review formative and summative, internal and external data and adjust instruction accordingly, to shape the curriculum and instruction in order to help LILA students achieve their potential.

Based on the data contained in this report, the authorizer was able verify a link between their professional development and increased student achievement as proficiency rates in reading increased and although math proficiency rates declined slightly, the school has made gains in closing the achievement gap with its special populations.

FINANCIAL SUSTAINABILITY - Does the School Exhibit Strong Financial Health?

Charter schools receive public funds and must meet generally accepted standards of fiscal management. It is VOA-MN's duty to ensure that the schools are responsible stewards of public funds. The charter school shall provide VOA with a copy of its draft and final annual budgets and monthly cash flow projections for each fiscal year by July 1 of each fiscal year. VOA-MN shall use submitted budget and cash flow statements, along with any other relevant information, to determine if the charter school has a realistic balanced budget plan for the current year. VOA-MN shall use the financial statements presented in the charter school's annual financial audit, along with any other relevant information, to determine if the charter school maintained a balanced budget during the prior-year. Schools are expected to have audits that are free of all findings.

The VOA-MN determined school financial standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School Accountability and Authorizer Oversight System) and serve as the basis for both annual authorizer monitoring of school financial health and contract renewal determinations. The authorizer monitors school performance meeting these standards on an ongoing basis and the standards will be evaluated in the annual VOA-MN Network Finance Report. The standards also serve as the criteria for contract renewal determinations and annual network award winners. The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed.

VOA-MN's school financial expectations include the following:

- The School maintains a balanced budget.
- The School is compliant with state and federal financial reporting deadlines and laws.
- The School's financial audit will be submitted to the Minnesota Department of Education, Office of the State Auditor and the authorizer by December 31.
- Schools are expected to have audits that are free of all findings.
- The School is current on all financial obligations, including, but not limited to: pension payments, payroll taxes, insurance coverage, loan payments and terms.
- The School provides VOA-MN and school board members with monthly financials at least three days prior to board meetings. Authorizer will allow June financial statements to be delayed until fiscal year-end journal entries are completed. Packets include at least the following: 1) detailed income/expense report (income statement), 2) cash flow projection, 3) check register, and 4) current enrollment (ADM).
- The School develops and maintains a targeted General Fund balance determined by the school board. The board should review and approve the financials at each board meeting. For the annual finance report, VOA-MN also determines a standard for fund balance annually based on items such as school funding trends and funding hold-backs.
- The School board has a finance committee that meets regularly to review financials.
- All Board members exhibit working knowledge of financial oversight.
- The School is not in Statutory Operating Debt (SOD).

Financial Section Summary

Ten key financial oversight standards that every VOA-MN charter school strives to achieve are the basis for the VOA-MN Finance Award of Excellence. There were various data sources and documents examined during the review of the fiscal condition of each school. There was a review of the original budget and monthly income statement, balance sheet, check registers, cash flow projections, enrollment reports along with school board and finance committee meeting agendas and minutes. Various school reports were reviewed that were submitted to MDE for UFARS and ADM enrollment updates and projections. That examination was followed by a review of the school financial audit reports and revised budgets. Finally, selected financial documents and practices were studied including finance related policies, appropriate use of public funds and various internal systems.



2017 & 2018 VOAMN AND MDE SCHOOL FINANCE AWARD RECIPIENT

VOA-MN Standard Analysis

Standard One: The school maintains a balanced budget.

Method of Examination:

- a. *Review prior year and current year original and revised budgets submitted to VOA-MN per the Annual Submission Calendar*
- b. *Review the school's annual financial audit report*
- c. *Review monthly income statements*

Schools submit an approved current year budget to VOA-MN by July 1 of each year. A revised budget is generally submitted mid-year as the school updates revenue and expenditure projections although there is a wide variation in board practices on budget revisions. Some boards do not execute a budget revision all year while other boards conduct a budget revision in October or November to coincide with October Average Daily Membership (ADM) reporting and final audit reports. Still other boards may conduct 2-3 budget revisions, the last of which is near the end of the year.

The school's annual financial audit is another data source that is used to verify whether the school has met budget projections by comparing them to actual results. This report is received by VOA-MN by December 31 each year.

Monthly revenue and expenditure reports are the primary tools used by VOA-MN to determine if the school is maintaining a balanced budget for the prior year and the current year under review. Data gleaned from these reports include revenue and expenditure forecasts, year-end surplus or deficit estimates, student enrollment projections based on average daily membership (ADM) and pupil units (PU), new sources of revenue, unusual levels of expenditures and budget to actual comparisons.

Although the VOA-MN standard concentrates on the General Fund, the other major operating funds of Food Service (Fund 2) and Community Service (Fund 4) must also be included in budget projections and reporting. During fiscal year 2017, the thirteenth year of serving students, the schools year-end student enrollment increased from 879 in the prior year to 1,004 ADM with the addition of grades 9 through 12, a 14.20% increase. The financial audit noted:

Fund Balance – The fund balance of the General Fund ended at a balance of \$2,366,704 as of June 30, 2017. We recommend that a charter school develop a plan that will result in a target fund balance that is at least 20% to 25% of annual expenditures. The ending total fund balance of the General Fund at June 30, 2017 for Lakes International Language Academy represents a balance of 26.4% of expenditures incurred for the year and is an important aspect in the School's financial wellbeing since a healthy fund balance represents things such as cashflow, as a cushion against unanticipated expenditures, enrollment declines, state aid metering changes, funding deficiencies and aid prorations at the state level and similar problems.

General Fund Budget to Actual – Total General Fund revenues on a net basis were \$324,111 (or 3.5%) higher than the budgeted amount while total expenditures were \$30,653 (or 0.3%) lower than had been budgeted. As part of any budget update initiated for fiscal 2017-18, the Board will want to take these variances into consideration in order to limit budget differences to every extent possible. We recommend that budget variances in a charter school environment (which is more volatile than in a traditional school environment but on a much smaller scale) be limited to 1% to 2% on either side of zero to the extent possible. Sometimes the timing of grant expenditures limits the School's ability to accurately budget revenues and expenditures, however, your budget

development and monitoring procedures continue to be sufficiently sophisticated to strive for the range of variances we've indicated - whether the variance is positive or negative on a net basis. We recommend that you continue making at least one mid-year budget amendment to update budget assumptions.

The LILA school board approved the original FY 2018 budget based on 1,100 ADM in June 2017 and revised the budget in November 2017 with a decrease in enrollment to 1,058 ADM. The latest budget projects a surplus of \$186,594. Notes from the revised budget documents explain the enrollment impact and other adjustments:

Enrollment drives the budget. Our original FY18 budget estimated 1144.8 pupil units, but our current actual pupil units = 1116.0 as of end of last week. The proposed budget revision 1 estimates that with attrition, we will have 1101.8 average daily membership, a decrease of 43 pupil units. This results in a decrease in state general education aid of \$198K. The budget reduction process has involved many in leadership. In the past week, we have met with mini-leadership at both campuses, to get valuable input on planned spending. We'll closely attend the revenue and expense compared to the budget through the fiscal year and if things change significantly, will go through this process again in the spring and have a second revised budget for FY18.

The school board members and leaders are thorough and strategic in their approach to the school's budget. A few excerpts from the November 2017 finance committee minutes illustrate how the members thoughtfully review and discuss all areas of the budget:

FY18 Budget Revision 1 DRAFT

- a. We went into the school year with a higher budgeted enrollment than our actual enrollment, with a difference of about 30 students. That translated to a drop in estimated state general aid pupil funding of almost \$200K. The majority of the budget is staffing: Salary, wages, and benefits. In the past month we have focused on department budgets. Administration and mini-leadership at both campuses have been involved in budget discussions.*
- b. Pupil units: Grades K-6 students are worth 1 pupil unit. Grades 7-12 are worth 1.2 pupil unit. Refer to the enrollment document in the board folder, it shows the pupil unit calculations. In the draft budget, column "S" is the difference between current budget and proposed budget revision. At the very end of the budget is a table showing the major expense categories summarized from Fund 01.*
- c. Compensation only went up about \$68,000 overall. The table on the last page of the budget document shows major areas of Fund 01 spending. Line 1775: Instructional supplies and media resources is cut by 34%. Membership costs increased: MYP and DP especially. There was a purchase at auction of a playground for \$28,000. Other purchased services went up about 27%: we hired the cleaning crew. We have LED lights for the main campus which will be a cost savings in a few years. We have money set aside for a potential increased security system.*

Financial Standard One: The school maintains a balanced budget.		
MET STANDARD	PARTIALLY MET	DID NOT MEET
X		
Comment: The school has maintained a balanced budget for FY 2017 and FY 2018.		

Standard Two: The school is compliant with state and federal financial reporting deadlines.

Method of Examination:

- a. Review school’s prior and current year financial data submitted to VOA-MN per the Annual Submission Calendar including:
 - a. Preliminary UFARS data
 - b. ADM report
 - c. Final UFARS data

Meeting state and federal financial reporting deadlines is critical in the financial success of a school and is monitored through updates from each school to VOA-MN primarily via email. For each required data element, the school notifies VOA-MN of compliance by sending a report which indicates they have submitted the necessary information to the governing authority which is documented by VOA-MN and later used in this financial report and to aid the school in meeting these deadlines.

VOA-MN and authorized schools acknowledge that charter schools must operate in compliance with state and federal laws. Standard Two includes compliance with state and federal laws in addition to deadlines. The proper use of public funds is included under this standard.

Financial Standard Two: The school is compliant with state and federal financial reporting deadlines.		
MET STANDARD	PARTIALLY MET	DID NOT MEET
X		
Comment: The VOA-MN financial analyst did not discover any missed state or federal financial reporting deadlines through January 2018.		

Standard Three: The school’s financial audit is submitted to the Minnesota Department of Education, Office of the State Auditor and the authorizer by December 31.

Method of Examination:

- a. Review email and attached MDE documentation sent to VOA-MN from the school confirming the submission of the audit report to these organizations.

In addition to the audited financial statements due date of December 31 each year, there are two dates prior to this that are equally as important for the schools to adhere to.

The three dates to report unaudited and audited financial information are:

1. **Minnesota Statutes, section 123B.77, Subd. 2. Audited financial statement.** Each district must submit to the commissioner by **September 15** of each year unaudited financial data for the preceding fiscal year. These financial data must be submitted in the format prescribed by the commissioner.

2. **Minnesota Statutes, section 123B.77, Subd. 3. Statement for comparison and correction.** By **November 30** of the calendar year of the submission of the unaudited financial data, the district must provide to the commissioner audited financial data for the preceding fiscal year.
3. **Minnesota Statutes, section 123B.77, Subd. 3. An audited financial statement** prepared in a form which will allow comparison with and correction of material differences in the unaudited financial data shall be submitted to the commissioner and the state auditor by **December 31**.

Schools must have a completed audit with a hard copy submitted to the Office of the State Auditor (OSA) and the authorizer by December 31. An electronic copy is submitted to MDE.

Standard Three: The school’s financial audit is submitted to the Minnesota Department of Education, Office of the State Auditor and the authorizer by December 31.

MEETS STANDARD	PARTIALLY MEETS	DOES NOT MEET
X		

Comments: The school submitted its financial audit to the MDE by December 31, 2017.

Standard Four: The schools financial audit is free of all findings.

Method of Examination:

- a. *Review school’s prior year audit report*

Included in the annual audit report is the required Report on Internal Controls which includes the auditor’s considerations on the school’s internal control over financial reporting. This is done to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing an opinion on the financial statements.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity’s financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

The school’s FY 2017 financial audit contained no findings as noted in this excerpt from the Executive Audit Summary report:

AUDIT FINDINGS AND RESULTS

Audit Process – We found the School’s records to be in good order (organized, available, complete, etc.). We appreciated the time that staff took to work with us to complete the engagement - especially the efforts of Josh Mahlen (Stenmark Financial Services) and Julie Lundgren (the School), who were our main contacts on the audit.

Audit Opinion – The financial statements are fairly stated. We issued what is known as a “clean” audit report.

Legal Compliance – No significant compliance issues were reported with respect to Minnesota Statutes related to charter schools and UFARS accounting.

Internal Controls – There were no material weaknesses noted in the current year related to internal controls.

Financial Standard Four: The schools financial audit is free of all findings.

MET STANDARD	PARTIALLY MET	DID NOT MEET
X		
Comment: Included above.		

Standard Five: The school is current on all financial obligations, including, but not limited to: pension payments, payroll taxes, insurance coverage and loan payments.

Method of Examination:

- a. Examine the school’s monthly check registers
- b. Examine the school’s monthly cash flow projection
- c. Review the school’s monthly board meeting agenda’s and minutes

The proper payment of obligations is a strong measure of organizational health and a standard to be met by schools. Assuring that prompt payment of bills occurs is not only a good practice, it is required by *Minnesota Statutes, section 471.425*. This is evidenced through monthly check registers and cash flow projections that are reviewed by the school board and by VOA-MN financial analysts.

Boards must strive to meet financial obligations and timely payments of bills. If, for example, bills are not paid on time and there is sufficient cash on hand it may indicate a management problem, typically a breakdown of internal controls and assignment of duties. Conversely, if invoices are held due to a lack of cash on hand this also signals a problem that may need to be addressed with short term borrowing and/or in more extreme cases, making budget cuts and revising the school’s budget.

A school’s cash flow projection may be the first indicator that a school will face issues on paying their current obligations in a timely fashion. It is imperative that the school board review this document on a monthly basis.

Financial Standard Five: The school is current on all financial obligations, including, but not limited to: pension payments, payroll taxes, insurance coverage and loan payments.

MET STANDARD	PARTIALLY MET	DID NOT MEET
X		

Comment: The VOA-MN financial analyst did not discover any delinquent or late payments to vendors of the school through January 2018.

Standard Six: The school provides VOA-MN and school board members with monthly financial reports at least three days prior to board meetings. Packets include at least the following: 1) detailed income/expense report, 2) cash flow projection, 3) check register, 4) enrollment report.

Method of Examination:

- a. *Review checklist of the school's monthly financial report submissions to VOA-MN*

Regular oversight of the school fiscal condition is a standard that is possibly one of the most important practices for a board to ensure fiscal responsibility and the appropriate use of public funds. The board and VOA-MN typically reviews at least the following financial documents each month:

Balance Sheet		Assists
in determining fund balance percentage		
Income Statement	Allows for the monitoring of budget to actual items	
Cash flow projection	Allows for a review of cash on hand for short-term obligations	
Check register	Assists in assessing the proper use of public funds, sequential check number order and meeting of current obligations	

The enrollment report is also a critical piece of information for the board. The board should compare the budgeted Pupil Units to the current Pupil Units. Boards realize that an enrollment report based upon head count alone provides insufficient data upon which to compare budgeted to actual revenues especially when there is a mix of K-12 students. A current head count does not consider the length of time (Average Daily Membership) that a particular student is enrolled at the school or pupil weighting differences in elementary VS secondary students.

Finally, it is expected that each board member, at some point in a month, scrutinizes the key data pieces in the reports. If a treasurer's report is contained in a consent agenda and it is lacking a meaningful read on the fiscal health of the organization, oversight is lacking, especially if the board only meets 5-6 times a year. There are boards that believe that as long as one member of the board reviews the reports, or as long as a committee may review some of the reports, all is well. Minutes should reflect that some type of oversight and evaluation was conducted and articulated to the full board. Some vendors provide quality overview information including the net revenue and expenditures for the month and budgeted to actual pupil units for placement in the school board meeting minutes.

Financial Standard Six: The school provides VOA-MN and school board members with monthly financial reports at least three days prior to board meetings. Packets include at least the following: 1) detailed income/expense report, 2) cash flow projection, 3) check register, 4) enrollment report.

MET STANDARD	PARTIALLY MET	DID NOT MEET
X		

Comments: The board receives a finance committee report at each board meeting which includes a review of monthly financial statements. The school has consistently provided required monthly financial reports to VOA-MN and the board through the date of this report.

The finance and enrollment reports are exemplary in format. They are comprehensive, well-crafted and easy to follow. (Source: VOA-MN financial analyst's September 2017 board observation report)

Standard Seven: The school develops and maintains a targeted fund balance, equal to or greater than the VOA-MN standard, determined by the school board.

Method of Examination:

- a. *Review the school's fund balance policy*
- b. *Review the school's monthly financial reports*
- c. *Review the school's monthly board meeting agenda's and minutes*

This standard considers the existence of a fund balance policy that contains conditions necessary to assist in the maintenance of fiscal health. A quality fund balance policy will conform to required parameters of Uniform Financial Accounting and Reporting Standards (UFARS) as well as Government Accounting Standards Board (GASB) 54. The fund balance policy will denote the required divisions of reserves as well as contain a method to safeguard the balances. In the case of a negative fund balance, Statutory Operating Debt (SOD) could occur according to Minnesota Statutes, section 123B.81 which states: a school district or charter school is in Statutory Operating Debt (SOD) when it reports a year-end net negative unreserved general fund balance exceeding more than 2-1/2 percent of its unreserved/undesignated operating expenditures. This would place a school in financial jeopardy and the board would want to take immediate action to reverse the downward trend. Boards allow schools to slip into SOD by not adhering to a strongly written fund balance policy or adhering to a policy that allows for improper financial practices to occur without correction.

Proper board oversight aided by a well-developed fund balance policy can help place the school on sound and sustainable footing. Boards that do not have a fund balance policy or have a fund balance policy that can easily be set aside cannot ensure that adequate reserves will be on hand for unexpected downturns in enrollment or unplanned costs and/or increases in expenses.

Therefore, a quality fund balance policy:

- (1) Complies with GASB 54
- (2) Contains an unreserved, unassigned fund balance target of a minimum 20% (not an extreme range, for example, 5% to 25%)
- (3) Contains long range targets for fund balance use in an assigned category
- (4) Contains correction language if the target is missed.

The unreserved or unassigned fund balance is a critical figure used to calculate the health of an organization. FY 2017 VOA-MN authorized schools had General Fund balances ranging from 1% to 89%. There were eleven (61%) schools that achieved the desired target of a 20% minimum balance. Appendix One contains a listing of VOA-MN schools and the percent of fund balance attained for each.

The following table provides fund balance comparison information for all charter schools authorized by Volunteers of America-Minnesota. Non-reporting schools in a planning year are not included. All schools that reported by December 15, 2017 are included.

Reaching the recommended **target** depends on the years of experience of the school, fluctuation in enrollment, the setting and demographics of the school and its community and the percent of holdback of state aid in any given year that would affect cash flow. Some schools must be content with a reasonable percent of growth of their fund balance until a target is reached and until assignments are fulfilled. Currently, the target for meeting the standard, similar to last year, is a minimum of 20%, which includes non-spendable reserves.

A minimum fund balance was typically estimated by many auditors as a three-month operation funding and sufficient fund reserves to account for emergency situations, program improvements, and fluctuations in the holdback or metered payments.

Although the VOA-MN standard concentrates on the General Fund balance, the other major operating funds of Food Service (Fund 2) and Community Service (Fund 4) must also be reported as neutral or positive. Fund transfers to these funds from the General Fund (Fund 1) are conducted prior to the close of the books for a fiscal year and prior to a final audit of data and conducted within the limits of Minnesota Statutes, sections 123B.79 and 123B.80. Transfers should be presumed to occur as the school builds the budget not as an end-of-year surprise.

A school is judged as having met the standard if they have a quality fund balance policy (stated target, consistent with GASB, and recourse if target is not met) and an actual balance of at least 20% in FY 2017. Negative balances should not exist in the general, food or community service funds.

Several schools have done an excellent job of building strong fund balances and forestalling any use of a Line of Credit. Some of those schools built large fund balances so that special projects could be accomplished without borrowing utilizing a controlled spend down of their fund balance.

If thresholds are not met, a specific set of reasons may offset the apparent negative interpretation. For example, a fund balance may show a drop due to a “controlled spend-down.” The board may have used some of its fund balance to purchase new computers for students and was still above the minimum balance of 20%.

The table below contains the history of the school’s General Fund balance:

FOUR YEAR FUND BALANCE HISTORY				
	FY 2014	FY 2015	FY 2016	FY 2017
Fund Balance Amount	\$1,651,573	\$1,748,334	\$1,876,107	\$2,366,701
Fund Balance Percent	29.37%	29.33%	25.02%	27.05%

As the table indicates the school has strong General Fund balance ending FY 2017 with 27.05%. The school’s ability to maintain this healthy fund balance level over the past four years is indicative of a well-run, high functioning school board.

The school has a fund balance policy in place which states in part:

Minimum Unassigned Fund Balance

1. According to the Loan Agreement between the City of Forest Lake, Minnesota, and Lakes International Language Academy and the LILA Building Company relating to the Lease Revenue bonds and Taxable Lease Revenue Bonds, the School must move toward a 20% fund balance in its general fund. It is the policy of the School to follow that directive.

2. It is therefore LILA’s goal to achieve and maintain an unassigned fund balance in the General Fund equal to 20% of expenditures. LILA considers a balance of less than 20% to be cause for concern, barring unusual or deliberate circumstances.

3. *If unassigned fund balance falls below the goal of 20% of budgeted annual operating expenses, LILA’s school board will set forth a plan to replenish the fund balance within a prescribed time period and periodically review plan progress.*

4. *The LILA school board believes that it is its fiduciary responsibility to prepare and achieve a balanced budget (revenues equal or exceed expenditures) on an annual basis. If a deficit budget is deemed appropriate for a given period, the Finance Committee of the school board will be directed to develop a financial plan outlining the measures necessary to provide a balanced budget in future years and the extent to which, if any, the reduction in the fund balance will be reinstated.*

The Management Discussion and Analysis portion of the FY 2017 financial audit stated:

The unassigned fund balance at June 30, 2017 represents 26.41% of annual expenditures. This fund balance aligns with the school’s long-range planning in order to offset vulnerabilities inherent in being a Minnesota charter school related to state aid holdback decisions at the legislative level.

Financial Standard Seven: The school develops and maintains a targeted fund balance equal to or greater than the VOA-MN standard, determined by the school board.

MET STANDARD	PARTIALLY MET	DID NOT MEET
X		
Comment: See auditor remarks above.		

Standard Eight: The school board has a finance committee that meets monthly to review financial reports.

Method of Examination:

- a. *Review the school’s monthly board meeting agenda’s and minutes*

A finance committee is a subcommittee of the school board that meets monthly to review the school’s financial reports in detail and subsequently reports the highlights and significant events of the meeting to the full board at the next regularly scheduled meeting. This is a great way to disseminate information to the board through members who are financially adept and able to communicate with the school leaders about financial matters.

The school’s finance committee meets monthly and reviews the financial statements in detail. The committee is doing the appropriate work as the December 2017 meeting minutes show:

- a. *Review of October 2017 financial reports*
 - i. *Balance sheet, cash flow, summary and detail income and expense statements, disbursement register, CFO highlights*
 - ii. *Aligning for the November reports: last month with the original budget before Revision 1 goes into effect in Nov. reports*
 - iii. *Questions regarding payment for student flight costs, special ed director clarifications, locker costs, and insurance recovery (for hail damage)*
 - iv. *Enrollment updates are in the School Board folder*
- b. *Dashboard report*
 - i. *In the November report it will contain the updated Enrollment numbers from FY18 Budget revision 1*

Financial Standard Eight: The school board has a finance committee that meets monthly to review financial reports.		
MET STANDARD	PARTIALLY MET	DID NOT MEET
X		
Comment: See discussion above and Standard One for another example of the work done at the finance committee level.		

Standard Nine: All Board members exhibit working knowledge of financial oversight.

Method of Examination:

- a. *Observe and query school board members at board meetings (if applicable)*
- b. *Review the school’s monthly board meeting agenda’s and minutes for board training on school finances*
- c. *Examine certificates of board training on school finances*

Training of the board in financial oversight is an important measure to ensure the ability of members to effectively govern the school’s through financial policies. Minnesota school finance systems are constantly changing in an attempt to better meet the needs of students and promote equity among schools. There is always a need for more training. A board needs to be fully trained according to Minnesota Statutes, Chapter 124E.

A school faculty and board need to attend training programs on a consistent basis, including those at MDE and through other organizations, institutions or enterprises. Training can be basic or on-going and can come from a variety of sources, but should be given proper attention. It is noteworthy that VOA-MN has offered tuition-free training to all of its authorized schools and will continue to seek opportunities to inform authorized schools on matters of financial importance. Individual assistance was also provided to schools in the form of short-term training and the dissemination of exemplar practices and sample policies.

Financial Standard Nine: All Board members exhibit working knowledge of financial oversight.		
MET STANDARD	PARTIALLY MET	DID NOT MEET
X		
Comment: Documentation in the school’s annual report indicates that all board members have received the mandatory financial training.		

Standard Ten: The school is not in Statutory Operating Debt (SOD).

Method of Examination:

- a. *Review current year budget*
- b. *Review the school’s monthly board meeting agenda’s and minutes*
- c. *Review financial audit for prior year*

As mentioned above, SOD occurs if the percent of fund balance is less than 2.50% of school unreserved/undesignated operating expenditures. A review of the school’s current year budget is the first document that would indicate if the school would be in SOD. Adherence to a sound fund balance policy, diligent financial management and strong enrollment trends are factors that will keep a school out of SOD.

Financial Standard Ten: The school is not in Statutory Operating Debt (SOD).

MET STANDARD	PARTIALLY MET	DID NOT MEET
X		
Comment: The school is not in Statutory Operating Debt.		

FINANCE SECTION OVERALL RATING – MEETING STANDARDS.

SCHOOL ORGANIZATION - Is the organization effective and well run?

PART I: BOARD GOVERNANCE. Effective board governance is essential to the successful start-up and operation of a public charter school. The diversity of charter school board memberships – teachers, parents, community leaders, and volunteers – heightens the importance of consistent expectations and development activities.

The authorizer regularly monitors the performance quality of the school board based on authorizer observations; interviews with the director, board and faculty; and the review of school policies, reports and board meeting minutes. A school must have a governance model that provides quality oversight by ensuring that there are checks and balances between the board and the school administrators.

A school board is responsible for developing, implementing, and assessing policy; defining sound employee relations; conducting open meetings; recognizing and conforming to the legal mandates imposed by state and federal laws; and governing within the limits of a delegation of state authority – as a nonprofit and public school board. Additionally, the board has an obligation to assess its successes and failures; inform the public of all deliberations and decisions; promote accountability; enhance public understanding of its mission; conform to standards of ethical behavior; provide a framework for setting goals; and develop strategic plans for the accomplishment of those goals.

The VOA-MN Charter School Authorizing Program publishes annually a School Board Governance Report on their network of authorized charter schools. The purpose of this report is to be a single annual source on the board operations and compliance of the fifteen VOA-MN- authorized charter schools. Authorizer VOA-MN also observes a minimum of one school board meeting annually.

The VOA-MN determined school board governance standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School Accountability and Authorizer Oversight System) and serve as the basis for both annual authorizer monitoring of school board performance and contract renewal determinations. The authorizer monitors school performance meeting these standards on an ongoing basis and the standards shall will be evaluated in the annual VOA-MN Network Governance Report. The standards also serve as the criteria for contract renewal determinations. The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed.

VOA-MN’s school board governance standards / expectations include the following:

- The Board of Directors meets its governance model requirements laid out in its bylaws and membership requirements as required by Minnesota Statute. It will maintain a balance of skills and expertise among members including business, marketing, legal, accounting, fundraising, human resources, and education.
- The Board of Directors complies with Minnesota law regarding board training requirements and institutes / follows an orientation process for bringing on new members.
- The Board of Directors completes a self-evaluation each year.

- The Board of Directors will comply with MN Open Meeting Law, Chapter 13D, and maintains a quorum for all board meetings.
- The board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law.
- The Board of Directors adheres to board member election requirements set forth by state statute.
- The Board conducts an annual evaluation (including all aspects of the position description) of the performance of the school leader through a defined annual evaluation process.
- The Board has a board-approved professional development plan for the school director (if applicable as required by Minn. Stat. 124D.10, Subd. 11(b)).
- The Board of Directors monitors the organization's adherence to school board policies.
- The Board of Directors complies with Federal data practices law and the Minnesota Data Practices Act (Minn. Stat. Chapter 13).
- The Board of Directors provides ongoing oversight of school academic performance.
- The school maintains a high level of parent, teacher and student satisfaction rates based on school conducted surveys and student/faculty retention rates.
- Board documents are distributed to all board members at least 3 days prior to a board meeting.
- The Board of Directors maintains a Board Documents Binder which includes meeting minutes, bylaws and articles of incorporation and financial statements; and statutory requirements for posting board related information on the school's website.
- The Board of Directors maintains a Policy Binder. The board reviews, updates, and approves its policies as needed or required by state law.

LILA Board Chair: Dwayne Green

Email: dgreen@mylila.org

Phone: (612)280-3215

LILA Board Committees:

- Annual Meeting Committee
- Elections Committee
- Director Evaluation Committee
- Board Training Committee
- Succession Planning Meeting
- Finance Committee
- Policy Review Committee
- Audit Committee



2017 & 2018 VOAMN BOARD GOVERNANCE EXCELLENCE AWARD RECIPIENT

Board Structure and Development

Standard 1: The Board of Directors meets its governance model requirements laid out in its bylaws and membership requirements as required by Minnesota Statute*. It will maintain a balance of skills and expertise among members including business, marketing, legal, accounting, fundraising, human resources, and education.		
Met	Partially Met	Not Met
X		
Data Source: LILA Website, FY2017 Annual Report, March Minutes		

*124A.07 Subd. 3. Membership criteria.

(a) The ongoing charter school board of directors shall have at least five nonrelated members and include: (1) at least one licensed teacher who is employed as a teacher at the school or provides instruction under contract between the charter school and a cooperative; (2) at least one parent or legal guardian of a student enrolled in the charter school who is not an employee of the charter school; and (3) at least one interested community member who resides in Minnesota, is not employed by the charter school, and does not have a child enrolled in the school. The board structure may include a majority of teachers under this paragraph or parents or community members, or it may have no clear majority. The chief financial officer and the chief administrator may only serve as ex-officio nonvoting board members. No charter school employees shall serve on the board other than teachers under clause (1).

Contractors providing facilities, goods, or services to a charter school shall not serve on the board of directors of the charter school.

(b) An individual is prohibited from serving as a member of the charter school board of directors if: (1) the individual, an immediate family member, or the individual's partner is a full or part owner or principal with a for-profit or nonprofit entity or independent contractor with whom the charter school contracts, directly or indirectly, for professional services, goods, or facilities; or (2) an immediate family member is an employee of the school. An individual may serve as a member of the board of directors if no conflict of interest exists under this paragraph, consistent with this section.

STANDARD #1 ANALYSIS: *The Board of Directors structure meets its governance model requirements laid out in its bylaws and as required by Minnesota Statute. The following table demonstrates that the board includes a balance of skills and expertise among members.*

Board Member	Board Office/ Seat Type	Expertise	Term (from/to)	Initial Training dates	Ongoing Training dates (this year)	Meets Req't
Dwayne Green	Chair/Parent	Human Rights Officer	07/01/2016 – 06/30/2018	8/9/2016 (Governance, Finance, Employment)	Mr. Green will complete training in May.	Yes
Cecilia Delbene	Vice Chair / Teacher	Education	11/15/2016 – 06/30/2018	12/10/2016 (Governance, Finance, Employment)	Host Int'l Students 6/17/17, Longitudinal Reporting Training 11/9/17	Yes
Anna Taddei	Secretary / Teacher	Education	7/1/2017 – 6/30/2019	8/8/ 2017 (MSBA Governance, Finance, Employment)	New member orientation 6/14/17	Yes
Randall Bergman	Treasurer / Parent	Education and Administration	7/1/2017 – 6/30/2019	8/8/ 2017 (MSBA Governance, Finance, Employment)	New member orientation 6/14/17, MEA Conf 2017	Yes
Yao Hsia	Board Member / Teacher	Education	1/20/2015 – 6/30/2018	4/18/2015 (Governance, Finance, Employment)	Lucy Calkins writing workshop-October 27, 2017 Peace Education: Cyber Bullying - April 18, 2018	Yes
Maria Velasco-Ranz	Board Member / Teacher	Education	7/1/2017 – 6/30/2019	8/8/ 2017 (MSBA Governance, Finance, Employment)	New member orientation 6/14/17, Responsive	Yes

					classroom 11/17/17	
Angela Ebben	Board Member / Teacher	Education	9/22/2015 – 6/30/2019	12/12/2015 (Governance, Finance, Employment)	IB leadership workshop July 7-9	Yes
John Bodine	Parent	Business and Local Government	7/1/2017 – 6/30/2019	8/8/2017 (MSBA Governance, Finance, Employment)		Yes
Cory Voss	Community Member	Community	2/13/2018 – 6/30/2018	2/20/18 attended board orientation training. 3/28/18 Finance/Cash Flow, 3/29/18 Finance/Lease Aid (MDE), 3/14/18 Governance (MACS)	New member orientation 2/20/18, MACS Governance 101 training 3/14/18. He also got training from Julie Lundgren in finance, employment, and governance.	Yes
Jenny Matute Riley	Community Member		7/1/2017 – resigned 2/13/18	8/8/2017 (MSBA Governance, Finance, Employment)	New member orientation 6/14/17	Yes

Standard 2: The Board of Directors complies with Minnesota law regarding board training requirements and institutes / follows an orientation process for bringing on new members.

MET STANDARD	PARTIALLY MET	NOT MET
X		

Data Source: July, August, September, October, December, January Board Minutes

STANDARD #2 ANALYSIS: *Lakes International Language Academy complied with Minnesota law regarding board training requirements. The previous table demonstrates that all new and existing board members have Met or will meet statutory training requirements. The Lakes International Language Academy board institutes and follows an orientation process for bringing on new members.*

The board training committee held the annual new school board member orientation training on 6/14/17. In attendance were new members Jenny Matute Riley, Anna Taddei, Randall Bergman, Maria Velasco Ranz; and the trainers - CFO Lundgren and board member Kaari Rodriguez. Other evidence of training found in Board minutes includes:

Member Ebben attended an IB leadership workshop in The Hague, Netherlands from July 7-9 entitled “Leading an Effective Professional Learning Community.”

- Vice Chair Delbene attended training at St Croix Lutheran about how to bring in international students on June 16-17.
- Jenny Matute Riley, Anna Taddei, Randall Bergman, Maria Velasco Ranz and John Bodine completed mandatory board training in all three topics on 8/8/2017 conducted by the MSBA.
- Treasurer Bergman attended 5 hours continuing education at the 2017 MEA Conference topics: Restorative Practices, Responsive Classroom, Community, and ADHD research.
- Vice Chair Delbene attended MDE webinar: “Longitudinal Reporting Training” on 11/9/17.

- Member Velasco-Ranz attended a training in responsive classroom on November 17, 2017.
- Member Hsia and Member Velasco attended a curriculum writing workshop 10/27/2017 by Lucy Calkins.

Standard 3 - The Board of Directors completes a self-evaluation each year.

	MET STANDARD	PARTIALLY MET	NOT MET
	X		

Data Source: March Minutes, Board Chair communication

STANDARD #3 ANALYSIS: *The Lakes International Language Academy board completes a self-evaluation annually. The Board does a mini evaluation every meeting using a set of questions or “first of five” to grade that meeting. Then they reflect upon this. This is in every agenda. The board chair may look into an overall board evaluation tool. The Board also participates in strategic planning which includes board evaluation. In the March meeting the board conducted a self-evaluation activity.*

Board Practices

Standard 4 - The Board of Directors will comply with MN Open Meeting Law, Chapter 13D, and maintains a quorum for all board meetings.

	MET STANDARD	PARTIALLY MET	NOT MET
	X		

Data Source: VOA Monthly Logs of Meeting Minutes, Board Chair communication

STANDARD #4 ANALYSIS: *The board chair stated that the board is diligent to follow open meeting law requirements. Monthly logs of school board meeting minutes provided evidence that the school maintained a quorum for scheduled board meetings.*

Standard 5 - The board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law.

	MET STANDARD	PARTIALLY MET	NOT MET
	X		

Data Source: http://www.mylila.org/images/School_Board/11Apr17LILABylaws.pdf, April Board Meeting, Board Chair communication

STANDARD #5 ANALYSIS: *At the 4/11/17 LILA Board meeting the bylaws were revised and approved. The board chair stated that their bylaws are up to date and consistent with state law. Each board member has a binder and digital version of bylaws and school office binder contains the bylaws. They used to keep hard copies but now since so many changes are made digitally, they are all online. Hard copies are made available upon request.*

Standard 6 - The Board of Directors adheres to board member election requirements set forth by state statute*.

	MET STANDARD	PARTIALLY MET	NOT MET
	X		

Data Source: LILA Bylaws, LILA Board Minutes: November, January, Board Chair communication

*124E.07 Subdivision 1. Initial board of directors.

Before entering into a contract or other agreement for professional or other services, goods, or facilities, the operators authorized to organize and operate a school must establish a board of directors composed of at least five members who are not related parties. The initial board continues to serve until a timely election for members of the ongoing charter school board of directors is held according to the school's articles and bylaws under subdivision 4.

124E.07 Subd. 2. Ongoing board of directors.

The ongoing board must be elected before the school completes its third year of operation. Board elections must be held during the school year but may not be conducted on days when the school is closed.

124E.07 Subd. 5. Eligible voters.

Staff members employed at the school, including teachers providing instruction under a contract with a cooperative, members of the board of directors, and all parents or legal guardians of children enrolled in the school are the voters eligible to elect the members of the school's board of directors. A charter school must notify eligible voters of the school board election dates at least 30 days before the election.

STANDARD #6 ANALYSIS: *The board chair stated that the school follows its own bylaws and Minnesota Statute in holding school board elections. The next regular board election is planned for April 2018. Four board members are elected in even-year elections and five board members in odd-year elections. Teacher and Parent Seat terms are for 2 years and the community seat is for 1 year. Bylaws define other specifics. If an elected board member resigns within the first 6 months of their term, there must be a special election to fill the seat. The Board set the date for a special election during the 11/14/2017 board meeting to replace the community seat after the board member resigned about that time. The Board moved to hold special election for a community seat and announced the election 30 days before the election date during the 12/12/2017 board meeting. A motion was approved to hold election between Jan 10-17, 2018. Results are ratified in the February board meeting.*

LILA uses an electronic voting system that provides assurances that the voting process is secure. The board chair stated that all members were notified 30 days before the election date and given instructions and access for voting.

There is an election subcommittee that handles the election. In March of 2018 they are getting ballots ready to vote. The vote is electronic and the voting period is open until by the date of ballot closing. A quorum of twenty (20) percent of charter members of legal voting age must be established for elections to be certified. LILA has a sophisticated system that is secure. The winners are announced at the annual meeting in April. For the first time, students that are at least 18 years old are voting.

Standard 7 - The Board conducts an annual evaluation (including all aspects of the position description) of the performance of the school leader through a defined annual evaluation process.

	MET STANDARD	PARTIALLY MET	NOT MET
	X		

Data Source: FY2017 Annual Report, June 2017 Board Minutes

STANDARD #7 ANALYSIS: *The FY2017 Annual Report indicated the board has an evaluation plan for the Executive Director and that action steps will be taken at the start, middle and end of the school year. There is a Director Evaluation Committee of the board designated for this task. They have a structure they follow as a matrix for the evaluation. They get input from the school community and the ED knows what areas he is being evaluated on. The process concludes at the May or June board meeting. At the June 2017 Board Meeting the ED's employment agreement was extended one month and a new agreement will be for a 3 year term, with a raise. Goals setting for the future are set at that time as well. The Executive Director drives that process of defining the goals and the board gives feedback. The timeline for last year, from the FY2017 Annual Report, provides more detail on the 14 step ED Evaluation process:*

Lakes International School Executive Director Evaluation Timeline Template

From May through July:

1. Executive director and board clarify vision, mission, and update long-range plans for the district.
2. Board and executive director review executive director job description and process, forms and timelines to be used to measure performance for the next year.

3. Executive director and board set goals for the upcoming year.

From November into March:

4. Executive director makes interim progress report to the board on school goals.

In March:

5. Board appoints the Director Evaluation subcommittee to, with the Director, identify evaluation form to be used, distribute it, oversee data collection, prepare summary of evaluation, meet with executive director to share results, clarify if closed-session meeting is desired, prepare summary for board, draft new contract when necessary.

In April:

11. A copy of the final written evaluation form is placed in the executive director's personnel folder. A member of the subcommittee reviews the survey with the Executive Director.

No later than July:

12. The results of the evaluation and progress on school goals are shared with the community.

13. Contract negotiations occur, when necessary.

14. Return to the beginning of the cycle.

Standard 8: The Board has a board-approved professional development plan for the school director (if applicable as required by Minn. Stat. 124D.10, Subd. 11(b)).

	MET STANDARD	PARTIALLY MET	NOT MET
	X		

Data Source: 2016-17 Annual Report, Board Chair communication

STANDARD #8 ANALYSIS: *The board chair stated that Executive Director Hedlund is a licensed K-12 Principal, license folder # 210145. Based on statute he is not required to have a professional development plan. Instead his licensure requires regular professional development.*

Standard 9 - The Board of Directors monitors the organization's adherence to school board policies

	MET STANDARD	PARTIALLY MET	NOT MET
	X		

Data Source: LILA Website (<http://www.mylila.org/about-lila/school-policies>), Board Chair communication, Annual Report

STANDARD #9 ANALYSIS: *The Lakes International Language Academy board has directed, advised, or monitored school personnel to adhere to school policies or used policies to guide decision making during the past year. The annual process of reviewing and updating policies results in some policy reviews at nearly every board meeting. The process of reviewing and updating policies links to ongoing inquiry and attention to the use of these policies throughout the school and the school year. The Annual Report also reflects this focus and diligence. Through the February Board Meeting 17 policies were reviewed and, as needed, updated. A list of reviewed policies is at the end of Standard 15. The board is currently discussing succession planning policy in connection to the current situation. They are examining the policy and making sure policy is being followed. They stay focused on the conflict of interest policy in financial decisions and make sure there are internal controls for expenditures and requests for funds. Whenever administrations are asked questions, they often ask the question, “What does policy say about that?” This happens for many day-to-day situations such as facility use or rental. They cover board “code of ethics” in their board meetings to set a positive and professional tone for their meetings.*

Standard 10: The Board of Directors complies with Federal data practices law and the Minnesota Data Practices Act (Minn. Stat. Chapter 13)*.”

	MET STANDARD	PARTIALLY MET	NOT MET
	X		

Data Source: LILA Website (<http://www.mylila.org/about-lila/school-policies>), Policies 132, 134, 218 and 330, Board Chair communication

* Refer to: Minnesota Data Practices Act (Minn. Stat. Chapter 13), Minnesota Rules, Chapter 1205, Official Records Act (Minn. Stat., section 15.17), Records Management Statute (Minn. Stat., section 138.17), and FERPA and HIPPA laws. See https://mn.gov/admin/assets/dpintro_tcm36-309355.pptx , <https://mn.gov/admin/data-practices/data/types/education/>, Federal law for FERPA (<http://www2.ed.gov/policy/gen/guid/fpc/ferpa/index.html>).

STANDARD #10 ANALYSIS: *Board Chair, Dwayne Green stated that the Board of Directors complies with the Minnesota Data Practices Act. The school has four updated data practices policies, 132: Data Practices - Requesting Public Information, 134: Data Practices - Requesting Student Information, 218: Public and Private Data, and 330: Use of Student Data. These together guides LILA to comply with Minnesota and Federal data practices requirements. A schedule for policy review is in place. Policies 132, 134 and 218 were reviewed this school year. The Board ensures the school follows these requirements - student and employee privacy, readiness to respond to data requests, and is effective to separate public from private information and data.*

Data requests come to Julie Lundgren as the Data Officer. They are very careful to make sure requests are in writing, keeping a log of data requests, and making sure the policy is followed to protect privacy rights. Julie went to training in June of 2017 to get up to date information on data practices.

Standard 11: The Board of Directors provides ongoing oversight of school academic performance.			
	MET STANDARD	PARTIALLY MET	NOT MET
	X		
Data Source: Board Chair communication, Board Minutes. Annual and WBWF Reports, October, November Board Minutes			

STANDARD #11 ANALYSIS: *The Lakes International Language Academy board monitored academic performance during board meetings either as an agenda item or as part of the Director’s report. They are examining the idea of having some sort of academic reporting each month including students presenting their work. Test data is reported several times a year - such as MCA data and NWEA data. A staff person/consultant provides detailed reports for the board to review. The administration provides context and also provides other data to the board in regard to the whole child such as Caring School Climate survey data or actual student work. They provide information about student projects around service learning and contributions to organizations such as Feed My Starving Children. All students participate in service learning projects and attend a statewide conference. Last year, they received a grant and created a after school garden club and shared food with the community (Family Pathways) and the classrooms. The October Board Meeting dedicated significant time to comprehensive review of academic performance in the prior school year. The November Board Meeting included a special public review of the WBWF Report. The Annual and WBWF Reports are the primary resource for this review. Presentation of information is made to the board and all others in attendance.*

Standard 12: The school maintains a high level of parent, teacher and student satisfaction rates based on school conducted surveys and student/faculty retention rates			
	MET STANDARD	PARTIALLY MET	NOT MET
	X		
Data Source: FY17 Annual Report, Caring School Climate Survey Results 2017, Board Chair communication			

STANDARD #12 ANALYSIS: *The school pursues high satisfaction and retention rates. Student retention rates for K to 6th Grades were between 93.7% and 98.5% from FY2017 to FY2018. Retention rates are lower for upper grades due in part to recent grade expansions. Those grades established two or more years had 90%+ retention rates, but 11th and 12th grades were in the mid-40% range. Plans are being made to improve high school enrollment and retention. Parent satisfaction rating for FY2017 averaged 1.75 where 1 = Very Satisfied and 5 = Very Dissatisfied. There were 16 questions covering a range of concerns parents may have. Prompts included:*

- My child feels his/her teacher (s) know and care for him/her.
- Our family feels like a real part of the LILA community.
- My child’s teacher(s) keep me informed about my child's progress.
- My child is treated with respect at school.
- My child feels supported at school.
- My child feels included at school.

The overall climate or atmosphere at LILA is positive and helps my child learn.

Teachers have the opportunity to participate in the Director Evaluation and give an evaluation of their immediate supervisor. The parent survey includes student input.

Board Documentation and Communications

Standard 13: Board documents are distributed to all board members at least 3 days prior to a board meeting.

	MET STANDARD	PARTIALLY MET	NOT MET
	X		
Data Source: VOAMN monthly Board Minute Review Log			

STANDARD #13 ANALYSIS: VOA board meeting minute logs confirm that the school has regularly adhered to providing information 3 days in advance of board meetings. The board chair stated that board packets were distributed to all board members for each board meeting.

Standard 14 - The Board of Directors maintains a Board Documents Binder which includes meeting minutes, bylaws and articles of incorporation and financial statements; and statutory requirements for posting board related information on the school’s website*

	MET STANDARD	PARTIALLY MET	NOT MET
	X		
Data Source: LILA Website (see statute info below), Board Chair communication			

* 124E.07 Subd. 8.(b) A charter school shall publish and maintain on the school's official Web site: (1) the meeting minutes of the board of directors and of members and committees having board-delegated authority, for at least 365 days from the date of publication; (2) directory information for the board of directors and for the members of committees having board-delegated authority; and (3) identifying and contact information for the school's authorizer.

(1) the meeting minutes: <http://www.mylila.org/board/meeting-minutes>

(2) board members: <http://www.mylila.org/board/board-members>

(3) school’s authorizer (mentioned at the bottom of every page); <http://www.mylila.org/about-lila/authorizer>.

124E.11 (b) ... The charter school must develop and publish, including on its Web site, a lottery policy and process that it must use when accepting pupils by lot.

Lottery (found on page 122): http://www.mylila.org/images/Policies/2017_Policy_Updates/122_Student_Enrollment_Policy_-_Approved_1_20_15.pdf

124E.11 (d) ... a charter school may establish and publish on its Web site a policy for admission of selected pupils at an earlier age, consistent with the enrollment process in paragraphs (b) and (c).

http://www.mylila.org/images/Policies/2017_Policy_Updates/02_2017_-_142EarlyEntranceProceduresforKandFirstGrade-Amended021317.pdf

124E.13 Subd. 3. (b) (3) post on the school Web site the name, mailing address, bylaws, minutes of board meetings, and names of the current board of directors of the affiliated nonprofit building corporation

Name: Found on the upper left side of every page.

Mailing address: Found at the bottom of every page.

Bylaws: http://www.mylila.org/images/School_Board/11Apr17LILABylaws.pdf

Board of affiliated nonprofit building corporation: <http://www.mylila.org/127-board/579-lila-building-company>

124E.16 Subd. 2. Annual public reports. (a) A charter school must post the annual report on the school's official Website.

http://www.mylila.org/images/Policies/2017_Policy_Updates/LILA_Annual_Report_20171-ilovepdf-compressed.pdf

STANDARD #14 ANALYSIS: The Lakes International Language Academy Board has a Documents Binder which includes meeting minutes, bylaws and articles of incorporation and financial statements and is located in the school office records room for public access and all board members and Executive Director have digital access to it. Evidence of meeting this standard includes documents posted on the LILA website including: Board minutes from June 2016 before the last school year through the most currently available board minutes, 71 policies, Annual Reports for FY2017, budget for FY2018, and other documents. All these are posted and up to date on the website.

Required LILA Building Company information is on the LILA Website.

Standard 15 - The Board of Directors maintains a Policy Binder. The board reviews, updates, and approves its policies as needed or required by state law.

	MET STANDARD	PARTIALLY MET	NOT MET
	X		

Data Source: Board Minute Review Log, July, August, September, October, November, December, January Board Minutes. Policy Review Schedule.

STANDARD #15 ANALYSIS - *The Lakes International Language Academy board maintains a Policy Binder in hard copy and online. The hard copy version is located at the school office records room and the online version is located at <http://www.mylila.org/about-lila/school-policies>. LILA has 71 policies, besides handbooks and plans, posted on the website and in binders. The LILA Policy Review Committee meets most months and sends minutes and recommendations to the Board. The board has reviewed and/or updated the policies in the current year. So far this year 17 policies were reviewed and adopted. A four year policy review schedule is used to ensure all policies are timely reviewed, effective and compliant to requirements. Policies reviewed this year are:*

- Drug Free Workplace (#102)
- Internal Control (#110)
- Depository and Electronic Transfers Authority (#116)
- Data Practices Requesting Public Information (#132)
- Data Practices Requesting Subject Information (#134)
- Consent Agendas (#136)
- Fixed Assets (#108)
- General Accounting Principles (#114)
- Employee Disability Nondiscrimination 504 plan (#205)
- Mandated Reporting of Child Neglect or Physical or Sexual Abuse (#214)
- Public and Private Data (#218)
- Employee Policies (#226)
- Student Disability Nondiscrimination Under Section 504 (#306)
- Student Discipline (#308)
- Harassment and Violence (#312)
- Administering and Storing Medication (#344)
- After School Dismissal (#346)

SECTION PART II: SCHOOL MANAGEMENT AND OPERATIONS

Effective day to day operations of a charter school support the Learning Program. A well-run school provides an environment in which staff and students can perform at the highest possible level and more effectively reach the school’s goals. Management and operations of the school will be monitored and reported by the authorizer using the Formal Site Visit Rubric. The standards also serve as the criteria for contract renewal determinations. The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed. Standards for Management and Operations are judged on the Formal Site Visit Rubric and monitoring of reporting compliance.

Authorizer standards / expectations for school management and operations include, but are not limited to:

- The school is fulfilling its purposes as defined in the Charter School Law and charter contract.

MET	PARTIALLY MET	NOT MET
X		

- Mission and Vision are central to the school’s identity and inform all decision-making processes.

MET	PARTIALLY MET	NOT MET
X		

- The school’s learning program exemplifies the mission and vision of the school.

MET	PARTIALLY MET	NOT MET
X		

- The school exhibits strong academic and organizational leadership.

MET	PARTIALLY MET	NOT MET
X		

- The school employs highly qualified, appropriately licensed teachers.

MET	PARTIALLY MET	NOT MET
X		

- Criminal background checks are conducted on all persons per the board policy and Minn. Stat. 123B.03, Subd. 1.

MET	PARTIALLY MET	NOT MET
X		

- The school meets / maintains its enrollment goals.

MET	PARTIALLY MET	NOT MET
X		

- The school maintains a safe and healthy environment per state and federal guides and board policy.

MET	PARTIALLY MET	NOT MET
X		

- The school institutes a fair and open student admission process that complies with Minnesota law.

MET	PARTIALLY MET	NOT MET
X		

- The school’s employment process complies with state and federal law.

MET	PARTIALLY MET	NOT MET
X		

- The school has defined job descriptions and evaluation process for all personnel.

MET	PARTIALLY MET	NOT MET
X		

**** Additionally, school is compliant with Special Education Laws and Rules.

Renewal Year Formal Site Visitation Date: November 3, 2017

Informal Site Visitation Date: April 3, 2018

VOAMN Participant: Stephanie Olsen

School Participants & Titles: Exec. Director Cam Hedlund, Director Shannon Peterson, CFO Julie Lundgren

One of the most important ways VOA-MN gathers information about the schools it authorizes is through on-site visits. Site visits allow the authorizer to observe the school, hear directly from key stakeholders, and corroborate

school-reported information and data. VOA-MN conducts two different types of site visits: Formal and Informal. School site visits help inform the extent to which the school is meeting the charter school contract provisions contained in the body of the contract as well as contract Addendum B. Formal Site Visits are typically conducted once per year by a member of the VOA-MN Authorizing Program Leadership Team who interviews key stakeholders and conducts observations. Written feedback is provided to the Board of Directors and school leadership using the Formal Site Visit rubric.

Formal School Site Visit Rubric				
Scale		Meets Standard	Partially Meeting Standard	Does Not Meet Standard
Section I	School Mission and Vision: <ul style="list-style-type: none"> ● Mission and vision are central to the school’s identity and inform all decision making processes. ● The school’s learning program exemplifies the mission and vision of the school. 			
Evidence suggests that the school’s mission and vision are central to the school’s learning program and decision-making process (contract Article 6 and 9).		X		
School Evidence for Authorizer Review: mission statements posted in school buildings and website; discussed as part of school board strategic planning; on school letterhead.				
Section II	School Culture & Learning Environment			
Scale		Meets Standard	Approaching Standard	Does Not Meet Standard
Observations indicate that classrooms are clean and conducive to learning. (Contract Article 8 and Addendum B).		X		
Observations indicate that shared spaces like hallways, gym, cafeteria, and bathrooms, are clean and safe (contract Article 8).		X		
Evidence suggests that the school complies with state and federal health and safety laws (e.g., facility /ADA, building inspections, school liability insurance, student medical / health matters, school drills) (contract Article 8).		X		
2017-18 faculty have received required training on health and safety procedures. <u> X </u> Yes <u> </u> No List of 2017-18 health and safety related professional development training topics: Back to School PD / August 2017: Emergency Plan review, CPR and first aid, Bloodborne Pathogens. School complies with MS 121A.035 – Crisis Management Policy. <u> X </u> Yes <u> </u> No Number of fire drills completed 2016-17 school year: <u> 6 </u> at Main, <u> 5 </u> at HW. So far 2017-18: <u> 2 </u> at Main, <u> 3 </u> at HW; (req. five annually) Number of lockdown/safety drills completed 2016-17 school year <u> 5 </u> . So far 2017-18: <u> 0 </u> (req. five annually) Number of tornado drills completed 2016-17 school year <u> 1 </u> /campus <u> 1 </u> . So far 2017-18: <u> 0 </u> (req. one annually) Designated crisis management person team: Cam Hedlund, Shannon Peterson and both schools current leadership team members. Classrooms & shared spaces contain evacuation plans / procedures. <u> X </u> Yes <u> </u> No School complies with MS 299F.47 - School Inspections. <u> X </u> Yes <u> </u> No Date of most recent facility inspection by fire marshal: <u> Annex and HW 8/7/17; Lower School 8/19/15 </u> (must be a minimum of every three years) School maintains a log of all visitors. <u> X (kiosk sign in) </u> Yes <u> </u> No School complies with MS 144.29 Health Records; Children of School Age. <u> X </u> Yes <u> </u> No Responsible employee: Jill Rosenthal, R.N.				

School complies with MS 121A.15 - Health Standards; Immunizations; School Children. Yes No
 Designated responsible employee: Jill Rosenthal, R.N.

School complies with MS 121A.22 – Administration of Drugs and Medicine. Yes No
 Designated responsible health aid/employee: Jill Rosenthal, R.N.

School complies with MS 121A.21 – School Health Services (if applicable). Yes No NA
 Enrollment: 1,070 students (Main 739, HW 332)

The school contracts with a licensed school nurse or organization. Yes No NA
 Name/Organization: Fulltime employee (Jill Rosenthal)

School has a designated 504 Coordinator Yes No
 504 Coordinator Name & Position: Testing Coordinator (Chris Scherman – main campus) (Megan Kalberg - HW)
 School has a process to ensure that student accommodations are consistent with 504 Plans. Yes No
 Number of enrolled students presently on a 504 plan: 17 main 14 HW
 School administrator participate in 504 plan meetings as additional oversight.

Additional Evidence for Authorizer Review: Discussion.

Evidence suggests that the school engages parents and students in ways that build positive relationships and engages them as partners in their child’s learning (contract Addendum B).	X		
---	---	--	--

School Evidence for Authorizer Review: annual community event in spring that attracts over 1000 attendees; caring school climate survey sent to all families annually (August 2017, average survey score was 1.75 with 1 being the best) ; regular social media posts and press releases; weekly schoolwide e-news to families, weekly classroom e-news to Lower School families; Infinite Classroom weekly classroom assignment round-up sent via email to all Headwaters campus families, Parent-teacher conferences 2+/yr (Orientation, October and March).

Evidence suggests that the school teachers are covering the scope and sequence of the state academic standards (contract Article 7).	X		
---	---	--	--

Most recent curriculum standards alignment review for language arts: Main campus yearly. Collaborative focus planned for the next two years.

Most recent curriculum standards alignment review for math: 2016-17 with adoption of new math curriculum.
 Most recent curriculum standards alignment review for science: HW - 6-8 grade 2015-16, 9-12 in 2016-17.
 Most recent curriculum standards alignment review for social studies: HW- 6-8 grade 2015-16, 9-12 in 2016-17
 (Main - unit reflections every six weeks to review student mastery. State standards are imbedded in the IB units)

Management requires that lesson plans and student learning targets are aligned to the state standards. Yes No
 Main: Through unit planners and individual observations.
 HW: Building instructional leader (Nancy Hawkins) reviews unit planners / lesson plans and ensures that the state standards are imbedded in units and mastered.

School has a well-defined plan for ensuring that teachers engage in data-driven instruction to ensure student mastery of state standards. Yes No Explanation of school plan: grade level teams and content teams meet twice a month in PLC’s, grade level and department meetings once a week. During PLC’s the school is targeting literacy. Grade and content meetings review unit progress and student level of mastery.

Additional Evidence for Authorizer Review: Discussion.

Evidence suggests that the school has a plan for meeting their primary purpose to improve all pupil learning and all student achievement, as well as how they are preparing students to meet or exceed standards on the Minnesota Comprehensive Assessments (contract Article 1 and 7).	X		
--	---	--	--

Explanation of school plan: Sample Unit Plan reviewed with imbedded standards. Main campus uses NWEA-MAP K-5, HW Study Island for MCA prep. “Lines of Inquiry” progress contained on student report cards. Math and Literacy is standards specific. Others are standard driven in social studies and science (all other standards). Reading and Math RtI

meetings on rotation every three weeks (Main - RtI facilitator: Jocelyn Hylden, HW Nancy Hawkinsen). If RtI identifies that a student is still not on track then the student is identified for Basic Skills (school employs 5-6 teachers specially for Basic Skills work).				
School Evidence for Authorizer Review: Discussion and review of documentation.				
Evidence suggests that the school has designated an Assessment Coordinator and process for ensuring compliance with state examination administration (contract Article 7).		X		
School DAC Name: Cecilia Delbene, Upper School; Chris Scherman, Lower School School Explanation of State Assessment Compliance Oversight:				
Evidence suggests that the school is adhering to their plan for standardized interim assessments and utilizing that student performance data (contract Article 7).		X		
2017-18 Plan for Standardized Assessments: NWEA-MAP K-5, Study Island at the Head Waters campus. School Plan for DDI: data drives decisions at regular RtI meetings, grade level and PLC meetings.				
Section III	Compliance			
III. A	Documents and Processes	Meets Standard	Approaching Standard	Does Not Meet Standard
The school's VOA-MN Compliance Binder is complete (contract Addendum B).		X		
Evidence suggests that the school adheres to their human resources policies and procedures (contract Article 6 and Article 8).		X		
School Evidence for Authorizer Review: Human Resources files are well maintained and aligned with policies and procedures. Related Board policies are scheduled for review every 3-4 years on a board policy review calendar except where statute or the board requires more frequent review. Positions are posted online (employment page on school website), some posted in the lounge/bulletin board to meet Visa / Immigration laws, also on EdPost, K-12 Job Spot through Frontline Applitrack. School does give preference to Veterans, but has never had any apply.				
Evidence suggests that the school complies with the Minnesota Human Rights Act, Chapter 363, which prohibits unfair discriminatory practices in employment, public accommodations, public service, or education (contract Article 8).		X		
School Designated Human Resources Person: Tamera Cummings EEO Grievance Designee: Human Rights Officer (board chair). This year it is Dwayne Green. School District Human Rights Officer: Dwayne Green, board chair School Evidence for Authorizer Review: School policies 205 <i>Employee Disability Nondiscrimination 504 Plan</i> , 210 <i>Equal Employment Opportunity</i> , and 216 <i>Multicultural, Gender-Fair, Disability-Sensitive Policy</i> . All publications and school website note we are EOEE.				
Evidence suggests that staff and volunteers have completed criminal background checks per state law and school policy (contract Article 6).		X		
School Evidence for Authorizer Review: Records maintained in Human Resources office. Policy 204 <i>Background Checks</i> . Background checks on hire and for volunteers every three years. Also routinely check MDE Board of Teaching/Teacher Ethics/Teacher Discipline Inquiry System.				
Evidence suggests that faculty have current job descriptions delineating roles, responsibilities, and qualifications (contract Article 6 and Addendum B).		X		
School Evidence for Authorizer Review: Job descriptions available, as evidenced by job postings.				
Evidence suggests that the school only employs and contracts with teachers, as defined by Minn. Stat. 122A.15, Subd. 1, who hold valid teaching licenses issued by the State to perform the particular service for which they are employed at the school (contract Article 6).		X		
School Evidence for Authorizer Review: File Folder numbers reported annually in annual report and STAR report. Records maintained by Human Resources. Special Education personnel file folders are also reported in EDRS. ● Authorizer Verified.				
Evidence suggests that faculty performance observations and evaluations are conducted according to established policy/manual and		X		

consistent with state law, including director evaluation (contract Article 6 and Addendum A).			
School Evidence for Authorizer Review: Q-Comp procedures and plan, administered by Building Instructional Leader at each campus (Jeff Wittrock at Main Campus and Nancy Hawkinson at Headwaters). Executive Director and Principal only conduct observations if requested by the aforementioned positions as necessitated by a concern. There is a different observation form for each campus. Elementary campus is three formal for new teachers and for experienced teachers two informal and one formal. At the Head Waters campus, evaluations are done 1-3 times per year depending on length of employment & previous evaluations.			
Evidence suggests that the school complies with state and federal laws pertaining to data collection storage, and distribution (contract Article 8).	X		
2017-18 School Appointed DPA Responsible Authority (RA): Chief Financial Officer Julie Lundgren 2017-18 School DPA Designated Authority (DA): Exec. Director Cam Hedlund 2017-18 School Data Practices Compliance Official (DPCO): Board chair Dwayne Green <i>(appointed by the board in Policy 132 and 134 which is on a regular schedule for board review)</i> Board minutes contain evidence of board appointment of RA/DA/DPCO? <u> X </u> Yes <u> </u> No <ul style="list-style-type: none"> January 10, 2017 Board Meeting School has a data retention plan: <u> X </u> Yes <u> </u> No Date of board approval? <u> Policy 130, 1/12/16 </u> Student <u>academic</u> records are filed in a separate locked cabinet. <u> X </u> Yes <u> </u> No Location: administrative office which is locked each night and monitored during the day. Student / Employee <u>legal</u> records are filed in a separate locked cabinet. <u> X </u> Yes <u> </u> No Location: <u> HR office </u> Student/Employee <u>health</u> records are filed in a separate locked cabinet. <u> X </u> Yes <u> </u> No Location: <u> Health office is monitored or locked </u> School has Tennessee Warnings for both the enrollment and employment process. <u> X </u> Yes <u> </u> No Only designated <u>school employees</u> have access to files containing student/employee records . <u> X </u> Yes <u> </u> No School has a board approved Data Request Policy / Procedures. <u> X </u> Yes <u> </u> No School maintains a detailed register/log of all data requests. <u> X </u> Yes <u> </u> No <ul style="list-style-type: none"> Maintained by Chief Financial Officer Julie Lundgren 			
Evidence suggests that the school complies with laws pertaining to student application process and enrollment (contract Article 6 and Addendum A).	X		
School Evidence for Authorizer Review: Policy 122 <i>Student Enrollment</i> ; enrollment form online. Online process verified for compliance by authorizer.			
Evidence suggests that the school is meeting its enrollment goals with stable to growing enrollment (contract Addendum A).	X		
Number of students served 2016-17: 2017-18 Enrollment goal (budgeted enrollment): 1061 pupils + 2 WI 2017-18 Present total student enrollment:1071 including 2 Wisconsin 2017-18 Student Enrollment by Grade: K=128. G1=130. G2=130. G3=141. G4=107. G5=101. G6=109. G7=85. G8=68. G9=44. G10=16. G11=5. G12=5. Additional Evidence for Authorizer Review: Document: Enrollment by grade and monthly board report; EDRS uploaded data.			

Evidence suggests that the school complies with laws pertaining to student discipline and Pupil Fair Dismissal Act (contract Article 8).	X		
School Evidence for Authorizer Review: Policy 312 <i>Harassment and Violence</i> ; Policy 308 <i>Student Discipline</i>			
Evidence suggests that the school maintains and distributes annually a student/ family handbook <u>and</u> employee handbook (contract Addendum A).	X		
School Evidence for Authorizer Review: HR distributes employee handbook (electronically); as we transition to a new HR team, the employee handbook is undergoing an internal review and update. Student and Family info is online.			
Evidence suggests that the school complies with statute regarding use of the authorizer's name (contract Article 3).	X		
School Evidence for Authorizer Review: All press releases name VOA-MN as our authorizer; website and marketing publications name VOA as authorizer. Entryways of both Lower School and Headwaters have VOA-MN stickers. ● Authorizer Verified.			
Evidence suggests that the Board of Directors maintains at least the amount and types of insurance coverage up to the applicable tort liability limits under Chapter 466.04 and Article six of the contract – Types and Amounts of Insurance. The School provide the Authorizer with certificates of insurance at least annually (contract Article 6).	X		
School Evidence for Authorizer Review (proof of insurance): Insurance agency sends the certificate of insurance directly to VOA annually. Policy book available for review. Renewal date of liability insurance policy: 2/11/18			
Evidence suggests that the school is only serving their authorized grades and approved school sites (contract Article 4 and 5).	X		
Grades Served 2015-16: pre-K to 8 Grades Served 2016-17: pre-K to 11 State Approved Grades: pre-K to 12 Number of Approved School Sites/Buildings: 3 buildings: Lower School, Annex, Headwaters Number of School Sites/Buildings Operated: 3 buildings operated as school buildings Additional Evidence for Authorizer Review: School tours.			
Evidence suggests that the school is non-sectarian in its program, admission policies, and employment practices, and for all other purposes (contract Article 4 and 6).	X		
School Evidence for Authorizer Review: Policy 210 Equal Employment Opportunity Policy 310 Equal Education Opportunity Policy 336 Inclusive Education Plan ● Authorizer Verified.			
Evidence suggests that the school has a plan for Service Learning (contract Article 7 and Addendum A).	X		
School Evidence for Authorizer Review: Action Cycle is embedded in the IB curriculum and is carried out in each grade level; Action I-Term in spring 2017. This fall Headwaters students have collected for food shelf (We Scare Hunger) and hurricane relief. Both campuses donate unclaimed lost and found items to a local charity.			
A review of extra-curricular activities verifies school compliance with Minn. Stat. 121A.04, equal opportunities for members of both sexes to participate in athletics (contract Article 8).	X		
School Offered Extra-Curricular Activities: co-ed clay target, golf, and archery teams, boys and girls soccer, basketball & track, girls swimming, volleyball, dance & synchro, boys baseball, co-ed extracurricular activities include musical, NJHS/NHS, student government, robotics, destination imagination, Model UN, History Day, Anima Club, Pinterest Club, Garden Club, Yearbook. ● Policy 310 - Equal Educational Opportunity (Title 9) School Evidence for Authorizer Review: website and discussion			
III. B	School Website Content Requirements <i>(School will walk through website with a during visit to verify compliance)</i>	Present/ Compliant	Not Present/ Compliant
Current Annual Report (required components in (MS 124E.16, Subd 2)		X	

World's Best Workforce Annual Report (using MDE template) (MS 120B.11)		X		
Identity of and contact information for the authorizer (MS 124E.07, Subd 8)		X		
Directory information for board and committee members (name, phone, email, affiliation) (MS 124E.07, Subd 8)		X		
Board and committee meeting minutes (if authority) for at least one calendar year. (MS 124E.07, Subd 8)		X		
Literacy plan including English Learners (for schools with grades K-3) (MS 120B.12, Subd 4)		X		
Collaborative Agreements (if they exist) (MS 124E.08 (c))		NA		
Wellness Plan (MS 121A.215)		X		
Lottery and enrollment policy and process (MS 124E.11)		X		
Calendar of standardized tests to be administered during the year (with rationales) (MS 120B.301)		X		
School Bullying Policy (MS 121A.031)		X		
Policy for group health (MS 124E.12, Subd 5)		X		
Early admission policy (comprehensive evaluation needed for under age 5 to kindergarten) (MS 124E.11)		X		
PSEO Dissemination of Information (124D.09, Subd 7)		X		
Name, mailing address, bylaws, minutes of board meetings, names of the current board of directors of the affiliated nonprofit building corporation (if exists) (MS 124E.13)		X		
Section IV	Special Populations Evidence suggests that the school is adhering to special education laws / IDEA. (Contract Article 8)	Meets Standard	Approaching Standard	Does Not Meet Standard
Evidence suggests the school has a Total Special Education System (TSES) plan and adheres to their defined "Child Find" process.		X		
School Evidence for Authorizer Review: manual available in SpEd office and online for staff reference.				
Evidence suggests the school trains employees on provisions pertaining to IDEA, special education laws and school's TSES plan, including "Child Find."		X		
Faculty Training Topic(s): Child Study Process Faculty Training Date(s): Sept. 19, 2017 Additional School Evidence for Authorizer Review: Discussion				
Evidence suggests the school consistently follows its own policies regarding special education and Child Find.		X		
Brief description of school Child Find/Study Process: When a classroom teacher, parent or interventionist has concerns about a student gaining skills, the student will be referred for the child study team meeting. This meeting will include school leaders, special education teacher, basic skills teacher, classroom teacher and previous classroom teacher to discuss student concerns, parent input and interventions. The team will discuss and brainstorm more interventions to implement and will follow-up to address progress to determine next steps. Brief description of how school ensures adherence to Child Find/Study process: Basic Skills data, district assessments data, curriculum based measures and other informal data are used to determine if appropriate progress is being made to assist with the development of the next steps. School Evidence for Authorizer Review: Discussion				
Evidence suggests the school employs special education teachers with the necessary license to provide services in accordance with IEP's. Number of special education teachers is consistent with caseload requirements.		X		
Name of special education teachers & license/file number (can attach separate roster): Special Education Coordinator (Shirley Volk 417670)				

Teachers: Monica Manzo 456047; Hsiaolan Chen 487002; Jean Woodberry 408405, Adrienne Cauldero 499945; Xiaoqing Du 420505; Janice Schleicher 448944 Number of special education paraprofessionals: 13 Percent of special education students served in 2016-17: 8.5% Percent of special education students served in 2017-18: 10.7% School Evidence for Authorizer Review: Discussion			
Evidence suggests the school has <u>not</u> been the subject of any investigations by the MDE Monitoring and Compliance or Program Finance Divisions related to special education services delivery or procedures in the past 12 months.	X		
	None		
If yes, Isolated incident/complaint: Program systems complaint: Resolved: Yes / No School Evidence for Authorizer Review:			
Evidence suggests that routine school special education audits (program and financial) are free of findings or has corrected findings.	X		
Date of last special education program audit: 2016 Date of last special education financial audit: 2016 Current audit stage: complete as of January 2017 School Evidence for Authorizer Review: Discussion. Last spring LILA received a framed certificate award for 100 percent due process compliance.			
Evidence suggests the school contracts with a special education director and is in "good standing."	X		
Name of director and organization: Tamera Pulver (independent contractor) School Evidence for Authorizer Review: license FF 412668			
Evidence suggests school enrollment of students with disabilities does not lag behind that of the local school district.	X		
School percentage: 9 percent Resident ISD percentage: 14.7 percent Discussion of gap and potential reasons for the difference, including smaller sample size.			
School retains the students with disabilities that are enrolled.			
Student retention rate (all students): 81.3% The data shows the biggest dips are from 5th to 6th and from 9th to 10th. Student retention rate (special education students): 81%			
Evidence suggest that the school has Special Education Advisory Committee (SEAC) meetings.	X		
FY 17 meeting date(S): May 22, 2017 FY18 anticipated meeting date(s): February 6, 2018			

Legal and Contractual Compliance

Charter schools are required to follow many state and federal laws pertaining to all public schools and are expected to uphold all provisions of the charter school contract. VOA-MN expects compliance with legal and contractual obligations. Each VOA-MN authorized charter school shall maintain a Compliance Binder on site that includes VOA-MN defined evidence of compliance with state and federal statutes organized in the manner prescribed by VOA-MN. Additionally, VOA-MN authorized charter schools shall submit information to the authorizer in accordance with the VOA-MN prescribed Annual Submission Calendar.

Legal and Contractual Compliance – VOAMN Data Submission Calendar			
	MET STANDARD	PARTIALLY MET	DOES NOT MEET
	X		
Comment: LILA has an exemplary record complying with state and VOAMN document submission requirements.			

FINAL DETERINATIONS AND CONCLUSIONS

INTERVENTION STATUS – NO

VOA-MN PERFORMANCE AWARDS OBTAINED – YES (7 during the contract term)

LILA Accountability Plan Rating System (under present contract)

4- Exceeds standard;

3- Meets standard;

2- Approaching/ Partially Meeting standard; and,

1- Does not meet standard.

OVERSIGHT AREA		RATING / SCORE
ADDL STATUTORY PURPOSES		3
ACADEMIC PERFORMANCE (PRIMARY PURPOSE)		2.5
FINANCIAL PERFORMANCE		4 (3 + VOA awards = 4)
ORGANIZATIONAL PERFORANCE		
	Board Governance	4 (3 + VOA awards = 4)
	Management & Operations Formal Site Visit	3
	Legal & Contractual Compliance	3
	AVERAGE SCORE	3.2

AUTHORIZER CONTRACT RENEWAL RUBRIC Contract Term Ending June 30, 2018	
5 Year Renewal	<ul style="list-style-type: none"> ○ Not on intervention ○ Average evaluation score in each section (academic, financial, governance) of 2.5 or more ○ “Good standing” site visit response ○ Meets all the terms of the contract ○ No major concerns with academic, financial or board governance

FINAL DETERMINATION: Based on the renewal criteria in the present LILA charter contract, revised slightly to reflect the present VOAMN authorizer oversight system, Lakes International Language Academy has earned a five-year renewal contract.