

**2021 Annual Report
and World's Best Workforce Report**



Submitted to Volunteers of America of Minnesota

by the

Lakes International Language Academy School Board

October 22, 2021

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Report Introduction

Lakes International Language Academy (LILA) began as a passion of 13 area parents who wanted their children to grow up bilingual and internationally-minded. The school opened in 2004 with 177 students in one nearly windowless wing of a defunct hospital, and has grown to a thriving program with approximately 1300 students and two immersion language options on two campuses in sixteen years. The school is widely respected by area residents and Minnesota educators, and is one of the larger employers in and around the Forest Lake community. In March 2020, when the world changed due to COVID-19, the school community responded. We came together, moved nimbly through distance learning, hybrid learning, and in-person learning, all the while bringing forward our mission of helping children become bilingual and internationally-minded.

SCHOOL MISSION STATEMENT

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

School Statutory Purposes and Outcomes

As outlined in law (*Minnesota Statutes* 2010, 124E) charter schools must meet at least one of six purposes.

- (1) improve pupil learning and student achievement**
- (2) increase learning opportunities for pupils;**
- (3) encourage the use of different and innovative teaching methods;**

- (4) measure learning outcomes and create different and innovative forms of measuring outcomes;
- (5) establish new forms of accountability for schools; and
- (6) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.**

LILA meets all six purposes listed above, but we choose to focus on three. First, we encourage the use of different and innovative teaching methods through our programming. The International Baccalaureate (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 classrooms and some secondary classrooms, and LILA hiring teams find candidates to be both intrigued and excited at the combination of the two. Second, we create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site by appointing teachers to the curriculum development committees and asking them to develop their own team goals and learning materials in many cases. In addition, we have between 3 and 5 teachers on the LILA school board at any given time. Finally, we improve pupil learning and student achievement, as every school strives to do, through a solid academic program and through hiring and developing well qualified, caring, and well trained teachers. As outlined in the WBWF statute, the LILA school board annually reviews academic results of the students and regularly receives reports from the executive director which include academic performance results. The board uses this information to provide guidance to the executive director and leadership team in creating a plan that supports and improves teaching and learning.

Authorizer

LILA’s authorizer is Volunteers of America of Minnesota. Our liaison at VOA is Stephanie Olsen, readily available using the contact information below. Stephanie has made a point to visit both LILA campuses multiple times last school year, has attended and/or sent VOA consultants to attend school board meetings, and worked hard to ensure we are supported in our efforts. In addition, other VOA staff are in touch regularly and have attended board meetings and/or visited the school.



Volunteers of America of Minnesota

Main Contact: Stephanie Olsen, Senior Manager
VOA Charter School Authorizing Program
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Student Enrollment and Attrition

Data is based on end of year Average Daily Membership (ADM) and September 2021 data. It accounts only for total numbers from year to year and does not give information about students who left the school and were replaced by other students the following year. Graduating seniors are excluded from retention numbers.

School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Retention Rates
2017-18	89	132	130	131	142	106	100	109	85	67	44	19	6	5	100%
2018-19	102	131	132	122	123	131	95	105	94	89	52	40	19	8	98%
2019-20	132	130	128	120	119	119	121	116	87	88	59	55	42	18	97%
2020-21	100	127	115	126	109	109	116	127	113	83	75	56	53	41	95%
2021-22	118	126	129	112	115	106	102	125	104	106	76	68	50	52	97%

LILA's optimal times for new enrollees are at kindergarten and grade 6. Kindergarten enrollment has been stable at about 130 per year. The school's intention is to increase that number to its capacity of 150, by attracting more students to the preK program. While admission to K cannot be guaranteed for those enrolling in PreK, the interest generated during the PreK years nearly always results in the family's application to kindergarten. In grade 6, LILA enjoys an influx of students from other neighboring schools.

LILA follows all applicable charter school admissions laws for student application, enrollment and lottery procedures. LILA's Enrollment Policy:

https://www.mylila.org/images/Policies/122_StudentEnrollment_Amended_2019.02.12.pdf

Board Governance: Election, Roster, Training

2020-2021 School Year Charter Public School Board

This table contains information for ALL board members.

2020 - 21 Election Date: April, 3rd 2020

Name	Board Position	Eligibility Category <small>(if teacher, FF #)</small>	Date Elected	Date Seated	Term Expiration	Email Address
Jessie Sheldon	Secretary, Teacher Member	Teacher 475484	3/25/19	7/1/19	6/30/21	jsheldon@mylila.org
Jennifer May	Vice Chair, Parent Member	Parent	3/25/19	7/1/19	6/30/21	jmay@mylila.org
James Redfield	Treasurer, Community Member	Community member	4/14/20	7/1/20	6/30/21	jredfield@mylila.org
Alex Treanor	Parent Member	Parent	3/25/19	7/1/19	6/30/21	atreanor@mylila.org
Mira Norcross	Chair, At-Large Member	Parent	Re-elected 4/14/20	7/1/20	6/30/22	mnorcross@mylila.org
Cesca Massana	At-Large Member	Teacher 477722	4/14/20	7/1/20	6/30/22	cmassana@mylila.org
Erin Ribar	Parent Member	Parent	4/14/20	7/1/20	6/30/22	eribar@mylila.org
Teng Xu	Teacher Member	Teacher	3/25/19	7/1/19	6/30/21	txu@mylila.org
Erin Maher	Teacher Member	Teacher	3/25/19	7/1/19	6/30/21	emaher@mylila.org
Shannon Peterson	ex officio, non-voting	Executive Director	n/a	n/a	n/a	speterson@mylila.org
Julie Lundgren	ex officio, non-voting	CFO	n/a	n/a	n/a	jlundgren@mylila.org

Annual Training Completed by Board Members 2020-2021			
Board Member	Role	Training attended	Dated of the training
Mira Norcross	Chair, parent (at-large)		
		<i>“Strong Governance and Open Meeting Law During the Covid-19 Pandemic”</i> by Charter Source	3-23-2020
Jessie Sheldon	Secretary, Teacher member	MN Data Practices Office	3-31-2020
Jennifer May	Vice-Chair, Parent	High Quality Charter School Methodology - Stakeholder Engagement Meeting on	12/14/2020
Alex Treanor	Treasurer		
Jim Redfield	Community Member	Mandated Charter School board training in all 3 areas (employment laws, government and finance) by MACS	8/19/2020 8/20/2020 8/26/2020
Erin Ribar	Parent member	Mandated Charter School board training in all 3 areas (employment laws, government and finance) by MACS	8/19/2020 8/20/2020 8/26/2020
		Board Chat: Understanding Charter School Financial Statements. Special Education in Charter Schools: Policy, Challenges, Opportunities and the Impact of COVID-19	1/12/2021
Cesca Massana	Teacher member	Mandated Charter School board training in all 3 areas (employment laws, government and finance) by MACS	8/19/2020 8/20/2020 8/26/2020

Teng Xu	Teacher member	Title IX training from Rupp Anderson Squires & Waldspurge	8/14/2020
Erin Maher	Teacher member	Distance Learning Playbook Training	11/18/2020
Shannon Peterson	ex officio, non-voting	<div>Title IX training from Rupp Anderson Squires & Waldspurge</div> <hr/> <div>“Transitioning Learning Models - It's more than numbers” by Hennepin County Regional Support team</div> <hr/> <div>“The Importance of US/China Relations in Today’s Interconnected World,” by Confucius Institute</div> <hr/> <div>“UN Organizations for Promoting Peace, Understanding and Human Rights,” by Confucius Institute</div> <hr/> <div>Rupp, Anderson, Squires & Waldspurger Law Conference</div> <hr/> <div>Forest Lake Everyone Belongs Innovation Labs</div> <hr/> <div>PELSB Info Session - 2020-21 School Year Guidance</div> <hr/> <div>Return to Civility Webinar</div>	<div>8/14/2020</div> <div>10/8/2020</div> <div>9/30/2020</div> <div>10/7/2020</div> <div>9/25/2020</div> <div>9/26/2020</div> <div>9/18/2020</div> <div>12/8/20</div>
Julie Lundgren	Ex officio, non-voting	CLA: PPP Funding & Forgiveness webinar	8/13/2020, 12/31/2020

		MDE: EOY Finance & SpEd finance webex	8/6/2020
		RASW Annual school law conference	9/25/2020
		Data Practices	9/29/2020
		MDE SERVS-UFARS reconciliation webinar	10/13/2020
		MASBO spring conference	2/4/21 to 2/5/2021
		CLA: Enterprise risk management	2/24/2021
		CLA: cybersecurity webinar for K-12 schools	3/23/2021
		Hollaback Bystander Intervention Training for social justice	4/19/2021
		CLA: internal controls webinar	4/20/2021
		MDE: Title II, Part A	5/19/2021
		MDE webinar: MARSS ADM and CARES Act funding for schools	6/8/2020
		SEDRA training	8/25/2020
		Tuition billing webex by MDE.	8/27/2020
		MDE Procurement webinar as part of the Fiscal Monitoring series	10/29/202
		MDE MARSS University webex session on Compensatory Revenue	10/27/2020

		Board Chat webinar on Eminent Domain legal case in MN	10/21/2020
		CliftonLarsonAllen webex on PPP and Consolidated Appropriations Act	12/13/2020
		EdAllies Mid-Session Legislative Policy Update for K-12 Education	3/21/2021
		Prince George's Community College online equity workshop on Microaggressions	4/1/2021
		CAAL's Untold Stories: Asian Americans Experiencing Hate	3/24/2021

**REQUIRED STATUTORY TRAINING
COMPLETED BY SEATED BOARD MEMBERS***

Board Member Name	Governance Basic Training Completed	Finance Basic Training Completed	Employment Basic Training Completed	Dates, locations and trainers
Erin Ribar	MACS 8-19-2020	MACS 8-20-2020	MACS 10-26-2019	at MACS for Courses 100 & 300; online for Course 200
Cesca Massana	MACS 8-19-2020	MACS 8-20-20	MACS 8-26-2020	at MACS for Courses 100 & 300; online for Course 200
Jim Redfield	MACS 8-19-2020	MACS 8-20-2020	MACS 8-26-2020	at MACS for Courses 100 & 300; online for Course 200
Mira Norcross* (re-elected)				

***returning members' statutory training reported previously**

New members: Erin Ribar, Cesca Massana, and Jim Redfield

Employment: Administration and Staffing

2020-2021 School Management / Administrative Team Information

The board of directors and an individual who does not hold a valid administrative license and who serves in an administrative, supervisory, or instructional leadership position shall develop a

professional development plan. The school's annual report must include public personnel information documenting the professional development plan.

Employee Name	Admin Lic. Yes/No	File Folder Number	Position	Years Employed	Left During 20/21	Not Returning 21/22	Professional Development in 2020-2021
Carpenter, Stacy	N	397475	Upper School Academic Counselor	3	<input type="checkbox"/>	X	n/a
Cauldero, Adrienne	N	499945	Special Education Coordinator	5	<input type="checkbox"/>	<input type="checkbox"/>	Attended the VOA leaders conference, going to the MN Administrators of Special Education leadership conference. Completed her Masters in Special Education and has enrolled to get her Director of Special Education License at Hamline.
Cummings, Tamara	N		Director of Human Resources	6	<input type="checkbox"/>	<input type="checkbox"/>	Completed two HRM courses 1) Recruitment, Selection, Onboarding and Inclusion 2) Strategic Compensation Systems at Concordia University - St. Paul. Completed Infinite Campus HRIS, Ad Hoc Reporting, and Census training.
Dunigan, Larry	N		Lower School Dean of Students	4	<input type="checkbox"/>	<input type="checkbox"/>	Maintained certification to teach Nonviolent Crisis Intervention Program Attended Homeless and Foster Care Training

Gallegos, Kimberly	N		School Age Care Director	15	<input type="checkbox"/>	<input type="checkbox"/>	Completed CPI refresher. Completed child development and health and safety training required by DHS. Received coaching and support from district leaders in developing program supporting Tier 1 students during hybrid and distance learning. Participated in equity and non-bias training.
Griebel, Kathryn	Y	305419	Lower School Principal	4	<input type="checkbox"/>	<input type="checkbox"/>	N/A: holds administrative license.
Hawkinson, Nancy	Y	398275	Upper School Principal	5	<input type="checkbox"/>	<input type="checkbox"/>	N/A: holds administrative license.
Kainz, Natalie	N	484555	.5 MYP Coordinator	6	<input type="checkbox"/>	<input type="checkbox"/>	Successfully handled MYP program during COVID closure. Continued active membership in MNIB
Lundgren, Julie	N		Chief Financial Officer	16	<input type="checkbox"/>	<input type="checkbox"/>	Oversaw the financial process associated with a capital campaign and two major building projects and a state grant for a third. PPP Loan Forgiveness. Other PD is listed in the board member PD table.
McAlpine, Stefanie	N	415595	Building Instructional Leader	17	<input type="checkbox"/>	<input type="checkbox"/>	Successfully supported new and returning teachers during COVID closure. Assisted in developing and managing our distance learning program. Supported distance learning teachers (who were teaching from Spain, Colombia and China.)
Mueller, Amy	N	394469	PYP Coordinator &	18	<input type="checkbox"/>	<input type="checkbox"/>	Successfully handled PYP program during COVID closure.

			Teacher Mentor				Continued active membership in MNIB
Muras, Jennifer	N	447909	Athletic and Activities Director	12	<input type="checkbox"/>	<input type="checkbox"/>	Increased student participation in athletics and activities Increased the number of activities and athletics from 36 in 2017 to 46 in 2019. Participated in a AD PLC
Orteu, Blanca	N	996798	Kinder Prep Coordinator	5	X	<input type="checkbox"/>	Resigned 12/20.
Peterson, Shannon	Y	303733	Executive Director	18	<input type="checkbox"/>	<input type="checkbox"/>	N/A: holds administrative license.
Purcell, Janet	N	417092	Basic Skills Coordinator	17	<input type="checkbox"/>	<input type="checkbox"/>	Successfully applied concepts of her recent MA in Reading. Developed program to support basic skills instruction for students participating in distance learning.
Ray, Sarah	N	495542	.5 DP coordinator; .5 Building Instructional Leader	6	<input type="checkbox"/>	<input type="checkbox"/>	Successfully managed the first year of the first LILA cohort's 2-year IB Diploma Programme. Continued active membership in MNIB
Richert, Jennifer	N	397526	Dean of Students	9	<input type="checkbox"/>	<input type="checkbox"/>	Successfully completed multiple conferences for SEL and Mental Health
Scanlon, Molly	N	442610	Upper School Academic Counselor	1	<input type="checkbox"/>	<input type="checkbox"/>	Hired 3/23/2021
Sosnoski, Rochelle	Y		Kinder Prep Coordinator	1			Hired 1/15/2021. Participated in Parent Aware training related to assessment and child development.
Volk, Shirley	Y	417670	Director of Special Education	5	<input type="checkbox"/>	<input type="checkbox"/>	N/A: holds administrative license.

School Leader Biography

Executive Director Shannon Peterson.

One of the founders of Lakes International Language Academy, Executive Director Shannon Peterson has been instrumental in the school's growth. Her extensive experience in education as a teacher and administrator has impacted nearly every aspect of this public charter school, including curriculum decisions, hiring and retention practices, administrative challenges, and enrollment development.

Executive Director Peterson previously served as Interim Executive Director, Director, Curriculum Coordinator, and Interim Board Member at LILA. Her efforts in recruiting and promotion helped the school grow from 177 students when it opened in 2004 to the current enrollment of approximately 1,300. Executive Director Peterson led the implementation of LILA's 7-12 grade expansion and the transition of the Headwaters Campus to become the Upper School facility. She was also part of the leadership team overseeing the 2019 Upper School's 50,000 sq ft expansion and creation of the LILA Kinder Center, a separate educational building for preschoolers and kindergarteners—all sized for little learners. As an authorized PreK-12 International Baccalaureate (IB) World School, LILA offers both Spanish and Chinese full immersion for Kinder through grade 5; for grades 6-12, LILA offers continuing immersion options as well as courses in Spanish, Mandarin, and French for students new to language learning. LILA's staff and programs have received recognition for their proven innovation and best practices over the years. In 2007, the federal Foreign Language Assistance Program awarded LILA nearly \$850,000 to add Chinese language programming—one of the largest grants of its kind. The school has received multiple national Character Education awards and state finance awards for public schools. In addition, the school has also received local awards for Best Public School, Best Principal, Best Teacher, Best Preschool, Best Summer Camp, and Best Tutoring for several years.

Executive Director Peterson's professional career began as a high school English teacher in the United States. She then moved to Germany to teach at the Frankfurt International School for four years. Executive Director Peterson returned to the US to earn a master's degree in English as a Second Language, focusing on Second Language Acquisition, at the University of Hawai'i. She received a fellowship from the US Dept. of Education to study language immersion on Maui while pursuing her advanced degree. After eight years there working in various educational capacities related to language learning, Executive Director Peterson moved back to her hometown of Forest Lake, Minnesota. She's been involved with LILA ever since. In 2012, she earned her school administration and supervision (K-12 principal) licensure from Johns Hopkins University via an online program supported by the International Society for Technology in Education, completing her Minnesota practicum through St. Cloud State University in Minnesota. In her daily work, she continues to inspire students, parents, and staff to explore all of biliteracy's benefits and the significance of global citizenship.

Annual Executive Director Review

Listed below is the process and schedule the board has adopted for evaluating the school leader. Shannon Peterson served as interim executive director for 2019-20, and was then hired as Executive Director beginning July 1, 2020. She holds a K-12 principal license in the state of Minnesota, file folder #303733. She will be evaluated according to this process starting in the 2021-22 school year. With the COVID pandemic postponing the strategic planning process during 2020 and the spring of 2021, the evaluation timeline may need to be adjusted for 2021-22.

Lakes International School Executive Director Evaluation Timeline Template

May-July

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

November and March

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

March

- Board appoints a subcommittee.

Charge:

- Work with executive director to identify evaluation form to be used
- Distribute evaluation and oversee data collection.
- Prepare summary of evaluation for executive director
- Meet with executive director to share results
- Determine if executive director would like a closed-session meeting with the full board
- Prepare summary of evaluation for board
- Draft new contract when necessary

April

- 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.

As soon as evaluation is complete; No later than July

- The results of the evaluation and progress on school goals are shared with the community.
- Contract negotiations occur, when necessary.
- Return to the beginning of the cycle.

School Staffing Information and Professional Development

A list of teaching faculty is included below.

Teacher Evaluation Program

Per state requirements, our teacher evaluation system is based on a three-year cycle. Each year roughly $\frac{1}{3}$ of our 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. Our teacher evaluation program is highly integrated into our QComp system (Observations, coaching and evaluation below) in order to increase validity and efficiency for teachers and administration alike.

Professional Development

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

- 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 Danielson¹ 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.

¹ Danielson, Charlotte (2007). Enhancing Professional Practice: A Framework for Teaching. ASCD, Alexandria, VA.

- 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.

New Teacher Mentoring

- All teachers new to LILA are assigned a specific teacher at their site to be their mentor in answering questions and showing them the ways things are done at LILA, in the IB programs, and with language acquisition, as applicable.
- All teachers who are new to LILA, regardless of their outside experience, also 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 mentors of this program at the Lower School are the PYP Coordinator and the Dean of Students, as well as the Lower School Instructional Leader and a veteran classroom teacher when necessary. At the Upper School, the program is administered by the Principal, Dean of Students and Team Leaders. Their role 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 training sessions 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 sessions. 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). At Lower School, PLCs (Professional Learning Communities) for

teachers have a specific learning focus. Each PLC identifies a topic based on school needs. The PLC reviews research and best practices related to the topic and conducts action research. Specialists, such as math or literacy coaches, work with teachers supporting best practices of effective instruction.

- At Upper School, PLC groups meet as departments. Department Chairs develop agendas and goals for their weekly meetings in collaboration with our Upper School PLC Facilitator Lead/Data Coach.

2020-21 Faculty Information

This table contains information for faculty, including ALL teachers employed by the school or providing services contractually (e.g., special education teacher, reading specialist, speech therapist). Symbol = Y or N.

The 2019-20 school year included continued changes to administration, beginning with an exhaustive search for an Executive Director to replace Cam Hedlund, who took on building projects management responsibility for 2019-20, then retired at the end of FY20. Shannon Peterson was named Interim Executive Director for the 2019-20 school year. She also applied for and was ultimately selected for the Executive Director position. With principals in their second years at the Upper and Lower School, rather than replace the Director position, the LILA board agreed to add a Development Director position instead, to focus on the school's capital campaign, as well as other grants and donations, enrollment, PR, marketing, community partnerships and legislative outreach.

Name	File Folder Number	Assignment/ Subject	Years Employed	Left During 19/20	Not Returning 20/21
KAARI BERG RODRIGUEZ	417269	5th Grade - Spanish	17	<input type="checkbox"/>	<input type="checkbox"/>
KELLEY LEE DUNBAR	415351	Distance Learning Kinder - Spanish	17	X	<input type="checkbox"/>
MELISSA ANN CUDDY	415312	2nd Grade - Spanish	16	<input type="checkbox"/>	<input type="checkbox"/>
KRISTINA L KOFSKI	415685	5th Grade - Spanish	16	<input type="checkbox"/>	<input type="checkbox"/>
REBECCA ANNE SWENSON	423203	Kindergarten - Spanish	14	<input type="checkbox"/>	<input type="checkbox"/>
AMANDA CHRISTINE EILERS	442382	Distance Learning 1st Grade - Spanish	12	X	<input type="checkbox"/>

ERIN JACQUELINE MAHER	400253	Individuals and Societies	12	<input type="checkbox"/>	<input type="checkbox"/>
LUIS ALBERTO VIVAS BENITO	514896	2nd Grade - Spanish	11	<input type="checkbox"/>	<input type="checkbox"/>
RAUL GERMAN ARROYO	430019	5th Grade - Spanish	11	<input type="checkbox"/>	<input type="checkbox"/>
CHELSEA R KEPLINGER	460419	4th Grade - Spanish	10	<input type="checkbox"/>	<input type="checkbox"/>
FANG-WEN YEH		1st Grade - Chinese	9	<input type="checkbox"/>	X
ELISABETH ERIN VOSS	469015	3rd Grade - Spanish	9	<input type="checkbox"/>	<input type="checkbox"/>
GREGORIA MUNOZ PIQUERAS	488388	Distance Learning 3rd / 5th Grade - Spanish	9	<input type="checkbox"/>	X
NURIMAN MAMAT	515002	1st Grade - Chinese	8	<input type="checkbox"/>	<input type="checkbox"/>
YAO HSIA	475527	2nd Grade - Chinese	8	<input type="checkbox"/>	<input type="checkbox"/>
JESSIE ANN SHELDON	475484	2nd Grade - Spanish	8	<input type="checkbox"/>	<input type="checkbox"/>
FRANCESCA MASSANA PEDRELL	514898	4th Grade - Spanish	8	<input type="checkbox"/>	<input type="checkbox"/>
PATRICIA A GROTHE	259493	Special Education	7	<input type="checkbox"/>	X
LUIS MENDEZ CUEVA	514806	3rd Grade - Spanish	7	<input type="checkbox"/>	<input type="checkbox"/>
JEAN M WOODBERRY	408405	ADSI Reading / MTSS	7	<input type="checkbox"/>	<input type="checkbox"/>
TENG XU	482603	Kindergarten - Chinese	7	<input type="checkbox"/>	<input type="checkbox"/>
SILVIA HERRERO-FERNANDEZ	514496	Kindergarten - Spanish	6	<input type="checkbox"/>	x
ANNA TADDEI	488091	Language and Literature	6	<input type="checkbox"/>	<input type="checkbox"/>

MICHAEL MCNAUGHTON	487824	Mathematics	6	<input type="checkbox"/>	<input type="checkbox"/>
MONICA LINARES MARTIN	514890	1st Grade - Spanish	5	<input type="checkbox"/>	<input type="checkbox"/>
JOANA PASCO-ALBESA	514889	2nd Grade - Spanish	5	<input type="checkbox"/>	X
MENGYING ZHAO	515180	5th Grade - Chinese	5	<input type="checkbox"/>	<input type="checkbox"/>
ROCHELLE MAUREEN SOSHOSKI	386607	Kinder Prep	5	<input type="checkbox"/>	<input type="checkbox"/>
YANGYANG LIU	499850	Language Acquisition - Chinese	5	<input type="checkbox"/>	<input type="checkbox"/>
DANICA RACHEL KERR	487354	Mathematics	5	<input type="checkbox"/>	<input type="checkbox"/>
MELISSA JILL NAVRATIL	348509	Mathematics - Geometry and Alg 2	5	<input type="checkbox"/>	<input type="checkbox"/>
LIJUAN YOU	494590	Science - Mandarin Immersion	5	<input type="checkbox"/>	<input type="checkbox"/>
JAMES MILLER	436844	Science / Design	5	<input type="checkbox"/>	<input type="checkbox"/>
KELLY RAMSEY	496246	3rd Grade - Spanish	4	<input type="checkbox"/>	<input type="checkbox"/>
LUKE E ZACCARO	503240	Design / Choir	4	<input type="checkbox"/>	X
YUTING LI	489354	Distance Learning 1st Grade - Chinese / SpEd Teacher	4	<input type="checkbox"/>	<input type="checkbox"/>
GINA GRAHAM	502279	Language Acquisition - Spanish	4	<input type="checkbox"/>	<input type="checkbox"/>
SOPHIE ANNE KAPLAN	1001846	Library Media Specialist	4	<input type="checkbox"/>	<input type="checkbox"/>
MEGAN HIRMAN	503905	Theater / Design	4	<input type="checkbox"/>	<input type="checkbox"/>
ANDREA HERNAIZ	510255	1st Grade - Spanish	3	<input type="checkbox"/>	<input type="checkbox"/>

MIGUEL ANGEL RODRIGUEZ HERRERO	510052	1st Grade - Spanish	3	<input type="checkbox"/>	<input type="checkbox"/>
XIAOGONG PAN	510192	3rd Grade - Chinese	3	<input type="checkbox"/>	<input type="checkbox"/>
STEWIN J BERNAL	510185	4th Grade - Spanish	3	<input type="checkbox"/>	<input type="checkbox"/>
KIRSTIE LOUISE ALWIN	483558	Artist in Residence	3	<input type="checkbox"/>	<input type="checkbox"/>
ALVARO MONTERO ORTEGA	510051	Individuals and Societies	3	<input type="checkbox"/>	<input type="checkbox"/>
MARIA ANGELA GUERRA MARTORELL	510004	Kindergarten - Spanish	3	<input type="checkbox"/>	<input type="checkbox"/>
KARL M SCHAUMANN	481897	Language Acquisition - French	3	<input type="checkbox"/>	<input type="checkbox"/>
LAURA ANNE ZACCARO	504389	Music	3	<input type="checkbox"/>	<input type="checkbox"/>
HANJIE YU	502673	Special Education	3	<input type="checkbox"/>	<input type="checkbox"/>
ANNE M DVORSKY	507570	Speech Pathologist	3	<input type="checkbox"/>	<input type="checkbox"/>
BENJAMIN JASMER	513372	Visual Arts	3	<input type="checkbox"/>	<input type="checkbox"/>
HANNA J BROWN	501143	ESL / Mathematics	2	<input type="checkbox"/>	<input type="checkbox"/>
ERIC JEFFREY WILSON	1003640	Kinder Prep	2	<input type="checkbox"/>	<input type="checkbox"/>
MINJIE WANG	1001339	2nd Grade - Chinese	2	<input type="checkbox"/>	<input type="checkbox"/>
XINGDU CHEN	510960	3rd Grade - Chinese	2	<input type="checkbox"/>	<input type="checkbox"/>
MARTA REIXATS-FERRE	1002688	3rd Grade - Spanish	2	<input type="checkbox"/>	<input type="checkbox"/>
MOHAN SHANG	491584	4th Grade - Chinese	2	<input type="checkbox"/>	<input type="checkbox"/>

ELOI ROTLLAN ROMERO	514881	4th Grade - Spanish	2	<input type="checkbox"/>	<input type="checkbox"/>
DANDAN ZHU	508880	5th Grade - Chinese	2	<input type="checkbox"/>	<input type="checkbox"/>
MARC TUSET QUERALT	514697	5th Grade - Spanish	2	<input type="checkbox"/>	<input type="checkbox"/>
DANIEL L KRENGEL	291434	ADSIS Mathematics	2	<input type="checkbox"/>	X
KORTNEY KAY FORMANEK	1001304	Art	2	<input type="checkbox"/>	<input type="checkbox"/>
ELSA ANNE RICHARDSON	502347	EL Teacher	2	<input type="checkbox"/>	<input type="checkbox"/>
JAMES FRANCIS BEADLE	493978	English	2	<input type="checkbox"/>	X
BENJAMIN M TAMTE	382941	Individuals and Societies / Spanish	2	<input type="checkbox"/>	<input type="checkbox"/>
MACARENA CASSILLAS	514698	Kindergarten - Spanish	2	<input type="checkbox"/>	<input type="checkbox"/>
OLIVIA MARIE WULF	504693	Language and Literature	2	<input type="checkbox"/>	<input type="checkbox"/>
MICHAEL JOHN OBERT	509211	Music - Choir / Music / Orchestra	2	<input type="checkbox"/>	<input type="checkbox"/>
ALBERTOMAYA MORENO MAYA	514301	Physical Education	2	<input type="checkbox"/>	<input type="checkbox"/>
SPENCER SCHUMANN	1002442	Physical Education	2	<input type="checkbox"/>	<input type="checkbox"/>
ABIGAIL NICOLE DUKE	507934	Special Education	2	<input type="checkbox"/>	X
JACOB N STENDAHL	514917	Special Education	2	<input type="checkbox"/>	<input type="checkbox"/>
JESSICA ERIN RYDNING	443634	Special Education	2	<input type="checkbox"/>	<input type="checkbox"/>
JODELL S SAINT JAMES	291979	Special Education	2	<input type="checkbox"/>	<input type="checkbox"/>

NICOLE ANNE MICKELSON	514992	Special Education	2	<input type="checkbox"/>	<input type="checkbox"/>
JOSEPH ALLEN CONSTANTINE	514728	Special Education	2	<input type="checkbox"/>	<input type="checkbox"/>
HEATHER S WHITEHILL	348847	Language and Literature / ADSIS Reading	2	<input type="checkbox"/>	<input type="checkbox"/>
Becker, Carissa	417947	6th Grade Teacher	1	<input type="checkbox"/>	X
Beccaria, Sonia	485197	Science Teacher	1	<input type="checkbox"/>	X
Ford, Alex	417925	Special Education Teacher	1	<input type="checkbox"/>	X
Prom, Monica	1005887	Special Education Teacher	1	<input type="checkbox"/>	X
Otterson, Steven	501507	PE & DAPE Teacher	1	<input type="checkbox"/>	X
Hess, Cody	1005811	PE & DAPE Teacher	1	<input type="checkbox"/>	<input type="checkbox"/>
Yu, Tuz-Ling	1005779	Speech Pathologist	1	<input type="checkbox"/>	<input type="checkbox"/>
Schrupp, Sarah	488318	Speech Pathologist	1	<input type="checkbox"/>	<input type="checkbox"/>
Warren, Erin	Not Licensed	COTA	1	<input type="checkbox"/>	<input type="checkbox"/>
Vaca Alonso, Alicia	518149	Indiv. & Soc. Teacher	1	<input type="checkbox"/>	<input type="checkbox"/>
McDonald, Mark	1003971	Science Teacher	1	<input type="checkbox"/>	<input type="checkbox"/>
Weiss, Samantha	518073	Language Acquisition Teacher	1	<input type="checkbox"/>	<input type="checkbox"/>
Peters, Maureen	421165	Special Education Teacher	1	<input type="checkbox"/>	<input type="checkbox"/>
Schwartz, Katarina	1001309	Social Studies Teacher	1	<input type="checkbox"/>	<input type="checkbox"/>

Gogo, Katie	428944	SpEd Assessment Teacher	1	<input type="checkbox"/>	<input type="checkbox"/>
Smith, Amy	489100	Art Teacher	1	<input type="checkbox"/>	<input type="checkbox"/>
Wang, Manling	1001831	Kinder Teacher, Chinese	1	<input type="checkbox"/>	<input type="checkbox"/>
Zhang, TianYi	1004156	4th Grade Teacher, Chinese	1	<input type="checkbox"/>	<input type="checkbox"/>
Ruhnke, Jeffrey	379938	Band Teacher	1	<input type="checkbox"/>	<input type="checkbox"/>
Fernandez, Rossana	507076	1st Grade Teacher, Spanish	1	<input type="checkbox"/>	<input type="checkbox"/>
Rodriguez Alvarado, Maria	518413	Float and Distance Learning Teacher, Spanish	1	<input type="checkbox"/>	<input type="checkbox"/>
Fino, John	444636	Enrichment Teacher	1	<input type="checkbox"/>	<input type="checkbox"/>
Fan, Jialu	1005428	Math Teacher	1	<input type="checkbox"/>	<input type="checkbox"/>
Steiner, Josef	513017	Science Teacher	1	<input type="checkbox"/>	X
Lee, Pa Shia	Not Licensed	Kinder Prep Teacher	1	<input type="checkbox"/>	X
Bright, Haylen	1002766	Kinder PrepTeacher	1	<input type="checkbox"/>	<input type="checkbox"/>
Scanlon, Melissa	442610	Academic School Counselor	1	<input type="checkbox"/>	<input type="checkbox"/>
Luo, Su	1004474	Distance Learning 2nd / 3rd Grade - Chinese	1	<input type="checkbox"/>	<input type="checkbox"/>

Academic Performance

Academic Program

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

Review of Curriculum, Instruction, and Student Achievement

Educators at LILA continued to teach the school's curriculum based on language acquisition, International Baccalaureate programming, and Minnesota State standards.

Due to COVID-19, Minnesota did not conduct state MCA testing in spring 2020. In 2021, after 15 months of learning impacted by COVID and various learning models (in-person, hybrid, and distance learning), the Minnesota Department of Education (MDE) advised schools that *no additional time should be taken from learning to prepare for state exams*. The MDE also advised that they would still need to conduct the tests in order to receive federal education funding.

Near that same time, we discerned a lack of progress of many of our students during distance learning over the winter. Those students who were succeeding in the distance model were allowed the option of finishing the year in that model. Those who were struggling were asked to return to in-person learning for the spring. With just 80% of our students on site, many of our best test-takers remaining at home distance learning. Though some distance learners did come in for MCA testing, LILA's 2021 MCA scores were unusually low. One positive note: they still showed a general strengthening in the upper grades, as is common in language immersion schools, where children learn all content in their second language but are tested in English.

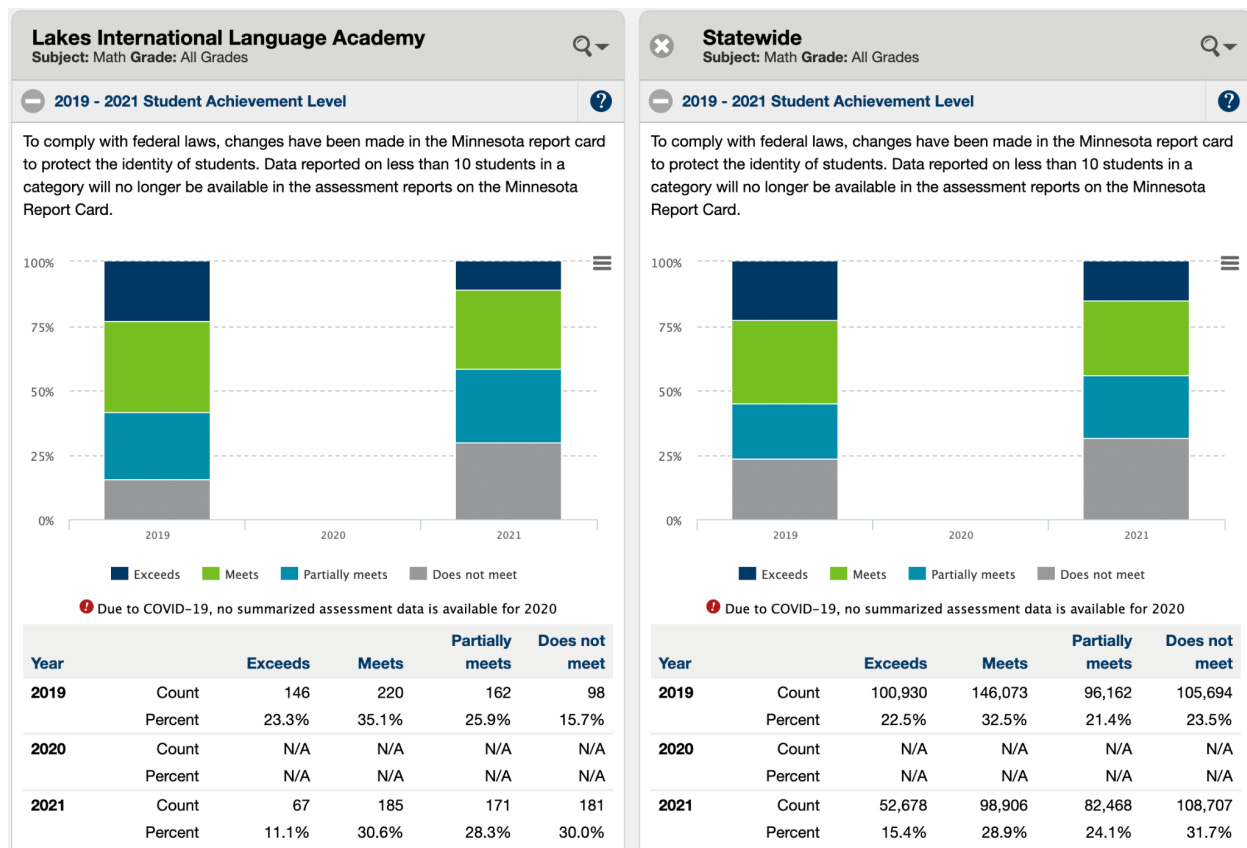
Academic Performance and Growth

Mathematics

In the 2021 Mathematics MCA, 41.7% of LILA students met or exceeded the standard, which is below the state average of 44.2%. LILA had 604 students complete the assessment, which is 87% of eligible students. Our proficiency fell sharply from 2019 when we had 58.5% of students who met or exceeded the standard. In 2019, LILA was above the state average.

- Sixth and seventh-grade students had the lowest percentage of students meeting or exceeding the standard.

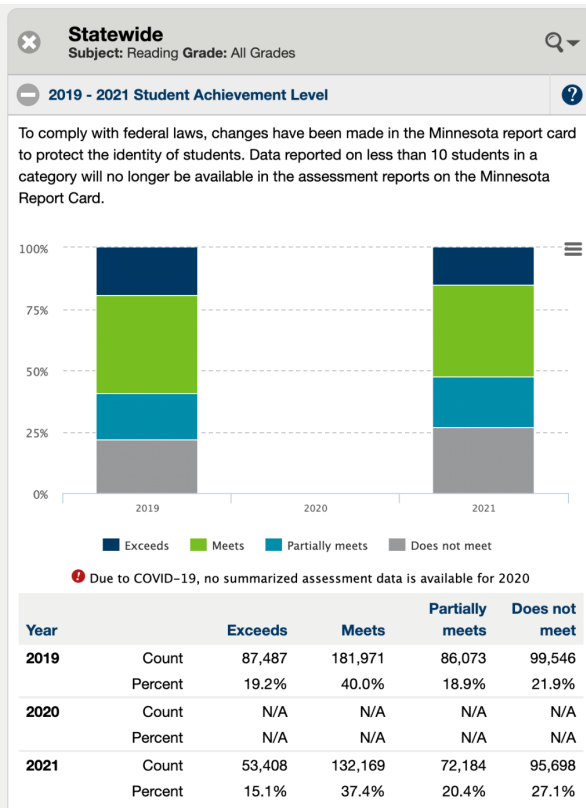
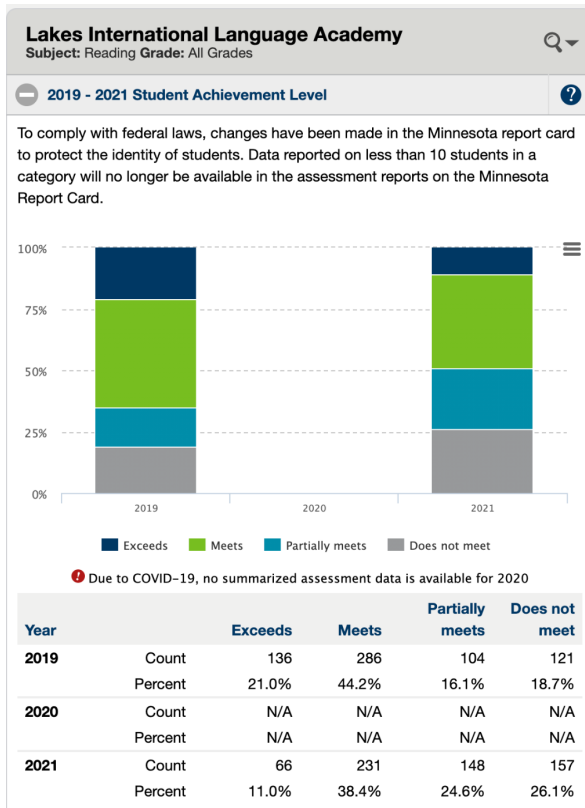
- Students who identified as female scored more than 12 percentage points below students who identified as male.
- Special education students and English language learners and students eligible for free or reduced-price meals performed below the district average, but higher than the statewide average for those student groups.
- While all grades performed poorly in comparison to previous years, there were a few grade levels that continued LILA's long-held achievement of performing at or above state average: grades 3, 5, and 11.
- White students accounted for 65% of all tested students. Fewer black, indigenous, and students of color (BIPOC) met and exceeded the standard as compared to their white peers. However, LILA's BIPOC students generally performed higher than the statewide average for those student groups.



Reading

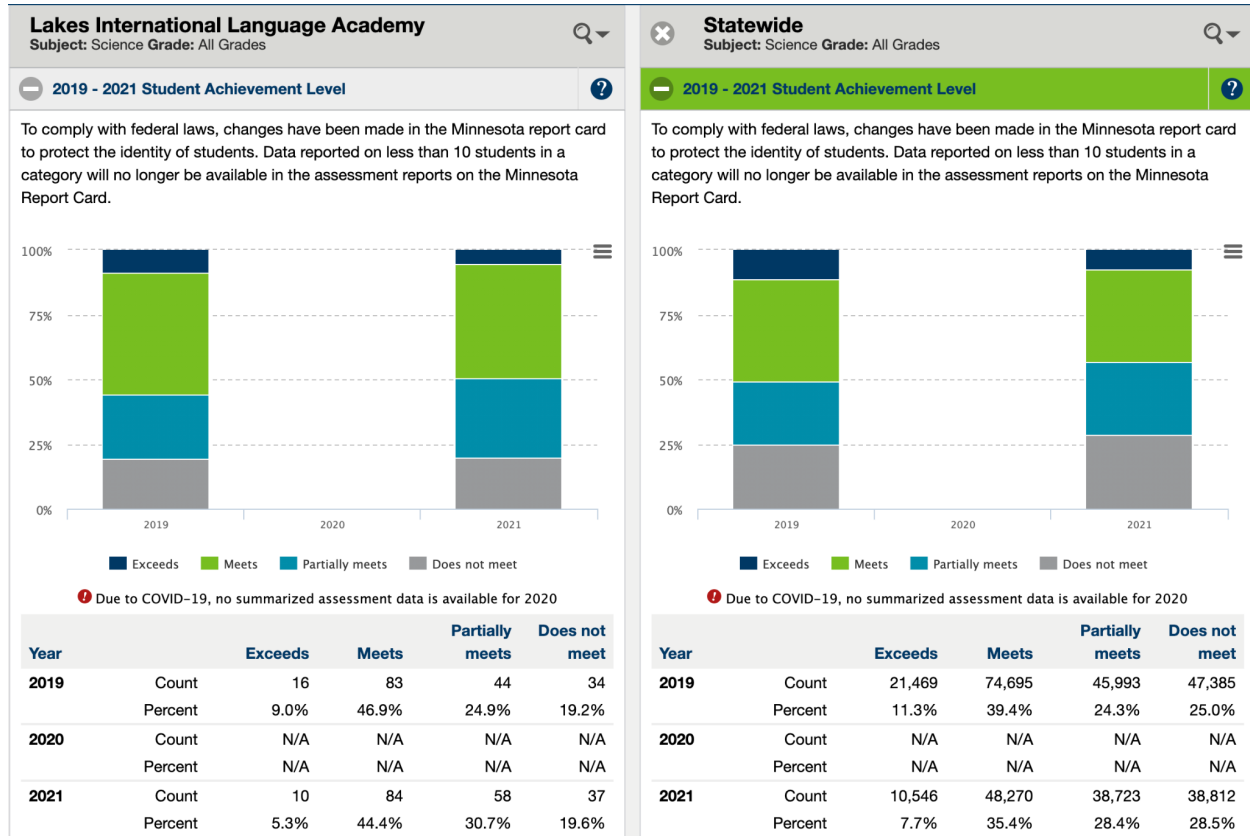
In the 2021 Reading MCA, 49.3% of LILA students met or exceeded the standard, which is below the state average of 52.5%. LILA had 605 students complete the assessment, which is 87% of eligible students. Our proficiency dropped significantly from 2019 when we had 65.2% of students who met or exceeded the standard. In 2019, LILA was above the state average.

- Third and fourth-grade students had the lowest percentage of students meeting or exceeding the standard.
 - This is not uncommon for these grade levels since we are a full immersion school and don't introduce English until the second half of second grade. Typically we see lower scores in third grade with a rebound in fourth and fifth grade. This year, we saw a large drop in fourth grade, which is likely the result of full distance learning in the spring of 2020 when those students would typically begin learning English.
- Though all grades performed poorly compared with previous years, the higher the grade, the more students who performed at or above state standards.
- Students who identified as male scored 10 percentage points below students who identified as female.
- Special education students and English language learners performed below the district average, but higher than the statewide average for those student groups.
- Students eligible for free or reduced-price meals performed significantly below the district and statewide average.
- White students accounted for 65% of all tested students. White, Asian, and students who identified as two or more races had similar proficiency. Fewer students identifying as Black or Hispanic met and exceeded the standard. In general, LILA's BIPOC students performed higher than the statewide average for those student groups.



Science

In the 2021 Science MCA, given only to students in grades 3, 8, and 11, 49.7% of LILA students met or exceeded the standard, which is above the state average of 43.1%. LILA had 190 students complete the assessment, which is 83 % of eligible students. Our proficiency dropped slightly from 2019 when we had 55.9% of students who met or exceeded the standard. In 2019, LILA was also above the state average.



Annual Plan for Assessments

LILA meets all requirements for assessments as a Minnesota public school. We also administer some tests as a way to help guide our students' progress.

LOWER SCHOOL

Preparing for standardized tests:

At the Lower School, we help students and teachers assess each student's mastery of the standards for various subjects, primarily ELA, Math, Science, and Social Studies, while exposing students to standards-based test items.

State-required tests:

MCAs

The purpose of Minnesota Comprehensive Assessments (MCAs) is to evaluate Minnesota students' achievement measured against the Minnesota Academic Standards. Assessment results can be used to inform curriculum decisions at the school level, inform instruction at the classroom level, and demonstrate student academic progress from year to year.

Reading

Reading tests are given in grades 3, 4, and 5. They measure the student's ability to understand how a piece of writing is structured by the author and the kinds of writing devices an author uses to express the storyline or argument.

Math

Math tests are given in grades 3, 4, and 5. They measure the student's ability to solve complex, multi-step problems based on real-world situations using math.

Science

Science tests are given in grade 5. Often, the problems focus on scientific scenarios students might encounter doing real-world research and investigations.

Local Assessments

To prepare for MCA testing, and to ensure students are meeting state standards, teachers create assessments and use the following types of assessments from the Formative Assessment System for Teachers (FAST) as interim measures of achievement as well.

Early Reading (Grades K-1) - The earlyReading English assessment screens and monitors a student's progress in developing reading skills. Teachers work with a student individually to complete four

assessments. These measures are designed for students in the early primary grades and are typically used in kindergarten and first grade.

aMath (Grades K-5) - aMath is a simple and efficient procedure for screening students' broad math abilities. The assessment is based on expert recommendations and each question is aligned with the National Common Core State Standards (2010). aMath is a computer-adaptive test and students respond to between 30 and 60 questions on each testing occasion.

Early Math (K) - The earlyMath measures assessment screens and monitors a student's progress in developing math skills. Teachers work with a student individually to complete each assessment. These measures are designed for students in the early primary grades and are typically used in kindergarten and first grade.

UPPER SCHOOL

Preparing for standardized tests:

At the Upper School, we used IXL, Go Formative, Study Island, FASTBridge, as well as many other assessment tools to help students and teachers assess each student's mastery of the standards for various courses, primarily ELA, Math, and Science, while exposing students to standards-based test items.

State-required tests:

MCAs

The purpose of Minnesota Comprehensive Assessments (MCAs) is to evaluate Minnesota students' achievement measured against the Minnesota Academic Standards. Assessment results can be used to inform curriculum decisions at the school level, inform instruction at the classroom level, and demonstrate student academic progress from year to year.

Reading

Reading tests are given in grades 6-8 and 10. They measure the student's ability to understand how a piece of writing is structured by the author and the kinds of writing devices an author uses to express the storyline or argument.

Math

Math tests are given in grades 6-8 and 11. They measure the student's ability to solve complex, multi-step problems based on real-world situations using math.

Science

Science tests are given in grade 8 and to high schoolers who have just finished their biology class. Often, the problems focus on scientific scenarios students might encounter doing real-world research and investigations.

Civics test

Students in 9th grade took a civics test. The test consists of fifty of the hundred questions in the USCIS Naturalization Test. The fifty questions are selected by the Learning Law and Democracy Foundation in consultation with civics teachers.

Optional tests:

ACT (American College Testing)

To continue our college-readiness focus, all 10th and 11th graders at LILA were provided the opportunity to take the ACT plus writing, at the family's expense, during the school day in the spring of their 11th grade year. If a family is not able to pay, the state pays the expense of the exam.

AP (Advanced Placement)

Students enrolled in high school calculus, in consultation with their teacher, had the option to take the AP exam. AP exams often allow students to earn college credits and/or test out of coursework.

IB (International Baccalaureate)

Students enrolled in 2-year IB Diploma Program courses took the external IB exam for each subject area in May of their senior year. The IB exams often allow students to earn college credits and/or test out of coursework. The IB language exams may also be used by seniors interested in earning a Bilingual Seal or Certificate as allowed by the State of Minnesota's Department of Education.

AAPPL test (ACTFL Assessment of Performance toward Proficiency in Languages)

This assessment measures proficiency in reading, writing, listening, and speaking in the student's target language. The AAPPL assessment uses real-world questions that engage students using a web-based system that is adaptive to the student's level. For students whose placement is uncertain, this test will be used to help determine class level placement.

This test was also offered to seniors interested in earning a Bilingual Seal or Certificate as allowed by the State of Minnesota's Department of Education. These awards guarantee language credits at all Minnesota State Colleges and Universities.

Local Assessments:

To prepare for MCA testing, and to ensure students are meeting state standards, teachers create assessments and use the following types of assessments from the Formative Assessment System for Teachers (FAST) as interim measures of achievement as well.

aReading (Grades 6-12) - aReading is a simple and efficient procedure for screening K-12 students' broad reading abilities. The assessment is based on research and each question is aligned with the National Common Core State Standards (2010). aReading is a computer-adaptive test and students respond to between 30 and 60 questions on each testing occasion.

aMath (Grades 6-12) - aMath is a simple and efficient procedure for screening students' broad math abilities. The assessment is based on expert recommendations and each question is aligned with the National Common Core State Standards (2010). aMath is a computer-adaptive test and students respond to between 30 and 60 questions on each testing occasion.

Charter Contract Defined Academic Performance Standards

Academic Performance Standard 1 – State Examinations

Due to COVID-19, we do not have applicable assessment data to use for the 2019- 2020 or 2020-2021 school years.

Academic Performance Standard 2 – 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 bilingual, 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.

PROGRESS IN 2020-21

LILA successfully met this performance expectation. The building formerly known as the LILA Annex reopened as LILA's "Kinder Center," for students ages 3 - 6, in preschool and kindergarten. In addition, the IB Middle Years Program, despite COVID and social distancing, conducted its third formal "Personal Project" for 10th graders, as the culmination of the MYP program, this year, virtually. Most notably, the IB Diploma Program was authorized in spring of 2019, and had the first Diploma Programme cohort take their DP exams at the end of their senior year in May 2021.

LILA's Graduating Seniors: International Baccalaureate Diploma Program and Language Proficiency

LILA believes that a solid grounding in an inquiry-based methodology, along with a focus on language acquisition and international-mindedness, will prepare students well for university or other post-secondary paths. With our fourth group of graduates launched, we are proud of our 97.5% graduation rate (38 of 39). We are also pleased to share:

- The class of 2021 was the first cohort enrolled from kindergarten through grade 12 at LILA, and the first to be offered the two-year International Baccalaureate Diploma Programme;
- Nearly 30 of our 39 graduating seniors completed IB coursework and can apply this toward free credits or course exemptions in their post-secondary institutions;
- The IB diploma is the most recognized high school credential in the world. Eleven out of the fifteen who attempted the "full diploma" met the rigorous program standards to earn the diploma. This is a remarkable percentage, especially considering it was the first time each of our teachers had taught that content, and that it was done during a pandemic;
- Every full immersion senior earned the highest bilingual honor bestowed by the state of

Minnesota: the Platinum Seal, which comes with 4 free semesters of college credit in their second language on their college transcript if they choose to study at a school within the Minnesota College & Universities System;

- Overall, fifteen graduates will continue their education in Minnesota, twelve will go out of state, and one is going to school abroad;
- Collectively, these college-bound seniors were awarded well over \$1 million dollars in scholarships;
- LILA graduates follow many different paths.
 - Some are taking a gap year to work or travel.
 - Nearly 75% of them are going to college, at either two- or four-year institutions.
 - One now attends West Point, with its exclusive 12% acceptance rate, on full scholarship.
 - Another, a National Merit Finalist, was accepted to the highly competitive University of Virginia.
 - Another student earned a coveted place in the U of MN's College of Science and Engineering program.

Language immersion continues to be core to the school program in the Lower School, with nearly half of the staff being native speakers of either Spanish or Mandarin. The immersion continuation program continues to grow at the Upper School, with Language Arts and Science being offered in both Spanish and Mandarin. In addition, middle school social studies courses are also offered in Spanish and math in Mandarin. To ensure the continuation program in middle and high school is successful and to take stock of potential language loss during hybrid and distance learning from March 2020 to present, two part time positions for Language Acquisition Coordinators were posted at the end of the 2020-21 school year, to begin work in Fall 2021.

Academic Performance Standard 3 – Additional Purpose: World's Best Workforce

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.

PROGRESS IN 2019-20:

1) all racial and economic achievement gaps between students are closed;

Mathematics

- Students eligible for free or reduced-price meals performed significantly below the district and statewide average. However LILA's FRPM eligible students generally performed higher than that statewide average for that student group.

- White students accounted for 65% of all tested students. Fewer black, indigenous, and students of color (BIPOC) met and exceeded the standard as compared to their white peers. However, LILA's BIPOC students generally performed higher than the statewide average for those student groups.

Reading

- Students eligible for free or reduced-price meals performed significantly below the district and statewide average. LILA's FRPM student population had a higher percentage of students exceed standards than did the state, but compared less favorably in the categories of "met," "partially met," and "did not meet" standards.
- White students accounted for 65% of all tested students. White, Asian, and students who identified as two or more races had similar proficiency. Fewer students identifying as Black or Hispanic met and exceeded the standard. In general, LILA's BIPOC students performed higher than the statewide average for those student groups.

2) all children are ready for school;

While LILA cannot control which students enroll, the K-5 program continues to work with LILA's Kinder Prep Preschool program to ensure the children who do enroll are prepared when they enter kindergarten.

During the first two weeks of school, we assess all kindergarten students using the FAST EarlyReading and EarlyMath assessments. The percentage of kindergarten-age eligible children who attended LILA's Kinder Prep scoring "low risk" on both the FAST EarlyReading and EarlyMath Assessment increased 57% in 2019 to 69% in 2021. Math scores increased by more than 25 percentage points from 2019 to 2021 with 89% of Kinder Prep students scoring in the low risk category.

These increases are due, in large part, to intentional efforts on the part of Kinder Prep staff to become familiar with the knowledge and skills students need to enter kindergarten. With our Kinder Prep and kindergarten teachers in the same building (our new Kinder Center), we have seen an increase in communication and collaboration between our Kinder Prep Preschool Program and kindergarten teachers.

3) all third-graders can read at grade level;

- Third (and fourth-) grade students had the lowest percentage of students meeting or exceeding the standard.
- Note: Though all grades performed poorly compared with previous years, the higher the grade, the more students who met or exceeded state standards.

At LILA, language immersion school administrators feel a duty to express our strong opinion about this part of the statute. LILA does ensure that students can read well by third grade, in their target language.

However, in English, the language of state testing, third grade is a common *albeit temporary* low point in reading scores in language immersion schools. This fact stems from the students' learning to read in their target language, and their introduction to English being delayed to shortly before the introduction of the MCA testing. Postponing the introduction of English is best practice in language immersion settings, with the only negative of the delay in English instruction being a temporary lag in state test scores.

Overall, this is the best method for increasing not only students' target language proficiency, but also their English, math, science, social studies, and all other academic proficiencies. Why delay? There simply isn't enough time in the school day to do both well. As immersion students, it is vital that students' target language proficiency keep pace with the level of language sophistication required by the academic content of each grade level. Introducing English earlier in a school with limited hours, would be detrimental to the long-term goals of language immersion students. Doing so could be considered educational malpractice.

4) all students attain career and college readiness before graduating from high school;

In a typical year, LILA has a 100% participation in the career and college readiness program administered during advisory periods at the Upper School. However, due to COVID and competing social, emotional, mental health, and learning needs, the college and career readiness program was put on hold for the year. It will resume in the school year 2021-22.

5) all students graduate from high school.

In the fourth year of graduating a senior class, LILA lost its 100% graduation rate, by one student, graduating 38 out of 39 seniors.

School Finances

LILA's robust enrollment growth and careful budgeting have contributed to today's strong financial position. LILA has carefully and mindfully built a fund balance that can allow the school to meet the challenge of potentially steep and fluctuating holdback of state education aid and outfitting a new campus without having to resort to expensive short-term borrowing. At the close of the 2020 fiscal year on June 30, 2020, the school had maintained its audited, unreserved, undesignated general fund balance of 37.6% of expenditures, and increase over the prior year by 5.7%. Total fund 01 fund balance at June 30, 2020 was \$4,898,802. The increase was primarily due to a successful capital campaign to outfit the new facilities additions at Upper School and Kinder Center. Preliminary, unaudited financial reports indicate that LILA met financial targets and covenants in FY21. The amount of fund balance is purposeful and driven by three main factors:

1. It allows us to bridge the gap left by significant increases in state holdback without borrowing.
2. It allows us to handle small emergencies, for such unanticipated things as replacing our 50+ year-old boilers should they fail, enrollment declines, or a decrease in state funding.
3. It allows us to continue program development and improvement, including our newest programs in middle and high school grades.

Strong financial performance is also an essential element to obtaining favorable financing for facility borrowing, should the need arise.

The fund balance is a direct result of the LILA Board's work in supporting a two-campus organization through a significant period of growth. In FY21 (2020-21 school year), the board revised the budget twice. The initial FY21 budget was approved in June 2020 and two revisions followed--one in November 2020 and a second revision in June 2021. The school board treasurer (Treanor) chaired the board finance committee in FY21 and has relevant expertise in finance and business administration. The FY21 board chair (Norcross) has a professional background in business management. All school board members receive finance training. The school board also annually appoints an audit committee for oversight of the audit process. Financial oversight is strong at LILA. An internal controls policy (Policy 110) details the system of internal controls in place at LILA; it is reviewed annually by the board and followed for day-to-day school business and management.

Cash flow is well managed. Following board-established procedures, excess funds are invested in low-risk, laddered certificates of deposit (CDs). Though CD interest rates have been very low the last 18-24 months, we renewed CDs that matured in FY21. The school had \$3,879,112 in cash and investments in the general fund on 6/30/20 (audited). The school CFO monitors cash flow as expenditures are planned and encumbered. The board receives a cash flow report among its monthly financial reports. The board-approved June 2021 unaudited financial reports are attached.

LILA has established a strong relationship with its community banks, First Resource Bank, Bell Bank, and MidWestOne Bank. The school and building company checking accounts reside at MidWestOne Bank, the school's primary banking institution. The school and LILA Building Company have diversified their investment strategy by investing in CDs at MidWestOne Bank, Bell Bank, and First Resource Bank.

We involve our banking institutions as partners in future planning and goals, as related to finance. We recognize the value of these relationships and work to keep them strong. This allows us to plan confidently for the future.

Other entities partner with the school to the benefit of our overall financial status. Starting in FY15 and continuing to date, the School contracts with Stenmark Financial Services to assist with business services. The financial services firm's involvement in daily operations allows the school increased separation of duties and another level of financial oversight. Through FY20, the school engaged CliftonLarsonAllen, LLP as our auditors. For the FY21 audit, the board engaged MMKR, another well-respected, experienced audit firm. It is a healthy financial practice to change audit firms from time to time. Auditors are true partners in maintaining strong financial practices; we consult with them about financial matters throughout the year, not only at audit time. We also regularly inform our school's authorizer, Volunteers of America of Minnesota, about financial matters (quarterly financial, attendance and enrollment reports) and school board actions (monthly agendas & minutes).

In FY20, LILA ran a formal capital campaign to raise funds for outfitting its new facilities at the Headwaters Campus and the Kinder Center. The campaign received over \$350,000 in donations from individuals and businesses, and a \$500,000 award from a local foundation. Further, this foundation pledged to match donations in \$50,000 increments up to \$250,000 to support the campaign's goals and other needs throughout the district. From this campaign, the school has been able to implement plans for enhancements to its facilities at a much faster pace than without the funding. In June 2021 the school received the first \$50,000 match.

The capital campaign is a restricted fund with defined allowable uses. Though the revenue is recognized in the year it is received according to GASB standard, it is being spent over time. This has a "draw down" effect on the net income for the year. If the net income is calculated aside from the capital campaign activity, we have maintained our 1.1x Debt Service Coverage Ratio, a key covenant in our bond loan agreement.

Lastly, LILA has aggressively sought grant funding and all eligible state and federal funding opportunities. Our successful applications have allowed us to advance our program development at a much faster rate than would have been possible without them.

In May 2020, LILA received a \$236,700 Paycheck Protection Program loan from MidWestOne Bank. This loan was 100% forgiven in spring 2021. In this way, the loan allowed the school to stabilize its workforce numbers, and did not have to furlough or lay off workers.

In FY21 LILA also received approval for other COVID-19-related federal aid awards, specifically the ESSER II, CARES, Washington County pandemic aid, and the Governor's Discretionary Summer Program. The school strategically decided not to use ESSER II in FY21 and instead carried it forward to FY22 to meet needs in that fiscal year..

Historically, other earned grants include a 2007 three-year Foreign Language Assistance Program Grant of over \$820,000, a 2008 \$500,000 state facilities improvement grant, and several smaller grants related to arts education from the Perpich Center for the Arts in Education and SteppingStone Theatre. Preferred One, the school's health insurance vendor, has provided up to \$5,000/year for each of the last five years to be used toward purchases that promote wellness among LILA staff. A 2018 Washington County SHIP worksite and healthy schools wellness grant supplemented staff and student wellness goals (third consecutive year for this grant). In FY15, LILA was awarded a Confucius Classroom and continues that partnership annually. In 2018, MDE awarded LILA a \$400,000 Safe Schools Facility Grant to fund enhancements of a secure Sentry Office entryway at Lower School. Construction began in June 2021.

Because of the school's attention to financial health and management, LILA has received the State Finance Award 15 consecutive years, through the current year. Earning this award is an annual goal of the administration. In addition, our authorizer, Volunteers of America of Minnesota awarded LILA its Award of Excellence in School Financial Management and Oversight in 2016-2020, an award with exacting and rigorous standards.

FY20 Audit

The school has received a clean audit each year. For the FY20 audit of the general fund, no material audit adjustments were found. Our audit firm, CliftonLarsonAllen, reported no compliance issues with respect to Minnesota statutes related to charter schools and UFARS accounting. The audit reports that total revenue was 7% lower than the budgeted amount while total expenditures were 14% higher than budgeted. LILA strives to limit variances to 1 to 2% of budgeted, and makes at least one mid-year budget revision to update budget assumptions. The late gift of \$500,000 in June 2020 was not foreseen and was not reflected in the final budget. At the close of the 2020 fiscal year on June 30, 2020, the unreserved, undesignated fund balance had reached 37.6% of expenditures, or \$4,898,802. The 2020-21 school year was LILA's fourth year with all grades preK-12. Capital assets were reported at \$30,799,472, net of depreciation.

The annual audit timeline is as follows:

March/April: audit firm selected by board

July: board appoints audit committee

July/August: audit preparation by school finance staff

Late August: audit fieldwork by auditors, reports drafted

Oct: drafts reviewed by school, final drafts to audit committee

Nov: board reviews audit reports (Executive Audit Summary and Financial Statements); final approved audit reports to authorizer, banking institutions, building company bondholders, and posted to EMMA

Innovative Practices and Implementation

A Language Rich Environment

In preschool, children get exposure to both of LILA's immersion languages: Spanish and Mandarin Chinese. Following that, LILA's Lower School provides a full immersion education for students in grades K - 5, with parents selecting one of the immersion options and children getting exposure to the other language as part of their rotation of "specialist" classes, that include PE, Art, and Music. Having two immersion options gives LILA a more authentically international, multilingual setting. LILA students can study in their second language from preschool through high school, and are encouraged to begin to study a third language in earnest beginning in middle school.

Classroom Innovations - International Hiring

LILA continues to innovate in areas of teaching and learning, always striving for best practices that fit our school community. To this end, we always look for teachers with international experiences. We find that those who have lived overseas, whether born in the US and having spent months or years abroad, or having been born elsewhere, but now living in the US, these teachers with international living experiences have characteristics that help them thrive in the classroom. They tend to be self-reliant, they are flexible, and they are open to learning. They are not afraid to try things and make decisions, even in the midst of ambiguity; therefore, they sometimes fail, yet always recover. They overcome challenges, while maintaining a positive outlook. Perhaps most importantly, they embody the International Baccalaureate attribute of being inquirers; they are curious about their students and about how best to help them learn. Nearly all of the teachers working with students on a daily basis at LILA Lower School, and over a dozen at the Upper School will have lived overseas or are currently living away from their home country. As the number of language immersion schools in Minnesota increases, the competition for local, Minnesota-licensed teachers increases as well. Fortunately, LILA has several established avenues for hiring internationally, with word-of-mouth from current staff being our greatest source of new applicants. This practice of hiring the best teachers, regardless of country of origin, ensures that we continue to bring fresh and innovative ideas to our school.

Creating a Green School Environment

LILA's custodial crew is vigilant, always looking for ways to save energy, money, or the environment. All the green upgrades implemented over the years at the Lower School, including efficient lighting, food waste recycling, switching from disposable lunch trays and flatware to reusable trays and flatware, and large recycling bins for each classroom to use for paper recycling, have been incorporated into the LILA Annex building and the Upper School. A grant for Main and Headwaters buildings funded the purchase of cafeteria recycling/sorting centers and outdoor food waste storage for our food waste recycling program. Recently, LILA has become part of a solar co-op. During the recent building project at the Upper School, LILA installed the infrastructure for electric car charging stations, and plans to install stations in the future using as yet unsecured grant funding. Current plans in the works include an outdoor classroom at both Upper and Lower Schools, with many natural elements, plants indigenous to the area, and a rain garden.

IB DP Authorization

In the 2020-2021 school year, our first official cohort of DP Students graduated, completing LILA's goal of offering IB programming to students from age 3 through high school graduation. School staff and administration are proud of this accomplishment, as are the graduates.

10th grade Personal Project

As an authorized IB MYP school, LILA 10th grade students officially completed the Personal Project. Students in the International Baccalaureate Middle Years Programme (IB MYP) complete a Personal Project to graduate from the MYP. The Personal Project is a student driven inquiry project that is completed over a time span of 6 months and is completed outside of school. The Personal Project takes many forms - a work of art, a science experiment, learning a new skill, a community service project - but it is a long-term project based on an area of interest for the student. The student has to take action in some way, and then reflect on their learning process in a report which is graded. The grades are not connected to any one subject area, but are reported on the report card at the end of the 10th grade year. The scores students receive on the personal project are externally assessed by IB moderators to ensure accurate grading. This is a wonderful capstone project that allows students to demonstrate the skills they've developed in the MYP and learn more about something they truly care about.

Honors and Accomplishments

Grants

The construction of a Sentry Office, a secure entryway to the Main Building at Lower School began immediately after school ended in June 2021. The project will be complete by November 2021, using a \$400,000 School Safety Grant awarded by MDE.

Capital Campaign

LILA continues to bring in donations from parents, grandparents, and other "friends of LILA," that are generously matched by a family foundation, up to \$250,000, as part of the successful 2019-20 Capital Campaign.

The Upper School orchestra pit was recently completed, as part of an earmarked portion of the Capital campaign.

Awards

Because of the school's attention to financial health and management, LILA has received the State Finance Award 15 consecutive years, through the current year. Earning this award is an annual goal of the administration. In addition, our authorizer, Volunteers of America of Minnesota awarded LILA its Award of Excellence in School Financial Management and Oversight in 2021 for the fifth consecutive year, an award with exacting standards.

Future Plans

Our work continues to focus on our mission and the goal of LILA becoming a renowned center of language learning and international-mindedness in the Upper Midwest.

LILA will continue to offer its well-established Lower School educational program, based on a foundation of Spanish immersion, Chinese immersion, and the International Baccalaureate. Kinder Prep preschool with its language-infused, whole child-focused program has spread out in the newly remodeled and expanded Kinder Center, including a playground sized for early learners. While we cannot guarantee entry into K for Kinder Prep enrollees, we have found that the Kinder Prep program is an excellent marketing tool for K enrollment demand.

We will continue to build enrollment, add teaching staff, and strengthen the academic and social learning environment at the 6-12 level. LILA's first cohort of seniors completed the second of the two-year Diploma Programme, and made an excellent showing on the IB exams, externally scored and given around the world to all IB students at the same time.

LILA will apply to become an Online Learning Provider in Minnesota. Initially, we will offer our advanced secondary language courses designed for students who have completed an elementary immersion program but have no workable secondary continuation programming available to them in their secondary schools. Further in the future, we will use the statement from the MDE Website to market our courses to others in the US and beyond, willing to pay for our online education.

“There is no prohibition on providing education services to non-Minnesota resident students and a school may do so at their discretion. In such cases, no aid is generated and the school may enter into a tuition agreement with the family. Families sometimes want to continue with a curriculum aligned with Minnesota standards while they are away temporarily. Any non-Minnesota resident students who are served by the district would be reported in MARSS with SAC 15, Ineligible.”

This effort will be undertaken both to give more students opportunities for an excellent education, as well as in an attempt to sustainably fund fair wages for our teachers and other staff. We will move in this direction assuming Minnesota continues to fund charter schools in such a way that continues to exacerbate LILA's salary scale capabilities.

Lakes International Language Academy continues to increase enrollment, as one of the most well known language immersion programs in the northeast suburbs, and one of the longest established International Baccalaureate Primary Years Programmes. Adding Chinese immersion sections in 2011 helped ensure our unique niche. Our continued success in retaining high quality staff allows us to benefit from parent and alumni word-of-mouth marketing as our most successful marketing campaign to date.

Upcoming Building Plans

- Complete the Sentry Office at Main Campus, under the state's Safe Schools grant;
- Install outdoor classrooms at both Upper and Lower School, using capital campaign dollars.
- Add theater storage and set building space, using donor funds.

LILA recognizes these are ambitious goals. Given its strong, multifaceted leadership, robust enrollment growth, and financial health, the school is well-prepared to meet them.