

2023 Annual Report and World's Best Workforce Report



Submitted to Volunteers of America of Minnesota
by the School Board of
Lakes International Language Academy

October 11, 2023

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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 1400 students and two immersion language options on two campuses in seventeen 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.

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 two. 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. 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 sites by asking each grade level and subject group to develop and refine their own team goals and learning materials in accordance with state standards and IB guidelines. In addition, 2 - 3 teachers serve on the LILA school board at any given time.

Authorizer



Volunteers of America of Minnesota

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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.

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:

- Does Not Meet Standard
- Partially Meets Standard
- Meets 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)

20% 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?
- **FINANCIAL SUSTAINABILITY** – Does the School Exhibit Strong Financial Health?
- **SCHOOL BOARD GOVERNANCE & OPERATIONS** - Is the organization effective and well run?

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 Results 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.

Board Governance

2022-23 School Year LILA School Board Members

Name	Board Position	Board Eligibility Category (if teacher, FF #)	Date Elected	Date Seated	Term End	Phone Number	Email Address	Meetings attended out of 12 monthly meetings
Jessie Sheldon	Teacher Member, Secretary	Teacher FF 475484	Re-elected 2/26/21	7/1/21	6/30/23	952-807-7725	jsheldon@mylila.org	12
Jennifer May	Parent Member, Vice Chair	Parent	Re-elected 2/26/21	7/1/21	6/30/23	651-762-4666	jmay@mylila.org	12
Diane Rohan	Community Member,	Community member	3/15/22	7/1/22	6/30/23	651-433-6003	drohan@mylila.org	10
Corey Purkat	Parent member	Parent	2/26/21	7/1/21	6/30/23	763-442-2196	cpurkat@mylila.org	11
Lindsay Schipper	At-Large member	Parent	3/15/22	7/1/22	6/30/24	651-206-3881	lschipper@mylila.org	10
Erin Ribar	Parent member	Parent	Re-elected 3/15/22	7/1/20	6/30/24	612-327-3402	eribar@mylila.org	10
Kaari Rodriguez	Teacher member	Teacher FF 417269	2/26/21	7/1/21	6/30/23	651-464-8989	krdriguez@mylila.org	11
Jean Woodberry	Teacher member	Teacher FF 408405	3/15/22	4/1/22	6/30/23	651-464-8989 952-232-9127	jwoodberry@mylila.org	11
JoDell Saint James	At-Large member	Teacher FF 291979	2/26/21	7/1/21	2/8/23	651-464-8989	jsaintjames@mylila.org	7
Shannon Peterson	ex officio, non-voting	Executive Director FF 303733	n/a	n/a	n/a	651-246-7331 651-464-8989 x 304	speterson@mylila.org	11
Julie Lundgren	ex officio, non-voting	CFO	n/a	n/a	n/a	651-252-6705	jlundgren@mylila.org	11

Board Training for 2022-2023 for New Board Members

Initial Training Completed by Board Members in 2021-2022

Board Member Name	Governance Basic Training Completed (Topic, trainer and date)	Finance Basic Training Completed (Topic, trainer and date)	Employment Basic Training Completed (Topic, trainer and date)
Diane Rohan	MACS 100 Board Governance	10/27/22	LILA Board Training
	MACS 200 School Finances	8/29/22	LILA Board Training
	MACS 300 Employment in Charter Schools	10/6/22	LILA Board Training
	Minnesota Government Data Practices Act	12/12/2022	
	Board Training on Covenant Loan	4/11/23	
	Children's Internet Protection Act	4/11/23	
Lindsay Schipper	MACS Course 100 & 300(governance and employment law)	6/9/22 6/20/22	MACS MACS
	MACS Course 200 (finance)	4/11/23	LILA Board Training
	Board Training on Covenant Loan	4/11/23	LILA Board Training
	Children's Internet Protection Act	4/19/23	
	Whole Person Health Summit		
Jodell Saint James	MACS Course 100 & 300	6/9/22 6/20/22	MACS MACS
	MACS Course 200	12/13/22	LILA Board Training
	Minnesota Government Data Practices Act		

Jean Woodberry	New board member training	June 13, 2022	In House - LILA
	MACS Course 100 & 300	6/9/22	MACS
	MACS Course 200	5/23/22	MACS
	LETRS 1	4/30/22	LETRS
	LETRS 2	6/15/22	
	LETRS 3	7/8/22	
	LETRS 4	8/8/22	
		12/13/2022	LILA Board Training
	Minnesota Government Data Practices Act		
		2/1/2023	University of Minnesota College of Education and Human Development
	A Conversation with Emily Hanford		LETRS
		1/30/2023	
	LETRS Session 6	3/9/23	
	LETRS Session 7.1	3/24/23	
LETRS Session 7.2	3/28/23		
LETRS Session 8.1			
	4/11/23	LILA Board Training	
Board Training on Covenant Loan			
	4/11/23	LILA Board Training	
Children's Internet Protection Act			
	4/20/23	LETRs	
LETRs Training 8.2			
	4/17/23	Minnesota Department of Education	
MDE Principles of Structured Literacy			

Board Training for SY 2022-2023 for Ongoing Board Members

Annual Training Completed by Board Members in SY 2022-2023

Board Member Name	Training Topic	Date of Training	Trainer
Julie Lundgren		11/03/22	MASBO
	MASBO fall online conference	12/13/2022	LILA Board Training
	Minnesota Government Data Practices Act	1/24/23	Steve Rummler's HOPE Network
	Naloxone training	1/10/23	MASBO
	Welcoming Board Members, from a school finance leader's perspective		
	Online webinar Enrollment Projections		
	Unlocking the Potential of AI for Nonprofits	2/14/23	MSABO
	Board training on Covenant Loan	3/14/23	Nonprofit AF. MASBO Cashflow webinar
	Children's Internet Protection Act	4/11/23	LILA Board Training
		4/11/23	LILA Board Training
Erin Ribar	Charter Conference - Leadership	6/12/23 -6/14/23	Volunteers of America - MN
	IEPs: Developing High-Quality Individualized Education Programs	6/2/23	The IRIS Center Peabody College Vanderbilt University
	Citizen's Academy		
	Minnesota Government Data Practices Act	9/26/22, 10/3/2022 12/13/2022	Chisago county
	Forest Lake Equity committee meeting		LILA Board Training
	SEAC Meetings	12/20/22	Forest Lake Area School

	Board Training on Covenant Loan Children's Internet Protection Act	2/9/23 4/11/23 4/11/23	District LILA SEAC Committee LILA Board Training LILA Board Training
Jennifer May	Minnesota Government Data Practices Act Planning for SUCCESSION Series Board Training on Covenant Loan Children's Internet Protection Act	12/13/2022 Jan 11,18,25 4/11/23 4/11/23	LILA Board Training Minnesota Department of Education LILA Board Training LILA Board Training
Kaari Rodriguez	Minnesota Government Data Practices Act 2nd MN Biliteracy Network meeting TRA online training Understanding Advancedness in L2 Spanish Writing: Pedagogical Implications of Using Measures of Complexity and Accuracy Board Training on Covenant Loan Children's Internet Protection Act	12/13/2022 12/8/2022 3/13/23 3/30/23 4/11/23 4/11/23	LILA Board Training TRA CARLA Fellow Presentation LILA Board Training LILA Board Training
Corey Purkat	Minnesota Government Data Practices Act Board Training on Covenant Loan	12/13/2022 4/11/2022	LILA Board Training LILA Board Training

	Children's Internet Protection Act	4/11/23	LILA Board Training
Jessie Sheldon	Minnesota Government Data Practices Act A Conversation with Emily Hanford LETRs Training 6.1 LETRs Training 6.2 LETRs training 7.1 LETRs training 7.2 Board Training on Covenant Loan Children's Internet Protection Act LETRs Training 8.1 LETRs Training 8.2	12/13/2022 2/1/2023 2/8/2023 2/12/2023 3/4/23 3/21/23 4/11/23 4/11/23 4/12/23 4/20/23	LILA Board Training University of Minnesota College of Education and Human Development LETRs LILA Board Training LILA Board Training LETRs
Shannon Peterson	Charter Conference - Leadership School Safety Training MACS Legislative Review and Annual Meeting RASWM Law Conference Board Training on Covenant Loan Children's Internet Protection Act	6/12/23 -6/14/23 7/10/2022 - 7/12/2022 9/29/22 9/30/22 4/11/23 4/11/23	Volunteers of America - MN Forest Lake Area Schools, by ILoveUGuys foundation MACS RASWM Law LILA Board Training LILA Board Training

New Board Member Orientation

The board appoints a board training committee annually, comprised of experienced board members. Members on the committee meet with new board members, usually prior to their first board meeting, to review the LILA online board handbook and answer questions. They highlight the mandated state new board member training process, duties of board members, the role of governance, and other critical information. Each member also receives a link to or hard copy of Robert Rules of Order, a reference guide to parliamentary procedure. The committee also lets the board know about training opportunities from time to time throughout the year as opportunities arise.

Board Self-Evaluation

At the end of each board meeting, the chair asks the board to self-evaluate on a particular aspect of performance, either of the meeting itself or of the board over the past month. Sometimes the evaluation is written, but most often it is verbal.

Board Election

Date of Notice announcing the Board Election: 02/02/23

Date/s of the Board Election: 02/12/23-03/03/23

Election Results:

Parent- Michael Rynders, Renee Feagan, Corey Purkat (appointed --to fill open spot left by Jodell St. James' departure),

Teacher- Jean Woodberry (reelected), Karl Schaumann

Community- Diane Rohan (reelected)

Board Strategic Planning and/or Board Development Plan

Summary: LILA's school board and others from past school boards met over the 2021-22 school year to refresh the strategic plan. The board determined that there will be four pillars of the strategic plan, which entered its first year of implementation in 2022-23:

1. Dynamic Learning Experience
2. Advancing LILA's Future
3. Collaborative Community
4. Professional Excellence

School Management

The District Leadership team directs its work and direction on goals for each board-identified pillar.

LILA meets VOA-MN's school board governance standards and expectations including the following:

- o The Board of Directors complies with Minnesota law regarding board training requirements and board governance structure, keeping track, annually, of the training each board member receives.
- o The board regularly reviews, updates, and approves its bylaws, at least once per year prior to the board election. The bylaws are consistent with state law.
- o The Board conducts a comprehensive evaluation (including all aspects of the position description) of the performance of the school leader through a defined annual evaluation process. This was done in 2023, prior to the executive director being offered a second three-year contract.
- o The Executive Director is a licensed administrator and therefore the Board is not required to have a board-approved professional development plan for the school director. Nevertheless, the Executive Director does participate in annual professional development.
- o The Board of Directors will maintain a quorum for all board meetings.
- o The Board of Directors adheres to board member election and training requirements set forth in state statute, annually tracking the training each board member receives.
- o The Board of Directors follows an orientation process for bringing on new members, with both in-house orientation and external training as required by state statute.
- o A board packet, containing the agenda, related documents, and monthly financials is distributed to all members of the Board of Directors, the school leadership and the Authorizer at least three days prior to each board meeting.
- o The Board of Directors complies with the Minnesota Data Practices Act (Minn. Stat. Chapter 13).
- o The Board of Directors completes a self-evaluation each year; in fact, the board assesses itself at the end of each meeting.
- o The Board of Directors meets its governance model requirements laid out in its bylaws and as required by Minnesota Statute.
- o The Board of Directors maintains an online Board Documents Binder which includes meeting minutes, bylaws and articles of incorporation and financial statements.
- o The Board of Directors maintains an online Policy Binder. The board reviews, updates, and approves its policies as needed or required by state law.
- o The Board of Directors provides ongoing oversight of board policies, with a policy committee overseeing the schedule of policy reviews. These reviews are performed on a rotating basis..
- o The Board of Directors provides ongoing oversight of school academic performance.
- o The school maintains a high level of parent, teacher and student satisfaction rates based on school conducted surveys and student/faculty retention rates.

Parent Satisfaction Survey Results

One hundred eight families responded to our 2022-2023 Parent/Guardian Survey, administered as families returned in August & September 2023. On a 5-point scale, with 1 indicating “strongly disagree,” and 5 indicating “strongly agree,” the following results indicate that parents are satisfied with their and their childrens’ experiences at LILA:

Question	Lower School	Upper School	Combined
LILA provides a safe environment.	4.6	4.4	4.5
LILA staff members treat parents/caregivers in a way that makes them feel respected (welcomed, valued, cared about).	4.5	4.4	4.45
The communication I receive from LILA is easy to understand.	4.4	4.1	4.25
The school shows me how to monitor my child's progress in school.	3.9	3.8	3.85
LILA teachers care about their students.	4.6	4.3	4.45
LILA students care about each other.	4.3	4.1	4.2
Overall, the climate at LILA is positive.	4.5	4.1	4.3
Average	4.40	4.17	4.29

We also surveyed families who were new to LILA this school year. They rated the enrollment process a 4.6 out of 5 on a 5-point scale.

Upper School Student Survey Results, May 2023

Of the 550 Upper School students in the 2022-23 school year, 401 completed this survey. On the 5-point response scale, 1 represented “Strongly Disagree,” and 5 represented “Strongly Agree.”

Item:	AVG.
I treat others with care and respect at LILA.	4.26
My teachers expect me to do my best.	4.13
I'm familiar with the ten attributes of the IB Learner Profile and what they mean (inquirer, knowledgeable, thinker, communicator, balanced, principled, open-minded, caring, risk-taker, reflective).	4.03
I participate in extra-curricular activities or attend events at LILA such as school dances, theater, sports teams, student council, or other extra-curricular activities.	3.72
My teachers notice when I work hard in school.	3.64
I am treated with care and respect at LILA.	3.61
I know an adult at LILA I can go to if I have a problem I can't solve on my own.	3.61
The overall climate or atmosphere at LILA encourages me to be a good person.	3.59
I am comfortable asking my teachers for help when I need it.	3.57
Students generally get along with each other in my classes.	3.53
The IB Learner Profile is something students and adults try to live by at LILA.	3.44
I feel a sense of comfort or belonging at LILA.	3.38
The overall climate or atmosphere at LILA encourages me to learn.	3.28
At LILA, my classmates and I are encouraged to figure out what social and emotional skills we can work on with help from adults such as teachers and deans.	3.25
My advisory teacher knows how I'm doing academically and emotionally.	2.96
Overall Average:	3.6

2022-23 School Management / Administrative Team Information

Name	Admin License Yes/No	File Folder Number	Position	Years Employed by LILA	Not Returned (NR) in 23/24	Results of PD Plan
Bystrom, Kathy	N		Advancement Director	3		Established, trained, and supported parent advocacy group.
Cauldero, Adrienne	N	499945	Special Education Coordinator	7		Completed SpEd Director licensure.
Cummings, Tamara	N		Director of Human Resources	8		Successfully researched and widened LILA's HR network for hiring.
Dunigan, Larry	N		Lower School Dean of Students	6		Completed safety training. Certified as CPI trainer.
Gallegos, Kimberly	N		School Age Care Director	17	NR	NA - left mid-year
Nikki Johnson	N		School Age Care Director	.5		Orientation to LILA
Griebel, Kathryn	Y	305419	Lower School Principal	6		Licensed Administrator
Hawkinson, Nancy	Y	398275	Upper School Principal	7		Licensed Administrator
Kainz, Natalie	N	484555	.5 MYP Coordinator	8	NR	Attended MNIB monthly meetings
Lundgren, Julie	N		Chief Financial Officer	17		Actively participated in MDE Charter Leadership PD & Networking; Successfully restructured department and onboarded new ee's.
McAlpine, Stefanie	N	415595	Building Instructional Leader	19	NR	Trained and supported PLC Facilitators
Mueller, Amy	N	394469	PYP Coordinator & Teacher Mentor	19		Attended MNIB meetings. Completed training to serve as IB PYP presenter.
Muras, Jennifer	N	447909	Athletic and Activities Director	14		Participation in MSHSL InsideOut Initiative, Collaboration with

Name	Admin License Yes/No	File Folder Number	Position	Years Employed by LILA	Not Returned (NR) in 23/24	Results of PD Plan
						other ADs in our EMAC Conference
Peterson, Shannon	Y	303733	Executive Director	19		Licensed Administrator
Purcell, Janet	N	417092	Basic Skills Coordinator	19		Completed LETRS (Science of Reading) training.
Ray, Sarah	N	495542	.5 DP coordinator; .5 Building Instructional Leader	7	NR	N/A, not returning
Richert, Jennifer	N	397526	Dean of Students	11		Attended many trainings throughout the year related to SEL, MAC's Crisis Response Team, Law Conferences and Developmental Designs.
Scanlon, Molly	N	442610	Upper School Academic Counselor	3		Attended many trainings throughout the year related to SEL, Member of American School Counseling Association

Structure of the School Management Team:

The District Leadership Team is composed of seven people: the Executive Director, the two building Principals, the CFO, the HR Director, the Advancement Director, and Special Education Administrator who is both most senior and employed full-time. In addition, Lower School (2 buildings, grades K- 5) has its own "Mini Leadership Team," as does the Upper School, lead by Kathy Griebel, and Nancy Hawkinson, building principals.

Professional credentials of the school director(s)/principal/executive director: The Executive Director, the Upper School Principal, and the Lower School Principal are all licensed school administrators with current licenses under Minnesota's Board of School Administrators.

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 was evaluated according to this process in June 2023, and was thereafter offered and signed a three-year contract through June 30, 2026.

Lakes International School Executive Director Evaluation Timeline Template

May-July

- Executive Director and board clarify the vision, mission, and update long-range plans for the district.
- Board and executive director review the 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 the Executive Director to identify the evaluation form to be used
- Distribute evaluation and oversee data collection.
- Prepare a summary of the evaluation for the executive director
- Meet with the Executive Director to share results
- Determine if the Executive Director would like a closed-session meeting with the full board
- Prepare a summary of the evaluation for the 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 the 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.

Staffing

Overall staff retention rate¹

licensed and nonlicensed combined: 77%

FY 23 Licensed Staff Information

Name	Position	Area of Licensure	File Folder Number	Returned (R) or Not Returned (NR) for FY24
Allen, Darla	Kinder Prep Teacher	ELEMENTARY EDUCATION	1010674	
Alwin, Kirstie	Art Teacher Elementary	VISUAL ARTS	483558	
Anderson, Miranda	SpEd Teacher	Academic and Behavioral Strategist & COMMUNICATIONS ARTS/LITERATURE	1005290	NR
McDermott, CJ	History Teacher	Social Studies	1010522	
Arroyo, Raul	5th Grade Teacher	COMMUNICATIONS ARTS/LITERATURE & ELEMENTARY EDUCATION	430019	
Bernal, Stewin	4th Grade Teacher	ELEMENTARY EDUCATION	510185	
Bright, Haylen	Kinder Prep Teacher	EARLY CHILDHOOD EDUCATION	1002766	
Brown, Hanna	6th Grade Math & EL Teacher	ELEMENTARY EDUCATION	501143	NR
Calderon, Jose	Float / LTS	ELEMENTARY EDUCATION	518716	
Casas, Lorena	Spanish	Spanish	1012106	NR
Cauldero, Adrienne	Special Education Coordinator	LEARNING DISABILITIES,ACADEMIC AND BEHAVIORAL STRATEGIST, and EL	499945	
Chen, Xingdu	1st Grade Teacher	ENGLISH AS A SECOND LANGUAGE & ELEMENTARY EDUCATION	510960	NR
Chen, Qiujia	SpEd Teacher	ACADEMIC AND BEHAVIORAL STRATEGIST	1009560	
Constantine, Joseph	Special Education Teacher - SLD	ACADEMIC AND BEHAVIORAL STRATEGIST	514728	
Cuddy, Melissa	Community Cultures Teacher	SPANISH & ELEMENTARY EDUCATION	415312	

¹ Employee retention rate was calculated by dividing the number of employees on the last day of the fiscal year by the number of employees on the first day of the school year, excluding employees who started during the year.

Delbene Lezama, Cecilia	Language Acquisition - Spanish	SPANISH	477722	NR
Drabek, Adam	Music Teacher	VOCAL AND CLASSROOM MUSIC	1009929	
Dvorsky, Anne	Speech Pathologist	SPEECH LANGUAGE PATHOLOGIST	507570	NR
Fan, Jialu	Algebra Teacher	MATHEMATICS	1005428	NR
Feierabend, Marla	Science Teacher - Earth	Science 5-8	1009328	
Fernandez, Rossana	1st Grade Teacher	ELEMENTARY EDUCATION	507076	
Fino, John	Enrichment Teacher	ELEMENTARY EDUCATION	444636	
Fitzgerald, Mark	Developmental Adapted Physical Education	PHYSICAL EDUCATION & DEVELOPMENTAL / ADAPTED PHY ED.	347112	
Garcia-Gonzalez, Mario	Full Time Float Elementary Teacher	ELEMENTARY EDUCATION	518529	
Gockowski, Matt	Art Teacher	VISUAL ARTS	1012679	
Gogo, Katie	ESY Teacher: July 9, 2021 - July 30, 2021	SPANISH & ACADEMIC AND BEHAVIORAL STRATEGIST	428944	NR
Graham, Gina	Language Acquisition - Spanish	COMMUNICATION ARTS/LITERATURE & Spanish	502279	
Griebel, Kathryn	Principal Lower School	DISTRICT SUPERINTENDENT, K12 SCHOOL PRINCIPAL, & ELEMENTARY EDUCATION	305419	
Guerra Martorell, Maria Angela	Kindergarten Teacher	EARLY CHILDHOOD EDUCATION	510004	
Hawkinson, Nancy	Principal Upper School	SECONDARY SCHOOL PRINCIPAL, ELEMENTARY EDUCATION, & PRE-KINDERGARTEN	398275	
Hecimovich, Nicole	Special Education Teacher - SLD	ACADEMIC AND BEHAVIORAL STRATEGIST	514992	
Hernaiz, Andrea	1st Grade Teacher	ELEMENTARY EDUCATION	510255	
Hess, Cody	Developmental Adapted Physical Education	PHYSICAL EDUCATION & DEVELOPMENTAL / ADAPTED PHY ED.	1005811	NR
Heying, Tara	Language and Literature	COMMUNICATIONS ARTS/LITERATURE	1007234	
Hirman, Megan	Theater Arts	THEATRE ARTS	503905	
Hoffmann, Dylan	ADSIS Math	ELEMENTARY EDUCATION	1010760	NR
Hsia, Yao	4th Grade Teacher & Literacy Coach	ELEMENTARY EDUCATION	475527	
Jasmer, Benjamin	Art Teacher Mixed Media	VISUAL ARTS	513372	NR
Kainz, Natalie	Geography & Philosophy Teacher	SOCIAL STUDIES - ALL-	484555	
Kaplan, Sophie	Media Specialist	LIBRARY MEDIA SPECIALIST	1001846	
Keplinger, Chelsea	4th Grade Teacher	SPANISH & ELEMENTARY EDUCATION	460419	
Kerr, Danica	Mathematics Teacher	MATHEMATICS	487354	
Kofski, Kristina	5th Grade Teacher	ELEMENTARY EDUCATION	415685	

Langhoff, Beth	Spanish	SPANISH	396428	NR
Li, Yuting	Special Education Teacher	ELEMENTARY EDUCATION & ACADEMIC AND BEHAVIORAL STRATEGIST	489354	
Linares Martin, Monica	1st Grade Teacher	EARLY CHILDHOOD EDUCATION	514890	
Liu, Yangyang	Language Acquisition Teacher- Chinese	CHINESE	499850	
Lopez Gonzalez, Noemi	MS Science	Science 5-8	1012108	
Maher, Erin	Social Studies Teacher	SOCIAL STUDIES - ALL-	400253	
Mamat, Nuriman	1st Grade Teacher	ELEMENTARY EDUCATION	515002	
Martinez Blanco, Emma	1st Grade Teacher	EARLY CHILDHOOD EDUCATION	1006329	
Massana Pedrell, Francesca	4th Grade Teacher	ELEMENTARY EDUCATION	514898	
McAlpine, Stefanie	Building Instructional Leader	MATHEMATICS & ELEMENTARY EDUCATION	415595	
McDonald, Mark	Science - Biology	LIFE SCIENCES	1003971	NR
McNaughton, Michael	Mathematics Teacher	MATHEMATICS	487824	NR
Mendez Cueva, Luis	3rd Grade Teacher	ELEMENTARY EDUCATION	514806	NR
Miller, James	Science Teacher - Earth & Life	LIFE SCIENCES & SCIENCE 5-8	436844	
Moreno Maya, Alberto Carlos	Physical Education Teacher	PHYSICAL EDUCATION	514301	NR
Mueller, Amy	PYP Coordinator	ELEMENTARY EDUCATION	394469	
Munoz Piqueras, Gregoria	Reserve / Float Teacher	ENGLISH AS A SECOND LANGUAGE & ELEMENTARY EDUCATION	488388	NR
Muras, Jennifer	Athletic and Activities Director	PHYSICAL EDUCATION & DEVELOPMENTAL / ADAPTED PHY ED.	447909	
Nadeau, Jessi	Science Teacher - Life	LIFE SCIENCES	518471	NR
Navratil, Melissa	Mathematics Teacher	MATHEMATICS	348509	
O'Malley, Maddison	Social Worker	SCHOOL SOCIAL WORKER	512412	NR
O'Malley, Richard	Special Education Teacher - SLD	ACADEMIC AND BEHAVIORAL STRATEGIST & ELEMENTARY EDUCATION	325263	NR
Obert, Michael	Music Teacher	VOCAL AND CLASSROOM MUSIC & INSTRUMENTAL	509211	
Pan, Xiaogong	3rd Grade Teacher	ELEMENTARY EDUCATION	510192	
Pelaez Lopez, Elena	Kindergarten Teacher	ELEMENTARY EDUCATION	1011626	NR
Peters, Maureen	Special Education Teacher - SLD	ACADEMIC AND BEHAVIORAL STRATEGIST & ELEMENTARY EDUCATION	421165	
Peterson, Shannon	Executive Director	K12 SCHOOL PRINCIPAL & ENGLISH/LANGUAGE ARTS	303733	
Purcell, Janet	Basic Skills Teacher & Administrator	READING & ELEMENTARY EDUCATION & SPANISH	417092	
Ramsey, Kelly	3rd Grade Teacher	ELEMENTARY EDUCATION	496246	NR

Ray, Sarah	Building Instructional Leader	COMMUNICATIONS ARTS/LITERATURE	495542	
Reixats-Ferre, Marta	3rd Grade Teacher	PRE-PRIMARY & ELEMENTARY EDUCATION	1002688	
Riba Ribas, Alba	5th Grade Teacher	ELEMENTARY EDUCATION	1005919	
Richardson, Elsa	EL Teacher	ENGLISH AS A SECOND LANGUAGE	502347	
Richert, Jennifer	Dean of Students Secondary	ELEMENTARY EDUCATION	397526	
Rizzo, Sarah	Special Education Teacher - SLD	ACADEMIC AND BEHAVIORAL STRATEGIST	1009154	NR
Rodriguez, Kaari	5th Grade Teacher & Language Acquisition Coordinator	ELEMENTARY EDUCATION	417269	
Rodriguez Alvarado, Maria	2nd Grade Teacher	ELEMENTARY EDUCATION	518413	
Rodriguez Falcon, Sara	Kindergarten Teacher	ELEMENTARY EDUCATION	1011838	
Rodriguez Herrero, Miguel Angel	1st Grade Teacher	ELEMENTARY EDUCATION	510052	
Rosenthal, Jill	School Nurse	PUBLIC SCHOOL NURSE	459437	
Rotllan Romero, Eloi	4th Grade Teacher	ELEMENTARY EDUCATION	514881	NR
Ruhnke, Jeffrey	Band Teacher	INSTRUMENTAL AND CLASSROOM MUSIC	379938	
Rydning, Jessica	Special Education Teacher - SLD	BUSINESS & EMOTIONAL BEHAVIORAL DISORDERS & LD & DEV. Disabilities	443634	NR
Saint James, JoDell	Special Education Teacher & ESY Teacher:	EMOTIONAL BEHAVIORAL DISORDERS & ENGLISH/LANGUAGE ARTS	291979	
Santaella, Beatriz	Special Education Teacher - SLD	ACADEMIC AND BEHAVIORAL STRATEGIST	1010379	
Santis Campillo, Paulina	Special Education Teacher - SLD	MILD TO MODERATE MENTALLY HDPC	335789	
Scanlon, Melissa	Academic Counselor	SCHOOL COUNSELOR	442610	
Schaumann, Karl	French Teacher	FRENCH & ENGLISH AS A SECOND LANGUAGE	481897	
Schrupp, Sarah	Speech Pathologist	SPEECH LANGUAGE PATHOLOGIST	488318	
Schumann, Spencer	Explorer Club Program Aide	PHYSICAL EDUCATION	1002442	NR
Schwartz, Katarina	Social Studies Teacher	SOCIAL STUDIES - ALL-	1001309	
Severson, Gina	Reserve / Float Teacher	ELEMENTARY EDUCATION	1007287	NR
Shang, Mohan	2nd Grade Teacher	ELEMENTARY EDUCATION & EARLY CHILDHOOD EDUCATION	491584	
Sheldon, Jessie	2nd Grade Teacher	ELEMENTARY EDUCATION	475484	
Sislo, Hannah	Organizational Skills & Reading Intervention Teacher	COMMUNICATIONS ARTS/LITERATURE & ACADEMIC AND BEHAVIORAL STRATEGIST	506889	
Skalitzky, John	Special Education Teacher - SLD	AUTISM SPECTRUM DISORDERS	1000021	

Smith, Amy	Art Teacher Mixed Media	VISUAL ARTS	489100	
Sosnoski, Rochelle	Kinder Prep Coordinator	SOCIAL STUDIES - ALL-	386607	NR
Sosnoski, Rochelle	Kinder Prep Coordinator	EARLY CHILDHOOD EDUCATION	386607	NR
Stendahl, Jacob	Special Education Teacher - SLD	ACADEMIC AND BEHAVIORAL STRATEGIST	514917	
Swenson, Rebecca	Kindergarten Teacher	ELEMENTARY EDUCATION & MATHEMATICS	423203	
Taddei, Anna	Language and Literature	COMMUNICATION ARTS/LITERATURE	488091	NR
Tamte, Benjamin	Social Studies- Sp Immersion	Social Studies & Spanish	OFF	NR
Tuset Queralt, Marc	5th Grade Teacher	ELEMENTARY EDUCATION	514697	
Vaca Alonso, Alica	Social Studies Teacher	SOCIAL STUDIES - ALL-	518149	NR
Vallejo Aroca, Cecilia	Kindergarten Teacher	ELEMENTARY EDUCATION	1005664	
Vega, Alejandra	2nd Grade Teacher	ELEMENTARY EDUCATION	1012323	NR
Vivas Benito, Luis Alberto	2nd Grade Teacher	ELEMENTARY EDUCATION	514896	NR
Volk, Shirley	Special Ed Director	DIRECTOR OF SPECIAL EDUCATION, SECONDARY SCHOOL PRINCIPAL, PHYSICAL AND HEALTH DISABILITIES, DEVELOPMENTAL DISABILITIES	417670	
Voss, Elisabeth	3rd Grade Teacher	ELEMENTARY EDUCATION & SOCIAL STUDIES - ALL-	469015	
Wang, Manling	2nd Grade Teacher	ELEMENTARY EDUCATION	1001831	
Weiss, Samantha	Language Acquisition	SPANISH	518073	
Whitehill, Heather	Language and Literature	ENGLISH/LANGUAGE ARTS	348847	
Wilson, Eric	Kinder Prep Teacher	EARLY CHILDHOOD EDUCATION	1003640	NR
Woodberry, Jean	Reading Intervention Teacher	READING & LEARNING DISABILITIES	408405	
Wulf, Olivia	Language and Literature	COMMUNICATION ARTS/LITERATURE	504693	NR
Xu, Teng	Kindergarten Teacher	CHINESE & ELEMENTARY EDUCATION	482603	
You, Lijuan	Science - Secondary	SCIENCE 5-8, Chemistry, Physics	494590	
Yu, Hanjie	Special Education Teacher - SLD	AUTISM SPECTRUM DISORDERS & EARLY CHILDHOOD SPECIAL EDUCATION	502673	
Yu, Jocelyn	Speech Pathologist	SPEECH LANGUAGE PATHOLOGIST	1005779	
Zaccaro, Laura	Music Teacher	VOCAL AND CLASSROOM MUSIC	504389	
Zhang, Tianyi	4th Grade Teacher	ELEMENTARY EDUCATION & INSTRUMENTAL AND CLASSROOM MUSIC	1004156	NR
Zhao, Mengying	5th Grade Teacher	ELEMENTARY EDUCATION	515180	
Zhu, Dandan	5th Grade Teacher & Language Acquisition Teacher- Chinese	ELEMENTARY EDUCATION & Chinese	508880	

FY23 Non-licensed Staff Information

Name	Position	Not Returned (NR) for FY24
Alvarez Ruano, Kathleen	Special Ed Para & EC/LE Program Aide	
Baldazo, Isabella	Explorers / Little Explorers Program Aide	
Barkman, Trisha	Little Explorer Program Aide	
Beckham, Makenna	Little Explorer Program Aide	NR
Bege, Alexander	Site Supervisor	
Benson, Steven	Director of Buildings & Grounds	
Bent, Melissa	Finance Manager	
Bernal, Carlota	Kinder Prep NL Teacher	
Bernal, Evelyynn	Explorers / Little Explorers Program Aide	
Blackmer, Ellen	Summer Program Aide	NR
Boh, Yomaris	Kinder Prep Assistant	
Boraas, Isabella	Special Ed Para	
Borlaug, Cassandra	Occupational Therapist	
Bruzer, Amanda	Special Ed Finance Specialist	NR
Budd, Ricky	Site Supervisor	
Bystrom, Kathleen	Director of Advancement	
Cain, Melissa	Human Resources Specialist	
Campbell-Beams, Rana	SpEd Communication Specialist	NR
Candler, Mary	Lunchroom Aide	
Carr, Meghan	Lunchroom Aide	
Carr, Melissa	EC/LE Program Aide & Lunchroom Supervisor	
Carreto Hernandez, Ana Cristina	Special Ed Para & EC/LE Program Aide	
Carter, Lanie	Lunchroom Aide	
Carver, Raeann	Explorers / Little Explorers Program Aide	
Centeno, Jenalyn	Explorers / Little Explorers Program Aide	
Coburn, Karen	Custodian or Sub Custodian	NR
Croft, Andrew	Little Explorer Site Supervisor	
Cummings, Tamara	Director of HR/Payroll	
Curtis, Hannah	Special Ed Para	NR
Daly, Megan	Custodian or Sub Custodian	NR
Degendorfer, Karen	Front Desk	

Dehmlow, Karen	Lunchroom Aide	
DeLoye, Nicolette	Health Room Assistant	
Diemer, Colleen	Kinder Prep Assistant	
Dunigan, Larry	Dean of Students Elementary	
Eilers, Amanda	Basic Skills Leadership Support	
Erchul, Lynette	Administrative Assistant	
Escobar, Mariana	Special Ed Para	
Fang, Qin	Kinder Prep Language Specialist	NR
Finamore, Lysie	Front Desk Attendent	
Gallegos, Kimberly	School Age Care Director	NR
Gao, Ying	Basic Skills Para	NR
Garcia, Olivia	Basic Skills Para	NR
Gavarrete, Georgina	Special Ed Para	NR
Geske, Alicia	Special Ed Para	
Gomez-Lopez, Ismael	Physical Education Facilitator	
Guzik, Dory	Lunchroom Aide	
Haider, Heather	IT / AT Specialist	
Hansen, Maria Veronica	Basic Skills Para	
Haskins, Kerriane	Front Desk	
Hauglie, Genevieve	Explorer Club Program Aide	
Haus, Nichole	Kinder Prep Assistant	NR
Hawes, Jennifer	Lunchroom Aide	NR
Hawkinson, Madeline	Activities Aide	
Hennagir, Desmalee	Financial Administrative Assistant	NR
Herrmann, Taylor	Health Room Assistant	NR
Hervig, Sue	Behavior Interventionist	
Hiljus, Joyce	Kinder Prep Assistant	NR
Hoecherl, Grace	Explorers / Little Explorers Program Aide	
Holland, Connor	Performing Arts Center Tech / AV	
Holland, Scott	IT Director	
Jimenez Guerrero, Ma. Del	Special Ed Para & EC/LE Program Aide	
Johnson, Brandon	Behavior Interventionist	
Johnson, Danielle	Site Supervisor	
Johnson, Nicole	School Age Care Director	
Johnston, Michelle	Special Ed Para	

Kadlec, Kali	Special Ed Para	
Kang, Yan	Special Ed Para	
Kangas, Alyssa	Lunchroom Aide	
Kenny, Donna	Administrative Assistant / Facilities Coordinator	
Kinsman, Amy	LA Host Family Facilitator	
Klein, Allie	Custodian or Sub Custodian	
Koopmeiners, Rachelle	Kinder Prep Assistant	
Krohnke, Elaine	Lunchroom/Transport Supervisor	NR
Kurpiel, Tiffany	Front Desk	
LaFayette, Melissa	Front Desk	NR
LaJoye, Olivia	Little Explorers Assistant Site Supervisor	
Larson, Elijah	Explorer Club Program Aide	
Lasch, Christie	Behavior Interventionist	NR
Laudi, Marcelle	Special Ed Para	
Lebens, Jennifer	Financial Administrative Assistant	
Lessman, Mercedes	Basic Skills Para	
Leuthner, Michelle	Special Ed Para	
Lin, Shu-hua	Basic Skills Para	
Liu, Qiong	Kinder Prep NL Teacher	
Locke, Sara	Kinder Prep Assistant	
Lozano Mendoza, Adriana	Special Ed Para & EC/LE Program Aide	
Lucas, Sally	Explorers / Little Explorers Program Aide	
Lucas, Stephanie	Basic Skills Para	
Lundgren, Julie	Chief Financial Officer	
Lundmark, Leala	Special Ed Para	
Ma, Yufan	Non-Licensed Teacher Assistant	
Martens, Colin	Explorers / Little Explorers Program Aide	
Medina, Yaneth	Special Ed Para & EC/LE Program Aide	
Michalak, Zoe	Explorer Club Program Aide	
Mohr, Tiffany	Financial Administrative Assistant	NR
Montano, Diana	Special Ed Para	
Morrissey, Dorothy	Special Ed Para	NR
Mozo Perez, Magdalena	Special Ed Para & EC/LE Program Aide	
Munoz Bonilla, Amber	Special Ed Para	NR
Navin, Elena	Special Ed Para	

Nienaber, Paige	Site Supervisor	NR
Noakes, Victoria	Kinder Prep Assistant	
Nohava, Pamela	Lunchroom Aide	
Nolan, Alexis	Little Explorer Program Aide	
O'Neill, Tina	Health Room Assistant	
Olson, Maggie	Special Ed Para	
Otterson, Steven	Custodian or Sub Custodian	NR
Pacheco Perez, Placido	Building Maintenance & Groundskeeper	
Pacheco, Bolivar	Lead Maintenance Technician	
Paulson, Abigail	School Age Care Coordinator	
Pearson, Kailey	Explorers / Little Explorers Program Aide	
Peterson, Tim	Technology Support	
Puckett, Diana	Special Ed Para	NR
Raddatz, Tina	Kinder Prep NL Teacher	
Ray, Tristen	Performing Arts Center Tech / AV	
Rempp, Jennifer	SpEd Communication Specialist	
Rheault, Julia	Kinder Prep Assistant	
Rieck, Jessica	Communications Coordinator	
Roa Velazquez, Liliana	Special Ed Para	
Rygwalski, Jennifer	Special Ed Para	
Sabas Roa, Carlos	Special Ed Para	
Samec, Lillian	Performing Arts Center Tech / AV	
Saunders, Luciana	Basic Skills Para	
Sauter, Sara	Basic Skills Para	NR
Scharbach, Larissa	Special Ed Para	
Schloer, Amanda	Explorer Club Site Supervisor	
Schuette, Carolyn	Lunchroom Aide	NR
Sherman, Abbiella	Summer Program Aide	
Sosnoski, Jacob	Custodian or Sub Custodian	
Stephenson, Tara	Special Ed Para	NR
Stewart, Jaelynn	Kinder Prep Assistant	
Tamura, Kayla	Lunchroom Aide	
Thell, Lori	Lunchroom Aide	NR
Tomnitz, Kathy	Special Ed Para	
Towle, Iris	Special Ed Para & EC/LE Program Aide	

Trandem, Kathleen	Explorers / Little Explorers Program Aide	
Vang, Kevin	Basic Skills Para	
VanWagner, Candyce	Explorer Club Program Aide	NR
Venberg, Ellyn	Media Clerk	NR
Verdin de Pineda, Maria	Special Ed Para	
Virgio, Nancy	Health Room Assistant	
Walker, Catherine	Special Ed Para	NR
Wallraff, Jennifer	Lunchroom Aide	NR
Wallraff, Jordan	Lunchroom Aide	NR
Ward, Jerah	Special Ed Para & EC/LE Program Aide	
Weiss, Kristin	Financial Administrative Assistant	NR
Werre-Lee, Lori	Lunchroom Aide	NR
Williams, Allison	Payroll and Benefit Specialist & Facilities Coordinator	
Xiao, Yu	Special Ed Para	
Zaragoza Jr, Juan	Special Ed Para & EC/LE Program Aide	
Zaragoza Sr, Juan	Explorer Club Asst. Supervisor & Special Ed Para	
Zhang, Shixia	Special Ed Para	

TEACHER PROFESSIONAL DEVELOPMENT & EVALUATION PROGRAM

Per state requirements, our teacher evaluation system is based on a three-year cycle. Each year roughly 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 Danielson² 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.
- 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 experienced teachers who teach the same grade level, target language and/or content area. At the Upper School, the program is administered by the Principal, Dean of Students, and Team Leaders. Their role is to provide information, the 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.
- In addition, international staff who have never lived in the US are assigned a HINT (Helper for International New Teachers) to help them get settled in Minnesota. They assist with such things as finding housing, buying a car, getting insurance, and getting a cell phone and a bank account. Helping them with all the practical aspects of moving to an unfamiliar country helps them be able to focus on their teaching when they are at school.

² Danielson, Charlotte (2007). *Enhancing Professional Practice: A Framework for Teaching*. ASCD, Alexandria, VA.

All Teaching Staff Professional Development

- All teaching staff professional development takes place in two main 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 team plan, coordinate, and often facilitate these sessions. The other is through our 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.

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 to support best practices of effective instruction and building classroom community.
- 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.

Student Enrollment, Demographic Trends, Retention & Attrition

Enrollment

Source: <https://public.education.mn.gov/MDEAnalytics/DataTopic.jsp?TOPICID=2>

School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
2019-20	132	131	128	120	119	119	121	116	87	88	59	55	43	17
2020-21	100	126	115	126	109	108	117	127	111	82	75	57	53	41
2021-22	118	127	129	111	115	106	101	124	103	104	75	67	49	52
2022-23	129	127	128	132	111	105	105	109	117	99	96	68	58	46
2023-24	109	120	130	124	133	109	104	109	89	113	76	91	61	56

Demographic Trends - K-12

Source: <https://public.education.mn.gov/MDEAnalytics/DataTopic.jsp?TOPICID=2>

Category	SY 2020-2021	SY 2021-2022	SY 2022-23
Total Enrollment	1247	1263	1301
Male	588	585	692
Female	659	678	609
Indian or Alaska Native	6	7	20
Asian	28	34	48
Black or African American	17	25	33
Hispanic/Latino	138	158	160
Native Hawaiian/PI	0	3	2
Other Indigenous Peoples		-	1
White	998	975	986
2 or more races	60	61	51
Special Education	158	161	170
LEP/English Learner	40	48	50
F/R Meals	97	100	249
Experiencing Homelessness	4	4	4

Attrition

School Year	Total # of Students Enrolled on 10/1/22 Source: MDE	Total # of 10/1/22 Students Enrolled on 6/7/23 Source: LILA IC Report	Attrition Rate (%)
2022-2023	1430	1392	2.66%

Retention

School Year	Total # Enrolled on 6/7/23 that are Eligible to Return on 9/6/23 Source: LILA IC Report	Total # of Eligible Students Who Returned on 9/6/23 Source: LILA IC Report	Retention Rate (%)
2022-2023	1,327	1203	90.65%

School Admissions, Lottery & Enrollment Procedures

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

Academic Performance

Explanation of the 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, as well as the addition of French as a world language option.

Academic Performance and Growth:

The primary purpose of the charter school is to improve all pupil learning and all student achievement, as measured by the MCA exams. The following performance standards have been met, as shown by the data and discussion of the charts on the following pages.

- 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.
- Each year, the School will maintain a 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 each year 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.

LILA has taken several steps to continue helping our students recover from any academic losses suffered during the pandemic. Though we are not yet back to our pre-pandemic proficiency levels, we are proud of the systems we have in place to identify students who would benefit from interventions and offer more Tier 1 support in the classroom.

Notes about the nature of language immersion and academic proficiency demonstrated over time:

- As has been well documented in language immersion schools in Minnesota, across the United States and around the world, immersion students tend to perform at sub-par levels until 3-4 years after English is formally introduced in school. It is logical; immersion students in elementary grades learn everything in their second language, in our case Spanish or Mandarin, and are then tested on it in English. The good news for immersion students is that 3 - 4 years after English is formally introduced, **the average (fully bilingual) immersion student will perform as well or better on any standardized test than will their monolingual peers.** This nation-wide trend has shown itself to be true year after year at LILA.
- LILA currently has much larger grade cohorts testing in elementary grades, and still has smaller groups in the upper grades. In spring 2023 on the science exam, for example, we tested just over

100 5th graders, who we predicted would be our worst performers, with only 89 8th graders and 34 high schoolers. The current class sizes, coupled with what we know about immersion and English language standardized testing brings our K-12 average down. The same holds true for reading and math.

Consulting the [SchoolDigger](#)³ website at the urging of the Minnesota Association of Charter Schools, we are pleased to note that LILA scores among the top 20% of Minnesota districts when considering K-12 MCA data, and when considering our Upper School only, are safely within the top 10% of Minnesota schools.

Mathematics

In the 2023 Mathematics MCA, 44.6% of LILA students met or exceeded the standard. This is slightly below the state average of 45.3% and about 5% below the local district’s average. LILA’s percent proficiency decreased 4% from last year.

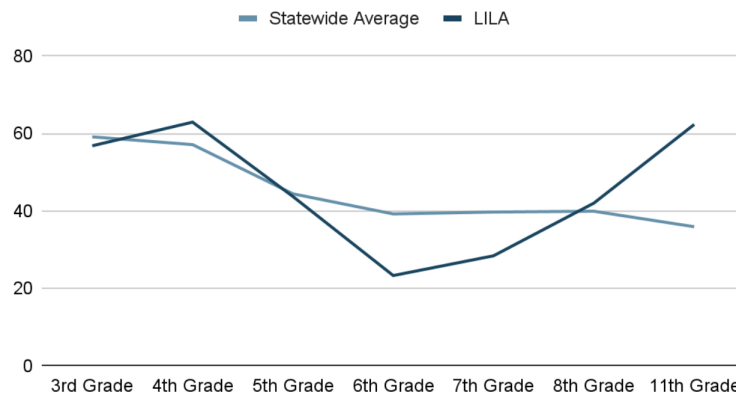
- Overall, Lower School students performed better than did Upper School students, yet all elementary grades tested are still performing below their pre-pandemic level. Grades 3-5 are all scoring very near their corresponding statewide average.
- At the Upper School, scores for grades 6 and 7 were significantly lower than the state average as well as lower than previous years. (Note: This may be due in part to a change in math curriculum in grades 6-8 as well as two new to LILA teachers in the 6-7th grade math classrooms.)
- At the Upper School, scores for grades 8 and 11 were higher than the state average. Grade 11 is of particular interest as their performance demonstrated 62.3% proficiency. Not only is this significantly higher than the state average (35.9%), but it is also the highest level of proficiency noted in any of the testing grades at LILA.
- Students who identified as female scored more than 14 percentage points below students who identified as male (F: 37.9%; M: 52.4%).
- White students accounted for 76.5% of all tested students. Compared to their white peers, non-white students performed slightly below. However, compared to the statewide proficiency levels of those groups, LILA students scored well above. The exception was for Asian students, who performed below the state average.
- Special education students and English language learners performed below the district average, but higher than the statewide average for those student groups.

Math MCA Students Proficient by Student Group (%)				
English Learners			Special Education	
LILA	Statewide		LILA	Statewide
27.6%	13.0%		29.7%	24.4%

³ SchoolDigger ranks schools based solely on their federally mandated state test data.

- A trend has been noticed from the last several years of Math MCA data in which students' proficiency levels drop significantly in the 6th and 7th grades but come back to exceed that of the state and local districts by the 11th grade. This may be due in part to the transition from Lower to Upper schools, change in learning mathematics in English as opposed to the language they were taught at Lower school, or a number of other factors. However, the data shows that this drop is temporary and the students overcome these challenges by their high school years to become even more proficient than their Minnesota peers.

Math MCA Data 2023 - Percent Proficient



Reading

In the 2023 Reading MCA, 55% of LILA students met or exceeded the standard, which is above both the state average (49.9%) and that of the Forest Lake Area Schools average (50.9%). Our proficiency improved 2% from last year, but is still significantly below pre pandemic level (65.2% in 2019).

- Lower School 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, the 3rd grade scores were around the state average, the 4th grade scores above the state average, and 5th grade scores below the state average.
- Though most grades performed poorly compared with previous years, by Upper School, all grades performed better than state average.
- Students who identified as male scored 5 percentage points above students who identified as female. This trend of male identified students scoring higher than female identified students is different from last year when female identified students scored 2 percentage points above male identified students.
- White students accounted for 75.7% of all tested students. Compared to their white peers, non-white students performed significantly below. However, compared to the statewide

proficiency levels of those groups, LILA students scored well above. The exception was for Black or African American students, who performed below the state average.

- Special education students and English language learners performed below the district average, but higher than the statewide average for those student groups.

Reading MCA Students Proficient by Student Group (%)				
English Learners			Special Education	
LILA	Statewide		LILA	Statewide
30.0%	11.0%		34.4%	25.6%

Science

In the 2023 Science MCA, given only to students in grades 3, 8, and once in high school, 37.6% of LILA students met or exceeded the standard, which is below the state average of 39.2% and that of our neighboring district. Our proficiency has followed the steady decline of the state average over the last few years.

- LILA’s student groups performed better in each higher level
 - only 34.9% of LILA students were proficient in grade 5, compared to a 48.4% average rate for the state’s fifth graders
 - The rate improved by grade 8, to 36.0%, and looks even better when compared to the state average proficiency rate of 27.6%.
 - By high school (test taken during students’ second year of DP Biology), LILA’s proficiency rate was 47.1%, compared with the state average of 41.8%.
- As with reading, LILA’s proficiency is pulled downward because of the nature of language immersion. Students in elementary grades learn everything in Spanish or Mandarin, and are then tested on it in English. The well-known fact about immersion schools and bilingualism is that by 3-4 years after English is formally introduced, **the average (fully bilingual) immersion student will perform as well or better on any standardized test than will their monolingual peers.** This nationwide trend has shown itself to be true year after year at LILA.
- In addition, LILA tested 103 5th graders, who we predicted would be our worst performers, with smaller numbers as the grades continue. We tested 89 8th graders and only 34 12th graders. The current class sizes, coupled with what we know about immersion and English language standardized testing brings our K-12 average down.

LILA's **second statutory purpose** is to increase learning opportunities for all pupils.

- The school met this expectation by providing a globally-minded education program to students in the Forest Lake area. The program included both the International Baccalaureate and bilingualism, in Spanish or Mandarin through language immersion. The school also collaborated with international students and educators from Spanish and Mandarin language speaking countries to enhance the international learning opportunities of LILA students.

Progress in 2022-23

LILA successfully met this performance expectation.

The Chinese kindergarten numbers rebounded from one class back to two, The preschool program remained nearly full, a good sign for future kindergarten years.

In addition, the IB Middle Years Program conducted its fifth formal "Personal Project" for 10th graders, as the culmination of the MYP program.

Most notably, the IB Diploma Program graduated its third Diploma Programme cohort with a pass rate of 50% for those pursuing the full IB Diploma.

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 2021 (most recent published) 97.5% graduation rate (38 of 39). We are also pleased to share:

- The class of 2023 was only the third cohort enrolled from kindergarten through grade 12 at LILA, and the third to be offered the two-year International Baccalaureate Diploma Programme;
- Of our 43 graduating seniors, 33 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. Eight of the sixteen who attempted the "full diploma" met the rigorous program standards to earn the diploma;
- All LILA graduates have the opportunity to develop a second or even third language. This last year, 27 of our 43 graduating seniors earned a bilingual seal and an additional 3 earned a World Language Proficiency Certificate, qualifying them for college credit in the Minnesota College & Universities System. This means 70% of all seniors demonstrated an intermediate or advanced level in a second language. All 21 students who completed a full Spanish immersion program through 12th grade earned a bilingual seal, the majority of them at the platinum level. This is 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. Since second language courses are required every year in grades 6-12, many non-immersion students who joined LILA at the secondary level, as well as immersion students who shifted to PSEO or a non-immersion track in their final years were able to earn World Language Certificates and Bilingual Seals. All together, graduates qualified for over 100 semesters worth of college credit in world languages.

- Collectively, these college-bound seniors were awarded over \$1.7 million dollars in scholarships;

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.

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, PearDeck, EdPuzzle, FASTBridge, and several other assessment tools (both formal and informal) 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 Students in 9th grade take 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 during their 11th grade year. If a family is not able to pay, the state pays the expense of the exam.

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 (ACTFL Assessment of Performance toward Proficiency in Languages) This assessment measures proficiency in reading, writing, listening, and speaking in languages other than English. This assessment is used for immersion target languages, foreign languages or heritage languages. The AAPPL assessment uses real-world questions that engage students using a web-based system that is adaptive to the student's level.

This test is used for program evaluation in select grades. Current data shows our students are on par with well established dual language programs around the country. It is also offered to juniors and 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. The majority of graduates qualify for the seal based on their IB Diploma exams. For students not participating in DP foreign language testing, the AAPPL provides evidence of proficiency for the bilingual seal, college placement and credit.

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.

World’s Best Workforce

One of LILA’s **statutory purposes**, as delineated in the school’s contract with their authorizer, 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.

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 2022-2023:

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

Mathematics

- Students eligible for free or reduced-price meals performed below the district average. However LILA’s FRPM eligible students performed similar to the statewide average for that student group (LILA: 26.5% proficient; Statewide: 26.8% proficient).
- White students accounted for 76.5% of all tested students. Compared to their white peers, non-white students performed slightly below. However, compared to the statewide proficiency levels of those groups, LILA students scored well above. The exception was for Asian students, who performed slightly below the state average. See the tables below for comparisons of each group present at LILA. (Note: When considering student groups by race/ethnicity, many of the group sizes at LILA were small. See the number of students included in each group of the table below in the parentheses behind “LILA.”)

Math MCA Students Proficient by Race/Ethnicity (%)			
American Indian		Black or African American	
LILA (11)	Statewide	LILA (10)	Statewide
45.5%	23.6%	30.0%	21.0%
Asian		Hispanic or Latino	
LILA (25)	Statewide	LILA (80)	Statewide
40.0%	42.4%	27.5%	23.2%

Reading

- Students eligible for free or reduced-price meals performed significantly below the district average. However LILA's FRPM eligible students performed higher than that statewide average for that student group. (LILA: 37.7% proficient; Statewide: 33.3% proficient).
- White students accounted for 75.7% of all tested students. Compared to their white peers, non-white students performed significantly below. However, compared to the statewide proficiency levels of those groups, LILA students scored well above. The exception was for Black or African American students, who performed below the state average. See the tables below for comparisons of each group present at LILA. (Note: When considering student groups by race/ethnicity, many of the group sizes at LILA were small. See the number of students included in each group of the table below in the parentheses behind "LILA.")

Reading MCA Students Proficient by Race/Ethnicity (%)			
American Indian		Black or African American	
LILA (13)	Statewide	LILA (11)	Statewide
46.2%	31.9%	27.3%	30.5%
Asian		Hispanic or Latino	
LILA (24)	Statewide	LILA (86)	Statewide
54.2%	44.5%	38.4%	29.7%

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 from 57% in 2019 to 61.73% in 2023. This is similar to last year's results. Math scores continue to be high with over 84% of students demonstrating "low risk". This is more than a 2% increase from the previous year. Reading scores have been consistently lower than math. This year we saw a slight decrease from the previous year with 68% demonstrating "low" risk on the Early Reading Assessment. Most of the students not at proficiency are just slightly below proficiency. Only 5% of students who attended LILA's Kinder Prep program are demonstrating high risk. In comparison, over 8% of students who did not attend LILA's Kinder Prep program are demonstrating high risk.

These results 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;

- At LILA, 4.2% of third grade students met or exceeded standards on the Reading MCA. This is an increase of more than 3% from the previous year.
- Note: Though all grades continue to perform below pre-Covid levels, 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;

Students in 9 - 12 grade participated in career and college readiness activities through advisory classes during the 2022-2023 school year. In addition, Ms. Scanlon, LILA's academic counselor, met with all students in grades 11 and 12 to discuss their post-graduation plans. Finally, LILA participated in the "Direct Admissions" program through the Minnesota Office of Higher Education. As part of this program, all students who are on track to graduate are automatically offered admission to multiple public and private colleges and universities in the state of Minnesota. Those with more markers of success in high school are receive additional offers of admission from more competitive schools.

5) all students graduate from high school.

According to the Minnesota Report Card, LILA's current graduation rate is 92.5% for the graduating class of 2022. During the 2022 school year, there were 49 graduates and two drop-out, who were dropped from enrollment 15 days into the school year due to consecutive absences.

For the 2023 school year, we anticipate the Minnesota Report Card to reflect a 100% graduation rate.

Finances

LILA's annual 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 without resorting to expensive short-term borrowing. At the close of the 2022 fiscal year on June 30, 2022, the school had maintained its audited, unreserved, undesignated general fund balance of 24.2% of expenditures, a decrease over the prior year of 5.0%. Total fund 01 fund balance at June 30, 2022 was \$4,026,688. The planned decrease was primarily due to the spend-down of the school's successful capital campaign to outfit the new facilities additions at Upper School and Kinder Center. Preliminary, unaudited financial reports indicate that LILA met expected financial targets and covenants in FY23.

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 FY23 (2022-23 school year), the board revised the budget twice. The initial FY23 budget was approved in June 2022 and two revisions followed--one in December 2022 and a second revision in May 2023. The school board treasurer (Corey Purkat) chaired the board finance committee in FY23 and has relevant expertise in finance and school administration. The FY23 board chair (Jennifer May) has a professional background in business management and leadership. 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. The board, too, follows internal controls set by Policy 110 and Policy 232 Conflict of Interest.

Cash flow is well managed. Following board-established procedures, excess funds are invested in low-risk, laddered certificates of deposit (CDs). CD interest rates improved over the course of the fiscal year; LILA renewed CDs that matured in FY23 at higher rates than previously invested. The school had \$3,144,344 in cash and investments in the general fund on 6/30/22 (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 2023 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 and FY22 audits, the board engaged MMKR, another well-respected, experienced audit firm. For the FY23 audit, the school and building company have engaged BerganKDV as our auditors. 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 gift 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. In December 2021, the school received the second and third portions of the match (\$100,000). The final match was received in July 2023 (\$100,000).

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. Upon consultation with the school's legal counsel, LILA learned that the annual calculation of debt service coverage *should* exclude "extraordinary expense", per the loan agreement for the facilities bonds. The capital campaign and matching funding falls under the scope of "extraordinary expense". This way, good fortune is reflected as such, and not a detriment or black mark in reports to Standard & Poor's, facilities bondholders, and others.

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 FY22 and FY23, LILA was approved for Extended Time Revenue, which helped support a June academic camp for elementary students, “Summer Boost”.

In FY23 LILA continued to implement strategies under several COVID-19-related federal aid awards, specifically the ESSER II, ESSER III, COVID Testing Grant, and the Governor’s Discretionary Summer Program. LILA finished year 2 of a state Grant to Increase STEM in FY23, and received local awards from the State Health Incentive Program, ECMC Foundation (ECMC Go! grant), and an In2ition CTE initiatives donation. In FY15, LILA was awarded a Confucius Classroom and continues that partnership annually with accompanying funding. The Minnesota Association of Charter Schools provided a \$1000 donation to LILA for winning the Innovation Award for 2022.

Because of the school’s attention to financial health and management, LILA has received the State Finance Award 17 consecutive years. 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.

FY22 Audit

The school has received a clean audit each year. For the FY22 audit of the general fund, there were no material weaknesses or findings reported. Our audit firm, MMKR, reported no compliance issues with respect to Minnesota statutes related to charter schools and UFARS accounting. The audit reports that total revenue was 0.1% under budget while total expenditures were 3.0% over budget. LILA strives to limit variances to 1 to 2% of budgeted, and makes at least one mid-year budget revision to update budget assumptions. At the close of the 2022 fiscal year on June 30, 2022, the unreserved, undesignated fund balance had reached 24.2% of expenditures, or \$4,026,688. The 2022-23 school year was LILA’s sixth year with all grades preK-12; enrollment growth is steady but gradual in the secondary grades. Capital assets were reported at \$31,093,543, 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.

Factors Bearing on LILA's Financial Future

Like all other Minnesota public schools, LILA relies heavily on general education state aid for the majority of its financial support. Legislated revenue increases have made it difficult to meet instructional program needs in a time when inflation outpaces state aid increases. In FY23, the legislative increase to the general education formula was 2%, while inflation hovered around 8%. Strong advocacy for equitable funding for charter schools is critical to a secure future. LILA also recognizes that attracting and retaining students is critical to the school's financial well-being. As pandemic-related federal aid ends, LILA, like other public schools, works to bridge funding gaps while maintaining the high quality educational opportunities for a student population with diverse needs.

[Attached](#): The final FY23 school budget (Revision 2) and a preliminary (unaudited) set of June 2023 financial statements (Balance Sheet and Statement of Revenues and Expenditures) are attached.

Service Learning

Service projects and activities the school's students participated in during the 2022-2023 School Year:

At LILA Upper School, both middle school and high school students have opportunities to participate in service learning activities. This happens both as part of our student clubs and activities as well as student initiated events. An example of a club event that included a school-wide participation in service learning was the talent show organized by one of the seniors. She recruited students and staff to share their talents. She organized volunteers to run the lights, sound system and other behind the scenes work. Students from middle school through high school performed as well as staff from lower and upper school. A big hit was a band made up of two of our custodians and their families. They played to a full house who cheered and applauded enthusiastically for all performers.

Thirteen LILA students in grades 8-12 traveled to the Dominican Republic in February of 2023 to participate in an environmental conference alongside Dominican and Haitian students at an institute for environmental and forest management. They participated in hand-on workshops on composting, terracing and growing native plants to distribute in the region. They also worked in teams to propose solutions to a problem facing local watersheds.

As part of the MYP program, 10th graders complete a personal project of their choice. Some of these projects included service to the community. For example, one student created a mural for the school. Another interviewed the MN Secretary of State to raise awareness of political engagement with his peers. Others pursued donation drives or volunteer opportunities with younger students.

In addition, our full Diploma Programme student candidates engage in service learning as part of their Creativity, Activity and Service, or CAS, requirement for the IB diploma. Some of the service projects that the students in the class of 2023 created and ran a student-led tutoring program, ran fundraisers for food and clothing drives, created senior shirts, and created community-building games for our sixth grade orientation camp.

Evaluation of student and community engagement and student benefits from service learning experiences:

Fifteen of sixteen full Diploma Programme student candidates completed their CAS requirements in the May 2023 session, as detailed above. Students were required to meet with the CAS coordinator three times over the two years of their participation on the programme, to reflect on their use of the IB Learner Profile traits and how they fulfilled the 7 outcomes of CAS, the most pertinent of which include: identifying strengths and areas for growth, challenging oneself and developing new ideas, working collaboratively, and engaging with issues of global significance.

Innovative Practices

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. LILA graduates who have attended the immersion programming from elementary through high school routinely earn the platinum bilingual seal from the State of Minnesota, thereby giving them 20 credits in their target language at a Minnesota state college or university, free of charge.

In addition to coursework, students have many opportunities to develop their language skills through direct experiences. Many families host language ambassadors, teacher interns from Spanish and Chinese speaking parts of the world. This opportunity to develop language and cultural knowledge leads to lifelong connections for students and families. Each year around 20 middle and high school students participate in an exchange program with a partner school in Madrid, Spain. LILA families host Spanish students for six weeks and those families host LILA students for six weeks in Spain. In 2023 13 students traveled to the Dominican Republic to learn about the history and ecosystem of the country. They used their Spanish skills to work side by side with Dominican and Haitian students at an environmental conference focused on watersheds. Planning is underway for a student trip to China in the coming year as well.

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, that 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. 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 Authorization

LILA's third official cohort of DP Students graduated in 2023, helping reach 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.

Awards and Recognition

- LILA received the 2023 Finance Award from MDE.
- LILA received the 2023 Award in Academics from VOA.
- LILA received the MACs Innovation Award in 2023 for inclusive practices associated with co-teaching in Special Education.
- In spring 2023, LILA received a \$20,000 grant from ECMC Foundation to implement a teacher mentorship program in 2023-24.
- LILA implemented its second year of a 2-year award to add IB/STEM courses to the curriculum.
- LILA's Advancement Director was selected for a second term on the Minnesota Association of Charter Schools Government Affairs Committee.
- LILA's Executive Director was elected to serve a two-year term on the Board of Directors of the Minnesota Association of Charter Schools.

Future Plans

With our grade level and physical expansion complete, we are turning our attention to the four pillars of our newly created strategic plan: Dynamic Learning Experience, Professional Excellence, Advancing LILA's Future, and Collaborative Community.

Dynamic Learning Experience

Therefore, under the Dynamic Learning pillar of the strategic plan, we have applied for and received the MDE IB/STEM grant to add courses to the curriculum, creating a more dynamic learning experience, which will also aid in high school retention. This action was taken particularly with students who are not pursuing the full IB Diploma in mind. Part of the grant requires that we consider expanding our IB Authorization programs to include the IB CP (Career Pathway) program.

Professional Excellence

Under the Professional Excellence pillar four strategic plan, the most pressing goal remains retaining and developing the talented staff we have attracted. Currently, LILA's most experienced staff are routinely poached by other better-funded immersion programs with the ability to pay more competitive salaries. Being able to retain these professionals that we hire as new graduates and new-to-the-country international hires, then painstakingly develop into excellent teachers will aid tremendously in reaching all of our goals under the four pillars.

Advancing LILA's Future

The single most important factor to a good education in a safe and supportive environment is having skilled teachers. Those in possession of education degrees and licensure hold the promise of being good teachers. Yet anyone who's actually been a teacher in a classroom will likely agree that true teaching proficiency is cultivated through actual teaching practice, observation of colleagues, and guidance from seasoned educators. It's a rare teacher who is as adept a teacher their first year as they are in subsequent years. So to best serve our students, LILA, and all Minnesota charter schools, need to retain our teachers as they amass experience. For our students' sake, we need to educate our legislators about the growing inequities in public school funding. We need their help to be able to pay our teachers fairly, to stop the flow of our most experienced staff to better-funded district public schools.

In the interest of our students' success, we must take the initiative to educate legislators about the existing disparities in public school funding. The current allocation of funds is far from equitable, often leading to challenges in recruiting and maintaining qualified educators, and outright poaching by better-funded district public schools. Charter schools must secure equitable funding to pass on fair compensation to teachers. Only then will we be able to impede the exodus of highly experienced staff to better-funded public school districts, at the expense of charter students, who are often the most at-risk students in the state.

In essence, the success of students hinges on the presence of experienced and dedicated educators. These educators need to be adequately compensated for their experience and expertise. Through collaborative efforts with legislators, chartered public schools rectify the inequities in funding and create an environment conducive to both the professional growth of teachers and the enduring progress of students.

To that end, our Executive Director and Advancement Director will sharpen their focus on securing equitable state funding for charter schools. We intend to do this via our work with the LILA Advocates parent group, and outreach through VOA and the Minnesota Association of Charter Schools to educate charter parents and our legislators about current inequities and proposed solutions.