



CHARTER SCHOOL CONTRACT

between

Volunteers of America-Minnesota, Authorizer

and

LAKES INTERNATIONAL LANGUAGE ACADEMY (#4116), School

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

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

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

ARTICLE 1

TERM OF CHARTER CONTRACT

1.1 Effective date: July 1, 2023.

1.2 Expiration date: June 30, 2028.

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

ARTICLE 2

DEFINITIONS

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

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

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

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

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

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

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

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

2.9 “Department” means the Minnesota Department of Education.

2.10 State” means the State of Minnesota.

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

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

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

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

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

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

the School for the payment of any Volunteers of America - Minnesota contract, loan, or other instrument of indebtedness.

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

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

3.5 Limited Use of Volunteers of America - Minnesota Name. The School may not use the name of the Volunteers of America - Minnesota or any assumed name, trademark, division or affiliation of Volunteers of America - Minnesota in any of the School's promotional advertising, contracts, or other materials without Volunteers of America - Minnesota prior written consent, except that the School may include the following statement in such materials "Lakes International Language Academy is authorized by Volunteers of America-Minnesota." Pursuant to Minnesota Statute 124E.07, Subd.8, the School shall identify Volunteers of America - Minnesota as the authorizer and provide contact information.

ARTICLE 4 LEGAL STRUCTURE

- 4.1 Nonprofit Status. The Charter School Board is organized and operated as a nonprofit corporation under Minnesota Statutes Chapter 317A, as amended.
- 4.2 Articles of Incorporation. The Charter School Board is organized and operated as a nonprofit and within the parameters of their state approved Articles of Incorporation under and by virtue of Minnesota Statutes Chapter 317A, as amended. The School must notify the Authorizer of any changes to the Articles of Incorporation approved by the Minnesota Secretary of State.
- 4.3 Bylaws. The Charter School Board is organized and must operate within the parameters of their approved bylaws. The School will notify the Authorizer of any amendments to the bylaws. At its discretion, the Authorizer may provide review and comment on the proposed amendments. The School will consider the Authorizer's review and comment.
- 4.4 Lease Space. The School may lease space from any public or nonsectarian private organization as it deems necessary. If the School intends to lease from a private sectarian organization, it will comply with the provisions of the Charter Law, specifically Minnesota Statutes § 124E.22. Prior to finalizing a lease for space, the School will submit an application to the Department for approval. The School will provide a copy of the Department's decision, to the Authorizer within thirty days of receipt.
- 4.5 Authorized Grades. The School is authorized to serve grades Preschool through grade 12. The School will not expand its present grade levels without approval by the Authorizer and the Education Commissioner, consistent with the Charter Law or Minnesota Statutes § 124E.06, subd.5.

ARTICLE 5 SCHOOL LOCATION

5.1 The locations of the School are:

246 SE 11th Avenue, Forest Lake, MN 55025 (Lower School / Elementary Campus);
121 SE 11th Avenue, Forest Lake, MN 55025 (Kinder Prep & Kinder Campus);
19850 Fenway Ave N, Forest Lake, MN 55025 (Headwaters / Upper School Campus).

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

5.3 The School will not expand to additional school sites beyond the present location(s) without approval by the Authorizer and the Education Commissioner, consistent with the Charter Law or Minnesota Statutes § 124E.06, subd.5.

ARTICLE 6 OPERATING REQUIREMENTS

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

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

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

6.3 Background Checks. Prior to the time such persons are seated as members of the Charter School Board, the School will conduct a criminal background check identical to those required by Minnesota Statutes § 123B.03, subd.1. The Charter School Board will certify to the Authorizer that background checks have been completed. Consistent with data practices law, the Charter School Board will provide

to the Authorizer any adverse information that is revealed as part of the background checks and will evaluate, on a case-by-case basis, membership on the Charter School Board where the background check revealed adverse information.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6.18 Reporting to the Authorizer.

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

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

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

6.19 Financial Management.

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

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

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

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

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

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

ARTICLE 7

SCHOOL PROGRAM, PERFORMANCE INDICATORS AND EVALUATION

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

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

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

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

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

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

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

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

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

ARTICLE 8 COMPLIANCE WITH STATE AND FEDERAL LAWS

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

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

Authorizer, school employees, and parents and legal guardians of students enrolled in the charter school and must also post the report on the charter school's official Web site. The reports are public data under Chapter 13.

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

ARTICLE 9 AUTHORIZER DUTIES

9.1 Oversight Plan. The Authorizer will implement a plan to provide ongoing oversight to determine whether the School is complying with the terms of this Charter Contract and to meet its responsibilities under the law regarding Authorizer oversight. Refer to Addendum A (“School Program Description”) and Addendum B (“School Accountability and Authorizer Oversight System”). The Authorizer will use the following five criteria in determining the School’s compliance with this Charter Contract:

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

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

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

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

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

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

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

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

ARTICLE 10

CAUSES FOR NONRENEWAL OR TERMINATION

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

10.2 Formal Notice. At least 60 business days before not renewing or terminating the Agreement, the Authorizer shall notify the Charter School Board of the proposed action in writing. The notice shall state the grounds for the proposed action in reasonable detail and that the Charter School Board may request in writing an informal hearing before the authorizer within 15 business days of receiving notice of nonrenewal or termination of the Agreement. Failure by the Charter School Board to make a written request for an informal hearing within the 15-business-day period shall be treated as acquiescence to the proposed action. Upon receiving a timely written request for a hearing, the Authorizer shall give ten business days' notice to the Charter School Board of the hearing date. The Authorizer shall conduct an informal hearing before taking final action. The Authorizer shall take final action to renew or not renew a contract no later than 20 business days before the proposed date for terminating the contract or the end date of the contract.

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

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

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

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

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

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

10.6 Dissolution. In the event that the Charter School Board unilaterally votes to close the School or the school must be dissolved under section 10.3 or 10.4 of the Charter Contract, the school must be dissolved

according to applicable state and federal laws and the terms of the Agreement. Refer to Addendum E (“School Closure Plan”).

ARTICLE 11 GENERAL TERMS

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

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

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

11.4 Indemnification. The School will assume full liability for its activities and indemnifies and holds harmless the Authorizer. The Authorizer, the Authorizer’s board members and employees, are immune from civil and criminal liability with respect to all activities related to the School. The School agrees not to sue the Authorizer or any of its representatives for any matters that may arise under the Charter Contract. The School and Authorizer acknowledge and agree that the Commissioner, Authorizer, members of the board of the Authorizer in their official capacity, and employees of the Authorizer are immune from civil or criminal liability with respect to all activities related to a charter school they approve or authorize. Notwithstanding Minn. Stat. 3.736, the School shall assume full liability for its activities and indemnify and hold harmless the Authorizer and its officers, agents, and employees from any suit, claim, or liability arising from any operation of the School and the Commissioner and Department officers, agents, and employees.

11.5 Severability. If any provision in the Charter Contract is held to be invalid or unenforceable, it will be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the Agreement.

11.6 Non-agency. It is understood that the School is not the agent of the Authorizer.

11.7 General Compliance and Assurances. The School and the Authorizer agree to comply with all Applicable Laws including, but not limited to, the Charter Law. In addition, the School and the Authorizer assure that they are eligible entities under the Charter Law.

As the designated Representative for Volunteers of America - Minnesota, I hereby issue this contract to the School.

[AUTHORIZER]

By: Julie Manworren PRESIDENT / CHIEF EXECUTIVE OFFICER
(June 24, 2023) (Position Held)

As the authorized representative for the School, I hereby certify that the school is able to comply with the contract and all applicable law and that the school, through its governing board, has approved and agreed to comply with and be bound by the terms and conditions of this contract.

[SCHOOL]

DocuSigned by:
Jennifer May BOARD CHAIR
348287BC0D057463 (June 24, 2023) (Position Held)

The charter contract addendums are as follows:

- A. School Program Description
- B. School Accountability and Authorizer Oversight System
- C. Special Education
- D. Signed Board Member Assurances
- E. School Closure Plan
- F. Authorizer School Renewal Evaluation

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SCHOOL PROGRAM DESCRIPTION



SCHOOL NAME: LAKES INTERNATIONAL LANGUAGE ACADEMY

DATE CHARTER WAS STATE APPROVED: JANUARY 30, 2004
FIRST SCHOOL YEAR SERVING STUDENTS: 2004-2005

GRADES SERVED: PreK-12 **GRADES APPROVED TO SERVE:** PreK-12

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

SCHOOL PHONE NUMBER: 651-464-0771 **SCHOOL WEBSITE:** www.mylila.org

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

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

SCHOOL PROGRAM DESCRIPTION

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

DESCRIPTION OF SCHOOL BOARD GOVERNANCE AND ELECTION PROCESS

The Charter Law requires the board of directors to decide and be responsible for policy matters related to the operation of the school, including budgeting, curriculum programming, personnel, and operating procedures. The board shall maintain a policy on nepotism in employment. The board shall maintain personnel evaluation policies and practices that, at a minimum: (1) carry out the school’s mission and goals; (2) evaluate the execution of charter contract goals and commitments; (3) evaluate

student achievement, postsecondary and workforce readiness, and student engagement and connection goals; (4) establish a teacher evaluation process; and (5) provide professional development funding related to the individual's job responsibilities.

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

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

The Board will be composed of nine qualified members who are passionate about the school's success and demonstrate professional expertise in curriculum, instruction, assessment, finance, facilities, law, business management, governance, administration, management, and experience in working with targeted student population. Standing committees include Executive, Finance, Elections, Policy Review, Director Evaluation, Board Training, Annual Meeting Planning, and Audit. The Board Chair will convene special advisory committees as deemed necessary by the Board.

SCHOOL'S PRESENT GOVERNING BOARD

| NAME | POSITION (i.e. PARENT / CHAIR) | TERM (start and end dates) |
|------------------|--|--------------------------------------|
| Jennifer May | Parent, Chair | 7/1/19 - 6/30/23 |
| Erin Ribar | Parent, Vice Chair | 7/1/21 - 6/30/25 |
| Jessie Sheldon | Teacher, Secretary | 7/1/19-6/30/23 |
| Corey Purkat | Parent, Treasurer | 7/1/21 - 6/30/24 |
| Diane Rohan | Community Member | 7/1/22 - 6/30/23 |
| Kaari Rodriguez | Teacher | 7/1/21 - 6/30/23 |
| Lindsay Schipper | Parent | 7/1/22 - 6/30/24 |
| Jean Woodberry | Teacher | 7/1/21 - 6/30/25 |

SCHOOL ADMINISTRATION / MANAGEMENT TEAM

| POSITION TITLE | SUMMARY OF POSITION DESCRIPTION / RESPONSIBILITIES |
|-----------------------------|---|
| Executive Director | Leadership and oversight, program development. |
| Chief Financial Officer | Budget management, finance records and reports, liaison to building company, bondholders & community, state compliance & reporting |
| Human Resources Director | Responsible for all aspects of recruiting, staffing, compensation and benefits, teacher licensure, international work visas, and HR documentation and compliance. |
| Advancement Director | Marketing, donor relations, communications, community liaison, grant-writing |
| Student Services Director | Oversee the Special Education services, nursing, and English language learner programs district-wide, including planning, budget management, staffing, and compliance. |
| Upper School Principal | Oversees the hiring, retention, and supervision of all staff, the academic program and related student progress, and all aspects of community building in the Upper School, grades 6-12, including extra-curricular activities. |
| Lower School Principal | Oversees the hiring, retention, and supervision of all staff, the academic program and related student progress, and all aspects of community building in the Kinder Center and Lower School, grades Pre-K - 12, including before- and after-school care and Kinder Prep Preschool. |
| Director of Facilities | Oversees all components of the school facilities and grounds, manages custodial staff and cleaning service relationship, checks and maintains school boiler, makes repairs to school buildings, mechanical, heating, ale, plumbing, electrical systems. |
| Director of Technology | Oversees all components of the school's technology plan and materials; supervises the upkeep and needs of the campuses in regards to technology; maintains technology for both educational and back-of-house uses |
| Director of School Age Care | Oversees and creates all school age care programming and supervises all staff of the school age care program |

SCHOOL FACULTY

| POSITION TITLE | SUMMARY OF POSITION DESCRIPTION/RESPONSIBILITIES |
|---------------------------------------|---|
| Lower School Classroom Teachers | Responsible for the primary instruction of students K-5 |
| Lower School Specialist Teachers | Responsible for the instruction of one or the following specialty areas with students K-5: Arts, Physical Ed, Enrichment. |
| Language Ambassador | Asssts in classrooms, being a target language model, and an additional educator in the classroom. |
| Special Education Teacher | Responsible for the instruction of students in the special ed program in th eareas designated by their IEP. |
| Special Education Para | Assist students with special needs under the direction of a certified teacher. |
| Basic Skills Teacher | Responsible for interventions in math and literacy for students in need of extra support. |
| Technology Assistant | Assist the Director of Technology in the coordination of all technotl |
| School site Administrative Assistants | Manage and complete daily attendance reporting, student records, receptionist duties. |
| Media Center Speialists | Media Center organization, inventory of media/books; library desk, teaching duties as assigned |
| HR & Payroll assistant | Assists with payroll, licensure, administration of benefits, HR documents. |
| SpEd admin/Finance assistant | Assists SpEd Director and Coordinator in budgeting, billing, managing student records and reporting |
| Custodians | Under the supervision of the Director of Facilities, help maintain buildings and grounds. |
| Lunchroom Assistant | Supervise students over the lunch hour both on the playground (at Lower School) and in the cafeteria |
| Upper School Teacher | Responsible for the instruction of various subject areas in grades 6 - 12. |
| Kinder Prep Teacher | Under the direction of the supervisor, responsible for the instruction of all students in the Kinder Prep program. |
| Kinder Prep Assistant | Assist the teachers in the instruction of Kinder Prep students. |
| School Age Care Admin Assistant | Handles all registration, billing, collection, and receptionist duties for Explorer Club |
| School Age Caregiver | Supervises students and facilitates planned activity wit groups of students enrolled in Explorer club |
| Activities / Registrar Assistant | Assists AD and HS Counselor in registrations, payments, communication, tours, and scheduling. |
| Health Aides | Under the direction of the Licensed School Nurse, provides routine health care at one building. |
| Licensed School Nurse | Provides oversight of health related concerns and manages required paperwork and reporting. Supervises and trains Health Aides. |
| Building Monitor | Provides building monitoring and serves as the school representative during after hours events. |
| Student Study Room Monitor | Supervises students who stay after school at Upper School. |
| Finance Assistant | Assists the CFO in the completion of the school's financial responsibilities |

| | |
|--|---|
| Float Teacher | Full time substitute teacher who is assigned to classes on a daily basis. |
| Arts, Activities, and Athletics Director | Coordinates all sports, clubs, and after school activities for students in grades 6- 12. Arranges travel and competitions as appropriate, hires coaches and advisors, ensures facilities are assigned to each activity, maintains calendar of activities. |
| School Assessment Coordinators | Coordinate and facilitate state mandated testing. |
| Lower School Enrichment Coordinator | Responsible for the coordination of all programming components of the school's enrichment (gifted and talented) program. |
| Academic Counselor | Manages enrollment process, tracks applications, assists students w/ class schedules & college readiness |
| Literacy Coordinator | Work with teachers to evaluate literacy data and assist with literacy programming and students struggling in literacy development. |
| Deans of Students | Coordinate school's social curriculum; support students and staff in responsive classroom techniques and IB attributes; Parent contact |

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

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

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

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

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

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

Enrollment Projections*

| Grade | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
|------------------------|----------------|----------------|----------------|----------------|
| PK | 135 | 135 | 135 | 135 |
| K | 130 | 124 | 140 | 140 |
| 1 st grade | 128 | 128 | 122 | 138 |
| 2 nd grade | 134 | 126 | 126 | 120 |
| 3 rd grade | 111 | 133 | 125 | 124 |
| 4 th grade | 106 | 110 | 132 | 123 |
| 5 th grade | 104 | 105 | 109 | 130 |
| 6 th grade | 105 | 111 | 112 | 116 |
| 7 th grade | 114 | 100 | 106 | 107 |
| 8 th grade | 95 | 97 | 83 | 89 |
| 9 th grade | 94 | 92 | 94 | 80 |
| 10 th grade | 64 | 76 | 74 | 76 |
| 11 th grade | 57 | 60 | 72 | 70 |
| 12 th grade | 43 | 55 | 58 | 70 |
| TOTAL | 1420 | 1452 | 1488 | 1518 |

*does not include deduct for PSEO participation in grades 10-12

SCHOOL CALENDAR: In compliance with Minnesota Code §120A.41, the school calendar will meet the following hours of instruction requirements: 425 hours for Kindergarten; 935 hours for grades 1-6; and 1020 hours for grades 7-12. The draft calendar presented here meets these requirements, leaving sufficient room in the calendar for unexpected events such as snow days in kindergarten and grades 1 - 6. Emergency weather closures in grades 7 - 12, where the school has a 1:1 technology program, automatically become synchronous e-learning days.

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

DESCRIPTION OF SERVICE-LEARNING PROGRAM: LILA's service learning plan is different from that of many schools as it is ingrained in our curriculum and the learning is more organic in nature, rather than pre-designed. As an International Baccalaureate (IB) school one of our main goals is to create global, internationally minded citizens. We do that through what we teach as well as how we teach and LILA very much values the idea of service learning. Our plan for service learning revolves around what the IB calls "action" as well as community connection.

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

Another element of our service plan aligns with one of the IB' s standards for the program which is that schools find ways to connect to their local communities. The idea behind this is that students participate and help in their community, while strengthening relationships. As stated before, we take a different view of service learning. LILA does this in a variety of different ways. We give back to our community and learn from our community by making connections with those around us.

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

DESCRIPTION OF SCHOOL FACILITY PLAN: LILA currently has three sites on two campuses. The Main Campus holds the Lower School and Kinder Center sites, which house grades PreK-5. The Upper School Campus houses grades 6-12. To accommodate planned enrollment growth, the school recently completed an addition of 12 classrooms, including science labs, art rooms, music rooms, a full-size gymnasium with seating for 700+ and a performing arts center to seat approximately 375. Future plans include the addition of signage at the Upper School, outdoor classrooms at both sites, a revamped playground at Kinder Center, all funded largely by grants and donations. In addition, LILA is planning to re-roof the east section of the Lower School building and install drain tile along the south east sides of the Lower School buildings in hopes of mitigating spring flooding in future years.

FINANCIAL MANAGEMENT AND BUDGET: The Board will have a standing Finance Committee which will be tasked with ensuring the school's financial plans are prepared for launch. The school's fiscal year will run from July through June each year, and the final budget will be approved no later than June 30 annually. Budgets will be designed to yield positive net income each year to strengthen the school's fund balance. (see attached three-year budget projection)

| 1 | Lakes International Language Academy | | | | | | |
|----|--|-----------------|-----------------|-----------------|-----------------|-----------------|--|
| 2 | Long-Range General Fund Budget Projection Model (Fund 01) | | | | | | |
| 3 | May 4, 2023 | FY23 | FY24 | FY25 | FY26 | FY27 | |
| 5 | | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | Notes |
| 7 | Enrollment Projections | | | | | | |
| 8 | Number Students Grade K | 128.5 | 124 | 140 | 140 | 145 | 6 sections of K |
| 9 | Number Students Grade 1 | 127.0 | 128 | 122 | 138 | 138 | common entry point into LILA for a handful of new students annually |
| 10 | Number Students Grade 2 | 132.0 | 126 | 126 | 120 | 136 | |
| 11 | Number Students Grade 3 | 112.0 | 133 | 125 | 124 | 118 | |
| 12 | Number Students Grade 4 | 106.0 | 110 | 132 | 123 | 122 | |
| 13 | Number Students Grade 5 | 104.0 | 105 | 109 | 130 | 121 | |
| 14 | Number Students Grade 6 | 107.5 | 111 | 112 | 116 | 120 | First year at Upper School; no prior language experience needed |
| 15 | Number Students Grade 7 | 114.5 | 100 | 106 | 107 | 111 | |
| 16 | Number Students Grade 8 | 97.0 | 97 | 83 | 89 | 90 | |
| 17 | Number Students Grade 9 | 95.5 | 92 | 94 | 80 | 86 | |
| 18 | Number Students Grade 10 | 67.8 | 76 | 74 | 76 | 66 | Last year of IB MYP; first year eligible to participate in PSEO |
| 19 | Number Students Grade 11 | 47.0 | 60 | 72 | 70 | 74 | Begin IB Diploma Programme |
| 20 | Number Students Grade 12 | 37.7 | 55 | 58 | 70 | 68 | deduct for PSEO students, gr 10-12; FY23 & on +5 exchange students gr 12 |
| 22 | Number Students Grades 6-12 | 567.0 | 591 | 599 | 608 | 615 | |
| 23 | Enrollment totals by state pupil unit weighting category | | | | | | |
| 24 | Total Number of Students Grade K | 128.5 | 124 | 140 | 140 | 145 | |
| 25 | Total Number of Students Grades 1-3 | 371.0 | 387 | 373 | 382 | 392 | |
| 26 | Total Number of Students Grades 4-6 | 317.5 | 326 | 353 | 369 | 363 | |
| 27 | Total Number of Students Grades 7-12 | 459.5 | 480 | 487 | 492 | 495 | |
| 28 | Total Number of MN Students* | 1276.5 | 1,317 | 1,353 | 1,383 | 1,395 | |
| 29 | *not including students with WI residency or Int'l students | | | | | | |
| 30 | Total Number of Current Year Pupil Units | 1,368.40 | 1,413.00 | 1,450.40 | 1,481.40 | 1,494.00 | |
| 32 | Total Number of Marginal Cost Pupil Units | 1,368.40 | 1,413.00 | 1,450.40 | 1,481.40 | 1,494.00 | |
| 33 | % increase in enrollment from prior year | 1.8 | 3.2 | 2.7 | 2.2 | 0.9 | |
| 34 | % change in 3rd grade enrollment from prior year | -0.021 | 0.188 | -0.060 | -0.008 | -0.048 | |
| 35 | | | | | | | |
| 36 | Number of International Students, grade 12 only | | | | | | |
| 37 | Chinese track | 0 | 0 | 1 | 1 | 1 | FY23: int'l students in state-funded student enrollment above |
| 38 | Spanish track | 0 | 0 | 1 | 1 | 1 | |
| 39 | Total International Students | 0 | 0 | 2 | 2 | 2 | |

| | | | | | | | |
|----|--|-------------------|-------------------|-------------------|-------------------|-------------------|--|
| 1 | Lakes International Language Academy | | | | | | |
| 2 | Long-Range General Fund Budget Projection Model (Fund 01) | | | | | | |
| 3 | May 4, 2023 | FY23 | FY24 | FY25 | FY26 | FY27 | |
| 5 | | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | Notes |
| 40 | Total 6-12 students, including International Students | 567 | 591 | 601 | 610 | 617 | |
| 41 | | | | | | | |
| 42 | State Revenue Assumptions and Calculations | | | | | | |
| 43 | | | | | | | |
| 44 | General Education Revenue | | | | | | |
| 45 | State Averages Per Pupil Unit | | | | | | |
| 46 | Inflation Rate Assumption - Basic only | 1.5% | 1.5% | 1.5% | 1.5% | 1.5% | |
| 47 | Basic including Transportation | \$6,863.00 | \$7,137.52 | \$7,423.02 | \$7,571.48 | \$7,722.91 | 4% in FY24 and FY25; 2% increase annually thereafter |
| 48 | Referendum Aid | 35.03 | 35.56 | 36.09 | 36.63 | 37.18 | |
| 49 | Sparsity | 32.73 | 29.90 | 29.90 | 29.90 | 29.90 | |
| 50 | Basic Transportation (deduct; we do not receive) | (319.82) | (324.62) | (329.49) | (334.43) | (339.45) | |
| 51 | Operating Capital | 226.64 | 226.77 | 226.64 | 226.77 | 226.64 | |
| 52 | Pension Revenue | 1.81 | 1.81 | 1.81 | 1.81 | 1.81 | |
| 53 | Equity | 115.15 | 116.88 | 118.63 | 120.41 | 122.22 | |
| 54 | Extended Time Revenue | 14.24 | 14.45 | 14.67 | 14.89 | 15.11 | |
| 55 | Gifted and Talented | 13.00 | 13.00 | 13.00 | 13.00 | 13.00 | |
| 56 | | | | | | | |
| 57 | Per Pupil Unit State Revenue | 6,981.78 | 7,251.26 | 7,534.27 | 7,680.46 | 7,829.32 | |
| 58 | | | | | | | |
| 59 | Total Per Pupil Unit State Revenue | \$6,981.78 | \$7,251.26 | \$7,534.27 | \$7,680.46 | \$7,829.32 | |
| 60 | | | | | | | |
| 61 | Total General Education State Revenue | 9,553,861 | 10,246,036 | 10,927,703 | 11,377,830 | 11,697,004 | |
| 62 | | | | | | | |
| 63 | Compensatory Revenue | | | | | | |
| 64 | Number of Students Oct. 1 of prior yr. | 1,260 | 1,277 | 1,317 | 1,353 | 1,383 | |
| 65 | Free Lunch Students prior yr. | 81 | 169 | 170 | 173 | 175 | FY23 federal discontinuation of free meals for all; FY23 begin linking eligibility to Medicaid; no application required to count for compensatory. |

| 1 Lakes International Language Academy | | | | | | | |
|---|---|------------|------------|------------|------------|------------|--|
| 2 Long-Range General Fund Budget Projection Model (Fund 01) | | | | | | | |
| 3 May 4, 2023 | | FY23 | FY24 | FY25 | FY26 | FY27 | |
| 5 | | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | Notes |
| 66 | Reduced Lunch Students prior yr. | 19 | 80 | 82 | 83 | 84 | |
| 67 | Adjusted Counts = 100% Free, 50% Reduced = (A) | 90.50 | 209.00 | 211.00 | 214.50 | 217.00 | |
| 68 | Concentration Portion | 0.0746 | 0.1637 | 0.1602 | 0.1585 | 0.1569 | |
| 69 | Concentration Factor (lessor of 1 or Conc. portion/.8) | 0.0933 | 0.2110 | 0.2110 | 0.2110 | 0.2110 | |
| 70 | Revenue/Adjusted Count = (B) | \$327.50 | \$749.00 | \$750.00 | \$750.00 | \$760.00 | |
| 71 | | | | | | | |
| 72 | Calculated Compensatory State Revenue ((A) x (B)) | 29,639 | 156,541 | 158,250 | 160,875 | 164,920 | calc based on average for all sites; revenue matches MDE compensatory report |
| 73 | | | | | | | |
| 74 | Building Lease Aid | | | | | | |
| 75 | Aid at \$1,314 (FY14 & on) per pupil unit as per state cap | 1,798,078 | 1,856,682 | 1,905,826 | 1,946,560 | 1,963,116 | lease schedule per the 2019 bond issue |
| 76 | Aid at 90% of Lease | 2,360,089 | 2,359,348 | 2,351,638 | 2,351,638 | 2,352,296 | |
| 77 | 90% of lease payment - per pupil unit | 1,725 | 1,670 | 1,621 | 1,587 | 1,574 | |
| 78 | Lessor of \$1,314/p.u. or 90% of lease payment | 1,798,078 | 1,856,682 | 1,905,826 | 1,946,560 | 1,963,116 | lease aid is \$1314/pupil unit or 90% of lease, whichever is less |
| 79 | Estimated Proration of Lease Aid Revenue | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | |
| 80 | | | | | | | |
| 81 | Total Prorated Building Lease Aid Revenue | 1,798,078 | 1,856,682 | 1,905,826 | 1,946,560 | 1,963,116 | |
| 82 | Lease Aid Revenue per pupil unit (before proration) | 1,314 | 1,314 | 1,314 | 1,314 | 1,314 | lease aid is maxed per enrollment |
| 83 | | | | | | | |
| 84 | Special Education Revenue | 1% | 1% | 1% | 1% | 1% | |
| 85 | State Special Education Aid and Uniform Billing to other Districts | 3,028,618 | 3,058,904 | 3,089,493 | 3,120,388 | 3,151,592 | FIN 740 |
| 86 | Third Party Billing Revenue & SpEd transportation aid | 37253 | 37626 | 38002 | 38382 | 38766 | |
| 87 | Federal Special Education Aid, not title (include Prior Year funds) | 279,743 | 282,540 | 285,366 | 288,219 | 291,102 | |
| 88 | | 3,345,614 | 3,379,070 | 3,412,861 | 3,446,989 | 3,481,459 | |
| 100 | Revenue Summary and Projections | | | | | | |
| 101 | | | | | | | |
| 102 | State & Federal Aids | | | | | | |
| 103 | General Education Revenue (from line 60) | 9,553,861 | 10,246,036 | 10,927,703 | 11,377,830 | 11,697,004 | |
| 104 | Quality Compensation Aid (Q Comp) & other misc state | 379,867 | 326,554 | 336,915 | 346,124 | 353,799 | based on prior year ADM |
| 105 | Federal Title Aid (Title I, II, III and IV) | 45,302 | 107,000 | 113,412 | 119,096 | 122,793 | FY22 includes \$10K federal Title IV |
| 106 | Compensatory Revenue + EL Cross Subsidy Aid | 30,792 | 156,541 | 158,250 | 160,875 | 164,920 | |
| 107 | Subtotal | 10,009,822 | 10,836,131 | 11,536,280 | 12,003,925 | 12,338,516 | |

| 1 | Lakes International Language Academy | | | | | | |
|-----|---|-------------------|-------------------|-------------------|-------------------|-------------------|--|
| 2 | Long-Range General Fund Budget Projection Model (Fund 01) | | | | | | |
| 3 | May 4, 2023 | FY23 | FY24 | FY25 | FY26 | FY27 | |
| 5 | | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | Notes |
| 108 | Building Lease Aid | 1,798,078 | 1,856,682 | 1,905,826 | 1,946,560 | 1,963,116 | |
| 109 | Literacy Incentive Aid | 88,154 | 90,951 | 93,437 | 95,509 | 96,337 | |
| 110 | Permanent School Fund (School Trust Land Endowment) | 56,958 | 61,578 | 63,585 | 65,268 | 66,663 | |
| 111 | Other Annual State Aid (LTFM, Safe Schools) | 198,816 | 204,703 | 209,640 | 213,732 | 215,395 | Long Term Facility Maintenance \$132/adj pupil unit |
| 112 | State ADSIS+ STEM grant+ special transport | 191,200 | 158,760 | 166,698 | 175,033 | 183,785 | |
| 113 | ESSER, ARP & other pandemic response aid (FIN 150, 155, 170, 160, 161, 6) | 283,972 | 0 | 0 | 0 | 0 | pandemic relief aid |
| 114 | Special Education Aid (Fed and state) not title | 3,345,614 | 3,379,070 | 3,412,861 | 3,446,989 | 3,481,459 | |
| 115 | | | | | | | |
| 116 | Total State & Federal Aids | 15,974,613 | 16,587,875 | 17,388,327 | 17,947,016 | 18,345,271 | 252,061 |
| 117 | | | | | | | |
| 118 | International Students | | | | | | 15974613 from budget |
| 119 | Annual tuition per student | 16,451 | 16,698 | 16,948 | 17,203 | 17,461 | |
| 120 | Tuition revenue total | 0 | 0 | 33,897 | 34,405 | 34,921 | |
| 121 | Annual hosting fee per student | 10,614 | 10,773 | 10,934 | 11,098 | 11,265 | |
| 122 | Total hosting fees total | 0 | 0 | 40,000 | 40,000 | 40,000 | |
| 123 | Visa assistance total | 0 | 0 | 9,000 | 9,000 | 9,000 | |
| 124 | Total International Students Revenue | 0 | 0 | 82,897 | 83,405 | 83,921 | |
| 125 | | | | | | | |
| 126 | Other Revenue | | | | | | |
| 131 | Special Education Uniform Billing | inc above | inc above | inc above | inc above | inc above | |
| 132 | Gifts and Bequests/Donations/grants OBJ 096 | 167,516 | 150,000 | 100,000 | 100,000 | 100,000 | FY22-24: \$50K local foundation; FY23-25: CTE benefactor sponsorship \$50K/yr, general donations |
| 133 | Misc. Local Revenue (includes indirect cost payments) OBJ 099 | 68,500 | 69,185 | 69,877 | 70,576 | 71,281 | |
| 134 | Gen Ed Tuition Payments (for out-of-state students) | 0 | 0 | 0 | 0 | 0 | |
| 135 | Facilities rental fees OBJ 093 | 80,000 | 80,000 | 35,000 | 37,000 | 39,000 | |
| 136 | Athletics & Activity, field trip, student fees OBJ 050, 060 | 204,788 | 215,027 | 225,779 | 237,068 | 248,921 | |
| 137 | Sales & concessions OBJ 620 | 600 | 630 | 662 | 695 | 729 | |
| 138 | Interest Revenue OBJ 092 | 14,000 | 20,000 | 20,300 | 20,605 | 20,914 | |
| 139 | | | | | | | |
| 140 | | | | | | | |
| 141 | Total Other Revenue | 535,404 | 534,842 | 451,617 | 465,942 | 480,845 | |
| 142 | | | | | | | |
| 143 | Total Revenue | 16,510,017 | 17,122,718 | 17,922,841 | 18,496,364 | 18,910,038 | |
| 144 | | | | | | | |
| 145 | Expenditure Calculations | | | | | | |
| 146 | | | | | | | |
| 147 | Assumptions | <i>estimated</i> | <i>estimated</i> | <i>estimated</i> | <i>estimated</i> | <i>estimated</i> | |
| 148 | % Free Lunch prior year | 8.0% | 14.0% | 14.0% | 14.0% | 14.0% | |
| 149 | % Reduced Lunch prior year | 5.0% | 4.0% | 4.0% | 4.0% | 4.0% | |
| 150 | % of LEP Students identified | 3.0% | 3.0% | 3.0% | 3.0% | 3.0% | |
| 151 | Number of LEP Students identified | 38 | 47 | 47 | 49 | 50 | |
| 152 | | | | | | | |
| 153 | Inflation Calculations | | | | | | |
| 154 | Salaries & Benefits | 2.0% | 4.0% | 2.0% | 2.0% | 2.0% | |
| 155 | Other costs | 1.5% | 1.5% | 1.5% | 1.5% | 1.5% | |
| 156 | | | | | | | |
| 157 | New Staff Calculations | | | | | | |
| 158 | Staff increases based on enrollment increases | | | | | | |
| 159 | Actual/projected enrollment change from prior year, grade K | 1 | (5) | 16 | 0 | 5 | |
| 160 | Actual/projected enrollment change from prior year, grades 1-5 | 20 | 21 | 12 | 21 | 0 | |
| 161 | Actual/projected enrollment change from prior year, grades 6-12 | 2 | 24 | 8 | 9 | 7 | |
| 162 | Added new K teacher FTEs - calculated at 25:1 ratio | 0.0 | (1.0) | 0.0 | 0.0 | 0.2 | |
| 163 | Add new grade 1-5 teacher FTEs - calculated at 25:1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | |
| 164 | Add new grade 6-12 teacher FTEs - calculated at 28:1 | 0.1 | 0.0 | 0.3 | 0.3 | 0.3 | |
| 165 | Additional licensed teachers | 3.0 | 0.0 | 1.0 | 1.0 | 1.0 | |
| 166 | Total. Adjust rounding to actual | 3.1 | (1.0) | 1.3 | 1.3 | 1.5 | |
| 167 | Add FTE to give all 6-12 classroom teachers 5 sections/day plus lunch | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 | |
| 168 | Total number of new licensed teachers | 3.1 | (1.0) | 1.4 | 1.4 | 1.6 | |

| 1 | Lakes International Language Academy | | | | | | |
|-----|---|------------|--------------|------------|------------|------------|---|
| 2 | Long-Range General Fund Budget Projection Model (Fund 01) | | | | | | |
| 3 | May 4, 2023 | FY23 | FY24 | FY25 | FY26 | FY27 | |
| 5 | | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | Notes |
| 170 | Non-Teachers Added | | | | | | |
| 171 | | | | | | | |
| 172 | Additional staffing adjustments | 5.0 | (3.0) | 1.0 | 2.0 | 1.0 | FY23: float teacher; assistant dean, SpEd asst director; FY24-27: HR staff; Dean/student support |
| 173 | | | | | | | |
| 174 | Total new staff added/subtracted | 8.1 | (4.0) | 2.4 | 3.4 | 2.6 | |
| 175 | Projected new teacher (1 FTE) Salary cost | 48,899 | 48,000 | 48,960 | 49,939 | 50,938 | |
| 176 | Added salary cost - teachers (added FTE's x cost) | 152,565 | (48,000) | 66,586 | 67,917 | 79,463 | |
| 177 | Added cost - others per above x \$42,000 | 210,000 | (126,000) | 42,000 | 84,000 | 42,000 | |
| 178 | | | | | | | |
| 179 | Expenditure Calculations | | | | | | |
| 180 | Budget Calculations | | | | | | |
| 181 | Salaries and wages | 9,077,623 | 9,316,728 | 9,711,648 | 10,157,798 | 10,582,418 | |
| 182 | Benefits | 1,924,770 | 2,329,182 | 2,427,912 | 2,539,450 | 2,645,604 | |
| 183 | Other Contracted Services (not authorizer fees) | 631,298 | 640,767 | 650,379 | 660,135 | 670,037 | |
| 184 | Business Support Services | 96,685 | 101,249 | 105,577 | 109,537 | 112,145 | |
| 185 | Communications Services (OBJ 320) | 36,108 | 36,469 | 36,833 | 37,202 | 37,574 | |
| 186 | Postage (OBJ 329) | 3,185 | 3,216 | 3,249 | 3,281 | 3,314 | |
| 187 | Utilities (OBJ 330) | 295,000 | 298,000 | 302,470 | 307,007 | 311,612 | |
| 188 | Insurance (OBJ 340) | 148,075 | 166,585 | 169,083 | 171,620 | 174,194 | |
| 189 | Repairs and Maintenance (OBJ 350) | 246,837 | 251,774 | 256,809 | 261,945 | 267,184 | |
| 190 | Contracted Transportation (SpEd, field trips, homelessness) | 139,653 | 142,446 | 145,295 | 148,201 | 151,165 | |
| 191 | Travel, conferences and staff training (OBJ 366, 368) | 56,735 | 57,587 | 58,452 | 59,330 | 60,221 | |
| 192 | Building rent (eligible for lease aid) | | | | | | |
| 195 | 2019 Amended and Restated Lease Schedule Amount | 2,622,321 | 2,621,498 | 2,612,931 | 2,612,931 | 2,613,662 | |

| | | | | | | | |
|---|--|----------------|----------------|----------------|----------------|----------------|-------|
| 1 | Lakes International Language Academy | | | | | | |
| 2 | Long-Range General Fund Budget Projection Model (Fund 01) | | | | | | |
| 3 | May 4, 2023 | FY23 | FY24 | FY25 | FY26 | FY27 | |
| 5 | | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | Notes |

| | | | | | | | |
|-----|---|-------------------|-------------------|-------------------|-------------------|-------------------|---|
| 196 | Deduct for K Prep preschool portion (ineligible for lease aid) | 0 | 0 | 0 | 0 | 0 | received academic status for LILA preK and deduct waived |
| 197 | 2006 Bonds Issued | 0 | | | | | |
| 198 | Building Repair and Replacement Fund | inc. above | | | | | |
| 199 | Annual Issuer, audit, accounting and other fees | inc. above | | | | | |
| 200 | | | | | | | |
| 201 | Total Building Rent Eligible for Lease Aid | 2,622,321 | 2,621,498 | 2,612,931 | 2,612,931 | 2,613,662 | |
| 202 | Portion of lease not eligible for lease aid (preK) | 0 | 0 | 0 | 0 | 0 | |
| 203 | Other Rentals & Operating Leases (copiers, U-Hauls, OBJ 370) | 92,702 | 94,093 | 95,504 | 96,936 | 98,391 | |
| 204 | General, Maintenance, and Instructional Supplies & Materials (tech & library) | 585,000 | 560,000 | 568,400 | 576,926 | 585,580 | |
| 205 | Media Resources | 5,000 | 4,000 | 6,000 | 10,000 | 6,000 | |
| 206 | Technology and other FFE OBJ 455, 456, 555, 556 | 40,000 | 15,000 | 25,000 | 75,000 | 50,000 | |
| 207 | Principal and Interest on short-term Loans | 0 | 0 | 0 | 0 | 0 | |
| 208 | Dues and memberships | 83,151 | 84,398 | 85,664 | 86,949 | 88,253 | IB PYP, MYP, DP dues; authorizer; professional memberships; MACS membership |
| 209 | Other Expenses; special grant spending | 130,230 | 115,000 | 116,725 | 118,476 | 120,253 | FY22-25 benefactor sponsored tech & design classrooms |
| 210 | | | | | | | |
| 211 | International Students Expenses (other than classroom) | | | | | | |
| 212 | Room & Board | 0 | 0 | 0 | 0 | 0 | |
| 213 | Student Entrance Coordinator | 11,419 | 11,590 | 11,764 | 11,940 | 12,119 | |
| 214 | Guidance Counselor/College Coordinator | 11,419 | 11,590 | 11,764 | 11,940 | 12,119 | |
| 215 | Marketing & Travel | included above | included above | included above | included above | included above | |
| 216 | Student visas | 0 | 0 | 0 | 0 | 0 | |
| 217 | Total International Student Expenses (non-classroom) | 22,838 | 23,180 | 23,528 | 23,881 | 24,239 | |
| 218 | | | | | | | |
| 226 | Total Expenditures | 16,237,211 | 16,861,172 | 17,401,460 | 18,056,604 | 18,601,845 | |
| 227 | Annual Surplus (Deficit) without capital campaign restricted fund spend down | 272,807 | 261,545 | 521,381 | 439,760 | 308,193 | |
| 228 | Spend down capital campaign restricted fund | 55,000 | 55,000 | 55,000 | 55,000 | 55,000 | |

| | | | | | | | |
|-----|--|------------------|------------------|------------------|------------------|------------------|---|
| 229 | Annual Surplus (Deficit) WITH capital campaign restricted fund spend down | 217,807 | 206,545 | 466,381 | 384,760 | 253,193 | |
| 230 | | | | | | | |
| 241 | Beginning Fund Balance | 4,551,628 | 4,769,435 | 4,975,980 | 5,442,361 | 5,827,121 | |
| 242 | | | | | | | |
| 243 | Ending Fund Balance | 4,769,435 | 4,975,980 | 5,442,361 | 5,827,121 | 6,080,314 | |
| 244 | | | | | | | |
| 245 | Fund Balance Percentage of Annual Total Expenditures | 29.4% | 29.5% | 31.3% | 32.3% | 32.7% | includes capital campaign spend down |
| 246 | | | | | | | |
| 247 | Annual Principal & Interest Due on the Bonds (for DSC calc) (2019 OS) | 2,484,846 | 2,483,921 | 2,482,159 | 2,481,084 | 2,483,896 | |
| 248 | | | | | | | |
| 249 | Debt Service Coverage Ratio Analysis | | | | | | |
| 250 | (surplus+ principal & interest due on the bonds/principal & interest due on the b | 1.110 | 1.105 | 1.210 | 1.177 | 1.124 | cover ratio analysis does not include planned spend down of prior year restricted funds (capital campaign/foundation match) |
| 251 | | | | | | | |

School Accountability and Authorizer Oversight System

SCHOOL STATUTORY PURPOSES:

- **PRIMARY PURPOSE (M.S. 124E.01): The primary purpose of the charter school is to improve all pupil learning and all student achievement.**

PERFORMANCE STANDARDS / EXPECTATIONS: VOA-MN Academic Performance Standards below.

MEASURE: MCA exams and locally determined supplemental data based on nationally normed assessments.

REPORTING: Progress meeting these expectations is a required element of the Annual Report and “World’s Best Workforce” Plan.

- **STATUTORY PURPOSE II (MS 124E.01): Increase learning opportunities for all pupils.**

PERFORMANCE STANDARD / EXPECTATIONS: The school will continue to implement a dual language immersion International Baccalaureate Program grades Preschool through 12.

MEASURE: Locally determined, board approved annually.

REPORTING: Progress meeting these expectations is a required element of the Annual Report.

- **ADDITIONAL PURPOSE (M.S. 120B.11): The school is to meet the outcomes adopted by the Commissioner for all public school students under Minnesota Statutes, section 120B.11 (“World’s Best Workforce”), applicable to elementary and high schools.**

Specifically, that 1) all racial and economic achievement gaps between students are closed; 2) all children are ready for school; 3) all third-graders can read at grade level; 4) All students are ready for career and college; and 5) all students graduate from high school.

PERFORMANCE STANDARD / EXPECTATIONS: Locally determined, board approved annually.

MEASURE / GOALS: locally determined, board approved annually for each of the outcomes.

REPORTING: Element of the Annual Report and “World’s Best Workforce” Plan.

Introduction

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

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

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

Volunteers of America - Minnesota Accountability Plan

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

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

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

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

Progress meeting VOA-MN Standards is monitored and communicated to schools annually through the school Formal Site Visit Reports and three VOA-MN Charter School Network Reports (academic,

finance, governance). Renewal contract length is based on an average of school’s performance over the term of the contract. Renewal decisions for a three-year or five-year contract term will be based on two and four fiscal years of data respectively.

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.

The following is an example of a five-year contract term renewal calculation:

| ANNUAL AND CONTRACT RENEWAL CALCULATIONS TABLE | | | | | |
|--|-----------------------------|-------------|-------------|-------------|----------------|
| | YR 1 Rating | YR 2 Rating | YR 3 Rating | YR 4 Rating | Average Rating |
| ACADEMIC (50%) | % | | | | |
| FINANCE (20%) | % | | | | |
| ORGANIZATION (30%) | | | | | |
| | BOARD GOVERNANCE (15%) | | | | |
| | MANAGEMENT OPERATIONS (15%) | | | | |
| | TOTAL | | | | |
| CUMULATIVE TOTAL AVERAGE | | | | | |

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.

- **ACADEMIMC PROGRA PERFORMANCE - Is the school’s Learning Program a Success?**

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

Workforce requirements and additional statutory purposes are also measured in the Learning program section.

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

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

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

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

Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. Imbedded WBWF. A school may also use a nationally normed exam as a supplemental indicator. The “comparison” group will be the nationally-normed group.

(Data Source: Evidence / Source: Minnesota Department of Education).

Scale:

2 = School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend.

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

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

Academic Performance Standard 2 - Over the term of the contract, the school will maintain an average state-determined minimum achievement level of (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (Evidence / Source: North Star Academic Progress) A school may also use a nationally normed exam as a supplemental indicator. The minimum growth level will be the nationally-normed expected growth.

Scale:

2 = School's achievement level of "increased and maintained" is 65% or higher.

1 = School's achievement level of "increased and maintained" is between 64.9% and 50.1%.

0 = School's achievement level of "increased and maintained" is below 50%.

Academic Performance Standard 3 - The difference between the “all-students” proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement. Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed. (Evidence / Source: Minnesota Department of Education). A school may also use a nationally normed exam as a supplemental indicator Scale:

2 = The difference between the “all-students” proficiency rate and all student group proficiency rates has been reduced.

1 = The difference between the “all-students” proficiency rate and at least one student group proficiency rate has been reduced.

0 = The difference between the “all-students” proficiency rate and all reportable student group proficiency rates has increased.

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

2 = Meets all criteria and is adhered to.

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

0 = School has not adopted a teacher evaluation process.

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

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

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

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

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

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

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

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

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

2 = The school has a plan and is meeting their WBWF goals.

1 = The school has a plan for meeting their WBWF goals and measuring progress.

0 = The school does not have a plan for meeting their WBWF goals and measuring progress.

- **FINANCIAL SUSTAINABILITY – Does the School Exhibit Strong Financial Health?**

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

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

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

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

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

2 = surplus position

1 = NA

0 = deficit position

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

2 = never missed

1 = missed 1 time

0 = missed > 1 time

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

2 = submitted

1 = n/a

0 = not submitted

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

2 = no findings

1 = 1 or more "significant deficiency" finding(s)

0 = 1 or more "material weakness" or legal compliance finding(s)

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

2 = never late

1 = late 1-2 times

0 = late > 3 times

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

2 = never missed

1 = missed 1-2 times

0 = missed > 2 times

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

2 = 20% or >

1 = 15-20%

0 = < 15%

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

2 = 8-12 meetings/year

1 = 5-9 meetings/year

0 = 0-4 meetings/year

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

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

1 = NA

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

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

2 = not in SOD

1 = n/a

0 = in SOD

SCHOOL BOARD GOVERNANCE & OPERATIONS - Is the organization effective and well run?

- SCHOOL BOARD GOVERNANCE
- SCHOOL MANAGEMENT AND OPERATIONS

- **SCHOOL BOARD GOVERNANCE**

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

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

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

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

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

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

Board Structure and Development

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

2 = The Board structure meets bylaws and state statute.

1 = The Board did not meet requirements for the entire fiscal year.

0 = The Board's structure does not meet bylaws and/or state statute.

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

2 = The Board has a plan with evidence of training consistent with the plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.

1 = The board has a plan but is unable to provide evidence of completion of board member training to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.

0 = The Board does not implement a plan to ensure Board members have the necessary knowledge.

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

2 = The Board adheres to a thorough process for the orientation of new board members.

1 = The Board has a process for the orientation of new board members, but it is not consistently followed.

0 = The Board does not have a membership orientation process for new board members.

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

2 = All Board members comply with Minnesota law regarding board training requirements.

1 = One Board member did not fully comply with Minnesota law regarding board training requirements and was removed.

0 = More than one Board member did not fully comply with Minnesota law regarding board training requirements.

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

2 = The Board completes a formal self-evaluation each year.

1 = The Board competes informal self-evaluations during one or more board meeting(s).

0 = board does not self-evaluation

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

2 = The Board has no infractions of MN Open Meeting Law.

1 = The Board has 1 infraction of MN Open Meeting Law.

0 = The Board has 2 or more infractions of MN Open Meeting Law.

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

2 = Bylaws are consistent with state law and the board reviews them regularly.

1 = Bylaws are consistent with state statute but have not been reviewed regularly.

0 = Bylaws are inconsistent with state statute.

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

2 = All requirements were met.

1 = NA

0 = Election requirements were not met.

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

2 = The Board completed a formal evaluation of the school leader including all aspects of the job description.

1 = The Board completed an evaluation of the school leader but not on all aspects of the job description.

0 = The Board did not complete an annual evaluation of the school leader.

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

2 = A professional development plan for the non-licensed individual(s) was documented in the School's Annual Report or the School's Director holds an administrative license.

1 = NA

0 = A professional development plans for the non-licensed individual(s) was not documented in the School's Annual Report.

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

2 = Meeting minutes include three or more examples of the Board monitoring the organization's adherence to school board policies.

1 = Meeting minutes includes one or two examples of the Board monitoring the organization's adherence to school board policies.

0 = Meeting minutes include no evidence of the Board monitoring the organization's adherence to school board policies.

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

2 = The board has required Data Practice policies with evidence that they are implemented in accordance with federal data practices law and the Minnesota Data Practices Act. There is evidence that board and faculty are trained in Data Practices. There were zero incidents of not following data practice policies.

1 = The board has required Data Practice policies with evidence that they are implemented in accordance with federal data practices law and the Minnesota Data Practices Act. There is evidence that board and faculty are trained in Data Practices. There was one incident of noncompliance with federal data practices law and the Minnesota Data Practices Act.

0 = The board does not have one or more required Data Practice policies in place and/or there was insufficient evidence that board and faculty are trained in Data Practices. There has been two or more incidence of noncompliance with federal data practices law and the Minnesota Data Practices Act.

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

2 = Meeting minutes include evidence of regular oversight of school academic performance.

1 = At least half of the Board meeting minutes include evidence of oversight of school academic performance.

0 = Less than half of the Board meeting minutes or less include evidence of oversight of school academic performance.

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

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

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

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

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

2 = Board documents were distributed to all Board members at least 3 days prior to each board meeting.

1 = Board documents were not distributed to all Board members one or two times.

0 = Board documents were not distributed to all Board members three or more times.

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

2 = A complete Board Documents Binder is kept includes meeting minutes, bylaws and articles of incorporation and financial statements; and the school's website includes the statutory requirements for posting board-related information.

1 = Complete information is available both in a binder and on the school's website; but there are 1-2 incidents of minutes not being posted after board approval.

0 = Information is incomplete in the binder or on the school's website.

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

2 = The Board has a thorough policy review calendar/plan and review policies as a regular component of regular board meetings.

1 = The Board has a policy review calendar/plan and reviews policies at half or fewer of the regular board meetings.

0 = The Board does not have a calendar/plan for policy review and/or reviews policies at half or fewer of the regular meetings.

- **SCHOOL MANAGEMENT AND OPERATIONS** - Effective day-to-day operations of a charter school support the Learning Program. A well-run school provides an environment in which staff and students can perform at the highest possible level and more effectively reach the school's goals. Management and operations of the school will be monitored and reported by the authorizer using the Formal Site Visit Rubric. The standards also serve as the criteria for

contract renewal determinations. The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed (example: based on cell size being to small). One sample rating scale is imbedded below to provide the reader with context.

Authorizer standards / expectations for school management and operations include:

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

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

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

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

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

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

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

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

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

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

1 = The school is making progress approaching standard.

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

M/O Standard 4 - The School complies with state and federal data practices and privacy laws (Minn. Stat. Chapter 13 and Family Educational Rights and Privacy Act (FERPA)). Data Source: Board minutes, VOA-MN Visit Review

Scale:

2 = There were zero incidents of not following state and federal data practices policies and privacy laws.

1 = There was one incident of noncompliance with state and federal data practices policies and privacy laws.

0 = Does Not Meet - There have been two or more incidences of noncompliance with state and federal data practices policies and privacy laws.

M/O Standard 5: Evidence suggests that the school engages parents and students in ways that build positive relationships and engages them as partners in their child's learning (Data source: annual school site visits, annual submission calendar document review, discussions with school leadership) Scale:

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

1 = The school is making progress approaching standard.

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

M/O Standard 6: Evidence suggests that the school-teachers are covering the scope and sequence of the state academic standards and engaging in data-driven decision-making. (Data source: annual school site visits, annual submission calendar document review, discussions with school leadership) Scale:

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

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

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

M/O Standard 7: The school employs highly qualified, appropriately licensed teachers. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership) Scale:

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

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

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

M/O Standard 8: Criminal background checks are conducted on all persons per the board policy and Minn. Stat. 123B.03, Subd.1. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership) Scale:

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

1 = NA

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

M/O Standard 9: The school meets / maintains its enrollment goals. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership) Scale:

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

1 = NA

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

M/O Standard 10: The school institutes a fair and open student admission process that complies with Minnesota law. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership) Scale:

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

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

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

M/O Standard 11: The school's employment process complies with state and federal law. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership)

Scale:

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

1 = The school is making progress meeting standard.

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

M/O Standard 12: The school has defined job descriptions and defined evaluation process for all personnel. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership) Scale:

2 = The school could provide evidence of job descriptions for all employee positions and aligned to an evaluation process.

1 = The school could provide evidence of job descriptions for most employee positions but did not have a defined evaluation process.

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

Special Education - Services to Students with a Disability

M/O Standard 13: The school complies with IDEA, special education laws and school's TSES plan, including "Child Find." Applicable training is provided to faculty annually. (Data source: annual site visits, annual submission calendar document review, discussions with school leadership, MDE communications) Scale:

2 = The school could provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find."

1 = The school could provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find." However, the school has been the subject of MDE complaint investigation with findings.

0 = The school could not provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find."

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

2 = The school is not subject to special education investigations by MDE and is not in corrective action or is adhering to their plan to resolve concerns.

1 = The school has been the subject of MDE investigations with findings. Progress has been observed to resolve findings.

0 = The school has been the subject of MDE investigations with findings. Findings have not been resolved.

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

2 = The school could provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC).

1 = The school contracts with a special education director but could not provide evidence that it has a SEAC that meets at least annually.

0 = The school could not provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC).

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

ONGOING AUTHORIZER SCHOOL MONITORING

SITE VISITS

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

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

BOARD MEETINGS

Another important component of VOA-MN authorizer oversight is board meeting observations conducted at least twice per year and more often for schools within their first two years after initial charter approval. Authorizer VOA-MN uses the Board Meeting Observation Rubric and provides

timely feedback to the school boards. VOA-MN also closely monitors the monthly board meeting minutes and financials of each authorized school and provides feedback to the school as needed.

SCHOOL PUBLISHED ANNUAL REPORTS

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

AUTHORIZER PUBLISHED SCHOOL PERFORMANCE REPORTS

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

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

RANGE OF POSSIBLE INTERVENTIONS

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

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

Charter School Contract Renewal and Revocation Process

Renewal Process

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

End-of-Term Evaluation

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

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

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

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

Termination or Nonrenewal of a Contract

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

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

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

renew or not renew a contract no later than 20 business days before the proposed date for terminating the contract or the end date of the contract.

Example VOA-MN Timeline for Contract Renewal Process

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

If Terminating/Not Renewing

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



LAKES INTERNATIONAL LANGUAGE ACADEMY

Special Education Services

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

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

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

Responsibilities of the Board:

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

Responsibilities of the School Management:

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

As a result of this expectation, the Authorizer will:

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



COMPLIANCE AGREEMENT

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

- 1. DocuSigned by:
Diane Rohan
8858180720F144
Board Member Signature
Diane Rohan
Printed Name
- 2. DocuSigned by:
Erin Ribar
20C79E4A88740E
Board Member Signature
Erin Ribar
Printed Name
- 3. DocuSigned by:
Jean Woodberry
A3CC6D0A082810E
Board Member Signature
Jean Woodberry
Printed Name
- 4. DocuSigned by:
Jennifer May
218387008087482
Board Member Signature
Jennifer May
Printed Name
- 5. DocuSigned by:
Jessie Sheldon
EE798DFAAASAAAE
Board Member Signature
Jessie Sheldon
Printed Name
- 6. DocuSigned by:
Kaari Rodriguez
189C1D0040B14E7
Board Member Signature
Kaari Rodriguez
Printed Name
- 7. DocuSigned by:
Lindsay Schipper
78BAC4AD00C4F5
Board Member Signature
Lindsay Schipper
Printed Name
- 8. DocuSigned by:
Corey Purkat
C7D88E2A46A41C
Board Member Signature
Corey Purkat
Printed Name
- 9. vacant
Board Member Signature
Printed Name

Charter School Closure Plan

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

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

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

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

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

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

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| | <ul style="list-style-type: none"> <input type="checkbox"/> Existing insurance coverage should be maintained on the assets until the disposal of such assets. In accordance with the Wind-Up Plan. <input type="checkbox"/> Continue existing insurance for School Facility, vehicles and other assets until 1) disposal or transfer of real estate or termination of lease, and 2) disposal, transfer or sale of vehicles and other assets are sold, respectively. <input type="checkbox"/> Negotiate School Facility insurance with entities that may take possession of School Facility – lenders, mortgagors; bond holders, etc., if possible. <input type="checkbox"/> Appropriate security services should be obtained or maintained. <input type="checkbox"/> Action may include moving assets to secure storage after closure or loss of the School Facility. | | | |
| 17 | <p>Inventory</p> <p>No later than 30 days prior to CHARTER REVOCATION, <u>all</u> of the School’s assets must be inventoried with item #'s and quantities and/or its inventory updated.</p> <ul style="list-style-type: none"> <input type="checkbox"/> All assets of the School, not just ones over a certain dollar value must be inventoried. <input type="checkbox"/> Provide VOA OF MN with a copy of the inventory. <input type="checkbox"/> Identify assets belonging to other entities (school district, county, municipality, health department, Authorizing foundation, vendors, PTA, etc.), including those borrowed or loaned. <input type="checkbox"/> Identify assets encumbered by the terms of a contingent gift, grant or donation, or a security interest. <input type="checkbox"/> Return assets not belonging to School and document same. | Board Chair & School Director | | |
| 18 | <p>Liquidation of Assets</p> <p>Assets must be liquidated in a commercially reasonable manner including, but not limited to, sale by way of auction, sealed bidding or other commercially reasonable sales methods to the extent permitted under agreements with existing creditors and to the extent such assets are free and clear of any liens or encumbrances. If an asset is subject to a lien, encumbrance or security interest (above), the secured party should be contacted.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pursuant to MN Statute 317A.735, no asset may be given away, except as authorized by law. In cases where the cost of disposing of an asset will exceed the cost to be received at sale or auction, it may be permissible to give away or discard such assets. However, this should be cleared from the largest or sole creditor(s) in advance. <p>School Board members and their relatives as well as employees and students of the School should not</p> | School board chair and treasurer | | |

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| | purchase any asset unless the purchase is disclosed to the School Board and the disclosure is made a matter of record in the School Board's minutes and approved by a majority of the non-interested members of the School Board. | | | |
| 19 | <p>D&O Insurance</p> <p>Maintain existing directors and officer's liability (D&O) insurance, if any, until final dissolution of the School Corporation. If no such D&O insurance exists, disclose this fact to the board of directors.</p> | School Board | | |
| 20 | <p>Interim Statements</p> <p>No later than 10 days after CHARTER REVOCATION, prepare, and submit to the VOA of MN, an interim statement in a form satisfactory to the VOA of MN, of the status of all contracts and other obligations of the School Corporation, and all funds, including principal and accrued interest, owed to, and by, the School Corporation, with supporting evidence showing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> all creditors or former creditors, any amounts paid to creditors (or in-kind exchanges of assets), and any amounts of debt of the School or School Corporation outstanding, including principal and accrued interest, as of the date of the interim report; and <input type="checkbox"/> all amounts owed to the School Corporation by debtors, any amounts paid by debtors, and whether any debtors have paid in full, and any amounts outstanding; and <input type="checkbox"/> all income generated through sale or auction of assets and any other change in status of assets. <p>The School will prepare and submit such statements to the VOA-MN at 30-day intervals until the final statement (below) is prepared and submitted.</p> | School board chair or designee | | |
| 21 | <p>Final Statement</p> <p>At a date to be determined by the VOA-MN, anticipated to be no later than 90 days after CHARTER REVOCATION, no later than 10 days prior to the filing of a dissolution proceeding, the School shall prepare to the full satisfaction of the VOA of MN a final statement of the status of all contracts and other obligations of the School Corporation, and all funds owed to the School, audited (or confirmed) by an independent accountant, with supporting evidence showing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> all assets and the value and location thereof, whether such asset has been distributed to creditors in satisfaction or payment of any existing debt obligation; and <input type="checkbox"/> each remaining creditor and any and all amounts owed to each creditor, including principal and accrued interest through the date of such statement; and | School board chair or designee | | |

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| | <ul style="list-style-type: none"> <input type="checkbox"/> statement that (a) all debts have been collected, or (b) that good faith efforts have been made to collect same, and <input type="checkbox"/> each remaining debtor of the School or School Corporation and the amounts owed by each debtor, including principal and accrued interest. <input type="checkbox"/> This statement is submitted to the VOA-MN in the form in which it will be sworn and submitted to the MN Attorney General and/or MN Secretary of State as part of any dissolution proceeding. <input type="checkbox"/> This statement is in addition to the final Financial Statement Audit (below). | | | |
| Corporate Records / Accounting | | | | |
| 22 | <p>Final Financial Statement Audit</p> <p>The School must have a financial statement audit performed in accordance with the Charter and the Act no later than November 1st of the calendar year in which the School ceases instruction.</p> | School Board | | |
| 23 | <p>Closeout of State and Federal Grants</p> <p>State, federal and other grants must be closed out, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> notification to the grant entity of the School closure; and <input type="checkbox"/> filing of any required expenditure reports or receipts and any required program reports. <p>The School Corporation should continue to pursue grant funds to which it is entitled, provided that it fully discloses its current situation and intentions with respect to closure. The School Corporation should not seek or accept grant funds for future school years when the School will be closed. Grant status should be noted on financial statements.</p> | School Board | | |
| 24 | <p>U.S. Dept. of Education Filings</p> <p>File Federal form 269 or 269a if the School was receiving funds directly from the United States Department of Education. <i>See</i> 34 CFR 80.41.</p> | School Board | | |
| 25 | <p>IRS Status; Reports</p> <p>The School Board must continue to take all steps necessary to maintain its 501(c)(3) status, including, but not limited to, the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> notification to IRS regarding any address change of the School Corporation; and <input type="checkbox"/> filing of required tax returns or reports (e.g., IRS form 990 and Schedule A). <input type="checkbox"/> If the School Corporation proceeds to dissolution, notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the VOA of MN. | School Board | | |

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| <p>26</p> | <p>Corporate Records</p> <p>In all cases, the School Board shall maintain all corporate records related to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Loans, bonds, mortgages and other financing; <input type="checkbox"/> Contracts; <input type="checkbox"/> Leases; <input type="checkbox"/> Assets and asset sales; <input type="checkbox"/> Grants -- records relating to federal grants must be kept in accordance with 34 CFR 8042. <input type="checkbox"/> Governance (Minutes, by-laws, policies); <input type="checkbox"/> Employees (background checks, personnel files); <input type="checkbox"/> Accounting/audit, taxes and tax status, etc; <input type="checkbox"/> Personnel, <input type="checkbox"/> Employee benefit programs and benefits; and <input type="checkbox"/> Student summary test data files <input type="checkbox"/> Any items listed in this Closure Plan. | <p>School Board</p> | | |
| <p>Dissolution / Final Distribution of Assets</p> | | | | |
| <p>27</p> | <p>Resolution of Dissolution</p> <p>The Board of Directors must adopt a resolution that the School Corporation be dissolved and proceed to file the same with the MN Attorney General and/or MN Secretary of State.</p> | <p>School Board Chair</p> | | |
| <p>28</p> | <p>Dissolution</p> <p>If the School Corporation dissolves, the Board must follow the dissolution provisions in its articles of incorporation and applicable laws. This may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a complete statement of all assets, their location and an estimate of their value; and <input type="checkbox"/> a statement of the ascertainable debts of the education corporation. <p>Whenever the Charter or an order of dissolution is made, the members of the School Board or other custodian of the records of the School have the duty to properly maintain the permanent records of the School according to law and stored in a secure, locked container.</p> <p>Copies of all papers related to dissolution should be sent to the VOA-MN.</p> <p>Members of the Board are empowered to continue in office even after the expiration of the Charter and dissolution of the School Corporation for the purpose of winding-up and settling the affairs of the School Corporation, and after the dissolution of the School Corporation.</p> | <p>School board secretary</p> | | |

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| <p>29</p> | <p>Final Distribution of Assets</p> <p>All liabilities and obligations of the School must be paid and discharged (or adequate provision must be made therefore) to the extent of the School’s assets. Any assets held subject to a lien, encumbrance, security interest or other written conditions or limitations must be disposed of in accordance with and subject to those conditions or limitations.</p> <p>Assets received and held by the School subject to limitations permitting their use only for charitable, benevolent, educational, or similar purposes, but not held upon condition requiring return or with specific disposition instructions, shall be held until dissolution and transferred or conveyed to one or more charter schools in the school district or to the school district.</p> <ul style="list-style-type: none"> □ An itemized receipt must be obtained from each recipient of an asset containing the name, address and telephone number of the recipient. (In case of later question, audit or review by federal bankruptcy or state supreme court, or other governmental body.) □ In closing out any federal grant and accounting for any federal grant funds, property owned by the federal government or property acquired under a federal grant must be distributed in accordance with federal regulations. | <p>School board chair or designee</p> | | |
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LAKES INTERNATIONAL LANGUAGE ACADEMY

REPORT CONTRIBUTORS: Stephanie Olsen, Program Manager; Phillip Morris, Academic Performance Analyst; Rochel Perna, Financial Analyst; Roderick Haenke, Board Governance Analyst / Constituent Services; Dawn Maslowski, Program Administrative Assistant.

Contract Term: July 1, 2018 – June 30, 2023

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

Volunteers of America of Minnesota Accountability Plan

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

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

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

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

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

Combining Data Over the Contract Term

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

Contract Renewal Eligibility

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

Renewal contract length is based on an average of school's performance over the term of the contract. Renewal decisions for a three-year or five-year contract term will be based on two and four fiscal years of data respectively.

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?
- **Board Governance & Management/Operations** - Is the organization effective and well run?

SECTION ONE

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

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

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

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

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

VOA-MN’s academic performance standards/expectations are scored below.

SCHOOL STATUTORY PURPOSES:

- **SCHOOL PRIMARY PURPOSE (M.S. 124E.01):** The primary purpose of the charter school is to improve all pupil learning and all student achievement.

MEASURE: MCA exams

PERFORMANCE STANDARDS / EXPECTATIONS: Academic Performance Standards section below.

REPORTING: The extent to which the school is meeting this purpose will also be measured in the VOAMN Annual Network Academic Performance Report.

- **STATUTORY PURPOSE II (MS 124E.01):** Increase learning opportunities for all pupils.
PERFORMANCE EXPECTATIONS – The school will continue to implement the International Baccalaureate Program Grades Preschool through 12 and include locally determined specific learning outcomes students are to achieve.

REPORTING: The extent to which the school is meeting this purpose will be reported by LILA in their Annual Report and Authorizer VOA-MN in the Annual Network Academic Performance Report.

- **ADDITIONAL PURPOSE (M.S. 120B.11) WBWF:** 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 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.

GOALS: locally determined, board approved annually for each of the outcomes.

REPORTING: Element of the Annual Report and “World’s Best Workforce” Plan and will be evaluated in the annual Authorizer Network Academic Performance Report.

Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. Imbedded WBWF. A school may also use a nationally normed exam as a supplemental indicator.

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

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| X | 1: Partially Meets - School's average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three. |
| | 0: Does Not Meet - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend. |
| Data Source: Minnesota Department of Education | |
| Analysis: LILA is currently outperforming the comparison district in math and reading. The school's science proficiency rate is currently below that of the comparison district. | |

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| Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Increased + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement. (In 2022, the combined statewide average (math + reading) was 61.6%. This score was calculated by adding the statewide math and reading results and then dividing by two.) | |
| X | 2: Meets - School's achievement level of "increased and maintained" is 61.6% or higher. |
| | 1: Partially Meets - School's achievement level of "increased and maintained" is between 61.5% and 46.7%. |
| | 0: Does Not Meet - School's achievement level of "increased and maintained" is below 46.6%. |
| Data Source: North Star Academic Progress. A school may also use a nationally normed exam as a supplemental indicator. | |
| Analysis: The school's academic achievement level (improved + maintained) was 63.8% for math and 74.1% for reading. A score of Meets was awarded because the school's combined score was 68.9%. | |

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| Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement. Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed. | |
| | 2: Meets - The difference between the "all-students" proficiency rate and all student group proficiency rates has been reduced. |
| X | 1: Partially Meets - The difference between the "all-students" proficiency rate and at least one student group proficiency rate has been reduced. |
| | 0: Does Not Meet - The difference between the "all-students" proficiency rate and all reportable student group proficiency rates has increased. |
| Data Source: Minnesota Department of Education. A school may also use a nationally normed exam as a supplemental indicator. | |
| Analysis: A score of partially meets was awarded because the school reduced the achievement gap in three out of the six possible areas. | |

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| Academic Performance Standard 4 - The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40. | |
| X | 2: Meets - Meets all criteria and is adhered to. |
| | 1: Partially Meets - Meets some of the criteria, but no evidence that process is followed. |
| | 0: Does Not Meet - School has not adopted a teacher evaluation process. |
| Data Source: School Annual Report | |
| Analysis: LILA has adopted a formal teacher evaluation process that is highly integrated into the school's Q-Comp system. 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.

Academic Performance Standard 5 - All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.

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| X | 2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan. |
| | 1: Partially Meets - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making. |
| | 0: Does Not Meet - The school has not adopted a school-wide professional development plan. |

Data Source: School Annual Report

Analysis: LILA has implemented a school-wide professional development plan to help teachers improve both their own teaching and their students' learning. The school has developed a comprehensive system of mentorship, coaching and evaluation that is based on Charlotte Danielson's Framework for Teaching Rubric as well as the International Baccalaureate and Responsive Classroom Methodologies. In addition, the school provides staff professional development through once-a-month training sessions and regular in-service days with a year long focus determined in conjunction with the overall professional development plan.

Academic Performance Standard 6 - The school is meeting their additional statutory purposes (MS 124E.01,Subd 1; Charter Contract Addendum B).

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| X | 2: Meets - The school has a plan and is meeting their additional statutory purposes. |
| | 1: Partially Meets - The school has a plan for meeting their additional statutory purposes and is partially meeting them. |
| | 0: Does Not Meet - The school does not have a plan for meeting their additional statutory purposes and measuring progress. |

Data Source: School Annual Report

Analysis: LILA offers language rich International Baccalaureate program. The school offers both Spanish and Mandarin immersion. In preschool, children get exposure to both languages and students in K-5 select one of the immersion options. Having two immersion options gives the school a more authentically international and multicultural setting. The school continues to innovate in areas of teaching and learning and always looks to hire teachers with international experience. LILA's first official cohort of Diploma Program (DP) students graduated in 2021, helping reach the school's goal of offering IB programming to students from age 3 through high school graduation.

Academic Performance Standard 7 - The school is meeting the World's Best Workforce goals (MS 120B.11; Charter Contract Addendum B).

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| | 2: Meets - The school has a plan and is meeting their WBWF goals. |
| X | 1: Partially Meets - The school has a plan for meeting their WBWF goals and is partially meeting them. |
| | 0: Does Not Meet - The school does not have a plan for meeting their WBWF goals and measuring progress. |

Data Source: School Annual Report

Analysis:

Goal #1 All Students Ready for School

The percentage of kindergarten-age eligible children who attended LILA's Kinder Prep scoring "low risk" on the FAST Early Reading Assessment will increase from 72% in 2021 to 77% in 2022.

The percentage of kindergarten-age eligible children who attended LILA’s Kinder Prep scoring “low risk” on the FAST Early Math Assessment will increase from 89% in 2021 to 91% in 2022.

Result: Goal Not Met

Reading 73.2%, Math 81.7%

Goal #2 All Students in Third Grade Achieving Grade-Level Literacy

The percentage of third grade students at LILA who meet or exceed the standards on the MCA III Reading Assessment will increase from 37.8% in 2021 to 42.8% in 2022.

Result: Goal Not Met

The percentage of third grade students at LILA who meet or exceed the standards on the MCA III Reading Assessment was 39.8% in 2022.

Goal #3 Close the Achievement Gap(s) Between Student Groups

The proficiency gap between the students not receiving free and reduced-price (non FRP) and the students receiving free and reduced-price lunch (FRP) in grades 3-8, 11 at LILA on all state mathematics accountability tests will decrease by increasing the percent proficient of the groups as follows: a) non-FRP students from 41.7% in 2021 to 46.7% in 2022 and b) FRP students from 25% in 2021 to 30% in 2022.

Result: Goal Partially Met

- a. Non-FRP 46.7% in 2022
- b. FRP 29.1% in 2022

Goal #4 All Students Career -and Collage – Ready by Graduation

95% of LILA 9th - 12th grade students will participate in a career and postsecondary focused advisory course for the 2012–2022 school year.

Result: Goal Met

100% of 9th – 12th grade students participated in career and college readiness activities through extended advisories during the 2021-2022 school year.

Goal #5 All Students Graduate

100% of LILA 12th grade students will graduate on time for the 2021 – 2022 school year.

Result: Goal Not Met

46 out of 49 seniors graduated on time. The school had a graduation rate of 93.9% for the 2021 – 2022 school year.

SECTION TOTAL: 11 Points

SECTION TWO

FINANCIAL SUSTAINABILITY – Does the School Exhibit Strong Financial Health?

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

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

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

VOA-MN’s school financial standards/expectations are scored below.

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| Financial Standard 1 - The School maintains a balanced budget. | |
| | 2: Meets - Surplus position |
| | 1: Partially Meets - NA |
| X | 0: Does Not Meet - Deficit position |
| Data Source: Original and revised budgets, annual financial audit report, monthly income statements. | |
| Analysis: The school board approved the original FY 2022 budget based on 1,260 ADM’s and a deficit of \$99,561 in June 2021 and made a final revision to the budget in May 2022 with a decrease in enrollment to 1,254 ADM’s projecting a surplus of \$69,735. The school ended the year with a deficit of \$163,583 which was not a controlled spend-down. See Standard Seven below for more information. | |
| The school’s FY 2022 financial audit highlights the following: Financial Highlights <i>The Academy’s General Fund, its primary operating fund, closed the year with a fund balance of \$4,550,710, a decrease of \$163,583 from the previous year.</i> | |
| The Management Report included the following about the school’s FY 2022 revenue and expenses: <i>Total General Fund revenue for 2022 was \$16,248,918, which was \$15,276 (0.1 percent) under budget. State and federal sources were slightly under budget, but nearly offset by favorable variances in remaining other sources.</i> | |
| <i>General Fund revenue was \$1,732,420 (11.9 percent) higher than last year. The majority of the increase was in state aid, as both general education and special education aids increased from the prior year. Federal revenues also increased, due to additional pandemic-related federal awards in the current year. Other sources increased from the prior year, due to greater amounts of donations and fees from activities with easing restrictions.</i> | |
| <i>Total General Fund expenditures for fiscal 2022 were \$16,673,165, an increase of \$1,972,158 (13.4 percent) from the prior year. Spending was more than prior year in each of the categories presented in the table above, except for purchased services, with the majority of the increase being in salaries, benefits, and capital expenditures. Personnel costs increased, due to more students served in the current year, along with natural inflationary increases in salaries and benefits. Capital spending was up, due to required coding changes that moved certain prior year expenditures for building lease aid out of purchased services into capital outlay.</i> | |
| <i>General Fund expenditures were \$478,706 (3.0 percent) over budget, mainly in personnel costs in elementary and secondary regular and special education instruction and in capital expenditures for security.</i> | |
| The school has not maintained a balanced budget for FY 2022. | |

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| Financial Standard 2 - The School is compliant with state and federal financial reporting deadlines and laws, including the proper use of public funds. | |
| X | 2: Meets - 2 = Never missed |

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| | 1: Partially Meets – Missed one time |
| | 0: Does Not Meet - Missed > 1 time |
| Data Source: Preliminary UFARS data, ADM report, final UFARS data. | |
| Analysis: The VOA-MN financial analyst did not discover any missed state or federal financial reporting deadlines through June 2022. | |

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| Financial Standard 3 - The School’s financial audit is submitted to the Minnesota Department of Education, Office of the State Auditor and the authorizer by December 31. | |
| X | 2: Meets - Submitted |
| | 1: Partially Meets – N/A |
| | 0: Does Not Meet - Not submitted |
| Data Source: Email and attached MDE documentation from the School confirming the submission of the audit report. | |
| Analysis: The school submitted its financial audit to the MDE by December 31, 2022. | |

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| Financial Standard 4 - Schools are expected to have audits that are free of all findings. | |
| X | 2: Meets – No findings |
| | 1: Partially Meets - 1 or more “significant deficiency” finding(s) |
| | 0: Does Not Meet - 1 or more “material weakness” or legal compliance finding(s) |
| Data Source: The School’s financial audit report. | |
| Analysis: The school’s FY 2022 financial audit contained no findings as noted in these excerpts from the audit report: <i>Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses.</i> <i>In connection with our audit, nothing came to our attention that caused us to believe that the Academy failed to comply with the provisions of the uniform financial accounting and reporting standards and charter school’s sections of the Minnesota Legal Compliance Audit Guide for Charter Schools, promulgated by the State Auditor pursuant to Minnesota Statutes § 6.65, insofar as they relate to accounting matters.</i> | |

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| Financial Standard 5 - The School is current on all financial obligations, including, but not limited to: pension payments, payroll taxes, insurance coverage and loan payments. | |
| X | 2: Meets - Never late |
| | 1: Partially Meets - Late 1-2 times |
| | 0: Does Not Meet - Late > 3 times |
| Data Source: Monthly check registers, cash flow projections, board meeting agendas and minutes. | |
| Analysis: The VOA-MN financial analyst did not discover any delinquent or late payments to vendors of the school through June 2022. | |

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| Financial Standard 6 - The School provides VOA-MN and school board members with monthly financials. June financial reports may be delayed until year-end journal entries are completed. Packets include at least the following: 1) detailed income/expense report, 2) cash flow projection, 3) check register, and 4) current | |
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| enrollment (Average Daily Membership). The board should review and approve the financials at each board meeting. | |
| X | 2: Meets - Never missed |
| | 1: Partially Meets - Missed 1-2 times |
| | 0: Does Not Meet - Missed > 2 times |
| Data Source: Board packets. | |
| Analysis: The board receives a finance committee report at each board meeting which includes a review of monthly financial statements. The school has consistently provided required monthly financial reports to VOA-MN and the board through June 2022. | |

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| Financial Standard 7 - The School develops and maintains a targeted General Fund balance determined by the School Board. For the finance report, VOA-MN also determines a standard for fund balance annually based on items such as school funding trends and funding hold-backs. | |
| X | 2: Meets - 20% or > |
| | 1: Partially Meets -15-20% |
| | 0: Does Not Meet - < 15% |
| Data Source: The school’s General Fund balance policy, monthly financial reports, board meeting agendas and minutes. | |
| Analysis: The school has a strong General Fund balance ending FY 2022 with 24.2%. Per the schools CFO, the decrease in the school’s General Fund balance was not a controlled spend-down. Excerpts from emails explain further: <i>Higher than expected health insurance claims and costs also contributed to the variance; we have a better plan for reporting health insurance costs going forward. ... Even then, I was only expecting a Fund 01 net loss of \$162,665. ... An important entry was made after that, reflecting GASB 87 which added \$260,664 more in expense. We learned better how GASB 87 works and its impacts, as we worked with the auditors this fall. It was not something I predicted.</i> <i>No. We did not expect to have a budget deficit. They did approve a budget that did not meet the debt service coverage covenant.</i> The school’s ability to maintain this healthy fund balance level over the past four years is indicative of a well-run, high functioning school board. The school has a fund balance policy in place which states in part: <i>Minimum Unassigned Fund Balance</i> 1. <i>According to the Loan Agreement between the City of Forest Lake, Minnesota, and Lakes International Language Academy and the LILA Building Company relating to the Lease Revenue bonds and Taxable Lease Revenue Bonds, the School must move toward a 20% fund balance in its general fund. It is the policy of the School to follow that directive.</i> 2. <i>It is therefore LILA’s goal to achieve and maintain an unassigned fund balance in the General Fund equal to 20% of expenditures. LILA considers a balance of less than 20% to be cause for concern, barring unusual or deliberate circumstances.</i> 3. <i>If unassigned fund balance falls below the goal of 20% of budgeted annual operating expenses, LILA’s school board will set forth a plan to replenish the fund balance within a prescribed time period and periodically review plan progress.</i> 4. <i>The LILA school board believes that it is its fiduciary responsibility to prepare and achieve a balanced budget (revenues equal or exceed expenditures) on an annual basis. If a deficit budget is deemed appropriate for a given period, the Finance Committee of the school board will be directed to develop a financial plan outlining the measures necessary to provide a balanced budget in future years and the extent to which, if any, the reduction in the fund balance will be reinstated.</i> The management report noted: <i>The Academy’s General Fund ended 2022 with a total fund balance of \$4,550,710, a decrease of \$163,583 from the prior year, as compared to a budgeted increase of \$69,735.</i> | |

The decrease in cash was due in part to the change in overall fund balances and due to the timing of grant receipts and impact on state and federal receivables.

Financial Standard 8 - The School Board has a finance committee that meets regularly to review financial reports.

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| X | 2: Meets - 8-12 meetings/year |
| | 1: Partially Meets -5-9 meetings/year |
| | 0: Does Not Meet - 0-4 meetings/year |

Data Source: Board meeting agendas and minutes.

Analysis: The school’s finance committee met eleven times in FY 2022. The committee reviews the financial statements in detail. The committee is doing the appropriate work as segments of the May 2020 agenda demonstrates:

- I. Review Agenda: added review of budget revision 1 draft (item V)
- II. Conflict of Interest Disclosure: We will review the budget, but not vote on anything. The committee agreed it was not a conflict for employees in the committee.
- III. Review of August 2021 financial reports
 - a. Balance sheet, cash flow, summary and detail income and expense statements, disbursement register, CFO highlights
 - b. Dashboard report

We reviewed the current financial reports.

- IV. Review of August 2021 bank statements for school and building company
 - a. Review checks for proper countersignatures: Treasurer Redfield notes they are in place.

V. FY 22 Budget revision 1 draft

We went over the changes in this draft.

- VI. Other Business: Request from board members to explain more details of financial report
- VII. Update on audit - Audit committee will be meeting the 17th
- VIII. Announcements

Financial Standard 9 - All finance committee members exhibit working knowledge of financial oversight.

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| X | 2: Meets - All committee members have received formal/informal training during the year relating to their roles and responsibilities on the finance committee. |
| | 1: Partially Meets – N/A |
| | 0: Does Not Meet - Some committee members have not received formal/informal training during the year relating to their roles and responsibilities on the finance committee. |

Data Source: Query school board members, board meeting agendas and minutes.

Analysis: An email from the school’s CFO describes the training that took place in FY 2022 for the finance committee:

Yes, all finance committee members (Corey, James, Kaari) and all new members (Corey, Maggie, Jean and Kaari) received finance training in 2021-22. At the 8/9/21 finance committee meeting, I gave a training session on LILA investments, and our investment policy, to prepare them for seeing the investments on the bank statements during their term.

Financial Standard 10 - The school is not in Statutory Operating Debt (SOD).

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| X | 2: Meets - The school is not in SOD |
| | 1: Partially Meets – N/A |

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| 0: Does Not Meet – The school is in SOD |
| Data Source: The School’s budget, board meeting agendas and minutes, financial audit. |
| Analysis: The school is not in Statutory Operating Debt. |

SECTION TOTAL: 18 Points

SECTION THREE

SCHOOL BOARD GOVERNANCE & OPERATIONS - Is the organization effective and well run?

○ **PART ONE: SCHOOL BOARD GOVERNANCE**

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

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

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

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

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

VOA-MN’s school board governance standards are scored below.

Board Structure and Development

| Board Member Name | Seat Type <small>teacher/community/parent</small> | Officer / Member | Elected (E) or Appointed (A) & Date | Month Seated | Term Expiration |
|--------------------------|---|-------------------------|--|---------------------|------------------------|
| Maggie Chen | Teacher | Board Member | E | 7/1/21 | Resigned 4/1/22 |
| Jean Woodberry | Teacher | Board Member | A | 4/12/22 | 6/30/23 |
| Mira Norcross | Parent | Board President | E | 7/1/20 | 6/30/22 |

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|-----------------|-----------|----------------------|---|--------|---------|
| Jennifer May | Parent | Board Vice President | E | 7/1/21 | 6/30/23 |
| Kaari Rodriguez | Teacher | Board Member | E | 7/1/21 | 6/30/23 |
| Cecilia Delbene | Teacher | Board Member | A | 8/1/21 | 6/30/22 |
| Jessie Sheldon | Teacher | Board Secretary | E | 7/1/21 | 6/30/23 |
| Corey Purkat | Parent | Board Treasurer | E | 7/1/21 | 6/30/23 |
| Jim Redfield | Community | Board Member | E | 7/1/20 | 6/30/22 |
| Erin Ribar | Parent | Board Member | E | 7/1/22 | 6/30/24 |
| Erin Maher | Teacher | Board Member | E | 7/1/20 | 6/30/22 |

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

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| X | 2: Meets - The Board structure meets bylaws and state statute. |
| | 1: Partially Meets - The Board did not meet requirements for the entire fiscal year. |
| | 0: Does Not Meet - The Board's structure does not meet bylaws and/or state statute. |

Data Source: School Annual Report, School Website, Bylaws

Analysis: The School met this standard. The Board structure meets bylaws and state statute.

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

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| X | 2: Meets - The Board has a plan with evidence of training consistent with the plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education. |
| | 1: Partially Meets - The board has a plan but is unable to provide evidence of completion of board member training to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education. |
| | 0: Does Not Meet - The Board does not implement a plan to ensure Board members have the necessary knowledge. |

Data Source: Board Development and/or Board Training Plan and/or Training Table or Calendar, Board Development Committee Minutes, Board Minutes, Annual Report, School Website

Analysis: The School met this standard. The Board utilizes regular Board meeting agendas to monitor and ensure members have the necessary knowledge in key areas and they also documented the knowledge gained by members in their annual report.

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

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| X | 2: Meets - The Board adheres to a thorough process for the orientation of new board members. |
| | 1: Partially Meets - The Board has a process for the orientation of new board members, but it is not consistently followed. |
| | 0: Does Not Meet - The Board does not have a membership orientation process for new board members. |

Data Source: Board Minutes, Interview, Board Development Plan and/or Board Training Plan, Interview

Analysis: The School met this standard. The Board institutes and follows an orientation process for bringing on new members. New Board members receive in-house Board orientation by a member or members of the Board training committee. New members are presented with updated custom Board handbooks and a copy of the book Robert's Rules of Parliamentary Procedure.

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

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| X | 2: Meets - All Board members comply with Minnesota law regarding board training requirements. |
| | 1: Partially Meets - One Board member did not fully comply with Minnesota law regarding board training requirements and was removed. |
| | 0: Does Not Meet - More than one Board member did not fully comply with Minnesota law regarding board training requirements. |
| Data Source: Annual Report, School Website, Board Minutes and Documents | |
| Analysis: The School met this standard. All the Board members complied with Minnesota law regarding Board training requirements. The Board Chair coordinates registration of new members for mandatory training, to begin in their first 6 months of service and to be completed by the first 12 months of service. | |

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| Governance Standard 5 - The Board of Directors completes a self-evaluation each year. | |
| X | 2: Meets - The Board completes a formal self-evaluation each year. |
| | 1: Partially Meets - The Board competes informal self-evaluations during one or more board meeting(s). |
| | 0: Does Not Meet - board does not self-evaluation |
| Data Source: Board Minutes, Board Development Committee Minutes | |
| Analysis: The School met this standard. The Board self-evaluates at the end of each Board meeting. | |

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| Governance Standard 6 - The Board of Directors will comply with MN Open Meeting Law, Chapter 13D, and maintain a quorum for all board meetings. | |
| X | 2: Meets - The Board has no infractions of MN Open Meeting Law. |
| | 1: Partially Meets - The Board has 1 infraction of MN Open Meeting Law. |
| | 0: Does Not Meet - The Board has 2 or more infractions of MN Open Meeting Law. |
| Data Source: Monthly Logs of Meeting Minutes, Meeting Minutes, Interview | |
| Analysis: The School met this standard. The Board has no infractions of MN Open Meeting Law. The website has the Board calendar and meeting minutes and agendas. Monthly logs of Board meeting minutes provided evidence that the School maintained a quorum for scheduled Board meetings. | |

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| Governance Standard 7 - The board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law. | |
| X | 2: Meets - Bylaws are consistent with state law and the board reviews them regularly. |
| | 1: Partially Meets - Bylaws are consistent with state statute but are not reviewed regularly. |
| | 0: Does Not Meet - Bylaws are inconsistent with state statute. |
| Data Source: School Website, Board Minutes, Bylaws, Interview | |
| Analysis: The School met this standard. The School reviewed the Bylaws and approved the change in March of 2022. | |

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| Governance Standard 8 - The Board of Directors adheres to board member election requirements set forth by state statute*. | |
| X | 2: Meets - All requirements were met. |
| | 1: Partially Meets – N/A |
| | 0: Does Not Meet - Election requirements were not met. |
| Data Source: Board Minutes, Bylaws, Board Policies, Interview | |

Analysis: The School met this standard. The Board election was held on a day while School was in session and there was more than 30-days' notice.

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

2: Meets - The Board completed a formal evaluation of the school leader including all aspects of the job description.

X **1: Partially Meets** - The Board completed an evaluation of the school leader but not on all aspects of the job description.

0: Does Not Meet - The Board did not complete an annual evaluation of the school leader.

Data Source: Annual Report, Board Minutes, Committee Minutes, Board Documentation

Analysis: The School partially met this standard. The School Director was provided ongoing feedback and guidance monthly at each executive Board meeting, but the Board did not conduct a formal evaluation.

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

X **2: Meets** - A professional development plan for the non-licensed individual(s) was documented in the School's Annual Report or the School's Director holds an administrative license.

1: Partially Meets – N/A

0: Does Not Meet - A professional development plan for the non-licensed individual(s) was not documented in the School's Annual Report.

Data Source: Annual Report, Board Minutes, Board Chair Communication.

Analysis: The School met this standard. Executive Director Shannon Peterson is a licensed K-12 Principal, license folder # 303733. Based on statute she is not required to have a professional development plan.

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

X **2: Meets** - Meeting minutes include three or more examples of the Board monitoring the organization's adherence to school board policies.

1: Partially Meets - Meeting minutes includes one or two examples of the Board monitoring the organization's adherence to school board policies.

0: Does Not Meet - Meeting minutes include no evidence of the Board monitoring the organization's adherence to school board policies.

Data Source: Board Meeting Minutes, Interview

Analysis: The School met this standard. The Board utilizes policies and monitors the application of policies in its work throughout the year.

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

X **2: Meets** - The board has required Data Practice policies with evidence that they are implemented in accordance with federal data practices law and the Minnesota Data Practices Act. There is evidence that board and faculty are trained in Data Practices. There were zero incidents of not following data practice policies.

1: Partially Meets -The board has required Data Practice policies with evidence that they are implemented in accordance with federal data practices law and the Minnesota Data Practices

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| | Act. There is evidence that board and faculty are trained in Data Practices. There was one incident of noncompliance with federal data practices law and the Minnesota Data Practices Act |
| | 0: Does Not Meet - The board does not have one or more required Data Practice policies in place and/or there was insufficient evidence that board and faculty are trained in Data Practices. There have been two or more incidences of noncompliance with federal data practices law and the Minnesota Data Practices Act. |
| Data Source: Board Minutes, VOA-MN Visit Review | |
| Analysis: The School met this standard. Data practice policies are in place in accordance with state statute and staff are appropriately trained in Data Practices. | |

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| Governance Standard 13 - The Board of Directors provides ongoing oversight of school academic performance. | |
| X | 2: Meets - Meeting minutes include evidence of regular oversight of school academic performance. |
| | 1: Partially Meets - At least half of the Board meeting minutes include evidence of oversight of school academic performance. |
| | 0: Does Not Meet - Less than half of the Board meeting minutes or less include evidence of oversight of school academic performance. |
| Data Source: Board Meeting Minutes | |
| Analysis: The School met this standard. The Board monitors academic performance at meetings as an agenda item, as part of reviewing information found in the Board Packet, or as part of the Principal's Report. | |

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| Governance Standard 14 - The school maintains a high level of parent, teacher and student satisfaction rates based on school conducted surveys and student/faculty retention rates. | |
| | 2: Meets - All of the following criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates. |
| X | 1: Partially Meets - Two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates. |
| | 0: Does Not Meet - Less than two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates. |
| Data Source: School Annual Report, Board Minutes, School Data, Interview | |
| Analysis: The School partially met this standard. The School provided data in the School's annual report that the teacher retention rate was 71.1%, the student retention rate was 91.47%, and the parent satisfaction rate was 88%. | |

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| Governance Standard 15 - Board documents are distributed to all board members at least 3 days prior to a board meeting. | |
| | 2: Meets - Board documents were distributed to all Board members at least 3 days prior to each board meeting. |
| | 1: Partially Meets - Board documents were not distributed to all Board members one or two times. |
| X | 0: Does Not Meet - Board documents were not distributed to all Board members three or more times. |
| Data Source: Monthly Board Minute Review Logs, Board Chair Statement | |

Analysis: The School did not meet this standard. The Board documents were not distributed to all Board members three or more times.

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

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

Data Source: School Website

Analysis: The School met this standard. The Board has a Documents Binder which includes meeting minutes, bylaws and articles of incorporation and financial statements located in the School office records room for public access and all Board members have digital access to it.

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

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| X | 2: Meets - The Board has a thorough policy review calendar/plan and review policies as a regular component of regular board meetings. |
| | 1: Partially Meets - The Board has a policy review calendar/plan and reviews policies at half or fewer of the regular board meetings. |
| | 0: Does Not Meet - The Board does not have a calendar/plan for policy review and/or reviews policies at half or fewer of the regular meetings. |

Data Source: School Website, Annual Report, Board Minute Review Log, Board Minutes, VOA Visit Review, Governance Committee Minutes, Interview

Analysis: The School met this standard. The Board has a process for reviewing policies as evidenced by policy reviews and revisions noted in meeting minutes.

SECTION TOTAL: 30 Points

o **SECTION PART TWO: SCHOOL MANAGEMENT AND OPERATIONS**

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

Authorizer standards for school management and operations are scored below.

M/O Standard 1 - Mission and vision are central to the school's identity and inform all decision-making processes. The school's learning program exemplifies the mission and vision of the school.

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| X | 2: Meets - Mission and vision are central to the school's identity and inform all decision-making processes. The school's learning program exemplifies the mission and vision of the school. |
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| | 1: Partially Meets - Mission and vision are displayed in the facility, on website and in annual report, but evidence that they guide decision-making and programming are missing. |
| | 0: Does Not Meet - Mission and vision are not used to guide school's decision-making. |
| Data Source: Annual school site visits, annual submission calendar document review, discussions with school leadership | |
| Analysis: The mission of LILA is to prepare tomorrow's critical thinkers and global citizens through language acquisition and inquiry-driven study. LILA is a language immersion International Baccalaureate school. School mission is posted on every meeting agenda including board meetings, staff meetings and committee meetings. School Action statements are posted on the walls. Mission is included prominently on the website. | |

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| M/O Standard 2 - The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service. | |
| X | 2: Meets - The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service. |
| | 1: Partially Meets - The school has a service-learning plan, but without evidence of a connection between the plan and service activities. |
| | 0: Does Not Meet - The school does not have a plan for service learning. School does not engage in service. |
| Data Source: Annual school site visits, annual submission calendar, document review, discussions with school leadership | |
| Analysis: With International Baccalaureate, service projects are integrated into the fabric of the education program. The school is gradually reinstating service as COVID restrictions are being lifted in the community. | |

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| M/O Standard 3 - The school maintains a safe and healthy environment per state and federal guides and board policy. (e.g., facility /ADA, building inspections, school liability insurance, student medical / health matters, school drills). | |
| X | 2: Meets - The school can provide evidence that it complies with health and safety requirements for public schools. |
| | 1: Partially Meets - The school is making progress approaching standard. |
| | 0: Does Not Meet - The school could not provide evidence of compliance with health and safety requirements for public schools. |
| Data Source: Annual school site visits, annual submission calendar, document review, discussions with school leadership | |
| Analysis: | |
| 2022-2023 faculty have received required training on health and safety procedures. <u> X </u> Yes | |
| List of health and safety related professional development training topics: | |
| <ul style="list-style-type: none"> ● AED ● Back Injury and Lifting ● Bloodborne Pathogens ● Bullying: Recognition and Response ● CPR ● Child Abuse: Mandatory Reporting (Minnesota) ● Concussion Awareness: Athletics ● Conflict Management: Managing the Angry Parent ● Copyright Infringement ● Coronavirus 101: What You Need to Know ● Coronavirus 103: Managing Stress and Anxiety ● Coronavirus 105: Cleaning and Disinfecting ● Cultural Competence and Racial Bias | |

- Customer Service Overview
- Disruptive Student Behavior
- Emergency Plan Review
- FERPA: Confidentiality of Records
- First Aid
- Food Safety and Kitchen Sanitation
- Health Emergencies: Diabetes Awareness
- Health Emergencies: Life-Threatening Allergies
- Health Emergencies: Seizures
- Material Safety Data Sheets
- Medication Administration Basics
- Medical Administration: Epinephrine Auto-Injectors
- Playground Supervision
- Science Laboratory Chemical Spills
- Sexual Harassment: Staff to Staff
- Sexual Misconduct: Staff to Student
- Slips, Trips and Falls
- Special Education: Safety in the Classroom
- Sudden Cardiac Arrest in Athletes
- Youth Suicide: Awareness, Prevention & Postvention

School complies with MS 121A.035 – Crisis Management Policy. Yes No

School maintains a detailed register/log of all safety drills. Yes (for each school site)

LOWER SCHOOL:

Number of fire drills completed 2021-2022 school year 5 (req. five annually)

Number of lockdown/safety drills completed 2021-2022 school year 5 (req. five annually)

Number of tornado drills completed 2021-2022 school year 1 (req. one annually)

Designated crisis management person/team members (LOWER SCHOOL):

Kathy Griebel (Principal)

Larry Dunigan (Dean of Students)

Jill Rosenthal (School Nurse)

Stefanie McAlpine (Building Instructional Leader)

Amy Mueller (PYP Coordinator)

Tiffany Kurpiel (Front Desk Attendant)

Kelly Farrell (Front Desk Attendant)

Steve Benson (Facilities)

Classrooms & shared spaces contain evacuation plans / procedures. Yes

NOTE: Each public space has an evacuation plan for that room or space.

School building complies with MS 299F.47 - School Inspections. Yes

Date of most recent facility inspection by the fire department: Lower 8/2/2022 Kinder Center 8/2/2022 (must be a minimum of every three years)

School maintains a log of all visitors. (verified to be at the front desk of each campus)

School complies with MS 144.29 Health Records; Children of School Age. Yes

Designation responsible employee: School Nurse - Jill Rosenthal, R.N. (licensed school nurse #459437)

School complies with MS 121A.15 - Health Standards; Immunizations; School Children. Yes

Designated responsible employee: School Nurse - Jill Rosenthal, R.N. (licensed school nurse #459437)

School complies with MS 121A.22 – Administration of Drugs and Medicine. Yes
Designated responsible health aid/employee: School Nurse - Jill Rosenthal, R.N. (licensed school nurse #459437)

School complies with MS 121A.21 – School Health Services (if applicable). Yes
The school contracts with a licensed school nurse or organization. Yes
Name/Organization: Full-time Employee Jill Rosenthal

School has a designated 504 Coordinator Yes
504 Coordinator Name & Position: Erin Voss, Grade 3 Teacher

School has a process to ensure that student accommodations are consistent with 504 Plans. Yes
Number of enrolled students presently on a 504 plan: 16

Classroom teachers and school principal participate in 504 plan meetings as additional oversight.

UPPER SCHOOL:

Upper School:

Number of fire drills completed 2021-2022 school year 5 . (req. five annually)
Number of lockdown/safety drills completed 2021-2022 school year 5 . (req. five annually)
Number of tornado drills completed 2021-2022 school year 1 . (req. one annually)

Designated crisis management person team (UPPER SCHOOL):

Nancy Hawkinson (Principal)
Jennifer Richert/Brandon Johnson/John Skalitzky(Dean of Students)
Nicolette DeLoye (School Nurse)
Sarah Ray(Building Instructional Leader)
Placido Pacheco Perez(Facilities)
Donna Kenny/Karen Degendorfer (Front Desk)
Jenni Muras(Athletic Director)
Molly Scanlon (Counselor)
Sophie Kaplan(Librarian)

Classrooms & shared spaces contain evacuation plans/procedures. Yes
● Each public space has an evacuation plan for that room or space.

School building complies with MS 299F.47 - School Inspections. Yes
Dates of most recent facility inspection by fire department: All campuses 8/2/2022; (must be a minimum of every three years)

School complies with MS 144.29 Health Records; Children of School Age. Yes
Designated responsible employee: School Nurse - Jill Rosenthal, R.N. (licensed school nurse #459437)

School complies with MS 121A.15 - Health Standards; Immunizations; School Children. Yes
Designated responsible employee: School Nurse - Jill Rosenthal, R.N. (licensed school nurse #459437)

School complies with MS 121A.22 – Administration of Drugs and Medicine. Yes
Designated responsible health aid/employee: School Nurse - Jill Rosenthal, R.N. (licensed school nurse #459437)

School complies with MS 121A.21 – School Health Services (if applicable). Yes
The school contracts with a licensed school nurse or organization. Yes
● Name/Organization: Full-time Employee Jill Rosenthal

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| M/O Standard 4 - Evidence suggests that the school engages parents and students in ways that build positive relationships and engages them as partners in their child's learning. | |
| X | 2: Meets - The school provides ample evidence that the organization engages parents and students in ways that build positive relationships and engages them as partners in their child's learning. |
| | 1: Partially Meets - The school is making progress approaching standard. |
| | 0: Does Not Meet - The school could not provide evidence that it has a plan or activities to engage parents and students in ways that build positive relationships and engages them as partners in their child's learning. |
| Data Source: Annual school site visits, annual submission calendar document review, discussions with school leadership | |
| Analysis: LOWER SCHOOL - School Evidence Provided for Authorizer Review: Three conferences per year Welcome Conference before school starts Fall Conference Spring Conference Very active and supportive PTO Very active and supportive Foundation Weekly newsletter from the principal Weekly newsletter from classroom teachers UPPER SCHOOL - School Evidence Provided for Authorizer Review: Three conferences per year Orientation and Open House before school starts Very active and supportive Booster Club Very active and supportive Foundation Weekly newsletter from the principal | |

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| M/O Standard 5 - Evidence suggests that the school-teachers are covering the scope and sequence of the state academic standards and engaging in data-driven decision-making. | |
| X | 2: Meets - Evidence suggests that the school has established a uniform system to ensure that the school-teachers are covering the scope and sequence of the state academic standards and monitoring student progress toward comprehension. |
| | 1: Partially Meets - The school leadership provided some examples of how he/she provides oversight that school-teachers are covering the scope and sequence of the state academic standards, but systemic plan for monitoring progress and data-driven decision-making was lacking. |
| | 0: Does Not Meet - The school does not have a system established to ensure that school-teachers are covering the scope and sequence of the state academic standards &/or does not engage in data-driven decision-making. |
| Data Source: Annual school site visits, annual submission calendar document review, discussions with school leadership | |
| Analysis: LOWER SCHOOL (elementary school): Most recent curriculum standards alignment review for language arts: Annual review as part of our Primary Years Programme. Grade level teams collaborate to develop and refine Planners and ensure that literacy standards are embedded in each unit of inquiry. Teams meet with the PYP coordinator at the end of each unit to reflect and refine. Currently conducting a comprehensive literacy review and curriculum development for our Chinese program. | |

Most recent curriculum standards alignment review for math: Annual review as part of our Primary Years Programme. Grade level teams collaborate to develop and refine Planners and ensure that math standards are embedded in each unit of inquiry. Teams meet with the PYP coordinator at the end of each unit to reflect and refine. Updated math materials last year because Math in Focus teacher manuals and online resources were not aligned. Conducted PD to review resources and ensure alignment with standards.

Most recent curriculum standards alignment review for science: Annual review as part of our Primary Years Programme. Grade level teams collaborate to develop and refine Planners and ensure that science standards are embedded in units of inquiry. Teams meet with the PYP coordinator at the end of each unit to reflect and refine. PD Plan includes time to review science standards and update planners as needed.

Most recent curriculum standards alignment review for social studies: Annual review as part of our Primary Years Programme. Grade level teams collaborate to develop and refine Planners and ensure that social studies standards are embedded in units of inquiry. Teams meet with the PYP coordinator at the end of each unit to reflect and refine. Launched a new specialist class - Community Cultures - for all students grades K-5 last year. Class emphasizes social studies standards. Will continue to refine and update class content.

UPPER SCHOOL:

Most recent curriculum standards alignment review for language arts: Upper School Language and Literature teachers design Unit Planners using the International Baccalaureate Templates and backwards design. Part of those unit planners include an area for the teachers to complete the MN State Standards that are covered in each unit.

Most recent curriculum standards alignment review for math: Upper School Math teachers design Unit Planners using the International Baccalaureate Templates and backwards design. Part of those unit planners include an area for the teachers to complete the MN State Standards that are covered in each unit.

Most recent curriculum standards alignment review for science: Upper School Science teachers design Unit Planners using the International Baccalaureate Templates and backwards design. Part of those unit planners include an area for the teachers to complete the MN State Standards that are covered in each unit. They also worked this summer to adjust our curriculum to align with the New MN Science Standards.

Most recent curriculum standards alignment review for social studies: Upper School Social Studies teachers design Unit Planners using the International Baccalaureate Templates and backwards design. Part of those unit planners include an area for the teachers to complete the MN State Standards that are covered in each unit.

Content Teams meet weekly to discuss academic progress monitoring

LOWER SCHOOL:

Management requires that lesson plans and student learning targets are aligned to the state standards. X Yes

Through unit planners and individual observations. Building Instructional Leader and Team Leaders help with coaching and observations of teachers. All teachers have formal and informal observations. PYP Coordinator provide ongoing oversight of standards. Standards are embedded into unit planners.

Evidence provided to authorizer:

UPPER SCHOOL:

Management requires that lesson plans and student learning targets are aligned to the state standards. X Yes

LOWER SCHOOL:

School has a well-defined plan for ensuring that teachers engage in data-driven instruction to ensure student mastery of state standards. X Yes

Explanation of school plan: grade level teams and content teams meet regularly in PLC's (twice a month) and grade level meetings (weekly). Last year's PLCs at Main have an emphasis on literacy and target language development. This year's focus is on writing in the target language. Grade and content meetings review unit progress and student level of mastery.

After each Unit of Inquiry, there is a time for reflection on positives and outcomes, including how well the standards were covered and comprehended.

UPPER SCHOOL:

School has a well-defined plan for ensuring that teachers engage in data-driven instruction to ensure student mastery of state standards. X Yes

Explanation of school plan: Departments meet weekly in PLC's. We use formative and summative assessment data to determine mastery of skills and provide support for when students need reteaching. This year we are using our ADSIS funding to provide remediation for students in Math, Reading, and Behavior. We review Fastbridge results, as well as other internal measures to determine how students move in and out of groups.

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| M/O Standard 6 - The school employs highly qualified, appropriately licensed teachers. | |
| X | 2: Meets - The school provides evidence of exemplary hiring processes that ensure teachers are properly credentialed. There have been no license infractions. |
| | 1: Partially Meets - The school has had two or fewer teacher license infractions and they were swiftly resolved. Evidence suggests that the school has systems to recruit quality licensed teachers. |
| | 0: Does Not Meet - The school has had multiple license infractions. |
| Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership | |
| Analysis: VOA-MN checks teacher licensure compliance annually in the fall. Teacher rosters are an element on the VOA-MN Data Submission Calendar. | |

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| M/O Standard 7 - Criminal background checks are conducted on all persons per the board policy and Minn. Stat. 123B.03, Subd.1. | |
| X | 2: Meets - The school provided evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers. |
| | 1: Partially Meets – N/A |
| | 0: Does Not Meet - The school could not provide evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers. |
| Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership | |
| Analysis: Policy 204 Background Checks. HR contracts with Trusted Employees to complete background check reports on all staff and volunteers. Background check requirement is fulfilled for all volunteers, staff, and board members. A search of all new teachers is done in the Teacher Disciplinary Inquiry System for incidence. | |

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| M/O Standard 8 - The school meets / maintains its enrollment goals. | |
| X | 2: Meets - The school could provide evidence that it is meeting its annual student enrollment goals. |
| | 1: Partially Meets – N/A |
| | 0: Does Not Meet - The school is not meeting its student enrollment goals. |
| Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership | |

Analysis: LILA is a stable and growing school.
 2022-2023 Student Enrollment by Grade (K CENTER & LOWER SCHOOL):
 PK = 135
 K = 128
 1 = 128
 2 = 132
 3 = 111
 4 = 106
 5 = 105

2022-2023 Student Enrollment by Grade (UPPER SCHOOL):
 6 = 109
 7 = 117
 8 = 99
 9 = 96
 10 = 67.8 (deducted for PSEO)
 11 = 47.5 (deducted for PSEO)
 12 = 38.2 (deducted for PSEO)

Number of students served 2021-2022 (District ADM): 1,248.00
 Number of students served 2020-2021 (District ADM): 1,216.20
 Number of students served 2019-2020 (District ADM): 1,178.51
 Number of students served 2018-2019 (District ADM): 1,100.44
 Number of students served 2017-2018 (District ADM): 1,064.99

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| M/O Standard 9 - The school institutes a fair and open student admission process that complies with Minnesota law. | |
| X | 2: Meets - The school provides evidence of adherence with state laws and guidelines pertaining to student admission. |
| | 1: Partially Meets - The school provides evidence of adherence with state laws and guidelines pertaining to student admission. The school has been the subject of state investigation with findings. |
| | 0: Does Not Meet - The school could not provide evidence of adherence with state laws and guidelines pertaining to student admission. |
| Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership, website. | |
| Analysis: Board Policy 122 Student Enrollment; enrollment form online. Online process verified for compliance by authorizer annually. | |

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| M/O Standard 10 - The school's employment process complies with state and federal law. | |
| X | 2: Meets - The school provides evidence that its employment process complies with state and federal law. |
| | 1: Partially Meets - The school is making progress meeting standard. |
| | 0: Does Not Meet - The school could not provide evidence that its employment process complies with state and federal law. |
| Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership | |
| Analysis: Technology used to enhance department organization and security of employment files: Infinite Campus Human Resources Information System, DocuSign electronic signature software, GreenShades' employee self service payroll feature which allows banking and tax information to be entered directly by employees in to the payroll system, removing the need for collection of paper documentation and voided checks, and EASE online insurance platform used by all employees to enter insurance preferences and related | |

personal and identification information for themselves and family members, eliminating the need for paper copies of such information.

Open positions are posted on the school’s website, EdPost, Indeed, K12JobSpot and teaching positions are also posted Handshake. Additional posting methods required to adhere to immigration laws are followed and may include hard copy internal postings and advertisement in newspapers. EEOC, Tennessee, Personnel Record Access, and Wage Theft notices are provided to all new hires. COBRA notices are provided to all benefit eligible employees. FROI reports are completed for all on site injuries and the OSHA 300 is completed and posted annually. FMLA, and the ADA (including interactive process) are initiated when indicated.

- Policy #210 Equal Employment Opportunity
- Policy #212 Family and Medical Leave
- Policy #216 Multicultural, Gender-fair, Disability-Sensitive
- Policy #354 Service Animal Policy

School Designated Human Resources Person: Tami Cummings
 EEO Grievance Designee: Jennifer May
 Payroll and Benefits Coordinator / State Reporting Specialist: Alli Williams
 HR Assistant: Mel Cain

Miscellaneous Information:

Faculty Equity Team - monitor climate and emerging issues from local to worldwide

Student Equity Team - focused on ethnicity and race climate and concerns.

GSA club is a student-run organizations that unite LGBTQ+ and allied youth to build community and organize around issues impacting them in their schools and communities. GSAs have evolved beyond their traditional role to serve as safe spaces for LGBTQ+ youth in middle schools and high schools, and have emerged as vehicles for deep social change related to racial, gender, and educational justice.

New hires get a seven day email to check in and approximately 30 follow-up meeting to make sure onboarding went well, communications are good, general feeling towards new employment is positive, and this meeting is also used as an evaluation of the HR team as well.

M/O Standard 11 - The school has defined job descriptions and defined evaluation process for all personnel.

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| X | 2: Meets - The school could provide evidence of job descriptions for all employee positions and aligned to an evaluation process. |
| | 1: Partially Meets - The school could provide evidence of job descriptions for most employee positions but did not have a defined evaluation process. |
| | 0: Does Not Meet - The school could not provide evidence of job descriptions for all employee positions and aligned to an evaluation process. |

Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership

Analysis: The authorizer verified that the school has current job descriptions for all employment positions and aligned with performance evaluations.

M/O Standard 12: (Data source: annual site visits, annual submission calendar document review, discussions with school leadership, MDE communications) Scale:

M/O Standard 12 - The school complies with IDEA, special education laws and school’s TSES plan, including “Child Find.” Applicable training is provided to faculty annually.

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| X | 2: Meets - The school could provide evidence of compliance with IDEA, special education laws and school’s TSES plan, including “Child Find.” |
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| | 1: Partially Meets - The school could provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find." However, the school has been the subject of MDE complaint investigation with findings. |
| | 0: Does Not Meet - The school could not provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find." |
| Data Source: School site visits, interviews with school faculty, document review. | |
| Analysis: The LILA TSES is available on the school website. The faculty receive training on the TSES annually. A district MTSS Leader meeting is held quarterly to discuss the district's processes and ensure adherence to the Child Find process. | |

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| M/O Standard 13 - The school provides professional development annually to faculty on special education to ensure school compliance with Child Find and other special education laws. | |
| | 2: Meets - The school could provide evidence that it provides training to faculty at least annually. |
| | 1: Partially Meets – N/A |
| | 0: Does Not Meet - The school could not provide evidence of training to faculty on special education. |
| Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership | |
| Analysis: LOWER SCHOOL 2022-2023 Faculty Training Topic(s): General Education in-service training on student services (Section 504, EL, and SpEd), Monthly co-teaching meetings, Monthly special education district-wide meetings including topics on special education processes and statutes, Monthly EL and Section 504 Meetings, Twice a month Special Education PLCs including topics around due process and instruction, UPPER SCHOOL 2022-2023 Faculty Training Topic(s): General Education in-service training on student services (Section 504, EL, and SpEd), Monthly special education district-wide meetings including topics on special education processes and statutes, Monthly EL and Section 504 meetings. | |

| | |
|---|--|
| M/O Standard 14 - The school is not subject to special education investigations by MDE and is not in Corrective Action. | |
| X | 2: Meets - The school is not subject to special education investigations by MDE and is not in corrective action or is adhering to their plan to resolve concerns. |
| | 1: Partially Meets - The school has been the subject of MDE investigations with findings. Progress has been observed to resolve findings. |
| | 0: Does Not Meet - The school has been the subject of MDE investigations with findings. Findings have not been resolved. |
| Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership, MDE communications. | |
| Analysis: The school has not been subject to MDE special education investigations and is not in corrective action. | |

| | |
|---|--|
| M/O Standard 15 - The school is compliant with laws pertaining to special education directors and Special Education Advisory Council (SEAC). | |
| X | 2: Meets - The school could provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC). |
| | 1: Partially Meets - The school contracts with a special education director but could not provide evidence that it has a SEAC that meets at least annually. |

| | |
|---|--|
| | 0: Does Not Meet - The school could not provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC). |
| Data Source: Annual site visits, annual submission calendar document review, discussions with school faculty. | |
| Analysis: The authorizer verifies that the school holds SEAC meetings at least annually. FY23 meeting date(s): November 10, 2022, February 9, 2023 (both meetings are K-12) FY22 anticipated meeting date(s): November 4, 2021 FY21 meeting date(s): 10/27/20 FY20 meeting date(s): 10/1/19, 2/6/20 FY19 meeting date(s): 4/23/19 | |

SECTION TOTAL: 30 Points

Legal and Contractual Compliance - Charter schools are required to follow many state and federal laws pertaining to all public schools and are expected to uphold all provisions of the charter school contract. VOA-MN expects compliance with legal and contractual obligations. Each VOA-MN authorized charter school shall maintain a Compliance Binder on site that includes VOA-MN defined evidence of compliance with state and federal statutes organized in the manner prescribed by VOA-MN. Additionally, VOA-MN authorized charter schools shall submit information to the authorizer in accordance with the VOA-MN prescribed Annual Submission Calendar. Management and operations of the school will be monitored by the authorizer and reported in the Formal Site Visit Report and additionally as needed. This section is not scored individually. The compliance binder and submission calendar are systems for ongoing monitoring of school performance and compliance and compliance requirements are imbedded in previous sections.

CONTRACT RENEWAL CALCULATION

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.

| 2021-2022 SCHOOL YEAR PERFORMANCE | | | | | | |
|--|-----------------------|---------------------------------|-------------------------------|---------------------|--------|---------------|
| Academic Standards Point Total: 11 out of 14 points | | | | | | |
| Financial Management Point Total: 18 out of 20 points | | | | | | |
| Board Governance Point Total: 30 out of 34 points | | | | | | |
| School Management and Operations: 30 out of 30 points | | | | | | |
| | Meets Standard Points | Partially Meets Standard Points | Does Not Meet Standard Points | Total Points | Weight | Percent |
| Academic | 8 | 3 | 0 | 11 | .50 | 39.29% |
| Finance | 18 | 0 | 0 | 18 | .20 | 18.00% |
| Governance | 28 | 2 | 0 | 30 | .15 | 13.24% |
| Mgmt/Operations | 30 | 0 | 0 | 30 | .15 | 15.00% |
| Grand Total | 84 | 5 | 0 | 89 out of 98 | 1.00 | 85.53% |

| CONTRACT RENEWAL CALCULATIONS TABLE | | | | | |
|--|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|---------------------------|
| | YR 1 Rating 2018-2019 | YR 2 Rating 2019-2020 | YR 3 Rating 2020-2021 | YR 4 Rating 2021-2022 | Average Rating |
| ACADEMIC (50%) | 39.29% | 50.00% | 37.50% | 39.29% | 41.52% |
| FINANCE (20%) | 20.00% | 20.00% | 18.00% | 18.00% | 19.00% |
| ORGANIZATION (30%) | | | | | |
| BOARD GOVERNANCE (15%) | 15.00% | 12.79% | 15.00% | 13.24% | 14.01% |
| MANAGEMENT OPERATIONS (15%) | 15.00% | 15.00% | 15.00% | 15.00% | 15.00% |
| TOTAL | 89.29% | 97.79% | 85.50% | 85.53% | 89.53% |
| CUMULATIVE AVERAGE = 89.53% | | | | | |

LILA received a cumulative average of **89.53 percent** over the contract term. The school is performing well in all areas, with the expectation of continuous academic performance improvement. Overall, LILA is a high-quality school organization with the upmost potential that VOA-MN is proud to have in our Network of authorized charter schools. Based on the calculations above, **LILA has earned a five-year renewal contract.**

VOA-MN AUTHORIZING PROGRAM CONTACT INFORMATION:

Stephanie Olsen, Program Manager
Phillip Morris, Academic Performance Analyst
Rochel Perna, Financial Analyst
Roderick Haenke, Board Governance Analyst / Constituent Services
Dawn Maslowski, Program Administrative Assistant

solsen@voamn.org
phillip.morris@voamn.org
rochel.perna@voamn.org
roderick.haenke@voamn.org
Dawn.Maslowski@voamn.org