



CHARTER SCHOOL CONTRACT

between

Volunteers of America-Minnesota, Authorizer

and

WOODBURY LEADERSHIP ACADEMY (#4228), School

WHEREAS, the primary purpose of mission-driven charter schools is to improve the learning, achievement, and success of all students.

WHEREAS, the additional purpose of the School is to increase quality learning opportunities for all students.

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, 2022, Amended February 2025.

1.2 Expiration date: June 30, 2027.

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 of Minnesota.

2.7 The "School" refers to Woodbury Leadership 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 OF MINNESOTA

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

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

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

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

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

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

3.5 Limited Use of Volunteers of America of Minnesota Name. The School may not use the name of the Volunteers of America of Minnesota or any assumed name, trademark, division or affiliation of Volunteers of America of Minnesota in

any of the School's promotional advertising, contracts, or other materials without Volunteers of America of Minnesota prior written consent, except that the School may include the following statement in such materials "Woodbury Leadership Academy is authorized by Volunteers of America-Minnesota." Pursuant to Minnesota Statute § 124E.07, Subd.8, the School shall identify Volunteers of America of Minnesota as the authorizer and provide contact information.

ARTICLE 4 LEGAL STRUCTURE

- 4.1 Nonprofit Status. The Charter School Board is organized and operated as a nonprofit corporation under Minnesota Statutes Chapter 317A.
- 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. 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 K-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 location of the School is s 8089 Globe Drive, Woodbury, MN 55125.
- 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 contact 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. Prior to beginning their term, a new board member must complete training on a charter school board's role and responsibilities, open meeting law, and data practices law. An ex-officio member, who is a charter school director or chief administrator, must complete this training within three months of starting employment at the school. A new board member must complete training on employment policies and practices under chapter 181; public school funding and financial management; and the board's roles and responsibilities regarding student success, achievement, and performance within 12 months of being seated on the board or the individual is automatically ineligible to continue to serve as a board member. A board member who does not complete training within the 12-month period is ineligible to be elected or appointed to a charter school board for a period of 18 months.

Every charter school board member must complete annual training throughout the member's term based on an annual assessment of the training needs of individual members and the full board. Ongoing training includes but is not limited to budgeting, financial management, recruiting and hiring a charter school director or chief administrator, evaluating a charter school director or chief administrator, governance-management relationships, student support services, student discipline, state standards, cultural diversity, succession planning, strategic planning, program oversight and evaluation, compensation systems, human resources policies, effective parent and community relationships, authorizer contract and relationships, charter school law, legal liability, board recruitment and elections, board meetings and operations, policy development and review, and school health and safety. The charter school is responsible for covering the costs related to board training. The charter school must include in its annual report the training each board member completed during the previous year. The board must ensure that an annual assessment of the board's performance is conducted, and the results are reported in the school's annual report.

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 at least three days prior to the public meeting. At the

request of the Authorizer, the Charter School Board will provide the Authorizer an opportunity to address the Charter School Board regarding matters determined by the Authorizer.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6.18 Reporting to the Authorizer.

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

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

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

6.19 Financial Management.

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

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

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

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

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

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

ARTICLE 7

SCHOOL PROGRAM, PERFORMANCE INDICATORS AND EVALUATION

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

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

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

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

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

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

7.4 Contract Amendments. The charter contract will be amended as warranted by Minnesota Department of Education approval of an additional school site(s) and/or additional grade levels served, or significant changes in state law. The charter

contract may be amended during the term of the contract if the Authorizer and School mutually agree that the school specific academic goals (performance targets) are not attainable.

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

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

ARTICLE 8 COMPLIANCE WITH STATE AND FEDERAL LAWS

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

- (1) Students with a Disability. The School shall comply with Minnesota Statutes Chapters A charter school must comply with sections 125A and 124E and rules relating to the education of pupils with a disability as though it were a district. Consistent with the provisions of Minnesota Statutes, the financial parameters within which the School will operate to provide special education instruction and related services to students with disabilities will be based on the individual needs of the student, as defined by the student's evaluation and by the instruction and related services specified in the student's Individual Education Plan ("IEP"). Refer to Addendum C ("Special Education Services").
- (2) Health and Safety. The school will meet all applicable federal, state, and local health and safety requirements applicable to school districts. (Minnesota Statutes § 124E.03, subd.2).
- (3) Immunizations. The School shall comply with Minnesota Statutes § 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 § 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 of Minnesota Formal Site Visit Rubric. Volunteers of America of Minnesota may engage in scheduled and unscheduled site-visits at such frequency as determined necessary or prudent by Volunteers of America of Minnesota.

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

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

ARTICLE 10 CAUSES FOR NONRENEWAL OR TERMINATION

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

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

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

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

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

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

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

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

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

ARTICLE 11 GENERAL TERMS

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

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

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

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

[AUTHORIZER]

By:  President / CEO
June 22, 2022 (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]

 WLA BOARD CHAIR
June 1, 2022 (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. Evaluation Report

CHARTER CONTRACT AMENDEMENT

As the designated representative for WOODBURY LEADERSHIP ACADEMY, we hereby agree to the contract amendment(s).



Signature

BOARD CHAIR
Date: February 27, 2025

As the designated representative for Volunteers of America of Minnesota Charter Authorizing Program, I hereby agree to the contract amendments.

DocuSigned by:


7DB711E781EG4F2...
Signature

PRESIDENT / CHIEF EXECUTIVE OFFICER
Date: February 24, 2025

ADDENDUM A



WOODBURY LEADERSHIP ACADEMY SCHOOL PROGRAM DESCRIPTION

SCHOOL NAME: Woodbury Leadership Academy

FIRST SCHOOL YEAR SERVING STUDENTS: 2014-2015

GRADES SERVED: K-8

GRADES APPROVED TO SERVE: PK-12

SCHOOL ADDRESS: 8089 Globe Drive, Woodbury, MN 55125

SCHOOL PHONE NUMBER: 651-571-2100

SCHOOL WEBSITE: www.wlamn.org

SCHOOL MISSION: The Mission of Woodbury Leadership Academy is to utilize leadership-based programs and strategies grounded in solid research, combined with the demonstrated success of Core Knowledge Curriculum as a basis of a rigorous overall educational program that builds strong skills in math, reading, literature, writing, music, science, and technology.

SCHOOL VISION: The Vision of Woodbury Leadership Academy is to be a school where students and graduates become exceptional leaders and are prepared to take on the academic and leadership challenges they will face in high school and beyond.

SCHOOL PROGRAM DESCRIPTION

Woodbury Leadership Academy believes children must have a healthy foundation in order to achieve academic excellence. Our mission is to prepare students by providing a balanced approach to the mental, physical, and emotional development of children. WLA also promotes leadership, our core virtues and service learning components in order to address student needs in a holistic manner.

What makes Woodbury Leadership Academy unique?

- Purposeful integration of the mental, physical, and emotional needs of students
- School wide focus and commitment to our mission by all stakeholders
- Comprehensive leadership curriculum
- Focus on core virtues
- Data driven instruction

The curriculum encompasses Language Arts, Math, Social Studies, Science, Physical Education, Health, Music and Art.

- The Language Arts, Social Studies and Science curriculum for students in grades K-8 is the Core Knowledge sequence. Teachers also use supplemental curriculum such as Northern Lights (grade 6), a variety of novels (grades 6-8), and added science texts (grades 7-8)

- Ready Math is the primary Math curriculum for grades K-8
- WLA offers a variety of electives for students in grades 6-8 including coding, robotics, Russian, chess, literature, and sketching, to name a few)
- All students in grades K-5 have physical education, art, leadership class, and music on a rotation.
- All students participate in service projects throughout the school year

DESCRIPTION OF SCHOOL BOARD GOVERNANCE

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 at least 5 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. Additionally, the Board will be composed of officers including Chair, Treasurer, and Secretary. Standing committees include Budget and Finance, Governance (reviewing policies), and Facilities. The Board Chair will convene special advisory committees as deemed necessary by the Board.

WOODBURY LEADERSHIP BOARD COMPOSITION, TERMS, AND ELECTIONS

The governing founding board at the time of this bylaws adoption meets the requirements of the initial board of directors as defined in charter school law. The ongoing board of directors as defined in charter school law will consist of at least five individuals with at least one parent of an enrolled student, at least one licensed teacher who is employed by Woodbury Leadership Academy, and at least one community member who is not employed by the school and does not have a child enrolled in the school.

Terms of Board members shall be three years or until a successor has been duly elected and qualified, or until the director dies, resigns, is removed or the term otherwise expires as provided by law or by the Bylaws of this

Corporation. Terms of board members are staggered and governed by policy. All board terms shall begin and end at the regularly scheduled meeting in July. Each seat will be up for election in April prior to its expiration. New members to the board shall take their office upon being seated at the first meeting in July, whereupon the member(s) whose term is (are) expiring shall step down. The election of the board of directors shall be in compliance with the charter school law.

SCHOOL ADMINISTRATION / MANAGEMENT TEAM

| POSITION TITLE | SUMMARY OF POSITION / RESPONSIBILITIES |
|---|--|
| Kathleen Mortensen, Executive Director | Oversight of the school and major functions including, overall planning and supervision, public relations, marketing and recruitment, human resources, financial management, and academic planning. Responsible for state and federal reporting. |
| Ben Broderick, Assistant Principal | Provides support to the Executive Director in all areas as well as supervising staff members, scheduling, and general operations. Assists with formal teacher observations and teacher coaching. |
| Andy Sharp, Dean of Students | Coordination of transportation, and Dean of Students grades K-8. |
| Kylie Griffith, Curriculum Coordinator | Three quarter-time position coordinating academic programming, assisting with PLCs, and DAC. One quarter-time position in marketing and social media. |
| Emma Langer, Coordinator of Special Education | Half-time oversight of the special education program, including supervision and scheduling of educational assistants. Responsible for new student intakes, IEP reviews, and problem solving for the special education department. |

SCHOOL FACULTY

| POSITION TITLE | SUMMARY OF POSITION DESCRIPTION / RESPONSIBILITIES |
|--------------------------|---|
| Administrative Assistant | Serve as receptionist, answer telephone calls, receive deliveries, greet and screen visitors. Send communications to classrooms and receive students visiting the office. This position also assists with family communications, the processing of applications for enrollment, and the management of attendance. |
| Heath Aide | The health aid oversees all health related matters at school in collaboration with our nurse contractor. This includes the management of medications, student visits to the nurse, as well as parent communications and record keeping. This position also assists with the management of our bills. |
| Office Manager | The Office Manager is responsible for enrollment, MARSS, accounts payable, ordering and procurement, and a variety of additional tasks. |
| Teacher | Teachers are responsible for the instructional leadership in their classrooms which includes the planning and delivery of content in a manner that is effective. This includes effective classroom routines, classroom management, and communication to families. Teachers also participate in weekly PLC meetings to plan in collaboration with other teachers. This also ensures alignment of curriculum and standards. |
| Educational Assistant | Educational assistants to assist support students with disabilities in the classroom to meet instructional goals and objectives, and meet IEP requirements and goals. |

| | |
|------------------|--|
| Interventionists | WLA employs an EL interventionist and three academic interventionists. All parties are responsible for acquiring and reviewing reading data for students in grades K-8 and preparing support groups based on the data. |
|------------------|--|

STUDENT RECRUITMENT AND ENROLLMENT:

WLA is open to all students, without regard to ability, race, religion, or any other factors, other than the capacity of the program, class, grade level, or building. Students who wish to attend WLA for the current school year will be accepted based on available space in the applicable grade. If space is not available, students will be added to the waiting list for the applicable grade. Such waiting list will prioritize siblings and children of staff as outlined in state statute. All applications received during open enrollment will be accepted for enrollment unless more applications are received than the available enrollment, as established by the WLA Board, for the applicable grade. Enrollment limits are established and posted on the school website prior to the beginning of the open enrollment period. Open seats are determined to be the difference between the enrollment limit and the number of currently enrolled students in the previous grade. Should a grade accumulate more applications than open seats are available prior to the end of the open enrollment period, all applications will be placed in a lottery. Following the lottery period, students will be offered enrollment on a first come first serve basis until the grade is full. Students who offered enrollment have two weeks to complete and return the enrollment application otherwise their seat will be vacated and open to others. In order to enroll for kindergarten, students must turn 5 on or before September 1 of enrollment year. The WLA enrollment policy, procedures, class enrollment limits, and open enrollment dates shall be published on the WLA website.

Enrollment Projections

| | 2021-22 | | 2022-23 | | 2023-24 | | 2024-25 | | 2025-26 | | 2026-27 | |
|--------|--------------|------------|--------------|------------|--------------|------------|--------------|------------|--------------|--------------|--------------|--------------|
| G R | Sect | Total | Sect | Total | Sect | Total | Sect | Total | Sect | Total | Sect | Total |
| K | 5 | 70 | 5 | 90 | 5 | 90 | 5 | 90 | 5 | 90 | 5 | 90 |
| 1 | 5 | 89 | 5 | 100 | 5 | 100 | 5 | 100 | 5 | 100 | 5 | 100 |
| 2 | 5 | 100 | 5 | 100 | 5 | 100 | 5 | 100 | 5 | 100 | 5 | 100 |
| 3 | 4 | 82 | 5 | 100 | 5 | 100 | 5 | 100 | 5 | 100 | 5 | 100 |
| 4 | 4 | 87 | 4 | 90 | 5 | 100 | 5 | 100 | 5 | 100 | 5 | 100 |
| 5 | 4 | 85 | 4 | 90 | 5 | 100 | 5 | 100 | 5 | 100 | 5 | 100 |
| 6 | 3 | 56 | 4 | 85 | 4 | 100 | 4 | 90 | 4 | 100 | 4 | 100 |
| 7 | 2 | 45 | 3 | 85 | 4 | 90 | 4 | 90 | 4 | 100 | 4 | 100 |
| 8 | 2 | 21 | 2 | 45 | 3 | 90 | 3 | 90 | 4 | 100 | 4 | 100 |
| 9 | 0 | 0 | 0 | 0 | 2 | 50 | 3 | 90 | 3 | 90 | 3 | 100 |
| 10 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 40 | 3 | 90 | 3 | 90 |
| 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 50 | 2 | 90 |
| 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 50 |
| | Total | 635 | Total | 785 | Total | 920 | Total | 990 | Total | 1,120 | Total | 1,220 |

SCHOOL CALENDAR: In compliance with Minnesota Code §120A.41, the school calendar will include no fewer than 165 instructional days and will meet the following hours of instruction requirements: 850 hours for Kindergarten; 935 hours for grades 1-6; and 1020 hours for grades 7-12. The WLA calendar for the 2021-

2022 school year is based on 172 instructional days. This leaves sufficient room in the calendar for unexpected events such as snow days.

DESCRIPTION OF SPECIAL EDUCATION: See addendum C

DESCRIPTION OF SERVICE-LEARNING PROGRAM:

At Woodbury Leadership Academy, students and staff members plan a number of service learning projects to carry-out throughout the school year. The service learning projects are connected to the WLA Core Virtues program, and culminate with presentations at board meetings. The following chart demonstrates what students will be doing this school year.

| Month | Core Virtue | Grade Level | Project Name | Board Meeting |
|----------|----------------|-------------|-----------------------------------|---------------|
| October | Respect | Gr 7/8 | Winter Clothes & Blanket Drive | October |
| November | Humanity | Gr 3 | Toy Drive for Children's Hospital | November |
| December | Gratitude | Gr 6 | Letters to Veterans | December |
| January | Perseverance | Gr 4 | Humane Society | January |
| January | Perseverance | Gr 7/8 | Blankets for Children's Hospital | January |
| February | Responsibility | Gr 2 | Letters for Senior Citizens | February |
| March | Respect | Gr 5 | Feed My Starving Children | March |
| April | Perseverance | Gr K | Pollution Pick-Up | April |
| May | Gratitude | Gr 1 | Comfort Animals (Fire Dept./EMS) | May |

Measuring service learning projects for students and community engagement is a subjective process. However, students do complete a satisfaction survey after concluding their service learning project experience, and those survey results provide an indicator for success, as well as assisting staff members with modifying their grade level plans for moving forward.

**Of note is that similar Service Learning Projects were planned for the 2020-2021 school year, but were not conducted due to COVID.*

DESCRIPTION OF SCHOOL TRANSPORTATION PLAN: WLA contracts with Minnesota Coaches to provide transportation for families who reside within the district and the City of Woodbury.

DESCRIPTION OF SCHOOL FACILITY PLAN: WLA's current facility is located on nine acres that includes one three-story building of approximately 100,000 square feet. Friends of WLA formed an ABC and were successful with a bonding initiative in May, 2021, and we began an extensive expansion effort in July, which will add a second three-story "twin" building to the site. The facilities provide excellent elementary, middle school, and special education spaces, including dual gyms, a stage, concession stand, additional science and art classrooms, and 18 additional classroom spaces. Our new spaces should allow a 1,120 student capacity.

FUTURE PLANS: WLA plans on continuing to grow enrollment to approximately 1,120 students in grades K-12 to be served in its current facility with the added facilities and improvements described in the facility section. This includes continuing our current pattern of adding grade levels and sections as outlined above.

FINANCIAL MANAGEMENT AND BUDGET: The Board has a standing Budget and Finance Committee which meet the second Wednesday of the month. The school's fiscal year runs from July through June each year. Our preliminary budget for the next year is typically approved at the April board meeting and finalized in June. WLA has exceeded fund balance projections, and is in a strong financial position.

BUDGET PROJECTIONS (Supplied by BerganKDV)

| Woodbury Leadership Academy Long-Range Budget 5 Year Projection Model High School Expansion Budget, 12-2-21 | | | | | | |
|--|------------------|------------------|------------------|------------------|------------------|------------------|
| <i>Projection</i> | | | | | | |
| | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 |
| | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 |
| Enrollment Projections | | | | | | |
| Total Number of Students/ADM K - 12 | 635 | 785 | 920 | 990 | 1,120 | 1,220 |
| Total Number of Current Year Pupil Units | 648 | 811 | 966 | 1052 | 1206 | 1326 |
| ADM Growth | 67 | 150 | 135 | 70 | 130 | 800 |
| Total Enrollment with PK | 815 | 955 | 1025 | 1160 | 1260 | |
| General Fund Revenue Summary | | | | | | |
| Total State Aids | 6,504,248 | 8,141,975 | 9,575,044 | 10,758,942 | 12,389,652 | 13,824,130 |
| Total Federal Revenue | 252,732 | 124,321 | 115,800 | 122,900 | 133,800 | 143,300 |
| Total Other Revenue | 42,400 | 62,280 | 70,704 | 75,832 | 84,564 | 91,902 |
| Total Revenue | 6,799,380 | 8,328,576 | 9,761,548 | 10,957,673 | 12,608,016 | 14,059,331 |
| | 103% | 122% | 117% | 112% | 115% | 112% |
| General Fund Expenditure Calculations | | | | | | |
| 100's Salaries | 2,593,000 | 2,949,500 | 3,618,300 | 4,153,100 | 4,763,700 | 5,161,200 |
| 200's Benefits | 704,620 | 816,242 | 1,019,417 | 1,190,857 | 1,389,758 | 1,531,531 |
| 100's & 200's CRF & Cares Funds allocated below | | | | | | |
| 305 Contracted Services | 253,331 | 319,400 | 381,800 | 419,100 | 483,600 | 537,300 |
| 315 Technology Services | 31,200 | 39,300 | 47,000 | 51,600 | 59,500 | 66,100 |
| 320 Communications Services | 9,900 | 12,500 | 14,900 | 16,400 | 18,900 | 21,000 |
| 329 Postage | 4,000 | 5,000 | 6,000 | 6,600 | 7,600 | 8,400 |
| 330 Utilities | 125,300 | 127,800 | 130,400 | 133,000 | 135,700 | 138,400 |
| 340 Property and Casualty Insurance | 21,000 | 26,500 | 31,700 | 34,800 | 40,200 | 44,700 |
| 330,340 Add'l Costs for Utilities & Insurance for expansion | 37,555 | 38,300 | 39,100 | 69,900 | 71,300 | 72,700 |
| 350 Repairs and Maintenance Services | 132,029 | 136,650 | 141,433 | 146,383 | 151,507 | 156,809 |
| 360 Student Transportation | 478,150 | 610,059 | 750,543 | 849,743 | 1,005,806 | 1,172,013 |
| 360 Field Trip Transportation | 12,700 | 16,000 | 19,100 | 21,000 | 24,200 | 26,900 |
| 366 Travel and conferences | 22,126 | 27,900 | 33,400 | 36,700 | 42,300 | 47,000 |
| 369 Field Trip Admissions/Registration Fees | 13,800 | 17,400 | 20,800 | 22,800 | 26,300 | 29,200 |
| 370 Lease Expense | 1,038,526 | 1,164,150 | 1,253,725 | 1,535,920 | 1,760,760 | 1,935,960 |
| 370 Other Rentals and Operating Leases | 2,300 | 2,900 | 3,500 | 3,800 | 4,400 | 4,900 |
| 401 Office Supplies/General Supplies/Marketing Materials | 39,100 | 69,300 | 82,800 | 90,900 | 104,900 | 116,600 |
| 401/455/465 Maintenance Supplies | 23,700 | 29,900 | 35,700 | 39,200 | 45,200 | 50,200 |
| 405 Non-Instructional Software and Licensing | 23,154 | 29,200 | 34,900 | 38,300 | 44,200 | 49,100 |
| 406 Instructional Software | 11,400 | 14,400 | 17,200 | 18,900 | 21,800 | 24,200 |
| 430/456/466 Instructional Supplies/Classroom Supplies | 35,600 | 69,900 | 83,600 | 91,800 | 105,900 | 117,700 |
| 460 Textbooks and Workbooks | 75,300 | 94,900 | 113,400 | 124,500 | 143,700 | 159,700 |
| 461 Standardized Tests | 11,300 | 14,200 | 17,000 | 18,700 | 21,600 | 24,000 |
| 470 Media/Library Resources | 2,900 | 3,700 | 4,400 | 4,800 | 5,500 | 6,100 |
| 490 Food Purchased | 6,300 | 7,900 | 9,400 | 10,300 | 11,900 | 13,200 |
| 520 Building Improvements | 0 | 70,000 | 70,000 | 70,000 | 70,000 | 70,000 |
| 530 Furniture and Other Equipment | 30,000 | 37,800 | 45,200 | 49,600 | 57,200 | 63,600 |
| 530 FF&E For Expansion each year | 0 | 82,375 | 13,310 | 69,004 | 34,502 | 34,502 |
| 555/556 Technology Equipment | 20,000 | 25,200 | 30,100 | 33,000 | 38,100 | 42,300 |
| 555/556 Technology Equipment site expansion each year | 0 | 83,559 | 99,900 | 109,700 | 126,600 | 140,700 |
| 580/581 Principal and interest capital lease | 22,800 | 28,700 | 34,300 | 75,200 | 86,800 | 96,400 |
| 820 Dues and memberships | 32,600 | 34,900 | 37,300 | 39,900 | 42,700 | 45,700 |
| State Special Ed Expenditures / ESY incl F723 | 783,441 | 906,771 | 966,028 | 1,100,387 | 1,168,359 | 1,312,685 |
| 372 Medical assistance/third party billing | 0 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 |
| Federal ESSER II | 42,347 | | | | | |
| Federal ESSER III | 45,000 | 19,021 | | | | |
| Cares testing grant | 10,000 | | | | | |
| Federal Special Ed Expenditures, CEIS, PSI | 58,900 | 60,700 | 62,500 | 64,400 | 66,300 | 68,300 |
| Director's Discretionary Fund | 0 | 2,000 | 4,000 | 6,000 | 8,000 | 10,000 |
| Federal Title I, II and V | 35,400 | 44,600 | 53,300 | 58,500 | 67,500 | 75,000 |
| Give to the Max donations offset with expenditures | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 |
| Total Expenditures | 6,793,779 | 8,045,629 | 9,332,456 | 10,811,794 | 12,263,291 | 13,481,100 |
| General Fund Net Income | 5,602 | 282,947 | 429,092 | 145,880 | 344,725 | 578,232 |
| Beginning General Fund Balance | 1,768,370 | 1,773,972 | 2,056,919 | 2,486,011 | 2,631,891 | 2,976,615 |
| Ending General Fund Balance | 1,773,972 | 2,056,919 | 2,486,011 | 2,631,891 | 2,976,615 | 3,554,847 |
| Fund Balance Percentage | 26% | 26% | 27% | 24% | 24% | 26% |

| Woodbury Leadership Academy Long-Range Budget 5 Year Projection Model High School Expansion Budget, 12-2-21 | | | | | | |
|--|-------------------|------------------|------------------|--|------------------|------------------|
| | <i>Projection</i> | | | | | |
| | | Begin PK | Begin HS | HS Facility Expansion beginning fy 2024-25 | | |
| | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 |
| | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 |
| Enrollment Projections | | | | | | |
| Total Number of Students/ADM K - 12 | 635 | 785 | 920 | 990 | 1,120 | 1,220 |
| Total Number of Current Year Pupil Units | 648 | 811 | 966 | 1052 | 1206 | 1326 |
| | ADM Growth | 67 | 150 | 135 | 70 | 139 |
| Total Enrollment with PK | | 815 | 955 | 1025 | 1160 | 1260 |
| Community Service Revenue and Expenditure Summary | | | | | | |
| PreK Early Learning Program Revenues FY 22-23 | | | | | | |
| Tuition Billing & Fees for Students | 0 | 309,670 | 319,000 | 328,600 | 338,500 | 348,700 |
| PreK Early Learning Program Expenditures FY 22-23 | | | | | | |
| Salaries, 2 FTE Tchr, 2 FTE Para, .75 FTE Admin/Clerical, Sub | | 177,790 | 181,346 | 184,973 | 188,672 | 192,446 |
| Benefits, 2 FTE Tchr, 2 FTE Para, .75 FTE Admin/Clerical, Sub | | 44,628 | 45,521 | 46,431 | 47,360 | 48,307 |
| Lease, Utilities, Clearing Phones | | 56,252 | 57,377 | 58,525 | 59,695 | 60,889 |
| Contracted Sped Services, Supplies & Curriculum | | 29,000 | 19,080 | 19,462 | 19,851 | 20,248 |
| Food and Snacks | | 7,000 | 7,140 | 7,283 | 7,428 | 7,577 |
| Playground, FY 21-22, Technology and Equipment FY 22-23 | 36,200 | 15,000 | 5,000 | 5,000 | 5,000 | 5,000 |
| Total PreK Early Learning Program Expenditures FY 22-23 | 36,200 | 329,670 | 315,463 | 321,673 | 328,006 | 334,466 |
| Community Services Fund Net Income | (36,200) | (20,000) | 3,537 | 6,927 | 10,494 | 14,234 |
| Beginning Community Service Fund Balance | 91,489 | 55,289 | 35,289 | 38,826 | 45,753 | 56,247 |
| Ending Community Service Fund Balance | 55,289 | 35,289 | 38,826 | 45,753 | 56,247 | 70,481 |
| Schoolwide Activity | | | | | | |
| Total Revenues | 6,799,380 | 8,638,246 | 10,080,548 | 11,286,273 | 12,946,516 | 14,408,031 |
| Total Expenditures | 6,829,979 | 8,375,299 | 9,647,920 | 11,133,467 | 12,591,297 | 13,815,566 |
| Net Income - All Funds | (30,598) | 262,947 | 432,628 | 152,807 | 355,219 | 592,466 |
| Beginning Schoolwide Fund Balance | 1,859,859 | 1,829,261 | 2,092,208 | 2,524,837 | 2,677,644 | 3,032,862 |
| Ending Schoolwide Fund Balance | 1,829,261 | 2,092,208 | 2,524,837 | 2,677,644 | 3,032,862 | 3,625,328 |
| Entity Wide Fund Balance Percentage | 27% | 25% | 26% | 24% | 24% | 26% |
| Days of cash on hand > 45 | 75 | 68 | 72 | 66 | 66 | 109 |
| Debt Service Coverage Ratio > 1.10 | 1.10 | 1.60 | 1.67 | 1.37 | 1.44 | 1.54 |
| MADS > 1.25 in fy 2022-23, & 2025-26 | 0.8 | 1.26 | 1.43 | 1.07 | 1.30 | 1.54 |
| | | x | x | OK | x | x |



ADDENDUM B

School Accountability and Authorizer Oversight System

SCHOOL STATUTORY PURPOSES:

- **PRIMARY PURPOSE (M.S. 124E.01):** The primary purpose of mission-driven charter schools is to improve the learning, achievement, and success of all students.

PERFORMANCE STANDARDS / EXPECTATIONS: VOA-MN Academic Performance Standards 1-3.

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 Comprehensive Achievement and Civic Readiness Plan.

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

PERFORMANCE STANDARD / EXPECTATIONS: VOA-MN Academic Performance Standard 6. Locally determined, board approved annually.

MEASURE: Locally determined, board approved annually.

REPORTING: Progress meeting these expectations is a required element of the Annual Report and Comprehensive Achievement and Civic Readiness Plan.

- **ADDITIONAL PURPOSE (M.S. 120B.11):** The school is to meet the outcomes adopted by the Commissioner for all public school students under Minnesota Statutes § 120B.11 (Comprehensive Achievement and Civic Readiness), applicable to K-12 school students. Specifically: all children are ready for school; all racial and economic achievement gaps between students are closed; all students are ready for career and college; all students graduate from high school.

PERFORMANCE STANDARD / EXPECTATIONS: VOA-MN Academic Performance Standard 7. Locally determined, board approved annually.

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

REPORTING: Element of the Annual Report and Comprehensive Achievement and Civic Readiness Plan.

Introduction

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

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

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

Volunteers of America of Minnesota Accountability Plan

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

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

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

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

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

- 50% weighting: Academic Program (statutory purposes, including primary purpose)
- 20% weighting: Financial Sustainability
- 30% weighting: Organization
 - 15% governance
 - 15% management & compliance

Combining Data Over the Contract Term

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

Contract Renewal Eligibility

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

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) and the school specific Annual Scorecards. 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.

- **ACADEMIC PROGRAM PERFORMANCE - Is the school's Learning Program a Success?**

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

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

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

Academic 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 the learning, achievement, and success of all students. Imbedded Comprehensive Achievement and Civic Readiness Report standard. 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 (Improved + Maintained) in math and reading as evidence of meeting their primary statutory purpose of improving the learning, achievement, and success of all students. 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 equal to or higher than the statewide average in both math and reading.

1 = School's achievement level of "increased and maintained" is equal to or higher than the statewide average in either math or reading but not both.

0 = School's achievement level of "increased and maintained" is below the statewide average in both math and reading.

Alternative Standard 2 for school's grades 9-12 only

Academic Standard 2 (alternative) - Over the term of the contract, the school's four-year adjusted cohort graduation rate will remain above 80%. *Imbedded Comprehensive Achievement and Civic Readiness Report standard: All students graduate from high school. Evidence / Source: Minnesota Department of Education. Scale:

2 = School's four-year adjusted cohort graduation rate is 80% or higher.

1 = School's four-year adjusted cohort graduation rate is between 75.1%-79.9%.

0 = School's four-year adjusted cohort graduation rate is below 75%.

Academic 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 the learning, achievement, and success of all students. Imbedded Comprehensive Achievement and Civic Readiness Report 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: All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving the learning, achievement, and success of all students. Data / Source: The teacher development plan submitted to VOA-MN by September 1. VOA-MN needs a copy of the report to evaluate this standard. 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 5: 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 6: The school is meeting the Comprehensive Achievement and Civic Readiness goals (MS 120B.11; Charter Contract Addendum B). Data Source: School Annual Report. Scale:

2 = The school has a plan for meeting their Comprehensive Achievement and Civic Readiness (CACR) goals. The school met all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.

1 = The school has a plan for meeting their CACR goals. The school met some, but not all its CACR goals as reported in the annual summary report submitted to MDE by the deadline established by MDE.

0 = The school does not have a plan for meeting their CACR goals. The school did not meet any of its Comprehensive Achievement and Civic Readiness goals as reported in the annual summary report submitted to MDE by the deadline established by MDE; or did not submit the annual summary report to VOA-MN.

• **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).*

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 (not including a board-approved General Fund balance spend down). Data Source: Original and revised budgets, annual financial audit report, monthly income statements. Scale:

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

Financial Standard 2: The school is compliant with state and federal financial reporting deadlines and laws (including the proper use of public funds) and the submission of financial items on the VOA-MN Annual Submissions Calendar, excluding the financial audit covered in Standard Three. Data Source: MDE reports including: Preliminary UFARS data, Student ADM, Final UFARS data. Scale:

- 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. Scale:

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

Financial Standard 4: Schools are expected to have audits that are free of all findings. (If the school receives a legal compliance finding for late payment of bills that is also uncovered in the financial analyst's review of the check registers, it will be rated in Standard Four and noted in Standard Five.) Data Source: The School's financial audit report. Scale:

- 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. The school reports late payments in the monthly financial reports. Data Source: Monthly check registers, cash flow projections, board meeting agendas and minutes. Scale:

- 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. Monthly financials 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. (The school is responsible for including a description for each item on the check register and an explanation for any check sequence gaps.) Data Source: Board packets. Scale:

- 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 & minutes. Scale:

- 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. Scale:
 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. Scale:
 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. Scale:
 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 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/expectations include the following (authorizer reserves the right to amend standards or scale as needed / warranted):

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*. Data Source: The school submits a completed VOA-MN Board Roster Table (template provided by VOA-MN) twice a year to demonstrate compliance with statute and bylaws. The first is submitted by January 15. The second is sent at the end of the fiscal year by June 30. (See the Annual Submissions document.) Scale:

- 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. Data Source: Development/Training Plan (template provided by VOA-MN) including summary of a needs assessment and a calendar of planned board training to meet those needs submitted to VOA-MN by January 5. Scale:

- 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. Data Source: The school submits a completed Board Roster Table twice a year that includes information confirming that new board members received orientation. The first is submitted by January 15. The second is sent at the end of the fiscal year by June 30. Scale:

- 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. Data Source: The school submits a completed Board Roster Table twice a year that includes information confirming that provides evidence of board training. The first is submitted by January 15. The second is sent at the end of the fiscal year by June 30. Scale:

- 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. Data Source: The results of the board's formal self-evaluation are submitted to VOA-MN by June 30. Scale:

- 2 = The Board completes a formal self-evaluation each year.
- 1 = The Board completes informal self-evaluations during one or more board meeting(s).
- 0 = The board did not complete a 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. Data Source: The results of the board's formal self-evaluation are submitted to VOA-MN by June 30. Scale:

- 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. Data Source: School Website, Board Minutes, Bylaws, Interview. Scale:

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*.

Data Source: Board Minutes, Bylaws, Board Policies, Interview. Scale:

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. Data Source: Board Minutes, Evaluation Documentation. Scale:

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*). Data Source: School Annual Report. Scale:

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. Data Source: Board Meeting Minutes, Interview. Scale:

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 provides ongoing oversight of school academic performance. Data Source: Board Meeting Minutes. Scale:

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 13: The school maintains a high level of parent, teacher and student satisfaction rates based on school conducted surveys and student/faculty retention rates. Data Source: school Annual Report, board minutes, school data, interviews with school leadership. Scale:

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 14: Board documents are distributed to all board members and VOA-MN at least 3 days prior to a board meeting. Data Source: VOA-MN Authorizing Program Submission Tracking Sheet. Scale:

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

1 = Board documents were not distributed to all Board members and VOA-MN one or two times.

0 = Board documents were not distributed to all Board and VOA-MN members three or more times.

Governance Standard 15: 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*. Data Source: School Website and Interview. Scale:

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 16: The board has a policy review calendar and reviews and updates its policies as needed or required by state law. Data Source: Board Minutes, Policy Review Calendar, Interview. Scale:

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.

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, 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 laws pertaining to data collection, storage, distribution, and privacy. (Minn. Stat. Chapter 13 and Family Educational Rights and Privacy Act (FERPA), and Contract Article 8). Data Source: Annual school site visits, annual submission calendar document review, discussions with school leadership. Scale:

2 = The school 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 state and federal data practices policies and privacy laws.

1 = The school 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 state and federal data practices policies and privacy laws.

0 = The school 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.

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 (former 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: The teacher evaluation plan submitted to VOA-MN by September 1 and interviews. 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.

M/O Standard 9: 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 10: 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 11: 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 with 1-2 findings.

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

M/O Standard 12: 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 13: 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.

M/O Standard 14: 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 15: 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 16: 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).

M/O Standard 17 - The charter school disseminates information about the school's offerings and enrollment procedures in accordance with Minn. Stat. 124E.17. The school documents its dissemination activities in the school's annual report and in their VOA-MN compliance binder. Data Source: Annual site visits, annual submission calendar document review, discussions with school faculty.

2 = The school could provide evidence of compliance with laws and documentation regarding dissemination of information

1 = The school could partially provide evidence of compliance with laws and documentation regarding dissemination of information.

0 = The school could not provide evidence of compliance with laws and documentation regarding dissemination of information.

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 report. 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 Comprehensive Achievement and Civic Readiness 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. Each school also receives a VOA-MN Annual School Scorecards that measures the extent to which the school is meeting VOA-MN performance standards and “on-track” for renewal. 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 / Scorecards, 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.

ANNUAL VOA-MN SUBMISSION CALENDAR

The authorizer will publish an “Annual Submission Calendar” no later than July 1st annually. The Annual Submission Calendar is a document that contains deadlines for various submissions required by the state and/or authorizer VOA-MN and serves as a primary source for evidence of school compliance with statute and VOA-MN standards. The authorizer monitors school compliance with submission calendar deadlines.



Addendum BII

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 |
|---|--|--|
| INTERVENTION LEVEL ONE Notice of Concern | <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> |
| INTERVENTION LEVEL TWO Notice of Deficiency | <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> |
| INTERVENTION LEVEL THREE Probationary Status | <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.</p> <p><i>and/or</i></p> <p>Authorizer may appoint staff or a consultant to specifically monitor implementation of the remediation plan</p> |
| INTERVENTION LEVEL FOUR Charter Review | <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.</p> <p><i>and/or</i></p> <p>Decision to commence or not to commence revocation proceedings made by VOA-MN.</p> |
| INTERVENTION LEVEL FIVE Charter Revocation | <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> |



ADDENDUM B.III.

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 |



WOODBURY LEADERSHIP ACADEMY

Special Education Services

Woodbury Leadership 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.

Addendum D



COMPLIANCE AGREEMENT

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

1. [Signature]
Board Member Signature

1/28/25 MICHAEL A. BALINT
Printed Name

2. [Signature]
Board Member Signature

1/23/25 Carlye Shemill
Printed Name

3. [Signature]
Board Member Signature

1/23/25 William Beck
Printed Name

4. [Signature]
Board Member Signature

1/23/25
Printed Name

5. [Signature]
Board Member Signature

[Signature] Shelbi Pool
Printed Name

6. [Signature]
Board Member Signature

Allison Pirt
Printed Name

7. [Signature]

GREG SAIV

8. [Signature]

Jolene Skordahl

9. [Signature]

Joseph Valentine

Addendum E

Charter School Closure Plan

| Item | Description of Required Actions | Responsible Party | Completion Date | Status |
|--|---|--------------------------------|-----------------|--------|
| Immediate Board Actions | | | | |
| 1 | Establish <i>ad hoc</i> School Board Committee for wind-up / restructuring <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 | Reserve Funds 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. | Board | | |
| Notifications and Further Actions | | | | |
| 3 | Notification of Parents / Guardians 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: <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. | Board Chair or School Director | | |

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|----------|---|-----------------|--|--|
| | <input type="checkbox"/> Provide the VOA-MN with a copy of the notice. | | | |
| 4 | <p>Final Report Cards and Student Records Notice</p> <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> <p> <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. </p> <p> <input type="checkbox"/> Provide the VOA-MN with a copy of the notice. </p> | School Director | | |
| 5 | <p>Transfer of Student Records and Testing Material</p> <p>No later than 10 business days after Authorizer Notice of CHARTER REVOCATION / CLOSURE, the school must provide parents of enrolled students information and assistance to enable the student to re-enroll in another school.</p> <p>Within ten business days of closing the charter school, the closed school must transfer each student's educational records to the student's school district of residence, including:</p> <p> <input type="checkbox"/> Individualized Education Programs (IEPs) and all records regarding special education and supplemental services; </p> <p> <input type="checkbox"/> student health / immunization records; </p> <p> <input type="checkbox"/> attendance records; and </p> <p> <input type="checkbox"/> all other student records. </p> <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> | School Director | | |

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|----------|--|--|--|--|
| | <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> | | | |
| 6 | <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> | | |
| 7 | <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> | | |
| 8 | <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. | <p>Board Chair or Treasurer</p> | | |

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|----|--|--------------------------|--|--|
| | <p><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> <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><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.</p> | | | |
| 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> | Board Chair or Secretary | | |

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|--------------------------------------|--|--------------------------|--|--|
| | 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. | | | |
| 11 | <p>Notification of VOA of MN Regarding Lawsuits</p> <p>As soon as possible after receiving notice and/or service of process regarding litigation against, or initiated by, the School, School Board or School employees, notify the VOA of MN and provide copies of legal papers received.</p> <p>The School has an ongoing obligation to keep the VOA-MN informed regarding such litigation, including bankruptcy, whether voluntary or involuntary, and to provide copies of all filings.</p> | Board Chair or Secretary | | |
| 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> | Board Chair or Treasurer | | |

| | | | | |
|-----------|--|----------------------------------|--|--|
| | <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> | | | |
| 14 | <p>Notification to Debtors</p> <p>Within thirty (30) days after the charter revocation, the School must contact all debtors and demand payment. To the extent collection efforts are unsuccessful, the School may turn the debt over to commercial debt collection agencies. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.</p> | Board Chair or Treasurer | | |
| 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 | School Board and School Director | | |

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|-----------|---|-------------------------------|--|--|
| | <p>submit or the board of directors do not approve a renewal application), for dissolution.</p> <ul style="list-style-type: none"> <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). | | | |
| 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> <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. | Board Chair or Designee | | |
| 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. | Board Chair & School Director | | |

| | | | | |
|-----------|--|----------------------------------|--|--|
| | <input type="checkbox"/> Return assets not belonging to School and document same. | | | |
| 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> <p><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> <p>School Board members and their relatives as well as employees and students of the School should not purchase any asset unless the purchase is disclosed to the School Board and the disclosure is made a matter of record in the School Board's minutes and approved by a majority of the non-interested members of the School Board.</p> | School board chair and treasurer | | |
| 19 | <p>D&O Insurance</p> <p>Maintain existing directors and officer's liability (D&O) insurance, if any, until final dissolution of the School 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> <p><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</p> <p><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</p> | School board chair or designee | | |

| | | | | |
|---------------------------------------|--|--------------------------------|--|--|
| | <input type="checkbox"/> all income generated through sale or auction of assets and any other change in status of assets. 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. | | | |
| 21 | Final Statement 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: <ul style="list-style-type: none"> <input type="checkbox"/> all assets and the value and location thereof, whether such asset has been distributed to creditors in satisfaction or payment of any existing debt obligation; and <input type="checkbox"/> each remaining creditor and any and all amounts owed to each creditor, including principal and accrued interest through the date of such statement; and <input type="checkbox"/> statement that (a) all debts have been collected, or (b) that good faith efforts have been made to collect same, and <input type="checkbox"/> each remaining debtor of the School or School Corporation and the amounts owed by each debtor, including principal and accrued interest. <input type="checkbox"/> This statement is submitted to the VOA-MN in the form in which it will be sworn and submitted to the MN Attorney General and/or MN Secretary of State as part of any dissolution proceeding. <input type="checkbox"/> This statement is in addition to the final Financial Statement Audit (below). | School board chair or designee | | |
| Corporate Records / Accounting | | | | |
| 22 | Final Financial Statement Audit The School must have a financial statement audit performed in accordance with the Charter and the Act no later than November 1 st of the calendar year in which the School ceases instruction. | School Board | | |
| 23 | Closeout of State and Federal Grants State, federal and other grants must be closed out, including: <ul style="list-style-type: none"> <input type="checkbox"/> notification to the grant entity of the School closure; and | School Board | | |

| | | | | |
|----------------------------|--|--------------|--|--|
| | <input type="checkbox"/> filing of any required expenditure reports or receipts and any required program reports. The School Corporation should continue to pursue grant funds to which it is entitled, provided that it fully discloses its current situation and intentions with respect to closure. The School Corporation should not seek or accept grant funds for future school years when the School will be closed. Grant status should be noted on financial statements. | | | |
| 24 | U.S. Dept. of Education Filings File Federal form 269 or 269a if the School was receiving funds directly from the United States Department of Education. <i>See</i> 2 CFR 200.334-200.338. | School Board | | |
| 25 | IRS Status; Reports The School Board must continue to take all steps necessary to maintain its 501(c)(3) status, including, but not limited to, the following: <ul style="list-style-type: none"> <input type="checkbox"/> notification to IRS regarding any address change of the School Corporation; and <input type="checkbox"/> filing of required tax returns or reports (e.g., IRS form 990 and Schedule A). <input type="checkbox"/> If the School Corporation proceeds to dissolution, notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the VOA of MN. | School Board | | |
| 26 | Corporate Records In all cases, the School Board shall maintain all corporate records related to: <ul style="list-style-type: none"> <input type="checkbox"/> Loans, bonds, mortgages and other financing; <input type="checkbox"/> Contracts; <input type="checkbox"/> Leases; <input type="checkbox"/> Assets and asset sales; <input type="checkbox"/> Grants -- records relating to federal grants must be kept in accordance with 2 CFR 200.334 – 200.338. <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. | School Board | | |
| Dissolution / Final | | | | |

| Distribution of Assets | | | | |
|-------------------------------|---|--------------------------------|--|--|
| 27 | <p>Resolution of Dissolution</p> <p>The Board of Directors must adopt a resolution that the School Corporation be dissolved and proceed to file the same with the MN Attorney General and/or MN Secretary of State.</p> | School Board Chair | | |
| 28 | <p>Dissolution</p> <p>If the School Corporation dissolves, the Board must follow the dissolution provisions in its articles of incorporation and applicable laws. This may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a complete statement of all assets, their location and an estimate of their value; and <input type="checkbox"/> a statement of the ascertainable debts of the education corporation. <p>Whenever the Charter or an order of dissolution is made, the members of the School Board or other custodian of the records of the School have the duty to properly maintain the permanent records of the School according to law and stored in a secure, locked container.</p> <p>Copies of all papers related to dissolution should be sent to the VOA-MN.</p> <p>Members of the Board are empowered to continue in office even after the expiration of the Charter and dissolution of the School Corporation for the purpose of winding-up and settling the affairs of the School Corporation, and after the dissolution of the School Corporation.</p> | School board secretary | | |
| 29 | <p>Final Distribution of Assets</p> <p>All liabilities and obligations of the School must be paid and discharged (or adequate provision must be made therefore) to the extent of the School's assets. Any assets held subject to a lien, encumbrance, security interest or other written conditions or limitations must be disposed of in accordance with and subject to those conditions or limitations.</p> <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"> <input type="checkbox"/> 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.) | School board chair or designee | | |

| | | | | |
|--|---|--|--|--|
| | <input type="checkbox"/> 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. | | | |
|--|---|--|--|--|



Contract Evaluation Report
WOODBURY LEADERSHIP ACADEMY, #4228
 Contract Term: July 1, 2018- June 30, 2022

REPORT PURPOSE: This report was produced by the authorizer of WOODBURY LEADERSHIP ACADEMY 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.

SCHOOL CONTACT INFORMATION:

8089 Globe Drive
 Woodbury, MN 55125
 (651) 571-2100
www.wlamn.org

SCHOOL PROGRAM DESCRIPTION: WLA's learning environment and school community promotes academic achievement for students in grades K-8, as well as personal integrity, equity and a dedication to value and serve others. The school is committed to our students' long-term success. WLA uses inquiry-based learning while building strong skills in math, reading, writing, history, science and technology - all of the essential areas of learning. The school also has a strong character education program to ensure students develop exceptional leadership skills. The character education program includes service-learning projects and a focus of five core virtues - respect, responsibility, perseverance, gratitude and humanity.

School Mission:

Woodbury Leadership Academy utilizes leadership-based programs and strategies grounded in solid research, combines with the demonstrated success of Core Knowledge curriculum as the basis of a rigorous program that builds strong skills in math, reading, literature, writing, music, science and technology.

EVALUATION REPORT ORDER

ACADEMIC PERFORMANCE & STATUTORY PURPOSES

FINANCIAL PERFORMANCE

ORGANIZATIONAL PERFORMANCE

BOARD GOVERNANCE

MANAGEMENT AND OPERATIONS

CONTRACT RENEWAL DETERMINATION

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

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

- 1. ACADEMIC PERFORMANCE - Is the school's Learning Program a Success?**
- 2. SCHOOL ORGANIZATION - Is the organization effective and well run?**
- 3. FINANCIAL SUSTAINABILITY - Does the School Exhibit Strong Financial Health?**

ACADEMIC PERFORMANCE SECTION

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

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

Content from the annual Academic Performance Report also serves as the basis for the school academic performance analysis contained in the statutorily required Contract Renewal Evaluation Reports, including

evaluation of the extent to which the school has met their primary purpose, “to improve all pupil learning and all student achievement” during the contract term.

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:

School Academic Performance Section Overview: Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year. All comparisons made in this report will be between 2019 and 2021. WLA tested 210 students in 2021. The school’s proficiency rates on the Minnesota Comprehensive Assessments increased in reading from 2019 to 2021 and declined in math and science over the same period.

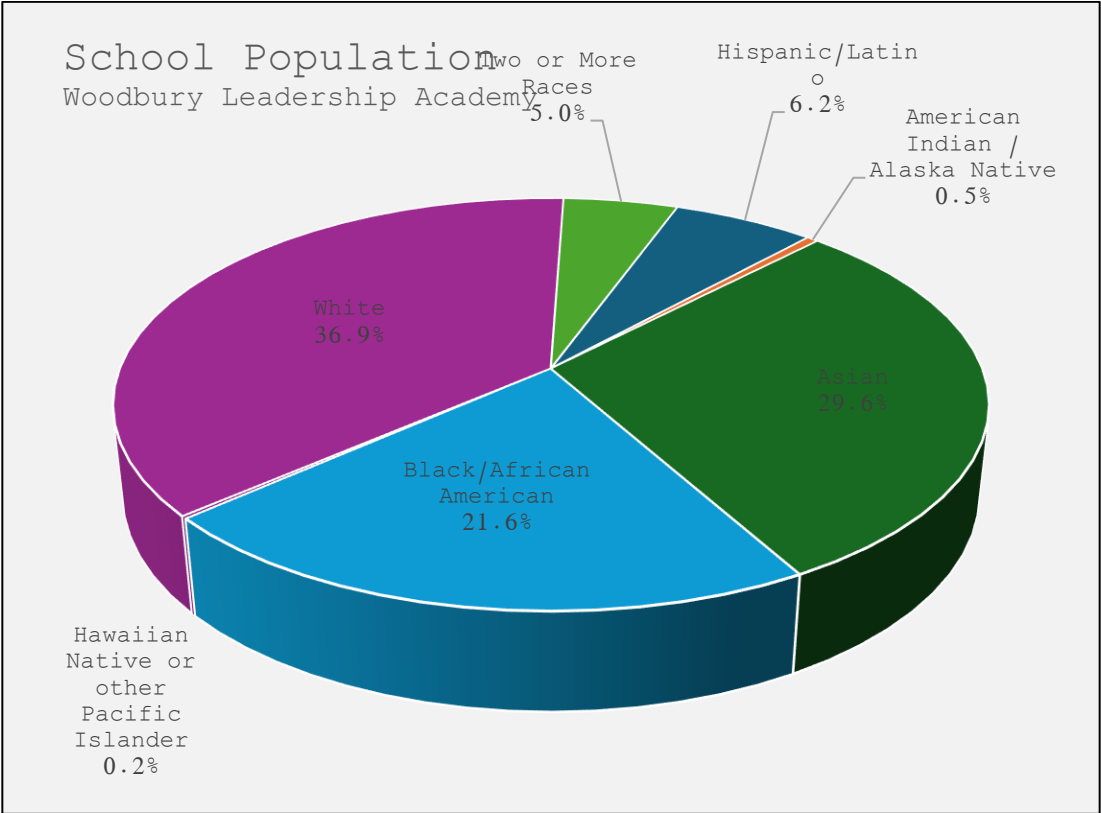


Figure 1 – School Population

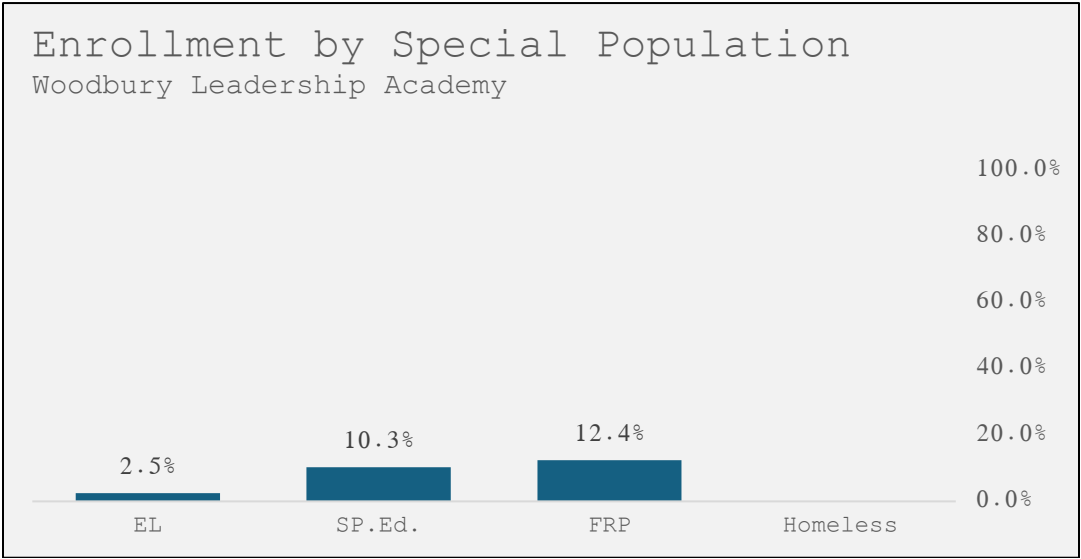


Figure 2 - Enrollment by Special Population

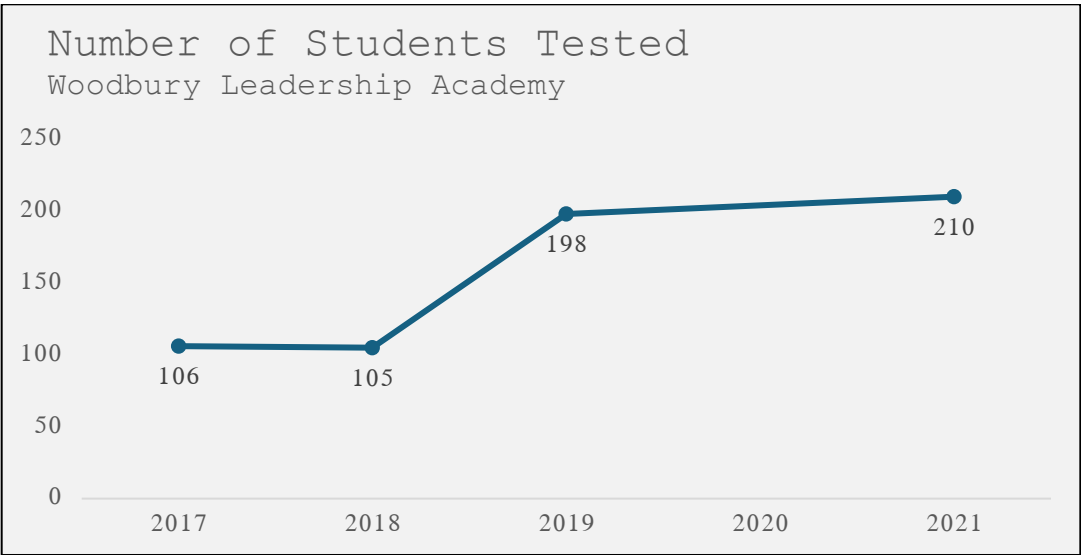


Figure 3 – Number of Students Tested (MCA)

Academic Performance Standard 1 – State Examinations

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

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

Table 1 – MCA Math Proficiency 2017 - 2021

| | | | | | |
|----------|------|------|------|-------|------|
| MCA Math | 2017 | 2018 | 2019 | 2020* | 2021 |
|----------|------|------|------|-------|------|

| | | | | | |
|---------------------|-------|-------|-------|--|-------|
| Statewide | 59.2% | 57.7% | 55.5% | | 44.2% |
| 3 rd | 68.6% | 66.9% | 66.0% | | 57.1% |
| 4 th | 67.4% | 65.6% | 64.3% | | 53.8% |
| 5 th | 57.7% | 55.2% | 52.4% | | 41.1% |
| 6 th | 56.0% | 54.3% | 50.9% | | 37.2% |
| 7 th | 55.4% | 54.9% | 52.5% | | 37.4% |
| 8 th | 58.8% | 57.8% | 55.7% | | 39.8% |
| Woodbury Leadership | 67.0% | 70.5% | 53.8% | | 36.7% |
| 3 rd | 83.9% | 81.8% | 61.9% | | 40.9% |
| 4 th | 61.1% | 80.8% | 69.1% | | 40.9% |
| 5 th | 62.5% | 51.7% | 40.0% | | 50.0% |
| 6 th | CTSTR | CTSTR | 36.8% | | 20.5% |
| 7 th | CTSTR | N/A | 26.8% | | 41.2% |
| 8 th | | | CTSTR | | 13.3% |
| Woodbury Elem. | 62.5% | 53.6% | 51.9% | | 43.4% |
| 3 rd | 67.8% | 65.6% | 57.0% | | 41.7% |
| 4 th | 65.8% | 51.4% | 58.3% | | 56.6% |
| 5 th | 53.7% | 42.5% | 42.9% | | 28.6% |
| Woodbury Middle | 68.5% | 65.3% | 67.0% | | 43.7% |
| 6 th | 65.8% | 59.9% | 70.6% | | 43.6% |
| 7 th | 70.0% | 71.2% | 67.4% | | 45.7% |
| 8 th | 69.6% | 65.6% | 62.7% | | 41.1% |
| Combined (3-8) | 66.3% | 61.8% | 64.1% | | 43.6% |

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

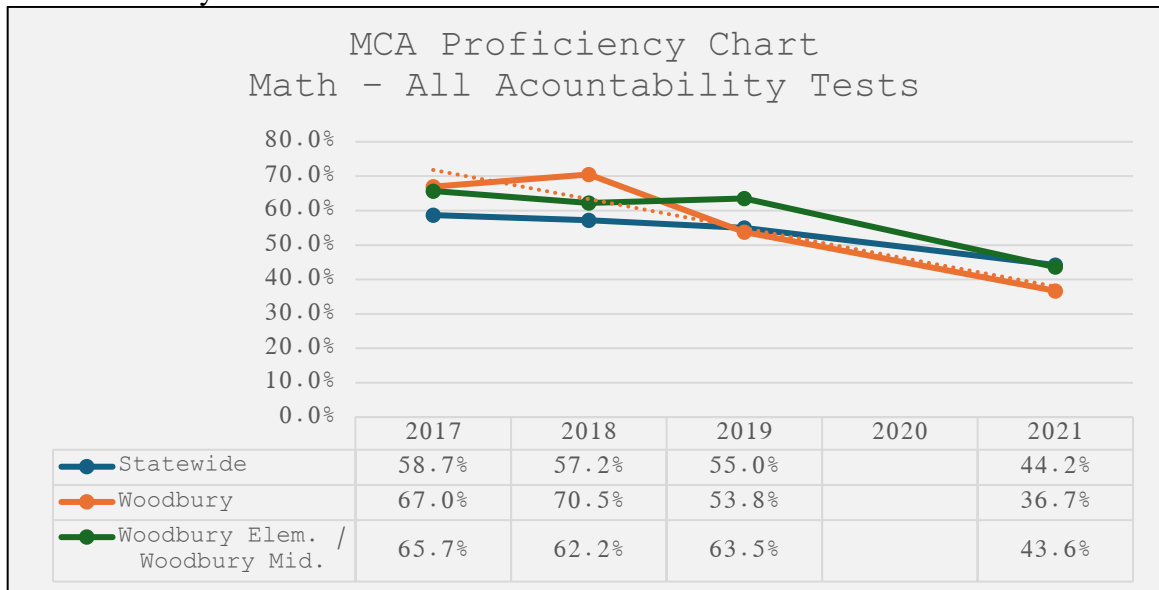


Figure 4 - MCA Math Proficiency 2017-2021

ANALYSIS OF MATH MCA PROFICIENCY: WLA’s MCA math proficiency results are shown in Table 1 and Figure 4. For the purpose of this report, proficiency results from Woodbury Elementary, grades 3-5, and Woodbury Middle School, grades 6-8, were combined to create a comparison score for WLA. WLA’s math proficiency rate fell by 17.5 percentage points to 36.7% from 2019 to 2021. This decline, also experienced at the combined comparison school and at the statewide level, was due in large part to the effects of the COVID-19 pandemic. The school is currently performing below the proficiency rate of the statewide average as well as

that of the combined local comparison schools. In future years, it is expected that WLA will once again meet or exceed the math proficiency rate of both the statewide average and the local comparison school.

Table 2 – MCA Reading Proficiency 2017 - 2021

| MCA Reading | 2017 | 2018 | 2019 | 2020* | 2021 |
|---------------------|-------|-------|-------|-------|-------|
| Statewide | 60.6% | 60.4% | 59.7% | | 52.5% |
| 3 rd | 57.0% | 56.2% | 55.0% | | 48.5% |
| 4 th | 57.3% | 56.2% | 55.9% | | 49.3% |
| 5 th | 67.9% | 67.5% | 66.2% | | 59.4% |
| 6 th | 63.8% | 64.9% | 63.2% | | 55.0% |
| 7 th | 57.9% | 58.7% | 57.9% | | 48.3% |
| 8 th | 59.3% | 59.1% | 58.2% | | 49.7% |
| Woodbury Leadership | 67.0% | 73.1% | 49.7% | | 50.7% |
| 3 rd | 74.2% | 67.4% | 46.8% | | 47.4% |
| 4 th | 58.3% | 76.0% | 55.6% | | 38.1% |
| 5 th | 66.7% | 82.8% | 66.7% | | 78.3% |
| 6 th | CTSTR | CTSTR | 25.0% | | 50.0% |
| 7 th | CTSTR | N/A | 35.7% | | 43.8% |
| 8 th | | | CTSTR | | 20.0% |
| Woodbury Elem. | 67.5% | 58.4% | 55.1% | | 53.1% |
| 3 rd | 67.0% | 55.3% | 48.1% | | 44.7% |
| 4 th | 68.4% | 57.1% | 51.8% | | 57.1% |
| 5 th | 67.1% | 63.8% | 62.9% | | 58.7% |
| Woodbury Middle | 68.8% | 68.6% | 71.5% | | 60.2% |
| 6 th | 73.1% | 69.6% | 71.9% | | 63.3% |
| 7 th | 65.2% | 67.2% | 71.6% | | 58.7% |
| 8 th | 67.9% | 68.8% | 71.0% | | 57.9% |
| Combined (3-8) | 68.7% | 65.6% | 68.4% | | 59.0% |

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

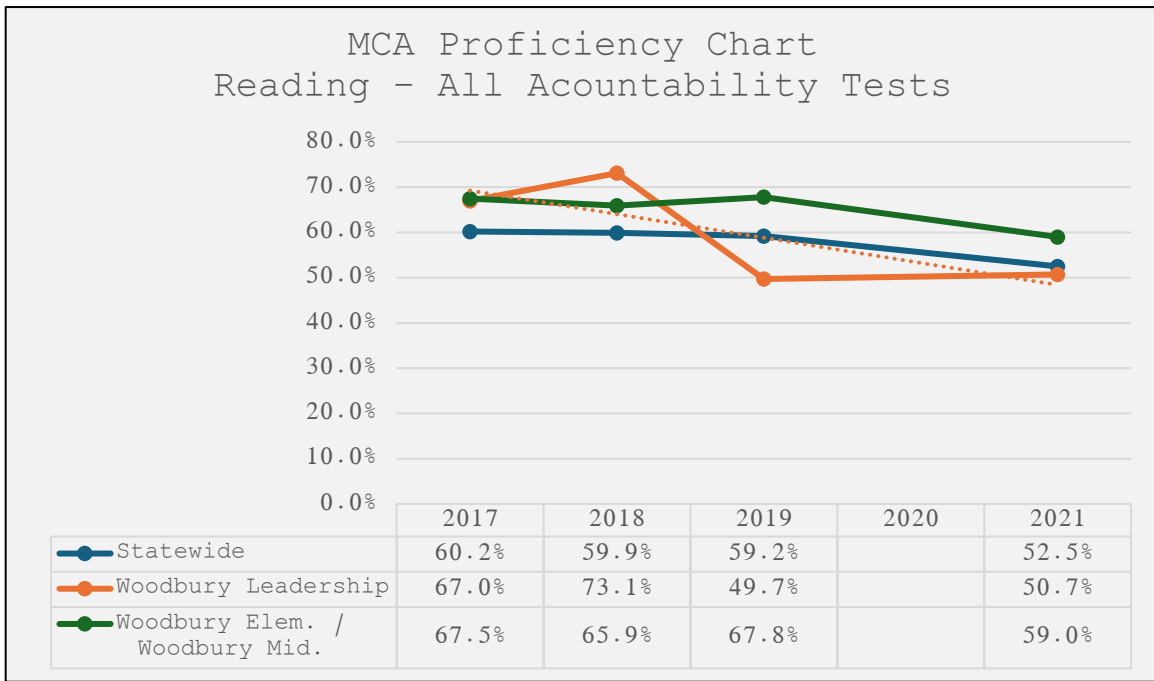


Figure 5 – MCA Reading Proficiency 2017-2021

ANALYSIS OF READING MCA PROFICIENCY: WLA’s MCA reading proficiency results are shown in Table 2 and Figure 4. For the purpose of this report, proficiency results from Woodbury Elementary, grades 3-5, and Woodbury Middle School, grades 6-8, were combined to create a comparison score for WLA. WLA’s reading proficiency rate increased by 1 percentage point to 50.7% from 2019 to 2021. Despite the increase, the school is currently performing below the proficiency rate of the statewide average as well as that of the combined local comparison schools. In future years, it is expected that WLA will once again meet or exceed the reading proficiency rate of both the statewide average and the local comparison school.

Table 3 – MCA Science Proficiency 2017 - 2021

| MCA Science | 2017 | 2018 | 2019 | 2020* | 2021 |
|------------------------------------|-------|-------|-------|-------|-------|
| Statewide | 54.7% | 52.5% | 50.7% | | 43.1% |
| 5 th | 61.2% | 59.3% | 54.9% | | 47.9% |
| 8 th | 46.7% | 45.7% | 43.0% | | 33.8% |
| Woodbury Leadership | 58.3% | 65.5% | 50.0% | | 45.0% |
| 5 th | 58.3% | 65.5% | 55.0% | | 57.8% |
| 8 th | | | CTSTR | | 6.7% |
| Woodbury Elem. (5 th) | 54.5% | 59.8% | 53.3% | | 43.5% |
| Woodbury Middle (8 th) | 61.5% | 46.0% | 54.8% | | 37.3% |
| Combined | 60.0% | 48.8% | 54.4% | | 38.8% |

* Due to the Covid-19 pandemic, the school did not have any publicly reportable academic data for the 2019-2020 school year.

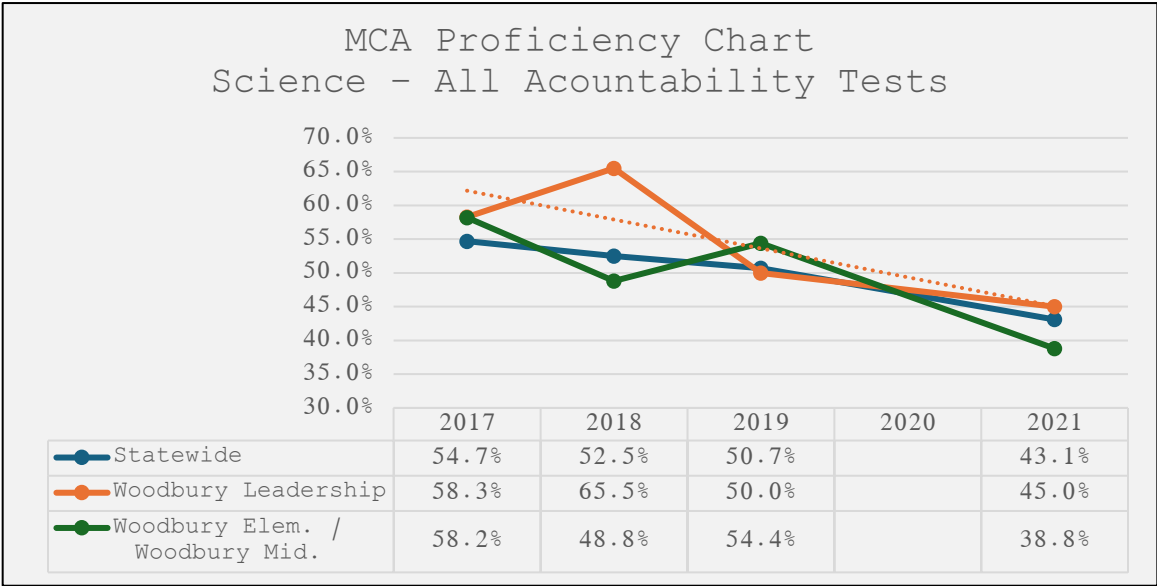


Figure 6 – MCA Science Proficiency 2017-2021

ANALYSIS OF SCIENCE MCA PROFICIENCY: WLA’s MCA science proficiency results are shown in Table 3 and Figure 6. For the purpose of this report, proficiency results from Woodbury Elementary, grade 5, and Woodbury Middle School, grade 8, were combined to create a comparison score for WLA. WLA’s science proficiency rate fell by 10 percentage points to 45% from 2019 to 2021. Despite the decline, the school is currently outperforming the proficiency rate of the statewide average as well as that of the combined local comparison schools. In future years, it is expected that WLA will continue to meet or exceed the science proficiency rate of both the statewide average and the local comparison school.

Academic Performance Standard 2 - Growth

Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

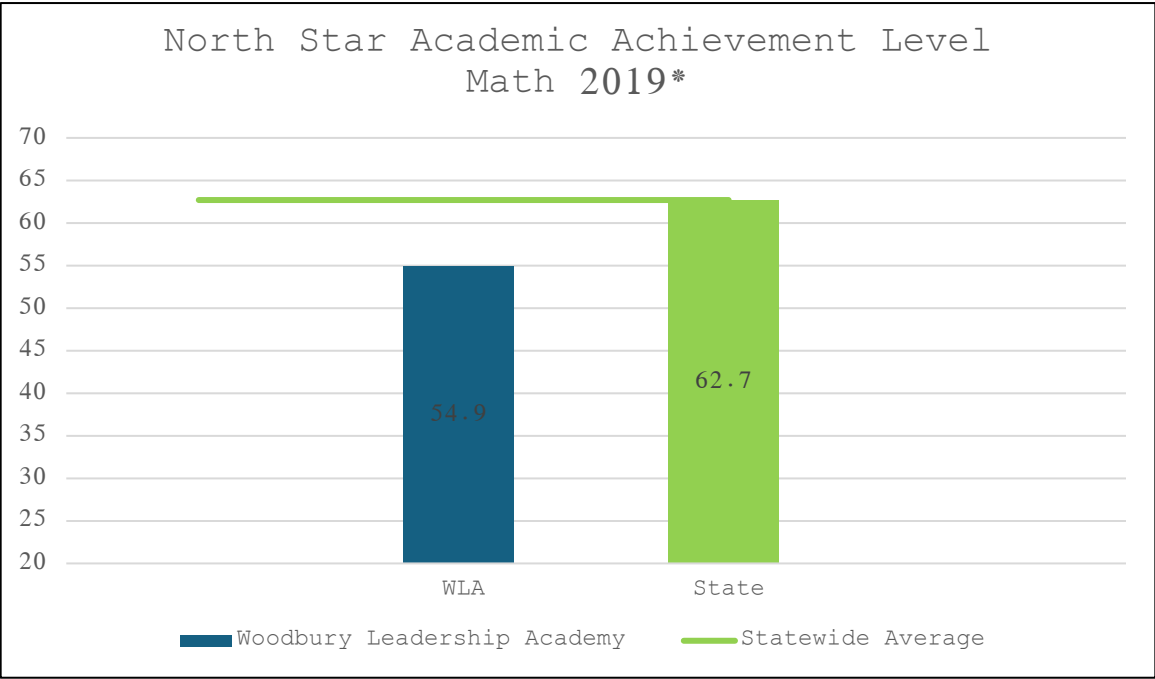


Figure 7 – 2019 North Star Academic Achievement Level (Improved + Maintained)

* 2021 North Star Academic Achievement Level data is unavailable for 2021

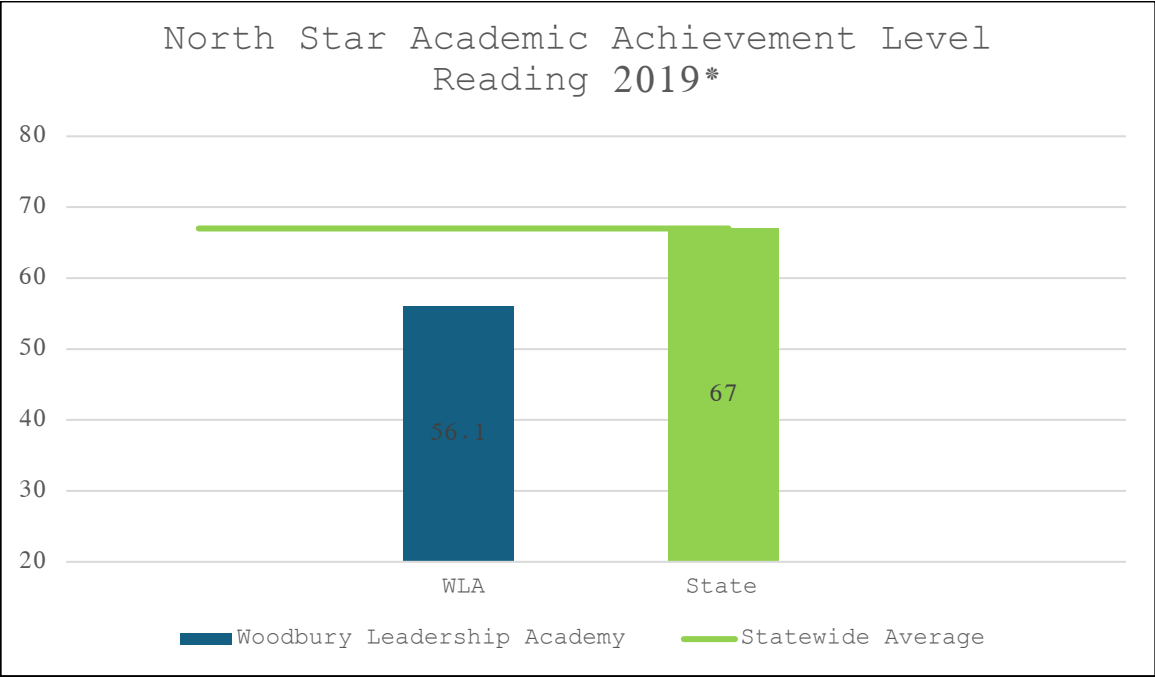


Figure 8 – 2019 North Star Academic Achievement Level (Improved + Maintained)

* 2021 North Star Academic Achievement Level data is unavailable for 2021

Academic Performance Standard 3 - Achievement Gap Reduction

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

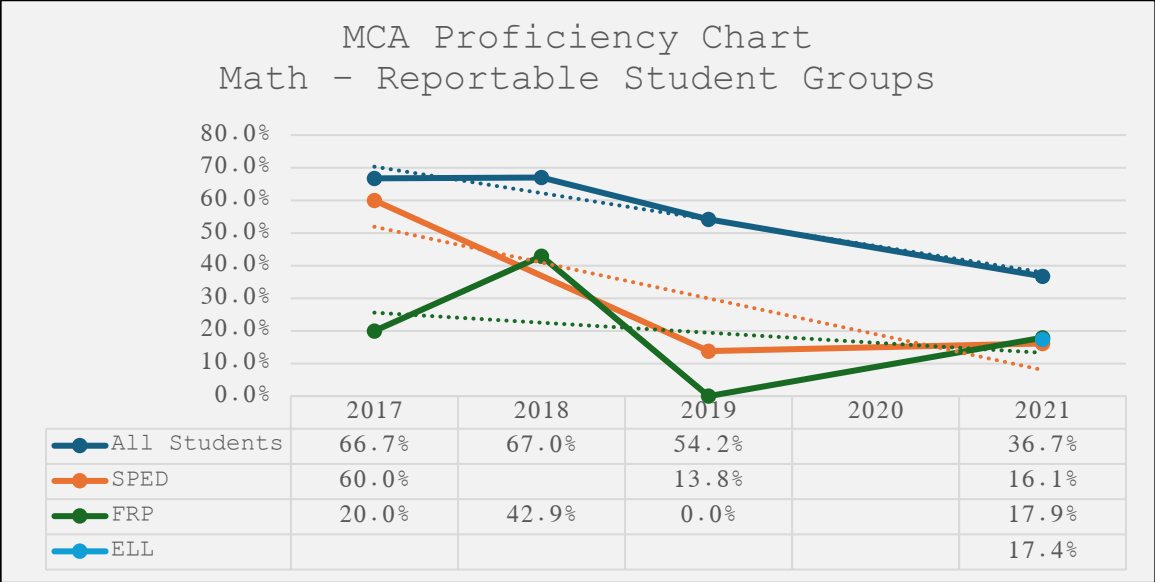


Figure 10 - Reportable Student Groups MCA Math 2017 - 2021

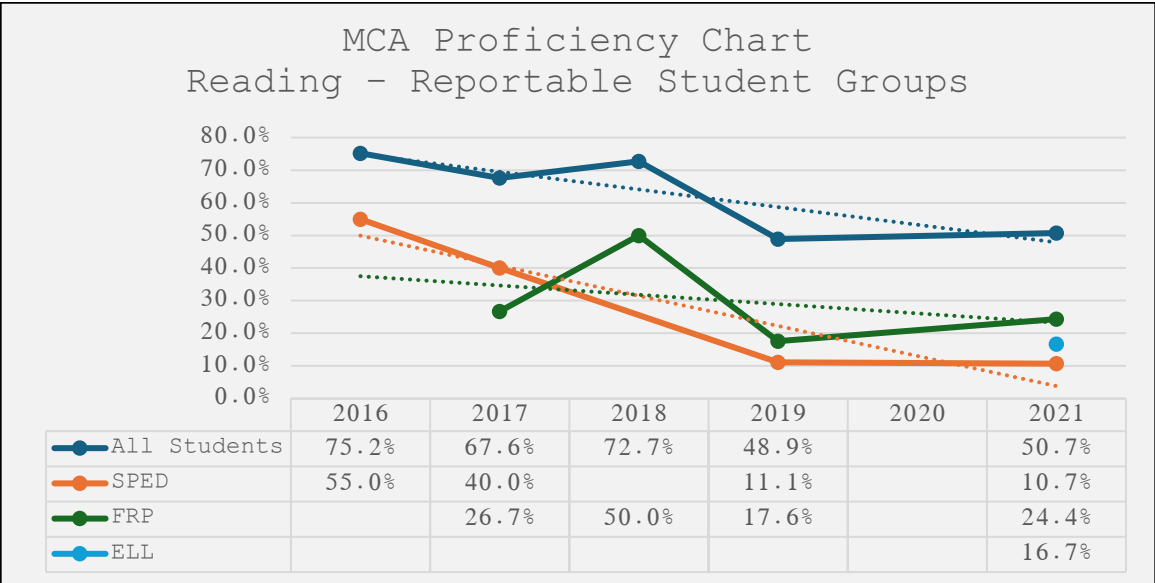


Figure 11 - Reportable Student Groups MCA Reading 2017 - 2021

VOA -MN Standards Evaluation

The school’s evaluation on each standard is listed in the table below. The three possible outcomes are:

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

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

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

Scale:

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

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

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

| | |
|----|---------------------|
| | 2 - Meets |
| X* | 1 - Partially Meets |
| | 0 - Does Not Meet |

Evidence / Source: Minnesota Department of Education

Analysis: WLA is outperforming the combined local comparison schools in science. The school's proficiency rates in math and reading are currently below those of the comparison schools in 2021.

A closer examination of the MCA proficiency rates from the two most recent testing cycles, 2019 and 2021, from WLA and the combined comparison school, reveal that the comparison school's rates fell further than those at WLA.

WLA increased its reading proficiency from 2019 to 2021 by 1.8 percentage points while the comparison school's rate fell by 9.4 percentage points.

WLA's math proficiency from 2019 to 2021 decreased by 17.5 percentage points while the comparison school's rate fell by 20.5 percentage points.

WLA's science proficiency from 2019 to 2021 decreased by 10 percentage points while the comparison school's rate fell by 15.6 percentage points.

* Given the significant population growth over the last few years as well as the extenuating circumstances surrounding the COVID-19 pandemic, VOMMN considers this score of Partially Meets to be a score of Meets the Standard based on the alternative measures outlined below.

Woodbury Leadership Academy NWEA MAP Math Scores in Fall of 2017 through Fall of 2020 for Grades 1 through 8, Compared to the National Norm

| Grade | Fall 2017- 2018 | Spring 2017- 2018 | Fall 2018- 2019 | Spring 2018- 2019 | Fall 2019- 2020 | Fall 2020- 2021 | National Norm Fall | National Norm Spring |
|-------|-----------------------|-------------------------|-----------------------|-------------------------|-----------------------|-----------------------|------------------------------|--------------------------------|
| 1 | 174.5* | 183.0* | 163.2* | 180.2* | 168.7* | 172.8* | 160.05 | 176.40 |
| 2 | 185.1* | 192.3* | 180.1* | 190.1* | 180.9* | 188.8* | 175.04 | 189.42 |
| 3 | 197.1* | 205.6* | 189.3* | 199.3 | 192.2* | 196.1* | 188.48 | 201.08 |
| 4 | 215.2* | 220.8* | 206.4* | 214.2* | 204.6* | 203.8* | 199.55 | 210.51 |
| 5 | 219.2* | 226.1* | 215.7* | 220.9* | 217.0* | 215.6* | 209.13 | 218.75 |

| | | | | | | | | |
|---|----|----|--------|--------|--------|--------|--------|--------|
| 6 | NA | NA | 216.5* | 220.3 | 221.3* | 216.3* | 214.75 | 222.88 |
| 7 | NA | NA | 229.6* | 228.3* | 215.1* | 226.6* | 220.21 | 226.73 |
| 8 | NA | NA | NA | NA | 234.3* | 224.1 | 224.92 | 230.30 |

** Denotes grades in which the Charter School met its goal of exceeding the national norm on the NWEA MAP testing for years 2017-2020*

Woodbury Leadership Academy NWEA MAP Reading Scores in Fall of 2017 through Fall of 2020 for Grades 1 through 8, Compared to the National Norm

| Grade | Fall 2017- 2018 | Spring 2017- 2018 | Fall 2018- 2019 | Spring 2018- 2019 | Fall 2019- 2020 | Fall 2020- 2021 | National Norm Fall | National Norm Spring |
|-------|-----------------------|-------------------------|-----------------------|-------------------------|-----------------------|-----------------------|------------------------------|--------------------------------|
| 1 | 171.4* | 179.8* | NA | 178.8* | 166.1* | 169.8* | 155.93 | 171.4 |
| 2 | 184.9* | 190.8* | 177.3* | 191.3* | 180.6* | 183.9* | 172.35 | 185.57 |
| 3 | 197.4* | 203.5* | 188.3* | 198.6* | 193.8* | 195.7* | 186.62 | 197.12 |
| 4 | 210.5* | 214.8* | 204.3* | 210.8* | 205.4* | 203.0* | 196.67 | 204.83 |
| 5 | 214.6* | 216.5* | 209.4* | 210.7 | 213.5* | 213.4* | 204.48 | 210.98 |
| 6 | NA | NA | 207.4 | 210.7 | 216.2* | 211.8* | 210.17 | 215.36 |
| 7 | NA | NA | 222.1* | 218.4* | 209.3 | 220.2* | 214.2 | 218.36 |
| 8 | NA | NA | NA | NA | 227.4* | 217.5 | 218.01 | 221.66 |

** Denotes grades in which the Charter School met its goal of exceeding the national norm on the NWEA MAP testing for years 2017-2020*

WLA consistently exceeded the national norm on the NWEA MAP testing for years 2017-2020. WLA has always served grades kindergarten through five, but recently expanded to grade eight. Many of the new middle school students attended elementary school elsewhere before enrolling at WLA. Their test scores are reflective of the growth that WLA expects when students enroll at WLA, and as they are beginning to meet WLA's higher expectations. WLA predicts that the students' test scores will continue to improve as the middle school program is filled with more students who have matriculated through WLA's program.

It is difficult to both grow enrollment and increase test scores at the same time; however, WLA has been steadily increasing both since 2017. When comparing fall 2019 to fall 2020 MAP scores, the scores increased across nearly every grade level, despite the challenges of COVID-19 and remote learning. These results show the perseverance of WLA's administration, teachers, and students during the COVID-19 pandemic, and highlight the quality of the distance-learning program provided by WLA.

Academic Performance Standard 2 - Over the term of the contract, the school will maintain a minimum combined achievement level of 62.7% in math and 67.0% in reading on the North Star Academic Achievement Report (Improved + Maintained) as evidence of meeting their primary statutory purpose of improving all pupil learning and all student achievement.

Scale:

Meets standard – School’s achievement level of “improved and maintained” is above 62.7% for math and 67.0% for reading.

Partially meets standard - School’s achievement level of “improved and maintained” is above 50%

Does not meet standard - School’s achievement level of “improved and maintained” is below 50%

| | |
|-----|---------------------|
| N/A | 2 - Meets |
| | 1 - Partially Meets |
| | 0 - Does Not Meet |

Evidence/Source: Minnesota Department of Education: North Star Academic Progress Report

Analysis: N/A This standard requires two consecutive years of data. 2021 data unavailable.

Academic Performance Standard 3 - The difference between the “all-students” proficiency rate in the School and any reportable subgroup proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of the School meeting their primary statutory purpose of improving all pupil learning and all student achievement.

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

Scale:

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

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

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

| | |
|---|---------------------|
| | 2 - Meets |
| X | 1 - Partially Meets |
| | 0 - Does Not Meet |

Evidence / Source: Minnesota Department of Education

Analysis: A score of partially meets was awarded because WLA reduced the achievement gap in three out of the four possible areas from 2019 to 2021.

Academic Standard 4: The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.

Scale:

Meets Standard – Meets all criteria and is adhered to.

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

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

| | |
|---|---------------------|
| X | 2 - Meets |
| | 1 - Partially Meets |
| | 0 - Does Not Meet |

Data/Source: School Annual Report

Analysis: WLA created their own teacher evaluation process using three domains: Planning and development, classroom environment, instruction and professionalism. There are multiple

targets under each domain that the observer looks for during the observation. Each target is given a performance level of; needs improvement, developing, or proficient. After the evaluation there are multiple questions to guide the conversation with the administrator and to facilitate learning for the teacher. Teachers are observed between one and three times per year.

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.

Scale:

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

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

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

X 2 - Meets

1 - Partially Meets

0 - Does Not Meet

Data / Source: School Annual Report

Analysis: WLA is a Core Knowledge school and have used the Core Knowledge Sequence to align to MN state standards in each course and grade level. The school uses professional learning communities that meet weekly, data-driven instruction procedures that are reviewed monthly and regular curriculum team meetings to review and evaluate the effectiveness of instruction and curriculum.

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

Scale:.

Meets the Standard – The school has a plan and is meeting their additional statutory purposes.

Partially Meets the Standard – The school has a plan for meeting their additional statutory purposes and is partially meeting them.

Does Not Meet the Standard – The school does not have a plan for meeting their additional statutory purposes and measuring progress.

X 2 - Meets

1 - Partially Meets

0 - Does Not Meet

Data / Source: School Annual Report

Analysis: Parental and community involvement are crucial to the success of Woodbury Leadership Academy. WLA recognizes that it is only as strong as its supporters and has made parental and community involvement a key piece of the school's mission. Each Thursday, teachers create Thursday Newsletters that provide parents a detailed update of what knowledge their child(ren) gained that week. WLA has a PTO whom solicit parent involvement and match parents with teacher and student needs. PTO also works closely with WLA to meet goals, such as the academic strategic goal discussed earlier.

Teachers are encouraged to celebrate the end of domains, or units, with a fun activity that wraps up what students learned. For example, grade three has an Ancient Rome domain. At the end of the domain, the entire grade gathers for an Ancient Roman party where students dress up (i.e. togas), enjoy a Roman snack purchased by their parents (i.e. olives), play games (i.e. Roman Numeral bingo) and complete an art craft (i.e. mosaic).

Teachers work with the surrounding communities to address one of WLA's core goals of leadership. Students participated in several service-learning projects, such as a gift drive during the holiday for the Children's Hospital, Feed My Starving Children, the Leukemia Foundation, and other causes. In addition to our leadership program, WLA operates using a core virtues curriculum that focused on the development of democratic, strong, ethical and caring global leaders. Assemblies are held where students celebrate accomplishments and learn a core virtue of the month. Staff extend this learning into the classroom and make connections between home and school for additional emphasis, understanding and involvement.

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

Scale:

Meets the Standard - The school has a plan and is meeting their WBWF goals.

Partially Meets the Standard – The school has a plan for meeting their WBWF goals and is partially meeting them.

Does Not Meet the Standard – The school does not have a plan for meeting their WBWF goals and measuring progress.

| | |
|---|---------------------|
| | 2 - Meets |
| X | 1 - Partially Meets |
| | 0 - Does Not Meet |

Data / Source: School Annual Report

Analysis:

Goal #1 – 85% of all 3rd grade students will be at grade level by the end of 3rd grade, as measured by NWEA MAP scores. Results: 80% of third-grade students met or exceeded grade level literacy skills in reading on the fall 2019 NWEA MAP assessments.

Result: Goal Not Met

Goal #2 – In order to close the achievement gap, WLA students in grades 2-8 will demonstrate above average, according to NWEA MAP scores, in both reading and math. (The percent is based on the total of building scores averaged together.) Results: Due to COVID-19, we had to use our Fall 2019 NWEA MAP Scores. 86% of grades 2-8 met or exceeded the NWEA MAP national norm in reading and math. Result: Goal Met

Goal #3 - In order to close the achievement gap, students in grades 3-8 will score an average of 75% (or above) as measured by year end MCA scores, in the areas of math and reading.

Results: Students in grades 3-8 scored an average of 36.7% in math, and an average again, of 50.7% in reading, as measured by the 2021 year-end MCA scores.

Result: Goal Not Met

ACADEMIC STANDARDS POINTS TOTAL: 9/12

FINANCIAL PERFORMANCE SECTION

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.

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

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

| | |
|--|----------------------|
| Standard One: The school maintains a balanced budget. | |
| | 0 = deficit position |
| | 1 = n/a |
| X | 2 = surplus position |
| Data Source: Original and revised budgets, annual financial audit report, monthly income statements. | |

The FY 2021 original General Fund budget approved in May 2020 was based on 547 ADM with a projected surplus of \$116,901. The budget was revised in April 2021 to reflect an increase in student enrollment to 568 ADM resulting in a year end surplus of \$896,417.

Budgetary highlights from the school’s FY 2021 audit state:

General Fund Budgetary Highlights

The Charter School amended their budget during the year. The original General fund budget called for an increase in fund balance of \$496,126. The final budget called for an increase in fund balance of \$896,417. There was an actual increase to the fund balance of \$968,751.

Total revenues were \$175,456 less than what was budgeted for. The biggest revenue variance was revenue from state sources (\$180,011).

Total expenditures were \$247,790 less than budget. This variance is mostly attributed to the special education category, which had a positive budget variance of \$124,205.

The school ended FY 2021 with a General Fund surplus of \$968,751 based on 564 ADM. The financial audit contained the following relating to financial performance:

Financial Highlights

- *The fund balance of the General fund increased \$968,751 from the prior year for an ending fund balance of \$1,840,705 at June 30, 2021. At the end of the current fiscal year, the fund balance percentage for the General fund was 33.9% of total General fund expenditures.*
- *The fund balance of the Community Service Fund was \$91,489 at June 30, 2021.*
- *The average enrollment during 2020 - 2021 was 564 students which was an increase of approximately 87 students over the prior year.*
- *The Charter School had a positive net position of \$1,821,390 at the close of fiscal year 2021 which was an increase of \$2,117,123 from the prior year. This is primarily due to the donation of land recorded as a capital contribution.*

The school had another large increase in student enrollment in FY 2021 which is a reflection on the school program and management. The school has maintained a balanced budget for FY 2021.

Standard Two: The school is compliant with state and federal financial reporting deadlines and laws, including the proper use of public funds.

| | |
|--|---------------------|
| | 0 = missed > 1 time |
|--|---------------------|

| | |
|--|-------------------|
| | 1 = missed 1 time |
|--|-------------------|

| | |
|---|------------------|
| X | 2 = never missed |
|---|------------------|

Data Source: MDE reports including: Preliminary UFARS data, Student ADM, Final UFARS data.

The VOA-MN financial analyst did not discover any missed state or federal financial reporting deadlines through June 2020.

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

| | |
|--|-------------------|
| | 0 = not submitted |
|--|-------------------|

| | |
|--|---------|
| | 1 = n/a |
|--|---------|

| | |
|---|---------------|
| X | 2 = submitted |
|---|---------------|

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|---|
| Data Source: Email from the school with attached MDE documentation. |
|---|

The school submitted its financial audit to the MDE, Office of the State Auditor, and the authorizer by December 31, 2021.

| |
|---|
| Standard Four: Schools are expected to have audits that are free of all findings. |
|---|

| | |
|--|---|
| | 0 = 1 or more “material weakness” or legal compliance finding (s) |
|--|---|

| | |
|--|---|
| | 1 = 1 or more “significant deficiency” finding(s) |
|--|---|

| | |
|---|-----------------|
| X | 2 = no findings |
|---|-----------------|

| |
|---|
| Data Source: The school’s financial audit report. |
|---|

The school’s FY 2021 financial audit contained no findings as noted in these excerpts from the audit report:

In connection with our audit, nothing came to our attention that caused us to believe that the Charter School failed to comply with the provisions of the Minnesota Legal Compliance Audit Guide for Charter Schools. However, our audit was not directed primarily toward obtaining knowledge of such noncompliance. Accordingly, had we performed additional procedures, other matters may have come to our attention regarding the Charter School’s noncompliance with the above referenced provisions, insofar as they relate to accounting matters.

The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

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

| | |
|--|--------------------|
| | 0 = late > 3 times |
|--|--------------------|

| | |
|--|--------------------|
| | 1 = late 1-2 times |
|--|--------------------|

| | |
|---|----------------|
| X | 2 = never late |
|---|----------------|

| |
|--|
| Data Source: Monthly check registers, cash flow projections, board meeting agenda’s and minutes. |
|--|

The VOA-MN financial analyst did not discover any delinquent or late payments to vendors of the school through June 2021.

| |
|---|
| Standard Six: 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. |
|---|

| | |
|--|----------------------|
| | 0 = missed > 2 times |
|--|----------------------|

| | |
|----------------------------|----------------------|
| | 1 = missed 1-2 times |
| X | 2 = never missed |
| Data Source: Board packets | |

The school provided monthly financial information to the school board and VOA-MN consistently in FY 2021.

The school board and leaders are always willing to provide documents that may have been missed or incorporate recommended improvements.

| | |
|--|--------------|
| Standard Seven: 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. | |
| | 0 = < 15% |
| | 1 = 15-20% |
| X | 2 = 20% or > |
| Data Source: The school's General Fund balance policy, monthly financial reports, board meeting agenda's and minutes. | |

The table below contains the history of the school's General Fund balance/SOD calculation:

| FOUR YEAR FUND BALANCE HISTORY | | | | |
|--------------------------------|-----------|-----------|-----------|-------------|
| | FY 2018 | FY 2019 | FY 2020 | FY 2021 |
| Fund Balance Amount | \$436,065 | \$714,399 | \$871,954 | \$1,840,705 |
| Fund Balance Percent | 20.85% | 20.58% | 18.6% | 33.9% |

The school has been able to maintain the General Fund balance above the VOA-MN standard of 20% for the past three years and dipped just below that in FY 2020. The school's General Fund balance target has also not been reached in FY 2020 and the school's policy states:

It will be the policy of Woodbury Leadership Academy to budget towards maintaining a 20% general fund unreserved fund balance as a percentage of yearly general fund expenditures.

Excess annual year-end budget surpluses will not be allocated in following year budgets until the target fund balance is achieved, unless specifically directed by the Board of Directors.

The fund balance to be used is presented in the audited annual financial statement. The percentage will be calculated as follows: (Prior Year Audited General Fund Balance + Current Year General Fund Surplus of Revenues less Expenditures) / (Total Current Year General Fund Expenditures).

The school does a good job at managing public funds and will want to increase the General Fund balance in FY 2021 to be in accordance with the school's fund balance policy and the VOA-MN standard.

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

0 = 0-4 meetings/year

1 = 5-7 meetings/year

X 2 = 8-12 meetings/year

Data Source: Board meeting packets, agendas, and minutes.

The school's finance committee meets on a regular basis, ten times in FY 2021, to review financial information including reports, policies and procedures. The school's website includes a document detailing the Finance Committee's charge as follows:

Committee Purpose: *The purpose of the Finance Committee is to govern the school's finances by overseeing the school's budget, to address financial issues, and to ensure the flow of financial information. The Finance Committee has the responsibility collaborating with the Director and the Contracted Financial Manager to create the upcoming fiscal year budget for the school, present budget recommendations to the BOD, monitor implementation of the approved budget on a regular basis, and recommend proposed budget revisions.*

In addition to attending meetings and volunteering for specific tasks, the document also details the committee members responsibilities:

Committee Members Need To:

- *Prepare an annual budget for the school*
- *Develop and annually revise a three-year financial forecast and develop long-range financial plans based on the forecast*
- *Arrange for an annual audit to be provide to the BOD*
- *Provide oversight of the procurement process*
- *Review monthly financial statements and variances from the budget, and recommend action to the BOD, as appropriate*
- *Develop and implement BOD level training to ensure that all BOD members can be effective stewards of the school's financial resources*

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

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

1 = n/a

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

Data Source: School board members queries, board meeting agendas and minutes.

All finance committee members have received training in school finance oversight in FY 2021. An excerpt from an email from the board chair explains:

All members get informal training at each month's finance committee meeting as Brenda Kes, CFO from BerganKDV attends and reviews the financial statements in detail with the members. The budget model is also reviewed in detail with the members when there are any budget changes or revisions needed.

| | |
|---|----------------|
| Standard Ten: The school is not in Statutory Operating Debt (SOD). | |
| | 0 = in SOD |
| | 1 = n/a |
| X | 2 = not in SOD |
| Data Source: School's budget, board meeting agendas and minutes, financial audit. | |

The school is not in Statutory Operating Debt.

NUMBER OF FINANCIAL STANDARDS MET: 10/10

SCHOOL ORGANIZATION SECTIONS

- BOARD GOVERNANCE
- SCHOOL MANAGEMENT AND OPERATIONS

SECTION PART I: BOARD GOVERNANCE PERFORMANCE SECTION

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

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

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

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

standards also serve as the criteria for contract renewal determinations. The authorizer reserves the right to have flexibility to reasonably amend these standards /expectations as needed.

VOA -MN Standards Evaluation - The school's evaluation on each standard is listed below.

Board Chair: Mandi Folks

Email: mfolks@wlamn.org

Phone: 913-221-6263

- **Board Structure and Development**

| Standard 1: The Board of Directors met its governance model requirements laid out in its bylaws and membership requirements as required by Minnesota Statute*. | | |
|---|--------------------------|---|
| 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 structure does not meet bylaws and/or state statute. |
| Data Source: Annual report, School Web site, Bylaws | | |

STANDARD 1 ANALYSIS

The School met this standard.

The Board structure meets statutory requirements.

FY21 Board Roster of all Board Members during FY21 (July 1, 2020 – June 30, 2021). The table below is from the FY2021 Annual Report. The Board roster is also located on the Website at <http://www.wlamn.org/about-wla/Board/>.

2020-2021 Board Members

| <u>Position</u> | <u>Name</u> | <u>Email</u> | <u>Start Term</u> |
|----------------------|------------------------------|--|-------------------|
| Board Chair, Parent | Folks, Mandi | mfolks@wlamn.org | 1/2017 |
| Treasurer, Teacher | Skordahl , Jolene | jskordahl@wlamn.org | 8/2017 |
| Secretary, Teacher | Erickson, Jessica | jerickson@wlamn.org | 1/2017 |
| Teacher | Sjoberg, Natalie | nsjoberg@wlamn.org | 1/2020 |
| Parent | Livingston, Jason | jlivingston@wlamn.org | 10/2017 |
| Community Member | Kelly, Shannon | skelly@wlamn.org | 4/2018 |
| Ex-Officio, Director | Mortensen, Kathleen | kmortensen@wlamn.org | |

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.

| | | |
|---|--------------------------|---|
| X | 2-Meets | The Board has a thorough plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education. |
| | 1-Partially Meets | The Board has a partial plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education. |
| | 0-Does Not Meet | The Board does not have 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 Board discusses training frequently, besides conducting focused training. The Board tracks the fulfillment of initial training by Board members. As part of ongoing Board development, the Board included in its strategic plan the goal of strong financial training with steps reported in the February Board minutes.

Also, a Board training schedule was created for the FY2021 School Year in the June 2020 Board meeting. At the June 2020 Board meeting, the Board conducted the Board performance evaluation which included consideration of Board member training.

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.

| | | |
|---|--------------------------|---|
| X | 2-Meets | All Board members comply with Minnesota law regarding Board training requirements.0 = More than one Board member did not fully 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: While the School provided the following statement from Page 9 of the FY21 Annual Report, it did not report on specific Board member training. “Board Training: The Board was in compliance with requirements, and all members had completed the required training related to Board member roles and responsibilities, employment policies and practices, and financial management. All members participated in training regarding Open Meeting Law requirements as well. The training was conducted by the Minnesota Association of Charter Schools, VOA, and Booth Law Group. Whenever new Board members are first seated, Woodbury Leadership Academy immediately works to provide training as soon as possible, and oftentimes this training can be completed within 60-90 days of being seated.”

| FY21 Initial Board Training Report | | | | | |
|------------------------------------|-------------------|--|---|--|-------------------|
| Board Member | Date First Seated | Governance Basic Training – Trainer & Date | Finance Basic Training – Trainer & Date | Employment Basic Training – Trainer & Date | Met Requirement ? |
| Mandi Folks | 1/24/2017 | Returning Board Member | Returning Board Member | Returning Board Member | Yes |
| Shannon Kelly | 03/20/2018 | Returning Board Member | Returning Board Member | Returning Board Member | Yes |
| Jason Livingston | 06/2018 | Returning Board Member | Returning Board Member | Returning Board Member | Yes |
| Natalie Sjoberg | 07/30/2020 | 11/17/2020 | 11/17/2020 | Yes (need date) | Yes |
| Jolene Skordahl | FY21 | FY21 | FY21 | FY21 | Yes |

| FY21 Ongoing (Annual) Board Training Report as reported in a narrative in the annual report. | | | |
|--|---|---------------------|---------------------|
| Board Member | Ongoing Training Event – Topic, Trainer, Location | Date of Training | Met Requirement? |
| Mandi Folks, Shannon Kelly, Jason Livingston, Natalie Sjoberg, Jolene Skordahl | Open Meeting Law requirements | FY21 | Yes |

| 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 completes informal self-evaluations during one or more Board meeting(s). |
| | 0-Does Not Meet | The Board did not complete a self-evaluation. |
| Data Source: Board Minutes, Board Development Committee minutes | | |
| ANALYSIS: The School Board completes a self-evaluation annually. The Board completed a Board Self-Evaluations in the November 2020 Board Meeting regarding “Board Communication/Future Agenda Items – Reflection.” At the June 2021 Board Meeting. Results were presented by Chairman Pollack. Key takeaway points: Communication within the Board and expectations of Board members. | | |

Board Practices

| Standard 6: The Board of Directors will comply with MN Open Meeting Law, Chapter 13D, and maintains 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 Board Chair stated that the Board is diligent to follow open meeting law requirements. Monthly logs of school Board meeting minutes provided evidence that the school maintained a quorum for scheduled Board meetings.

Standard 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 have not been reviewed regularly. |
| | 0-Does Not Meet | Bylaws are inconsistent with state statute. |

Data Source: School's website, Board minutes, Bylaws, Interview

Based on communication with the school, the Board reviewed the bylaws and decided that revisions necessary were not necessary during FY21.

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

| | | |
|---|------------------------|-------------------------------------|
| X | 2-Meets | All election requirements were met. |
| | 0-Does Not Meet | Election requirements were not met |

Data Source: Board Minutes, Bylaws, Board Policies, Interview

According to the 2020-2021 The Annual Report did not report on the Board election. The election announcement was included in the Board packet posted on 4/24/21 for the April meeting on 4/28/2021. It was also posted on the website and distributed to the families and staff the same day.

| | |
|---|---|
| Minnesota Statutes 124E.07 Subdivision 2 Requirements | Evidence |
| According to, the ongoing Board must be elected before the school completes its third year of operation. | Not applicable |
| The Board elections must be held during the school year but may not be conducted on days when the school is closed. | Election date and day(s): May 24-28, 2020. School was in session. |
| A charter school must notify eligible voters of the school Board election dates at least 30 days before the election. | Date of notice: April 24, 2021 Date of election: May 24-28, 2021 Notice was at least 30 days before the election. |
| Staff members employed at the school, members of the Board of directors, and all parents or legal guardians of children enrolled in the school are eligible voters. | The Board Chair confirmed that eligible voters were notified and encouraged to vote. |

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.

| | | |
|---|--------------------------|---|
| X | 2-Meets | The Board completed a formal evaluation of the school leader including all aspects of the job description.0 = The Board did not complete an annual evaluation of the school leader; |
| | 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 Board met during the April 2021 Board Meeting in a closed meeting session to “Discuss Executive Director Annual Evaluation According to Minnesota Statute 13D.05 Subd. 3a. Ms. Folks previously asked Ms. Mortensen if she would like the meeting open or closed. Ms. Mortensen requested the meeting be closed. Motion was made by Ms. Folks “to close the meeting to discuss the Executive Director’s annual evaluation according to

Minnesota Statute 13D.05, subdivision 3(a).” Seconded by Ms Skordahl. A roll call vote was taken: Ms. Erickson, Ms. Folks, Ms. Kelly, Mr Livingston, Ms. Sjoberg, and Ms. Skordahl voted for the motion; there were no votes against. Motion passed.”

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. |
| | 0-Does Not Meet | A professional development plans 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 Board Chair confirmed that Executive Director Mortensen is a licensed administrator, file folder # 323303. Based on statute she is not required to have a professional development plan. Instead, her licensure requires regular professional development.

* Minn. Stat. 124E.12, Subd. 2*(b) The Board of directors and an individual who does not hold a valid administrative license and who serves in an administrative, supervisory, or instructional leadership position shall develop a professional development plan. The school's annual report must include public personnel information documenting the professional development plan.

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 Board utilizes policies and monitors the application of policies in its work throughout the year. Examples include:

- Examining Board policy related to Board membership and committees.
- Reviewing Board member training requirements and Board member roles and responsibilities.
- Monitoring compliance to open meeting law.
- Monitoring evaluation of leadership.
- Monitoring the World's Best Workforce compliance.
- Planning and organizing elections.
- Monitoring Board training.

Also, during the year:

- October 2020:
 - The Board met and discussed protocols for working at home. They also reviewed policy 532 and safety recommendations to add to the busing policy.
- November 2020:
 - The Board reviewed policy 532 and discussed future plans for governance work, deciding to review policies in the 400 series. There was discussion regarding policy 532.
- January 2021:
 - During Harassment and civil rights training provided by Mr. Broderick several policies were reviewed including Access to Public Data, Harassment and Violence, Equal Educational Opportunity, and Criminal of Civil Action Against School.
- May 2021:
 - The Board reviewed Policies 410 and 418. Policy 410 is complete and ready for approval of a second reading. The Board began work on a new Facility Usage Policy, gathering ideas for items to be researched and possibly included in the policy. They also began work on a new Health Insurance Policy, the policy that was required in the VOA Governance Review and will gather information discussion at the June meeting. There was discussion about the need to review the Uniform Policy before the start of the next school year. The Board approved Policy 418 Drug-Free Workplace/Drug-Free School.
- June 2021:

Electronic Policy (541): Edited policy to reflect electronic usage during MCA testing. Policy: 410 Family and Medical Leave Policy- The Board wanted to verify that this policy is still up to date with state and federal laws.

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 | Data practice policies are in place in accordance with state statute and staff are appropriately trained in Data Practices. |
| | 1-Partially Meets | Data practice policies are in place in accordance with state statute but staff were not trained in Data Practices. |
| | 0-Does Not Meet | Data practice policies are not fully in place. |

Data Source: Board minutes, VOA Visit Review

Data practices are in place and appropriate people have been trained.

The School Board ensures the school follows these requirements - student and employee privacy, readiness to respond to data requests, and is effective to separate the public from private information and data. The Board works to comply with the Minnesota Data Practices Act in several ways. The school has the following data practices policies:

- 101 Access to Public Data (http://www.wlamn.org/download_file/671/)
- 206 Public Participation in Board of Directors Meetings/Complaints About Persons at Board of Directors Meetings and Data Privacy Considerations (http://www.wlamn.org/download_file/539/)
- 406 Public and Private Personnel Data (http://www.wlamn.org/download_file/58/)
- At the July 30, 2020, Board meeting, the Board approved the Annual declaration of officials responsible for the implementation of data policies. Delegated parties responsible for implementing policies are:

Dr. Kathleen Mortensen is Responsible Authority, and Data Practice Designee. School Data Practices Compliance Official (DPCO): Mandi Folks, Board Chair

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

Standard 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 Minutes

ANALYSIS:

The School Board monitored academic performance at Board meetings regularly either as an agenda item or as part of the Director's report.

Evidence of monitoring the academic program and student results referenced in the following meeting minutes or Director's Report:

- September 2020:
 - iReady Math assessments were completed and will be shared with parents; MAP assessments are in progress and will be shared with parents in mid-October.
 - Planning for Trimester II. Parent requests to change learning models at the change in trimesters will be honored.
 - Numerous grants have been submitted and/or approved: Title funds, Covid funds, ESSA, Geer, and Literacy.
- October 2020:
 - NWEA MAP test scores summary for math and reading.
 - Teachers meet weekly in grade level teams and are overall keeping on pace with the schedule for delivering instruction this year.
 - WLA has been approved for a grant through Washington County for Covid relief funds.
 - Recent staffing changes were shared, including several changes in duties, and a new hire
 - Ms Mortensen asked for input on modifying the PTO (Paid time off) plan as it relates to time off used for Covid related purposes. There was discussion. A draft plan will be presented at a future meeting.
 - Planning is underway for all staff positions in the event that employees are out due to Covid and either working from home or unable to work.
 - Presented a proposed COVID plan drafted by the ICT which takes into consideration county and school rates, both at the Elementary and Middle

School levels. Ms Folks explained the data points that are taken into consideration in the risk dashBoard:

- The model is in line with the guidance in the MN Safe Learning Plan and will be reviewed in a joint consultation call with MDE, MDH and the ICT. The dashBoard will be used to drive the ICT discussion of changing learning models at WLA. There was discussion.
- 95% of parents participated in Fall conferences, reflecting a high level of parent involvement in student learning.
- A parent survey of requests to change learning models at the change in trimesters is underway. Requests will be honored, within space constraints.
- November 2020:
 - Teachers continue to meet weekly in grade level teams, with a focus on delivering quality online instruction as WLA moves all students to Distance Learning.
 - Two instructional days have been changed to teacher workdays (November 24 and 25) to allow time for staff to address numerous details, schedules, technical concerns, and materials preparation to ensure a smooth transition.
 - Some students will continue to come onsite during the closure for scheduled Special Education, Remediation and English Language Learner support sessions.
- December 2020:
 - Annual Report and WBWF
- January 2021:
 - PLCs continue and are more focused on academics than pandemic response. ACCESS testing proceeding.
- April 2021:
 - MCA's are in process and preliminary results reflect scores which are low for WLA, and lower than in previous years. Results are expected to be above state and national averages as these will be re-normed due to the impact of Covid. Online students are being encouraged to test to get larger testing groups and to be able to compare online versus onsite instruction.
- May 2021:
 - Purchasing of curriculum and supplies for next fall has begun, utilizing remaining current year budgeted funds.
 - MCA testing is complete at WLA. Minnesota did receive a waiver for the accountability sections of its Every Student Succeeds Act Plan, so test results

will not be used to determine school performance this year. We will use the scores to gauge WLA's progress compared to other schools during the pandemic year.

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.

| | | |
|---|--------------------------|---|
| X | 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. |
| | 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: Annual Report, Board Minutes, School data, Interview

ANALYSIS: The Annual Report stated that the parent satisfaction rate of administration, Board and teachers was 88.2% (179/203 as positive). Student retention rate 96.0% as reported in the Annual Report. The teacher retention rate was 94.6% (53 returned in Fall 2021 out of 56 FY21 year-end).

- Board Documentation and Communications

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

| | | |
|---|--------------------------|--|
| X | 2-Meets | The Board documents were distributed to all Board members at least 3 days prior to each Board meeting. |
| | 1-Partially Meets | The Board documents were not distributed to all Board members one or two times. |
| | 0-Does Not Meet | The Board documents were not distributed to all Board members three or more times. |

Data Source: Monthly Board Minute Review Logs, Board chair statement

ANALYSIS: VOA meeting minute logs confirms that the school has regularly adhered to providing information 3 days in advance of regular Board meetings.

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*.

| | | |
|---|--------------------------|---|
| X | 2-Meets | A complete Board Documents Binder is kept including 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 incomplete information. |
| | 0-Does Not Meet | Information is incomplete in the binder or on the school's website. |

Data Source: School Website

ANALYSIS: The School Board has a Documents Binder which includes meeting minutes, bylaws and articles of incorporation and financial statements and is located in [the school office records room] for public access and all Board members have digital access to it. Board documents can also be found at the school's Web site

| Statutory Requirement | Link |
|--|---|
| 124E.07 Subd. 8.(b) A charter school shall publish and maintain on the school's official <i>Web site</i> : (1) the meeting minutes of the Board of directors and of members and committees having Board-delegated authority, for at least 365 days from the date of publication; | http://www.wlamn.org/about-wla/Board/minutes/ |
| 124E.07 Subd. 8.(b) A charter school shall publish and maintain on the school's official <i>Web site</i> : (2) directory information for the Board of directors and for the members of committees having Board-delegated authority; | Board members: http://www.wlamn.org/about-wla/Board/ |

| Statutory Requirement | Link |
|---|--|
| 124E.07 Subd. 8.(b) A charter school shall publish and maintain on the school's official <i>Web site</i> : (3) identifying and contact information for the school's authorizer. | Authorizer contact information is found at the bottom of every page. |
| 124E.11 Subd. 3 (b) The charter school must develop and publish, including on its <i>Web site</i> , a lottery policy and process that it must use when accepting pupils by lot. | http://www.wlamn.org/files/6514/3986/5435/537Kindergarten_Lottery_Policy.pdf |
| 124E.13 Subd. 3. (b) (3) post on the school <i>Web site</i> the name, mailing address, bylaws, minutes of Board meetings, and names of the current Board of directors of the affiliated nonprofit building corporation | Name: Found at the upper left of every page. Mailing address: Found at the lower left of every page. Bylaws: http://www.wlamn.org/files/5815/0661/1670/WLA_Bylaws_-_Amended_09.26.2017.pdf Board of affiliated nonprofit building corporation: No Building Company |
| 124E.16 Subd. 2. Annual public reports. (a).... A charter school must post the annual report on the school's official <i>Web site</i> . | http://www.wlamn.org/files/7416/4123/2273/Annual_Report_and_WBWF_2020_2021_.pdf |
| World's Best Workforce Report | http://www.wlamn.org/files/7416/4123/2273/Annual_Report_and_WBWF_2020_2021_.pdf |
| 124E.12 (b) A charter school Board or a cooperative of teachers that provides group health insurance coverage must establish and publish on its <i>Web site</i> the policy for purchasing group health insurance coverage. A charter school Board policy must include a sealed proposal process, which requires all proposals to be opened at the same time. Upon opening the proposals according to the school or cooperative policy, the proposals become public data under chapter 13. | http://www.wlamn.org/files/5116/2456/2927/428-Employee-Health-Insurance-Policy.pdf |

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

STANDARD 17 ANALYSIS

The School met this standard.

The School Board has an annual policy review plan.

Their review plan and process for this year included a vetting and revision process resulting in the approval of the following policies such as:

- September 2020:
 - Covid-19 policy Attendance
 - Policy 506 Student Discipline
 - Policy 515 Protection and Privacy of Pupil Records
 - Policy 526 Hazing Prohibition
 - Policy 533 Wellness, and
 - The Covid-19 Policy
- October 2020:
 - Policy 532
 - Policy 532
- November 2020:
 - 532 Use of Peace Officers and Crisis Teams
 - 401 Equal Employment Opportunity
 - 402 Disability Nondiscrimination Policy
 - 406 Public and Private Personnel Data
 - 410 Family and Medical Leave Policy
 - 412 Expense Reimbursement
 - 413 Harassment and Violence
 - 417 Chemical Use and Abuse

- 418 Drug-Free Workplace/Drug-Free School
- 419 Tobacco-Free Environment
- 425 Nepotism in Employment-Charter Schools
- January 2021:
 - Series 400 policies
- February 2021:
 - Policies 406 and 412
 - Policies 510 and 538
 - Policies 412 and 406
- March 2021:
 - Policies 419 and 425
 - Policy 510
 - The Enrollment Policy
 - 510 Promotion/Retention Policy
 - 419 Tobacco Free Environment Policy
 - 425 Nepotism/Anti-Nepotism Policy
- May 2021:
 - Policies 410 and 418
 - Facility Usage Policy
 - Health Insurance Policy
 - Uniform Policy
 - Policy 418 Drug-Free Workplace/Drug-Free School
 - Policy 540 Student Dress
- June 2021:
 - Electronic Policy 541
 - Policy 410 Family and Medical Leave Policy

NUMBER OF GOVERNANCE STANDARDS MET: 34/34

SECTION PART II: SCHOOL MANAGEMENT AND OPERATIONS SECTION

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

One of the most important ways VOA-MN gathers information about the schools it authorizes is through on-site visits. Site visits allow the authorizer to observe the school, hear directly from key stakeholders, and corroborate school-reported information and data. VOA-MN conducts two different types of site visits: Formal and Informal. School site visits help inform the extent to which the school is meeting the charter school contract provisions contained in the body of the contract. Formal Site Visits are typically conducted once per year by a

member of the VOA-MN Authorizing Program Leadership Team. The school's evaluation on each standard is listed in the table below.

| 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. | | |
|--|--------------------------|---|
| 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. |
| | 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: Website, Board Packets, Annual Report, Site Visits, Authorizer-School Discussion | | |
| Analysis: School mission is posted on website and on the board meeting agendas. School mission is reviewed with staff during training and is referenced during all board meetings and staff PLC meetings. The mission-implementation is also evident when walking through the facility, including classrooms. | | |

| 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 Report, Authorizer-School Discussion | | |
| Analysis: Services is organized and facilitated at grade levels and include, food drives, clothing drives, nature stewardship, Feed my Starving Children, and toy drives. School is also starting a new "leadership" class which will require a community service component. | | |

| 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. |

| | | |
|---|-----------------------|---|
| | -Does Not Meet | The school could not provide evidence of compliance with health and safety requirements for public schools. |
| Data / Source: Board Policy Review, Site Visits, Compliance Binder | | |
| <p>Analysis:</p> <p>2020-21 faculty have received required training on health and safety procedures. <input checked="" type="checkbox"/> Yes</p> <p>List of 2019-20 health and safety related professional development training topics:</p> <ul style="list-style-type: none"> - Crisis management team - CPR & First Aid training (FY20) - OSHA training - Emergency procedures - Emergency procedures included in new employee orientation - Bloodborne pathogens - Mandatory Reporting - Confidentiality and student records <p>School complies with MS 121A.035 – Crisis Management Policy/Plan. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Board adopted in July 2014. Evacuation plans were observed by doors in classrooms. “Go Bags” and first aid kits in every classroom, walkie-talkies for recess periods.</p> <p>Number of fire drills completed 2020-2021 school year <u>5</u>.</p> <p>Number of lockdown/safety drills completed 2020-2021 school year <u>5</u>.</p> <p>Number of tornado drills completed 2020-2021 school year <u>1</u>.</p> <p>Designated crisis management person team: Kathleen Mortensen, Amy Cahlander, Ben Broderick, Kylie Griffith, Jolene Skordahl, Megan Engelsgerd. Each member brings an area of expertise to the team.</p> <p>Classrooms & shared spaces contain evacuation plans / procedures. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>School complies with MS 299F.47 - School Inspections. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Date of most recent facility inspection by fire department: <u>August 2019</u> (must be a minimum of every three years) Another inspection will occur when the facility expansion is completed.</p> <p>School maintains a log of all visitors. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>NOTE: School uses the Raptor system. Registration occurs at the front office.</p> <p>School complies with MS 144.29 Health Records; Children of School Age. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Responsible employee: Amy Cahlander (school health aid) / Amy Block (contracted licensed nurse). Files stored in locked room directly outside of health office.</p> <p>School complies with MS 121A.15 - Health Standards; Immunizations; School Children. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Designated responsible employee: Amy Cahlander (school health aid) and Amy Block (licensed contractor license #2049797)</p> | | |

School complies with MS 121A.22 – Administration of Drugs and Medicine. ☒ Yes

Designated responsible health aid/employee: Amy Cahlander (school health aid). Oversight by Amy Block

School complies with MS 121A.21 – School Health Services (if applicable). ☒ NA

The school contracts with a licensed school nurse or organization. ☒ Yes

Name/Organization: Amy Block (Hennepin Healthcare) Nurse visits the school once per three weeks.

School has a designated 504 Coordinator ☒ Yes ☐ No

504 Coordinator Name & Position: Kylie Griffith, Dean of Academics

School has a process to ensure that student accommodations are consistent with 504 Plans. ☒ Yes

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: Website, Annual Report, Authorizer-School Discussion

Analysis: Parent Organization meets monthly. PTO events at least monthly. The school conducts an annual parent survey. The school has developed a student council and student council has the opportunity to input on school decisions and make recommendations. Student: Teacher conferences twice per year.

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: MCA Results, Site Visits, Authorizer-School Discussion | | |
| <p>Analysis:</p> <p>Most recent curriculum standards alignment review for language arts: summer 2019-20</p> <p>Most recent curriculum standards alignment review for math: summer 2019-2020</p> <p>Most recent curriculum standards alignment review for science: summer 2019-2020</p> <p>Most recent curriculum standards alignment review for social studies: Summer 2019-2020</p> <p>(Standards mapping is done by the teachers in PLC's, guided by the PLC leads and the Curriculum Lead Kylie Griffith.)</p> <p>Management requires that lesson plans and student learning targets are aligned to the state standards. __ Yes __X_ No</p> <p>There is no formal requirement that teachers turn in lesson plans. Academic activities and standards-based learning targets must be displayed on the board in classrooms. Unit plans include scope and sequence are reviewed by the Executive Director, and the Academic Dean.</p> <p>School has a well-defined plan for ensuring that teachers engage in data-driven instruction to ensure student mastery of state standards. __X__ Yes ____ Partial ____No</p> <p>Explanation of school plan: PLCs meet weekly to review pacing guides, and assessment data. Some grade level teachers meet more often during common prep time.</p> | | |

| 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 over the contract term. |
| | 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 over the contract term. |
| Data / Source: VOA-MN Submission Calendar, STAR Report, Site Visits, Authorizer-School Discussions. | | |
| <p>Analysis: Employee Handbook and are asked to sign a statement of review. Post positions on EdPost, Indeed, and school website. Background checks completed before hiring. The director is responsible for oversight of the paperwork at this time. Office Manager (Nancy Baumann) manages the paperwork side of employment matters. Executive Director manages the candidate interview and hiring recommendations to the board.</p> | | |

| 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 | The school could not provide evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees, but not on school volunteers. |
| | 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: Board Policy, Handbook, Authorizer-School Discussion | | |
| Analysis: Background checks completed before hiring. The director is responsible for oversight of the paperwork at this time. Office Manager (Nancy Baumann) manages the paperwork side of employment matters. Executive Director manages the candidate interview and hiring recommendations to the board. All employees have passed a background check. Documents are kept in employee files. Volunteers pass background checks through the Raptor computer program at front desk. | | |

| 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: Site Visits, School Budget, Authorizer-School Discussion | | |
| Analysis: 2021-22 Student Enrollment by Grade: K – 71; 1- 96; 2 – 99; 3 – 84; 4 – 82; 5 – 78; 6 – 59; 7 – 42; 8 – 23; Total: 634 2019-2020 Enrollment = 484 2018-2019 Enrollment = 387 2017-2018 Enrollment = 260 2016-2017 Enrollment = 251 | | |

| 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: Website, Application Form, Policy, Authorizer-School Discussion. | | |

Analysis: School application and enrollments documents have been developed in compliance with state requirements. Enrollment policy and documents are posted on our website. Application dates and procedures are posted on the school website.

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: Policy Review, Authorizer-School Discussion.

Analysis:

School Designated Human Resources Person: School Director (Kathleen Mortensen) / Mandi Folks, Board Chair

EEO Grievance Designee: School Director Kathleen Mortensen, Board Chair Mandi Folks

School District Human Rights Officer: School Director Kathleen Mortensen, Board Chair Mandi Folks

School has Tennessee Warnings for both the enrollment and employment process. X Yes

NOTE: Verified for employment with signature. Verified for parents but encouraged to require parent signature. Should also develop one for discipline matters/interviews.

Only designated school employees have access to files containing student/employee records. X Yes

School has a board approved Data Request Policy / Procedures. X Yes

School maintains a detailed register/log of all data requests. X Yes

School Evidence for Authorizer Review: These are outlined in our Employee Handbook

Standard 11: The school has defined job descriptions and defined evaluation process for all personnel.

| | | |
|----------|--------------------------|--|
| 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: Job Descriptions and evaluation forms, Authorizer-School Discussion

Analysis: Job descriptions have been developed and provided to all employees. Confirmed. Samples contained in Compliance Binder.

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.

| | | |
|----------|--------------------------|--|
| X | 2-Meets | The school could provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find." |
| | 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 Policies, Handbook, Child Find and Child Study Process Documents/Forms, Sped Director Contract, Authorizer-School Discussion

Analysis: School has in place a Child Find program that includes Student Assistance Teams to review student referrals to SAT using prescribed and comprehensive steps and intervention plans. After three, (6 week) SAT interventions, a student may be recommended for evaluation / referral to the Special Education team.

SAT's are comprised of general education teachers. Referral forms are turned in by concerned staff to the RTI lead (Jessica Erickson) who conducts meetings bi-weekly. During full team meetings, a review of student records and concerns takes place and the team recommends up to three 6-week, research proven interventions. If interventions do not address student deficiencies, the student is then referred to a Child Find meeting which includes administration, special education, and other specialists. Parents are invited to attend the Child Find meeting.

The RtI leader keeps a roster of Child Find referrals and once process is complete return all files to the administration for review and filing.

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.

| | | |
|----------|--------------------------|---|
| X | 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: Professional Development Calendar, Authorizer-School Discussion

Analysis: Understanding Special Education, Paula Krippner, Designs for Learning. Sped awareness training also occurred in August 2022, September 2021, October 2020.

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: MDE Notice, Authorizer-School Discussion. | | |
| Analysis: NA. No investigations. | | |

Standard 15: The school is compliant with laws pertaining to special education directors and Advisor 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: SEAC Meeting Notice, Minutes, Authorizer-School Discussion. | | |
| Analysis: Special Education Director is Paula Krippner through Designs for Learning. Contact Info: pkrippner@designlearn.net | | |
| SEAC meeting dates: 2021-22 meeting date: October 19, 2021 2020-2021 meeting date: October 26, 2020 2019-2020 meeting, August 28, 2019 | | |

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. This area is not calculated separately and instead is imbedded in the three sections above.

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

Contract Renewal Eligibility

VOA-MN schools must achieve 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. VOA-MN schools must achieve 80% or greater of points possible in the Performance Framework overall and meet the majority of standards in each performance area to be eligible for a five-year contract renewal. All contract renewals will be for either three or five years. Fewer than three years does not provide enough information on which to make a renewal decision. If a school is performing below standard to receive a three-year renewal contract, but has agreed to the authorizer terms and conditions set forth in the School Improvement Plan to correct areas of deficiency, VOA-MN may agree to extend a school's contract (not to exceed five years) to provide additional time for a school to improve performance as an alternative to termination. If sufficient school improvement is not being made by the end of the 1st year of the extension, termination proceedings will commence.

WLA Final Contract Renewal Calculation Based on Meeting Standards

| Academic Standards Point Total: 8/12 | | | | | | |
|---|------------------------------|--|--|---------------------|------------|-------------|
| Financial Management Point Total: 20/20 | | | | | | |
| Board Governance Point Total: 34/34 | | | | | | |
| School Management and Operations: 30/30 | | | | | | |
| | Meets Standar d Points | Partial ly Meets Standar d Points | Does Not Meet Standar d Points | Total Point s | Weigh t | Percen t |
| Academic | 6 | 2 | 0 | 8/12 | .50 | 37.50 % |
| | | | | | | |
| Finance | 20 | 0 | 0 | 20/20 | .20 | 20.00 % |
| | | | | | | |
| Governance | 34 | 0 | 0 | 34/34 | .15 | 15.94 % |
| | | | | | | |
| Mgmt/Operatio ns | 30 | 0 | 0 | 30/30 | .15 | 15.00 % |
| | | | | | | |
| Grand Total | 90 | 2 | 0 | 92/96 | 1.00 | 88.44 % |
| | | | | | | |

WLA received a score of 92/96 points (88.44%). The school is performing well in all areas, with the expectation of continuous academic performance improvement. Overall, WLA is quality school with the upmost potential that VOA-MN is to have in our Network of authorized charter schools. Based on the calculations above, **WLA has earned a five-year renewal contract.**