



LAKES INTERNATIONAL LANGUAGE ACADEMY

ANNUAL SCORECARD REPORT

PUBLISHED WINTER 2025 for FY24

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

2021-2022 VOA-MN SCHOOL SITE VISIT DATES: November 5, 2021 (Main Campus); November 12, 2021 (Headwaters Campus)

2022-2023 VOA-MN SCHOOL SITE VISIT DATES: November 2, 2022 (Main Campus); December 8, 2022 (Headwaters Campus); April 14, 2023 (both campuses)

2023-2024 VOA-MN SCHOOL SITE VISIT DATES: November 20-21, 2023;

2024-2025 VOA-MN SCHOOL SITE VISIT DATE: October 29, 2024

2021-2022 VOA-MN SCHOOL BOARD OBSERVATION DATES: May 10, 2022; June 14, 2022

2022-2023 VOA-MN SCHOOL BOARD OBSERVATION DATES: July 12, 2022; June 5, 2023

2023-2024 VOA-MN SCHOOL BOARD OBSERVATION DATES: August 8, 2023; May 14, 2024

2024-2025 VOA-MN SCHOOL BOARD OBSERVATION DATE: September 10, 2024

Volunteers of America of Minnesota Accountability Plan

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

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

2 = Meets Standard

1 = Partially Meets Standard

0 = Does Not Meet Standard

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

50% weighting: Academic Program (statutory purposes, including primary purpose)

15% weighting: Financial Sustainability

30% weighting: Organization

15% governance

15% management & compliance

Combining Data Over the Contract Term

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

Contract Renewal Eligibility

VOA-MN schools must achieve at least a Satisfactory Rating (70% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area (Academic, Financial,

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

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

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

Intervention and Corrective Action

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

Closure Plan

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

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

- **Academic Program Performance** - Is the school's Learning Program a Success?
- **Financial Sustainability** – Does the School Exhibit Strong Financial Health?
- **Board Governance & Management/Operations** - Is the organization effective and well run?

In addition to VOA-MN defined "performance standards," a charter school must also be meeting their statutory purposes which are measured as part of Academic Performance Oversight.

REPORT PURPOSE: The Annual School "Scorecard" Report is the VOA-MN Authorizing Program's official communication to the school on performance meeting statutory purposes and VOA-MN Performance Standards. The report is comprised of three sections aligned to the three essential questions that guide our authorizer oversight and charter school accountability plan.

SECTION ONE

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

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

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

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

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

SCHOOL STATUTORY PURPOSES:

- ❑ **SCHOOL PRIMARY PURPOSE (M.S. 124E.01):** The primary purpose of the charter school is to improve all pupil learning and all student achievement.
MEASURE: MCA exams
PERFORMANCE STANDARDS / EXPECTATIONS: Academic Performance Standards section below.
REPORTING: The extent to which the school is meeting this purpose will also be measured in the VOAMN Annual Network Academic Performance Report.
- ❑ **SCHOOL STATUTORY PURPOSE II (MS 124E.01):** Increase learning opportunities for all pupils.
PERFORMANCE EXPECTATIONS – The school will incorporate project-based and services learning into the school program. Project-based and service learning will include locally determined specific learning outcomes students are to achieve.
REPORTING: The extent to which the school is meeting this purpose will also be measured in the VOAMN Annual Network Academic Performance Report.
- ❑ **ADDITIONAL PURPOSE (M.S. 120B.11) WBWF:** The school is to meet the outcomes adopted by the Commissioner for all public-school students under Minnesota Statutes, section 120B.11 (“World’s Best Workforce”), applicable to elementary schools. Specifically, that 1) all racial and economic achievement gaps between students are closed; 2) all children are ready for school, 3) all third graders can read at grade level.
GOALS: locally determined, board approved annually for each of the outcomes.
REPORTING: Element of the Annual Report and “World’s Best Workforce” Plan and will be evaluated in the annual Authorizer Network Academic Performance Report.

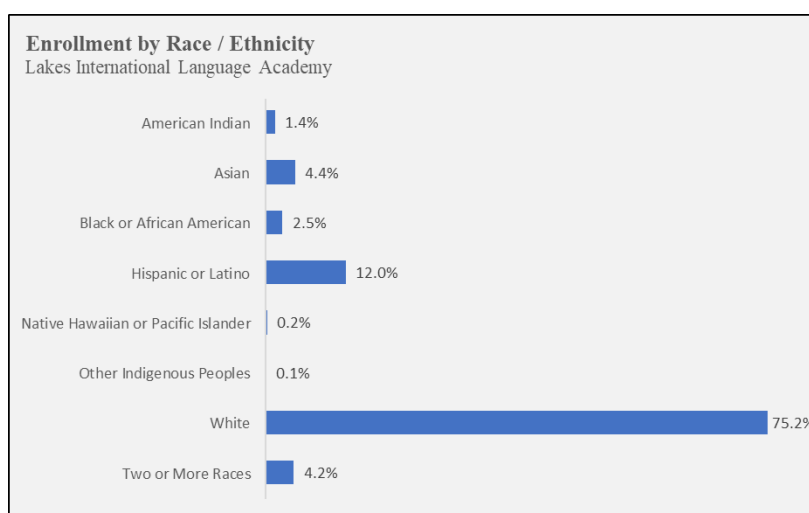


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

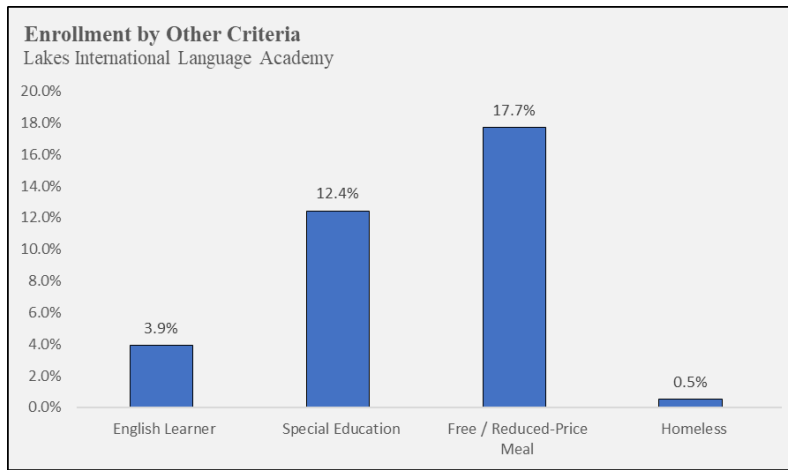


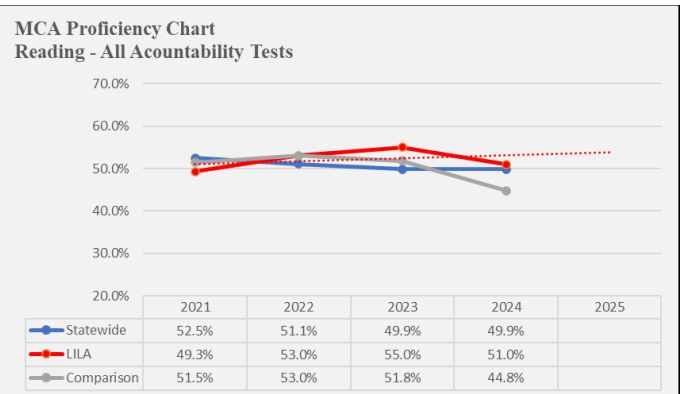
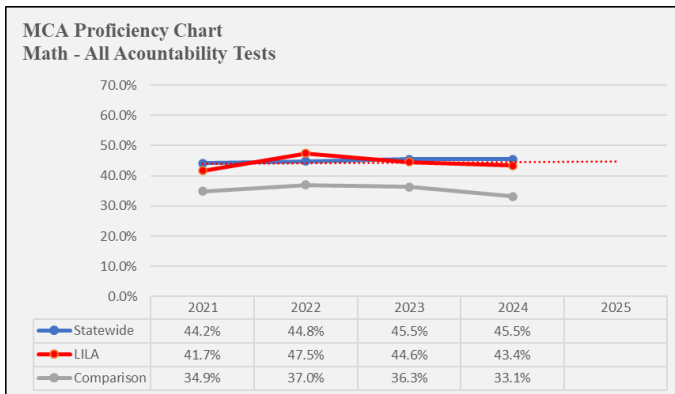
Figure 2 - Enrollment by Other Criteria

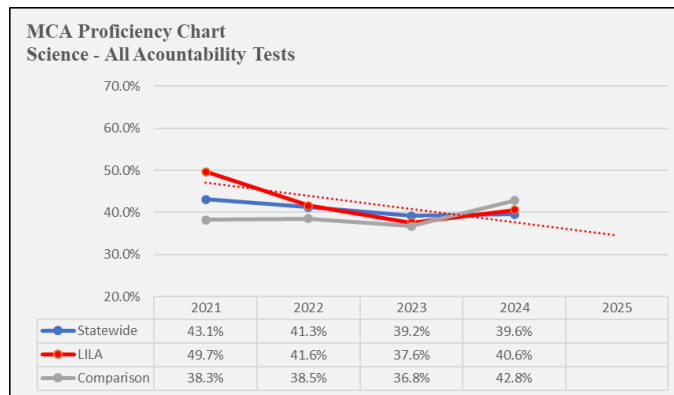
Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF. A school may also use a nationally normed exam as a supplemental indicator.

	2: Meets - School's average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
X	1: Partially Meets - School's average proficiency rate meets or exceeds the average performance of students in schools they might otherwise attend in one or two subjects (math, reading and science) but not all three.
	0: Does Not Meet - School's average proficiency rate is less than the average performance of students in schools they might otherwise attend.

Data Source: Minnesota Department of Education

Analysis: On the 2024 MCAs, Lakes International Language School outperformed the comparison school, North Lakes Academy, in math and reading. The school's science proficiency rate was below that of the comparison school.



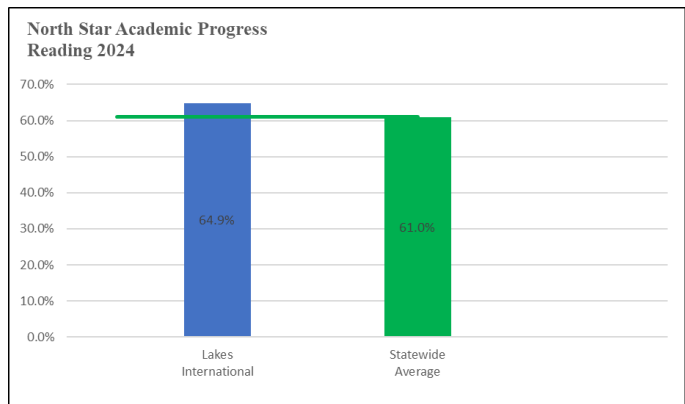
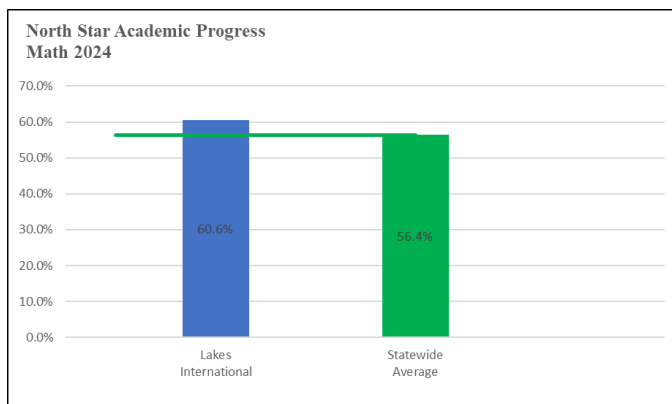


Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (improved + maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2024, the combined statewide average (math + reading) was 58.7%. This score was calculated by adding the statewide math and reading results and then dividing by two.)

X	2: Meets - School's achievement level of "improved and maintained" is 58.7% or higher.
	1: Partially Meets - School's achievement level of "improved and maintained" is between 58.7% and 43.7%.
	0: Does Not Meet - School's achievement level of "improved and maintained" is below 43.7%.

Data Source: North Star Academic Progress. A school may also use a nationally normed exam as a supplemental indicator.

Analysis: The school's academic achievement level (improved + maintained) was 60.6% for math and 64.9% for reading. A score of Meets was awarded because the school's combined score was 62.8%.

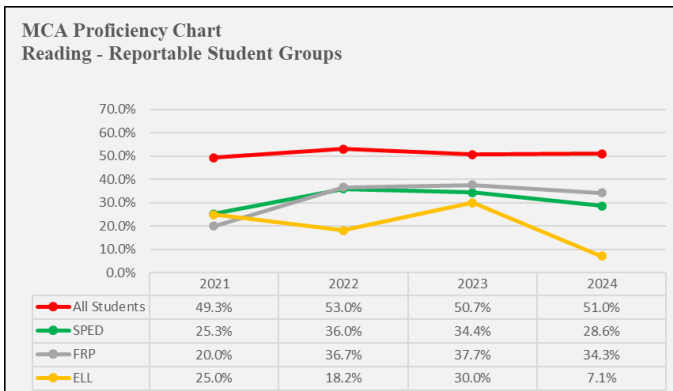
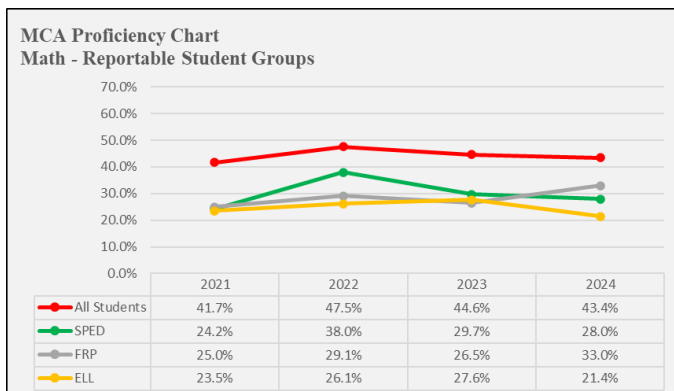


Academic Performance Standard 3 - The difference between the “all-students” proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded WBWF Standard: all racial and economic achievement gaps between students are closed.

	2: Meets - The difference between the “all-students” proficiency rate and all student group proficiency rates has been reduced.
X	1: Partially Meets - The difference between the “all-students” proficiency rate and at least one student group proficiency rate has been reduced.
	0: Does Not Meet - The difference between the “all-students” proficiency rate and all reportable student group proficiency rates has increased.

Data Source: Minnesota Department of Education. A school may also use a nationally normed exam as a supplemental indicator.

Analysis: A score of partially meets was awarded because Lakes International Language Academy reduced the achievement gap in one out of the six possible areas. (Free and Reduced math)



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

X	2: Meets - Meets all criteria and is adhered to.
	1: Partially Meets - Meets some of the criteria, but no evidence that process is followed.
	0: Does Not Meet - School has not adopted a teacher evaluation process.

Data Source: School Annual Report

Analysis: LILA has adopted a formal teacher evaluation process that is highly integrated into the school's Q-Comp system. Licensed teachers are formally evaluated according to the State of Minnesota's teacher evaluation requirements. The evaluation includes yearly observations in which student engagement is recorded and scored as well as student achievement results. In at least one observation per three-year cycle a summative observer, a LILA administrator, is present.

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

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

Data Source: School Annual Report

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

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

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

Data Source: School Annual Report

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

Academic Performance Standard 7 - The school is meeting the World's Best Workforce goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.	
	2: Meets - The school has a plan and is meeting their WBWF goals.
X	1: Partially Meets - The school has a plan for meeting their WBWF goals and measuring progress.
	0: Does Not Meet - The school does not have a plan for meeting their WBWF goals and measuring progress.
Data Source: School Annual Report	
Analysis:	
Goal #1a All Students Ready for School	
The percentage of kindergarten-age eligible children who attended LILA's Kinder Prep scoring "low risk" on the FAST Early Reading Assessment will increase from 67.9% in 2023 to 69.9% in 2024.	
Result: Goal Not Met	
The percentage of kindergarten-age eligible children who attended LILA's Kinder Prep scoring "low risk" on the FAST Early Reading Assessment was 67.8% in 2024.	
Goal #1b All Students Ready for School	
The percentage of kindergarten-age eligible children who attended LILA's Kinder Prep scoring "low risk" on the FAST Early Math Assessment will increase from 84.2% in 2023 to 86.2% in 2024.	
Result: Goal Met	
The percentage of kindergarten-age eligible children who attended LILA's Kinder Prep scoring "low risk" on the FAST Early Math Assessment increased from 84.2% in 2023 to 93.85% in 2024.	
Goal #1c All Students Ready for School	
The percentage of kindergarten-age eligible children who attended LILA's Kinder Prep scoring "low risk" on both the FAST Early Reading and Early Math Assessment will increase from 61.7% in 2023 to 63.4% in 2024.	
Result: Goal Met	
The percentage of kindergarten-age eligible children who attended LILA's Kinder Prep scoring "low risk" on both the FAST Early Reading and Early Math Assessment increased from 61.7% in 2023 to 64.6% in 2024.	
Goal #2 All Students Career -and Collage – Ready by Graduation	
95% of LILA 11th and 12th graders have a postsecondary plan on file.	
Result: Goal Met	
100% of LILA 11th and 12th graders have a postsecondary plan on file. Students in 9 - 12 grade who attended advisory participated in career and college readiness activities through advisory classes during the 2023-2024 school year. In addition, Ms. Scanlon, LILA's academic counselor, met with all students in grades 11 and 12 to discuss their post-graduation plans. Finally, LILA participated in the "Direct Admissions" program through the Minnesota Office of Higher Education. As part of this program, all students who are on track to graduate are automatically offered admission to multiple public and private colleges and universities in the state of Minnesota. Those with more markers of success in high school receive additional offers of admission from more competitive schools.	
Goal #3 All Students Graduate	
At least 95% of 12th grade students will graduate from high school.	
Result: Goal Met	
95.6% of students graduated in 2023.	

SECTION TWO

FINANCIAL SUSTAINABILITY – Does the School Exhibit Strong Financial Health?

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

if the charter school maintained a balanced budget during the prior year. Schools are expected to have audits that are free of all findings.

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

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

Financial Standard 1 - The School maintains a balanced budget.	
X	2: Meets - Surplus position
	1: Partially Meets - NA
	0: Does Not Meet - Deficit position
Data Source: Original and revised budgets, annual financial audit report, monthly income statements.	
Analysis: The school board approved the original FY 2024 budget based on 1,299 ADM's and a surplus of \$188,513 in June 2023 and made a final revision to the budget with a decrease in enrollment to 1,263 ADM's projecting a surplus of \$99,597. The school ended the year with a surplus of \$183,738 and 1,262 ADMs.	
The school has maintained a balanced budget for FY 2024.	

Financial Standard 2 - The School is compliant with state and federal financial reporting deadlines and laws, including the proper use of public funds.	
X	2: Meets - 2 = Never missed
	1: Partially Meets – Missed one time
	0: Does Not Meet - Missed > 1 time
Data Source: Preliminary UFARS data, ADM report, final UFARS data.	
Analysis: The VOA-MN financial analyst did not discover any missed state or federal financial reporting deadlines through June 2024.	

Financial Standard 3 - The School's financial audit is submitted to the Minnesota Department of Education, Office of the State Auditor and the authorizer by December 31.	
X	2: Meets - Submitted
	1: Partially Meets – N/A
	0: Does Not Meet - Not submitted
Data Source: Email and attached MDE documentation from the School confirming the submission of the audit report.	
Analysis: The school submitted its financial audit to the MDE by December 31, 2024.	

Financial Standard 4 - Schools are expected to have audits that are free of all findings.	
	2: Meets – No findings
	1: Partially Meets - 1 or more “significant deficiency” finding(s)
X	0: Does Not Meet - 1 or more “material weakness” or legal compliance finding(s)
Data Source: The School's financial audit report.	

Analysis: The school's FY 2024 financial audit contained one finding considered to be a material weakness described in the audit report on page 70 as follows:

Material Audit Adjustment

During the course of our engagement, we proposed a material audit adjustment that would not have been identified as a result of the Academy's existing system of internal control and, therefore, could have resulted in a material misstatement of the Academy's financial statements.

In order to ensure financial statements were free from material misstatement, an audit adjustment was required to adjust amounts due from the Minnesota Department of Education and related revenue.

The school has no disagreement with the finding and plans to correct it by June 30, 2025.

Financial Standard 5 - The School is current on all financial obligations, including, but not limited to: pension payments, payroll taxes, insurance coverage and loan payments.

X	2: Meets - Never late
	1: Partially Meets - Late 1-2 times
	0: Does Not Meet - Late > 3 times

Data Source: Monthly check registers, cash flow projections, board meeting agendas and minutes.

Analysis: The VOA-MN financial analyst did not discover any delinquent or late payments to vendors of the school through June 2024.

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

X	2: Meets - Never missed
	1: Partially Meets - Missed 1-2 times
	0: Does Not Meet - Missed > 2 times

Data Source: Board packets.

Analysis: The board receives a finance committee report at each board meeting which includes a review of monthly financial statements. The school has consistently provided required monthly financial reports to VOA-MN and the board through June 2024.

Financial Standard 7 - The School develops and maintains a targeted General Fund balance determined by the School Board. For the finance report, VOA-MN also determines a standard for fund balance annually based on items such as school funding trends and funding holdbacks.

X	2: Meets - 20% or >
	1: Partially Meets - 15-20%
	0: Does Not Meet - < 15%

Data Source: The school's General Fund balance policy, monthly financial reports, board meeting agendas and minutes.

Analysis: The table below contains the history of the school's General Fund balance from the FY24 audit Communications Letter on page 12:

FOUR YEAR FUND BALANCE HISTORY

	FY 2021	FY 2022	FY 2022	FY 2023
Fund Balance Amount	\$4,714,293	\$4,550,710	\$4,949,518	\$5,133,256
Fund Balance Percent	33.2%	28.9%	31.1%	29.7%

As the table indicates the school has a strong General Fund balance ending FY 2024 with 29.7%.

The school's ability to maintain this healthy fund balance level over the past four years is indicative of a well-run, high functioning school board and strong internal financial management. The school has a fund balance policy in place which states in part:

Minimum Unassigned Fund Balance

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

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

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

X	2: Meets - 8-12 meetings/year
	1: Partially Meets -5-7 meetings/year
	0: Does Not Meet - 0-4 meetings/year

Data Source: Board meeting agendas and minutes.

Analysis: The school's finance committee met twelve times in FY 2024. The committee reviews the financial statements in detail.

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

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

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

Analysis: The school's CFO provided training details on all committee members for FY 2024.

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

X	2: Meets - The school is not in SOD
	1: Partially Meets – N/A
	0: Does Not Meet – The school is in SOD

Data Source: The School's budget, board meeting agendas and minutes, financial audit.

Analysis: The school is not in Statutory Operating Debt.

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

○ PART ONE: SCHOOL BOARD GOVERNANCE

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

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

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

The VOA-MN Charter School Authorizing Program publishes annually a School Board Governance Report on their network of authorized charter schools. The purpose of this report is to be a single annual source on the board operations and compliance of the nineteen 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 monitors school performance meeting these standards on an ongoing basis and the standards will be evaluated in the annual VOA-MN Network Governance Report. The standards also serve as the criteria for contract renewal determinations. VOA-MN's school board governance standards are scored below.

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*.	
X	2: Meets - The board structure meets bylaws and state statute.
	1: Partially Meets - The board did not meet requirements for the entire fiscal year.
	0: Does Not Meet - The board's structure does not meet bylaws and/or state statute.
Data Source: School Annual Report, School Website, Bylaws	
Analysis: The school met this standard. The Board structure meets bylaws and state statutes.	

Governance Standard 2 - The board of directors has the necessary knowledge to fulfill the responsibilities contained in Minn Stat 124E.07, Subd. 6. (Duties), including knowledge in finance/budget, policy/legal, personnel/employment, and education.	
X	2: Meets - The board has a plan with evidence of training consistent with the plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.
	1: Partially Meets - The board has a plan but is unable to provide evidence of completion of board member training to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.
	0: Does Not Meet - The board does not implement a plan to ensure board members have the necessary knowledge.

Data Source: Board Development and/or Board Training Plan and/or Training Table or Calendar, Board Development Committee Minutes, Board Minutes, Annual Report, School Website	
Analysis: The school met this standard. The Board had a training plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education. A Board development plan/training plan has been submitted to VOA-MN.	

Governance Standard 3 - The board adheres to an orientation process for bringing on new members.	
X	2: Meets - The board adheres to a thorough process for the orientation of new board members.
	1: Partially Meets - The board has a process for the orientation of new board members, but it is not consistently followed.
	0: Does Not Meet - The board does not have a membership orientation process for new board members.
Data Source: Board Minutes, Interview, Board Development Plan and/or Board Training Plan, Interview	
Analysis: The school met this standard. The Board adhered to a thorough process for the orientation of new board members and documented the training in the Annual Report.	

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.	
X	2: Meets - All board members comply with Minnesota law regarding board training requirements.
	1: Partially Meets - One board member did not fully comply with Minnesota law regarding board training requirements and was removed.
	0: Does Not Meet - More than one board member did not fully comply with Minnesota law regarding board training requirements.
Data Source: Annual Report, School Website, Board Minutes and Documents	
Analysis: The school met this standard. The school documented board training in the Annual Report. The board governance section of the Annual Report, beginning on page 7, shows training requirements that each board member attended.	

Governance Standard 5 - The board of directors completes a self-evaluation each year.	
X	2: Meets - The board completes a formal self-evaluation each year.
	1: Partially Meets - The board 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 met this standard. The Board completed a formal self-evaluation at the June 18, 2024, board meeting. The results were published in the school's Annual Report.	

Governance Standard 6 - The board of directors will comply with MN Open Meeting Law, Chapter 13D, and maintain a quorum for all board meetings.	
X	2: Meets - The board has no infractions of MN Open Meeting Law.
	1: Partially Meets - The board has 1 infraction of MN Open Meeting Law.
	0: Does Not Meet - The board has 2 or more infractions of MN Open Meeting Law.
Data Source: Monthly Logs of Meeting Minutes, Meeting Minutes, Interview	
Analysis: The school met this standard. The Board was compliant with MN Open Meeting Law.	

Governance Standard 7 - The board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law.	
X	2: Meets - Bylaws are consistent with state law and the board reviews them regularly.
	1: Partially Meets - Bylaws are consistent with state statute but are not reviewed regularly.
	0: Does Not Meet - Bylaws are inconsistent with state statute.
Data Source: School Website, Board Minutes, Bylaws, Interview	
Analysis: The school met this standard. Bylaws are consistent with state law and the board reviewed them at the February 13, 2024, board meeting.	

Governance Standard 8 - The board of directors adheres to board member election requirements set forth by state statute*.	
X	2: Meets - All requirements were met.
	1: Partially Meets – N/A
	0: Does Not Meet - Election requirements were not met.
Data Source: Board Minutes, Bylaws, Board Policies, Interview	
Analysis: The school met this standard. The Board of Directors adhered to board member election requirements set forth by state statute. The election was held more than 30 days after the election was announced and occurred on a day when the school was in session.	

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.	
X	2: Meets - The board completed a formal evaluation of the school leader including all aspects of the job description.
	1: Partially Meets - The board completed an evaluation of the school leader but not on all aspects of the job description.
	0: Does Not Meet - The board did not complete an annual evaluation of the school leader.
Data Source: Annual Report, Board Minutes, Committee Minutes, Board Documentation	
Analysis: The school met this standard. The Board conducted an evaluation of the school leader on May 2, 2024.	

Governance Standard 10 - The board has a board-approved professional development plan for the school director (if applicable as required by Minn. Stat. 124E.12, Subd. 2*).	
X	2: Meets - A professional development plan for the non-licensed individual(s) was documented in the school's annual report or the school's director holds an administrative license.
	1: Partially Meets – N/A
	0: Does Not Meet - A professional development plan for the non-licensed individual(s) was not documented in the school's annual report.
Data Source: Annual Report, Board Minutes, Board Chair Communication.	
Analysis: The school met this standard. The School Director, Shannon Peterson, is a licensed administrator so a professional development plan was not required.	

Governance Standard 11 - The board of directors monitors the organization's adherence to school board policies.	
X	2: Meets - Meeting minutes include three or more examples of the board monitoring the organization's adherence to school board policies.
	1: Partially Meets - Meeting minutes includes one or two examples of the board monitoring the organization's adherence to school board policies.

	0: Does Not Meet - Meeting minutes include no evidence of the board monitoring the organization's adherence to school board policies.
Data Source: Board Meeting Minutes, Interview	
Analysis: The school met this standard. Meeting minutes include more than three examples of the Board monitoring the organization's adherence to school board policies. The following policies have been referred to in board minutes: <ul style="list-style-type: none"> • Reviewing and monitoring board member training requirements • Board member roles. • Grant and financial policies • Election policies • Open meeting laws 	

Governance Standard 12 - The board of directors complies with Federal data practices law and the Minnesota Data Practices Act (Minn. Stat. Chapter 13)*.	
X	2: Meets - The board has required Data Practice policies with evidence that they are implemented in accordance with federal data practices law and the Minnesota Data Practices Act. There is evidence that board and faculty are trained in Data Practices. There were zero incidents of not following data practice policies.
	1: Partially Meets -The board has required Data Practice policies with evidence that they are implemented in accordance with federal data practices law and the Minnesota Data Practices Act. There is evidence that board and faculty are trained in Data Practices. There was one incident of noncompliance with federal data practices law and the Minnesota Data Practices Act
	0: Does Not Meet - The board does not have one or more required Data Practice policies in place and/or there was insufficient evidence that board and faculty are trained in Data Practices. There have been two or more incidences of noncompliance with federal data practices law and the Minnesota Data Practices Act.
Data Source: Board Minutes, VOA-MN Visit Review	
Analysis: The school met this standard. The Board of Directors complied with Federal data practices law and the Minnesota Data Practices Act. They have been trained, and the appropriate roles have been assigned. On September 12, 2023, the Board approved three data practices policies. Policy 134 included the assigning of the three roles. The School Leader confirmed the data practice officials and their training. Responsible Authority - Tiffany Kurpiel Data Practices Designee(s) - Board Chair, Renee Feagan Data Practices Compliance Official - Shannon Peterson	

Governance Standard 13 - The board of directors provides ongoing oversight of school academic performance.	
X	2: Meets - Meeting minutes include evidence of regular oversight of school academic performance.
	1: Partially Meets - At least half of the board meeting minutes include evidence of oversight of school academic performance.
	0: Does Not Meet - Less than half of the board meeting minutes or less include evidence of oversight of school academic performance.
Data Source: Board Meeting Minutes	
Analysis: The school met the standard. Board minutes documented by the Board of Directors provided oversight of the school's academic performance at all board meetings. The Board of Directors provided ongoing oversight of the school's academic performance at the October, February, and May board meetings. Some academic oversight topics included: <ol style="list-style-type: none"> 1. Annual report 	

2. strategic plan related to four pillars
3. academic trips
4. PYP

In addition, at each regular board meeting the School Director reports on all four pillars of their strategic plan. The four pillars are:

- Dynamic Learning Experience
- Collaborative Community
- Professional Excellence
- Advancing LILA's Future

Under the first pillar she reports on academics, testing, student progress, curriculum changes, and other aspects of the student experience.

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

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: School Annual Report, Board Minutes, School Data, Interview

Analysis: The school met this standard. The school met all three criteria.

- The staff retention rate was 81%.
- The student retention rate was 97.6%.
- The parent survey satisfaction rate was 90%.

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

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

Data Source: Monthly Board Minute Review Logs, Board Chair Statement

Analysis: The school met this standard. While VOA-MN records show board packets were not distributed 3 days prior on 3 occasions to VOA-MN, the board has ongoing access to the Google Drive folder containing the board packet. Each month the secretary asks for agenda items to be added so that the agenda can be posted a week ahead of the meeting, both physically, at the lower school, and online. The posting at the lower school is printed from the agenda in the shared board folder, so all board members have access to it 7 days in advance of the meetings.

Governance Standard 16 - The board of directors maintains a Board Documents Binder which includes meeting minutes, bylaws and articles of incorporation and financial statements; and statutory requirements for posting board related information on the school's website*.	
X	2: Meets - A complete Board Documents Binder is kept includes meeting minutes, bylaws and articles of incorporation and financial statements; and the school's website includes the statutory requirements for posting board-related information.
	1: Partially Meets - Complete information is available both in a binder and on the school's website; but there are 1-2 incidents of minutes not being posted after board approval.
	0: Does Not Meet - Information is incomplete in the binder or on the school's website.
Data Source: School Website	
Analysis: The school met this standard. The school maintains all paper documents in the CFO's office and all meeting minutes and bylaws are kept in an online folder. The school follows the statutory requirements related to posting board-related information.	

Governance Standard 17 - The board has a policy review calendar and reviews and updates its policies as needed or required by state law.	
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 but policies were not regularly reviewed.
	0: Does Not Meet - The board did not have a calendar/plan for policy review and/or reviewed just a few policies during the year.
Data Source: School Website, Annual Report, Board Minute Review Log, Board Minutes, VOA Visit Review, Governance Committee Minutes, Interview	
Analysis: The school met this standard. The Board has a process for reviewing policies as evidenced by policy reviews and revisions noted in meeting minutes. Policies have been reviewed at the following meetings: July, August, September, October, November, December, February, March, April, May, and June. Some of the policies reviewed include: <ul style="list-style-type: none"> • Internal Controls Policy • Document Retention and Destruction Policy • Drug-Free Workplace Policy • Harassment and Violence Policy • Student Dress Code • Student Discipline 	

○ SECTION PART TWO: SCHOOL MANAGEMENT AND OPERATIONS

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

M/O Standard 1 - Mission and vision are central to the school's identity and inform all decision-making processes. The school's learning program exemplifies the mission and vision of the school.	
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: Annual school site visits, annual submission calendar document review, discussions with school leadership	
Analysis:	
SCHOOL MISSION: To prepare tomorrow's critical thinkers and global citizens through language acquisition and inquiry-driven study.	
SCHOOL VISION: To deliver a high-caliber education from a global perspective that combines second-language acquisition with a proven inquiry-based learning approach, enhancing individual achievement, and building community connections.	
LILA focuses on developing critical thinking, international-mindedness, and a spirit of inquiry through its adherence to the tenets of the International Baccalaureate. The school's position as a preeminent language immersion school with a strong focus on immersion continuation and additional language offerings at the Upper School also shows a strong belief in the school's mission and vision.	
Evidence Provided for Mission and Vision: Mission, Vision & Action Statements - Lakes International Language Academy Annual Report 2024 Final.docx	

M/O Standard 2 - The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.	
X	2: Meets - The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.
	1: Partially Meets - The school has a service-learning plan, but without evidence of a connection between the plan and service activities.
	0: Does Not Meet - The school does not have a plan for service learning. School does not engage in service.
Data Source: Annual school site visits, annual submission calendar, document review, discussions with school leadership	
Analysis:	
BRIEF DESCRIPTION OF SCHOOLS SERVICE-LEARNING PLAN:	
At Kinder Center and Lower School, action, the core of student agency, is integral to the Primary Years Programme (PYP) learning process and the programme's overarching outcome of international-mindedness. Through taking individual and collective action, students come to understand the responsibilities associated with being internationally minded and to appreciate the benefits of working with others for a shared purpose.	
Students taking action in response to their inquiries lays a foundation for community service in the Middle Years Programme (MYP) and creativity, activity, and service (CAS) in the Diploma Programme (DP).	
At LILA Upper School, middle and high school students have opportunities to participate in service-learning activities. This happens both inside and outside of the school day.	
Outside of the school day, students participate in student clubs and activities that serve others and our community. We have students actively engaged in Student Government, the National Honor Society, the Genders and Sexualities Alliance, Equity Club. These groups each serve groups inside and outside of LILA.	
As an IB School, almost all learning is driven by the desire to connect the learning with action. During the 2024-25 School Year, we have decided to implement an 8th-grade community service project.	
We are also in the process of guiding our 10th graders in their completion of a personal project of their choice. Many of these projects include service to the community, such as managing donation drives or volunteer opportunities with younger students.	

In addition, our full Diploma Programme student candidates engage in service learning as part of their Creativity, Activity Service, or CAS, requirement for the IB diploma.

Some of the DP service projects that the students in the class of 2024 include: running a volleyball camp for middle schoolers, designing the yearbook cover, organizing and running a thrift shop to raise money for women in need, and creating a home gym where fellow students who identify as LGBTQ can feel safe to work out. Students also participate in smaller CAS experiences across the two years, including those linked [here](#) compiled from student work in the last four years.

M/O Standard 3 - The school maintains a safe and healthy environment per state and federal guides and board policy. (e.g., facility /ADA, building inspections, school liability insurance, student medical / health matters, school drills).

X

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

1: Partially Meets - The school is making progress approaching standard.

0: Does Not Meet - The school could not provide evidence of compliance with health and safety requirements for public schools.

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

Analysis:

Faculty have received the required back-to-school training on health and safety procedures. X Yes No
August 21 - 23, 2024

List of present school year back-to-school health and safety-related professional development training:

- Vector Solutions Required PD
- EpiPen Training
- Defibrillator Training
- CPR for childcare staff/paraprofessionals
- Narcan Training
- Seizure Training

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

Policy # - Policy Title: Policy #512 - Crisis Management

Number of fire drills completed previous school year 5 . (req. five annually)

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

Number of tornado drills completed previous school year 1 . (req. one annually)

- NOTE: Drill logs reviewed by authorizer representative

Number of bus evacuation drills completed previous school year: 1 . (req. one annually) September 6, 2024

Designated crisis management person / team members: Administrators on this team include; the Executive Director, CFO, HR Director, Director of Advancement (Communications), Director of Student Services, Principals, Director of Facilities, Director of Technology, and Head Nurse. The Executive Director consults with the Board Chair and keeps the chair appraised of significant events and actions.

Classrooms & shared spaces contain evacuation plans / procedures. X Yes No

Location of emergency drill log: LINKED HERE; Lower School Log LINKED HERE.

School complies with MS 299F.47 - School Inspections. Yes No

Date of most recent facility inspection by fire department: see below (must be a minimum of every three years)

Site 010 Lower School: 2/6/2024

Site 020 Upper School: 2/6/2024
Site 030 Kinder Center: 1/18/2024

LINK TO REPORTS and supporting documentation regarding scheduling

School maintains a log of all visitors. ☒ Yes ☐ No Location of visitor log: Raptor security system compiles a database of visitors by name, photo, date, time, and the ID they used to check in.

School complies with MS 144.29 Health Records; Children of School Age. ☒ Yes ☐ No

Responsible employee: School Employee - Licensed School Nurse

School complies with MS 121A.15 - Health Standards; Immunizations; School Children. ☒ Yes ☐ No

Designated responsible employee: Jill Rosenthal, RN, BSN, PHN, LSN

School Nurse and License Number: LSN 459437

License # RN- R1605349,

Frequency of school visits: Full-Time Employee

School complies with MS 121A.22 – Administration of Drugs and Medicine. ☒ Yes ☐ No

Designated responsible health aid/employee: Virginia Mackowick, Nancy Virgio, Nicolette DeLoye

School Nurse License Jill Rosenthal # 459437

The Authorizer representative verified that the school has a system by which to record and store medicine and medical supplies. Yes

School complies with MS 121A.21 – School Health Services (if applicable). ☒ Yes ☐ No ☐ NA

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

Name/Organization: The school does not contract with a nurse or organization because it employs a full-time licensed school nurse.

School has a designated 504 Coordinator: Yes

504 Coordinator Name & Position: Kinder Center and Lower School - Erin Voss, Special Education Teacher

Upper School - Jennifer Richert, Dean of Community

The school has a process to ensure that student accommodations are consistent with 504 Plans. Yes, plans are reviewed annually.

Number of enrolled students during the 2023-2024 school year on a 504 plan: 69

Upper School: 51

Lower School: 18

M/O Standard 4 - The School complies with state and federal data practices and privacy laws (Minn. Stat. Chapter 13 and Family Educational Rights and Privacy Act (FERPA)).

X

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

1: Partially Meets - There was one incident of noncompliance with state and federal data practices policies and privacy laws.

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

Data Source: Annual school site visits, policy review, discussions with school leadership

Analysis:

FY_25___ School Appointed DPA Responsible Authority (RA): Tiffany Kurpiel

FY_25___ School Appointed DPA Designated Authority (DA): Board Chair

FY_25___ School Data Practices Compliance Official (DPCO): Executive Director

APPLICABLE BOARD POLICIES: (Titles and Numbers)

- Policy 130: [Document Retention and Destruction](#)
- Policy 132: [Data Practices Requesting Public Information](#)
- Policy 134: [Data Practices Requesting Student Information](#)
- Policy 218: [Public and Private Data](#)
- Policy 330: [Use of Student Data](#)

Board minutes contain evidence of board appointment of RA/DA/DPCO? ☒ Yes ☐ No

Board appointment date RA: July 9, 2024

Board appointment date DA: Appointed by role, July 7, 2020

Board appointment date DPCO: Appointed by role, July 7, 2020

- [Policy 132](#) approved 9/12/23—contains list of appointments
- [Policy 134](#) approved 9/12/23—contains list of appointments

Authorizer representative verified that the School has a [data retention plan](#): ☒ Yes ☐ No

- Date of board approval: 9.12.23
- Date of Historical Society Approval: 3/27/24

Authorizer representative verified that Student academic records are filed in a separate locked cabinet.

☒ Yes ☐ No Location: KC and LS - locked drawers in front office.

Authorizer representative verified that Student legal records are filed in a separate locked cabinet. ☒ Yes ☐ No

Location: Student legal at KC, LS and US - locked drawer in front office.

Authorizer representative verified that Employee legal records are filed in a separate locked cabinet. ☐ Yes ☒ No

Location: Employee legal in folder in KC basement HR office. This should be verified by the authorizer representative at the next FY25 site visit.

Authorizer representative verified that Student/Employee health records are filed in a separate locked cabinet.

☒ Yes ☐ No Location: KC and LS and US - locked cabinet in health office.

Authorizer representative verified that the school has Tennessee Warnings for both the [enrollment](#) and employment process.

☒ Yes ☐ No ☐ Partial

School verified that only designated school employees have access to files containing student/employee records.

☒ Yes ☐ No

School has a board approved Data Request Policy / Procedures. ☒ Yes ☐ No

School evidence provide for Authorizer Review: Policy #132

Policy Name: [Data Practices - Requesting Public Information](#)

Authorizer representative verified that the school maintains a [detailed register/log of all data requests](#).

☒ Yes ☐ No

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.

X	2: Meets - The school provides ample evidence that the organization engages parents and students in ways that build positive relationships and engages them as partners in their child's learning.
	1: Partially Meets - The school is making progress approaching standard.
	0: Does Not Meet - The school could not provide evidence that it has a plan or activities to engage parents and students in ways that build positive relationships and engages them as partners in their child's learning.

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

Analysis:

Description of school plan for student / parent engagement and supporting evidence:

- [Annual Parent Survey](#)
- [Opportunities for ongoing engagement](#) via PTO, Booster Club, Foundation, LILA Advocates, AIPAC, and SEAC.
- Open door policy.
- Conferences
- Teacher Letters (weekly)
- Principal Letters (weekly)
- Executive Director's Letter (periodically)

Evidence suggests that the school maintains and distributes annually a student/ family handbook. X Yes No

[Kinder Center and Lower School Family Handbook](#) 2023-2024

[Upper School Family Handbook](#) 2024-25

M/O Standard 6 - Evidence suggests that the schoolteachers 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 schoolteachers 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 schoolteachers 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 schoolteachers are covering the scope and sequence of the state academic standards &/or does not engage in data-driven decision-making.

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

Analysis:

Most recent curriculum standards alignment review for language arts:

- KC and LS - Completed annually as part of a review of the Program of Inquiry at the end of each six-week Unit of Inquiry.
- US - Ongoing - We are currently working to align our practices with the 2022 Standards that were approved in July 2023. We should have them aligned completely by their full implementation year of 2025.

Most recent curriculum standards alignment review for math:

- KC and LS - During the 2023-2024 school year, we identified priority math standards and benchmarks and aligned curriculum resources to standards. Reviewed math assessment results (FastBridge, MCA, and unit assessments) to identify areas of strength and areas to improve. A small group participated in the Minnesota Department of Education ATLAS training focusing on improving math outcomes for all students.
- US - Reviewed math assessment results (FastBridge, MCA, and unit assessments) to identify areas of strength and areas to improve. Used the MCA benchmark reports in PLCs to identify gaps/weaknesses in our curriculum/pacing. A small group participated in the Minnesota Department of Education ATLAS training focusing on improving math outcomes for all students.

Most recent curriculum standards alignment review for science:

- KC and LS - Completed annually as part of a review of the Program of Inquiry.
- US- We realign our course offerings in response to the new Science Standards and are in full-implementation

Most recent curriculum standards alignment review for social studies:

- KC and LS - Completed annually as part of a review of the Program of Inquiry.
- US - 2024- We are in the process of implementing the most recent changes in the MN Statute.

Management requires that lesson plans and student learning targets are aligned to the state standards. X Yes No

- Description of school requirements provided by the school:

KC and LS - Review of Units of Inquiry for each grade level (occurs 5-6 times per year with each grade level team)

US - During PLCs, teachers collaborate to align state standards with MYP and DP subject objectives both vertically and horizontally. The MYP and DP assessment criteria is modified with task-specific clarifications using relevant state standards to assess students quarterly.

School has a well-defined plan for ensuring that teachers engage in data-driven instruction to ensure student mastery of state standards. X Yes No

- Description of the school plan provided by the school:

KC and LS - Team Leaders conduct regular observation cycles using the Danielson Rubric to provide feedback on instruction.

US- Instructional Coaching Team conducts regular coaching cycles using Jim Knight's Impact Cycle to provide feedback and growth on high-impact instructional strategies. Experienced teachers in their third or sixth year are also taking part in more traditional observations to meet MDE requirements, as well. Implementing MTSS system with new, grant-funded MTSS coordinator to be more data-driven in our instructional decision making.

M/O Standard 7 - The school employs highly qualified, appropriately licensed teachers.

X	2: Meets - The school provides evidence of exemplary hiring processes that ensure teachers are properly credentialed. There have been no license infractions.
	1: Partially Meets - The school has had two or fewer teacher license infractions and they were swiftly resolved. Evidence suggests that the school has systems to recruit quality licensed teachers.
	0: Does Not Meet - The school has had multiple license infractions.

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

Analysis: The authorizer verifies that the school is compliant with school employee license requirements as part of the VOA-MN Annual Submission Calendar.

New Teachers Licensing Process - HR checks the PELSB License Lookup system for current licensure. If the current license is within the appropriate licensing area a copy of the current license is added to the employee's personnel file and no further action is needed. If the license is expired or not within the appropriate licensing area, HR works with the employee to obtain an initial license, renew a license, or obtain an out-of-field permission. Once the appropriate license is approved by PELSB, a copy of the license and possibly out-of-field permission are added to the employee's personnel file. HR checks the Teacher Discipline System for issues for all new hires. All licensing information is also documented in our HRIS system, Infinite Campus.

Returning Teachers: Beginning in December, HR runs a licensing report from Infinite Campus and notifies all staff who have licenses expiring in June of the following year about their responsibility and steps to take to renew their licenses. LILA has a licensing team led by an administrator or veteran teacher who assists with Tier 3 and Tier 4 license renewals. HR assists with all Tier 1 and Tier 2 license renewals.

M/O Standard 8 - 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.
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	1: Partially Meets – N/A
	0: Does Not Meet - The school could not provide evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership	
Analysis:	
Background Check Policy # 204 Background Checks	
Frequency of background checks on volunteers: Every 3 years	
Frequency of background checks on employees: Once upon hire, prior to start date.	

M/O Standard 9 - The school meets / maintains its enrollment goals.	
X	2: Meets - The school could provide evidence that it is meeting its annual student enrollment goals.
	1: Partially Meets – N/A
	0: Does Not Meet - The school is not meeting its student enrollment goals.
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership	
Analysis:	
In Spring 2023, the Advancement Department underwent a restructuring that now incorporates both enrollment and marketing/communication. This integration empowers the marketing team to grasp enrollment trends in real time, facilitating agile adjustments to marketing strategies. The team has embraced a more comprehensive, data-driven approach, extending beyond daily enrollment monitoring to include in-depth analysis of enrollment trends and our marketing strategies. Significant enrollment growth in 2024-25 is mostly due to LILA earning 30 Voluntary PreKindergarten seats, which are funded with general education dollars. This boon will have a positive impact over time as these 4-year-olds matriculate into Kindergarten and Lower School. The VPK award is annually renewable.	
Number of students (headcount) served in the current year: 1315 ADM as of 10/18/24	
Present School Year Student Enrollment / Headcount by Grade:	
PreK (VPK students) - 30	
PreK ECSE 1 part-time	
K - 125	
1 – 120 7 - 95	
2 - 130 8 - 85	
3 - 127 9 - 87	
4 - 122 10 - 60 (including PSEO deduction)	
5 - 108 11 - 57.5 (including PSEO deduction)	
6 - 115 12 - 52.5 (including PSEO deduction)	
Number of students (head count) served in previous year: 1284 ADM as of 11/9/23 (before PSEO adjustment)	
Number of students (head count) served in second previous year: 1270.6 per MDE ADM report dated 11/13/23	

M/O Standard 10 - The school institutes a fair and open student admission process that complies with Minnesota law.	
X	2: Meets - The school provides evidence of adherence with state laws and guidelines pertaining to student admission.
	1: Partially Meets - The school provides evidence of adherence with state laws and guidelines pertaining to student admission. The school has been the subject of state investigation with findings.
	0: Does Not Meet - The school could not provide evidence of adherence with state laws and guidelines pertaining to student admission.
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership, website.	
Analysis:	
Admissions Policy Number: Student Enrollment - Policy 122	

Admissions Website Page: mylila.org/admissions

Authorizer Verifies that Student Application Form is Compliant: ☒ Yes ☐ No ☐ Partial

Authorizer representative verified that the school has Tennessee Warnings for enrollment process. ☒ Yes ☐ No ☐ Partial

<https://www.mylila.org/enrollment-tennessen-notice>

M/O Standard 11 - The school's employment process complies with state and federal law.

X	2: Meets - The school provides evidence that its employment process complies with state and federal law.
	1: Partially Meets - The school is making progress meeting standard.
	0: Does Not Meet - The school could not provide evidence that its employment process complies with state and federal law.

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

Analysis:

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

RELEVANT POLICY NUMBERS:

[Policy #102 Drug-Free Workplace / Drug-Free School](#)

[Policy #144 Religion in Schools](#)

[Policy #205 Employee Disability Nondiscrimination 504 Plan](#)

[Policy #210 Equal Opportunity Employment](#)

[Policy #214 Mandated Reporting of Child Neglect or Sexual Abuse](#)

[Policy #212 Family and Medical Leave](#)

[Policy #216 Multicultural, Gender-fair, Disability-Sensitive](#)

[Policy #354 Service Animal Policy](#)

Authorizer representative verified that the school has Tennessee Warnings for employment process. ☒ Yes ☐ No ☐ Partial

Tennessee notice is given to every applicant via the Frontline Applicant Tracking platform and given to staff when inquiry/meeting with an employee that may lead to the disclosure of confidential or private data.

Evidence suggests that the school maintains and distributes annually a employee handbook ☒ Yes ☐ No

M/O Standard 12 - 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: Annual site visits, annual submission calendar document review, discussions with school leadership

Analysis: The authorizer verified that the school has job descriptions for each school position and a corresponding evaluation process.

M/O Standard 13 - The school complies with IDEA, special education laws and school's TSES plan, including "Child Find." Applicable training is provided to faculty annually.

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 site visits, interviews with school faculty, document review.

Analysis:

Brief description of school Child Find/Study Process:

Teachers with academic, social/emotional, or behavioral concerns regarding a PK-12 student first collaborate with colleagues to identify research-based, tier 1 interventions that are most appropriate for the given individual. If student issues persist, teachers then fill out a Google Form that goes to the Intervention Support Team. Interventions, which are designed by the Intervention Support Team, are tried for six weeks and then the team meets again to analyze progress. At that point, the team decides to either modify the existing intervention, create a new intervention, fade the additional support, or refer the student to the Student Support Team for an evaluation for special education services. A myriad of quantitative and qualitative data from universal screeners, diagnostic assessments, progress monitoring tools, teacher input, and state assessments are central to determining if Basic Skills or AIM/AIR/AIB interventions are needed. The Upper School Intervention Support Team and Lower School Intervention Support Team are responsible for tracking data and identifying students. The district MTSS Coordinator leads continuous improvement efforts related to the intervention support teams to ensure ongoing refinement of the child find process.

Special Education Identification

LILA has developed systems designed to identify pupils with disabilities beginning in preschool through grade twelve.

The team shall determine that a child is eligible for special education when:

- A. The child meets the criteria of one of the categorical disabilities in United States Code, title 20, chapter 33, as defined in Minnesota Rules; or
- B. The child's need for special education is supported by:
 - a. *At least one documented, systematic observation in the child's daily routine setting by an appropriate professional or, if observation in the daily routine setting is not possible, the alternative setting must be justified;*
 - b. *A developmental history; and*
 - c. *At least one other evaluation procedure in each area of identified delay that is conducted on a different day than the medical or norm-referenced evaluation; which may include criterion-referenced instruments, language samples, or curriculum-based measures.*

Please see the [TSES](#) for more details on the Child Find process. The current TSES link is in the process of being updated to include early childhood.

Child Study Team Members:

Adrienne Cauldero, Director of Special Education and Student Services
RaeLynn Lamminen, School Psychologist
Jocelyn Yu, Speech and Language Pathologist
Jill Rosenthal, District Nurse

Hannah Sislo, Special Education Assessment Coordinator
Mary Johnson, Special Education Teacher
Cassandra Borlaug, Occupational Therapist
Heather Haider, Assistive Technology Specialist
Steven Otterson, Developmental Adaptive Physical Education Teacher

Name of special education teachers & license/file number:

- Nikki Hecimovich: 514992/ ABS
- Mohan Shang 491584/ABS
- Erin Voss 469015/ABS
- Hanjie Yu: 502673/ ASD/Early Childhood Special Education
- Hannah Sislo: 50688/ ABS
- Jacob Goebel: 493637/ EBD, DD
- Paulina Santis Campillo: 335789/ DD
- Yuting Li: 489354/ ABS
- Qiujia Chen: 1009560/ ABS
- Sara Rodriguez Falcon: 1011838/ ABS
- Yaneth Medina: 1026988/ ABS
- Beatriz Santaella: 1010379/ ABS
- Shian Zhao: 1019123/ ABS
- Angi Rankl: 1019817/ ABS
- Breinn McDonald: 421315/ ABS
- Laura Martinson: 469445/ ABS
- Kevin Hathaway: 1021524/ ABS
- Karen Gravelle: 1015268/ ABS
- Susan Engelbrecht 1034930/ABS
- Kaylee Gueltzow 505978/ABS- Under Maureen Peters as teacher of record while awaiting her OFP

Other special education service providers:

- Cassandra Borlaug: Occupational Therapist
- Erin Warren: Certified Occupational Therapist Assistant
- Natalie Nordahl: Certified Occupational Therapist Assistant
- Jocelyn Yu: 1005779/ Speech and Language Pathologist
- Anne Dvorsky : 507570/ Speech and Language Pathologist

Special Education Leadership:

Adrienne Cauldero, Director of Special Education and Student Services 499945/ESL/LD/ABS/Director of Special Education

Maureen Peters, Special Education and Student Services Coordinator 421165/ASD/Elementary Ed

Number of special education paraprofessionals: 33.6 FTE

Population Data:

Percent of special education students served in 2024-2024: 13.3%

Percent of special education students served in 2021-2022: 12.7%

Percent of special education students served in 2022-2023: 13.3%

Percent of special education students served in 2023-2024: 12.67%

Current percent of special education students 2024-2025: 14.47%

Faculty Training Topic(s) and Dates(s):

Faculty Training Topic(s) and Dates(s):

- 8/16/24- Special Education 101 for New teachers- Topics include; special education disability categories, accommodations/modifications for specific disability categories, and an overview of special education supports and services provided to students with disabilities.

- 8/19/24 - Co-teaching- Training was provided to general education teachers and special education teachers. Training outlined co-taught models and ways to differentiate instruction utilizing the expertise of two teachers to meet the needs of all learners in the classroom.
- 8/23/24- IEP&Me- All teachers received an overview of their role in the implementation of the Individualized Education Program (IEP). They also received training on how to use the new platform IEP&Me which provides easy access to IEP, Section 504, and Individualized Language Program (ILP) plans and accommodations.
- 8/23/24- Inclusion- All special education teachers, service providers, and behavior interventionists received training on inclusive practices and Universal Design for Learning.
- 10/8/24- Lower School Student Services Training- All teachers received an overview on student services (English as a Second Language, Section 504, Special Education, and nursing). Highlights of the training include the child find process and the teachers obligation in supporting students with diverse learning needs.
- 10/30/24- Kinder Preap Child Find and Special Education Training- All early childhood teachers will participate in a training that outlines early childhood special education services and the child find process.
- 11/8/24- Upper School Special Education Law for General Education Teachers- This training will be provided by MDE and focus on special education law and the responsibilities of the general education teacher as a part of the Individualized Education Program team.
- 11/8/24- Upper School Student Services Training- All teachers will receive an overview on student services (English as a Second Language, Section 504, Special Education, and nursing). Highlights of the training include the child find process and the teachers obligation in supporting students with diverse learning needs.

Ongoing Training Topics:

- Special Education- Special education teachers, service providers, and behavior interventionist participate in monthly training on High Leverage Practices in special education, due process, data collection, Universal Design for Learning, and IEP team facilitation.
- Online Language & Literacy Academy- Lower School/Kinder Center special education and general education teachers participate in ongoing training provided on the science of reading through Core Learning in compliance with the MN Read Act.

M/O Standard 14 - The school is not subject to special education investigations by MDE and is not in Corrective Action.

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

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

Analysis: The authorizer verifies that the school is not subject to special education investigations by MDE and not in Corrective Action.

Date of last special education program audit: Spring of 2019

Date of last special education financial audit: 2016

Current audit stage: MDE has not identified any indicators of risk so far for a need for program or financial audit.

M/O 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: Annual site visits, annual submission calendar document review, discussions with school faculty.	
Analysis:	
Name of director <u>and</u> organization: Adrienne Cauldero, Lakes International Language Academy Special Education Director License Number: 499945	
SEAC Chair- Erin Ribar, parent SEAC Secretary- Heather Haider, LILA staff member	
SY 24-25 meeting date(s): October 24, 2024, January 14, 2025 (meeting and school board presentation), and April 8, 2025 SY 23-24 meeting date(s): October 26, 2023 (anticipated quarterly meeting dates) SY 22-23 meeting date(s): November 10, 2022, December 1, 2022, February 9, 2023 SY 21-22 meeting date(s): November 4, 2021 SY 20-21 meeting date(s): 10/27/20	

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. The management and operations of the school will be monitored by the authorizer and reported in the Formal Site Visit Report and additionally as needed. This section is not scored individually. The compliance binder and submission calendar are systems for ongoing monitoring of school performance and compliance and compliance requirements are imbedded in previous sections.

CONTRACT RENEWAL CALCULATION

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

2023 - 2024 SCHOOL YEAR PERFORMANCE (FY24)						
	Meets Standard Points 2	Partially Meets Standard Points 1	Does Not Meet Standard Points 0	Total Points	Weight	Percent
Academic	8	3	0	11/14	.50	39%
Finance	18	0	0	18/20	.20	18%
Governance	34	0	0	34/34	.15	15%
Mgmt/Operations	30	0	0	30/30	.15	15%

Grand Total	90	3	0	93/98	1.00	87%

CONTRACT RENEWAL CALCULATIONS CHARTER CONTRACT TERM: July 1, 2022 - June 30, 2027							
		Renewal YR Rating FY23	YR 2 Rating FY24	YR 3 Rating FY25	YR 4 Rating FY26	YR 5 Rating FY27	Average Rating
ACADEMIC (50%)		39%	39%	%	%	%	39%
FINANCE (20%)		19%	18%	%	%	%	19%
ORGANIZATION (30%)							
	BOARD GOVERNANCE (15%)	15%	15%	%	%	%	15%
	MANAGEMENT OPERATIONS (15%)	14%	15%	%	%	%	14%
	TOTAL	87%	87%	%	%	%	87%
CUMULATIVE AVERAGE 87%							

CONTACT INFORMATION:

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

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