



LAKES INTERNATIONAL LANGUAGE ACADEMY

ANNUAL SCORECARD REPORT

PUBLISHED WINTER 2026 for FY25

REPORT CONTRIBUTORS: Stephanie Olsen, Senior Program Manager; Phillip Morris, Academic Performance Analyst; Rochel Perna, Financial Analyst; Terri Anderson, Board Governance Analyst; Roderick Haenke, Board Governance Analyst / Constituent Services

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 DATES: October 29, 2024; May 5, 2025

2025-2026 VOA-MN SCHOOL SITE VISIT DATES: November 11 & 24, 2025

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 DATES: September 10, 2024; May 13, 2025

Volunteers of America of Minnesota Accountability Plan

According to Minnesota Statute 124E.01, subd.1, *The primary purpose of mission-driven charter schools is to improve the learning, achievement, and success of all students.* 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)

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.

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?

All public schools, including charters, must fully participate in the state assessments - Minnesota Comprehensive Assessments. Data from state assessments and 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 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:

- ❑ **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 students.
PERFORMANCE STANDARD / EXPECTATIONS: VOA-MN Academic Performance Standard 5. 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 6. 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.

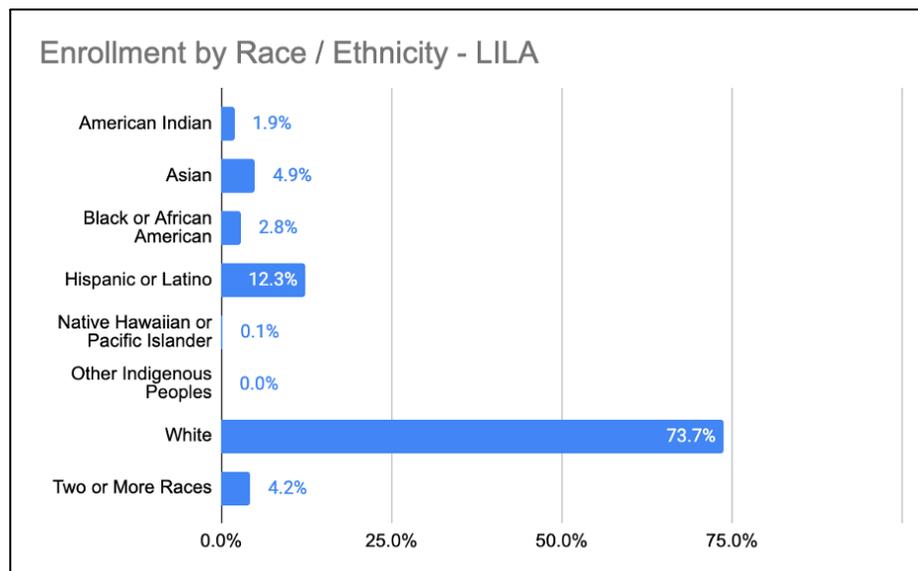


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

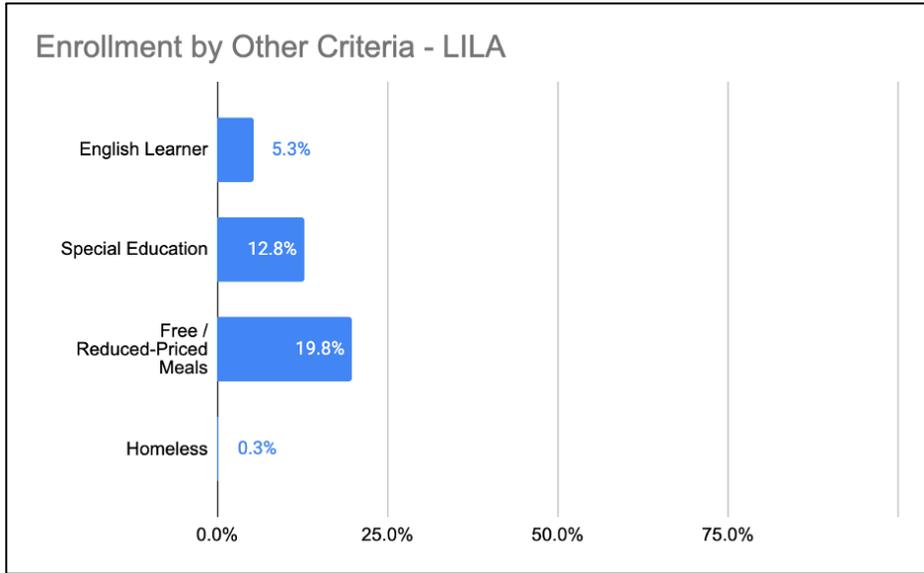


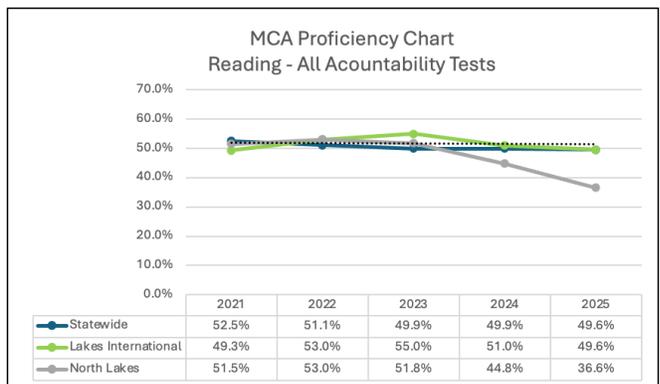
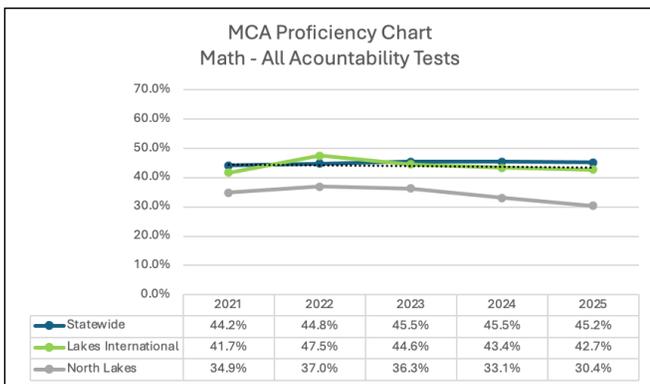
Figure 2– Enrollment by Other Criteria

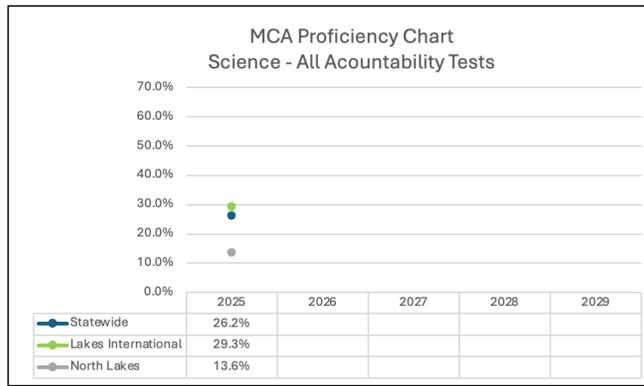
Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement,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

X	2: Meets - School’s average proficiency rate exceeds the average performance of students in schools they might otherwise attend.
	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 2025 MCAs, Lakes International Language School outperformed the comparison school, North Lakes Academy, in math, reading and science.



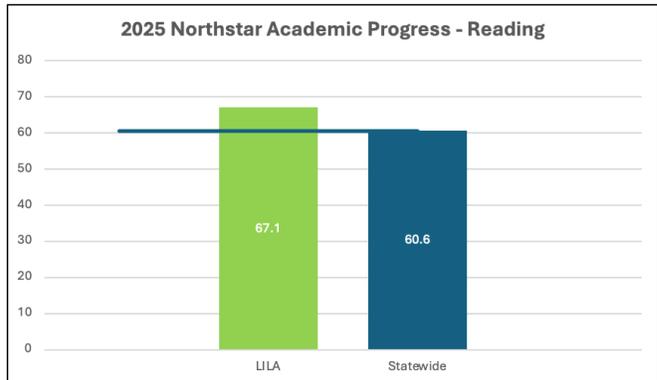
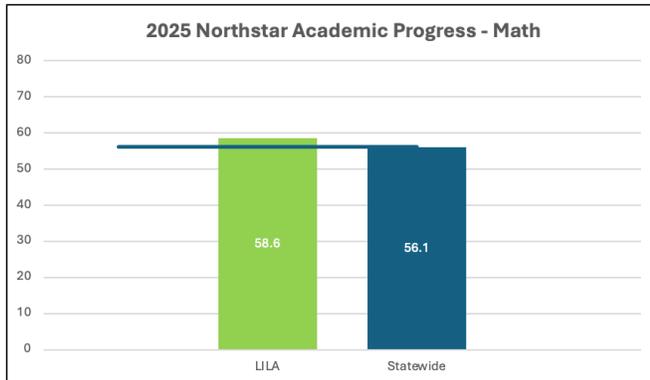


Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 2025, the combined statewide average was 56.1% in math and 60.6% in reading.)

X	2: Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in both math and reading.
	1: Partially Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in either math or reading but not both.
	0: Does Not Meet - School's achievement level of "improved and maintained" is below the statewide average in both math and reading.

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

Analysis: The school's achievement level (improved + maintained) was 58.6% for math and 67.1% for reading.

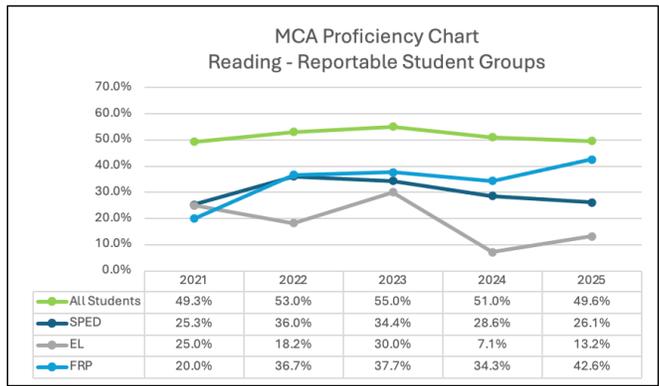
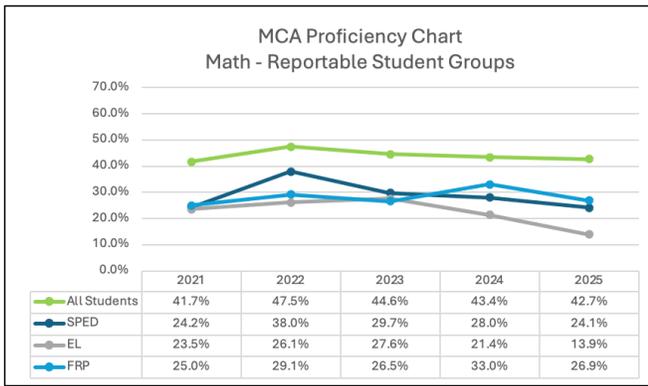


Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. Imbedded CACR 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 two out of the six possible areas. (Free and Reduced reading and English Learner reading)



Academic Performance 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.

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, data-driven professional development plan to help teachers improve both their own teaching and their students' learning. The school's guiding principles to professional development include:

- The primary purpose of professional development at LILA is to nurture teachers so that the school can help them achieve success for every student.
- In designing effective professional development, LILA considers its students' and individual teachers' needs, research, and best practices. Student achievement data is used to plan ongoing professional development.
- LILA believes strongly in the power of modeling, peer observation, and coaching to improve teacher practices.
- Trust and credibility are essential for successful professional development.
- Collaboration is central to the success of teachers.
- Effective professional development puts teachers at the center of the learning and honors differentiation in learning.
- The focus areas of LILA's professional development will be reviewed annually to determine the ongoing Staff Development needs. Whenever possible, the school's focus and plans will last 2-3 years for optimal impact on student achievement.

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. Professional development in the 2024-2025 school year included, but was not limited to, READ Act training, immersion education, and social emotional learning.

Academic Performance Standard 5 - 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 quality 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 6 - The school is meeting the Comprehensive Achievement Civic Readiness goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.

	2: Meets - 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.
X	1: Partially Meets - 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: Does Not Meet - 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.

Data Source: School Annual Report / CACR Summary Report

Analysis:

Goal #1a All Students Ready for School

70% of 4-year-old preschool students will demonstrate kindergarten readiness by scoring in the “blue” or “purple” level in Language, Literacy and Communication in the spring of 2025 as measured by Teaching Strategies Gold.

Result: Goal Met

82.4%

Goal #1b All Students Ready for School

70% of 4-year-old preschool students will demonstrate kindergarten readiness by scoring in the “blue” or “purple” level in Mathematics in the spring of 2025 as measured by Teaching Strategies Gold.

Result: Goal Met

95.5%

Goal #1c All Students Ready for School

70% of 4-year-old preschool students will demonstrate kindergarten readiness by scoring in the “blue” or “purple” level in Social and Emotional Learning in the spring of 2025 as measured by Teaching Strategies Gold.

Result: Goal Met

79.1%

Goal #2a Close the Achievement Gap Between Student Groups

Increase proficiency from 35.4% to 36.4% of BIPOC students in math, thereby reducing the achievement gap.

Result: Goal Not Met

33.7%

Goal #2b Close the Achievement Gap Between Student Groups

Increase proficiency from 7.1% to 8.1% of EL students in reading, thereby reducing the achievement gap.

Result: Goal Met

13.2%

Goal #2c Close the Achievement Gap Between Student Groups

Increase proficiency from 21.4% to 22.4% of EL students in math, thereby reducing the achievement gap.

Result: Goal Not Met

13.9%

Goal #3 All Students Ready for Career and College

100% of graduating students in the class of 2025 will have a post-secondary plan upon leaving Lakes International Language Academy.

Result: Goal Not Met

All students had the potential to earn college credit. Students graduated and earned their diploma, therefore needed to leave high school with some plan. Based on the survey from the end of the year, there were students who did not have a firm post-secondary plan (one was because of graduating in the summer, one SEL concerns, and one just uncertain). This would mean 94.9% had a plan.

Goal #4 All Students Graduate

100% of eligible seniors in the class of 2025 will graduate with a high school diploma from Lakes International Language Academy.

Result: Goal Met

100% of students eventually graduated from high school with a diploma - there was one student who didn't graduate until the end of June.

Goal #5 All Students Prepared to be Lifelong Learners

Using self-reporting through mySAEBERS, 90% of students completing elementary (5th grade), middle (8th grade), and high school (12th grade) will be identified as at some risk or lower and demonstrate measurable improvements in the International Baccalaureate (IB) Approaches to Learning Skills.

Result: Goal Met

98% (n=194) of tested 5th, 8th, and 12th grade students (n=198) were classified as "some" or "low" risk on mySAEBERS assessment during SY 24-25.

SECTION TWO
FINANCIAL SUSTAINABILITY – Does the School Exhibit Strong Financial Health?

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

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

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

Financial Standard 1 - The School maintains a balanced budget (not including a board-approved General Fund balance spend down).	
X	2: Meets - Surplus position
	1: Partially Meets - N/A
	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 2025 budget based on 1,280 ADM and a surplus of \$250,339 in June 2024 and made a final revision to the budget in April 2025 that included an increase in enrollment to 1,294 ADM projecting a surplus of \$244,459. The school ended the year with a surplus of \$336,275 and 1,294 ADM.

The school has maintained a balanced budget for FY 2025.

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.

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 2025.

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, 2025.

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.)

X	2: Meets – No findings
	1: Partially Meets - 1 or more “significant deficiency” finding(s)
	0: Does Not Meet - 1 or more “material weakness” or legal compliance finding(s)

Data Source: The School’s financial audit report.

Analysis: The school’s FY 2025 financial audit contained no findings.

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. The school reports late payments in the monthly financial reports.
Data

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 2025.

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. 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.)

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 2025.

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 FY25 audit Communications Letter on page 13:

FOUR YEAR FUND BALANCE HISTORY

	FY 2022	FY 2023	FY 2024	FY 2025
Fund Balance Amount	\$4,550,710	\$4,949,518	\$5,133,256	\$5,469,531
Fund Balance Percent	28.9%	31.1%	29.7%	30.4%

As the table indicates, the school has a strong General Fund balance ending FY 2025 with 30.4%.

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 2025. 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 2025.

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.

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

PART ONE: SCHOOL BOARD GOVERNANCE

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

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

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

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

Governance Standard 2 - The board of directors has the necessary knowledge to fulfill the responsibilities contained in Minn Stat 124E.07, Subd. 6. (Duties), including knowledge in finance/budget, policy/legal, personnel/employment, and education.	
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: 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.	
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 adheres to a thorough process for the orientation of 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.	
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 provided evidence that all ongoing and new board members received required training on page 7 of the school's Annual Report.	

Governance Standard 5 - The board of directors completes a self-evaluation each year.	
X	2: Meets - The board completes a formal self-evaluation each year.
	1: Partially Meets - The board competes informal self-evaluations during one or more board meeting(s).
	0: Does Not Meet – 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 starting June 2024 and finalized on 7/9/24.	

Governance Standard 6 - The board of directors will comply with MN Open Meeting Law, Chapter 13D, and maintain a quorum for all board meetings.	
	2: Meets - The board has no infractions of MN Open Meeting Law.
X	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 partially met this standard. During the 5/13/25, board meeting, one member attended the meeting virtually, and roll call votes were not taken. Reminder, when there are any members attending remotely, all votes need to be roll call votes.	

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 approved them at the September 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.	
<ol style="list-style-type: none"> 1. Election Date: February 5-19, 2025 2. Date of Election Announcement: January 7, 2025 3. Was the election held on a day school was in session? Yes 	

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 at the June board meeting and published the results in the Annual Report.	

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. Shannon Peterson is a licensed K-12 Principal.	

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 three or more examples of the board monitoring the organization's adherence to school board policies, such as ensuring the school follows policies on anti-nepotism, purchasing, procurement, and contracting, and conflict of interest.	

Governance Standard 12 - 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 meets this standard. The board minutes provide evidence of 7/11 regular meetings where the school reviewed academics: September, October, January, February, April, May, and June.

- Some academic performance data shared include:
- World’s Best Workforce Report
 - Cell phone policy and effect on educational climate
 - IB’s positive effect on college admissions
 - Mock exams to prepare for college credit exams
 - Special education
 - Summer Boost
 - Professional Development

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.

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.

1. Staff retention rate was 96%.
2. Student retention rate was 90%.
3. Parent survey satisfaction rate was 88%.

Governance Standard 14: Board documents are distributed to all board members and VOA-MN at least 3 days prior to a board meeting.

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

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

X	0: Does Not Meet - Board documents were not distributed to all Board and VOA-MN members three or more times.
----------	---

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

Analysis: The school did not meet this standard. VOA-MN records show Board documents were distributed to VOA-MN late for the following months:

- August - received 1 day prior

- September - received the day of the meeting
- October - received on 10/9 after requesting packet
- January - received 2 days after meeting
- February - received on 2/12 after requesting packet
- March - received 1 day after meeting
- June - received the day of the meeting

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.

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, Board Documents Binder

Analysis: The school met this standard. Board documents are organized and stored in the school's office. A review of the school's website demonstrated that the statutory requirements for posting board-related information was present.

Governance Standard 16 - 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 had a thorough policy review calendar and reviewed policies as a regular component of regular board meetings. Policies have been reviewed at the following meetings: July, September, October, November, December, January, February, March, and April board meetings.

- Some of the policies reviewed include:
- Anti-Nepotism
 - Student Disability Nondiscrimination Section 504 Policy
 - Use of Student Records
 - Anti-Bulling
 - Mandating Reporting of Child Neglect or Physical Abuse or Sexual Abuse
 - Public School Fees
 - Student Dress Code
 - School Meal Policy
 - Purchasing, Procurement, and Contracting
 - Conflict of Interest

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.	
DESCRIPTION OF HOW SCHOOL IS MEETING MISSION AND VISION: 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:	
<ul style="list-style-type: none"> ● Website ● Annual Report ● Discussion & tour 	

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 SCHOOL'S 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 the community. The school has students actively engaged in Student Government, the National Honor Society, the Genders and Sexualities Alliance Club, and the 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. Last year, LILA began implementing an 8th-grade community service project. The school also guides 10th graders in completing 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. [Sample 10th-grade Personal Projects from 2025](#)

In addition, the LILA full Diploma Programme student candidates engage in service learning as part of their Creativity, Activity Service, or CAS, requirement for the IB diploma, including those linked [here](#) compiled from student work in past 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. Yes No

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
- Mental Health First Aid Training

School provides evidence of incorporating facility design elements, technology, and modifications in classroom practices and policies aligned to ADA requirements. Yes No

The school has ramps in the hallways, adaptive technology, and a variety of seating options in each classroom.

School provides evidence that educational opportunities, extracurricular activities, and facilities are open and accessible to all students. Yes No

School complies with MS 121A.035 – Crisis Management Policy. 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)

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

Designated crisis management person / team members: 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 apprised of significant events and actions.

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

NOTE: Drill logs reviewed by authorizer representative

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:

License # LSN 459437

License # RN- R1605349

Frequency of school visits: Full-Time Employee

School complies with MS 121A.21 and 121A.22 (1,000 pupils) – Administration of Drugs and Medicine.

Yes No NA

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

School Nurse License: [Jill Rosenthal #459437](#)

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

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 No NA

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:

504 Coordinator Name & Position:

- Kinder Center and Lower School - Erin Voss, Special Education Teacher
- Upper School - Angi Rankl, 504 Coordinator

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

Number of enrolled students during the 2025-2026 school year on a 504 plan: 50 in U.S., 20 in L.S., 70 in total.

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).

X	2: Meets - 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: Partially Meets - 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: Does Not Meet - 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.

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

Analysis:

School Appointed DPA Responsible Authority (RA): Tiffany Kurpiel

School Appointed DPA Designated Authority (DA): Board Chair

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's 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](#) amended 7/9/24—contains list of appointments
- [Policy 134](#) amended 7/9/24—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 secure location on our student information system. Yes No Location: Student legal at KC, LS and US - locked drawer in front office.

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.

School verified that only designated school employees have access to files containing student/employee records. Yes No The files are kept locked ;individuals must be granted permission in order to have access.

Authorizer representative verified that the school has Tennessee Warnings for both the [enrollment](#) and [employment](#) processes. Yes No Partial

Example: [TennesseeNotice.pdf](#)

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

School policy name(s) and number(s): [132: Data Practices - Requesting Public Information](#)

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

Yes No Partial

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 (stop in anytime)
- 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. Yes No

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

[Upper School Family Handbook](#)

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
- Alignment to MN Standards: Over the past several years, during our Professional Learning Community (PLC) time, the Language and Literature Department reviewed the standards and have incorporated them into our IB Units of Inquiry. LILA is currently working on vertical alignment of teaching of skills in Grades 6 - 12. Additionally, Special Education Teachers, Intervention Teachers, and English Language Development teachers are all taking part in the READ ACT Training during this Phase 1.
- Data-driven decision making: LILA analyzes progress on the MCA and FastBridge Assessments to monitor students' progress in Language Arts. Currently, LILA is also collecting exemplars for each unit of inquiry and completing a review of the program for all subject areas.

Most recent curriculum standards alignment review for math:

- KC and LS - LILA will build on the priority math standards and benchmarks to identify gaps between these standards and the current math curriculum, *Math Focus*. The Math Committee will focus on identifying gaps at each grade level, providing strategies and resources to fill those gaps, and supporting teachers within their respective grades. The Lower School (LS) will also collaborate with the Upper School (US) to identify and pilot potential new math curricula.
- 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 curriculum/pacing. Currently, LILA is working to align to the new Math Standards and working to identify high-quality instructional materials. LILA will begin the district-wide adoption process in January 2026.

Most recent curriculum standards alignment review for science:

- KC and LS - Completed annually as part of a review of the Program of Inquiry.
- US - LILA realigned course offerings in response to the new Science Standards and are in full implementation. Additionally, LILA is looking to increase science options for students by adding additional science courses in the 2026 School Year.

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 - The social studies department has realigned course offerings in response to the new State statute to include personal finance. LILA is also working with the American Indian Education Coordinator to ensure that the school has adequate resources and are aligned to meet the standards. Another area of focused work has been in developing an Ethnic Studies Course that aligns with State statute.

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

Description of school requirements as provided by the school:

- KC and LS – The standards are imbedded in the Units of Inquiry. 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.

Yes No

Description of 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- Teachers review data as part of their Department PLC Meeting - data used includes; internal IB assessments, external IB assessments, Standardized Assessments in Math, Reading, Language Acquisition. Student results on these assessments help to determine what changes are needed to teaching methods to improve student outcomes.

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:

A [comprehensive list](#) is provided to VOA-MN twice annually.

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 - 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: The teacher evaluation plan submitted to VOA-MN by September 1

Analysis:

During the 2025-26 school year, LILA will transition from the previous version of the Charlotte Danielson Framework for Teaching (FFT) to the newly published version (2022/2023 revision) to help teachers further develop their teaching practices. The primary focus of the work will be using Danielson's Intellectual Engagement Roadmap (Stage 01: Arranging For Learning (1a, 1b, And 1e) Stage 02: Facilitating Engaging Learning Experiences (2a, 2b, 2d, And 3a), Stage 03: Using Questioning And Discussion Techniques (3b, 3c, 3e)) for classroom observations, instructional coaching, and learning opportunities.

Throughout the reflection process, staff will also be collecting practical examples in each domain area to be used as an ongoing professional portfolio which will be used to fulfill MDE's requirement for Teacher Development and Evaluation (TDE) in the domains of student engagement, student achievement, and teacher effectiveness, as well as to collect evidence of culturally responsive practices. The collection of evidence and better alignment to state requirements will help teachers as they seek licensure renewal and/or complete licensure by portfolio. While Danielson's FTT is not as robust as the Standards of Effective Practices in

regards to Culturally Responsive Practices, it is better aligned and will be used for the 2025-26 school year while LILA determines which areas need improvement in the future.

M/O Standard 9 - Criminal background checks are conducted on all persons per the board policy and Minn. Stat. 123B.03, Subd.1.

X	2: Meets - The school provided evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.
	1: Partially Meets – N/A
	0: Does Not Meet - The school could not provide evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.

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

Analysis:

Background Check Policy # [204 Background Checks](#)

Frequency of background checks on volunteers: Every 3 years

Frequency of background checks on employees: Once upon hire, before start date.

Authorizer note: LILA might want to consider increasing the frequency of checks on employees.

M/O Standard 10 - 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:

Number of students (head count) served in current year: 1,320. The goal is to maintain enrollment and LILA had 1,315 the previous year so is meeting this goal.

PRESCHOOL: 141 (CLASSES: 4 M-F, 2 M/W/F, 2 T/TH)
€ KINDERGARTEN: 104 (5 SPANISH, 1 CHINESE)
€ GRADES 1-5: 619
€ GRADES 6-12: 560

Number of students (headcount) served in 2024-2025: 1,315 ADM

Number of students (headcount) served in 2023-2024: 1,262.3 per MDE ADM report dated 9/3/24 FY24

Number of students (headcount) served in 2022-2023: 1,270.6 per MDE ADM report dated 9/3/24 FY23

M/O Standard 11 - 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 with 1-2 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: The authorizer verified that the online application was compliant. The enrollment policy was reviewed by the authorizer in spring 2025 and amended to be compliant.

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 Tennessen Warnings for the enrollment process. Yes No Partial

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

M/O Standard 12 - 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, Tennessen, 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:	
<ul style="list-style-type: none"> ● 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 of Physical 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 Tennessen Warnings for the employment process. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Tennessen 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 an employee handbook <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 2025-26 Staff Handbooks	

M/O Standard 13 - 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 all employee positions, which are 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.	
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.

Please see the [TSES](#) for more details on the Child Find process

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
Cassie Tomczak, 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
Katie Storvick: 1003515/ School Social Worker
Paulina Santis Campillo: 335789/ DD
Yuting Li: 489354/ ABS
Qiujia Chen: 1009560/ ABS
Sara Rodriguez Falcon: 1011838/ ABS
Yaneth Medina: 1026988/ ABS
Daniela Jimenez: 1047063/ ABS
Rita Truong: 1038282/ Early Childhood Special Education/ ABS
Pete Tass: 1045916/ ABS
Diana Okumu: 1039777/ ABS
Linda Musiza: 1046846/ ABS
Caren Odhiambo: 1045812/ ABS
Angi Rankl: 1019817/ ABS
Laura Martinson: 469445/ ABS
Kevin Hathaway: 1021524/ ABS
Karen Gravelle: 1015268/ ABS
Brandon Monson: 1046278/ ABS
Kaylee Gueltzow 505978/ABS- Under Maureen Peters as teacher of record while awaiting her OFP
Jessica Rudder: 1039717/ ABS

Other special education service providers:

Cassandra Borlaug: Occupational Therapist
Erin Warren: Certified Occupational Therapist Assistant
Morgan Clancy: 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: 36 FTE

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

All teaching staff training:
 Student Services Overview- A review of special education; August 21, 2025
 Universal Design for Learning- Making accommodations to meet the learners within the general education setting; November 3, 2025
 Documents shared with Authorizer to review -
[Lower School/Kinder Center Paraprofessional Training Calendar](#)- Recurring weekly training on special education topics
[Upper School Paraprofessional Training Calendar](#)- Recurring weekly training on special education topics
[Student Services Teacher PD Calendar](#)- Recurring twice a month PD on due process and special education instructional practices.

School retains the students with disabilities that are enrolled:
 Percent of special education students served in 2025 – 2026: 15.71% (part of the increase is related to the addition of ECSE)
 Percent of special education students served in 2024 – 2025: 14.40%

[LILA SpEd Population Graphs](#)

M/O Standard 15 - 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:

If yes,
 Isolated incident/complaint: **Parent complaint- 25-101C** submitted 12/20/24, Parent disagreed on the way accommodations were being implemented.
 Program systems complaint:
 Resolved: **Yes**
 School Evidence for Authorizer Review: School-initiated corrective action was submitted and accepted by MDE, acknowledging that an accommodation was not implemented on 9/20/24 and 12/4/24. Based on the evidence provided, MDE found that accommodations were generally implemented in compliance with the IEP. The corrective action plan has been approved. Below are MDE’s conclusions from the complaint:

Conclusions

1. School districts must make available to each eligible student a free and appropriate public education (FAPE), consisting of special education and related services that are provided in conformity with the Student’s IEP, pursuant to 20 U.S.C. §§ 1401(9) and 1412(a)(1)(A) and Minn. Stat. §§ 125A.03 and 125A.08.
2. The 8th Circuit Court of Appeals stated that the Individuals with Disabilities Education Act (IDEA) does not require perfect implementation of a student’s IEP; but rather, a district must be held accountable for a material failure to implement necessary provisions of a student’s IEP. See *I.Z.M. v. Rosemount-Apple Valley-Eagan Pub. Sch.*, 863 F.3d 966, 970 (8th Cir. 2017) (holding that the District’s occasional failure to provide Braille instructional materials to a ninth-grader with a visual impairment as required by his IEP did not result in a denial of FAPE). In addition, “to the extent the District may have imperfectly complied with IEP requirements, the IDEA does not require perfection.” *I.Z.M. v. Rosemount-Apple Valley-Eagan Pub. Sch.*, 863 F.3d 966, 970 (8th Cir. 2017).
3. Although the Complainant frequently disagreed with how accommodations were provided to the Student, the record, including the District’s written response, June 2024 IEP, examples of notes and study guides, emails, and interviews, supports a conclusion that the District generally provided notes, study guides, and preferential seating in conformity with the Student’s June 2024 IEP during the 2024-25 school year, in accordance with 20 U.S.C. § 1401(9) and Minn. Stat. § 125A.08.
4. The District acknowledged that it failed to provide testing accommodations in conformity with the Student’s June 2024 IEP on September 20 and December 4, 2024, in violation of 20 U.S.C. § 1401(9) and Minn. Stat. § 125A.08. However, this was not a material failure to implement the Student’s IEP and the record, including the District’s written response, June 2024 IEP, progress reports, and the Student’s grades, supports a conclusion that the Student made adequate progress on the goals in the June 2024

IEP and in the general education curriculum during the 2024-25 school year. The District's efforts to mitigate the violation, including proposed and completed corrective action, serve as sufficient corrective action to remedy the violation.

All corrective action activities have been completed and evidence of the completion was submitted to MDE.

ROUTINE SPECIAL EDUCATION AUDITS –

Date of last special education program audit: 2024-2025 School Year

CAP Items: MDE determined that the school is low risk and did not require a full program or financial audit. In June 2025, LILA received a student-level correction related to transition services based on a finding of noncompliance for one student during an indicator data collection record review. This correction is due in June 2026, and the school expects to complete the SLC by December 2025.

Date of last special education financial audit: 2016

CAP Items: None

Current audit stage: MDE did not identify any indicators of risk during the 2024–2025 school year. Because of this low-risk determination, no full program or financial audit was required. Please note that topical compliance reviews continue to occur annually.

M/O Standard 16 - 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 and 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

FY26 meeting date(s): December 9, 2025, February 10, 2026, April 14, 2026 (planned)

FY25 meeting date(s): October 24, 2024, January 14, 2025 (meeting and school board presentation), and April 8, 2025

FY24 meeting date(s): October 26, 2023, February 8, 2024, and April 23, 2024

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.

X	2: Meets - The school could provide evidence of compliance with laws and documentation regarding dissemination of information
	1: Partially Meets - The school could partially provide evidence of compliance with laws and documentation regarding dissemination of information.
	0: Does Not Meet - The school could not provide evidence of compliance with laws and documentation regarding dissemination of information.

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

Analysis:

Have a booth at the weekly Forest Lake Farmers' Market (many Hmong vendors), the weekly White Bear Lake Marketfest, the Fourth of July parade, and other area festivals, including the Chisago Lakes Family Pride 5K. Use social media and paid ads to try to reach all area families with school-age children. The school mails postcards to every household with school-age children. The school utilizes social media platforms Facebook and Instagram.

MISCELLANEOUS CHARTER CONTRACT COMPLIANCE ITEMS

Provisions not included in M/O Standards but required by law or charter contract thus verified by authorizer annually. These items are not included in the annual and renewal evaluations and ratings.

ITEM	CONTRACT PROVISION	YES	NO
I	Evidence suggests that the school is adhering to their plan for standardized interim assessments and utilizing that student performance data (contract Article 7).	X	
<p>School Evidence Provided for Authorizer Review: The school utilizes Fastbridge.</p> <p>2025-2026 School Plan for Standardized Assessments: Authorizer representative was able to verify that the testing calendar is on website per state statute <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No SCHOOL WEBSITE URL CODE FOR CALENDAR: https://resources.finalsite.net/images/v1762272341/mylilaorg/mylilaorg/deymyluumkhwlo1asibl/FINAL-DistrictAssessmentCalendar2025-2026.pdf</p> <p>Evidence suggests that the school has designated an Assessment Coordinator and process for ensuring compliance with state examination administration <input checked="" type="checkbox"/> Yes <input type="checkbox"/> N District Assessment Coordinator: Danica Kerr</p>			
II	Evidence suggests that the Board of Directors maintains at least the amount and types of insurance coverage up to the applicable tort liability limits under Chapter 466.04 and Article six of the contract – Types and Amounts of Insurance. The School provided the Authorizer with certificates of insurance at least annually (contract Article 6).	X Reviewed	
<p>Insurance Policy Renewal Date: 2/11 annually. The insurance agency sends certificates directly to VOA-MN each year.</p>			
III	Evidence suggests that the school is only serving their authorized grades and approved school sites (contract Article 4 and 5).	X	
<p>School Evidence Provided for Authorizer Review:</p> <p>Grades Served Present School Year: PreK - 12 Grades Served Past School Year: PreK - 12 State Approved Grades: PreK - 12 Number of Approved School Sites/Buildings: 3 (5 site #s - 010 LS; 020 US; 030 KC; 040 SpEd ESY; 050 online) Number of School Sites/Buildings Operated: 3 Evidence provided by the School for Authorizer Review: walk-through of the facility.</p>			
IV	Evidence suggests that the school is non-sectarian in its program, admission policies, and employment practices, and for all other purposes (contract Article 4 and 6).	X	
<p>School Evidence Provided for Authorizer Review:</p> <p>LIST OF APPLICABLE SCHOOL POLICY TITLES AND NUMBERS: Policy 144 Religion in Schools LILA's Commitment to Belonging, welcoming all religions, but professing none. Charter School Assurances submitted annually to MDE</p>			
V	The school's VOA-MN Compliance Binder is complete (contract Addendum B). NOTE: The school should obtain a copy of its Renewal Notice from the MN Office of the Attorney General.	X electronic	
VI	Evidence suggests that the school adheres to its human resources policies and procedures (contract Article 6 and Article 8).	X	
<p>Explanation: Board Meetings, Document Reviews/Annual Report</p>			
VII	Evidence suggests that the school complies with the Minnesota Human Rights Act, Chapter 363A, which prohibits unfair discriminatory practices in employment, public accommodations, public service, or education (contract Article 8).	X	
<p>School Evidence Provided for Authorizer Review:</p> <p>LIST OF APPLICABLE SCHOOL POLICY TITLES AND NUMBERS:</p> <ul style="list-style-type: none"> ● 122 Student Enrollment ● 205 Employee Disability Nondiscrimination 504 Plan ● 210 Equal Employment Opportunity ● 216 Multicultural, Gender-fair, Disability-Sensitive 			

- 306 [Student Disability](#) Nondiscrimination 504 Plan
- 310 [Equal Educational](#) Opportunity

School Designated Human Resources Person: Tami Cummings
 EEO Grievance Designee: School Board Chair
 School District Human Rights Officer: School Board Chair

VIII	Evidence suggests that faculty performance observations and evaluations are conducted according to established policy/manual and consistent with state law, including director evaluation (contract Article 6 and Addendum A).	X	
School Evidence Provided for Authorizer Review: Teacher Evaluation Process - outlined in the Annual Report , starting on p. 39. Director Evaluation Process - annual eval process outlined in the Annual Report , starting on p. 20.			
IX	A review of extra-curricular activities verifies school compliance with Minn. Stat. 121A.04, equal opportunities for members of both sexes to participate in athletics (contract Article 8).	X	
School Evidence Provided for Authorizer Review: Authorizer met with Athletic Director Matt McCabe. Middle and high school sports. Collaborative with PACT and Spectrum (example football and hockey). Volleyball b/g, Soccer b/g, cross-country b/g, alpine ski b/g, and basketball b/g, archery. Girls dance team and swimming. Theater, debate, robotics. Baseball, softball, track and golf, and clay target. After school clubs: choir, LILA vision, art, anime, Dungeons and Dragons, GSA, journalism, equity, jazz band, FCA, JHS, NHS, ski club, and student council.			
X	Evidence suggests that the school complies with laws pertaining to student discipline and Pupil Fair Dismissal Act (121A.40)	X	
Suspensions are limited. The emphasis is on prevention and Restorative Practices. The school has added school counselors and behavior interventionists. When the school has to suspend, the school follows the PFDA protocols.			

XI. School Website Content Requirements <i>(School will walk through the website with a during visit to verify compliance)</i>	URL
Provisions not included in M/O Standards but required by law or charter contract, thus verified by the authorizer annually.	
a.	Current Annual Report (required components in MS 124E.16, Subd 2) https://www.mylila.org/district/key-policies
b.	Comprehensive Achievement and Civic Readiness Report (MS 120B.11) https://www.mylila.org/district/key-policies
c.	Identity of and contact information for the authorizer (MS 124E.07, Subd 8) https://www.mylila.org/district/authorizer
d.	Directory information for board and https://www.mylila.org/district/school-board

	committee members (name, phone, email, affiliation) (MS 124E.07, Subd 8)	
e.	Board and committee meeting minutes (if authority) for at least one calendar year. (MS 124E.07, Subd 8)	https://www.mylila.org/district/school-board
f.	Literacy plan including English Learners (for schools with grades K-3) (MS 120B.12, Subd 4)	https://resources.finalsite.net/images/v1718377301/mylilaorg/upx1xppm7hw1jikkvuxn8/LocalLiteracyPlan_2024-25SchoolYear-JanetPurcell.pdf
g	Collaborative Agreements (if they exist) (MS 124E.08)	https://www.mylila.org/district/key-policies
h	Wellness Policy / Plan (if applicable) (MS 121A.215)	https://resources.finalsite.net/images/v1737056307/mylilaorg/gmlmyrphly6zwxdgu3lf/338_WellnessPolicy.pdf
i	Lottery and enrollment policy and process (MS 124E.11, Subd. (b))	https://resources.finalsite.net/images/v1713284141/mylilaorg/cdik9vmra02t2kmlowgj/122StudentEnrollment-Amended03_12_2024.pdf
j	Calendar of standardized tests to be administered during the year (with rationales) (MS 120B.301)	https://resources.finalsite.net/images/v1762272341/mylilaorg/mylilaorg/deymyluumkhwlo1asibl/FINAL-DistrictAssessmentCalendar2025-2026.pdf
k	School Bullying Policy (MS 121A.031) Policy 514	https://resources.finalsite.net/images/v1732125448/mylilaorg/cc4tbf0qt6q3rkukkxyw/302_Anti-Bullying.pdf
l	Policy for group health (if applicable) (MS 124E.12, Subd 5)	https://resources.finalsite.net/images/v1630346192/mylilaorg/djqahewi0k0gjqlkj3el/242_EmployeeHealthInsurance
m	Early admission policy (if applicable for admission of	https://resources.finalsite.net/images/v1719334826/mylilaorg/hskc0dmazmr3vck75lyz/142-EarlyEntranceProceduresforKindergartenandFirstGrade-Amended06_18_2024.pdf

	kindergarteners and/or first grade students at an earlier age than the age(s) required by statute) (MS 124E.11, Subd. (d))	
n	PSEO Dissemination of Information (124D.09, Subd 7)	https://www.mylila.org/upper-school/registration/post-secondary-enrollment-option
o	Name, mailing address, bylaws, minutes of board meetings, names of the current board of directors of the affiliated nonprofit building corporation (if exists) (MS 124E.13)	https://www.mylila.org/district/lila-building-company
p	A link to information on how to obtain an application and application assistance for Minnesota health care programs (MS 256.962. subd. 6)	https://www.mylila.org/lower-school/student-support-services https://www.mylila.org/upper-school/student-support-services
q	School's restrictive procedures plan for children with disabilities (if applicable) (MS 125A.0942, subd. 1)	https://resources.finalsite.net/images/v1699301198/mylilaorg/euoiavjlifqi91bgeq5g/_LILARestrictiveProceduresPlan20

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 school's management and operations 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.

2024 - 2025 SCHOOL YEAR PERFORMANCE (FY25)						
	Meets Standard Points	Partially Meets Standard Points	Does Not Meet Standard Points	Total Points	Weight	Percent
Academic	8	2	0	10/12	.50	42%
Finance	20	0	0	20/20	.20	20%
Governance	28	1	0	29/32	.15	14%
Mgmt/Operations	34	0	0	34/34	.15	15%
Grand Total					1.00	91%

CONTRACT RENEWAL CALCULATIONS					
CHARTER CONTRACT TERM: July 1, 2023 - June 30, 2028					
	YR 1 Rating FY24	YR 2 Rating FY25	YR 3 Rating FY26	YR 4 Rating FY27	Average Rating
ACADEMIC (50%)	39%	42%	%	%	41%
FINANCE (20%)	18%	20%	%	%	19%
ORGANIZATION (30%)					
BOARD GOVERNANCE (15%)	15%	14%	%	%	15%
MANAGEMENT OPERATIONS (15%)	15%	15%	%	%	15%
TOTAL	87%	92%	%	%	90%
CUMULATIVE AVERAGE	90%				

CONTACT INFORMATION:

Stephanie Olsen, Senior Program Manager
 Phillip Morris, Academic Performance Analyst
 Rochel Perna, Financial Analyst
 Terri Anderson, Board Governance Analyst
 Roderick Haenke, Board Governance Analyst / Constituent Services

solsen@voamn.org
phillip.morris@voamn.org
rochel.perna@voamn.org
terri.anderson@voamn.org
roderick.haenke@voamn.org