



SCHOOLCRAFT LEARNING COMMUNITY

ANNUAL SCORECARD REPORT

PUBLISHED WINTER 2025 for FY24

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2021-2022 VOA-MN SCHOOL SITE VISIT DATES: October 1, 2021 and April 26, 2022

2022-2023 VOA-MN SCHOOL SITE VISIT DATES: September 29, 2022 and March 14, 2023

2023-2024 VOA-MN SCHOOL SITE VISIT DATES: September 28, 2023; March 12, 2024

2024-2025 VOA-MN SCHOOL SITE VISIT DATE: October 1, 2024

2021-2022 VOA-MN SCHOOL BOARD OBSERVATION DATES: September 14, 2021 and May 25, 2022

2022-2023 VOA-MN SCHOOL BOARD OBSERVATION DATES: March 14, 2023 and May 8, 2023

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

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

Volunteers of America of Minnesota Accountability Plan

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

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

2 = Meets Standard

1 = Partially Meets Standard

0 = Does Not Meet Standard

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

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

15% weighting: Financial Sustainability

30% weighting: Organization

15% governance

15% management & compliance

Combining Data Over the Contract Term

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

Contract Renewal Eligibility

VOA-MN schools must achieve at least a Satisfactory Rating (70% of points possible) in the Performance Framework overall and meet the majority of standards in each performance area (Academic, Financial, Organizational Performance) to be eligible for a three-year contract renewal and at least an Exemplary Rating (80% of points possible) in the Performance Framework overall and meet the majority of standards in each

performance area to be eligible for a five-year contract renewal. All contract renewals will be for either three or five years. Fewer than three years does not provide enough information on which to make a renewal decision.

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

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

Intervention and Corrective Action

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

Closure Plan

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

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

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

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

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

SECTION ONE

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

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

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

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

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

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

SCHOOL STATUTORY PURPOSES:

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

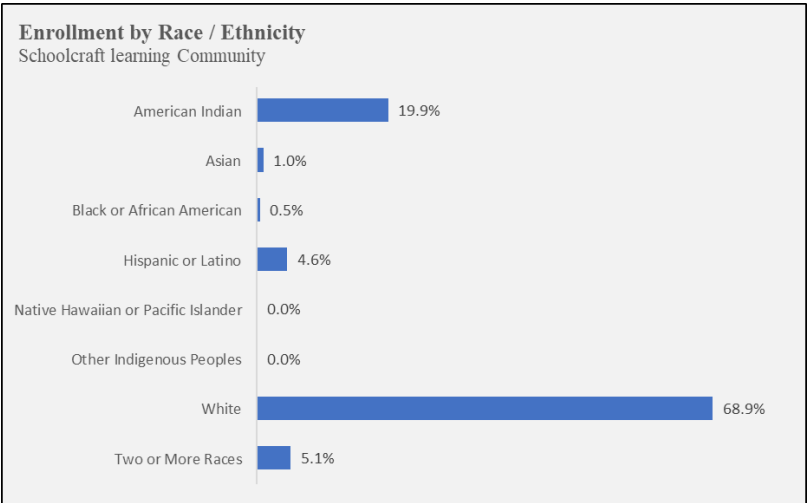


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

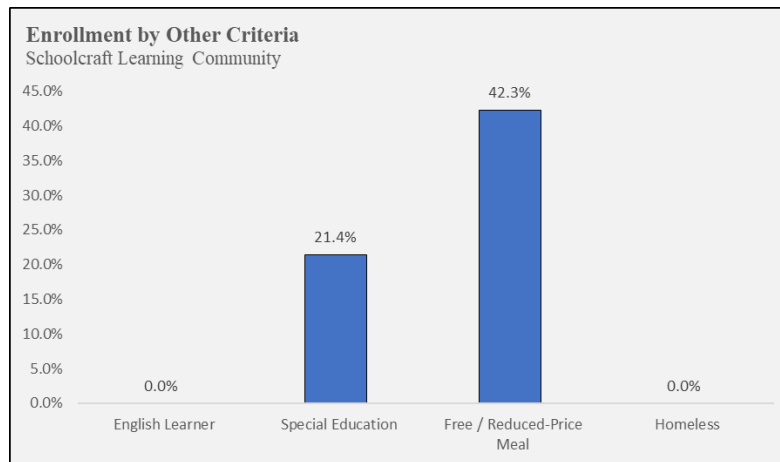


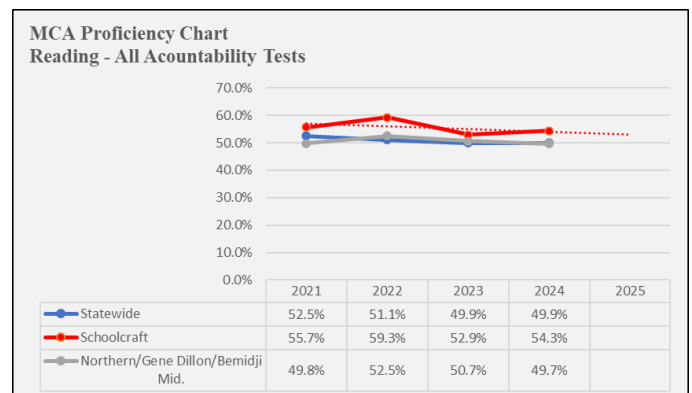
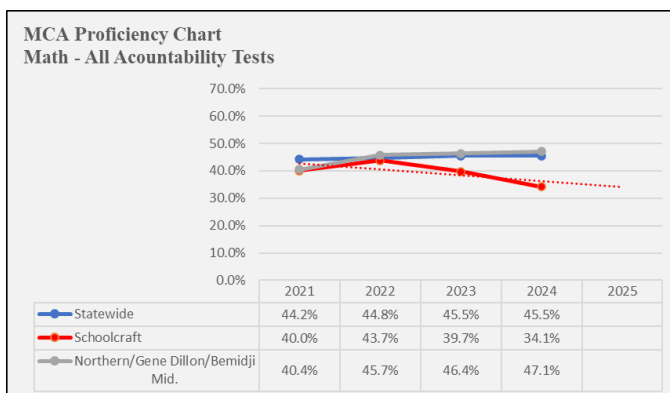
Figure 2 - Enrollment by Other Criteria

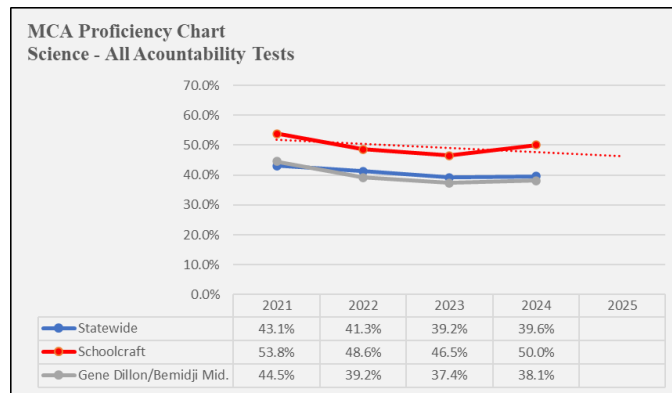
Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement,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

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

Data Source: Minnesota Department of Education

Analysis: SLC is currently outperforming the combined comparison schools, Northern Elementary, Gene Dillon Elementary and Bemidji Middle School, in reading and science. The school's math proficiency rate is currently below that of the combined comparison schools.



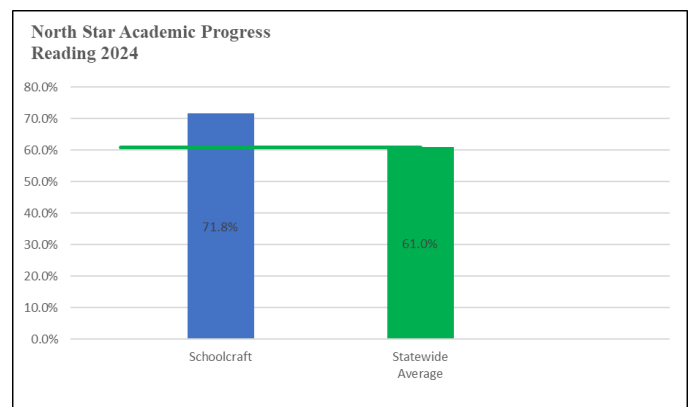
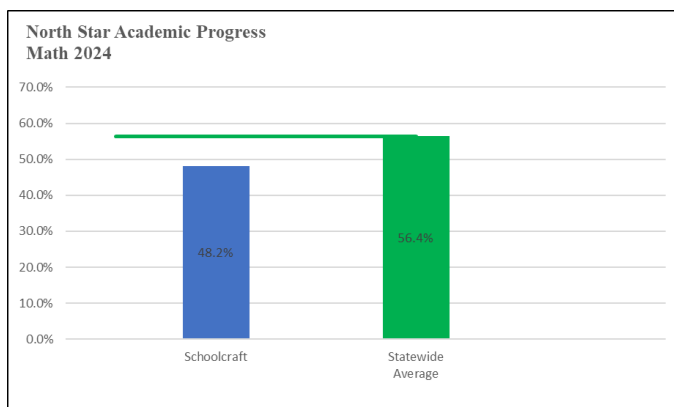


Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (improved + maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement,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

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

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

Analysis: The school's academic achievement level (improved + maintained) was 48.2% for math and 71.8% for reading. A score of meets was awarded because the school's combined score was 60.0%.

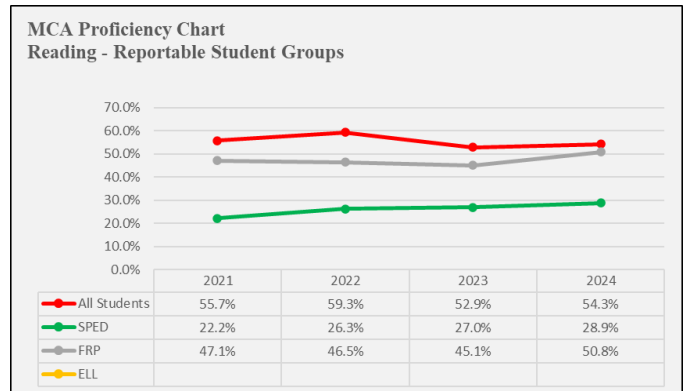
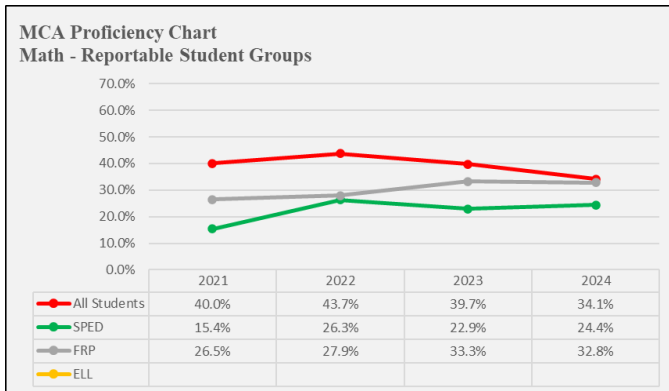


Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose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

X	2: Meets - The difference between the "all-students" proficiency rate and all student group proficiency rates has been reduced.
	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: SLC reduced the achievement gap in all four possible areas. Special Education math, Free and Reduced math, Special Education reading and Free and Reduced reading.



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

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

Data Source: School Annual Report

Analysis: Teachers are asked to reflect on their practice and set goals for their own professional development on SLC Core Practices, which include Learning Expeditions, Active Pedagogy, Culture and Character, Leadership and School Improvement, and Structures for Continuous Learning. The Director of Teaching and Learning completes classroom walkthroughs several times a week, and formal observations on the following schedule:

New Teachers (less than 3 years teaching experience) - 3 observations a year, with the first occurring within the first 90 days of teaching. Veteran Teachers (more than 3 years of successful teaching experience) – 1 observation per year, or as needed. Improving Teachers (teachers on improvement plans) – as dictated in terms of the mutually agreed upon improvement plan, or as needed.

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

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: SLC staff has whole staff meetings twice a week, participating in crew circle on Monday mornings and professional development opportunities on Thursdays. In addition, Schoolcraft staff members serve on smaller breakout teams of their grade levels or departments. The basic meeting structure follows. All team meetings are aligned to the following five topics: mastery of skills and knowledge especially in math, culture and character development, high quality work, school climate, policies and procedures.

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

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

Data Source: School Annual Report

Analysis: In addition to its rigorous academics, SLC has increased learning opportunities for all students through social and emotional learning at every grade level, 1:1 technology for every student, outdoor education, engaging expeditions, as well as expeditionary learning.

Academic Performance Standard 7 - The school is meeting the World's Best Workforce goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.	
X	2: Meets - The school has a plan and is meeting their WBWF goals.
	1: Partially Meets - The school has a plan for meeting their WBWF goals and measuring progress.
	0: Does Not Meet - The school does not have a plan for meeting their WBWF goals and measuring progress.
Data Source: School Annual Report	
Analysis:	
Goal #1a All Students Ready for School	
All students will be screened for kindergarten readiness before entering kindergarten. The screening will include health and wellness screening, but also academic screening. Students not screened prior to kindergarten will be screened by October 31 st of their kindergarten year.	
Result: Goal Met	
All kindergarten students were screened prior to October 31 st .	
Goal #1b All Students Ready for School	
All Kindergarten students will complete the STAR Early Literacy assessment by October 31st, 2023.	
Result: Goal Met	
All students completed the STAR Early Literacy assessment by October 31st, 2023.	
Goal #2 All Students Career-and College-Ready	
All 5th and 8th graders will conduct passage presentations where they reflect on their growth and present their future goals.	
Result: Goal Met	
All students developed and presented their future goals and plans to important stakeholders.	

SECTION TWO

FINANCIAL SUSTAINABILITY – Does the School Exhibit Strong Financial Health?

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

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

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

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

Financial Standard 1 - The School maintains a balanced budget.	
X	2: Meets - Surplus position
	1: Partially Meets - NA
	0: Does Not Meet - Deficit position
Data Source: Original and revised budgets, annual financial audit report, monthly income statements.	
Analysis: The school's original FY 2024 budget was approved by the board in May 2023 and was based on 203 ADMs with a projected surplus of \$96,552. The budget was not revised during the year. The school ended the year with a surplus in the General Fund of \$311,344 and 195 ADMs.	
Student enrollment has decreased slightly from 203 ADMs in FY 2023 to 195 ADMs in FY 2024. Overall, the school has maintained a balanced budget for the school for FY 2024.	

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

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

Financial Standard 4 - Schools are expected to have audits that are free of all findings.	
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 2024 financial audit contained no finding as stated on pages 60-62 of the financial audit.	

Financial Standard 5 - The School is current on all financial obligations, including, but not limited to: pension payments, payroll taxes, insurance coverage and loan payments.	
X	2: Meets - Never late
	1: Partially Meets - Late 1-2 times
	0: Does Not Meet - Late > 3 times
Data Source: Monthly check registers, cash flow projections, board meeting agendas and minutes.	
Analysis: The VOA-MN financial analyst did not discover any delinquent or late payments to vendors of the school through June 2024.	

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

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

Data Source: Board packets.

Analysis: The board regularly received and approved financial reports at each board meeting in FY 2024.

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

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

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

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

FOUR YEAR FUND BALANCE HISTORY

	FY 2021	FY 2022	FY 2023	FY 2024
Fund Balance Amount	\$536,818	\$497,506	\$1,340,437	\$1,651,781
Fund Balance Percent	18.44%	15.84%	44.83%	53.39%

The schools' General Fund balance grew from 45% in the prior year to 53% in FY 2024. The increase is mainly due to additional special education and miscellaneous revenue than expected as well as generally running under budget. The school's fund balance policy states in part:

SLC will strive to maintain a minimum unassigned general fund balance of 20-25% of budgeted expenditures.

The fund balance is need for emergencies, unforeseen events, new program initiatives or capital improvements not covered by the landlord. The minimum unassigned fund balance target will be reviewed annually and during the setting of a subsequent operational year budget.

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 meets prior to the regular monthly meeting to review the school's financial reports in detail. The committee held nine meetings in FY 2024 and is doing appropriate committee work.

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: Per Director of Operations all finance committee members were training in their roles and responsibilities on the finance committee in FY 2024. An email excerpt from the director states:	
<p>Finance Committee had two primary trainings with Senior Accountant Matt Wylie from CLA (Cliffton Larson Allen).</p> <p>9-11-23 Reading and Understanding Monthly financial reports Attending: Mark Bjornrud, Melissa Dockter, AnnaMae Sovick, Jonni Shough, Jake Anderson</p> <p>12-11-23 Planning and Process of creating budget Attending: AnnaMae Sovick, Mark Bjornrud</p>	

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 the nineteen VOA-MN- authorized charter schools. Authorizer VOA-MN also observes a minimum of two school board meetings annually.

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

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

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

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. The orientation process and the initial training completed by new board members is documented in the Annual Report.	

Governance Standard 4 - The board of directors complies with initial and ongoing training requirements set forth in Minn. Stat 124E.07, Subd 7 (Training): governance, financial, and employment policies and practices.	
X	2: Meets - All board members comply with Minnesota law regarding board training requirements.

	1: Partially Meets - One board member did not fully comply with Minnesota law regarding board training requirements and was removed.
	0: Does Not Meet - More than one board member did not fully comply with Minnesota law regarding board training requirements.
Data Source: Annual Report, School Website, Board Minutes and Documents	
Analysis: The school met this standard. The school documented board training in the Annual Report and in board meeting minutes.	

Governance Standard 5 - The board of directors completes a self-evaluation each year.	
X	2: Meets - The board completes a formal self-evaluation each year.
	1: Partially Meets - The board completes informal self-evaluations during one or more board meeting(s).
	0: Does Not Meet – The board did not complete a self-evaluation.
Data Source: Board Minutes, Board Development Committee Minutes	
Analysis: The school met this standard. The board completed a formal self-evaluation at the May 14, 2024, board meeting.	

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

Governance Standard 7 - The board regularly reviews, updates, and approves its bylaws. The bylaws are consistent with state law.	
X	2: Meets - Bylaws are consistent with state law and the board reviews them regularly.
	1: Partially Meets - Bylaws are consistent with state statute but are not reviewed regularly.
	0: Does Not Meet - Bylaws are inconsistent with state statute.
Data Source: School Website, Board Minutes, Bylaws, Interview	
Analysis: The school met this standard. Bylaws are consistent with state law and the board reviewed them at the October 10, 2023, board meeting.	

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

Governance Standard 9 - The board conducts an annual evaluation (including all aspects of the position description) of the performance of the school leader through a defined annual evaluation process.	
X	2: Meets - The board completed a formal evaluation of the school leader including all aspects of the job description.
	1: Partially Meets - The board completed an evaluation of the school leader but not on all aspects of the job description.
	0: Does Not Meet - The board did not complete an annual evaluation of the school leader.
Data Source: Annual Report, Board Minutes, Committee Minutes, Board Documentation	
Analysis: The school met this standard. The Board conducted an evaluation of the school leaders at the April 9, 2024, board meeting.	

Governance Standard 10 - The board has a board-approved professional development plan for the school director (if applicable as required by Minn. Stat. 124E.12, Subd. 2*).	
X	2: Meets - A professional development plan for the non-licensed individual(s) was documented in the school's annual report or the school's director holds an administrative license.
	1: Partially Meets – N/A
	0: Does Not Meet - A professional development plan for the non-licensed individual(s) was not documented in the school's annual report.
Data Source: Annual Report, Board Minutes, Board Chair Communication.	
Analysis: The school met this standard. The School Directors, Alyssa Kruger and Mark Bjornrud, are not licensed administrators. A professional development plan for the School Directors was approved at the November 14, 2023, board meeting.	

Governance Standard 11 - The board of directors monitors the organization's adherence to school board policies.	
X	2: Meets - Meeting minutes include three or more examples of the board monitoring the organization's adherence to school board policies.
	1: Partially Meets - Meeting minutes includes one or two examples of the board monitoring the organization's adherence to school board policies.
	0: Does Not Meet - Meeting minutes include no evidence of the board monitoring the organization's adherence to school board policies.
Data Source: Board Meeting Minutes, Interview	
Analysis: The school met this standard. Meeting minutes include more than three examples of the Board monitoring the organization's adherence to school board policies.	

Governance Standard 12 - The board of directors complies with Federal data practices law and the Minnesota Data Practices Act (Minn. Stat. Chapter 13)*.	
X	2: Meets - The board has required Data Practice policies with evidence that they are implemented in accordance with federal data practices law and the Minnesota Data Practices Act. There is evidence that board and faculty are trained in Data Practices. There were zero incidents of not following data practice policies.
	1: Partially Meets -The board has required Data Practice policies with evidence that they are implemented in accordance with federal data practices law and the Minnesota Data Practices Act. There is evidence that board and faculty are trained in Data Practices. There was one incident of noncompliance with federal data practices law and the Minnesota Data Practices Act
	0: Does Not Meet - The board does not have one or more required Data Practice policies in place and/or there was insufficient evidence that board and faculty are trained in Data Practices. There have been two or more incidences of noncompliance with federal data practices law and the Minnesota Data Practices Act.
Data Source: Board Minutes, VOA-MN Visit Review	

Analysis: The school met this standard. The Board of Directors complied with Federal data practices law and the Minnesota Data Practices Act. They have been trained, and the appropriate roles have been assigned.

Governance Standard 13 - The board of directors provides ongoing oversight of school academic performance.

X	2: Meets - Meeting minutes include evidence of regular oversight of school academic performance.
	1: Partially Meets - At least half of the board meeting minutes include evidence of oversight of school academic performance.
	0: Does Not Meet - Less than half of the board meeting minutes or less include evidence of oversight of school academic performance.

Data Source: Board Meeting Minutes

Analysis: The school met this standard. The Board of Directors provided ongoing oversight of the school's academic performance at all regular board meetings during the year.

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

X	2: Meets - All of the following criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.
	1: Partially Meets - Two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.
	0: Does Not Meet - Less than two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.

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

Analysis: The school met two of the three criteria. The school's Annual Report provided evidence that the teacher retention rate was 76% and the student retention rate was 89%. Parent survey results were also published in the school's Annual Report with 91% of parents satisfied.

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

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

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

Analysis: The school met this standard. VOA records show Board documents were distributed to all Board members and VOA-MN at least 3 days prior to each board meeting.

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

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

	0: Does Not Meet - Information is incomplete in the binder or on the school's website.
Data Source: School Website	
Analysis: The school does not meet this standard. The school leader confirmed the Board Documents Binder is kept in the office. A review of the school's website demonstrated that statutory requirements for posting board-related information were present.	

Governance Standard 17 - The board has a policy review calendar and reviews and updates its policies as needed or required by state law.	
X	2: Meets - The board has a thorough policy review calendar/plan and review policies as a regular component of regular board meetings.
	1: Partially Meets - The board has a policy review calendar/plan and reviews policies at half or fewer of the regular board meetings.
	0: Does Not Meet - The board does not have a calendar/plan for policy review and/or reviews policies at half or fewer of the regular meetings.
Data Source: School Website, Annual Report, Board Minute Review Log, Board Minutes, VOA Visit Review, Governance Committee Minutes, Interview	
Analysis: The school met this standard. The Board had a thorough policy review calendar and reviewed policies as a regular component of regular board meetings.	

○ SECTION PART TWO: SCHOOL MANAGEMENT AND OPERATIONS

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

Authorizer standards for school management and operations are scored below.

M/O Standard 1 - Mission and vision are central to the school's identity and inform all decision-making processes. The school's learning program exemplifies the mission and vision of the school.	
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: Schoolcraft Learning Community exists to develop individuals to be self-directed, lifelong learners who have the skills and knowledge to confidently and compassionately navigate the world.	
SCHOOL VISION: WE ARE CREW: Active members of a mission, not just passengers on a journey. Students should be encouraged to become significant contributors to their community.	
2024-2029 Strategic Plan	
https://www.schoolcraft.org/page/mission-and-history	
The vision and mission of Schoolcraft Learning Community emphasize the fact that development of personal character for our students is as important as academic growth and that, in fact, the two go hand in hand to build confident compassionate lifelong learners. Since its inception in 2000, Schoolcraft has been recognized for providing a supportive caring environment for learners – a place where students have the opportunity to build relationships with other students across grade levels, a place where they are encouraged to express their ideas and show what they know through arts-embedded	

academic work, a place where they are challenged by engaging expedition work that results in high quality products, and a place where students are able to access the resources of the greater Bemidji area and beyond as they grow as global citizens. The mission guides everything SLC does. The mission is read to start each board meeting and is the foundation of SLC's strategic planning.

During the 2023-24 school year the Board worked with MSBA to lead our community through developing a new strategic plan that is in place for 2024-2029. [2024-2029 Strategic Plan](#)

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:

SLC includes an element of service learning in every expedition.

Strategic Plan Focus Area “Student Success & Support” Objective 2.3 - Service-Learning:

Teachers at SLC will embed service-learning seamlessly within projects and lessons, emphasizing its integral role in the learning process rather than treating it as an optional addition. Each grade undertakes a minimum of two service-learning projects annually, with one project scheduled per semester, designed to address their Crew, community, and world.

Service-Learning is at the heart of expeditionary learning. One of our mottoes at Schoolcraft is, “We are crew, not passengers- strengthened through consequential acts of service to others.” Crews in each grade have service learning embedded into their expeditions, including doing work at local state parks, creating artwork for the community, and other projects that take us beyond our four walls. Service learning was a large focus throughout our school in the 2022-2023 school year. Some examples of service-learning projects that were completed during the 23-24 school year are outlined below, while many others were completed for our school community.

Kindercrew:

- Created a new map of our campus that now hangs in our office entrance for visitors to use to navigate our campus.
- Designed and planted a community garden on campus.

First Grade:

- Designed new cubbies for their classroom.
- Created ‘Birds at Schoolcraft’ calendars.

Second and Third Grade:

- Hosted a food drive for Beltrami County Food Shelf.
- Went to multiple parks in the Bemidji area and conducted a park clean-up at each park.

Fourth and Fifth Grade:

- Started a composting program at Schoolcraft with the help of Beltrami County.
- Started Adopt-A-Highway program that will continue for the next few year.

Middle School:

- Held a spaghetti feed to help garnish donations for Disabled American Veterans and Save the Children.
- Created beautiful murals inside the middle school.

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 required back-to-school training on health and safety procedures. X Yes No

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

- Bloodborne Pathogens (Online, Kantola)
- Sexual Harassment in the Workplace (Online, Kantola)
- [Seizure Training](#)
- [Mandated Reporting](#)
- Crisis Prevention Intervention (conducted based on need for new or maintaining certification)--Through INDIGO
- Emergency Procedures (which includes fire, tornado, and lockdown drills, in addition to EpiPen training)--Onsite internal and with Beltrami Public Health

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

Policy # - Policy Title

- SLC Crisis Response Procedures [SLC Crisis Response Procedures 2018 revision.doc](#)
- In process of revision and transition to Standard Response Protocol

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

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

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

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

*Transportation did not come on campus, but in class bus Safety training/education was provided.

Designated crisis management person / team members: Director of Operations, Director of Teaching and Learning, Crew and Culture Lead, Behavior Interventionist, Front Desk/Health Assistant, SPED Coordinator

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

NOTE: Drill logs reviewed by authorizer representative

Location of emergency drill log: Google Drive [SLC Drills Schedule 2023-24](#)

[SLC Drills Schedule 2024-25](#)

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

Date of most recent facility inspection by fire department: Nov 2023 (must be a minimum of every three years)

[019489 - ISD4058 School Craft Learning Community - Bemidji - 03SEP24 Fire Marshal Inspection Documentation](#)

School maintains a log of all visitors. X Yes No

Location of visitor log: Front Desk

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

Responsible employee: Lauren Flier (Health Assistant)

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

Designated responsible employee: Lauren Flier

School Nurse and License Number: NA

Frequency of school visits: NA

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

Designated responsible health aid/employee: Lauren Flier

School Nurse License Number: NA

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 X NA

The school contracts with a licensed school nurse or organization. Yes No X NA

Name/Organization: Per statute MS 121A.21, as a school under 1000 pupils we are not required to have employed, or contract with a licensed school nurse. We do work with Beltrami Public Health for training and consulting as well as working with the Northwest Technical College Nursing program for hearing and vision screening. Lauren has completed Medication Administration for School Personnel Certificate via Minnesota State Community and Technical College as well as Adult, Child and Baby First Aid/CPR/AED certification via the American Red Cross.

School has a designated 504 Coordinator: X Yes No

504 Coordinator Name & Position: Alyssa Kruger, Director of Teaching and Learning

School has a process to ensure that student accommodations are consistent with 504 Plans. X Yes No

Schoolcraft holds 504 meetings annually with the 504 team, which includes 504 coordinator, crew teacher, guardians of students, in addition to school health aid and head chef when appropriate. In these meetings we discuss accommodation regarding the students' needs. 504 coordinator attends weekly team meetings where students' needs are discussed. The 504 coordinator also leads our MTSS/Child Study team to quickly identify students that may need additional support.

Number of enrolled students during the 2024-25 school year on a 504 plan: Six, with two students in evaluation.

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

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

X	2: Meets - There were zero incidents of not following state and federal data practices policies and privacy laws.
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	1: Partially Meets - There was one incident of noncompliance with state and federal data practices policies and privacy laws.
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	0: Does Not Meet - There have been two or more incidences of noncompliance with state and federal data practices policies and privacy laws.
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Data Source: Annual school site visits, policy review, discussions with school leadership

Analysis:

FY25 School Appointed DPA Responsible Authority (RA): Director of Operations, Mark Bjornrud

FY25 School Appointed DPA Designated Authority (DA): Director of Teaching and Learning, Alyssa Kruger

FY25 School Data Practices Compliance Official (DPCO): Board Chair, Jake Anderson

APPLICABLE BOARD POLICIES: (Titles and Numbers) [320 Administration of the MGDPA \(data privacy\)](#)

Board minutes contain evidence of board appointment of RA/DA/DPCO? X Yes ___ No

- [24.08.13 SLC Board Meeting Minutes.pdf](#)

Authorizer representative verified that the School has a data retention plan: X Yes ___ No

- Date of board approval? SLC Board Meeting Minutes (Consent Agenda) 7.21.2015

[Board Minutes 7/21/15](#)

[SLC DistrictGeneralRecordsRetention \(1\).pdf](#)

- Date of Historical Society Approval: August 3, 2015

[Schoolcraft MN Historical Society Records Retention.pdf](#)

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

X Yes ___ No Location: Director of Teaching and Learning Office

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

☒ Yes ☐ No Location: Director of Teaching and Learning office

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

☒ Yes ☐ No Location: Front office

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

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

☒ Yes ☐ No

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

School evidence provide for Authorizer Review: Policy # 515-1

Policy Name: Data Request Practices Procedures

[515-1 Data Request Practices Procedures](#)

Authorizer representative verified that the school maintains a detailed register/log of all data requests.

☒ Yes ☐ No

M/O Standard 5 - Evidence suggests that the school engages parents and students in ways that build positive relationships and engages them as partners in their child's learning.

X	2: Meets - The school provides ample evidence that the organization engages parents and students in ways that build positive relationships and engages them as partners in their child's learning.
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	1: Partially Meets - The school is making progress approaching standard.
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	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.
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Data Source: Annual school site visits, annual submission calendar document review, discussions with school leadership

Analysis:

Parent Advisory Committee (PAC) meets monthly for the purpose of planning fundraising, schoolwide events (ex: Fall Fest). The PAC manages their own finances.

The school American Indian Parent Advisory Committee is responsible for planning how to use American Indian funds and provide liaisons that help plan the incorporation of Ojibwe language and culture into expeditions. The AIPAC convened in Spring of 2024 and came up with a list of requests for moving forward. Primary was the hiring of an American Indian Liaison. Our new American Indian Liaison starts on 10.7.24

Parent-teacher student led conferences held twice per year and are well attended.

Annual Meeting in the fall for the corporation and Title I but it is also an event to promote parent awareness.

Family Handbook is distributed digitally via email, and through annual registration to families.

New strategic plan includes specifics on communication and engagement. One new endeavor is the launch of a weekly podcast. The first episode was released on Sept 27th and has received very positive response from the community.

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

Current and recently updated family handbook August 2024: [SLC Family Handbook 2021-24](#)

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:	
Teachers are required to ensure that their lessons are aligned to state standards based on the expedition that they are teaching in their rotation. The Director of Teaching and Learning does many informal observations throughout the week to ensure teachers are teaching grade-level appropriate standards.	
School has a well-defined plan for ensuring that teachers engage in data-driven instruction to ensure student mastery of state standards. <u> X </u> Yes <u> </u> No	
Description of school plan provided by the school: During FY25, Schoolcraft teachers will take part in multiple data analysis talks. Our first data meeting will take place on October 31st after our first round of FASTBridge training is complete. Alyssa is also in the process of scheduling professional development regarding use of FASTBridge data to inform small group interventions and lessons. Here is a link to our meeting schedule with the data talk dates posted.	

M/O Standard 7 - The school employs highly qualified, appropriately licensed teachers.	
X	2: Meets - The school provides evidence of exemplary hiring processes that ensure teachers are properly credentialed. There have been no license infractions.
	1: Partially Meets - The school has had two or fewer teacher license infractions and they were swiftly resolved. Evidence suggests that the school has systems to recruit quality licensed teachers.
	0: Does Not Meet - The school has had multiple license infractions.
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership	
Analysis: The authorizer verifies school license compliance annually in the fall.	

M/O Standard 8 - Criminal background checks are conducted on all persons per the board policy and Minn. Stat. 123B.03, Subd.1.	
X	2: Meets - The school provided evidence that it adheres to statute and policy pertaining to conducting criminal background checks on employees and school volunteers.
	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 Form: Background Check Form	
Background Check Policy:	
<ul style="list-style-type: none"> Employees: Staff handbook Employee Handbook 7.1.24-6.30.27 Volunteers: #903 903 Visitors to School Buildings and Sites 	
Frequency of background checks on volunteers: Prior to initial volunteering	

Frequency of background checks on employees: Background check done at time of hire.

M/O Standard 9 - The school meets / maintains its enrollment goals.

X	2: Meets - The school could provide evidence that it is meeting its annual student enrollment goals.
	1: Partially Meets – N/A
	0: Does Not Meet - The school is not meeting its student enrollment goals.

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

Analysis:

Number of students (head count) served in current year: 196

Present School Year Student Enrollment / Headcount by Grade:

K - 20

1 - 17 5 - 22

2 - 22 6 - 29

3 - 21 7 - 23

4 - 24 8 - 18

Number of students (head count) served in 2023-24: 195

Number of students (head count) served in 2022-23: 199

Number of students (head count) served in 2021-22: 195

M/O Standard 10 - The school institutes a fair and open student admission process that complies with Minnesota law.

X	2: Meets - The school provides evidence of adherence with state laws and guidelines pertaining to student admission.
	1: Partially Meets - The school provides evidence of adherence with state laws and guidelines pertaining to student admission. The school has been the subject of state investigation with findings.
	0: Does Not Meet - The school could not provide evidence of adherence with state laws and guidelines pertaining to student admission.

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

Analysis:

Admissions Policy Number: 538 Enrollment [538 Enrollment](#)

Application Form: [SLC Enrollment Lottery Entry Form 2024-25 School Year - Google Forms.pdf](#)

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

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

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

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

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

Analysis:

RELEVANT POLICY NUMBERS:

Board Policy#: 401-Equal Employment Opportunity [401 Equal Employment Opportunity](#)

Board Policy#:407 Employee Right to Know [407 Employee Right to Know - Exposure to Hazardous Substances 2018](#)

Board Policy#: 413 – Harassment and Violence [413 Harassment and Violence](#)

Employee Handbook [Employee Handbook 7.1.24-6.30.27](#)

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

Evidence suggests that the school maintains and distributes annually an employee handbook. X Yes No

M/O Standard 12 - The school has defined job descriptions and defined evaluation process for all personnel.

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

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

Analysis:

(Link to job descriptions) [Official \(PDF\)](#)

Description of employee evaluation system:

Director: Directors are evaluated annually by the board. Evaluations are based on goals set in summer. Evaluation committee leads evaluations.

Teacher: New teachers (less than three years teaching experience) are formally observed three times a year by the Director of Teaching and Learning. Veteran teachers (more than three years of teaching experience) are formally observed once a year. Alyssa, Director of Teaching and Learning conducts informal observations weekly in the classrooms.

Paraprofessional: Paraprofessionals new to Schoolcraft Learning Community (less than 2 years) or under a probationary status will be evaluated twice a year. Experienced paraprofessionals (more than 2 years of employment) will be evaluated once a year during their annual performance review. The supervising SPED teacher will complete the observations and meet with the special education coordinator with any concerns.

Operations (Food Service, Facilities, Office): Director of Operations conducts two primary meetings per year. Once in fall to establish goals etc for year, and review in Spring.

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

X	2: Meets - The school could provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find."
	1: Partially Meets - The school could provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find." However, the school has been the subject of MDE complaint investigation with findings.
	0: Does Not Meet - The school could not provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find."

Data Source: School site visits, interviews with school faculty, document review.

Analysis:

Starting this year, the SLC Director of Teaching and Learning Alyssa Kruger created a MTSS (Multi-Tiered System of Supports)/Child Find team and has taken the lead role of this team. The team consists of:

- Alyssa Kruger (Director of Teaching and Learning/Student Life)
- Libby Kendall (Behavioral Interventionist/Student Life)
- Lauren Flier (Office Manager-Attendance)
- Sara Dreyer (Special Education Coordinator)
- Jamie Jones (Title One)

- Geneva Bertils (School Psychologist)

Alyssa attends weekly team meetings where student concerns are brought to her. She takes these students' concerns to her MTSS/Child Find team that meets bi-weekly to discuss further steps. This team determines whether a student should receive interventions, what the intervention looks like, and next steps if interventions don't work. If a student needs to be referred to special education for evaluation, Sara is on the team and will take those concerns to the appropriate team.

Genevieve Radniecki: 304032

Chris Jelinek: 1032841

Melissa Dockter: 190200

Kristi Garbow: 337711

Sara Dreyer: 298343

Number of special education paraprofessionals: 5 FTE

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

Child Study Process and Parent Requests- October 24th, 2024

- We briefly went over this process at workshop week. We don't have any new staff so they are fairly familiar with the process, but will receive further training on this in October, which tends to be right before we see an influx of requests due to conferences.

Percent of special education students served in FY25: 22.6 % est.

Percent of special education students served in FY24: 23.47%

Percent of special education students served in FY23: 21.7 %

Percent of special education students served in FY22: 21.5 %

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

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

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

Analysis:

To the authorizer's knowledge, SLC is not subject to special education investigations by MDE and is not in Corrective Action.

Date of last special education program audit: 2019-2020

Date of last special education financial audit: 2020-2021

CAP Items: Adjustments to Time and Effort schedules to better reflect SPED hours and relevant students and disabilities. Completed.

M/O Standard 15 - The school is compliant with laws pertaining to special education directors and Advisor Council (SEAC).

X	2: Meets - The school could provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC).
	1: Partially Meets - The school contracts with a special education director but could not provide evidence that it has a SEAC that meets at least annually.
	0: Does Not Meet - The school could not provide evidence that it is compliant with laws pertaining to special education directors and Advisor Council (SEAC).

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

Analysis:

Name of director and organization: Mark Larson, Indigo Education

Special Education Director License Number: 438274

SEAC Meeting Dates:

FY25 meeting date(s): May 6, 2025

FY24 meeting date(s): April 11, 2024

FY23 meeting date(s): April 13, 2023

FY22 meeting date(s): April 21, 2022

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

CONTRACT RENEWAL CALCULATION

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

2023 - 2024 SCHOOL YEAR PERFORMANCE (FY24)						
	Meets Standard Points 2	Partially Meets Standard Points 1	Does Not Meet Standard Points 0	Total Points	Weight	Percent
Academic	12	1	0	13/14	.50	46%
Finance	20	0	0	20/20	.20	20%
Governance	34	0	0	34/34	.15	15%
Mgmt/Operations	30	0	0	30/30	.15	15%

Grand Total	96	1	0	97/98	1.00	96%

CONTRACT RENEWAL Calculations							
CHARTER CONTRACT TERM: July 1, 2021 - June 30, 2026							
		Renewal YR Rating FY21	YR 2 Rating FY22	YR 3 Rating FY23	YR 4 Rating FY24	YR 5 Rating FY25	Average Rating
ACADEMIC (50%)		42%	35%	39%	46%	%	41%
FINANCE (20%)		15%	15%	17%	20%	%	17%
ORGANIZATION (30%)							
	BOARD GOVERNANCE (15%)	15%	14%	14%	15%	%	14%
	MANAGEMENT OPERATIONS (15%)	15%	15%	15%	15%	%	15%
	TOTAL	87%	79%	85%	96%	%	87%
CUMULATIVE AVERAGE 87%							

CONTACT INFORMATION:

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