



SOUTHSIDE FAMILY CHARTER SCHOOL

ANNUAL SCORECARD REPORT

PUBLISHED WINTER 2026 for FY25

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2021-2022 VOA-MN SCHOOL SITE VISIT DATES: September 17, 2021, and May 24, 2022

2022-2023 VOA-MN SCHOOL SITE VISIT DATES: September 14, 2022, and April 18, 2023

2023-2024 VOA-MN SCHOOL SITE VISIT DATES: November 28, 2023, and May 24, 2024

2024-2025 VOA-MN SCHOOL SITE VISIT DATES: November 21, 2024, and April 23, 2025

2025-2026 VOA-MN SCHOOL SITE VISIT DATES: October 14, 2025

2021-2022 VOA-MN SCHOOL BOARD OBSERVATION DATES: August 28, 2021, and April 23, 2022

2022-2023 VOA-MN SCHOOL BOARD OBSERVATION DATES: September 9, 2022, and February 25, 2023

2023-2024 VOA-MN SCHOOL BOARD OBSERVATION DATES: September 12, 2023, and April 24, 2024

2024-2025 VOA-MN SCHOOL BOARD OBSERVATION DATE: March 25, 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 I Designation consistent with the state North Star system will be compiled and evaluated in the Annual VOA-MN Authorized Charter Schools Academic Performance Report by the authorizer. Charter schools are required to meet the academic performance standards for which they agree to be held accountable in their charter contract. The extent to which a school is meeting their 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 elementary school students, specifically: all children are ready for school; all racial and economic achievement gaps between students are closed.
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.

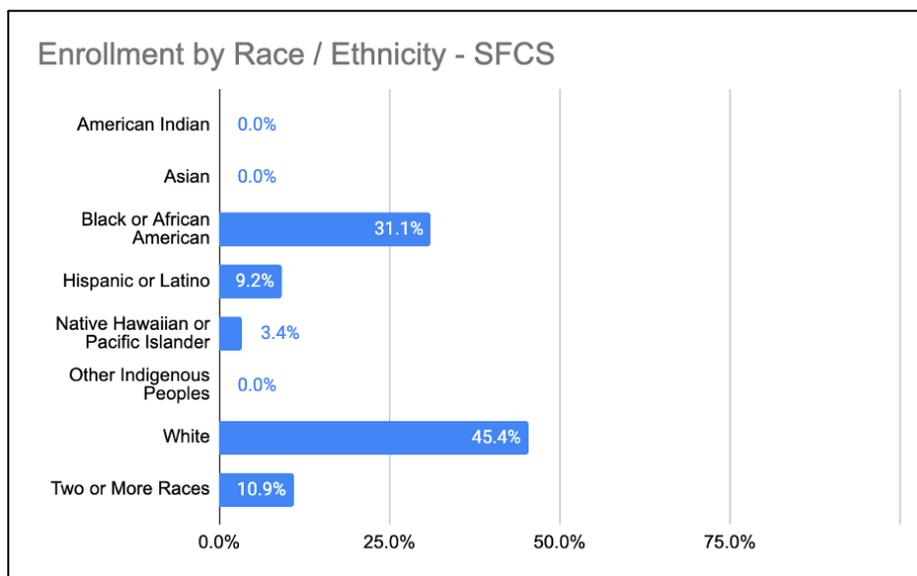


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

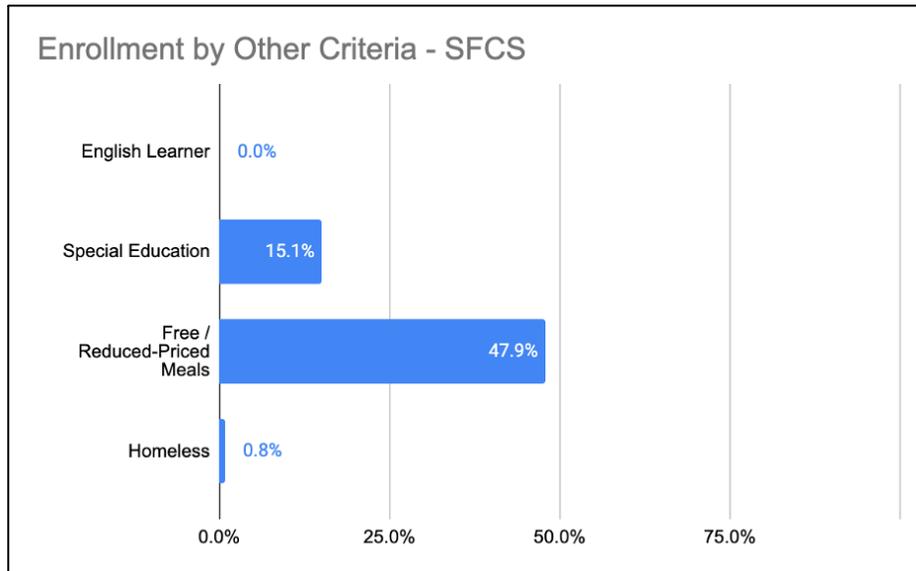


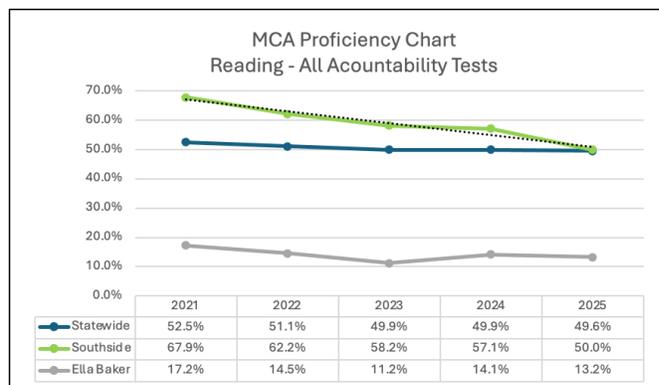
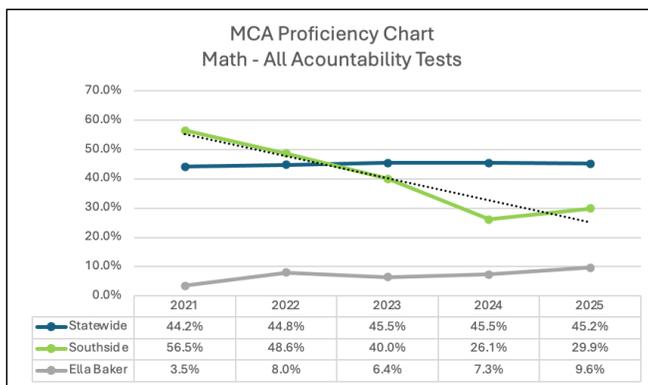
Figure 2– Enrollment by Other Criteria

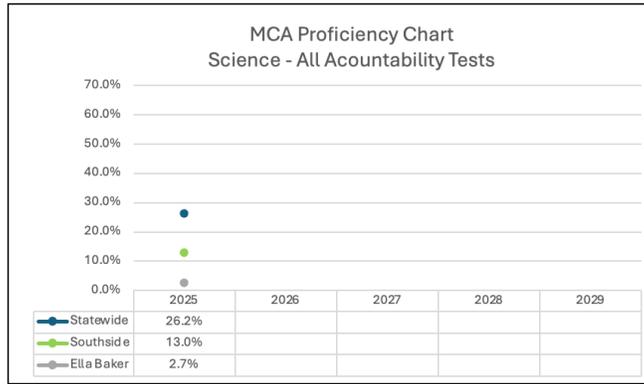
Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, 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: SFCS is currently outperforming the local district comparison school, Ella Baker Elementary, in math, reading and science.



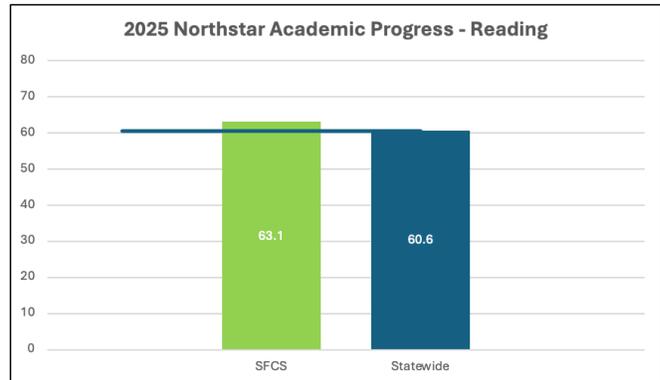
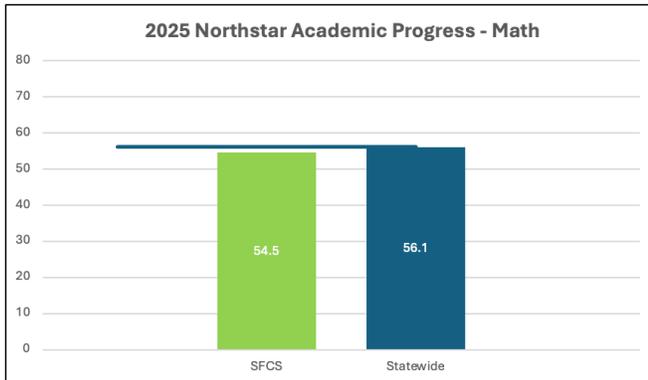


Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement,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

	2: Meets - School's achievement level of "improved and maintained" is equal to or higher than the statewide average in both math and reading.
X	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 54.5% for math and 63.1% for reading.

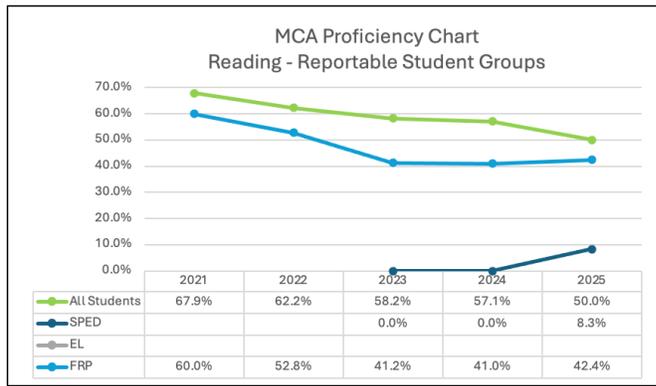
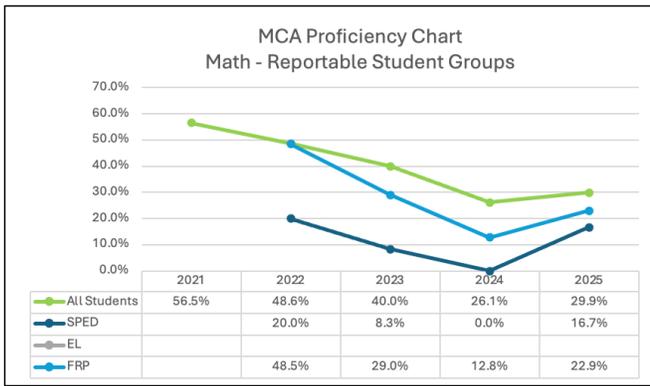


Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose 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.

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: A score of Meets was awarded because the achievement gap was decreased in all four reportable areas (math SPED, FRP; reading SPED, FRP) from 2024 to 2025.



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: In addition to training that is renewed every year, the entire staff engaged in professional development in 2024-25 that supported the intersection of the school’s mission and healing/wellness. Some of these topics included: data informed practices, healing justice and restorative practices, abolition, practices of self-reflection and unpacking systems of power and oppression, meeting the needs of community members who are neurodivergent, community decision making processes and restorative solutions.

Additional training included Careiall Literacy training – which is heavily data-driven and research-backed, focusing on actionable, evidence-based practices for educators. It incorporates multi-tiered systems of support (MTSS), assessment, and data use to guide instruction, particularly in science-of-reading-aligned approaches for both elementary and adolescent learners.

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: SFCS has increased quality learning opportunities for all students and has remained committed to innovation and organizational excellence during the 2024-2025 school year. The school’s commitment to a hands-on and authentic approach to history and social studies remains an innovative and unique practice. The school has incorporated many trips and projects into its curriculum that are the hallmark of its mission-driven operations. In addition, the school continues to utilize small class sizes and a commitment to family and community involvement as evidence of meeting its additional statutory purpose.

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 #1 All Students Ready for School

Use Beginning of Year (BOY) data (FAST Early Math and Early Reading) to identify incoming kindergarten students in need of additional academic supports and set the baseline data for the year.

Result: Goal Met

100% of incoming Kindergarten students were screened using Fastbridge's earlyReading and earlyMath assessments. Students who were below benchmark were given additional diagnostic assessments and given interventions starting in October.

Goal #2 All Students are Ready for Career and College

All students will demonstrate average or above average growth on FASTBridge aReading and aMath assessment from fall to spring.

Result: Goal Not Met

- In Reading (earlyReading assessment), for grades K-1, 75% were demonstrating proficiency in the fall. 43% were proficient in the spring, representing a change of -32%.
- In reading (CBM assessment) for grades 2-5, 34% were proficient in the fall and 47% in the spring, representing a change of +13%.
- In reading (aReading assessment) for grades 2-8, 57% were proficient in the fall and 64% in the spring, representing a change of +7%.
- In math (earlyMath assessment), for grades K-1, 70% were demonstrating proficiency in the fall. 53% were proficient in the spring, representing a change of -17%.
- In math (aMath assessment) for grades 2-8, 50% were proficient in the fall and 56% in the spring, representing a change of +6%.

Goal #3 All Students Graduate from High School

All 8th grade students will research and choose a high school aligned their goals.

Result: Goal Met

100% of 8th grade students who graduated from Southside Family Charter School in Spring 2025 were able to research, visit and choose a high school aligned with their goals.

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’s original FY 2025 budget was approved in June 2024 reflecting a deficit of \$127,647 and based on 130 ADMs. The budget was revised during the year to reflect a surplus of \$92,883. The financial audit explains the budget to actual performance in summary on page 23:	
<i>The Charter School’s budget was amended during the year as shown above. Total revenues were over final budget mainly due to receiving more revenue from local sources than originally anticipated. Total expenditures were over final budget mainly due to increased sites and building costs due to the issuance of a new school lease under GASB statement No. 87.</i>	
The school ended FY 2025 with a surplus of \$365,517 and 108 ADMs. Overall, the school has maintained a balanced budget.	

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.)	
	2: Meets – No findings
	1: Partially Meets - 1 or more “significant deficiency” finding(s)
X	0: Does Not Meet - 1 or more “material weakness” or legal compliance finding(s)
Data Source: The School’s financial audit report.	

Analysis: The school’s FY 2025 financial audit contained two legal compliance findings, Time Period for Payment and Insufficient Collateral Coverage, as stated on pages 75-81 of the audit report.

These findings are indicative of fiscal weaknesses throughout the school’s management procedures and practices.

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 discovered multiple delinquent or late payments to vendors of the school through June 2025. Since the school received an audit finding on late payments reported in Standard Four, they will be held harmless in this standard.

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.)

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

Data Source: Board packets.

Analysis: The school did not provide financial reports during FY 2025 on a consistent basis. Notes regarding this were included in financial oversight logs of the VOA-MN financial analyst and explain:

August 2024

- *June and July financials were not sent to VOA-MN and the board in a timely manner or reviewed and approved by the board.*

October 2024

- *September financial reports were not sent to VOA-MN and the board in a timely manner or reviewed and approved by the board.*

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.

	2: Meets - 20% or >
	1: Partially Meets -15-20%
X	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 2022	FY 2023	FY 2024	FY 2025
Fund Balance Amount	\$443,629	\$155,682	\$146,109	\$511,626
Fund Balance Percent	19.1%	6.2%	2.2%	3.9%

As the table indicates, the school’s General Fund balance decreased over the prior two years and increased slightly the past year, which is well below the school’s and authorizer’s General Fund balance target of 19% and 20%, respectively. An excerpt from the schools General Fund balance policy states:

The school will strive to maintain an average minimum unassigned general fund balance of 19% of expenditures, calculated as an average of the current year’s fund balance percentage with that of the previous two fiscal years.

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 finance committee met eleven times during the year but Finance committee meeting minutes are not posted on the school’s website for FY 2025 and most board packets did not include the minutes. VOA-MN encourages the school to take minutes during the finance committee meetings, include them in the board packets, and post them on the school website.

Financial Standard 9 - All finance committee members exhibit working knowledge of financial oversight.	
	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
X	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: All finance committee members did not receive training during 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 board chair (Emmanuel Manny Duerson) confirmed that the board had a training plan to ensure board members received training to gain the necessary knowledge to perform their functions in the areas of finance, policy, employment, and education and was built from the needs assessment completed by board members..	

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 Board Chair stated that he (Emmanuel Manny Duerson) provided a thorough orientation for all 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 per page 3 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: This standard was met. The self-evaluation was completed June 25, 2025.	

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. The date, time, and location of all meetings are listed on the website. Links for agendas and up-to-date minutes are on the school's website. An opportunity for the public to address the Board is provided during all Board meetings. Meetings are held in person.	

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 board reviewed and approved changes to the bylaws on October 22, 2025. In addition, VOA-MN supported school efforts to review and updated bylaws in June 2025.	

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 election was held on September 25, 2024, as documented in the annual meeting minutes. The announcement for the election was sent by email on August 13, 2024, and posted on the school’s website.	

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 board chair confirmed the school leader was evaluated at the December 18, 2023 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 because the board recommended a professional development plan for the school leader that was informed by the December 18, 2023 evaluation and focused on continued growth in key mission-aligned leadership areas.	

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 admissions and enrollment, student discipline, and other board-adopted policies identified in the policy review calendar.	

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 met this standard. The board minutes provide evidence of 7/11 regular meetings where the school reviewed academics: September, November, December, January, February, March, and May.	
Some academic performance data shared include:	
<ul style="list-style-type: none"> • Title I • Academic concerns • FastBridge assessment data • Stronger connections • Middle school opportunities • Special Education Services 	

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.	
	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.
X	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 did not meet this standard.	

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 during the following months: <ul style="list-style-type: none"> • August - received 2 days prior • October - received on 10/30 after requesting packet • January - received 1 day prior • April - received 2 days prior 	

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	
Analysis: The school met this standard. The school has a documents binder including required elements and the school's website includes mandatory information including board and committee meeting minutes for at least the prior 365 days, current board and committee directory information, authorizer contact information, the group health insurance purchasing policy, the annual report/World's Best Workforce report, board election policies and required election notices, and a board-adopted nepotism policy.	

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 meets this standard. The board followed its policy review calendar and completed a comprehensive review of a broad set of governance and operational policies during FY25. Policy review was a consistent component of board meetings throughout the year, with documentation in the March, April, and May 2025 board minutes, as well as policy work noted in January and February.	
Policies reviewed and approved in FY25 included the Nepotism Policy, Discipline Policy, Immunization Requirements, Use of Crisis Teams, Wellness Policy, and the 100, 200, and 300 Series Policies, along with School Meals. Additionally, the board approved several key policies as documented in the SFCS Board Meeting Minutes of March 25, 2025, including: <ul style="list-style-type: none"> • Policy 410 – Family and Medical Leave • Policy 413 – Harassment and Violence 	

- Policy 414 – Mandated Reporting
- Policy 531 – The Pledge
- Policy 591 – Enrollment
- Policy 714 – Fund Balance
- Policy 722 – Public Data

In addition, the board prioritized revisions to a subset of policies for FY25 and scheduled the remaining updates for FY26. The board also ensured updated policies were posted on the school’s website by the end of the fiscal year. This demonstrates an effective, systematic approach to policy governance and compliance with state law.

SECTION PART TWO: SCHOOL MANAGEMENT AND OPERATIONS

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

M/O Standard 1 - Mission and vision are central to the school’s identity and inform all decision-making processes. The school’s learning program exemplifies the mission and vision of the school.	
X	2: Meets - Mission and vision are central to the school’s identity and inform all decision-making processes. The school’s learning program exemplifies the mission and vision of the school.
	1: Partially Meets - Mission and vision are displayed in the facility, on website and in annual report, but evidence that they guide decision-making and programming are missing.
	0: Does Not Meet - Mission and vision are not used to guide school’s decision-making.
Data Source: Annual school site visits, annual submission calendar document review, discussions with school leadership	
Analysis: Social justice is why the community members the school serves and employees come to SFCS and why they stay. The first questions the school asks in employment interviews of new candidates are always about the school mission and in daily/monthly/yearly school planning using a consensus decision-making model. The school’s mission is posted on the school's entryway bulletin board and in the main office which the authorized representative viewed. Mission and Values are posted on the school’s website. SCHOOL MISSION: Southside Family Charter School is a small, K-5 school that meets the needs of a culturally and ethnically diverse population by engaging children in critical thinking and problem solving, involving children in political and social activism, encouraging creative expression, offering a wide range of electives and advocating for children and families. SCHOOL VISION: To erase the educational inequity gap among students by providing a holistic education that brings social justice, excellence and transformational empowerment to students in grades K-5. Teacher-led school with four advisor leaders: two Gen Ed. teachers, Sped. teacher, Jamesha in the office (for this year only for transition year). Today’s enrollment is 26 students. The school plans to remain K-5. Eventually, the school would like to have K-1, 2-3, 4-5 (three teachers) plus special education. Keeping with the family mindset. The school has family style lunches served by the advisors/teachers. School day is 9:00-3:50, commencing with breakfast for all students.	

M/O Standard 2 - The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.	
	2: Meets - The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.
X	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:	

Southside is dedicated to service learning and the opportunities it affords students. SFCS features regular service-learning activities as a central part of its social justice curriculum. SFCS has developed specific goals to this end for each grade level.

BRIEF DESCRIPTION OF SCHOOLS SERVICE-LEARNING PLAN: Students will gain an appreciation of what it means to give back to the community. Example Activities: each teacher carries a backpack on weekly outings that have garbage grabbers, children collect garbage and recycling as they walk; student created posters to remind each other about what to compost, recycle or throw away, creating piñatas for children in the community, student mentors/buddies that regularly help younger students with academics, thank you notes to everyone who comes to the school or whom the school visits on field trips and travel studies, Minnehaha Creek area clean up, and more as the opportunities present themselves throughout the year.

Authorizer shared some samples of [service learning plans](#) with the 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).

	2: Meets - The school can provide evidence that it complies with health and safety requirements for public schools.
X	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. Yes No

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

- Restorative Justice
- First Aid and CPR
- Mandated Reporting
- Food Safety
- Food Handler Training Level II

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 special stalls in the bathroom. Hallways are wide to accommodate a wheel chair. There is an operational elevator in case it is needed for a special activity in the lower level of the facility.

School provides evidence that educational opportunities, extracurricular activities, and facilities are open and accessible to all students. Yes No *The school does not offer extracurricular activities.*

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

Policy # 806- Policy Title Crisis Management

- [Working Copy of 806 Crisis Management](#)
- [Lockdown Procedures](#)
- [Lockdown Inside Issue Procedures](#)
- [Working Copy of 709 Student Transportation Safety](#)

Number of fire drills completed previous school year 5. (req. five annually) *School indicated it happened, but no record.*

Number of lockdown/safety drills completed previous school year 2. (req. five annually) *School indicated it happened, but no record.*

Number of tornado drills completed previous school year 1. (req. one annually) *School indicated it happened, but no record.*

Number of bus evacuation drills completed previous school year: 1. (req. one annually) Completed through MPS. *School indicated it happened, but no record.*

The school needs to formalize the drill log schedules and logs. *Authorizer solicited other VOA-MN school leaders to send the school samples.*

Designated crisis management person / team members: Teacher/Advisors, Office Manager and Paraprofessionals

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

Location of emergency drill log: *The school could not provide a comprehensive list. The authorizer asked a couple of VOA-MN charter schools to send Jamesha a sample of their drill log(s).*

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

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

The school maintains a log of all visitors. Yes No Location of visitor log: Front office with Jamesha

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

Responsible employee: Operations Manager, Jamesha Hodge

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

Designated responsible employee: Operations Manager, Jamesha Hodge

School Nurse and License Number: Navigate Care Consulting, Rose Booth Robertson

License # 2437516

Frequency of school visits: At least 3 times per year.

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: Jamesha Hodge

School Nurse License #: Rose Booth Robertson 2437516

Authorizer representative verified that the school has a system by which to record and store medicine and medical supplies which were in a main office drawer.

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: Navigate Care Consulting, Rose Booth Robertson

School has a designated 504 Coordinator: Yes No

504 Coordinator Name & Position: Brynne Macosko Paguyo

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

Number of enrolled students during the 2025-2026 school year on a 504 plan: 0 for FY26 presently.

[615 Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans and LEP Students](#)

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).

	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.
X	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): Jamesha Hodge
 School Appointed DPA Designated Authority (DA): Jamesha Hodge
 School Data Practices Compliance Official (DPCO): Jamesha Hodge
All positions should be appointed by the board annually.

APPLICABLE BOARD POLICIES: (Titles and Numbers)

- [406 Public and Private Personnel Data](#)
- [Working Copy of 515 Protection and Privacy of Pupil Records](#)
- [Working Copy of 722 Public Data](#)

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

Authorizer representative verified that the school has a data retention plan: Yes No

Date of board approval: None

Date of Historical Society Approval: None

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

Yes No Location: Front / main office

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

Location:

Personnel files are also virtual and are shared between the school's HR platform, Ease, and Google folders for each employee. Paper copies of student and staff files are in a locked cabinet in the main office. Records are maintained electronically.

Authorizer representative verified that Student/Employee health records are filed in a separate locked cabinet. Yes No

Location: Online maintained by Navigate Nurse.

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

Yes No

Authorizer representative verified that the school has Tennessee Warnings for both the enrollment and employment process.

Yes No Partial

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

School policy name(s) and number(s): [722 Public Data](#) and [Data Request Form](#)

SFCS should create a system aligned to the policy and form. Having a data request procedure/system protects the school legally. The system should include use of the form which also contains time received, documents and format provided, and date when fulfilled. Perhaps either the requester completes the form, or in the case of an objection, a SFCS team member completes the form on the school's behalf. Requests are then maintained in a designated location, like a three-ring binder or online.

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:

Teachers maintain consistent communication with families through weekly emails that provide updates on school activities and individual student performance. To foster a strong sense of community, the school hosts a Back-to-School Social at the beginning of the academic year. Governance includes a parent-majority board and an annual meeting to ensure transparency and collaboration.

Throughout the year, a wide range of volunteer opportunities and family-centered events are offered. These include monthly gatherings such as overnight trips open to all students and their families, shared meals during the school day, a weekend clay workshop, a student talent show, and the festive Holiday Pops celebration.

An annual survey is shared at the end of the year for parent and student feedback. Parent / Community meetings occur prior to the board meeting, but is not an activity of the board. The school is beginning to re-embrace the “family” component of the school with more parent/school connected activities.

Evidence suggests that the school maintains and distributes annually a student/family handbook. Yes No
 FY 2025-26 [Student/Family Handbook](#) Updated as needed.

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: Annually in August
 Most recent curriculum standards alignment review for math: Annually in August
 Most recent curriculum standards alignment review for science: Annually in August
 Most recent curriculum standards alignment review for social studies: Annually in August

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

- Description of school requirement as provided by the school: Objectives are posted in the classroom. General education teacher goals are standards related - bench marking and progress monitoring are embedded in teacher evaluations. Progress has been made on this standard as compared to previous years.

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: SFCS has a [K-5 scope and sequence](#), [Grade Level Standards](#) and is aligned to both state academic standards and social justice standards. Additionally, the school is working on using data to inform instruction that meets both individual students and full class community needs. The school uses FastBridge three times annually.

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:

School has two general ed teachers, part time intervention teacher (3 days per week), and one special education teacher. The authorizer also verifies license compliance through the submission calendar twice annually.

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.
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	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: The school meets this standard. Link to: Teacher Evaluation Plan Special Education Paraprofessional Evaluation Rubric	

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:

School Evidence Provided for Authorizer Review: The school uses Trusted Employee for background checks on every hire and volunteer.

[404 Employment Background Checks](#)

Frequency of background checks on volunteers: Only if there is a potential that the volunteer may be alone with students (overnight field trips, for example).

Frequency of background checks on employees: Upon hire.

The board may want to have a discussion on the frequency of background checks with regard to student safety.

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: 26 (budget set on 26). The school is no longer serving grades 6-8, so enrollment intentionally decreased from FY25 to FY25. Original enrollment targets were based on expecting that there would be three classroom teachers (K-1, 2-3 and 4-5). That has since been adjusted to two classroom teachers (grades K-2 and 3-5) based on enrollment. The authorizer determines that the school is “meeting” this standard, because their enrollment aligns to the budget and the necessary adjustments to staffing have been made. The school is encouraged to continue to recruit students so long as instruction is not compromised.

Present School Year Student Enrollment / Headcount by Grade:

K - 3
1st - 4
2nd - 5
3rd - 7
4th - 2
5th - 5

Number of students (head count) served in previous year: 116

Number of students (head count) served in second previous year: 123

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.
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	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: Application Form Registration Form 591 Enrollment	
Authorizer Verifies that Student Application Form is Compliant: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial	
Authorizer representative verified that the school has Tennessee Warnings for enrollment process . <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial	

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: RELEVANT POLICY NUMBERS: <ul style="list-style-type: none"> ● Working Copy of 401 Equal Employment Opportunity ● Working Copy of 402 Disability Nondiscrimination ● Working Copy of 405* (now 411) Purchase of Group Health Insurance ● 406 Public and Private Personnel Data ● 410 Family and Medical Leave ● Tennessee Warning for Hiring 	
Authorizer representative verified that the school has Tennessee Warnings for employment process. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partial	
Evidence suggests that the school maintains and distributes annually an employee handbook <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

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 school provided evidence of job descriptions for all employee positions and aligned to an evaluation process. Operations Manager/Front Desk General Education Teacher Special Education Teacher General Education Paraprofessional Special Education Paraprofessional Title I Reading Intervention Teacher	

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: The school provided evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find."	
School's Child Find/Study Process	
Though evaluations and services are occurring at the school, SFCS was unable to provide evidence of a TSES Plan . A template for the TSES was provided by Designs for Learning to SFCS in early October. The school is encouraged to promptly develop their TSES.	
Child study is conducted by classroom teachers and interventionists. Interventions are documented for 3-6 months. If interventions do not show results the student is referred to Special Ed for evaluation.	
Child Study Team Members: Heather Busch (Title and Intervention), Nandi Rieck (Special Education Director), Shana Galloway (Special Education Teacher/Advisor), Kaarunya Jayachandiran (Teacher/Advisory), Brynne MacoskoPaguyo (Teacher/Advisor)	
Name of special education teachers & license/file number:	
● Shana Galloway 507741	
Number of special education paraprofessionals: <u>4</u> FTE	
Faculty Training Topic(s) and Dates(s):	
€ Nonexclusionary Discipline Sept 22, 2025	
€ Child Find Training Oct. 7, 2025	
School retains the students with disabilities that are enrolled:	
Percent of special education students served in 25-26: 23.0% (incl. two setting three autism)	
Percent of special education students served in 24-25: 25.4%	

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: To the authorizer's knowledge, SFCS has not been subject to any investigations by MDE and is not in Corrective Action.	
If yes, Isolated incident/complaint: Program systems complaint: Resolved: Yes / No School Evidence for Authorizer Review:	
ROUTINE SPECIAL EDUCATION AUDITS	
Date of last special education program audit: 2018-2019; next audit scheduled in cycle for 2026-27 CAP Items: Resolved.	
Date of last special education financial audit: 2017	

CAP Items: Resolved.

Program audit stage: Cohort four 2027-2028

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: Nandi Rieck (Special Education Director/Coordinator)
Designs for Learning. FF# 352589

FY26 meeting date(s): 9/24/25

FY25 meeting date(s): 2/21/25

FY24 meeting date(s): 11/1/23

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: The school disseminates information to Head Start (42nd St and 3rd Ave.), New Horizons (Lake St and Blaisdell Ave., 1310 Hennepin Ave, 6th St and 5th Ave, 24th St and Hennepin Ave, and information was sent to all New Horizons locations); Boys and Girls Club (38th and Chicago); two articles and one advertisement in the Southside Pride newspaper; School Fair open enrollment; KMOJ Back-to-School Community Event in Martin Luther King Jr. Park; recruiting at plant sale in the school neighborhood.

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	

School Evidence Provided for Authorizer Review:

2025-2026 School Plan for Standardized Assessments:

Authorizer representative was able to verify that the [testing calendar is on website](#) per state statute Yes No

SCHOOL WEBSITE URL CODE FOR CALENDAR: <https://southsidefamilyschool.org/wp-content/uploads/2025/09/Testing-Calendar-2025-26.pdf>

Evidence suggests that the school has designated an Assessment Coordinator and process for ensuring compliance with state examination administration Yes No

The SFCS DAC is Kaarunya Jayachandiran.

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	
Insurance Policy Renewal Date: 07/01/2025 - 07/01/2026			
III	Evidence suggests that the school is only serving their authorized grades and approved school sites (contract Article 4 and 5).	X	
School Evidence Provided for Authorizer Review: Grades Served Present School Year: K-5 Grades Served Past School Year: K-8 State Approved Grades: K-5 Number of Approved School Sites/Buildings: 1 Number of School Sites/Buildings Operated: 1 Evidence Provided by the School for Authorizer Review: walk through of the facility.			
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	
School Evidence Provided for Authorizer Review: LIST OF APPLICABLE SCHOOL POLICY TITLES AND NUMBERS: Working Copy of 609 Religion			
V	The school’s VOA-MN Compliance Binder is complete (contract Addendum B). Compliance Binder <i>NOTE: The school should obtain a copy of their Renewal Notice from the MN Office of the Attorney General.</i>	X	
VI	Evidence suggests that the school adheres to their human resources policies and procedures (contract Article 6 and Article 8).	X	
Explanation: The school contracts with Kraus Anderson (KA) for HR. Payroll is done through KA. On site, Jamesha Hodge is responsible for oversight of this area. Employees follow the handbook. Health insurance and PTO type activities are done through the electronic platform “Ease” through KA. The school is in the process of developing the needed components to comply with the Family Leave Act.			
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	
School Evidence Provided for Authorizer Review: LIST OF APPLICABLE SCHOOL POLICY TITLES AND NUMBERS: <ul style="list-style-type: none"> ● 102 Equal Educational Opportunity ● Working Copy of 401 Equal Employment Opportunity ● Working Copy of 402 Disability Nondiscrimination ● 413 Harassment and Violence ● Working Copy of 521 Student Disability Nondiscrimination ● 591 Enrollment ● Working Copy of 522* Student Sex Nondiscrimination ● 535 Gender Inclusion ● 801 Equal Access to School Facilities School Designated Human Resources Person: Jamesha Hodge EEO Grievance Designee: Jamesha Hodge School District Human Rights Officer: Jamesha Hodge			
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: Working Copy of 304 School Advisor Team Evaluation Teacher Evaluation Process			
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).	N/A	
School Evidence Provided for Authorizer Review: NA No extra-curricular activities			
X	Evidence suggests that the school complies with laws pertaining to student discipline and Pupil Fair Dismissal Act (121A.40)	X	

XI. School Website Content Requirements (School will walk through website with a during visit to verify compliance)		URL
Provisions not included in M/O Standards but required by law or charter contract, thus verified by authorizer annually.		
a.	Current Annual Report (required components in MS 124E.16, Subd 2)	https://southsidefamilyschool.org/wp-content/uploads/2025/09/SFCS-4162-07-Annual-Report-2023-24.pdf
b.	Comprehensive Achievement and Civic Readiness Report (MS 120B.11)	Formally CACR included in Annual report pg 23
c.	Identity of and contact information for the authorizer (MS 124E.07, Subd 8)	https://southsidefamilyschool.org/board-of-directors/ Scroll down to "School Authorizer"
d.	Directory information for board and committee members (name, phone, email, affiliation) (MS 124E.07, Subd 8)	https://southsidefamilyschool.org/board-of-directors/ Scroll down to "Board Composition"
e.	Board and committee meeting minutes (if authority) for at least one calendar year. (MS 124E.07, Subd 8)	https://southsidefamilyschool.org/board-of-directors/ Scroll down to "Board Meetings" "SY 2025/26 Board Meeting (Calendar, Agendas and Minutes)" "SY 2024/25 Board Meeting (Calendar, Agendas and Minutes)"
f.	Literacy plan including English Learners (for schools with grades K-3) (MS 120B.12, Subd 4)	https://southsidefamilyschool.org/wp-content/uploads/2025/08/Southside-Family-Charter-Local-Literacy-Plan-2024.docx.pdf
g.	Collaborative Agreements (if they exist) (MS 124E.08)	N/A
h.	Wellness Policy / Plan (if applicable) (MS 121A.215)	https://southsidefamilyschool.org/board-of-directors/ Scroll down to "Board Policies" Policy Packet - Google Drive 533 - Wellness
i.	Lottery and enrollment policy and process (MS 124E.11, Subd. (b))	https://southsidefamilyschool.org/board-of-directors/ Scroll down to "Board Policies" Policy Packet - Google Drive 509 - Enrollment
j.	Calendar of standardized tests to be administered during the year (with rationales) (MS 120B.301)	https://southsidefamilyschool.org/wp-content/uploads/2025/09/Testing-Calendar-2025-26.pdf

k.	School Bullying Policy (MS 121A.031) Policy 514	https://southsidefamilyschool.org/board-of-directors/ Scroll down to "Board Policies" Policy Packet - Google Drive 514 - Bullying and Hazing Prohibition
l.	Policy for group health (if applicable) (MS 124E.12, Subd 5)	https://southsidefamilyschool.org/board-of-directors/ Scroll down to "Board Policies" Policy Packet - Google Drive 405 - Purchase of Group Health Insurance
m.	Early admission policy (if applicable for admission of kindergarteners and/or first grade students at an earlier age than the age(s) required by statute) (MS 124E.11, Subd. (d))	N/A
n.	PSEO Dissemination of Information (124D.09, Subd 7)	N/A
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)	N/A
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://southsidefamilyschool.org/family-resources
q.	School's restrictive procedures plan for children with disabilities (if applicable) (MS 125A.0942, subd. 1)	https://southsidefamilyschool.org/family-resources/ Scroll down to "Special Education Services" then TSES and Restrictive Procedures

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
	2	1	0			

Academic	8	2	0	10/12	.50	42%
Finance	12	0	0	12/20	.20	12%
Governance	28	0	0	28/32	.15	13%
Mgmt/Operations	28	3	0	31/34	.15	14%
Grand Total					1.00	81%

CONTRACT RENEWAL CALCULATIONS						
CHARTER CONTRACT TERM: July 1, 2021 - June 30, 2026						
		YR 1 Rating FY22	YR 2 Rating FY23	YR 3 Rating FY24	YR 4 Rating FY25	Average Rating
ACADEMIC (50%)		39%	39%	43%	42%	41%
FINANCE (20%)		9%	13%	12%	12%	12%
ORGANIZATION (30%)						
	BOARD GOVERNANCE (15%)	11%	11%	12%	13%	12%
	MANAGEMENT OPERATIONS (15%)	14%	12%	12%	14%	13%
	TOTAL	73%	75%	79%	81%	77%
CUMULATIVE AVERAGE 77%						

CONTACT INFORMATION:

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 Terri Anderson, Board Governance Analyst
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