



SCHOOLCRAFT LEARNING COMMUNITY

ANNUAL SCORECARD REPORT

PUBLISHED WINTER 2026 for FY25

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

2022-2023 VOA-MN SCHOOL SITE VISIT DATES: September 29, 2022; 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; May 6, 2025

2025-2026 VOA-MN SCHOOL SITE VISIT DATES: September 22, 2025

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

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

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

2024-2025 VOA-MN SCHOOL BOARD OBSERVATION DATE: September 10, 2024; May 6, 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.

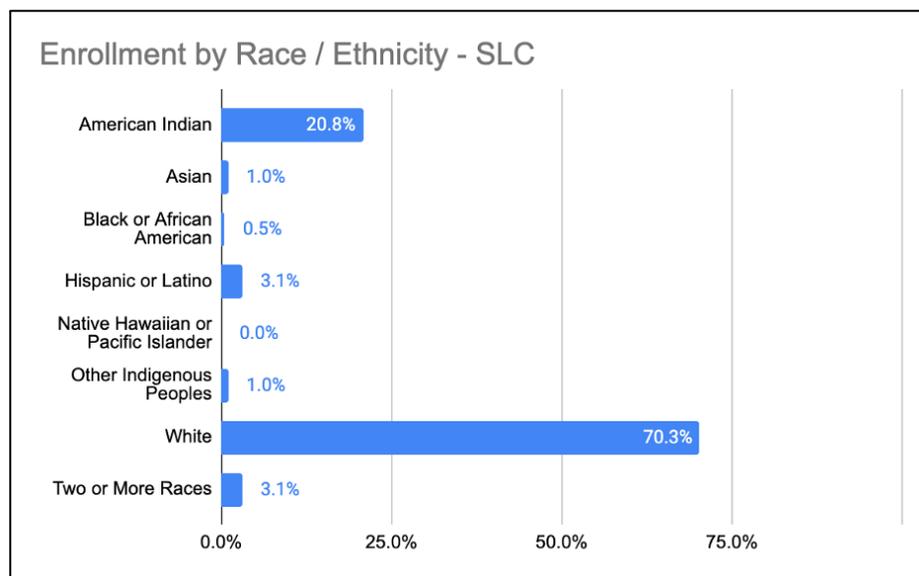


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

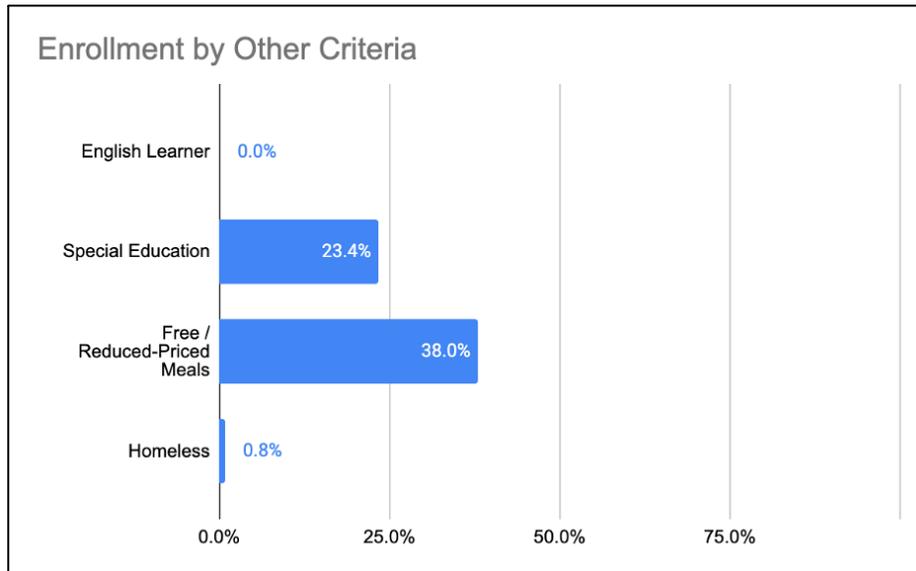


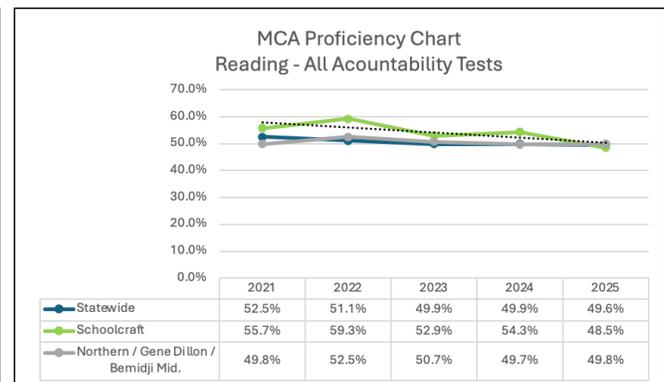
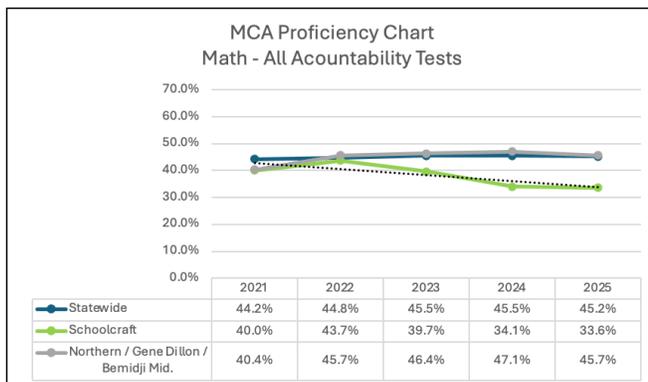
Figure 2– Enrollment by Other Criteria

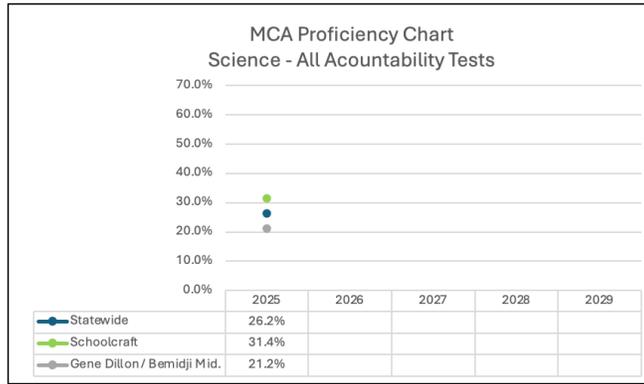
Academic Performance Standard 1 - Students are performing well on state examinations in comparison to students at schools they might otherwise attend (with similar demographics) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement,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

	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 school, Northern Elementary, Gene Dillon Elementary and Bemidji Middle School, in science. The school’s math and reading proficiency rates are currently below that of the combined comparison school.



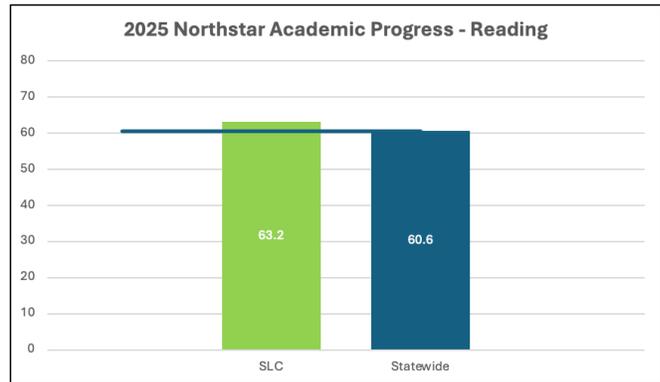
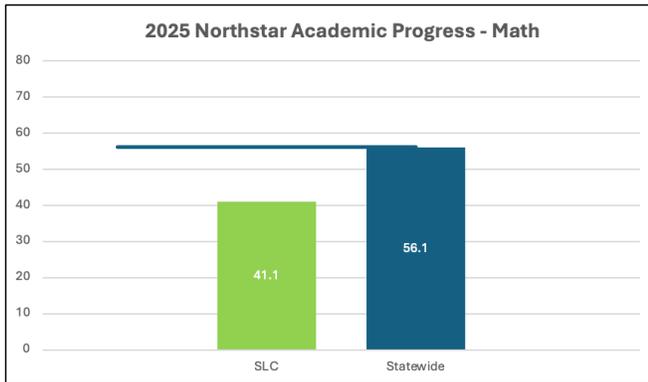


Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (Improved + Maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement, and success of all students. (In 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 41.1% for math and 63.2% for reading.

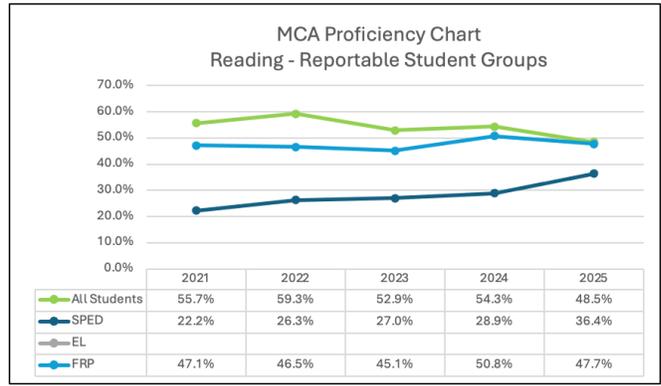
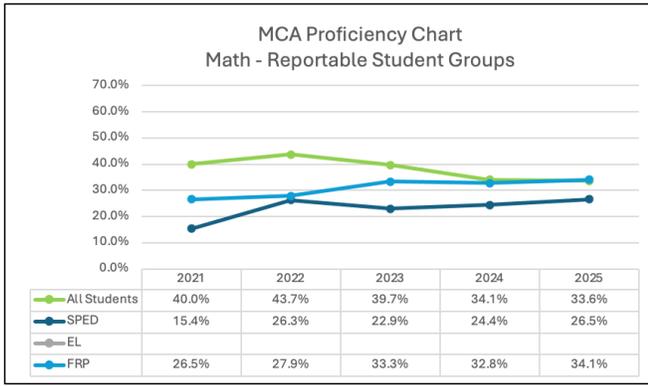


Academic Performance Standard 3 - The difference between the "all-students" proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose 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: 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 - 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: SLC has developed a school-wide, data-driven professional development plan. SLC 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. Topics included, but were not limited to, MTSS process, ELL training, data-based decision making, and cultural competency.

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

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.

X	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.
	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 Children are Ready for School

Prior to entering Kindergarten, all students will undergo comprehensive readiness screening encompassing health, wellness, and academic assessments. Those who have not undergone screening will be screened no later than Oct 31 of their K year.

Result: Goal Met

All kindergarteners were screened prior to attending kindergarten. In addition, all kindergarteners were assessed using the FASTBridge Early Reading and Early Math assessment prior to October 31st. Health and Wellness screeners were conducted on October 25th, 2024 for all students.

Goal #2a All Students are Ready or Career and College

Students in grades 5 and 8 will participate in presentations, showcasing their journey at SLC including academic and personal growth to provide a platform for students to reflect on achievements, overcome challenges, and share future aspirations.

Result: Goal Met

All students in grades 5th and 8th prepared and presented their passage portfolio presentations. These outlined their time at SLC, reflection on achievements, and analysis of themselves and what they can use from their time at Schoolcraft in their future plans.

Goal #2b All Students are Ready or Career and College

Students at SLC will receive grade-appropriate resources to support their secondary education planning, including school visits and an established 8th-grade passage class designed to prepare them for their next Crew.

Result: Goal Met

Students heard from each high school in the Bemidji area, both traditional district as well as the two charter districts to help them make decisions for their next chapter of high school.

Goal # 3 All Students are Prepared to be Lifelong Learners

By 2028-2029, teachers at SLC will review all expeditions to ensure alignment with current Minnesota State Academic standards and promote student engagement, critical thinking, and real-world application across all grade levels and subject areas.

Result: In Progress

As standards change, teachers have begun changing their expeditions to meet the state standards.

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 by the board in April 2024 and was based on 203 ADMs with a projected surplus of \$93,474. The budget was revised during the year to reflect 192 ADMs and a \$92,642 surplus. The school ended the year with a surplus in the General Fund of \$47,034 and 196 ADMs.	
Overall, the school has maintained a balanced budget for the school for FY 2025.	

Financial Standard 2 - The school is compliant with state and federal financial reporting deadlines and laws (including the proper use of public funds) and the submission of financial items on the VOA-MN Annual Submissions Calendar, excluding the financial audit covered in Standard Three.	
X	2: Meets - 2 = Never missed
	1: Partially Meets – Missed one time
	0: Does Not Meet - Missed > 1 time
Data Source: Preliminary UFARS data, ADM report, final UFARS data.	
Analysis: The VOA-MN financial analyst did not discover any missed state or federal financial reporting deadlines through June 2025.	

Financial Standard 3 - The School’s financial audit is submitted to the Minnesota Department of Education, Office of the State Auditor and the authorizer by December 31.	
X	2: Meets - Submitted
	1: Partially Meets – N/A
	0: Does Not Meet - Not submitted
Data Source: Email and attached MDE documentation from the School confirming the submission of the audit report.	
Analysis: The school submitted its financial audit to the MDE by December 31, 2025.	

Financial Standard 4 - Schools are expected to have audits that are free of all findings. (If the school receives a legal compliance finding for late payment of bills that is also uncovered in the financial analyst’s review of the check registers, it will be rated in Standard Four and noted in Standard Five.)	
X	2: Meets – No findings
	1: Partially Meets - 1 or more “significant deficiency” finding(s)
	0: Does Not Meet - 1 or more “material weakness” or legal compliance finding(s)
Data Source: The School’s financial audit report.	
Analysis: The school’s FY 2025 financial audit contained no finding as stated on pages 87-89 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. The school reports late payments in the monthly financial reports.	
Data	
X	2: Meets - Never late
	1: Partially Meets - Late 1-2 times
	0: Does Not Meet - Late > 3 times
Data Source: Monthly check registers, cash flow projections, board meeting agendas and minutes.	
Analysis: The VOA-MN financial analyst did not discover any delinquent or late payments to vendors of the school through June 2025.	

Financial Standard 6 - The school provides VOA-MN and school board members with monthly financials. June financial reports may be delayed until year-end journal entries are completed. Monthly financials include at least the following: 1) detailed income/expense report, 2) cash flow projection, 3) check register, and 4) current enrollment (Average Daily Membership). The board should review and approve the financials at each board meeting. (The school is responsible for including a description for each item on the check register and an explanation for any check sequence gaps.)

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

Data Source: Board packets.

Analysis: The board regularly received and approved financial reports at each board meeting in FY 2025.

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

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

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

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

FOUR YEAR FUND BALANCE HISTORY				
	FY 2022	FY 2023	FY 2024	FY 2025
Fund Balance Amount	\$497,506	\$1,340,437	\$1,651,781	\$1,698,815
Fund Balance Percent	15.84%	44.83%	53.39%	50.01%

The schools General Fund balance decreased slightly from 53% in the prior year to 50% in FY 2025. 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 2025 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: An email from the Director of Operations confirms that all finance committee members were training in their roles and responsibilities on the finance committee in FY 2025. An email excerpt from the director states: <i>At the Feb 10, 2025 Finance Committee meeting the committee received a training from CLA (Clifton Larson Allen) entitled "Understanding Basics of Charter School Revenue". In attendance was Mark Bjornrud, Melissa Dockter, Matt Wylie.</i>	

Financial Standard 10 - The school is not in Statutory Operating Debt (SOD).	
X	2: Meets - The school is not in SOD
	1: Partially Meets – N/A
	0: Does Not Meet – The school is in SOD
Data Source: The School’s budget, board meeting agendas and minutes, financial audit.	
Analysis: The school is not in Statutory Operating Debt.	

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

PART ONE: SCHOOL BOARD GOVERNANCE

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

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

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

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

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

Governance Standard 1 - The board of directors met its governance model requirements laid out in its bylaws and membership requirements as required by Minnesota Statute.	
X	2: Meets - The board structure meets bylaws and state statute.
	1: Partially Meets - The board did not meet requirements for the entire fiscal year.
	0: Does Not Meet - The board's structure does not meet bylaws and/or state statute.
Data Source: School Annual Report, School Website, Bylaws	
Analysis: The school met this standard. The Board structure meets bylaws and state statute.	

Governance Standard 2 - The board of directors has the necessary knowledge to fulfill the responsibilities contained in Minn Stat 124E.07, Subd. 6. (Duties), including knowledge in finance/budget, policy/legal, personnel/employment, and education.	
X	2: Meets - The board has a plan with evidence of training consistent with the plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.
	1: Partially Meets - The board has a plan but is unable to provide evidence of completion of board member training to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education.
	0: Does Not Meet - The board does not implement a plan to ensure board members have the necessary knowledge.
Data Source: The school submits a completed Board Roster Table twice a year that includes information confirming that new board members received orientation. The first is submitted by January 15. The second is sent at the end of the fiscal year by June 30.	
Analysis: The school met this standard because the board had a documented plan in their Annual Report for board training for key governance areas, including finance/budget, policy/legal/governance, and education-related oversight. The Annual Report also identified the required core trainings and their dates for board members in FY25, demonstrating a structured approach to ensuring board competence over time. In addition, the board completed targeted finance trainings on "Understanding Revenue Sources" (February 11, 2025) and UFARS codes for interpreting monthly financial reports (January 14, 2025), along with a governance-focused training on the Carter Policy Governance Model on November 12, 2024, all of which provide concrete evidence that the plan was implemented and that members received the knowledge necessary to fulfill their fiduciary and policy responsibilities.	

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

Governance Standard 4 - The board of directors complies with initial and ongoing training requirements set forth in Minn. Stat 124E.07, Subd 7 (Training): governance, financial, and employment policies and practices.	
X	2: Meets - All board members comply with Minnesota law regarding board training requirements.
	1: Partially Meets - One board member did not fully comply with Minnesota law regarding board training requirements and was removed.
	0: Does Not Meet - More than one board member did not fully comply with Minnesota law regarding board training requirements.
Data Source: Annual Report, School Website, Board Minutes and Documents	
Analysis: The school met this standard. The school provided evidence that all ongoing and new board members received required training in the school's Annual Report.	

Governance Standard 5 - The board of directors completes a self-evaluation each year.	
X	2: Meets - The board completes a formal self-evaluation each year.
	1: Partially Meets - The board competes informal self-evaluations during one or more board meeting(s).
	0: Does Not Meet - The board did not complete a self-evaluation.
Data Source: Board Minutes, Board Development Committee Minutes	
Analysis: The school met this standard. The Board completed a formal self-evaluation and discussed the results at the June 17, 2025 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. 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 school met this standard. Bylaws are consistent with state law and the board reviewed them at the September 2024 meeting, and approved revisions at the October 2024 meeting.	

Governance Standard 8 - The Board of Directors adheres to board member election requirements set forth by state statute.	
X	2: Meets - All requirements were met.
	1: Partially Meets - N/A
	0: Does Not Meet - Election requirements were not met.
Data Source: Board Minutes, Bylaws, Board Policies, Interview	
Analysis: The school met this standard. The Board of Directors adhered to board member election requirements set forth by state statute. The election was held more than 30 days after the election was announced and occurred on a day when the school was in session.	
<ol style="list-style-type: none"> 1. Election Date: April 1-8, 2025 2. Date of Election Announcement: February 5, 2025 3. Was the election held on a day school was in session? Yes 	

Governance Standard 9 - The board conducts an annual evaluation (including all aspects of the position description) of the performance of the school leader through a defined annual evaluation process.	
X	2: Meets - The board completed a formal evaluation of the school leader including all aspects of the job description.
	1: Partially Meets - The board completed an evaluation of the school leader but not on all aspects of the job description.
	0: Does Not Meet - The board did not complete an annual evaluation of the school leader.
Data Source: Annual Report, Board Minutes, Committee Minutes, Board Documentation	
Analysis: The school met this standard. The Board conducted an evaluation of the school leader at the June 17, 2025 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 Board had a board-approved professional development plan for the School Director that was approved at the November 21, 2024 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 three or more examples of the board monitoring the organization's adherence to school board policies, such as ensuring the school follows policies on financial planning and budgeting, student discipline, and board-level ethics and personnel oversight (including a nepotism policy and the 100-series governance policies).	

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: October, November, December, January, March, May and June. Some academic performance data shared include: <ul style="list-style-type: none"> • Annual Report/WBWF Summary • READ Act training • Fall conferences • Weekly podcasts • Student-led conferences • 4-8 morphology and phonic instruction • Data driven decision making and FastBridge • Strategic plan related to academic objectives 	

Governance Standard 13 - The school maintains a high level of parent, teacher and student satisfaction rates based on school-conducted surveys and student/faculty retention rates.	
X	2: Meets - All of the following criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.
	1: Partially Meets - Two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.
	0: Does Not Meet - Less than two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.
Data Source: School Annual Report, Board Minutes, School Data, Interview	

Analysis: The school met this standard. All three criteria identified in Governance Standard 13 were met: the parent survey showed a combined “strongly agree/agree” satisfaction rate above 80%, and both student and staff retention rates exceeded 80%, demonstrating high levels of satisfaction among parents, students, and teachers.

1. Parent satisfaction: 58.62% strongly agree + 31.03% agree = 89.65% positive responses, which exceeds the required 80% satisfaction benchmark.
2. Staff retention: 95%, which exceeds the required 80% staff retention benchmark.
3. Student retention: 94.44%, which exceeds the required 80% student retention benchmark.

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

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

Governance Standard 15 - The board of directors maintains a Board Documents Binder which includes meeting minutes, bylaws and articles of incorporation and financial statements; and statutory requirements for posting board related information on the school’s website.

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

Data Source: School Website, Board Documents Binder

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

Governance Standard 16 - The board has a policy review calendar and reviews and updates its policies as needed or required by state law.

X	2: Meets - The board has a thorough policy review calendar/plan and review policies as a regular component of regular board meetings.
	1: Partially Meets - The board has a policy review calendar/plan but policies were not regularly reviewed.
	0: Does Not Meet - The board did not have a calendar/plan for policy review and/or reviewed just a few policies during the year.

Data Source: School Website, Annual Report, Board Minute Review Log, Board Minutes, VOA Visit Review, Governance Committee Minutes, Interview

Analysis: The school met this standard. The Board had a thorough policy review calendar and reviewed policies as a regular component of regular board meetings. Policies have been reviewed in August, September, November, December, February, April, May and June.

Some of the policies reviewed include:

- Discipline

- 100 series
- Nepotism Policy
- Library Material
- 800 & 900 Series
- Treatment of Students & Families
- Treatment of Staff & Staff Evaluation
- Compensation and Benefits
- Student Cell Phone Use
- Use of School Credit Card
- 600 Series
- Financial Planning and Budgeting
- Financial Conditions and Activities

SECTION PART TWO: SCHOOL MANAGEMENT AND OPERATIONS

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

M/O Standard 1 - Mission and vision are central to the school’s identity and inform all decision-making processes. The school’s learning program exemplifies the mission and vision of the school.

X	2: Meets - Mission and vision are central to the school’s identity and inform all decision-making processes. The school’s learning program exemplifies the mission and vision of the school.
	1: Partially Meets - Mission and vision are displayed in the facility, on website and in annual report, but evidence that they guide decision-making and programming are missing.
	0: Does Not Meet - Mission and vision are not used to guide school’s decision-making.

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

Analysis:

SCHOOL MISSION: 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. Perspectives, a rich source of experiences and material. Students should be encouraged to become significant contributors to their community.

[2024-2029 Strategic Plan](#)

DESCRIPTION OF HOW SCHOOL IS MEETING MISSION AND VISION: The vision and mission of Schoolcraft Learning Community emphasize the fact that development of personal character for 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 the school community through developing a new strategic plan that is in place for 2024-2029. [2024-2029 Strategic Plan](#)

SLC is on year two of the implementation of the Strategic Plan

[SLC Strategic Plan Timeline 2024 - 2029](#)

[SLC Strategic Plan Tracker - 2024-2029](#)

Authorizer note: Through “crews” in each grade or configurations of grades, expeditions, service-learning, etc., students learn to be self-directed and confidently navigate the outdoor world around them. Embracing outdoor learning, SLC has built several outdoor classrooms, gardens, and trails on their property.

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

X	2: Meets - The school has a plan for Service Learning that connects classroom learning with real life lessons that come through service.
	1: Partially Meets - The school has a service-learning plan, but without evidence of a connection between the plan and service activities.
	0: Does Not Meet - The school does not have a plan for service learning. School does not engage in service.

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

Analysis:

BRIEF DESCRIPTION OF SCHOOLS SERVICE-LEARNING PLAN:

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 level will undertake 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 the mottoes at Schoolcraft is, “We are crew, not passengers - strengthened through consequential acts of service to others.” Crews in each grade level have service-learning embedded into their expeditions which includes, but is not limited to, doing work at local state parks, creating artwork for the community, and other projects that take students beyond the four walls.

Kindercrew:

Designed and planted a community garden on campus.

Plant sale to raise funds for their supplies.

First Grade:

Signs for the Forest trails.

Birding brochure for Schoolcraft trails.

Second and Third Grade:

Created a bullying lesson to teach to other students.

NexTrex Recycling Challenge.

Fourth and Fifth Grade:

Road ditch clean-up

Food shelf drive

Middle School:

Road ditch clean-up in the fall.

Planted fruit trees for SLC.

Made and donated boot cleaners for MHA Nation when they were out on their fieldwork.

Knitted baby knit hats for NICU babies for a local hospital.

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, Traliant)
- Sexual Harassment in the Workplace (Online, Traliant)
- Seizure Training (available to those who have not completed or for refresher)
- Mandated Reporting (provided by Beltrami County)

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

The school has ramps between levels of the main building, doors are ADA width, bathrooms have a designated stall, and has utilized adaptive technology as needed for students.

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

Everyone is able to join and participate in after-school activities/clubs. If IEP support is needed, it is provided.

School complies with MS 121A.035 – Crisis Management Policy. 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 (I Love You Guys) coordinated districtwide.
 - Transition began in FY25 and continues in FY26.

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

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

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

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

Bus Safety training/education is provided in class through video.

<https://dps.mn.gov/divisions/ots/safe-driving-information-and-laws/driver-and-passenger-safety/school-bus-safety>

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

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

NOTE: Drill logs reviewed by authorizer representative; Maps posted by room exits, Crisis Manuals in all rooms

Location of emergency drill log: Google Drive [SLC Drills Schedule 2024-25](#) [SLC Drill Schedule 2025-26](#)

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

Date of most recent facility inspection by fire department: 11/28/23 (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. Yes No

Location of visitor log: Front Desk

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

Responsible employee: School Employee - Lauren Flier (Health Assistant)

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

Designated responsible employee: Lauren Flier

School Nurse and License Number: N/A

License # N/A

Frequency of school visits: Health Aide has gone through [530 Immunization Requirements](#)

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: Lauren Flier (Lauren coordinates with public health which is willing to visit the school, offer courses, certifications, etc. The Northwest Tech sends students supervised by faculty RNs to do the health screening.)

School Nurse License # 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: As a school under 1000 pupils SLC is not required to have employed or contract with a licensed school nurse. The school works 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.

NOTE: Authorizer suggests that SLC consider amending policy 516 to extend to faculty use of prescription medications during the school day.

School has a designated 504 Coordinator.
 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 ____ NA

Schoolcraft holds 504 meetings with the 504 team, which includes 504 coordinator, crew teacher, guardians of students, in addition to school health aid and head chef when appropriate (celiac disease, diabetics, etc.). In these meetings they 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 2025-2026 school year on a 504 plan: 7
 Number of enrolled students during the 2024-2025 school year on a 504 plan: 7

M/O Standard 4 - The School complies with state and federal laws pertaining to data collection, storage, distribution, and privacy. (Minn. Stat. Chapter 13 and Family Educational Rights and Privacy Act (FERPA), and Contract Article 8).

X	2: Meets - The school has required Data Practice policies with evidence that they are implemented in accordance with federal data practices law and the Minnesota Data Practices Act. There is evidence that board and faculty are trained in Data Practices. There were zero incidents of not following state and federal data practices policies and privacy laws.
	1: Partially Meets - The school has required Data Practice policies with evidence that they are implemented in accordance with federal data practices law and the Minnesota Data Practices Act. There is evidence that board and faculty are trained in Data Practices. There was one incident of noncompliance with state and federal data practices policies and privacy laws.
	0: Does Not Meet - The school does not have one or more required Data Practice policies in place and/or there was insufficient evidence that board and faculty are trained in Data Practices. There has been two or more incidence of noncompliance with federal data practices law and the Minnesota Data Practices Act.

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

Analysis:

School Appointed DPA Responsible Authority (RA): Director of Operations, Mark Bjornrud
 School Appointed DPA Designated Authority (DA): Director of Teaching and Learning, Alyssa Kruger
 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
 ● 25.08.12 SLC Board Meeting Minutes (See Consent Agenda)

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.

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

School verified that only designated school employees have access to files containing student/employee records. Yes
No Located in Director of Operations office (always locked)

Authorizer representative verified that the school has Tennessee Warnings for both the enrollment and employment process.
 Yes No Partial
Employee Handbook distributed annually to staff with Tennessee Signatures on pg. 44
Employee Handbook 7.1.24-6.30.27
Included in initial enrollment form on pg. 4
SLC Enrollment Lottery Entry Form 2025-26 School Year - Google Forms.pdf

School has a board approved Data Request Policy / Procedures. Yes No
School policy name(s) and number(s):
515-1 Data Request Practices Procedures

Authorizer representative verified that the school maintains a detailed register/log of all data requests.
 Yes No Partial
SLC Data Request Log

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

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

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

Analysis:

Description of school plan for student / parent engagement and supporting evidence:
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 has grown in participation over last year as a result of the efforts of our new Native American Program Liaison and Indigenous Studies teacher. Schoolcraft works with AIPAC to develop plans for programing and use of AIEA funds.

Student led parent-teacher conferences are held twice per year and are well attended.

Annual Meeting in the fall for the corporation and Title I but 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 which continues this year providing weekly insights from the Directors on what has been happening and what is coming up.

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

[SLC Family Handbook | Master](#)

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: Thirteen staff members are currently working on LETRS training. K-3 teachers noticed a need for additional support for their students in the area of foundational language arts skills. The group determined that UFLI was the best fit for the students' needs and have begun to implement that curriculum in their classrooms. At the conclusion of last year, the 3rd-5th grade teachers were noticing a need for students as well and began to implement Functional Phonics and Morphology. This is the last year with SLC's current K-5 math curriculum, iReady. SLC will begin a math curriculum team that will determine whether or not there is a need to implement a new math curriculum. Looking at the data on the MCA, there seems to be a need for something different at this time. It will also be a good year to look into a new curriculum as the math standards have changed. Middle school is currently piloting a new math curriculum, McGraw-Hill Reveal math. The middle school math curriculum was not under contract so there was no need to wait to try to implement something new. Anna, the math teacher, reached out after MCAs and was concerned with the fact that the scores continued to drop in the middle school and she felt that it was due to the current curriculum. At workshop week, teachers are provided time to go through their expeditions to ensure that all standards are being met within their learning expeditions to ensure that all expeditions are updated with current standards. NOTE: Learning expeditions are on a two-year rotation in grades K-5, and on a three-year rotation for grades 6-8. During this time, teachers use instructional data and observations to make adjustments to the learning tasks on current state standards as well as student needs. Management requires that lesson plans (expeditions) and student learning targets are aligned to the state standards. _X_ Yes ___ No Description of school requirement as provided by the school: 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. _X_ Yes ___ No Description of school plan provided by the school: All students K-8 are screened for math and reading using FASTBridge universal screener. At team meetings, teachers are provided with the data and we talk through the data to ensure we are not only providing appropriate instruction, but that students are being referred to the MTSS/Child Study team to determine whether or not tier 2 or tier 3 intervention is necessary.	

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: Schoolcraft Learning Community FY26 Teacher Licensure Verification	

M/O Standard 8 - The school has adopted a formal teacher evaluation process and adheres to the requirements set forth in Minnesota Statute 122A.40.	
X	2: Meets - Meets all criteria and is adhered to.
	1: Partially Meets - Meets some of the criteria, but no evidence that process is followed.

	0: Does Not Meet - School has not adopted a teacher evaluation process.
Data Source: The teacher evaluation plan submitted to VOA-MN by September 1	
Analysis: Modeled from NW Service Coop. Three-year cycle. Probationary teachers (first 3 years) three per year. After that, every three years. Director of Teaching and Learning (Alyssa) is responsible for teacher observations and the Special Education Coordinator (Sara) is responsible for SPED teacher evaluations. Informal observations occur a couple of times monthly aligned to a checklist. 2025-26- SLC Teacher Evaluation Handbook	

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: Background Check Form Background Check Policy # Employee Handbook 7.1.24-6.30.27 903 Visitors to School Buildings and Sites Frequency of background checks on volunteers: Prior to initial volunteering and annually. Frequency of background checks on employees: Background check done at hiring. <i>Authorizer note: The school might consider background checks more frequently on employees. The policies of various other schools were reviewed and discussed during the visit.</i>	

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: 201 budget set on 203. However, at the October board meeting, the school revised its budget to 198. The school is on target to meet enrollment. Present School Year Student Enrollment / Headcount by Grade: K - 19 1 - 20 2 - 21 3 - 22 4 - 22 5 - 22 6 - 19 7 - 36 8 - 20 Number of students (head count) served in previous year: 196 Number of students (head count) served in second previous year: 195	

M/O Standard 11 - The school institutes a fair and open student admission process that complies with Minnesota law.	
X	2: Meets - The school provides evidence of adherence with state laws and guidelines pertaining to student admission.
	1: Partially Meets - The school provides evidence of adherence with state laws and guidelines pertaining to student admission with 1-2 findings.

	0: Does Not Meet - The school could not provide evidence of adherence with state laws and guidelines pertaining to student admission.
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership, website.	
Analysis: Admissions Policy Number: 538 Enrollment 537 Kindergarten Lottery Application Form: SLC Enrollment Lottery Entry Form 2025-26 School Year - Google Forms.pdf	
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"> ● 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 <i>Tennessee is included in the Employee Handbook.</i> Evidence suggests that the school maintains and distributes annually an employee handbook <input checked="" type="checkbox"/> Yes <input 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: (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 at least once every three years. 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 14 - The school complies with IDEA, special education laws and school's TSES plan, including "Child Find." Applicable training is provided to faculty annually.	
X	2: Meets - The school could provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find."

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

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

Analysis:

Brief description of school Child Find/Study Process:

Alyssa Kruger has created a MTSS/Child Find team and has taken the lead role of this team.

Child Study Team (MTSS) Members:

- 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)
- Sara Godding (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 or not 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.

MTSS developed a form for tracking the progress of interventions. FASTbridge is also utilized for interventions.

Name of special education teachers & license/file number:

Genevieve Radniecki: 304032

Chris Jelinek: 1032841

Melissa Dockter: 190200

Kristi Garbow: 337711

Sara Dreyer: 298343

Number of special education paraprofessionals: 9 FTE

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

SLC covers this topic during September. This year it was covered during workshop week. This training is led by Sarah Dreyer and Alyssa Kruger.

School retains the students with disabilities that are enrolled:

Percent of special education students served in FY26: 23.7 %

Percent of special education students served in FY25: 22.6 %

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, the school has not been subject of a special education investigation 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: SLC is in cohort 1 and was considered for a comprehensive review during the 2024-25 school year; however, due to SLC being in good standing with a low risk factor, they did not need to complete a comprehensive audit. They did a self-assessment that led to a list of staff-led corrections that they need to complete within a calendar year. The majority of those have already been completed and there is a plan in place to correct the remaining during students regularly scheduled annual IEP meetings. There were no CAPs due to the level of corrections needed being so low.

CAP Items: NONE

SLC is currently in Document Review Phase 2 (phase 1 document review and now in year of making corrections - all self-monitoring with involvement by Sped Director and reported in MDE system Stepwell)

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.

Current audit stage: COMPLETE

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: Mark Larson, Indigo Education
 Special Education Director License Number: 438274
 FY26 meeting date(s): November 19, 2025
 FY25 meeting date(s): May 6, 2025
 FY24 meeting date(s): May 9, 2024

M/O Standard 17 - The charter school disseminates information about the school's offerings and enrollment procedures in accordance with Minn. Stat. 124E.17. The school documents its dissemination activities in the school's annual report and in their VOA-MN compliance binder.

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

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

Analysis:

SLC disseminates information regarding its offerings and enrollment procedures each year leading up to and during the Lottery enrollment period. This is disseminated via various social media platforms as well as advertisements taken out in the Buy Line, which is a weekly paper sent out free of charge to all area residents. This dissemination helps to ensure information is available to people of the area including low-income families and communities, students of color, students at risk of academic failure, and students underrepresented in the school's student body relative to Minnesota's population. SLC also has informational brochures that are distributed throughout the community. The school had a table at several festivals, including Kids Fun Day, and Bemidji Pride Festival.

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
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I	Evidence suggests that the school is adhering to their plan for standardized interim assessments and utilizing that student performance data (contract Article 7).	X	
<p>School Evidence Provided for Authorizer Review:</p> <p>2025-2026 School Plan for Standardized Assessments: SLC does three reading and math tests using STAR by Renaissance for students in grades 1-8. SLC also uses Developmental Reading Assessment (DRA) testing for students in grades K-3. Kindergarteners are also tested using the STAR by Renaissance Early Literacy Program. Students in grades 3-8 participate in the MCA. Students in K-5 take three diagnostic assessments for the Ready Math Curriculum; these assessments are given three times a year to analyze students' progress.</p> <p>Authorizer representative was able to verify that the testing calendar is on website per state statute <u> X </u> Yes <u> </u> No SCHOOL WEBSITE URL CODE FOR CALENDAR: https://www.schoolcraft.org/page/standardized-testing</p> <p>Evidence suggests that the school has designated an Assessment Coordinator and process for ensuring compliance with state examination administration <u> X </u> Yes <u> </u> No DAC = Alyssa Kruger, Director of Teaching and Learning</p>			
II	Evidence suggests that the Board of Directors maintains at least the amount and types of insurance coverage up to the applicable tort liability limits under Chapter 466.04 and Article six of the contract – Types and Amounts of Insurance. The School provided the Authorizer with certificates of insurance at least annually (contract Article 6).	X	
Insurance Policy Renewal Date: prop-liability overview.pdf			
III	Evidence suggests that the school is only serving their authorized grades and approved school sites (contract Article 4 and 5).	X	
<p>School Evidence Provided for Authorizer Review:</p> <p>Grades Served Present School Year: K-8 Grades Served Past School Year: K-8 State Approved Grades: K-8 Number of Approved School Sites/Buildings: 1 Number of School Sites/Buildings Operated: 1 Evidence Provide by the School for Authorizer Review: walk through of the facility.</p>			
IV	Evidence suggests that the school is non-sectarian in its program, admission policies, and employment practices, and for all other purposes (contract Article 4 and 6).	X	
<p>School Evidence Provided for Authorizer Review:</p> <p>LIST OF APPLICABLE SCHOOL POLICY TITLES AND NUMBERS:</p> <ul style="list-style-type: none"> ● 609 Religion ● 706 Acceptance of Donations ● 537 Kindergarten Lottery ● 538 Enrollment ● Family and Staff Handbooks <ul style="list-style-type: none"> o Employee Handbook 7.1.24-6.30.27 revised 5/1/2025 o SLC Family Handbook Master revised 8/19/2025 			
V	The school's VOA-MN Compliance Binder is complete (contract Addendum B). <i>NOTE: The school should obtain a copy of their Renewal Notice from the MN Office of the Attorney General.</i>	X	
Schoolcraft Compliance Binder			
VI	Evidence suggests that the school adheres to their human resources policies and procedures (contract Article 6 and Article 8).	X	

<p>Explanation: Provisions are contained in the Employee and Family handbooks which address nondiscrimination and equal opportunity Board Policy 401 Equal Employment Opportunity Board Policy 407 Employee Right to Know - Exposure to Hazardous Substances 2018 Board Policy 413 Harassment and Violence Board Policy 430 - Duties of Director(s) for Personal Management.docx</p> <p>Employee Handbook 7.1.24-6.30.27 SLC Family Handbook Master</p> <p><i>Authorizer note: The school board should approve the employee roster annually at the June or July meeting because they are contracts and expenditures. Employee contracts should be offered “pending a clear background check and school board approval.” UPDATE: Employee Roster approved annually at August board meeting and new hires are approved at board meetings.</i></p>			
VII	<p>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).</p>	X	
<p>School Evidence Provided for Authorizer Review:</p> <p>LIST OF APPLICABLE SCHOOL POLICY TITLES AND NUMBERS:</p> <ul style="list-style-type: none"> ● Board Policy 401 Equal Employment Opportunity ● Board Policy 407 Employee Right to Know - Exposure to Hazardous Substances 2018 ● Board Policy 413 Harassment and Violence ● Board Policy 430 - Duties of Director(s) for Personal Management.docx ● Employee Handbook 7.1.24-6.30.27 <p>School Designated Human Resources Person: Mark Bjornrud EEO Grievance Designee: Caige Jambor School District Human Rights Officer: Caige Jambor</p>			
VIII	<p>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).</p>	X	
<p>School Evidence Provided for Authorizer Review:</p> <p>Licensed teachers are formally evaluated according to MN statutes. Schoolcraft’s evaluation process is designed to meet teachers where they are and help them reach their goals, no matter where they are in their career. New teachers within their first three years of teaching are categorized as ‘growing’ and evaluated three times a year. Veteran teachers, who are beyond three years of teaching, are categorized as ‘deepening’ and are evaluated at least once a year, as needed.</p> <p>Evaluation Process is in the Employee Handbook Employee Handbook 7.1.24-6.30.27</p> <p>Director: Directors are evaluated annually by the board. Evaluations are based on goals set in summer. Evaluation committee leads evaluations.</p>			
IX	<p>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).</p>	X	
<p>School Evidence Provided for Authorizer Review: N/A After school clubs.</p>			
X	<p>Evidence suggests that the school complies with laws pertaining to student discipline and Pupil Fair Dismissal Act (121A.40)</p>	X	
<p>506 Student Discipline SLC Family Handbook Master</p>			

XI. School Website Content Requirements	URL
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<i>(School will walk through website with a during visit to verify compliance)</i>		
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://www.schoolcraft.org/page/annual-report-and-wbwf
b.	Comprehensive Achievement and Civic Readiness Report (MS 120B.11)	https://www.schoolcraft.org/page/annual-report-and-wbwf
c.	Identity of and contact information for the authorizer (MS 124E.07, Subd 8)	https://www.schoolcraft.org/page/at-a-glance Link to VOA-MN also on footer of website
d.	Directory information for board <u>and</u> committee members (name, phone, email, affiliation) (MS 124E.07, Subd 8)	https://www.schoolcraft.org/page/board
e.	Board and committee meeting minutes (if authority) for at least one calendar year. (MS 124E.07, Subd 8)	Board: https://www.schoolcraft.org/page/board-minutes Finance Committee: https://www.schoolcraft.org/page/finance-committee-minutes
f.	Literacy plan including English Learners (for schools with grades K-3) (MS 120B.12, Subd 4)	https://www.schoolcraft.org/page/local-literacy-plan
g.	Collaborative Agreements (if they exist) (MS 124E.08)	N/A
h.	Wellness Policy / Plan (if applicable) (MS 121A.215)	https://www.schoolcraft.org/page/board-policies Policy 533
i.	Lottery and enrollment policy and process (MS 124E.11, Subd. (b))	https://www.schoolcraft.org/page/admissions
j.	Calendar of standardized tests to be administered during the year (with rationales) (MS 120B.301)	https://www.schoolcraft.org/page/standardized-testing
k.	School Bullying Policy (MS 121A.031) Policy 514	https://www.schoolcraft.org/page/board-policies Policy 514
l.	Policy for group health (if applicable) (MS 124E.12, Subd 5)	https://www.schoolcraft.org/page/group-health-policy
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)	https://www.schoolcraft.org/page/schoolcraft-learning-community-abc
p.	A link to information on how to obtain an application and application assistance for Minnesota health care programs (MS 256.962. subd. 6)	(i.e., this link must be included on the charter school's website) https://www.schoolcraft.org/page/mn-health-care-programs-info
q.	School's restrictive procedures plan for children with disabilities (if applicable) (MS 125A.0942, subd. 1)	https://www.schoolcraft.org/page/restrictive-procedures-plan

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

CONTRACT RENEWAL CALCULATION

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

2024 - 2025 SCHOOL YEAR PERFORMANCE (FY25)						
	Meets Standard Points	Partially Meets Standard Points	Does Not Meet Standard Points	Total Points	Weight	Percent
Academic	8	2	0	10/12	.50	42%
Finance	20	0	0	20/20	.20	20%
Governance	32	0	0	32/32	.15	15%
Mgmt/Operations	34	0	0	34/34	.15	15%
Grand Total					1.00	92%

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%)		35%	39%	46%	42%	41%
FINANCE (20%)		15%	17%	20%	20%	18%
ORGANIZATION (30%)						
	BOARD GOVERNANCE (15%)	14%	14%	15%	15%	15%
	MANAGEMENT OPERATIONS (15%)	15%	15%	15%	15%	15%
	TOTAL	79%	85%	96%	92%	88%
CUMULATIVE AVERAGE 88%						

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