



SOUTHSIDE FAMILY CHARTER SCHOOL

ANNUAL SCORECARD REPORT

PUBLISHED WINTER 2025 for FY24

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

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

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

2024-2025 VOA-MN SCHOOL SITE VISIT DATE: November 21, 2024

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

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

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

Volunteers of America of Minnesota Accountability Plan

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

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

2 = Meets Standard

1 = Partially Meets Standard

0 = Does Not Meet Standard

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

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

15% weighting: Financial Sustainability

30% weighting: Organization

15% governance

15% management & compliance

Combining Data Over the Contract Term

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

Contract Renewal Eligibility

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

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

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

Intervention and Corrective Action

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

Closure Plan

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

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

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

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

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

SECTION ONE

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

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

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

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

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

SCHOOL STATUTORY PURPOSES:

- ❑ **SCHOOL PRIMARY PURPOSE (M.S. 124E.01):** The primary purpose of the charter school is to improve all pupil learning and all student achievement.
MEASURE: MCA exams
PERFORMANCE STANDARDS / EXPECTATIONS: Academic Performance Standards section below.
REPORTING: The extent to which the school is meeting this purpose will also be measured in the VOAMN Annual Network Academic Performance Report.

- ❑ **SCHOOL STATUTORY PURPOSE II (MS 124E.01):** Increase learning opportunities for all pupils.
PERFORMANCE EXPECTATIONS – The school will incorporate project-based and services learning into the school program. Project-based and service learning will include locally determined specific learning outcomes students are to achieve.
REPORTING: The extent to which the school is meeting this purpose will also be measured in the VOAMN Annual Network Academic Performance Report.

- ❑ **ADDITIONAL PURPOSE (M.S. 120B.11) WBWF:** The school is to meet the outcomes adopted by the Commissioner for all public-school students under Minnesota Statutes, section 120B.11 (“World’s Best Workforce”), applicable to elementary schools. Specifically, that 1) all racial and economic achievement gaps between students are closed; 2) all children are ready for school, 3) all third graders can read at grade level.
GOALS: locally determined, board approved annually for each of the outcomes.
REPORTING: Element of the Annual Report and “World’s Best Workforce” Plan and will be evaluated in the annual Authorizer Network Academic Performance Report.

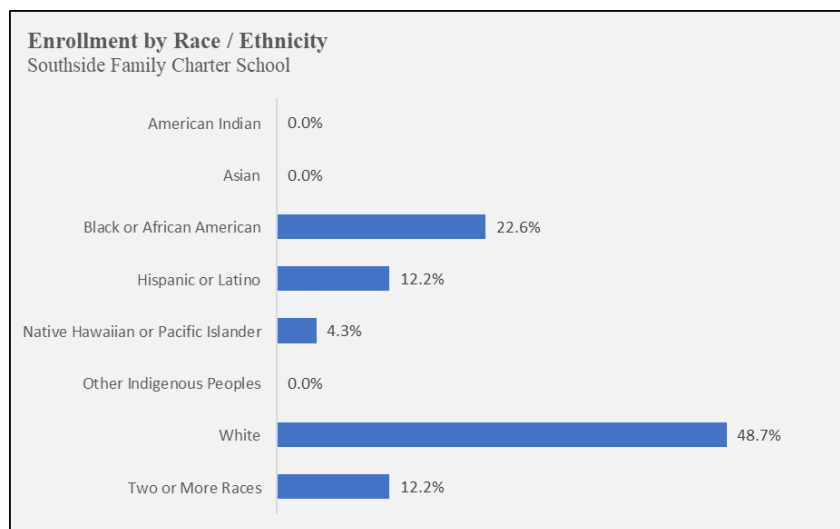


Figure 1 – Enrollment by Race/Ethnicity (Federal Definition)

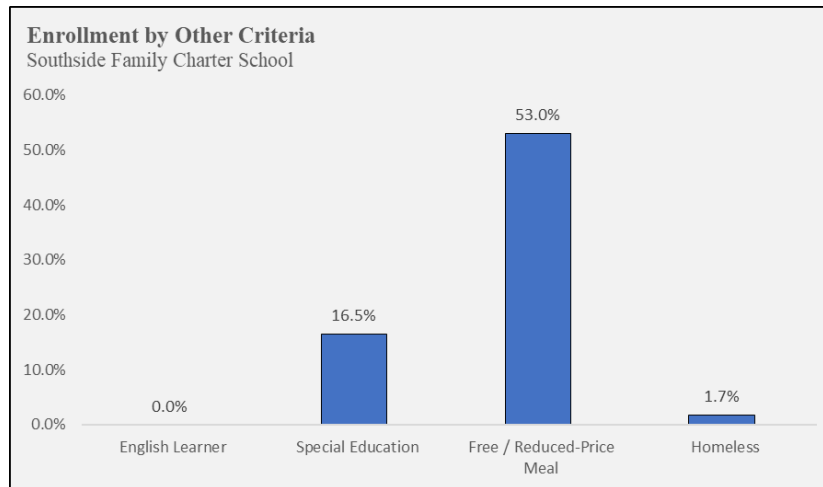


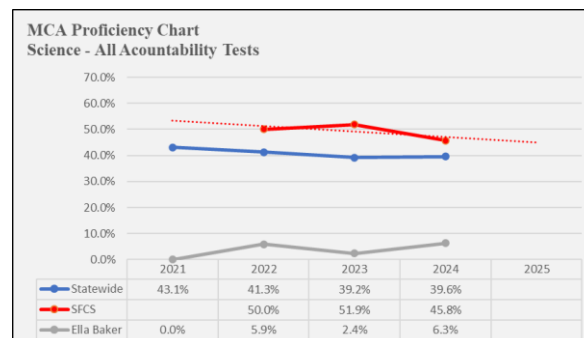
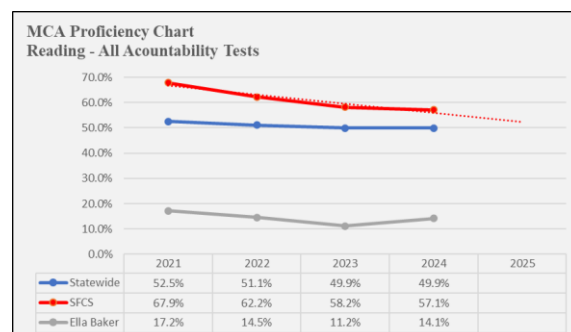
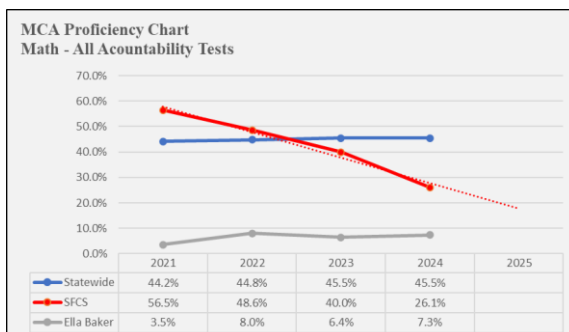
Figure 2 - Enrollment by Other Criteria

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

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

Data Source: Minnesota Department of Education

Analysis: SFCS is currently outperforming the local district comparison school, Ella Baker Elementary, in math, reading and science.

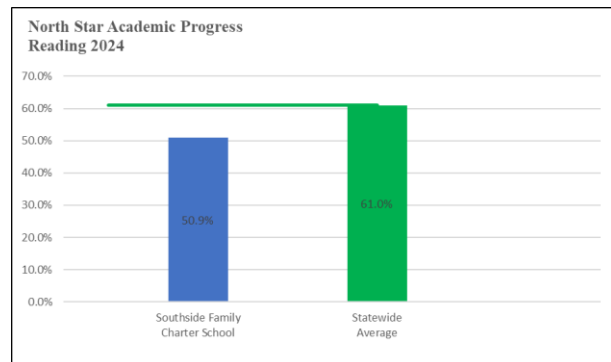
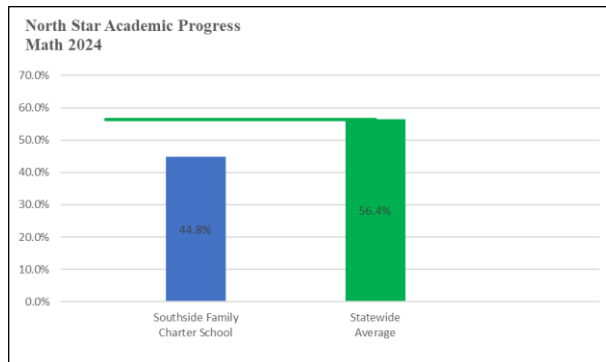


Academic Performance Standard 2 - Over the term of the contract, the school will maintain a combined average state-determined minimum achievement level of (improved + maintained) as evidence of meeting the statutory purpose of mission-driven charter schools, which is to improve the learning, achievement,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

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

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

Analysis: The school's academic achievement level (improved + maintained) was 44.8% for math and 50.9% for reading. A score of partially meets was awarded because the school's combined score was 47.9%.

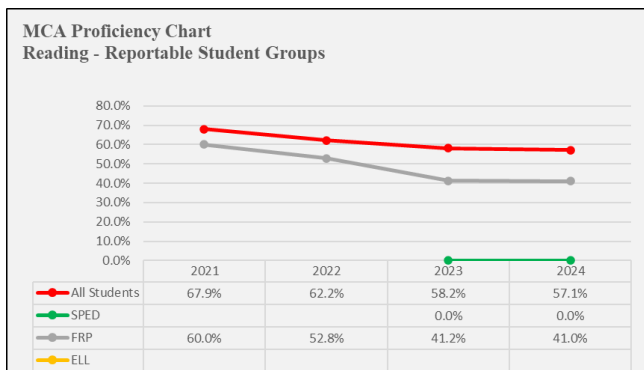
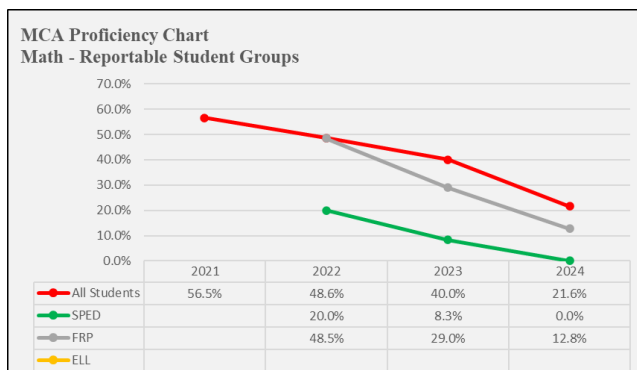


Academic Performance Standard 3 - The difference between the “all-students” proficiency rate in the School and any reportable student group proficiency rate will be reduced over the term of the contract in both reading and math using state examination data as evidence of meeting the statutory purpose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

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

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

Analysis: A score of Meets was awarded because the achievement gap was decreased in all four reportable areas, math SPED, FRP and reading SPED, FRP, from 2023 to 2024.



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

X	2: Meets - Meets all criteria and is adhered to.
	1: Partially Meets - Meets some of the criteria, but no evidence that process is followed.

	0: Does Not Meet - School has not adopted a teacher evaluation process.
Data Source: School Annual Report	
Analysis: SFCS has a process established for all teaching staff on a three-year cycle that meets all statutory requirements outlined in Minnesota Statute 122A.40, subd. 8. Probationary teachers (those in their first year of teaching at SFCS or within their first three years teaching in Minnesota) receive three performance reviews during each year of probation. The Evaluation process includes the following steps, employee preparation, stakeholder feedback/classroom visit, supervisor preparation, conduct performance review. The employee and the supervisor identify strengths and accomplishments, areas for development, and future growth goals.	

Academic Performance Standard 5 - All teachers are supported through a school-wide professional development plan that is based on analysis of assessment data and directly linked to improving all pupil learning and all student achievement.	
X	2: Meets - The school has adopted and followed a school-wide, data-driven professional development plan.
	1: Partially Meets - The school has a school-wide professional development plan, but the reviewer could not conclude that the plan was tied to data-driven decision-making.
	0: Does Not Meet - The school has not adopted a school-wide professional development plan.
Data Source: School Annual Report	
Analysis: In addition to training that is renewed every year, the SFCS staff engaged in professional development in 2023-24 that supported the intersection of the school's mission and healing/wellness. Some of these topics included: healing justice and restorative practices, abolition, practices of self-reflection and unpacking systems of power and oppression, meeting the needs of community members who are neurodivergent, community decision making processes and restorative solutions.	

Academic Performance Standard 6 - The school is meeting their additional statutory purposes (MS 124E.01, Subd 1; Charter Contract Addendum B).	
X	2: Meets - The school has a plan and is meeting their additional statutory purposes.
	1: Partially Meets - The school has a plan for meeting their additional statutory purposes and is partially meeting them.
	0: Does Not Meet - The school does not have a plan for meeting their additional statutory purposes and measuring progress.
Data Source: School Annual Report	
Analysis: SFCS has increased learning opportunities for all students and has remained committed to innovation and organizational excellence during the 2023-2024 school year. The school's commitment to a hands-on and authentic approach to history and social studies remains an innovative and unique practice. The school has incorporated many trips and projects into its curriculum that are the hallmark of its mission-driven operations. In addition, the school continues to utilize small class sizes and a commitment to family and community involvement as evidence of meeting its additional statutory purposes.	

Academic Performance Standard 7 - The school is meeting the World's Best Workforce goals (MS 120B.11; Charter Contract Addendum B). Refer to VOA Standard #3 for Achievement Gap goals.	
	2: Meets - The school has a plan and is meeting their WBWF goals.
X	1: Partially Meets - The school has a plan for meeting their WBWF goals and measuring progress.
	0: Does Not Meet - The school does not have a plan for meeting their WBWF goals and measuring progress.
Data Source: School Annual Report	
Analysis:	
Goal #1 All Students Ready for School	
Use Beginning of Year (BOY) data (FAST Early Math and Early Reading) to identify incoming kindergarten students in need of additional academic supports and set the baseline data for the year.	
Result: Goal Met	
The school assessed 100% of K students in the fall in math and 100% of K students in the fall in reading.	
Goal #2a All Students Career and College-Ready by Graduation	

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

Result: Goal Not on Track (Multi Year Goal)

Reading: In K-1, 45% of students made average or above average growth on the early Reading assessment. In 2nd-8th grade, 46% of students made average or above average growth on the aReading assessment.

Math: In K-1, 63% of students made average or above average growth on the earlyMath assessment. In 2nd-8th grade, 53% of students made average or above average growth on the aMath assessment.

Goal #2b All Students Career and College-Ready by Graduation

All students who attend Civil Rights/ Travel Study trip will create capstone project to share with the community after the experience.

Result: Goal Met

All students who attended the Detroit trip made and presented a capstone project to show their learning.

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.	
	2: Meets - Surplus position
	1: Partially Meets - NA
X	0: Does Not Meet - Deficit position

Data Source: Original and revised budgets, annual financial audit report, monthly income statements.

Analysis: The school's original FY 2024 budget was approved in June 2023 reflecting a deficit of \$216,588 and based on 124 ADMs. The budget was revised during the year to reflect a surplus of \$98,304.

The school ended FY 2024 with a deficit of \$9,573 and 117 ADMs. Overall, the school has not maintained a balanced budget.

Financial Standard 2 - The School is compliant with state and federal financial reporting deadlines and laws, including the proper use of public funds.

X	2: Meets - 2 = Never missed
	1: Partially Meets – Missed one time
	0: Does Not Meet - Missed > 1 time

Data Source: Preliminary UFARS data, ADM report, final UFARS data.

Analysis: The VOA-MN financial analyst did not discover any missed state or federal financial reporting deadlines through June 2024.

Financial Standard 3 - The School's financial audit is submitted to the Minnesota Department of Education, Office of the State Auditor and the authorizer by December 31.

X	2: Meets - Submitted
	1: Partially Meets – N/A
	0: Does Not Meet - Not submitted

Data Source: Email and attached MDE documentation from the School confirming the submission of the audit report.

Analysis: The school submitted its financial audit to the MDE by December 31, 2024.

Financial Standard 4 - Schools are expected to have audits that are free of all findings.

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

Data Source: The School's financial audit report.

Analysis: The school's FY 2024 financial audit contained three Minnesota Legal Compliance findings; Time Period for Payment, Accepting Donations, and Lack of Supporting Documentation in addition to two internal control findings that are considered to be significant deficiencies; Timely Bank Reconciliations and Authorized Bank Signatories.

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

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

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

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

Analysis: The VOA-MN financial analyst discovered multiple delinquent or late payments to vendors of the school through June 2024. Since the school received an audit finding on late payments, I held them harmless in this standard.

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

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

Data Source: Board packets.

Analysis: The school did not provide financial reports during FY 2024 on a consistent basis. Notes regarding this were included in financial oversight logs of the VOA-MN financial analyst and explain:

July 2023

- *February financials were not reviewed and approved by the board.*

September 2023

- *Financial reports were not reviewed and approved by the board in September.*

December 2023

- *October and November financial reports were not reviewed and approved by the board in December.*

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

2: Meets - 20% or >

1: Partially Meets -15-20%

X 0: Does Not Meet - < 15%

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

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

FOUR YEAR FUND BALANCE HISTORY

	FY 2021	FY 2022	FY 2023	FY 2024
Fund Balance Amount	\$502,160	\$443,629	\$155,682	\$146,109
Fund Balance Percent	29.75%	19.1%	6.2%	2.2%

As the table indicates the school's General Fund balance decreased over the prior three years and has fallen well below the school's and authorizers General Fund balance target of 19% and 20%, respectively. An excerpt from the schools General Fund balance policy states:

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

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

X 2: Meets - 8-12 meetings/year

1: Partially Meets -5-7 meetings/year

0: Does Not Meet - 0-4 meetings/year

Data Source: Board meeting agendas and minutes.

Analysis: The finance committee only met eleven times during the year but Finance committee meeting minutes are not posted on the school's website for FY 2024 and most board packets did not include the minutes. I would encourage the school to take minutes during the finance committee meetings, include them in the board packets, and post them on the school website.

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

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: All finance committee members received School Finance 101 training provided by Creative Planning during FY24.	

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

SECTION THREE

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

○ PART ONE: SCHOOL BOARD GOVERNANCE

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

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

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

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

The VOA-MN determined school board governance standards contained below are uniform for all VOA-MN charter schools. The standards are contained in VOA-MN Charter Contract Addendum B (School Accountability and Authorizer Oversight System) and serve as the basis for both annual authorizer monitoring of school board performance and contract renewal determinations. 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: Board Development and/or Board Training Plan and/or Training Table or Calendar, Board Development Committee Minutes, Board Minutes, Annual Report, School Website	
Analysis: The school met this standard. The Board had a training plan to ensure members have the necessary knowledge in the areas of finance/budget, policy/legal, personnel/employment, and education. The board development plan was shared with VOA-MN.	

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

Governance Standard 4 - The board of directors complies with initial and ongoing training requirements set forth in Minn. Stat 124E.07, Subd 7 (Training): governance, financial, and employment policies and practices.	
X	2: Meets - All board members comply with Minnesota law regarding board training requirements.
	1: Partially Meets - One board member did not fully comply with Minnesota law regarding board training requirements and was removed.
	0: Does Not Meet - More than one board member did not fully comply with Minnesota law regarding board training requirements.
Data Source: Annual Report, School Website, Board Minutes and Documents	
Analysis: The school met this standard. The school documented board training compliance in its 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 completes informal self-evaluations during one or more board meeting(s).
	0: Does Not Meet – The board did not complete a self-evaluation.
Data Source: Board Minutes, Board Development Committee Minutes	
Analysis: The school met this standard. The board completed a formal self-evaluation June 27, 2024.	

Governance Standard 6 - The board of directors will comply with MN Open Meeting Law, Chapter 13D, and maintain a quorum for all board meetings.	
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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 has no infractions of MN Open Meeting Law.	

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

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

Governance Standard 9 - The board conducts an annual evaluation (including all aspects of the position description) of the performance of the school leader through a defined annual evaluation process.	
X	2: Meets - The board completed a formal evaluation of the school leader including all aspects of the job description.
	1: Partially Meets - The board completed an evaluation of the school leader but not on all aspects of the job description.
	0: Does Not Meet - The board did not complete an annual evaluation of the school leader.
Data Source: Annual Report, Board Minutes, Committee Minutes, Board Documentation	
Analysis: The school met this standard. The School Board conducted the evaluation of School Director, Alissa Case, at the December 18, 2023, board meeting.	

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

Analysis: The school met this standard. The School Director, Alissa Case, had a board-approved professional development plan. The professional development plan was submitted to VOA-MN.

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 document more than three examples of the Board monitoring the organization's adherence to school board policies.

Governance Standard 12 - The board of directors complies with Federal data practices law and the Minnesota Data Practices Act (Minn. Stat. Chapter 13)*.

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

Data Source: Board Minutes, VOA-MN Visit Review

Analysis: The school partially met this standard. The school assigned data practice officials in FY24, but training was not provided.

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

	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.
X	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 does not meet this standard. Board minutes documented review of academic performance at 2 meetings.

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

X	2: Meets - All of the following criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.
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	1: Partially Meets - Two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.
	0: Does Not Meet - Less than two of three criteria are met: high levels of satisfaction of parent satisfaction is based on survey results of over 80%; high levels of student satisfaction based on achieving over 80% retention rates; and high levels of teacher satisfaction based on achieving over 80% staff retention rates.
Data Source: School Annual Report, Board Minutes, School Data, Interview	
Analysis: The school met this standard. The school met all 3 criteria. <ul style="list-style-type: none"> The student retention rate was 100%. The staff retention rate was 80% (79.5%). The parent satisfaction survey results were over 80%. 	

Governance Standard 15 - Board documents are distributed to all board members at least 3 days prior to a board meeting.	
X	2: Meets - Board documents were distributed to all board members at least 3 days prior to each board meeting.
	1: Partially Meets - Board documents were not distributed to all board members one or two times.
	0: Does Not Meet - Board documents were not distributed to all board members three or more times.
Data Source: Monthly Board Minute Review Logs, Board Chair Statement	
Analysis: The school met this standard. The Board Chair confirmed board members had access to board packets at least 3 days prior to all board meetings.	

Governance Standard 16 - The board of directors maintains a Board Documents Binder which includes meeting minutes, bylaws and articles of incorporation and financial statements; and statutory requirements for posting board related information on the school's website*.	
	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.
X	1: Partially Meets - Complete information is available both in a binder and on the school's website; but there are 1-2 incidents of minutes not being posted after board approval.
	0: Does Not Meet - Information is incomplete in the binder or on the school's website.
Data Source: School Website	
Analysis: The school partially met this standard. A recent website review showed the school's website is missing the Group Health Insurance Coverage Policy. The Board Chair confirmed there is a Documents Binder that is kept in the office. Documents can also be found on the public Google Drive located on the school's website.	

Governance Standard 17 - The board has a policy review calendar and reviews and updates its policies as needed or required by state law.	
	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 reviewed at fewer than half of the regular board meetings.
X	0: Does Not Meet - The board did not have a calendar/plan for policy review and/or reviewed 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 does not meet this standard. Board minutes show that policies were reviewed at 2 regular meetings.	

○ SECTION PART TWO: SCHOOL MANAGEMENT AND OPERATIONS

Effective day-to-day operations of a charter school support the Learning Program. A well-run school provides an environment in which staff and students can perform at the highest possible level and more effectively reach the school's goals. Management and operations of the school will be monitored and reported by the authorizer using the Formal Site Visit Rubric. The standards also serve as the criteria for contract renewal determinations. 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:	
<p>SCHOOL MISSION: Southside Family Charter School is a small, K-8 school that meets the needs of a culturally and ethnically diverse population by engaging children in critical thinking and problem solving, involving children in political and social activism, encouraging creative expression, offering a wide range of electives and advocating for children and families.</p> <p>SCHOOL VISION: To erase the educational inequity gap among students by providing a holistic education that brings social justice, excellence and transformational empowerment to students in grades K-8.</p> <p>Social justice is why the community members the school serves and employees come to SFCS and why they stay. The first questions the school asks in employment interviews of new candidates are always about the school mission and in daily school decision making (function through consensus making at Southside, even when it is a struggle). The school's middle school students research issues and take action, including speaking at rallies, press conferences and educational conferences on issues ranging from civil rights and racism to affordable housing and environmental justice. The school's mission is posted in the school's entryway bulletin board which the authorized representative viewed. Mission and Values are posted on the school's website.</p>	

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:	
<p>Southside is dedicated to service learning and the opportunities it affords students. SFCS features regular service-learning activities as a central part of its social justice curriculum. SFCS has developed specific goals to this end for each grade level.</p> <p>K – 3rd grade Goal: Students will gain an appreciation of what it means to give back to the community. Example Activities: Group Neighborhood Cleanup. Making blankets to donate to organizations who distribute them to people experiencing homelessness</p>	

4th – 6th Grade Goal:

Students research an issue they feel passionate about to educate community members on solutions for community problems. Example Activity: Students research various community practices that promote environmental stewardship and justice (biking or busing, recycling, composting, elimination of plastics, elimination of fossil fuel usage, etc). Through their research, students design policies for our school to implement and create a presentation to educate families and community members and changes they can make.

6th – 8th Grade Goal:

Students will partner with a community organization that is impacting social change on an issue they are passionate about. Students will learn about different methods of direct and indirect service and the importance of building community and coalition to create change. Example Activity: Middle School students partner with a local organization on housing justice and have an opportunity to engage in conversations to impact city statutes, partnering with other organizations fighting for racial and economic justice, talking with local legislators, and participating in fundraising for affordable housing.

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

	2: Meets - The school can provide evidence that it complies with health and safety requirements for public schools.
X	1: Partially Meets - The school is making progress approaching standard.
	0: Does Not Meet - The school could not provide evidence of compliance with health and safety requirements for public schools.

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

Analysis:

Faculty have received required back-to-school training on health and safety procedures. X Yes No
During workshop week.

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

- OSHA
- Health and Safety (General)
- Mandated Reporting

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

Policy # 806- Policy Title Crisis Management

- [Crisis Management Policy 506](#)

Number of fire drills completed in the previous school year 4 . (req. five annually) School did not meet annual requirement per the Fire Marshall log for the 2023-24 SY

Number of lockdown/safety drills completed in the previous school year 4 . (req. five annually) School did not meet annual requirement per the Fire Marshall log for the 2022-23 SY

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

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

Designated crisis management person / team members: School Leader, Operations Manager, Social Worker, Healing Justice Educator

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

NOTE: Drill logs reviewed by authorizer representative.

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

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

School maintains a log of all visitors. ☒ Yes ☐ No Location of visitor log: Main office front desk. Authorized representative viewed.

School complies with MS 144.29 Health Records; Children of School Age. ☒ Yes ☐ No
Responsible employee: Operations Manager, Jamesha Hodge

School complies with MS 121A.15 - Health Standards; Immunizations; School Children. ☒ Yes ☐ No
Designated responsible employee: Operations Manager, Jamesha Hodge
School Nurse and License Number: Navigate Care Consulting, Rose Booth Robertson 2437516
Frequency of school visits: 2 through 11/21/24

School complies with MS 121A.22 – Administration of Drugs and Medicine. ☒ Yes ☐ No
Designated responsible health aid/employee: Jamesha Hodge
School Nurse License Number: Rose Booth Robertson 2437516

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

School complies with MS 121A.21 – School Health Services (if applicable). ☐ Yes ☐ No ☒ NA
The school contracts with a licensed school nurse or organization. ☒ Yes ☐ No ☐ NA
Name/Organization: Navigate Care Consulting, Rose Booth Robertson

School has a designated 504 Coordinator: ☒ Yes ☐ No
504 Coordinator Name & Position: Nick Tait (Social Worker)
School has a process to ensure that student accommodations are consistent with 504 Plans. ☒ Yes ☐ No
Number of enrolled students during the 2024-2025 school year on a 504 plan: 4

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

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

Analysis:

FY24 School Appointed DPA Responsible Authority (RA): Jamesha Hodge
FY24 School Appointed DPA Designated Authority (DA): Jamesha Hodge
FY24 School Data Practices Compliance Official (DPCO): Jamesha Hodge

APPLICABLE BOARD POLICIES: (Titles and Numbers)

- 515 Protection and Privacy of Pupil Records
- 406 Public and Private Personnel Data

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

Authorizer representative verified that the School has a data retention plan: ☐ Yes ☒ No

Authorizer representative verified that Student academic records are filed in a separate locked cabinet. The school uses PowerSchool for an online Student Information System.

☒ Yes ☐ No Location: Main Office

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

X Yes ___ No Location: Online

Personnel files are also virtual and are shared between our HR platform, Ease, and google folders for each employee. Paper copies of student and staff files are in a locked cabinet in the main office.

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

X Yes ___ No Location: Online

Authorizer representative verified that the school has Tennessee Warnings for both the enrollment and employment process. ___ Yes ___ No X Partial *Tennessee Warning for employment process could not be found. Please investigate and include it in application and/or other employment documents.*

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

X Yes ___ No

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

School evidence provided for Authorizer Review: Policy #722 Alissa - last updated 1/26/19 - should be updated.

Policy Name: [Public Data Requests](#)

The school has a log for entering and time stamping data requests. ___ Yes X No The school does not have a log because they have not had any data requests.

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:

Weekly emails are sent home by teachers and school leaders regarding happenings at school and student performance in school. There is a back to school social for community building, a parent group, annual meeting, a variety of volunteer and family events throughout the year. An annual survey is shared at the end of the year for parent and student feedback.

Evidence suggests that the school maintains and distributes annually a student/ family handbook. X Yes ___ No
FY 2023-24 [Student Handbook](#) Updated only as needed.

M/O Standard 6 - Evidence suggests that the schoolteachers are covering the scope and sequence of the state academic standards and engaging in data-driven decision-making.

	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.
X	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:

School has a well-defined plan for ensuring that teachers engage in data-driven instruction to ensure student mastery of state standards. ___Yes XNo

- **Description of school plan provided by the school:** This continues to be a major focus for the school this year. SFCS is currently working on documenting a [K-8 scope and sequence](#) aligned to both state academic standards and social justice standards that we will share with our community. Additionally, the school is working on using data to inform instruction that meets both individual students and full class community needs.

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

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

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

Analysis: The authorizer verifies the license compliance of schools annually in the fall.

M/O Standard 8 - Criminal background checks are conducted on all persons per the board policy and Minn. Stat. 123B.03, Subd.1.

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

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

Analysis:

The school uses Trusted Employee for background checks on every hire and volunteer.

Background Check Policy #404 Last updated 4/28/07 – authorizer recommends updating.

<https://docs.google.com/document/d/0B5-9EAcH9-hiazZyQkttcUhscU0/edit?resourcekey=0-o9SuDD6RwWvS27LLG0Amwg>

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

Frequency of background checks on employees: Upon hire

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

	2: Meets - The school could provide evidence that it is meeting its annual student enrollment goals.
	1: Partially Meets – N/A
X	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 FY 2024-25: 123

The FY25 budget is based on 130 ADM. The enrollment goal is not met.

Present School Year Student Enrollment / Headcount by Grade:

K - 10; 5 - 15

1 - 13; 6 - 17

2 - 14; 7 - 19

3 - 14; 8 - 13

4 - 8

Number of students (head count) served in 2023-2024: 124

Number of students (head count) served in 2022-2023: 122

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

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

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

Analysis:

Admissions Policy Number [Policy 591](#)

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

Authorizer representative verified that the school has Tennessee Warnings for enrollment process. ☒ Yes ☐ No
[Enrollment Page on Website](#)

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

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

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

Analysis:

RELEVANT POLICY NUMBERS:

- [Policy 401 - Equal Employment Opportunity](#) Last updated 3/11/17 - should be updated.
- [Policy 402 - Disability Nondiscrimination Policy](#) Last updated 6/1/19 - should be updated.
- [Policy 405 - Purchase of Group Health Insurance](#)
- [Policy 406 - Public and Private Personnel Data](#) Last updated 4/11/15 - should be updated.
- [Policy 410 - Family and Medical Leave](#)

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

Evidence suggests that the school maintains and distributes annually an employee handbook. ☒ Yes ☐ No
This was distributed during workshop week on August 23 and the authorizer representative viewed the FY 2023-24 employee handbook on the school leaders computer drive which was used for FY 2024-25.

The authorizer did not find that a Tennessee Warning had been incorporated into the employment application process. This is covered in a previous section.

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

X	2: Meets - The school could provide evidence of job descriptions for all employee positions and aligned to an evaluation process.
	1: Partially Meets - The school could provide evidence of job descriptions for most employee positions but did not have a defined evaluation process.
	0: Does Not Meet - The school could not provide evidence of job descriptions for all employee positions and aligned to an evaluation process.
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership	
Analysis: The authorizer representative viewed job descriptions and evaluation forms on the school leaders computer.	

M/O Standard 13 - The school complies with IDEA, special education laws and school's TSES plan, including "Child Find." Applicable training is provided to faculty annually.	
	2: Meets - The school could provide evidence of compliance with IDEA, special education laws and school's TSES plan, including "Child Find."
X	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: Child Find is outlined in the school TSES. The Student Intervention Team (SIT) supports teachers in identifying and implementing focused interventions to meet specific individual needs. Child Study Team Members: Heather Busch (Title and Intervention), Noreen Foster (SPED), Sophie Guterl (SW), Tarik Thornton (Dean of Students), and Alissa Case (School Leader) Name of special education teachers & license/file number: Cate Carlis FF# 432084 Number of special education paraprofessionals: <u>7</u> FTE Percent of special education students served in 2024-2025: 25.4% est Percent of special education students served in 2023-24: 18% Percent of special education students served in 2022-23: 13% Faculty Training Topic(s) <u>and</u> Dates(s): 8/30/2023 "SPED 101" by Noreen Foster The school must update its website to include information on Student Support Services and Individuals with Disabilities Education Act (IDEA).	

M/O Standard 14 - The school is not subject to special education investigations by MDE and is not in Corrective Action.	
X	2: Meets - The school is not subject to special education investigations by MDE and is not in corrective action or is adhering to their plan to resolve concerns.
	1: Partially Meets - The school has been the subject of MDE investigations with findings. Progress has been observed to resolve findings.
	0: Does Not Meet - The school has been the subject of MDE investigations with findings. Findings have not been resolved.
Data Source: Annual site visits, annual submission calendar document review, discussions with school leadership, MDE communications.	
Analysis: To the authorizer's knowledge, the school is not subject to special education investigations by MDE and is not in corrective action.	
Date of last special education program audit: 2018-2019; next audit scheduled in cycle for 2026-27	

Date of last special education financial audit: 2017

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

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

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

Analysis:

Name of director and organization: Noreen Foster, Indigo Education
Special Education Director License Number: 380968

SEAC Meeting Dates:

FY25 meeting date(s): February 21, 2025

FY24 meeting date(s): November 1, 2023

FY23 meeting date(s): May 31, 2023

FY22 meeting date(s): September 21, 2021

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

CONTRACT RENEWAL CALCULATION

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

2023 - 2024 SCHOOL YEAR PERFORMANCE (FY24)						
	Meets Standard Points	Partially Meets Standard Points	Does Not Meet Standard Points	Total Points	Weight	Percent
	2	1	0			
Academic	10	2	0	12/14	.50	43%

Finance	12	0	0	12/20	.20	12%
Governance	26	2	0	28/34	.15	12%
Mgmt/Operations	20	4	0	24/30	.15	12%
Grand Total	68	8	0	76/98	1.00	79%

CONTRACT RENEWAL CALCULATIONS							
CHARTER CONTRACT TERM: July 1, 2020 - June 30, 2026							
		Renewal YR Rating FY21	YR 2 Rating FY22	YR 3 Rating FY23	YR 4 Rating FY24	YR 5 Rating FY25	Average Rating
ACADEMIC (50%)		46%	39%	39%	43%	%	42%
FINANCE (20%)		15%	9%	13%	12%	%	12%
ORGANIZATION (30%)							
	BOARD GOVERNANCE (15%)	12%	11%	11%	12%	%	12%
	MANAGEMENT OPERATIONS (15%)	15%	14%	12%	12%	%	13%
	TOTAL	88%	73%	75%	79%	%	79%
CUMULATIVE AVERAGE 79%							

CONTACT INFORMATION:

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