



Charter School Annual Report

School Year 2015 - 2016

*For questions or more information regarding any information contained in this report, please contact Woodbury Leadership Academy at:
info@ woodburyleadershipacademy.org or 651-539-2641*

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School Information

This report provides the Minnesota Department of Education, our school's authorizer (Volunteers of America), parents/families of Woodbury Leadership Academy (WLA), and the general public with information describing the progress of WLA and its students.



Official School Name:	Woodbury Leadership Academy
MN School District Number:	4228
School Address:	600 Weir Drive, Woodbury, MN
School Phone Number:	651-539-2641
Website:	www.woodburyleadershipacademy.com
Executive Director:	Mr. Bert Strassburg (as of August 2016)
Year Opened:	2014
Grades Served:	K-7
School Hours:	9:30 AM - 4:00 PM
School Days:	173 student contact days per year

School Information

Woodbury Leadership Academy (WLA) is a tuition-free charter elementary and middle school serving approximately 300 students in grades K-7. Our primary goal will be to work in partnership with families from Woodbury and the surrounding communities who wish to participate as full partners in the education of their children in a rigorous educational environment that fosters student success. WLA ensures academic success through rigorous curriculum standards, while setting high expectations for students.

WLA uses inquiry-based learning while building strong skills in math, reading, literature, writing, music, science & technology – all of the essential areas of learning. We will also implement a strong character education program to ensure students develop exceptional leadership skills and are well rounded in all areas, social and academic, and prepared for high school and beyond.

WLA is to be a school where students and graduates receive exceptional leadership skills, and are prepared to take on the challenges they will face as they transition into high school. The mission of WLA is to utilize Core Knowledge curriculum to provide an educational program that is academically rigorous, based on solid research, and demonstrated success. In addition to the Core Knowledge Curriculum, we utilize Saxon and Singapore Math, and a character education program to build leadership skills throughout the school. The commitment of WLA is to deliver the curriculum with passion via dedicated teachers who will work in partnership with families to ensure the ultimate success of every student. WLA graduates will enter high school academically and socially prepared with exceptional leadership skills that will ensure their success in high school and beyond.

It is the goal of WLA to provide all students a standards-based education, dedicated to the mastery of a broad-base of knowledge and the development of a rich vocabulary, full literacy and mathematics skills. WLA is built on the Core Knowledge Sequence. This curriculum exceeds Minnesota State Academic Standards for K-8. The Core Knowledge Sequence is currently being used successfully in schools throughout the United States to empower students to excel, and with great success and proven results!

School Information



Woodbury Leadership Academy Mission:

The mission of WLA is to empower dedicated staff to deliver academically rigorous curriculum to students and prepare them with exceptional leadership skills.

Woodbury Leadership Academy Vision:

The vision of WLA is to be a sustainable K-8 public school where learning empowers students to be future leaders and global citizens.

Woodbury Leadership Academy's Authorizer:



Volunteers of America - Minnesota

7625 Metro Blvd, Edina, MN

Contact: Stephanie Olsen, Senior Manager

Email: solsen@voamn.org

Phone: 612-270-1998

Student Enrollment & Demographics

Woodbury Leadership Academy Woodbury, Minnesota Enrollment Report

2014-2015 School Year

	Sept	Oct	Nov	Dec	Jan	Feb	March	Apr	May	June
K	27	34	35	35	35	35	36	36	36	36
1	42	41	41	41	44	43	44	44	44	44
2	34	36	36	36	34	35	36	36	36	36
3	30	31	31	31	31	31	31	31	31	31
4	21	22	22	22	22	22	22	22	22	22
5	22	22	22	22	23	23	23	23	23	23
6	16	12	13	14	14	14	14	14	14	14
7										
TOTAL	192	198	200	201	203	203	206	206	206	206

2015-2016 School Year

	Sept	Oct	Nov	Dec	Jan	Feb	March	Apr	May	June
K	60	60	60	60	60	60	60	60	60	60
1	44	44	44	44	42	43	43	44	44	44
2	44	44	44	44	42	43	44	44	44	44
3	44	44	44	44	44	44	44	44	44	44
4	44	44	44	44	43	42	42	42	42	42
5	23	23	23	23	23	23	23	23	23	23
6	20	19	19	19	18	19	19	19	19	19
7										
TOTAL	296	293	293	288	282	285	286	287	287	287

2016-2017 School Year

	Sept	Oct	Nov	Dec	Jan	Feb	March	Apr	May	June
K	46	50								
1	57	59								
2	33	34								
3	32	32								
4	32	34								
5	23	25								
6	8	8								
7	10	9								
TOTAL	241	251								

	2014-2015	2015-2016
Total Enrollment (10/1)	225	293
Special Education	8.3%	9.2%
LEP	1.7%	1.7%
Asian	19%	20%
Black	6%	8%
White	71%	61%
Hispanic	4%	10%
American Indian	0%	1%
Free/Reduced Priced Lunch	7%	7.8%

Admission

Woodbury Leadership Academy Admissions Policy

Once a student has accepted a space in the school, sibling preference applies for other siblings in that family. Preference will also be given to staff children who have completed an application.

Students admitted to Woodbury Leadership Academy will be placed in the appropriate grade based on their age and previous schooling. Woodbury Leadership Academy will not accept a student for kindergarten unless they are at least five years old by September 1 of the school year in which they start kindergarten. The Board of Directors Adopted Enrollment Policy 538 on August 12, 2014 and it can be found on the WLA website as a part of the policy manual.

Minnesota State Law

Woodbury Leadership Academy follows Minnesota Statutes 124D.10 (Subd. 9) in its enrollment practices. The text of the law is provided below.

A charter school may limit admission to:

1. Pupils within an age group or grade level;
2. Pupils who are eligible to participate in the graduation incentives program under section 124D.68; or
3. Residents of a specific geographic area in which the school is located when the majority of students served by the school are members of underserved populations.

A charter school shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils must be accepted by lot. The charter school must develop and publish a lottery policy and process that it must use when accepting pupils by lot. A charter school shall give enrollment preference to a sibling of an enrolled pupil and to a foster child of that pupil's parents and may give preference for enrolling children of the school's staff before accepting other pupils by lot. A charter school may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability and may not establish any criteria or requirements for admission that are inconsistent with this subdivision.

The charter school shall not distribute any services or goods of value to students, parents, or guardians as an inducement, term, or condition of enrolling a student in a charter school. Woodbury Leadership Academy does not discriminate based on age, gender, ethnicity, economic status, religion or services needed.

Staffing

Certified Teaching Staff 2015-2016

Grade/Subject	Name	MN License #
K	Purinton, Monica	427868
K	Constant, Ashley	470375
K	Engelsgjerd, Megan	471480
1	Steehler, Laurie	463115
1	Tegtmeier, Sarah	459450
2	Burns, Sarah	380826
2	Brimmell, Allison	483539
3	Griffith, Kylie	485453
3	Jacobson, Sarah	463090
4	Mogren, Emily	446116
4	Yackley, Spencer	479239
5	Juran, Lindsey	463833
6/7 - Math & Science	Munoz, Tom	471940
6/7 - English & Social Studies	Kingston, Harry	488015
K - 7 Special Education	Ronayne, Caitlin	482414
K - 7 Special Education	Ebel, Krystel	470937
K - 7 Music	Rice, Kristen	453061
K - 7 Physical Education	Sheehan, Tim	446658
K - 7 Spanish	Mejia, Karley	482406

Non-Teaching Staff 2015-2016

Position	Name(s)
Director(s)	Hurley, Dan (1st Half of the year) & Krug, Darlah (2nd Half of the year)
Office Staff	Kullman, Becky & Lombel, Dekontee
Educational Assistants	Akyigina, Charles Balasubramanian, Seva Bharathi, Viji Gulenchyn, Diana Rajan, Bama Wambui, Pauline

Governance & Management

Governance—WLA Board of Directors

Woodbury Leadership Academy's Board of Directors decides and is responsible for policy matters related to the operation of the school, including budgeting, curriculum programming, personnel, and operating procedures. The board is comprised of 3 parents, 3 teachers, and 3 community members. Currently the board has openings for 2 teachers and 2 community members. The Board meets at least once monthly and adopts policies and practices that, at a minimum:

- carry out the school's mission and goals
- evaluate the execution of charter contract goals and commitments
- evaluate student achievement, postsecondary and workforce readiness, and student engagement and connection goals
- establish a teacher evaluation process under section 124E.03, subdivision 2, paragraph (h); and
- provide professional development related to the individual's job responsibilities

Current Board Members *(as of August 2016)*

Barbara Young - Parent

Board Chair

byoung@wlamn.org

Term Expires: 1/2018

Cliff MacDonald - Parent

Board Member

cmacdonald@wlamn.org

Term Expires: 1/2017

Eric Jungmann - Community Member

Board Member

ejungmann@wlamn.org

Term Expires: 1/2017

Kylie Griffith - Teacher

Secretary

kgriffith@wlamn.org

Term Expires: 1/2019

Romana Krejci - Parent

Board Member

rkrejci@wlamn.org

Term Expires: 1/2019

Bert Strassburg - Ex-Officio

Executive Director

bstrassburg@wlamn.org

Board Training

Our board is in compliance with the current requirements, and all members have or will complete the required training relating to board member roles and responsibilities, employment policies and practices, and financial management. All members participated in trainings regarding Open Meeting Law requirements as well. The trainings are conducted by Minnesota Association of Charter Schools, Volunteers of America, Booth Law Group and the Information Policy Analysis Division of the State of Minnesota. Whenever new board members are first seated, Woodbury Leadership Academy immediately works to provide training as soon as possible, often times this training can be completed within 60-90 days of seating. A Board Binder is provided to all members.

Management

The Woodbury Leadership Academy Executive Director oversees the day-to-day operation of WLA, including: executing Board policies; supervising and evaluating Licensed Teachers and Administrative Staff; managing business and fiscal operations; acting as WLA's instructional leader; and ensuring students achieve expected educational program outcomes.

Academic Performance

WLA's Academic Performance

WLA's academic philosophy is based upon The Core Knowledge Sequence developed by The Core Knowledge Foundation. The Core Knowledge Sequence is defined as "a detailed outline of specific content and skills to be taught in language arts, history, geography, mathematics, science, and the fine arts. As the core of a school's curriculum, it provides a coherent, content specific foundation of learning, while allowing flexibility to meet local needs," according to its website. The Core Knowledge Sequence is the result of research into the content and structure of the highest performing elementary school systems around the world, as well as extensive consensus building among diverse groups and interests, including parents, teachers, scientists, professional curriculum organizations, and experts from The Core Knowledge Advisory Board on Multicultural Traditions. The Core Knowledge Sequence is recognized as an effective wholeschool model, being one of the 33 whole-school models recognized by the U.S. Education Department as high quality and determined to be effective through research.

WLA's educational program include the Words Their Way program and Fountas and Pinnell. Saxon Mathematics is the primary math curriculum. In 2009, an independent study of students in grade K-3 found that students who had used the Saxon Math curriculum made statistically significant gains in math as compared to the national average. Using different methods have further our goal to address the varied learning styles and strengths of students at WLA. Saxon curriculum is a strong core subject program that fully support and implement Core Knowledge.

WLA's curriculum includes language arts (reading, writing, grammar and usage, drama, poetry, fiction, non-fiction, speeches, sayings, and phrases), world and American history, geography, Woodbury Leadership Academy Annual Report 2014-2015 9 science (life, earth, and physical), mathematics, visual arts, and music. The Core Knowledge Sequence is supported by specific curricular resources and programs including the Words Their Way Program, Fountas & Pinnell, and Saxon Math. Required activities include a school-wide Science Fair, Festival of Nations, and a Living Museum focusing on world explorers in the upper grades, as well as extra-curricular activities such as Math Masters, Academic Triathlon, and spelling bees.

WLA is a data-driven institution committed to rigorous and ambitious state and national test standards. As a data-driven organization, our school's approach to assessment is fully aligned with the goals and objectives of the NWEA MAP. WLA has an accountability plan that includes goals based on the Minnesota Comprehensive Assessment, and for special needs students, the Minnesota Comprehensive Assessment – Modified, as well as Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP). Students attending WLA are assessed in each of the core academic skill areas using a range of valid and reliable methods, including, but not limited to, formative and summative assessments, criterion reference tests and assessments, homework, teacher observations, student project presentations, oral reports and standardized tests. Assessment data will be used throughout the educational process to inform and assist students, parents, teachers, and administrators. Assessment data is used immediately in the classroom through differentiated instruction to ensure that each student is being taught at his or her level. Scores are used, along with additional comparative data, to place students at appropriate levels in math and language arts.

Academic Performance

WLA's Academic Performance

Student Achievement

Successes/Challenges: WLA has continued to keep a low teacher to student ratio. Kindergarten classes remain capped at 20 and all other grades are capped at 22. Instruction is differentiated in the classroom including acceleration. For example, in the current third grade classrooms (there are 2) the teachers work collaboratively through a data review process to align students into groups. The groups align with the students' academic level – in math they have 6 groups of students working on curriculum/standards that range from grade 3 to grade 7. The focus is on student learning and not on the teaching. Through the PLC process teachers use data and formative/summative assessments to determine areas of student strength, weakness, and growth. Parents continually comment and applaud not only the teaching strategies that are used, but also the curriculum that was selected – the Core Knowledge Curriculum and Saxon Math Curriculum meet the needs of students at all levels, but specifically engage students in higher levels of thinking. Some of the challenges related to student achievement has been the high turnover teaching staff and administration – thus, creating inconsistency related to the PLC focus and process. The CSP grant assisted in this area by paying for teacher training, curriculum, and standardized testing.

Data: In both reading and math (2015 and 2016) WLA students perform 15-20% higher than the state average in both subjects. In terms of NWEA MAP, in both subjects students in grades 1-7 are out-performing that national average. However, one area for growth is that 30% of students at WLA are not meeting their growth goals for the year.

Increase Learning Opportunities for Pupils

Successes/Challenges: As indicated above, the Core Knowledge Curriculum is the cornerstone of WLA. This comprehensive curriculum includes literature, science, math, art history, and music. Additionally, students receive 90 minutes of instruction weekly from certified specialists in the areas of music, Spanish, and physical education. WLA has met the goal of having an integrated hands-on approach by hosting science fairs, career days, and hosting parent experts. The school addresses the leadership component through the use of a modified approach to responsive classroom in conjunction with a Core Values curriculum. Teacher standards and teaching objectives include specific learning goals related to leadership development. Enrichment opportunities are available to students such as run club, art club, science club, musical theatre, band, chess, student council, etc – these opportunities are based on student demand. The CSP grant assisted this goal by providing the school with the curriculum materials used in the classroom. Some of the challenges have included the high turnover in staff and administration.

Data: Student achievement data is listed above. The leadership data is that the school has monthly all school assemblies that focus on a different core value (curriculum used is a literature based approach by Mary Beth Klee). Assemblies are student developed and led and the assemblies are published on the school calendar every year – allowing parents and family members to attend.

Academic Performance

WLA's Academic Performance

Encourage Varied and Innovate Teaching Methods

Successes/Challenges: WLA has met the goal of integrating technology in the classroom.

Each classroom is equipped with an interactive SMARTBoard and these are used daily by the teachers and are fully integrated as a part of the Core Knowledge Curriculum. Students use iPads and laptops as a part of the curriculum and for testing. Technology skills are listed on the report card. The technology helps to allow individualization of the curriculum and since the Core Knowledge Curriculum is online students are able to work ahead as needed. The challenges again have been the inconsistency of teachers and administration. CSP grant funds were used to purchase technology for the school.

Data: The school owns a SMARTBoard for each classroom, 4 classroom sets of laptops, a computer lab, and 2 iPad carts (for 250 students).

Measure Outcome/Provide Accountability

Successes/Challenges: Students have completed the NWEA MAP test in grades 1-7 in both the fall and spring both school years. This consistency in testing has allowed for usable data to not only determine individual student learning needs, but for further development of teacher skill. MAP tests results are shared with parents at conferences and teachers. Parent surveys have been issued and completed. Leadership portfolios may have been implemented the first year, but were not implemented last year in all grades. Report cards are standards-based and align with the curriculum and state academic standards. Some of the challenges again has been consistency in teachers and administration.

Data – On average WLA students achieve higher than the national average on both the MAP math and reading tests. 75% of parents completed satisfaction surveys.
75% of parents completed satisfaction surveys.

WLA's School Accountability Goals

Accountability Goal 1 (MCA Reading Goal)

State the Full Goal:

Three Year Goal: The students enrolled in grades 3-7 will show 75 percent baseline proficiency in MCA reading scores for the first year, with a 3 percent increase in proficiency in the following 2 years for the same grades.

Progress toward achievement of goal:

2015 MCA Reading Proficiency = 80.5% (goal was met)

2016 MCA Reading Proficiency = 75.0% (goals was not met as the goal was 83.5%)

Academic Performance

WLA's School Accountability Goals

Describe the evaluation activities, measurement tools and relevant data used to measure results and gauge success

Formative/summative assessments and an integrated PLC process were helpful in looking at data and forming instruction relevant to student need. This approach increased the ability to individualize instruction.

If proposed results were not achieved, briefly explain why and describe how your school intends to address/has addressed the situation; and

It is difficult to know exactly why the results were not achieved due to the number of inconsistencies from year to year not only in teachers, but administration. The curriculum used is complex because it has many subjects that are integrated into one. The higher level thinking skills that are required of students means that the teacher must be fully prepared and knowledgeable not only about the content, but have a full understanding regarding the instructional design of the curriculum. Our school will address this issue by working to retain staff by creating a welcoming culture in which everyone feels important and valued. Additionally, new staff will be going through a curriculum institute so that they have a deeper understanding of the curriculum and its design. This may not have a direct impact on test scores this year, but will have a significant impact next year if the school is able to retain the teachers (which is our intended purpose).

Accountability Goal 2 (MCA Math Goal)

State the Full Goal:

Three Year Goal: The students enrolled in grades 3-7 will show 77 percent baseline proficiency in MCA math scores for the first year, with a 3 percent increase in proficiency in the following 2 years for the same grades.

Progress toward achievement of goal:

2015 MCA Math Proficiency = 75.9% (goal was not met)

2106 MCA Math Proficiency = 75.0% (goals was not met as the goal was 80%)

Describe the evaluation activities, measurement tools and relevant data used to measure results and gauge success

Formative/summative assessments and an integrated PLC process were helpful in looking at data and forming instruction relevant to student need. This approach increased the ability to individualize instruction.

If proposed results were not achieved, briefly explain why and describe how your school intends to address/has addressed the situation; and

It is difficult to know exactly why the results were not achieved due to the number of inconsistencies from

Academic Performance

WLA's School Accountability Goals

year to year not only in teachers, but administration. The curriculum used is complex because it has many subjects that are integrated into one. The higher level thinking skills that are required of students means that the teacher must be fully prepared and knowledgeable not only about the content, but have a full understanding regarding the instructional design of the curriculum. Our school will address this issue by working to retain staff by creating a welcoming culture in which everyone feels important and valued.

Accountability Goal 3 (NWEA Assessment Goal for Reading)

State the Full Goal:

Three Year Goal: WLA students in grades 3-7 will show an average of 8 RIT points above the national norm in reading based on the NWEA MAP testing in the first year, with an incremental goal of one point increase at each grade levels for the following 2 years.

Progress toward achievement of goal:

Fall 2014 Reading

Test Scores Not Available or Test was Not Taken (No Scores Available)

Fall 2015 Reading

Grade 3 = National Average 188.3, Goal 197.3, WLA Achieved 202.3 = **Goal Met**

Grade 4 = National Average 198.2, Goal 207.2, WLA Achieved 207.5 = **Goal Met**

Grade 5 = National Average 205.7, Goal 214.7, WLA Achieved 219 = **Goal Met**

Grade 6 = National Average 211, Goal 220, WLA Achieved 221.8 = **Goal Met**

Grade 7 = National Average 214.4, Goal 223.4, WLA Achieved 223.6 = **Goal Met**

Fall 2016 Reading

Grade 3 = National Average 190.5, Goal 200.5, WLA Achieved 204.3 = **Goal Met**

Grade 4 = National Average 199.8, Goal 209.8, WLA Achieved 209.9 = **Goal Met**

Academic Performance

WLA's School Accountability Goals

Grade 5 = National Average 206.9, Goal 216.9, WLA Achieved 216.9 = **Goal Met**

Grade 6 = National Average 211.9, Goal 221.9, WLA Achieved 232.5 = **Goal Met**

Grade 7 = National Average 215.1, Goal 225.1, WLA Achieved 226.3 = **Goal Met**

Accountability Goal 4 (NWEA Assessment Goal for Math)

State the Full Goal:

Three Year Goal: WLA students in grades 3-7 will show an average of 8 RIT points above the national norm in math based on the NWEA MAP testing in the first year, with an incremental goal of one point increase at each grade levels for the following 2 years.

Progress toward achievement of goal:

Fall 2014 Math

Test Scores Not Available or Test was Not Taken (No Scores Available)

Fall 2015 Math

Grade 3 = National Average 190.4, Goal 199.4, WLA Achieved 203.3 = **Goal Met**

Grade 4 = National Average 201.9, Goal 210.9, WLA Achieved 213.6 = **Goal Met**

Grade 5 = National Average 211.4, Goal 220.4, WLA Achieved 229.7 = **Goal Met**

Grade 6 = National Average 217.6, Goal 226.6, WLA Achieved 228.1 = **Goal Met**

Grade 7 = National Average 222.6, Goal 231.6, WLA Achieved 240.8 = **Goal Met**

Fall 2016 Math

Grade 3 = National Average 192.4, Goal 202.4, WLA Achieved 203.2 = **Goal Met**

Grade 4 = National Average 203.7, Goal 213.7, WLA Achieved 214 = **Goal Met**

Grade 5 = National Average 212.9, Goal 222.9, WLA Achieved 223.6 = **Goal Met**

Grade 6 = National Average 218.7, Goal 228.7, WLA Achieved 230.6 = **Goal Met**

Grade 7 = National Average 223.5, Goal 233.5, WLA Achieved 234.5 = **Goal Met**

Operational Performance

Regulations: WLA used a TIES system for student management. All state and federal taxes, pensions, and insurances were paid as required. The financial audit was completed on time and submitted to the state by the required deadline. The 2016 Audit was filed on time and will be presented to the board in October 2016 by our auditor and BKDA Representative, Judith Darling.

Facility and Grounds: WLA leases space from the State of Minnesota working with the Perpich Center for the Arts as the state agency in charge of the Crosswinds Building. WLA meets or exceeds all necessary building and content insurance as per state statute. The building and grounds maintenance is managed by Crosswinds Engineering Department. WLA is a positive feature as a east suburb of St. Paul.

Due Process and Privacy Rights: The WLA Parent – Student Handbook outlined the disciplinary procedures for students. The handbook is updated yearly.

Employment: The procedures for hiring include defining staffing needs, reviewing or developing job descriptions if a new position, posting the openings, and interviewing. References are checked and the candidate meets with the director to learn more about the employment terms and benefits. New employees meet with the office manager upon hiring to fill out all forms and review employment policies and procedures. All new employees undergo background checks upon hiring. All school board members and volunteers also undergo background checks upon beginning service at WLA.

Food Service: For the 2015-2016 school year, WLA contracted its food service program through Perpich Center for the Arts.

Transportation: Students that reside in the ISD 833 school district receive transportation via bus for free. All other students are required to provide his/her own transportation to school.

Operational Performance

WLA's Authorizer: Volunteers of America of Minnesota (VOA) is committed to fulfilling its role as a charter school authorizer by holding Woodbury Leadership Academy (WLA) accountable for a range of results. The accountability system is based on clear reporting by WLA and oversight by the authorizer. Through a combination of site visits, board meeting packets, annual reports, and Annual School Evaluations, VOA upholds its legal obligation to make sure WLA is reaching (or making adequate progress toward) the goals and benchmarks outlined in its charter contract and Minnesota statute. This collective body of evidence will also form the basis for contract renewal decisions.

VOA uses a standard charter contract with unique school-specific terms that capture different approaches to achieving student success. The individuality of each school will be preserved in the Accountability Plan and self-reporting on the results of its respective outcomes. Reporting on school outcomes will take place annually (October 1), with contents listed in the Annual Reporting Format section. VOA uses the Annual School Evaluation Rubric to assess schools. In a consistent manner, while still factoring in the schools' respective mission-specific goals through the Accountability Plan. VOA will report its findings to the school's leader and board and encourage constructive dialogue on continuous improvement efforts.

One of the most important ways VOA gathers information about the schools it authorizes is through on-site visits. Site visits allow the authorizer to observe the school in action firsthand, hear directly from all key stakeholders, and corroborate school-reported information and data. VOA conducts three different types of site visits: Formal, End of Term, and Monitoring. The Formal and End of Term site visits will follow a more structured protocol, and will produce written and oral feedback to the school staff and board. VOA will also make informal monitoring visits to schools for follow-up oversight, special events, and check-ins.

Innovative Practices

Parent Involvement: Parental and community involvement are crucial to the success of Woodbury Leadership Academy. WLA recognizes that it is only as strong as its supporters, and has made parental and community involvement a key piece of the school's mission. WLA has a parent team whom solicit parent involvement and match parents with teacher and student needs. In addition, WLA had one "Expert" parent in each class per month. These parents enhanced the curriculum through, 3M Traveling Wizards, mystery guests, career day, and Veteran's Day program. An example of an "Expert" parent, was when the students were learning about the anatomy of the heart, and parent who works as a cardiologist was invited to share his knowledge with the class.

Parent Team: WLA approved a parent team to support our education programs and extracurricular activities including Math Masters, Academic Triathlon, Science fair, spelling bee and a leadership program at Woodbury Senior Living, this senior living campus is located in Woodbury, Minnesota.

Teacher Initiatives: Teachers work with the surrounding communities to address one of WLA's core goals of leadership. Students participated in several service projects, such as a gift drive during the holiday for the Children's Hospital, Feed My Starving Children, the Giving Tree, and Savers Thrift Store Donation Drive.

Core Virtues: WLA operates using a core virtues curriculum that focused on the development of strong, ethical, caring, and loving global leaders. Monthly assemblies are held where students celebrate accomplishments and learn a virtue of the month. Staff extend this learning into the classroom and make connections between home and school for additional emphasis, understanding and involvement.

Finances

Questions regarding Fiscal Year 2016 school finances contact Belz, Kes, Darling & Associates:

Judith Darling, Senior Financial Manager/Partner

651-463-2233, Ext. 202

jdarding@bkda.org

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to Minnesota Department of Education and VOA no later than December 31, 2016(*below is draft from October 2016*).

Woodbury Leadership Academy's Changes in Net Position

	Governmental Activities		
	2016	2015	Increase (Decrease)
Revenues			
Program revenues			
Charges for services	\$ 108,447	\$ 90,704	\$ 17,743
Operating grants and contributions	478,336	168,677	309,659
General revenues			
State aid-formula grants	1,872,223	1,480,837	391,386
Other general revenues	16,777	28,303	(11,526)
Unrestricted investment earnings	94	15	79
Total revenues	2,475,877	1,768,536	707,341
Expenses			
Administration	207,084	123,767	83,317
Charter School support services	266,521	202,847	63,674
Elementary and secondary regular instruction	1,057,929	687,093	370,836
Special education instruction	398,800	167,605	231,195
Community education and services	41,514	30,060	11,454
Instructional support services	38,069	24,934	13,135
Pupil support services	619	13,441	(12,822)
Sites and buildings	277,155	169,011	108,144
Fiscal and other fixed cost programs	6,244	8,087	(1,843)
Total expenses	2,293,935	1,426,845	867,090
Change in net position	181,942	341,691	(159,749)
Net position, July 1	341,691	-	341,691
Net position, June 30	\$ 523,633	\$ 341,691	\$ 181,942