

Lionsgate Academy



ANNUAL REPORT 2020

Lionsgate Academy

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TABLE OF CONTENTS

MISSION, VISION, & EXECUTIVE SUMMARY _____	3
Mission _____	3
Vision _____	3
Executive Summary _____	3
SCHOOL ENROLLMENT & STUDENT ATTRITION _____	4
GOVERNANCE & MANAGEMENT _____	6
Governance _____	6
2019-2020 Lionsgate School Board _____	7
Board Training _____	8
Board Committees _____	9
Authorizer _____	9
School Board Development Plan _____	10
Management _____	10
Executive Director Development Plan _____	11
STAFFING _____	12
Staff Retention and Attrition _____	13
FINANCES _____	14
INNOVATIVE PRACTICES AND IMPLEMENTATION _____	16
FUTURE PLANS _____	18
STUDENT ACHIEVEMENT & WORLD'S BEST WORKFORCE _____	19
Equitable Access to Qualified Teachers _____	19
Teacher and Student Racial and Ethnic Diversity Alignment _____	20
Smart Goals _____	21
Close the Achievement Gaps between Student Groups _____	21
All Students Career and College-Ready by Graduation _____	22
All Students Graduate _____	22

MISSION, VISION, & EXECUTIVE SUMMARY

Mission

The mission of Lionsgate Academy is to foster self-determination by providing a transition-focused, personalized learning program for all students, specializing in educating students on the autism spectrum.

Vision

Our vision is to create an academic community where students may safely experience the transition to young adulthood. Here students are partners in learning; empowered to become confident and disciplined. Students are challenged to grow through a balance of academic, social, and emotional experiences so they are adequately prepared for transition into their communities with the highest quality of life possible. This transition focus is infused throughout the school's programming and activities.

Executive Summary

Lionsgate Academy is a public charter school that opened in 2008. Lionsgate Academy completed its 12th year of operation on June 30, 2020. The global pandemic disrupted the regular programming at Lionsgate as the entire state shut down schools commencing on March, 13th 2020. During a two-week period, Lionsgate Academy staff at all levels rose to the challenge of providing a distance learning program for all students. The programming used a combination of computer based and packaged materials for student learning.

Lionsgate Academy operates three programs: our junior/senior high school program, our transition program, and our setting 4 high needs program. Our junior/senior high school program offers a standards-based curriculum in all core subjects and meets the Minnesota State Standards for graduation. This program is offered at our Minnetonka and Shoreview Campuses. The Shoreview Campus completed its second year of operation in June of 2020.

Our Achieving Independence and Maturity (AIM) Program is for students receiving transition-based services who are between the ages of 18 to 21. This program is available to students who qualify based on a team decision through the Individualized Educational Plan (IEP) process. Our Lynx Program is for students in grades 7 through 12 who require a separate educational setting. The AIM program is located at our North St. Paul Campus at 2344 Helen St. North. Our Lynx program was moved to co-locate at the Shoreview campus.

During the 2019-2020 school year, Lionsgate Academy selected goals and initiatives from the Balanced Score Card™ strategic plan. However, the pandemic had a significant impact on Lionsgate's priorities for the year.

SCHOOL ENROLLMENT & STUDENT ATTRITION

During the academic year 2019-2020, Lionsgate Academy served 322 students. Reported ADM for Lionsgate was 294.62. Discrepancies between students enrolled and reported ADM are attributable to a number of factors including students enrolled in PSEO and other programs that remove the student from school for extended periods of time.

Lionsgate served 154 students in grades 7 through 12 at our Minnetonka Campus (144.33 ADM), 116 students in grades 7 through 11 at our Shoreview Campus (105.08 ADM), 18 students in our Lynx Program (14.94 ADM) and 34 students in Lionsgate's Achieving Independence and Maturity program (AIM) (30.27 ADM). Students who withdraw from Lionsgate during the school year are usually replaced by students on the waiting list.

Grades										
Year									Total Average	Attrition Rate
	7	8	9	10	11	12	12 & 13	PSEO	Total Average	Attrition Rate
08-09	26.5	12.74	14.36	14					67.6	18%
09-10	21.08	21.16	19.77	16.55	15.08				93.64	21%
10-11	28.78	28.28	25.82	22.02	25.52	12.87			133.29	19%
11-12	20.40	28.12	25.17	24.73	17.95		22.66		139.22	3.5%
12-13	21.32	21.95	25.33	24.0	22.58		32.05		147.86	9%
13-14	22.94	22.08	23.70	25.87	22.26		38.92		155.77	6%
14-15	21.15	23.81	23.78	22.00	24.78		46.42	.28	162.22	6%
15-16	13.81	21.93	23.73	24.49	20.00	17.56	36.9	3.02	161.44	2%
16-17	23.27	27.85	24.74	23.63	21.44	18.85	42.75	1.95	184.48	3%
17-18	21.41	24.75	30.76	28.0	27.08	19	33.42	1.96	186.38	4%
18-19	39.42	41.52	44.22	44.88	26.89	20.66	30.95	3.18	251.72	3%
19-20	46.0	49.28	49.82	51.04	42.26	23.88	28.23	4.11	294.62	4%

Table 1. Student Enrollment

Attrition for Lionsgate in the 2019-2020 school year remained low with a 4% attrition rate. Due to the extensive waiting list, although 4% of students who were enrolled after October 1st, unenrolled, they were replaced with students from the waiting list.

The waiting list for the 2019-20 school year was as follows:

Year	Grades								Total
	7	8	9	10	11	12	13	12 & 13	
12-13	56	57	51	4					168
13-14	32	39	29	30	-	-	-	-	130
14-15	65	39	45	15					164
15-16	52	48	38	17	11	4		0	170
16-17	74	37	65	31	18	5		0	230
17-18	62	71	60	38	22	5		0	258
18-19	73	48	67	38	28	5		0	259
19-20	85	69	65	48	28	10		0	305

Table 2. Waiting List

The waiting list numbers account for unduplicated families between the Minnetonka and Shoreview programs and demonstrates a continued need for Lionsgate programming across the Twin Cities Metro area.

GOVERNANCE & MANAGEMENT

Governance

Lionsgate Academy utilizes a balanced governing board that includes three parents, three licensed staff, and three community members. In the 2019-2020 school year, Laura Cottington, parent board member stepped down and was replaced by an appointment of the board by director Sal Lopiano to complete the term ending in June of 2020.

Each May, an election for open board seats is held. For the spring of 2020, one licensed staff position, one parent positions and one community member position was open for election.

Table 3 shows the board members with contact information, Table 4 shows board members and includes their terms of service and training.

2019-2020 Lionsgate School Board

Name	Board Position	Member Affiliation	Election Date	Postal Address	Phone Number	E-Mail Address
Fligge, Lori	Director	Parent	6-1-19	2230 Hoyt Av. W. St. Paul, MN 55108	651-338-3139	board.lfligge@lgamn.org
Bachman, Emy	Chair	Community	5-25-15	9017 Larkspur Ln, Eden Prairie, MN 55347	952-200-5032	board.ebachman@lgamn.org
Sawyer, Steve	Treasurer	Community	4-20-17	13762 Carmody Dr Eden Prairie, MN 55347	612-718-6505	board.ssawyer@lgamn.org
Gran, Bradford	Director	Teacher 321517	Appointed 12-19-17	50 7th Ave. S. #112 Hopkins, MN 55343	612-819-2670	Board.bgran@lgamn.org
Barnes, Ben	Director	Teacher 463551	6-1-19	2985 117 th Ave NW Coon Rapids, MN 55433	651-303-5800	Board.bbarnes@lgamn.org
Lopian, Sal*	Director	Parent	Appointed 10-15-19	2462 Whitfield Dr Mendota Heights, MN 55120	651-269-8439	board.lopsal@lgamn.org
Peper, Christine	Vice Chair	Community	6-1-19	153 Liberty Parkway Stillwater, MN 55082	651-503-5849	board.cpeper@lgamn.org
Reynolds, Heather	Director	Parent	6-1-19	2729 Columbus Ave #3 Minneapolis, MN 55407	612-214-0539	board.hreynolds@lgamn.org
Bell, Rachel	Secretary	Teacher 473687	6-21-18	4615 Trenton Cir N Plymouth, MN 55442	507-458-1751	board.rbell@lgamn.org

Table 3. 2019- 2020 Board of Directors

Board Training

All newly seated board members for 2019 - 2020 attended the 3 required board trainings as documented below.

Name	Seated	Term Exp.	Training Attended	Date
Lori Fligge	7/1/2019	7/2022	Charter School Finances Charter School Governance Employment in Charter Schools	10/31/2019 11/13/2019 10/22/2019
Sal Lopiano	6/2020 Originally Appointed 10/19	7/2023	Charter School Finances Charter School Governance Employment in Charter Schools Responding to Physical Aggression & Dangerous Behavior of Students	11/19/2019 11/12/2019 11/20/2019 1/11/2020
Heather Reynolds	7/1/2019	7/2021	Charter School Finances Charter School Governance Employment in Charter Schools Responding to Physical Aggression & Dangerous Behavior of Students	11/16/2013 1/16/2013 1/16/2013 1/11/2020
Christine Peper	7/2019	7/2022	Charter School Finances Charter School Governance Employment in Charter Schools Responding to Physical Aggression & Dangerous Behavior of Students	2/16/2018 9/26/2017 11/11/2017 1/11/2020
Emy Bachman	7/2015 Re-elected 6/2018	7/2021	Implications of Expansion to Charter School Boards Charter School Finances Charter School Governance Employment in Charter Schools Data Privacy Responding to Physical Aggression & Dangerous Behavior of Students	2/16/2018 12/5/2015 12/5/2015 12/5/2015 3/19/2019 1/11/2020
Ben Barnes	7/2019	7/2020	Charter School Finances Charter School Governance Employment in Charter Schools Responding to Physical Aggression & Dangerous Behavior of Students	11/19/2019 11/13/2019 10/22/2019 1/11/2020
Bradford Gran	11/2017	7/2020	Implications of Expansion to Charter School Boards Charter School Finances Charter School Governance Employment in Charter Schools Data Privacy Responding to Physical Aggression & Dangerous Behavior of Students	2/16/2018 6/12/2018 5/30/2018 6/19/2018 3/19/2019 1/11/2020
Steve Sawyer	7/2017	7/2020	Implications of Expansion to Charter School Boards Charter School Finances Data Privacy Responding to Physical Aggression & Dangerous Behavior of Students	2/16/2018 9/26/2017 3/19/2019 1/11/2020
Rachel Bell	6/2018	7/2021	Charter School Finances Charter School Governance Employment in Charter Schools Data Privacy Responding to Physical Aggression & Dangerous Behavior of Students	9/24/2018 9/12/2018 11/10/2018 3/19/2019 1/11/2020
Molly Figenskau	6/2020	7/2023	Charter School Finances Charter School Governance	9/22/2020 9/17/2020
Amiri Brotherson	6/2020	7/2023		

Table 4. School Board Terms and Training

Board Committees

Every member of the board of directors must volunteer for one of three standing committees: finance, executive director evaluation, and governance. The chairs of the committees are as follows:

- Finance - Steve Sawyer (community member, treasurer)
- Governance - Emily Bachman (community member)
- Director Evaluation - Christine Peper (community member, vice chair)

The finance committee met monthly prior to the full board of director's meetings. Governance met monthly on the second Tuesday of the month.

The director evaluation committee met monthly to ensure a fair, timely, and accurate evaluation of the performance of the executive director. The committee developed a method for evaluation drawing heavily from the MASA, MESPA, MASSP, and BOSA guidelines for Minnesota School Principals. The director's evaluation was conducted in a closed meeting of the board in May of 2020.

Authorizer

The authorizer for Lionsgate Academy is Novation Education Opportunities (NEO). Novation Education Opportunities (NEO) Vision: To be the leading Minnesota Authorizer of high quality charter schools.

Novation Education Opportunities (NEO) Mission: To oversee innovative charter schools through consistent, ongoing and robust evaluation to achieve significant and measurable student growth for the benefit of our schools and community.

NEO seeks to enhance public education in Minnesota by supporting charter schools which validate quality performance. The sole purpose of Novation Education Opportunities (NEO) is to authorize public charter schools in accordance with Minnesota Statute 124E which governs the duties and responsibilities of charter school authorizers.

NEO is located at 3432 Denmark Ave., Suite 130; Eagan, Minnesota 55123. Their contact information is as follows: executive.director.neo@gmail.com; 612-889-2103.

School Board Development Plan

The Lionsgate School board conducts a self-evaluation annually to determine areas of growth. Past evaluations indicate that Lionsgate's infrastructure and board operations are satisfactory to exemplary. Each board member participates in the 3 required trainings within 6 months of being seated. The board then selects a topic for the entire board that will meaningfully improve their knowledge and skills. The 2019 - 2020 topic was *Responding to Physical Aggression & Dangerous Behavior of Students*. This training was provided by Laura T. Booth at the board's annual retreat.

Management

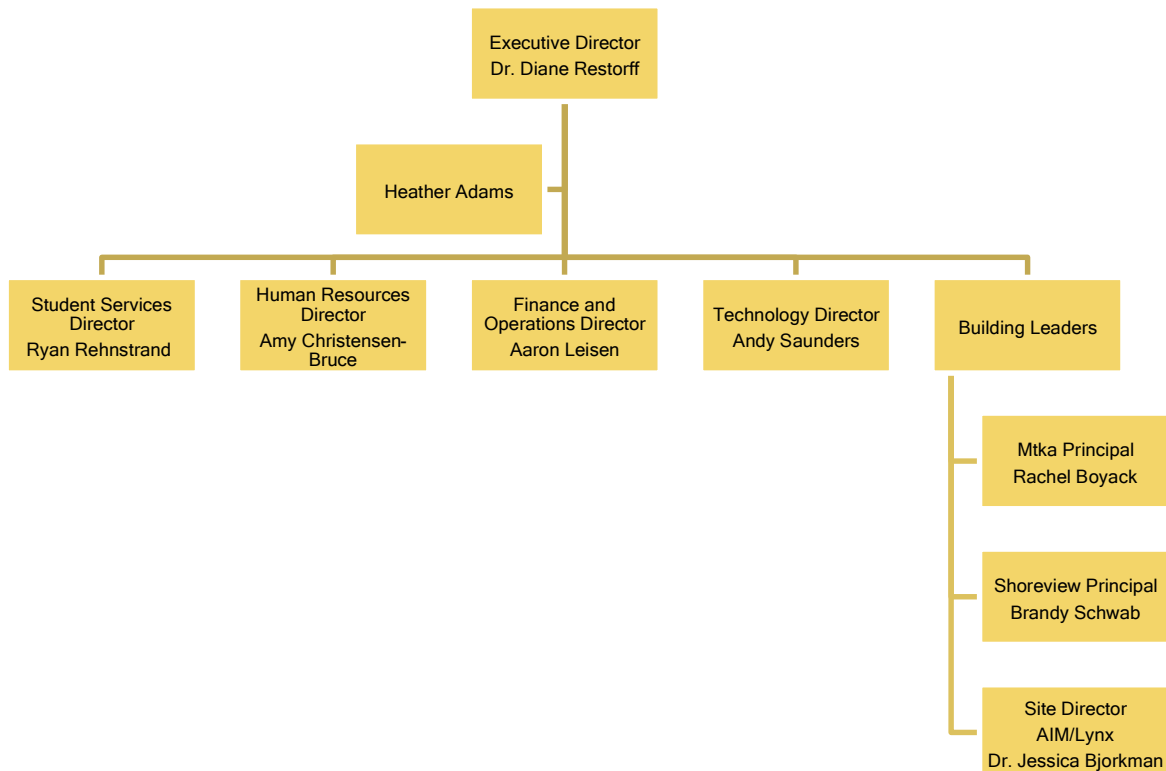


Figure 1. 2019-20 Organizational Chart

Dr. Diane Restorff is the executive director of Lionsgate Academy. She has led Lionsgate Academy since 2012. Dr. Restorff is assisted by an administrative team that serves to ensure Lionsgate is managed in a fiscally responsible, compliant, and legal manner. The 2019-2020 administrative team saw no turnover.

Executive Director Development Plan

The executive director evaluation committee establishes goals and objectives for the director for the following year. Dr. Restorff's professional development plan consists of professional coaching by a licensed superintendent to improve communication and understanding of multi-campus environments. Lionsgate retained Dr. Lisa Snyder, of Future Ready Learning as Dr. Restorff's coach. Dr. Snyder has served as executive director of Ed-Visions and was Superintendent of Schools for District 194, Lakeville Area Public Schools from 2011 through 2017. Dr. Snyder's contract for coaching included multiple meetings and observations.

For the 2020-2021 school year, the executive director evaluation committee established a professional development goal to participate in direct instruction in cultural competency resulting in an equity audit of Lionsgate Academy and developing measurable objectives for improving equity at Lionsgate Academy.

STAFFING

Lionsgate Academy employed 251 regular employees during the 2019-20 school year. Forty-three percent of the staff are educational assistants who play important and varied roles at the school. All educational assistants are hired to support the needs of our special education students who have a documented need for paraprofessional support.

Support service providers at Lionsgate include social workers, speech and language pathologists, school psychologists, adaptive physical education teachers, and occupational therapists. Due to high medical needs of the student population, Lionsgate retains a licensed school nurse and two LPNs. These service providers meet identified needs from comprehensive evaluations and may include services around mental health, emotional regulation, social skills, skills of daily living, transition skills, speech & language needs, fine and gross motor needs and other health needs.

Administrative assistants provide support such as STAR and MARRSS reporting, special education reporting and accounting, attendance, substitutes, transportation, purchasing, communications, and other vital functions. Tech and operations are responsible for student and staff computing needs, building upkeep, network and testing support.

Licensed administrators include the Director of Student Services, Building Principals and Site Coordinators holding licensure in their field, and special education coordinators. Non-licensed administrators include directors of Human Resources, Finance and Operations, Technology, and the Executive Director.

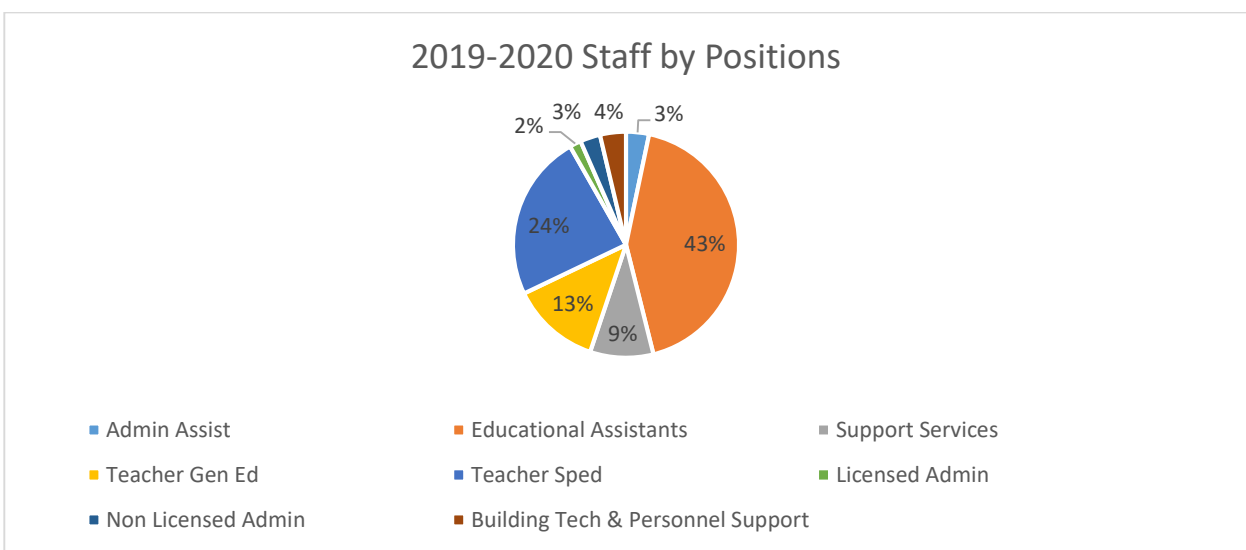


Figure 2. Staffing by Position

Staff Retention and Attrition

Overall, the attrition rate of staff decreased from 28% in 2018-19 to 18% in 2019-2020 . Staff attrition is calculated by dividing the number of staff (with replacement) by the number who resigned during the 2019-2020 school year. When the number of individuals who were involuntarily terminated and the number of individuals who left within 6 months of hire are subtracted, the attrition rate was 13%. Of the voluntary terminations, 2 were special education coordinators and only 7 licensed professionals resigned.

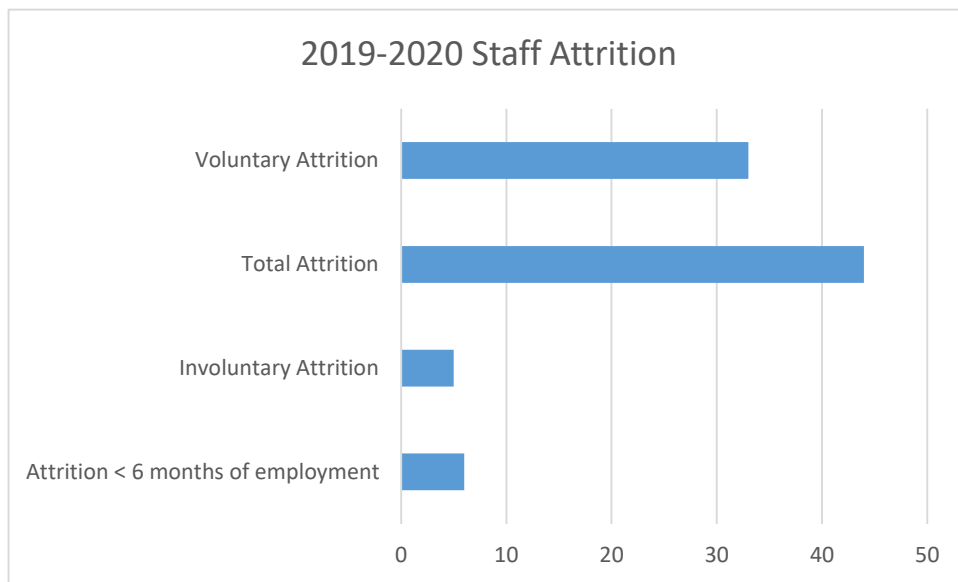


Figure 3. Staff Attrition

FINANCES

Since almost all of Lionsgate Academy's students' education programming includes at least some special education components, the cost to educate our students is significantly greater than those for other schools. Lionsgate's revenue and cash flow is derived primarily from Special Education funds received from the State of Minnesota. The Lionsgate Foundation, an unaffiliated non-profit foundation, provides the largest share of private contributions to the School.

The director of finance and operations for Lionsgate Academy is Mr. Aaron Leisen. Lionsgate uses Dieci LLC, an accounting services firm that specializes in charter schools, for accounting, financial statement preparation, and audit coordination. Lionsgate's audit firm is MMKR - Malloy, Montague, Karnowski, Radosevich & Co., PA. There were no material findings in the audit.

Total revenues and expenditures for the fiscal year ending June 30, 2020 were approximately \$21 million and \$19 million respectively. This represents a 26% increase in revenues; the increase is due to the Payment Protection Loan (PPP) the school received during the year. The 15% increase in expenses over 2019 is all related to the increase in the number of students. In fact, Lionsgate was able to operationalize some efficiencies reducing the cost of educating our students by \$1,024 per ADM. A breakdown of the components of revenues and expenditures is illustrated in the following table and graphs.

Revenues and Expenditures Combined General and Food Service Fund Fiscal Year Ending June 30, 2020

Revenues:	<u>Prior Year</u>	<u>Current Year</u>	<u>% Total</u>	<u>Increase (Decrease)</u>	<u>% Change</u>
Special Education	13,400,125	14,856,971	71%	1,456,846	9%
General Education	2,531,271	3,343,636	16%	812,365	5%
Federal	341,063	2,458,091	12%	2,117,029	13%
Local Support	345,908	354,625	2%	8,717	0%
Total Revenues	16,618,366	21,013,323	100%	4,394,958	26%
Expenditures:					
Special Education	7,457,414	8,752,890	46%	1,295,475	8%
General Education	2,632,558	2,955,428	16%	322,870	2%
Admin	899,499	1,054,030	6%	154,532	1%
Pupil Support	508,708	716,280	4%	207,572	1%
Facilities & Operations	2,652,028	2,828,065	15%	176,037	1%
Transportation	2,206,624	2,539,930	13%	333,306	2%
Total Expenditures	16,356,831	18,846,623	100%	2,489,792	15%
Revenues > Expenditures	261,535	2,166,700			

Revenues for Lionsgate Academy were largely from state special education, making up 71% of total revenue. General education revenue accounted for 16% of the total revenue. Revenue from Federal sources included CSP Grant revenues earned and special education revenue and accounted for 1.7% of the total. Other sources of revenue were PPP loan, grants and donations which accounted for 11.7% of the total revenues.

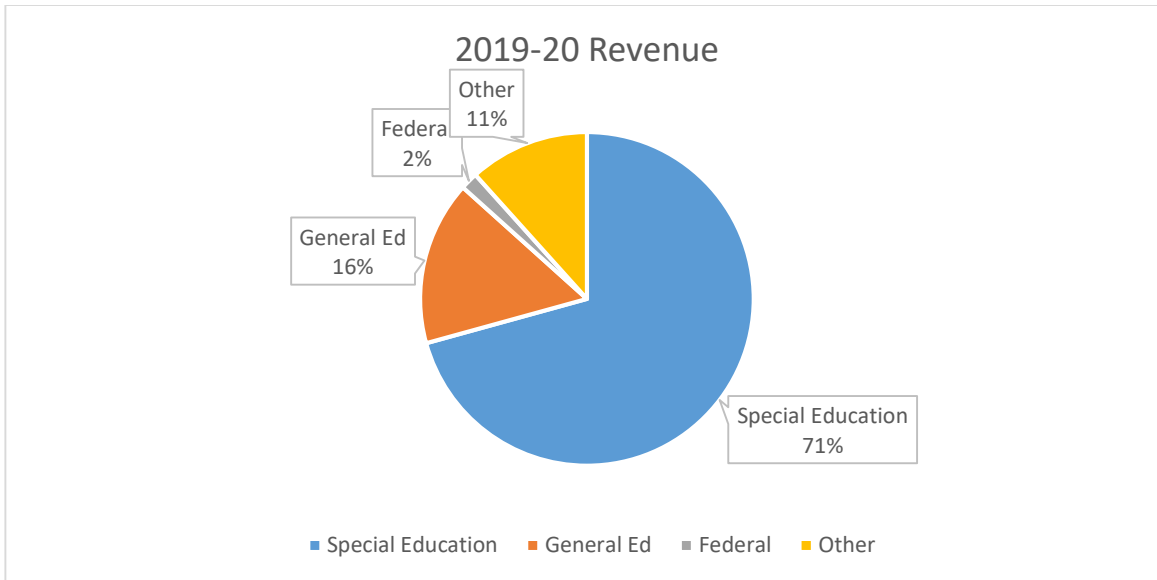


Figure 4. Revenue

Lionsgate expenditures are illustrated below. The largest portion of expenditures was in special education (46%), followed by general education (16%) and facilities and operations (15%). Transportation accounted for 13% and 6% of expenditures were attributed to administrative costs. 4% of expenditures fell under pupil support.

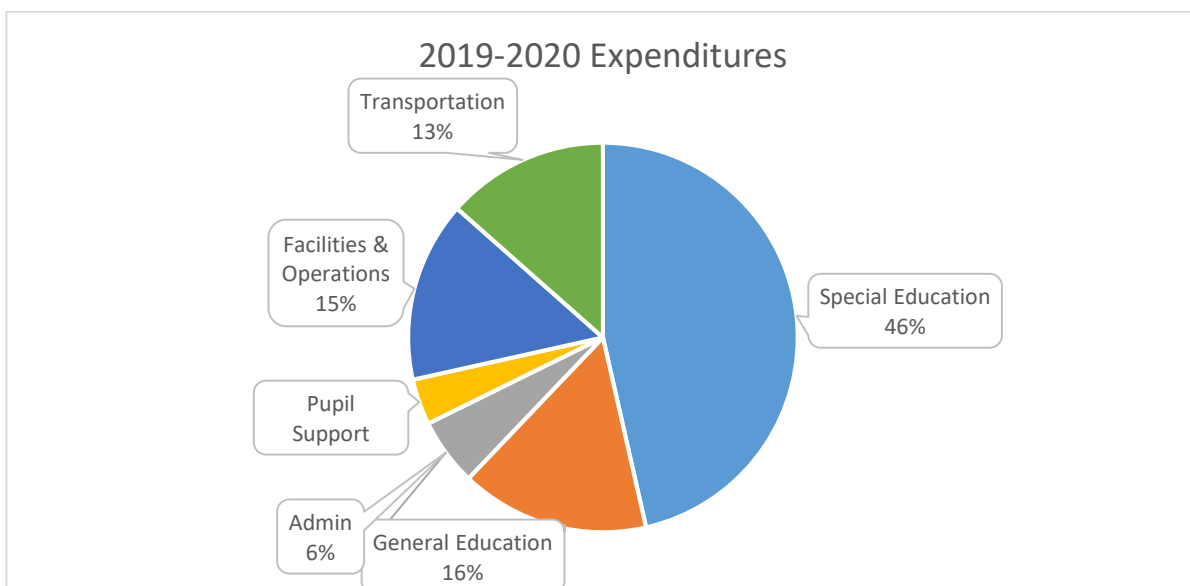


Figure 5. Expenditures.

INNOVATIVE PRACTICES AND IMPLEMENTATION

On March 13th, 2020, Executive Order 20-02 closed Minnesota schools to in-person learning. Schools were given two weeks to pivot from their traditional classroom models to a form of distance learning. Distance learning was specifically different than e-learning, although using technology was a central feature of the planning. In the planning phase of the transition to distance learning, all families were surveyed to determine their access to a computer and internet. Almost all families indicated that they had internet, and many families indicated that they had computers in their home. Lionsgate repurposed the cell phones used by the transition program to internet hotspots for families in need. Lionsgate purchased 75 additional Chromebooks to ensure that all students had access to a Chromebook. By the end of the transition period, every family had access to a Chromebook and internet to prepare for distance learning.

Lionsgate reviewed a number of assessments that would provide a picture of a student's progress over time in areas that are important to all students, but in particular important to students on the autism spectrum. After significant research into various tools, it became apparent that the data needed were already being collected as part of the IEP preparation process. The collection of data via the *General Education Reporting Document* provides the IEP team with information across five areas of interest to students' overall success. These areas are Executive Functioning, Social Skills, Safety in the Classroom, Academic Skills and Emotional Regulation. A sample of the complete report is available upon request. By arranging the data for a student across time, the team is provided with an overall picture of how the student is performing in classes over time. These data help inform decisions regarding developing supports, accommodations and objectives for helping students progress. The example that follows illustrates how one area of the assessment appears for a 9th grade student with two years of data. The key used in the chart indicates the degree to which the student is successful by class.

Skill Evaluation Key
IS - Independently Successful
SS - Successful with Support
N - Area of Need
HPN - High Priority Need
SI - Skill Improvement
NO - Not Observed

Social Skills	Initiation of Interactions												Perspective Taking					Conflict Resolution					Compromise					Social Awareness					Personal Awareness				
	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	7	8	9	10	11	12	
Art	SS	SS					N	SS					NO	SS					NO	SS					N	SS					SS	SS					
Business	N						N						SS						SS						N						N						
Drama																																					
Health			SS						SS						SS						SS						SS						SS				
Lang Arts																																					
Life Skills																																					
Math	SS						SS						SS						NO						N						N						
PE			SS						SS						SS						SS					N						N					
Science	SS						SS						SS						SS						N						N						
Spanish																																					
Social Studies																																					
Study Skills																																					
Transitions																																					
Pride																																					

Figure 6. Example of Data Tracking Instrument

In the example above, each skill is operationalized and the teachers completing the form rate the student for that year. This examples illustrates that from grade 8 to grade 9, the student has made progress in perspective taking and still requires support and instruction in social and personal awareness.

FUTURE PLANS

As Lionsgate returns out of the pandemic, our plans are to engage in reflective practices around our experiences with distance learning. In particular, Lionsgate will look to how utilizing the distance learning format in our transition programming could help to integrate our transition students into their own resident communities and balance the need to be on site for instruction, particularly those with commutes exceeding one hour each way.

Through our equity work and equity audit, Lionsgate will be able to analyze our strengths and areas for improvement with regard to equity. From the equity audit, we will develop measurable objectives to improve equity.

STUDENT ACHIEVEMENT & WORLD'S BEST WORKFORCE

The World's Best Workforce is a local accountability program for all schools in Minnesota. Lionsgate Academy utilizes the Performance Framework with its authorizer, NEO, to meet the accountability requirements for student achievement and other performance measures. The annual meeting for the World's Best Workforce was held virtually on May 5th, 2020.

The district advisory committee for the World's Best WorkForce is:

Name	Role in District
Brandy Schwab	Principal, Shoreview Campus
Kristi Person	Perkins Lead, Business Teacher
April Schnell	Community Member
Jenny Schmidt	WBL Teacher, Transition Program
Tanner Berris	WBL Teacher, Transition Program
Gina Shanky	Community Member
Sal Lopiano	Parent, School Board Member
Sara Byzdovsky	District Transition Coordinator
Rachel Boyack	Principal, Shoreview Campus
Diane Restorff	Executive Director
Jessica Bjorkman	Site Director, Transition Program
Meta Thomas	Curriculum Coordinator

Equitable Access to Qualified Teachers

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level. Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Lionsgate administration reviews data annually at the end of every school year. This review allows us to monitor if we need to make adjustments for ensuring equitable access to experienced, licensed teachers for students of color, American Indian students and students from low income families. Lionsgate uses an index system: teachers are assigned a score based on years of teaching experience, type of license (tier 1, 2, 3, or 4), years teaching at Lionsgate.

The combined scores of all teachers are averaged, yielding a mean quality index score and a standard deviation. Student schedules are examined and each student receives a score based on the mean of his teachers' indices. Any student whose teacher index score falls below 1 standard deviation is flagged. If this student identifies as a student in the target group, his or her schedule is modified so that the student's teacher index schedule is within the average range. Any student who falls into this category will have the schedule reviewed to determine if changes can be made to bring the student's index into range.

The administrative team reviews the equitable access data. This includes all building principals, the directors of human resources, finance and operations, student services, technology and the executive director. Lionsgate has no identified equal access gaps; however, Lionsgate will continue to monitor the data to ensure that this situation remains the status quo (i.e., no gaps).

Teacher and Student Racial and Ethnic Diversity Alignment

The following racial and ethnic groups are present in our district among students and are not yet represented in our licensed teacher staff: African American or Black (7.19%), Latinix (4.99%) and American Indian/Alaskan Native (.33%). Lionsgate would need to add 21 BIPOC teachers to reflect our student population.

The root cause contributing to a lack of student access to teachers of color and American Indian teachers is the disproportionate unavailability of teachers of color. Research suggests strongly that there is a lack of supply of teachers of color due to Hiring bias, certification tests that teachers of color

are less likely to pass, a racial gap in bachelor's degree attainment, and lower retention rates for teachers of color among other factors. (National Center for Education Statistics, 2016). To further challenge our ability to hire teachers of color, charter schools pay less and have more expensive medical benefits, so that Lionsgate must compete with districts who can pay as much as \$4,000.00 more for a first year teacher.

The Lionsgate Foundation is offering some tuition reimbursement to teachers at Lionsgate who are enrolled in programs leading to licensure. Lionsgate has sought to partner with Learning Disability Associates (LDA) to support their state-approved alternate path to licensure program.

Smart Goals

Close the Achievement Gaps between Student Groups

Lionsgate Academy focuses on closing the achievement gap between students receiving special education services and their non disabled peers in the state of Minnesota. Lionsgate uses student proficiency on MCA scores in mathematics, reading, and science to compare the achievement of our students receiving special education services and the state.

Over 90% of students at Lionsgate Academy receive special education services. Lionsgate disaggregates students by those receiving special education services and those not receiving special education services. We identify individual needs in the areas of math, reading and science through the use of the NWEA MAP assessment. Students who are more than 2 grade levels below their peers as measured on the MAP have identified goals on their individualized education plans in the areas of math and reading. Additionally, Lionsgate uses science and language usage scores on the NWEA-MAP assessment to place students in classes where they can receive specialized instruction. Often courses are co-taught with a special educator and a general educator to ensure that access to the general education curriculum is provided for students with special needs. Lionsgate implements its strategies well, reviewing student placement at least two times per year. The NWEAMAP assessment provide individualized growth targets for these students which are monitored in the fall and spring to help teachers determine if teaching practices are effective.

Smart goals for the 2019-2020 WBWF report were drawn from the contract performance framework.

Goal: The schools 2019-2020 Proficiency rate for reading is greater than 10 percentage points of the resident district in reading as measured by MCAs over time.

Result: Lionsgate Academy students receiving special education exceeded the resident districts' proficiency rate on the MCA reading assessment from 2014 to 2020 by 18.82 percentage points.

Goal Met

All Students Career and College-Ready by Graduation

Students who enroll at Lionsgate who are on or above grade level continue to make expected growth as measured by the NWEA-MAP. These students continue to meet their expected growth over the period from 2014 to 2020.

Goal: At least 80% of students who are performing at or above grade level meet their growth targets in reading and math as measured by the NWEA-MAP assessments.

Results: The 2014-2020 combined average growth on NWEA MAP for math is 81.79% and the 2014-2020 combined average growth on NWEA MAP for reading is 84.68%.

Goal is on track.

All Students Graduate

With Lionsgate's high percentage of students receiving special education, our graduation role accounts for the 3 years of transition services to which all students may be entitled depending on their individual needs. Transition placement is an IEP team decision. Once the team determines that the student has met the IEP goals in the areas of transition, that student may graduate. Lionsgate's personalized learning environment is supportive in helping 97.89% of our students graduate from high school.

Goal: Ninety percent of continuously enrolled students either graduate on time or graduate within the 7-year graduation period.

Results: The 2014-2020 combined average graduation rate is 97.89%.

Goal is on track.

Result: In the 2018-19 school year, 92% of students were on track to graduate as measured through their credit accumulation.

Goal Met.