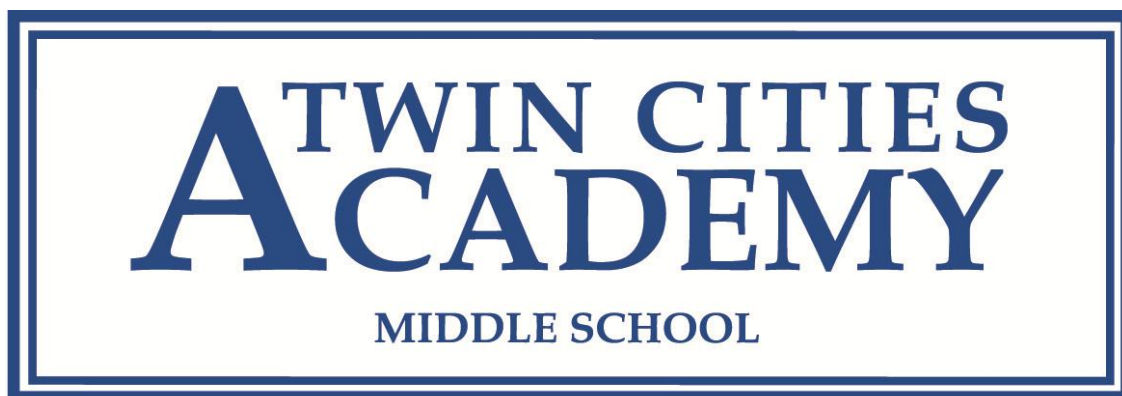


**Twin Cities Academy  
4042-07  
2011-2012**



**2011-2012  
Twin Cities Academy  
Annual Charter School Report  
(4042-07)**

Submitted by Betsy Lueth, Principal and Andrew Minck, Director of Operations

**Twin Cities Academy  
4042-07  
2011-2012  
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**Twin Cities Academy**

**4042-07**

**2011-2012**

**Purpose**

The purpose of this report is to communicate to the constituents of TCA who we are and to monitor and report our accomplishments and goals.

**Vision**

*Citizens educated and inspired to make their mark on the world.*

**Mission**

*Twin Cities Academy is a St. Paul public school committed to developing productive citizens through academic rigor and building character in partnership with families and the community.*

Twin Cities Academy is a middle school located in St. Paul, Minnesota that serves grades six, seven and eight. It is committed to academic rigor, active citizenship, and character development. This past year we enrolled approximately one hundred and ninety-three students (193). The population was forty percent (40%) diverse; comprised of Hmong, Black, Hispanic, American Indian and Asian. Thirty-one percent (31%) of our students qualified for free and reduced lunch. Ninety-one percent (91%) of the students were residents from the inner city; nine percent (9%) were residents of the surrounding suburbs. TCA's governing board includes teachers, parents, and community members.

During the 2011-2012 school year, TCA's average daily attendance was ninety-six percent (96%). Our retention rate throughout the year was ninety-six percent (96%). Parent/Teacher Conferences held on Saturdays (November, February and April) averaged ninety-four percent (94%) in attendance. Both parents were in attendance an average of fifty-nine percent (59%) of the time. TCA parents are actively engaged in the school. Parents and community members volunteered over 5,186 hours last year.

MCA-II, MCA-III and NWEA MAP assessments indicate that we are providing a quality educational experience for our students and they are consistently out-performing many schools in the state including the resident school district, Saint Paul Public Schools. The new MMR system stated that we are a Reward School for the 2011-2012 school year, the highest rating on the MMR scale. We look forward to future challenges and the opportunity to offer our families a choice in quality education.

**Twin Cities Academy  
4042-07  
2011-2012**

**Board of Governance**

<b>Name</b>	<b>Board Position</b>	<b>Group</b>	<b>Term Exp.</b>	<b>Phone Number</b>	<b>Email Address</b>	<b>Attendance</b>
Shannon Gourley	Vice Chair	Teacher #375103	Oct. 2012			8/18, 9/15, 11/18, 12/15, 1/19, 2/16, 3/15, 4/19, 5/21, 6/21
Jim Cech		Com Member	Resigned- June 2012			8/18, 9/15, 11/18, 12/15, 2/16, 3/15
Chuck Lentz		Com Member	Oct. 2012			8/18, 9/15, 11/18, 12/15, 1/19, 2/16, 3/15, 4/19, 6/21
Sarah Ancel		Teacher #439395	Oct. 2013			11/18, 12/15, 1/19, 2/16, 3/15, 4/19, 5/21,
Christian Gould		Parent	Oct. 2013			11/18, 1/19, 3/15, 4/19, 6/21
Joel Michael	Chair	Com Member	Oct. 2014			8/18, 9/15, 10/18, 11/18, 12/15, 1/19, 2/16, 3/15, 5/21, 6/21
Sara Jennerjohn	Treas.	Teacher #432384	Oct. 2013			9/15, 10/18, 1/19, 2/16, 3/15, 4/19,
Janelle Voxland-Flomo	Sec.	Teacher #446061	Oct. 2013			8/18, 9/15, 10/18, 11/18, 12/15, 1/19, 2/16, 3/15, 4/19, 5/21, 6/21
Kerri Vickers		Parent	Oct. 2012			9/15, 10/18, 11/18, 12/15, 1/19, 2/16, 3/15, 4/19, 5/21,
Jim D'Aquila		Parent	Oct. 2013			10/18, 12/15, 1/19, 3/15, 5/21, 6/21
Alex Bajwa		Com Member	Oct. 2014			10/18, 12/15, 1/19, 2/16, 3/15, 6/21

**Twin Cities Academy  
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**School Management and Staff Information**

<b>Name</b>	<b>File Number</b>	<b>Assignment</b>	<b>Yrs. w/ School</b>	<b>Status</b>
Wynne, Helen (Liz)	328494	Administration	13	Retired- June 2012
Lueth, Betsy	397306	Administration	0	Hire- June 2012
Minck, Andrew		Administration	1.5	Hire May 2011 Returning Fall 2012
Ausen, Terri		Office Manager	3	Returning Fall 2012
Swain, Gwyneth		Library Aide	5	Resigned June 2012
Cook, Lyssa		Office Assistant	.5	New Hire- Fall 2011 Returning Fall 2012
Fleischhacker, Laverne		Custodian/Cafeteria	13	Returning Fall 2012
Diallo, Sam		Cafeteria/Custodian	3	Returning Fall 2012

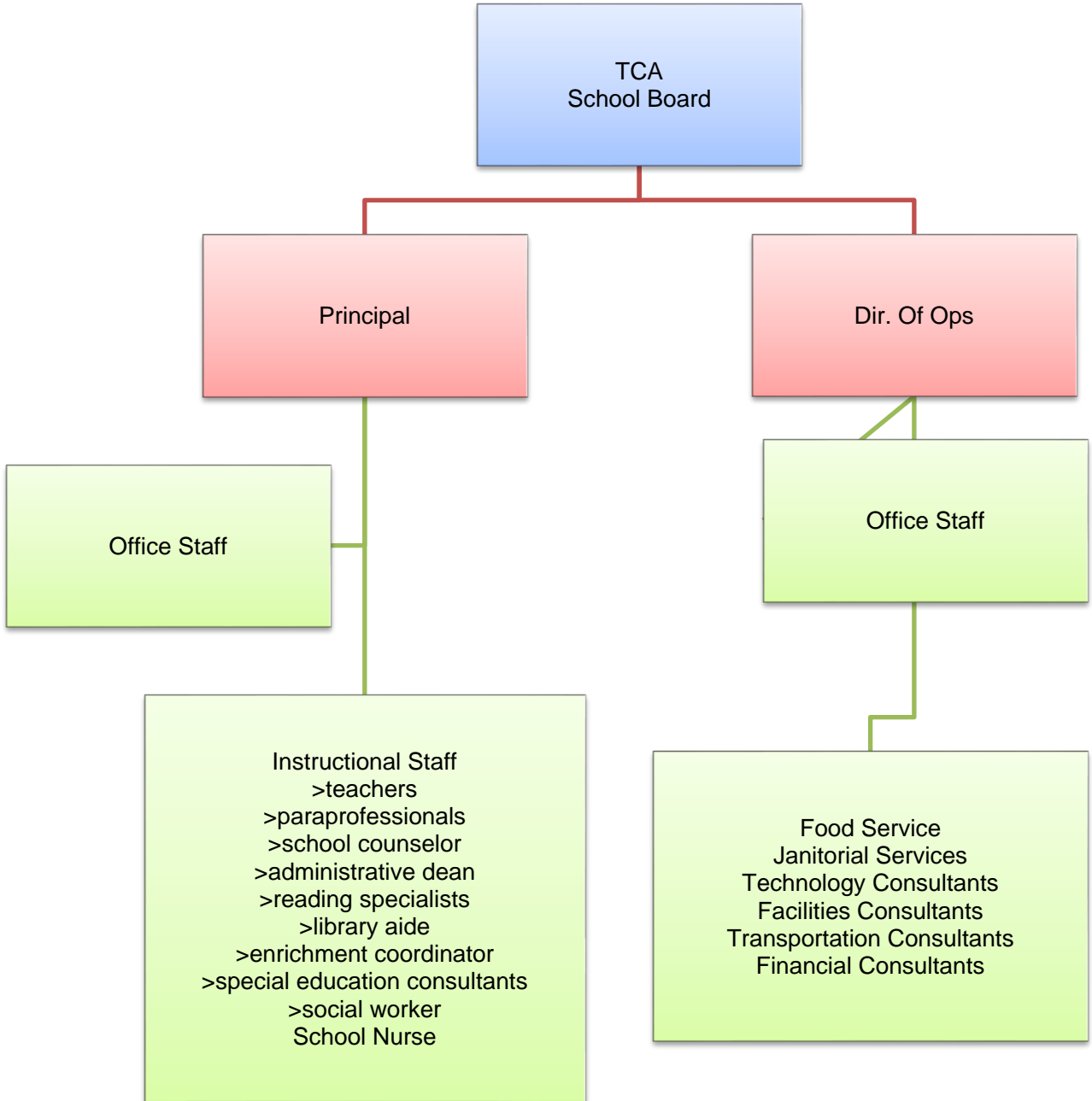
**Twin Cities Academy  
4042-07  
2011-2012**

**Teaching Faculty Information**

<b>Staff Member</b>	<b>File Number</b>	<b>Assignment</b>	<b>Yrs. w/ School</b>	<b>Status</b>
Amundson, Erin	410808	Science	9	Returning Fall 2012
Cullen-Benson, Brendan	435573	Art	2	Returning Fall 2012
Anderson, Joelle	411484	Spanish	8	Resigned March 2012 (FTE Hire at District)
Schneck, Anna	384133	Math	13	Returning Fall 2012
Buege, Melissa	428149	French	3.75	Returning Fall 2012
Ancel, Sarah	439395	English	4	Returning Fall 2012
Voxland-Flomo, Janelle	446061	Math	3.5	Returning Fall 2012
Shelhamer, Mike	421650	History	6	Returning Fall 2012
Lindholm, Scott	441065	Physical Education	4	Returning Fall 2012
Jennerjohn, Sara	432384	English	5.5	Returning Fall 2012
VanderPlas, Mike	440595	History	4	Returning Fall 2012
Hollinger, Rhiannon	440139	Science	4	Returning Fall 2012
Dostal, Jon	427733	Music, Band	1	Returning Fall 2012
Riebe, Melody	443433	Special Education	2	Returning Fall 2012
Hickey, Elizabeth	462843	Special Education	1	Returning Fall 2012
Kaari, Katie	404724	Contracted Speech Therapist	1	Returning Fall 2012
Garnell, Holly	417843	Counselor	6	Resigned May 2012 (MDE Hire)
Gould Gourley, Shannon	375103	Academic Support	13	Returning Fall 2012
Carlin, Susan	438512	Contracted Speech Therapist	1	Returning Fall 2012
McCall, Maureen	264099	School Social Worker	1	Returning Fall 2012

Twin Cities Academy  
4042-07  
2011-2012

Organizational Chart



**Twin Cities Academy  
4042-07  
2011-2012**

**Student Enrollment and Attrition Rates**

<b>Year</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Total</b>	<b>Attrition Rate</b>
<b>2009-2010</b>	53	68	78	<b>199</b>	0%
<b>2010-2011</b>	56	64	70	<b>190</b>	8%
<b>2011-2012</b>	52	72	69	<b>193</b>	0%
<b>Estimated 2012-2013</b>	50	74	75	<b>199</b>	0%

**Admissions**

TCA holds open houses and accepts applications throughout the year. When we have more applications than vacancies, a random lottery drawing is held on February 28<sup>th</sup>. Parents and students are encouraged to schedule an appointment to visit the school. Once students are accepted, they are then asked to complete the registration packet, attend a covenant meeting, and participate in new student orientation. Please refer to the TCA application on the next page of this document.



**Twin Cities Academy**  
4042-07  
2011-2012

**Twin Cities Academy**  
**Enrollment Application**  
*A St. Paul Charter School for Grades 6, 7, and 8*

**STUDENT INFORMATION**

Last Name \_\_\_\_\_ First Name \_\_\_\_\_

School Year \_\_\_\_\_ Current Grade \_\_\_\_\_ Next Year's Grade \_\_\_\_\_

Home Address \_\_\_\_\_ Apartment \_\_\_\_\_

City & State \_\_\_\_\_ Zip Code \_\_\_\_\_ Home Phone \_\_\_\_\_

Sibling Currently Enrolled at TCA\* \_\_\_\_\_ Yes \_\_\_\_\_ No

**PARENT / GUARDIAN INFORMATION**

Parent / Guardian \_\_\_\_\_ Work Phone \_\_\_\_\_

Cell Phone \_\_\_\_\_ Email \_\_\_\_\_

Parent / Guardian \_\_\_\_\_ Work Phone \_\_\_\_\_

Cell Phone \_\_\_\_\_ Email \_\_\_\_\_

*\*Twin Cities Academy's enrollment is independent of Twin Cities Academy High School. Alumni and sibling preference does not transfer between TCA and TCAHS.*

\_\_\_\_\_  
Signature of Parent / Guardian

\_\_\_\_\_  
Date

"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. A charter school shall give preference for enrollment to a sibling of an enrolled pupil and to a foster child of that pupil's parents before accepting other pupils by lot. If a charter school is the only school located in a town serving pupils within a particular grade level, then pupils that are residents of the town must be given preference for enrollment before accepting 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."MS124d.10 Subd.9.

**If applying for the current school year, please contact the school office.**

**OFFICE USE ONLY:** Date Received \_\_\_\_\_ Lottery Number \_\_\_\_\_

*Lottery Drawing Held February 28<sup>th</sup>*

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**835 E. 5<sup>th</sup> Street . Saint Paul, MN . 651-205-4797**

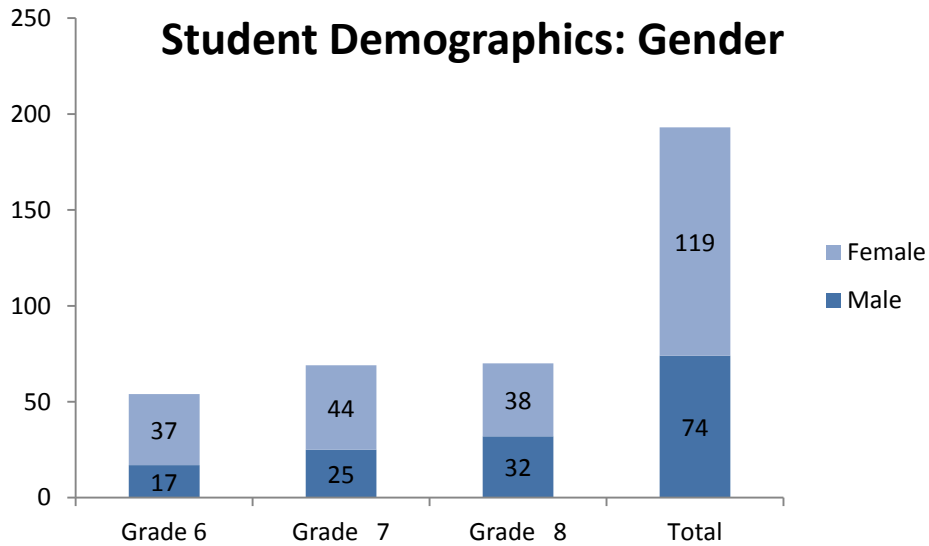
**Twin Cities Academy  
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**Student Background and Demographics**

**Gender**

	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>% Total</b>
Grade 6	17	37	<b>54</b>	28%
Grade 7	25	44	<b>69</b>	36%
Grade 8	32	38	<b>70</b>	36%
<b>Total</b>	74	119	<b>193</b>	100%
<b>%</b>	<b>38%</b>	<b>62%</b>		

\*\*\* Over the past few years we are aware that we have begun to experience an inequality of gender in our school.



**Demographics: Race**

	<b>Asian American</b>	<b>Black American</b>	<b>Hispanic</b>	<b>White</b>	<b>American Indian</b>	<b>Total</b>
No. of Students	23	33	19	115	3	<b>193</b>
%	12%	17%	10%	59%	2%	

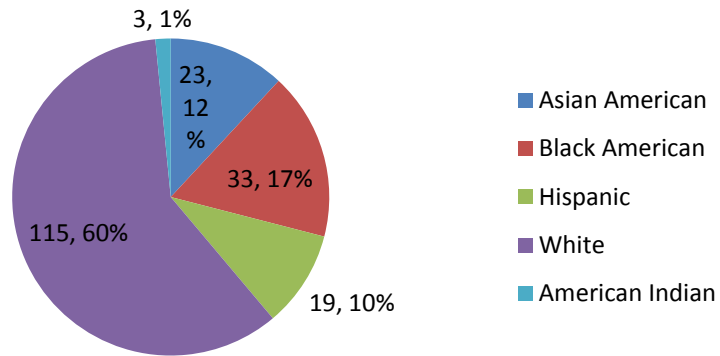
**Twin Cities Academy**

**4042-07**

**2011-2012**

\*\*\*\*Over the past few years the Hispanic enrollment at our school has consistently increased: resulting in an all time high percentage of Hispanic students in our school.

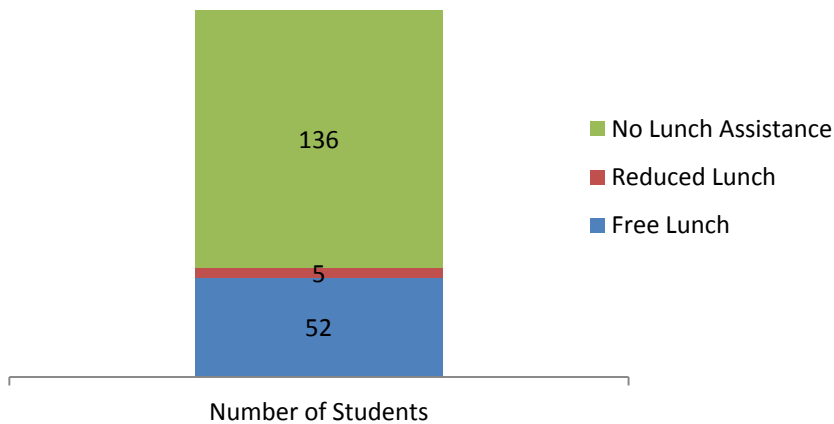
**Demographics: Race**



**Free & Reduced Lunch**

	No. of Students	% to Total School Enrollment
Free Lunch	52	27%
Reduced Lunch	5	3%
Combined Free & Reduced	57	30%

**Free and Reduced Lunch**

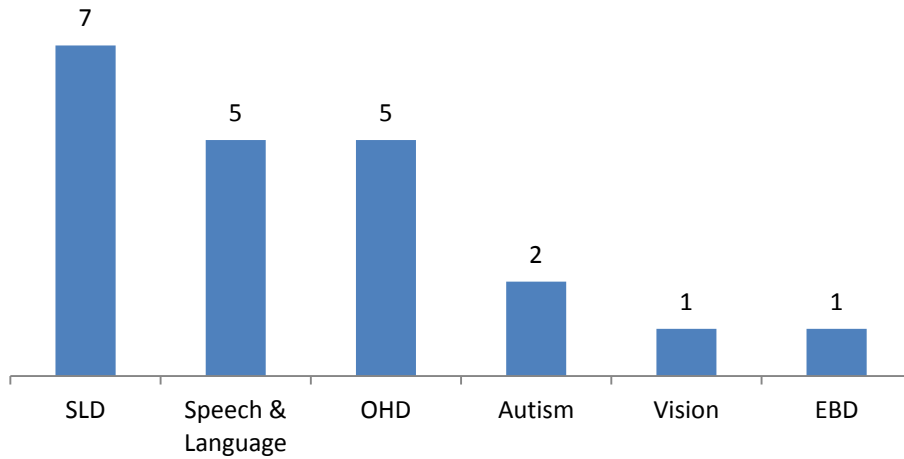


**Twin Cities Academy  
4042-07  
2011-2012**

**Special Education**

No. of Students	% to Total School Environment	Primary Disability	Students Per Category
21	11%	<ul style="list-style-type: none"> <li>▪ SLD</li> <li>▪ Speech &amp; Language</li> <li>▪ OHD</li> <li>▪ Autism</li> <li>▪ Vision</li> <li>▪ EBD</li> </ul>	7 5 5 2 1 1

**Special Education Distribution**



**Limited English Proficiency**

No. of Students	% to Total School Enrollment	Home Language	Students Per Grade
0	NA	--	--

**Student Participation**

**Attendance – 175 Day Student Calendar**

	Male	Female	Total
Grade 6	97%	96%	96%
Grade 7	97%	96%	96%
Grade 8	96%	96%	96%
All School	97%	96%	96%

**Twin Cities Academy  
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2011-2012**

**Mobility**

	<b>Students Enrolled September 2011</b>	<b>Students Enrolled June 2012</b>	<b>% Retention</b>
Grade 6	53	52	98%
Grade 7	68	68	100%
Grade 8	65	67	100%
All School	186	187	
<b>Retention Rate</b>	<b>98%</b>		

**Graduation Rates**  
*Not Applicable*

**Program Successes**

- TCA made was named a “Reward” school by the MN Department of Education according to the MMR scale.
- TCA continues to surpass State, Minneapolis and Saint Paul District averages in the Reading portion of the MCA-II.
- An in-house tutorial class was granted to pre identified students in need of additional academic support. As a result of this tutorial, we noticed a significant decrease in failing grades.
- TCA administered the NWEA to better assess and support instruction and student learning.
- We successfully finalized, unified and approved uniform marketing materials and logos for both the Middle School and the High School. We launched a new website as part of these materials.
- As a result of our quality program and increased recruitment efforts, we have experienced an increase in our anticipated enrollment for the 2012-2013 school year. We currently have 199 students enrolled for the 2012-2013 school year. We have also contracted an additional bus, bringing the total daily busing to seven,(contracted by The Academy of Holy Angels) in an effort to better address the transportation needs of our families.

**Twin Cities Academy**  
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**Best Practices**

Student Focus:

- Continuously assessing and evaluating student learning; modifying and adjusting instruction and curriculum to meet needs of students to the best of our ability. The launching of the NWEA this past year is providing us with the data we need to make beneficial instructional changes.
- Setting high academic expectations and holding students accountable.
- Setting high expectations for quality instructional practices and holding staff accountable.
- Conducting frequent conferences (team meetings) with families to discuss struggling students and problem solve for higher future success.
- Scheduling Homework Jump Start (Enrichment After School Program) for all newly enrolled students to assist with the transition to TCA.
- Conduct General Education Child Study meetings bi-monthly to monitor the needs of students in a timely manner.
- Close working relationship between special education and regular education teachers in an effort to ensure differentiated content and adjustments to meet the needs of students with special needs.
- Monitoring Agenda (student planner) so students and parents are informed of what is expected and needs to be done.
- Provide homework assignments on-line for easy access; keeping students better informed.

Parent Focus:

- Parent education sessions such as Back-to-School Night, College Readiness and Helping Children with Academics are scheduled throughout the school year.
- Parents can monitor homework completion, assessments and grades on-line.
- Required weekly signing of student agendas by parents.
- Parents are extended an invitation to teach or assist with after school Enrichment classes.
- Parent Teacher Conferences are held on Saturdays (3) to accommodate busy families.
- Parent representatives comprise approximately one-third of our school board.
- Parent concerns and questions are addressed in a timely manner.

**Twin Cities Academy**  
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Teacher Focus:

- Participation in annual performance goals program.
- Scope and sequence are submitted to administration and implemented accordingly each semester.
- Reading and writing across the curriculum are implemented. All teachers share in the teaching of reading and writing.
- High expectations are set for all of our students as well as ourselves, regardless of individual challenges.
- Annual school goals, for both the school and board of governance are identified, monitored and reviewed.
- Professional development opportunities are provided for teachers to improve their skills in the areas of technology and differentiation of curriculum.
- Weekly staff meetings are conducted to ensure efficient communication.

**Program Challenges and Actions Taken**

▪ **Math Deficiency- Continued Decline**

For the past two years, we have experienced a steady decline in our math scores and proficiency rates. *Even though our sixth graders receive 90 minutes of daily math, we continue to see some students who lag behind their peers. We have introduced a different math instructional model addressing the same content, but with a different instructional approach. We also invited our math department to work an additional week prior to the beginning of the school year. At that time, they were trained in data driven instruction and curriculum changes will be made. We will monitor our math instruction and progress closely by implementing 4-6 week formative assessments. The math department will have collaborative prep time to analyze and use the data for more effective classroom instruction.*

▪ **Curriculum Differentiation**

Differentiating curriculum to address the needs of all students as our demographics change is a constant challenge. The average class contains students that are performing in a range from the twentieth to the ninety-eighth percentile. *Individual and large group staff development opportunities are made available to teachers to improve this skill. Administration supports close communication between special education and general education staff. We have also hired additional special education staff for the 2012-2013 school year. The necessity and expectation of differentiation is communicated on a regular basis. Administration monitors the classroom instruction to see that differentiation is occurring.*

**Twin Cities Academy**  
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**2012-2013 Academic Goals**

- As outlined previously, the decline of academic achievement in Math continues. A downward trend has occurred for the past two years.  
*Math staff will implement Data Driven Instruction and we will see an increase of student performance in the Meets and Exceeds levels on the MCA-III by 10%.*
- Teacher classroom observations will increase. This will assist with professional growth and development.
- Testing data will be closely analyzed to determine the degree of our potential achievement gap for students of color in reading and math. We will also better utilize our data from our NWEA testing to guide our instruction and target areas of need.
- Implement an Algebra vertical course alignment so that both MS and HS students enrolled in Algebra will have the same high quality instruction.

**Non-Academic Goals**

- Ensure a smooth and efficient transition of leadership due to an administrative retirement at the end of the 2011-2012 school year.
- Continue to structure, implement and redefine the Co-Leadership Model (Principal and Director of Operations) that was designed, approved and implemented by our school board.
- Create a more visible presence and partnership with local organizations in the Dayton's Bluff neighborhood so that TCA becomes an option for school choice.  
*Our ethnic population will mirror the ethnicity of St. Paul.*
- School Safety: Sustain a school environment that is conducive to learning, safe and void of bullying.  
*Our disciplinary incidents will be less than 10 per year, none involving drugs or weapons.*
- Grade Level Readiness; Review records of incoming students closely to accurately assess their needs and enroll them in the appropriate support classes (i.e. Reading Extensions). Develop and begin to implement a school wide targeted reading intervention plan to better meet students' grade level deficiencies.
- Begin the 3-5 year Strategic Planning Process.



## **Twin Cities Academy**

**4042-07**

**2011-2012**

### **Innovation and Implementation Practices**

During the 2012-2013 school year, Twin Cities Academy will be launching several new initiatives to support student achievement and growth. The first is to begin implementing a data-driven instructional model for all content areas beginning with math and language and moving to the other disciplines throughout the year. During the summer of 2012, the entire team of math teachers met to review the current curriculum and course scope and sequence. In so doing, the math faculty discovered several areas for improvement as we matched the current curriculum to the state standards. After reviewing the curriculum the math department has designed curriculum-based measures to be administered to all students every four to five weeks. The administration will meet regularly with the math faculty to review the results of the assessments and modify instruction as needed to ensure that all students are growing towards and hopefully surpassing the Minnesota state mathematics standards.

The language arts and social studies faculty will also be engaged in developing a data-driven instructional model. Faculty in these disciplines are reviewing the Common Core standards 6-12 and ensuring that the current curriculum and course scope and sequence meets these standards. After completing the review of current curriculum and instruction, faculty, along with administration, will ensure that all standards are met throughout the course sequences. The language arts and social studies faculty will then be developing curriculum-based measurements to be conducted every four to five weeks for all students. These assessments will be reviewed with administration to ensure student achievement is growing and meeting the Common Core standards.

Further, in order to ensure the quality of instruction in all classrooms, in collaboration with teachers, the current administration is designing a teacher leadership and evaluation model focused on student achievement. All teachers in the 2012-2013 school year will be evaluated at least two times (three times for teachers new to profession per the statute) using an evaluation rubric based in Charlotte Danielson's model and a rubric provided by a 90-90-90 school. This evaluation process will provide the data to support future teacher performance pay and provide the beginnings of a framework for a Q-Comp plan for the 2013-2014 school year. In addition, a teacher leadership team will be established in the 2012-2013 school year and will provide the framework for the career-ladder requirements of a Q-Comp plan. A Q-Comp plan will be submitted in the 2012-2013 school year to the MDE in hopes of implementation in the 2103-2014 school year.

Lastly, as a part of focusing on "beating the achievement gap" diagnostic reading testing is being done for all sixth, seventh, and eighth grade students. For those students showing one to two grade levels below will be placed in extensions classes, three or more grade levels additional testing will be done to identify specific areas of need and a team meeting will be held with the Reading Specialist, Special Education teachers (if applicable) English teachers, and administration to develop a reading intervention plan. This is the beginning of our RTI model which we will be implementing related to reading in the 2012-2013 school year.

**Twin Cities Academy**

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**2011-2012**

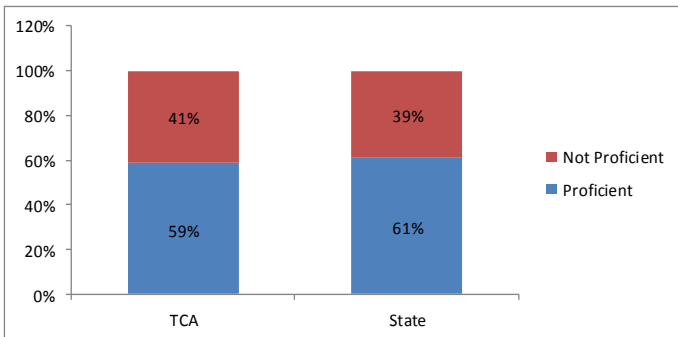
**School Academic Accountability Measurement & Results**

- MCA-II & MCA III Testing:
  - Reading Grades 6-8
  - Math Grades 6-8
  - Science Grade 8

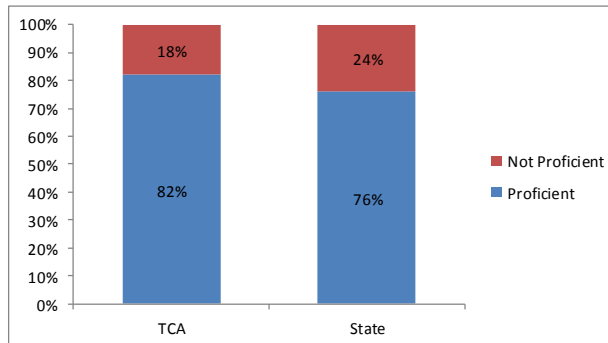
**2012 MCA II/I – Math & Reading Results**  
**All School - Grades 6-8**

MCA-II/I All-School	MATH		READING	
	Proficient	Not Proficient	Proficient	Not Proficient
<b>TCA</b>	59.1%	40.9%	81.8%	18.2%
<b>State</b>	61.3%	38.7%	75.4%	24.6%

**Math**



**Reading**



Twin Cities Academy

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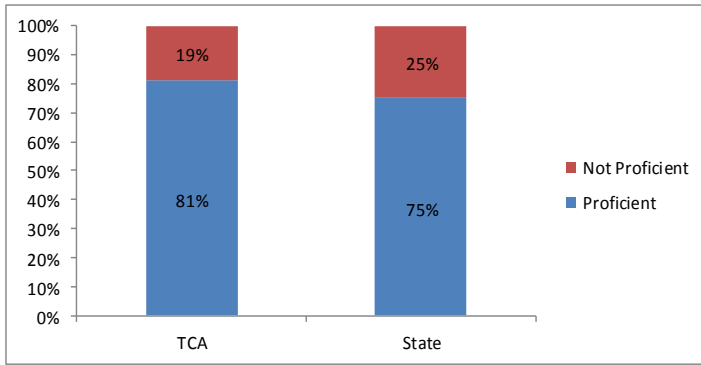
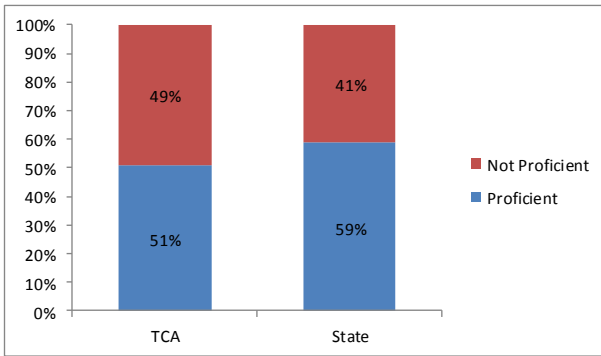
**Grade 6**

**2012 MCA-II Math & Reading Results**

MCA-II/I	MATH		READING	
Grade 6	Proficient	Not Proficient	Proficient	Not Proficient
TCA	50.8%	49.2%	81%	19%
State	58.8%	41.2%	75%	25%

**Math**

**Reading**



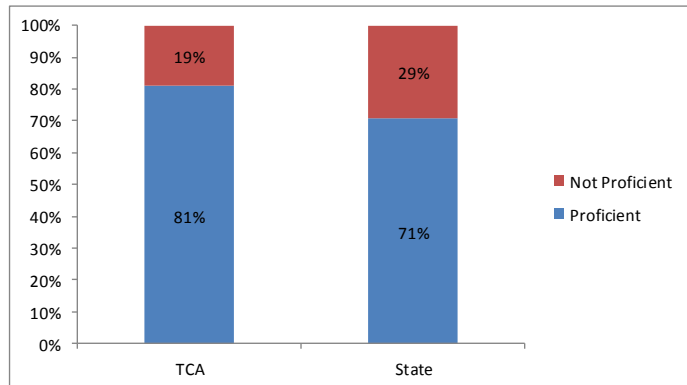
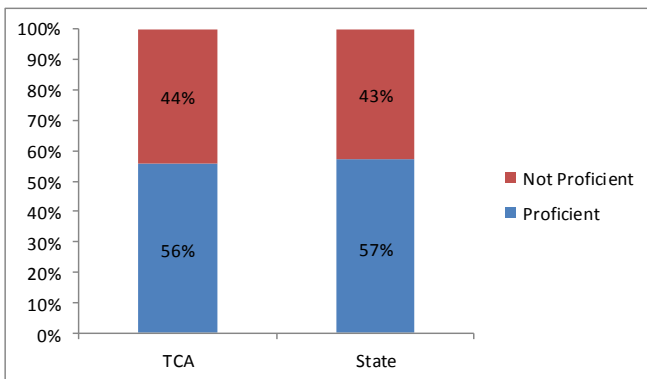
**Grade 7**

**MCA-II Math & Reading Results**

MCA-II/I	MATH		READING	
Grade 7	Proficient	Not Proficient	Proficient	Not Proficient
TCA	56%	44%	81%	19%
State	57%	43%	71%	29%

**Math**

**Reading**



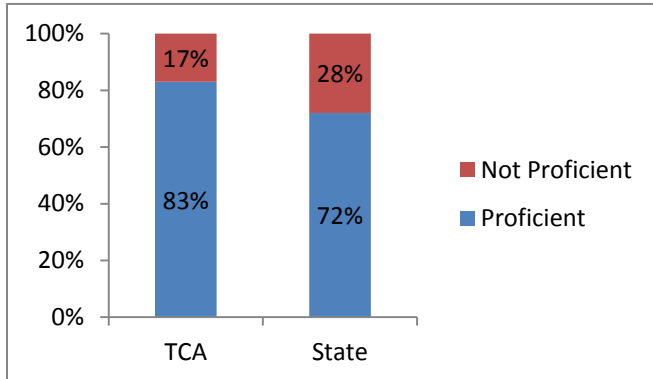
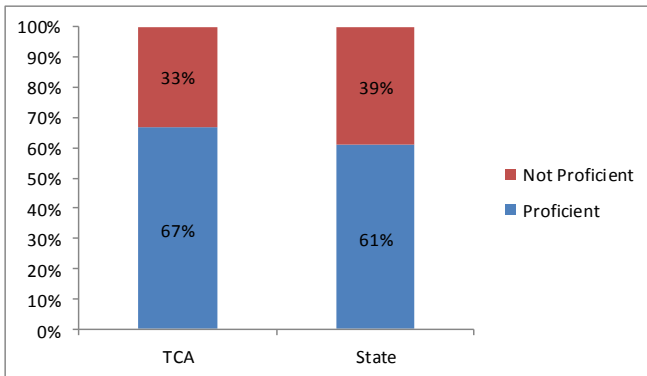
Twin Cities Academy  
4042-07  
2011-2012  
**Grade 8**

**MCA-II Math & Reading Results**

MCA-II/I566	MATH		READING		
	Grade 8	Proficient	Not Proficient	Proficient	Not Proficient
<b>TCA</b>		67%	33%	83%	17%
<b>State</b>		61%	39%	72%	28%

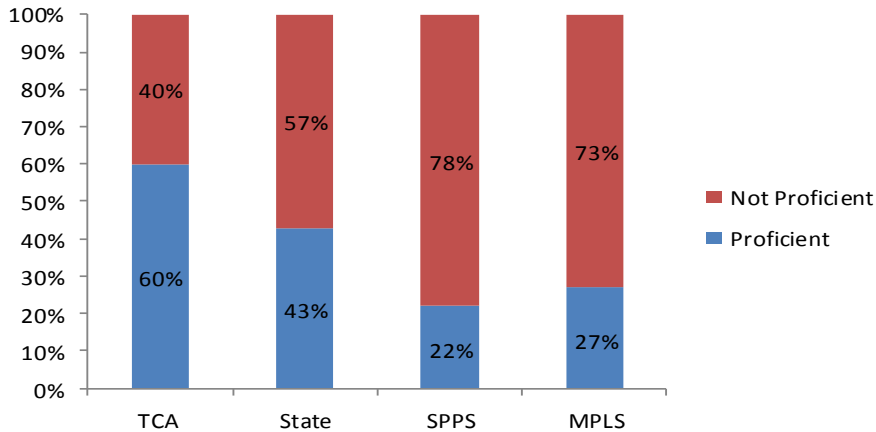
**Math**

**Reading**



**Grade 8**

**MCA II -Science Results 2012**



MCA-II Science Grade 8	Proficient	Not Proficient
<b>TCA</b>	60%	40%
<b>State</b>	43%	57%
<b>SPPS</b>	22%	78%
<b>MPLS</b>	28%	72%

**Twin Cities Academy**  
**4042-07**  
**2011-2012**

**Other Accountability Measures**

- **Student and Family Retention**  
*98% of our students remained enrolled September through June.*
- **Annual Daily Student Attendance**  
*96% of our students are in school every day.*
- **Staff Retention**  
*Less than 2% of staff turnover per year.*
- **Sound Fiscal Management**  
*Year end fund balance and clean annual fiscal audit.*
- **Parent Engagement**  
*Parents **logged 5,186 volunteer hours** last year. These hours included attending school events, school identified tasks, chaperoning, teaching Enrichment classes, etc.*
- **Parent Teacher Conferences Attendance**  
*Parent attendance **averages 94%, with 59% of both parents** in attendance. Parent teacher conferences are held three times a year on Saturdays.*

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School Finances**

Twin Cities Academy does not employ an outside agency or business manager. School administration and the Board manage the finances.

**Fund Balance:**

Un-audited fund balance as of June 30, 2012 - \$755,167

2010-2011 Annual Audit Report –

MMKR Certified Public Accountants & Co.  
55353 Wayzata Blvd. Suite 410  
Minneapolis, MN 55416

**Budget**

TWIN CITIES ACADEMY										
<b>Revenues</b>										
							2012-2013	2011-2012	2010-2011	
							<b>Description</b>			
<b>General Fund</b>										ACTUAL
01	005	000	000	060	000	Student Activities	35,000	29,500	34,840	
01	005	000	000	092	000	Interest Earnings	6,000	5,500	8,137	
01	005	000	000	099	000	Corporate Gifts	5,000	5,000	7,895	
01	005	000	000	096	000	Individual Gifts	14,500	14,500	15,995	
01	005	000	000	211	000	General Ed Aid	1,417,000	1,339,037	1,283,787	
01	005	419	000	360	000	Spec Ed Flow Thr	55,000	45,000	38,012	
01	005	000	000	360	000	Special Education	35,000	25,500	71,405	
01	005	000	348	300	000	Charter Lease Aid	276,660	276,660	272,328	
01	005	216	401	400	000	Title I	23,672	19,222	11,680	
01	005	204	414	400	000	Title II	8,294	7,096	6,102	
01	005	206	433	400	000	Title IV	0	0	0	
	005	000	480	400	000	Spec Ed	0	0	3,543	
01	005	000	481	400	000	Spec Ed	0	0	10,000	
01	005	000	000	899	000	Misc.	500	500	1,089	
01	005	000	000	400	000	Federal Stimulus	0	0	34,470	
							<b>1,876,626</b>	<b>1,767,515</b>	<b>1,799,282</b>	
<b>Food Service</b>										
02	000	000	701	099	000	Lunch (Collection)	27,100	27,100	28,806	
02	000	000	701	471	000	Reg Lunch	4,350	4,350	4,346	
02	000	000	701	472	000	Free & Reduced	14,500	14,500	16,815	
02	000	000	701	300	000	State Revenue	2,100	2,100	2,006	
02	000	000	701	472	000	Commodities	2,000	2,000	1,313	
							<b>50,050</b>	<b>50,050</b>	<b>53,286</b>	
02	000	000	000	649	000	Fund Transfer	21,385	21,385	14,151	

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<b>Total Revenue</b>										<b>1,948,061</b>	<b>1,838,950</b>	<b>1,866,719</b>
<b>Student Enrollment</b>										<b>195</b>	<b>190</b>	<b>185</b>

Twin Cities Academy											
Expenditures											
						Description	2012-2013	2011-2012	2010-2011		
									ACTUAL		
<b>Board</b>											
01	005	010	000	366	000	Travel / Conferences	105	0	0		
01	005	010	000	401	000	General Supplies	55	65	62		
01	005	010	000	305	000	Consulting Fee Services	1,000	1,071	1020		
01	005	010	000	820	000	Dues & Membership	110	0	0		
01	005	010	000	899	000	Misc. Expenses	110	338	322		
							<b>1,380</b>	<b>1,474</b>	<b>1403</b>		
<b>Administration</b>											
01	010	050	000	110	000	Salary	46,250	93,105	102,392		
01	010	050	000	185	001	Other Salary	0	0	5,200		
01	010	050	000	210	000	FICA	3,538	7,123	8,095		
01	010	050	000	218	000	TRA	2,775	5,586	5,709		
01	010	050	000	220	000	Insurance Benefits	7,034	5,862	6,919		
01	010	050	000	270	000	Workmen's Comp	231	466	1,025		
01	010	050	000	366	000	Travel / Conference	0	0	0		
01	010	050	000	820	000	Dues & Membership	1,500	3,800	769		
							<b>61,328</b>	<b>115,941</b>	<b>130,110</b>		
<b>Director of Operations</b>											
1	10	110	0	110	0	Salary	29,900	27,600			
1	10	110	0	210	0	FICA	2,287	2,111			
1	10	110	0	218	0	PERA	1,794	1,656			
1	10	110	0	220	0	Insurance Benefits	0	0			
1	10	110	0	270	0	Workmen's Comp	138	138			
							<b>34,119</b>	<b>31,505</b>			
<b>General Administration</b>											
01	005	105	000	170	000	Salary	43,160	41,500	49,390		
01	005	105	000	185	000	Other Salary	0	0	500		
01	005	105	000	210	000	FICA	3,302	3,175	4,057		
01	005	105	000	214	000	PERA	3,129	3,009	3,442		
01	005	105	000	270	000	Workmen's Comp	216	208	0		
01	005	105	000	220	000	Insurance Benefits	7,034	5,862	6,583		
01	005	105	000	305	000	Consulting Fee Services	1,000	1,000	573		
01	005	105	000	305	001	Advertising & Marketing	4,000	4,000	941		
01	005	105	000	320	000	Communications Services	4,000	3,800	2,984		
01	005	105	000	370	000	Lease Transactions	8,000	7,500	6,357		
01	005	105	000	329	000	Postage	4,500	4,200	2,581		

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01	005	105	000	401	000	General Supplies	4,000	4,681	4,458
01	005	105	000	530	000	Equipment	300	300	0
01	005	105	000	899	000	Misc. Expenses	200	200	0
01	005	105	000	820	000	Dues/Membership	300	300	489
							<b>83,141</b>	<b>79,733</b>	<b>82,356</b>
<b>Business Services</b>									
01	005	110	000	170	000	Accountant/Bus Salary	24,440	23,500	24,439
01	005	110	000	185	000	Other Salary	0	0	4,104
01	005	110	000	210	000	FICA	1,870	1,875	2,165
01	005	110	000	214	000	PERA	1,772	1,780	1,907
01	005	110	000	270	000	Workmen's Comp	122	118	450
01	005	110	000	305	000	Consulting /Fees	34,000	32,080	22,621
01	005	110	000	305	001	Legal	1,000	1,000	237
01	005	110	000	350	000	Office Repairs/Maintenance	200	200	0
01	005	110	000	366	000	Travel	100	100	0
01	005	110	000	530	000	Equipment	250	250	250
01	005	110	000	401	000	General Supplies	500	500	551
01	005	110	000	820	000	Dues/Membership	186	177	169
01	005	110	000	899	000	Misc. Expenses	1,316	1,253	1,194
01	005	110	000	740	000	Loan Interest Payments	6,000	650	0
							<b>71,756</b>	<b>63,483</b>	<b>58,086</b>
							<b>2012-2013</b>	<b>2011-2012</b>	<b>2010-2011</b>
<b>General Secondary</b>									
01	010	211	000	140	000	Salary	494,698	480,917	475,063
01	010	211	000	185	001	Stipends	6,500	0	11,400
01	010	211	000	185	002	Degree Program	1,200	1,200	0
01	010	211	000	185	003	Academic Bonus	4,500	1,200	0
01	010	211	000	145	000	Substitute Teachers	7,000	5,500	6,397
01	010	211	000	210	000	FICA	40,957	37,211	41,356
01	010	211	000	218	000	TRA	32,123	29,185	30,111
01	010	211	000	220	000	Insurance Benefits	79,014	76,200	82,667
01	010	211	000	270	000	Workers Comp	6,000	5,500	7,380
01	010	211	000	280	000	Unemployment Insurance	1,500	1,500	6,685
01	010	211	000	401	000	Non-instructional Supplies	3,500	3,500	3,084
01	010	211	000	430	000	Instructional Supplies	1,500	1,500	831
01	010	211	000	460	000	Textbooks	2,500	2,500	839
01	010	211	000	530	000	Equipment	2,933	2,793	2,660
01	010	211	000	394	000	Student Activities	24,000	22,500	23,360
01	010	211	000	305	001	School Yearbook	5,000	2,898	2,760
01	010	211	000	820	000	Dues	300	300	426
01	010	211	000	401	000	Clothing Allowance	1,575	1,575	938
01	010	211	000	899	000	Misc. Expenses	100	100	209
01	010	211	733	360	000	Transportation (Fld Trips)	15,000	12,349	11,761
							<b>729,900</b>	<b>688,428</b>	<b>707,927</b>
<b>Mathematics</b>									
01	010	256	000	430	000	Instructional	300	300	0



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						Materials			
01	010	256	000	460	000	Textbooks	3,000	3,000	6,370
							<b>3,300</b>	<b>3,300</b>	<b>6,370</b>
<b>Natural Sciences</b>									
01	010	260	000	430	000	Instructional Materials	500	500	79
01	010	260	000	460	000	Textbooks	4,500	3,500	0
							<b>5,000</b>	<b>4,000</b>	<b>79</b>
<b>Social Sciences</b>									
01	010	270	000	430	000	Instructional Materials	250	250	0
01	010	270	000	460	000	Textbooks	2,000	2,000	348
							<b>2,250</b>	<b>2,250</b>	<b>348</b>
<b>English</b>									
01	010	220	000	430	000	Instructional Materials	500	500	0
01	010	220	000	460	000	Textbooks	4,500	4,500	410
							<b>5,000</b>	<b>5,000</b>	<b>410</b>
<b>Special Education</b>									
01	010	407	740	140	000	Salary	41,080	39,700	68,377
01	010	407	740	210	000	FICA	3,142	3,037	3,799
01	010	407	740	218	000	TRA	2,465	2,382	2,823
01	010	401	740	305	000	Contracted Services	6,500	6,500	24,842
01	010	407	740	401	000	Non-Instructional	221	210	200
01	010	407	000	220	000	Insurance Benefits	7,034	5,862	4,077
01	010	407	740	305	000	Contracted Services	9,000	9,000	8,300
01	10	420	740	401	000	Supplies	100	100	5,252
01	010	420	740	430	000	Instructional Materials	5,433	5,174	4,928
01	010	420	740	530	000	Equipment	0	0	0
01	010	420	740	460	000	Textbooks	303	288	275
							<b>75,277</b>	<b>72,253</b>	<b>122,872</b>
							<b>2012-2013</b>	<b>2011-2012</b>	<b>2010-2011</b>
<b>Curriculum Development</b>									
01	010	610	000	170	000	Salary	3,000	6,500	642
01	010	610	000	210	000	FICA	230	497	32
01	010	610	000	218	000	TRA	180	390	0
01	010	610	000	305	000	Contracted Services	0	0	0
01	010	610	000	430	000	Instructional Supplies	0	0	0
01	010	610	000	899	000	Misc. Expenses	100	100	0
							<b>3,510</b>	<b>7,487</b>	<b>674</b>
<b>Library Services</b>									
01	010	620	000	143	000	Licensed Support	9,500	10,900	9,515
01	010	620	000	210	000	FICA	727	834	735
01	010	620	000	218	000	TRA	570	654	552
01	010	620	000	270	000	Worker Comp	48	55	0
01	010	620	000	305	000	Contracted Services	14,500	12,500	4,132

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01	010	620	000	320	000	Communications	308	294	280
01	010	620	000	401	000	General Supplies	2,250	2,000	405
01	010	620	000	470	000	Library Books/Materials	3,500	3,000	809
01	010	620	000	530	000	Equipment	250	250	290
01	010	620	000	555	000	Technology Equipment	17,500	10,000	80
01	010	620	000	899	000	Misc. Expenses	100	100	0
							<b>49,253</b>	<b>40,586</b>	<b>16,798</b>
<b>Staff Development</b>									
01	010	640	306	305	000	Professional Services	2,500	2,500	0
01	010	640	306	366	000	Travel / Conferences	1,200	1,200	6,103
01	010	640	306	460	000	Texts/Resources	0	0	0
01	010	640	306	899	000	Misc. Expenses	100	100	0
							<b>3,800</b>	<b>3,800</b>	<b>6,103</b>
<b>Counseling /Guidance</b>									
01	010	710	000	140	000	Salary	8,100	8,700	8,434
01	010	710	000	210	000	FICA	620	666	668
01	010	710	000	218	000	TRA	486	522	480
01	010	710	000	220	000	Insurance Benefits	0	0	0
01	010	710	000	430	000	Instructional Supplies	232	221	211
01	010	710	000	461	000	Standardized Tests	0	0	0
							<b>9,438</b>	<b>10,109</b>	<b>9,792</b>
<b>Social Work Services</b>									
01	010	740	000	305	000	Consulting Fee Services	2,000	400	993
01	010	740	000	210	000	FICA	153	31	0
01	010	740	000	214	000	PERA	120	24	0
01	010	740	000	366	000	Travel	100	100	100
01	010	740	000	401	000	Non-instructional Supplies	750	50	1,897
							<b>3,123</b>	<b>605</b>	<b>2,989</b>
<b>Co-Curricular</b>									
01	010	291	000	170	000	Salary	23,000	23,000	22,676
01	010	291	000	210	000	FICA	1,760	1,760	1,735
01	010	291	000	214	000	PERA	1,667	1,668	1,382
01	010	291	000	270	000	Worker's Comp	115	115	0
01	010	291	000	305	000	Consulting Fee Services	5,000	5,000	2,987
01	010	291	000	430	000	Non-instructional Supplies	529	504	480
01	010	291	000	899	000	Misc. Expenses	0	0	0
							<b>32,071</b>	<b>32,046</b>	<b>29,259</b>
<b>Health Services</b>									
01	010	72 0	000	305	000	Contracted Services	3,097	2,950	2,809
01	010	72 0	000	401	000	Supplies	200	200	232
							<b>3,297</b>	<b>3,150</b>	<b>3,041</b>
<b>Facilities</b>									
01	010	85	348	370	000	Building Lease	<b>307,400</b>	<b>307,400</b>	<b>341,000</b>



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						Supplies			
01	010	216	401	430	000	Instructional Supplies	750	850	502
01	010	216	401	460	000	Textbooks	0	1,047	2,749
01	010	216	401	366	000	Transportation	250	100	120
01	010	216	401	490	001	Food	250		
01	010	216	401	555	002	Technology	932		
							<b>23,672</b>	<b>19,222</b>	<b>11,800</b>
<b>Title II</b>									
01	010	204	414	305	000	Consulting Fees	500	2,500	886
01	010	204	414	430	000	Instructional Supplies	750	850	1,066
01	010	204	414	366	000	Travel/Conferences	3,144	2,546	4,150
01	010	204	414	389	000	Teacher Tuition	2,400	1,200	0
							<b>6,794</b>	<b>7,096</b>	<b>6,102</b>
<b>Title IV</b>									
01	010	206	433	470	000	Media Resources	0	0	0
01	010	206	433	305	000	Fee For Service	0	0	0
							<b>0</b>	<b>0</b>	<b>0</b>
<b>Total Expenditures</b>							<b>1,885,909</b>	<b>1,811,791</b>	<b>1,850,372</b>
									<b>5,405</b>
<b>Total Revenue</b>							<b>1,948,061</b>	<b>1,838,950</b>	<b>1,866,719</b>
<b>Fund Balance</b>							<b>62,152</b>	<b>27,158</b>	<b>10,942</b>

**TCA Accounting Internal Control Procedures:**

**Record Cash Receipts:**

1. All cash and checks must be secured and safeguarded in our metal locked safe in the main office by the secretary, administrative assistant, or principal.
2. Deposits are to be made to the bank in a timely manner. Money held in the office is at higher risk of being stolen or lost.
3. To enhance the internal control over money, a segregation of duties occurs so that errors or irregularities are prevented or promptly detected. The duty of one employee provides a cross-check of the work of one or more other employees. The administrative assistant/office manager(office staff) collects checks and cash from parents, students, and teachers. The checks are deposited electronically at the school via EZ-Deposit by the office manager. A written report is submitted every time the deposits are made as reference. Of the total dollars received by the office manager and given to the director of operations and school accountant. All checks are endorsed, using the school stamp, to limit the possibility of fraud. All checks are then voided and placed on file for deposit by the office manager. The total of the cash deposit should also agree with the total on the cash receipt received from the bank. The director of operations compares both the cash and check deposits to the monthly bank statements.
4. Any time cash is received, a pre-numbered receipt is issued. There must be a unique number associated with each transaction. The office must retain a duplicate copy that contains the same preprinted numbers and information as the original is shown. All receipt numbers must be accounted for in order to provide a reconciliation of cash received, receipts written, and actual

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deposit made. This information also provides an audit trail for review by either internal or external auditors.

5. All cash received is counted and recorded on a deposit slip by the administrative assistant and hand delivered to be deposited at the bank. No money is to be withheld from a deposit in order to cash personal checks or to purchase miscellaneous items for the school. Purchases made in this manner reduce the amount of revenue and expenditures reported and weaken the internal control procedures. The director of operations shall drive to the bank to limit the possibility of theft. The director of the operations examines the receipts and forwards them to the accountant.
6. Below are the instructions to complete a "Deposit Form". This form accompanies all money that is deposited at the bank. TCA should retain a copy of this form. A comparison of the account numbers and amounts on the deposit form and the bank receipt needs to occur. All cash receipts should be retained by TCA.

### Instructions to Complete "Deposit Form"

1. Fill in the date of the preparation of the form.
2. Enter the proper area that is to be credited. Eg.. Lunch, Student Activities, Annual Fund, etc.
3. Fill out a deposit form by indicating the check number and dollar amount of checks and cash. All currency needs to be sorted by denomination. All checks must be endorsed. Do not include coins.
4. Enter the total amount of the deposit.
5. All cash and deposit forms go to the bank

### EZ Deposit Instructions

As checks are received, they are electronically deposited (scanned) by the office manager. A written report is compiled and submitted electronically to the director of operations and the accountant.

Open the Internet and type in the following address:

<https://koweb.cfrapidcapture.com/WDDL/Login.aspx?ReturnUrl=%2fWDDL%2fDefault.aspx> Log in using the user name and password given by Park Midway Bank.

1. Click **Capture Deposits**. Choose the desired account from the dropdown list. Type in the amount of the deposit under **Amount**. Choose the date for the deposit under **Processing Date**. Click **Create Deposit**.
2. Click **Scanning** and start putting checks into the scanner. Each check will be listed as it scans. If there are errors to be corrected, double click the cell with the issue and manually repair. A Green Check mark indicates the check was read and no issues were detected. If the transaction is out of balance, you will need to check the amounts of each check and manually change to the correct amount. It is very important to make sure the deposit is in balance before it is released for transmission. Once all of the errors have been repaired and the transaction is in balance, the middle of the screen will show a green bar with the message: **Deposit is balanced and ready to be released**. Click on **Close**. Click **Release**.
3. Click on **Transmit** from the next screen. It should show that the transaction was successful.
4. Click **Reports, Deposit Detail** from the drop down menu. Select the correct account and click **Generate Report**. Click **View PDF** and then **Print**.

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5. Write on the print out which school the deposit was for and what category (eg: Lunch, field trip, etc). One copy to the director of operations and one copy wrapped around the checks and kept in the safe. Each check should be stamped with the endorsement stamp and the VOID stamp on the front. Checks can be shredded after 90 days.

### **Petty Cash**

TCA does not keep a petty cash account as it has not been demonstrated that a continuing cash advance is warranted. Staff is reimbursed by check for minimal purchases when a receipt is presented.

### **Cash Disbursements**

The teacher submits a *Purchase Order* to the principal or director of operations to be approved. The director of operations determines which category the purchase order falls within. The principal and/or the director of operations looks into the designated budget account to insure that sure funds are available and account will not be over-extended.

The principal submits the approved Purchase Order to the director of operations. The director insures that the money is available and in the budget. The director of operations submits the Purchase Order to the accountant for payment. The *Purchase Order* now acts as an *Accounts Payable Voucher*.

The accountant reviews the *Accounts Payable Voucher* for accuracy, validity of vendor documentation, etc. Any irregularities must be resolved before payment is made. The director of operations determines if an advance payment is necessary. The accountant issues a *check* to the vendor/payee.

The accountant will present a check roster to the board treasurer at monthly finance committee meetings as verification that the check has been issued.

All invoices or other documentation is attached to the voucher and filed in the alphabetic vendor file notebooks by the administrative assistant.

### **Pledges**

A gift is defined as a voluntary transfer of items of value, usually in the form of cash, checks, securities, real or personal property. Gifts may come from individuals, corporations, foundations and other sources; recipients can use them for unrestricted or restricted purposes. All gifts are documented in the annual fund account by the principal, deposited electronically via EZ Deposit by the office manager, and the deposit slip is provided to the accountant. A receipt is provided to the donor. Donations/Pledges are reported monthly at the board meeting. Recipients make no commitment of services or resources in return for gifts, other than making a recommendation for funds to be used as a result of an identified school need.

### **Accounts Receivable**

Rarely does TCA invoice anyone. In the event there would be need to do so, an invoice would be drafted at the request of the director of operations. The administrative assistant would draft the invoice and the principal would sign off on the request. A copy of the invoice would be submitted to the accountant for processing.

### **Accounts Payable**

The accountant and director of operations are responsible for accurate and timely payment of all invoices. This includes all payments on purchase orders, check requests, travel expense vouchers, and bills.

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Inquiries from vendors regarding the status of unpaid invoices are generally handled by the director of operations and followed up on with the accountant. The accountant will be expected to respond to inquiries from the vendor if necessary. It is extremely important to maintain a satisfactory credit standing with vendors and prompt payment ensures this.

TCA is exempt from the payment of sales and use taxes on purchases of tangible property and applicable rentals. Use of TCA's sales and use tax number for personal use is prohibited. Only the director of operations, principal, accountant and office staff have access to the tax exempt number.

All invoices and/or statements are opened by the secretary upon receipt. They are then directed to the director of operations for review and budget coding. Invoices are then forwarded to the administrative assistant to create a payment voucher for the accountant and an electronic copy for the director of operations records. The accountant drafts checks for payment upon receipt of vouchers. If prepayment is required, a check request must be received at a minimum of five business days prior to the check being needed. The director of operations then signs all checks. If the check is over \$5,000, two signatures are required (director of operations and board chair or treasurer). The accountant then mails the checks to the vendors. The account presents a check roster to the board treasurer at each finance committee meeting.

Individuals, traveling on TCA business, may be reimbursed for necessary and reasonable expenses incurred. Travel Expense Voucher, with original receipts, must be turned in to the director of operations to request reimbursement of incurred travel expenses.

### **Adjusting Journal Entries**

Adjusting journal entries is used to correct errors that have been previously posted to the assessments receivable journal, to change items previously posted that changed due to billing disputes, or to correct cash balances because of insufficient fund checks, service charges, etc. The same individual who maintains the general ledger should not record all adjusting journal entries.

Step 1: Identify the original journal entries that have been made during the period.

Step 2: Identify the correct account balances.

Step 3: Analyze the differences between correct and current balances and prepare journal entries to adjust such differences.

Adjustments are made at the end of the accounting period to allocate revenue and expenses to the period in which they are applicable. Adjusting entries is required because normal journal entries are based on actual transactions, and the date on which these transactions occur may not be the date required to fulfill the matching principle of accrual accounting.

Accruals: for revenues and expenses that are matched to dates before the transactions has been recorded

Deferrals: for revenues and expenses that are matched to dates after the transaction has been recorded.

Accrued items are those in which TCA has been realizing revenue or expense without yet observing an actual transaction that would result in a journal entry. In order to report the expenses in the period in where they were incurred, an adjusting entry is made at the end of the month.

Deferred terms are those for which TCA has recorded the transaction as a journal entry but has not yet realized the revenue or expense associated with that journal entry. The recognition of deferred items is postponed until a later accounting period.

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In the case of unearned revenue, a liability account is credited when the cash is received. An adjusting entry is made once the service has been rendered or the product has been shipped, thus realizing the revenue.

The process of adjusting entries always involves use of a balance sheet and income statement.

The director of operations reviews the general ledger and voucher report on a regular basis. Particular attention is paid to adjusted journal entries and an explanation is requested for the changes. In review, administration will identify the original journal entries made during the month, identify the correct account balances, analyze the differences between correct and current balances and seek explanations. Training will be mandated and provided if there is a display of need based on the frequency of adjustments.

Good internal control procedures require an independent review and approval of all adjusting journal entries by a senior member of the accounting staff. The lack of review and approval of adjusting journal entries increases the risk of errors, omissions and inaccuracies in the general ledger account balances and also increases the risk of loss from fraud or theft.

Payroll entry – for each payroll, a journal entry is made to charge the proper expense account for salaries and payroll taxes. With the same entry, the payroll tax liabilities are recorded, along with the entry reducing the checking account for the amount of the net payroll. Also for each payroll, an entry is made to record the payment of payroll taxes.

### **Bank Reconciliations**

The bank statements are reviewed by the director of operations and accountant in order to prepare journal entries for the month. Specific attention is given to the timeliness and accuracy in deposits and the issuance of checks. These bank statements will include interest earned, bank fees paid, and any automatic withdrawal information.

The accounting software is used to record any interest and bank charges, as well as, tracking checks that cleared during the month. The balance showing on this report should agree with the balance sheet line item for General Checking Account. The principal and director of operations also have access to this software at all times.

## **Operational Performance**

### **Leadership**

The board of directors approved in the 2010-2011 school year to hire a co-director to the principal, called the director of operations. This was in response to the work overload put on one director who was directing Twin Cities Academy and its sister charter school Twin Cities Academy High School. The concern from the board was the one administrator was not able to effectively evaluate and instruct classroom teachers. The 2011-2012 school year was the first full year the co-directorship model was in place and it was an overall success. The director of operations and the principal shared the leadership of the school, with many shared responsibilities including reporting to the board. The principal was able to focus on her duties as the educational leader, while the director of operations handled reports to authorizer, MDE, lunch program, transportation, lease agreements and more.

The founding principal of TCA had decided to retire in late Fall 2011 for the end of the fiscal year 2012. The board created an ad hoc selection committee for her replacement. The process that the committee followed



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was as follows: publication of position, resume review, phone interview, 1<sup>st</sup> round interview, 2<sup>nd</sup> round interview, site visit and then an offer. The process was a great way to get parents, board members, teachers, and community members to be participants in finding the next co-leader. The process was successful and a new principal was hired and started in late June.

The co-directors are managed by the board of directors, with frequent communication between the directors and the board chair. The board chair reviews the performance of each director at least every 6 months. Parents, teachers and students are surveyed each year on leadership performance and data is gathered and reviewed by the Governance Committee. Each year a self-review is submitted by each director to the board chair and the priorities for the upcoming school year are set at the annual review meeting.

Going forward, this upcoming year the co-directors and board members, with input from parents, community members and teachers, will be creating a 3-5 year strategic plan to go above and beyond the day-to-day operations of TCA. This plan will include enrollment projections, marketing plan, building review, technology updates, and review the mission. The plan is to address the stabilization of Twin Cities Academy as it transitions from a startup mode to an institution in the Twin Cities area.

### **Board Oversight**

The school board treasurer and all finance committee members are provided a monthly current balance sheet, income and expenses statement and a cash flow projection report prepared by the accountant. These financial statements are provided to the treasurer and finance committee members a week before the board meeting.

The Director of Operations, compiles and presents a financial report to the Board monthly. This report is a review of checking and saving account balances, fund balance, income and expenses statements and a 6 month cash flow projection.

### **Finance Committee**

The school has a finance committee that meets monthly. The finance committee is compiled of teachers, parents and community members, of which 3 members are on the board, and two are just members sit on the finance committee alone. The finance committee meets regularly to discuss the overall monthly finances, enrollment projections, upcoming budgets, priorities of the schools finances, concerns and comments from the schools stakeholders. The finance committee also recommends the budget to the board annually.

### **Board Development**

All board members, both incoming and incumben, satisfied the state required board training in board governance, personnel/employment and finances. Services were provided by the MN School Board Association, Non-Profit Assistance Fund or the University of St. Thomas.

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**Authorizer Information**

**Authorizer:**

University of St. Thomas  
1000 LaSalle Street  
Minneapolis, MN 55403

**Authorizer Liaison:**

- Molly McGraw-Healy, University of St. Thomas ([mmcgraw@stthomas.edu](mailto:mmcgraw@stthomas.edu))

**First Charter Contract:** 1998

**Contract Renewal Years:**

- February 2002
- February 2005
- February 2008
- June 2011 Contract Terminated with St. Paul Public Schools
- July 2011 New Authorizer: University of St. Thomas

**Initiatives:**

- Quarterly Reports to the University of St. Thomas
- Authorizer School Board Attendee (2 times)
- Formal Fall Visit
- Informal Spring Visit
- Regular communication (via in person meetings and/or email)

<b>Authorizer</b>	<b>Contact Information</b>	<b>Liaison</b>	<b>Contract Expiration</b>
University of St. Thomas	University of St. Thomas 1000 LaSalle Street Minneapolis, MN 55403 651-962-4844	Molly McGraw-Healy <a href="mailto:mccgraw@stthomas.edu">mccgraw@stthomas.edu</a>	June 30, 2013

**Non Profit Status**

MN Jurisdiction  
Twin Cities Academy– **File # 1Q-438**  
Status: Active /In Good Standing  
Renewal Date: December 31, 2012

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**Future Plans**

Enrollment at Twin Cities Academy is sustained right below 200. One area we are looking forward to strengthening is our technology. Currently most classrooms have Smartboards and with additional funding through enrollment and grants we are hopeful to have all classrooms equipped with Smartboards by the 2013-2014 school year. Additionally, we are hopeful through granting and fiscal frugality to add at least one laptop computer lab to our existing technology for students.

As we are also seeing some changes in the demographic we serve, with increased enrollment of students with special needs and students qualifying for free-reduced lunch, we are reconsidering all manner of support services for students. We have increased the number of special education paraprofessionals and teachers to support the growing demand in this area. We recognize the importance of providing all students with access to a breakfast program, possibly a healthy snacks program in the afternoon, as well as increased health and social work services. As we further develop these programs we will be looking to build community partnerships throughout St. Paul and Minnesota, particularly on the East side of Saint Paul. Recently the school board has also allocated funds to help support grant writing and we are excited to develop this possible funding stream for additional supportive programs for our students and families.

As our population of students grows and the needs of the students becomes more diversified, we will be adding staff, facilities and technology to accommodate those needs. Additionally, as our programs move from start-up mode to an established institution, the Twin Cities Academy school board and administration will be working collaboratively to review school policies and resources to ensure systematic and sustainable models to support our growth. To do this we are in the process to design a 3-5 year strategic plan to better address the needs of the school to ensure progress.