



2019-2020  
Twin Cities Academy  
Annual Charter School Report  
&  
World's Best Workforce Report  
(4132-07)

Submitted by Betsy Lueth, Executive Director

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## **Purpose**

The purpose of this report is to communicate to the constituents of Twin Cities Academy who we are and to monitor and report our annual school data, accomplishments and goals.

## **Vision**

*We serve a diverse student body to succeed in a rigorous college preparatory program.*

## **Mission**

*Twin Cities Academy ensures that all students graduate with the skills to achieve in college, to contribute positively to society, and be accepting of all people.*

Twin Cities Academy is a public charter middle and high school located in St. Paul, Minnesota serving grades six through twelve. Twin Cities Academy is a college preparatory school committed to academic rigor, active citizenship, and character development. The foundation of our programs supports the student's ability to be ready for college at the end of their secondary education.

This past year we enrolled approximately 595 students. Although TCA offers a small school environment, our students benefit from a wide variety of courses at the secondary school level. All students are able to take a world language, participate in band, and a variety of electives including STEM, video production, technology, physical education, music, dance, theater and visual arts. TCA also offers multiple Advanced Placement, Honors and College In the Schools options to ensure a rigorous experience for all students. During a midday school advisory time, students are able to participate in clubs and receive additional tutoring through office hours. Students in the middle school and high school also receive guidance lessons during this time both related to social skill development and college readiness. Twin Cities Academy continued the AVID (Advancement Via Individual Determination) for all 6<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> graders. AVID is a nationally recognized college readiness program. After school students may participate in a variety of extracurricular activities such as competitive sports programs, competitive speech program, theater, and band ensembles. In the 2019-2020 TCA also added orchestra.

Our educational model emphasizes community involvement and relationship building. Families sign a covenant agreeing to share in the partnership of providing support and ensuring success for their children academically, socially, and behaviorally. Our school has a high degree of student and family engagement, reflected in data from 2019-20. Parent/Teacher Conferences held on Saturdays (November, February and April) averaged 89% in attendance

Twin Cities Academy realigned its internal assessment measures during the 2018-2019 school year and continued these assessments in 2019-2020 to include the Math and Read inventory from Houghton Mifflin, alongside the ASPIRE assessments at all grade levels which are directly aligned with predicting how a student will do on the ACT in the 11<sup>th</sup> grade. The MCA-III and internal assessments indicate that we are providing a quality educational experience for our students and they are consistently out-performing the resident school district, Saint Paul Public Schools. As a public charter school, we offer an academically rigorous educational choice to Minnesota families, and provide our students a high-quality, individualized education.

Twin Cities Academy is focused on the following purposes per Minnesota statute 124D.10: a. improve pupil learning and student achievement; b. measure learning outcomes and create different innovative forms of

measuring outcomes; c. create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

## **Academic Program**

### **2019-2020 Academic Accountability Data**

MCA standardized assessments were not given due to the global pandemic. This measurement is non-reportable for this school year.

#### **Academic Goals:**

##### **Q-Comp**

- Introduce and implement a MTSS model, and in so doing, increase overall school proficiency in mathematics, science and reading by at least 2%, using Spring 2020 MCA-III results. (Assessment Goal)

#### *Performance to Goal Results:*

Not reportable.

##### **WBWF**

- The percentage of students receiving free/reduced priced lunch in grades 6-8 and grade 10 at Twin Cities Academy who earn an achievement level of Meets the Standards or Exceeds the Standards on all state accountability tests (MCA, MTAS) in reading will increase from 37.2% to 39.2% by the spring of 2020. And, the percentage of students receiving free/readuced priced lunch in grades 6-8 and grade 11 at Twin Cities Academy who earn an achievement level of Meets the Standards or Exceeds the Standards on all state accountability tests (MCA, MTAS) in math will increase from 18.0% to 20%.

#### *Performance to Goal Results:*

Not reportable

- The percentage of students who qualify for FRP lunch will meet or exceed the overall four year graduation rate in 2019 as published by the MDE.

#### *Performance to Goal Results:*

The overall four year graduation rate as published by the MDE as of spring 2019 was 91.7% overall and 91.8% for students qualifying for FRP lunch.

##### **School Growth Goal**

- The percentage of all students making adequate growth on the HMH Math Inventory and HMH Read Inventory from Fall 2018 to Fall 2019 assessments.

*Performance to Goal Results:*

55% of all students school-wide made adequate gains in growth in math per the HMH Math Inventory and 57% of all students school-wide made adequate gains in growth in reading per the HMH Read Inventory from Fall 2018 to Fall 2019 assessments.

**Mission Specific Goals**

- More than 95% of all seniors were accepted by May 1<sup>st</sup> to two or four year college programs.

*Performance to Goal Results:* 100% of all graduating seniors were accepted by May 1<sup>st</sup> to two or four year college programs.

- More than 95% of TCA sixth graders will participate in at least one college visit during the school year.

*Performance to Goal Results:*

Not able to report due to shut down in the spring (normal time for a college visit field trip) due to the pandemic.

- The percentage of 8<sup>th</sup> grade students scoring at or above the national average on the Aspire assessment (college-readiness goal)

*Performance to Goal Results:*

36% of all 8<sup>th</sup> grade students scored at or above the national average on the Aspire assessment in Fall 2019.

- The percentage of 11<sup>th</sup> grade students scoring at or above the national average on the ACT assessment (college-readiness goal)
- 

*Performance to Goal Results:*

Not reportable as ACT not given in Spring 2020 to all students due to the global pandemic. 11<sup>th</sup> grade students able to independently take the ACT during the summer and fall of 2020, 47% of 11<sup>th</sup> grade students have met or exceeded the national average on the ACT assessment.

## **Before and After School Programming**

TCA academic day runs from 8:50 to 3:40. Tutoring and homework help is available to all students from 8:00 a.m. to 8:45 a.m. each morning, and Twin Cities Academy has recently partnered with Conway Recreational Center to send students to the Conway after school program which includes leadership activities, homework help and tutoring, and a hot meal. All sports, theater, band ensembles and some clubs occur before and after school as well.

In response to the global pandemic and distance learning, TCA also re-deployed its behavior team to have case loads of students who were unsuccessful either academically or with attendance. This program was very successful to ensure that students received individualized attention and allowed TCA to reach 98% engagement of all students during this time of the “stay at home” order.

## **Parent Involvement and Satisfaction**

Under the TCA covenant agreement, which is signed by both parents/guardians and students at the time of enrollment, families are very strongly encouraged to commit to the family-school partnership by attending three conferences per year. Due to the pandemic planning needed last spring, TCA was unable to conduct its spring conference as normal. The conference attendance rate for the 2019-2020 school year was 89% of all families participating in teacher-family conferences. Additionally all TCA families in the middle school are strongly encouraged to commit to 20 volunteer hours annually in support of our school-family partnership.

Parents and guardians are also asked to participate in an online satisfaction survey. Due to the global pandemic, TCA modified its parent survey practice to include asking specific questions about the needs of students and families during the distance learning period. 52.9% of parents reported that distance learning was going well overall for their student, and 33.1% reported it was somewhat difficult overall for their student and 14% reported it was very difficult for their student overall. In essence TCA feels this representation is not reportable as is done through a normal survey given the current environment of distance learning. To respond to the unfavorable reporting on this survey, TCA is working directly with a majority of families to increase individualized academic and mental health support virtually, and to continue to modify its programming to encourage success of all students.

## **Curriculum Report**

Twin Cities Academy is committed to providing a college preparatory program. Courses at TCA prepare students for college. To support the rigorous requirements for advanced classes in high school, world languages begin in the sixth grade for most students. For students who are not at grade level in math or English, additional support classes in one or both of these core courses are offered, these courses are called “extensions” and are part of the MTSS system to support Tier II and Tier III students. The goal of the TCA curriculum is to offer a liberal arts focus with rigor infused in all coursework. All courses are aligned to Minnesota state standards. TCA keeps all core courses at a high rigor level, and offers support through the extension classes, or individual/small group skills work offered by the math or reading interventionist. Using this model ensures that all students are exposed to and have access to college preparatory programming regardless of academic ability when they enter Twin Cities Academy.

All curriculum is tied to Minnesota State standards. Upon a full review and vertical alignment of standards in math and science, Twin Cities Academy teachers and administrators determined the need for two significant changes to the math and science curriculum. In math, new textbook adoptions occurred at all levels 6-12. In science the redesign of the 9<sup>th</sup> grade required science program was changed to Integrated Science using pre-Advanced Placement standards for Physical Science, Chemistry and Biology. The design of this course occurred to prepare more students for AP courses in their sophomore, junior and senior year, and to fill content knowledge gaps from their elementary and middle school science programming in order to be prepared for high school level Chemistry and Biology. Twin Cities Academy has approximately 40% new students to their 9<sup>th</sup> grade program and are finding these students have significant gaps in their basic science content knowledge.

## **Schedule Report**

The Twin Cities Academy daily schedule consists of seven academic class periods at approximately 48 minutes each and a mid-day advisory and lunch period which is dedicated to supporting students both academically and socially. The advisory period includes lessons in both social emotional learning and college readiness, and offers students a mid-day break as a “brain break.”

Each course meets daily for a total student contact calendar of 172 days. Teachers work 187 days, with nine days of workshops prior to students returning each school year and an additional six days of professional development spread out throughout the school year. The last Friday of each month is an early release day, to allow teachers continued embedded professional development opportunities. During this time teachers are working with student data, reviewing instructional interventions and have school wide professional development relating to supporting struggling learners and culturally responsive teaching.

## **Professional Development and Teacher Evaluation System Report**

All professional development for the 2019-2020 school year was designed to offer training and support in the Instructional Discipline and Culturally Responsive Curriculum approaches. Based on the continuing racial disparities, and the need to develop a more equitable and relationship-based school climate and culture, the administration and faculty are actively pursuing these two initiatives in tandem to meet the changing needs of our students.

Twin Cities Academy remains a data-driven school, with continuous and ongoing review of data to drive instructional practices and curriculum review. The administration reviews all academic and discipline data monthly through a Student Support Team meeting. During this meeting school wide initiatives are reviewed for results towards the school wide goals. Students are tested internally in math and reading using HMH Read and Math inventory standardized tests. These results combined with grades in their classes and curriculum based measures provide the data for the academic evaluation at these meetings. Behavioral data focused on office referrals, attendance and school counselor visit data provides the information for review monthly regarding student social emotional learning.

All teachers participate in Professional Learning Communities (PLCs) that meet weekly. Content PLCs focus on instructional and curricular methods as directed by the strategic plan, administration and the data of student performance. During the 2019-2020 school year, teachers will also choose to participate in one of seven different professional development opportunities. This embedded PD will be offered based on teacher goal-setting and needs. The embedded-PD PLCs will offer teachers individualized support and training in a variety of topics where they need the most support, such as instructional strategies, curriculum and lesson planning design, mindfulness strategies, culturally relevant curriculum and student engagement.

All teachers are observed formally one time per year using the Charlotte Danielson rubric, and provided informal observational feedback at a minimum two other times in the year by administration. Teachers who are currently struggling in their performance or have less than three years in the teaching profession are formally evaluated two times per year. Weekly walk through observations occur for all teachers, feedback is provided based on observational data. All teachers new to Twin Cities Academy are also enrolled in the teacher mentor program. All new teachers receive a 1:1 mentor (a veteran teacher) to meet with for a minimum of two times in the month. New teacher meetings also occur monthly and are conducted by peer mentors. Teachers also have the opportunity one time per month to observe their colleagues. Lastly, all students have the opportunity to participate in a student engagement survey at the beginning and at the end of the school year. All data is used as a part of the final formal evaluation of teachers by administration. All teachers receive a formal appraisal report annually from the administration. TCA uses the school-wide REACH survey developed by the Search Institute to determine student engagement and satisfaction. The REACH survey will be conducted two times per year to determine growth school-wide in this area. The REACH survey is a nationally-normed student satisfaction tool which will provide TCA with more reliable data in this area.

## Governance and Management

### Teacher Licensure Verification – See Attachment

### Information on Management and Administration

For the 2019-2020 school year, Betsy Lueth, executive director, functioned as the single leader of the school, and was the only direct report to the school board. Ms. Lueth is a MN licensed K-12 principal with thirteen years of administrative experience in charter schools. The 2020-2021 school year will be her ninth year at Twin Cities Academy.

#### **2019-2020 Administrative Professional Development Plan**

Betsy Lueth, Executive Director, is a licensed school administrator in the state of Minnesota (Principal's License) from the University of St. Thomas. Additionally, Ms. Lueth has completed the two year Minnesota Principal's Academy and has accumulated the CEU's necessary as required for her license renewal by the state of Minnesota.

Cliff Skagen, Principal/Director of Teaching and Learning, is a licensed school administrator in the state of Minnesota (Principal's License) from St. Mary's University. Mr. Skagen is also a member of the MAAP board of directors and has completed the CEU's necessary for his license renewal by the state of Minnesota. Mr. Skagen resigned mid-year.

Erin Amundson, Assistant Principal, is not a licensed school administrator in the state of Minnesota. Ms. Amundson completed the two year Minnesota Principal's Academy at the University of Minnesota and is now enrolled in a formal Principal licensure program at the University of Minnesota. Ms. Amundson began the role of school principal in January 2020.

#### **Administration Staff:**

<b>Name</b>	<b>File Number</b>	<b>Assignment</b>	<b>Yrs. w/ School</b>	<b>Status</b>
Lueth, Betsy	397306	Executive Director	8	Returning Fall 2020
Ausen, Terri		Food Service/Transportation Coordinator	11	Returning Fall 2020
Delesha, Lynn		Library Aide	5	Returning Fall 2020
Reedy, Brenda		Business Coordinator	5	Returning Fall 2020
Fleischhacker, Laverne		Cafeteria	21	Returning Fall 2020



Allen, Branch		Cafeteria/Custodian	5	Returning Fall 2020
Zakrzewski, JoAnn		Cafeteria	8	Returning Fall 2020
Skagen, Cliff	346725	Principal/Director of Teaching and Learning	3	Not Returning Fall 2020
Spector, Erin		Enrollment and Marketing Coordinator	4	Returning Fall 2020
Vondracek, Victor		Athletic Director	3	Returning Fall 2020
Ancel, Sarah	439395	Dean of Student Life	12	Returning Fall 2020
Amundson, Erin	410808	Assistant Principal	18	Returning Fall 2020
Bender, Louise	439740	Special Education Coordinator	8	Returning Fall 2020

## Current Strengths, Challenges and Plans for the Future

Like most schools in the world, TCA was closed for distance learning only in March 2020. This experience has brought out both the strengths and challenges for the future. Additionally in January 2020, TCA promoted its assistant principal to the principal role in an effort to solidify a stronger instructional leadership model for its future. Through the challenges of educating students through a global pandemic, TCA has found the value of being a smaller school and close-knit community. Through regular surveys and feedback sessions with all stakeholders (students, parents and teachers) one of the overriding themes has been the care and compassion that TCA has at the core of its school culture. Through re-deploying its behavior team to reach out and support our neediest students, to working together with teachers and administration to re-think and re-design its instructional model to include block scheduling and a 1:1 Chromebook program, TCA has discovered a new and more engaging and effective way to serve its students during this time and into the future. TCA also had a very strong foundation of mental health support already established prior to the pandemic, and this team of mental health workers has been invaluable in providing ongoing student, family and even staff support during these trying times. TCA has also been motivated to relook at how it engages with other community organizations during this time as well and has been able to partner with Conway Rec Center and the District 1 Council to provide food to families alongside additional tutoring and support at the Rec Center during the distance learning model, TCA is forced to be in due to the pandemic.

One of the greatest strengths and also challenges both before, during and after the pandemic has been reducing the opportunity gaps for its traditionally underserved students and families. TCA's Student Racial Justice Club was honored by being invited to a District 1 Council meeting where it worked with the community and the St. Paul Police to discuss the rise of violent crime in the neighborhood. And, Alex Miles, one of TCA's student leaders was honored as the youngest member to receive the Facing Race Award in 2020. TCA continues to work diligently through staff and student racial and social justice conversations to change the culture, practices, policies and behaviors of its community to "call out" and address racial and social injustice in its system. The work is challenging and rewarding, and the TCA administration, teachers, students and families recognize that the journey is a long one, a necessary one, and an inspiring one.

### Administrative Oversight

With the promotion of Erin Amundson, a veteran teacher and school leader at TCA with over 18 years of experience in the school, the instructional leadership direction is changing to directly attend to the persistent opportunity gaps that continue to plague the school system. Ms. Amundson leads with equity as the core of all decisions and has designed the work of the Professional Learning Communities to reestablish rigor through the lens of racial and social justice. Through her leadership alongside Ms. Lueth, TCA is poised to strengthen the instructional and curricular systems to ensure student success moving forward. With Ms. Amundson's promotion, Ms. Karissa Gibson now leads the behavior and discipline structure of the school, and Ms. Sarah Ancel now leads the student support and intervention system. TCA continues to see year after year an increase of needs in the student body, the current data from standardized testing indicates there is still much work to be done in the 2020-2021 school year. Ms. Amundson, Ms. Gibson and Ms. Ancel are all veteran staff at TCA and through their hands-on experience as teachers and behavior interventionists they are well-poised to continue the hard work of breaking down barriers for all students as TCA moves forward.

Twin Cities Academy is continuing a complete equity review of current student policies and practices. Ms. Amundson, alongside Student Racial Justice Club teacher leader Andrew Ng will be working with the staff equity team directly to review current procedures and practices focusing on equity. Any policy changes will be brought to the school board for review and comment.

Most specifically TCA is focused on closing the opportunity gap as it relates to behavior and discipline practices. With a direct correlation between suspensions and student achievement, TCA believes that by developing a culturally responsive school, it will close the behavior gap while simultaneously increasing academic scores for students who were more at risk of being excluded due to discipline practices that relied heavily on exclusionary approaches to behavior rather than restorative and instructional. TCA also recognizes that student engagement is a key factor to decreasing disruptive behaviors and keeping students learning. Teachers and administrators are also highly focused on developing culturally responsive instructional practices in curriculum.

### School Climate

Twin Cities Academy, like many schools across the state and the nation, is seeing a significant increase in student anxiety and aggressive/angry behavior. TCA currently employs one full time and one part time social worker, a full time school psychologist, a full time school counselor and has onsite therapy services full time for students to access. Despite a significant amount of mental health support, the need is greater than the current staffing. Mental health is a significant problem for all youth despite socio-economic or racial identification. It is a need for all of our students, and our staff who serve them, at TCA. To this end, TCA has hired Mindfulness LLC, a school-based mindfulness group, to begin building a school wide program that promotes self-regulation and a common language and practice for calming strategies to reduce anxiety and anger. TCA has also invested in the Second Step social emotional curriculum which is being delivered weekly to all students through advisory time.

TCA has also reviewed and revised the student support system model in order to identify students needing either academic or social emotion support sooner. The Student Support Team lead by Sarah Ancel, dean of academics, will be reviewing student data weekly and identifying students needing immediate interventions. By working with the classroom teachers and other support staff, the interventions can get started sooner. In the past the Student Support Team relied on teacher referrals, which are still an option, as the only method to provide students with interventions. This new more data-driven approach allows for the administration to deploy resources more quickly and more effectively than the referral model.

Lastly, in order to ensure all stakeholders are able to contribute to the conversation and the solutions to improving the school climate, the TCA administration are holding regular listening sessions. The sessions are

designed so that staff, students and families have an opportunity to share their concerns and ideas for school improvement. From these sessions, TCA leadership hopes to find solutions to some of the more complex problems the school faces related to the opportunity gaps, student behavior, and adult-student relationships. Through listening to all the constituents of the school, the leadership hopes to build a school based on trust and mutual problem-solving in the future. This feedback of late has largely been focused on the current needs for students and families in the distance learning model, but will remain a best practice even after TCA is able to return to a more regular in person school model.

## School Enrollment (October 1)

Enrollment Projections	2017-2018 (actual)	2018-2019 (actual)	2019-2020 (actual)	2020-2021 (actual)	2021-2022
Grade 6	105	106	97	53	97
Grade 7	100	105	96	108	100
Grade 8	97	99	102	91	102
Grade 9	97	86	92	84	95
Grade 10	102	83	67	81	68
Grade 11	64	90	60	63	69
Grade 12	53	59	72	65	79
Total	598	624	586	545	610

## Admissions

Twin Cities Academy is dedicated to a free-access quality education, without discrimination, and follows all Minnesota statutes as they relate to application and admission procedures for charter schools. Enrollment is open to all middle and high school students residing in any school district in Minnesota.

TCA holds open houses and accepts applications throughout the year. Per the school board adopted enrollment policy, the school board establishes the open enrollment period applicable to the following school's year admission by October 1<sup>st</sup> or the current year. Available enrollment seats by grade is published by February 1<sup>st</sup> of the current year for the following year, which will always be prior the last day of the open enrollment period, and the lottery, if a lottery is required. Lottery numbers are generated electronically and drawn randomly. Lottery results are mailed to families.

Students submitting applications after the last day of the open enrollment period, are placed on our waiting list and acceptance is based on space availability.

Once students are accepted, they are then asked to complete a registration packet, attend a covenant meeting, and participate in new student orientation. Please refer to the TCA enrollment application on the next page of this document.



*A St. Paul Charter School for Grades 6 thru 12*

### STUDENT INFORMATION

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

Current Grade \_\_\_\_\_ Grade Next Fall \_\_\_\_\_ School Year Applying For: 20\_\_\_\_ - 20\_\_\_\_

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

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

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

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### 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 enrollment during the current school year, please contact the school office.**

**OFFICE USE ONLY:** Date Received \_\_\_\_\_ Lottery Number \_\_\_\_\_  
*Lottery Drawing Held February 28th*

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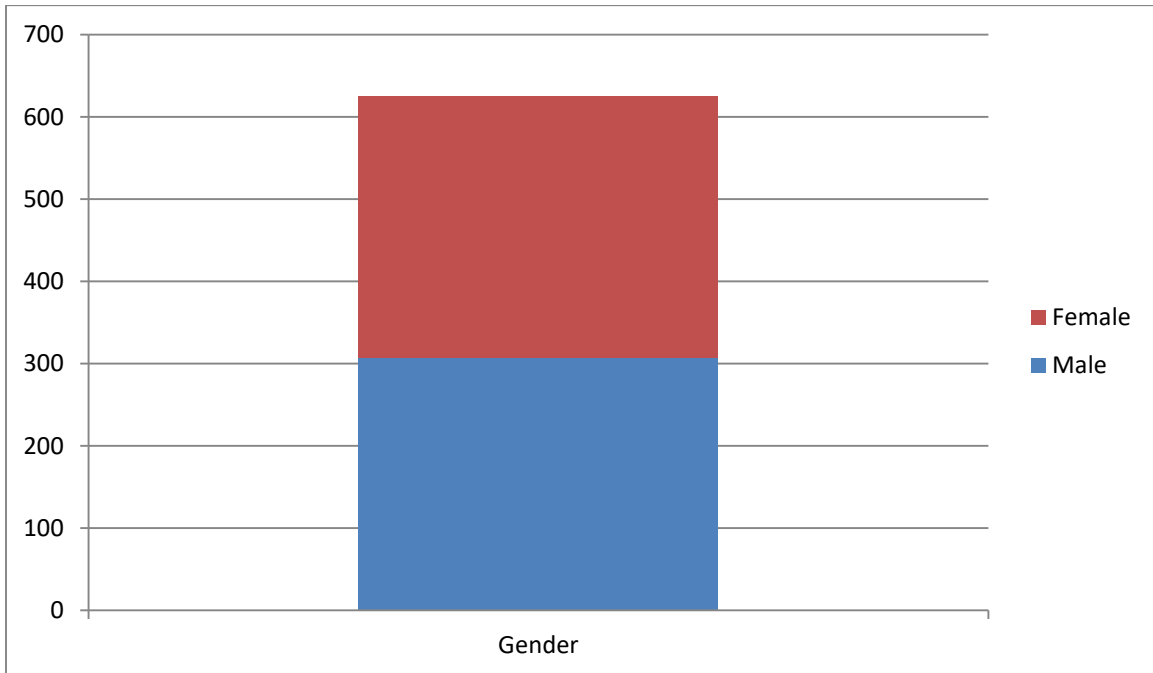
**690 Birmingham St. Paul, MN 55106 (651) 205-4797 Fax (651) 205-4799 09/11**

## Student Demographic Data for 2019-20

### Gender

	Male	Female	Total	Male/Female Ratio
<b>2019-20</b>	293	293	<b>586</b>	50%/50%

**Proportion of Males and Females, 2019-20**

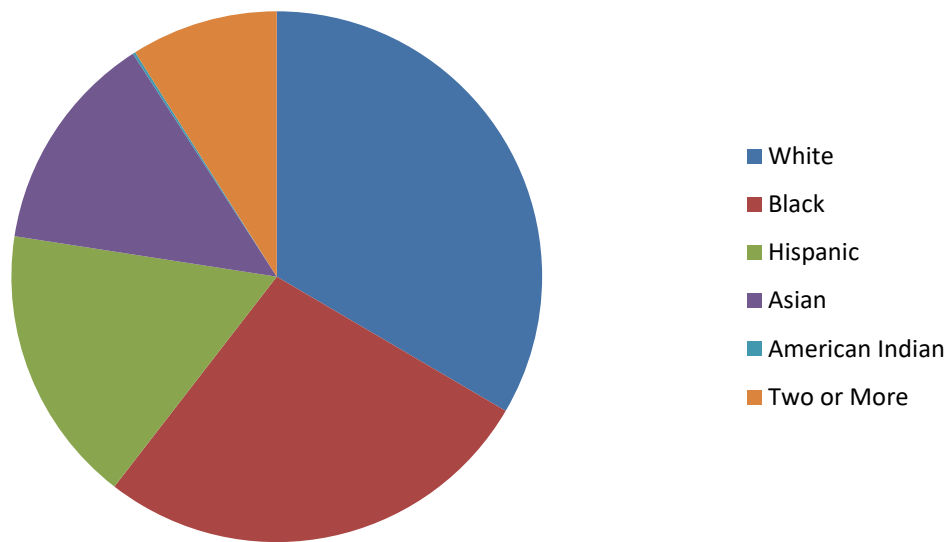


### Race/Ethnicity

In 2018-19, approximately 67% of the students were of color.

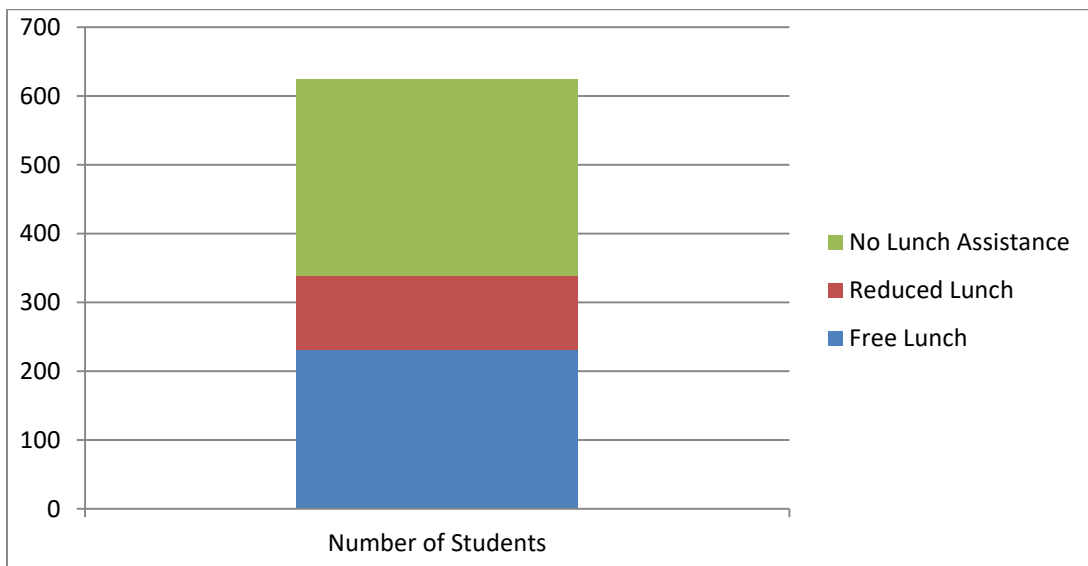
	Asian American	Black American	Latinex	White	Two or more races	American Indian	Total
No. of Students	100	158	123	159	45	1	<b>625</b>
%	17%	27.0%	21.0%	27%	7.8%	0.2%	<b>100%</b>

### Racial Data



### Free & Reduced Lunch

	No. of Students	% to Total School Enrollment
Free Lunch	231	37%
Reduced Lunch	108	17%
Combined Free & Reduced	339	54%
No Lunch Assistance	286	46%



## **Special Education**

	<b>% to Total School Total</b>	<b>Primary Disability</b>	<b>Students Per Category</b>
85	13.6%	<ul style="list-style-type: none"> <li>▪ Speech &amp; Language</li> <li>▪ SLD</li> <li>▪ OHD</li> <li>▪ Autism</li> <li>▪ Vision</li> <li>▪ EBD</li> <li>▪ DCD</li> <li>▪ Physically Impaired</li> <li>▪ Hearing Impaired</li> </ul>	8 31 19 10 1 9 4 3 1

## **Limited English Proficiency**

<b>No. of Students</b>	<b>% to Total School Enrollment</b>
41	6.6%

## **Community Connections and Partnerships**

TCA students benefit from many community partnerships through our extensive service-learning program. Partners include Urban Roots, Keystone Community Services, East Side Elders, Second Stork, Friends of the Mississippi River and many others. TCA also has a strong relationship with the Conway Recreation Center and the Sanneh Foundation.

Twin Cities Academy is a member of the Minnesota Association of Charter Schools and the Minnesota School Boards Administration.

## **Board of Directors**

TCA's governing board includes teachers, parents, and community members. The following chart shows membership for 2019-20.

## **Board Membership – See attached.**

Professional development is scheduled for the governing board, both as a group (total board trainings) and individually. Minnesota Charter Law mandates ongoing education for the governing board, in which TCA is compliant. From July 2019 to June 2020, Board Members attended the following training sessions:



All board members 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 Minnesota Association of Charter Schools.

### **Authorizer Information**

<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 651-962-4844	Molly McGraw-Healy <a href="mailto:mccgraw@stthomas.edu">mccgraw@stthomas.edu</a>	June 30, 2023

Because charter schools are not part of traditional community school districts, they are accountable to the State of Minnesota for student learning and financial performance through a state-approved charter school overseer, or authorizer. Our authorizer is The University of St. Thomas, in St. Paul, Minnesota. Their role is to ensure that we are true to our school’s mission; provide continued quality of our academic programs as demonstrated by quantifiable student learning; that we meet parents’ expectations and satisfaction; and that we comply with state and federal mandates. We submit our School Board minutes and financial statements monthly to the University of St Thomas.

## Finances

Twin Cities Academy is on solid financial footing. The school entered the 2020-21 school year with a positive fund balance of \$2,344,698. This represents a 26.4% fund balance (unaudited). The final audited financials will be available in December 2020.

The Board, primarily through the Finance Committee, actively partners with the executive director to oversee financial matters. Bergan KDV Accounting firm in collaboration with the executive director compiles and presents a financial report to the Board monthly. This report is a review of checking and savings account balances, fund balance, and income and expenses statements. These financial statements are provided to the treasurer and finance committee members before the board meeting. The Board reviews and analyzes all budgets, expenditures, and bank statements, and provides monthly/quarterly financial statements to the authorizer.

Following is a summary of TCA's budget and actual (unaudited) financial results for Fiscal Year 2020 as well as our financial position at June 30, 2020.

The audit for the fiscal year 2018 contained no material weaknesses or significant deficiencies as prepared by MMKR audit firm and presented to the school board during the December 2018.

The school board and administration chose to pursue working with Bergan KDV and to prepare and review the financials in collaboration with the executive director. The board and the executive director will continue to oversee the overall financial health of the school, on a monthly basis through review of detailed finances in the board finance sub-committee, and by presenting the financials monthly to the full school board during the regular school board meeting. By using an outside firm such as Bergan KDV, Twin Cities Academy is assured to have strong internal controls and procedures in place to continue financial health and clean audits.

### **Fund Balance:**

Un-audited fund balance as of June 30, 2020 - \$2,344,698

2019-2020      Annual Audit Report –  
MMKR Certified Public Accountants & Co.  
55353 Wayzata Blvd. Suite 410  
Minneapolis, MN 55416

