



Academics * Justice * Leadership

2020-2021

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 and post-secondary opportunities at the end of their secondary education.

This past year we enrolled approximately 530 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 grades. 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 school year, 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 2020-2021, despite the pandemic. Parent/Teacher Conferences held on Saturdays (November, February and April) averaged 89% in attendance.

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

2020-2021 Academic Accountability Data

MCA standardized assessments were given during the Spring of 2021 but are not being used for accountability purposes due to the ongoing pandemic. TCA had approximately two-thirds of its students participate in the MCA and the scores do not adequately represent proficiency for the larger student body.

Q-Comp Goal

- 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% (Spring 2019) to 39.2% by the spring of 2021. And, the percentage of students receiving free/reduced 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% (Spring 2019) to 20% in Spring 2021.

Performance to Goal Results:

Not reportable

School Growth Goal

- The percentage of all students making adequate growth on HMH Math Inventory and HMH Read Inventory from Fall 2019 to Fall 2020 assessments.

Performance to Goal Results

Due to the pandemic, TCA was in full virtual learning in the fall of 2020. TCA did attempt to have students take the math and read inventory tests from home, but the results were discrepant with only about 50% of all students engaging in the test, and test scores invalidated.

Performance to Goal Results:

Not reportable

Mission Specific Goals

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

Performance to Goal Results: 96% of all graduating seniors were accepted by May 1st 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 full and hybrid distance learning during the 20-21 school year.

- The percentage of 8th grade students scoring at or above the national average on the Aspire assessment.

Performance to Goal Results: 8th grade students were unable to be assessed with Aspire in fall 2020 due to distance learning. Aspire only allows in person testing.

- The percentage of 11th grade students scoring at or above the national average on the ACT assessment.

Performance to Goal Results: 46.7% of 11th grade students have met or exceeded the national average on the ACT assessment.

Before and After School and Summer Programming

During the 2020-2021 school year, TCA was in full distance learning until March 2021 when TCA shifted to a hybrid in-person/distance learning model. During the distance learning period, TCA did identify about 60 high risk students for distance learning, and those students did come into the school for in person learning one to three days per week. Community coaches and

special education teachers worked with small groups of students to support their distance learning with added tutoring and instruction during these times.

Recognizing the significant learning loss due to distance learning, TCA also used federal funds during the summer of 2021 to offer two summer academic programs. TCA hosted an eight-week credit recovery program for students largely entering 10th, 11th and 12th grades. Students were able to make up to four credits during this intensive credit recovery program. Additionally, TCA offered a four-week academic enrichment program for students entering the 6th through 10th grades. Justice Jam incorporated art, music, math, science, and poetry into hands on learning activities focused on racial and social justice. TCA intends to offer both programs in the coming summer of 2022. Also, based on parent feedback TCA is looking to add afterschool tutoring specifically in math during the 2021-2022 school year. TCA is currently offering academic tutoring one Saturday per month and after school on Tuesdays and Thursdays for students having difficulty adapting to in-person learning again.

Parent Involvement and Satisfaction

Under the TCA family 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, TCA held these conferences virtually, and added a family check-in during September 2020. 98% of families participated in the September check-in and reported overwhelmingly positive feedback for this check-in. Overall conference attendance was around 77% for the remaining three conferences. TCA is focused on increasing conference attendance during the 2021-2022 school year by adding social events for families during TCA conferences to engage more families in the school community.

Parents and guardians are also asked to participate in an online satisfaction survey. TCA conducted several surveys and feedback sessions with parents throughout the school year to ensure that it was meeting the needs of students and families during the difficulty of distance learning. Based on an early fall 2020 survey, TCA became aware that students and families were overwhelmed by full days of synchronous learning, and pivoted to make Wednesdays an asynchronous day for teachers to meet with individual students as needed for one on one or small group virtual groups. TCA also engaged its Community Coaches (formerly Behavior Specialists) to provide weekly check ins with students who were struggling or facing more significant challenges.

In the spring of 2021, TCA conducted its annual parent survey. Based on the survey 89.4% of families responding to the survey were overall satisfied with their experience at TCA.

Curriculum Report

Twin Cities Academy is committed to providing a college preparatory program focused on racial and social justice. Courses at TCA prepare students for college and equipping them with the critical thinking skills to contribute to solutions for the world's most challenging problems. To support the rigorous requirements for advanced classes in high school, world languages begin in the sixth grade for most students. TCA also infuses opportunities for conversations around racial and social justice throughout its curriculum, and has added elective courses in cultural and ethnic studies. 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. Students are identified for these support courses through the MTSS systems of support for Tier II and Tier III small group instruction. TCA has also identified that many students are currently behind grade level due to the pandemic and the loss of in person instruction. In order to accelerate learning, TCA has added two skills-based curricula to math and reading at the Tier I level as well. TCA is using Achieve 3000 to accelerate reading skills across three content areas – English, science and social sciences, and has added IXL to math programming. Both curriculum allow teachers and students to track growth and progress monthly, and to accelerate individual student growth in both reading and math in “real time.”

All curriculum is tied to Minnesota State standards. Upon a full review of 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. TCA is in the process of adopting a new math program for the middle school, Dimensions Math by Singapore Math will be piloted during the second semester of the 2021-2022 school year. In science the redesign of the 9th 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 the 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 its 9th grade program and are finding these students have significant gaps in their basic science content knowledge. TCA middle school students are able to take Integrated Science honors, as current TCA students entering 9th grade are more ready for higher level science learning by and large.

Schedule Report

Due to the needs of the pandemic, and co-horting students to reduce the spread of COVID-19, TCA adopted a block course weekly schedule. Students participated in A/B/C days. Four 90 minute courses are delivered on A and B days, and C days have eight 48 minute classes. TCA has continued the block schedule model for the 2021-2022 school year, and both teachers and students are finding the new schedule to offer many advantages including the opportunity for teachers to do more project-based learning and go “deeper” into the curriculum due to the longer periods.

The school calendar includes 173 student contact days. Teachers work 187 days, with nine days of workshops prior to students returning each school year and an additional five 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 are participating in a school wide trauma-informed instructional professional development.

Professional Development and Teacher Evaluation System Report

All professional development for the 2020-2021 school year was designed to offer training and support in virtual learning, block courses, and social emotional health for both students and staff. This professional development was inter-laced with TCA's ongoing training in culturally responsive curriculum and instruction approaches.

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 the Student Support Team meetings. During these meetings school-wide initiatives are reviewed for results towards school-wide goals. Students are normally tested internally in math and reading using the HMH Read and Math Inventory standardized tests, however due to the pandemic these tests were not able to be administered with fidelity, so TCA administration and teachers relied more heavily on curriculum based measures. Behavioral and mental health data, attendance and mental health team data is also reviewed. TCA conducted three student surveys throughout the 2020-2021 school year to track this data as well.

All teachers continued to participate virtually 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 2020-2021 school year, teachers also chose to participate in one of seven different professional development opportunities. This embedded PD was offered based on teacher goal-setting and needs. The embedded-PD PLCs offered teachers individualized support and training in a variety of topics where they needed 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. 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 virtual "walk through" observations occur for all teachers, feedback is provided based on observational data. All teachers new to TCA are also enrolled in the teacher mentor program. All new teachers receive a 1:1 mentor (veteran teacher) to meet with for a minimum of two times in the month. Teachers also have the opportunity one time per month to observe their colleagues during peer observation times. Lastly, all students have the opportunity to participate in a student engagement survey at the beginning and 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.

Innovative practices, initiatives and future plans

Twin Cities Academy used the pandemic shut downs to reflect and pivot to the changing needs of its students and families. TCA discovered the positive opportunities that block scheduling offered its students, and plans to continue this schedule model into the future. Additionally, TCA found that summer programming was more well-received than in the past when it was able to offer transportation for its students and it was focused on project-based learning. TCA plans to continue this opportunity as well with the use of federal funds.

Based on fall testing from the math and read inventory, TCA has also identified a significant challenge in “catching students up” due to the impacts of distance learning. TCA has added both Achieve 3000 to increase non-fiction reading skills across curriculum, and added IXL math programming to monitor student growth monthly. TCA also sees a need to re-envision math programming particularly at the middle school level to accelerate algebra skills. To this end, TCA is offering a double-block math course for Tier II students, and is adding a new curriculum Singapore Math for all students in 6th-8th grades.

TCA has also applied for a temporary permission to offer blended and online learning options. TCA is continuing to evaluate if it will apply for a permanent blended learning program option, as many high school students are currently looking for more flexibility in their learning options. To this end, TCA is also looking into developing more career pathways courses in career and technical education, by partnering with the construction and health care industries.

Governance and Management

Teacher Licensure Verification – See attachment

Information on Management and Administration

Betsy Lueth, Executive Director, is a licensed school administrator in the state of Minnesota from the University of St. Thomas. Additionally, Ms. Lueth has completed the two year Minnesota Principal’s Academy and has renewed her license for an additional five years with an expiration of June 20, 2024.

Erin Amundson, Principal, finished her school administrator license in the state of Minnesota from the University of Minnesota in July 2021. Ms. Amundson holds a two year license.

Administration Staff:

| Name | File Number | Assignment | Yrs w/School | Status |
|---------------|--------------------|-----------------------------|---------------------|----------------|
| Lueth, Betsy | 397306 | Exec. Director | 10 | Returning 2021 |
| Ausen, Terri | | Food Service/Transportation | 12 | Returning 2021 |
| Delesha, Lynn | | Library Aide | 6 | Returning 2021 |

| | | | | |
|------------------------|--------|--------------------------------------|----|----------------|
| Reedy, Brenda | | Business Coordinator | 6 | Returning 2021 |
| Fleischhacker, Laverne | | Cafeteria Aide | 22 | Retired |
| Allen, Branch | | Building Maintenance | 6 | Returning 2021 |
| Zakrzewski, JoAnn | | Cafeteria Aide | 9 | Returning 2021 |
| Spector, Erin | | Enrollment and Marketing Coordinator | 5 | Returning 2021 |
| Vondracek, Victor | | Athletic Director | 4 | Returning 2021 |
| Ancel, Sarah | 439395 | Dean of Academics | 13 | Returning 2021 |
| Amudnson, Erin | 410808 | Principal | 19 | Returning 2021 |
| Bender, Louise | 439740 | Special Education Coordinator | 9 | Returning 2021 |
| Gibson, Karissa | | Dean of Students | 6 | Returning 2021 |

Current Strengths, Challenges and Plans for the Future

Like most schools in the world, TCA was closed for distance learning from March 2020 through March 2021. TCA then moved into a hybrid model of instruction in March 2021 with students attending in person two days a week and in distance learning three days a week. The difficulty of responding to schooling during the pandemic was challenging and acerbated the opportunity gaps for the most vulnerable students. Overall students lost significant learning primarily in math.

What the pandemic times also showed TCA, is many opportunities for changing its approach to the instructional schedule, a greater focus on social emotional supports and understanding in the school setting, and the need for a broader approach to educating students both in the content of courses, career pathway opportunities, and the flexibility of how students can access their education. Based on this experience, several of TCA's strengths were also highlighted. For example the smaller school approach, with the focus on developing strong student teacher relationships, allowed for TCA to reach out and engage students who may have been completely lost during this time. Community Coaches (formerly behavior specialists) took on a new role of engaging students first by providing them the social emotional supports they needed, and then guiding them back to academics and learning during a difficult time. The strength of TCA having developed many wrap-around services for such a small school was also key to supporting students and families during this time. TCA capitalized on its strong partnership with Twin Cities Counseling Cooperative, to expand school-based therapy opportunities, and expanded its onsite resources for providing food, clothing and housing resources to its families as well.

As TCA moves into the future, it recognizes the need to pivot its approach to education. TCA is exploring applying for a permanent approval to offer online and hybrid courses in an effort to become more flexible for students at the high school level to continue their education while also needing to work to support their families. TCA also recognizes that offering more career

pathways in technical education such as in construction and health careers is desired by many of their students. Additionally, expanding and focusing on mental health for students and staff, along with offering more support through tutoring, hands-on learning experiences and summer programming is enhancing TCA's programming.

Lastly, TCA, like many schools across the country has experienced a decline in enrollment during the pandemic years. To rectify this situation, TCA has hired a professional marketing firm to conduct both a market analysis and launch a year-long recruitment effort to add 100 students to the enrollment. The larger goal is to also develop internal capacity to sustain marketing efforts beyond the 2021-2022 school year as well.

Administrative Oversight

With the promotion of Erin Amundson to principal during the 2019-2020 school year, the instructional leadership direction has been strengthened to 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 in the needs of its student body, the current internal data that, although incomplete overall, from standardized testing indicates there is still much work to be done in the 2021-2022 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 the 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 is now a part of a state-wide PBIS approach, and teachers and support staff are being trained in PBIS strategies to reduce out of classroom time for students overall. TCA recognizes that student engagement is a key factor to decreasing disruptive behaviors and keeping students learning. Teachers and administrators are highly focused on developing culturally responsive instructional practices in the 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 due to the trauma of the pandemic. 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 students, and the staff who serve them, at TCA. To this end, TCA has hired Mindfulness LLC, a school-based mindfulness group, to continue 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 emotional 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 SST relied on teacher referrals only, which are still an option, but the review of data in some cases allows TCA to identify students in need sooner. This new more data-driven approach allows for the administration to deploy resources more quickly and more effectively than just the referral method alone. The SST combined with the new school-wide PBIS model provides for Tier I, II and III interventions to be consistently applied throughout the school, leading to a calmer and more responsive school climate overall.

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 is 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. The feedback of late has largely been focused on the current needs for students and families to recover from distance learning, but what is learned now will be carried on into the future.

School Enrollment

| Enrollment Projections | 2018-2019 (actual) | 2019-2020 (actual) | 2020-2021 (actual) | 2021-2022 (actual) | 2022-2023 (projected) |
|------------------------|--------------------|--------------------|--------------------|--------------------|-----------------------|
| Grade 6 | 106 | 97 | 53 | 40 | 60 |
| Grade 7 | 105 | 96 | 108 | 66 | 65 |
| Grade 8 | 99 | 102 | 91 | 102 | 75 |
| Grade 9 | 86 | 92 | 84 | 71 | 110 |
| Grade 10 | 83 | 67 | 81 | 76 | 80 |
| Grade 11 | 90 | 60 | 63 | 73 | 80 |
| Grade 12 | 59 | 72 | 65 | 60 | 80 |
| Total | 624 | 586 | 545 | 488 | 550 |

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 Minnesota school district.

TCA holds open houses and accepts applications throughout the year based on the availability of the seats in the particular grade. 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 1st, or the current year. Available enrollment seats by grade is published by February 1st of the current year for the following year, which will always be prior to the last day of the open enrollment period, and the lottery, if a lottery is required. Lottery numbers are generated electronically and drawn randomly. The lottery is a public event and families may attend the lottery and results are also 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 available.

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

Community Connections and Partnerships

TCA students benefit from many community partnerships throughout the community. A partnership with Twin Cities Community Cooperative offers students onsite therapy services. Urban Roots works with our science programming and community garden. And more recently TCA has been designated a school-based forestry and native restoration site by the Minnesota Department of Natural Resources. TCA is also partnering closely with the Ramsey County Department of Health to be a local vaccine clinic site, offering vaccines for COVID-19 to the community every three weeks.

Board of Directors

TCA's governing board includes teachers, parents, and community members. The following chart shows membership for the 2020-2021 school year.

Board Membership – 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 2020 to June 2021, Board Members attended the following training sessions:

July 2021 & August 2021 – MDE Safe Learning Plan Requirements – Arlene Seashore, Health Aide and Betsy Lueth, Executive Director

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 or the Minnesota Association of Charter Schools.

Authorizer Information

| Authorizer | Contact Information | Liaison | Contract Expiration |
|--------------------------|---|--|----------------------------|
| University of St. Thomas | University of St. Thomas 1000 LaSalle St. Minneapolis, MN 651-962-4844 | Molly McGraw-Healy mccgraw@stthomas.edu | 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 authorizer. The authorizer for TCA is the University of St. Thomas, in St. Paul, Minnesota. Their role is to ensure that TCA is true to the school's mission; provide continued quality of our academic programs as demonstrated by quantifiable and qualitative student learning data; that we meet parents' expectations and satisfaction; and that we comply with state and federal laws and regulations. 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 2021-22 school year with a positive fund balance of \$2,429,902. This represents a 26.5% fund balance (unaudited) and does not represent the PPP loan amount received in FY 21. The final audited financials will be available in December 2021.

TCA does predict to run a negative budget in FY22 in order to recover and use the PPP loan dollars received in FY21.

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 expense statements. These financial statements are provided to the treasurer and finance committee members before the board meeting for review. 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 to actual (unaudited) financial results for Fiscal Year 2021 as well as our financial position at June 20, 2021 (attached.)

The audit for the fiscal year 2020 contained no material weaknesses or significant deficiencies as prepared by MMKR audit firm and presented to the school board during the December 2020.

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, 2021 - \$2,429,902

2020-2021 Annual Audit Report

MMKR Certified Public Accountants & Co.

55353 Wayzata Blvd. Suite 410

Minneapolis, MN 55416

Teacher Template FY21

| District | School Name | Teacher Name | File Folder | Subject Taught | Grade(s) Taught | SY 2021 | Status for FY 22 Return | Additional Notes |
|----------|-------------|-----------------------|-------------|--------------------|-----------------|---------|-------------------------|---------------------|
| 4132 | TCA | Pedriana, Gina | 394686 | Art | 6-12 | Yes | No | Moving out of state |
| 4132 | TCA | Farlow, Emily | 449487 | Spanish | 6-12 | Yes | Yes | |
| 4132 | TCA | Ford, Brian | 1005174 | Math | 7-8 | Yes | Yes | |
| 4132 | TCA | Garrity, Wendy | 488809 | French | 6-12 | Yes | Yes | |
| 4132 | TCA | Vandergon, Elizabeth | 505016 | English | 7-8 | Yes | Yes | |
| 4132 | TCA | Plattes, Sarah | 463260 | Math | 6-7 | Yes | Yes | |
| 4132 | TCA | Mitsch, Dave | 421650 | Special Education | 6-12 | Yes | Yes | |
| 4132 | TCA | Lindholm, Scott | 441065 | Physical Education | 6-12 | Yes | Yes | |
| 4132 | TCA | Weeks-Johnson, Steven | 405451 | English | 6-8 | Yes | Yes | |
| 4132 | TCA | Berg, Samantha | 472599 | Science | 6-8 | Yes | Yes | |
| 4132 | TCA | Choquette, Melissa | 488279 | Music, Band | 6-12 | Yes | Yes | |
| 4132 | TCA | Sauer, Madison | 1001126 | Counselor | 6-12 | Yes | Yes | |

| | | | | | | | | |
|------|-----|-------------------|---------|----------------------|-------------------------|-----|-----|--------------------|
| 4132 | TCA | McCall, Maureen | 264099 | School Social Worker | 6-12 | Yes | Yes | |
| 4132 | TCA | Enquist, Erin | 494069 | English | 6-8 | Yes | Yes | |
| 4132 | TCA | Wester, Seth | 507219 | ELL | 6-12 | Yes | Yes | |
| 4132 | TCA | Fienniken, Wayne | 506777 | Science | 7 th and 9th | Yes | Yes | |
| 4132 | TCA | Oberembt, Alexa | 503172 | Math | 6-12 | Yes | Yes | |
| 4132 | TCA | Corcoran, Tom | 469525 | Math/Science | 9-12 | Yes | Yes | |
| 4132 | TCA | Michaud, Stephan | 1002384 | French | 6-12 | Yes | Yes | |
| 4132 | TCA | Giebink, Peter | 491525 | English | 9-12 | Yes | No | Leaving Profession |
| 4132 | TCA | Ng, Andrew | 453842 | Math | 9-12 | Yes | Yes | |
| 4132 | TCA | Longtine, Jessica | 1005281 | Physical Education | 6-12 | Yes | No | Move out of state |
| 4132 | TCA | Howes, Alexandra | 446701 | English | 9-12 | Yes | Yes | |
| 4132 | TCA | Koch, Craig | 388277 | History | 9-12 | Yes | Yes | |
| 4132 | TCA | Thompson, Jessica | 482521 | Science | 9-12 | Yes | Yes | |
| 4132 | TCA | Hughes, Jonathon | 483549 | Science | 6 | Yes | Yes | |
| 4132 | TCA | Chycota, Jared | 507702 | Chemistry | 9-12 | Yes | Yes | |
| 4132 | TCA | Graversen, Alison | 445668 | Social Studies | 9-12 | Yes | Yes | |
| 4132 | TCA | Sanchez, David | 1003528 | Spanish | 9-12 | Yes | Yes | |
| 4132 | TCA | Al-Ahad, Kinvari | 1002745 | Special Education | 6-12 | Yes | Yes | |

| | | | | | | | | |
|------|-----|----------------------|---------|-------------------------|------|-----|-----|---------------------|
| 4132 | TCA | Beedle, Doris | 418714 | Special Education | 6-12 | Yes | Yes | |
| 4132 | TCA | Harvey, Julie | 281126 | Special Education | 9-12 | Yes | Yes | |
| 4132 | TCA | Neilson, Elizabeth | 455522 | English | 9-12 | Yes | Yes | |
| 4132 | TCA | Elvea-Wheeler, Bryan | 494640 | History | 7-8 | Yes | Yes | |
| 4132 | TCA | Schlossmacher, Megan | 1002801 | Special Education | 9-12 | Yes | No | Moving out of state |
| 4132 | TCA | Alvarez, Terra | 480158 | Mathematics | 9-12 | Yes | Yes | |
| 4132 | TCA | Bender, Louise | 439740 | Special Education | 9-12 | Yes | Yes | |
| 4132 | TCA | White, Janet | 450503 | Reading Interventionist | 6-12 | Yes | Yes | |
| 4132 | TCA | Skweres, Bob | 489916 | Special Education | 6-12 | Yes | Yes | |
| 4132 | TCA | Osterhus, Shawn | 1006428 | History | 7-8 | Yes | Yes | |
| 4132 | TCA | Elliott, Ivy | | Special Education Para | 6-12 | Yes | Yes | |
| 4132 | TCA | Dainsberg, Don | 282585 | School Psychologist | 6-12 | Yes | Yes | |
| 4132 | TCA | Williams, Aisha | | Special Education Para | 6-12 | Yes | Yes | |
| 4132 | TCA | Cook, Emily | | Behavior Specialist | 6-12 | Yes | Yes | |
| 4132 | TCA | Gibson, Karissa | | Behavioral Specialist | 6-12 | Yes | Yes | |
| 4132 | TCA | Keely, Anne | | Special Education Para | 6-12 | Yes | Yes | |
| 4132 | TCA | Jackson, Chris | 502516 | History | 6-12 | Yes | Yes | |

| | | | | | | | | |
|------|-----|---------------------|--------|---------------------------------------|------|-----|-----|--|
| 4132 | TCA | Claessens, Emilie | | Special Education Para | 6-12 | Yes | Yes | |
| 4132 | TCA | Seashore, Arlene | | Health Aide | 6-12 | Yes | Yes | |
| 4132 | TCA | Gerber, Kristen | 480258 | School Nurse | 6-12 | Yes | Yes | |
| 4132 | TCA | Valle, Yolanda | | Special Education Para | 6-12 | Yes | Yes | |
| 4132 | TCA | Brown, Jill | | Special Education Behavior Specialist | 6-12 | Yes | Yes | |
| 4132 | TCA | Shaw, Torrean | | Special Education Para | 6-12 | Yes | Yes | |
| 4132 | TCA | Whitcraft, Courtney | | Special Education Para | 6-12 | Yes | No | |
| 4132 | TCA | Morris, Katie | | Special Education Para | 6-12 | Yes | No | |
| 4132 | TCA | LaVoie, Marilu | | Special Education Para | 6-12 | Yes | Yes | |
| 4132 | TCA | Erickson, Bre'Elle | 480988 | Dance/Theater Teacher | 6-12 | Yes | Yes | |
| 4132 | TCA | Whisler, Sarah | 498943 | Math Teacher | 6-12 | Yes | Yes | |
| 4132 | TCA | Seegers, Sam | | Special Education Para | 6-12 | Yes | Yes | |
| 4132 | TCA | Moffitt, Darrell | | Behavioral Specialist | 6-12 | Yes | Yes | |
| 4132 | TCA | Bakeberg, Jessie | 442675 | Math Interventionist | 6-12 | Yes | Yes | |

Board Member Information Template

Please include information for current and prior year members.

Due to the requirement for ongoing training in the three areas, please include training information for each member each year.

Twin Cities Academy

| Name | Date Seated | Term End Date | Position | Type | Expertise | Email | Phone | Attendance Rate | Board Trainings: | | | |
|-------------------|-------------|---------------|-----------|------------------|----------------------------|--------------------------------|--------------|-----------------|---------------------|---------------------|---------------------|----------------------|
| | | | | | | | | | Date completed and | Trainer | Financial | |
| Phil Jemielita | 7/2018 | 6/2021 | Treasurer | Community | Business | jemielitap@scanlongroup.com | 651-205-4797 | 100% | UST – April 2013 | UST – April 2013 | UST – April 2013 | Annual Training FY20 |
| Alexandra Howes | 7/2019 | 6/2022 | Secretary | Teacher | Education | ahowes@twincitiesacademy.org | 651-205-4797 | 80% | UST – December 2011 | UST – December 2011 | UST – December 2011 | AVID – June 2020 |
| Doris Espelien | 7/2020 | 6/2023 | Member | Community Member | Education | Doris.brico.lagemn@gmail.com | 651-205-4797 | 60% | MSBA January 2020 | MSBA January 2020 | MSBA January 2020 | New Member FY20 |
| Elizabeth Neilson | 7/2018 | 6/2021 | Member | Teacher | Education | eneilson@twincitiesacademy.org | 651-205-4797 | 100% | MSBA – August 2018 | MSBA – August 2018 | MSBA – August 2018 | AVID – June 2020 |
| Tim Becken | 7/2020 | 6/2023 | Member | Community | Business | tim@cems tone.com | 651-205-4797 | 80% | MSBA January 2018 | MSBA January 2018 | MSBA January 2018 | AVID – June 2020 |
| Rich Holst | 7/2020 | 6/2023 | Chair | Parent | Business | Holst046@gmail.com | 651-205-4797 | 100% | MSBA October 2017 | MSBA October 2017 | MSBA October, 2017 | AVID – June 2020 |
| Andrew Ng | 7/2020 | 6/2023 | Member | Teacher | Education | ang@twincitiesacademy.org | 651-205-4797 | 100% | MSBA October 2019 | MSBA October 2019 | MSBA October 2019 | AVID-June 2020 |
| Tina Haarbusch | 7/2020 | 6/2022 | Member | Parent | Educational Administration | Bettina.haarbusch@gmail.com | 651-205-4797 | 100% | MACS October 2020 | MACS October 2020 | MACS October 2020 | |
| Betsy Mowry Voss | 7/2020 | 6/2021 | Member | Parent | Community Non-Profit | Betsy.mowry@gmail.com | 651-205-4797 | 100% | MACS January 2020 | MACS January 2020 | MACS January 2020 | |

Twin Cities Academy
FY22 Original Budget Projection Model - APPROVED 5.27.21

6/1/2021

| | | Actual | | Revised | | Original | | Budget Projections | | | |
|--|--|------------|-----|------------|-----|------------|-----|--------------------|-----|------------|-----|
| | | 570 | | 530 | | 523 | | 550 | | 576 | |
| Enrollment | | 2019-2020 | | 2020-2021 | | 2021-2022 | | 2022-2023 | | 2023-2024 | |
| Enrollment Projections | | | | | | | | | | | |
| Number Students Grade 6 | | 96.78 | | 55 | | 50 | | 75 | | 75 | |
| Number Students Grade 7 | | 96.48 | | 106 | | 75 | | 75 | | 90 | |
| Number Students Grade 8 | | 102.11 | | 90 | | 110 | | 102 | | 100 | |
| Number Students Grade 9 | | 91.94 | | 85 | | 75 | | 95 | | 100 | |
| Number Students Grade 10 | | 66.97 | | 80 | | 90 | | 68 | | 86 | |
| Number Students Grade 11 | | 60.24 | | 64 | | 75 | | 71 | | 75 | |
| Number Students Grade 12 | | 72.15 | | 65 | | 60 | | 79 | | 65 | |
| Subtotal Number of Students / Headcount | | 586.67 | -4% | 545 | -6% | 535 | -1% | 565 | 6% | 591 | 5% |
| Enrollment totals by state pupil unit weighting category | | | | | | | | | | | |
| Total Number of Students Grade 6 | | 96.78 | | 55 | | 50 | | 75 | | 75 | |
| Total Number of Students Grade 7-12 | | 489.89 | | 490 | | 485 | | 490 | | 516 | |
| Adjustment for PSEO Students | | (16.20) | | (15) | | (12) | | (15) | | (15) | |
| Total ADM with PSEO adjustment | | 570.47 | -4% | 530 | -6% | 523 | -2% | 550 | 5% | 576 | 5% |
| Total Number of Current Year Pupil Units | | 665.21 | -3% | 625.00 | -6% | 617.60 | -2% | 645.00 | 4% | 676.20 | 5% |
| State Revenue Assumptions and Calculations | | | | | | | | | | | |
| General Education Aid | | | | | | | | | | | |
| State Averages Per Pupil Unit | | \$6,438 | | \$6,561 | | \$6,630 | | \$6,756 | | \$6,885 | |
| Inflation Rate Assumption-Basic only | | 2.0% | | 2.0% | | 1.0% | | 2.0% | | 2.0% | |
| Basic Excluding Transportation | | \$6,137.99 | | \$6,260.98 | | \$6,323.59 | | \$6,450.07 | | \$6,579.07 | |
| Gifted and Talented | | 13.00 | | 13.00 | | 13.00 | | 13.00 | | 13.00 | |
| Sparsity | | 28.58 | | 29.56 | | 30.26 | | 30.26 | | 30.26 | |
| Operating Capital | | 226.50 | | 226.51 | | 226.51 | | 226.51 | | 226.51 | |
| Equity | | 119.92 | | 119.93 | | 116.23 | | 116.23 | | 116.23 | |
| Extended Time | | 14.88 | | 0.00 | | 0.00 | | 0.00 | | 0.00 | |
| Referendum | | 232.56 | | 170.89 | | 166.88 | | 166.88 | | 166.88 | |
| Transportation | | 300.01 | | 300.01 | | 306.02 | | 306.02 | | 306.02 | |
| Total Per Pupil Unit State Aid | | \$7,073.44 | 2% | \$7,120.88 | 0% | \$7,182.49 | 1% | \$7,308.96 | 2% | \$7,437.97 | 2% |
| Total General Education State Aid | | 4,705,309 | -2% | 4,450,553 | -6% | 4,435,908 | -1% | 4,714,282 | 6% | 5,029,553 | 7% |
| Pension Adjustment Revenue - begin FY19 | | | | | | | | | | | |
| Member Salaries Prior Year | | 2,731,309 | | 2,749,372 | | 2,870,858 | | 2,786,104 | | 2,841,826 | |
| Pension Adjust Rate | | 0.0042 | | 0.0063 | | 0.0084 | | 0.0105 | | 0.0126 | |
| Pension Adjustment Revenue | | 11,471 | 54% | 17,321 | 1% | 24,115 | 39% | 29,254 | 21% | 35,807 | 22% |

Twin Cities Academy
FY22 Original Budget Projection Model - APPROVED 5.27.21

6/1/2021

| | Actual | | Revised | | Original | | Budget Projections | | | | | |
|--|------------|-----------|-----------|-----------|-----------|-----------|--------------------|-----------|-----------|-----------|-----------|-----------|
| | 570 | | 530 | | 523 | | 550 | | | | | |
| | Enrollment | | 2019-2020 | | 2020-2021 | | 2021-2022 | | 2022-2023 | | 2023-2024 | |
| EL (English Learner) Revenue | | | | | | | | | | | | |
| Current Year EL Eligible ADM | actual | 6 | estimate | 7 | estimate | 7 | estimate | 7 | estimate | 7 | estimate | 7 |
| ADM Served | 570 | | 530 | | 523 | | 550 | | 576 | | 576 | |
| EL Revenue | 14,080 | | 14,080 | | 14,080 | | 14,080 | | 14,080 | | 14,080 | |
| EL Concentration Revenue | 141 | | 201 | | 204 | | 194 | | 185 | | 185 | |
| Total EL Aid | 14,380 | -1% | 14,281 | 0% | 14,284 | 0% | 14,277 | 0% | 14,268 | 0% | 14,268 | 0% |
| Compensatory Revenue | | | | | | | | | | | | |
| A: Number of Students prior yr. (fall) | actual | 54% | actual | 61% | actual | 49% | estimate | 58% | estimate | 61% | estimate | 61% |
| B: Number of Free Lunch Students prior yr. | 623 | | 620 | | 544 | -12% | 535 | | 565 | | 565 | |
| C: Number of Reduced Lunch Students prior yr. | 235 | | 259 | | 188 | -27% | 215 | | 245 | | 245 | |
| D: Adjusted Counts = 100% Free, 50% Reduced | 103 | | 117 | | 79 | -32% | 95 | | 100 | | 100 | |
| E: Concentration Portion | 286.50 | | 317.50 | | 227.50 | | 262.50 | | 295.00 | | 295.00 | |
| F: Concentration Factor (lessor of 1 or Conc. Portion/ .8) | 0.4599 | | 0.5121 | | 0.4182 | | 0.4907 | | 0.5221 | | 0.5221 | |
| G: PU = .6 * D * F | 0.5748 | | 0.6401 | | 0.5227 | | 0.6133 | | 0.6527 | | 0.6527 | |
| H: Initial Revenue = aid at per pupil amount *G | 98.81 | | 121.94 | | 71.36 | | 96.60 | | 115.52 | | 115.52 | |
| Miscellaneous Adjustment (Rounding) | 553,265 | | 698,490 | | 408,695 | | 571,576 | | 698,444 | | 698,444 | |
| I: Short Year Factor | 84 | | (18) | | 1 | | 1 | | 1 | | 1 | |
| Calculated Compensatory State Revenue | 1 | | 1 | | 1 | | 1 | | 1 | | 1 | |
| | 553,349 | 26% | 698,472 | 0% | 408,695 | -41% | 571,576 | 40% | 698,444 | 22% | 698,444 | 22% |
| Building Lease Aid | | | | | | | | | | | | |
| ADM Including PSEO | 570 | | 545 | | 535 | | 565 | | 591 | | 591 | |
| WADM Including PSEO | 684.65 | | 643.00 | | 632.00 | | 663.00 | | 694.20 | | 694.20 | |
| Building Lease Expense | 1,112,372 | | 1,113,710 | | 1,114,635 | | 1,110,147 | | 1,110,453 | | 1,110,453 | |
| Lease Aid at per WADM as per state cap - \$1,314 | 899,627 | | 844,902 | | 830,448 | | 871,182 | | 912,179 | | 912,179 | |
| Aid at 90% of Lease | 1,001,135 | | 1,002,339 | | 1,003,171 | | 999,132 | | 999,408 | | 999,408 | |
| | 1,462 | | 1,559 | | 1,587 | | 1,507 | | 1,440 | | 1,440 | |
| Lesser of WADM cap of \$1,314 or 90% of lease payment | 899,627 | | 844,902 | | 830,448 | | 871,182 | | 912,179 | | 912,179 | |
| Estimated Proration of Lease Aid Revenue | 100.0% | | 100.0% | | 100.0% | | 100.0% | | 100.0% | | 100.0% | |
| Total Prorated Building Lease Aid Revenue | 899,627 | -3% | 844,902 | -6% | 830,448 | -1% | 871,182 | 5% | 912,179 | 5% | 912,179 | 5% |
| Lease Aid Revenue per WADM (before proration) | 1,314 | | 1,314 | | 1,314 | | 1,314 | | 1,314 | | 1,314 | |
| Lease Aid per WADM needed to cover expense @ 90% (Max \$1,314) | 1,462 | | 1,559 | | 1,587 | | 1,507 | | 1,440 | | 1,440 | |
| How many more WADM would we need to maximize lease aid? | 77 | | 120 | | 131 | | 97 | | 66 | | 66 | |
| Long-Term Facilities Maintenance Revenue | | | | | | | | | | | | |
| Revenue per Adjusted Pupil Unit | 132 | | 132 | | 132 | | 132 | | 132 | | 132 | |
| Total Long-Term Facilities Maintenance Revenue | 90,374 | -3% | 82,500 | -6% | 81,523 | -2% | 85,140 | 4% | 89,258 | 5% | 89,258 | 5% |
| Special Education Revenue | | | | | | | | | | | | |
| State Special Education Aid (includes tuition billing) | estimate | 1,793,171 | estimate | 1,896,608 | estimate | 1,956,864 | estimate | 2,023,383 | estimate | 2,068,704 | estimate | 2,068,704 |
| | | 7% | | -5% | | 0% | | 3% | | 2% | | 2% |

**Twin Cities Academy
FY22 Original Budget Projection Model - APPROVED 5.27.21**

6/1/2021

| <i>Enrollment</i> | Actual | Revised | Original | Budget Projections | |
|-------------------|------------------|------------------|------------------|---------------------------|------------------|
| | <i>570</i> | <i>530</i> | <i>523</i> | <i>550</i> | <i>576</i> |
| | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |

Revenue Summary and Projections

| | | | | | | |
|---|------------------|------------------|------------------|------------------|-------------------|------------|
| State Aids | | | | | | |
| General Education Aid | 4,814,895 | 4,450,553 | 4,435,908 | 4,714,282 | 5,029,553 | |
| Pension Adjustment Revenue - begins FY19 | 11,471 | 17,321 | 24,115 | 29,254 | 35,807 | |
| EL Revenue | 14,380 | 14,281 | 14,284 | 14,277 | 14,268 | |
| Declining Enrollment Revenue | 31,600 | 119,006 | 33,095 | 0 | 0 | |
| Compensatory Revenue | 553,349 | 698,472 | 408,695 | 571,576 | 698,444 | |
| Subtotal | 5,425,695 | 5,299,633 | 4,916,097 | 5,329,389 | 5,778,072 | 8% |
| Safe Schools Supplemental Aid - one time FY20 | 21,393 | 0 | 0 | | | |
| Q Comp | 157,151 | 155,269 | 138,788 | 138,014 | 145,753 | 6% |
| Endowment Aid | 27,133 | 27,230 | 24,951 | 24,951 | 24,951 | 0% |
| Long-Term Facilities Maintenance Revenue | 90,374 | 82,500 | 81,523 | 85,140 | 89,258 | 4% |
| Building Lease Aid | 920,917 | 844,902 | 830,448 | 871,182 | 912,179 | 5% |
| Special Education Aid (State and Tuition Billing) | 1,793,171 | 1,896,608 | 1,956,864 | 2,023,383 | 2,068,704 | 3% |
| AP Training and Concurrent Enrollment Aid | 2,907 | 3,000 | 3,000 | 3,000 | 3,000 | 0% |
| <i>Prior Year Adjustments</i> | <i>14,446</i> | | | | | |
| Total State Aids | 8,453,187 | 8,309,141 | 7,951,671 | 8,475,059 | 9,021,917 | 6% |
| Other Revenue | | | | | | |
| Federal Special Ed | 122,070 | 102,099 | 66,898 | 98,389 | 103,041 | 5% |
| Federal Title | 163,331 | 179,250 | 113,976 | 167,628 | 175,553 | 5% |
| CARES Act | 0 | 334,578 | 563,239 | 632,477 | 632,477 | 12% |
| Fees from Students | 47,616 | 23,479 | 38,654 | 45,649 | 42,807 | 18% |
| Contributions and Gifts | 17,765 | 5,000 | 5,000 | 5,000 | 5,000 | 0% |
| Reimbursements from other Districts for Athletics | 73,587 | 58,787 | 61,787 | 61,787 | 58,787 | 0% |
| Miscellaneous Income | 9,745 | 0 | 40,000 | 10,000 | 10,000 | -75% |
| Transfer from Fund 01 | 0 | 0 | 0 | 0 | 0 | 0% |
| Food Service | 318,193 | 245,700 | 291,700 | 306,800 | 321,300 | 5% |
| Total Other Revenue | 752,307 | 948,893 | 1,181,254 | 1,327,732 | 1,348,965 | 12% |
| Total Revenue | 9,205,494 | 9,258,034 | 9,132,924 | 9,802,791 | 10,370,882 | 6% |

Twin Cities Academy
FY22 Original Budget Projection Model - APPROVED 5.27.21

6/1/2021

| | Actual | | Revised | | Original | | Budget Projections | | | |
|-------------------------------|------------------|--|-----------------------------|--|------------------|--|--------------------|--|------------------|--|
| | 570 | | 530 | | 573 | | 550 | | | |
| | Enrollment | | | | | | | | | |
| | 2019-2020 | | 2020-2021 | | 2021-2022 | | 2022-2023 | | 2023-2024 | |
| Inflation Calculations | | | | | | | | | | |
| Salaries & Benefits | 2.0% | | follows salary schedule ran | | 3.0% | | 2.0% | | 1.0% | |
| Other costs | 2.0% | | 2.0% | | 2.0% | | 1.0% | | 1.0% | |

| Expenditure Calculations | | | | | | | | | | |
|--|-----------|------|-----------|------|-----------|------|-----------|------|-----------|-----|
| Budget Calculations | | | | | | | | | | |
| Salaries | 2,626,689 | 2% | 2,607,121 | -1% | 2,528,209 | 1% | 2,578,773 | 2% | 2,604,561 | 1% |
| Employee Benefits | | | | | | | | | | |
| FICA taxes | 196,641 | 2% | 199,445 | -1% | 193,408 | 2% | 197,276 | 2% | 199,249 | 1% |
| Retirement (TRA/PERA) | 207,196 | 4% | 208,050 | -1% | 206,189 | 4% | 215,070 | 4% | 217,220 | 1% |
| Health Insurance | 270,635 | 11% | 322,606 | 7% | 336,638 | 5% | 346,737 | 3% | 353,672 | 2% |
| Life Insurance | 8,138 | -5% | 3,771 | -7% | 12,700 | 10% | 13,081 | 3% | 13,342 | 2% |
| Dental Insurance | 23,091 | 19% | 28,041 | -7% | 29,425 | 5% | 30,308 | 3% | 30,914 | 2% |
| Short-Term and Long-Term Disability | 13,794 | 6% | 20,671 | -7% | 8,852 | 7% | 9,118 | 3% | 9,300 | 2% |
| VEBA Health Savings Account | 39,896 | 7% | 59,309 | -8% | 60,021 | 5% | 61,821 | 3% | 63,058 | 2% |
| Workers Comp | 9,842 | 13% | 22,106 | 29% | 23,211 | 5% | 23,908 | 3% | 24,386 | 2% |
| Unemployment Insurance | 7,332 | 12% | 20,000 | 299% | 21,000 | 5% | 21,630 | 3% | 22,063 | 2% |
| Total Employee Benefits | 776,565 | 6% | 883,999 | 3% | 891,443 | 4% | 918,948 | 3% | 903,203 | -2% |
| Contracted Services | 291,754 | 5% | 315,063 | -6% | 302,516 | -7% | 321,300 | 6% | 329,900 | 3% |
| Communications Services | 26,401 | 2% | 27,736 | 0% | 28,291 | 2% | 28,573 | 1% | 28,859 | 1% |
| Postage | 5,326 | -5% | 4,400 | -6% | 5,406 | 23% | 5,406 | 0% | 5,406 | 0% |
| Utilities | 110,301 | 2% | 114,753 | 0% | 117,048 | 2% | 117,048 | 0% | 118,219 | 1% |
| Property & Liability Insurance | 20,739 | 7% | 21,879 | -6% | 24,684 | 12% | 24,684 | 0% | 24,947 | 1% |
| Repairs and Maintenance | 56,012 | -20% | 57,565 | 15% | 54,752 | -5% | 54,752 | 0% | 55,348 | 1% |
| Transportation to and from school | 457,192 | 21% | 381,860 | -33% | 513,264 | 38% | 525,198 | 2% | 543,500 | 3% |
| Travel, Conferences, and Staff Training | 16,469 | 0% | 15,000 | 0% | 15,000 | 0% | 10,000 | -33% | 10,100 | 1% |
| Student Activities - Field Trips (Admissions & Transportation) | 50,333 | 7% | 15,000 | -81% | 42,100 | 181% | 49,700 | 18% | 45,600 | -8% |
| Building Rent - See Detailed Rent Schedule | | | | | | | | | | |
| 2015 Bonds Issued - Principal and Interest | 1,000,740 | | 999,140 | | 1,000,340 | | 996,140 | | 996,740 | |
| Annual fees for Issuer (.25% of first \$10M, .125% remainder) | 31,906 | | 31,388 | | 31,113 | | 30,825 | | 30,531 | |
| Annual fees for trustee, accounting and audit, rating fee, other | 19,726 | | 23,182 | | 23,182 | | 23,182 | | 23,182 | |
| Capital Repair & Replacement Account funding - Caps at 750k | 60,000 | | 60,000 | | 60,000 | | 60,000 | | 60,000 | |
| Total Building Rent | 1,112,372 | 0% | 1,113,710 | 0% | 1,114,635 | 0% | 1,110,147 | 0% | 1,110,453 | 0% |

Twin Cities Academy
FY22 Original Budget Projection Model - APPROVED 5.27.21

6/1/2021

| | Actual | | Revised | | Original | | Budget Projections | | | |
|--|------------------|------------|------------------|------------|------------------|------------|--------------------|-------------|------------------|-----------|
| | Enrollment | | 530 | | 523 | | 550 | | | |
| | 2019-2020 | 2020-2021 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 576 | | | |
| Rentals/Operating Leases | 41,692 | -5% | 39,756 | 0% | 40,551 | 2% | 40,957 | 1% | 41,367 | 1% |
| General Supplies | 42,782 | 18% | 30,000 | -43% | 43,638 | 45% | 30,000 | -31% | 31,000 | 3% |
| Maintenance Supplies | 28,158 | 2% | 34,243 | 0% | 34,928 | 2% | 34,928 | 0% | 35,277 | 1% |
| Computer Software/Licensing (non-instructional) | 35,747 | 5% | 37,682 | 0% | 32,035 | -15% | 34,037 | 6% | 34,037 | 0% |
| Instructional Supplies, Textbooks/Workbooks | 52,660 | -22% | 40,000 | -33% | 60,000 | 50% | 50,000 | -17% | 40,000 | -20% |
| Assessments/Testing | 33,324 | 0% | 39,338 | 0% | 34,838 | -11% | 37,000 | 6% | 37,000 | 0% |
| Media Resources | 26 | 0% | 500 | 0% | 500 | 0% | 500 | 0% | 500 | 0% |
| Furniture and Other Equipment | 2,751 | 200% | 20,000 | -33% | 10,000 | -50% | 10,000 | 0% | 10,000 | 0% |
| Technology Equipment | 199,458 | -83% | 40,000 | 0% | 60,000 | -25% | 40,000 | -33% | 40,000 | 0% |
| Capital Lease - Principal | 51,836 | 0% | 52,280 | 0% | 52,280 | 0% | 52,280 | 0% | 52,280 | 0% |
| Capital Lease - Interest | 5,488 | -37% | 3,463 | 0% | 2,525 | -27% | 2,525 | 0% | 2,525 | 0% |
| Dues and memberships | 37,010 | -3% | 34,600 | -6% | 35,394 | 2% | 35,394 | 0% | 35,394 | 0% |
| Scholarships | 1,000 | 0% | 1,000 | 0% | 1,000 | 0% | 1,000 | 0% | 1,000 | 0% |
| Budget Contingency | | 0% | 25,000 | 0% | 0 | -100% | 0 | 0% | 0 | 0% |
| Athletics - HS (25-30% Reimbursed from participating schools) | 194,382 | -3% | 195,958 | 6% | 205,958 | 5% | 205,958 | 0% | 195,958 | -5% |
| Athletics - MS | 15,210 | 40% | 19,800 | -6% | 20,196 | 2% | 20,000 | -1% | 20,000 | 0% |
| Transfer to Fund 02 | 0 | | 0 | | 0 | | 0 | | 0 | |
| 504 Program | 46 | 0% | 2,000 | 0% | 2,000 | 0% | 2,000 | 0% | 2,000 | 0% |
| Federal Special Ed Expenditures | 109,404 | 21% | 102,099 | -33% | 66,898 | -42% | 98,389 | 47% | 103,041 | 5% |
| Federal Title Expenditures | 163,331 | 21% | 179,250 | -12% | 113,976 | -42% | 167,628 | 47% | 175,553 | 5% |
| Safe Schools Supplemental Aid - one time FY20 | 21,393 | | 0 | | 0 | | 0 | | 0 | |
| Q Comp Expenditures | 67,099 | -1% | 155,269 | 0% | 138,788 | -13% | 138,014 | -1% | 145,753 | 6% |
| <u>CARES Act</u> | | | | | | | | | | |
| CARES Salaries | 0 | | 94,624 | | 191,503 | 106% | 195,333 | 2% | 197,286 | 1% |
| CARES Benefits | 0 | | 33,080 | | 48,241 | 231% | 49,206 | 2% | 50,190 | 2% |
| CARES Contracted Services | 0 | | 22,378 | | 87,000 | 280% | 87,000 | 0% | 87,000 | 0% |
| CARES Transportation | 0 | | 140,000 | | 0 | -100% | 0 | 0% | 0 | 0% |
| CARES Supplies/Software | 0 | | 42,496 | | 36,400 | -27% | 36,400 | 0% | 36,400 | 0% |
| CARES Technology / Equipment | 0 | | 2,000 | | 154,833 | 183% | 30,000 | -81% | 30,000 | 0% |
| CARES Summer School | | | 0 | | 40,000 | | 40,000 | 0% | 40,000 | 0% |
| CARES Unallocated | | | 0 | | 5,262 | | 194,538 | 3597% | 191,601 | -2% |
| Total CARES | 0 | | 334,578 | | 557,977 | 49% | 437,939 | -22% | 440,876 | 1% |
| Food Service Expenditures | 282,450 | -3% | 231,500 | -6% | 264,100 | 14% | 280,500 | 6% | 296,700 | 6% |
| Total ALL Fund Expenditures excluding State Special Ed. | 6,935,401 | 1% | 7,176,402 | -1% | 7,420,192 | 4% | 7,658,118 | 3% | 8,152,834 | 6% |

Twin Cities Academy
FY22 Original Budget Projection Model - APPROVED 5.27.21

6/1/2021

| | Actual | | Revised | | Original | | Budget Projections | | | |
|---|------------------|------------------|-----------|------------------|-----------|------------------|--------------------|-------------------|------|--|
| | 570 | | 530 | | 523 | | 550 | | | |
| | Enrollment | | | | | | | | | |
| | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | | | | | |
| Special Education - State | | | | | | | | | | |
| Special Ed Salaries | 1,090,112 | 1,122,892 | -5% | 1,186,596 | 2% | 1,210,328 | 2% | 1,234,535 | 2% | |
| Special Ed. Employee Benefits | | | | | | | | | | |
| FICA taxes | 80,707 | 85,901 | -5% | 90,775 | 2% | 92,590 | 2% | 94,442 | 2% | |
| Retirement (TRA/PERA) | 84,334 | 86,241 | -6% | 91,746 | 3% | 100,941 | 10% | 102,960 | 2% | |
| Health Insurance | 119,913 | 150,690 | -3% | 168,959 | 5% | 174,027 | 3% | 177,508 | 2% | |
| Life Insurance & ADD | 5,552 | 1,612 | -11% | 1,816 | 6% | 1,870 | 3% | 1,908 | 2% | |
| Dental Insurance | 11,307 | 17,406 | -3% | 18,752 | 4% | 19,315 | 3% | 19,701 | 2% | |
| Short-Term and Long-Term Disability | 5,470 | 9,817 | -10% | 11,049 | 5% | 11,381 | 3% | 11,608 | 2% | |
| VEBA Health Savings Account | 19,152 | 25,965 | -8% | 28,665 | 5% | 29,525 | 3% | 30,115 | 2% | |
| Workers Comp | 4,218 | 4,725 | 0% | 5,000 | 6% | 5,150 | 3% | 5,253 | 2% | |
| Unemployment Insurance | 4,302 | 3,880 | 0% | 5,000 | 29% | 5,150 | 3% | 5,253 | 2% | |
| Total Special Ed. Employee Benefits | 334,955 | 386,237 | -5% | 421,761 | 4% | 439,949 | 4% | 448,748 | 2% | |
| Special Ed Student Contracted Services | 371,488 | 381,800 | -6% | 347,400 | -9% | 369,000 | 6% | 380,300 | 3% | |
| Special Ed / Homeless Student Transportation | 111,329 | 105,500 | -6% | 104,100 | -2% | 110,600 | 6% | 114,000 | 3% | |
| Special Ed Instructional Supplies | 0 | 0 | | 0 | | 0 | | 0 | | |
| Special Ed Technology / Equipment | 6,932 | 0 | | 0 | | 0 | | 0 | | |
| Total State Special Ed Expenditures | 1,914,816 | 1,996,429 | -5% | 2,059,857 | 0% | 2,129,877 | 3% | 2,177,583 | 2% | |
| Total Expenditures | 8,850,217 | 9,172,831 | -2% | 9,480,049 | 3% | 9,787,995 | 3% | 10,330,417 | 6% | |
| Annual Surplus (Deficit) | 355,277 | 85,203 | 59% | (347,124) | -131% | 14,796 | -104% | 40,465 | 173% | |
| Beginning Fund Balance | 1,989,421 | 2,344,698 | | 3,447,808 | | 3,100,683 | | 3,115,479 | | |
| Ending Fund Balance | 2,344,698 | 2,429,902 | 13% | 3,100,683 | -10% | 3,115,479 | 0% | 3,155,944 | 1% | |
| Fund Balance Percentage of Annual Total Expenditures | 26.5% | 26.5% | | 32.7% | | 31.8% | | 30.6% | | |
| Debt Service Coverage Ratio (covenants require 1.11-1.20) | 1.44 | 1.23 | | 0.88 | | 1.17 | | 1.20 | | |
| Days Cash on Hand (covenants require 60) | 88 | 95 | | 118 | | 113 | | 108 | | |