



2021-2022

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, racial and social justice 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 490 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 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 and orchestra ensembles.

Our educational model emphasizes community involvement and relationship building. New families have meetings with a TCA staff member to begin building a partnership of providing support and ensuring success for their children academically, socially, and behaviorally.

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

2021-2022 Academic Accountability Data as measured by the University of St. Thomas Authorizing Contract

1.1

The Minnesota Department of Education North Star rating system has not identified Twin Cities Academy as a school needing support at this time.

1.2

MCA Proficiency as compared to the resident district and the state-wide proficiency rates

| | <i>Twin Cities Academy</i> | <i>St. Paul Public Schools</i> | <i>State</i> |
|----------------|-----------------------------------|---------------------------------------|---------------------|
| <i>Reading</i> | 33.6% | 35.3% | 51.1% |
| <i>Math</i> | 14.2% | 25.7% | 44.8% |

1.3

MCA Proficiency by demographic by race/ethnicity and FRL compared to the state-wide proficiency rates

Math

| | <i>Twin Cities Academy</i> | <i>State-Wide</i> |
|-----------|-----------------------------------|--------------------------|
| All | 14.2% | 35.3% |
| Asian/FRL | 11.5% | 23.0% |
| Black/FRL | 10.5% | 16.5% |
| Hisp/FRL | 2.6% | 16.0% |
| White/FRL | 6.3% | 34.0% |

Reading

| | <i>Twin Cities Academy</i> | <i>State-Wide</i> |
|-----------|-----------------------------------|--------------------------|
| All | 33.6% | 51.1% |
| Asian/FRL | 16.7% | 29.4% |
| Black/FRL | 26.7% | 26.7% |
| Hisp/FRL | 30.3% | 23.6% |
| White/FRL | 30.8% | 41.2% |

UST Measures 1.4-1.5 N/A

1.6 Student proficiency as measured by the Math and Read Inventory tests from spring 2022

According to Read Inventory (HMH) spring 2022 assessment, 64.2% of all students were grade-level proficient in reading. According to Math Inventory (HMH) spring 2022 assessment, 12.8% of all students were grade-level proficient in math.

1.7 Student growth as measured by Math and Read Inventory fall to spring administration 2021 fall to 2022 spring

According to Read Inventory (HMH) fall 2021 to spring 2022 growth assessments, 50.7% of all students made substantial or adequate gains over time. According to Math Inventory (HMH) fall 2021 to spring 2022 growth assessments, 42.0% of all students made substantial or adequate gains over time.

1.8 Graduation rate accountability data

The Spring 2021 4-Year graduation data from the North Star Accountability system indicates that 82.67% of TCA students graduate within 4 years. Data for the Spring 2022 school year was not yet available with the writing of this report.

1.9 The percentage of seniors who were accepted by May 1st to a post-secondary option (2-year, 4-year, trade school or military)

87.5% of graduating seniors reported by May 1st that they had been accepted to a post-secondary program for the fall of 2022.

1.10 The percentage of 8th graders meeting or exceeding the national average on the pre-ACT test and the percentage of 11th graders meeting or exceeding the national average on the ACT test

48.3% of 8th graders scored at or above the national average on the pre-ACT assessment in the Winter of 2022.

52.7% of 11th graders scored at or above the national average on the ACT assessment in the Spring of 2022.

1.11 TCA EL student performance on the MCA assessments as compared to the state-wide averages

3.0% of TCA EL students performed at proficiency or higher on the math MCA assessments as compared to 12.2% state-wide. 10.3% of TCA EL students performed at proficiency or higher on the reading MCA assessments as compared to 11.5% state-wide.

1.12 TCA Special Education student performance on the MCA assessments as compared to the state-wide averages

10.3% of TCA students qualifying for Special Education services were proficient or higher on the reading MCA assessments as compared to 25.7% state-wide. 7.4% of TCA students qualifying for Special Education services were proficient or higher on the math MCA assessments as compared to 23.8% state-wide.

Before and After School and Summer Programming

With the use of federal stimulus funds, TCA was able to offer both after school and summer programming during the 2021-2022 school year. During the second semester of the school year, all students were able to access academic based enrichment activities on Tuesday and Thursday afternoons from 4:15 to 5:30. Activities such as chess club, debate team, math games, yoga and poetry slam were available for students to participate in among others.

During the summer of 2022, TCA offered two summer programs. The TCA credit-recovery program was an eight week program to give over 60 high school students an opportunity to recover credits they were missing due to the pandemic to help them be on track for graduation in four years. TCA content licensed teachers offered courses in English, math, science (Biology and Chemistry) and history. Core content was the focus of the credit recovery program.

In addition to the summer Credit Recovery program, TCA also offered for the second year its Justice Jam program. Justice Jam is an academic enrichment program focused on social and racial justice issues. TCA students in grades 6-10 participated in art, math, music and writing to develop a final project related to a social or racial justice issue of their choosing. The program ended with a student performance and presentation of their work and a family cook out.

With the benefit of federal stimulus funding, TCA was able to provide transportation for all after school and summer programs which allowed more students to participate.

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. Conference participation during the 2021-2022 school year was down significantly from trends prior to the pandemic. The average conference attendance was 54% for all three conferences. Due to this lag in attendance, TCA has changed its conference configuration to two times a year evening conferences for the 2022-2023 school year based on parent feedback. Additionally TCA will be doing one round of conferences in the fall with the student's advisor to facilitate goal setting, and second semester TCA will be hosting a more traditional high school conferences "arena" style so that parents can speak

directly to their student's content area teachers. First conferences are earlier in the year in October, and second conferences are early in semester two to allow parents and guardians to participate in conversations about their students learning prior to it being "too late" if grades are slipping. Additionally to attract more families to participate in conferences, TCA will be offering dinner and social activities in conjunction with the conference times. TCA is also exploring offering parents and families online Zoom opportunities as well for conferences.

In the spring of 2022, TCA conducted its annual parent survey, during its spring conferences and had it open for a month, sending out every week for four weeks in multiple languages (Spanish, Hmong, Somali and Karen). Based on the survey 84.9% of families responding to the survey were overall satisfied with their experience at TCA. 55 families responded. TCA serves approximately 250 families. The survey had a 22% participation rate.

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 levels 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 has adopted a new math program for the middle school, Dimensions Math by Singapore Math was piloted during the second semester of the 2021-2022 school year, and has been fully adopted for the 2022-2023 school year. However, math teachers are finding that overall students math skills for entering 6th graders especially are running two to three grade levels behind, so the curriculum is being modified significantly to account for that. 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 30% new

students to its 9th grade program, and many of these incoming students have significant gaps in their basic science content knowledge.

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 2022-2023 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. TCA also has period early release days, 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 2021-2022 school year was designed to offer training and support to teachers and staff in regards to the mental health needs and academic deficits caused by the pandemic years. Teachers and staff participated in mental health training through Kognito and a focus group of teachers that participated throughout the year on DBT and trauma-informed instruction. All teachers and staff also participated in PBIS and CPI de-escalation training as well to support student behavior with an emphasis on de-escalation and resolving conflict through restorative practices. In regards to academic skills acceleration, all math teachers received iXL professional development and all history, English and science teachers participated in Achieve 3000 trainings. Small leadership teams of both administration and lead teachers also participated in year long training in PBIS, as part of a state co-hort group, MTSS, as part of a University of MN CAREI co-hort group, and AVID to continue to support the college and career initiatives at TCA. AVID training and strategies are also a part of ongoing embedded professional development for all instructional staff on an on-going multi-year process.

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 were normally tested internally in math and reading using the HMH Read and Math Inventory standardized tests during the 2021-2022 school year. Beginning in the 2022-2023 school year, TCA is returning to using the NWEA MAP assessment tool. Behavioral and mental health data, attendance and mental health team data is also reviewed. TCA conducted two student surveys throughout the 2021-2022 school year to track this data as well, including student engagement and student mental health data.

All teachers continued to 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 2021-2022 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.

Most teachers are observed formally one time per year, high performing teachers are formally observed on a three-year cycle. Teachers are observed, and evaluated 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 has spent the past several years not only responding to the various crisis of the pandemic and the overwhelming mental health and academic needs that it has caused all our students, but also reflecting and developing new approaches to “doing school.” TCA has always been committed to supporting students through both academic and mental health supports, but as is evidenced by the immense needs TCA students exhibited during the 2021-2022 school year, TCA is continuing to build and expand its programming to meet the needs. Needs that once could be served through Tier 2 and Tier 3 programming are now needed across the board for Tier 1 as well. To this end, TCA has added an additional social worker, expanding its partnerships with community resources such as Twin Cities Counseling Group, Girls Taking Action and Boys of Hope, to name a few. TCA has also expanded enrichment opportunities for students both during the school day and after school. Both of these initiatives help to reconnect students to the school community in fun ways and support positive relationships which leads to more resilience in their mental health.

TCA is also continuing to grow and expand its efforts to accelerate learning in both math and reading for all students. Through Achieve3000 and iXL, TCA is committed to individualized learning to meet the high demand for skills based “catch up.” The content PLCs are also looking at power standards once again to identify six standards to focus on, in order to determine the highest priority standards given the immense gaps created by the loss of quality instruction during the pandemic.

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 30, 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 licence, and will be renewing her license this spring.

Administration Staff:

| Name | File Number | Assignment | Yrs w/School | Status |
|-------------------|--------------------|--------------------------------------|---------------------|----------------|
| Lueth, Betsy | 397306 | Exec. Director | 11 | Returning 2022 |
| Ausen, Terri | | Food Service/Transportation | 12 | Retiring |
| Delesha, Lynn | | Library Aide | 7 | Returning 2022 |
| Reedy, Brenda | | Business Coordinator | 7 | Returning 2022 |
| Berry, Chris | | Cafeteria Aide | 2 | Returning 2022 |
| Allen, Branch | | Building Maintenance | 7 | Returning 2022 |
| Zakrzewski, JoAnn | | Cafeteria Aide | 10 | Returning 2022 |
| Spector, Erin | | Enrollment and Marketing Coordinator | 7 | Returning 2022 |
| Vondracek, Victor | | Athletic Director | 5 | Returning 2022 |
| Ancel, Sarah | 439395 | Dean of Academics | 14 | Returning 2022 |
| Amudnson, Erin | 410808 | Principal | 20 | Returning 2022 |
| Bender, Louise | 439740 | Special Education Coordinator | 10 | Returning 2022 |
| Gibson, Karissa | | Dean of Students | 7 | Returning 2022 |

WHAT DOES EVERYONE DO?

Minnesota Department of Education (MDE)

- State and Federal Financial Reporting, including MARSS, SERVS, CLICS, EDRS, Facilities, Transportation, and Title
- State and Federal Academic Reporting, including STAR, Assurance of Compliance, Assessments, WBWF and ESSA

- State and Federal Safety Reporting, including DIRS, Crisis Plans, Fire Code Inspections

Authorizer - University of Saint Thomas

- Review and Monitoring of Charter Contract
 - Academic Accountability
 - Financial Accounting
 - Governance
 - State Compliance

Board of Directors

- Strategic Plan Initiatives
- Financial Oversight
- Charter Contract Compliance Oversight
- Executive Director/Principal Evaluation
- Committee Work
 - Marketing
 - Finance
 - Governance/Policy
 - Facilities
 - Curriculum

Executive Director, Betsy Lueth

- Supervises the Director of Curriculum & Instruction/Principal
- Supervises all front office staff, nurse, food service/transportation coordinator, and building staff
- Coordinates with all outside contractors for Special Education Director and Business Services
- Implements strategic initiatives
- Manages employee contracts
- Prepares and allocates all budgets
- Facilities planning
- Academic initiative planning
- Directs and manages all school operations
- Evaluation of Director of Teaching & Learning/Principal
- Directs and reviews all staff and teacher evaluations in collaboration with other administration
- Manages, reviews and submits all state, federal, authorizer, and bank reporting
- Prepares monthly board packets and agendas
- Reviews and submits annual audit documents
- Approves all expenditures
- Back up for all administrative issues

ADMINISTRATIVE RESPONSIBILITIES

| Person/Title | Job Responsibilities |
|------------------------------------|---|
| Karissa Gibson Dean of Students | <ul style="list-style-type: none"> • SUPERVISION RESPONSIBILITIES <ul style="list-style-type: none"> ◦ All behavioral team staff |

| | |
|----------------------------------|--|
| | <ul style="list-style-type: none"> • DISCIPLINE <ul style="list-style-type: none"> ○ Manage PBIS Programming ○ Development of Behavioral Plans ○ Communication & Assistance to Families ○ Communication & Assistance to Teachers ○ Law Enforcement Liaison ○ Maintenance of Discipline Records • EVALUATION <ul style="list-style-type: none"> ○ Classroom Management/Discipline • STUDENT ACTIVITIES <ul style="list-style-type: none"> ○ Advisory and Access Placement ○ Field Trip Safety ○ Dances and Evening Activities ○ Middle School Orientation • COMMUNICATION <ul style="list-style-type: none"> ○ Parent Newsletter ○ Student/Staff Handbook • COORDINATION <ul style="list-style-type: none"> ○ Lockers • ATTENDANCE <ul style="list-style-type: none"> ○ Maintenance of Records ○ Truancy Discussions & Follow-Up • SAFETY <ul style="list-style-type: none"> ○ Fire/Tornado/Lockdown Drills • RECOGNITION PROGRAMS <ul style="list-style-type: none"> ○ Student of the Month ○ ROAR Awards ○ Honor Roll |
| Sarah Ancel Dean of Academics | <ul style="list-style-type: none"> • LITERACY COACH <ul style="list-style-type: none"> ○ Collaborative work with teachers on programming • MTSS OVERSIGHT <ul style="list-style-type: none"> ○ Oversees MTSS process for academic intervention • TEACHER SUPPORT <ul style="list-style-type: none"> ○ Q Comp Coordinator ○ Curriculum Support ○ Q Comp Applications & Programming ○ Informal Classroom Observations ○ Field trip Facilitator ○ Service Learning Outreach and Coordinator ○ Advisory Planning/Schedule • STUDENT ACTIVITIES <ul style="list-style-type: none"> ○ Field Trips: Academic and End of Quarter/Semester ○ Service Learning coordinator ○ New Student Support (entering late) • GRADUATION <ul style="list-style-type: none"> ○ MS/HS Graduation Organization • AVID SITE COORDINATOR <ul style="list-style-type: none"> ○ Works with site team on AVID work throughout TCA • COMMUNITY/FAMILY ENGAGEMENT <ul style="list-style-type: none"> ○ Community Events |

| | |
|-----------------------------------|--|
| | <ul style="list-style-type: none"> ○ Conference Attendance ○ Classroom Volunteering Activities: Families/Organizations |
| Madison Sauer School Counselor | <ul style="list-style-type: none"> • STUDENT SUPPORT <ul style="list-style-type: none"> ○ Social/Emotional Counseling - Individual/Group ○ Course Scheduling ○ Graduation Tracking ○ Student Retention ○ Middle School Guidance Lessons ○ Credit Recovery for High School • GRADING <ul style="list-style-type: none"> ○ Report Cards - Teacher Support ○ Grade Checks ○ Data Reporting on Student Grades ○ Honor Roll • POST-SECONDARY <ul style="list-style-type: none"> ○ Senior Seminar Teacher ○ College Advising ○ College Readiness Curriculum MS and HS ○ College Readiness Field Trips ○ Parent Informational Meetings ○ Transcripts ○ Letters of Recommendation ○ Advanced Placement Coordinator ○ College in the Schools Credit Options ○ Post-Secondary Education Opportunities (PSEO) • SCHEDULING <ul style="list-style-type: none"> ○ Master Schedule ○ Student Placement |
| Erin Amundson Principal | <ul style="list-style-type: none"> • SUPERVISION RESPONSIBILITIES <ul style="list-style-type: none"> ○ Deans ○ DAC ○ General Education Staff ○ 504 Coordinator • INSTRUCTIONAL LEADERSHIP <ul style="list-style-type: none"> ○ Classroom Observations ○ Professional Improvement Plans ○ New Teacher Mentoring ○ New Teacher Year Long Programming ○ Professional Development Days ○ Teacher Evaluations ○ PLC Development ○ Teacher Leader Management • EVALUATION <ul style="list-style-type: none"> ○ Informal/Formal Evaluations of Gen Ed Teachers • CURRICULUM DEVELOPMENT <ul style="list-style-type: none"> ○ Curriculum Planning ○ Curriculum Alignment with State Standards |

| | |
|--|--|
| | <ul style="list-style-type: none"> ○ Review, Collection and Distribution of Course Planners ○ Textbook Ordering ○ Curriculum Nights • DATA/ASSESSMENT <ul style="list-style-type: none"> ○ Support Teacher Classroom Assessment Design ○ Communication of Assessment Results • PROGRAM SUPPORT <ul style="list-style-type: none"> ○ Staff Handbook ○ Title I - Extensions Programming ○ ESL ○ 504 |
| Lou Bender Special Education Coordinator | <ul style="list-style-type: none"> • SUPERVISION RESPONSIBILITIES <ul style="list-style-type: none"> ○ All Special Education Staff ○ Social Work ○ School Psychologist • SCHEDULING <ul style="list-style-type: none"> ○ Sub Coverage for Student Support Staff ○ Paraprofessional Daily/After School Schedule ○ Contracted Service Provider Schedules • COMMUNICATION <ul style="list-style-type: none"> ○ Requests for Records ○ Tuition Billing Collection • TESTING COORDINATION <ul style="list-style-type: none"> ○ Schedules for Accommodated Testing in Classrooms ○ Accommodations for District/State Testing • PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> ○ Implementation of Paraprofessionals in the Classroom ○ Paraprofessional Training • EVALUATIONS <ul style="list-style-type: none"> ○ Informal/Formal Evaluations of Paraprofessionals • SPECIAL EDUCATION ADMINISTRATOR <ul style="list-style-type: none"> ○ District Representative at IEP Meetings |
| Creatively Focused Director of Special Education | <ul style="list-style-type: none"> • REPORTING <ul style="list-style-type: none"> ○ Special Education Due Process/Fiscal Compliance ○ Management of special education federal and state budgets ○ Oversight of Third Party Billing, Tuition Billing ○ Leads all special education federal and state reporting • MANAGEMENT <ul style="list-style-type: none"> ○ Responsible for evaluating special education coordinator, due process clerk and school psychologist ○ Oversees all special education positions and programming |

| | |
|---|--|
| | <ul style="list-style-type: none"> ○ Ensures due process rights are communicated and executed, including facilitating manifestation determination meetings and conciliation conferences |
| Brenda Reedy Business Coordinator | <ul style="list-style-type: none"> • HUMAN RESOURCES <ul style="list-style-type: none"> ○ Benefits ○ Tax Forms ○ Employment Files ○ Salary and Time Off Negotiations with Executive Director • Accounting/Work with BKDA • Manages all technology requests with Syand • Payroll • Enters and tracks PTO/Sick Leave Time |
| Erin Reusing Marketing and Enrollment Coordinator | <ul style="list-style-type: none"> • STUDENT SERVICES <ul style="list-style-type: none"> ○ MARSS ○ All Enrollment Information ○ Schedules all covenants • MARKETING <ul style="list-style-type: none"> ○ All parent newsletter and email blasts ○ Website and Social Media Updates ○ Calendar Updates ○ Shadow Days ○ Information Sessions |
| Terese McCauley Front Desk | <ul style="list-style-type: none"> • FRONT DESK <ul style="list-style-type: none"> ○ Attendance ○ Receptionist ○ Back Up for Health Office ○ Process Mail ○ Marketing ○ Uniform Sales and Ordering ○ Infinite Campus Support |
| Yolanda Valle Food Service & Transportation Manager | <ul style="list-style-type: none"> • FOOD SERVICE <ul style="list-style-type: none"> ○ Orders all breakfast and lunch meals ○ Coordinates field trip lunches ○ Supervises all kitchen staff ○ Manages CLICS and all Free/Reduced Lunch Applications • TRANSPORTATION <ul style="list-style-type: none"> ○ Manages all daily school busing including specialized transportation for Special Education ○ Manages all public bus passes for student use ○ Prepares all transportation reports for the MDE ○ Coordinates with outside busing contractors |

Organizational Strengths, Challenges and Plans

The organizational strengths of Twin Cities Academy are most significantly related to its school climate and culture. After the pandemic, the challenges of “re-starting” school in person were at times virtually insurmountable during the 2021-2022 school year. Fortunately, by focusing on the importance of authentic relationships between staff, teachers and students, TCA is experiencing a high rate of retention in its staffing and students returning for the 2022-2023 school year. Systems that piloted in 2021-2022 such as Achieve3000 and iXL, along with the block schedule, and PBIS program which are now embedded in the climate and becoming a core of the school culture. Developing a school focused equally on CIED (cognitive/interpersonal/emotional development) has proven to be a great strength for moving students, staff and teachers forward to accelerate learning to make up for the time lost during the pandemic.

The challenges TCA faces are many and similar to most schools at this time. The learning loss is extraordinary, and is especially significant in our historically marginalized populations of students for whom TCA primarily serves. Math scores on standardized tests are especially lagging, indicating a huge deficit in skill development in those areas for most if not all students. TCA also suffered enrollment decline during the pandemic and during the 2021-2022 school year launched a year-long marketing campaign to rebrand and enhance market outreach.

TCA is seeing the efforts of the marketing campaign positively, as enrollment has grown close to 15% and TCA now has waitlists in 8th, 9th, 10th, 11th and 12th grades and is out performing its budget in enrollment for the 2022-2023 school year. Plans to continue to build enrollment through enhanced marketing and outreach efforts continue.

Plans also continue to meet the widespread academic needs of students with the continuation of the PBIS model in conjunction with a well-defined approach to intervention in math and reading for all students at the Tier 1 level and continued increased support for students at the Tier 2 and Tier 3 level.

Overall, TCA’s plans moving into the 2022-2023 school year appear solid and successful with students and staff reporting a more positive outlook for the year overall.

School Enrollment

| Enrollment Projections | 2019-2020 (actual) | 2020-2021 (actual) | 2021-2022 (actual) | 2022-2023 (actual) | 2023-2024 (projected) |
|------------------------|--------------------|--------------------|--------------------|--------------------|-----------------------|
| Grade 6 | 97 | 53 | 40 | 47 | 50 |
| Grade 7 | 96 | 108 | 66 | 62 | 55 |
| Grade 8 | 102 | 91 | 102 | 78 | 70 |
| Grade 9 | 92 | 84 | 71 | 123 | 110 |
| Grade 10 | 67 | 81 | 76 | 79 | 100 |
| Grade 11 | 60 | 63 | 73 | 66 | 75 |
| Grade 12 | 72 | 65 | 60 | 70 | 65 |
| Total | 586 | 545 | 488 | 525 | 525 |

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 has also been contacted by MNDOT to help with a tree planting project after the reconstruction of Minnehaha/HWY 5 project set to begin this fall. TCA has also started a partnership with Girls Taking Action and Boys of Hope.

Board of Directors

TCA's governing board includes teachers, parents, and community members. The attached chart shows membership for the 2021-2022 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 2021 to June 2022, Board Members attended the following training sessions:

August of 2021, Eugene Piccolo from the Minnesota Association of Charter Schools presented on board responsibilities for strategic planning, direction and oversight in regards to the evaluation of the 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 2022-23 school year with a positive fund balance of \$2,849,207. This represents a 28.4% fund balance (unaudited). The final audited financials will be available in December 2022.

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 2022 as well as our financial position at June 20, 2022 (attached.) Note, that TCA had a planned deficit spending year for FY22 in order to spend down the PPP loan that was received at the end of FY21. This was approved by the bond holders and the school board, and a waiver is in process for the bond trustee to support this deficit spending amount.

The audit for the fiscal year 2021 contained no material weaknesses or significant deficiencies as prepared by MMKR audit firm and presented to the school board during the December 2021.

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

Appendix A: Templates

School Selected Assessment Reporting Template

| % At or Above National Median – Reading | | | | % At or Above National Median – Math | | | |
|---|-------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|--------------------------------------|--------------------------------------|
| | <u># of Students Tested, Spring</u> | <u>% At or Above National Median</u> | <u># At or Above National Median</u> | | <u># of Students Tested, Spring</u> | <u>% At or Above National Median</u> | <u># At or Above National Median</u> |
| Grade 3 | | | | Grade 3 | | | |
| Grade 4 | | | | Grade 4 | | | |
| Grade 5 | | | | Grade 5 | | | |
| Grade 6 | 33 | 48% | 16 | Grade 6 | 32 | 25% | 8 |
| Grade 7 | 61 | 49% | 30 | Grade 7 | 60 | 17% | 10 |
| Grade 8 | 89 | 66% | 59 | Grade 8 | 81 | 19% | 15 |
| Grade 9 | 56 | 73% | 41 | Grade 9 | 55 | 13% | 7 |
| Grade 10 | 46 | 80% | 37 | Grade 10 | 59 | 2% | 1 |
| Grade 11 | 48 | 92% | 31 | Grade 11 | 56 | 5% | 3 |
| Grade 12 | N/A | N/A | N/A | Grade 12 | N/A | N/A | N/A |
| Overall | 333 | 64% | 214 | Overall | 343 | 13% | 44 |

| % Meeting Growth Goals – Reading | | | | % Meeting Growth Goals – Math | | | |
|----------------------------------|--|-----------------------|-----------------------|-------------------------------|--|-----------------------|-----------------------|
| | <u># of Students Tested, Fall & Spring</u> | <u>% Meeting Goal</u> | <u># meeting Goal</u> | | <u># of Students Tested, Fall & Spring</u> | <u>% Meeting Goal</u> | <u># meeting Goal</u> |
| Grade 3 | | | | Grade 3 | | | |
| Grade 4 | | | | Grade 4 | | | |
| Grade 5 | | | | Grade 5 | | | |
| Grade 6 | 33 | 55% | 18 | Grade 6 | 32 | 31% | 10 |
| Grade 7 | 61 | 43% | 26 | Grade 7 | 60 | 50% | 30 |
| Grade 8 | 89 | 45% | 40 | Grade 8 | 81 | 47% | 38 |
| Grade 9 | 56 | 59% | 33 | Grade 9 | 55 | 49% | 27 |
| Grade 10 | 46 | 57% | 26 | Grade 10 | 59 | 29% | 17 |
| Grade 11 | 48 | 54% | 26 | Grade 11 | 56 | 40% | 22 |
| Grade 12 | N/A | N/A | N/A | Grade 12 | N/A | N/A | N/A |
| Overall | 333 | 51% | 169 | Overall | 343 | 42% | 144 |

Note: Please refer to your contract goals to ensure this template is applicable. If not, please modify in accordance with your school's contract goals. Thank you!

MCA Proficiency Template

| Percent Meeting or Exceeding on MCA Reading 2021-2022 School Year | | | |
|--|---------------------------------|----------------------------|------------------------------|
| | <u># of Students Tested</u> | <u>Percent Meeting</u> | <u>Percent Exceeding</u> |
| Grade 3 | | | |
| Grade 4 | | | |
| Grade 5 | | | |
| Grade 6 | 40 | 15 | 5 |
| Grade 7 | 55 | 16.4 | 3.6 |
| Grade 8 | 81 | 33.3 | 7.4 |
| Grade 10 | 68 | 32.4 | 11.8 |
| Overall | 244 | 26.2 | 7.4 |

| Percent Meeting or Exceeding on MCA Math 2021-2022 School Year | | | |
|---|---------------------------------|----------------------------|------------------------------|
| | <u># of Students Tested</u> | <u>Percent Meeting</u> | <u>Percent Exceeding</u> |
| Grade 3 | | | |
| Grade 4 | | | |
| Grade 5 | | | |
| Grade 6 | 40 | 15 | 0 |
| Grade 7 | 59 | 5.1 | 0 |
| Grade 8 | 83 | 15.7 | 6 |
| Grade 11 | 57 | 8.8 | 3.5 |
| Overall | 239 | 11.3 | 2.9 |

Teacher Template FY22

| District | School Name | Teacher Name | File Folder | Subject Taught | Grade(s) Taught | SY 2021 | Status for FY 22 Return | Additional Notes |
|----------|-------------|-----------------------|-------------|--------------------|-----------------|---------|-------------------------|---------------------|
| 4132 | TCA | Jones, Arch | 516560 | Art | 6-12 | Yes | Yes | |
| 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 | No | Moving out of state |
| 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 | Flenniken, 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 | Watson-Jiang, Jami | 1016249 | French | 6-12 | Yes | Yes | |
| 4132 | TCA | Martinson, Ashley | 1008947 | English | 9-12 | Yes | Yes | |
| 4132 | TCA | Ng, Andrew | 453842 | Math | 9-12 | Yes | Yes | |
| 4132 | TCA | Hall-Dayle, Karyn | 439654 | Physical Education | 6-12 | Yes | Yes | |
| 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 | No | Leaving profession |
| 4132 | TCA | Hughes, Jonathon | 483549 | Science | 6 | Yes | Yes | |
| 4132 | TCA | Chycota, Jared | 507702 | Chemistry | 9-12 | Yes | No | Leaving Profession |
| 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, Kinyari | 1002745 | Special Education | 6-12 | Yes | Yes | |
| 4132 | TCA | Beedle, Doris | 418714 | Special Education | 6-12 | Yes | No | Leave profession |
| 4132 | TCA | Harvey, Julie | 281126 | Special Education | 9-12 | Yes | Yes | |
| 4132 | TCA | Neilson, Elizabeth | 455522 | English | 9-12 | Yes | Yes | |
| 4132 | TCA | Elyea-Wheeler, Bryan | 494640 | History | 7-8 | Yes | Yes | |
| 4132 | TCA | Siddiqui, Salma | 1010681 | Special Education | 9-12 | Yes | Yes | |
| 4132 | TCA | Alvarez, Terra | 480158 | Mathematics | 9-12 | Yes | No | Leaving profession |
| 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 | No | Leave profession |
| 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 | | Dean of Students | 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 | Harvey, Amira | | Special Education Para | 6-12 | Yes | Yes | |
| 4132 | TCA | Culpepper, Marquette | | Special Education Para | 6-12 | Yes | Yes | |
| 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 | No | Traditional district |

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 | | | Annual Training FY22 |
|---------------|-------------|---------------|-----------|------------------|---------------------------|--------------------------------|--------------|-----------------|---|-------------------|-------------------|-----------------------------|
| | | | | | | | | | Governance | Employment | Financial Mgmt | |
| Lisa Dennis | 7/2021 | 6/2023 | Member | Teacher | Education | ldennis@twincitiesacademy.org | 651-205-4797 | 80% | MACS Sep 2021 | MACS Sep 2021 | MACS Nov 2021 | Strategic Planning Aug 2021 |
| Erin Enquist | 7/202 | 6/2024 | Member | Teacher | Education | eenquist@twincitiesacademy.org | 651-205-4797 | 80% | MACS Sep 2021 | MACS Sep 2021 | MACS Nov 2021 | Strategic Planning Aug 2021 |
| Ofir Germanic | 7/2021 | 6/2024 | Member | Community Member | Youth Community Education | ofir@worldyouthconnect.com | 651-205-4797 | 80% | MACS Sep 2021 | MACS Sep 2021 | MACS Nov 2021 | Strategic Planning Aug 2021 |
| Tim Becken | 7/2020 | 6/2023 | Treasurer | Community | Business | tim@cems-tone.com | 651-205-4797 | 80% | MSBA January 2018 | MSBA January 2018 | MSBA January 2018 | Strategic Planning Aug 2021 |
| 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 | Strategic Planning Aug 2021 |
| Andrew Ng | 7/2020 | 6/2023 | Secretary | Teacher | Education | ang@twincitiesacademy.org | 651-205-4797 | 100% | MSBA October 2019 | MSBA October 2019 | MSBA October 2019 | Strategic Planning Aug 2021 |

**Twin Cities Academy
Long Range Budget Projection Model**

4/23/2022

| Enrollment | Actual | Revised | Working | Budget Projections | |
|------------|-----------|-----------|-----------|--------------------|-----------|
| | 525 | 478 | 478 | 508 | 518 |
| | 2020-2021 | 2021-2022 | 2021-2022 | 2022-2023 | 2023-2024 |

| | | | | | |
|--|------------|------------|------------|------------|------------|
| Enrollment Projections | | | | | |
| Number Students Grade 6 | 53 | 40 | 40 | 45 | 50 |
| Number Students Grade 7 | 108 | 65 | 65 | 60 | 55 |
| Number Students Grade 8 | 91 | 102 | 102 | 80 | 70 |
| Number Students Grade 9 | 83 | 71 | 71 | 110 | 110 |
| Number Students Grade 10 | 79 | 76 | 76 | 80 | 100 |
| Number Students Grade 11 | 64 | 73 | 73 | 75 | 75 |
| Number Students Grade 12 | 64 | 58 | 58 | 65 | 65 |
| Subtotal Number of Students / Headcount | 542 | 485 | 485 | 515 | 525 |
| | | | -10% | 6% | 2% |

Enrollment totals by state pupil unit weighting category

| | | | | | |
|---|---------------|---------------|---------------|---------------|---------------|
| Total Number of Students Grade 6 | 53 | 40 | 40 | 45 | 50 |
| Total Number of Students Grade 7-12 | 489 | 445 | 445 | 470 | 475 |
| Adjustment for PSEO Students | (16) | (7) | (7) | (7) | (7) |
| Total ADM with PSEO adjustment | 525 | 478 | 478 | 508 | 518 |
| | | | -9% | 6% | 2% |
| Total Number of Current Year Pupil Units | 620.03 | 565.60 | 565.60 | 600.60 | 611.60 |
| | | | -9% | 6% | 2% |

State Revenue Assumptions and Calculations

| | | | | | |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|
| General Education Aid | | | | | |
| State Averages Per Pupil Unit | \$6,567 | \$6,728 | \$6,728 | \$6,863 | \$6,994 |
| Inflation Rate Assumption-Basic only | 2.0% | 2.5% | 2.5% | 2.0% | 2.0% |
| Basic Excluding Transportation | \$6,260.99 | \$6,414.38 | \$6,414.48 | \$6,543.18 | \$6,674.04 |
| Gifted and Talented | 13.00 | 13.00 | 13.00 | 13.00 | 13.00 |
| Sparsity | 30.99 | 30.85 | 30.85 | 31.13 | 31.13 |
| Operating Capital | 226.48 | 226.78 | 226.78 | 226.69 | 226.69 |
| Equity | 116.29 | 116.12 | 116.12 | 116.46 | 116.46 |
| Extended Time | 0.00 | 5.49 | 0.00 | 0.00 | 0.00 |
| Referendum | 181.68 | 168.86 | 168.86 | 168.86 | 168.86 |
| Transportation | 306.02 | 313.52 | 313.52 | 319.82 | 319.82 |
| Total Per Pupil Unit State Aid | \$7,135.45 | \$7,289.00 | \$7,289.10 | \$7,419.14 | \$7,550.00 |
| | | | 2% | 2% | 2% |
| Total General Education State Aid | 4,424,162 | 4,122,658 | 4,122,715 | 4,455,935 | 4,617,581 |
| | | | -7% | 8% | 4% |

| | | | | | |
|--|---------------|---------------|---------------|---------------|---------------|
| Pension Adjustment Revenue - begin FY19 | | | | | |
| Member Salaries Prior Year | 2,837,655 | 2,837,655 | 2,837,655 | 2,591,259 | 2,680,708 |
| Pension Adjust Rate | 0.0063 | 0.0084 | 0.0084 | 0.0105 | 0.0126 |
| Pension Adjustment Revenue | 17,877 | 23,836 | 23,836 | 27,208 | 33,777 |
| | | | 33% | 14% | 24% |

| | | | | | |
|-------------------------------------|---------------|---------------|---------------|---------------|---------------|
| EL (English Learner) Revenue | | | | | |
| Prior Year EL Eligible ADM | 7 | 19 | 19 | 15 | 16 |
| Current Year EL Eligible ADM | 19 | 15 | 15 | 16 | 16 |
| ADM Served | 525 | 478 | 478 | 508 | 518 |
| EL Revenue | 14,080 | 14,080 | 14,080 | 14,080 | 14,080 |
| Concentration Portion | 0.0360 | 0.0314 | 0.0314 | 0.0314 | 0.0314 |
| EL Concentration Revenue | 1,484 | 205 | 205 | 193 | 1,109 |
| Total EL Aid | 15,564 | 14,285 | 14,285 | 14,276 | 15,192 |
| | | | -8% | 0% | 6% |
| | 61% | 49% | 49% | 58% | 58% |

4/23/2022

| | Budget Projections | | | | | |
|---|---------------------------|----------------|----------------|----------------|------------------|------------------|
| | Enrollment | | Working | | | |
| | Actual | Revised | Actual | Working | 2022-2023 | 2023-2024 |
| | 525 | 528 | 478 | 508 | 518 | |
| Compensatory Revenue | | | | | | |
| A. Number of Students prior yr. (fall) | actual | actual | actual | actual | estimate | |
| B. Number of Free Lunch Students prior yr. | 620 | 544 | 544 | 487 | 515 | |
| C. Number of Free Lunch Students prior yr. | 259 | 188 | 188 | 207 | 200 | |
| D. Adjusted Counts = 100% Free, 50% Reduced | 117 | 79 | 79 | -32% | 100 | |
| E. Concentration Portion | 317.50 | 227.50 | 227.50 | 245.00 | 250.00 | |
| F. Concentration Factor (lesser of 1 or Conc. Portion/.8) | 0.5121 | 0.4182 | 0.4182 | 0.5031 | 0.4854 | |
| G. PU = .6 * D * F: | 0.6401 | 0.5227 | 0.5227 | 0.6068 | 0.6068 | |
| H. Initial Revenue = aid at per pupil amount *G | 121.94 | 71.36 | 71.36 | 92.44 | 91.02 | |
| I. Miscellaneous Adjustment (Rounding) | 698.490 | 420.210 | 420.210 | 560.212 | 560.212 | |
| J. Short Year Factor | (18) | 29 | 29 | 55 | | |
| K. Calculated Compensatory State Revenue | 1 | 1 | 1 | 1 | 1 | |
| | 698.472 | 420.239 | 420.239 | -40% | 556.919 | 560.212 |
| | | | | 33% | | 1% |

| Building Lease Aid | 542 | 485 | 485 | 515 | 525 |
|--|------------|------------|------------|------------|------------|
| ADM Including PSEO | 639.41 | \$74.00 | \$74.00 | 609.00 | 620.00 |
| WADM Including PSEO | 1,113.710 | 1,114.635 | 1,114.635 | 1,110.147 | 1,110.453 |
| Building Lease Expense | 840.179 | 754.236 | 754.236 | 800.226 | 814.680 |
| Lease Aid at per WADM as per state cap - \$1,314 | 1,002.339 | 1,003.171 | 1,003.171 | 999.132 | 999.408 |
| Aid at 90% of Lease | 1,568 | 1,248 | 1,248 | 1,641 | 1,612 |
| Lessor of WADM cap of \$1,314 or 90% of lease payment-per pupil unit | 840.179 | 754.236 | 754.236 | 800.226 | 814.680 |
| Estimated Portion of 1 Lease Aid Revenue | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Total Prorated Building Lease Aid Revenue | 840.179 | 754.236 | 754.236 | 800.226 | 814.680 |
| Lease Aid Revenue per WADM (before Max) | 1,314 | 1,314 | 1,314 | 1,314 | 1,314 |
| Lease Aid per WADM needed to cover expense @ 90% (Max \$1,314) | 1,568 | 1,248 | 1,248 | 1,641 | 1,612 |
| How many more WADM would we need to maximize lease aid? | 123 | 189 | 189 | 151 | 141 |

| Revenue per Adjusted Pupil Unit | estimate | estimate | estimate | estimate |
|--|-----------|-----------|-----------|-----------|
| 132 | 132 | 132 | 132 | 132 |
| 81,843 | 74,650 | 74,659 | 79,279 | 80,731 |
| -9% | | | 6% | 2% |
| Long-Term Facilities Maintenance Revenue | | | | |
| Special Education Revenue | | | | |
| State Special Education Aid (includes tuition billing) | estimate | estimate | estimate | estimate |
| 1,761,814 | 1,704,771 | 1,835,970 | 1,818,196 | 1,860,915 |
| 4% | | | -1% | 2% |

**Twin Cities Academy
Long Range Budget Projection Model**

4/23/2022

| | Enrollment | | Budget Projections | |
|-------------------------------|----------------------|-----------|--------------------|-----------|
| | Actual | Revised | Working | |
| | 325 | 325 | 478 | 508 |
| | 2020-2021 | 2021-2022 | 2021-2022 | 2022-2023 |
| | | | | 2023-2024 |
| Inflation Calculations | | | | |
| Salaries & Benefits | follows salary sched | 3.0% | 3.0% | 4.0% |
| Other costs | 2.0% | 2.0% | 2.0% | 2.0% |

| Expenditure Calculations | | | | | | | | | |
|--|------------------|------------------|------------------|-----------|------------------|-----------|------------------|-----------|--|
| Budget Calculations | | | | | | | | | |
| Salaries | 2,468,834 | 2,515,653 | 2,736,096 | 11% | 2,350,636 | -14% | 2,397,649 | 2% | |
| Employee Benefits | | | | | | | | | |
| FICA taxes | 184,169 | 191,972 | 209,311 | 14% | 179,824 | -14% | 183,420 | 2% | |
| Retirement (TRA/PERA) | 198,731 | 207,968 | 223,341 | 12% | 196,582 | -12% | 200,500 | 2% | |
| Health Insurance | 269,518 | 297,526 | 312,959 | 16% | 274,933 | -12% | 280,400 | 2% | |
| Life Insurance | 13,205 | 13,489 | 13,028 | -1% | 11,225 | -14% | 11,400 | 2% | |
| Dental Insurance | 19,740 | 21,096 | 22,374 | 13% | 19,053 | -15% | 19,400 | 2% | |
| Short-Term and Long-Term Disability | 9,110 | 9,205 | 9,773 | 7% | 8,494 | -13% | 8,700 | 2% | |
| VEBA Health Savings Account | 82,749 | 81,718 | 59,872 | -28% | 49,500 | -17% | 50,500 | 2% | |
| Workers Comp | 12,922 | 15,000 | 17,000 | 32% | 20,000 | 18% | 20,400 | 2% | |
| Unemployment Insurance | 7,062 | 10,000 | 10,000 | 42% | 15,000 | 50% | 15,300 | 2% | |
| Total Employee Benefits | | | | | | | | | |
| Contracted Services | 797,206 | 833,003 | 877,659 | 10% | 774,610 | -12% | 790,020 | 2% | |
| Marketing | 322,192 | 275,016 | 269,199 | -16% | 299,695 | 11% | 327,828 | 9% | |
| Communications Services | 0 | 95,000 | 95,000 | | 30,000 | -68% | 30,000 | 0% | |
| Postage | 28,102 | 28,291 | 28,291 | 1% | 28,856 | 2% | 29,433 | 2% | |
| Utilities | 4,770 | 4,770 | 4,770 | 0% | 4,865 | 2% | 4,865 | 0% | |
| Property & Liability Insurance | 112,585 | 114,817 | 143,993 | 28% | 146,873 | 2% | 149,810 | 2% | |
| Repairs and Maintenance | 22,094 | 22,542 | 23,000 | 4% | 23,460 | 2% | 23,970 | 2% | |
| Transportation to and from school | 45,217 | 54,752 | 99,752 | 121% | 60,000 | -40% | 61,200 | 2% | |
| Staff Training, conferences, and tuition reimbursement | 356,356 | 513,264 | 513,264 | 44% | 544,060 | 6% | 565,896 | 4% | |
| Student Activities - Field Trips (Admissions & Transportation) | 4,474 | 15,000 | 5,000 | 12% | 5,000 | 0% | 5,100 | 2% | |
| Student Activities - Field Trips (Admissions & Transportation) | 5,421 | 31,575 | 31,575 | 482% | 39,200 | 24% | 35,800 | -9% | |
| Building Rent - See Detailed Rent Schedule | | | | | | | | | |
| 2015 Bonds Issued - Principal and Interest | 999,140 | 1,000,340 | 1,000,340 | | 996,140 | | 996,740 | | |
| Annual fees for Issuer (.25% of first \$10M, .125% remainder) | 31,388 | 31,113 | 31,113 | | 30,825 | | 30,531 | | |
| Annual fees for trustee, accounting and audit, rating fee, other | 23,182 | 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 | 1,113,710 | 1,114,635 | 1,114,635 | 0% | 1,110,147 | 0% | 1,110,453 | 0% | |
| Rentals/Operating Leases | 42,240 | 43,085 | 43,085 | 2% | 43,947 | 2% | 44,826 | 2% | |
| General Supplies | 33,057 | 40,000 | 35,000 | 6% | 37,944 | 8% | 39,474 | 4% | |
| Maintenance Supplies | 9,225 | 20,000 | 20,000 | 117% | 20,000 | 0% | 20,400 | 2% | |
| Computer Software/Licensing (non-instructional) | 27,171 | 25,194 | 25,194 | -7% | 27,336 | 9% | 27,883 | 2% | |
| Instructional Supplies, Textbooks/Workbooks | 41,549 | 60,000 | 94,000 | 126% | 30,000 | -68% | 40,000 | 33% | |
| Assessments/Testing | 10,150 | 14,838 | 10,838 | 7% | 11,700 | 8% | 11,700 | 0% | |
| Media Resources | 0 | 500 | 500 | | 500 | 0% | 500 | 0% | |
| Furniture and Other Equipment | 24,653 | 7,000 | 11,500 | -53% | 7,000 | -39% | 10,000 | 43% | |
| Technology Equipment | 64,486 | 236,385 | 50,000 | | 20,000 | | 20,000 | 0% | |
| Capital Lease - Principal | 53,862 | 52,280 | 52,280 | -3% | 52,280 | 0% | 52,280 | 0% | |
| Capital Lease - Interest | 3,463 | 2,525 | 2,525 | -27% | 2,525 | 0% | 2,525 | 0% | |
| Dues and memberships | 47,674 | 44,268 | 44,268 | -7% | 44,268 | 0% | 46,000 | 4% | |

**Twin Cities Academy
Long Range Budget Projection Model**

4/23/2022

| | Enrollment | | Actual | | Revised | | Working | | Budget Projections | | | |
|---|------------|--|----------------|----------------|----------------|----------------|-------------|----------------|--------------------|----------------|-----|-----|
| | 525 | | 2020-2021 | | 2021-2022 | | 2021-2022 | | 508 | | | |
| | | | | | | | | | 2022-2023 | | | |
| | | | | | | | | | | | | |
| Scholarships | | | 1,000 | 1,000 | 1,000 | 1,000 | 0% | 1,000 | 0% | 1,000 | 0% | 0% |
| Band | | | 0 | 0 | 0 | 0 | | 16,300 | 9% | 18,000 | 10% | 10% |
| Athletics - HS (10-35% Reimbursed from participating schools) | | | 168,580 | 195,958 | 195,958 | 195,958 | 16% | 204,877 | 5% | 199,877 | -2% | 2% |
| Athletics - MS | | | 10,373 | 20,196 | 6,732 | 6,732 | -35% | 20,000 | 197% | 20,400 | | |
| Online Learning | | | 0 | 130,000 | 130,000 | 130,000 | | 0 | | 0 | | |
| Summer School funded with Gen. Ed. | | | 0 | 30,000 | 30,000 | 30,000 | | 0 | | 0 | | |
| After School Program | | | 0 | 20,000 | 20,000 | 20,000 | | 0 | | 0 | | |
| Transfer to Fund 02 | | | 0 | 0 | 0 | 0 | | 0 | | 0 | | |
| 504 Program | | | 532 | 2,000 | 2,000 | 2,000 | 276% | 2,000 | 0% | 2,000 | 0% | 0% |
| Federal Special Ed Expenditures | | | 115,022 | 114,464 | 114,464 | 114,464 | 0% | 135,768 | 19% | 139,259 | 3% | 3% |
| Federal Title Expenditures | | | 198,140 | 178,372 | 178,372 | 178,372 | -10% | 258,319 | 45% | 264,961 | 3% | 3% |
| Q Comp Expenditures | | | 77,550 | 137,499 | 137,499 | 137,499 | 77% | 123,127 | -10% | 132,855 | 8% | 8% |
| ESSER I Including CRF | | | | | | | | | | | | |
| ESSER I Salaries | | | 86,372 | 0 | 0 | 0 | | 0 | | 0 | | |
| ESSER I Benefits | | | 27,093 | 0 | 0 | 0 | | 0 | | 0 | | |
| ESSER I Purchased Services including Transportation | | | 162,910 | 0 | 0 | 0 | | 0 | | 0 | | |
| ESSER I Supplies and Materials | | | 53,594 | 0 | 0 | 0 | | 0 | | 0 | | |
| ESSER I Equipment and Technology | | | 4,661 | 0 | 0 | 0 | | 0 | | 0 | | |
| Total ESSER I | | | 334,630 | 0 | 0 | 0 | | 0 | | 0 | | |
| ESSER II | | | | | | | | | | | | |
| ESSER II Salaries | | | 0 | 207,681 | 186,332 | 186,332 | | 0 | | 0 | | |
| ESSER II Benefits | | | 0 | 61,330 | 55,411 | 55,411 | | 0 | | 0 | | |
| ESSER II Purchased Services including Transportation | | | 300 | 87,360 | 5,540 | 5,540 | | 0 | | 0 | | |
| ESSER II Supplies and Materials | | | 1,059 | 10,663 | 17,447 | 17,447 | | 0 | | 0 | | |
| ESSER II Equipment and Technology | | | 15,450 | 23,800 | 0 | 0 | | 0 | | 281,700 | | |
| Total ESSER II | | | 16,809 | 390,767 | 264,729 | 264,729 | | 0 | | 281,700 | | |
| ESSER III | | | | | | | | | | | | |
| ESSER III Salaries | | | 0 | 0 | 0 | 0 | | 304,104 | | 310,186 | | |
| ESSER III Benefits | | | 0 | 0 | 0 | 0 | | 84,447 | | 95,675 | | |
| ESSER III Purchased Services including Transportation | | | 0 | 0 | 0 | 0 | | 15,540 | | 0 | | |
| ESSER III Supplies and Materials | | | 0 | 0 | 10,515 | 10,515 | | 37,447 | | 0 | | |
| ESSER III Equipment and Technology | | | 0 | 0 | 258,870 | 258,870 | | 50,000 | -81% | 30,462 | | |
| Total ESSER III | | | 0 | 0 | 269,385 | 269,385 | | 491,538 | | 436,323 | | |
| Summer Academic/Mental Health Support - ESSER III (CPEP) | | | | | | | | | | | | |
| Summer Academic/Mental Health Salaries | | | 2,443 | 20,601 | 20,360 | 20,360 | 733% | 0 | | 0 | | |
| Summer Academic/Mental Health Benefits | | | 1,004 | 4,072 | 4,072 | 4,072 | 306% | 0 | | 0 | | |
| Total Summer Academic/Mental Health | | | 3,447 | 24,673 | 24,432 | 24,432 | 609% | 0 | | 0 | | |
| Expanded Summer Learning - ESSER II | | | | | | | | | | | | |
| Expanded Summer Learning Salaries | | | 0 | 13,200 | 13,200 | 13,200 | | 0 | | 0 | | |
| Expanded Summer Learning Benefits | | | 0 | 2,640 | 2,640 | 2,640 | | 0 | | 0 | | |
| Total Expanded Summer Learning | | | 0 | 15,840 | 15,840 | 15,840 | | 0 | | 0 | | |

**Twin Cities Academy
Long Range Budget Projection Model**

4/23/2022

| | Actual | | Revised | | Working | | Budget Projections | | | |
|---|-----------|-------------|-------------|-------------|-----------|-----------|--------------------|-----------|------|--|
| | 523 | | 478 | | 478 | | 508 | 518 | | |
| | 2020-2021 | 2021-2022 | 2021-2022 | 2021-2022 | 2022-2023 | 2023-2024 | | | | |
| Enrollment | | | | | | | | | | |
| COVID Testing Grant | | | | | | | | | | |
| COVID Testing Salaries | 0 | 3,000 | 3,000 | 0 | 0 | 0 | | | | |
| COVID Testing Benefits | 0 | 455 | 455 | 0 | 0 | 0 | | | | |
| COVID Testing Supplies and Materials | 0 | 16,546 | 16,546 | 36,546 | 0 | 0 | | | | |
| Total COVID Testing | 0 | 40,000 | 40,000 | 40,000 | 0 | 0 | | | | |
| Homeless Children and Youth Grant - ESSER III | | | | | | | | | | |
| Homeless Salaries | 0 | 250 | 250 | 250 | 0 | 0 | | | | |
| Homeless Benefits | 0 | 19 | 19 | 19 | 0 | 0 | | | | |
| Homeless Purchased Services inc. Transportation | 0 | 4,146 | 4,146 | 4,146 | 0 | 0 | | | | |
| Homeless Supplies and Materials | 0 | 831 | 831 | 831 | 0 | 0 | | | | |
| Total Homeless | 0 | 5,246 | 5,246 | 5,246 | 0 | 0 | | | | |
| Food Service Expenditures | 303,565 | 307,040 | 307,040 | 307,040 | 1% | 326,325 | 6% | 332,785 | 2% | |
| Total ALL Fund Expenditures excluding State Special Ed. | 6,868,139 | 7,820,227 | 8,089,121 | 8,089,121 | 18% | 7,294,156 | -10% | 7,676,773 | 5% | |
| Special Education - State | 1,132,799 | 1,109,370 | 1,215,862 | 1,215,862 | 7% | 1,223,642 | 1% | 1,248,115 | 2% | |
| Special Ed Salaries | 83,251 | 84,867 | 93,013 | 93,013 | 12% | 93,609 | 1% | 95,481 | 2% | |
| Special Ed Employee Benefits | 82,002 | 86,773 | 94,935 | 94,935 | 16% | 96,445 | 2% | 98,374 | 2% | |
| PICA taxes | 139,925 | 126,097 | 140,071 | 140,071 | 0% | 109,142 | -22% | 111,325 | 2% | |
| Retirement (TRV/PERA) | 5,459 | 5,623 | 4,218 | 4,218 | -23% | 1,956 | -54% | 1,995 | 2% | |
| Health Insurance | 10,599 | 11,477 | 11,852 | 11,852 | 12% | 8,455 | -29% | 8,624 | 2% | |
| Life Insurance & ADD | 5,852 | 6,028 | 12,518 | 12,518 | 114% | 11,282 | -10% | 11,508 | 2% | |
| Short-Term and Long-Term Disability | 30,193 | 26,880 | 29,180 | 29,180 | -3% | 23,860 | -18% | 24,337 | 2% | |
| VEBA Health Savings Account | 5,014 | 5,161 | 7,000 | 7,000 | 40% | 7,000 | 0% | 7,140 | 2% | |
| Workers Comp | 2,740 | 2,822 | 3,000 | 3,000 | 9% | 3,000 | 0% | 3,060 | 2% | |
| Unemployment Insurance | 365,036 | 354,726 | 395,788 | 395,788 | 8% | 354,748 | -10% | 361,843 | 2% | |
| Total Special Ed. Employee Benefits | 284,098 | 263,600 | 209,480 | 209,480 | -26% | 227,100 | 8% | 236,200 | 4% | |
| Special Ed Student Contracted Services | 71,990 | 66,800 | 100,000 | 100,000 | 39% | 108,400 | 8% | 112,700 | 4% | |
| Special Ed / Homeless Student Transportation | 619 | 0 | 11,470 | 11,470 | 0 | 0 | | 0 | | |
| Special Ed Instructional Supplies | 1,854,541 | 1,704,206 | 1,932,600 | 1,932,600 | 4% | 1,913,890 | -1% | 1,958,858 | 2% | |
| Total State Special Ed Expenditures | 8,722,680 | 9,614,723 | 10,021,721 | 10,021,721 | 15% | 9,208,046 | -8% | 9,635,630 | 5% | |
| Total Expenditures | 1,651,722 | (1,021,035) | (1,147,213) | (1,147,213) | -169% | 27,258 | -102% | 77,707 | 185% | |
| Annual Surplus (Deficit) | 2,344,699 | 3,986,121 | 3,996,421 | 3,996,421 | 284% | 2,849,207 | 2% | 2,876,465 | 1% | |
| Beginning Fund Balance | 3,996,421 | 2,975,386 | 2,849,207 | 2,849,207 | -29% | 2,876,465 | 1% | 2,954,172 | 3% | |
| Ending Fund Balance | 45,826 | 30,926 | 28,426 | 28,426 | 31,2% | 31,2% | 1,16 | 1,48 | 109 | |
| Fund Balance Percentage of Annual Total Expenditures | 2.86 | 1.17 | 0.07 | 0.07 | 1.16 | 1.16 | 1.48 | 1.48 | 1.09 | |
| Debt Service Coverage Ratio (covenants require 1.11-1.20) | 164 | 112 | 104 | 104 | 111 | 111 | 109 | 109 | 109 | |
| Days Cash on Hand (covenants require 60) | | | | | | | | | | |

Professional Development Offerings

School Name: *Twin Cities Academy*

Year Reported On: SY2022

| Training Title | Training Provider | Audience (e.g. all staff, math teachers, Title IX staff) | Date/s | Required? Y or N |
|--------------------------------|----------------------------|--|---------------|----------------------------|
| 1 Data Privacy Policy | Lueth | All | Asynch 9-30 | Y |
| 2 Bully Prevention Policy | Lueth | All | Asynch 9-30 | Y |
| 3 Blood Borne Pathogens | Navigate | All | Asynch 9-30 | Y |
| 4 Mandated Reporting | Lueth | All | Asynch 9-30 | y |
| 5 Overall Health Training | Navigate | All | Asynch 9-30 | y |
| 6 Special Ed Updates & Legal | Special Ed Coordinator | All | Asynch 9-30 | Y |
| 7 Kognito Mental Health | MDE | All | Asynch 9-30 | Y |
| 8 Mindfulness | iMindfulness LLC | All Instructional Staff | 1/14/2022 | Y |
| 9 Non-Violent Communication | Craig Koch - Cert. Trainer | All Instructional Staff | 1/14/2022 | Y |
| 10 PBIS | Co-hort Leader K. Gibson | All Instructional Staff | 8/27 & 9/1 | Y |
| 11 AVID | Co-Hort Leader B. Ericksor | All Instructional Staff | 9/1 & 4/18 | Y |
| 12 PBIS CoHort | MDE | 7 Co-Hort members | | Y |
| 13 AVID Summer Institute | AVID | 10 co-hort members | July | Y |
| 14 iXL | iXL online training | math teachers | 21-Oct | Y |
| 15 Achieve 3000 | Achieve3000 online | Eng/Sci/SS teachers | 21-Oct | Y |
| 16 LGBTQIA Support | Alexandra Howes | All Instructional Staff | 3/29 & 4/1 | Y |
| 17 Trauma Informed Instruction | Alexa Oberembt | All Instructional Staff | 9/1 & 4/18 | Y |
| 18 DHH | Brenda Crissinger | Teachers of DHH stud€ | 2-Sep | Y |
| 19 PBIS CoHort | MDE | TCA PBIS Cohort Team | Aug/Nov/Feb | Y |
| 20 | | | | |