



2022-2023

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

Submitted by Betsy Lueth, Executive Director

# **Table of Contents**

## Academic Elements

Purpose, Vision and Mission

Statutory Statement

Academic Accountability Data

After School Programming

Parent Involvement & Satisfaction Report

Curriculum Report

Schedule Report

Professional Development Report

Innovative Practices, Initiatives and Future Plans

WBWF Plan

Awards

## Governance and Operational Elements

Teacher License Verification

Information on Management & Administration

School's Current Strengths, Challenges & Plans for the Future

School Enrollment

Admissions

Demographic Data

Community Connections & Partnerships

Board Member Orientation & Ongoing Training Plan

Board Member Information

Authorizer Information

## Financial Elements

Current Budget

Internal Controls & Board Oversight Procedures

## **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**

#### **2022-2023 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><b>Twin Cities Academy</b></i>	<i><b>St. Paul Public Schools</b></i>	<i><b>State</b></i>
<i>Reading</i>	33.3%	33.8%	49.3%
<i>Math</i>	15.3%	18.4%	39.4%

##### **1.3**

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

##### **Math**

	<i><b>Twin Cities Academy</b></i>	<i><b>State-Wide</b></i>
All	7.8%	26.8%
Asian/FRL	0%	26.3%
Black/FRL	7.2%	18.5%
Hisp/FRL	4.5%	17.3%
White/FRL	26.0%	37.2%

##### **Reading**

	<i><b>Twin Cities Academy</b></i>	<i><b>State-Wide</b></i>
All	24.6%	33.2%
Asian/FRL	28.9%	29.3%
Black/FRL	17.3%	27.9%
Hisp/FRL	21.6%	23.4%
White/FRL	37.5%	42.8%

## **UST Measures 1.4-1.5 N/A**

### **1.6 Student proficiency as measured by the Math and Reading NWEA MAP tests from spring 2023**

According to NWEA MAP reading spring 2023 assessment, 30 % of all students were grade-level proficient in reading. According to NWEA MAP math spring 2023 assessment, 22% of all students were grade-level proficient in math.

### **1.7 Student growth as measured by Math and Read NWEA MAP fall to spring administration 2022 fall to 2023 spring**

According to NWEA MAP reading fall 2022 to spring 2023 growth assessments, 46% of all students made substantial or adequate gains over time. According to NWEA MAP math fall 2022 to spring 2023 growth assessments, 54% of all students made substantial or adequate gains over time.

### **1.8 Graduation rate accountability data**

The Spring 2022 5-Year graduation data from the North Star Accountability system indicates that 95.5% of TCA students graduate within 5 years. Data for the Spring 2023 school year was not yet available with the writing of this report.

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

87.5% of graduating seniors reported by May 1<sup>st</sup> that they had been accepted to a post-secondary program for the fall of 2023.

### **1.10 EL student's performance towards reaching language targets at TCA compared to EL student's statewide performance on the ACCESS test**

7.1% of EL students at TCA met their performance targets on the ACCESS test in the spring of 2023 compared to 28.9% statewide.

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

29.4% of TCA students with IEPs scored proficient on the reading MCA compared to the state average of 22.4%. 8.1% of TCA students with IEPs scored proficient on the math MCA compared to the state average of 21.4%.

### **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 2022-2023 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 2023, TCA offered one summer program. 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.

TCA also offers ESY services in the beginning two weeks in August for all students with IEPs needed extended school year programming.

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.. The average conference attendance was 70% for both fall and winter conferences. TCA has changed its conference configuration to two times a year evening conferences for the 2022-2023 school year based on parent feedback. 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 2023, TCA conducted its annual parent survey, 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 6<sup>th</sup> 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 9<sup>th</sup> grade required science program was changed to Integrated Science using pre-Advanced Placement standards for Physical Science, Chemistry and Biology. The design of this course occurred to prepare more students for AP courses in their sophomore, junior and senior year, and to fill content knowledge gaps from 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 9<sup>th</sup> 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 2022-2023 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 NWEA MAP standardized tests during the 2022-2023 school year. Behavioral and mental health data, attendance and mental health team data is also reviewed. TCA conducted two student surveys throughout the 2022-2023 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 2022-2023 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 ongoing needs TCA students exhibited during the 2022-2023 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 five year license expiring on June 30, 2028.

#### **Administration Staff:**

<b>Name</b>	<b>File Number</b>	<b>Assignment</b>	<b>Yrs w/School</b>	<b>Status</b>
Lueth, Betsy	397306	Exec. Director	12	Returning 2023
Valle, Yolanda		Food Service/Transportation	7	Returning 2023
Delesha, Lynn		Library Aide	8	Returning 2023
Snoddy, Ashley		Operations Director	1	Returning 2023
Berry, Chris		Cafeteria Aide	2	Not Returning
Allen, Branch		Building Maintenance	8	Returning 2023
Zakrzewski, JoAnn		Cafeteria Aide	11	Returning 2023
Mc Cauley, Terese		Business Coordinator	3	Returning 2023
Vondracek, Victor		Athletic Director	6	Returning 2023
Ancel, Sarah	439395	Dean of Academics	15	Returning 2023
Amudnson, Erin	410808	Principal	21	Returning 2023
Bender, Louise	439740	Special Education Coordinator	11	Retiring
Gibson, Karissa		Dean of Students	8	Returning 2023

### **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**

<b>Person/Title</b>	<b>Job Responsibilities</b>
Karissa Gibson Dean of Students	<ul style="list-style-type: none"> <li>• SUPERVISION RESPONSIBILITIES               <ul style="list-style-type: none"> <li>◦ All behavioral team staff</li> </ul> </li> <li>• DISCIPLINE               <ul style="list-style-type: none"> <li>◦ Manage PBIS Programming</li> <li>◦ Development of Behavioral Plans</li> <li>◦ Communication &amp; Assistance to Families</li> <li>◦ Communication &amp; Assistance to Teachers</li> <li>◦ Law Enforcement Liaison</li> <li>◦ Maintenance of Discipline Records</li> </ul> </li> <li>• EVALUATION               <ul style="list-style-type: none"> <li>◦ Classroom Management/Discipline</li> </ul> </li> <li>• STUDENT ACTIVITIES               <ul style="list-style-type: none"> <li>◦ Advisory and Access Placement</li> <li>◦ Field Trip Safety</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Dances and Evening Activities</li> <li>○ Middle School Orientation</li> <li>• COMMUNICATION <ul style="list-style-type: none"> <li>○ Parent Newsletter</li> <li>○ Student/Staff Handbook</li> </ul> </li> <li>• COORDINATION <ul style="list-style-type: none"> <li>○ Lockers</li> </ul> </li> <li>• ATTENDANCE <ul style="list-style-type: none"> <li>○ Maintenance of Records</li> <li>○ Truancy Discussions &amp; Follow-Up</li> </ul> </li> <li>• SAFETY <ul style="list-style-type: none"> <li>○ Fire/Tornado/Lockdown Drills</li> </ul> </li> <li>• RECOGNITION PROGRAMS <ul style="list-style-type: none"> <li>○ Student of the Month</li> <li>○ ROAR Awards</li> <li>○ Honor Roll</li> </ul> </li> </ul>
Sarah Ancel Dean of Academics	<ul style="list-style-type: none"> <li>• LITERACY COACH <ul style="list-style-type: none"> <li>○ Collaborative work with teachers on programming</li> </ul> </li> <li>• MTSS OVERSIGHT <ul style="list-style-type: none"> <li>○ Oversees MTSS process for academic intervention</li> </ul> </li> <li>• TEACHER SUPPORT <ul style="list-style-type: none"> <li>○ Q Comp Coordinator</li> <li>○ Curriculum Support</li> <li>○ Q Comp Applications &amp; Programming</li> <li>○ Informal Classroom Observations</li> <li>○ Field trip Facilitator</li> <li>○ Service Learning Outreach and Coordinator</li> <li>○ Advisory Planning/Schedule</li> </ul> </li> <li>• STUDENT ACTIVITIES <ul style="list-style-type: none"> <li>○ Field Trips: Academic and End of Quarter/Semester</li> <li>○ Service Learning coordinator</li> <li>○ New Student Support (entering late)</li> </ul> </li> <li>• GRADUATION <ul style="list-style-type: none"> <li>○ MS/HS Graduation Organization</li> </ul> </li> <li>• AVID SITE COORDINATOR <ul style="list-style-type: none"> <li>○ Works with site team on AVID work throughout TCA</li> </ul> </li> <li>• COMMUNITY/FAMILY ENGAGEMENT <ul style="list-style-type: none"> <li>○ Community Events</li> <li>○ Conference Attendance</li> <li>○ Classroom Volunteering Activities: Families/Organizations</li> </ul> </li> </ul>
Madison Sauer School Counselor	<ul style="list-style-type: none"> <li>• STUDENT SUPPORT <ul style="list-style-type: none"> <li>○ Social/Emotional Counseling - Individual/Group</li> <li>○ Course Scheduling</li> <li>○ Graduation Tracking</li> <li>○ Student Retention</li> <li>○ Middle School Guidance Lessons</li> <li>○ Credit Recovery for High School</li> </ul> </li> <li>• GRADING</li> </ul>

	<ul style="list-style-type: none"> <li>○ Report Cards - Teacher Support</li> <li>○ Grade Checks</li> <li>○ Data Reporting on Student Grades</li> <li>○ Honor Roll</li> <li>• POST-SECONDARY <ul style="list-style-type: none"> <li>○ Senior Seminar Teacher</li> <li>○ College Advising</li> <li>○ College Readiness Curriculum MS and HS</li> <li>○ College Readiness Field Trips</li> <li>○ Parent Informational Meetings</li> <li>○ Transcripts</li> <li>○ Letters of Recommendation</li> <li>○ Advanced Placement Coordinator</li> <li>○ College in the Schools Credit Options</li> <li>○ Post-Secondary Education Opportunities (PSEO)</li> </ul> </li> <li>• SCHEDULING <ul style="list-style-type: none"> <li>○ Master Schedule</li> <li>○ Student Placement</li> </ul> </li> </ul>
Erin Amundson Principal	<ul style="list-style-type: none"> <li>• SUPERVISION RESPONSIBILITIES <ul style="list-style-type: none"> <li>○ Deans</li> <li>○ DAC</li> <li>○ General Education Staff</li> <li>○ 504 Coordinator</li> </ul> </li> <li>• INSTRUCTIONAL LEADERSHIP <ul style="list-style-type: none"> <li>○ Classroom Observations</li> <li>○ Professional Improvement Plans</li> <li>○ New Teacher Mentoring</li> <li>○ New Teacher Year Long Programming</li> <li>○ Professional Development Days</li> <li>○ Teacher Evaluations</li> <li>○ PLC Development</li> <li>○ Teacher Leader Management</li> </ul> </li> <li>• EVALUATION <ul style="list-style-type: none"> <li>○ Informal/Formal Evaluations of Gen Ed Teachers</li> </ul> </li> <li>• CURRICULUM DEVELOPMENT <ul style="list-style-type: none"> <li>○ Curriculum Planning</li> <li>○ Curriculum Alignment with State Standards</li> <li>○ Review, Collection and Distribution of Course Planners</li> <li>○ Textbook Ordering</li> <li>○ Curriculum Nights</li> </ul> </li> <li>• DATA/ASSESSMENT <ul style="list-style-type: none"> <li>○ Support Teacher Classroom Assessment Design</li> <li>○ Communication of Assessment Results</li> </ul> </li> <li>• PROGRAM SUPPORT <ul style="list-style-type: none"> <li>○ Staff Handbook</li> <li>○ Title I - Extensions Programming</li> <li>○ ESL</li> <li>○ 504</li> </ul> </li> </ul>

Lou Bender Special Education Coordinator	<ul style="list-style-type: none"> <li>• <b>SUPERVISION RESPONSIBILITIES</b> <ul style="list-style-type: none"> <li>○ All Special Education Staff</li> <li>○ Social Work</li> <li>○ School Psychologist</li> </ul> </li> <li>• <b>SCHEDULING</b> <ul style="list-style-type: none"> <li>○ Sub Coverage for Student Support Staff</li> <li>○ Paraprofessional Daily/After School Schedule</li> <li>○ Contracted Service Provider Schedules</li> </ul> </li> <li>• <b>COMMUNICATION</b> <ul style="list-style-type: none"> <li>○ Requests for Records</li> <li>○ Tuition Billing Collection</li> </ul> </li> <li>• <b>TESTING COORDINATION</b> <ul style="list-style-type: none"> <li>○ Schedules for Accommodated Testing in Classrooms</li> <li>○ Accommodations for District/State Testing</li> </ul> </li> <li>• <b>PROFESSIONAL DEVELOPMENT</b> <ul style="list-style-type: none"> <li>○ Implementation of Paraprofessionals in the Classroom</li> <li>○ Paraprofessional Training</li> </ul> </li> <li>• <b>EVALUATIONS</b> <ul style="list-style-type: none"> <li>○ Informal/Formal Evaluations of Paraprofessionals</li> </ul> </li> <li>• <b>SPECIAL EDUCATION ADMINISTRATOR</b> <ul style="list-style-type: none"> <li>○ District Representative at IEP Meetings</li> </ul> </li> </ul>
Creatively Focused Director of Special Education	<ul style="list-style-type: none"> <li>• <b>REPORTING</b> <ul style="list-style-type: none"> <li>○ Special Education Due Process/Fiscal Compliance</li> <li>○ Management of special education federal and state budgets</li> <li>○ Oversight of Third Party Billing, Tuition Billing</li> <li>○ Leads all special education federal and state reporting</li> </ul> </li> <li>• <b>MANAGEMENT</b> <ul style="list-style-type: none"> <li>○ Responsible for evaluating special education coordinator, due process clerk and school psychologist</li> <li>○ Oversees all special education positions and programming</li> <li>○ Ensures due process rights are communicated and executed, including facilitating manifestation determination meetings and conciliation conferences</li> </ul> </li> </ul>
Ashley Snoddy Director of Operations	<ul style="list-style-type: none"> <li>• <b>HUMAN RESOURCES</b> <ul style="list-style-type: none"> <li>○ Benefits</li> <li>○ Tax Forms</li> <li>○ Employment Files</li> <li>○ Salary and Time Off Negotiations with Executive Director</li> </ul> </li> <li>• Manages all technology requests with Syand</li> <li>• Payroll</li> <li>• Enters and tracks PTO/Sick Leave Time</li> <li>• Manages all employee benefit programs</li> <li>• <b>MARKETING</b> <ul style="list-style-type: none"> <li>• Develops and implements marketing plan and materials</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Recruits and welcomes new students and families</li> </ul>
Terese McCauley Business Coordinator	<ul style="list-style-type: none"> <li>• MARSS Enrollment Input</li> <li>• Accounting/Work with BKDA – Payable &amp; Receivable</li> <li>• Non-Instructional Supply and Equipment Ordering</li> </ul>
Eunice Rivera Front Desk	<ul style="list-style-type: none"> <li>• FRONT DESK <ul style="list-style-type: none"> <li>○ Attendance</li> <li>○ Receptionist</li> <li>○ Back Up for Health Office</li> <li>○ Process Mail</li> <li>○ Marketing</li> <li>○ Uniform Sales and Ordering</li> <li>○ Infinite Campus Support</li> </ul> </li> </ul>
Yolanda Valle Food Service & Transportation Manager	<ul style="list-style-type: none"> <li>• FOOD SERVICE <ul style="list-style-type: none"> <li>○ Orders all breakfast and lunch meals</li> <li>○ Coordinates field trip lunches</li> <li>○ Supervises all kitchen staff</li> <li>○ Manages CLICS and all Free/Reduced Lunch Applications</li> </ul> </li> <li>• TRANSPORTATION <ul style="list-style-type: none"> <li>○ Manages all daily school busing including specialized transportation for Special Education</li> <li>○ Manages all public bus passes for student use</li> <li>○ Prepares all transportation reports for the MDE</li> <li>○ Coordinates with outside busing contractors</li> </ul> </li> </ul>

### **Organizational Strengths, Challenges and Plans**

During the 2022-2023 school year, TCA administration and teachers continued to see immense impacts to student learning and mental health. Any “quick fixes” to these challenges will not work, was our conclusion. TCA worked diligently on re-establishing its school community and culture to be both welcoming and supportive. One strength from that came with reduced suspensions and no expulsions during the 2022-2023 school year. Overall student discipline incidences declined significantly from the prior year, which provided evidence that the social emotional work TCA teachers and staff focused on was producing results. Although crisis mental health visits remained high, it did not result in the manifestation of behaviors resulting in discipline.

The challenges that TCA continued to face in the 2022-2023 school year remained significant impacts to learning, both academic skills and the resiliency to be in school. Absentee rates remained significantly higher than pre-pandemic, and teachers reported that students remained disengaged and higher rates or willing to participate in doing school work beyond the classroom.

Despite the implementation of new curriculum to increase academic skills, and the professional development all teachers participated in for culturally relevant and responsive engagement strategies, students overall struggled to remain engaged and resilient with higher level learning as seen prior to the pandemic.

TCA continues to focus on equipping teachers and families with tools to engage students and to hold them accountable to learning. The TCA administration is beginning conversations about balancing student mental health needs with strong expectations for students to stay in and remain engaged in the classroom.

### **School Enrollment**

Enrollment Projections	2020-2021 (actual)	2021-2022 (actual)	2022-2023 (actual)	2023-2024 (actual)	2024-2025 (projected)
Grade 6	53	40	48	40	50
Grade 7	108	66	61	76	65
Grade 8	91	102	78	69	75
Grade 9	84	71	118	94	90
Grade 10	81	76	78	124	100
Grade 11	63	73	68	72	120
Grade 12	65	60	56	61	70
Total	545	488	507	536	570

### **Admissions**

Twin Cities Academy is dedicated to a free-access quality education, without discrimination, and follows all Minnesota statues 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 1<sup>st</sup>, or the current year. Available enrollment seats by grade is published by February 1<sup>st</sup> of the current year for the following year, which will always be prior 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 students participate in World Youth Connect programming. 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 2022-2023 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 2022 to June 2023, Board Members attended the following training sessions:

May 2023, all TCA School Board members participated in training on the AVID program at TCA presented by Ms. Sarah Ancel, Dean of Academics.

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**

<b>Authorizer</b>	<b>Contact Information</b>	<b>Liaison</b>	<b>Contract Expiration</b>
University of St. Thomas	University of St. Thomas 1000 LaSalle St. Minneapolis, MN 651-962-4844	Dana Peterson dpeterson@stthomas.edu	June 30, 2028

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 2023-24 school year with a positive fund balance of \$2,883,034. This represents a 28.7% fund balance (unaudited). The final audited financials will be available in December 2023.

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 2023 as well as our financial position at June 30, 2023 (attached.)

The audit for the fiscal year 2022 contained no material weaknesses or significant deficiencies as prepared by MMKR audit firm and presented to the school board during the December 2022.

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, 2023 - \$2,883,034

2021-2022      Annual Audit Report

MMKR Certified Public Accountants & Co.

55353 Wayzata Blvd. Suite 410

Minneapolis, MN 55416

## Teacher Template FY23

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	No	Move out of country
4132	TCA	Farlow, Emily	449487	Spanish	6-12	Yes	Yes	
4132	TCA	Ford, Brian	1005174	Math	7-8	Yes	Yes	
4132	TCA	Garity, Wendy	488809	French	6-12	Yes	No	
4132	TCA	Vandergon, Elizabeth	505016	English	7-8	Yes	Yes	
4132	TCA	Nelson, Nick	432889	Math	6-7	Yes	No	
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	No	
4132	TCA	Berg, Samantha	472599	Science	6-8	Yes	Yes	
4132	TCA	Choquette, Melissa	488279	Music, Band	6-12	Yes	No	
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	No	
4132	TCA	Flenniken, Wayne	506777	Science	7 <sup>th</sup> and 9th	Yes	Yes	
4132	TCA	Oberembt, Alexa	503172	Math	6-12	Yes	Yes	
4132	TCA	Corcoran, Tom	469525	Math/Science	9-12	Yes	No	
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	No	
4132	TCA	Howes, Alexandra	446701	English	9-12	Yes	Yes	
4132	TCA	Koch, Craig	388277	History	9-12	Yes	Yes	
4132	TCA	Williams, Brittany	1002672	Science	9-12	Yes	Yes	
4132	TCA	Hughes, Jonathon	483549	Science	6	Yes	Yes	
4132	TCA	Carmody, Kathleen	130301	Chemistry	9-12	Yes	Yes	
4132	TCA	Graversen, Allison	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	Akmal, Humera	515096	Special Education	6-12	Yes	Yes	
4132	TCA	Harvey, Julie	281126	Special Education	9-12	Yes	Yes	
4132	TCA	Wulf, Olivia	504693	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	No	
4132	TCA	Bender, Louise	439740	Special Education	9-12	Yes	No	Retirement
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	No	
4132	TCA	Dainsberg, Don	282585	School Psychologist	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	No	
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		Food Service/Transportation	6-12	Yes	Yes	
4132	TCA	Brown, Jill		Special Education Behavior Specialist	6-12	Yes	Yes	
4132	TCA	Shaw, Torreon		Special Education Para	6-12	Yes	No	
4132	TCA	Harvey, Amira		Special Education Para	6-12	Yes	Yes	
4132	TCA	Culpepper, Marquette		Behavior Specialist	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	No	
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	No	

### 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	6/2024	Member	Teacher	Education	ldennis@twincitiesacademy.org	651-205-4797	80%	MACS Sep 2021	MACS Sep 2021	MACS Nov 2021	AVID 5/23/2023
Erin Enquist	7/2023	6/2026	Member	Teacher	Education	eenquist@twincitiesacademy.org	651-205-4797	80%	MACS Sep 2021	MACS Sep 2021	MACS Nov 2021	AVID 5/23/2023
Ofir Germanic	7/2021	6/2024	Member	Community Member	Youth Community Education	ofir@worldyouthconnect.com	651-205-4797	72%	MACS Sep 2021	MACS Sep 2021	MACS Nov 2021	AVID 5/23/2023
Tim Becken	7/2020	6/2023	Treasurer	Community	Business	tim@cems-tone.com	651-205-4797	100%	MSBA January 2018	MSBA January 2018	MSBA January 2018	AVID 5/23/2023
Rich Holst	7/2023	6/2026	Chair	Parent	Business	Holst046@gmail.com	651-205-4797	72%	MSBA October 2017	MSBA October 2017	MSBA October 2017	AVID 5/23/2023
Andrew Ng	7/2020	6/2023	Secretary	Teacher	Education	ang@twincitiesacademy.org	651-205-4797	80%	MSBA October 2019	MSBA October 2019	MSBA October 2019	AVID 5/23/2023
Adam Gooder	11/2022	6/2025	Member	Parent	Government Finance	atomikbohm@gmail.com	651-205-4797	80%	MACS 2023	MACS Feb 2023	MACS Feb 2023	AVID 5/23/2023