



2023-2024

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 524 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 or orchestra, and a variety of electives including STEM, music production, creative writing, physical education, theater and visual arts. TCA also offers multiple Advanced Placement 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 weekly study hall/intervention time. Students in the middle school and high school also receive guidance lessons during the Advisory 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, Mock Trial, debate, E-Sports, band and orchestra ensembles.

Our educational model emphasizes community involvement and relationship building. All TCA high school students must complete, as a TCA graduation requirement, 60 hours of volunteer service in their community over their four years. TCA also values family-school relationships by conducting two family-teacher conferences annually, offering family education courses in teen mental health, how-to's for helping students apply to post-secondary education, offering free dental and vaccination clinics, and many fun community events such as Turkey Bingo in November.

Twin Cities Academy is focused on the following purposes per Minnesota statute 124E.01: 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**

#### **2023-2024 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>	34.5%	34.1%	49.9%
<i>Math</i>	12.0%	25.9%	45.5%

##### **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	12.6%	25.3%
Asian/FRL	8.3%	27.5%
Black/FRL	9.1%	19.4%
Hisp/FRL	2.2%	16.6%
White/FRL	30.8%	37.7%

#### **Reading**

	<i><b>Twin Cities Academy</b></i>	<i><b>State-Wide</b></i>
All	33.7%	32.6%
Asian/FRL	31.7%	30.4%
Black/FRL	29.0%	28.1%
Hisp/FRL	20.9%	22.5%
White/FRL	53.3%	49.3%

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

### **1.6 Student proficiency as measured by the Math and Reading NWEA MAP tests from spring 2024**

According to NWEA MAP reading spring 2024 assessment, 42% of all students were grade-level proficient in reading. According to NWEA MAP math spring 2024 assessment, 38% 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 2023 fall to 2024 spring**

According to NWEA MAP reading fall 2023 to spring 2024 growth assessments, 42% of all students made substantial or adequate gains over time. According to NWEA MAP math fall 2023 to spring 2024 growth assessments, 46% of all students made substantial or adequate gains over time.

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

The Spring 2023 5-Year graduation data from the North Star Accountability system indicates that 96.2% of TCA students graduate within 5 years. Data for the Spring 2024 school year was not yet available with the writing of this report.

### **1.9 Does students' performance on post-secondary readiness assessments (pre-ACT and ACT) reflect college and career readiness?**

46.75% of TCA students in grades 8<sup>th</sup>-11<sup>th</sup> were at or above the college readiness score predictor for the pre-ACT and ACT test.

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

8.4% of EL students at TCA met their performance targets on the ACCESS test in the spring of 2024 compared to 28.2% statewide.

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

14.5% of TCA students with IEPs scored proficient on the reading MCA compared to the state average of 27.3%. 2.0% of TCA students with IEPs scored proficient on the math MCA compared to the state average of 26.3%.

## **Before and After School and Summer Programming**

TCA only offered Special Education Extended Year Service summer programming during the 2023-2024 school year. At the end of the Federal Stimulus funds, TCA was not able to offer any other summer programming.

TCA offered a full array of MSHSL competitive sports programs (girls and boys soccer, basketball, volleyball, baseball/softball and co-ed cross country, track, esports, cheerleading, Nordic skiing and badminton at the high school level, as well as middle school programming soccer, basketball and volleyball in collaboration with the Conway Rec Center. In the 2023-2024 school year, TCA also added E-Sports as a part of the MSHSL offerings. TCA's inaugural year with E-Sports concluded with our team winning the state championship. TCA also offered debate through a partnership with Urban Debate, Mock Trial, and Dungeons and Dragons clubs. TCA is also able to bring back its competitive MSHSL speech program in the 2024-2025 school year.

## **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 two conferences per year. The average conference attendance was 77.2% for conference participation. 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 offers dinner and social activities in conjunction with the conference times. TCA also offers parents and families online Zoom opportunities or phone call as well for conferences.

In the spring of 2024, 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 83.3% of families responding to the survey were overall satisfied with their experience at TCA. However, the participation rate for the survey was only 1% of families, despite multiple attempts to solicit feedback. TCA is reviewing other ways to get feedback that is more substantially representative including asking for feedback during the February conference period instead of at the end of the year.

## **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 equip 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 skills-based curricula to math at the Tier I level as well. TCA is using IXL to math programming. IXL 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.” TCA has also added as a requirement for all middle school students to take an additional quarterly literacy class to help enhance both writing and reading skills in conjunction with their yearlong English course.

The MTSS committee meets weekly and grade level identification teams meet bi-weekly to identify students needing interventions quickly and regularly. Often students begin interventions in the same day as identified or within the week of identification. All teachers are also trained in applying interventions at the Tier 1 level as the see are needed in real time, so in many cases interventions begin as a regular part of daily instruction.

All curriculum is tied to Minnesota State standards and the new curriculum requirements that went into effect during the 2024-2025 school year. 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 entire scope and sequence for science has changed at the high school level to ensure it meets all the new state standards, including earth science, biological science, chemistry and physics. Due to the new course requirements decided by the state of MN in the last legislative session, TCA administration in collaboration with the school board will be reviewing the TCA graduation requirements which currently exceed the state standard requirements for graduation.

### **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 2023-2024 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**

Twin Cities Academy focused on AVID, Culturally Responsive Instruction, Reading Instruction and PBIS professional development during the 2023-2024 school year. AVID professional development was combined with the 5 Pillars of Reading training to be a more holistic approach to literacy. Culturally responsive teaching strategies combined both a strong focus on Native American Culture and developing relational capacity through PBIS.

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 2023-2024 school year. Behavioral, attendance and mental health team data is also reviewed.

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.

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 2023-2024 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, bringing the total number of social workers onsite to 3.2 FTE, and continues to expand 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.

As part of an ongoing continuous improvement model, TCA administration is focused twice monthly on real time data in regards to attendance, behavior and academics to ensure that adjustments are made immediately to intervene. TCA is especially concerned about student attendance and is working to develop a Check and Connect model to the number of students with seven or more absences in the school year. Check and Connect is part of the MTSS intervention system. Students are identified based on identified attendance threshold for absences of any kind. Identification is based on a dashboard that is fed data daily and reviewed weekly. Once a student is identified, they are assigned to a Check and Connect coach who shares their attendance data with them, provides regular feedback, discusses why they are absent and how to keep them coming to school regularly and problem solves with their family and the student on any barriers preventing the student from regularly attending school.

Additionally, the TCA administration is looking at increasing the level of rigor in its courses by ensuring that assessments are aligned to nationally normed grade-level standards. All PLCs are focused on reviewing teacher designed assessments and curriculum based assessment materials to ensure the assessment material is at the appropriate grade-level rigor and then backward designing the curriculum to match the level of rigor that is assessed.

### **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, 2029.

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	13	Returning 2024

Valle, Yolanda		Food Service/Transportation	8	Returning 2024
Delesha, Lynn		Library Aide	9	Returning 2024
Snoddy, Ashley		Operations Director	2	Returning 2024
Eckert, Maura		Cafeteria Aide	1	Returning 2024
Allen, Branch		Building Maintenance	9	Returning 2024
Zakrzewski, JoAnn		Cafeteria Aide	12	Returning 2024
Wilmot, Zach		Business Coordinator	1	Returning 2024
Vondracek, Victor		Athletic Director	7	Returning 2024
Ancel, Sarah	439395	Dean of Academics	16	Returning 2024
Amudnson, Erin	410808	Principal	22	Returning 2024
Landisch, Lindsay	495152	Special Education Assistant Director	1	Returning 2024
Gibson, Karissa		Dean of Students	9	Returning 2024

## **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>• <b>SUPERVISION RESPONSIBILITIES</b> <ul style="list-style-type: none"> <li>◦ All behavioral team staff</li> </ul> </li> <li>• <b>DISCIPLINE</b> <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>• <b>EVALUATION</b> <ul style="list-style-type: none"> <li>◦ Classroom Management/Discipline</li> </ul> </li> <li>• <b>STUDENT ACTIVITIES</b> <ul style="list-style-type: none"> <li>◦ Advisory and Access Placement</li> <li>◦ Field Trip Safety</li> <li>◦ Dances and Evening Activities</li> <li>◦ Middle School Orientation</li> </ul> </li> <li>• <b>COMMUNICATION</b> <ul style="list-style-type: none"> <li>◦ Parent Newsletter</li> <li>◦ Student/Staff Handbook</li> </ul> </li> <li>• <b>COORDINATION</b> <ul style="list-style-type: none"> <li>◦ Lockers</li> </ul> </li> <li>• <b>ATTENDANCE</b> <ul style="list-style-type: none"> <li>◦ Maintenance of Records</li> <li>◦ Truancy Discussions &amp; Follow-Up</li> </ul> </li> <li>• <b>SAFETY</b></li> </ul>

	<ul style="list-style-type: none"> <li>○ Fire/Tornado/Lockdown Drills</li> <li>• <b>RECOGNITION PROGRAMS</b> <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>• <b>LITERACY COACH</b> <ul style="list-style-type: none"> <li>○ Collaborative work with teachers on programming</li> </ul> </li> <li>• <b>MTSS OVERSIGHT</b> <ul style="list-style-type: none"> <li>○ Oversees MTSS process for academic intervention</li> </ul> </li> <li>• <b>TEACHER SUPPORT</b> <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>• <b>STUDENT ACTIVITIES</b> <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>• <b>GRADUATION</b> <ul style="list-style-type: none"> <li>○ MS/HS Graduation Organization</li> </ul> </li> <li>• <b>AVID SITE COORDINATOR</b> <ul style="list-style-type: none"> <li>○ Works with site team on AVID work throughout TCA</li> </ul> </li> <li>• <b>COMMUNITY/FAMILY ENGAGEMENT</b> <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>• <b>STUDENT SUPPORT</b> <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>• <b>GRADING</b> <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> </ul> </li> <li>• <b>POST-SECONDARY</b> <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> </ul> </li> </ul>

	<ul style="list-style-type: none"> <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> <li>○ Guiding students to use Naviance</li> <li>○ Offering Family Education in college application process including Understanding FAFSA Night</li> <li>○ Advertising and guiding students to scholarship information</li> <li>○ Guiding all seniors to completing college applications</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>
Lindsay Landisch Assistant Director of Special Education	<ul style="list-style-type: none"> <li>• SUPERVISION RESPONSIBILITIES <ul style="list-style-type: none"> <li>○ All Special Education Staff</li> <li>○ Social Work</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ School Psychologist</li> <li>• SCHEDULING <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>• COMMUNICATION <ul style="list-style-type: none"> <li>○ Requests for Records</li> <li>○ Tuition Billing Collection</li> </ul> </li> <li>• TESTING COORDINATION <ul style="list-style-type: none"> <li>○ Schedules for Accommodated Testing in Classrooms</li> <li>○ Accommodations for District/State Testing</li> </ul> </li> <li>• PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> <li>○ Implementation of Paraprofessionals in the Classroom</li> <li>○ Paraprofessional Training</li> </ul> </li> <li>• EVALUATIONS <ul style="list-style-type: none"> <li>○ Informal/Formal Evaluations of Paraprofessionals</li> </ul> </li> <li>• SPECIAL EDUCATION ADMINISTRATOR <ul style="list-style-type: none"> <li>○ District Representative at IEP Meetings</li> </ul> </li> </ul>
Ellen Grossman – Contracted Special Education Director	<ul style="list-style-type: none"> <li>• REPORTING <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>• MANAGEMENT <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>• HUMAN RESOURCES <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>MARKETING <ul style="list-style-type: none"> <li>• Develops and implements marketing plan and materials</li> <li>• Recruits and welcomes new students and families</li> </ul> </li> </ul>
Zach Wilmot	<ul style="list-style-type: none"> <li>• MARSS Enrollment Input</li> </ul>

Business Coordinator	<ul style="list-style-type: none"> <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**

TCA serves a truly diverse student body racially, economically, and culturally. This is its strength and students are celebrated for their leadership in all capacities. Examples of its strength include the TCA student Racial Justice Club work to create and execute the TCA Culture Fair; TCA students engaging with business leaders at Target and other Fortune 500 MN companies to discover how to build careers in business, marketing and the health care industry; and in seeing TCA alum return to the TCA Career Fair to share with current students their college and career successes. TCA is a “student-powered” school in so many ways, and combined with the support of the many caring staff and teachers, TCA is again, post-pandemic seeing students thriving. The student retention rate is over 80% and the teacher retention rate last year was 92% both indicators of a thriving school community. This is also seen through the increased enrollment in the 2024-2025 school year, nearly 10% higher than anticipated.

The challenges for TCA remain showing the strength of the learning through standardized assessments. TCA students continue to lag in proficiency especially in math. Attendance is also a significant challenge, with over 30% of TCA students considered habitually truant last year. To this end, the TCA executive director is reviewing real time data with the core administrative team bi-monthly to ensure that student needs globally are being addressed and intervened much

earlier than in years past. Both increasing the rigor and assessment culture and developing student engagement are key to overcoming both of TCA's greatest challenges.

## School Enrollment

**Table 1:** Final Enrollment for 2023-2024 and projected enrollment for grades 6-12

Enrollment Projections	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Grade 6	42	45	45	45	50
Grade 7	74	62	70	70	75
Grade 8	68	75	75	75	85
Grade 9	93	85	90	90	95
Grade 10	118	83	80	100	100
Grade 11	70	115	85	85	90
Grade 12	59	75	110	90	80
Total	524	540	545	555	575

We have analyzed from which school districts we are drawing our students. 87% of our students come from the St. Paul School District and St. Paul charter schools, 6% come from school districts bordering the St. Paul School District to the east, west and south. The remaining 7% come from other metro area school districts.

## 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 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 2024-2025 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 2023 to June 2024, Board Members attended the following training sessions:

All board members participated in online learning modules through Charter Source covering a wide-array of topics from finance to governance.

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 2024-25 school year with a positive fund balance of \$3,116,588. This represents a 29.9% fund balance (unaudited). The final audited financials will be available in December 2024.

The Board, primarily through the Finance Committee, actively partners with the executive director to oversee financial matters. Creative Planning 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 2024 as well as our financial position at June 30, 2024 (attached.)

The audit for the fiscal year 2023 contained no material weaknesses or significant deficiencies as prepared by audit firm Abdo and presented to the school board during the December 2023.

The school board and administration chose to pursue working with Creative Planning 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, Creative Planning, 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, 2024 - \$3,116,588

2022-2023      Annual Audit Report

Abdo

5201 Eden Avenue, Suite 250

Edina, MN 55436



## Teacher Template FY24

District	School Name	Teacher Name	File Folder	Subject Taught	Grade(s) Taught	SY 2024	Status for FY 25 Return	Additional Notes
4132	TCA	Stafford, Andrew	1013181	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	Vang, Paseuth	1021570	French	6-12	Yes	Yes	
4132	TCA	Vandergon, Elizabeth	505016	English	7-8	Yes	Yes	
4132	TCA	Flores Santisbon, Valeria	1027991	Math	6-8	Yes	Yes	
4132	TCA	Mitsch, Dave	421650	Special Education	6-12	Yes	Yes	
4132	TCA	Lindholm, Scott	441065	Physical Education	6-12	Yes	Yes	
4132	TCA	Dennis, Lisa	504352	Social Work	6-12	Yes	Yes	
4132	TCA	Berg, Samantha	472599	Science	6-8	Yes	Yes	
4132	TCA	Knudson, Erick	510454	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	Kersey, Charles	1028452	ELL	6-12	Yes	Yes	
4132	TCA	Flenniken, Wayne	506777	Science	7 <sup>th</sup> and 9 <sup>th</sup>	Yes	Yes	
4132	TCA	Oberembt, Alexa	503172	Math	6-12	Yes	Yes	
4132	TCA	He, Yizong	1010316	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	No	
4132	TCA	Ng, Andrew	453842	Math	9-12	Yes	Yes	
4132	TCA	Reynolds, Tommy	1028716	Physical Education/Health	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	Williams, Brittany	1002672	Science	9-12	Yes	Yes	
4132	TCA	Hughes, Jonathon	483549	TOSA - Technology Coordinator	6	Yes	Yes	
4132	TCA	Carmody, Kathleen	130301	Chemistry	9-12	Yes	Yes	
4132	TCA	Graversen, Alison	445668	Social Studies	9-12	Yes	Yes	
4132	TCA	Sanchez, David	1003528	Spanish	9-12	Yes	Yes	
4132	TCA	Al-Ahad, 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	Thao, Linda	199810	Special Education	9-12	Yes	Yes
4132	TCA	Landisch, Lindsay	199810	Special Education	9-12	Yes	Yes
4132	TCA	White, Janet	450503	English	6-12	Yes	Yes
4132	TCA	Skweres, Bob	489916	History	6-12	Yes	Yes
4132	TCA	Schreiner, Andrea		History	7-8	Yes	Yes
4132	TCA	Morgan, Sean	497073	Special Education	6-12	Yes	No
4132	TCA	Cook, Emily	1024643	Behavior Specialist	6-12	Yes	Yes
4132	TCA	Gibson, Karissa		Dean of Students	6-12	Yes	Yes
4132	TCA	Kealy, Anne	1013797	Theater Arts	6-12	Yes	Yes
4132	TCA	Steffen, Rachel	1031300	Special Education	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		Food Service/Transportation	6-12	Yes	Yes
4132	TCA	Brown, Jill		Special Education Behavior Specialist	6-12	Yes	Yes

4132	TCA	Langowski, Danielle	1004386	Special Education Para	6-12	Yes	Yes	
4132	TCA	McCarty, Ellen	1002773	Social Worker	6-12	Yes	Yes	
4132	TCA	Culpepper, Marquette		Behavior Specialist	6-12	Yes	Yes	
4132	TCA	LaVoie, Marilu		Special Education Para	6-12	Yes	No	
4132	TCA	Anderson, Brittany		Special Education Para	6-12	Yes	Yes	
4132	TCA	Whisler, Sarah	498943	Math Teacher	6-12	Yes	Yes	
4132	TCA	Sellin, Ben		Special Education Para	6-12	Yes	Yes	
4132	TCA	Dabla, John		Behavioral Specialist	6-12	Yes	Yes	
4132	TCA	English, Ethel		Special Ed Para	6-12	Yes	Yes	
4132	TCA	Skweres, Megan		Special Ed Para	6-12	Yes	No	
4132	TCA	Gomez, Vanessa		Special Ed Para	6-12	Yes	Yes	
4132	TCA	Toledo, Antonio		Special Ed Para	6-12	Yes	Yes	
4132	TCA	Jama, Abdirahman		Special Ed Para	6-12	Yes	Yes	
4132	TCA	Khan, Hina		Special Ed Para	6-12	Yes	Yes	
4132	TCA	Saunders, Giovanni		Special Ed Para	6-12	Yes	Yes	
4132	TCA	Anmar, Ayoub		Special Ed Para	6-12	Yes	Yes	
4132	TCA	Brown, James		Special Ed Para	6-12	Yes	Yes	
4132	TCA	Harseen, Alexis		Special Ed Para	6-12	Yes	Yes	

4132	TCA	Gorde Prsybilla, Theresa		Special Ed Para	6-12	Yes	Yes	
4132	TCA	Kalinowski, Julie		Behavior Interventionist	6-12	Yes	Yes	





**Saint Paul, MN  
District 4132**

**Financial Report**

**June 30, 2024  
Preliminary**

**Twin Cities Academy  
Saint Paul, Minnesota  
June 2024 Financial Report  
Executive Summary**

**Summary of Key Financial Indicators**

**Average Daily Membership (ADM)**

- Budgeted: 517
- Actual: 516.9

**Days Cash on Hand:**

- Required: 60 Days
- Actual: 102 Days

**Debt Service Coverage Ratio**

- Required: 1.10
- Actual: 1.75

Preliminary results project a net income for FY24 of \$278,527. These results bring our projected cumulative fund balance to \$3,116,588, or 29.9% of expenditures.

**Financial Statement Key Points**

As of month-end, 100% of the year was complete.

Revenues received at end of the reporting period were 100% of the budgeted amount.

Expenditures disbursed at end of the reporting period were 98.1% of the budgeted amount.

Cash Balance as of the reporting period is \$1,542,523, including \$675,000 in an investment CD.

The State Aid receivable holdback amount is estimated to be \$1,152,937.

Federal aids receivable balance is \$347,373 for grant expenditures that have yet to be reimbursed.

In addition, we have a prior year federal receivable balance for ECF funds.

Prepaid Expenditures represents items paid for prior to June 30<sup>th</sup> which relate to FY25.

Salaries and wages payable and Payroll deductions and contributions represents the amount paid to employees in July and August as part of their FY24 contract.

Accounts payable represents invoices received after June 30<sup>th</sup> which relate back to FY24.

**Supplemental Information (see separate attachments)**

A separate report is provided that shows our contracted services along with the payment detail, receipts that were posted and journal entry transactions that were recorded during the month (if any).

*Please contact Jenny Abbs at [jenny.abbs@creativeplanning.com](mailto:jenny.abbs@creativeplanning.com) or 952-563-6835 should you have questions related to the financial statements.*

Twin Cities Academy  
Saint Paul, Minnesota  
Financial Report Dashboard  
As of June 30, 2024

**Financial Summary - Budgeted Amounts and Year to Date Activity**

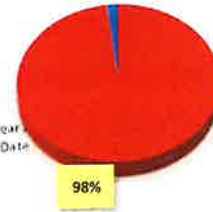
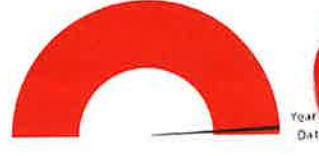
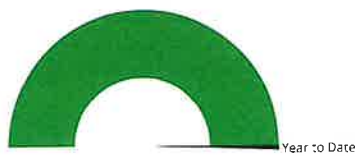
**Resources to Operate Programs (Revenues):**

Approved Budget	\$	10,371,020	
Revised Budget	\$	10,706,419	
Year to Date	\$	10,702,439	100.0%

**Funds Used to Provide Programs and Services (Expenses):**

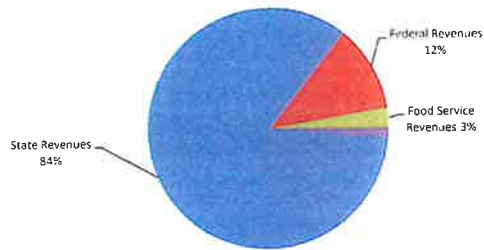
Approved Budget	10,310,713	\$	60,307
Working Budget	10,621,395	\$	85,025
Year to Date	10,423,912	98.1%	\$ 278,527

**Excess / Deficit**

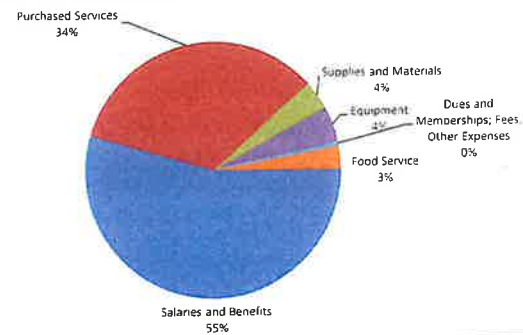


**Budgets for the Year**

**Where funds will come from to operate the school:**

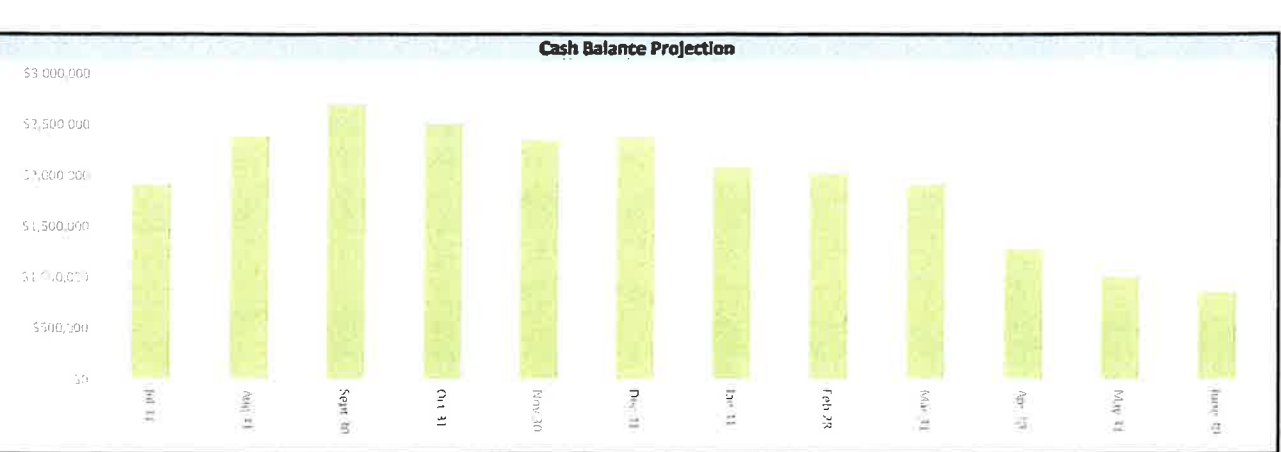
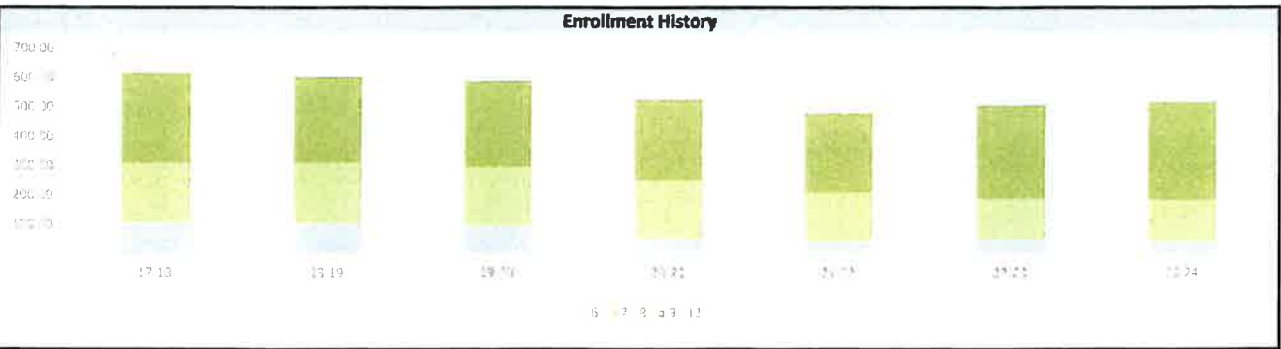
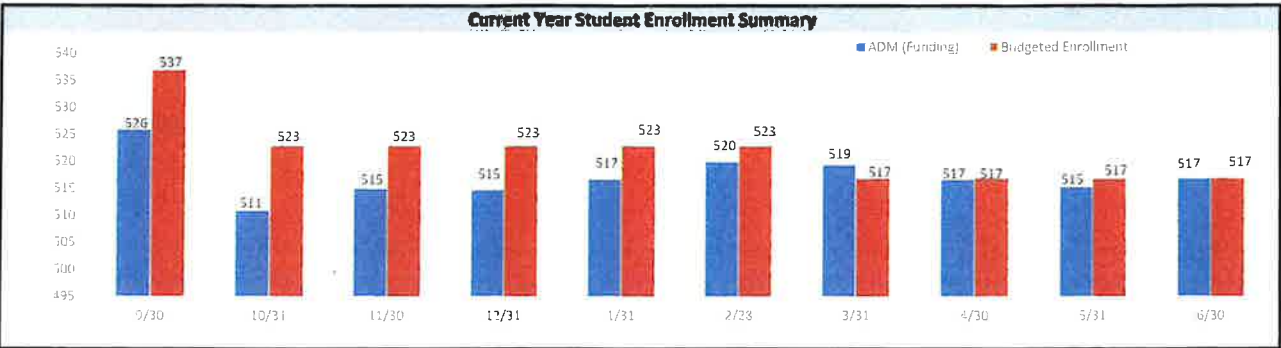
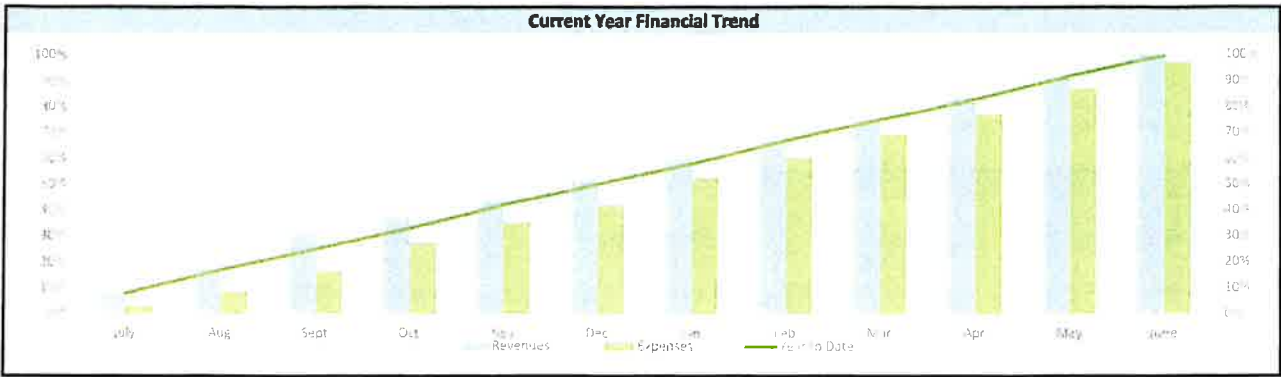


**How the money is budgeted to be spent:**



**Fund Balance and Bond Covenant History**





**Twin Cities Academy  
St. Paul, MN  
Balance Sheet  
As of June 30, 2024**

	Balance June 30, 2023	Balance June 30, 2024
<b>Assets</b>		
Current Assets		
Cash, Checking	\$ 1,562,798	867,523
Investments, CD	-	675,000
Accounts Receivable	21,859	565
Due from Other Governments	1,543	-
Due from Other Funds	62,873	-
Due from Building Company	717,898	693,723
Prior Year State Aids Receivable	795,078	1,152,937
Current Year State Aids Receivable (holdback estimate)	-	-
Prior Year Federal Aids Receivable	422,841	19,200
Current Year Federal Aids Receivable (estimate)	-	347,373
Prepaid Expenditures	91,043	95,281
<b>Total Current Assets</b>	<b>\$ 3,675,933</b>	<b>\$ 3,851,602</b>
<b>Liabilities and Fund Balance</b>		
Current Liabilities		
Salaries and Wages Payable	\$ 305,081	\$ 285,874
Accounts Payable	239,961	163,077
Payroll Deductions and Contributions	292,829	286,064
Total Current Liabilities	837,872	735,014
Fund Balance		
Beginning Fund Balance	2,838,061	2,838,061
Net Income	-	278,527
Total Fund Balance	2,838,061	3,116,588
<b>Total Liabilities and Fund Balance</b>	<b>\$ 3,675,933</b>	<b>\$ 3,851,602</b>

Management has elected to omit substantially all disclosures, government-wide financial statements and required supplementary information. No CPA provides any assurance on these financial statements.

**Twin Cities Academy  
St. Paul, MN  
Statement of Revenues and Expenditures  
As of June 30, 2024**

100.0%

		FY 2024 Approved Original Budget	FY 2024 Revised Budget	FY 2024 Year to Date Activity	Percent of Budget
	6-12 ADM	537	517	517	100.0%
<b>Total All Funds</b>					
<b>Revenues</b>					
State Revenues	\$	8,957,816	\$ 9,016,303	\$ 9,058,965	100.5%
Federal Revenues		1,052,423	1,259,974	1,197,228	95.0%
Local Revenues		156,044	145,427	140,371	96.5%
Food Service Revenues		204,737	284,716	305,875	107.4%
<b>Total Revenues</b>	<b>\$</b>	<b>10,371,020</b>	<b>\$ 10,706,419</b>	<b>\$ 10,702,439</b>	<b>100.0%</b>
<b>Expenditures</b>					
Salaries and Benefits	\$	5,881,287	\$ 5,884,596	\$ 5,743,283	97.6%
Purchased Services		3,611,155	3,597,557	3,530,808	98.1%
Supplies and Materials		393,431	608,150	596,956	98.2%
Equipment		375,262	481,432	506,464	105.2%
Dues, Memberships & Fees		49,578	49,660	46,401	93.4%
<b>Total Expenditures</b>	<b>\$</b>	<b>10,310,713</b>	<b>\$ 10,621,395</b>	<b>\$ 10,423,912</b>	<b>98.1%</b>
<b>Net Income, All Funds</b>	<b>\$</b>	<b>60,307</b>	<b>\$ 85,025</b>	<b>\$ 278,527</b>	
Beginning Fund Balance	\$	2,838,061	\$ 2,838,061	\$ 2,838,061	
<b>Ending Fund Balance</b>	<b>\$</b>	<b>2,898,368</b>	<b>\$ 2,923,086</b>	<b>\$ 3,116,588</b>	
Fund Balance % of Expenditures		28.1%	27.5%	29.9%	

**Twin Cities Academy**  
**St. Paul, MN**  
**Statement of Revenues and Expenditures**  
**As of June 30, 2024**

100.0%

FY 2024 Approved Original Budget	FY 2024 Revised Budget	FY 2024 Year to Date Activity	Percent of Budget
--	------------------------------	-------------------------------------	----------------------

**General Fund - 01**

**Revenues**

State Revenues

General Education Aid	\$ 5,854,750	\$ 5,761,943	\$ 5,467,608	94.9%
EL Cross-Subsidy Aid	546	580	174	30.0%
Q-Comp Aid	130,791	131,236	118,112	90.0%
Endowment Aid	23,051	30,333	30,333	100.0%
Long-Term Facilities Maintenance Revenue	83,873	80,784	71,728	88.8%
Building Lease Aid	850,684	815,206	410,461	50.4%
Special Education Aid (Based on Actual Needs)	2,012,121	2,158,180	1,699,574	78.8%
AP/ACT Exam and Concurrent Enrollment Aid	2,000	4,310	4,310	100.0%
School Library Aid	-	20,000	18,000	90.0%
School Support Personnel Aid	-	20,000	18,000	90.0%
Other State Revenue	-	404	364	90.1%
Prior year adjustments	-	-	67,364	0.0%
State Aid Holdback Receivable (Estimate)	-	(6,674)	1,152,937	
<b>Total State Revenues</b>	<b>8,957,816</b>	<b>9,016,303</b>	<b>9,058,965</b>	<b>100.5%</b>

Federal Revenues

Special Education	160,069	142,237	119,687	84.1%
Title Programs	182,855	208,293	172,592	82.9%
Employee Retention Credit - Amount Spent on Supplies/Equipment	300,000	487,730	487,730	100.0%
Employee Retention Credit - Amount Not Spending due to Enrollment Loss	-	95,000	95,000	100.0%
ESSER III 160	250,246	172,637	221,435	128.3%
ESSER III 161	159,253	150,371	100,009	66.5%
Homeless Children and Youth 159	-	3,706	775	20.9%
<b>Total Federal Revenues</b>	<b>1,052,423</b>	<b>1,259,974</b>	<b>1,197,228</b>	<b>95.0%</b>

Local Revenues

Reimbursements from Other Districts - Athletics	79,899	79,899	68,519	85.8%
Fees from Patrons	48,550	25,000	23,825	95.3%
Fees from Patrons for Athletics	20,000	20,000	21,589	107.9%
Donations and Gifts	5,000	1,101	2,267	205.9%
Miscellaneous Revenues	-	-	11,134	0.0%
Miscellaneous Fundraising	2,595	19,426	13,037	67.1%
<b>Total Local Revenues</b>	<b>156,044</b>	<b>145,427</b>	<b>140,371</b>	<b>96.5%</b>

**Total Revenues**

<b>\$ 10,166,283</b>	<b>\$ 10,421,703</b>	<b>\$ 10,396,564</b>	<b>99.8%</b>
----------------------	----------------------	----------------------	--------------

**Twin Cities Academy**  
**St. Paul, MN**  
**Statement of Revenues and Expenditures**  
**As of June 30, 2024**

	100.0%			
	FY 2024 Approved Original Budget	FY 2024 Revised Budget	FY 2024 Year to Date Activity	Percent of Budget
<b>Expenditures</b>				
Salaries and Wages	\$ 2,626,149	\$ 2,613,401	\$ 2,635,915	100.9%
Employer-Paid Benefits	935,486	838,271	759,594	90.6%
FICA Taxes	200,900	199,925	183,376	91.7%
Retirement (TRA/PERA)	223,223	228,673	210,233	91.9%
Health Insurance	314,800	274,273	241,703	88.1%
Life & AD&D Insurance	13,400	7,500	2,865	38.2%
Dental Insurance	24,500	20,600	24,248	117.7%
Short-Term and Long-Term Disability	10,000	21,100	15,379	72.9%
VEBA Health Savings Account	62,500	50,800	39,702	78.2%
Workers Comp	24,900	24,900	12,215	49.1%
Unemployment Insurance	18,600	10,500	4,024	38.3%
<b>Total Salaries and Benefits</b>	<b>3,561,635</b>	<b>3,451,672</b>	<b>3,395,509</b>	<b>98.4%</b>
Q Comp Expenditures	130,791	131,236	111,862	85.2%
Contracted Services	396,723	393,559	287,442	73.0%
Marketing	50,000	40,000	42,165	105.4%
Communications Services	29,433	25,188	26,029	103.3%
Postage	4,865	4,865	3,308	68.0%
Utilities	200,000	200,000	162,791	81.4%
Property and Liability Insurance	26,826	28,992	29,000	100.0%
Repairs and Maintenance	60,000	74,154	85,333	115.1%
Contracted Transportation	706,752	700,000	668,094	95.4%
Staff Training, Conferences, Tuition Reimbursement	5,100	5,100	7,569	148.4%
Student Activities - Field Trips (Inc. Transportation)	47,300	43,200	13,621	31.5%
Other Rentals and Operating Leases	6,814	9,814	5,456	55.6%
Building Lease	1,110,453	1,110,453	1,110,453	100.0%
General Non-Instructional Supplies	80,000	135,572	151,530	111.8%
Maintenance Supplies	25,400	20,990	43,805	208.7%
Computer Software / Licensing (Non-Instructional)	27,883	35,089	35,227	100.4%
Instructional Supplies / Textbooks	73,000	56,564	22,998	40.7%
Instructional Supplies (Funded by ERC)	-	81,188	81,188	100.0%
Standardized Tests	24,500	25,000	18,652	74.6%
Library Media	-	500	180	35.9%
Equipment / Furniture	10,000	10,000	37,406	374.1%
Technology Equipment (Funded by ERC)	300,000	406,542	406,542	100.0%
Capital Lease	65,262	64,890	62,516	96.3%
Dues and Memberships, Fees	47,800	40,305	42,946	106.6%
Scholarships	1,000	1,000	1,000	100.0%
Band	17,600	12,000	4,218	35.2%
Athletic Program - HS (25% Reimbursable)	199,748	199,748	213,690	107.0%
Athletic Program - MS	5,100	14,046	13,651	97.2%
Federal Special Ed. (100% Offset by Revenue)	160,069	142,237	119,687	84.1%
Title Programs (100% Offset by Revenue)	182,855	208,293	172,592	82.9%



**Twin Cities Academy**  
**St. Paul, MN**  
**Statement of Revenues and Expenditures**  
**As of June 30, 2024**

				100.0%
	FY 2024 Approved Original Budget	FY 2024 Revised Budget	FY 2024 Year to Date Activity	Percent of Budget
<b>ESSER III - 160</b>				
Salaries	142,211	142,136	178,572	125.6%
Benefits	42,663	30,501	42,863	140.5%
Technology Services	60,472	-	-	0.0%
Supplies and Materials	4,899	-	-	0.0%
<b>ESSER III - 161 Summer School and After School</b>				
Salaries	15,033	78,470	55,313	70.5%
Benefits	4,510	12,581	12,616	100.3%
Purchased Services	-	35,876	29,166	81.3%
Supplies and Materials	-	15,500	2,914	18.8%
Dues	-	7,500	900	12.0%
Unbudgeted	139,710	443	-	0.0%
<b>Homeless Children and Youth Grant</b>				
Supplies and Materials	-	3,706	775	20.9%
<b>State Special Ed. (~95% Offset by Revenue)</b>				
Salaries	1,217,755	1,339,481	1,299,606	97.0%
Benefits	358,767	397,749	380,135	95.6%
Contracted Services	288,500	238,625	373,339	156.5%
Supplies	-	1,500	865	57.7%
Transportation	232,155	269,165	263,783	98.0%
Homeless Transportation	20,845	62,535	76,231	121.9%
<b>Total Expenditures</b>	<b>\$ 10,084,429</b>	<b>\$ 10,307,966</b>	<b>\$ 10,093,539</b>	<b>97.9%</b>
<b>General Fund Net Income</b>	<b>\$ 81,854</b>	<b>\$ 113,738</b>	<b>\$ 303,025</b>	
Transfer out to Food Service Fund	-	-	-	
Beginning Fund Balance, General Fund	\$ 2,721,822	\$ 2,712,162	2,712,162	
Ending Fund Balance, General Fund	2,803,676	2,825,900	3,015,187	

**Twin Cities Academy  
St. Paul, MN  
Statement of Revenues and Expenditures  
As of June 30, 2024**

100.0%

**Food Services Fund - 02**

**Revenues**

	FY 2024 Approved Original Budget	FY 2024 Revised Budget	FY 2024 Year to Date Activity	Percent of Budget
State & Federal Revenues	\$ 178,258	\$ 243,998	263,044	107.8%
Commodities	26,479	21,324	23,960	112.4%
Emergency Operating Funds	-	18,120	18,120	100.0%
Sale of Meals and Other Local Revenues	-	1,274	751	59.0%

**Total Revenues**

<b>\$ 204,737</b>	<b>\$ 284,716</b>	<b>\$ 305,875</b>	<b>107.4%</b>
-------------------	-------------------	-------------------	---------------

**Expenditures**

Salaries and Benefits	85,357	92,033	94,215	102.4%
Fees and Licenses	778	855	1,555	181.9%
Food	101,971	190,670	202,703	106.3%
Milk	9,264	6,197	6,327	102.1%
Commodities	26,479	21,324	23,960	112.4%
Supplies/Equipment	2,435	2,350	1,614	68.7%

**Total Expenditures**

<b>\$ 226,284</b>	<b>\$ 313,429</b>	<b>\$ 330,373</b>	<b>105.4%</b>
-------------------	-------------------	-------------------	---------------

**Food Services Fund Net Income**

<b>\$ (21,547)</b>	<b>\$ (28,713)</b>	<b>\$ (24,498)</b>
--------------------	--------------------	--------------------

Transfer In for Operations from Gen Fund

\$ -	\$ -
------	------

Beginning Fund Balance, Food Services Fund

\$ 131,413	\$ 125,891	125,891
------------	------------	---------

Ending Fund Balance, Food Services Fund

109,866	97,178	101,393
---------	--------	---------

**Twin Cities Academy**  
**Cash Flow Projection Summary**  
**2023 - 2024 School Year**

Period Ending	Cash Inflows (Revenues)				Cash Outflows (Expenditures)				Cash Balance
	State Aid Payments	Federal Aid Payments	Other Revenue	Prior Year State & Federal Holdback	Salaries and Benefits	Building Lease Payments	Other Expenditures	Transfer to CD	
				<i>Beginning Balance</i>				<i>Beginning Balance</i>	
Jul 31	647,837	582,730	33,162	37,371	256,940	92,538	605,745		\$ 1,562,798
Aug 31	647,844	128,690	(87,057)	517,973	255,721	92,538	381,454		1,908,674
Sept 30	682,802	-	83,918	301,595	253,238	92,538	408,481		2,386,411
Oct 31	652,899	653	79,540	162,016	262,252	92,538	733,244		2,700,470
Nov 30	625,215	36,103	14,458	-	254,426	92,538	489,625		2,507,545
Dec 31	648,531	25,902	43,629	36	267,884	92,538	326,080		2,346,733
Jan 31	595,699	17,526	17,864	148,540	255,302	92,538	729,682		2,378,329
Feb 28	713,727	-	40,902	44,946	268,206	92,538	500,928		2,080,436
Mar 31	666,661	-	72,007	1,566	251,064	92,538	504,774		2,018,339
Apr 30	649,475	210,479	62,522	-	252,247	92,538	537,523	675,000	1,910,197
May 31	650,254	-	33,472	58,753	288,123	92,538	635,043		1,275,365
June 30	656,315	103,210	78,835	30	298,736	92,538	581,734		1,015,704
Projected Totals	7,830,659	1,133,977	232,975	1,217,919	3,187,099	1,110,453	6,323,843	675,000	11,296,395
	7,837,260	1,105,294	473,252	1,272,826	3,164,139	1,110,454	6,434,313	675,000	11,383,907

**Assumptions:**    10% State Aid Holdback  
                              10% Federal Aid Holdback



School Board Roster

Name	Term	Relationship
Rich Holst	Aug 2017-July 2026	Parent
Ofir Germanic	Aug 2021-July 2024	Community
Adam Gooder	October 2022-July 2025	Parent
Lisa Dennis	Aug 2021-July 2024	Teacher
Erin Enquist	Aug 2021-July 2026	Teacher
Aida Faye	Aug 2023-July 2026	Parent
Kinyari Al-Ahad	Aug 2023-July 2026	Teacher