



2024-2025

Twin Cities Academy
Annual Charter School Report
&
CACR Report
(4132-07)

Submitted by Betsy Lueth, Executive Director

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Purpose

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

Vision

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

Mission

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

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

This past year we enrolled approximately 540 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, literacy electives, 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. Two times a week students participate in a 90 minute advisory (MS) or seminar (HS) course where all students participate in lessons around the Tiger Profile, which is the vision of what skills and knowledge students who graduate from TCA will acquire during their years here. Lessons include college and career readiness skills, AVID skills, and social emotional learning. 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

2024-2025 Academic Accountability Data as measured by the University of St. Thomas Authorizing Contract

1.1

TCA does not currently enroll 3rd grade students. This measurement does not apply.

1.2

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

	<i>Twin Cities Academy</i>	<i>St. Paul Public Schools</i>	<i>State</i>
<i>Reading</i>	26.2% (grades 6-10)	32.8% (grades 3-10)	49.6% (grades 3-10)
<i>Math</i>	12.6% (grades 6-11)	24.5% (grades 3-11)	45.2% (grades 3-11)

1.3

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

Math

	<i>Twin Cities Academy</i>	<i>State-Wide</i>
All FRL	5.7%	26.5%
Asian/FRL	15.6%	27.9%
Black/FRL	2.2%	19.7%
Hisp/FRL	4.7%	16.7%
White/FRL	0.0%	37.1%

Reading

	<i>Twin Cities Academy</i>	<i>State-Wide</i>
All FRL	19.0%	32.6%
Asian/FRL	25.9%	30.1%
Black/FRL	20.4%	27.8%
Hisp/FRL	10.0%	22.2%
White/FRL	20.0%	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 2025

According to NWEA MAP reading spring 2025 assessment, 26% of all students were grade-level proficient in reading. According to NWEA MAP math spring 2025 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 2023 fall to 2024 spring

According to NWEA MAP reading fall 2024 to spring 2025 growth assessments, 53% of all students made substantial or adequate gains over time. According to NWEA MAP math fall 2024 to spring 2025 growth assessments, 54% of all students made substantial or adequate gains over time.

1.8 Graduation rate accountability data

The Spring 2024 5-Year graduation data from the North Star Accountability system indicates that 93.83% of TCA students graduate within 5 years. Data for the Spring 2025 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?

29.2% of TCA students in grades 8th-11th were at or above the college readiness score predictor for the pre-ACT and ACT test in the spring of 2025.

1.10 Is the school meeting its school-specific academic goals?

Based on the Spring Student Survey 95.6% students reporting positively that "I feel I am reflected in the curriculum and instruction at TCA."

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

13.2% of EL students at TCA met their performance targets on the ACCESS test in the spring of 2025 compared to 46.63% statewide.

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

15.9% of TCA students with IEPs scored proficient on the reading MCA compared to the state average of 25.1%. 2.4% of TCA students with IEPs scored proficient on the math MCA compared to the state average of 24.3%.

1.13 is Non-Applicable as TCA has no early learning programs

1.14 Does the school's learning program exemplify the mission and vision of the school.

TCA is focused on college readiness on many levels. The AVID program continues to be very strong and now includes a college and career fair for all students (middle and high) on site at the school each spring, along with multiple college tours in the fall and spring for high school students. TCA also has approximately 28 students participating in PSEO with approximately 78% being students of color and/or qualifying for free and reduced priced lunch. Additionally, all high school students participate in volunteering and service learning to contribute positively to society as a part of their graduation requirements. Lastly, TCA is committed to PBIS, culturally responsive curriculum and instruction, and reducing the rate of students out of the classroom. From the 23-24 school year to the 24-25 school, TCA reduced the number of students missing school due to suspension by 5.4%, meaning 5.4% less students received one or more suspensions. The percentage of students receiving one or more suspensions is now 16.5%. Keeping kids in school, engaged in the curriculum, contributing positively to society will prepare them for college and career rigor after their graduation from TCA.

1.15 Are students accepted to and enrolling in post-secondary programs at a high rate?

92.1% of TCA graduates in the Spring of 2025 had post-secondary plans.

1.16 Are students equitably accessing college and/or career preparation opportunities

71.4% of PSEO students are students of color. All students participate in the college and career lessons in seminar/advisory and the fairs and college visits throughout the school year. Additionally, all 6th and 9th grade students are required to participate in AVID, and in 7th, 8th, 10th, 11th and 12th students can participate in AVID as an elective. 21% of all TCA students continue to choose AVID as an elective, and 87% of students choosing the AVID elective are students of color.

Before and After School and Summer Programming

TCA only offered Special Education Extended Year Service summer programming during the 2024-2025 school year. With 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 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 offering a theater program and offered a Chinese Lion Dance program in the 2024-2025 school year which will continue into the 2025-2026 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 56.3% 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 2025, 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 94% 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 and attempting to have families do the survey at the second conferences. TCA now has a Family Engagement board committee to attempt to find better ways to solicit feedback from a larger sampling of the family-body.

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 through flexible small group pull out times with reading and math interventionists. 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 and reading at the Tier I level as well. TCA is using IXL to math programming since the 2023-2024 school year, and after a pilot in the spring of IXL reading, TCA has now also adopted IXL reading for all grade levels for Tier I intervention. IXL curriculum allows 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, STEM Scopes Math for the 2025-2026 school year. However, math teachers are finding that overall students' math skills for entering 6th graders especially are running two to three grade levels behind, so the curriculum is being modified significantly to account for that. For that reason, the administration along with the lead math department teacher worked together to comprehensively review and re-train teachers using the following steps:

1. Curriculum Audit – Purchasing/using tools that will allow students to visualize, use manipulatives, and talk about the math conceptually before they are completing procedures.
2. Shifting Classroom Practices – Focusing on the 8 standards for mathematical practices that de-centralize the teacher and centralize the student problem solving and collaboration.
3. Training (New Standards Focused) – Attending training and watching/discussing these online trainings conducted by Sara Van Der Werf (the mathematics standards specialist at MDE)
4. Book Study – Choosing to read, discuss and implement book practices that come highly recommended by MDE and other math educators, which focus on engaging students in math practices that will allow all students to conceptualize and make meaning.
5. Assessment Audit – Analyze the results of each summative assessment as a way to inform our teaching practices and for students to use their results as a measure of mastery of a standard. Use formative assessment data to create meaningful groups in the classroom, identify areas that need a different method of instruction, and students for math intervention.

Note: The full math review summary from the summer of 2025 is attached to this report as an appendix.

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 school board has aligned its graduation requirements to meet the state standards for high school science credits required to graduate.

Lastly, TCA is pleased that it has been awarded the ADSIS grant beginning in the 2025-2026 school year. The grant was written to support about 20% of its student body needing Tier II and Tier III interventions in math, reading and behavior.

Schedule Report

TCA currently runs a alternating two day block schedule. Four 90 minute courses are delivered on A and B days. TCA has continued the block schedule model for the 2025-2026 school year, and both teachers and students are finding the block 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 172 student contact days. Teachers work 184 days, with seven 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 periodic 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 2024-2025 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. PBIS and CPI trainings have been heavily focused on trauma-informed practices.

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. During the 2024-2025 school year and continuing into the 2025-2026 school, TCA teachers guided by their department leaders and administration are fully focused on the fidelity of their summative and formative curriculum based assessments. This focus is to ensure that students are being assessed always using standards and at grade level.

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 continues to respond to the ever changing academic needs of its student population. Realizing from the 2023-2024 school year, that attendance, specifically high school attendance was a pervasive and wide spread problem, along with general interest in some classes which caused students to skip, TCA administrators and teacher leaders conducted interviews of students who were identified as qualifying for habitually truant. During these interviews it was discovered that many students found that work outside of school was far more valuable than school itself. Additionally, they discovered what truly engages students who are less engaged in school beyond just the draw to work, which is authentic connections with other students and adults in the school community.

Based on these two data points, Twin Cities Academy is launching two new programs to hopefully engage and help students “want” to be in school more than they don’t. The first is the Tiger Check program, this program is designed to connect a Tier III student whether academically, behaviorally or with attendance with one of 12 identified and trained adults for one-on-one check ins. These check ins can offer a variety of interventions, and give students most at risk in one of these areas one adult in the community with whom they can build a deeper and more trusting relationship. The second strategy is to pilot and launch a work-study program, offering students an opportunity to pair academic learning with on the job training. This is in a very early stage of development and will roll out over the next two years, but it is designed to bring more relevant experiences for all students, and for students most likely to not attend school in a preference to working during the school day.

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 through the University of Minnesota as well, 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.

Professional development for Ms. Lueth and Ms. Amundson includes bi-annual legal conferences, and this year ADSIS trainings along with the mandated BOSA re-licensure hours required to renew their licenses.

Administration Staff:

Name	File Number	Assignment	Yrs w/School	Status
Lueth, Betsy	397306	Exec. Director	14	Returning 2025
Valle, Yolanda		Food Service/Transportation	9	Returning 2025
Delesha, Lynn		Library Aide	10	Returning 2025
Snoddy, Ashley		Operations Director	3	Returning 2025
Eckert, Maura		Cafeteria Aide	2	Returning 2025
Czarnik, Justis		Building Maintenance	2	Returning 2025
Zakrzewski, JoAnn		Cafeteria Aide	13	Returning 2025
Wilmot, Zach		Business Coordinator	2	Returning 2025
Vondracek, Victor		Athletic Director	8	Returning 2025
Ancel, Sarah	439395	Dean of Academics/Literacy Coordinator	17	Returning 2025
Amudnson, Erin	410808	Principal	23	Returning 2025
Landisch, Lindsay	495152	Special Education Assistant Director	2	Returning 2025
Gibson, Karissa		Dean of Students	10	Returning 2025

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

ADMINISTRATIVE RESPONSIBILITIES

Person/Title	Job Responsibilities
Karissa Gibson Dean of Students	• SUPERVISION RESPONSIBILITIES ◦ All behavioral team staff • DISCIPLINE ◦ Manage PBIS Programming ◦ Development of Behavioral Plans ◦ Communication & Assistance to Families ◦ Communication & Assistance to Teachers ◦ Law Enforcement Liaison

	○ Maintenance of Discipline Records • EVALUATION ○ Classroom Management/Discipline • STUDENT ACTIVITIES ○ Advisory and Access Placement ○ Field Trip Safety ○ Dances and Evening Activities ○ Middle School Orientation • COMMUNICATION ○ Parent Newsletter ○ Student/Staff Handbook • COORDINATION ○ Lockers • ATTENDANCE ○ Maintenance of Records ○ Truancy Discussions & Follow-Up • SAFETY ○ Fire/Tornado/Lockdown Drills • RECOGNITION PROGRAMS ○ Student of the Month ○ ROAR Awards ○ Honor Roll
Sarah Ancel Dean of Academics/Literacy Coordinator	• LITERACY COACH ○ Collaborative work with teachers on programming • MTSS OVERSIGHT ○ Oversees MTSS process for academic intervention • TEACHER SUPPORT ○ Q Comp Coordinator ○ Curriculum Support ○ Q Comp Applications & Programming ○ Informal Classroom Observations ○ Field trip Facilitator ○ Service Learning Outreach and Coordinator ○ Advisory Planning/Schedule • STUDENT ACTIVITIES ○ Field Trips: Academic and End of Quarter/Semester ○ Service Learning coordinator ○ New Student Support (entering late) • GRADUATION ○ MS/HS Graduation Organization • AVID SITE COORDINATOR ○ Works with site team on AVID work throughout TCA • COMMUNITY/FAMILY ENGAGEMENT ○ Community Events ○ Conference Attendance ○ Classroom Volunteering Activities: Families/Organizations

Caitlin Brazil School Counselor	• STUDENT SUPPORT ○ Social/Emotional Counseling - Individual/Group ○ Course Scheduling ○ Graduation Tracking ○ Student Retention ○ Middle School Guidance Lessons ○ Credit Recovery for High School • GRADING ○ Report Cards - Teacher Support ○ Grade Checks ○ Data Reporting on Student Grades ○ Honor Roll • POST-SECONDARY ○ Senior Seminar Teacher ○ College Advising ○ College Readiness Curriculum MS and HS ○ College Readiness Field Trips ○ Parent Informational Meetings ○ Transcripts ○ Letters of Recommendation ○ Advanced Placement Coordinator ○ College in the Schools Credit Options ○ Post-Secondary Education Opportunities (PSEO) ○ Guiding students to use Naviance ○ Offering Family Education in college application process including Understanding FAFSA Night ○ Advertising and guiding students to scholarship information ○ Guiding all seniors to completing college applications • SCHEDULING ○ Master Schedule ○ Student Placement
Erin Amundson Principal	• SUPERVISION RESPONSIBILITIES ○ Deans and Special Ed Asst. Director ○ DAC ○ General Education Staff ○ 504 Coordinator • INSTRUCTIONAL LEADERSHIP ○ Classroom Observations ○ Professional Improvement Plans ○ New Teacher Mentoring ○ New Teacher Year Long Programming ○ Professional Development Days ○ Teacher Evaluations ○ PLC Development ○ Teacher Leader Management • EVALUATION

	○ Informal/Formal Evaluations of Gen Ed Teachers • CURRICULUM DEVELOPMENT ○ Curriculum Planning ○ Curriculum Alignment with State Standards ○ Review, Collection and Distribution of Course Planners ○ Textbook Ordering ○ Curriculum Nights • DATA/ASSESSMENT ○ Support Teacher Classroom Assessment Design ○ Communication of Assessment Results • PROGRAM SUPPORT ○ Staff Handbook ○ Title I - Extensions Programming ○ ESL ○ 504
Lindsay Landisch Assistant Director of Special Education	• SUPERVISION RESPONSIBILITIES ○ All Special Education Staff ○ Social Work ○ School Psychologist • SCHEDULING ○ Sub Coverage for Student Support Staff ○ Paraprofessional Daily/After School Schedule ○ Contracted Service Provider Schedules • COMMUNICATION ○ Requests for Records ○ Tuition Billing Collection • TESTING COORDINATION ○ Schedules for Accommodated Testing in Classrooms ○ Accommodations for District/State Testing • PROFESSIONAL DEVELOPMENT ○ Implementation of Paraprofessionals in the Classroom ○ Paraprofessional Training • EVALUATIONS ○ Informal/Formal Evaluations of Paraprofessionals • SPECIAL EDUCATION ADMINISTRATOR ○ District Representative at IEP Meetings
Ellen Grossman -- Contracted Special Education Director	• REPORTING ○ Special Education Due Process/Fiscal Compliance ○ Management of special education federal and state budgets ○ Oversight of Third Party Billing, Tuition Billing ○ Leads all special education federal and state reporting • MANAGEMENT

	○ Responsible for evaluating special education coordinator, due process clerk and school psychologist ○ Oversees all special education positions and programming ○ Ensures due process rights are communicated and executed, including facilitating manifestation determination meetings and conciliation conferences
Ashley Snoddy Director of Operations	• HUMAN RESOURCES ○ Benefits ○ Tax Forms ○ Employment Files ○ Salary and Time Off Negotiations with Executive Director • Manages all technology requests with Syand • Payroll • Enters and tracks PTO/Sick Leave Time • Manages all employee benefit programs - MARKETING • Develops and implements marketing plan and materials • Recruits and welcomes new students and families
Zach Wilmot Business Coordinator	• MARSS Enrollment Input • Accounting/Work with BKDA – Payable & Receivable • Non-Instructional Supply and Equipment Ordering
Eunice Rivera Front Desk	• FRONT DESK ○ Attendance ○ Receptionist ○ Back Up for Health Office ○ Process Mail ○ Marketing ○ Uniform Sales and Ordering ○ Infinite Campus Support
Yolanda Valle Food Service & Transportation Manager	• FOOD SERVICE ○ Orders all breakfast and lunch meals ○ Coordinates field trip lunches ○ Supervises all kitchen staff ○ Manages CLICS and all Free/Reduced Lunch Applications • TRANSPORTATION ○ Manages all daily school busing including specialized transportation for Special Education ○ Manages all public bus passes for student use ○ Prepares all transportation reports for the MDE

- Coordinates with outside busing contractors

Organizational Strengths, Challenges and Plans

Twin Cities Academy students continue to struggle to perform well on the standardized assessments (MCA and NWEA) in both math and reading. TCA has attempted to embed a variety of tools and strategies since the pandemic to accelerate student learning in these areas. A fully developed MTSS student intervention identification system, robust Tier 2 and Tier 3 support strategies, and added Tier 1 intervention curriculum, and comprehensive teacher training of the tools and strategies. Despite these efforts, MCA results have remained flat or in some cases continue to decline.

TCA recently was awarded the ADSIS grant, to add more resources for student academic and behavior interventions. TCA has undergone a full and comprehensive root-cause analysis of its math program, and has adopted new curriculum at all grade levels in an effort to align to the most research-based approach to math instruction offered by the guidance of the MDE math specialist. In addition, TCA is reviewing attendance data and behavior data which causes students to be out of the classroom during instruction time, and has developed through the ADSIS grant application a program design to tackle this challenge as well. And, lastly, TCA has added to its master schedule for the 2025-2026 school year, more time for reading intervention as well, similar to its existing model for math intervention. The reading interventionist has been training in OL & LA through the Read Act funding last year, and the math interventionist is currently being trained through the MDE math specialist training program.

School Enrollment

Table 1: Final Enrollment for 2024-2025 and projected enrollment for grades 6-12

Enrollment Projections	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Grade 6	40	40	40	40	40
Grade 7	64	55	60	60	65
Grade 8	73	75	75	75	75
Grade 9	90	90	90	90	90
Grade 10	93	100	100	100	100
Grade 11	101	90	90	90	90
Grade 12	76	105	90	90	90
Total	537	555	545	545	545

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 1st, or the current year. Available enrollment seats by grade is published by February 1st of the current year for the following year, which will always be prior to the last day of the open enrollment period, and the lottery, if a lottery is required. Lottery numbers are generated electronically and drawn randomly. The lottery is a public event and families may attend the lottery and results are also mailed to families.

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

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

Community Connections and Partnerships

TCA students benefit from many community partnerships throughout the community. A partnership with Twin Cities Community Cooperative offers students onsite therapy services. Urban Roots works with our science programming and community garden. And more recently TCA has been designated a school-based forestry and native restoration site by the Minnesota Department of Natural Resources. TCA 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 2025-2026 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 2024 to June 2025, Board Members attended the following training sessions:

All board members participated in training regarding charter school finance and budgets delivered by Jenny Abbs from Creative Planning on June 10, 2025.

All board members satisfied the state required board training in board governance, personnel/employment and finances. Services were provided by the MN School Board Association or the Minnesota Association of Charter Schools.

Authorizer Information

Authorizer	Contact Information	Liaison	Contract Expiration
University of St. Thomas	University of St. Thomas 1000 LaSalle St. Minneapolis, MN 651-962-4844	Danielle Miller Danielle.miller@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 2025-26 school year with a positive fund balance of \$3,395,810. This represents a 30.6% fund balance (unaudited). The final audited financials will be available in December 2025.

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 2025 as well as our financial position at June 30, 2025 (attached.)

The audit for the fiscal year 2024 contained no material weaknesses or significant deficiencies as prepared by audit firm Abdo and presented to the school board during the December 2024.

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, 2025 - \$3,297,409

2022-2023 Annual Audit Report

Abdo

5201 Eden Avenue, Suite 250

Edina, MN 55436

Twin Cities Academy
Long Range Budget Projection Model
5/9/2025

	Actual	Revised	Budget Projections				5/9/2025
Enrollment	516	519	534	539	544	549	
	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	
Enrollment Projections							
Number Students Grade 6	41	42	40	60	60	60	
Number Students Grade 7	73	65	55	70	70	70	
Number Students Grade 8	68	76	75	75	75	75	
Number Students Grade 9	93	84	90	90	90	90	
Number Students Grade 10	119	93	100	90	95	100	
Number Students Grade 11	68	109	90	85	85	85	
Number Students Grade 12	54	71	105	90	90	90	
Subtotal Number of Students / Headcount	516	540	555	560	565	570	
Enrollment totals by state pupil unit weighting category							
Total Number of Students Grade 6	41	42	40	60	60	60	
Total Number of Students Grade 7-12	474	498	515	500	505	510	
Adjustment for PSEO Students		(21)	(21)	(21)	(21)	(21)	
Total ADM with PSEO adjustment	516	519	534	539	544	549	
Total Number of Pupil Units (WADM) for State Funding	610.66	614.40	632.80	634.80	640.80	646.80	
State Revenue Assumptions and Calculations							
General Education Aid							
State Averages Per Pupil Unit	\$7,137.54	\$7,273.63	\$7,464	\$7,606	\$7,752	\$7,900	
Inflation Rate Assumption-Basic only	4.0%	2.0%	2.74%	2.0%	2.0%	2.0%	
Basic Excluding Transportation	\$6,804.91	\$6,941.00	\$7,131.19	\$7,273.81	\$7,419.29	\$7,567.67	
Sparsity	33.71	33.71	34.35	34.35	34.35	34.35	
Operating Capital	226.98	226.98	227.10	227.10	227.10	227.10	
Menst Prod/Oplate Ant	2.00	2.00	2.00	2.00	2.00	2.00	
Gifted and Talented	13.00	13.00	13.00	13.00	13.00	13.00	
Equity	114.51	114.51	113.63	113.63	113.63	113.63	
Extended Time	0.00	0.00	0.00	0.00	0.00	0.00	
Referendum	89.37	89.37	68.02	68.02	68.02	68.02	
Transportation	332.63	332.63	332.63	332.63	332.63	332.63	
Total Per Pupil Unit State Aid	\$7,617.11	\$7,753.20	\$7,921.92	\$8,064.54	\$8,210.02	\$8,358.40	
Total General Education State Aid	4,651,431	4,763,569	5,012,989	5,119,371	5,260,979	5,406,215	
Pension Adjustment Revenue - begin FY19							
Member Salaries Prior Year	3,064,259	3,125,545	3,188,055	3,479,694	3,549,288	3,620,274	
Pension Adjust Rate	0.0145	0.0125	0.0125	0.0125	0.0125	0.0125	
Pension Adjustment Revenue	44,432	39,069	39,851	43,496	44,366	45,253	
EL (English Learner) Revenue							
Prior Year EL Eligible ADM	18	38	55	50	50	50	
Current Year EL Eligible ADM	38	55	50	50	50	50	
ADM Served	516	519	534	539	544	549	
EL Revenue	46,075	67,540	62,812	88,750	88,750	88,750	
Concentration Portion	0.0727	0.1060	0.0936	0.0928	0.0919	0.0911	
EL Concentration Revenue	10,348	22,098	17,750	25,409	25,176	24,947	
Total EL Aid	56,422	89,638	80,562	114,159	113,926	113,697	

Twin Cities Academy
Long Range Budget Projection Model
5/9/2025

5/9/2025

	Actual	Revised	Budget Projections			
	516	519	534	539	544	549
Enrollment	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
	70%	70%	58%	58%	58%	58%
<u>Compensatory Revenue</u>	<u>actual</u>	<u>actual</u>	<u>actual</u>	<u>estimate</u>	<u>estimate</u>	<u>estimate</u>
A: Number of Students prior yr. (fall)	512	523	547	534	539	544
B: Number of Free Lunch Students prior yr.	296	321	272	266	268	271
C: Number of Reduced Lunch Students prior yr.	63	43	46	45	45	46
D: Adjusted Counts = 100% Free, 50% Reduced Allowance	327.50	342.50	295.00	287.99	290.69	293.38
H: Initial Revenue = aid at per pupil amount *G	989,659	1,083,681	1,078,505	1,051,078	1,083,726	1,117,257
Miscellaneous Adjustment (Rounding)	(85)	(7)	(12)	0	0	0
I: Short Year Factor	1	1	1	1	1	1
Calculated Compensatory State Revenue	989,574	1,083,674	1,078,493	1,051,078	1,083,726	1,117,257
<u>Building Lease Aid</u>						
ADM Including PSEO	516	540	555	560	565	570
WADM Including PSEO	610.66	639.60	658.00	660.00	666.00	672.00
Building Lease Expense	1,110,453	1,110,347	1,037,828	1,037,828	1,037,828	1,037,828
Lease Aid at per WADM as per state cap - \$1,314	802,402	840,434	864,612	867,240	875,124	883,008
Aid at 90% of Lease	999,408	999,312	934,045	934,045	934,045	934,045
90% of lease payment-per pupil unit	1,637	1,562	1,420	1,415	1,402	1,390
Lesser of WADM cap of \$1,314 or 90% of lease payment	802,402	840,434	864,612	867,240	875,124	883,008
Estimated Proration of Lease Aid Revenue	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total Prorated Building Lease Aid Revenue	802,402	840,434	864,612	867,240	875,124	883,008
Lease Aid Revenue per WADM (before proration)	1,314	1,314	1,314	1,314	1,314	1,314
Lease Aid per WADM needed to cover expense @ 90% (Max \$1,314)	1,637	1,562	1,420	1,415	1,402	1,390
How many more WADM would we need to maximize lease aid?	150	121	53	51	45	39
<u>Long-Term Facilities Maintenance Revenue</u>						
Revenue per Adjusted Pupil Unit	132	132	132	132	132	132
Total Long-Term Facilities Maintenance Revenue	80,607	81,101	83,530	83,794	84,586	85,378
<u>Special Education Revenue</u>	<u>estimate</u>	<u>estimate</u>	<u>estimate</u>	<u>estimate</u>	<u>estimate</u>	<u>estimate</u>
State Special Education Aid (includes tuition billing)	2,140,180	2,752,994	3,100,527	3,167,673	3,243,681	3,321,585

Twin Cities Academy
Long Range Budget Projection Model
5/9/2025

5/9/2025

	Actual 516 2023-2024	Revised 519 2024-2025	Budget Projections			
			534 2025-2026	539 2026-2027	544 2027-2028	549 2028-2029
Enrollment						
General Fund Revenue Summary and Projections						
State Aids						
General Education Aid	4,644,847	4,763,569	5,012,989	5,119,371	5,260,979	5,406,215
Pension Adjustment Revenue - begins FY19	44,432	39,069	39,851	43,496	44,366	45,253
EL Revenue	56,422	89,638	80,562	114,159	113,926	113,697
Declining Enrollment Revenue	0	0	0	0	0	0
Compensatory Revenue	989,574	1,083,674	1,078,493	1,051,078	1,083,726	1,117,257
Subtotal	5,735,275	5,975,950	6,211,895	6,328,105	6,502,997	6,682,422
EL Cross-Subsidy Aid (FY22-FY25)	580	580	0	0	0	0
Q Comp	133,120	133,120	133,120	137,756	139,046	140,336
Endowment Aid	30,333	30,333	30,333	30,333	30,333	30,333
Long-Term Facilities Maintenance Revenue	80,607	81,101	83,530	83,794	84,586	85,378
Building Lease Aid	814,956	840,434	864,612	867,240	875,124	883,008
Special Education Aid (State and Tuition Billing)	2,140,029	2,752,994	3,100,527	3,167,673	3,243,681	3,321,585
ADSI\$	0	0	0	85,870	87,588	89,339
Gen Ed. to Defray	(65,000)	(65,000)	(65,000)	(65,000)	(65,000)	(65,000)
AP/ACT Exam and Concurrent Enrollment Aid	4,310	2,000	2,000	2,000	2,000	2,000
School Library Aid	20,000	20,000	20,000	20,000	20,000	20,000
School Support Personnel Aid	20,000	20,000	20,000	20,000	20,000	20,000
READ Act Literacy Aid (one-time FY25)	0	20,889	0	0	0	0
READ Act Teacher Training (one-time FY25)	0	18,859	0	0	0	0
Other State Aid	0	0	0	0	0	0
Prior Year Adjustments	67,364	0	0	0	0	0
Total State Aids	8,981,574	9,831,260	10,401,017	10,677,771	10,940,354	11,209,401
Other Revenue						
Federal Special Ed	135,564	126,944	129,989	127,870	133,065	138,443
Federal Title	192,884	204,211	198,653	185,646	183,528	181,398
Employee Retention Credit - amount spent on supplies/equipment	487,730	0	0	0	0	0
Employee Retention Credit - amount not spending due to enrollment los	95,000	0	0	0	0	0
ESSER III 160	172,637	0	0	0	0	0
ESSER III 161	150,014	0	0	0	0	0
Homeless Children and Youth Grant 159	775	0	0	0	0	0
Reimbursements from other Districts for Athletics	99,932	112,709	91,981	104,766	104,766	104,766
Fees from Students	23,859	24,007	29,701	24,979	20,211	15,397
Fees from Students for Athletics	21,589	35,000	36,012	36,349	36,686	37,023
Band fundraising	0	2,547	2,620	2,645	2,669	2,694
Contributions and Gifts	2,274	5,000	5,000	5,000	5,000	5,000
Interest Revenue	0	30,000	0	0	0	0
Miscellaneous Income	23,816	0	0	0	0	0
Total Other Revenue	1,406,074	540,418	493,956	487,255	487,195	519,879
Total General Fund Revenue	10,387,648	10,371,678	10,894,973	11,165,026	11,427,550	11,729,280

Twin Cities Academy						
Long Range Budget Projection Model						
5/9/2025						
			5/9/2025			
	Actual	Revised	Budget Projections			
Enrollment	516	519	534	539	544	549
	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
<u>Inflation Calculations</u>						
Salaries & Benefits	3.25%	2.0%	2.0%	2.0%	2.0%	2.0%
Other costs	2.0%	2.0%	3.0%	2.0%	2.0%	2.0%
General Fund Expenditure Calculations						
<u>Budget Calculations</u>						
Salaries & Wages	2,659,593	2,760,859	2,763,203	2,818,467	2,874,836	2,932,333
READ Act Teacher Training (reimbursed 100%)		18,859	0	0	0	0
<u>Employer Paid Benefits</u>						
FICA taxes	192,134	212,648	232,633	215,613	219,925	224,323
Retirement (TRA/PERA)	221,171	229,600	272,091	277,500	283,100	288,800
Health Insurance	253,302	274,273	274,222	287,700	301,500	315,500
Life Insurance	3,091	8,505	8,755	8,900	9,100	9,300
Dental Insurance	25,266	27,510	28,325	28,900	29,500	30,100
Short-Term and Long-Term Disability	16,360	23,940	24,720	25,200	25,700	26,200
VEBA Health Savings Account	42,099	50,800	48,092	49,100	50,100	51,100
Workers Comp	12,215	26,800	14,572	14,900	15,200	15,500
Unemployment Insurance	4,024	11,300	11,639	11,900	12,100	12,300
Total Employee Benefits	769,662	865,376	915,048	919,713	946,225	973,123
Q Comp Expenditures	111,862	133,120	133,120	137,756	139,046	140,336
Contracted Services	290,108	498,199	459,519	468,709	478,083	487,645
Marketing	42,165	25,000	25,000	25,000	25,000	25,000
Communications Services	26,029	25,692	26,928	27,744	28,560	29,376
Postage	3,258	4,896	5,150	5,304	5,508	5,712
Utilities	162,791	204,000	210,120	214,322	218,609	222,981
Property & Liability Insurance	29,000	29,580	31,312	32,232	33,150	34,170
Repairs and Maintenance	59,083	77,000	81,576	83,946	86,394	88,944
Contracted Transportation	668,094	730,000	750,000	764,570	779,417	794,466
Staff Training, conferences, and tuition reimbursement	5,126	5,000	7,350	7,497	7,647	7,800
Student Activities - Field Trips (Admissions & Transportation)	12,924	39,900	42,300	43,500	44,800	46,100
<u>Building Rent - See Detailed Rent Schedule</u>						
2015 Bonds Issued - Principal and Interest	996,740	996,940	924,740	924,740	924,740	924,740
Annual fees for Issuer (.25% of first \$10M, .125% remainder)	30,531	30,225	29,906	29,906	29,906	29,906
Annual fees for trustee, accounting and audit, rating fee, other	23,182	23,182	23,182	23,182	23,182	23,182
Capital Repair & Replacement Account funding - Caps at 750k	60,000	60,000	60,000	60,000	60,000	60,000
Total Building Rent	1,110,453	1,110,347	1,037,828	1,037,828	1,037,828	1,037,828

Twin Cities Academy
Long Range Budget Projection Model
5/9/2025

5/9/2025

	Actual	Revised	Budget Projections			
	516	519	534	539	544	549
	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Enrollment						
Short Term Rentals/Leases	5,456	10,010	10,310	10,516	10,726	10,941
General Non-Instructional Supplies	139,927	80,000	104,769	107,814	110,976	114,240
Maintenance Supplies	30,472	30,000	30,900	31,518	32,148	32,791
Computer Software/Licensing (non-instructional)	35,227	36,516	38,728	39,882	41,106	42,330
Instructional Supplies, Textbooks, and Software	92,737	58,854	62,400	64,200	66,100	68,000
Assessments/Testing	18,652	26,000	27,600	28,400	29,200	30,100
Library Media	180	500	500	500	500	500
Equipment / Furniture	75,769	15,000	10,000	10,000	10,000	10,000
Tech, Furniture, Curriculum funded by ERC	412,618	0	0	0	0	0
Technology Equipment	0	220,000	10,000	60,000	60,000	60,000
Technology Leases (copier)	35,396	36,720	37,822	0	0	0
Capital Lease - Principal (computers)	25,389	0	0	56,506	56,506	56,506
Capital Lease - Interest	1,732	0	0	1,263	1,263	1,263
Dues and memberships	42,946	41,900	44,400	45,700	47,000	48,400
Scholarships	1,000	1,000	1,000	1,000	1,000	1,000
Band	4,218	5,000	5,150	5,305	5,464	5,628
Athletics - HS (40% Reimbursed from participating schools)	161,365	160,000	165,000	165,000	165,000	165,000
Athletics - MS	11,664	16,000	16,480	16,810	17,146	17,489
Online Learning	12,863	0	0	0	0	0
After School Program	0	10,000	10,000	10,000	10,000	10,000
Transfer to Fund 02	0	0	0	0	1,269	35,157
Federal Special Ed Expenditures	135,564	126,944	129,989	127,870	133,065	138,443
Federal Title Expenditures	189,674	204,211	198,653	185,646	183,528	181,398
ESSER III 160						
ESSER III Salaries	138,933	0	0	0	0	0
ESSER III Benefits	33,704	0	0	0	0	0
ESSER III Purchased Services	0	0	0	0	0	0
ESSER III Supplies and Materials	0	0	0	0	0	0
ESSER III Equipment and Technology	0	0	0	0	0	0
Total ESSER III 160	172,637	0	0	0	0	0
ESSER III 161						
ESSER III Salaries	108,992	0	0	0	0	0
ESSER III Benefits	9,106	0	0	0	0	0
ESSER III Purchased Services	28,108	0	0	0	0	0
ESSER III Supplies and Materials	2,914	0	0	0	0	0
ESSER III Dues and Memberships	900	0	0	0	0	0
Total ESSER III 161	150,020	0	0	0	0	0

Twin Cities Academy
Long Range Budget Projection Model
5/9/2025

	5/9/2025					
	Actual	Revised	Budget Projections			
Enrollment	516	519	534	539	544	549
	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Homeless Children and Youth Grant 159						
Homeless Supplies and Materials	775	0	0	0	0	0
Total Homeless 159	775	0	0	0	0	0
Total ALL Fund Expenditures excluding State Special Ed.	7,706,428	7,606,484	7,392,155	7,554,518	7,687,100	7,855,000
Special Education - State						
Special Ed Salaries & Wages	1,325,388	1,649,959	1,876,390	1,913,918	1,952,196	1,991,240
Special Ed. Employer-Paid Benefits						
FICA taxes	106,425	126,222	153,344	146,415	149,343	152,330
Retirement (TRA/PERA)	106,740	132,900	179,353	182,940	186,599	190,331
Health Insurance	119,728	156,450	175,484	184,259	193,471	203,145
Life Insurance & ADD	1,877	2,415	2,781	2,837	2,893	2,951
Dental Insurance	13,563	17,745	16,923	17,261	17,607	17,959
Short-Term and Long-Term Disability	9,201	12,075	14,111	14,393	14,681	14,975
VEBA Health Savings Account	23,946	31,290	30,777	31,393	32,020	32,661
Workers Comp	0	7,140	9,605	9,797	9,993	10,193
Unemployment Insurance	0	3,774	4,429	4,518	4,608	4,700
Total Special Ed. Employee Benefits	381,481	490,011	586,807	593,812	611,216	629,244
Special Ed Student Contracted Services	334,738	406,975	431,300	444,000	457,100	470,500
Special Ed Transportation	263,783	270,700	286,900	295,400	304,100	313,000
Homeless Student Transportation	76,231	78,200	82,900	85,300	87,800	90,400
Special Ed Instructional Supplies	1,180	0	0	0	0	0
Special Ed Technology / Equipment	0	0	0	0	0	0
Total State Special Ed Expenditures	2,382,801	2,895,845	3,264,297	3,332,429	3,412,412	3,494,384
ADSIS						
ADSIS Salaries	0	0	117,428	119,777	122,172	124,616
ADSIS Benefits	0	0	38,700	39,474	40,263	41,069
Total ADSIS	0	0	156,128	159,250	162,435	165,684
Subtotal General Fund Expenditures	10,089,229	10,502,329	10,812,580	11,046,197	11,261,947	11,515,068
Transfer out to Food Service Fund			0	0	1,269	35,157
Total General Fund Expenditures	10,089,229	10,502,329	10,812,580	11,046,197	11,263,216	11,550,225
Beginning Fund Balance, General Fund	2,712,169	3,010,588	2,879,939	2,962,332	3,081,162	3,245,497
Net Income (deficit), General Fund	298,419	(130,649)	82,394	118,830	164,334	179,055
Ending Fund Balance, General Fund	3,010,588	2,879,939	2,962,332	3,081,162	3,245,497	3,424,552
Fund Balance Percentage of Annual Total Expenditures	29.8%	27.4%	27.4%	27.9%	28.8%	29.6%

Twin Cities Academy
Long Range Budget Projection Model
5/9/2025

5/9/2025

	Actual	Revised	Budget Projections			
Enrollment	516	519	534	539	544	549
	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Food Service Fund						
Revenue						
State & Federal Revenues - Lunch	201,773	192,152	197,706	199,557	201,408	203,259
State & Federal Revenues - Breakfast	62,896	56,565	58,200	58,745	59,290	59,835
Commodities	23,960	21,736	22,365	22,574	22,783	22,993
Emergency Operating Funds	18,120	0	0	0	0	0
Sales of Breakfast and Lunches	755	1,250	1,286	1,298	1,311	1,323
Subtotal Food Service Fund Revenue	307,505	271,704	279,557	282,175	284,792	287,410
Transfer in from General Fund	0			0	1,269	35,157
Total Food Service Revenue	307,505	271,704	279,557	282,175	286,061	322,567
Expenditures						
Salaries and benefits	94,214	100,728	103,639	104,610	105,580	106,550
Purchased Services	1,555	872	897	905	914	922
Supplies & Equipment	1,614	2,395	2,465	2,488	2,511	2,534
Food and Milk	185,070	170,675	184,388	186,115	187,841	189,567
Commodities	23,960	21,736	22,365	22,574	22,783	22,993
Total Food Service Expenditures	306,413	296,406	313,753	316,691	319,629	322,567
Beginning Fund Balance, Food Service Fund	125,891	126,983	102,281	68,084	33,568	(0)
Net Income (deficit), Food Service Fund	1,092	(24,702)	(34,196)	(34,517)	(33,568)	0
Ending Fund Balance, Food Service Fund	126,983	102,281	68,084	33,568	(0)	(0)
Total All Funds						
Total Revenue, All Funds	10,695,153	10,643,382	11,174,530	11,447,201	11,713,611	12,051,846
Total Expenditures, All Funds	10,395,642	10,798,735	11,126,333	11,362,888	11,582,845	11,872,792
Total Beginning Fund Balance, All Funds	2,838,061	3,137,572	2,982,219	3,030,417	3,114,730	3,245,496
Net Income (deficit), All Funds	299,511	(155,353)	48,196	84,312	130,765	179,054
Total Ending Fund Balance, All Funds	3,137,572	2,982,219	3,030,415	3,114,729	3,245,495	3,424,551
Fund Balance to Total Expenditures	30.2%	27.6%	27.2%	27.4%	28.0%	28.8%
Debt Service Coverage Ratio - Target 111%-120%						
Based on annual surplus	183%	114%	114%	123%	128%	133%
Days Cash on Hand						
Bonds require 60 days	92	84	84	84	86	89

