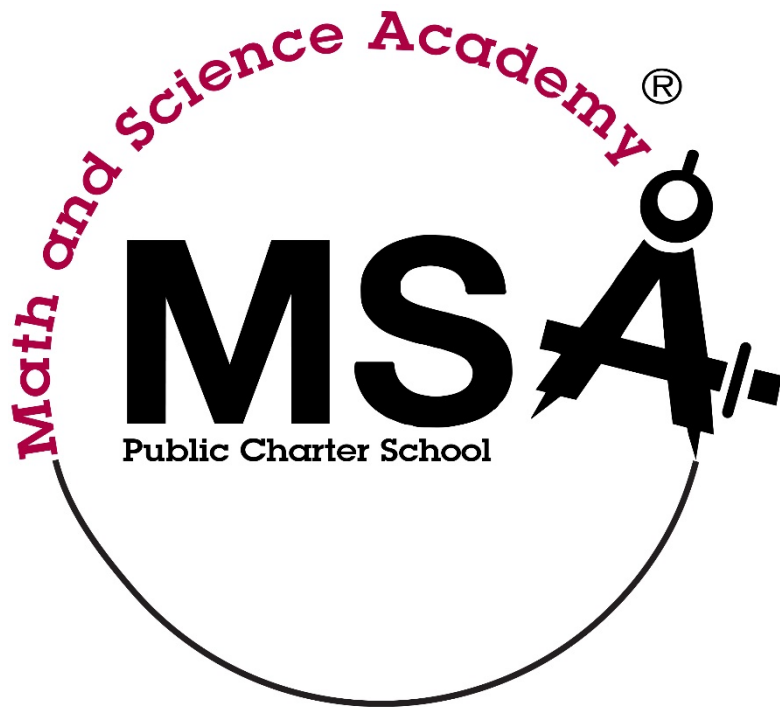


MATH & SCIENCE ACADEMY

BOARD OF DIRECTORS PACKET
OCTOBER 18, 2021



**Board of Directors
Math & Science Academy
Monday, October 18th, 2021**

Woodbury YMCA, 2175 Radio Drive, Woodbury - Thrivent Community Room

Virtually (<https://youtu.be/WJPzL4FUmMQ>)

BOD packet on MSA website

1. 5:00PM - 6:00PM Workshop Agenda

- A. Director Search Question / Answer (Anderson) - 20 mins
- B. Reminder on Board required training (Ellingson) - 5 mins
- C. Dev. of Parent and Family Engagement Policies for Title I Programs - (Dodge) 15 mins

2. 6:15PM BOD Meeting Call to Order by Chair

Mission: We provide accelerated curricula in all subjects, with an emphasis on math and science.

Vision: To be an innovative, sustainable model of academic excellence that creates well-rounded, lifelong learners and global citizens.

3. Roll Call of Members Voting:

Dan Ellingson, Chair	Jennifer Bartle, Secretary	Michelle Kurkoski
Maggie Burggraaff, Vice Chair	Erik Fair	Annie Cardenas
Cody Schniepp, Treasurer	Jeff Eng	Sandi Overson
Non-voting: Sydney Weschke, Student Member		

4. Approval of Agenda - 5 min

Conflict of Interest Statement

5. Open Forum - 5 mins / person allotted

6. Approval of Minutes - 5 min

7. Student Representative Update - 5 min (Weschke)

8. Executive Director's Report - 10 min (Dodge)

9. Chair's Report - 5 min (Ellingson)

10. Reports from Board Committees and Subcommittees

Board Sub Committees:

Annual Fund (AFC) (Cardenas)
Communications Advisory (Burggraaff)
Director Search (Anderson)
Elections (Schniepp)
School Expansion Possibilities (Fair)
Personnel (Ellingson)
Policy (Kurkoski)

Board Committees:

Academics (Kurkoski)
Finance (Schniepp):
Approval of Financials

11. Consent Agenda - 5 min

- A. Approve 2020-2021 Annual Report to Authorizer
- B. Authorize Advisory Committee for World's Best Workforce

12. Old or Unfinished Business - 5 min

- A. Annual review Policy 506 and 616 - no changes (Kurkoski)
- B. Approve revised goal #6 from the goals in our current authorizer contract (Dodge)

13. Items for Discussion and Decision (discussion leader) - 30 min (Ellingson)

- A. BOD elections (Schneipp) - 5 min
- B. Permanent Director approval (Anderson) - 10 min
 - a. Salary Schedule for Administration
 - b. Director's Job Advertisement
 - c. Director's Job Description
 - d. Director's Contract
- C. Updated enrollment numbers (Dodge) - 5 min
- D. Strategic Plan Update (Ellingson) - 5 min
- E. Interim Director Mid-Year Evaluation (Ellingson) - 5 min

14. Future BOD Meeting and Workshop Agenda Items - 5 min

- A. Strategic Plan Review (3-4Q 2021)
- B. Give to the Max Day Nov 18, 2021
- C. Approval of staff contract format (1Q 2022)
- D. Diversity, Equity and Inclusion (Priority for 2021-22 year)
- E. Building/grounds report - November BOD (Dodge)

15. Meeting Plus / Minus - 5 mins (Ellingson)

16. Next meeting November 15th, 2021. Workshop 5PM and Meetings 6:15PM

17. Motion to Adjourn

Submitted:

Approved:

DRAFT - NOT YET APPROVED

**Board of Directors
Workshop Minutes
Math & Science Academy
Monday, September 20, 2021
Building A and Remotely
8430 Woodbury Crossing, Woodbury, MN 55125**

Call to Order by Dan Ellingson at 5:00 pm

Members Present:

Voting:

Dan Ellingson, Chair
Maggie Burggraaff, Vice Chair
Cody Schniepp, Treasurer
Jennifer Bartle, Secretary
Michelle Kurkoski
Annie Cardenas
Jeff Eng
Erik Fair
Sandi Overson

Non-voting:

Cecelia Dodge, Interim Director
Sydney Weschke, Student Member

Absent:

Voting:

Non-Voting:

Jenny Abbs, BKDA, Contracted Financial Manager (ex officio)

Discussion:

15 mins (Dodge/Ellingson) MSA will review our strategic plan every 3 years. The Board of Directors met on September 9th to discuss our strategic plan. Governance training was also discussed at that meeting. There is a timeline attached to the board notes, that shows the Board's next steps - we will review the timeline. The survey will be administered by Administration (by next week-Sept 27) Stakeholders groups would be formed and each Board member would be responsible for introducing the stakeholder event. World's Best Work Force (WBWF) will be folded into this plan as well. The WBWF is due December 15, 2021.

Q: WBWF - Will things that come out of the WBWF feed into the strategic plan process?

Administration wanted to do both at the same time because they are similar, but different.

Another clarification - WBWF has to be submitted, but we can continue with the strategic plan going forward.

Q: What is the difference between the survey and the focus group?

The survey is one dimensional. A focus group can discuss and go deeper because there are different ways to respond. The questions asked will be around "what's working?"

DRAFT - NOT YET APPROVED

Q: Can we continue to add things to our strategic planning? Yes!

Q: In the past, we haven't had the chance to be innovative....not external - only internal. Will we have a chance to learn from outside? From successful charter schools?

A few other thoughts: Should we tackle this with the expansion committee? Let's talk as far as governance. Who are we holding ourselves accountable to? How will the Administration be held accountable?

b. Data Privacy Training - external consultant - 30 mins (Ellingson)

Christian Shafer
Ratwik, Roszak & Maloney, P.A.

Included worksheets.

Workshop was adjourned at 6:00 pm

Submitted and Approved:
Jennifer Bartle, Secretary

DRAFT - NOT YET APPROVED

**Board of Directors
Meeting Minutes
Math & Science Academy
Monday, September 20, 2021
Building A and Remotely
8430 Woodbury Crossing, Woodbury, MN 55125**

1. Call to Order by Dan Ellingson at 6:15 pm

Vision and Mission read by Sydney Weschke.

2. Roll Call of Members

Present:

Voting:

Dan Ellingson, Chair
Maggie Burggraaff, Vice Chair
Cody Schniepp, Treasurer
Jennifer Bartle, Secretary
Michelle Kurkoski
Annie Cardenas
Jeff Eng
Erik Fair
Sandi Overson

Non-voting:

Cecelia Dodge, Interim Director
Sydney Weschke, Student Member

Absent:

Voting:

Non-voting:

Jenny Abbs, BKDA, Contracted Financial Manager (ex officio)

3. Approval of Agenda

Conflicts of Interest: None

Motion to approve the agenda as amended.

Moved by: Dan Ellingson Second: No Second

Vote: 9-yes 0-no 0-abstain

The motion carries.

4. Open Forum

None

5. Approval of Minutes.

a. Motion to approve the BOD Workshop and Meeting, August 16, 2021.

Moved by: Dan Ellingson Second: Annie Cardenas

DRAFT - NOT YET APPROVED

Discussion:

Under Item 9, Committee Reports, change “executive assistant” to “administrative support staff”.
Misspelled Ms. Cecelia Dodge.

Another correction by Michelle - written for Jennifer to correct.

Vote: 9-yes 0-no 0-abstain

The motion carries.

6. Chair’s Report

Mr. Ellingson noted that the external investigation is still ongoing. He is getting regular updates and will share when they can. The Board conducted a session on September 9. The session covered governance and strategic planning. The strategic plan is required to be updated every 3 years.

7. Director’s Report

Ms. Dodge provided the update. Mask compliance has been going well. Recommend that masks are required until the younger kids can be vaccinated.

Q: What is the status of removing masks? Vaccines will most likely be approved. Cecelia is watching what other schools are doing. If several weeks go by with no cases, then perhaps we can remove those masks. We’re looking at December/January. 75% of the students that have Covid are not sick, but had a positive test. Washington County positivity rate is coming down. Teachers want to be at school. We don’t want lock downs. MSA is going to offer a voluntary testing site here at MSA. Mask breaks are really good for the kids. They like the breaks.

Back to school highlights

- **Most positions were filled for the start of school year**
- **98.5% of staff vaccinated**
- **Students excited to be back and very engaged**
 - **Sports teams are full!**
 - **Biggest cross country team in our conference**
 - **Varsity, JV and C - three levels of volleyball - won our first match**
 - **Practicing for a fall musical - High School Musical**

COVID dashboard for the first three weeks of school

DRAFT - NOT YET APPROVED

Week	Confirmed COVID cases	Confirmed cases in staff	Confirmed cases in students	Number of cases contracted out of school	Number of cases contracted in school	Number of people quarantined due to close contact	Number of staff quarantined due to close contact	Number of students quarantined due to close contact
8/30/2021	2	0	2	2	0	0	0	0
9/6/2021	1	0	1	1	0	2	0	2
9/13/2021	1	0	1	1	0	1	0	1

Student Achievement 2020-2021**AP Tests:**

MSA has some of the most impressive AP results in Minnesota.

- MSA had 96 total AP students last year out of 294 students in grades 9 through 12.
- MSA students took a total of 146 total AP exams in the spring of 2021.
- 83.33% of MSA AP students (94 students) received a score of 3 or higher on the 2021 AP exams.
- 25% of MSA AP students (24 students) received the top score of 5 on their 2021 AP exams.

MCA Tests:

Schoolwide proficiency ratings exceeded proficient MSA compared with state: MSA students exceeded the proficient score at twice the rate of the state average in math and science. Thirty percent of MSA students exceeded the proficient score in math compared with 15% state average. Fifteen percent of MSA students exceeded proficiency as compared with 8% state 12 average. And 40% of MSA students exceeded the proficient score, as compared with 15% of students exceeding proficient statewide.

We continue to be ranked among top schools in the state. US News has again ranked MSA as the top secondary school in MN in 2021 as it has for most recent years. Niche has again rated us best middle school and second best public high school in Minnesota number one middle school in Minnesota and best high school teachers in Minnesota.

ACT Test:

51 out of 57 students in 11th grade took the ACT test in spring 2021. The mean ACT score was 25.4.

PSAT Test:

Due to Covid and distance learning. The PSAT was offered to 10th and 11th grade students only last year. There were 38 11th grade students who took the PSAT last fall. The average score for 11th grade students was 1156. 89% of the 11th grade students who took the PSAT met both the ERW and Math benchmarks.

DRAFT - NOT YET APPROVED

There were 43 total 10th grade students who took the PSAT last fall. The average score of 10th grade students was 1150. 84% of the 10th grade students who took the PSAT met both the ERW and Math benchmarks.

MSA has two students who have qualified as Semifinalists for the National Merit Scholarships based on the 2020 PSAT score.

Strategic planning - MSA's 2021-22 approach

a. Satisfy different requirements and obligations with one approach

- i. Current plan is overdue for updating**
- ii. World's Best Workforce**
- iii. Necessary for other new/newish endeavors: Eligibility for COVID grants, Title I, etc.**
- iv. Strong commitment to hear from our families and students**

b. Extra comprehensive planning is needed due to these factors:

- i. Pandemic**
- ii. Investigation and student petition**
- iii. Turnover of significant numbers of staff,**
- iv. Welcoming many new students, new families, increased diversity**
- v. Entirely new administration**
- vi. To attract high quality administrators and staff**
- vii. To guide MSA in providing high quality education to all students**

8. Student Representative Communication and Update

No updates.

9. Reports from Board Committees, Activities Director and Task Forces

Board Committees:

Mr. Ellingson reminded others that committees are required to practice open meeting law. Subcommittees do not need to follow it.

Annual Fund (AFC) (Cardenas): Report submitted. Designate where funds are to be used. There was a donation of \$23,000 from a grandparent.

Communications Advisory Committee (Burggraaff): Report submitted. The purpose of the committee will change from "create and maintain" to "advise".

Director Search (Anderson): Report submitted.

Elections (Schniepp): Report submitted.

School Expansion Possibilities (Fair): Report submitted.

Personnel (Cardenas): Report submitted.

Policy (Kurkoski): No report submitted.

DRAFT - NOT YET APPROVED

Academics (Kurkoski): Report submitted. Enrollment changes are still occurring.

Finance (Schniepp): Report submitted. Board discussed PTO usage and that it should remain consistent with quarantine. There are still line items that are projections such as salaries. Once all the staff is confirmed, it will be more accurate.

Motion to approve Financial Report.

Moved by: Dan Ellingson Second: Cody Schniepp

Discussion:

Q: Do teachers need to use their PTO days if they are quarantined? Cecelia looked into this with other charter school policy and decided - yes, staff would have to use their PTO days.

Vote: 9-yes 0-no 0-abstain
The motion carries.

10. Consent Agenda

- A. YMCA Contract
- B. Contract, Sue Hooper, Developmental Adaptive Physical Education (DAPE)
- C. Annual Review: 413 Harassment and Violence Prohibition Policy - no change

Motion to approve consent agenda.

Moved by: Maggie Burggraaff Second: Annie Cardenas

Discussion:
None

Vote: 9-yes 0-no 0-abstain
The motion carries.

11. Old or Unfinished Business**a. Revised SAM Goals (Dodge)**

Discussion:

Ms. Dodge provided an update. Back in spring, MDE was going to get rid of policy data on growth factor in the MCA test from reading and math under state assessment. Goal 1 & 2 will remove the former growth goal because there won't be any data. Goal 2 will be covered by FastBridge data.

Goal 6 was changed to include three largest non-white student groups. Board discussed the sensitivity of naming specific groups, recruitment, and better inclusive language. Ms. Dodge will follow up with legal and research other schools.

Motion to approve recommended goal changes except goal 6.

Moved by: Dan Ellingson Second: Sandi Overson

Vote: 9-yes 0-no 0-abstain
The motion carries.

Board recessed at 7:34 pm.
Board resumed at 7:41 pm.

12. Items for Discussion and Decision

DRAFT - NOT YET APPROVED**A. Annual report due to Oct 1**

Discussion:

Ms. Dodge provided an update. The report is not ready for the board but it will be ready by the due date. Board approval is not required.

B. Conflict of Interest due to SAM Oct 1

Discussion:

Boards will sign the form and turn it into Ms. Dodge.

C. World's Best WorkForce

Discussion:

Ms. Dodge will send a letter to parents and students inviting them to participate in the WBWF Advisory Committee. Meetings will be virtual.

D. Teacher BOD Election Discussion

Discussion:

There will be a nomination process and voting. Another board member who is not running will help verify results. It is the same process as done last year. It will be ready for the October Board meeting.

Motion to approve the election timeline.

Moved by: Cody Schniepp Second: Jeff Eng

Vote: 9-yes 0-no 0-abstain

The motion carries.

Discussion:

Mr. Schniepp provided background on the purpose of this election. A teacher was nominated and then left. So the board decided to put in an interim. Election is to fill the position.

13. Future BOD Meeting and Workshop Agenda Items

- a. Governance Training - Started Sept 9, 2021 (Fall 2021)
- b. Strategic Plan Review (3-4Q 2021)
- c. Give to the Max Day Nov 18, 2021
- d. Approval of staff contract format (1Q 2022)
- e. Diversity, Equity and Inclusion (Priority for 2021-22 year)

14. Meeting Plus/Minus

Discussion:

Mr. Ellingson noted that other boards have this item on the agenda,

Plus:

- Members got materials into the board packet on time.
- Put page numbers on the agenda.
- Data Privacy training was good.

15. Dates and Times of Upcoming BOD Workshops and Meetings:

- a. BOD Workshop, October 18, 2021 at 5:00 pm
- b. BOD Regular Meeting, October 18, 2021 at 6:15 pm

DRAFT - NOT YET APPROVED

15. Motion to adjourn at 8:03 pm.

Moved by: Michelle Kurkoski

Second: Cody Schniepp

Vote: 9-yes 0-no 0-abstain
The motion carries.

Submitted:

Ia Xiong, Board Recorder

Approved:

Jennifer Bartle, Secretary

Interim Executive Director's Report

EDUCATIONAL LEADER

- Have introduced a process to intervene early when students are earning Ds and Fs. Teacher, student, and parent/s jointly planning interventions and improvements. This is linked to our policy on student eligibility for extracurricular activities, 510.1.

CHIEF OPERATING OFFICER OF THE SCHOOL

- As directed by the Board, one full month into strategic planning with the goal of finalizing a plan by early December for Board approval December 13.
- Attended Finance, Annual Fund, Communications, Academics and PTO committee meetings in October.

PERSONNEL MANAGEMENT

- Personnel evaluation system is in place. Assistant Directors are completing goal setting meetings and classroom observations.
- Holding twice-weekly administration meetings to coach and mentor Assistant Directors.
- Holding weekly office meetings to improve processes, communication, and coordination.

FACILITIES MANAGEMENT (SECURITY AND SAFETY MANAGEMENT)

- Have increased the number of staff and students employed as parking lot attendance to increase safety and efficiency of student drop off and pick up.

FINANCIAL MANAGEMENT

- Prompted by the impending departure of our business manager, the Executive Director is proactively planning for the transition and digging deeper into some of our processes and exploring ways to streamline them. Examples already in process:
 - Looking into electronic timekeeping for hourly staff. Currently paper time sheets are labor intensive and prone to error.
 - Bergan is sharing what other schools do to eliminate the use of Purchase Orders while still tracking staff expenditures.

STUDENT SERVICES

- Actively continuing implementation of PBIS
- Planning implementation of a social emotional learning curriculum in November

ORGANIZATIONAL MANAGEMENT

- Student data excellence - All MN school districts were informed in October 2018 that they must report all student data through a new reporting system, Ed-Fi by the 22-23 school year. Ed-Fi will help in reporting expanded racial and ethnic demographic student data. MSA onboarded in January 2019 along with approximately 20% other MN districts. MSA was the first of just a few districts - and THE FIRST charter school - to get to production using Skyward. MSA is on track to become certified for this Fall's data.

COMMUNICATION AND INTERACTION

Search Committee #8 Agenda
10.04.21 at 5 pm
Room 5C

Members: Lisa A, Jennifer L, Heather K, Joell P, Jennifer B, Jeff E

1. Update from Hiring TF (Jennifer L)
 - a. We are working on the application questions to be aligned with the survey results
 - b. Trying to get a subcommittee to create the criteria for scoring
2. Update from the Values Clarification TF (Heather K)
 - a. Done with the TF
 - b. Did not go out to the community at the time we wanted
 - c. Majority of the Community gave us 4/5s
 - d. Majority of the Community said small class size/small school feel is the most important (46% has that as a 5)
 - e. What are the other elements that create a small school community?
 - f. Online information about clubs needs to be updated and needs to be communicated clearly because people don't feel that they can access the information
 - g. Main takeaways: They want to be here, Community piece,
 - h. What does Excellence mean? What does Accelerated Curricula and community actually mean?
 - i. Values need to be elaborated on and that we need the same understanding for the main values.
 - j. Seeing the Director/Assistant Directors had more 3s but that might be because people might not be at school events
3. Update from the Transition TF (Joell)
 - a. October 14 at 5 pm with Ms. Dodge to see what worked before and what needs to be improved
 - b. The Transition TF will set the meetings and have the meetings approved by the BOD before the hiring date: 1. To ensure that there is access, 2. To make sure that there is time for the Director to work on their own.
 - c. The Transition TF document should continue as a living document and should be a year long.
 - d. Welcoming TF as well
4. Salary Schedule (Lisa)
 - a. The schedule with the administrative experience across the top and the additional leadership experiences on the side will go to the BOD meeting.
 - b. The committee agrees that these documents should go to the BOD workshop and that the salary range should be voted on at the BOD meeting.
 - c. There was no way to make all of the Administrative Salaries fit on one scale without ensuring that the Director would make more.
 - d. Compared to the other charter schools that are most similar to MSA, these recommendations seem good.

5. Job Description (Lisa)
 - a. A few changes were made and will be brought to the October BOD meeting
6. Ad (Lisa)
 - a. A few changes were made and will be brought to the October BOD meeting
7. Budget (Lisa)
 - a. Finance approved the all the budget items, except the video
 - b. Jennifer L will forward information about a contact to Lisa
 - c. Joell was interested in helping to arrange the student interviews.
8. Next Meeting:
 - a. First week of November
 - b. Lisa will coordinate

Topic: Finance meeting

Time: October 11th, 2021 05:00 PM Central Time (US and Canada)

Location Room 5C, Lisa Anderson's Room

Cody Schniepp is inviting you to a scheduled Zoom meeting.

Join Zoom Meeting

<https://zoom.us/j/99258141469?pwd=S2p4UHNyM0lxdGo4aFBnVkdZbzdlZz09>

Meeting ID: 992 5814 1469

Passcode: RY270P

Attendees: Cody S, ~~Dustin R~~, Cecelia D, Ken L, Sandi O, Lisa A, Kate H

1. Budget Updates

- Lower ADMs
 - Original Budget: 507 ADM
 - Revised Budget: 507 ADM
 - Actual: 502.41 ADM
 - Why is it lower? We lost some HS students, but we do not enroll additional HS students during the year.
 - We over-enrolled in MS to try to compensate for this.
 - Cecelia will provide the exact number of students to Cody for the BOD meeting.
- The school's budgeted deficit for the year is \$(129,732). A projected cumulative fund balance of \$2,180,876 or 24.46% of expenditures is anticipated at fiscal year-end.
- Projected Days Cash for the fiscal year-end is 148 Days, which is above the bond covenant requirements of 60 Days
- Projected Debt Service Coverage Ratio is 1.02, which is about the 1.00 bond covenant requirements
- At this point in the year, 25% of the fiscal year has been completed
- Cash balance is \$2,271,265 which includes 1,019,146 of funds that are required to maintain the Cash on Hand bond requirements. This includes the reimbursements from MDE for the FY21 School year.
- Revenues received are at 24.1% so far.
- Expenditures disbursed are at 14.7% so far. They are lower than 25% because during the summer, we don't spend as much.
- Technology hardware is currently at 123% of the budget and needs to be reviewed.
 - Why is it over budget?
 - Mostly because of the Chromebooks. There are still chrome books that were not collected from last year and we had to buy quite a few more. Chromebooks are \$205 a piece and the total cost spent on the new ones is shown in the supplemental. This also partially explains why the tech budget is over.
 - Although many of the new programs that the teachers wanted have been purchased as well.
 - Technology would probably be a good item for the Give To the Max in November.
- Administration and BerganKDV are in the process of reviewing FY 2022 staffing related to budget line items, and this will be provided at the next Finance meeting.

- The Audit fieldwork was completed in September and the Audit will be presented to the BOD in November.
- MSA did receive some allocations for Title I and Title II in FY2022. The Title II application has been submitted to the MDE and is now funded. Title I's application is in process and will be submitted to MDE.
 - We did receive \$6656 in funds from last year, as there is a lag in the funds payable.
 - There is a requirement that we specially engage parents to receive some of the Title I money, and we don't have a specific program for that. This might be something that we should consider in the strategic plan?
- Federal Special Education applications were submitted and approved by MDE.
- Supplement Budgets (KH)
 - Athletic budgets are still high because we have been unable to procure buses for any of the events. This is likely to continue until January at the very earliest.

2. Covid spending (CD)

- The main money for Covid comes from a grant of \$40,000 from MDE for Covid Testing, which we applied for and got. However, since we applied for the testing, the governor has now provided free testing grants which KH has applied so that we don't have to spend that \$40,000 on testing. Hopefully, we can use part of the \$40,000 to hire a para to be in charge of testing and tracking cases.
- The pool tests are here, but we are waiting for a few more families to sign up. We will begin the nasal swipe and pool 5 tests together to see if there is a positive test, this is best for screening. Rapid tests are given by the governor for free. The rapid tests are reliably negative, so if you were in the pool and tested positive, then we can give the rapid tests to that group of 5. Also if a family member is sick, then you get rapid tests to ensure that you are not sick and still come in to work. Hoping to start this at the end of October/beginning of November.
- There is a grant for \$22,000 for Special Education students who are behind because of covid. But we don't have a plan for how this will be used yet.
- Our numbers for Covid are exceptional and we should thank our families and staff for following the rules.
- Staff have to use their PTO for Covid.
- We have lost enrollment in HS, so maybe we could be eligible for some of the Covid money for lost enrollment.

3. Hiring task force update

- A suggestion was made to show the percentages for teachers and admin at regular public schools compared to MSA
- The final bullet point should be .033 raise?
- Look to be competitive with the the future Executive Director
- Should the corrections be parallel between the administration and teachers?
- LA, CD and KH are meeting tomorrow to go over this document
- The costs seem to fit with the budget, but the budget for next year won't be made until next spring.

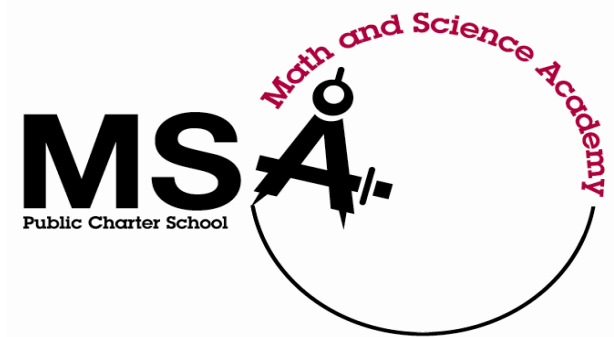
4. Transition plan- Business Manager

- Audit of position description/responsibilities
 - CD has been working with KL to go through all of the requirements and the passwords and what has to be done

- Since we will not have KL here, CD has asked Judith Darling to come in temporarily to make sure that payroll is met.
- What would her salary be? She would just be a consultant with a daily or hourly rate.
- Transition steps
 - Credit Card
 - Payroll

5. Energy audit

- Trane contract is coming due Oct 31
- CD asked Harris (a competitor of Trane) to come in to complete an audit of our system. They will access our air quality and look at our service calls and our bills. So they might show us how we might save some money. And then we will ask Trane the same questions.
- Maybe this is a project that students could get involved with?
- We should continue to look at what should be done in the summer? We shouldn't run all 4 buildings in the summer and consolidate to only 1 or 2.



**Math and Science Academy
Charter School No. 4043
Woodbury, MN**

Financial Statements

September 30, 2021

Math and Science Academy
Woodbury, Minnesota

September 2021 Financial Statements

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**Math and Science Academy
Charter School No. 4043
September 2021 Financial Statements
Executive Summary**

Summary of Key Financial Indicators

- Average Daily Membership (ADM) Overview –
 - Original Budget: 507 ADM
 - Revised Budget: 507 ADM
 - Actual: 502.41 ADM
- The School's budgeted deficit for the year is \$(129,732). A projected cumulative fund balance of \$2,180,876 or 34.46% of expenditures is anticipated at fiscal year-end.
- Projected Days Cash on for the fiscal year-end is 148 Days. Above 60 days meets minimum bond covenant requirements.
- Projected Debt Service Coverage Ratio at fiscal year-end is 1.02. Above 1.00 meets minimum bond covenant requirements so long as 60 days or more of days cash on hand is achieved.

Financial Statement Key Points

- As of month-end, 25% of the fiscal year was completed.
- Cash balance as of the reporting period is \$2,271,265, which includes \$1,019,146 of funds that are required to maintain the Dash Cash on Hand requirement for bonding. The \$2,271,265 balance is up from last month due to reimbursements from the Minnesota Department of Education for hold-back payments of the FY21 School Year.
- Prior Year holdback balance is \$74,681 as of the reporting period. Amounts will be paid back to MSA during the fall, and final payments will be made as MDE finalizes their review of the annual entitlements.
- Revenues received at the end of the reporting period are reflected at 24.1%.
- Expenditures disbursed as of the end of the reporting period are reflected at 14.7%.
- Technology Hardware is currently at 123% of budget and will be reviewed to determine updated budget.

Other Items

- Administration and BerganKDV staff are in the process of reviewing FY2022 staffing as related to budget line items. A detailed analysis will be provided to the Finance Committee and Board of Directors once this has been completed.
- Salaries and Benefits payables have begun to accrue as of the September financial statements for summer accruals, and those are reflected in the statements under Salaries and Benefits lines.
- Audit fieldwork was completed on September 7th – September 8th. The report is in review stage by our auditors, CliftonLarsonAllen, and will be presented to the Board of Directors in November.
- Math and Science Academy received allocations for Title I and Title II in FY2022. The Title II Application has been submitted to the Department of Education and is now in Funded and Active status. Title I's application is in process and will be submitted to the Minnesota Department of Education soon.
- Federal Special Education applications were submitted and approved by the Minnesota Department of Education.

**Math and Science Academy
Woodbury, MN
Balance Sheet
September 30, 2021**

	Preliminary Audited June 30, 2021	Balance September 30, 2021
Assets		
Current assets		
Cash and investments - unrestricted	\$ 1,234,309	\$ 1,252,119
Cash and investments - required for Bond Compliance	936,342	1,019,146
Accounts receivable	966	-
Due From Building Company	1,000	1,000
Prior year state aids receivable	415,524	74,681
Current year state aids receivable	-	331,678
Federal aids receivable	65,867	1,000
Prepaid expenditures	205,142	162,170
	<hr/>	<hr/>
Total assets	2,859,151	\$ 2,841,795
Liabilities and Fund Balance		
Current liabilities		
Salaries and wages payable	\$ 259,516	\$ 31,539
Accounts payable	195,173	-
Payroll deductions and contributions	93,854	(64,412)
	<hr/>	<hr/>
Total current liabilities	548,543	(32,873)
Fund balance		
Fund balance 7-1-2021	2,286,870	2,286,870
Assigned fund balance - student activities 7-1-2021	23,738	23,738
Net income to date	-	564,060
	<hr/>	<hr/>
Total fund balance	2,310,608	2,874,669
	<hr/>	<hr/>
Total liabilities and fund balance	\$ 2,859,151	\$ 2,841,795

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.

**Math and Science Academy
Charter School No. 4043
Statement of Revenues and Expenditures
September 30, 2021**

		Original FY22 Budget 507 ADM	Revised FY22 Budget 507 ADM	25% September YTD	Percent of Revised Budget
General Fund - 01					
Revenues					
State revenues					
317, 211	General education aid	\$ 4,102,713	\$ 4,137,853	924,233	22.3%
348-300	Charter school lease aid	853,574	853,574	-	0.0%
317	Long-term facilities maintenance revenue	77,986	77,986	-	0.0%
740-360	Special education aid	754,732	707,982	182,871	25.8%
201	Endowment aid	19,090	19,090	10,339	54.2%
397	Pension revenue	15,000	15,000	-	0.0%
121	Prior year over (under) accrual	-	-	-	0.0%
121	Current year state aids receivable	-	-	331,678	-
	Total state revenues	5,823,095	5,811,485	1,449,121	24.9%
Federal revenues					
419	Federal special education aid	67,500	67,500	-	0.0%
414	Title II funds	27,900	27,900	-	0.0%
151,153,154	CARES and CRF Funding	-	-	-	-
	Total federal revenues	95,400	95,400	-	0.0%
Local revenues					
000-050	Fees from patrons: scholastic, AP exam, staff shirts, class fees	29,300	29,300	7,095	24.2%
920-050	Fees from patrons: study hall	2,500	2,500	300	12.0%
300-050	Fees from students: field trips	25,800	25,800	-	0.0%
372-071	Third party billing	1,000	1,000	-	0.0%
092	Interest earnings	20,000	20,000	95	0.5%
265-096	Annual fund/capital campaign/dragon dinner	75,000	75,000	24,071	32.1%
000-096	Donations and misc. grants	-	-	101	0.0%
621	Year book revenues, planners	3,200	3,200	(1,414)	-44.2%
C 400's	Student activities revenue	135,000	135,000	15,838	11.7%
	Total local revenues	291,800	291,800	46,087	15.8%
	Total revenues	\$ 6,210,295	\$ 6,198,685	\$ 1,495,208	24.1%
		6,210,295	6,198,685	1,495,208	

**Math and Science Academy
Charter School No. 4043
Statement of Revenues and Expenditures
September 30, 2021**

		Original FY22 Budget 507 ADM	Revised FY22 Budget 507 ADM	25% September YTD	Percent of Revised Budget
Expenditures					
100	Salaries and wages	\$ 2,377,049	\$ 2,482,236	\$ 377,631	15.2%
200	Employee benefits	827,736	831,862	89,799	10.8%
Crs 180	Extracurricular activities	76,200	76,200	5,694	7.5%
305	Contracted services	242,600	292,600	56,850	19.4%
315	Repairs and maintenance for computers	46,350	46,350	9,300	20.1%
320	Communications services	20,000	20,000	5,235	26.2%
329	Postage	4,400	4,400	201	4.6%
330	Utilities	89,000	89,000	17,132	19.2%
340	Property and liability insurance	35,000	35,000	-	0.0%
350	Repairs and maintenance	100,000	80,000	15,874	19.8%
360	Transportation for field trips	11,600	11,600	-	0.0%
366/368	Staff training/travel and conferences	15,700	20,700	4,565	22.1%
369	Field trips admissions	14,200	14,200	-	0.0%
370	Building lease	948,416	948,416	204,553	21.6%
370	Other rentals and operating leases	800	800	-	0.0%
380	Computer and tech related hardware rental	33,000	30,000	7,627	25.4%
401/455/465	General supplies	35,000	30,000	4,243	14.1%
401	Maintenance supplies	25,000	15,000	2,462	16.4%
405	Non-instructional computer software and license	25,100	26,900	18,696	69.5%
406	Instructional software licensing	23,500	23,500	21,184	90.1%
430/456/466	Instructional supplies	30,000	45,000	5,632	12.5%
460	Textbooks and workbooks	31,853	84,853	10,472	12.3%
461	Standardized tests	25,000	15,000	-	0.0%
490	Food	1,000	1,000	152	15.2%
505/506	Capitalized technology software	10,400	10,400	7,579	72.9%
530	Other equipment/furniture	12,500	5,000	-	0.0%
555/556	Technology hardware (cap)	5,000	5,000	6,150	123.0%
820	Dues and memberships, fees	41,800	41,800	7,415	17.7%

**Math and Science Academy
Charter School No. 4043
Statement of Revenues and Expenditures
September 30, 2021**

		Original FY22 Budget 507 ADM	Revised FY22 Budget 507 ADM	25% September YTD	Percent of Revised Budget
898	Scholarships	500	500	-	0.0%
265	Annual fund (265)	37,500	37,500	-	0.0%
740	State special education	807,200	757,200	36,628	4.8%
Fin 372	Third party billing	1,000	1,000	640	64.0%
419	Federal special education	67,500	67,500	5,991	8.9%
414	Title II funds	27,900	27,900	-	0.0%
151,153,154	CARES and CRF Funding	-	-	1,013	-
891	Pension expense	15,000	15,000	-	0.0%
Crs 400	Student activity expense	135,000	135,000	8,429	6.2%
Total expenditures		\$ 6,199,804	\$ 6,328,417	\$ 931,147	14.7%
		6,199,804	6,328,417	931,147	
General fund net income		\$ 10,491	\$ (129,732)	\$ 564,060	
Fund balances					
Beginning fund balance, all funds		\$ 2,310,608	\$ 2,310,608		
Projected fund balance, all funds		\$ 2,321,099	\$ 2,180,876		
		37%	34.46%		

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.

**Math & Science Academy
Cash Flow Projection Summary
2021-2022 School Year**

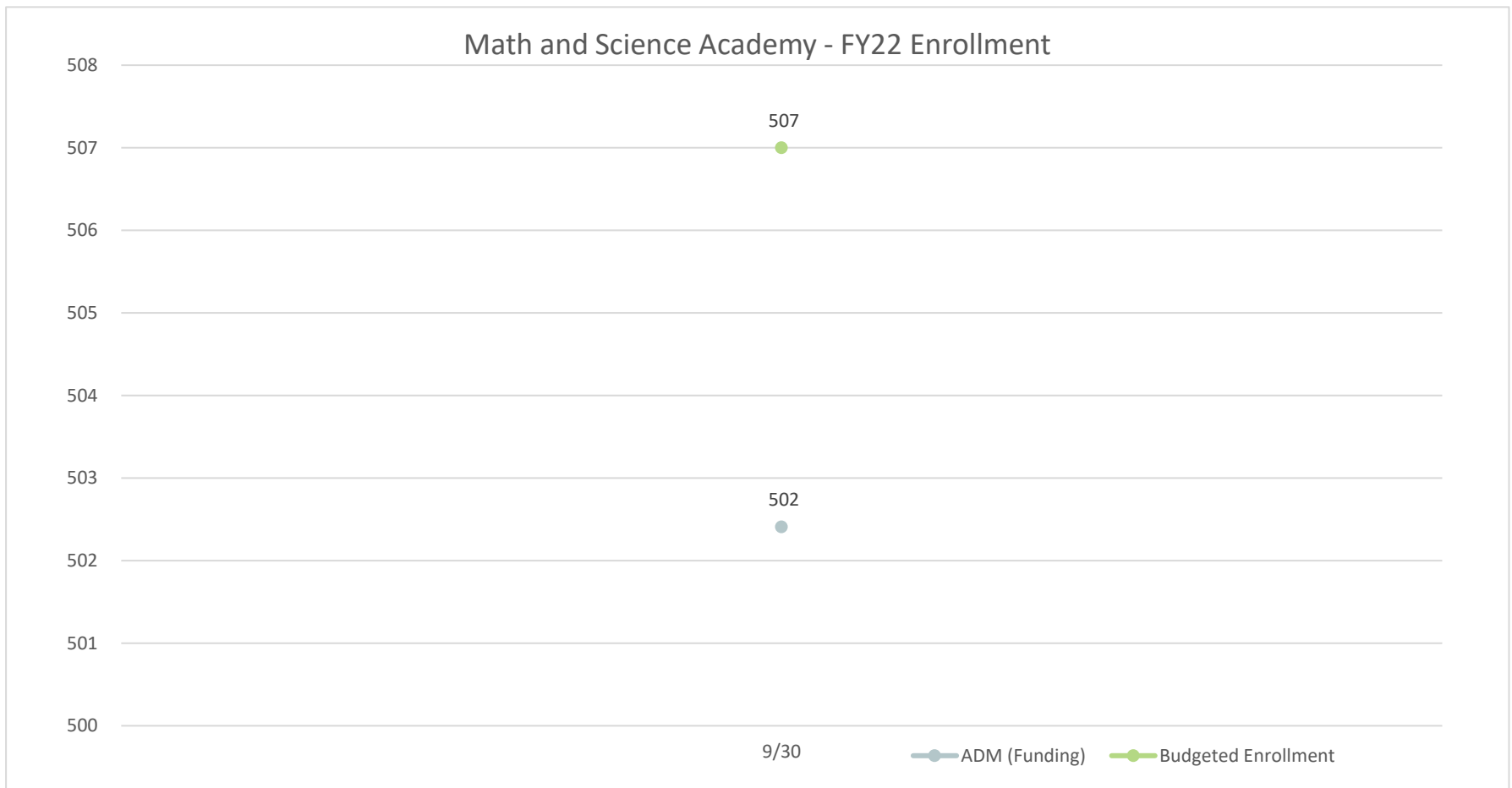
Period Ending	Cash Inflows (Revenues)				Total Receipts	Cash Outflows (Expenditures)				Cash Balance
	State Aid Payments	Federal Aid Payments	Other Revenue	Prior Year State & Federal Holdback		Salaries and Benefits**	Building Lease Payments	Other Expenditures	Total Expenditures	
			<i>Beginning Balance</i>					<i>Beginning Balance</i>		<i>2,170,651</i>
Jul 31	364,935	1,884	1,694	2,250	370,763	153,288	59,857	412,940	626,085	1,915,328
Aug 31	365,557	0	4,325	170,909	540,791	123,507	59,857	166,977	350,341	2,105,778
Sept 30	386,951	0	45,196	230,717	662,865	137,459	59,857	300,063	497,379	2,271,265
Oct 31	456,297	9,331	6,406	60,290	532,323	173,019	85,427	265,014	523,459	2,280,129
Nov 30	456,297	9,331	6,406		472,034	173,019	85,427	265,014	523,459	2,228,703
Dec 31	456,297	9,331	6,406		472,034	173,019	85,427	265,014	523,459	2,177,277
Jan 31	456,297	9,331	6,406	2,871	474,905	173,019	85,427	265,014	523,459	2,128,722
Feb 28	456,297	9,331	6,406		472,034	173,019	85,427	265,014	523,459	2,077,296
Mar 31	456,297	9,331	6,406		472,034	173,019	85,427	265,014	523,459	2,025,870
Apr 30	456,297	9,331	6,406	4,785	476,819	173,019	85,427	265,014	523,459	1,979,230
May 31	456,297	9,331	6,406		472,034	173,019	85,427	265,014	523,459	1,927,804
June 30	456,297	9,331	6,406	9,570	481,603	173,019	85,427	265,014	523,459	1,885,948
Projected	5,224,113	85,860	108,872	481,392	5,900,237	1,971,421	948,416	3,265,103	6,184,940	
Totals	5,224,113	85,860	108,872	481,392	5,900,237	1,971,421	948,416	3,265,103	6,184,940	

Assumptions: 10% State Aid Holdback

**Math and Science Academy
Woodbury, MN
Enrollment Report
As of September 30, 2021**

Average Daily Membership (ADM)												
	Grade	9/30	10/31	10/31	11/30	12/31	1/31	2/28	3/31	4/30	5/31	End of Year
	6	89	0	0	0	0	0	0	0	0	0	0
	7	92	0	0	0	0	0	0	0	0	0	0
	8	91	0	0	0	0	0	0	0	0	0	0
	9	89	0	0	0	0	0	0	0	0	0	0
	10	72	0	0	0	0	0	0	0	0	0	0
	11	48	0	0	0	0	0	0	0	0	0	0
	12	21	0	0	0	0	0	0	0	0	0	0
Grand Total		502	0	0	0	0	0	0	0	0	0	0

Budgeted Enrollments as of:												
	Grade	9/30	10/31	10/31	11/30	12/31	1/31	2/28	3/31	4/30	5/31	End of Year
	6	88	88	88	88	88	88	88	88	88	88	88
	7	90	90	90	90	90	90	90	90	90	90	90
	8	90	90	90	90	90	90	90	90	90	90	90
	9	85	85	85	85	85	85	85	85	85	85	85
	10	78	78	78	78	78	78	78	78	78	78	78
	11	58	58	58	58	58	58	58	58	58	58	58
	12	18	18	18	18	18	18	18	18	18	18	18
Grand Total		507	507	507	507	507	507	507	507	507	507	507

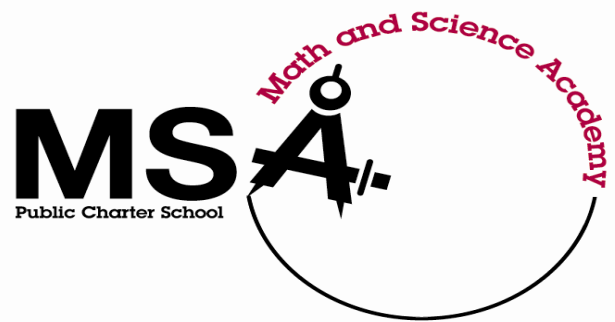


2021-22

FD T ORG	FRG	CRS	FIN	OBJ	FYTD	Activity	Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
01 R	005	000	000	096			09/30/21	CR	21-00025	21-00025	101.00	19	Donation		09/09/21	18		-101.00
													September					-101.00
													*01 R 005 000 000 000 096					-101.00
													*Cash Receipts					-101.00
01 R	005	000	265	000	096		09/30/21	CR	21-00025	21-00025	24,070.90	10	CAF America - 3M Donation		09/09/21	16		-97.02
													(annual fund)					
09/30/21	CR	21-00025											CAF America - US Bank		09/09/21	17		-138.00
													Donation (annual fund)					
09/30/21	CR	21-00025										26	CAF America - 3M Donation		09/09/21	23		-97.02
													(annual fund)					
09/30/21	CR	21-00025										27	Blackbaud GGiving Fund -		09/09/21	24		-7.62
													Wells Fargo Donation (annual					
													fund)					
09/30/21	CR	21-00027										1	Patton - Donation (annual		09/23/21	28		-23,000.00
													fund)					
09/30/21	CR	21-00027										10	Mighty Cause Donation (annual		09/23/21	35		-35.00
													fund)					
09/30/21	CR	21-00027										13	Mighty Cause Donation (annual		09/23/21	36		-35.00
													fund)					
09/30/21	CR	21-00027										14	United Way Donation (annual		09/23/21	37		-82.71
													fund)					
09/30/21	CR	21-00027										15	United Way Donation (annual		09/23/21	38		-80.00
													fund)					
													September					-23,572.37
													*01 R 005 000 265 000 096					-23,572.37
													*Cash Receipts					-23,572.37
Grand Revenue Totals																	24,171.90	
Total for Cash Receipts																	-23,673.37	
Grand Total																	-23,673.37	

Number of Accounts: 2

** The report displays only accounts with activity in the date range selected.



**Math and Science Academy
Charter School No. 4043
Woodbury, MN**

Supplemental Information

September 30, 2021

**Math and Science Academy
ExtraCurricular/Student Activities
September 30, 2021**

Course Code	Account Name	July 1, 2021	Revenue	Expense	YTD
401	Student Council Funds	\$ 276	\$ 328	\$ -	\$ 604
402	NHS Funds	73	-	-	73
403	Parent Team Funds	-	-	-	-
404	FIRST Lego League (FLL)	(59)	2,125	-	2,066
405	Prom	2,264	-	-	2,264
406	Ex-Curr Academic Triathlon	145	-	-	145
407	Ex-Curr Theatre Funds	(36)	150	(3,675)	(3,561)
408	Spanish Club Funds	7	-	-	7
409	Girls Basketball	-	-	-	-
410	Ex-Curr Art Club Funds	-	-	-	-
411	Ex-Curr Ski Club	-	-	-	-
413	FIRST Robotics Competition (FRC)	1,078	-	-	1,078
414	Asian Club	-	-	-	-
416	Newspaper	55	-	-	55
417	Film Club	-	-	-	-
419	Nordic Ski Team	1,085	-	(10)	1,075
420	Cross Country	2,769	3,500	(1,610)	4,659
421	Track & Field	7,502	-	(10)	7,492
422	Music Fund	473	-	-	473
423	Boys Basketball	2,794	-	-	2,794
424	Baseball	-	-	-	-
427	Math League	759	-	-	759
429	Computer Club	-	-	-	-
430	Debate	-	-	-	-
431	Girls Volleyball	1,609	3,150	-	4,759
432	Athletic Account	(1,109)	-	(2,425)	(3,534)

**Math and Science Academy
ExtraCurricular/Student Activities
September 30, 2021**

Course Code	Account Name	July 1, 2021	Revenue	Expense	YTD
433	Speech Team	-	-	-	-
434	Earth Club	-	-	-	-
436	Cooking Club	-	-	-	-
437	Chess Club	0	-	-	0
440	Badminton	1,652	-	-	1,652
441	Trap Team	276	-	-	276
442	Boys Volleyball	90	-	-	90
443	FIRST Tech Challenge (FTC)	1,086	3,475	(550)	4,011
444	Harry Potter	-	-	-	-
445	Gay Straight Alliance (GSA)	283	-	-	283
446	Social Justice Club	-	-	-	-
447	Class of 2020	249	-	(150)	99
449	Soccer	-	1,110	-	1,110
450	Football	-	2,000	-	2,000
451	Cheers Volunteer	84	-	-	84
452	SWENext Club	24	-	-	24
453	Class of 2021	310	-	-	310
460	Africa Club	-	-	-	-
Total student activity balances		\$ 23,738	\$ 15,838	\$ (8,429)	\$ 31,146
		\$ 23,738	\$ 15,838	\$ (8,429)	\$ 31,146

Note: Accounts with negative balances indicate that more money has been spent than has been collected

Treatment of Accounts with Balances at Year End: As of July 1, 2019, there is a requirement for all student activities to be under board control. MSA student activities have always been under board control. In addition, at year-end, the balance in the student activity accounts must be restricted fund balance.

*Management has elected to omit substantially all disclosures and the Government-Wide Financial Statements.
No CPA provides any assurance on these financial statements.*

September 2021 Statement

Open Date: 08/14/2021 Closing Date: 09/13/2021

Page 1 of 4
Account: {Redacted}



Visa® Business Card
MATH&SCIENCE ACADEMY
KEN LA CASSE (CPN 000046616)

Cardmember Service ☎ 1-866-552-8855
BUS 30 ELN 8 8

New Balance	\$4,621.81
Minimum Payment Due	\$47.00
Payment Due Date	10/09/2021

Activity Summary		
Previous Balance	+	\$5,733.79
Payments	-	\$5,733.79 ^{CR}
Other Credits		\$0.00
Purchases	+	\$4,619.02
Balance Transfers		\$0.00
Advances		\$0.00
Other Debits		\$0.00
Fees Charged	+	\$2.79
Interest Charged		\$0.00
New Balance	=	\$4,621.81
Past Due		\$0.00
Minimum Payment Due		\$47.00
Credit Line		\$30,000.00
Available Credit		\$25,378.19
Days in Billing Period		31

Payment Options:



Mail payment coupon with a check



Pay online at myaccountaccess.com



Pay by phone 1-866-552-8855

Please detach and send coupon with check payable to: Cardmember Service CPN 000046616

24-Hour Cardmember Service: 1-866-552-8855

- ☎ to pay by phone
- ☎ to change your address

000008849 01 SP 000638939138330 P Y

MATH&SCIENCE ACADEMY
KEN LA CASSE
8430 WOODBURY XING
WOODBURY MN 55125-9433



Account Number	{Redacted}
Payment Due Date	10/09/2021
New Balance	\$4,621.81
Minimum Payment Due	\$47.00

Amount Enclosed \$ _____

Cardmember Service

P.O. Box 790408
St. Louis, MO 63179-0408



What To Do If You Think You Find A Mistake On Your Statement

If you think there is an error on your statement, please call us at the telephone number on the front of this statement, or write to us at:

Cardmember Service, P.O. Box 6335, Fargo, ND 58125-6335.

In your letter or call, give us the following information:

- ▶ Account information: Your name and account number.
 - ▶ Dollar amount: The dollar amount of the suspected error.
 - ▶ Description of Problem: If you think there is an error on your bill, describe what you believe is wrong and why you believe it is a mistake.
- You must contact us within 60 days after the error appeared on your statement. While we investigate whether or not there has been an error, the following are true:
- ▶ We cannot try to collect the amount in question, or report you as delinquent on that amount.
 - ▶ The charge in question may remain on your statement, and we may continue to charge you interest on that amount. But, if we determine that we made a mistake, you will not have to pay the amount in question or any interest or other fees related to that amount.
 - ▶ While you do not have to pay the amount in question, you are responsible for the remainder of your balance.
 - ▶ We can apply any unpaid amount against your credit limit.

Your Rights If You Are Dissatisfied With Your Credit Card Purchases

If you are dissatisfied with the goods or services that you have purchased with your credit card, and you have tried in good faith to correct the problem with the merchant, you may have the right not to pay the remaining amount due on the purchase.

To use this right, all of the following must be true:

1. The purchase must have been made in your home state or within 100 miles of your current mailing address, and the purchase price must have been more than \$50. (Note: Neither of these are necessary if your purchase was based on an advertisement we mailed to you, or if we own the company that sold you the goods or services.)
2. You must have used your credit card for the purchase. Purchases made with cash advances from an ATM or with a check that accesses your credit card account do not qualify.
3. You must not yet have fully paid for the purchase.

If all of the criteria above are met and you are still dissatisfied with the purchase, contact us in writing at: Cardmember Service, P.O. Box 6335, Fargo, ND 58125-6335. While we investigate, the same rules apply to the disputed amount as discussed above. After we finish our investigation, we will tell you our decision. At that point, if we think you owe an amount and you do not pay we may report you as delinquent.

Important Information Regarding Your Account

1. INTEREST CHARGE: Method of Computing Balance Subject to Interest Rate: We calculate the periodic rate or interest portion of the **INTEREST CHARGE** by multiplying the applicable Daily Periodic Rate ("**DPR**") by the Average Daily Balance ("**ADB**") (including new transactions) of the Purchase, Advance and Balance Transfer categories subject to interest, and then adding together the resulting interest from each category. We determine the **ADB** separately for the Purchases, Advances and Balance Transfer categories. To get the **ADB** in each category, we add together the daily balances in those categories for the billing cycle and divide the result by the number of days in the billing cycle. We determine the daily balances each day by taking the beginning balance of those Account categories (including any billed but unpaid interest, fees, credit insurance and other charges), adding any new interest, fees, and charges, and subtracting any payments or credits applied against your Account balances that day. We add a Purchase, Advance or Balance Transfer to the appropriate balances for those categories on the later of the transaction date or the first day of the statement period. Billed but unpaid interest on Purchases, Advances and Balance Transfers is added to the appropriate balances for those categories each month on the statement date. Billed but unpaid Advance Transaction Fees are added to the Advance balance of your Account on the date they are charged to your Account. Any billed but unpaid fees on Purchases, credit insurance charges, and other charges are added to the Purchase balance of the Account on the date they are charged to the Account. Billed but unpaid fees on Balance Transfers are added to the Balance Transfer balance of the Account on the date they are charged to the Account. In other words, billed and unpaid interest, fees, and charges will be included in the **ADB** of your Account that accrues interest and will reduce the amount of credit available to you. To the extent credit insurance charges, overlimit fees, Annual Fees, and/or Travel Membership Fees may be applied to your Account, such charges and/or fees are not included in the **ADB** calculation for Purchases until the first day of the billing cycle following the date the credit insurance charges, overlimit fees, Annual Fees and/or Travel Membership Fees (as applicable) are charged to the Account. Prior statement balances subject to an interest-free period that have been paid on or before the payment due date in the current billing cycle are not included in the **ADB** calculation.

2. Payment Information: You must pay us in U.S. Dollars with checks or similar payment instruments drawn on a financial institution located in the United States. We will also accept payment in U.S. Dollars via the Internet or phone or previously established automatic payment transaction. We may, at our option, choose to accept a payment drawn on a foreign financial institution. However, you will be charged and agree to pay any collection fees required in connection with such a transaction. The date you mail a payment is different than the date we receive that payment. The payment date is the day we receive your check or money order at Cardmember Service, P.O. Box 790408, St. Louis, MO 63179-0408 or the day we receive your electronic or phone payment. All payments by check or money order accompanied by a payment coupon and received at this payment address will be credited to your Account on the day of receipt if received by 5:00 p.m. CT on any banking day. Mailed payments that do not include the payment coupon and/or are mailed to a different address will be processed within 5 banking days of receipt and credited to your Account on the day of receipt. In addition, if you mail your payment without a payment coupon or to an incorrect address, it may result in a delayed credit to your Account, additional **INTEREST CHARGES**, fees, and possible suspension of your Account. Internet and telephone payment options are available, and crediting times vary (but generally must be made before 5:00 p.m. CT to 8 p.m. CT depending on what day and how the payment is made). If you are making an internet or telephone payment, please contact Cardmember Service for times specific to your Account and your payment option. Banking days are all calendar days except Saturday, Sunday and federal holidays. Payments due on a Saturday, Sunday or federal holiday and received on those days will be credited on the day of receipt. There is no prepayment penalty if you pay your balance at any time prior to your payment due date.

3. Credit Reporting: We may report information on your Account to Credit Bureaus. Late payments, missed payments or other defaults on your Account may be reflected in your credit report.

September 2021 Statement 08/14/2021 - 09/13/2021

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MATH&SCIENCE ACADEMY
KEN LA CASSE (CPN 000046616)

Cardmember Service ☎ 1-866-552-8855



Important Messages

Paying Interest: You have a 24 to 30 day interest-free period for Purchases provided you have paid your previous balance in full by the Payment Due Date shown on your monthly Account statement. In order to avoid additional INTEREST CHARGES on Purchases, you must pay your new balance in full by the Payment Due Date shown on the front of your monthly Account statement.

There is no interest-free period for transactions that post to the Account as Advances or Balance Transfers except as provided in any Offer Materials. Those transactions are subject to interest from the date they post to the Account until the date they are paid in full.

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Please note, for the Auto Rental Collision Damage Waiver, Extended Warranty Protection and Purchase Security benefits, coverage is not provided for losses caused by or resulting from a cyber incident. You can find additional detail here <https://www.chubb.com/us-en/cyberlimitation.html>

Transactions

Payments and Other Credits

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
09/08	09/08	ET	PAYMENT THANK YOU	\$5,733.79CR	_____
TOTAL THIS PERIOD				\$5,733.79CR	

Purchases and Other Debits

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
08/16	08/15	9018	AMAZON.COM*2D4W87CS2 A AMZN.COM/BILL WA	\$460.50	_____
08/16	08/15	8834	AMZN Mktp US*2P5E08YE2 Amzn.com/bill WA	\$31.98	_____
08/17	08/16	1661	AMAZON.COM*2D0WX8FH2 A AMZN.COM/BILL WA	\$293.40	_____
08/19	08/18	8737	eBay O*07-07489-92501 408-3766151 CA	\$28.00	_____
08/19	08/18	5850	eBay O*02-07490-88195 408-3766151 CA	\$38.95	_____
08/23	08/20	2082	SP * TOTE-BAG-FACTORY TOTE BAG FACTOR CA	\$205.45	_____
08/26	08/25	4105	TEACHER'S DISCOVERY 248-3407210 MI	\$208.77	_____
08/26	08/25	6706	AMZN Mktp US*258SF9460 Amzn.com/bill WA	\$234.00	_____
08/26	08/25	4809	AMZN Mktp US*2561U5ZE1 Amzn.com/bill WA	\$569.70	_____
08/27	08/26	5859	eBay O*13-07522-28721 San Jose CA	\$421.38	_____
08/27	08/26	5850	eBay O*11-07522-96788 408-3766151 CA	\$42.96	_____
08/27	08/26	5856	eBay O*11-07522-96786 408-3766151 CA	\$39.99	_____
08/27	08/26	5850	eBay O*11-07522-96787 408-3766151 CA	\$41.95	_____
08/30	08/28	1048	CLASSMARKER.COM PLAN NEWCASTLE AU	\$19.95	_____
08/30	08/27	0081	TEACHER'S DISCOVERY 248-3407210 MI	\$254.25	_____
08/30	08/27	2174	SP * ABADAK TARPSPLUS WWW.TARPSPLUS AL	\$83.18	_____
08/31	08/30	8540	SP * NANOWRIMO STORE HTTPSNANOWRIM CA	\$50.84	_____
09/01	08/31	3368	CLASSCRAFT STUDIOS INC SHERBROOKE QC	\$120.00	_____
09/07	09/06	6930	AMZN Mktp US*2G80O5CZ1 Amzn.com/bill WA	\$56.25	_____
09/08	09/07	8507	SMK*SURVEYMONKEY.COM 971-2311154 CA	\$44.00	_____
09/08	09/07	6280	TWILIO SENDGRID WWW.TWILIO.CO CA	\$29.95	_____
09/09	09/07	6030	WOODBURY PARKS & RECRE WOODBURY MN	\$475.00	_____
09/13	09/13	2150	AMZN Mktp US*2G5DT3X11 Amzn.com/bill WA	\$14.98	_____
09/13	09/13	8971	AMZN Mktp US*253TK6UI2 Amzn.com/bill WA	\$284.85	_____

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MATH&SCIENCE ACADEMY
KEN LA CASSE (CPN 000046616)

Cardmember Service ☎ 1-866-552-8855

Transactions

Purchases and Other Debits

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
09/13	09/12	7634	AMZN Mktp US*2500A27L2 Amzn.com/bill WA	\$18.99	_____
09/13	09/10	4741	AMZN Mktp US*2524P3DR2 Amzn.com/bill WA	\$549.75	_____
TOTAL THIS PERIOD				\$4,619.02	

Fees

Post Date	Trans Date	Ref #	Transaction Description	Amount	Notation
08/30	08/28	1048	FRGN TRANS FEE-CLASSMARKER.COM PLAN NE	\$0.39	_____
09/01	08/31	3368	FRGN TRANS FEE-CLASSCRAFT STUDIOS INC SH	\$2.40	_____
TOTAL FEES THIS PERIOD				\$2.79	

2021 Totals Year-to-Date	
Total Fees Charged in 2021	\$3.57
Total Interest Charged in 2021	\$0.00

Company Approval

(This area for use by your company)

Signature/Approval: _____

Accounting Code: _____

Interest Charge Calculation

Your Annual Percentage Rate (APR) is the annual interest rate on your account.

**APR for current and future transactions.

Balance Type	Balance By Type	Balance Subject to Interest Rate	Variable	Interest Charge	Annual Percentage Rate	Expires with Statement
**BALANCE TRANSFER	\$0.00	\$0.00	YES	\$0.00	17.24%	
**PURCHASES	\$4,621.81	\$0.00	YES	\$0.00	17.24%	
**ADVANCES	\$0.00	\$0.00	YES	\$0.00	20.99%	

September 2021 Statement 08/14/2021 - 09/13/2021

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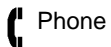
MATH&SCIENCE ACADEMY
KEN LA CASSE (CPN 000046616)

Cardmember Service 

1-866-552-8855



Contact Us



Phone

Voice: 1-866-552-8855
TDD: 1-888-352-6455
Fax: 1-866-807-9053



Questions

Cardmember Service
P.O. Box 6353
Fargo, ND 58125-6353



Mail payment coupon
with a check

Cardmember Service
P.O. Box 790408
St. Louis, MO 63179-0408



Online

myaccountaccess.com

End of Statement



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Link your card in the Mobile App or online today.

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CHECK			INVOICE	
DATE	CHECK NUMBER	VENDOR	DESCRIPTION	AMOUNT
09/02/2021	202100135	ANDERSON, MARKELL	Reimbursement: Spanish Textbook	52.74
09/02/2021	202100134	CARDENAS, ANNE	Vision Reimbursement	200.00
09/02/2021	202100138	ESPARZA, PAUL	Reimbursement: Maintenance Supplies	112.53
09/02/2021	202100143	FINDLAY, JILL	Refund Cross Country participant fee	175.00
09/02/2021	202100141	FROBERG, AMANDA	Reimbursement: Professional Development at Hamline	1,000.00
09/02/2021	202100144	INDIGO EDUCATION	DAPE Direct Services: May 2021	22.50
09/02/2021	202100155	INNOVATIVE OFFICE SOLUTIONS LLC	Name Badges and Index Cards	72.25
09/02/2021	202100156	INNOVATIVE OFFICE SOLUTIONS LLC	Toner	422.15
09/02/2021	202100140	LARSON, KASSIE	Reimbursement: Augustana (SD)	646.00
09/02/2021	202100146	LOFFLER COMPANIES INC	FY22 Konica Minolta C458 Copier Standard Payment	422.33
09/02/2021	202100159	MN BCA	Background Check	8.00
09/02/2021	202100142	MOULTON, DAVE	Piano Tuning	180.00
09/02/2021	202100149	MSBA	Summer Seminar Virtual 2 @\$255	510.00
09/02/2021	202100150	PARK GROVE ELECTRIC, INC.	Replace ballast in hallway	129.00
09/02/2021	202100139	PURCHASE POWER	Postage Acct# 8000-9000-0716-6501	201.00
09/02/2021	202100136	RAINMAKERS IRRIGATION	Turn water on and run zones	300.00
09/02/2021	202100157	SCHOOL DATEBOOKS	Student Planners	2,153.50
09/02/2021	202100158	SCHOOL DATEBOOKS	Teacher Planners	69.00
09/02/2021	202100154	SHI INTERNATIONAL CORP	Chromebooks 30 @ \$205 each	6,150.00
09/02/2021	202100137	ST OLAF COLLEGE ATHLETICS	2021 Cross Country ShowCase 9/2/21	450.00
09/02/2021	202100145	TEACHER'S DISCOVERY	Spanish books	213.97
09/02/2021	202100148	THE READING CENTER	Dyslexia presentation to MSA educators and Mileage (Rochester-Woodbury-Rochester) 156 mi	585.80
09/02/2021	202100153	THE SHERWIN WILLIAMS CO	Paint	370.95
09/02/2021	202100151	TPRS BOOKS	Spanish Novels	62.80
09/02/2021	202100147	WASHINGTON COUNTY PUBLIC HEALTH	VSQG HAZARDOUS WASTE COLLECTION PROGRAM	29.00
09/02/2021	202100152	XCEL ENERGY	FY22 Electric/Gas Usage: Acct #51-5755815-9	6,539.50
09/03/2021	202100160	MN BCA	Background Check	8.00
09/08/2021	202100161	BIG RIVER GROUP LLC	2021 Planning Project Initial 50% (9/2/21-12/31/21)	3,210.00
09/08/2021	202100133	CARDMEMBER SERVICE	SurveyMonkey	44.00
09/09/2021	201901344	AMAZON	Ken's August 2021 Credit Card	565.92
09/09/2021	201901344	CARDMEMBER SERVICE	Ken's August 2021 Credit Card	1,199.68
09/09/2021	201901344	HOME DEPOT	Ken's August 2021 Credit Card	179.20
09/09/2021	201901344	MUSIC THEATER INTERNATIONAL	Ken's August 2021 Credit Card	3,675.00
09/09/2021	201901344	VISTAPRINT.COM	Ken's August 2021 Credit Card	113.99
09/10/2021	202100188	ACCESS	FY22 Monthly Storage Fee	40.00
09/10/2021	202100187	BLICK ART MATERIALS	HS Art Supplies	11.40
09/10/2021	202100181	BLUE RIBBON CLEANING INC	Nightly Cleaning Services Performed September 2021	7,240.00
09/10/2021	202100182	BLUE RIBBON CLEANING INC	Deep Cleaning Service, 160 hours, August 2021	3,700.00
09/10/2021	202100175	CANON SOLUTIONS AMERICA, INC.	Toner	236.24
09/10/2021	202100176	CANON SOLUTIONS AMERICA, INC.	Paper	345.00
09/10/2021	202100168	CARDENAS, ANNE	Professional Development Reimbursement	69.00
09/10/2021	202100183	CASEY-WOLF, THERESA	School Psychologist: 94.5hrs @ \$95/hr	8,977.50
09/10/2021	202100166	CENTURY LINK	Monthly Service: Account 651-731-5162 971	129.72
09/10/2021	202100167	CENTURY LINK	FY22 MONTHLY SERVICE: Account 651-735-9416 212	265.69
09/10/2021	202100180	CLIFTONLARSONALLEN LLP	Progress billing on the audit of the School's financial statements for the fiscal year ended June 30, 2021	1,496.25
09/10/2021	202100173	COMPUTER INTEGRATION TECHNOLOGIES	MICROSOFT ACAD WIN SRV STD CORE LIC S/A	3,529.00

CHECK DATE	CHECK NUMBER	CHECK VENDOR	INVOICE DESCRIPTION	AMOUNT
09/10/2021	202100177	CULLIGAN	8@564 and 1 YR LIC/SA DESKTOP ED ENT CAL 45@577 Drinking Water Equipment Service: Sept 2021 Acct#157-00808535-7	82.90
09/10/2021	202100190	DICK'S/LAKEVILLE SANITATION INC	FY22 Trash & Recycling: Sept 2021	555.52
09/10/2021	202100163	EAGLE BLUFF ENVIRONMENTAL LEARNING CENTER	Deposit for 10/24/22-10/26/22	3,328.00
09/10/2021	202100165	EASTERN MN ATHLETIC CONFERENCE	FY22 EMAC ANNUAL MEMBERSHIP FEE	850.00
09/10/2021	202100184	ECKROTH MUSIC	Music Curriculum	538.08
09/10/2021	202100193	ESPARZA, PAUL	Maintenance: August 2021	2,886.00
09/10/2021	202100186	FAMILY ACHIEVEMENT CENTER, INC	August 2021 Speech and Mileage, Physical Therapy and Occupational Therapy	1,861.27
09/10/2021	202100178	HANSEN'S LAWN CARE	Lawn Maintenance: Aug 2021	820.00
09/10/2021	202100171	HELLNER, ARON	Vision Reimbursement: Eyeglasses	200.00
09/10/2021	202100191	INNOVATIVE OFFICE SOLUTIONS LLC	Office Supplies	69.76
09/10/2021	202100174	JEFFERSON LINES	Transportation: Cross Country 9/2/2021	1,160.00
09/10/2021	202100195	JR COMPUTER ASSOCIATES	Monthly Contract- Sept 2021	3,200.00
09/10/2021	202100179	KRAUS-ANDERSON INSURANCE	Practical HR: Oct 2021	250.00
09/10/2021	202100169	MARTIN LAW FIRM PLLC	Legal Services: Aug 2021	159.00
09/10/2021	202100164	MN STATE HIGH SCHOOL LEAGUE	Activity Fees	3,902.00
09/10/2021	202100172	ORKIN EXTERMINATING CO, INC.	FY22 Pest Control Services 8430 Woodbury Xing St Paul, MN Acct#28405195	1,353.95
09/10/2021	202100170	OVERSON, SANDRA	Reimbursement: Coffee for Meet & Greet	38.46
09/10/2021	202100194	QUALITY LOCKSMITH SERVICE INC	Stmnt #4492 8/24/21	686.61
09/10/2021	202100192	SCHOLASTIC INC.	JUNIOR SCHOLASTIC	1,718.38
09/10/2021	202100189	SHI INTERNATIONAL CORP	Chromebook OS Mgmt Console - License - Academic 30 @ \$32 each	960.00
09/10/2021	202100162	TWIN CITIES EDUCATION CONSULTANTS LLC	School Psychologist: Paul Sisson 8/26/21 and 8/30/21 1hr@\$115	115.00
09/10/2021	202100185	WELLS FARGO VENDOR FINANCIAL SERVICES	RICOH copiers	859.42
09/10/2021	202100196	WELLS FARGO VENDOR FINANCIAL SERVICES	RICOH copier	297.00
09/15/2021	201901342	AMPLIFY EDUCATION INC	Amplify Science MS Curriculum For Period 7/1/21-6/30/25 Contract: PPQ210108-162781	34,014.48
09/15/2021	202100127	FURTHER	Payroll accrual	712.49
09/15/2021	202100127	FURTHER	Payroll accrual	253.60
09/15/2021	202100128	INTERNAL REVENUE SERVICE	Payroll accrual	666.00
09/15/2021	202100128	INTERNAL REVENUE SERVICE	Payroll accrual	6,694.56
09/15/2021	202100128	INTERNAL REVENUE SERVICE	Payroll accrual	5,878.21
09/15/2021	202100128	INTERNAL REVENUE SERVICE	Payroll accrual	1,374.77
09/15/2021	202100128	INTERNAL REVENUE SERVICE	Payroll accrual	5,878.21
09/15/2021	202100128	INTERNAL REVENUE SERVICE	Payroll accrual	1,374.77
09/15/2021	202100129	MID ATLANTIC TRUST COMPANY	Payroll accrual	468.00
09/15/2021	202100129	MID ATLANTIC TRUST COMPANY	Payroll accrual	134.00
09/15/2021	202100129	MID ATLANTIC TRUST COMPANY	Payroll accrual	1,882.00
09/15/2021	202100130	MINNESOTA DEPT OF REVENUE	Payroll accrual	127.00
09/15/2021	202100130	MINNESOTA DEPT OF REVENUE	Payroll accrual	3,332.32
09/15/2021	202100131	PERA	Payroll accrual	826.29
09/15/2021	202100131	PERA	Payroll accrual	32.50
09/15/2021	202100131	PERA	Payroll accrual	953.41
09/15/2021	202100132	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	5,916.54
09/15/2021	202100132	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	0.00
09/15/2021	202100132	TEACHERS RETIREMENT ASSOCIATION	Payroll accrual	6,049.50
09/15/2021	202100117	BILL.COM	Fee	166.09
09/17/2021	202100206	B.E. PUBLISHING	EduTyping Online Keyboarding Software (RENEWAL 50-99 Annual Licenses) 2x7@\$8.49	118.86
09/17/2021	202100204	BLICK ART MATERIALS	MS Art Supplies	851.29
09/17/2021	202100205	CITY VIEW ELECTRIC INC	ANNUAL FIRE ALARM INSPECTION: (4) BUILDINGS	831.25

CHECK	CHECK		INVOICE	
DATE	NUMBER	VENDOR	DESCRIPTION	AMOUNT
09/17/2021	202100200	COMCAST 3396	FY22 Internet Acct# 931093396 (Sept 2021)	1,000.05
09/17/2021	202100199	ERB, JOHN	Painting - Bldg A and B	742.50
09/17/2021	202100197	ESPARZA, PAUL	Reimbursement: Maintenance Supplies	12.97
09/17/2021	202100198	HEYDT (USE), JESSIE	Reimbursement: Social Studies textbooks	110.76
09/17/2021	202100211	INNOVATIVE OFFICE SOLUTIONS LLC	Supplies for BOD Retreat	127.65
09/17/2021	202100203	LOFFLER COMPANIES INC	FY22 Konica Minolta C458 Copier Standard Payment	375.60
09/17/2021	202100213	METRO SALES INC	Contract Base Rate Ricoh C6004ex	147.00
09/17/2021	202100209	MN DEPT. OF LABOR & INDUSTRY	Elevator Annual Op ELV-1014210 and ELV-1013766	200.00
09/17/2021	202100214	NEARPOD INC	Nearpod Premium Plus 9/1/21-8/31/22	6,600.00
09/17/2021	202100208	POPP COMMUNICATIONS	FY22 Telephone Services Account Number: 10003837	58.60
09/17/2021	202100207	SCHINDLER ELEVATOR CORPORATION	Elevator Maintenance Contract	2,783.88
09/17/2021	202100210	SHI INTERNATIONAL CORP	Creative Cloud Enterprise 525 @ \$5 each	2,625.00
09/17/2021	202100201	TEACHER SYNERGY LLC	EL MUNDO EN TUS MANOS: News summaries for Spanish students 2021-2022 (6625143)	102.99
09/17/2021	202100202	WASHINGTON COUNTY	2021 Property Taxes - 2nd Half Payment Property ID: 16.028.21.13.0085	10,722.00
09/17/2021	202100236	WASHINGTON COUNTY	MSA BC 2021 Property Taxes - 2nd Half Payment Property ID: 16.028.21.24.0095 8430 Woodbury Crossing Woodbury, MN 55125	369.67
09/17/2021	202100212	ZOOM VIDEO	Zoom Education Annual 58 @\$90 each	5,220.00
09/20/2021	202100240	OLD NATIONAL BANK	BC Service Charge	16.00
09/20/2021	202100119	OLD NATIONAL BANK	Service Charge	370.00
09/20/2021	202100118	US BANK	Rent	45,596.88
09/21/2021	202100120	BLUE CROSS BLUE SHIELD OF MN	Health Ins: Oct 2021	23,653.14
09/23/2021	202100216	ROBERT ENGSTROM COMPANIES	Recurring Bill Lease Payment for Bldg D at 8500 Woodbury Crossing	8,632.54
09/23/2021	202100215	WOODBURY CROSSING OFFICES, PLLP	Recurring Bill Rent	5,627.55
09/27/2021	202100230	CASEY-WOLF, THERESA	School Psychologist: 42.5hrs @ \$95/hr	4,037.50
09/27/2021	202100224	MN BCA	Background Check	32.00
09/27/2021	202100229	MSBA	Council of School Attorneys Newsletter Renewal	60.00
09/27/2021	202100225	BERGANKDV OUTSOURCED SERVICES LLC	Financial management and accounting services for Sept 2021	7,500.00
09/27/2021	202100232	CAROLINA BIOLOGICAL SUPPLY CO	Science Kits: 2 @ \$176.75 and 2 @ \$143.30	723.45
09/27/2021	202100219	CITY OF WOODBURY	Water Usage: 8430 Woodbury Xing 7/30/21-8/30/21	332.99
09/27/2021	202100220	CITY OF WOODBURY	FY22 Water: 8460 Woodbury Xing 7/30/21-8/30/21	78.25
09/27/2021	202100222	CITY OF WOODBURY	FY22 Water: 8500 Woodbury Xing 7/30/21-8/30/21	240.34
09/27/2021	202100223	CITY OF WOODBURY	FY22 Water Usage: 8490 Woodbury Xing 7/30/21-8/30/21	105.55
09/27/2021	202100217	COMCAST	FY22 Internet & Phone: Acct# 8772 10 577 0477541	362.86
09/27/2021	202100231	ECKROTH MUSIC	School Maintenance & Repair Renewal 8 @ \$99each	792.00
09/27/2021	202100238	GIS BENEFITS	Insurances: Aug 2021	5,273.53
09/27/2021	202100237	GIS BENEFITS	Insurances: Sept 2021	5,604.31
09/27/2021	202100239	GIS BENEFITS	Insurances: Oct 2021	6,489.94
09/27/2021	202100233	INNOVATIVE OFFICE SOLUTIONS LLC	Office Supplies	81.25
09/27/2021	202100234	INNOVATIVE OFFICE SOLUTIONS LLC	Office Supplies	423.72
09/27/2021	202100235	INNOVATIVE OFFICE SOLUTIONS LLC	Office Supplies	137.85
09/27/2021	202100218	LUEDTKE, STEPHANIE	Reimbursement: Music Supplies	17.60

CHECK			INVOICE	
DATE	NUMBER	VENDOR	DESCRIPTION	AMOUNT
09/27/2021	202100221	RAINMAKERS IRRIGATION	Winterize Bldgs A-D	500.00
			Totals for checks	308,429.02

Batch	Post Date	Acct Nbr	Description	PAGE 42
				Amount
21-00024	09/30/2021	01 A 122 00	FY21 FIN 419	54,445.04
			Totals for 21-00024	54,445.04
21-00025	09/30/2021	01 R 005 000 000 000 621	Planner	640.00
21-00025	09/30/2021	01 R 005 000 000 000 050	Jr Scholastic	490.00
21-00025	09/30/2021	01 R 010 258 000 000 050	Band	675.00
21-00025	09/30/2021	01 R 010 298 407 000 050	Theater	100.00
21-00025	09/30/2021	01 R 010 212 000 000 050	HS Art	550.00
21-00025	09/30/2021	01 R 010 298 431 000 050	Volleyball	175.00
21-00025	09/30/2021	01 R 010 298 449 000 050	Soccer	185.00
21-00025	09/30/2021	01 R 010 298 420 000 050	Cross Country	175.00
21-00025	09/30/2021	01 R 005 000 622 000 621	Yearbook	50.00
21-00025	09/30/2021	01 R 005 000 265 000 096	CAF America - 3M Donation (annual fund)	97.02
21-00025	09/30/2021	01 R 005 000 265 000 096	CAF America - US Bank Donation (annual f	138.00
21-00025	09/30/2021	01 R 005 000 000 000 050	Planner	620.00
21-00025	09/30/2021	01 R 005 000 000 000 050	Jr Scholastic	860.00
21-00025	09/30/2021	01 R 010 258 000 000 050	Band	2,600.00
21-00025	09/30/2021	01 R 010 212 000 000 050	HS Art	1,170.00
21-00025	09/30/2021	01 R 005 000 920 000 050	Study Hall - Before School	300.00
21-00025	09/30/2021	01 R 010 298 431 000 050	Volleyball	175.00
21-00025	09/30/2021	01 R 010 298 420 000 050	Cross Country	175.00
21-00025	09/30/2021	01 R 005 000 000 000 096	Donation	101.00
21-00025	09/30/2021	01 E 005 112 000 000 305	PayPal Fees	301.15-
21-00025	09/30/2021	01 E 005 112 000 000 305	Check Fee	1.50-
21-00025	09/30/2021	01 R 010 298 450 000 050	Football participation fee	1,200.00
21-00025	09/30/2021	01 R 010 298 449 000 050	Soccer participation fee	185.00
21-00025	09/30/2021	01 R 010 298 431 000 050	Volleyball participation fee	1,225.00
21-00025	09/30/2021	01 R 010 298 420 000 050	Cross Country participation fee	1,575.00
21-00025	09/30/2021	01 R 005 000 265 000 096	CAF America - 3M Donation (annual fund)	97.02
21-00025	09/30/2021	01 R 005 000 265 000 096	Blackbaud GGiving Fund - Wells Fargo Don	7.62
21-00025	09/30/2021	01 R 010 298 404 000 050	FLL participant fees	1,125.00
21-00025	09/30/2021	01 R 010 298 443 000 050	FTC participant fees	700.00
21-00025	09/30/2021	01 E 005 105 000 000 305	Background Check Reimbursement	32.00
21-00025	09/30/2021	01 R 010 212 000 000 050	HS Art	30.00
21-00025	09/30/2021	01 R 005 000 000 000 050	Jr Scholastic	20.00
21-00025	09/30/2021	01 R 005 000 000 000 621	Planners	35.00
			Totals for 21-00025	15,205.01
21-00026	09/30/2021	01 R 005 000 000 000 211	FY22 General Education Aid	191,947.28
21-00026	09/30/2021	01 R 005 000 000 000 201	FY22 Land Endowment	10,339.18
			Totals for 21-00026	202,286.46
21-00027	09/30/2021	01 R 005 000 265 000 096	Patton - Donation (annual fund)	23,000.00
21-00027	09/30/2021	01 R 010 298 404 000 050	FLL participation fee	1,000.00
21-00027	09/30/2021	01 R 010 298 443 000 050	FTC participation fee	2,275.00
21-00027	09/30/2021	01 L 215 13	Boon Chapman - COBRA Medical- Scott Howe	1,422.75
21-00027	09/30/2021	01 R 010 298 401 000 621	Student Council - tshirt sales	328.00
21-00027	09/30/2021	01 R 010 298 449 000 050	Soccer participation fees	185.00
21-00027	09/30/2021	01 R 010 298 431 000 050	Volleyball participation fees	1,225.00
21-00027	09/30/2021	01 R 010 298 420 000 050	Cross Country participation fees	175.00
21-00027	09/30/2021	01 R 010 298 407 000 050	Theater participation fees	50.00
21-00027	09/30/2021	01 R 005 000 265 000 096	Mighty Cause Donation (annual fund)	35.00
21-00027	09/30/2021	01 R 005 000 265 000 096	Mighty Cause Donation (annual fund)	35.00

Batch	Post Date	Acct Nbr	Description	PAGE 43 Amount
21-00027	09/30/2021	01 R 005 000 265 000 096	United Way Donation (annual fund)	82.71
21-00027	09/30/2021	01 R 005 000 265 000 096	United Way Donation (annual fund)	80.00
21-00027	09/30/2021	01 R 005 000 000 000 621	Planners	15.00
21-00027	09/30/2021	01 R 010 258 000 000 050	Music	50.00
			Totals for 21-00027	29,958.46
21-00028	09/30/2021	01 R 005 000 000 000 211	FY22 General Educaiton Aid	184,664.91
21-00028	09/30/2021	01 A 121 00	FY21 General Educaiton Aid	157,160.55
21-00028	09/30/2021	01 A 121 00	FY21 State Special Educaiton	16,026.95
21-00028	09/30/2021	01 A 121 00	FY21 Long-Term Facilities Maintenance	3,034.89
			Totals for 21-00028	360,887.30
21-00029	09/30/2021	01 R 005 000 000 000 092	Charles Schwab - Interest Earned	2.12
			Totals for 21-00029	2.12
21-00030	09/30/2021	50 R 005 000 000 000 092	Building Co Interest	1.78
			Totals for 21-00030	1.78
21-00031	09/30/2021	01 R 005 000 000 000 092	Interest Deposit	30.84
			Totals for 21-00031	30.84
			Total for Cash Receipts	662,817.01

Batch	Post Date	Acct Nbr	Description	Amount
21-00009	08/20/2021	01 E 005 850 000 348 370	Rent	-45596.88
21-00009	08/20/2021	01 E 005 850 000 348 570	Rent	45596.88
Totals for 21-00009				0.00
Total for Journal Entries				0.00

Communication Advisory Task Force

Agenda

Wednesday, October 13, 2021 from 4:15-5:15 pm

MSA Room 2A

<https://us06web.zoom.us/j/81865807124?pwd=cklxSFUwZXVNZkg5eFIUMFgwVVN6UT09>

ZOOM ID: 81865807124

PASSCODE: xZE1zOMb

Present (underlined): Tammy B., Maggie B., Cecelia D., Justin G., Jen H., Jessie H., Kate H., Girish J., Heather K., Ali M., Joell P., Amanda S., Teresa W.

Purpose of Committee (updated after September 2021 Meeting)

1. to advise and maintain procedures and guidelines relating to MSA's branding, marketing and external communications.
 2. to give feedback on communication between different school related groups.
 3. to give feedback on communication between school community members.
 4. to review MSA website components for accuracy and standardization.
- I. 2021-22 Task Force Chair discussion and vote
 - After welcoming Ali M. to the committee and a brief introduction, it was determined that Heather will continue as chair or to co-chair with anyone interested in doing so. Maggie will continue to be the BOD representative. Heather then reviewed the components of this committee's purpose as listed above.
 - II. Update on the Website
 - Recognition of MSA Community Section-- The updated website will have a recognition section on the main page. Staff will help administration determine what will be added to this section, however, it is still being determined how recognition will be shared with admin if students, parents or community members have a recognition to share.
 - Calendar for Athletics and Activities--The plan is that the calendar will go live when the website redesign is rolled out. Discussion centered around the need for the calendar to potentially link to the various MSA sub-sites for detailed information re: various activities and information such as advisor, etc.
 - Proposals by Justin and/or Administration--It was noted that the teacher webpage dashboard should be updated to reflect new staff members and remove former staff members. Justin will work towards completing the necessary updates. Justin proposes that we consult with staff about the need for staff webpages if teachers are all using Google Classroom. He will send out a survey.
Discussion moved to how to better utilize Skyward to simplify the delivery of information. Justin will explore this.
 - Web Committee--Justin provided the committee with a preview of the new website design.
 - Tabs--It was noted that there are tabs which are/should now be maintained by new staff. Justin can provide Cecelia with the original list, and she and the office staff will look at the list to determine the parties responsible for maintenance of each tab. At our next meeting, this committee will each look at the tabs to detect necessary changes and report these changes to Cecelia, who will communicate with the responsible parties.

- Many references to previous administrators still need to be updated--**These changes will also be noted and made via the close look at tabs, etc.**
- III. Review the Purpose of the Task Force with new Administration and assign tasks to each task force member as needed to allow for updates on task completion during meetings.--**We will attend to this as we move forward in our advisory role and future meetings.**

Next meeting: November 10th at 4:15 PM.

Academics Committee Agenda
 October 11, 2021
 8:00 a.m. - 9:00 a.m.
 Room 2A

Members: Michelle Kurkoski, Maggie Burggraaff, Emily Graveen, Jeana Albers, Noah Langseth, Teresa Ward, Tara Richert, Kassie Larson, Wendell Sletten, Jennifer Heydt-Nelson, David Pushparaj John, Cecelia Dodge, Lela Olson, Kate Hinton, Cody Schniepp

1. Meeting dates for the year
 - a. September
 - b. October 11
 - c. November 8
 - d. December 6
 - e. January 3
 - f. February 14
 - g. March 15 - Michelle K not able to attend, but will still send an agenda.
 - h. April 11
 - i. May 10
 - j. Generally we don't meet June-August
2. Working group update - online/July term/recovery (Kate)

The Schedule Task Force has been meeting. They are gathering data on what is working well, what are struggles, and what we would like to see changed. There are representatives from all departments on this task force, so they will bring this to the next department meetings.** meeting notes at the end of this doc**

3. Academic improvement - potential updates and changes (Kate)

A link of an example has been shared with the staff. It is looking for students and parents to be aware that the student has a D or F. The hope is that a plan is developed for the student. This serves as MSA being in corrective action for Sped and gives us data prior to Sped referrals.

Our authorizer has asked us to make more data driven decisions. The hope is that this is a way to gather that data. When teachers meet as a student support team, they can look for intervention strategies and begin incorporating them. This is systematic data collection which makes it more accessible to other teachers, administrators, and the authorizer.

The idea is to begin a conversation between teacher and student to get an idea of how to support the student effectively.

1. Is there a timeline in place? Have them completed by the SST meeting.
2. When will the report for these be done? Is it part of SST or Academic Probation?
 This is for both. The policy is tailored to the existing form, so a policy meeting may need to happen to reword the policy. It is also true that this

form may still need to be changed based on our needs as we try this over the school year.

3. Can this be completed one time by all the teachers for the one student? Right now having everyone do their own allows for more data collection and allows Kate to see what everyone is doing.
4. Finding time to call is difficult. Is sending an email appropriate? It is if finding time to call is difficult.

Teachers should change grades on the sheet as scores are entered.

Adjustments for an entire grade level could be looked as instruction driven. And having all the teachers call one parent or one teacher calling a majority of students may not be necessary.

When meeting with SST teams, adjustments should be made so teachers are meeting with the correct student group.

4. WBWF Updates? (CD)

- a. Review last year's report - need copies for the AC
- b. Report info or status for this year?

An emailed report from 19-20 (last year's report) and a timeline for the strategic report and plan was sent out this morning. This plan is due on December 15, 2021.

An invitation has been sent to parents and students to be a part of WBWF. At this time we are unsure if people have volunteered.

The internal group still needs volunteers. This would involve looking at data and thinking about the strategic plan for all and see what is included in the WBWF plan. This needs to be done by the November BOD meeting in order to bring a draft to the BOD. This will go to all staff and was on the staff sign up in August.

The strategic plan includes WBWF. These pieces are being viewed together. The first focus group is tomorrow morning for staff from 8-9 in the Great Hall. The parents is on Wednesday evening, and students will be trained in running these groups as well.

5. Recruiting Diverse Staff Update (CD)

- a. Is the task force meeting again?
- b. Other things in the works?

This should be folded into hiring practices. This should be ad hoc for goal setting. The list of groups is too long. What doesn't need a committee/taskforce. We want input from teachers, but want to take things off of your plates.

Our language needs to be inclusive, more than race and ethnicity. The state is looking for just race and ethnicity data.

6. Supplemental Online Learning Update?

No current update.

The state allows students to take up to 50% of their courses online. Currently we have 5 students participating.

It would be nice to build our capacity to offer these on our own.
There are things that can be looked at for summer enrichment to offer summer courses that could generate revenue.

7. Enrollment update (Joell will send)

8. Scheduling update (Kate)

The task force is looking ahead to next year.

9. 1st Fastbridge Inventory?

This is still in the plans. Lela is still working on getting access to Fastbridge.

There are three tests. Kids usually finish over two advisories. They can work on it at home.

We do not have a lot of benchmark or formative data, so it is good to have these.

10. Update on Annual Report?

This will go to the BOD for approval next week.

MCA data is questionable, but it indicates our achievement gap is widening.

Our finances are strong. We have licensed staff.

The gap is a problem we can take on. We can focus on this.

The report came together nicely.

Next meeting will be on November 8th

- WBWF/Strategic Planning
- Scheduling ideas for 22-23: planning for next year's electives should go on hold until we determine our schedule for next year. Departments can begin discussing/brainstorming ideas.
- MCA Testing Ideas: ELA in classes, 8th grade science in classes
- Field trip: busses? Anne Frank

Academics Committee Yearly Calendar

Month	Description
August	<ul style="list-style-type: none"> ● Should the first Academics Committee meeting be in August (decide at June mtg) ● Get BOD SAM Academic Goals, and after determining any additional goals, set a process for meeting those goals
September	<ul style="list-style-type: none"> ● 1st Fastbridge Inventory ● MCA results will go to the departments so that each department can determine how to approach their Academic Goals (For the 18-19 school year, this means Goals 1,2 and 5) When and how should they report the changes they made? ● Share last year's WBWF with SAM for the Annual Report ● Review - Adminsends new legislation/standards to the corresponding departments annually
October	<ul style="list-style-type: none"> ● Annual report due October 1 ● Review of last year's WBWF report to the Academic Committee
November	<ul style="list-style-type: none"> ● Review of last year's WBWF report to BOD in November meeting ● Departments should begin to plan for next year's electives and to detail a back-up plan in case of low enrollment in the elective classes
December	<ul style="list-style-type: none"> ● WBWF report due to Admin by Dec 1 and to MDE (mid-Dec) ● 12/18 Course lists and descriptions due to scheduling office ● 2nd Fastbridge Inventory
January	<ul style="list-style-type: none"> ● Office needs a list of classes offered by each department by the middle of the month (including AP and electives) ● 1/3/18 - AP class schedule available to students ● PSAT results can go to the departments ● Review Academic Agreements and Open House Expectations
February	<ul style="list-style-type: none"> ● Students sign up for their classes ● WBWF presentation and input from public
March	<ul style="list-style-type: none"> ● 3rd Fastbridge Inventory before Spring Break ● Report how AP signup process is proceeding ● Annual review = Policies 601 and 603
April	<ul style="list-style-type: none"> ● Educational Program Policy committee should review model policies #613-620 ● Professional Development Task force will have data to begin to plan for the following year
May	<ul style="list-style-type: none"> ● MCA snapshot results available ● Review PSAT(Dec) and ACT scores (if taken at MSA receive in May-June)

	<ul style="list-style-type: none"> • Students can see their classes online
June	<ul style="list-style-type: none"> • Academics and WBWF committee will make recommendations and present them to Board by looking at the MCA snapshots and determine Professional Development for the following school year • Determine if we should have a meeting in August or September? • Reflect on goal setting for next school year?
July	

Schedule Task Force
9/30/21

1. Current Schedule Review

[Schedule template.docx](#)

[Days.docx](#)

2. Positives about this schedule

Start and end time allowing for before school activities
Block is useful for music classes
Combination schedule
For math a little bit everyday is good
Block day math teaches 2 lessons
Block days are good for test days
Balance of the two kinds of days
6th graders do well on for attention span on short periods of time
Teacher prep is nice on block days
Block days good for projects
Block days for project based learning, group work
Like the start time
Extra time in block time
Like the balance 47 minute days then project based or deeper analysis on block day
Balance good for both MS/HS
Advisory on Friday for study time
Block days gives more time to connect with students
Mix things up on block days, better for critical thinking
Need breaks in block days
Science likes it for labs
Block advisory for assemblies

3. Things we would like change

Friday block day hard for pulling for sports
Buses arrive at 9:00 could we start earlier
Challenge for blocks when teachers do not get a prep
Overloads too many
10 day rotation (keep study skills)
Some kids have 3 different lunches
Split PE/Health
Zero hour opportunities access

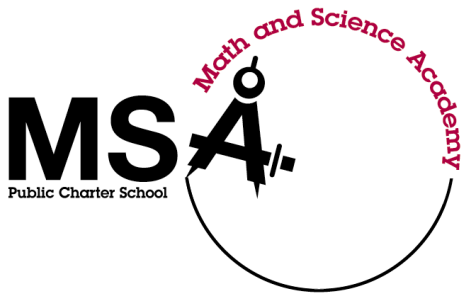
4. Goals for next schedule

<https://docs.google.com/document/d/1oJ-1QpuTQQTiQssoFhzs-UUXpiJh7UmD9R8ctYYLvr8/edit>

5. Next meetings

10/28/21

11/15/21



2020-2021 Annual Report



Vision

To be an innovative, sustainable model of academic excellence that creates well-rounded, lifelong learners and global citizens.

Mission

We provide accelerated curricula in all subjects with an emphasis on math and science.

Math and Science Academy

A Minnesota Public Charter School

**8430 Woodbury Crossing
Woodbury, Minnesota 55125
651-578-7507
www.mnmsa.org**

2020-2021 ANNUAL REPORT

**Submitted to:
Student Achievement Minnesota (SAM)
MSA's Authorizer
Liz Wynne**

**Submission date:
September 30, 2021**



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Introduction

The Math and Science Academy (MSA) opened in the fall of the 1999-2000 school year and serves students grades six through twelve. MSA places tremendous value on a school design based on rigorous curriculum and collaboration between administration, teachers, students, and families. The curriculum emphasizes math and science with a balance of humanities. The MSA standard requires that students achieve beyond current state mandates and testing criteria. MSA students are required to complete a math program through calculus and a science program that includes biology, chemistry, physics, as well as one additional science course. Additionally, all students at MSA must take Social Studies and English every year, as well as Spanish through the 11th grade. MSA requires at least one year of high school fine arts, a half year of physical education, and health in the 9th grade. MSA also boasts a music program which includes choir, a string orchestra, and jazz band. In addition, MSA students can enhance their learning experience by participating in a variety of after school activities (see Appendix A).

It is the MSA's policy to provide an equal educational opportunity for all students. The Math and Science Academy does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. Thus far, after eighteen graduating classes, only ten seniors have failed to graduate on time. Moreover, while the state of Minnesota has led the nation in ACT scores in the past five years with an average composite of 22.2, the average composite MSA ACT score over the past five years has been 27.9. At the time of this report MSA has not received our ACT scores for 2020-21 but we do not have any reason to believe they'll be different from our typical average composite score.

The current strategic plan, including mission and vision were created in 2016-17. While they have been reviewed every year, the global pandemic put updates on hold during the 2020-21 school year. A comprehensive strategic planning process has now begun, as of September, 2021. The mission, vision and core values of MSA read as follows:

Vision

To be an innovative, sustainable model of academic excellence that creates well-rounded, lifelong learners and global citizens.

Mission

We provide accelerated curricula in all subjects, with an emphasis on math and science.

Our Core Values

- Honesty: MSA's community exhibits fairness, cooperation, integrity, and honesty. MSA students and staff take responsibility for their actions.
- Community: MSA maintains small class sizes and a small school feel.
- Respect: MSA's community respects others and their views, while fostering a safe environment where every voice is heard, and individuals are free to take risks.

- Teamwork: MSA encourages networking, collaboration, and open communication between members of our community. MSA encourages students, their families, and staff to invest their time and resources to serve the MSA community.
- Excellence: MSA continuously evaluates and improves programs to ensure the highest quality in teaching and learning. MSA empowers students to develop independence through organization, time management, and self-discipline.

Governance

MSA is governed by a Board of Directors (BOD) that is comprised of a membership in accord with Minnesota statute and consists of four (4) licensed teachers who are employed by MSA at .5 FTE or above, three (3) parents (or legal guardians) of enrolled students, two (2) community members, and a non-voting student enrolled at MSA in grades 9-12. The Executive Director and Chief Financial Officer sit on the board as ex-officio, non-voting members. MSA BOD elections are normally held each year on the first Tuesday in April (The actual date is set by the BOD on the recommendation of the BOD Election Committee.). Board of Directors are elected for 3-year terms, with three terms expiring each year.

MSA Board Meetings are typically held on the third Monday of each month. The BOD routinely conducts workshops before the regular meetings to address the larger issues, thereby giving the community a chance to participate with respect to all issues brought before the board.

The 2020-2021 BOD members are listed below in order of officers and term expiration date.

Name	Board Position	Group	Date Seated	Term Expiration	State Required Board Training Completed
Dan Ellingson	Chair	Parent Member	Jun 2019	Jun 2022	Yes - 13-23
Maggie Burggraaff	Vice-Chair	Teacher Member	Jun 2020	Jun 2023	Yes – 21, 23
Cody Schniepp	Treasurer	Community Member	Jun 2018	Jun 2021	Yes – 13-23
Jennifer Bartle	Secretary	Parent Member	Jun 2020	Jun 2023	Yes – 19-23
Michelle Kurkoski		Teacher Member	Jun 2019	Jun 2022	Yes – 15-23
Jeff Eng		Community Member	Jun 2020	Jun 2023	Yes – 20-23
Annie Cardenas		Teacher Member	Jun 2020	Jun 2023	Yes – 13,14,18-23
		Student Representative			N/A
Cecelia Dodge	Executive Director (Interim) Ex-Officio	School District	N/A	N/A	Yes – 22, 23
Jenny Abbs	CFO Ex-Officio	School District	N/A		Yes – 1

1 Completed Charter School Finance Training August 17, 2014.

10 Completed Charter School Board Training: Governance – September, 12, 2018.

11 Completed Charter Training: Board Governance, Financial Matters, Employment Matters – January 16, 2019.

13 Completed Charter School Board Training: Employment – October 22, 2019.

14 Completed Charter School Board Training: School Finance – October 31, 2019.

15 Completed Charter Training: Employment in Charter Schools – November 20, 2019.

16 Completed Charter Training: Board Governance, Financial Matters, Employment Matters – January 15, 2020.

17 Completed Charter School Board Training: School Finance – January 22, 2020.

18 Completed Charter School Board Training: Governance – February 11, 2020

19 Completed School Finances, Course 200, June 23, 2020

20 Employment in Charter Schools, Course 300, June 24, 2020

21 Completed School Governance course 100, August 19 or September 16, 2020.

22 Completed Charter School Board Training: Governance - September 6, 2021

23 Completed Charter School Board Training: Data Privacy Training - September 20, 2021

2020-21 MSA School Management & Administrative Team

John Gawarecki	Executive Director	
Tom Johnston	Assistant Director, Middle School	
Shannon Froberg	Assistant Director, High School	
Jenny Abbs	Financial Manager, Contracted	BerganKDV
Joell Pundsack	MARSS/Student Data Coordinator	
Ken LaCasse	Business Manager	
Carrie Hamm	Office Manager	
Amanda Stout	Office Manager	
Emily Graveen	High School Academic Counselor	
Kirstin Knutson	Middle School Counselor	
Justin Gehring	Technology Coordinator, Contracted	JRS Computing

School Director Biography

John Gawarecki began 2020-21 in his fourth year as the Executive Director and remained in that role until spring of 2021, when he went on leave from MSA. The Assistant Directors, Shannon Froberg and Tom Johnston, were asked to take on his role in addition to theirs while the school hired an interim executive director. The school year finished with the assistant directors continuing to fill in, and the Executive Director position was posted as an interim position. Cecelia Dodge was hired; and began in that role June 28, 2021.

At the beginning of the 2020-2021 school year, 100% of the MSA teaching staff were recognized as highly qualified and fully licensed, however, there were two teachers with Out of Field Placements. To prepare for the 2020-21 school year with two teachers not returning, the school hired two new staff members, both teachers. Of the teachers hired, one was math and one was Spanish.

During the course of the fall, an English teacher went on leave and was replaced by a licensed sub and another English teacher who took an overload. A list of the courses and electives that are offered to students can be found in Appendix B.

2020-2021 MSA Teachers

Full Name	Role	License FFN	Licenses Held
Jeana Albers	Biology 9-12	474829	Science 5-8, Life Science 9-12
Lisa Anderson	Social Studies 9-12, Freshman Seminar	369704	Social Studies 7-12
Markell Anderson	Spanish 9-12	486511	Spanish K-12, ESL (expired & needs MTLE attempt)
Jenna Babb	Spanish 8-12	482486	Spanish K-12
Jacob Bukkila	Physics 9-12, Science 6-8	500998	Science 5-8, Physics 9-12
Maggie Burggraaff	English 9-12	376388	Reading K-12, English/Language Arts 7-12
Annie Cardenas	Chemistry 9-12	430525	Science 5-8, Chemistry 9-12
Theresa Casey-Wolf	School Psychologist	293754	School Psychologist K-12
Noah Dombrovski	Special Education	482539	Tier 4 Academic and Behavioral Strategist, Teacher Coordinator Work Based Learning
Julianne Farrell	Special Education	497119	Tier 2 Academic and Behavioral Strategist, Short Call Substitute
Mike Fillbrandt	English 6, Study Skills	455271	Communication Arts/Literature 5-12, Dance and Theatre K-12
Amanda Froberg	Mathematics 6-8	510118	Science 5-8, Chemistry 9-12, OFP Mathematics 5-12
Emily Graveen	Counselor 9-12	494671	School Counselor K-12
Mark Greseth	Science 6-8	488183	Science 5-8, Life Science 9-12
Norma (Patricia) Haynes-Guerra	Spanish 7-12	306086	Elementary Ed 1-6, Spanish K-12, Physically Handicapped K-12

Angela Haverland	Special Education	489352	Tier 4 Academic and Behavioral Strategist
Aron Hellner	Physical Education 8-9, Health 9	509550	Science 5-8, Social Studies 5-8, OFP Health 5-12 and Physical Education K-12
Jessica Heydt	Social Studies 8-11	453570	Social Studies 5-12
Jennifer Heydt-Nelson	Art 9-12	413292	Visual Arts K-12
Cheri Howe	Science 6-8, Astronomy	415900	Science 5-8, Elementary K-6
Kirstin Knutson	Counselor 6-8	513252	School Counselor K-12
Hannah Kostichka	Special Education	488152	Tier 4 Academic and Behavioral Strategist
Michelle Kurkoski	Social Studies 9-12	416675	Social Studies 5-12
Noah Langseth	Mathematics 9-12, Computer Science	460701	Mathematics 5-12
Kassie Larson	Spanish 6-8	451897	Spanish K-12
Isaac Leonhardi	Mathematics 9-12	505802	Mathematics 5-12
Shannon Menard	Special Education	505277	Tier 2 Learning Disabilities, Short Call Substitute
Lucy Nordstrom	Social Studies 7-12, Yearbook	507352	Social Studies 5-12
Kerry O'Keefe	Art 6-8	482091	Visual Arts K-12
Sandra Overson	Mathematics 9-12	318581	Mathematics 7-12
Michelle Richards	English 7, Poetry	403184	English/Language Arts 7-12
Tara Richert	Physical Education 6-7, Health 7	475492	Physical Education K-12, Health 5-12
Catherine Roath	Social Studies 6-12	448473	Social Studies 5-12
Heather Rosemann	English 10-12	449491	Communication Arts/Literature 5-12
Rhonda Schafer	Study Skills 6-8	409622	Science 5-8, Life Science 9-12, Chemistry 9-12
Judy Seeberger	English 10-12, Study Skills 6- 8	484500	Communication Arts/Literature 5-12
Wendell Sletten	Band/Orchestra 6-12	461546	Instrumental and Classroom Music K-12
Mariah Smith	Math	506810	Math 5-8, Academic and Behavioral Strategist K-12, Learning Disabilities K-12, Reading K-6, Elem Ed K-6
Cheryle (Teresa) Ward	English 8, English Language	446450	ESL K-12, Reading K-12, Communication

Non-Licensed Support Staff

Name	Area of Assignment
Charles Akyigyina	Special Education Assistant
Erin Brault	Special Education Assistant
Denice Fair	Study Hall Monitor
Debra Fleischhacker	Special Education Assistant
Kris Nelson	Special education Assistant
Mike Palony	Special Education Assistant
April McClernan	Special Education Assistant
Marissa Ward	Special Education Assistant
Deborah Webster	Special Education Assistant

School Enrollment Procedures

General Statement of Enrollment

It is the Math and Science Academy's policy to provide equal educational opportunity for all students. The Math and Science Academy does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age.

Admission Requirements

The policy of the Math and Science Academy is to enroll a student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils will be accepted by lot. The Math and Science Academy gives preference for enrollment to a sibling of an enrolled pupil and to a foster child of that pupil's parents and may give preference for enrolling children of the school's teachers before accepting other pupils by lot. The Math and Science Academy does not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability.

Math and Science Academy establishes the following Admissions and Lottery Policy.

Policy Statement: Admission to Math & Science Academy is open to all students, without regard to ability, race, religion, or any other factors. Enrollment will be influenced by the capacity of the program, class, grade level, or building.

- (1) Each school year, the Board of Directors:
 - a. Initiates around January 1st the open enrollment period applicable to the following school year's admissions.
 - b. Posts on the Math and Science Academy website around January 1st:
 - (i) Math and Science Academy's enrollment application applicable to the following school year, and
 - (ii) the Admissions and Lottery Policy.
- (2) Establishes and publishes at the February board meeting, the available enrollment by grade applicable to the following school year.
Prior to the beginning of the open enrollment period, the school provides notice of the open enrollment period to parents and teachers so that siblings of currently admitted students and children of teachers may apply.
- (3) Prior to the beginning of the open enrollment period, the school asks families to complete an "Intent to Return" form.
- (4) Each enrollment application received is date-stamped and also either time-stamped or sequentially stamped by number designating the order in which applications were received for each such date.
- (5) All applications received during the open enrollment period are automatically accepted for enrollment (i.e. admitted) unless more applications are received than the available enrollment established by the Board for the applicable grade(s). In this situation, all submitted applications for such grade(s) are placed in the lottery; however, siblings of currently admitted students and children of teachers employed in school have preference.
- (6) Siblings who apply or currently admitted students are automatically admitted unless the number of sibling applications exceeds the available enrollment established by the Board for the applicable grade(s). If the number of sibling applications exceeds available enrollment in any grade, a sibling lottery is held for each such grade. Siblings are admitted to the school in order in which they are drawn in that lottery. If all available enrollment in a grade is filled by siblings, the sibling lottery continues and establishes the sibling waiting list, which has preference over both the teacher-children waiting list and the general waiting list.
- (7) Children of teachers employed at the school who apply before the expiration of the open enrollment period, are automatically admitted provided that all siblings (of already admitted students) who applied are admitted, and provided there is available enrollment as determined by the Board for the applicable grade(s). If the number of children of teachers exceeds the available enrollment established by the Board for any grade (and after all siblings of admitted students who applied are admitted), a teacher-children lottery is held. Children of teachers are admitted to the school in order in which they are drawn in the lottery. If all available enrollment in a grade is filled by children of teachers, the teacher-children lottery continues to establish the teacher-children waiting list for each such grade.

- (8) If the number of applications received during the open enrollment period exceeds available enrollment established by the Board for any grade (and after siblings of admitted students) who submitted applications are already admitted or establish a sibling waiting list, and after all children of teachers employed at the school who applied are already admitted or establish a teacher-children waiting list), the school conducts a general lottery. All applications for each such grade(s) (excluding applications from siblings of already admitted students and excluding applications from children of teachers employed at the school) received before the expiration of the enrollment period are included in the general lottery. Students are admitted to the school in order in which they are drawn in the lottery, as long as there is available enrollment as determined by the Board for the applicable grade(s). If all available enrollment in any grade is filled, the lottery continues and establishes the general waiting list for each such grade in the order drawn, until all applications are drawn. If a student is admitted through the general lottery and that student has one or more siblings in other grades also subject to a lottery, those siblings are automatically admitted as long as available enrollment as determined by the Board remains in the applicable grade(s).
- (9) Applicants are automatically admitted as long as there is available enrollment as established by the Board in the applicable grade and siblings continue to have preference, in the order received. If, or once, there is no available enrollment in any grade, applications are added to the applicable waiting list for each such grade, in the order received.
- (10) The school conducts all lotteries through a method of random selection.

General Admission Procedures

Order of Admission: Siblings of Already Admitted Students, then Children of Teachers Employed at the School, then General Admissions.

Waiting list does not carry over from year to year: Each waiting list is valid only for the school year for which it is drawn and does not carry over to subsequent years.

Multiple births (twins, triplets, etc.): Each student seeking admission completes an application (i.e. not one application for the family). In a lottery situation, each student receives an individual number/lot in the lottery.

Lottery Grade Order: Applicable lotteries occur from lowest grade to highest grade.

Race/Ethnicity Reporting: If parent, guardian, or student self-identification methods are not possible, or the family declines to answer the questions, the Director or designee will utilize the best information they possess to determine the students race/ethnicity for reporting purposes, as required by Minn. Statute 120 B.35.

Foreign Exchange Student Admission Procedures

Admissions Statement: Admission to Math & Science Academy is open to all foreign exchange students, without regard to race, or religion. Exchange student admission will be influenced by the capacity of the program, class, grade level, and building capacities.

Eligibility Determination: When MSA has a vacancy in grades 10 through 12 after following all of its general admission procedures, it may fill any remaining vacancies with an exchange student who meets the following requirements.

(1) The foreign exchange pupil must meet the program requirements for the J-visa student cultural exchange program and; **PAGE 64**

(2) The foreign exchange pupil must be a participant in a cultural exchange program registered with the Office of the Secretary of State under Minnesota State Statute 5A.02.

15 Consecutive School Day Absences Procedures

When a student has 15 consecutive school day absences during the regular school year, regardless if they are excused or unexcused, without receiving instruction in the home or hospital shall be dropped from the roll and classified as withdrawn pursuant with Minn. Stat. § 126C.05, Subd. 8. When this situation arises, MSA will follow the following procedures:

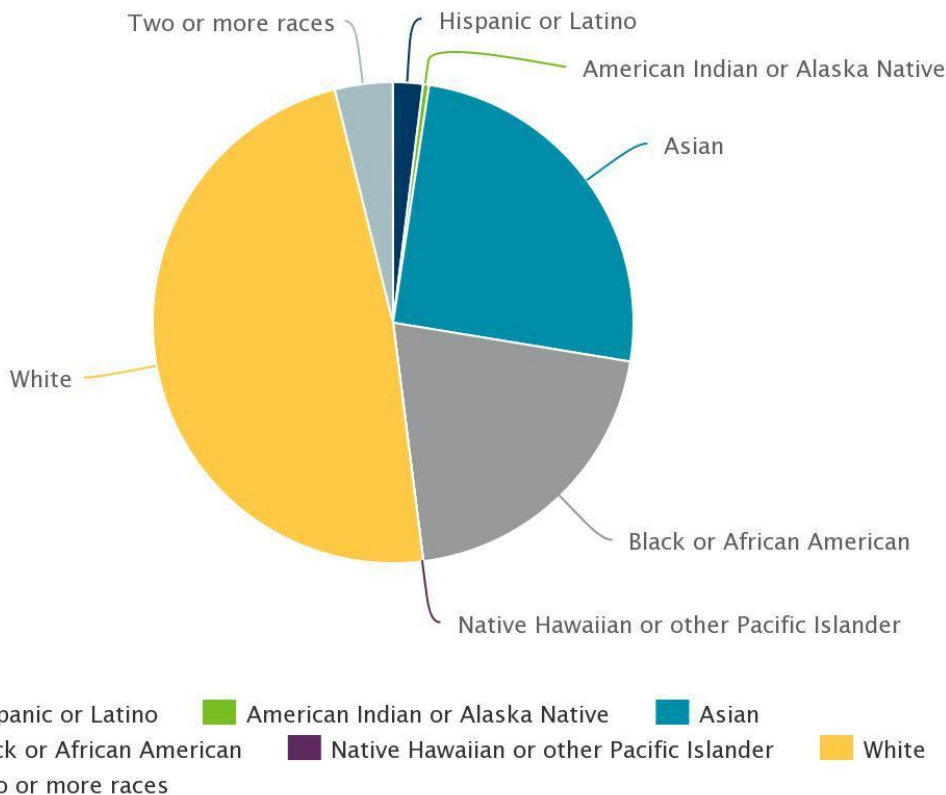
(1) Prior to the 15th consecutive absence, the school will notify the parent/guardian of the student to determine if the student intends on returning to MSA.

(2) Once the 15th consecutive school day absence has occurred during the regular school year, regardless if they are excused or unexcused the school will determine if the student has formally withdrawn or has been expelled in accordance with the Pupil Fair Dismissal Act.2654.

Student Demographics

All student demographic information is taken from the Minnesota Report Card.

Student Demographics by Race/Ethnicity



Enrollment by Race/Ethnicity

Student population:	543	
Americ Indian/Alaska Native:	2	0.4%
Asian:	137	25.2%
Hispanic:	11	2.0%
Black/African American:	111	20.4%
White:	261	48.1%
Two or more races:	9	3.9%

Enrollment by Special Population

English Learner:	2	.04%
Special Education:	36	6.6%
Free/Reduced-Price Meals:	32	5.9%

MSA has seen a large rise in its diversity over the past several years. While the number of white students has decreased over the past five years, the number of its Asian population has steadily increased and the number of black students in the past five years has increased by 58 students over the same period. MSA has gone from a white student population of 71% in 2012 to its current level of 48.1% in 2020.

Student population for the past five years

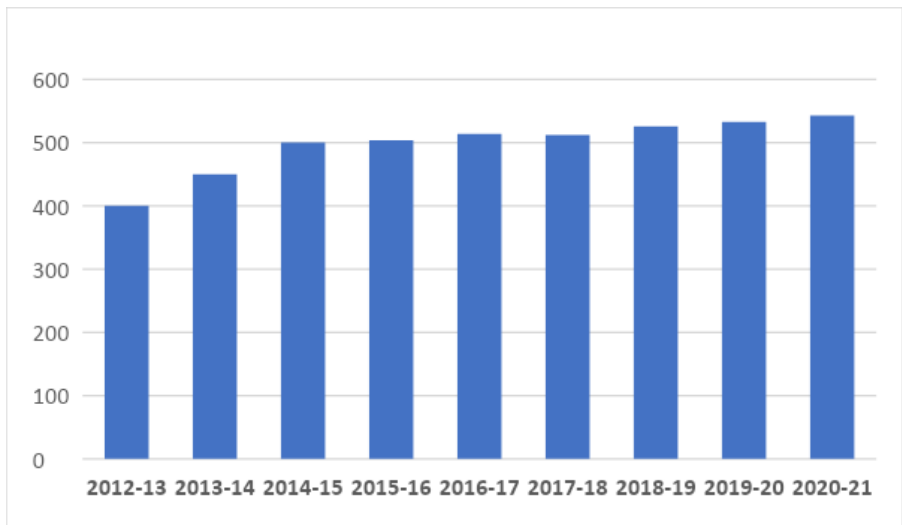
	2016-17	2017-18	2018-19	2019-20	2020-21
Am Indian	0.2%	0.2%	0.2%	0.2%	0.4%
Asian	21.5%	19.9%	22.1%	25.3%	25.2%
Hispanic	3.1%	3.1%	2.5%	2.4%	2.0%
Black/African American	10.4%	11.7%	16.2%	18.2%	20.4%
White	58.5%	58.0%	52.7%	49.5%	48.1%
Two or more races	6.3%	7.0%	6.5%	4.3%	3.9%

Student population in October of each year listed below

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
450	483	510	508	512	526	533	543

Open Enrollment

MSA is a public charter school that accepts all students for open enrollment in the 6th through 12th grade levels. MSA typically has waiting lists for each of its grades. The enrollment capacity for each grade is set by the MSA Board of Directors each year. Over the past nine years, MSA has seen its student population grow, with it peaking at 543 students in the 2020-21 school year.



Student Enrollment-Related Information

MSA continued to see strong interest from families wanting to send their children to the school. The total enrollment of 543 was influenced by the increase of the high school grades.

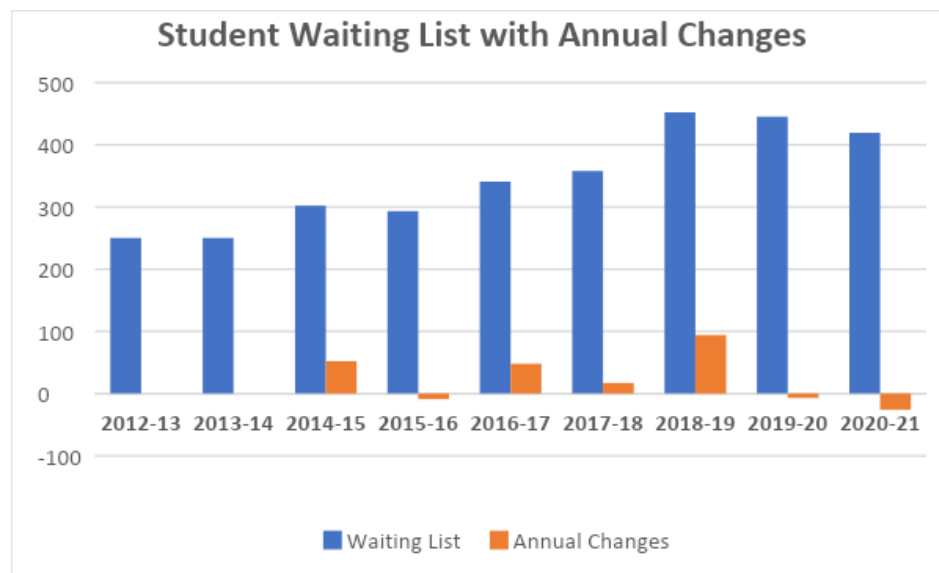
Student Enrollment by Grade Level

As of October 1, 2020

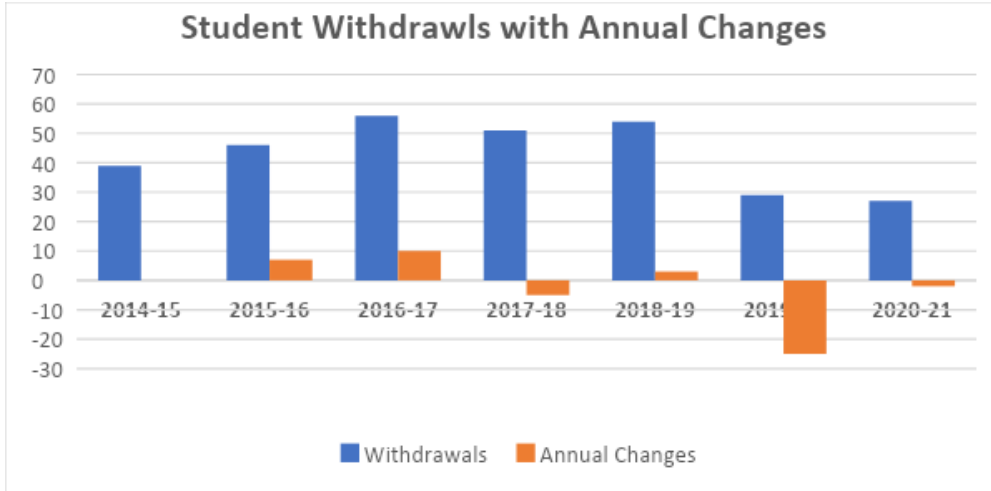
Grade	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Totals	88	88	92	86	73	59	58

Waiting List of Students by Grade

The waiting list in the previous year was 445 and for the 2020-21 school year was 419. The majority of the waiting list students were from the sixth grade, where a total of 142 students were waiting for admission. The following chart shows MSA's waiting list and amount of change.



At the beginning of the 2019-20 school year, MSA added a freshman seminar class to assist new students to the high school with the hope of reducing the number of students who withdraw at the end of the year. Now in the second year of offering the class, this has made a significant impact on student retention, as the historical continuation in the number of students that withdrew from the school during 9th grade was reduced by half. This led to a large reduction in the number of student withdrawals.



See Appendix C for comparison enrollment statistics between school years. Data on the Students Withdrawn chart represents student withdrawals as of June 30th of each year.

MSA's graduation rate for the 2021 school year, as calculated by MDE continues to be exceptional. MSA graduated 100% of its general education and special education student population. MSA's PSAT, Advanced Placement exams results, and MCA-III are provided below.

PSAT Results

Each year, about 3.5 million students across the nation take the PSAT test. Its goal is to assess student's readiness for college and those students who score exceptionally well may be considered for the National Merit Scholarship. MSA had two students qualify as Semifinalists for the National Merit Scholarships. MSA's results for the PSAT follow:

11th grade students in the area of **ERW**: (Evidence-based Reading and Writing):

- The average score was 588 on a scale of 160 to 760.
- 92% of MSA students met the ERW Benchmark.

11th grade students in the area of **Math**:

- The average score was 568 on a scale of 160 to 760.
- 79% of MSA students met the Math Benchmark.

Selection Index for 11th grade students:

- The average score was 1156 on a scale of 320 to 1520.
- 79% of MSA students met both Benchmarks.

10th grade students in the area of **ERW**: (Evidence-based Reading and Writing):

- The average score was 577 on a scale of 160 to 760.
- 91% of MSA students met the ERW Benchmark.

10th grade students in the area of **Math**:

- The average score was 573 on a scale of 160 to 760.
- 84% of MSA students met the Math Benchmark.

Selection Index for 10th grade students:

- The average score was 1150 on a scale of 320 to 1520.
- 84% of MSA students met both Benchmarks.

Advanced Placement (AP) Test Results

Each year MSA students in grades 9 through 12 enrolled in AP-approved courses are given the opportunity to take an AP exam in the subject in which they are enrolled. Overall, MSA students took 146 AP tests in 2021.

For AP courses, most colleges will give credit to students when they achieve a score of 3 or higher. MSA students were successful at obtaining this level on 83% of their tests! In comparison to MSA rates, an average of 66.4% students statewide and 58.5% nationally scored a 3 or higher.

Because some colleges will require a score of 4 for credit, MSA strives to have students achieve a score of at least a 4 on their tests. To that end, MSA can claim that 43% of MSA students taking AP exams obtained a score of 4 or higher. The rates for students scoring at least a four on the AP exams for the state was 38.1% while nationally it was 33.4%. The state and national averages are from the previous

year due to the fact that the 2021 information will not be released until late October. Historically these averages do not move more than 0.1%.

MSA has mixed results on MCA-II testing. In 2020-21 61.2% of our students were proficient in science, 65.6% were proficient in math, and 80.7% were proficient in reading. MSA’s students performed more than 20 points above the state average in all subject areas. But our scores dropped slightly from our 2018-2019 results, mirroring state averages. (With the global pandemic no statewide testing occurred in 2019-2020.)

Below we’ve depicted our achievement gap for 2021-2022. As mentioned, no statewide testing occurred in 2019-2020, so it’s impossible to assume a trend. But MSA’s black students scored higher in 2018-2019, with 69% meeting or exceeding reading proficiency measures and 66% meeting or exceeding math proficiency measures.

2020-2021	White	Asian	Black
Met or Exceeded Proficient, Reading	89.2%	85.7%	57.3%
Met or Exceeded Proficient, Math	66.4%	80.5%	42.9%

The following goals were finalized with the external advisory group for MSA’s world’s best workforce plan for 2020-21 at their fourth meeting on January 27, 2021. The team that composed the working group consisted of parents, teachers, students and administrative staff.

A. Achievement Gap Reduction

1. By the conclusion of 2023, the proficiency achievement gap on the MCA reading test for grades 6-8 will be no greater than 3.5% for each student group publicly reported by MDE in 2021
2. By the conclusion of 2023, the proficiency achievement gap on the MCA math test for grades 6-8 will be no greater than 3.5% for each student group publicly reported by MDE in 2021

B. Career/College Readiness Goal

1. 85% of MSA seniors are ready for college-level coursework in English, Science, Math, and Social Studies as measured by the ACT test and reported on the College Readiness Letter received by MSA

C. Graduation Goal

1. MSA will have a graduation rate of at least 95% as reported by MDE’s report card.

Our assessment of our progress on these goals is as follows:

Goal A1. The achievement gap in reading between Black and White students has not been reduced. While 57.3% of Black students met or exceeded proficiency, 85.7% of Asian and 89.2% of White students met or exceeded proficiency on the reading test. Our gap between Black and

White students actually grew. We met this goal for Asian students. The gap between passing scores for White and Asian students is exactly 3.5%.

Because of the global pandemic MCAs were not administered in 2019-20, so we cannot appreciate a clear trend. But the percentage of Black students proficient in reading in 2020-21 has dropped significantly from 69% in 2018-19.

Goal A2. The achievement gaps between Asian, White, and Black students at MSA are wide and have not been reduced. Eighty and one half (80.5) percent of Asian students at MSA met or exceeded proficiency ratings on the math assessment while 66.4% of White students met or exceeded proficiency and 42.9% of Black students met or exceeded proficiency. As measured by the MCA-III almost twice as many Asian students are proficient in Math as Black students at MSA. Because of the global pandemic MCAs were not administered in 2019-20, so we cannot appreciate a clear trend. But the percentage of Black students proficient in reading in 2020-21 has dropped significantly from 66% in 2018-19.

Goal B. While we do not yet have our ACT results for 2020-21, we are assuming we have met this goal. We hope to have the results soon.

Goal C. In 2020-21 100% of MSA students at MSA for their senior year graduated within 4 years.

Comprehensive Educational Program Before During and After School

Not only does MSA stress such core curriculum areas as math, science, English, social studies, and Spanish, but the school also boasts music art programs. In addition, MSA students can enhance their educational experience by participating in a variety of after school activities including being a member of a number Minnesota State High School League (MSHSL) team, as well as club level activities such as academic teams and clubs, theater, Jazz Ensemble, Gender Sexuality Alliance (GSA), National Honor Society, Student Council, Academic Triathlon, Lego League Robotics, Spanish Club, Art Club, international field trip offerings, and other various school-sponsored social events and dances.

MSA's Robotics teams FRC, FTC, and FLL also did exceptionally well as many of the teams qualified for state championship tourneys and the FTC team qualified for the World Championship in their first year of competition.

Along with all the events sponsored by MSA, MSA also partners with the YMCA to offer a before school program for grades 6-8. For grades 9-12, MSA offers a before school study hall. Both of these programs operate from 7:00am to 9:00 am on days school is in session.

To assist students who might need additional assistance, MSA offers several opportunities for students to utilize. The Link Crew is a high school activity that mentors middle school students to aid in transitioning into MSA. The National Honor Society offers a tutoring service for students who are identified by their teachers as needing assistance in individual subject areas. MSA also began to offer an extended day program from 4:00pm to 5:00 pm for students who need additional assistance in

subject areas and it is taught by licensed school teachers. This program was implemented during the second semester with 64 students taking advantage of the program by year's end.

Operational Performance

MSA has a demonstrated record of providing a rigorous and successful education program for all students. Due to the relatively small size of MSA's identifiable groups, it has been less relevant to disaggregate our student data within the typical demographic categories of ethnicity, or educational programs. One of the advantages of our small class sizes is that MSA staff are able to sufficiently use individual student data to track each student's progress. It is our practice to specifically identify and address the needs of individual students not making adequate progress. MSA World's Best Workforce Report can be found in Appendix H.

In addition to each teacher conducting individual tracking, teachers attend monthly meetings where teachers of the same grade level students share their observations of students who are of concern in their classroom so that common trends can be identified and addressed. Students identified during these meetings as having multiple concerns are then entered into an additional support program initiated by one of the concerned teachers.

MSA Parent Involvement

MSA is a community created and operated school that benefits from a well-organized and engaged Parent Team Organization (PTO). The PTO is a separate organization from the school and provides a means for parents to meet together and work to support MSA. The PTO also provides a forum for parent discussion and can be a mechanism for working with MSA. All parents and guardians of MSA students are automatically members of the PTO and are invited to attend regularly scheduled meetings. Some activities that have received financial support from the PTO in the past include various school clubs and teams, school play, prom, teacher training breakfast, teacher conference dinners, Mol Day, Pi Day, transportation for field trips, school landscaping, all-school assemblies, and Lego robotics.

MSA also solicits input from its families by issuing an annual family satisfaction survey (See Appendix D).

For this year's survey, many questions were simplified and became more direct with a comment question following it. The participation of the survey included over 170 participants.

From the survey, it is apparent that there is a strong sense that MSA offers curriculum that is above average, as all subject areas rated above average, with the science curriculum leading the ratings with 82% of parents identifying the program as above average or exceptional, while the English and math curriculum was slightly behind with 74% and 67% of parents identifying these programs as above average or exceptional.

In the area of school functioning, parents continued to rate the academic rigor of the courses as the highest area followed by student safety. The area that received the lowest rating of the areas identified was teacher communication with parents. When asked how often they contacted school personnel, over 79% of the responding parents stated they contacted school personnel at least on a weekly basis. Of the parents returning a survey, almost 88% said they were satisfied with the school.

One of the most significant contributing factors in student academic performance is the effectiveness of classroom instruction. With quality instruction in mind, MSA considers professional development and advancing educational best practices critical. To ensure that each MSA teacher has the opportunity for individual professional growth, faculty are encouraged to seek professional development and leadership opportunities (internal and external to MSA) in their academic fields and are monetarily rewarded for their accomplishments.

MSA teachers are required to align their curriculum with both state standards, and national standards where appropriate. MSA curriculum and instruction are modified as needed by individual teachers and with the guidance and oversight of the MSA Board of Directors. MSA conducted a school-wide review of its curriculum over the past year to ensure the proper scope and sequencing is in place for its students.

At MSA, teachers drive staff development decisions in cooperation with the director and the MSA board. This year's staff development focused on special needs students and implementation of accommodations and modification for these students into the classroom. An increase in our course variety and adding new electives and additional AP classes was implemented (see Appendix B).

Future Plans and Program Challenges

Please note that Appendix E contains the Authorizer Goals.

Our biggest challenges are:

1. Financial – maintaining a sustainable school for years to follow. Future years will bring higher salaries and benefits than what the state and federal funds supply. How do we meet this need?
2. Academic - Maintaining our academic excellence and success while meeting the needs of a growing population of students who may need something different than we currently offer. Our achievement gap is a significant problem. Along with it is a lack of a robust problem-solving process driven by data and effective interventions. These things just have not been in place at MSA because so many students have done so well without these systems in place and data has not been broken out by subgroups and reviewed by staff.
3. Providing diverse course offerings with limited classroom space available. MSA utilizes 98% of its classroom space throughout the day. Finding space for meetings during the school day is a challenge.
4. Retaining our students from middle school to high school. MSA tends to lose a majority of students during this transition due to students wanting a larger school experience.
5. Providing alternatives for our students before the beginning of the school day while maintaining the safety and security of everyone at MSA.
6. Finding parking space for our students who live outside of the busing area and for our PSEO students who need to return to campus for classes.
7. Providing study space on campus for the numerous PSEO students that we have.

Finances

FY20 Audit

The audit was conducted during October 2020, and was presented at the November 2020 Board of Directors meeting. MSA received a clean audit with no findings.

Fund Balance

The School had a positive position financially going into the 2020-2021 school year. Based on the approved budget, the fund balance in the General Fund was projected to grow slightly. MSA recognizes the enormous benefit of being a desirable school of choice, as we were able to maintain our enrollment through the pandemic. And in the transition from 2020-21 to 2021-22 as we lost some students and families, others from the waiting list were immediately available to fill the spots and retain our enrollment numbers.

See Appendix F for a copy of the long-range budget.

Strategic Plan

Due to the global pandemic and board and administrative turnover no substantive work was done on the strategic plan. The expired plan was continued into 2021-22 and the board and administration have started a comprehensive planning process in earnest. A copy of the Strategic Plan can be found in Appendix G. It is expired but remains in place until we complete the process that was launched September, 2021.

Since opening in the fall of 1999, MSA has had an authorizer. MSA had no significant issues during its contract review and received a 5-year contract. Our authorizer is Student Achievement of Minnesota (SAM). SAM’s director is Liz Wynne, 763-557-6676, liz.wynne2@gmail.com, P.O. Box 581639, Minneapolis, MN 55458-1639.

Non-Profit Status

Attorney General - Keith Ellison
Minnesota Attorney General's Office
1400 Bremer Tower - 445 Minnesota Street - St. Paul, MN 55101

Organization Name	MATH AND SCIENCE ACADEMY
Organization Type	TRUST
Contact Person	Cecelia Dodge
Address	8430 WOODBURY CROSSING
City	WOODBURY
State	MN
Zip Code	55125
IRS Code 501(c)	03
Purpose or Description	To promote effective education for students at the Math and Science Academy charter school.
Phone Number	(651) 578-7507
Status	ACTIVE

Students may earn the following letters: Boys Cross Country, Girls Cross Country, Girls Volleyball, Boys Soccer, Girls Soccer, Football, Boys Basketball, Girls Basketball, Girls Nordic Ski, Boys Nordic Ski, Boys Track, Girls Track, Girls Badminton, Robotics, Drama, National Honor Society, Student Council, Newspaper, Yearbook, Earth Club, Performing Arts, and Earth Club.

MSHSL SPORTS

FALL

Boys Cross County
Girls Cross Country
Girls Volleyball
Football
Girls Soccer

WINTER

Boys Basketball
Girls Nordic Ski
Girls Basketball
Boys Nordic Ski

SPRING

Girls Track
Boys Track
Girls Badminton
Boys Soccer

MIDDLE SCHOOL CLUBS

Math League, Academic Triathlon, Lego League, GSA, Choir, Jazz Band, Show Choir, Orchestra, Computer Club, Social Justice Club, Africa Club, Spanish Club, Chess Club, Art Club, Battle of Books, and Earth Club.

HIGH SCHOOL CLUBS

GSA, Physics Club, Biology Club, FTC, Business Club, Jazz Band, Show Choir, Orchestra, Computer Club, Social Justice, Africa Club, Cinematography Club, Spanish Club, Chess Club, Art Club, SWEnext Club, Earth Club and Knitting Club.

ENGLISH

English 6 (6th grade)
 English 7 (7th grade)
 English 8 (8th grade)
 Literature & Composition (9th grade)
 British World Literature (10th grade)
 American Literature (11/12th grade)
 Research Writing (12th grade 1st, then 11th)
 Composition (12th grade 1st, then 11th)
 Study Skills (6th grade)
 Study Skills (7-8th grade)
 Poetry (7-8th grade) EC
 Young Adult Literature (7-8th grade) EC
 AP Literature & Comp (11/12th grade) EL
 Creative Writing (9-12th grade) EL
 Communications (9-12th grade) EL

MATH

Middle School Math I (6th grade)
 Middle School Math II (6-7th grade)
 Integrated Math I (7th grade)
 Integrated Math II (8th grade)
 Integrated Math III (9th grade)
 Pre-calculus (10th grade)
 Calculus (11/12th grade)
 AP Calculus AB (10-12th grade) EL
 AP Calculus BC (11/12th grade) EL
 AP Statistics (10-12th grade) EL
 Coding (9-12th grade)
 Engineering I (9-12th grade) EL
 Engineering II (9-12th grade) EL

ART

Art & Creativity (6th grade) EC
 Art 8 (8th grade)
 Art & Technology (7-8th grade) EC
 Drawing (9-12th grade) EL
 Painting (9-12th grade) EL
 Digital Visual Communications I (9-12th) EL
 Digital Visual Communications II (9-12th) EL
 Sculpture & Craft (9-12th grade) EL
 Ceramics (9-12th grade) EL
 AP Studio Art (10-12th grade) EL

HEALTH/PE

PE 6 (6th grade)
 PE 7/Health 7 (7th grade)
 PE 8 (8th grade)
 PE 9/Health 9 (9th grade)

PERFORMING ARTS

Concert Band (6th grade) EC
 Wind Band (7-8th grade) EL
 Wind Ensemble (9-12th grade) EL
 World of Music/Drumming (6th grade) EC
 Choir for credit (9-12th grade) zero hour EL
 Symphony & String Orchestra
 for credit (9-12th grade) zero hour EL
 Wind Ensemble online for credit (9-12th) EL

SOCIAL STUDIES

MN History (6th grade)
 US Studies (7th grade)
 Global Studies (8th grade)
 Ancient World History and Geography (9th grade)
 Modern World History and Human Geography (10th)
 American History (11/12th grade)
 Political Science (12th grade)
 Introduction to Economics (12th grade)
 Sociology (10-12th grade) EL
 MSA Yearbook (8-12th grade) EC/EL
 AP Psychology (11th/12th grade) EL
 AP US History (11th/12th grade) EL

SCIENCE

Life Science (6th grade)
 Earth Science (7th grade)
 Physical Science (8th grade)
 Biology (9th grade)
 Chemistry (10th grade)
 Physics (11th/12th grade)
 Astronomy (8th grade) EC
 AP Biology (9-12th grade) EL
 AP Chemistry (11-12th grade) EL
 AP Physics (11-12th grade) EL

SPANISH

Spanish 1A (6th grade)
 Spanish 1B (7th grade)
 Spanish I (new 8-12th grade students)
 Spanish II (8th grade)
 Spanish III (9th grade)
 Spanish IV (10th grade)
 Spanish V (11th grade)

EL: Elective class for high school students. High school students choose electives.

EC: Enrichment course for middle school students.

Middle school students are assigned enrichment courses with the exception of Band.

Appendix C - Enrollment Numbers 2015-16 through 2020-21

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Student Enrollment (start of the school year)

Grade Level	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change
6th Grade	85	7.6%	88	3.5%	88	0.0%	88	0.0%	88	0.0%	88	0.0%
7th Grade	84	-6.7%	88	4.8%	88	0.0%	88	0.0%	88	0.0%	88	0.0%
8th Grade	88	1.1%	88	0.0%	88	0.0%	88	0.0%	88	0.0%	92	4.5%
9th Grade	74	0.0%	73	-1.4%	73	0.0%	76	4.1%	80	5.3%	86	7.5%
10th Grade	67	9.8%	62	-7.5%	66	6.5%	70	6.1%	68	-2.9%	73	7.4%
11th Grade	56	12.0%	62	10.7%	54	-12.9%	62	14.8%	61	-1.6%	59	-3.3%
12th Grade	50	66.7%	53	6.0%	55	3.8%	54	-1.8%	60	11.1%	58	-3.3%
TOTALS	504	7.0%	514	2.0%	512	-0.4%	526	2.7%	533	1.3%	544	2.1%

Waiting List (after lottery)

Grade Level	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change
6th Grade	124	-18.4%	146	17.7%	174	19.2%	226	29.9%	227	0.4%	142	-37.4%
7th Grade	67	-9.5%	87	29.9%	75	-13.8%	92	22.7%	85	-7.6%	84	-1.2%
8th Grade	44	76.0%	44	0.0%	42	-4.5%	58	38.1%	53	-8.6%	85	60.4%
9th Grade	43	-2.3%	41	-4.7%	58	41.5%	40	-31.0%	56	40.0%	75	33.9%
10th Grade	7	133.3%	11	57.1%	4	-63.6%	23	475.0%	16	-30.4%	16	0.0%
11th Grade	8	300.0%	9	12.5%	5	-44.4%	11	120.0%	6	-45.5%	12	100.0%
12th Grade	0	n/a	3	n/a	0	-100.0%	2	n/a	2	0.0%	5	150.0%
TOTALS	293	-3.0%	341	16.4%	358	5.0%	452	26.3%	445	-1.5%	419	-5.8%

Appendix C - Enrollment Numbers 2015-16 through 2020-21

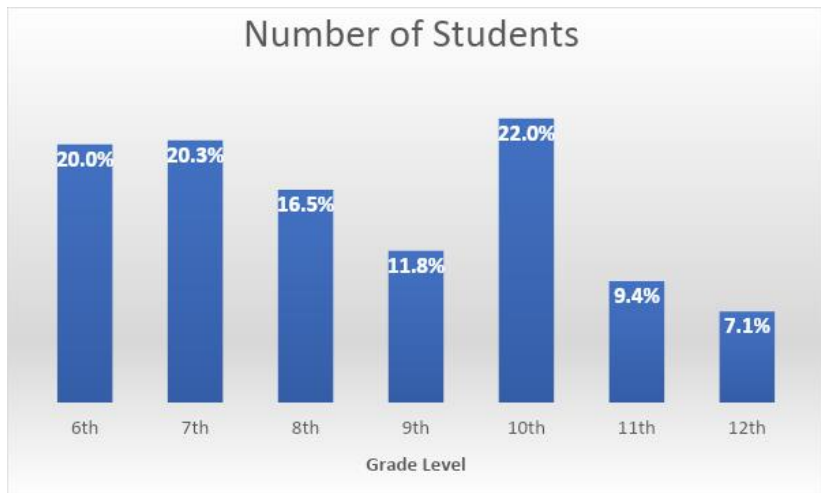
page 2 of 2

Student Withdrawals (as of June 30 Waiting List (after lottery))

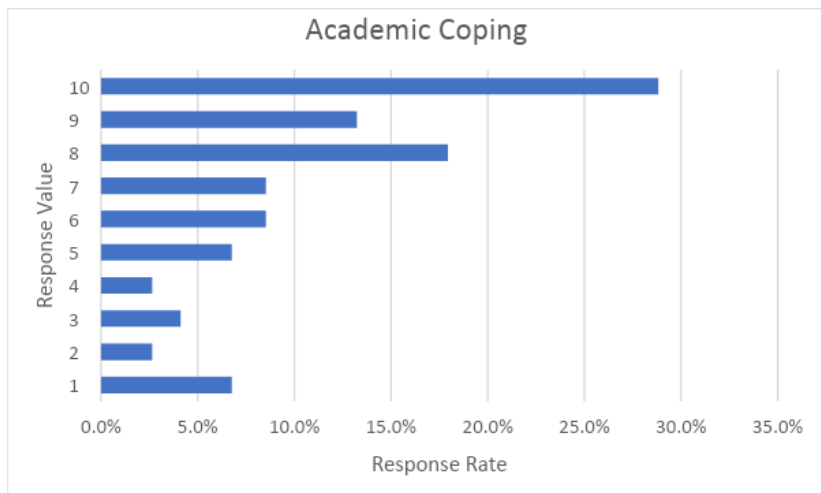
Grade Level	2015-16		2016-17		2017-18		2018-19		2019-20		2020-21	
	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change	Student Counts	Annual % Change
6th Grade	1	-50.0%	2	100.0%	0	-100.0%	3	n/a	4	33.3%	1	-75.0%
7th Grade	4	33.3%	2	-50.0%	4	100.0%	6	50.0%	3	-50.0%	3	0.0%
8th Grade	23	0.0%	7	-69.6%	4	-42.9%	3	-25.0%	1	-66.7%	2	100.0%
9th Grade	11	57.1%	28	154.5%	29	3.6%	29	0.0%	15	-48.3%	16	6.7%
10th Grade	7	250.0%	14	100.0%	5	-64.3%	7	40.0%	2	-71.4%	2	0.0%
11th Grade	0	-100.0%	3	n/a	4	33.3%	4	0.0%	2	-50.0%	2	0.0%
12th Grade	0	n/a	0	n/a	5	n/a	2	-60.0%	2	0.0%	1	-50.0%
TOTALS	46	17.9%	56	21.7%	51	-8.9%	54	5.9%	29	-46.3%	27	-6.9%

Appendix D - Parent Survey

Q1 What grade is/are your student(s) in? (232 responses, 340 students total)

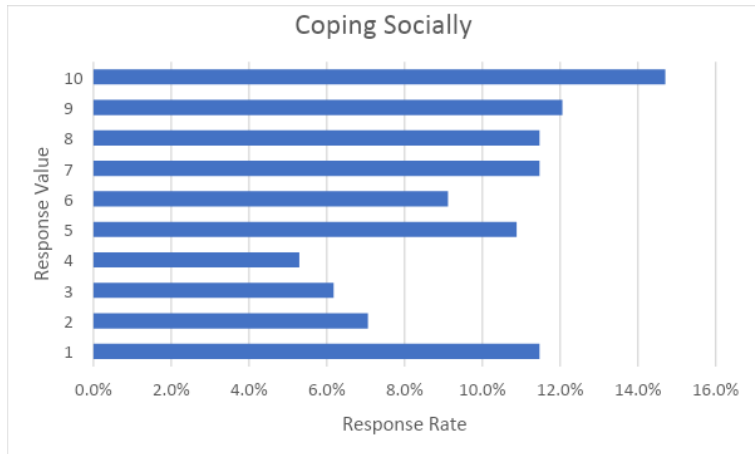


Q2 On a scale of 1 to 10 (1=as bad as possible; 10=as well as possible), how do you think your child is coping with distance learning **ACADEMICALLY?**



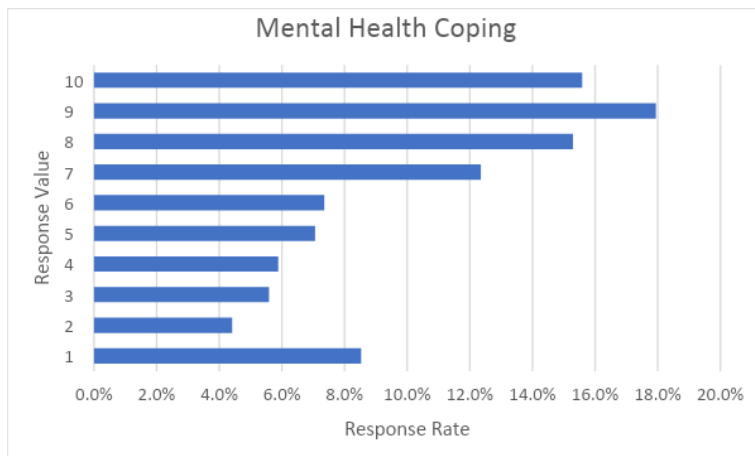
Average = 6.8

Q3 On a scale of 1 to 10 (1=as bad as possible; 10=as well as possible), how do you think you are coping with distance learning SOCIALLY?



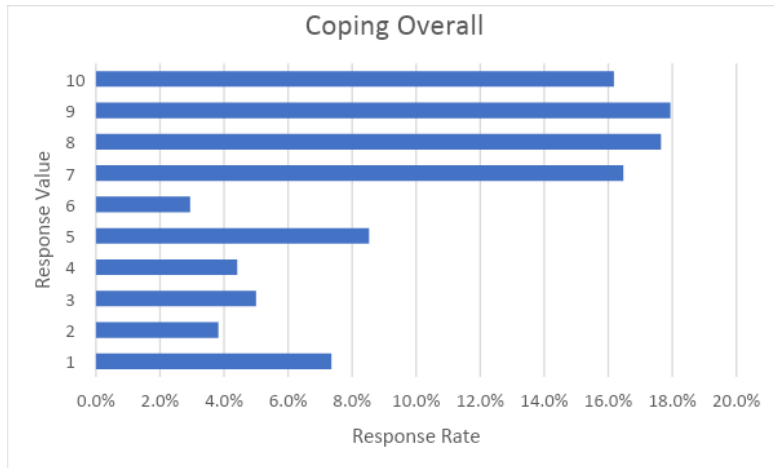
Average = 6.0

Q4 On a scale of 1 to 10 (1=as bad as possible; 10=as well as possible), how do you think your child is coping with distance learning from a mental health perspective?



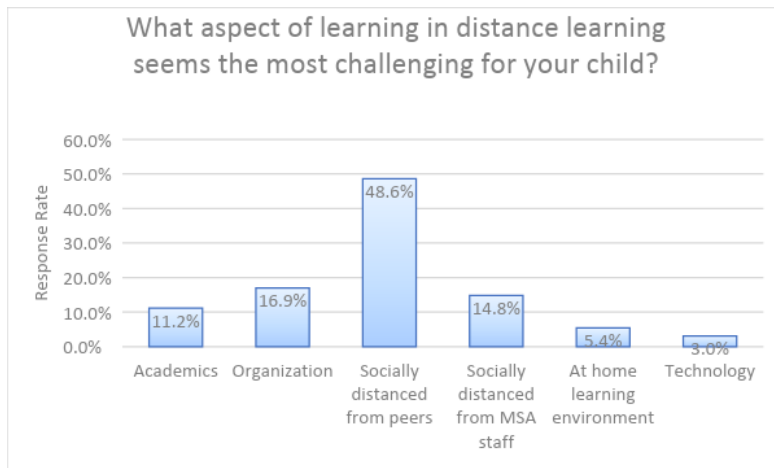
Average = 6.6

Q5 On a scale of 1 to 10 (1=as bad as possible; 10=as well as possible), how do you think your child is coping with distance learning OVERALL?

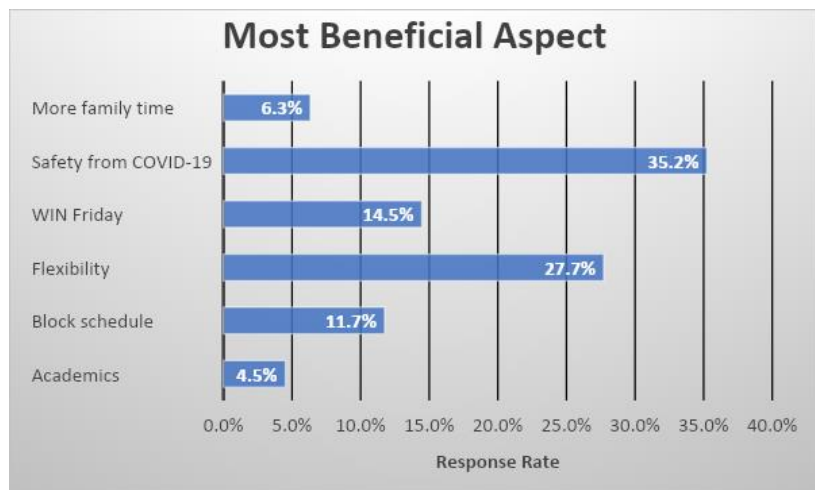


Average = 7.0

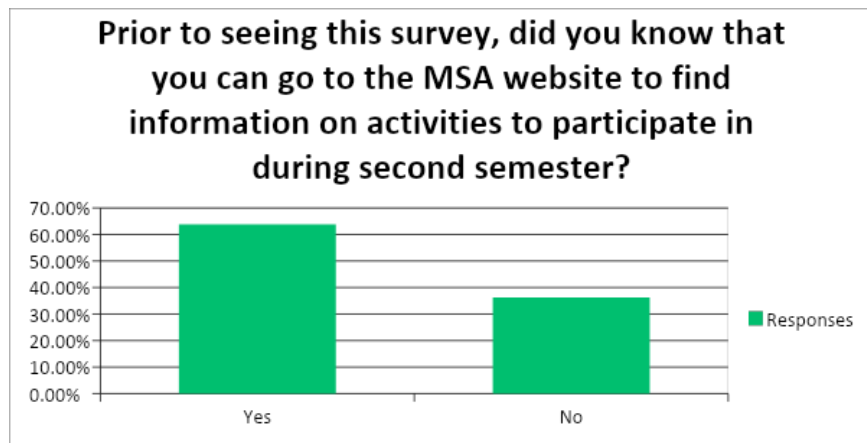
Q6 What aspect of learning in distance learning seems the most challenging for your child? (331 responses)



Q7 What aspect of learning in distance learning seems to be the most beneficial to your child? (332 responses)

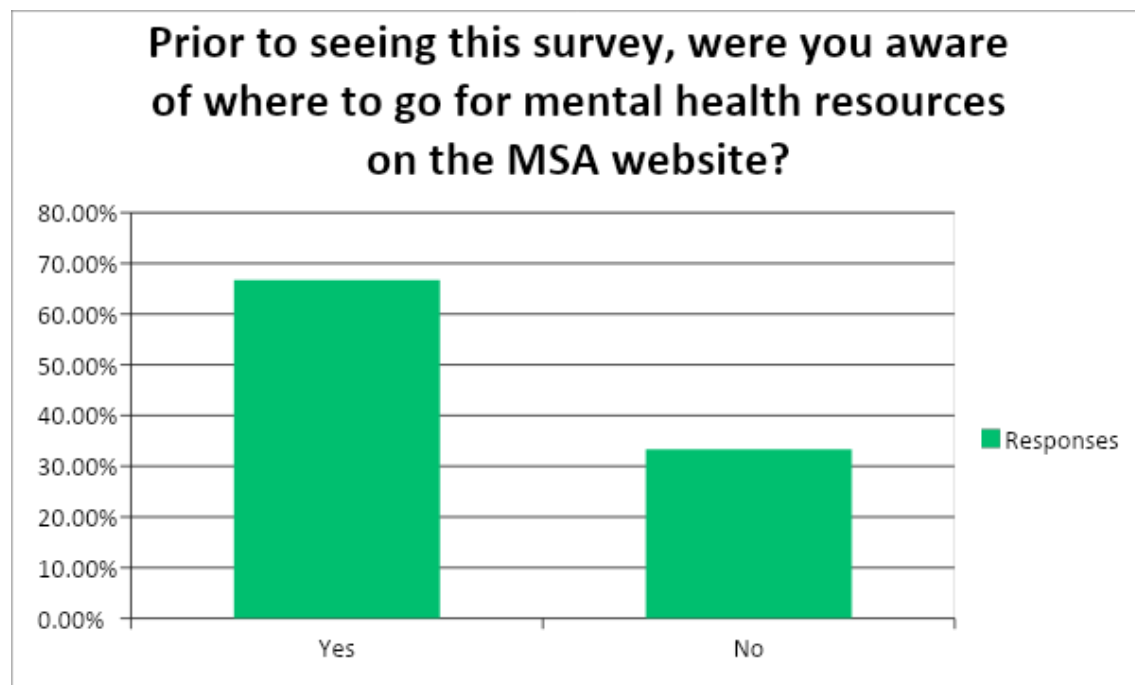


Q8 Prior to seeing this survey, did you know that you can go to the MSA website to find information on activities to participate in during second semester? (232 responses)



Answer Choices	Responses
Yes	63.79% 148
No	36.21% 84

Q9 Prior to seeing this survey, were you aware of where to go for mental health resources on the MSA website?

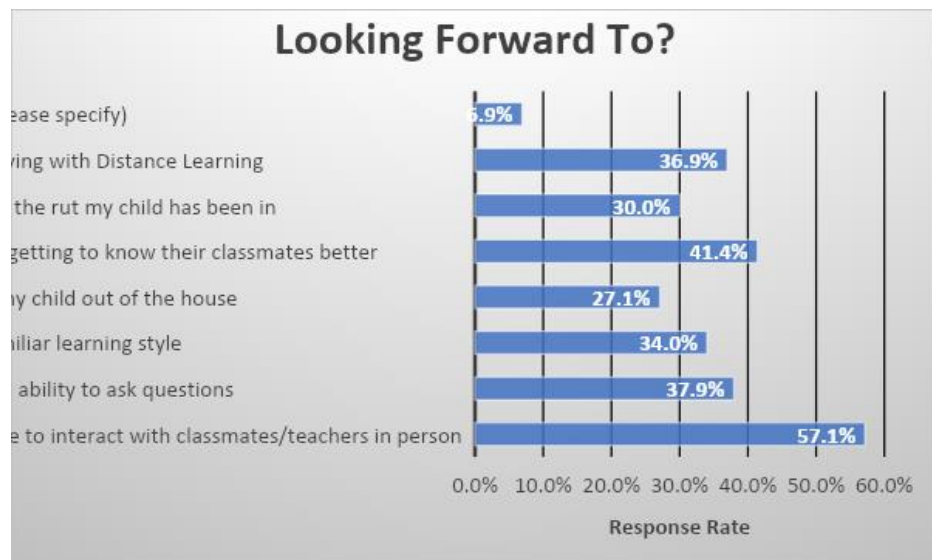


Answer Choices	Responses
Yes	66.67% 154
No	33.33% 77
Answered 231	

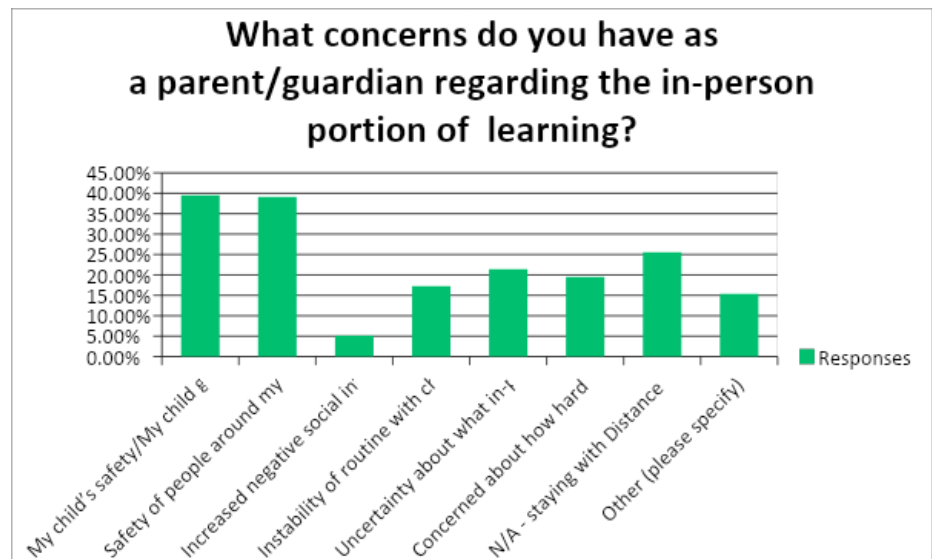
Q10 MSA has added online tutoring with a third party and NHS tutoring that students/parents may sign up for, WIN Friday activities are back, and athletic and other activities have begun practicing. Do you have any other specific suggestions about how MSA can support students as we continue with distance learning?

Answered 129
 Skipped 103

Q11 If you have signed up for partially in-person learning, what are you as a parent/guardian looking forward to with partial in-person learning? (Please check all that apply.) (203 responses)



Q12 What concerns do you have as a parent/guardian regarding the in-person portion of learning? (215 responses)



Q13 To be able to enable in-person learning, MSA will need Classroom Monitors. Would you like to receive more information about becoming a Classroom Monitor if MSA goes to a partially in-person learning scenario? If yes, please email Mr. Gawarecki at jgawarecki@mnmsa.org.

To be able to enable in-person learning, MSA will need Classroom Monitors. Would you like to receive more information about becoming a Classroom Monitor if MSA goes to a partially in-person learning scenario? If yes, please email Mr. Gawarecki at [| Response | Percentage |
|----------|------------|
| Yes | 18.86% |
| No | 81.14% |](mailto:jgawar</p></div><div data-bbox=)

Yes	18.86%	43
No	81.14%	185
Answered		228

Appendix E - Authorizer Goals

ACADEMIC GOALS

Goal 1: State Assessments (MCAS) (55% Weight)

Sub Goal#1: Reading

1.1 Absolute Proficiency

MN ESSA: Academic Achievement

- Each school year 2020-2023, the average proficiency for grades 6th, 7th and 8th will be 20% percentage points above state average proficiency on the reading MCA.
- Each school year 2020-2023, the average proficiency for 10th grade will be 25% percentage points above the state average on the reading MCA.

1.2 Comparative Proficiency

Each school year 2020-2023, the School will demonstrate higher grade level and school- wide proficiency rates than Woodbury High School, South Washington County School District and the state average for same grades served on the reading MCA.

1.3 Achievement Gap Reduction

World's Best Workforce Charter Contract Target: All Racial and Economic Achievement Gaps are Closed.

By the conclusion of 2023, school-wide and student group reading proficiency on the MCA will be no greater than 3% for each student group publicly reported by MDE in 2020.

Sub Goal#2: Math

2.1 Absolute Proficiency

MN ESSA: Academic Achievement

- Each school year 2020-2023, the average proficiency for grades 6th, 7th and 8th will be 15% percentage points above state average proficiency on the math MCA.
- Each school year 2020-2023, the average proficiency for 11th grade will be 30% percentage points above state average proficiency on the math MCA.

2.2 Comparative Proficiency

For each school year 2020-2023, the School will demonstrate higher grade level and school-wide proficiency rates than Woodbury High School, South Washington County School District and the state average for same grades served on the math MCA.

2.3 Achievement Gap Reduction

World's Best Workforce Charter Contract Target: All Racial and Economic Achievement Gaps are Closed.

By the conclusion of 2023, school-wide and student group math proficiency on the MCA will be no greater than 3% for each student group publicly reported by MOE in 2020.

Sub Goal#3: Science

3.1 Absolute Proficiency

MN ESSA: Academic Achievement

- Each school year 2020-2023, 8th grade students will score 20% percentage points above the state average in proficiency on the science MCA.
- Each school year 2020-2023, high school students will score 30% percentage points above the state average in proficiency on the science MCA.

3.2 Comparative Proficiency

Each school year 2020-2023, the School will demonstrate higher grade level and school- wide proficiency rates than Woodbury High School, South Washington County School District and the state average for same grades served on the science MCA.

Goal 2: Nationally Normed Assessments (25% Weight)

2.1 FastBridge - Reading

MN ESSA: Academic Progress

- Each year, the average percentile ranking for grades 6th, 7th and 8th will meet or exceed the 40th percentile benchmark (Low Risk) on the FastBridge reading assessment by 30 percentile points.
- By the conclusion of school year 2022, students who remained enrolled through 8th grade since 2019 will show at least a 3-point growth gain on the FastBridge reading assessment.

2.2 FastBridge - Math

MN ESSA: Academic Progress

- Each year, the average percentile ranking for grades 6th, 7th and 8th will meet or exceed the 40th percentile benchmark (Low Risk) on the FastBridge math assessment by 30 percentile points.
- By the conclusion of school year 2022, students who remained enrolled through 8th grade since 2019 will show at least a 3-point

growth gain on the FastBridge math assessment.

2.3 PSAT

World's Best Workforce Charter Contract Target: All Students are Ready for Career and College

- Each year 2020-2023, a minimum of 80% of 10th grade students will take the PSAT, and a minimum of 80% will meet or exceed the bench mark for both ERW and Math.
- Each year, a minimum of 85% of 11th grade students will take the PSAT, and a minimum of 85% will meet or exceed the bench mark for both ERW and Math.

2.4 ACT

World's Best Workforce Charter Contract Target: All Students are Ready for Career and College

- Each year 2020-2023, a minimum of 90% percent of students taking the ACT will meet or exceed the college readiness bench mark for English and Biology.
- Each year 2020-2023, a minimum of 85% percent of students taking the ACT will meet or exceed the college readiness bench mark for Algebra and Social Studies.

Goal 3: Graduation Rate (20% Weight)

World's Best Workforce Charter Contract Target: All Students Graduate from High School

ESSA: Graduation Rates

Each year 2020-2023, at least 95% 12th grade students will graduate.

NON-ACADEMIC GOALS

Goal 4: Student Attendance

ESSA: Consistent Attendance

Each school year 2020-2023, the School will maintain an average daily student attendance rate of at least 95%.

Goal 5: Professional Development

- **Individual Teacher Training** -100% of teachers will participate in professional development which contributes to educator growth and development as determined by administration and the teacher.
- **School-wide Professional Development**- Administration and teachers will mutually select and conduct at least one school-wide

professional development day per semester based on professional development needs survey result(s).

Goal 6: Staff Diversity

- The School will actively recruit staff persons that reflects the school's racial demographics and hire at least one person who reflects MSA's BIPOC students publicly reported to MDE.
- 100% of MSA instructional staff will participate in training in inclusive practices, implicit bias and culturally responsive teaching by the end of the 2021-22 school year.

Goal 7: Stakeholder Satisfaction

- School year 2020-2021, at least 85% of parents who return the MSA annual parent satisfaction survey will indicate *overall* school approval/satisfaction for the school's Distance Learning Plan and Implementation.
- Each year 2020-2023, at least 85% of parents who return the MSA annual parent satisfaction survey will indicate *overall* school approval/satisfaction.
- At least 3 recurring/repeated concerns identified in the parent survey results (those noted in 10% or more of returned annual surveys) will be addressed in the School's action plan. Board's minutes will reflect the status of progress made until concerns are resolved.

Goal 8: Volunteer Activity

For each scheduled school board election during the contract period, the School will recruit and present a minimum of three teacher and three parent choices for board of directors on the ballot.

**Math and Science Academy
Long-Range Budget Projection Model
April 7, 2019**

	Actual <u>2017-2018</u>	Working Budget <u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>
Enrollment Projections					
Number of Students Grade 6	88	88	88	88	88
Number of Students Grade 7	88	88	88	88	88
Number of Students Grade 8	88	88	88	88	88
Number of Students Grade 9	74	74	75	75	75
Number of Students Grade 10	66	70	70	70	70
Number of Students Grade 11	55	62	64	65	65
Less Adjustment for Grade 11 PSEO	(9)	(7)	(11)	(11)	(7)
Adjusted ADM for Grade 11	46	55	53	54	59
Number of Students Grade 12	55	54	57	60	60
Less Adjustment for Grade 12 PSEO	(33)	(33)	(32)	(36)	(36)
Adjusted ADM for Grade 12	22	21	25	24	24
Total Enrollment/Headcount	514	524	530	534	534
Total ADM	471	484	487	486	492
Total Number of Current Year Pupil Units (WADM)	547.94	562.73	566.40	566.02	572.20

State Revenue Assumptions and Calculations					
General Education Revenue					
State Averages Per Pupil Unit	6,187.90	6,311.66	6,437.90	6,566.65	6,697.99
Inflation Rate Assumption-Basic only	2.0%	2.0%	2.0%	2.0%	2.0%
Basic Excluding Transportation	\$5,899.92	\$6,017.92	\$6,138.28	\$6,261.04	\$6,386.26
Gifted and Talented	13.00	13.00	13.00	13.00	13.00
Sparsity	29.52	29.80	29.80	29.80	29.80
Operating Capital	226.41	226.59	226.59	226.59	226.59
Equity	120.95	117.35	117.35	117.35	117.35
Referendum	175.25	170.45	170.45	170.45	170.45
Transition Allowance	0.00	0.67	0.67	0.67	0.67
Extended Time	16.18	15.62	16.18	16.18	16.18
Per Pupil Unit State Revenue	6,481.23	6,591.40	6,712.32	6,835.08	6,960.30
Less Pension Adjustment	0.00	0.00	0.00	0.00	0.00
Total Per Pupil Unit State Revenue	\$6,481.23	\$6,591.40	\$6,712.32	\$6,835.08	\$6,960.30
Total General Education State Revenue	3,551,313	3,709,178	3,801,884	3,868,764	3,982,686

**Math and Science Academy
Long-Range Budget Projection Model
April 7, 2019**

	Actual <u>2017-2018</u>	Working Budget <u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>
	3%	3%	4%	4%	4%
Compensatory Revenue	<u>Per 1-4-17</u>	<u>Per 1/9/18</u>	<u>per 1-8-19</u>	<u>estimate</u>	<u>estimate</u>
A: Number of Students prior yr. (current year for 1st year)	508	512	524	530	534
B: Number of Free Lunch Students prior yr. (or current year for 1st yr.)	17	17	22	22	22
C: Number of Reduced Lunch Students prior yr. (current yr. for 1st yr.)	8	4	5	5	5
D: Adjusted Counts = 100% Free, 50% Reduced - (A)	21.00	19.13	24.50	24.79	24.98
E: Concentration Portion	0.04	0.04	0.05	0.05	0.05
F: Concentration Factor (lesser of 1 or Conc. Portion/ .8)	0.05	0.05	0.06	0.06	0.06
G: PU = .6 * D * F	0.65	0.54	0.86	0.87	0.88
H: Initial Revenue	3,483	2,935	4,812	4,981	5,134
Miscellaneous Adjustment (Rounding)	(6)	(35)			
Calculated Compensatory State Revenue ((A) x (B))	3,476	2,900	4,812	4,981	5,134

Building Lease Aid: Lesser of line a or b below:					
ADM Including PSEO	514	524	530	534	534
WADM Including PSEO	599	643	618	623	623
Lease Aid Expense	<u>869,853</u>	<u>883,592</u>	<u>902,864</u>	<u>909,872</u>	<u>909,872</u>
a) Lease Aid Rev at \$1,314 per pupil unit	787,131	844,324	812,578	818,885	818,885
b) Lease Aid Rev at 90% of Lease Expense	782,868	795,233	812,578	818,885	818,885
Lesser of \$1,314/p.u. or 90% of lease payment	782,868	795,233	812,578	818,885	818,885
Estimated Proration of Lease Aid Revenue	<u>99.7%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>
Total Prorated Building Lease Aid Revenue	780,519	795,233	812,578	818,885	818,885
Lease Aid Revenue per pupil unit (after proration)	<u>1303</u>	<u>1238</u>	<u>1314</u>	<u>1314</u>	<u>1314</u>

Long-Term Facilities Maintenance Revenue					
	<u>Prorated - .99</u>				
Revenue per Adjusted Pupil Unit	<u>85</u>	<u>132</u>	<u>132</u>	<u>132</u>	<u>132</u>
Total Long-Term Facilities Maintenance Revenue	46,109	74,280	74,765	74,714	75,530

	93%	93%	92%	93%	94%
Special Education Revenue	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>
State Special Education Aid and Tuition Billing	449,266	527,835	543,076	570,927	600,190

	0%	0%	0%	0%	0%
EL Revenue	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>
Prior Year EL Eligible ADM	3	1	9	1	1
Current Year EL Eligible ADM	1	9	1	1	1
ADM Served	471	484	487	486	492
Adjusted EL ADM	1	9	3	1	1
EL Marginal Cost Pupils	20	20	20	20	20
EL Revenue	14,080	14,080	14,080	14,080	14,080
Concentration Portion	0.0021	0.0186	0.0021	0.0021	0.0020
EL Concentration Revenue	5	364	4	4	4
Total EL Aid	14,085	14,444	14,084	14,084	14,084

**Math and Science Academy
Long-Range Budget Projection Model
April 7, 2019**

	Actual <u>2017-2018</u>	Working Budget <u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>
Revenue Summary and Projections					
<u>State Aids</u>					
General Education Revenue	3,551,313	3,709,178	3,801,884	3,868,764	3,982,686
Pension Adjustment Revenue	0	3,777			
LEP Aid	14,085	14,444	14,084	14,084	14,084
Compensatory Revenue	<u>3,476</u>	<u>2,900</u>	<u>4,812</u>	<u>4,981</u>	<u>5,134</u>
Subtotal	3,568,874	3,730,299	3,820,780	3,887,830	4,001,905
Building Lease Aid	780,519	795,233	812,578	818,885	818,885
Long-Term Facilities Maintenance Revenue	46,109	74,280	74,765	74,714	75,530
Prior Year Over/Under accruals/Rounding Adjustment	22,960	(36)	0	0	0
Special Education Aid	449,266	527,835	543,076	570,927	600,190
Endowment Aid	18,115	19,637	18,653	18,771	18,758
Other Miscellaneous State Aid (Inc. Gov Wide Pension)	21,071	12,000	15,000	15,000	15,000
Total State Aids	4,906,915	5,159,249	5,284,853	5,386,127	5,530,268
<u>Federal Revenue</u>					
Federal Special Ed	68,154	64,153	65,400	66,700	68,000
Title II Funds	2,581	7,841	8,000	8,200	8,400
Total Federal Revenue	70,735	71,994	73,400	74,900	76,400
<u>Other Revenue</u>					
Fees from Patrons: Milk, Graduation Gear, AP Exam (005-050)	22,581	23,000	23,600	24,100	24,800
Fees From Patrons: Study Hall (920-050)	4,670	6,200	6,400	6,500	6,700
Fees from Students/ Field Trip (105-050)	59,435	62,200	63,900	65,100	67,100
Interest Revenue	888	14,250	14,250	14,250	14,250
Annual Fund (255)/Capital Campaign/Dragon Dinner	89,950	119,365	85,000	75,000	75,000
Donations and Miscellaneous Grants, Tech FR	5,596	775	0	0	0
Miscellaneous Income/Sale of Equipment	641	1,000	0	0	0
Year Book Revenues	3,536	3,600	3,700	3,800	3,900
Insurance Recovery (625)	0	3,305	0	0	0
Student Activity Revenue	117,983	120,000	123,200	125,600	129,500
Total Other Revenue	305,280	353,695	320,050	314,350	321,250
Total Revenue	5,282,930	5,584,938	5,678,303	5,775,377	5,927,918
	Formula Check	5,282,930	5,584,938	5,678,303	5,775,377
	Per Audit	5,282,930			5,927,918

**Math and Science Academy
Long-Range Budget Projection Model
April 7, 2019**

	Actual <u>2017-2018</u>	Working Budget <u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>
Expenditure Calculations					
<u>Inflation Assumptions</u>					
Salaries			2.0%	2.0%	2.0%
Other costs	2.0%	2.0%	2.0%	2.0%	2.0%
<u>Budget Calculations</u>					
	32.2%	32.5%	33.4%	33.9%	34.4%
100 Salaries	1,920,697	2,043,210	2,121,058	2,163,500	2,251,800
200 Benefits	618,286	663,045	709,058	734,064	775,283
100 Extracurricular Stipends	53,040	62,044	74,064	75,500	77,000
305 Contracted Services	234,682	224,670	254,195	259,100	267,100
315 Repairs and Maintenance for Computers	33,533	36,000	39,400	40,582	41,799
320 Communications Services	20,490	21,970	22,620	23,100	23,800
329 Postage	4,155	4,150	4,300	4,400	4,500
330 Utilities	101,659	116,200	118,465	120,800	123,200
340 Insurance	27,687	34,200	36,400	37,100	37,800
350 Repairs and Maintenance	112,016	117,500	120,600	122,900	126,700
360 Field Trip Transportation	10,801	10,800	11,100	11,300	11,600
366/368 Travel and conferences (some moved to Stipends)	33,045	40,500	29,600	30,200	31,100
369 Field Trip Admissions	49,747	51,400	52,800	53,800	55,500
Lease Payments per Amended Lease (Nov 2012)					
8490 Woodbury Crossing (Bldg C)	686,562	707,002	707,625	708,344	707,606
8490 Woodbury Crossing Real Estate Taxes (Bldg C)	70,369	61,800	63,654	65,564	67,531
8500 Woodbury Crossing (Bldg D)	14,742	18,674	19,421	20,198	21,006
Amount to Repair and Replacement Fund/Max Lease Aid	98,180	40,816	14,520	15,194	10,139
370 Total Lease Expense	869,853	883,592	902,864	909,872	909,872
370 Other Rentals and Operating Leases	648	1,040	1,100	1,100	1,100
380 Computer and Tech Related Hardware Rental	24,157	24,496	35,300	36,000	37,100
389 Staff Tuition Reimbursement	1,000	0	0	0	0
401/455/465 General Supplies	38,753	40,000	31,000	31,600	32,600
401 Maintenance Supplies	24,709	28,000	28,700	29,300	30,200
405 Non-Instructional Computer Software & Licensing	18,279	18,936	19,400	19,800	20,400
406 Instructional Software Licensing	10,873	17,000	17,400	17,700	18,200
430/456/466 Instructional Supplies	48,944	35,900	36,800	37,500	38,700
460 Textbooks and Workbooks	39,250	44,800	34,800	35,500	36,600
461 Standardized Tests	22,185	23,000	23,600	24,100	24,800
490 Food	36	1,000	1,000	1,000	1,000
505/506 Capitalized Technology Software	0	5,500	5,600	5,700	5,900
520 Bldg Improvements	14,685	0	0	0	0

**Math and Science Academy
Long-Range Budget Projection Model
April 7, 2019**

	Actual <u>2017-2018</u>	Working Budget <u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>
530 Furniture and Other Equipment	22,806	50,400	15,000	15,300	15,800
555/556 Technology Hardware (Capitalized)	21,809	63,532	50,200	51,200	52,800
740 Interest Expense	0	0	0	0	0
820 Dues and memberships	37,559	37,566	38,200	38,900	40,100
898 Scholarships	0	0	500	500	500
Annual Fund (255)/Capital Campaign	75,158	119,365	40,000	75,000	75,000
State Special Ed Expenditures / ESY	483,082	567,565	590,300	613,900	638,500
Federal Special Ed Expenditures (Inc. ARRA)	68,154	64,153	65,400	66,700	68,000
Title II Funds	2,581	7,841	8,000	8,200	8,400
Student Activity Expenses	149,484	100,000	123,200	125,600	129,500
Pension Expense (Offset by Revenues)	11,957	12,000	15,000	15,000	15,000
Total Expenditures	5,205,800	5,571,375	5,677,025	5,835,819	6,027,255
Formula Check	5,205,800	5,571,375	5,677,025	5,835,818	6,027,254
Per Audit	5,205,800				
Annual Surplus	77,130	13,562	1,278	(60,442)	(99,336)
Per Audit	77,130				
Beginning fund Balance	2,021,092	2,098,222	2,111,784	2,113,062	2,052,620
Ending Fund Balance	2,098,222	2,111,784	2,113,062	2,052,620	1,953,284
Per Audit	2,098,222				
Fund Balance Percentage of Annual Expenditures	40.3%	37.9%	37.2%	35.2%	32.4%

Math and Science Academy 2017-20 Strategic Plan

Approved 3/21/17; Approved 4/15/19

Vision

To be an innovative, sustainable model of academic excellence that creates well-rounded, lifelong learners and global citizens.

Mission

We provide accelerated curricula in all subjects, with an emphasis on math and science.

Core Values

- Honesty: MSA's community exhibits fairness, cooperation, integrity, and honesty. MSA students and staff take responsibility for their actions.
- Community: MSA maintains small class sizes and a small school feel.
- Respect: MSA's community respects others and their views, while fostering a safe environment where every voice is heard, and individuals are free to take risks.
- Teamwork: MSA encourages networking, collaboration, and open communication between all members of our community. MSA encourages students, their families, and staff to invest their time and resources to serve the MSA community.
- Excellence: MSA continuously evaluates and improve programs to ensure the highest quality in teaching and learning. MSA empowers students to develop independence through organization, time management, and self-discipline.

Math and Science Academy 3-Year Strategic Priorities

CORE INITIATIVES

<ul style="list-style-type: none"> ● Maintain and enhance academic rigor ● Improve and increase STEM programming ● Explore and promote innovative opportunities in academic programming 	<ul style="list-style-type: none"> ● Recruitment ● Professional development ● Retention 	<ul style="list-style-type: none"> ● Cultivate small school ethos ● Cultivate diversity awareness ● Expand MSA community base 	<ul style="list-style-type: none"> ● Measured expansion ● Fundraising 	<ul style="list-style-type: none"> ● Administrative ● Communications ● Marketing
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STRATEGIC PRIORITIES

<p>INCREASE MISSION-DRIVEN ACADEMIC PROGRAMMING</p> <p><i>Enhance MSA’s distinction for academic excellence through rigor and technology, and focus on academic mission.</i></p>	<p>ACHIEVE TEACHER AND STAFF EXCELLENCE</p> <p><i>Build on MSA’s reputation for educational quality by recruiting, training and retaining quality teachers and staff.</i></p>	<p>MAINTAIN AND ENHANCE A ROBUST MSA COMMUNITY</p> <p><i>Cultivate cohesiveness through communication and collaboration with parents, between teachers and staff, and through purposeful mixed-grade interactions.</i></p> <p><i>Broaden MSA’s community base by increasing alumni connections, and establishing a Woodbury presence.</i></p>	<p>SUPPORT MEASURES TO MAKE MSA FINANCIALLY SUSTAINABLE</p> <p><i>Create and monitor a plan for MSA’s financial sustainability through measured expansion (building, teacher, and student growth), and fundraising.</i></p>	<p>ENSURE OPERATIONAL EXCELLENCE</p> <p><i>Focus on meeting stakeholder expectations by strengthening the operational effectiveness of MSA.</i></p>
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PERFORMANCE INDICATORS

<p>1. Maximize enrollment in AP in core areas of the curriculum, possibly by alternating some courses every other year. Currently offering 10 AP courses; will review offerings to see what can be offered every other year.</p> <p>2. Review the math and science course offerings, compare to other schools who have an accelerated math and science curriculum, and note, and correct deficiencies, if any (revisit later)</p>	<p>1. Provide new and existing teachers and staff updated job descriptions and job performance review process</p> <p>2. Provide professional development opportunities on how technology and Skyward can be used in the classroom and how to use it.</p> <p>3. Review teacher induction (mentoring) program, note and correct any deficiencies, if any</p> <p>4. Make it a priority to engage teacher voice during decision making processes (<i>conduct meetings with director and teacher BOD members to share feedback/ideas</i>)</p> <p>5. Update, clarify, and communicate a clear evaluation system/ observation process for teachers and staff.</p> <p>6. Minimize teacher room changes during the class day.</p>	<p>1. Continue bridging opportunities between buildings and grades through a community building task force.</p> <p>2. Implement a student buddy system/mentoring program for all new students. (LINK is in place, but need another opportunity for new older students; possibly match up with student they shadowed (would need to be sure all have someone they are connected to-counselor driven)</p> <p>3. Provide opportunities for middle school students to connect with high school students ('fair' idea-highlight HS projects, MS students invited to see; advisory match student grades and have dual advisory and share HS experience - counselor driven; celebration time 8th and HS student group)</p> <p>4. Look for service opportunities for students to have an impact on school operations. (recycling, groundskeeping, TA, LINKS, mentor for new older students; school service learning?)</p>	<p>1. Choose and implement a smart growth option and review annually to ensure that each yearly budget does not result in a deficit. Options are reviewed annually to ensure the budget does not result in a deficit.</p> <p>2. Increase student capacity size by relocating or replication at another location by 2024. Expansion committee is currently looking at this.</p> <p>3. Target average student-to-teacher ratio of no more than 22:1.</p> <p>4. Ensure that building space is best utilized to provide adequate space for students to learn. There is adequate space for learning, and flexible study and group space in all buildings.</p> <p>5. Develop a strategic 3-5 year MSA fundraising plan. (Has not been addressed)</p> <p>6. Continue GTTM as the main fundraising vehicle to facilitate the AFC annual goal. GTTM is our main fundraising event. We met this year's goal of \$50,000. The AFC continues to work other</p>	<p>1. Continue to develop a cohesive and collaborative administration team.</p> <p>2. Continue to ensure clear roles and responsibilities for administrative staff.</p> <p>3. Continue to develop a communications plan which would include target audiences (teachers, support staff, parents, students, alumni, Woodbury community, other), messages for each audience, and a deliberate outreach plan.</p> <p>4. *Develop and communicate a "brand" for the school including marketing materials. <i>The Communications Task Force in tandem with the School Expansion Committee will explore areas such as school branding and an outreach plan.</i></p> <p>5. Enhance and update database of what scholarships MSA students received, what colleges MSA students attended and where MSA students volunteered.</p> <p>*We continue to create an alumni database for marketing and outreach interests.</p>
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		<p>5. Continue class specific celebrations for 6th and 9th grade (picnics, etc.)</p> <p>6. Celebrate student diversity and increase cultural competence. (Spanish/Asian/African clubs are planning a cultural event in 2019)</p> <p>7. *Develop an active MSA alumni network. (The network is being cultivated. A Facebook group is being created. And there is a database with Justin Gehring as the point person. Need to create a LinkedIn opportunity.</p> <p>8. Increase City of Woodbury community and business outreach and connections by joining Chamber of Commerce and other civic organizations. MSA has joined the Woodbury Chamber of Commerce.</p> <p>9. Increase MSA student volunteer opportunities in the Woodbury and surrounding communities (senior housing, library, YMCA, etc.) A student-run Cheers for Volunteers club offers opportunities for students.</p>	<p>fundraising events, such as the Dragon Dinner.</p> <p>7. Develop marketing piece for MSA that explains charter school funding and needs for the school community. (Has not been addressed)</p>	
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2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

2. Cover Page

1. District or Charter Name

4043-07 Math And Science Academy

2. Grades Served

Please check all that apply:

- Sixth grade
- Seventh grade
- Eighth grade
- Ninth grade
- 10th grade
- 11th grade
- 12th grade

3. WBWF Contact Information

WBWF Contact Name

Thomas Johnston

WBWF Contact Title

Assistant Director

WBWF Contact Phone Number

6515787507

WBWF Contact Email

tjohnston@mnmsa.org

4. Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2019-20 SY.

Did you have an MDE approved Achievement and Integration plan during 2019-20 SY?

No

5. Provide the link to the district's WBWF annual report and A&I materials.

Provide the direct website link to the district's WBWF annual report. If a link is not

available, describe how the district disseminates the report to stakeholders. PAGE 101

http://www.mnmsa.org/bod/annual_reports?dir=%2F&file=Annual+Report+19-20.pdf

6. Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2019-20 school year.

February 11, 2020

3. World's Best Workforce

7. District Advisory Committee Members

Complete the list of your district advisory committee members for the 2019-20 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

First and Last Name

Thomas Johnston

Role in District

Administrator

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Emily Graveen

Role in District

Counselor

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Kirstin Knutson

Role in District

Counselor

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Annette Smith

Role in District

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Emily Miller

Role in District

Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Satya Veluri

Role in District

Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Krishna Vishnubhatla

Role in District

Parent

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Shelley Walters

Role in District

Parent

Part of Achievement and Integration Leadership Team?

No

8. Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

How did the district examine equitable access data? What data did you look at? How

frequently do you review the data?

Who was included in conversations to review equitable access data?

(200 word limit)

School administration is involved in conversations concerning equitable teacher access. Due to the small teacher pool and restrictions from scheduling, these discussions usually occur in the spring prior to the next school year.

→ Due to the small teacher pool that the school has and how students in each grade are assigned to the same teachers, MSA has one small equitable access gap. We looked at demographic data and teacher assignment data to determine that the small gap existed. In most areas, there is only one teacher teaching a specific course of study.

→ The school will continue to schedule students of color, American Indian students, and students from low income families with experienced, effective and in-field teachers when possible.

→ MSA currently has three out-of-field teachers out of 35 because no other qualified candidates could be found due to COVID-19 hiring challenges. This represents approximately 9% of the teaching staff.

→ MSA currently has five inexperienced teachers out of 35, or approximately 14% of licensed staff.

→ Low-income students who wish to participate in activities are allowed to participate in the activities of their choice regardless of their official economic indicator status or ability to pay.

What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?

What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

(200 word limit)

There were three cases of inexperienced or out-of-field teachers having the same courses as experienced and in-field teachers. In two of the three situations, the experienced and in-field teachers had a greater percentage of students of color and low income students than the inexperienced or out-of-field teacher. In the third case, the discrepancy was small and would have been offset had two students of color or two low income students switched sections.

→ MSA had a low (two student) difference in equitable access gap for the 2018-2019 school year and no equitable access gap the year prior. That being said, MSA will continue to monitor equitable access to experienced and in-field teachers and will ensure that the equitable access gap does not rise.

9. Describe your efforts to increase the racial and ethnic diversity of teachers in your district.

Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

(200 word limit)

MSA currently does not have any teachers of color or American Indian descent.

- MSA would need to hire approximately six teachers of color and zero teachers of American Indian descent to represent the student body.

What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

(200 word limit)

When job openings exist, MSA advertises for jobs in multiple locations, using multiple services. MSA is careful to advertise the job openings to attract as diverse of a candidate pool as possible

- MSA is committed to finding qualified candidates to create a diverse teaching staff that represents our student body
- In 2019, MSA created a "Recruiting Diverse Staff Taskforce", which is comprised of administration, teachers, staff, and MSA parents.

10. For this 2019-20 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

11. All Students Ready for School

Does your district/charter enroll students in kindergarten?

No

12. All Students in Third Grade Achieving Grade-Level Literacy

Does your district/charter enroll students in grade 3?

No

13. Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2019-20 school year.

Black/African American students at MSA (all grades) will have a proficiency rate of 80% (meets or exceeds) or better by 2023 as measured by the MCA math test. MSA will make a minimum increase of 4% per year to meet this goal. (66% in 2019)

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

Unable to report due to COVID-19.

14. Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

Yes

15. Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2019-20 school year.

Black/African American students at MSA (all grades) will have a proficiency rate of 87% (meets or exceeds) or better by 2023 as measured by the MCA reading test. MSA will make a minimum increase of 4% per year to meet this goal. (69% in 2019)

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

Unable to report due to COVID-19.

16. Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

No

17. All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2019-20 school year.

PAGE 106

On the ACT test, Each of the 4 core subject tests will show that 85% MSA seniors are ready for college-level coursework as measured by the ACT test and reported on the College Readiness Letter received by MSA.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Unable to report

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

Unable to report due to COVID-19.

18. Do you have another goal for All Students Career- and College-Ready by Graduation?

No

19. All Students Graduate

Does your district/charter enroll students in grade 12?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

All seniors who begin the year at MSA will graduate in the spring of 2020.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

MSA graduated 57 of 60 seniors who started their senior year at MSA.

Goal Status

Check one of the following:

Goal Not Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

Although we want every student to graduate on time, this is the first time in five years that a student has not graduated due to a lack of credits. All other students who did not graduate in the past continued their education through transition services.

Given our small size, MSA is able to support all high school students, but especially juniors and seniors, on their path to graduation. MSA's high school counselor meets with all juniors and seniors to make sure their course progression is on track. If necessary, MSA provides interventions and supports to help students graduate on time.

20. Do you have another goal for All Students Graduate?

No

Submitted by:

Cecelia Dodge
Interim Executive Director: Math and Science Academy
cdodge@mnmsa.org
651-578-7507 #3506

ACADEMIC & NON-ACADEMIC OUTCOMES/GOALS
MATH and SCIENCE ACADEMY

The School agrees to the following outcomes. This Exhibit F - Revised has three pages.

ACADEMIC

Goal 1: State Assessments (MCAS) (55% Weight)

Sub Goal#1.1: Reading

1.1(a) Absolute Proficiency

MN ESSA: Academic Achievement

- Each school year 2021-2023, the average proficiency for grades 6th, 7th and 8th will be 20 percentage points above state average proficiency on the reading MCA.
- Each school year 2021-2023, the average proficiency for 10th grade will be 25 percentage points above the state average on the reading MCA.

1.1(b) Comparative Proficiency

Each school year 2021-2023, the School will demonstrate higher grade level and school-wide proficiency rates than Woodbury High School, South Washington County School District and the state average for same grades served on the reading MCA.

1.1(d) Achievement Gap Reduction

World's Best Workforce Charter Contract Target: All Racial and Economic Achievement Gaps are Closed.

By the conclusion of 2023, school-wide and student group reading proficiency on the MCA will be no greater than 3.5% for each student group publicly reported by MDE in 2021.

Sub Goal#1.2: Math

1.2(a) Absolute Proficiency

MN ESSA: Academic Achievement

- Each school year 2021-2023, the average proficiency for grades 6th, 7th and 8th will be 15 percentage points above state average proficiency on the math MCA.
- Each school year 2021-2023, the average proficiency for 11th grade will be 30 percentage points above state average proficiency on the math MCA.

1.2(b) Comparative Proficiency

For each school year 2021-2023, the School will demonstrate higher grade level and school-wide proficiency rates than Woodbury High School, South Washington County School District and the state average for same grades served on the math MCA.

1.2(c) Achievement Gap Reduction

World's Best Workforce Charter Contract Target: All Racial and Economic Achievement Gaps are Closed.

By the conclusion of 2023, school-wide and student group math proficiency on the MCA will be no greater than 3.5% for each student group publicly reported by MDE in 2021.

Sub Goal#1.3: Science

1.3(a) Absolute Proficiency

MN ESSA: Academic Achievement

- Each school year 2021-2023, 8th grade students will score at least 10 percentage points above the state average in proficiency on the science MCA.
- Each school year 2021-2023, high school students will score at least 25 percentage points above the state average in proficiency on the science MCA.

1.3(b) Comparative Proficiency

Each school year 2021-2023, the School will demonstrate higher grade level and school-wide proficiency rates than Woodbury High School, South Washington County School District and the state average for same grades served on the science MCA.

Goal 2: Nationally Normed Assessments (25% Weight)

2.1 FastBridge - Reading

MN ESSA: Academic Progress

- Each year, 2021-2023 the average percentile ranking for students in grades 6th, 7th and 8th will be at least 70 on the FastBridge reading assessment.
- By the conclusion of school year 2023, all students who enter as sixth graders beginning in 2019 and remain enrolled through 8th grade will show at least a 3-point growth gain on the FastBridge reading assessment.

2.2 FastBridge - Math

ESSA: Academic Progress

- Each year, the average percentile ranking for students in grades 6th, 7th and 8th will be at least 70 on the FastBridge math assessment.
- By the conclusion of school year 2023, all students that enter as sixth graders beginning in 2019 and remain enrolled through 8th grade will show at least a 3-point growth gain on the FastBridge math assessment.

2.3 PSAT

World's Best Workforce Charter Contract Target: All Students are Ready for Career and College

- Each year 2021-2023, a minimum of 80% of 10th grade students will take the PSAT, and a minimum of 80% will meet or exceed the benchmark for both ERW and Math.
- Each year, 2021-2023 a minimum of 85% of 11th grade students will take the PSAT, and a minimum of 85% will meet or exceed the benchmark for both ERW and Math.

2.4 ACT

World's Best Workforce Charter Contract Target: All Students are Ready for Career and College

- Each year 2021-2023, a minimum of 90% percent of students taking the ACT will meet or exceed the college readiness benchmark for English and Biology.
- Each year 2021-2023, a minimum of 85% percent of students taking the ACT will meet or exceed the college readiness benchmark for Algebra and Social Studies.

Goal 3: Graduation Rate (20% Weight)

World's Best Workforce Charter Contract Target: All Students Graduate from High School

ESSA: Graduation Rates

Each year 2020-2023, at least 95% of 12th grade students will graduate.

NON-ACADEMIC GOALS

Goal 4: Student Attendance

ESSA: Consistent Attendance

Each school year 2020-2023, the School will maintain an average daily student attendance rate of at least 95%.

Goal 5: Professional Development

- **Individual Teacher Training** -100% of teachers will participate in professional development which contributes to educator growth and development as determined by administration and the teacher.
- **School-wide Professional Development**- Administration and teachers will mutually select and conduct at least one school-wide professional development day per semester based on professional development needs survey result(s).

Goal 6: Diversity, Equity, and Inclusion

- The School will actively recruit and hire staff persons that reflect the school's racial demographics and hire licensed staff to make incremental progress towards matching the demographics of our school's student body, as publicly reported to MDE by July 1, 2022.
- 100% of MSA instructional staff will participate in training in inclusive practices, implicit bias and culturally responsive teaching by the end of the 2021-22 school year.

Goal 7: Stakeholder Satisfaction

- School year 2020-2021, at least 85% of parents who return the MSA annual parent satisfaction survey will indicate *overall* school approval/satisfaction for the school's Distance Learning Plan and Implementation.
- Each year 2020-2023, at least 85% of parents who return the MSA annual parent satisfaction survey will indicate *overall* school approval/satisfaction.
- At least 3 recurring/repeated concerns identified in the parent survey results (those noted in 10% or more of returned annual surveys) will be addressed in the School's action plan. Board's minutes will reflect the status of progress made until concerns are resolved.

Goal 8: Volunteer Activity

For each scheduled school board election SY2020 through SY2024, the School will recruit and present a minimum of three teacher and three parent choices for board of directors on the ballot.

WBWF Advisory Group

Student Members

Noah Yehalashet

Hanan Bedru

Iman Bedru

Faiza Shabibi

XuYing Lee

Parent Members

Tom Thiogs thomas.thiegs@ascent.usbank.com

Girish Jorapurkar girish.jorapurkar@gmail.com

Jamie Brodd jamie_dunphy@hotmail.com

Pauline Ho hoxx0057@umn.edu

Adenike Chon adenikechon@gmail.com

Staff Members

Cecelia Dodge

Emily Graveen

Isaac Johnson

Deborah Fleischhacker

Kate Hinton

Lela Olson



September 27, 2021

Invitation: World's Best Workforce Advisory Committee

Dear MSA Parents, Community Members and Staff:

All public school districts in Minnesota, including charter schools, must participate in a planning, reporting, and improvement process called World's Best Workforce (WBWF). Each year Minnesota Public Schools must review its success on goals, publish an annual report of progress, and revise its WBWF plan where necessary.

This letter is to invite parents, students, staff, and other community members to be part of the WBWF Advisory Committee for 2021-22. Meetings will be held Thurs Oct 28 and Thurs Nov 11 7:00-8:30 (by Zoom?) Your task will be to review and react to information presented, and make recommendations to the school board.

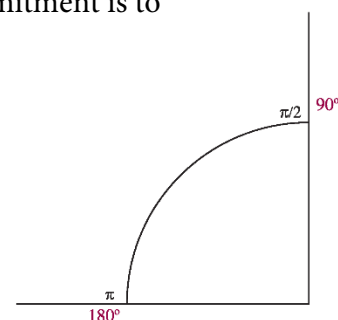
Statutory Requirements to be met by the advisory group:

Each school board shall establish a district advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and local academic standards.

- The district advisory committee, to the extent possible, shall reflect the diversity of the district and its school sites, and shall include teachers, parents, support staff, students, and other community residents.
- Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members.
- The district advisory committee shall provide recommendations to the school board regarding rigorous academic standards, student achievement goals and measures consistent with subdivision 1a and sections 120B.022, subdivision 1, paragraphs (b) and (c), and 120B.35, district assessments, program evaluations.

The group size will be limited to 20, with a goal of recruiting 8 parents, 5 students, 2 community members, and 3 staff to serve on the advisory committee. Commitment is to participate in both meetings.

If you are interested or have any questions, please contact Shawn Parker at sparker@mnmsa.org or 651-578-7507 x3501.



MSA Board of Directors Election Results

Sandra Overson	39
Wendell Sletten	36
Jacob Bukkila	1
Abstain	1

Salary Schedule for the Executive Director

An Administrative License is required for this position.

Years of Administrative Experience	0-5 years	6-10 years	11-15 years	16-20 years	21-25 years	26-30 years	31-35 years	36-40 years
No additional leadership experiences	117,000	118,000	119,000	120,000	121,000	122,000	123,000	124,000
One additional leadership experience	118,000	119,000	120,000	121,000	122,000	123,000	124,000	125,000
Two additional leadership experiences	119,000	120,000	121,000	122,000	123,000	124,000	125,000	126,000
Three additional leadership experiences	120,000	121,000	122,000	123,000	124,000	125,000	126,000	127,000
Four additional leadership experiences	121,000	122,000	123,000	124,000	125,000	126,000	127,000	128,000

- Years of Administrative Experience would include working as (vice/assistant) principal, (vice/assistant) dean, (vice/assistant) director, or (vice/assistant) superintendent, or something equivalent. Experience as a department chair or teacher would not apply here.
- Additional leadership experiences would be something beyond the scope of what a principal, dean, director, or superintendent might do in the course of their career. It might include working in a position at MDE, having an advanced degree (beyond the required licensure), running a college program, CEO at a private company, or other experiences that would prove valuable to MSA. Working as a department chair or teacher would not be considered unique enough to qualify for an extra step.
- Teachers/EA salaries are negotiated every two years and will be negotiated again in Spring of 2023. Whatever percent the teachers get, the administrators should also get that same percentage. If teachers receive a total dollar amount (x) as a raise, administrators would get (x+.33x). So within a 5 year range, the administration should get two raises that would be commensurate with the Teachers and EAs.

Salary Schedule for the Assistant Directors

An Administrative License is required for this position.

Years of Administrative Experience	0-5 years	6-10 years	11-15 years	16-20 years	21-25 years	26-30 years	31-35 years	36-40 years
No additional leadership experiences	108,000	109,000	110,000	111,000	112,000	113,000	114,000	115,000
One additional leadership experience	109,000	110,000	111,000	112,000	113,000	114,000	115,000	116,000
Two additional leadership experiences	110,000	111,000	112,000	113,000	114,000	115,000	116,000	<u>117,000</u>
Three additional leadership experiences	111,000	112,000	113,000	114,000	115,000	116,000	<u>117,000</u>	<u>118,000</u>
Four additional leadership experiences	112,000	113,000	114,000	115,000	116,000	<u>117,000</u>	<u>118,000</u>	<u>119,000</u>

- Years of Administrative Experience would include working as (vice/assistant) principal, (vice/assistant) dean, (vice/assistant) director, or (vice/assistant) superintendent, or something equivalent. Experience as a department chair or teacher would not apply here.
- Additional leadership experiences would be something beyond the scope of what a principal, dean, director, or superintendent might do in the course of their career. It might include working in a position at MDE, having an advanced degree (beyond the required licensure), running a college program, CEO at a private company, or other experiences that would provide valuable to MSA. Working as a department chair or teacher would not be considered unique enough to qualify for the extra step.
- Teachers/EA salaries are negotiated every two years and will be negotiated again in Spring of 2023. Whatever percent the teachers get, the administrators should also get that same percentage. If teachers receive a total dollar amount (x) as a raise, administrators would get (x+.33x). So within a 5 year range, the administration should get two raises that would be commensurate with the Teachers and EAs.
- The numbers that are **bold and underlined**, overlap with the Director's salary schedule.

(2020 Data)						
School	Grades	Size	(2020) according to the MDE	Other administrators (2020)	Total Salaries	Total Employees
Community of Peace	PK-12	816	\$87,413	55,475, 46,866, 75,000	3.7 million	71
Eagle Ridge	K-12	1431	137,497	78,795, 99,540, 80,193	5.5 million	114.00
Great River	1-12	783	79,000	75,000, Missing 2	3 million	61
Hmong College Prep Academy	K-12	2378	\$182,639	115,763, 71,400, 89,250	9.2 million	190
North Lakes Academy	5-12	578	\$96,350	\$72,884, 70,000 Missing 1	2.5 million	50
Nova	K-12	1010	\$135,000	\$76,000, \$85,000, 99,741	3.6 million	69
Pact	K-12	668	\$116,000	97,500, Missing 1	2.2 million	51
Spectrum	6-12	812	\$105,500	105,500 missing 1	3 million	63
St. Croix Prep	K-12	1204	Missing	109,867, 71,400, Missing 1	5.1 million	95
St. Paul City	PK-12	515	125,000	98,373, 70,481, Missing 2	2.8 million	58
St. Paul Conservatory for the Performing Arts	9-12	643	\$145,000	113,000, Missing 1	1.7 million	46
Twin Cities Academy	6-12	544	\$124,000	Missing	3.6 million	54
Woodbury Leadership Academy	K-8	564	115,920	52,381, 51,000, 60,000	1.5 million	35
Math and Science Academy	6-12	543	108,000	75,850, 72,775	1.9 million	41
Other Local Public Schools						
South Washington County Overall					104 million	1476
Woodbury HS	9-12		139,219	107,778, 114,543, 107,778		
Eastridge HS	9-12		133,219	115,854, 117,543, 107,778		
South St. Paul	6-12		138,163	111,036, 111,036, 109,756	20.2 million	301

Part 1: Salary Information – Administrative Staff

FY20 Salary Information for the <u>Executive Director/School Director</u>				
School Size	100 or Less	101-250 Students	251-500 Students	501+ Students
Average Salary	\$67,161	\$89,498	\$114,572	\$117,874
Range: <i>Minimum - Maximum Rates</i>	\$35,000-\$90,000	\$40,468-\$120,368	\$90,990-\$145,450	\$92,700-\$145,656
Salary Increase for FY20 (YES)	8	17	11	14
Salary Increase for FY20 (NO)	7	12	10	6
If increase, what %? (average)	2.8%	3.14%	3.32%	2.43%
Graduate Degree (YES)	8	25	18	16
Administrative License (YES)	7	20	16	12
# of Schools Responding	15	30 (3 are teacher-led)	21	20

FY20 Salary Information for the <u>School Principal/Assistant Director/Academic Director, etc.</u>				
School Size	100 or Less	101-250 Students	251-500 Students	501+ Students
Average Salary	\$55,792	\$76,486	\$88,981	\$89,498
Range: <i>Minimum - Maximum Rates</i>	\$45,000-\$70,000	\$55,000-\$105,000	\$66,319-\$120,000	\$70,176-\$112,064
Graduate Degree (YES)	5	9	15	17
Administrative License (YES)	2	4	6	10
# of Schools Responding	6	12	19	19

Executive Director

The Math and Science Academy is looking for an Executive Director to perform the daily operations of the school. This position will begin in June 2022.

Qualifications

Required: Administrative Licensure

Preferred: The ideal candidate should have previous experience working as a school leader and knowledge of charter school human resources, finances, and management. This candidate would also have experience working in a multicultural learning environment with a commitment and passion for educational equity. Furthermore, the candidate should be dedicated to our goal of ensuring that all students have equal access to a rigorous college-preparatory curriculum.

The Math and Science Academy (MSA) of Woodbury, MN has a growing, diverse student body that celebrates each person's ethnicity and culture. MSA offers a high level of faculty autonomy within a collaborative team. Classroom needs are well-funded and supported with the opportunity to seek both in-house and out-of-house professional development. MSA is a medium-sized, 6-12 school with over 500 students and we are looking at an enrollment model increase of 4% per year. We offer equitable, small class sizes in an academically challenging yet nurturing community which fosters [MSA's Vision and Mission](#).

MSA has been consistently ranked in the top three high schools in the state for the past ten years by U. S. News and World Report and Niche. Furthermore, U.S. News and World Report just ranked MSA 99th in the nation for the 2021 rankings. For the past five years MSA has had the top ACT Composite average score for all Minnesota schools. Additionally in 2020, MSA was recognized as the top Middle School in the state by Niche. Last year, 100% of MSA students graduated and for the past five years, an average of 95% of MSA seniors have successfully graduated. Over this same time period, 90-95% of seniors have attended post-secondary institutions. Furthermore, MSA has earned the recognition of a high-quality charter school from the Department of Education each of the past ten years. Please visit the school's website at <https://www.mnmsa.org/> to learn more about our school.

As a public charter school, MSA students experience a tuition-free learning environment.

Salary is based on education and experience. To apply, please visit the MSA [Career Page](#) by December 31, 2021.



JOB DESCRIPTION

Title:	Executive Director	Reports to:	MSA Board of Directors
Supervises:	Part-Time and Full-Time Staff, Contract Employees	Status:	Exempt

SUMMARY:

The Executive Director serves as the educational leader, chief operating officer, and community ambassador of the Math and Science Academy (MSA). The Director operates under the policy direction of the MSA Board of Directors (BOD) and in accordance with federal and state laws. The Director provides assistance to the BOD in developing, formulating, and providing guidance in school finance, school program planning, and educational program review. The Director has the authority to specify actions required and to detail how the school will operate. Work is accomplished by providing leadership to school employees and members of the school community through school system management plans that recognize the need to achieve student, staff, and BOD goals. The Director works in conjunction with Assistant Directors and can delegate responsibilities accordingly in order to fulfill the essential duties and responsibilities of the position.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

EDUCATIONAL LEADER

- Pursues the vision and executes the mission of the school.
- Oversees planning and evaluation of the curriculum and instruction.
- Supervises and observes all instructional practices in the school, including coaching and mentoring directly or through other staff.
- Maintains a current knowledge of developments in curriculum and instruction.
- Prepares long and short-term goals for the school, including student achievement.
- Develops and implements the rituals, routines, and celebrations that ensure a culture of academic success.
- Participates in professional activities to enhance knowledge and skills, and shares expertise with colleagues.

CHIEF OPERATING OFFICER OF THE SCHOOL

- Implements policies of the BOD. Provides input on policies in accordance with state and federal laws.
- Reports to the BOD about the status of school programs.
- Acts as liaison between the BOD and school staff.
- Informs the BOD about rules and regulations of the Minnesota Department of

Education.

- Informs the BOD about current trends and developments in education.
- Serves as an ex-officio member of the BOD.
- Works with the BOD Chair to set agendas and documents for BOD workshops and meetings.
- Attends BOD committee meetings and task force meetings necessary to ensure the effective and efficient running of the school.
- Works with the BOD in developing and overseeing MSA's Strategic Plan.
- Works with teachers and administrative staff to ensure adequate representation at BOD committee meetings.
- Invites teacher BOD members to weekly meetings during teacher contracted days.

PERSONNEL MANAGEMENT

- Ensures appropriate staffing and recommends staff contracts to the BOD.
- Ensures administration of human resource policies and programs for all staff.
- Oversees the implementation of a personnel evaluation system.
- Maintains up-to-date job descriptions for all personnel.
- Ensures Assistant Directors fulfill the essential duties and responsibilities of their positions.
- Oversees the planning and evaluation of professional development and learning programs for staff.
- Ensures a professional climate on the school campus.
- Facilitates and monitors staff morale.
- Oversees implementation of mentoring opportunities within the school.
- Oversees employee discipline consistent with BOD policies and employment laws.
- Recommends salary and hourly pay rate changes or dismissal/renewal of staff to the BOD.
- Evaluates benefit package options and makes final recommendations to the BOD.

FACILITIES MANAGEMENT (SECURITY AND SAFETY MANAGEMENT)

- Prepares long- and short-range plans for facilities (all school buildings).
- Works with the MSA Building Company.
- Oversees the maintenance of school property and school grounds.
- Oversees the implementation of policies for safe school facilities including fire, safety, and other inspections.

FINANCIAL MANAGEMENT

- Assists with the preparation of the overall school budget.
- Reviews monthly financial reports and monthly financial estimates with the BOD's Contracted Financial Manager.
- Ensures that the expenditures are within limits approved by the BOD.
- Works with the BOD's Treasurer and Finance Committee to oversee year-end financial audits.
- Oversees the appropriation of alternative funding sources.

STUDENT SERVICES

- Works with school staff to maintain the integrity and accuracy of student records.
- Oversees annual student registration process and enrollment.
- Implements policies and programs relating to behavior and discipline of students.
- Provides input and assistance on student behavior issues and consequences, as necessary.
- Oversees a student tutoring and mentoring program.
- Visits MSA classrooms in order to ensure the quality of the educational environment.
- Seeks to stay informed about issues and activities in the school that add to, or detract from, the mission and vision of the school.
- Obtains a reasonable level of knowledge regarding the interaction of teachers, staff, students, and parents/guardians.
- Serves as a point of contact for students and families.

ORGANIZATIONAL MANAGEMENT

- Provides leadership for the development of a systematic plan for continuous school improvement.
- Maintains student, personnel, business, and other records according to school policy.
- Ensures filing of all required reports by state and federal law/regulation.
- Collaborates with the Policy Committee to advise the BOD of the need for new and revised policies.
- Reviews and approves all MSA handbooks.
- Makes administrative decisions necessary for the effective and efficient operation of the school, including working with contractors and consultants, as needed.
- Attends, or delegates a representative to attend, meetings of municipal agencies at which matters pertaining to the school appear on the agenda or are expected to be raised (e.g. transportation and expansion issues).
- Proposes scheduling for the school year to the BOD.

COMMUNICATION AND INTERACTION

- Conducts a mid-year survey with staff and parents/guardians concerning communication and collaboration in the school.
- Conducts an end of year survey with parents/guardians.
- Ensures that there is a developed and effective system of communication among stakeholders.
- Keeps the school community informed about educational practices and trends as well as the policies, practices, successes, and challenges of the school.
- Responds to and resolves internal and external inquiries from parents/guardians, employees, and outside organizations regarding school operations and policy.

COMMUNITY RELATIONS

- Maintains an effective and strong working relationship with MSA's authorizer.
- Maintains an effective and strong working relationship with the city of Woodbury community.

- Serves as ambassador and advocate of MSA's mission, representing the school at local events, as appropriate.
- Supervises the development and maintenance of relationships with MSA's alumni, the alumni database, and engages alumni in school events.

SPECIAL EDUCATION AND TITLE I PROGRAMS

- Works with the Contracted Special Education Director to ensure compliance with the guidelines established by the Minnesota Department of Education and ensures implementation of administrative procedures for Special Education and Title I programs consistent with state and federal laws.
- Works with the special education staff to ensure consistent implementation of special education services across programs.
- Ensures the Individual Education Plan (IEP) meetings and placement review meetings for special education students are held in accordance with state law.
- Acts as school administrative representative to IEP meetings and evaluations on high-level IEP meetings.
- Ensures the Child Study Team process is in place and implemented in accordance with state and federal guidelines.

REQUIREMENTS:

- License:
 - Current and valid school administrator's license is required
- Experience:
 - Demonstrated leadership experience working with stakeholders toward achieving goals.
 - Demonstrated success in encouraging parent/guardian involvement.
 - Operations and facilities management experience.
 - Experience working with Special Education and Title I programs and requirements.
 - Experience developing an alumni network and working with alumni. Fundraising experience and an ability to raise funds through alternative sources.

QUALIFICATIONS

- To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and abilities required.

KNOWLEDGE/SKILLS:

- Knowledge of BOD policies, Minnesota Statutes, as well as policies and procedures of the Minnesota Department of Education.
- Knowledge of curriculum and instructional theory and practices, management principles and financial planning, management information systems, and leadership techniques.
- Managerial, observational, communication, and leadership skills and abilities.
- Ability to read, write, and interpret documents such as curriculum guides, budgets, test results, contracts, grant applications, statues, and policies.
- Ability to understand and generate written memorandums, employee evaluations, and correspondence with businesses and public contracts.

- Ability to write routine reports and correspondence.
- Ability to speak effectively to individuals and groups in both a private and public setting.
- Ability to effectively present information and respond to questions from parents, staff, students, and the general public.
- Ability to prepare budgets and the ability to read and interpret fiscal reports.
- Knowledge of popular computer software including MS Office Suite, Google Docs, and a variety of electronic tools (e.g. tablets, smart phones, and interactive whiteboards).
- Capable of correspondence using email and other web-based applications, text messaging, and other social networks.

WORKING CONDITIONS, EQUIPMENT, AND TOOLS USED, ENVIRONMENT and COGNITIVE/PHYSICAL DEMANDS:

- The environment for this position is a private office that is mostly clean and comfortable. It may include some minor annoyances such as noise, odors, drafts, etc. The individual is in a non-confined office setting in which he or she is free to move about at will.
- This is a primarily stationary position however the employee is required to sit, stand, walk, climb, balance, stoop, kneel, crouch or crawl for periods of time.
- May regularly lift and/or move up to 50 lbs. at a time.
- While performing the duties of this job, the employee is regularly required to: sit; use hands to finger, handle, or feel; reach with hands and arms; talk or hear.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

I have reviewed the content of the above job description and understand the position description and the job specific functions of this position. I understand that this job description is intended to be used in conjunction with pre-established goals to establish and verify functional competency on an ongoing basis while employed with the Math and Science Academy. I understand that unforeseen circumstances, such as changes in workload or resources available, may warrant revisions by the Math and Science Academy. This Job Description reflects management’s assignment of major responsibilities, which represent the majority of essential functions. It is not to be construed as an exhaustive statement of duties, responsibilities or requirements. They may be subject to change at any time due to reasonable accommodation or other reasons.

Employee Signature

Date

BOD Chair Signature

Date



Math & Science Academy
8430 Woodbury Crossing
Woodbury, MN 55125

Director Contract
For Services To Be Provided During
School Year 2022 through 2023

This document shall confirm that _____ (“Director”) has been offered and does accept a **1.0 FTE** administrative position at Math and Science Academy (“MSA”) from _____ **2022** through **June 30, 2023**. Responsibilities shall include the **Director**, and all duties outlined in the provided Job Description. The Director shall report to the Board of Directors for all services to be provided under this contract.

During this one-year contract period, the Director may be discharged, with or without cause, without notice. However, if the contract is cancelled during the contract period for financial reasons, the MSA Board of Directors shall provide the Director with 30 days written notice of cancellation. Regardless of when the discharge or cancellation occurs, the Director has no contractual right or rights in equity to challenge the discharge or cancellation of the contract or the failure to offer a subsequent contract. Director is an employee-at-will of MSA.

In consideration of providing services in accordance with the terms of this contract, MSA agrees to pay an annual salary of \$_____ and up to ~~\$7,000.00~~ \$4,000.00 in professional development reimbursement.

Any contract provisions specific to the undersigned Director are stated as follows:

- 20 PTO days
- Unused PTO days may be cashed in at the Director’s daily rate of pay.
- All Holidays per attached schedule

~~During the summer months, the expectation of the Director is to be on-site an average of three-quarter time, with additional time as required to perform school business. Given the current administrative change for 2021-22, MSA anticipates the school business may require full time work.~~

In witness whereof, and in accordance with the above-stated provisions, MSA and the Director hereby enter into this contract.

(Insert Director’s Name)
Director

Date

Dan Ellingson
MSA Board Chair

Date

MARSS STUDENT FALL ENROLLMENT REPORT

District: 4043:07 MATH AND SCIENCE ACADEMY

USING FALL DATA

Edited: 2021/10/13 12:21:59.493

For students enrolled over OCT 1 of the 2021-2022 School Year

School: All Schools

Level of Detail: District

Report from ED-FI

American Indian Asian Hispanic Black White HPI Multi

Grade	M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot	%MALE	%FEMALE	%MINORITY	Total			
06	1	1	2	19	18	37	2	1	3	6	14	20	10	12	22	0	0	0	1	4	5	43.8	56.2	75.3	89
07	1	0	1	12	9	21	1	0	1	9	12	21	22	19	41	0	0	0	4	2	6	53.8	46.2	54.9	91
08	0	0	0	16	18	34	1	2	3	7	9	16	17	18	35	0	0	0	2	1	3	47.3	52.7	61.5	91
09	0	0	0	10	13	23	2	2	4	12	12	24	19	13	32	0	0	0	0	6	6	48.3	51.7	64.0	89
10	0	0	0	10	9	19	1	0	1	11	4	15	17	20	37	0	0	0	1	0	1	54.8	45.2	49.3	73
11	0	0	0	8	7	15	0	1	1	3	6	9	21	13	34	0	0	0	2	1	3	54.8	45.2	45.2	62
12	1	0	1	2	7	9	0	1	1	7	8	15	13	13	26	0	0	0	3	2	5	45.6	54.4	54.4	57

TOTAL All Schools

	3	1	4	77	81	158	7	7	14	55	65	120	119	108	227	0	0	0	13	16	29	49.6	50.4	58.9	552
Total	3	1	4	77	81	158	7	7	14	55	65	120	119	108	227	0	0	0	13	16	29	49.6	50.4	58.9	552

This report represents data at a preliminary stage.

To be included in the Fall Enrollment counts, students must be enrolled over October 1.

Student records with local errors are excluded from this report as well as students with State Aid Categories 14*16*17*18*24*25*28*52



Research, "Chainsaw Planning"™ & Training

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Math & Science Academy Staff Survey Results October 2021 • N = 26

1) What two or three things are working well within the school district?

- **Great Staff**
 - Staff willing to work hard for their colleagues/students.
 - Staff get along well - there is a lot of camaraderie and support within our group.
- **Small Class Sizes**
 - Small class sizes and teacher freedom to teach how they want.
 - The small class size is working well when it is maintained.
- **Administration**
 - The administrative staff are establishing a base level of trust and collaboration with staff.
 - New administration is great at listening and communicating to staff!

2) What two or three things need more attention or need to be improved?

- **Staff Compensation**
 - Monetary compensation for staff's work to decrease burnout
 - Staff salaries to get/keep the most qualified candidates
- **Communication**
 - Better communication and making sure all staff are on the same page
 - Consistent communication sent to staff and parents so they can also be on the same page
- **Organizational Consistency and Structure**
 - Planning consistent and constructive meetings where staff can have input
 - Making sure staff are aware of meetings 1-2 weeks prior to scheduling the meeting



Research, "Chainsaw Planning"™ & Training

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Math & Science Academy Parent Survey Results October 2021 • N = 70

1) What two or three things are working well within the school district?

- **Great Staff**
 - Extremely dedicated and committed teachers.
 - The great teachers that are teaching in multiple ways to engage all learning styles.
- **Small Class Sizes**
 - The class size and the overall size of the school.
 - I like the smaller classes for hands on availability for teachers and students.
- **Homework/ Classwork**
 - Overall approach to homework and classwork across the board is quite good.
 - The homework that is thought provoking and not just busy work.

2) What two or three things need more attention or need to be improved?

- **Focus on Math & Science**
 - Focusing on enhanced curriculum to reflect the purpose of being a Math & Science Academy
 - Even more emphasis on Math and Science (School Science Fair, Math Olympic or AMC participation etc.)
- **Purposeful Communication from Staff to Parents**
 - Consistent, efficient, and correct communication
 - Less frequent and more purposeful communication from the school, staff, and leadership
- **Sports and Extracurricular Activities**
 - Variety of sports, clubs, and sport fields
 - Opportunities for students to participate in music, arts, & sports within the district.



Research, "Chainsaw Planning"™ & Training

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Math & Science Academy Student Survey Results October 2021 • N = 59

1) What two or three things are working well within the school district?

- **Great Teachers**
 - I enjoy having teachers that are willing to help you if you need help even if it takes a while for you to get it.
 - Amazing teachers and counselors!
- **Class Scheduling**
 - The class schedules are great.
 - My class schedule works very nice each day!
- **Classes**
 - Receiving clear instructions and enjoying the classes.
 - Classes are very fun and interactive.

2) What two or three things need more attention or need to be improved?

- **Homework Load**
 - The amount of homework the students are bombarded with daily is too much
 - More attention to the amount of homework we must do
- **Sports and Extracurricular Activities**
 - More focus on sports and extracurricular activities because it's not just about the education it's also an experience
 - More clubs and activities should be opened back up (Math League, Academic Triathlon, ETC.)
- **Passing Time**
 - There needs to be a lot more time in between classes to get to classes because students come and go from different buildings

Math and Science Academy

2017-20 Strategic Plan

Approved 3/21/17

Approved 4/15/19

Vision

To be an innovative, sustainable model of academic excellence that creates well-rounded, lifelong learners and global citizens.

Mission

We provide accelerated curricula in all subjects, with an emphasis on math and science.

Core Values

- **Honesty:** MSA's community exhibits fairness, cooperation, integrity, and honesty. MSA students and staff take responsibility for their actions.
- **Community:** MSA maintains small class sizes and a small school feel.
- **Respect:** MSA's community respects others and their views, while fostering a safe environment where every voice is heard, and individuals are free to take risks.
- **Teamwork:** MSA encourages networking, collaboration, and open communication between all members of our community. MSA encourages students, their families, and staff to invest their time and resources to serve the MSA community.
- **Excellence:** MSA continuously evaluates and improve programs to ensure the highest quality in teaching and learning. MSA empowers students to develop independence through organization, time management, and self-discipline.

Math and Science Academy 3-Year Strategic Priorities

PURPOSE

To fulfill the school’s mission, vision, and values in order to better serve its students, staff, and families.

STRATEGIC PRIORITIES

<p>INCREASE MISSION-DRIVEN ACADEMIC PROGRAMMING</p> <p><i>Enhance MSA’s distinction for academic excellence through rigor and technology, and focus on academic mission.</i></p>	<p>ACHIEVE TEACHER AND STAFF EXCELLENCE</p> <p><i>Build on MSA’s reputation for educational quality by recruiting, training and retaining quality teachers and staff.</i></p>	<p>MAINTAIN AND ENHANCE A ROBUST MSA COMMUNITY</p> <p><i>Cultivate cohesiveness through communication and collaboration with parents, between teachers and staff, and through purposeful mixed-grade interactions.</i></p> <p><i>Broaden MSA’s community base by increasing alumni connections, and establishing a Woodbury presence.</i></p>	<p>SUPPORT MEASURES TO MAKE MSA FINANCIALLY SUSTAINABLE</p> <p><i>Create and monitor a plan for MSA’s financial sustainability through measured expansion (building, teacher, and student growth), and fundraising.</i></p>	<p>ENSURE OPERATIONAL EXCELLENCE</p> <p><i>Focus on meeting stakeholder expectations by strengthening the operational effectiveness of MSA.</i></p>
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CORE INITIATIVES *(red type indicates the BOD has reviewed that section)*

<ul style="list-style-type: none"> • Maintain and enhance academic rigor • Improve and increase STEM programming • Explore and promote innovative opportunities in academic programming 	<ul style="list-style-type: none"> • Recruitment • Professional development • Retention 	<ul style="list-style-type: none"> • Cultivate small school ethos • Cultivate diversity awareness • Expand MSA community base 	<ul style="list-style-type: none"> • Measured expansion • Fundraising 	<ul style="list-style-type: none"> • Administrative • Communications • Marketing
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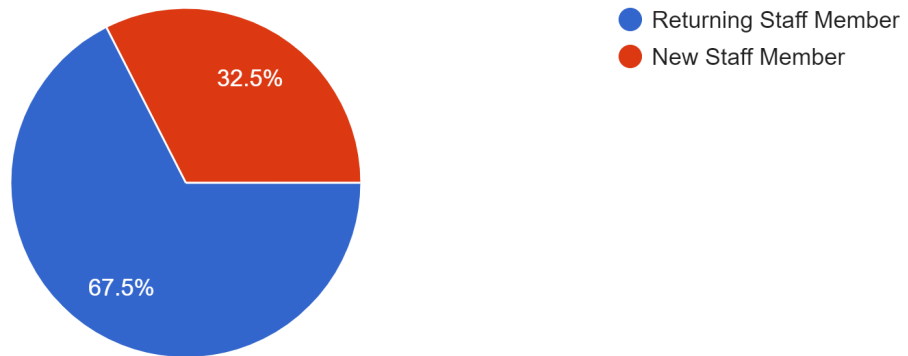
PERFORMANCE INDICATORS

<p>1. Maximize enrollment in AP in core areas of the curriculum, possibly by alternating some courses every other year. Currently offering 10 AP courses; will review offerings to see what can be offered every other year.</p> <p>2. Review the math and science course offerings, compare to other schools who have an accelerated math and science curriculum, and note, and correct deficiencies, if any (revisit later)</p>	<p>1. Provide new and existing teachers and staff updated job descriptions and job performance review process</p> <p>2. Provide professional development opportunities on how technology and Skyward can be used in the classroom and how to use it.</p> <p>3. Review teacher induction (mentoring) program, note and correct any deficiencies, if any</p> <p>4. Make it a priority to engage teacher voice during decision making processes <i>(conduct meetings with director and teacher BOD members to share feedback/ideas)</i></p> <p>5. Update, clarify, and communicate a clear evaluation system/ observation process for teachers and staff.</p> <p>6. Minimize teacher room changes during the class day.</p>	<p>1. Continue bridging opportunities between buildings and grades through a community building task force.</p> <p>2. Implement a student buddy system/mentoring program for all new students. <i>(LINK is in place, but need another opportunity for new older students; possibly match up with student they shadowed (would need to be sure all have someone they are connected to-counselor driven)</i></p> <p>3. Provide opportunities for middle school students to connect with high school students <i>(‘fair’ idea-highlight HS projects, MS students invited to see; advisory match student grades and have dual advisory and share HS experience - counselor driven; celebration time 8th and HS student group)</i></p> <p>4. Look for service opportunities for students to have an impact on school operations. <i>(recycling, groundskeeping, TA, LINKS, mentor for new older students; school service learning?)</i></p>	<p>1. Choose and implement a smart growth option and review annually to ensure that each yearly budget does not result in a deficit. <i>Options are reviewed annually to ensure the budget does not result in a deficit.</i></p> <p>2. Increase student capacity size by relocating or replication at another location by 2024. Expansion committee is currently looking at this.</p> <p>3. Target average student-to-teacher ratio of no more than 22:1.</p> <p>4. Ensure that building space is best utilized to provide adequate space for students to learn. <i>There is adequate space for learning, and flexible study and group space in all buildings.</i></p> <p>5. Develop a strategic 3-5 year MSA fundraising plan. Has not been addressed.</p> <p>6. Continue GTTM as the main fundraising vehicle to facilitate the AFC annual goal. <i>GTTM is our</i></p>	<p>1. Continue to develop a cohesive and collaborative administration team.</p> <p>2. Continue to ensure clear roles and responsibilities for administrative staff.</p> <p>3. Continue to develop a communications plan which would include target audiences (teachers, support staff, parents, students, alumni, Woodbury community, other), messages for each audience, and a deliberate outreach plan.</p> <p>4. *Develop and communicate a “brand” for the school including marketing materials. <i>The Communications Task Force in tandem with the School Expansion Committee will explore areas such as school branding and an outreach plan.</i></p> <p>5. Enhance and update database of what scholarships MSA students received, what colleges MSA students attended and where MSA students volunteered.</p>
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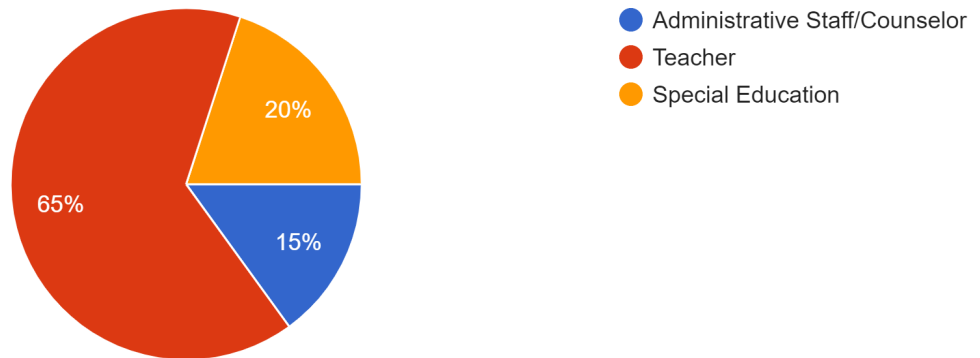
		<p>5. Continue class specific celebrations 6th and 9th grade (picnics, etc.)</p> <p>6. Celebrate student diversity and increase cultural competence. <i>(Spanish/Asian/African clubs are planning a cultural event in 2019)</i></p> <p>7. *Develop an active MSA alumni network. <i>The network is being cultivated, a Facebook group has been created, and there is database-Justin G. is the point person); create a LinkedIn opportunity</i></p> <p>8. Increase City of Woodbury community and business outreach and connections by joining Chamber of Commerce and other civic organizations. <i>MSA has joined the Woodbury Chamber of Commerce.</i></p> <p>9. Increase MSA student volunteer opportunities in the Woodbury and surrounding communities (senior housing, library, YMCA, etc.) <i>A student-run Cheers for volunteers club offers opportunities for students: Feed the Starving Children; making knitted goods for those in need, etc.</i></p>	<p><i>main fundraising event. We met this year's goal of \$50,000; the AFC continues to work on other fundraising event, such as the Dragon Dinner.</i></p> <p>7. Develop marketing piece for MSA that explains charter school funding and needs for the school community. Has not been addressed.</p>	<p>*We continue to create an alumni database for marketing and outreach interests.</p>
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Staff Values Identification Survey Summary Findings
9.19.21
40 responses

I am a
40 responses

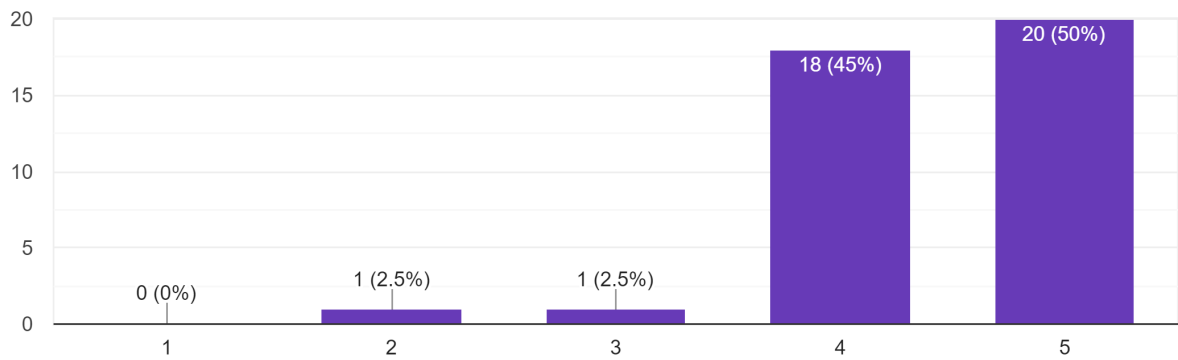


On the Website under Staff List I am considered a
40 responses



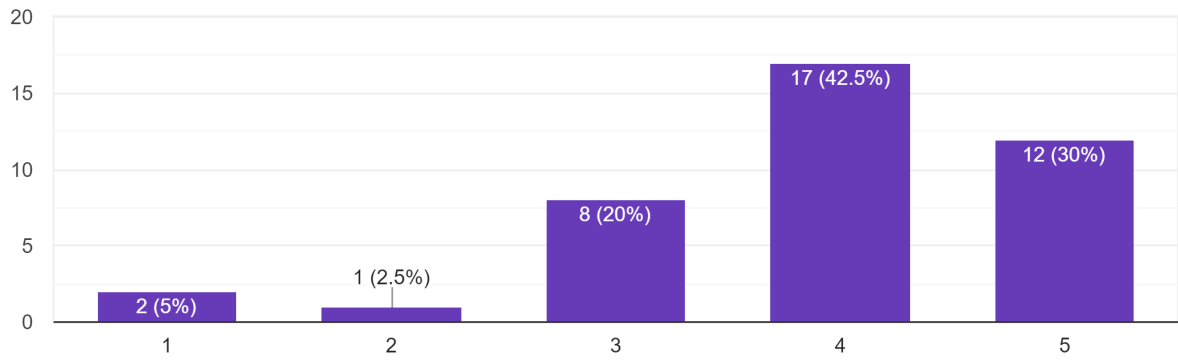
MSA fosters a safe learning environment.

40 responses



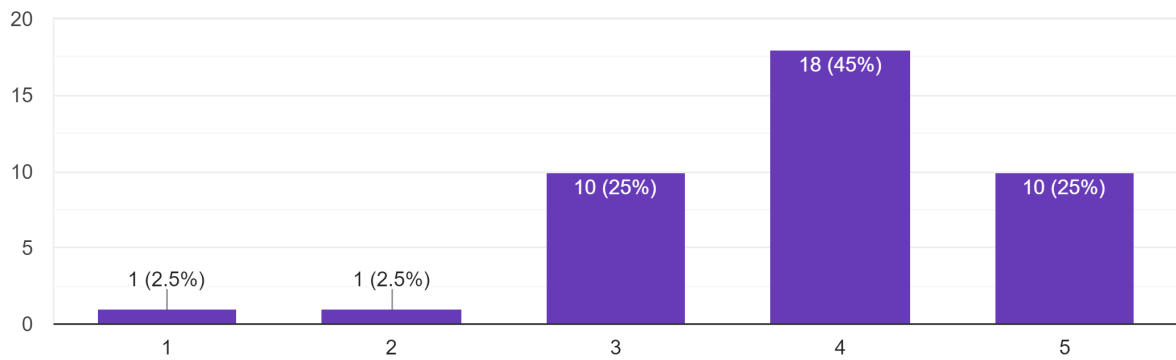
My voice is heard at MSA.

40 responses



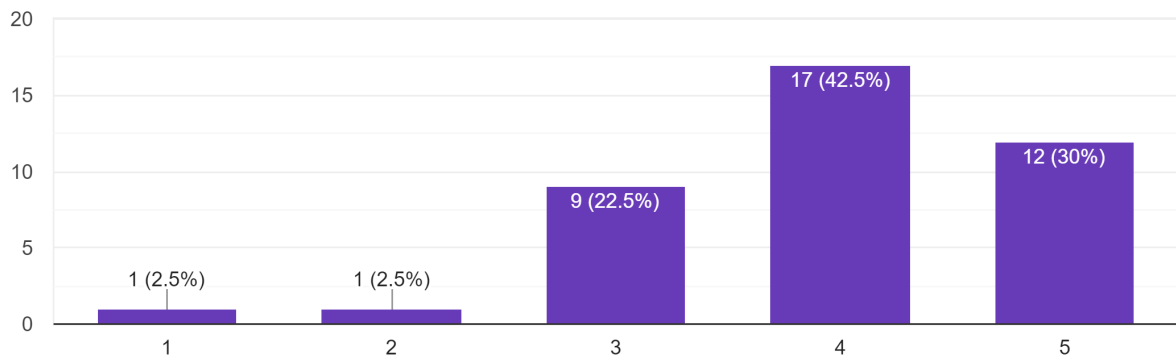
I feel free to take risks at MSA.

40 responses



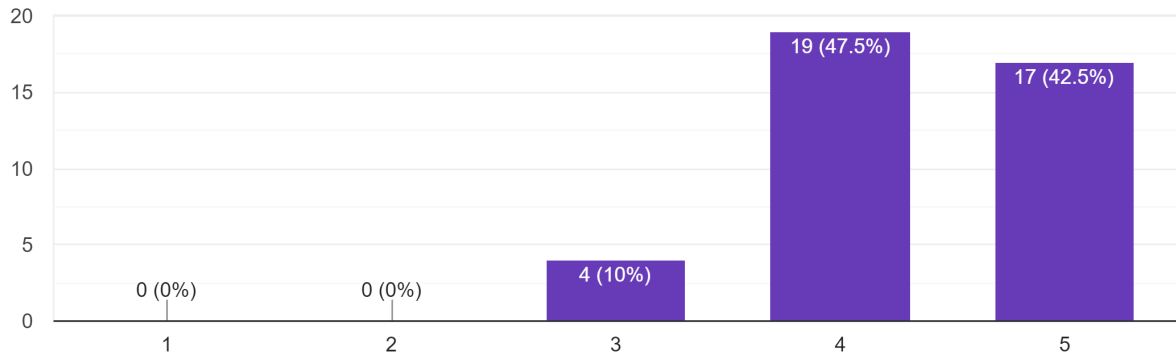
Curricula is accelerated in all content areas at MSA.

40 responses



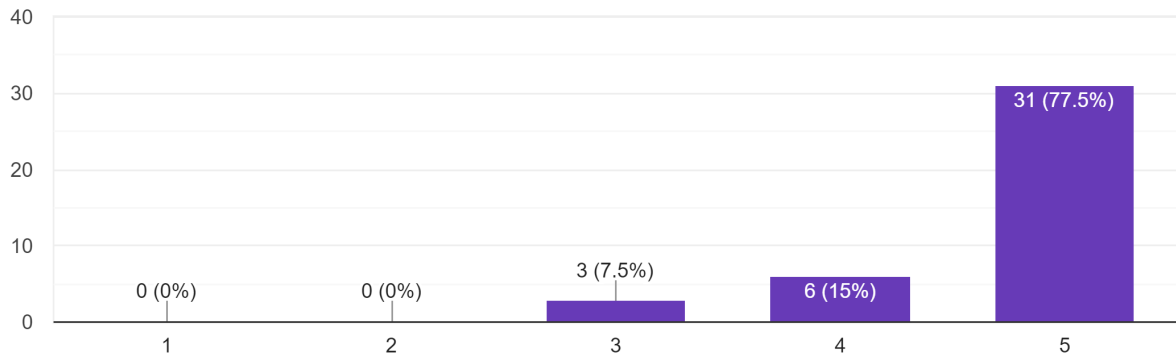
MSA creates lifelong learners and global citizens.

40 responses



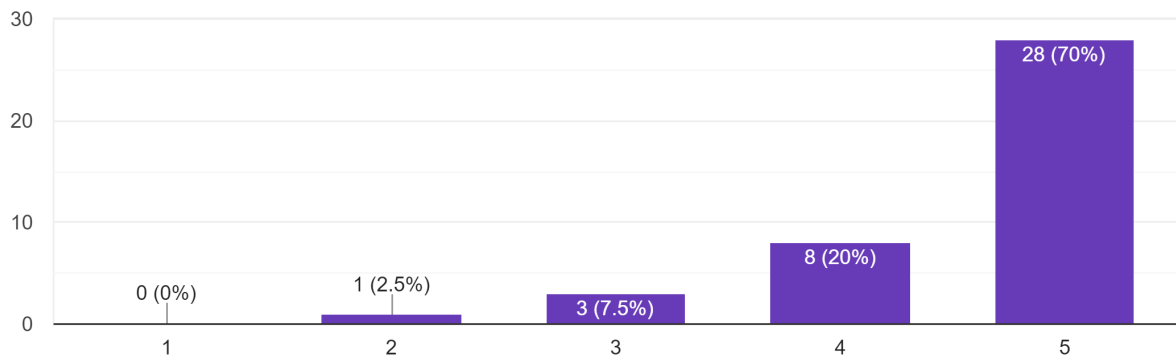
Small class size is important to me.

40 responses



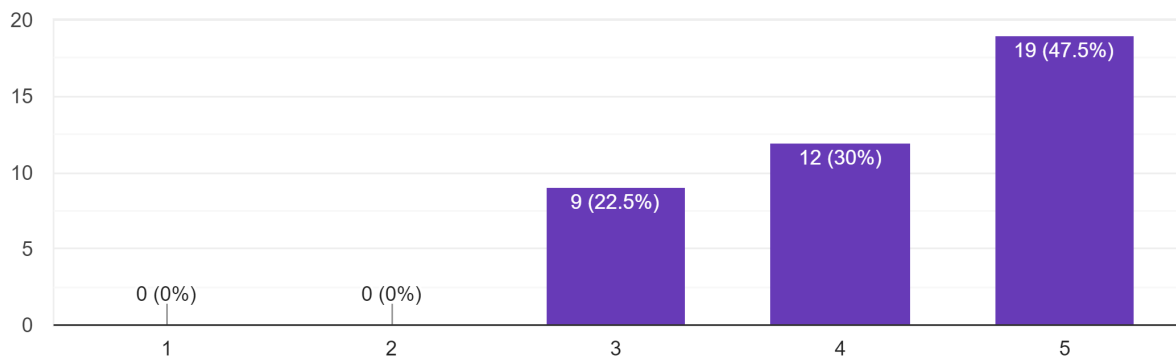
It is important to me to see a director or assistant director at school.

40 responses



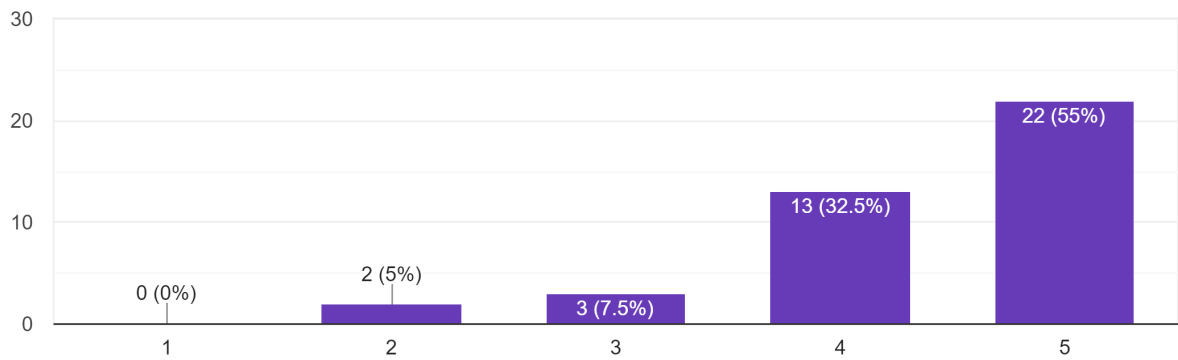
It is important to me to see a director or assistant director at school-sponsored events.

40 responses



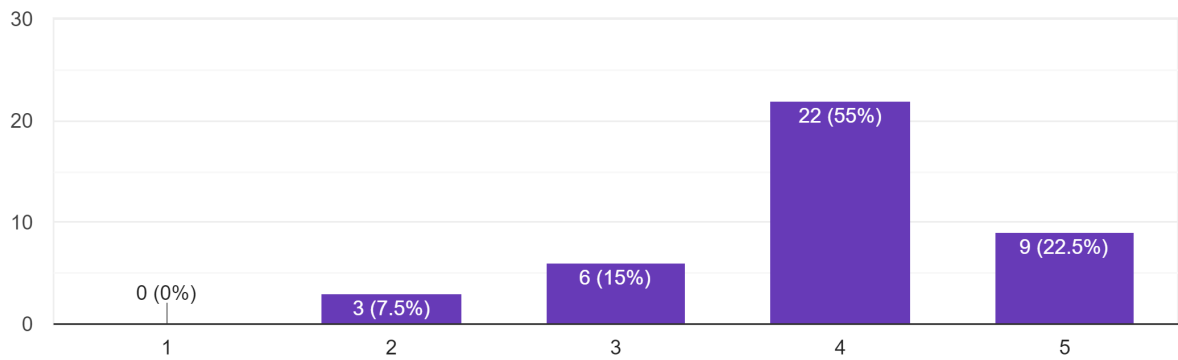
I know how to get involved in the MSA community.

40 responses

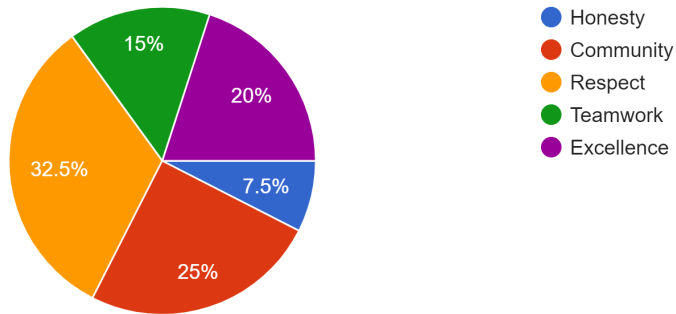


I am satisfied with the course offerings.

40 responses



I believe the Number One (Top) Core Value at MSA is
40 responses



Student and Family Values Identification Survey Summary Findings

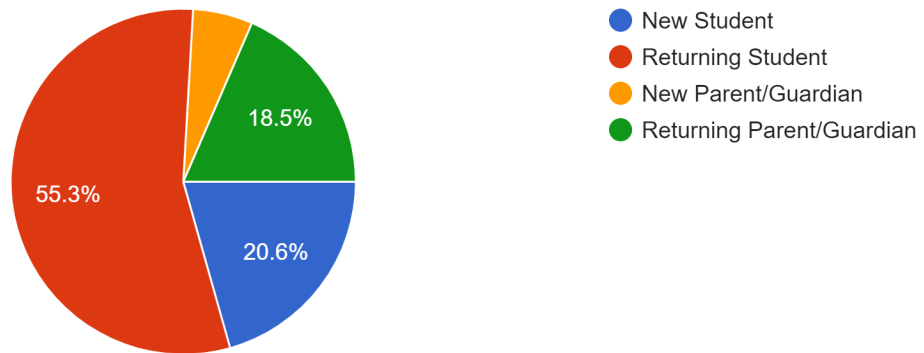
9.19.21

519 responses

(The two community BOD members were sent this survey as well, so they may be included in these results.)

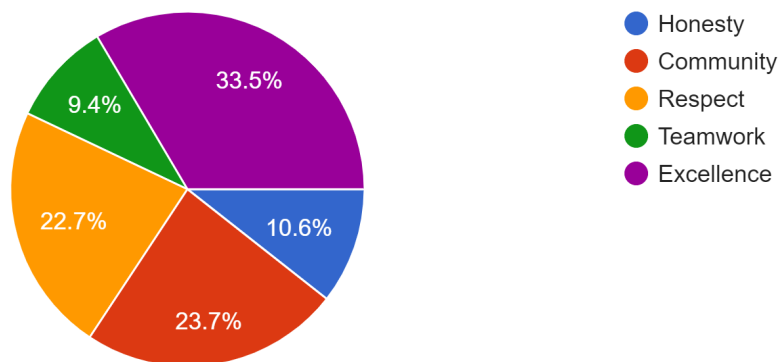
I am a

519 responses



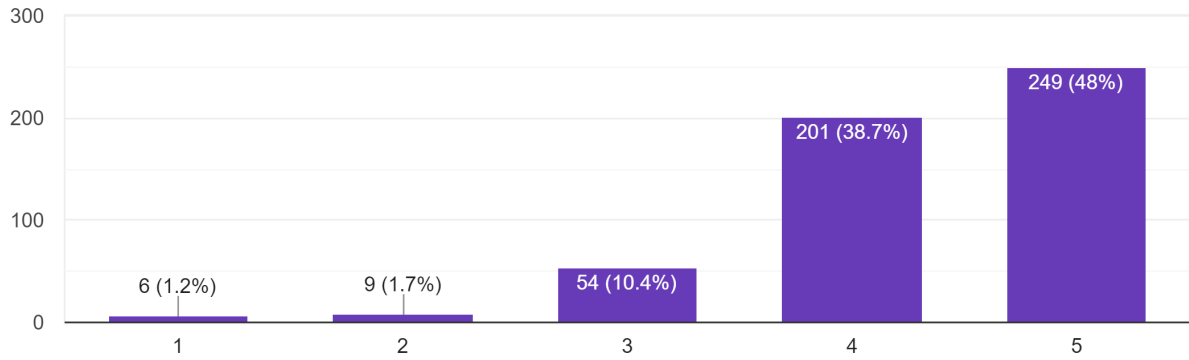
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519 responses



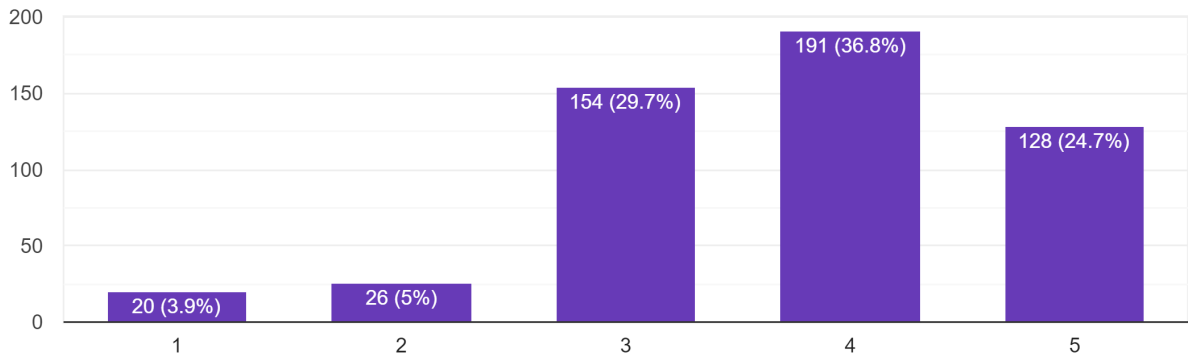
MSA fosters a safe learning environment.

519 responses



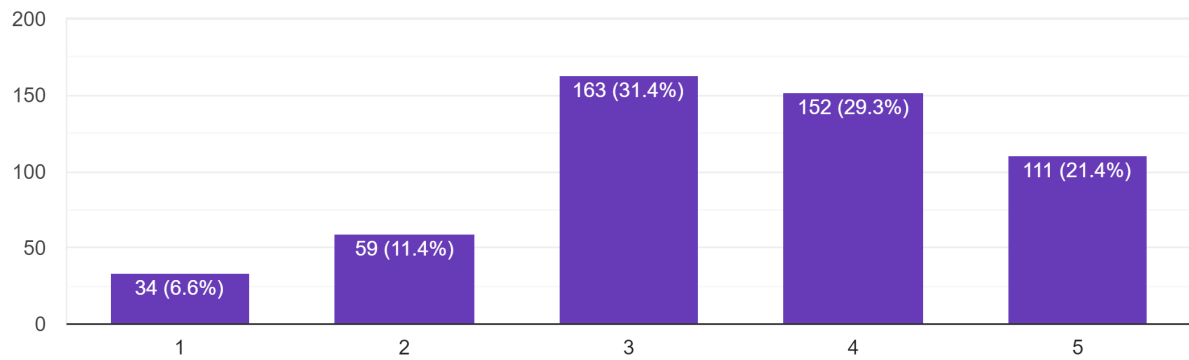
My voice is heard at MSA.

519 responses



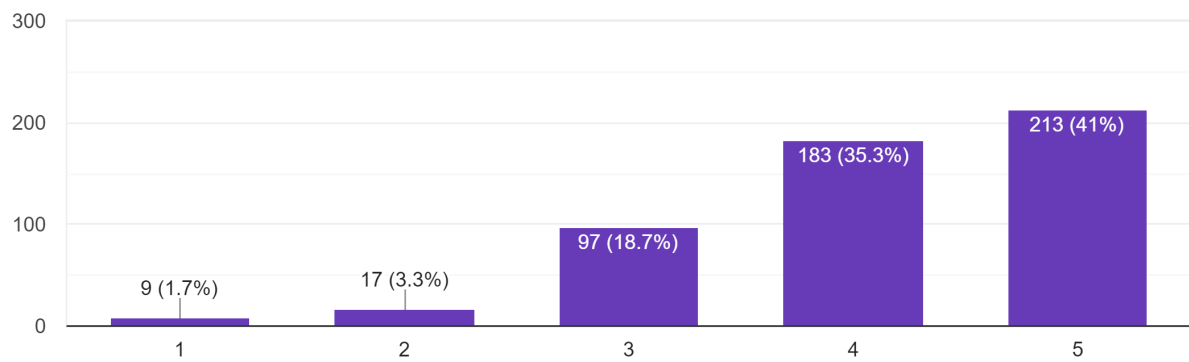
I feel free to take risks at MSA.

519 responses



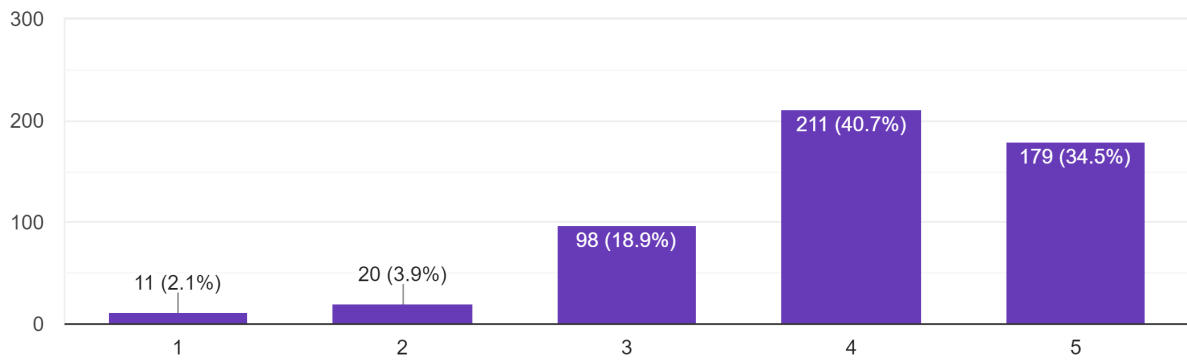
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519 responses



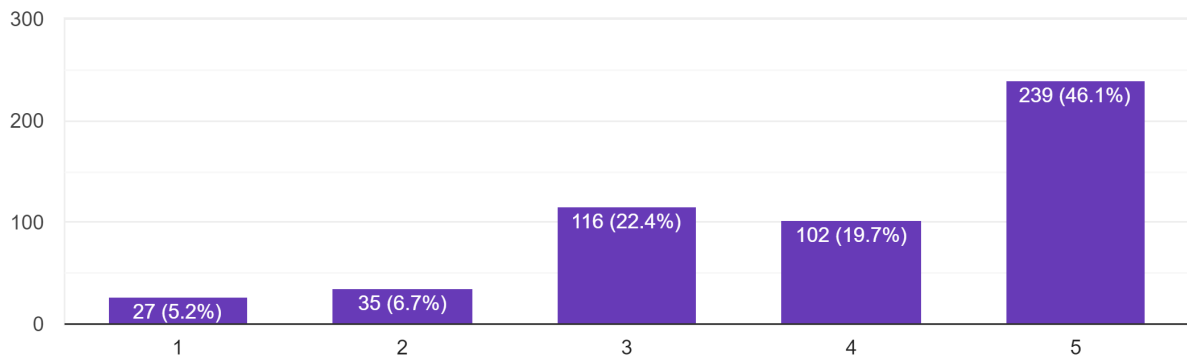
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519 responses



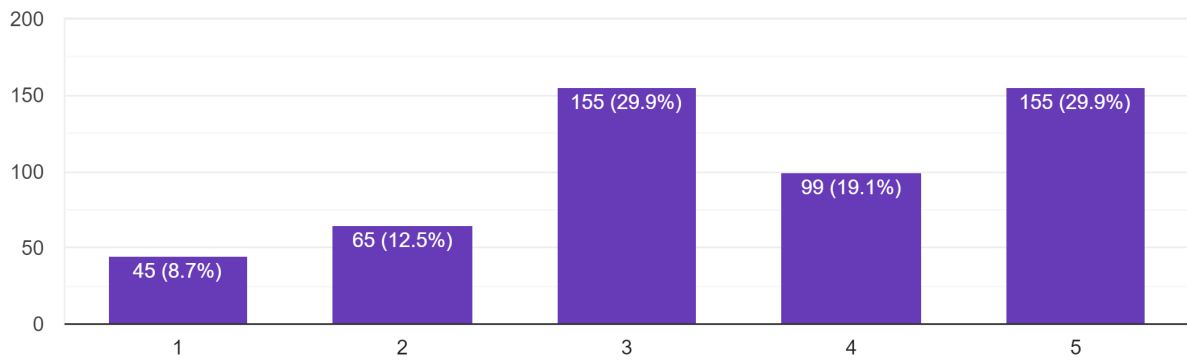
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519 responses



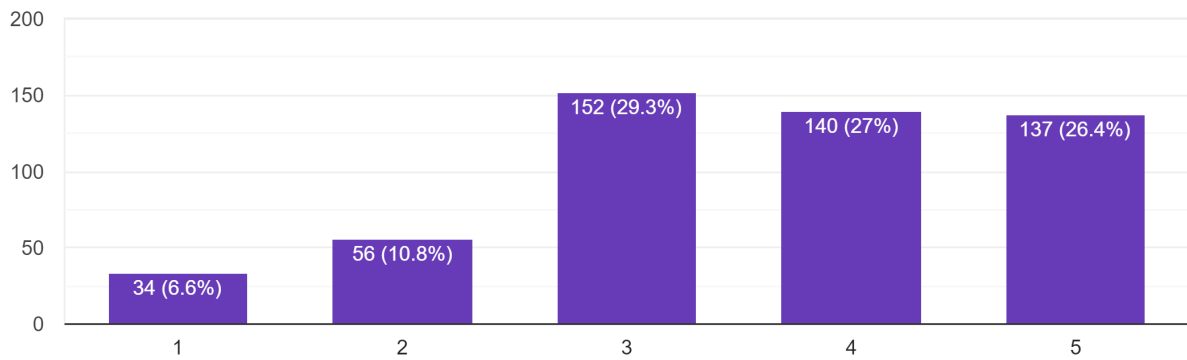
It is important to me to see a director or assistant director at school.

519 responses



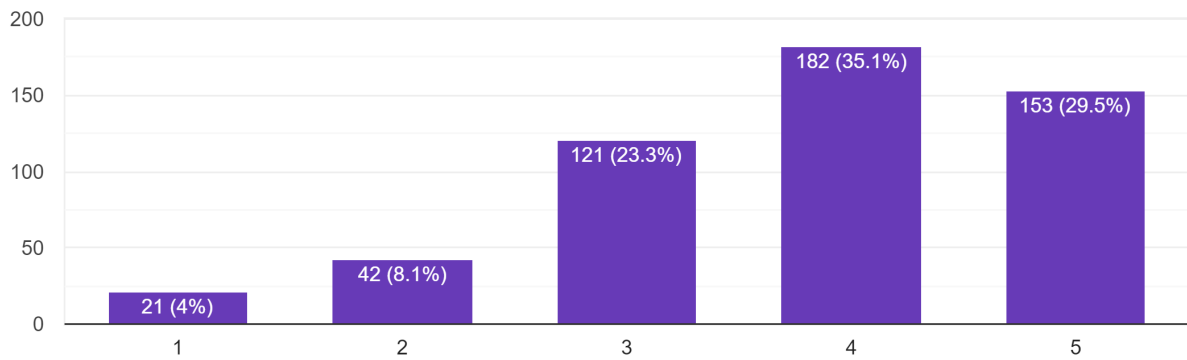
It is important to me to see a director or assistant director at school-sponsored events.

519 responses



I know how to get involved in the MSA community.

519 responses



I am satisfied with the course offerings.

519 responses

