

AAHS School Board Meeting Agenda  
Tuesday, January 21, 2020  
5:00 pm  
AAHS Classroom 122

**Agenda**

1. Call to Order:
2. Conflict of Interest Check:
3. Approval of January 21, 2020 Agenda:
4. Approval of December 17, 2019 Minutes:
5. Approval of January 13, 2020 Special Meeting Minutes:
6. Public Comments:
7. Financial Report: Josh MacLachlan - Treasurer, Nate Winter - CLA
  - a. Approval of Financial Reports for December 2019
  - b. Approval of disbursements for December 2019
8. Ex Officio Report:
9. Student Data Report: Katie Seiwert
10. Strategic Items
  - a. Board member search:
  - b. Board Training
  - c. Review of TPS improvement plan
11. Action Items
  - a. Updated family leave policy
  - b. Approval of updated annual report
12. Adjourn

School Board Meeting Agenda  
Tuesday, December 17, 2019  
5:00 p.m.  
AAHS Classroom 122

**Present:** Amy Charpentier, Josh MacLachlan, LeAnn Lindusky, David Massey, Katie Siewert, Rachael McNamara, Nate Winter - CLA (Ex Officio), AAHS TPS Representatives:

**Absent:** Tenille Warren, Amy Charpentier

**Agenda**

1. Call to Order:
  - a. Josh MacLachlan calls meeting to order at 5:00 p.m.
2. Conflict of Interest Check:
  - a. None to report
3. Approval of December 17, 2019 Agenda:
  - a. Katie Siewert motions to approve the December 17, 2019 Agenda - David Massey seconds
  - b. Discussion:
    - i. Need to discuss late start schedule proposed by Ty Cody
  - c. Katie Siewert rescinds original motion and re-motions to approve December 17, 2019 agenda with addition of 9d: late start schedule. David Massey seconds.
  - d. Discussion
  - e. Motion passes with following votes:
    - i. Josh MacLachlan - Aye
    - ii. David Massey -Aye
    - iii. Katie Siewert - Aye
    - iv. Leann Lindusky- Aye
4. Approval of November 19, 2019 Minutes:
  - a. David Massey motions to approve the November 19, 2019 Minutes - Katie Siewert seconds
  - b. Discussion:
    - i. No changes to note
  - c. Motion passes with following votes:
    - i. Josh MacLachlan - Aye
    - ii. David Massey -Aye
    - iii. Katie Siewert - Aye
    - iv. Leann Lindusky- Aye

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5. Public Comments:

- a. Bonnie Schwieger from Abdo Eick and Meyers is present - will present financial audit report

*Rachel McNamara arrives at 5:07 p.m.*

6. Financial Report: (Josh MacLachlan - Treasurer, Nate Winter - CLA)

- a. Approval of Financial Reports for November 2019
  - i. Josh MacLachlan motions to approve the November 2019 financial reports - David Massey seconds
  - ii. Discussion
    1. ADM: 93
    2. Enrollment: 103
    3. Decrease in funds this month
      - a. Lease aid just approved in December.
      - b. State SpEd Entitlement updated resulting in lower payment
      - c. Budgeted SpEd position not filled until beginning of Q2
      - d. Future update will increase entitlement back to budgeted level
      - e. Will begin budget revision process in January
  - iii. Motion passes with following votes:
    1. Josh MacLachlan - Aye
    2. David Massey -Aye
    3. Katie Siewert - Aye
    4. Leann Lindusky- Aye
    5. Rachael McNamara - Aye
- b. Approval of disbursements for November 2019
  - i. Josh MacLachlan motions to approve disbursements for November 2019 - David Massey seconds
  - ii. Discussion
    1. No PO issues - this is a good change from prior year
    2. Question about payment to “Glen Lucken”:
      - a. Purchase of food grade refrigerator for lunch program
      - b. Purchased directly from individual at significant discount
  - iii. Motion passes with following votes:
    1. Josh MacLachlan - Aye
    2. David Massey -Aye
    3. Katie Siewert - Aye

## School Board Meeting Agenda & Minutes

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4. Leann Lindusky- Aye
  5. Rachael McNamara - Aye
- c. Approval of Audit Report: Bonnie Schwieger - Abdo Eick & Meyers
- i. Katie Motions to Approve the Audit Report - Rachael McNamara seconds
  - ii. Discussion:
    1. Bonnie Schwieger gives presentation of audit opinion:
      - a. Audit opinion is clean and unmodified - Clean, which is good
      - b. Complies with state statutes - no issues, nothing to correct
      - c. Audit finds that PO issue form 2018 seems resolved for 2019
      - d. Processes seem to be operating effectively
      - e. Financial
        - i. Per pupil spending higher - Investing in program
        - ii. Lower per pupil spending than state average
        - iii. Fund balance looks good at 20%
        - iv. Transferred 20K to food fund - good area to focus for cost savings
    - iii. Motion passes with following votes:
      1. Josh MacLachlan - Aye
      2. David Massey -Aye
      3. Katie Siewert - Aye
      4. Leann Lindusky- Aye
      5. Rachael McNamara - Aye
7. Ex Officio Report: Julie Peterson
- a. School Events:
    - i. All school field trip to Walker 12/19
    - ii. "Holiday Feast" rescheduled for 12/20
    - iii. Parent info night 1/6
    - iv. Exhibition day on 1/17
  - b. Committee Updates:
    - i. Personel:
      1. Staffing updates:
        - a. Hiring 3 new paras for one-to-ones and to replace para that resigned
    - ii. Behavior:
      1. Student threat
        - a. Threat made by student on 11/13 via social media referencing gun

## School Board Meeting Agenda & Minutes

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- b. Crisis team utilized documented protocols
        - c. Julie asks how board would like TPS to inform board of something like this before/outside of board meetings - TPS should email board members if a severe threat to school is made
    - iii. Nutrition:
      - 1. Audit
        - a. Audit has shown that school is out of compliance
        - b. Withholding reimbursement funds until noncompliance is resolved
        - c. Subscribed to premero edge to manage student accounts
        - d. Working with finance to review if staying with program is viable in the long-term
        - e. Will reach out to school board in event that ending federal program is found to be advisable
    - iv. Enrollment:
      - 1. Enrollment: 104
      - 2. ADM: 93.3
    - v. Curriculum:
      - 1. Data:
        - a. Big questions: Identified need to foster ability in asking questions/synthesizing
        - b. Addressing in all classes
- 8. Student Data Report – Katie Seiwert
  - a. Life Plan, Reading Growth, and Updated Math Growth for next meeting
- 9. Strategic Items
  - a. Board member search:
    - i. No news to report
  - b. Annual Board Training - Josh MacLachlan
    - i. MACS provides onboarding training online and on specific dates for \$19 per person
    - ii. Propose defining training expectations:
      - 1. New board members are responsible for completing courses (100-300) within the first six months of being on board
      - 2. Board plans 1-2 evening or weekend training aligned with strategic goals throughout year

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- a. SpEd - what does a board need to know about the needs of high SpEd populations?
  - b. Marketing/Branding/Mission/Vision
  - c. TPS training board on different topic
  - d. May tack on smaller trainings to board meetings
- c. Review of TPS improvement plan - Josh MacLachlan
- i. Strategic goals identified in plan have not been formally accepted by board
    - 1. Identify stakeholders
    - 2. Make action item for next meeting
    - 3. Reveal
- d. Late start schedule
- i. Initial parent survey shows that most parents want start time
  - ii. What are parents reasons for voting the way they did?
  - iii. Bring student opinions to next board meeting
  - iv. How does attendance get calculated? - Josh will inquire with IC
  - v. Have other school's done it?
  - vi. Board members will read through Ty's reverences for next meeting

*Rachael leaves at 6:33 p.m.*

10. Action Items

- a. Approval of Updated Crisis Management Policy - Third Reading
  - i. Josh to approve Updated Crisis Management Policy - seconds
  - ii. Discussion:
    - 1. No further changes to note
  - iii. Motion passes with following votes:
    - 1. Josh MacLachlan - Aye
    - 2. David Massey -Aye
    - 3. Katie Siewert - Aye
    - 4. Leann Lindusky- Aye
- b. Approval of Acceptable Use Policy - Third Reading
  - i. Josh motions to approve Acceptable Use Policy - David seconds
  - ii. Discussion
    - 1. Consistent with areas schools
  - iii. Motion passes with following votes:
    - 1. Josh MacLachlan - Aye
    - 2. David Massey -Aye
    - 3. Katie Siewert - Aye
    - 4. Leann Lindusky- Aye

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- c. Updated family leave policy - Second Reading
  - i. TPS has not sent an updated policy - Action item tabled
  
- d. Approval of current FY19 academic data report for submission to ACNW
  - i. Josh MacLachlan motions to approve current academic data report for submission to ACNW - Katie seconds
  - ii. Discussion
    - 1. ACNW requested data which Josh formatted and delivered on 11/27
    - 2. Have inquired twice and not yet received updates
  - iii. Motion passes with following votes:
    - 1. Josh MacLachlan - Aye
    - 2. David Massey -Aye
    - 3. Katie Siewert - Aye
    - 4. Leann Lindusky- Aye

11. Adjourn

- a. Katie Seiwert motions to adjourn at 6:37 p.m.

AAHS Special School Board Meeting Agenda  
Monday, January 13, 2020  
5:00 pm  
AAHS Classroom 122

**Present:** Amy Charpentier, Josh MacLachlan, Tenille Warren, David Massey,

**Absent:** LeAnn Lindusky, Katie Siewert, Rachael McNamara, Nate Winter - CLA (Ex Officio),  
AAHS TPS Representatives:

**Agenda**

1. Call to Order:
  - a. Amy Charpentier calls meeting to order at 5:12 p.m.
2. Conflict of Interest Check:
  - a. None to report
3. Approval of January 13, 2020 Special Meeting Agenda:
  - a. David Massey Motions to approve January 13, 2020 Special Meeting Agenda - Amy Charpentier Seconds
  - b. Discussion:
    - i. No revisions to note.
  - c. Motion Passes with following votes:
    - i. Amy Charpentier - Aye
    - ii. Davide Massey - Aye
    - iii. Josh MacLachlan -Aye
    - iv. Tenille Warren - Aye
4. Public Comments:
  - a. None
5. Strategic Items
  - a. Review of contract proposal from Timeclock Plus - Josh MacLachlan
    - i. School switched from EdVisions on Jan 1.
    - ii. Was using PTO and hour tracking software.
    - iii. Need new software
    - iv. Recommended by school's finance manager
6. Action Items
  - a. Approval of contract proposal from Timeclock Plus
    - i. Josh MacLachlan motions to approve contract proposal with Timeclock plus - David Massey seconds



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ii. Discussion

1. ~\$1k per year - very reasonable price and comparable to other services
2. ~\$5k for first year due to setup fees
3. Account belongs to school forever - can use if change payroll providers in future.
4. Prefer to begin ASAP to minimize extra work of tracking hours PTO manually - longer school goes without software = more manual work
5. Consistent with board's goal for TPS to streamline tasks and focus on students

iii. Motion Passes with following votes:

1. Amy Charpentier - Aye
2. Davide Massey - Aye
3. Josh MacLachlan -Aye
4. Tenille Warren - Aye

7. Adjourn

- a. Tenille Warren motions to adjourn at 5:26 p.m.



- December 2019-  
Financial Statements

**Prepared By:**

Nate Winter



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# Academic Arts High School Executive Summary

**To accompany the December 2019 financial statements, as presented to the  
School Board**

\*\* As of month-end, 50% of the year was complete

## **Enrollment**

- Current Approved Budget: 99
- Current School Enrollment: 98
- Current Average ADM: 94
- Variance: -5

## **Statement of Activities**

Cash at the end of December was \$257k, which is a \$41k increase from the prior month. This was due to lease aid being uploaded which increased the aid amount for the 12/30 IDEAS payment. The current year estimated state receivable that is owed to the School through month end was \$198k. The prior year state receivable owed to the School through month end was \$31k.

The beginning fund balance for the year is \$348,564.

## **Schedule of Budget and Actual Revenue and Expenses**

The % of Budget column is where the School was for the month of December.

- Revenues for the month were at 51% of budget:
  - Two IDEAS payments on the 13<sup>th</sup> and 30<sup>th</sup>
  - Title & Federal SPED Deposits
- Expenditures for the month were at 51% of budget:
  - Normal monthly payroll and benefits
  - Normal monthly payments of rent, contracted services, and supplies went out
  - Yearly Authorizer Fee

## **Other Items of Importance**

- CLA and AAHS will meet to discuss the current year budget in the next month to make any necessary final FY20 adjustments.

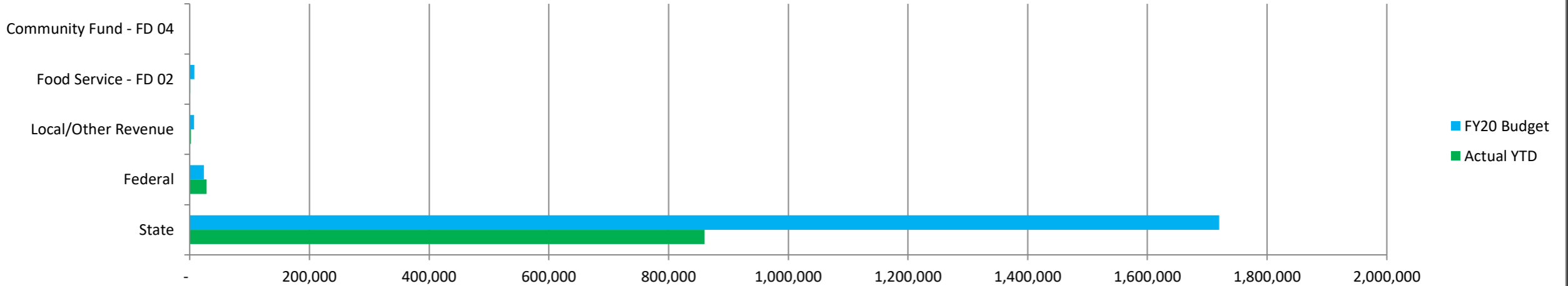
# Academic Arts High School Financial Dashboard

December 2019    50% of School Year Complete

## REVENUE

<b>Total Revenue this Month</b> \$185,070	<b>Total Revenue YTD</b> \$890,863	<b>Budgeted Revenue FY20</b> \$1,759,407	<b>% of Revenue Budget</b> 51%
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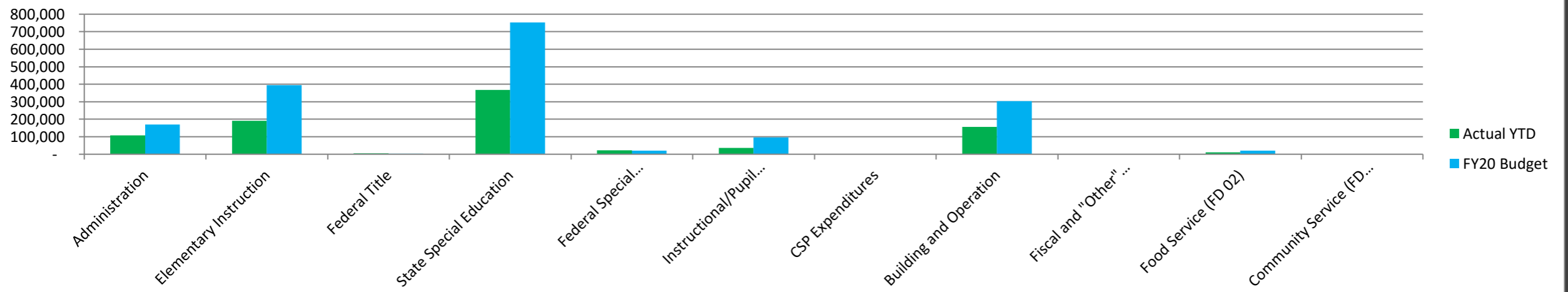
### Revenue - Actual vs. Budget



## EXPENSE

<b>Total Expense this Month</b> \$143,769	<b>Total Expense YTD</b> \$898,013	<b>Budgeted Expense FY20</b> \$1,759,193	<b>% of Expense Budget</b> 51%
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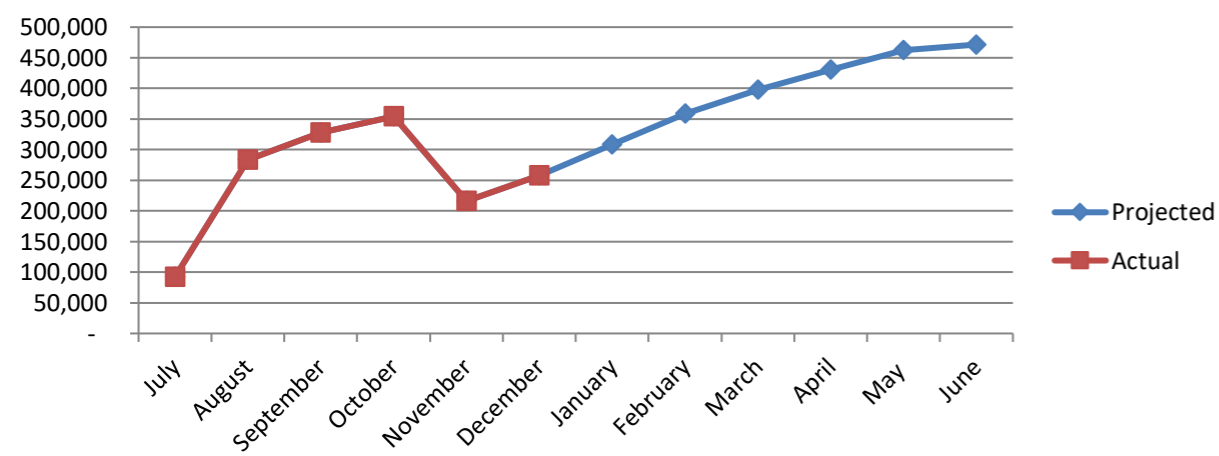
### Expense - Actual vs. Budget



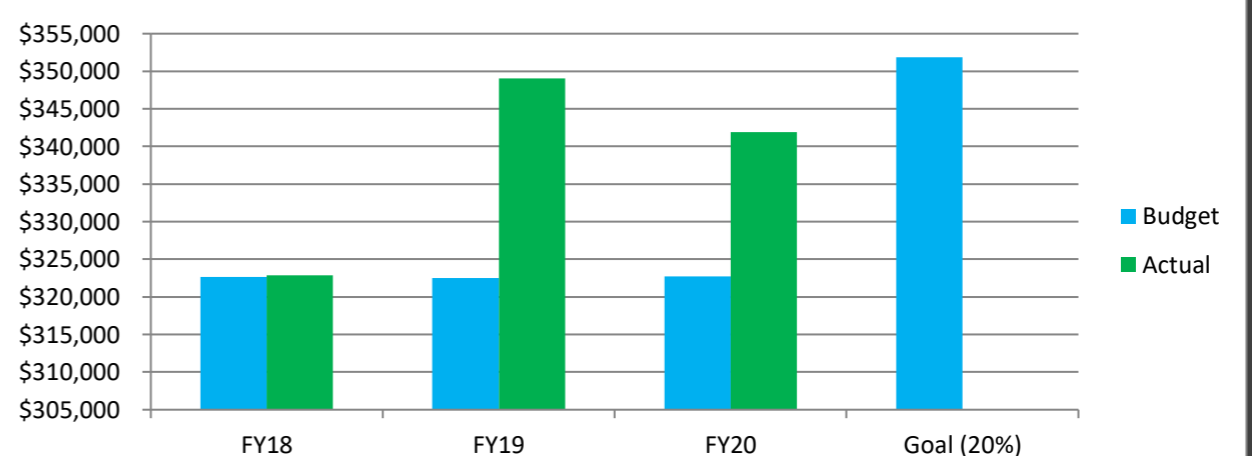
## BALANCE SHEET

<b>Cash at End of Month</b> \$257,462	<b>Cash at End of Prior Month</b> \$216,162	<b>Beginning Fund Balance - FY20</b> \$348,564	<b>Budgeted Fund Balance - End of FY20</b> \$322,730
<b>Cash at Beginning of Year</b> \$127,288	<b>Projected Cash Balance- End of FY20</b> \$471,532	<b>Fund Balance at Month End</b> \$341,414	<b>Long-Term Fund Balance Goal (20%)</b> \$351,839

### Cash Flow Projection



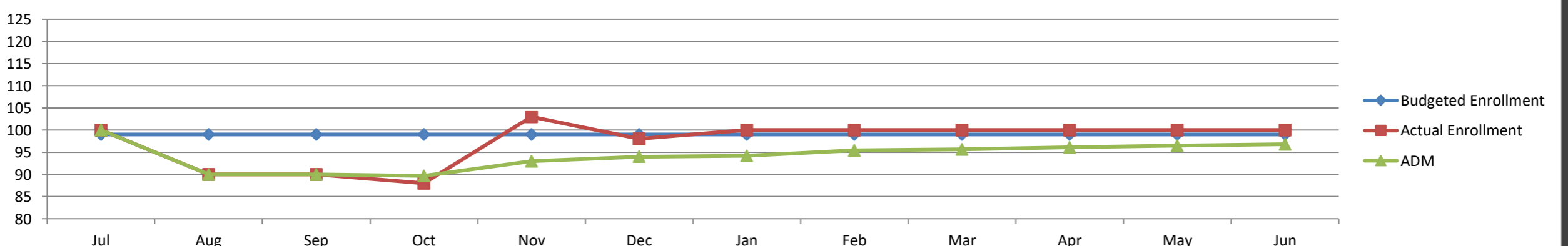
### Fund Balance - Budget vs. Actual



## ENROLLMENT

<b>Actual Enrollment at Month End</b> 98	<b>Budgeted Enrollment</b> 99	<b>Actual ADM - YTD</b> 94	<b>Actual vs. Budgeted Enrollment Variance</b> (5)
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### Actual vs. Budgeted Enrollment



# Academic Arts High School

## Balance Sheet

As of December 2019

	<b>ALL FUNDS</b>	General Fund	Food Service	Community Fund	Capital Assets
	<b>Total</b>	<b>FD 01</b>	<b>FD 02</b>	<b>FD 04</b>	<b>FD 98</b>
<b>ASSETS:</b>					
Current Assets:					
Cash	257,462	268,234	(10,772)	-	-
Accounts Receivable	-	-	-	-	-
Due from MDE - Prior Year Receivable	30,963	30,963	-	-	-
Due from MDE - Current Year Estimate	197,747	197,747	-	-	-
Due from Federal	4,674	3,621	1,053	-	-
Prepays	-	-	-	-	-
<b>Total Current Assets</b>	<b>490,846</b>	<b>500,566</b>	<b>(9,720)</b>	-	-
Capital Assets					
Buildings and Equipment (Less) Depreciation	-	-	-	-	-
Total Net Capital Assets	-	-	-	-	-
<b>TOTAL ASSETS</b>	<b>490,846</b>	<b>500,566</b>	<b>(9,720)</b>	-	-
<b>LIABILITIES:</b>					
Current Liabilities:					
Salaries Payable	121,748	121,748	-	-	-
Accounts Payable	27,684	27,684	-	-	-
Payroll Liabilities	-	-	-	-	-
Other Liabilities	-	-	-	-	-
Unearned Revenue	-	-	-	-	-
Line of Credit	-	-	-	-	-
<b>Total Current Liabilities</b>	<b>149,430</b>	<b>149,432</b>	-	-	-
<b>FUND BALANCE</b>					
Beginning Fund Balance as of July 1, 2019	348,564	347,612	952	-	-
Net Income, FY 2020 to Date	(7,150)	3,522	(10,671)	-	-
<b>Ending Fund Balance</b>	<b>341,414</b>	<b>351,134</b>	<b>(9,720)</b>	-	-
Investment in Capital Assets	-	-	-	-	-
<b>TOTAL LIABILITIES AND FUND BALANCE</b>	<b>490,846</b>	<b>500,566</b>	<b>(9,720)</b>	-	-

No assurance is provided on these financial statements and supplementary information. See selected information.

**Academic Arts High School**  
**Comparative Balance Sheet - All Funds**  
As of December 2019

	<b>Current Month</b>	<b>Prior Month</b>		<b>Audited</b>	
	<b>12/31/2019</b>	<b>11/30/2019</b>	<b>\$ Change</b>	<b>6/30/2019</b>	<b>YTD \$ Change</b>
<b>ASSETS:</b>					
Current Assets:					
Cash	257,462	216,162	41,300	127,288	130,174
Accounts Receivable	-	-	-	-	-
Due from MDE - Prior Year Receivable	30,963	30,963	0	-	30,963
Due from MDE - Current Year Estimate	197,747	214,048	(16,301)	357,399	(159,651)
Due from Federal	4,674	8,657	(3,983)	17,325	(12,651)
Prepays	-	-	-	6,916	(6,916)
<b>Total Current Assets</b>	<b>490,846</b>	<b>469,830</b>	<b>21,016</b>	<b>508,928</b>	<b>(18,082)</b>
Capital Assets:					
Buildings and Equipment	-	-	-	-	-
Less: Accumulated Depreciation	-	-	-	-	-
<b>Total Net Capital Assets</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL ASSETS</b>	<b>490,846</b>	<b>469,830</b>	<b>21,016</b>	<b>508,928</b>	<b>(18,082)</b>
<b>LIABILITIES:</b>					
Current Liabilities:					
Salaries Payable	121,748	101,457	20,291	146,091	(24,342)
Accounts Payable	27,684	169	27,515	13,762	13,922
Payroll Liabilities	-	-	-	-	-
Other Liabilities	-	-	-	-	-
Unearned Revenue	-	-	-	-	-
Line of Credit	-	-	-	-	-
<b>Total Current Liabilities</b>	<b>149,432</b>	<b>101,626</b>	<b>47,806</b>	<b>159,852</b>	<b>(10,421)</b>
<b>FUND BALANCE</b>					
Beginning Fund Balance as of July 1, 2019	348,564	348,564	-	322,859	
Net Income, FY2020 to Date	(7,150)	19,640	(26,790)	26,216	(33,366)
<b>Ending Fund Balance</b>	<b>341,414</b>	<b>368,204</b>	<b>(26,790)</b>	<b>349,075</b>	<b>(7,661)</b>
<b>TOTAL FUND BALANCE</b>	<b>341,414</b>	<b>368,204</b>	<b>(26,790)</b>	<b>349,075</b>	<b>(7,661)</b>
<b>TOTAL LIABILITIES AND FUND BALANCE</b>	<b>490,846</b>	<b>469,830</b>	<b>21,016</b>	<b>508,928</b>	<b>(18,082)</b>

No assurance is provided on these financial statements and supplementary information. See selected information.

**Academic Arts High School**  
Income Statement - Variance  
As of December 2019

50% of Fiscal Year 2019-2020 Complete

	YTD Actual	YTD Budget	YTD Variance	Original FY20 Budget	% of Budget
<b>FUND 01</b>					
<b>DISTRICT REVENUE - GENERAL FUND</b>					
Local & Other	2,173	3,750	(1,578)	7,500	29%
State - Gen. Ed. Aid	530,718	436,087	94,631	872,174	61%
State - Special Education	113,328	349,011	(235,683)	698,022	16%
State - Lease Aid	-	74,898	(74,898)	149,796	0%
State - Other	18,202	-	18,202	-	0%
Estimated State Holdback Recognized	197,747	-	-	-	N/A
PY Over/Under Accrual	-	-	-	-	N/A
Federal - Title	5,333	1,958	3,375	3,916	136%
Federal - Special Ed.	22,604	10,000	12,604	20,000	113%
<b>TOTAL DISTRICT REVENUE - GENERAL FUND</b>	<b>890,105</b>	<b>875,704</b>	<b>14,401</b>	<b>1,751,407</b>	<b>51%</b>
<b>DISTRICT EXPENDITURES - GENERAL FUND</b>					
<b>Administration &amp; District Support Services</b>					
Salary & Benefits	34,701	38,652	(3,951)	77,304	45%
Purchased Services	41,745	36,722	5,023	73,444	57%
Supplies & Equipment	19,408	3,400	16,008	6,800	285%
Other Fees	12,075	6,500	5,575	13,000	93%
<b>Total Administration &amp; District Support Expenditures</b>	<b>107,929</b>	<b>85,274</b>	<b>22,655</b>	<b>170,548</b>	<b>63%</b>
<b>Instructional Expenditures</b>					
Salary & Benefits	175,351	173,462	1,889	346,924	51%
Purchased Services	7,537	13,648	(6,111)	27,296	28%
Supplies & Equipment	8,122	9,900	(1,778)	19,800	41%
Other Fees	-	-	-	-	0%
<b>Total Instructional Expenditures</b>	<b>191,010</b>	<b>197,010</b>	<b>(6,000)</b>	<b>394,020</b>	<b>48%</b>
<b>Federal Title</b>					
Salary & Benefits	-	-	-	-	0%
Purchased Services	5,333	1,417	3,916	2,834	188%
Supplies & Equipment	-	-	-	1,082	0%
Other Fees	-	-	-	-	0%
<b>Total Federal Title Expenditures</b>	<b>5,333</b>	<b>1,417</b>	<b>3,916</b>	<b>3,916</b>	<b>136%</b>
<b>State Special Education</b>					
Salaries/Wages and Benefits	336,209	367,963	(31,754)	735,926	46%
Purchased Services	6,882	6,000	882	12,000	57%
Supplies & Equipment	-	2,160.00	(2,160)	4,320	0%
Transportation	23,805	-	23,805	-	0%
Other Fees	-	-	-	-	0%
<b>Total State Special Education Expenditures</b>	<b>366,896</b>	<b>376,123</b>	<b>(9,227)</b>	<b>752,246</b>	<b>49%</b>



	YTD Actual	YTD Budget	YTD Variance	Original FY20 Budget	% of Budget
<b>Federal Special Education</b>					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	17,268	5,000	12,268	10,000	173%
Supplies & Equipment	5,336	5,000	336	10,000	53%
Other Fees	-	-	-	-	0%
<b>Total Federal Special Education Expenditures</b>	<b>22,604</b>	<b>10,000</b>	<b>12,604</b>	<b>20,000</b>	<b>113%</b>
<b>Instructional/Pupil Support</b>					
Salary & Benefits	18,383	20,491	(2,107)	40,981	45%
Purchased Services	17,757	27,195	(9,438)	54,390	33%
Supplies & Equipment	70	-	70	-	0%
Other Fees	-	-	-	-	0%
<b>Total Instructional Support Expenditures</b>	<b>36,210</b>	<b>47,686</b>	<b>(11,476)</b>	<b>95,371</b>	<b>38%</b>
<b>Building &amp; Operations</b>					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	55,013	36,130	18,883	72,260	76%
Facilities Lease	94,228	109,666	(15,438)	219,332	43%
Supplies & Equipment	445	1,000	(555)	2,000	22%
Other Fees	6,916	10,150	(3,234)	9,500	73%
<b>Total Building &amp; Operations Expenditures</b>	<b>156,602</b>	<b>156,946</b>	<b>(344)</b>	<b>303,092</b>	<b>52%</b>
<b>Fiscal &amp; Other Fixed Cost Programs</b>					
Purchased Services	-	-	-	-	0%
Transfers to Other Funds	-	-	-	-	0%
<b>Total Fiscal &amp; Other Fixed Cost Programs Expend.</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>51%</b>
<b>TOTAL DISTRICT EXPENDITURES - GENERAL FUND</b>	<b>886,584</b>	<b>874,455</b>	<b>12,128</b>	<b>1,739,193</b>	<b>51%</b>
<b>GENERAL FUND (01) - NET INCOME</b>	<b>3,522</b>	<b>1,248</b>	<b>2,273</b>	<b>12,214</b>	
<b>FUND 02</b>					
<b>DISTRICT REVENUE - FOOD SERVICE FUND</b>					
Local & Other	-	-	-	-	0%
State	178	-	178	-	0%
Federal	580	4,000	(3,420)	8,000	7%
Transfers from Other Funds	-	-	-	-	0%
<b>TOTAL DISTRICT REVENUE - FOOD SERVICE FUND</b>	<b>758</b>	<b>4,000</b>	<b>(3,242)</b>	<b>8,000</b>	<b>9%</b>
<b>DISTRICT EXPENDITURES - FOOD SERVICE FUND</b>					
Salaries/Wages and Benefits	-	-	-	-	0%
Purchased Services	11,429	10,000	1,429	20,000	57%
Supplies & Equipment	-	-	-	-	0%
<b>TOTAL DISTRICT EXPENDITURES - FOOD SERVICE FUND</b>	<b>11,429</b>	<b>10,000</b>	<b>1,429</b>	<b>20,000</b>	<b>57%</b>
<b>FOOD SERVICE FUND (02) - NET INCOME</b>	<b>(10,671)</b>	<b>(6,000)</b>	<b>(4,671)</b>	<b>(12,000)</b>	
<b>TOTAL REVENUES - ALL FUNDS</b>	<b>890,863</b>	<b>879,704</b>	<b>11,159</b>	<b>1,759,407</b>	<b>51%</b>
<b>TOTAL EXPENDITURES - ALL FUNDS</b>	<b>898,013</b>	<b>884,455</b>	<b>13,557</b>	<b>1,759,193</b>	<b>51%</b>
<b>NET INCOME (LOSS) - ALL FUNDS</b>	<b>(7,150)</b>	<b>(4,752)</b>	<b>(2,398)</b>	<b>214</b>	
Beginning Fund Balance 7/1/2019	349,075			322,515	
<b>Ending Fund Balance</b>	<b>341,925</b>			<b>322,730</b>	

**Academic Arts High School  
December 2019 Payment Register**

District #	Payment #	Bank	Check #	Pay Type	Payment Date	Vendor #	Vendor	Curr	Amount	Financials
4119	7880	AB		WX	12/31/2019 0:00	1016	EDVISIONS COOPERATIVE	USD	\$114,432.62	Payroll
4119	7881	AB		WX	12/31/2019 0:00	1016	EDVISIONS COOPERATIVE	USD	\$ 1,729.99	Payroll
4119	7882	AB		WX	12/31/2019 0:00	1101	CUB FOODS	USD	\$ 28.92	Admin S/E
4119	7883	AB		WX	12/31/2019 0:00	1101	CUB FOODS	USD	\$ 460.46	Admin S/E
4119	7884	AB		WX	12/31/2019 0:00	1307	Walmart	USD	\$ 40.59	Admin S/E
4119	7885	AB		WX	12/31/2019 0:00	1313	Amazon	USD	\$ 8.99	Admin S/E
4119	7886	AB		WX	12/31/2019 0:00	1313	Amazon	USD	\$ 59.57	Instructional S/E
4119	7887	AB		WX	12/31/2019 0:00	1348	target	USD	\$ 21.41	Instructional S/E
4119	7888	AB		WX	12/31/2019 0:00	1414	City of West St. Paul	USD	\$ 30.00	Admin PS
4119	7889	AB		WX	12/31/2019 0:00	1414	City of West St. Paul	USD	\$ 30.00	Admin PS
4119	7890	AB		WX	12/31/2019 0:00	1414	City of West St. Paul	USD	\$ 30.00	Admin PS
4119	7891	AB		WX	12/31/2019 0:00	1414	City of West St. Paul	USD	\$ 90.00	Admin PS
4119	7892	AB		WX	12/31/2019 0:00	1430	Apple online	USD	\$ 106.45	Admin PS
4119	7893	AB		WX	12/31/2019 0:00	1579	Blick Art Materials	USD	\$ 84.32	Instructional S/E
4119	7894	AB		WX	12/31/2019 0:00	1778	Teacherspay teachers	USD	\$ 3.22	Instructional S/E
4119	7895	AB		WX	12/31/2019 0:00	1778	Teacherspay teachers	USD	\$ 3.21	Instructional S/E
4119	7896	AB		WX	12/31/2019 0:00	1778	Teacherspay teachers	USD	\$ 6.86	Instructional S/E
4119	7897	AB		WX	12/31/2019 0:00	1778	Teacherspay teachers	USD	\$ 9.43	Instructional S/E
4119	7898	AB		WX	12/31/2019 0:00	1833	Old National Bank	USD	\$ 29.15	Admin PS
4119	7899	AB		WX	12/31/2019 0:00	1881	MPLS Parking- South 4th Street	USD	\$ 4.00	Admin PS
4119	7900	AB		WX	12/31/2019 0:00	1881	MPLS Parking- South 4th Street	USD	\$ 15.00	Admin PS
4119	7901	AB		WX	12/31/2019 0:00	1881	MPLS Parking- South 4th Street	USD	\$ 9.00	Admin PS
4119	7902	AB		WX	12/31/2019 0:00	1881	MPLS Parking- South 4th Street	USD	\$ 9.00	Admin PS
4119	7903	AB		WX	12/31/2019 0:00	1881	MPLS Parking- South 4th Street	USD	\$ 9.00	Admin PS
4119	7904	AB		WX	12/31/2019 0:00	1882	First Student Charter Bus Rental	USD	\$ 285.00	I/PS Purchased Services
4119	7905	AB		WX	12/31/2019 0:00	1883	Alerus	USD	\$ 20.00	Admin PS
4119	7906	AB	1720	CH	12/30/2019 0:00	1884	Sarah Lentz	USD	\$ 48.95	Admin S/E
4119	7867	AB	6390	CH	12/18/2019 0:00	1284	Audubon Center - North Woods	USD	\$ 5,214.02	Admin - Other Fees
4119	7863	AB	6391	CH	12/18/2019 0:00	1014	Century Link	USD	\$ 317.33	Admin PS
4119	7872	AB	6392	CH	12/18/2019 0:00	1737	CKC Good Food	USD	\$ 2,243.80	Food Service
4119	7874	AB	6393	CH	12/18/2019 0:00	1849	Comcast Business	USD	\$ 153.06	Admin PS
4119	7875	AB	6394	CH	12/18/2019 0:00	1857	CST MN- BIN # 170065	USD	\$ 3,825.00	HHM Transportation
4119	7870	AB	6395	CH	12/18/2019 0:00	1641	Dick's Sanitation	USD	\$ 131.25	B/O Purchased Services
4119	7876	AB	6396	CH	12/18/2019 0:00	1878	Lenovo Financial Services	USD	\$ 4,993.90	Instructional S/E
4119	7871	AB	6397	CH	12/18/2019 0:00	1642	Metro Sales	USD	\$ 358.47	I/PS Purchased Services
4119	7865	AB	6398	CH	12/18/2019 0:00	1034	METRO TRANSIT	USD	\$ 5,000.00	I/PS Purchased Services
4119	7866	AB	6400	CH	12/18/2019 0:00	1249	National Recognition Products	USD	\$ 21.43	Instructional S/E
4119	7864	AB	6401	CH	12/18/2019 0:00	1031	QUILL CORPORATION	USD	\$ 68.99	Admin S/E
4119	7873	AB	6402	CH	12/18/2019 0:00	1847	Shelia Merzer	USD	\$ 1,870.00	State SPED PS
4119	7868	AB	6404	CH	12/18/2019 0:00	1324	Teachers on Call	USD	\$ 1,768.00	State SPED PS

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4119	7879	AB	6405	CH	12/18/2019 0:00	1473	US Bancorp Equipment Finance	USD \$	198.78	I/PS Purchased Services
									<b>Total:</b>	<b>\$143,769.17</b>

## Academic Arts High School Receipt Listing Report with Detail by Deposit

Deposit Co	Bank	Batch	Rct No	Receipt Type	Receipt St	Receipt Date	Check No	Pmt Type	Grp Code	Customer	Inv No	Inv Date	Inv Type	Invoice Amount	Applied Amount	Unapplied Amount
1643	4119	AB	CR1219													
12.06.19 Deposit																
			1816	Credit	A	12/06/19		Wire	1	C1			Misc			
						4119	R 01 005 000 000 050 000							Franconia Trip Payment	45.00	0.00
						4119	R 01 005 000 000 050 000							Franconia Trip Payment	7.00	0.00
						4119	R 01 005 000 000 050 000							Franconia Trip Payment	25.00	0.00
						4119	R 01 005 000 000 050 000							Franconia Trip Payment	58.00	0.00
						4119	R 01 005 000 000 096 000							Thanksgiving Feast Donation	400.00	0.00
						4119	R 01 005 000 000 096 000							Mighty Cause Donation	95.00	0.00
						4119	R 01 005 000 000 050 000							Audobon Trip Payment	316.00	0.00
						4119	R 01 005 000 000 050 000							Audobon Trip Payment	116.00	0.00
						4119	R 01 005 000 000 050 000							Audobon Trip Payment	58.00	0.00
														Receipt Total:	\$1,120.00	\$0.00
														<b>Deposit Total:</b>	<b>\$1,120.00</b>	<b>\$0.00</b>
1644	4119	AB	CR1219													
12.13.19 IDEAS Payment																
			1817	Credit	A	12/13/19		Wire	1	C1			Misc			
						4119	R 01 005 000 000 211 000							FY20 General Education Aid	43,511.82	0.00
														Receipt Total:	\$43,511.82	\$0.00
														<b>Deposit Total:</b>	<b>\$43,511.82</b>	<b>\$0.00</b>
1645	4119	AB	CR1219													
12.19.19 SERVS Draw																
			1818	Credit	A	12/19/19		Wire	1	C1			Misc			
						4119	R 01 005 000 401 400 000							FY20 FIN 401 CRS 000	1,064.75	0.00
						4119	R 01 005 000 401 400 011							FY20 FIN 401 CRS 011	4,268.37	0.00
						4119	R 01 005 000 419 400 000							FY20 FIN 419 CRS 000	18,982.90	0.00
														Receipt Total:	\$24,316.02	\$0.00
														<b>Deposit Total:</b>	<b>\$24,316.02</b>	<b>\$0.00</b>
1646	4119	AB	CR1219													
12.30.19 IDEAS Payment																
			1819	Credit	A	12/30/19		Wire	1	C1			Misc			
						4119	R 01 005 000 000 211 000							FY20 General Education Aid	116,121.68	0.00
														Receipt Total:	\$116,121.68	\$0.00
														<b>Deposit Total:</b>	<b>\$116,121.68</b>	<b>\$0.00</b>
														Report Total:	\$185,069.52	\$0.00

No assurance is provided on these financial statements and supplementary information. See selected information.

**Academic Arts High School**  
**Historical and Forecasted Financial Statements**  
**Selected Information**  
**For the Six Months Ended December 31st, 2019 and Year Ending June 30th, 2020**

The school presents governmental fund financial statements using the current financial resources measurement focus and the modified accrual basis of accounting. As required by state statute, the school operates as a nonprofit corporation under Minnesota Statutes §317A. However, state law also requires that the school comply with Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS) which mandates the use of a governmental fund accounting structure.

The accompanying historical financial statements and forecasted financial statements include the following departures from accounting principles generally accepted in the United States of America and the guidelines for presentation of a forecast established by the AICPA:

- The historical and forecasted financial statements omit substantially all of the disclosures required by accounting principles generally accepted in the United States of America.
- The financial statements are not a complete presentation of governmental fund financial statements in accordance with the above standards.

The effects of these departures have not been determined.

**Summary of Significant Assumptions**

These financial forecasts present, to the best of management's knowledge and belief, the School's expected financial position, results of operations, and cash projection for the forecast periods. Accordingly, the forecasts reflect its judgment as of June 18th, 2019, the date of these forecasts, of the expected conditions and its expected course of action. The assumptions disclosed herein are those that management believes are significant to the forecasts. There will usually be differences between the forecasted and actual results, because events and circumstances frequently do not occur as expected, and those differences may be material.

**Balance Sheet & Cash Projection Assumptions**

1 Due from MDE	90 Days
2 Payables are expected to be paid at net	120 Days
3 Payroll Payables are expected to be paid at net	30 Days

**Statement of Operations Assumptions**

1 Revenue is expect to grow at a rate of	9%
2 Salaries, benefits, and taxes are expected to increase by	9%
3 All other expenses are expected to increase	7%

No assurance is provided.



# **2018-19 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report**

**District or Charter Name:** Academic Arts High School

**Grades Served:** 9-12



## Achievement and Integration

This portion is only required for districts with an approved A&I plan during the 2018-19 school year.\_

[View list of participating districts.](#)

### Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	Copy the baseline starting point from your 2017-20 plan.	Provide the result for the 2018-19 school year that directly ties back to the established goal.	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

**Narrative is required; 200-word limit.**

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?



## Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	Copy the baseline starting point from your 2017-20 plan.	Provide the result for the 2018-19 school year that directly ties back to the established goal.	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

**Narrative is required; 200-word limit.**

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

**Please Note:** If you have more than two goals, copy and paste additional A&I Goal tables below.

## Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2018-19 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

**Narrative:**

## Racially Identifiable Schools

If your district's 2017-20 A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This is only required for [districts with one or more racially identifiable schools](#).

Provide the information requested below for each of the racially identifiable schools in your district.

**School Name:**

### Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.	Check one of the following:  <input type="checkbox"/> Achievement Goal  <input type="checkbox"/> Integration Goal	Copy the baseline starting point from your 2017-20 plan.	Provide the result for the 2018-19 school year that directly ties back to the established goal.	Check one of the following:  <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track  <input type="checkbox"/> Goal Met

**Narrative is required; 200-word limit.**

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

## Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	Copy the baseline starting point from your 2017-20 plan.	Provide the result for the 2018-19 school year that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

**Narrative is required; 200-word limit.**

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

**Please Note:** If there are additional goals for this school, copy and paste this A&I goal table below.

## Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2018-19 school year. In what ways have the integration strategies increased racial and economic integration at that site?

**Narrative:**

**Please Note:** Copy, paste, and complete the goal tables and integration section for each racially identifiable school in your district.

WBWF Contact:

Title:

Title:

Phone:

Phone:

Email:

Email:

A and I Contact:

Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?

Yes       No

[List of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.](#)

This report has three parts:

**WBWF:** Required for all districts/charters.

**Achievement and Integration:** Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2018-19 SY. No charter schools should complete Part B.

**Racially Isolated School:** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2018-19 SY. No charter schools should complete Part B.

Please ensure the World's Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

# World's Best Workforce

## Annual Report

**WBWF Requirement:** For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

**A&I Requirement:** Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- 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.
- Provide the direct website link to the A&I materials

## Annual Public Meeting

**WBWF Requirement:** School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

**A&I Requirement:** The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2018-19 school year.

## District Advisory Committee

**WBWF Requirement:** The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2018-19 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Amy Charpentier	Community Member / Board Member	N/A
Katie Stewart	Community Member / Board Member	N/A
Leann Lindusky	Parent / Board Member	N/A
Josh MacLachlan	Teacher/Advisor/Board Member	N/A
Ty Cody	School Psychologist	N/A
Sarah Marschinke	Student / Student Ambassadors Leader	N/A
Julie Peterson	Special Education Teacher	N/A

## Equitable Access to Excellent and Diverse Educators

**WBWF Requirement:** WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Respond to the questions below. Limit response to 400 words.

- 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? \
    - *Examination: TPS committee and its subcommittees (Curriculum, behavior, SpEd, Personnel) met weekly. Student data is reviewed regularly. TPS representatives provide student data reports at monthly board meetings.*
    - *Data Areas: Attendance, Grades, Assessment (formative/summative), behavior (incidence/suspensions/PBIS/etc.)*
    - *Frequency: At least weekly (TPS subcommittees meet at least weekly).*
  - Who was included in conversations to review equitable access data?
    - *The school's Teacher Powered Schools (TPS) committee meets weekly to discuss all aspects of management of the school including student data.*
    - *The personnel committee (subcommittee of TPS) reviews teacher performance as per district evaluation protocols and makes recommendations on continued employment to the school's TPS committee.*
    - *The school board reviews recommendations for teacher work agreements from the school's TPS committee.*
    - *At the end of the 2018-2019 school year, the TPS committee vetted and contracted with a curriculum consultant with the following goals*
      - *Work with teachers to develop strong, engaging, authentic curriculum aligned with standards and cross-curricular school themes.*
      - *Work with the personnel committee to complete observations and conduct evaluations teaching staff as per the school's teacher evaluation protocol*
  - What equitable access gaps has the district found?
    - *The nature of the school and its size The school has an at risk population (high levels of low-income students and students of color). Student population is also small (between 90 and 100 at any time throughout the year). Teaching staff numbers are small (5 GenEd and 3 SpEd). Of 8 teaching staff, all qualified as effective as per district evaluation protocols, 1 was inexperienced (2<sup>nd</sup> year teacher) and all were in-field. By default, all students work with all teachers throughout the year (of course, students with IEPs work more with SpEd staff). No subgroup of students worked with inexperienced teachers at higher rates than other subgroups.*
  - What are the root causes contributing to your equitable access gaps?
    - *The nature of the learning program (i.e. size of student population, unique needs of student population, small teaching staff, how classes are scheduled, etc.) results in all students receiving instruction from all teachers (of course, students with IEPs work more with SpEd staff). Access is equal among student subgroups by default.*
  - What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?

- *The school's board and TPS committee develop an updated evaluation system that reflects the schools specific learning program and student population. The 2018-2019 school year was the first full year that this evaluation system was utilized. Teaching staff identified in their evaluation as needing improvement have been given improvement plans and assigned mentors who meet weekly to review and work on improvement goals. The curriculum committee also switched from meeting once per week to meeting twice weekly, once as curriculum committee and once as PLCs to focus on student data.*
  - What goal(s) do you have to reduce and eventually eliminate equitable access gaps?
    - *Though the structure of the school and its population, curriculum, schedule, etc. facilitate equitable access by default, the board, the TPS committee and its subcommittees (curriculum, SpEd, Child Study, Problem Solving) continuously meet to discuss issues of student needs, seek data to inform those issues, gather and review student data (academic, assessment, demographic, behavior, attendance, etc.), and develop plans to address the issue. School leaders understand that is a continual process and only continual confirmation with data will ensure that equity is maintained.*

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district. Limit your response to 400 words.
  - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?
    - **Black/African Heritage, Hispanic/Latino, Asian / Pacific Islander, Native**
    - **The school's licensed teacher staff was 100% white in the 2018-2019 school year.**
  - How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?
    - **4 (slightly less than half of the student population is non-white. Thus, about half of the teaching staff would need to be non-white to reflect the racial/ ethnic groups represented in the school).**
  - What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?
    - **Candidate pool: The school considers many variables then hiring staff. Though it is not the sole deciding factor, the school considers a candidate's ethnicity and the perspectives inherent therein valuable when educating diverse student populations. When posting for positions, the school struggles to find non-white applicants.**
  - 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?
    - **Beyond consciously drafting position descriptions and posting on a variety of job search site, the school has not directly pursued further recruitment of non-**



white licensed teaching staff. Direct recruitment of teachers of color and American Indian teachers is a goal for the 2019-2020 school year and beyond.

## Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers *and* data on all student access to racially and ethnically diverse teachers.

For this 2018-19 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

## Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

## All Students Ready for School

Goal	Result	Goal Status
<i>Provide the established SMART goal for the 2018-19 school year.</i>	<i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i>	<p><b>Check one of the following:</b></p> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals) <input type="checkbox"/> District/charter does not enroll students in kindergarten

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

### All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<i>Provide the established SMART goal for the 2018-19 school year.</i>	<i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

**Narrative is required; 200-word limit.**

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

## Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<i>All Racial and Economic Achievement Gaps Between Students Are Closed.</i>	<i>Differences in ethnic groups for continuously enrolled students minimal and not useful for determining progress towards closing the achievement gap. School's reauthorization contract, Performance Improvement Plan, and strategic goals lay out improvement goals including providing individualized services for specific struggling students including those who are chronically absent.</i>	<p><b>Check one of the following:</b></p> <input checked="" type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
  - *The school's TPS committee tracks and compares data for grades, classwork, assessment, attendance, and attendance of all students. Students that fall behind are flagged and discussed in bimonthly child study and problem solving meetings. Plans and strategies are developed and implemented for individual students as per these meetings.*
- What strategies are in place to support this goal area?
  - *Child study and Problem Solving processes.*
  - *Differentiation for all content in all classes.*
  - *Individualize IEP accommodations.*
  - *School began development of "Transitions Program" for struggling students identified with the processes above. The program was implemented at the beginning of the 2019-2020 school year.*
- How well are you implementing your strategies?
  - *For the 2018-2019 school year, all student receive differentiation and accommodation regardless of IEP status.*
  - *For the 2018-2019 school year, all students are in general education classes. No separation of students with IEPs*
- How do you know whether it is or is not helping you make progress toward your goal?
  - *The school knows that, overall, students are earning more credits at AAHS than in schools that they attended prior. Curriculum committee utilized subgroup data in the 2018-2019 school year but the school, overall, can continue improvement of tracking specific subgroups. The small and mobile population makes robust and meaningful analysis of the data difficult. This is a chronic issue with the student population of the school and is a key focus of the curriculum development process being led by the curriculum consultant contracted for the 2019-2020 School year.*

## All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p><i>All students are career and college ready before graduating from high school (AAHS postsecondary readiness measure 9.4: the aggregate percentage of students that complete their Life Plan project with a grade of C or better will be at least 75%.</i></p>	<p><i>This goal was met for the 2018-2019 school year. 88% of students who completed life plan projects earned a grade of C or higher. The goal is for a 3 year contract and results are aggregated so this goal will be in place for the 2019-2020 school year.</i></p>	<p><b>Check one of the following:</b>  <input checked="" type="checkbox"/> On Track (multi-year goal)  <input type="checkbox"/> Not On Track (multi-year goal)  <input type="checkbox"/> Goal Met (one-year goal)  <input type="checkbox"/> Goal Not Met (one-year goal)  <input type="checkbox"/> Met All (multiple goals)  <input type="checkbox"/> Met Some (multiple goals)  <input type="checkbox"/> Met None (multiple goals)</p>

Narrative is required; 200 word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
  - Student course grades are the key data point defined in this goal. The school uses attendance, behavior, classwork (grades/assessment/project/etc.), and individual student data to inform the status and needs of this goal and all academic goals in the school’s contract with its authorizer.
- What strategies are in place to support this goal area?
  - Differentiation for all content in all classes.
  - Individualized IEP accommodations.
  - School began development of “Transitions Program” for struggling students identified with the processes above. The program was implemented at the beginning of the 2019-2020 school year.
- How well are you implementing your strategies?
  - These strategies were well defined, discussed regularly, communicated with stakeholders (staff, board, parents, students) consistently in the 2018-2019 school year.
- How do you know whether it is or is not helping you make progress toward your goal?
  - The data indicate that the strategies are helping as performance on this goal has improved.

## All Students Graduate

Goal	Result	Goal Status
<i>All Students Graduate from High School</i>	<i>In the 2018-2019 School year, 18 out of 21 expected students graduated.</i>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
  - **Attendance Data: Student attendance is directly correlated with grad rates. Students who do not graduate have poor attendance.**
- What strategies are in place to support this goal area?
  - **PBIS strategies to incentivize attendance.**
  - **Restorative practices.**
- How well are you implementing your strategies?
  - **Strategies were implemented with good fidelity in the 2018-2019 school year. The behavior committee including the school's behavior lead works with the school social worker to lead the PBIS and restorative practices.**
- How do you know whether it is or is not helping you make progress toward your goal?
  - **Small student population and graduate numbers make analyzing progress difficult. Though more than 10% of expected graduates did not graduate, this accounts for only 3 individuals.**
  - **School looks at all measures in contract with authorizer to gauge whether strategies are helping. Overall, the data suggest that these strategies are improving student academic achievement and graduation.**