



*2022-2023 Annual Report*



***Vision***

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

***Mission***

*We provide accelerated and inclusive curricula and instruction 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  
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www.mnmsa.org*

## *2022-2023 ANNUAL REPORT*

**Submitted to:  
Student Achievement Minnesota (SAM)  
MSA's Authorizer  
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**Submission date:  
October 1, 2023**



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## **Introduction**

Math and Science Academy is an innovative charter school that is located in Woodbury, Minnesota. MSA is a tuition-free public school that serves students in grades six through twelve. It has a tradition of offering intense math and science experiences with the added distinction of providing creative and challenging opportunities in arts and humanities.

All graduating seniors have completed an advanced math progression which includes calculus instruction. Our high school science curriculum provides all students rigorous instruction in biology, chemistry, and physics. Math and Science Academy values accelerated curriculum in all areas. Our curriculum starting in grade six is accelerated and prepares students for the rigors of Advanced Placement coursework in high school. MSA students begin Spanish language instruction in sixth grade and continue throughout high school. We believe students need a comprehensive school experience including a wide range of activities and athletics. By exploring a variety of activities, students pursue their talents, abilities, and interests (see Appendix A).

## **Vision**

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

## **Mission**

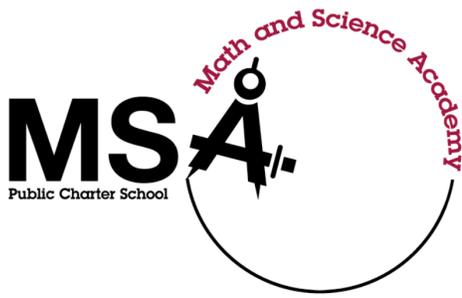
We provide accelerated and inclusive curricula and instruction in all subjects, with an emphasis on math and science.

## **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 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 improves programs to ensure the highest quality in teaching and learning. MSA empowers students to develop independence through organization, time management, and self-discipline.

## **Recognitions**

- 2023 US News & World Report High School Rankings: #1 in Minnesota and #117 nationally;
- 2023 Niche School Rankings: #1 High School in Minnesota and #1 Middle School in Minnesota;
- Minnesota Department of Education High-Quality Charter School: 2014 - 2023.



## **History of Math and Science Academy**

### The Beginning

Math and Science Academy (MSA) opened in the fall of 1999 serving students in grades 6 to 10 with an enrollment of 180 students and employing 6 teachers. The following year, 11th grade was added and in the 2001-02 school year, 12th grade was added and an addition of 3 classrooms were added to the original building.

### Expanding Our Impact

As Math and Science Academy became a top performing school and achieved the Blue Ribbon School of Excellence, the demand for attending MSA continued to grow. In the 2008-09 school year, MSA leased an additional building (now known as Building D) to provide more classrooms. Building B was built and opened in the 2013-14 school year. Building B provided a much needed gymnasium, stage, more classrooms, and a music room. When Building B opened, MSA stopped leasing Building D. Math and Science Academy continued to receive huge requests to attend its school and waiting lists became even larger. To meet this need, MSA leased Building C in the 2017-18 school year and once again Building D in the 2018-19 school year.

### Today

Math and Science Academy currently has over 600 students and a waitlist of over 400 students. MSA continues to be recognized as one of the top high schools in Minnesota. MSA offers a wide range of classes, electives, and enrichment courses as well as Advanced Placement courses and Postsecondary Enrollment Options. Students can also participate in one of the 16 athletic offerings and the over 25 clubs and activities.

### The Road Ahead

Math and Science Academy is in the process of expansion. MSA is approaching the capacity at its existing site and is in the process of finding land to build a brand new school for grades 6 to 12. This new school will allow Math and Science Academy to grow to 1,400 students while providing an excellent learning environment with larger classrooms, labs, a cafeteria, an additional gymnasium, and green space. The new site will allow for additional projects including athletic fields, an auditorium, and room to grow in the near future.

## Governance

MSA is governed by a Board of Directors (BOD) that is comprised of a membership in accord with Minnesota statute and consists of at least one but not more than four (4) licensed teachers who are employed by MSA, at least one but not more than three (3) parents (or legal guardians) of enrolled students, at least one but not more than two (2) community members, and two non-voting students enrolled at MSA in grades 10-12. 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 in April (The actual date is set by the BOD on the recommendation of the BOD Election Committee). The Board of Directors are elected for 3-year terms.

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 2022-2023 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	June 2022	June 2025	Yes
Maggie Burggraaff	Vice-Chair	Teacher Member	June 2020	June 2023	Yes
Cody Schniepp	Treasurer	Community Member	June 2022	June 2025 (resigned 1/23)	Yes
Jennifer Bartle	Secretary	Parent Member	June 2020	June 2023 (resigned 3/23)	Yes
Wendell Sletten	Treasurer (starting 2/23)	Teacher Member	Aug 2022	Jun 2025	Yes
Jeff Eng		Community Member	June 2021	June 2024 (removed 2/23)	Yes
Cheryle (Teresa) Ward		Teacher Member	Aug 2022	June 2023	Yes
David Johnston	Secretary (starting 2/23)	Teacher Member	Aug 2022	June 2024 (resigned 6/23)	Yes
Hetal Patel		Parent Member	Aug 2022	June 2024	Yes
Stephanie Luedtke		Community Member	April 2023	June 2024 (resigned 7/23)	N/A
Joseph Ayalew		Student Representative	Sept 2022	June 2023	N/A
Noah Yehalashet		Student Representative	Sept 2022	June 2023	N/A
Randy Vetsch	Executive Director Ex-Officio	School District	N/A	N/A	N/A
Jenny Abbs	CFO Ex-Officio	School District	N/A	NA	N/A

## 2022-23 MSA School Management & Administrative Team

Randy Vetsch	Executive Director	
Steve Hoemann	Middle School Principal/Activities Director	
Kate Hinton	High School Principal	
LyTou Lee	Assistant Principal	
Jillynne Raymond	Special Services Coordinator	
Becky Bogan	SPED Due Process Clerk	
Caitlin Bond	High School Office Manager	
Emily Graveen	High School Counselor	
Shauni Holt	Business Assistant	
Isaac Johnson	Middle School Counselor	
Joell Pundsack	MARSS/Student Data Coordinator	
Amanda Stout	Middle School Office Manager	
Emma Tiedeman	Executive Assistant	
Jenny Abbs	Financial Manager, Contracted	BerganKDV
Mike Deschneau	Special Education Director, Contracted	Indigo
Justin Gehring	Technology Coordinator, Contracted	JRS Computing

### School Administration Information

Randy Vetsch was hired as the Executive Director and started in July of 2022; Kate Hinton was hired as the Assistant Director in the summer of 2021 and became the high school principal in the summer of 2022; Steve Hoemann was hired as the Assistant Principal in January of 2022 and became the Middle School Principal and Activities Director in the summer of 2022; LyTou Lee was hired as the Assistant Principal in the summer of 2022; and Jillynne Raymond was hired as the Special Services Coordinator in summer of 2022.

### 2022-2023 MSA Teachers

Full Name	Role	License FFN	Licenses Held
Katie Alamo	Spanish 6-9	1011857	Tier1-Spanish K-12
Lisa Anderson	Social Studies 9-12	369704	Social Studies 7-12
Markell Anderson	Spanish 9-12	486511	Spanish K-12
Josh Barth	Calculus 9-12	498607	Mathematics 5-12
Tamara Brooks (Flowers)	Special Education	510148	K-12 Academic and Behavioral Strategist
Jacob Bukkila	Physics 9-12	500998	Science 5-8, Physics 9-12
Maggie Burggraaff	English 9-12, Freshman Seminar	376388	Reading K-12, English/Language Arts 7-12
Kasey Coutermash	Mathematics 8 and 9	1017622	Mathematics 5-12
Mike Fillbrandt	English 9, Theater	455271	Communication Arts/Literature 5-12, Dance and Theater K-12

<b>Full Name</b>	<b>Role</b>	<b>License FFN</b>	<b>Licenses Held</b>
Lori French (Started 3/23)	Choir, World of Music	289656	Vocal and Classroom Music K-12
Amanda Froberg	Earth Science 7 and Physical Science 8	510118	Science 5-8, Chemistry 9-12, OFP Mathematics 5-12
Emily Graveen	Counselor 9-12	494671	School Counselor K-12
Mark Greseth	Life Science 6 and Biology	488183	Science 5-8, Life Science 9-12
Sarah Harms	Mathematics 7 and 8	1009623	Math K-6 and 5-8
Jennifer Heydt-Nelson	Art 9-12	413292	Visual Arts K-12
Andrew Jacobson	Physical Education 8 and 9 and Health 9	1011730	Physical Education K-12 Health 5-12
Isaac Johnson	Middle School Counselor	513246	School Counselor K-12
David Johnston	Special Education	504253	K-12 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
Karina Lozano	English 7-10	514040	Communication Arts/Literature 5-12
Stephanie Luedtke (resigned 3/23)	Choir, World of Music	1006658	Vocal and Classroom Music K-12
Alyssa Metcalf	Social Studies 6-12	1010656	Social Studies 5-12
Kerry O'Keefe	Art 6-8	482091	Visual Arts K-12
Josh Pettitt	English 6 and 8	408455	Communication Arts/Literature 5-12
Michelle Richards	English 7, Poetry	403184	English/Language Arts 7-12
Lucy Rubenzer	Social Studies 7-12	507352	Social Studies 5-12
Amy Seif	English 10-12 Yearbook	362359	English/Language Arts 7-12 and Middle School
Effy Shypulski	Spanish 7 - 9	1008985	Spanish K-12, ESL K-12
Wendell Sletten	Band/Orchestra 6-12	461546	Instrumental and Classroom Music K-12
Jana Tarlton	Mathematics 6-8	501980	Mathematics 5-12
Brian Voeller	Social Studies 6-8	422876	Social Studies 5-12
Cheryle (Teresa) Ward	English 8, English Language Learning 6-12	446450	ESL K-12, Reading K-12, Communication Arts/Literature 5-12
Rachel Weirich	Chemistry 9-12	505758	Life Science 9-12, Chemistry 9-12
Molly Wistl	Physical Education 6 and 7 Health 7	514976	Physical Education K-12 Health 5-12

## **Non-Licensed Support Staff**

<b>Name</b>	<b>Area of Assignment</b>
Charles Akyigyina	Special Education Assistant
Maggie Berry	Special Education Assistant
Erin Brault	Special Education Assistant
Jon-Christopher Catudio	Study Hall Monitor
Debra Fleischhacker	Special Education Assistant
Jackson Hoemann	Special Education Assistant
April McClernan	Special Education Assistant
Mike Palony	Special Education Assistant
Kate Singer	Special Education Assistant

## **SCHOOL ENROLLMENT PROCEDURES**

### **General Statement of Enrollment**

It is the Math and Science Academy's procedure 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 procedure 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 admitted by lot. 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 admitting other pupils by lot. Math and Science Academy does not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability.

## Admission Procedures

Math and Science Academy establishes the following Admission and Lottery Procedures.

**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 December 15th, the open enrollment period applicable to the following school year's admission.
  - b. Posts on the Math and Science Academy website around December 15th:
    - i. Math and Science Academy's enrollment application applicable to the following school year, and;
    - ii. the Admissions and Lottery procedure.
  - c. Establishes and publishes at the February Board meeting, the available enrollment by grade applicable to the following school year.
2. Prior to the beginning of the open enrollment period, the school provides notice of the open enrollment period to parents and current staff, so that siblings of currently enrolled students and children of current staff may submit an application.
3. During the month of January, the school asks families to complete a "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 capacity 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 enrolled or admitted students and children of current staff employed in school have preference.
6. Siblings who submit an application are automatically admitted unless the number of sibling applications exceeds the available capacity established by the Board for the applicable grade(s). If the number of sibling applications exceeds available capacity in any grade, a sibling lottery is held for each such grade. Siblings are admitted to the school in the order in which they are drawn in that lottery. If all available capacity in a grade is filled by siblings, the sibling lottery continues and establishes the sibling waiting list, which has preference over both the staff-children waiting list and the general waiting list.
7. Children of current staff employed at the school who submit an application before the expiration of the open enrollment period are automatically admitted provided that all siblings (of already admitted students) who submitted an application are admitted, and provided there is available capacity as determined by the Board for the applicable grade(s). If the number of children of current staff exceeds the available capacity established by the Board for any grade (and after all siblings of admitted students who submitted an application are admitted), a staff-children lottery is held.
8. Children of current staff are admitted to the school in the order in which they are drawn in the lottery. If all available capacity in a grade is filled by children of current staff, the staff-children lottery continues to establish the staff-children waiting list for each such grade, which has preference over the general waiting list.
9. If the number of applications received during the open enrollment period exceeds available capacity 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 current staff employed at the school who submitted an application are already admitted or establish a staff-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 current staff 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 the order in which they are drawn in the lottery, as long as there is available capacity as determined by the Board for the applicable grade(s). If all available capacity 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 capacity as determined by the Board remains in the applicable grade(s).

10. Applicants are automatically admitted as long as there is available capacity 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 capacity in any grade, applications are added to the applicable waiting list for each such grade, in the order received.
11. The school conducts all lotteries through a method of random selection.
12. If a student becomes ineligible for a waitlist they are on (Example: a student on the sibling waitlist no longer has a sibling attending MSA), the student will be moved to the bottom of the next appropriate waitlist.

## **General Admission Procedures**

**Order of Admission: Siblings of Already Admitted Students, then Children of Staff 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.

**Race/Ethnicity Reporting of Admitted Students:** 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.

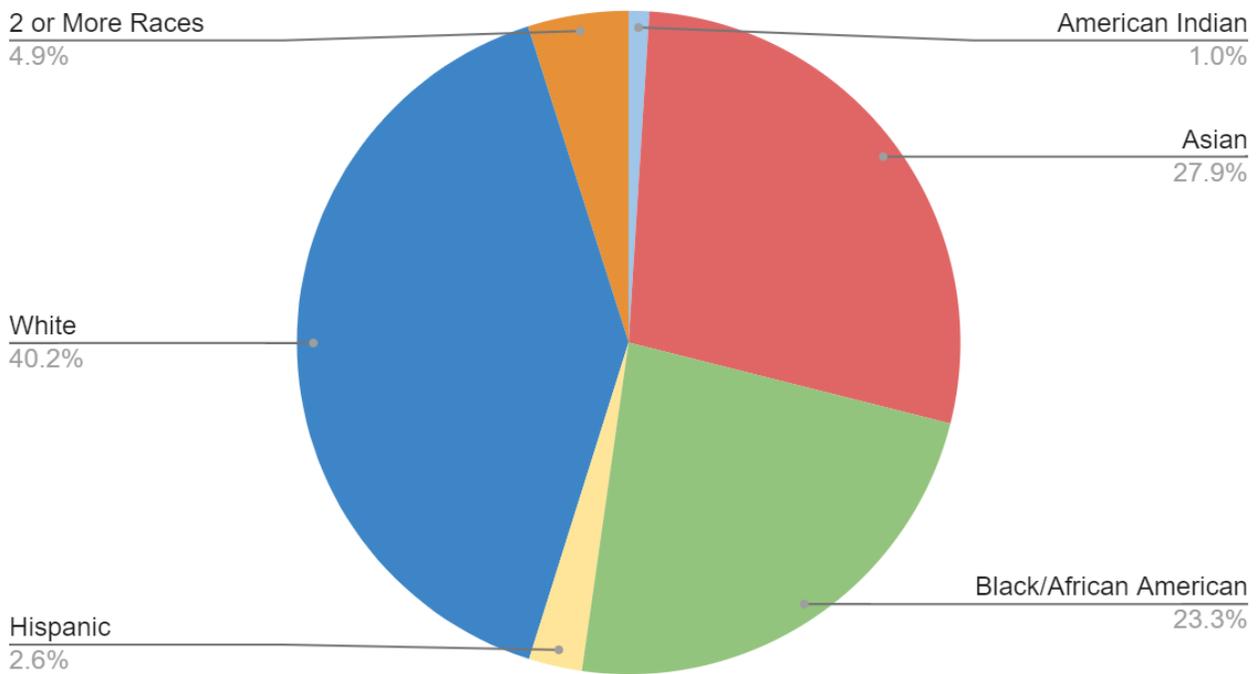
1. The foreign exchange pupil must meet the program requirements for the J-visa student cultural exchange program and;
2. The foreign exchange pupil must be a participant in a cultural exchange program registered with the Office of the Secretary of State under Minnesota State Statute 5A.02.

## STUDENT ENROLLMENT

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 and black populations have steadily increased over the same period. MSA has gone from a white student population of 71% in 2012 to its current level of 40.2% in 2022-23.

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

### Student Demographics by Race/Ethnicity



### Enrollment by Race/Ethnicity

Race/Ethnicity	# of Students	Percentage
American Indian/Alaskan Native	6	1%
Asian	170	27.9%
Black/African American	142	23.3%
Hispanic	16	2.6%
White	245	40.2%
2 of More Races	30	4.9%

## Enrollment by Special Population

Population	# of Students	Percentage
English Learner	11	1.8%
Special Education	38	6.2%
Free/Reduced Price Meals	53	8.7%

## Student Population For the Past Five Years

	2018-19	2019-20	2020-21	2021-22	2022-23
American Indian/Alaskan Native	0.2%	0.2%	0.4%	0.7%	1%
Asian	22.1%	25.3%	25.2%	28.6%	27.9%
Black/African American	16.2%	18.2%	20.4%	21.9%	23.3%
Hispanic	2.5%	2.4%	2.0%	2.5%	2.6%
White	52.7%	49.5%	48.1%	41.0%	40.2%
Two or More Races	6.5%	4.3%	3.9%	5.2%	4.9%

## Student Population in October of Each Year

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
510	508	512	526	533	543	553	609

### Open Enrollment

MSA is a public charter school that accepts all students for open enrollment in the 6<sup>th</sup> through 12<sup>th</sup> 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 eight years, MSA has seen its student population grow, with it peaking at 609 students in the 2022-23 school year.

### Student Enrollment by Grade Level

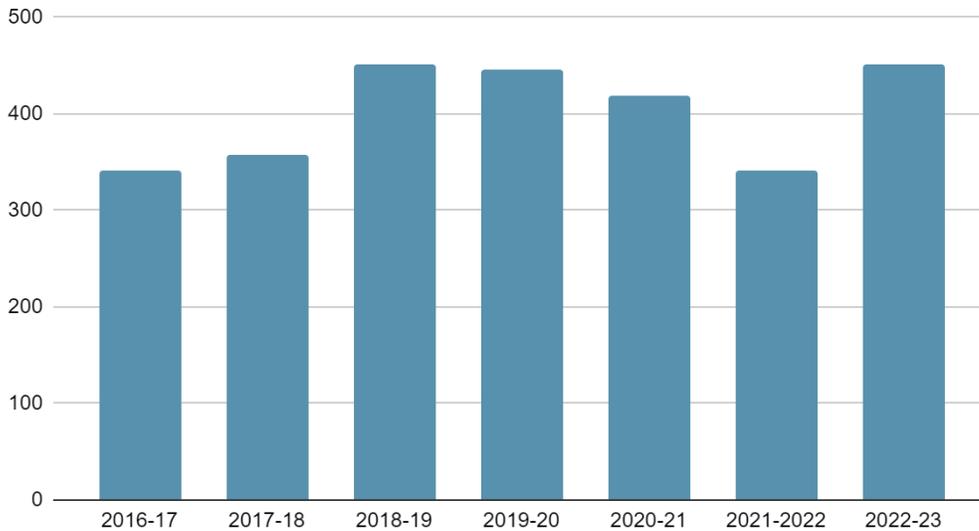
As of October 1, 2022:

Grade	6	7	8	9	10	11	12
Totals	92	92	92	117	88	69	59

## Waiting List of Students by Grade

The waiting list for the 2022-23 school year was 451. The majority of the waiting list students were from the sixth grade, where a total of 194 students were waiting for admission. The following chart shows MSA's waiting list and amount of change.

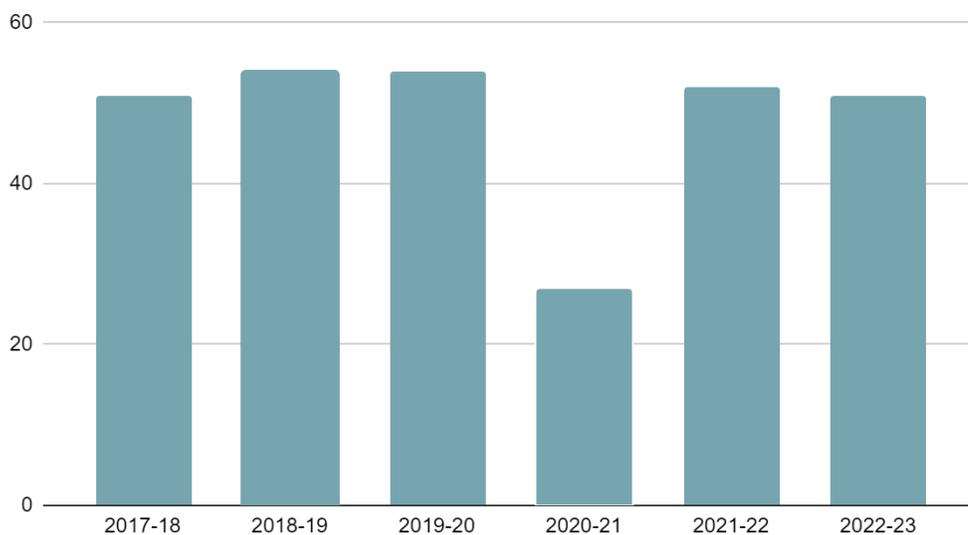
### Waiting List of Students by Year



## Withdrawn Students

During the 2022-2023 school year, MSA has experienced more high school students staying at MSA for their junior and senior years.

### Student Withdrawals by Year



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

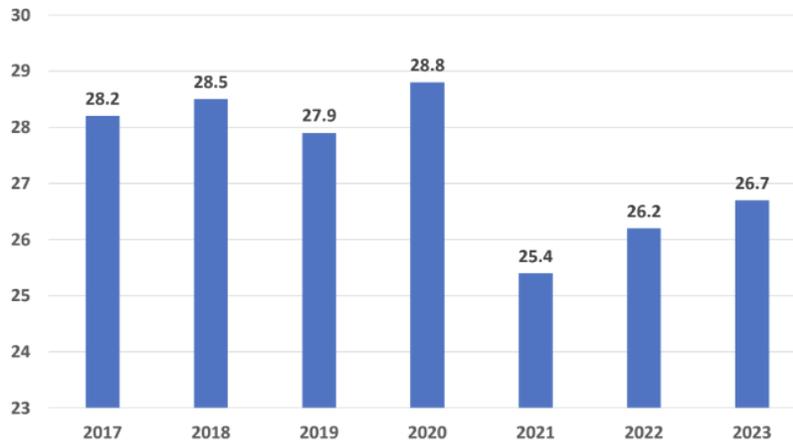
## ACADEMIC PERFORMANCE

MSA graduated 100% of its general education and special education student population. MSA's, ACT, PSAT, Advanced Placement exams results, and MCA-III are provided below.

### ACT Results

ACT average composite:     **State - 21.0**                      **National - 19.8**                      **MSA - 26.7**

**MSA's Average ACT Scores  
2017-2023**



### 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 three students qualify as Finalists for the National Merit Scholarships.

Number of PSAT Test Takers (9th -11th)	% Meets or Exceeds Both Benchmarks (9th)	% Meets or Exceeds Both Benchmarks (10th)	% Meets or Exceeds Both Benchmarks (11th)
264	68%	59%	82%

### 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 220 AP tests in 2023.

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 passing on 75% of their tests.

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 45% of MSA students taking AP exams obtained a score of 4 or higher.

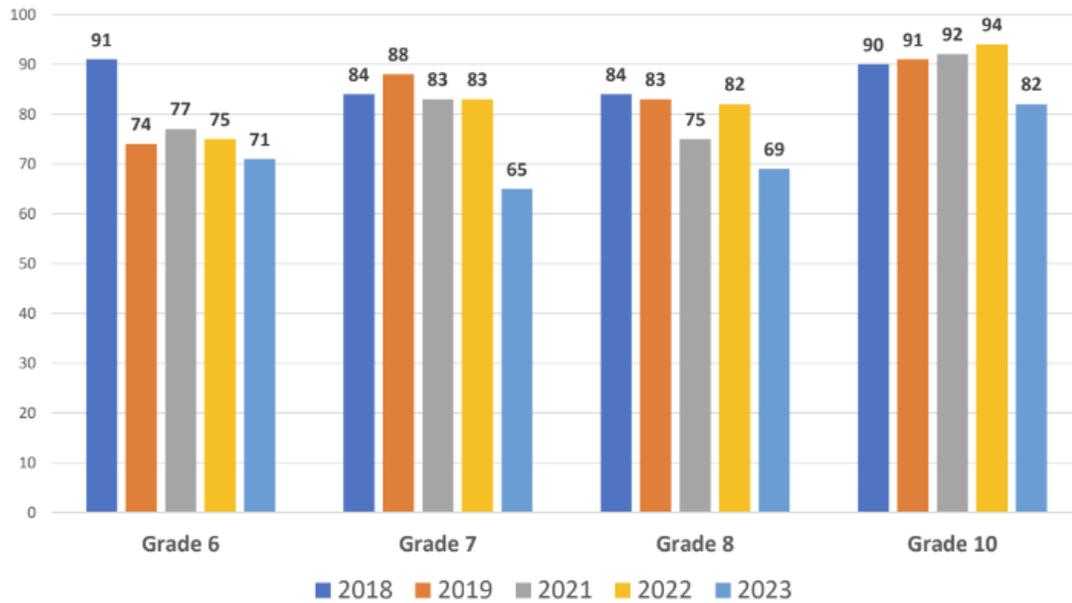
2023 AP Exam	Total	% Passing		2023 AP Exam	Total	% Passing
2-D Art & Design	4	100%		Drawing	3	67%
Biology	66	68%		English Lit & Comp	10	100%
Calculus AB	26	62%		Human Geography	1	100%
Calculus BC	5	100%		Physics 1	7	71%
Chemistry	15	100%		Psychology	19	95%
Computer Science Principals	17	71%		Statistics	9	100%
Computer Science A	30	60%		US History	8	63%

### MCA Test Results

MSA results on MCA-III testing. In 2022-23, 54.9% of our students were proficient in science, 71.6% were proficient in math, and 71.8% were proficient in reading. MSA’s students performed more than 20 points above the state average in math and reading and 15 points in science.



## MCA Reading Percent Proficient



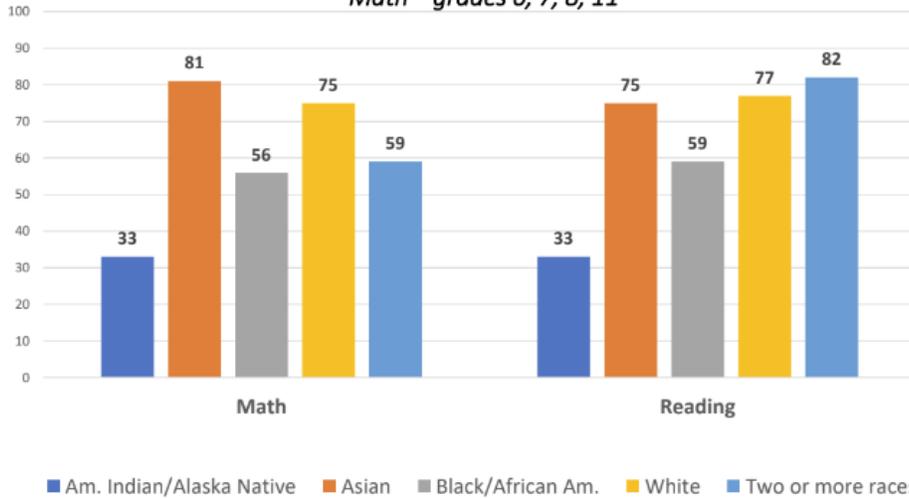
## MCA Demographic Data

Below are depicted the MSA proficiency scores for 2022-2023 for the various demographics according to the Federal Races. This chart also displays the achievement gaps that exist between white and the students of other races.



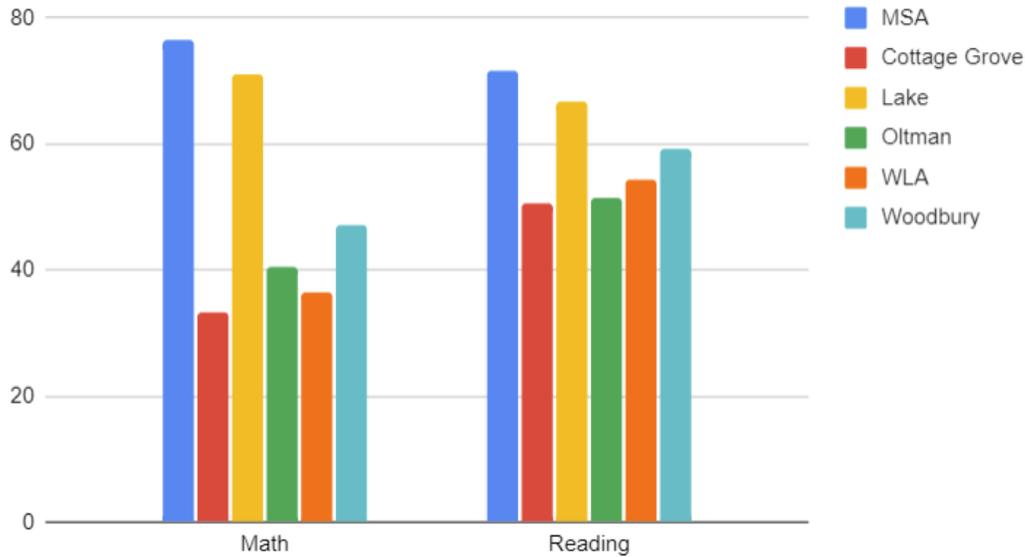
### Federal Races Percent Proficient in 2023

Reading - grades 6, 7, 8, 10  
Math - grades 6, 7, 8, 11

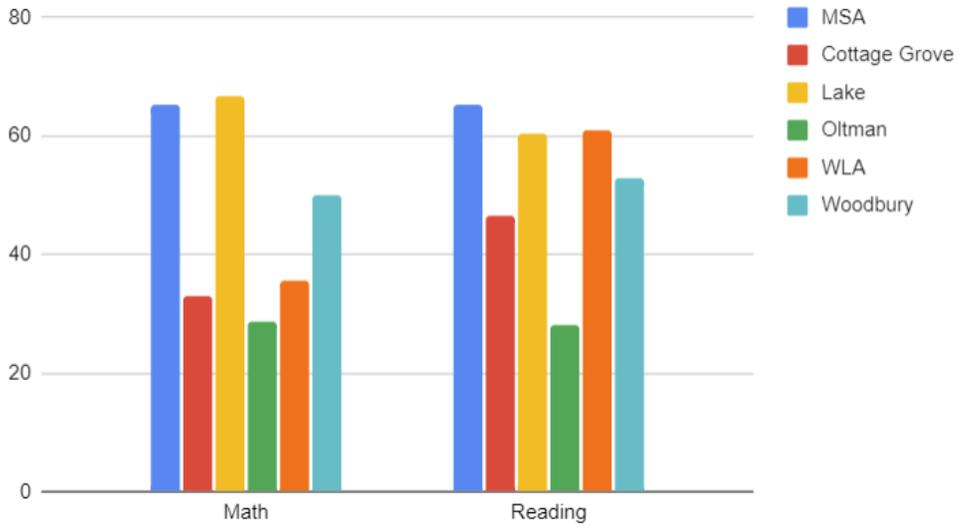


## MCA Comparative Data

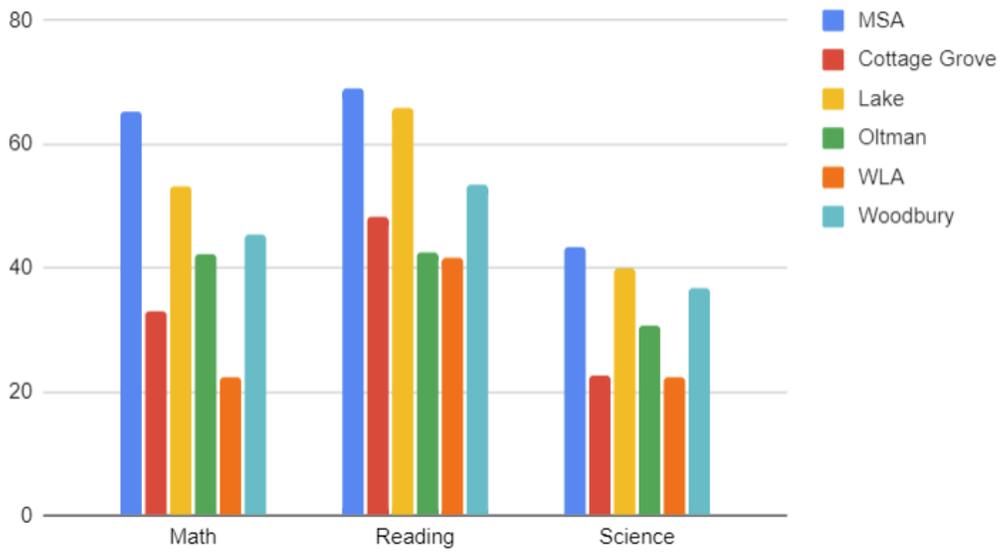
### 2023 6th Grade MCA Results



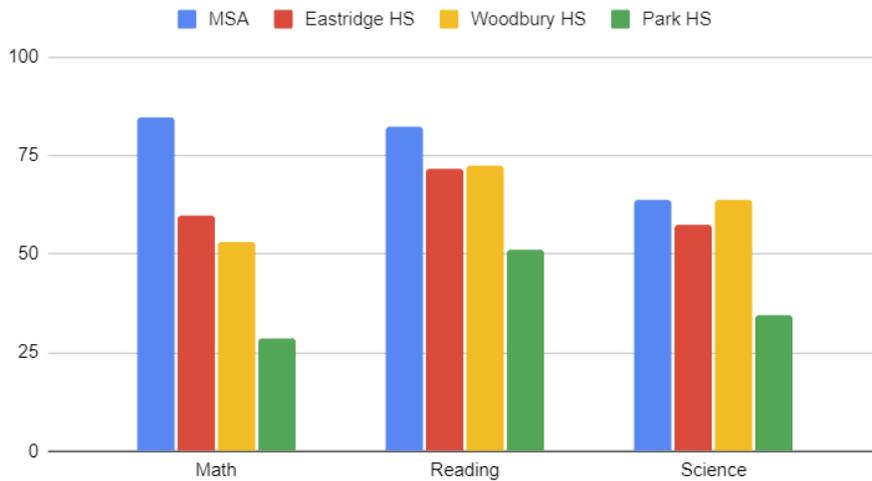
### 2023 7th Grade MCA Results



### 2023 8th Grade MCA Results



### 2023 High School MCA Results



## **Comprehensive Educational Program**

MSA emphasizes a well rounded curriculum, while also focusing on math and science. 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 of Minnesota State High School League (MSHSL) teams, as well as club level activities such as academic teams and clubs, theater, Gender Sexuality Alliance (GSA), National Honor Society (NHS), Student Council, Lego League Robotics, Spanish Club, and other various school-sponsored social events and dances.

MSA's Robotics teams FRC, FTC, and FLL 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.

To assist students who might need additional assistance, MSA offers several opportunities for students to seek out and receive support. The Link Crew is a high school activity that mentors middle school students to aid in transitioning into MSA. MSA Teachers have office hours either before or after school for students to meet with teachers to get additional support.

*MSA World's Best Workforce Report can be found in Appendix D.*

## **Operational Performance**

### **Authorizer**

Math and Science Academy has been authorized by Student Achievement Minnesota since 2004. Student Achievement Minnesota has the responsibility to oversee Math and Science Academy's contractual compliance with Student Achievement Minnesota and applicable laws including the Academy's fiscal, operational, and student performance. Student Achievement Minnesota conducts annual site visits and monitors student testing.

Authorizer Contact:

Liz Wynne - *Director*

(763) 557-6676 | [liz.wynne2@gmail.com](mailto:liz.wynne2@gmail.com)

P.O. Box 581639

Minneapolis, MN 55458-1639

Math and Science Academy's contract with Student Achievement expires on June 30, 2024. A renewal contract will be submitted prior to this expiration for another 5-year contract.

### **Compliance with Applicable Laws and MDE Reporting**

Math and Science Academy complies with all applicable laws and seeks counsel to ensure compliance. In 2022-2023, Math and Science Academy School Board continued to draft and approve mandatory policies. Math and Science Academy uses a report tracker that ensures the timely submission of reports such as STARS, MARSS, DIRS, Annual Report, Audit, and other MDE reports. Math and Science Academy met state and local health and safety requirements by conducting all emergency drills: ten fire drills, five lockdown drills, and one severe weather drill.

### **Transportation**

In 2022-2023, Math and Science Academy received daily transportation from South Washington County Public School District #833 for students who reside within the South Washington County Public School District.

## **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, Mole Day, Pi Day, transportation for field trips, school landscaping, all-school assemblies, and Lego robotics.

## **Innovative Practices and Implementation**

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.

MSA teachers are required to align their curriculum with the 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 Administration. 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 MSA Administration. This year's staff development focused on special needs students and implementation of accommodations and modification for these students into the classroom. MSA also contracted with Paula Forbes Solutions to provide Diversity, Equity, and Inclusion training to the MSA Staff and Board of Directors. An increase in our course variety, adding new electives, and additional AP classes was implemented (*see Appendix B*).

## **Future Plans and Program Challenges**

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.
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. Even though our diverse populations perform higher than local and state proficiency averages, our achievement gap among MSA students is an area that we continually work at to reduce.
3. Providing diverse course offerings with limited classroom space available. MSA utilizes 98% of its classroom space throughout the day.
4. Finding parking space for our students who live outside of the busing area and for our part-time PSEO students.
5. Facilities - planning for space challenges as we will not have enough to meet the enrollment needs in the next couple of years. MSA has started plans with expansion to address this concern. With over 400 students on a waitlist, there is more interest in attending MSA than we can accommodate.

## Finances

**FY22 Audit:** The audit was conducted during October 2022, and was presented at the December 2022 Board of Directors meeting. MSA received a clean audit with no findings. MSA maintained a very solid foundation financially over the past year. Its fund balance grew as its budget also continued to grow while meeting all of its financial obligations. Currently the fund balance is \$2,576,375.

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

## Strategic Plan

*A copy of the Strategic Plan for 2022-23 can be found in Appendix F.*

## 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	Randy Vetsch
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

## Appendix A

### Athletic Offerings

MSA offers the following varsity-level sports for students. Registration fees apply. Participation in these sports is open to students in grades 7 through 12. Girls are allowed to participate on boys' teams if an all-girls team is not offered for a specific sport. \* Indicates 6th grade students are allowed to participate in the sport.

#### Fall

Boys' Soccer (Co-op)

Girls' Soccer (Co-op)

Girls' Volleyball\*

Boys' Cross Country\*

Girls' Cross Country\*

Football (Co-op)

Fall Trap

#### Winter

Boys' Basketball\*

Girls' Basketball

Boys' Nordic Ski\*

Girls' Nordic Ski\*

#### Spring

Boys' Baseball (Co-op)

Boys' Track and Field\*

Girls' Track and Field\*

Spring Trap

Girls' Badminton

### MSA activities where a varsity letter may be earned:

\*indicates the activity is under MSHSL rules and regulations

### Lettering opportunities:

Boys' Cross Country\*

Girls' Soccer\*

Girls' Basketball\*

Girls' Track\*

FTC

Newspaper

Speech\*

Honor Society

Girls' Cross Country\*

Football\*

Girls' Nordic Ski\*

Girls' Badminton\*

Student Council

Theater Guild

Spanish Club

Yearbook

Girls' Volleyball\*

Boys' Basketball\*

Boys' Nordic Ski\*

FRC\*

Band/Orchestra/Choir

National Honor Society

Tri-M

SWEnext

Boys' Soccer\*

Trap Team\*

Boys' Track\*

Baseball\*

## Current Clubs and Activities

MS Math League	Theater	National Honor Society (NHS)	Board Game Design
Student Council	Tri-M Music Honor Society	Student Action Group	Service Learning
Computer Club	Book Club	BSU (Black Student Union)	Speech
Chess Club	Spanish Club	Theater Guild	Cheers for Volunteers
Gender Sexuality Alliance (GSA)	Muslim Student Association	Role Playing Games (RPG)	Yarn Society
BioXplorers	Link Crew	SWENext	Prom Committee
International Club	Newspaper	FIRST Robotics (FRC)	FIRST Tech Challenge

## Appendix B

### MSA 2022-23 Courses, Electives, and Enrichment Courses

#### ART

Art 8  
Art History 6  
Art & Create  
Art & Technology  
Ceramics  
Sculpture  
Drawing  
Painting  
Digital Visual Cinema 1  
Digital Visual Cinema 2

#### ENGLISH

English 6  
Reading 6  
English 7  
English 8  
Creative Writing  
Author Focus  
Literature & Composition  
World Literature  
American Literature  
Research Writing  
Composition

#### HEALTH/PE

PE 6  
PE 7  
Health 7  
PE 8  
PE 9  
Health 9

#### MATH

Middle School Math I  
Middle School Math II  
Integrated Math I  
Integrated Math II  
Integrated Math III  
Pre-Calculus  
Calculus

#### MUSIC

Beginning Orchestra  
Intermediate Orchestra  
Advanced Orchestra  
Middle School Choir  
High School Choir  
Beginning Band  
Wind Ensemble  
Wind Band  
Concert Band  
World of Music

#### SCIENCE

Astronomy  
Life Science  
Earth Science  
Physical Science  
Biology  
Chemistry  
Physics

#### SOCIAL STUDIES

MN History  
US Studies  
Global Studies  
Ancient World History and Geography  
Modern World History and Human  
Geography  
American History  
Political Science  
Introduction to Economics  
Hidden History  
Sociology

#### SPANISH

Spanish 1A  
Spanish 1B  
HS Spanish I  
Spanish II  
Spanish III  
Spanish IV  
Spanish V

#### MIDDLE SCHOOL

##### ADDITIONAL ELECTIVES

Speech  
Study Skills  
Theater

##### HIGH SCHOOL ADDITIONAL ELECTIVES

Engineering  
Freshman Seminar  
Yearbook

##### ADVANCED PLACEMENT

AP Art and Design  
AP Biology  
AP Calculus AB  
AP Calculus BC  
AP Chemistry  
AP Computer Science  
Principles  
AP Computer Science A  
AP Human Geography  
AP Literature and  
Composition  
AP Physics  
AP Psychology  
AP Statistics  
AP US History

**Appendix C**  
*page 1 of 3*

**Enrollment Numbers 2017-18 through 2022-23**  
**Student Enrollment (start of the school year)**

Grade Level	2017-18		2018-19		2019-20		2020-21		2021-22		2022-23	
	Student Counts	Annual % Change										
6th Grade	88	0.0%	88	0.0%	88	0.0%	88	0.0%	89	1.1%	92	3.4%
7th Grade	88	0.0%	88	0.0%	88	0.0%	88	0.0%	92	4.5%	92	0%
8th Grade	88	0.0%	88	0.0%	88	0.0%	92	4.5%	91	-1.1%	92	1.1%
9th Grade	73	0.0%	76	4.1%	80	5.3%	86	7.5%	89	3.5%	117	31.5%
10th Grade	66	6.5%	70	6.1%	68	-2.9%	73	7.4%	73	0.0%	88	20.5%
11th Grade	54	-12.9%	62	14.8%	61	-1.6%	59	-3.3%	62	5.1%	69	11.3%
12th Grade	55	3.8%	54	-1.8%	60	11.1%	58	-3.3%	57	1.7%	59	3.5%
<b>TOTALS</b>	<b>512</b>	<b>-0.4%</b>	<b>526</b>	<b>2.7%</b>	<b>533</b>	<b>1.3%</b>	<b>544</b>	<b>2.1%</b>	<b>553</b>	<b>1.7%</b>	<b>609</b>	<b>10.1%</b>

**Appendix C**  
*page 2 of 3*

**Enrollment Numbers 2017-18 through 2022-23**  
**Waiting List (after lottery)**

	2017-18		2018-19		2019-20		2020-21		2021-22		2022-23	
Grade Level	Student Counts	Annual % Change										
6th Grade	174	19.2%	226	29.9%	227	0.4%	142	-37.4%	131	-7.7%	194	48.1%
7th Grade	75	-13.8%	92	22.7%	85	-7.6%	84	-1.2%	53	-36.9%	100	88.7%
8th Grade	42	-4.5%	58	38.1%	53	-8.6%	85	60.4%	55	-35.3%	85	54.5%
9th Grade	58	41.5%	40	-31.0%	56	40.0%	75	33.9%	84	12.0%	8	-90.5%
10th Grade	4	-63.6%	23	475.0%	16	-30.4%	16	0.0%	9	-43.8%	37	311%
11th Grade	5	-44.4%	11	120.0%	6	-45.5%	12	100.0%	8	-33.3%	23	187.5%
12th Grade	0	-100.0%	2	n/a	2	0.0%	5	150.0%	1	-80.0%	4	300%
<b>TOTALS</b>	<b>358</b>	<b>5.0%</b>	<b>452</b>	<b>26.3%</b>	<b>445</b>	<b>-1.5%</b>	<b>419</b>	<b>-5.8%</b>	<b>341</b>	<b>-18.6%</b>	<b>451</b>	<b>32.8%</b>

**Appendix C**  
*page 3 of 3*

**Enrollment Numbers 2017-18 through 2022-23**

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

	2017-18		2018-19		2019-20		2020-21		2021-22		2022-23	
Grade Level	Student Counts	Annual % Change										
6th Grade	0	-100.0%	3	n/a	4	33.3%	1	-75.0%	0	0.0%	5	n/a
7th Grade	4	100.0%	6	50.0%	3	-50.0%	3	0.0%	8	166.7%	3	-62.5%
8th Grade	4	-42.9%	3	-25.0%	1	-66.7%	2	100.0%	7	600.0%	5	-28.6%
9th Grade	29	3.6%	29	0.0%	15	-48.3%	16	6.7%	21	40.0%	20	-4.7%
10th Grade	5	-64.3%	7	40.0%	2	-71.4%	2	0.0%	11	450.0%	11	0.0%
11th Grade	4	33.3%	4	0.0%	2	-50.0%	2	0.0%	9	350.0%	7	-22.0%
12th Grade	5	n/a	2	-60.0%	2	0.0%	1	-50.0%	1	50.0%	0	n/a
<b>TOTALS</b>	<b>51</b>	<b>-8.9%</b>	<b>54</b>	<b>5.9%</b>	<b>29</b>	<b>-46.3%</b>	<b>27</b>	<b>-6.9%</b>	<b>57</b>	<b>96.6%</b>	<b>51</b>	<b>-10.5%</b>

## **Appendix D World's Best Workforce Report**

### **2022-2023 Authorizer Goals**

- By the conclusion of 2023, the proficiency achievement gap of the MCA reading test for grades 6-8 will be no greater than 3.5% for each student group publicly reported by MDE in 2022.
- By the conclusion of 2023, the proficiency achievement gap of the MCA math test for grades 6-8 will be no greater than 3.5% for each student groups publicly reported by MDE in 2022.
- 85% of the MSA seniors are ready for college-level coursework in English, Mathematics, Science, and Social Studies as measured by the ACT test and reported on the College Readiness Letter received by MSA.
- MSA will have a graduation rate of at least 95% as reported by MDE's Report Card.

### **Systems, Strategies, and Support**

- Culturally Responsive Teaching Training 2022-2023.
- Student Success Teams meet monthly in grade levels to identify individual students who are struggling by using MCA and Fastbridge data, and classroom assessments.
  - Provide additional support to individual students including, but not limited to:
    - Student support process;
    - Check and connect;
    - Advisory Groups.
  - Tier II Support:
    - Interventions in Math, Reading, and Spanish.
- Student Support Services:
  - Developed processes and procedures for providing support services to students;
  - Collaboration between general and special education staff.
- Teachers meet in Professional Learning Communities to share expertise, work collaboratively to improve teaching skills, and the academic performance of students.
- Teachers provide office hours before or after school and allow students to reach out for additional support during advisory time.
- Character Strong - social and emotional learning program taught during advisory time.

# Appendix E Long Range Budget Model

	17,485	144,513	14,997	237,482	548,239	955,703	798,532
<b>Math and Science Academy Long-Range Budget Projection Model August 4, 2022</b>							
	Revised	Adopted	Working	<b>Budget Projections</b>			
	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
<b>Enrollment Projections</b>							
Number of Students Grade 6	89	88	88	88	132	132	65
Number of Students Grade 7	91	90	90	88	88	132	132
Number of Students Grade 8	90	90	90	90	88	88	132
Number of Students Grade 9	89	112	112	112	132	132	88
Number of Students Grade 10	71	81	81	108	110	130	132
Number of Students Grade 11	62	70	70	78	104	104	130
Less Adjustment for Grade 11 PSEO	(10)	(10)	(10)	(10)	(10)	(10)	(10)
Adjusted ADM for Grade 11	52	60	60	68	94	94	120
Number of Students Grade 12	57	63	63	68	75	99	104
Less Adjustment for Grade 12 PSEO	(42)	(40)	(40)	(40)	(40)	(40)	(40)
Adjusted ADM for Grade 12	15	23	23	28	35	59	64
<b>Total Enrollment/Headcount</b>	<b>549</b>	<b>594</b>	<b>594</b>	<b>632</b>	<b>729</b>	<b>817</b>	<b>783</b>
<b>Total ADM</b>	<b>497</b>	<b>544</b>	<b>544</b>	<b>582</b>	<b>679</b>	<b>767</b>	<b>733</b>
<b>Enrollment totals by state pupil unit weighting category</b>							
Total Number of Students Grade 4-6	89	88	88	88	132	132	65
Total Number of Students Grade 7-12	408	456	456	494	547	635	668
<b>Total ADM</b>	<b>497</b>	<b>544</b>	<b>544</b>	<b>582</b>	<b>679</b>	<b>767</b>	<b>733</b>
<b>Total Number of Current Year Pupil Units (WADM)</b>	<b>578.60</b>	<b>635.20</b>	<b>635.20</b>	<b>690.80</b>	<b>788.40</b>	<b>894.00</b>	<b>866.60</b>
<b>State Revenue Assumptions and Calculations</b>							
<b>General Education Revenue</b>							
State Averages Per Pupil Unit	6,728.00	6,863.00	6,863.00	7,000.26	7,140.27	7,283.07	7,428.73
Inflation Rate Assumption-Basic only	2.45%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%
Basic Excluding Transportation	\$6,414.48	\$6,542.77	\$6,542.77	\$6,673.63	\$6,807.10	\$6,943.24	\$7,082.11
Gifted and Talented	13.00	13.00	13.00	13.00	13.00	13.00	13.00
Sparsity	30.92	31.13	31.80	31.13	31.13	31.13	31.13
Operating Capital	226.76	226.69	226.66	226.69	226.69	226.69	226.69
Equity	116.09	116.46	114.49	116.46	116.46	116.46	116.46
Referendum	143.93	136.73	136.73	136.73	136.73	136.73	136.73
Transition Allowance	0.67	0.67	0.67	0.67	0.67	0.67	0.67
<b>Total Per Pupil Unit State Revenue</b>	<b>\$6,945.85</b>	<b>\$7,067.46</b>	<b>\$7,066.13</b>	<b>\$7,198.31</b>	<b>\$7,331.79</b>	<b>\$7,467.93</b>	<b>\$7,606.79</b>
<b>Total General Education State Revenue</b>	<b>4,018,871</b>	<b>4,489,249</b>	<b>4,488,404</b>	<b>4,900,611</b>	<b>5,780,379</b>	<b>6,676,327</b>	<b>6,592,046</b>

**Math and Science Academy  
Long-Range Budget Projection Model  
August 4, 2022**

	Revised <u>2021-2022</u>	Adopted <u>2022-2023</u>	Working <u>2022-2023</u>	<b>Budget Projections</b>			
	<u>2021-2022</u>	<u>2022-2023</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>	<u>2025-2026</u>	<u>2026-2027</u>
	4%	2%	2%	2%	2%	2%	2%
<b>Compensatory Revenue</b>	<u>actual</u>	<u>actual</u>	<u>actual</u>	<u>estimate</u>	<u>estimate</u>	<u>estimate</u>	<u>estimate</u>
A: Number of Students prior yr. ( current year for 1st year)	543	553	553	594	632	729	817
B: Number of Free Lunch Students prior yr. ( or current year for 1st yr.)	21	12	12	13	14	16	18
C: Number of Reduced Lunch Students prior yr. ( current yr. for 1st yr.)	11	11	11	12	13	15	16
<b>D: Adjusted Counts = 100% Free, 50% Reduced - (A)</b>	26.50	17.50	17.50	18.80	20.00	23.07	25.85
E: Concentration Portion	0.05	0.03	0.03	0.03	0.03	0.03	0.03
F: Concentration Factor ( lesser of 1 or Conc. Portion/ .8)	0.06	0.04	0.04	0.04	0.04	0.04	0.04
G: PU = .6 * D * F	0.97	0.42	0.42	0.45	0.47	0.55	0.61
H: Initial Revenue	5,712	2,502	2,502	2,749	2,991	3,528	4,044
Miscellaneous Adjustment (Rounding)	0	(33)	(33)	0	0	0	0
I: Short Year Factor	1	1	1	1	1	1	1
<b>Calculated Compensatory State Revenue ((A) x (B))</b>	<b>5,712</b>	<b>2,469</b>	<b>2,469</b>	<b>2,749</b>	<b>2,991</b>	<b>3,528</b>	<b>4,044</b>
<b>Building Lease Aid: Lesser of line a or b below:</b>							
ADM Including PSEO	549	594	594	632	729	817	783
WADM Including PSEO	641	695	695	741	848	954	927
Lease Expense	<u>745,644</u>	<u>745,985</u>	<u>745,985</u>	<u>748,827</u>	<u>751,601</u>	<u>754,331</u>	<u>759,935</u>
a) Lease Aid Rev at \$1,314 per pupil unit	842,274	913,493	913,493	973,411	1,114,798	1,253,556	1,217,552
b) Lease Aid Rev at 90% of Lease Expense	671,079	671,386	671,386	673,944	676,441	678,898	683,942
<b>Lesser of \$1,314/p.u. or 90% of lease payment</b>	<b>671,079</b>	<b>671,386</b>	<b>671,386</b>	<b>673,944</b>	<b>676,441</b>	<b>678,898</b>	<b>683,942</b>
<b>Estimated Proration of Lease Aid Revenue</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
<b>Total Prorated Building Lease Aid Revenue</b>	<b>671,079</b>	<b>671,386</b>	<b>671,386</b>	<b>673,944</b>	<b>676,441</b>	<b>678,898</b>	<b>683,942</b>
Lease Aid Revenue per pupil unit (after proration)	1047	966	966	910	797	712	738
<b>Building Lease Aid Analyticals:</b>							
Lease Aid Rev that would need to be generated to cover expense at 90%. Max per Statute is \$1,314	1047	966	966	910	797	712	738
How many more WADM would we need to maximize lease aid?	0	0	0	0	0	0	0
<b>Long-Term Facilities Maintenance Revenue</b>							
Revenue per Adjusted Pupil Unit	132	132	132	132	132	132	132
<b>Total Long-Term Facilities Maintenance Revenue</b>	<b>76,375</b>	<b>83,846</b>	<b>83,846</b>	<b>89,866</b>	<b>104,069</b>	<b>118,008</b>	<b>114,391</b>
	93.5%	93.5%	93.5%	93.5%	93.5%	93.5%	93.5%
<b>Special Education Revenue</b>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>
State Special Education Aid and Tuition Billing	570,350	486,340	486,340	505,835	526,031	547,069	568,948
	0%	0%	0%	0%	0%	0%	0%
<b>EL Revenue</b>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>	<u>Estimate</u>
Prior Year EL Eligible ADM	3	3	5	1	1	1	1
Current Year EL Eligible ADM	1	1	1	1	1	1	1
ADM Served	497	544	544	582	679	767	733
Adjusted EL ADM	1	1	2	1	1	1	1
EL Marginal Cost Pupils	20	20	20	20	20	20	20
<b>EL Revenue</b>	<b>14,080</b>	<b>14,000</b>	<b>14,080</b>	<b>14,080</b>	<b>14,080</b>	<b>14,080</b>	<b>14,080</b>
EL Concentration Revenue	4	4	4	4	3	3	3
<b>Total EL Aid</b>	<b>14,084</b>	<b>14,004</b>	<b>14,084</b>	<b>14,084</b>	<b>14,083</b>	<b>14,083</b>	<b>14,083</b>

**Math and Science Academy  
Long-Range Budget Projection Model  
August 4, 2022**

Revised	Adopted	Working	Budget Projections			
2021-2022	2022-2023	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027

**Revenue Summary and Projections**

	Revised	Adopted	Working	2023-2024	2024-2025	2025-2026	2026-2027
<b>State Aids</b>							
General Education Revenue	4,018,871	4,489,249	4,488,404	4,900,611	5,780,379	6,676,327	6,592,046
Pension Adjustment Revenue	12,701	22,187	21,455	21,455	21,455	21,455	21,455
EL Revenue	14,084	14,004	14,084	14,084	14,083	14,083	14,083
EL Cross-Subsidy Revenue FY22-FY25	514	514	504	514	514	0	0
Compensatory Revenue	5,712	2,469	2,469	2,749	2,991	3,528	4,044
<b>Subtotal</b>	<b>4,051,883</b>	<b>4,528,423</b>	<b>4,526,916</b>	<b>4,939,413</b>	<b>5,819,423</b>	<b>6,715,393</b>	<b>6,631,628</b>
Building Lease Aid	671,079	671,386	671,386	673,944	676,441	678,898	683,942
Long-Term Facilities Maintenance Revenue	76,375	83,846	83,846	89,866	104,069	118,008	114,391
Prior Year Over/Under accruals/Rounding Adjustment	0	0	0	0	0	0	0
Special Education Aid	570,350	486,340	486,340	505,835	526,031	547,069	568,948
Endowment Aid	20,507	19,169	20,335	21,755	25,381	28,670	27,400
Other MN Aid (Safe Schools Supplemental Aid)	0	0	0	0	0	0	0
Government Wide Pension Audit Entry	15,000	15,000	15,000	15,000	15,000	15,000	15,000
<b>Total State Aids</b>	<b>5,405,193</b>	<b>5,804,165</b>	<b>5,803,823</b>	<b>6,245,813</b>	<b>7,166,345</b>	<b>8,103,038</b>	<b>8,041,308</b>
<b>Federal Revenue</b>							
Federal Special Ed	34,175	34,900	34,900	35,600	36,300	37,000	37,700
Title I Funds	6,657	6,657	6,657	6,657	6,657	6,657	6,657
Title II Funds	7,346	7,500	7,500	7,700	7,900	8,100	8,300
CARES and ESSER Funding	158,322	214,020	98,982	0	0	0	0
<b>Total Federal Revenue</b>	<b>206,500</b>	<b>263,077</b>	<b>148,039</b>	<b>49,957</b>	<b>50,857</b>	<b>51,757</b>	<b>52,657</b>
<b>Other Revenue</b>							
Fees from Patrons: Milk, Graduation Gear, AP Exam (005-050)	18,100	20,200	20,200	22,000	26,200	30,200	29,400
Fees From Patrons: Study Hall (920-050)	2,500	2,800	2,800	3,100	3,700	4,300	4,200
Fees from Students/ Field Trip (105-050)	500	27,100	27,100	28,500	29,600	30,300	30,900
Third Party Billing	1,250	1,000	1,000	1,000	1,000	1,000	1,000
Interest Revenue	1,200	1,200	1,200	1,200	1,200	1,200	1,200
Annual Fund (255)/Dragon Dinner	75,000	75,000	75,000	75,000	75,000	75,000	75,000
Donations and Miscellaneous Grants, Tech FR	7,000	0	0	0	0	0	0
Miscellaneous Income/Sale of Equipment	200	0	0	0	0	0	0
Year Book Revenues	2,200	2,500	2,600	2,700	3,200	3,700	3,600
Insurance Recovery (625)	0	0	0	0	0	0	0
Student Activity Revenue/ExtraCurricular	73,000	81,700	81,500	89,200	105,100	122,200	119,100
<b>Total Other Revenue</b>	<b>180,950</b>	<b>211,500</b>	<b>211,400</b>	<b>222,700</b>	<b>246,000</b>	<b>267,900</b>	<b>264,400</b>
<b>Total Revenue</b>	<b>5,792,643</b>	<b>6,278,742</b>	<b>6,163,262</b>	<b>6,518,470</b>	<b>7,463,202</b>	<b>8,422,695</b>	<b>8,358,365</b>
Formula Check For Audit	5,792,643	6,278,742	6,163,262	6,518,470	7,463,202	8,422,695	8,358,365

**Math and Science Academy  
Long-Range Budget Projection Model  
August 4, 2022**

Revised	Adopted	Working	Budget Projections				
2021-2022	2022-2023	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	

**Expenditure Calculations**

	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
<b>New Staff Calc - Staff increases based on enrollment increases</b>							
Actual/projected enrollment change from prior year	3	47	46	38	97	88	0
Added new teacher FTE's - calculated at 20:1 ratio ( rounded)	0.0	0.00	0.00	2.0	5.0	4.0	0.0
<b>Other Teachers/Non-teachers Added</b>							
Additional staff budget added	0	0	0	0	0	0	0
<b>Total new teachers added/subtracted</b>							
Projected new teacher ( 1FTE ) Salary cost	46,545	45,000	45,000	45,900	46,818	47,754	48,709
Added salary cost - teachers ( added FTE's times cost)	0	0	0	91,800	234,090	191,017	0
Added cost - others per above	0	0	0	0	0	0	0

<b>Inflation Assumptions</b>							
Salaries	2.0%	3.0%	3.0%	2.0%	2.0%	2.0%	2.0%
Other costs	2.0%	2.2%	2.2%	2.0%	2.0%	2.0%	2.0%

<b>Budget Calculations</b>	<b>35.2%</b>	<b>32.0%</b>	<b>32.0%</b>	<b>32.0%</b>	<b>33.0%</b>	<b>34.0%</b>	<b>35.0%</b>
100 Salaries	2,259,194	2,536,162	2,635,162	2,749,700	3,038,800	3,290,600	3,356,400
200 Benefits	822,867	836,769	868,449	879,904	1,002,804	1,118,804	1,174,740
100 Extracurricular Stipends	76,310	78,741	78,741	80,300	81,900	83,500	85,200
305 Contracted Services	331,935	251,144	251,144	274,100	326,200	375,800	366,300
315 Repairs and Maintenance for Computers	46,231	51,700	51,600	56,400	67,100	77,300	75,400
320 Communications Services	30,000	33,600	33,500	36,700	43,700	50,400	49,100
329 Postage	4,400	4,900	4,900	5,300	6,300	7,300	7,100
330 Utilities	115,000	117,500	117,500	119,900	122,300	124,700	127,200
340 Insurance	40,000	40,900	40,900	41,700	42,500	43,400	44,300
350 Repairs and Maintenance	80,000	89,500	89,300	97,700	116,300	104,300	72,000
360 Field Trip Transportation	2,000	2,200	2,200	2,400	2,900	3,300	3,200
366/368 Travel and conferences (some moved to Stipends)	20,700	38,200	38,100	32,700	38,900	44,800	43,700
366/368 Admin Professional Development	0	6,000	6,000	6,000	6,000	6,000	6,000
369 Field Trip Admissions	3,328	21,700	21,700	23,700	28,200	32,500	31,700

Lease Payments per Amended Lease (Nov 2020)	547,543	547,884	547,884	547,766	547,482	547,053	549,394
8490 Woodbury Crossing (Bldg C)	69,556	69,556	69,556	71,643	73,792	76,006	78,286
8490 Woodbury Crossing Real Estate Taxes (Bldg C)	21,846	21,846	21,846	22,720	23,629	24,574	25,557
8500 Woodbury Crossing (Bldg D)	106,698	106,698	106,698	106,698	106,698	106,698	106,698
<b>Amount to Repair and Replacement Fund/Max Lease Aid</b>	<b>0</b>						
<b>370 Total Lease Expense</b>	<b>745,644</b>	<b>745,985</b>	<b>745,985</b>	<b>748,827</b>	<b>751,601</b>	<b>754,331</b>	<b>759,935</b>

370 Other Rentals and Operating Leases	800	900	900	1,000	1,200	1,400	1,400
380 Computer and Tech Related Hardware Rental	30,000	33,600	33,500	36,700	43,700	50,400	49,100
401/455/465 General Supplies	30,000	33,600	33,500	36,700	43,700	50,400	49,100
401 Maintenance Supplies	15,000	16,800	16,700	18,300	21,800	25,100	24,500
405 Non-Instructional Computer Software & Licensing	26,900	30,100	30,000	32,800	39,000	44,900	43,800
406 Instructional Software Licensing	39,300	44,000	43,900	48,000	57,100	65,800	64,100

**Math and Science Academy  
Long-Range Budget Projection Model  
August 4, 2022**

	Revised	Adopted	Working	Budget Projections			
	2021-2022	2022-2023	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
430/456/466 Instructional Supplies	25,000	28,000	27,900	45,000	53,600	61,800	60,200
460 Textbooks and Workbooks	25,000	32,000	32,000	34,900	41,500	47,800	46,600
461 Standardized Tests	15,000	16,800	16,700	18,300	21,800	25,100	24,500
490 Food	1,000	1,500	1,500	1,600	1,900	2,200	2,100
505/506 Capitalized Technology Software	0	0	0	0	0	0	0
530 Furniture and Other Equipment	3,500	3,900	3,900	10,000	11,900	13,700	13,400
555/556 Technology Hardware (Capitalized)	6,500	52,300	52,300	57,100	67,900	78,200	76,200
820 Dues and memberships	41,800	46,800	46,600	51,100	60,800	70,100	68,300
898 Scholarships	500	500	500	500	500	500	500
Annual Fund (255)/Capital Campaign	37,500	37,500	37,500	37,500	37,500	37,500	37,500
State Special Ed Expenditures / ESY	610,000	520,150	520,150	541,000	562,600	585,100	608,500
Third Party Billing	1,250	1,000	1,000	1,000	1,000	1,000	1,000
Federal Special Ed Expenditures	34,175	34,900	34,900	35,600	36,300	37,000	37,700
Title I Funds	6,657	6,657	6,657	6,657	6,657	6,657	6,657
Title II Funds	7,346	7,500	7,500	7,700	7,900	8,100	8,300
CARES and ESSER Funding	158,322	214,020	98,982	0	0	0	0
Budget Contingency (Director)	0	20,000	20,000	0	0	0	0
Student Activity Expenses	73,000	81,700	81,500	89,200	106,100	122,200	119,100
Pension Expense (Offset by Revenues)	15,000	15,000	15,000	15,000	15,000	15,000	15,000
<b>Total Expenditures</b>	<b>5,781,158</b>	<b>6,134,228</b>	<b>6,148,270</b>	<b>6,280,988</b>	<b>6,914,963</b>	<b>7,466,992</b>	<b>7,559,833</b>
	Formula Check	5,781,158	6,134,228	6,148,270	6,280,988	6,914,962	7,466,992
	Per Audit						7,559,832
<b>Annual Surplus</b>	<b>11,485</b>	<b>144,513</b>	<b>14,991</b>	<b>237,482</b>	<b>548,239</b>	<b>955,703</b>	<b>798,532</b>
	Per Audit						
<b>Beginning fund Balance</b>	<b>2,310,606</b>	<b>2,339,531</b>	<b>2,484,044</b>	<b>2,484,044</b>	<b>2,721,526</b>	<b>3,269,765</b>	<b>4,225,468</b>
<b>Ending Fund Balance</b>	<b>2,322,091</b>	<b>2,484,044</b>	<b>2,499,035</b>	<b>2,721,526</b>	<b>3,269,765</b>	<b>4,225,468</b>	<b>5,024,000</b>
	Per Audit						
<b>Fund Balance Percentage of Annual Expenditures</b>	<b>40.2%</b>	<b>40.5%</b>	<b>40.6%</b>	<b>43.3%</b>	<b>47.3%</b>	<b>56.6%</b>	<b>66.5%</b>
<b>Days Cash on Hand (30 required)</b>	<b>134</b>	<b>135</b>	<b>136</b>	<b>146</b>	<b>159</b>	<b>192</b>	<b>229</b>
<b>Debt Service Coverage (1.00 required)</b>	<b>1.01</b>	<b>1.18</b>	<b>1.02</b>	<b>1.29</b>	<b>1.67</b>	<b>2.16</b>	<b>1.96</b>

## Appendix F Strategic Plan

### **Math and Science Academy** **January 2022-June 2025 Strategic Plan** *(2022-2023 Condensed Plan)*

#### **Vision**

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

#### **Mission**

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

#### **Board Approval Statement**

The MSA Board of Directors has approved the above vision and mission as well as three strategic priorities, to form the foundation of our strategic plan. The strategic priorities are success for all students, organizational support of MSA vision and mission, and facilities and infrastructure to support MSA vision and mission. Focus Areas listed under each priority are categories of work that need to be addressed, per stakeholder input, data, or best practices, to achieve the priority. The strategic plan is not meant to be all encompassing. Rather it is intended to help us focus on high leverage actions that will help us achieve our strategic priorities, fulfill our mission, and reach our vision. SMART (strategic, measurable, actionable, relevant, and time bound) goals address each Focus Area.

## 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 Priority: Success for All Students

<b>Due Date</b>	<b>Goal</b>	<b>Measure</b>	<b>Focus Area</b>	<b>Progress Reporting</b>
June 2022	Administrators, and the Board, when applicable, will act swiftly and comprehensively to address concerns or complaints of racism or discrimination at MSA including violations of related policies. Administrators will act to protect students from any staff retaliation and address retaliation swiftly.	All complaints will be investigated within one school day of the complaint the investigative process will begin. Administration will follow up to the complainant with as much information as legally allowed within 5 days of the completion of the investigation.	Inclusive curricula and instruction (Race/culture, ability, LGBTQQIP2SAA)	Admin Log
August 2022	All staff will have targeted DEI training focused on implicit bias and anti-racism.	100% of staff will have implicit bias and anti-racism training.	Inclusive curricula and instruction (Race/culture, ability, LGBTQQIP2SAA)	Dashboard
August 2022	Adjust the morning meeting schedule to insure administrative support at departmental and grade level meetings.	Morning meeting schedule will allow for admin support.	Inclusive curricula and instruction (Race/culture, ability,LGBTQQIP2SAA)	Admin Report
August 2022	All parents are invited to conferences during the school year and encouraged to contact teachers during office hours with their concerns.	Parental involvement for all parents.	Rigorous curricula and instruction	Admin Report
August 2022	MSA Department Chairs will be trained in professional learning communities.	One teacher from each department and principals will be trained in the PLC process.	Rigorous curricula and instruction	Dashboard
September	MSA will begin implementation of MTSS.	All 6th grade students get a semester of reading.	Achievement Gap	Dashboard

2022			Reduction	
September 2022	All staff will have training on the rights of students who receive special education, students who receive services under Section 504, and other protected classes.	See improvements in the percentage of special education students that are retained through graduation and what percentage of students take AP classes (versus what percentage of students score a 3 or higher).	Inclusive curricula and instruction (Race/culture, ability, LGBTQQIP2SAA)	Dashboard
September 2022	SST teams will assess monthly the cumulative homework load across the grade level.	In survey responses students report increased levels of satisfaction with quality and quantity of homework.	Inclusive curricula and instruction (Race/culture, ability,LGBTQQIP2SAA)	Dashboard
September 2022	Administrators will act to protect students from any staff retaliation and address retaliation swiftly.	All complaints will be investigated within one school day of the complaint and the investigative process will begin. Administration will follow up to complainant with as much information as legally allowed within 5 days of the completion of the investigation.	Inclusive curricula and instruction (Race/culture, ability, LGBTQQIP2SAA)	Admin Log
September 2022	MSA will begin implementation of MTSS.	Implementation of Tier 2 teacher intervention time built in schedule. 100% of intervention staff training summer 2022.	Rigorous curricula and instruction	Dashboard
September 2022	MSA will begin implementation of MTSS.	New 9th grade students get Freshman seminar.	Rigorous curricula and instruction	Dashboard
October 2022	MSA will have a graduation rate of at least 95% as reported by MDE's report card.	MDE report card.	Graduation	Dashboard

December 2022	A group of teachers and administrators will develop a walk-through or instructional rounds protocol that includes inclusive and culturally responsive look-fors for aid in building staff capacity to provide inclusive and culturally responsive curriculum and instruction.	A walkthrough protocol will be completed by December 2022.	Inclusive curricula and instruction (Race/culture, ability, LGBTQQIP2SAA)	Dashboard
January 2023	Begin study of equity and grading practices as part of the culturally responsive teaching framework.	100% of teachers will participate in conversations and training about equitable grading practices.	Rigorous curricula and instruction	Dashboard
June 2023	Develop a full literacy plan.	Reading staff will develop a plan to identify and assist students struggling with reading.	Achievement Gap Reduction	Dashboard
June 2023	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.	Test score results from ACT.	College/Career Readiness	Dashboard
June 2023	Develop a data tracking system to study why students leave MSA. This system needs to capture data about students who leave MSA and then do not graduate from high school.	Complete survey and records review for 100% of students who leave MSA.	Graduation	Dashboard
June 2023	Each teacher will demonstrate increased capacity to provide culturally responsive instruction in an informal or formal observation.	75% of teachers will show improved capacity for culturally relevant instruction as measured by the walkthrough protocol.	Inclusive curricula and instruction (Race/culture, ability, LGBTQQIP2SAA)	Dashboard
June 2023	By the end of 2022-23 all staff will have at least four hours of professional development around implicit bias and anti-racism including training on relevant MSA policies, such as Policy 413.	95% of instructional staff will have 4 hours of implicit bias training and anti-racism training.	Inclusive curricula and instruction (Race/culture, ability, LGBTQQIP2SAA)	Dashboard

June 2023	Expand and clarify that rigor can be different for each student in an inclusive educational setting. MSA teachers and EAs will be trained on differentiated instruction.	100% of teachers and EAs will have training on differentiated instruction.	Rigorous curricula and instruction	Dashboard
June 2023	Grade level teams will operate effectively as Student Support Teams, following the MSA SST process, and planning and implementing appropriate interventions based on data.	80% of all SST time will be focused on student success, interventions, and data. As measured by SST meeting minutes and admin observation.	Rigorous curricula and instruction	Dashboard
June 2023	Review all high school course offerings for alignment to student needs and the standards.	100% of PLCs will report on their curricular review and findings.	Rigorous curricula and instruction	Dashboard
June 2023	All parents invited to conferences twice during the 23-24 school year.	75% conference attendance at fall and spring conferences.	Rigorous curricula and instruction	Dashboard
June 2023	Build regular student town hall meetings into the school calendar.	At least 3 town hall meetings for students during the school year.	Rigorous curricula and instruction	Dashboard

### Strategic Priority: Organizational Support of MSA Vision and Mission

Due Date	Goal	Measure	Focus Area	Progress Reporting
April 2022	Off cycle pay raises.	100% of staff had a 3% pay increase.	Staffing	Admin Report
June 2022	Increased transparency about the investigation and open communication with the board and administration.	The administration and BOD will hold student town hall meetings at least 3 times per year. Information will be shared regarding the investigation as legally allowable.	Communication	Dashboard

July 2022	Board of Directors onboarding packet is updated to strongly convey board roles, responsibilities, and particular priorities for MSA in light of the recent investigation.	Board members sign off on their review of the onboarding materials.	Improved Governance	Admin Report
August 2022	Administration will provide regular updates to the board, staff, parents, and students, throughout 2022-23 on actions to address the findings of the investigation.	Administration will report progress on the strategic plan and investigative findings at regular meetings of the BOD.	Communication	Monthly Admin Report
August 2022	The board will outline a board training plan and timeline to address findings and recommendations of the investigation.	The board will establish and agree upon a plan.	Improved Governance	Dashboard
November 2022	Initiate Board training on governance.	Agenda and minutes document board training.	Improved Governance	Dashboard
November 2022	Consider changing bylaws to reduce the number of teacher board members or encourage more balanced representation.	Agenda and minutes document bylaws discussion.	Improved Governance	Dashboard
December 2022	Update Board and employee conflict of interest and code of ethics policies, as well as BOD bylaws to support teacher board members if performing their role.	Agenda and minutes document bylaws discussion.	Improved Governance	Admin Report

December 2022	Implement a process to allocate and track department budgets will be fully implemented.	Staff will be able to see and understand how to spend their departmental budgets. Administration will easily be able to see what has been spent and what is	Operations	Admin Report
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		outstanding.		
December 2022	MSA employee files will be organized and updated with performance reviews. All employees hired after October 2021 will have files that include a resume, transcripts, their offer letter, MSA salary history, and performance reviews.	Complete and accurate employment records.	Staffing	Admin Report
April 2023	Continued salary increases and a restructure of the salary scale to allow staff to move through it in less than 40 years.	Salary scale that is more in line with neighboring districts.	Staffing	Admin Report
June 2023	Students will be surveyed each year about MSA's climate. The survey will include an item or items asking about students' experiences with discrimination at MSA.	Survey results will be reported to the BOD.	Climate	Dashboard
June 2023	MSA Staff evaluation will be updated to include clear language around assessing professionalism in the workplace.	New staff evaluation form is complete and approved by the BOD.	Climate	Admin Report
June 2023	Reinstitute the Sunshine Committee to offer more staff social and extracurricular activities.	Staff will report a more inclusive work place on staff surveys.	Climate	Admin Report
June 2023	Increased transparency about the investigation and open communication with the board and administration.	The administration and BOD will hold town hall meetings at least 3 times per year. Information will be shared regarding the investigation as legally allowable.	Communication	Dashboard
June 2023	MSA policies and procedures will support improved governance. Complete a review of policies and procedures, including	Teacher, parent, and community board members will participate on board committees and subcommittees within their fiduciary roles. Policies will	Improved Governance	Admin Report

	function of Academics and Finance Committees and Policy Subcommittee to assure they support improved governance and the proper role of board members.	correctly and consistently describe the roles and responsibilities of teachers, administrators and board members as applicable. Documented changes in policies and procedures.		
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### Strategic Priority: Facilities and Infrastructure

<b>Due Date</b>	<b>Goal</b>	<b>Measure</b>	<b>Focus Area</b>	<b>Progress Reporting</b>
June 2022	Clear Tier 1 supports and documentation will be in place.	Data tracking system is in place.	Academic, Social, Emotional, Behavioral, and Mental Health Supports	Dashboard
June 2022	Hire an owner's representative (project manager).	Under contract by the July 2022 meeting.	Expansion	Dashboard
August 2022	Address SEL needs of students receiving special education services.	A school psychologist will be available to attend to students with IEPs SEL needs.	Academic, Social, Emotional, Behavioral, and Mental Health Supports	Admin Report
June 2023	MSA will provide stronger social emotional learning opportunities in advisory.	Students will engage in SEL lessons 3 times per month during advisory.	Academic, Social, Emotional, Behavioral, and Mental Health Supports	Dashboard
June 2023	Tier 1 supports and 2 interventions will be in place. Staff will be trained on interventions and implementation during opening week.	95% of students struggling will have a documented support or intervention plan in place.	Academic, Social, Emotional, Behavioral, and Mental Health Supports	Dashboard
September 2022	Opening week teacher training on Character Strong to reboot the program.	100% of classroom teachers will have additional Character Strong training focused on providing the tools needed for full implementation.	Academic, Social, Emotional, Behavioral, and Mental Health Supports	Dashboard

October 2022	Decide if we will move or stay on current land.	Board presentation no later than October 2022 meeting.	Expansion	Dashboard
January 2023	Study and report the findings of pathway curricular study in preparation for a block schedule.	A pathway recommendation will be made in January 2023.	Schedule, Handbooks, Policies, and Procedures	Admin Report
April 2023	Financing secured and construction ready to begin.	Board presentation no later than April 2023 meeting.	Expansion	Dashboard
May 2023	Revise and implement changes in the Staff Handbook, the Student/Parent handbook, Grading Handbook, and practices relating to Advanced Placement classes and other elective class admission, extracurricular participation, discipline, as well as excused and unexcused absences to address areas where there are deficiencies that disparately impact students with disabilities or who are in other protected classes.	Updated handbooks and written procedures are approved, when applicable, posted, and implemented.	Schedule, Handbooks, Policies, and Procedures	Admin Report
June 2023	Make recommendations to align policies for more equitable outcomes.	Administration will report to the BOD any policies and procedures that encourage disproportionate or racist practices including disciplinary actions such as detention or suspension.	Schedule, Handbooks, Policies, and Procedures	Admin Report

*Submitted by*

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