

# Annual Report 2020 - 2021

Duluth Public Schools Academy, 4020-07

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## **North Star Academy**

3301 Technology Drive  
Duluth, MN 55811  
218-728-9556

Our North Star Academy serves approximately 775 students in grades kindergarten through eight.

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## **Raleigh Academy**

5905 Raleigh Street  
Duluth, MN 55807  
218-628-0697

Our Raleigh Academy serves approximately 215 students in grades kindergarten through fifth.

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Duluth Public Schools Academy, also known as Duluth Edison Charter Schools, is charter school district 4020-07 in Minnesota organized to improve pupil learning and achievement, increase learning opportunities, use different and innovative teaching methods and create different and innovative forms of measuring outcomes. This report demonstrates how we have met these purposes.

Dedicated to academic and  
personal excellence for every student.



## DPSA Board

Our DPSA Board, made up of parents, community members and teachers, meets monthly for updates on the schools and to make policy decisions. Board standing committees include Executive Committee, Finance Committee and Personnel/Board Development Committee. Minutes of board and committee meetings are posted on our website. See pages 18-20 for a complete listing of board members and updates on their required training.

During the 2020-21 school year, administration and the board worked with Tischer Creek Duluth Building Company to design a long-range plan for outdoor space on the property next to the North Star building. Completion of the proposed construction on the Snowflake property began in the summer of 2021.

## Our Authorizer -- Innovative Quality Schools

2020-21 was year four of our second five year contract with Innovative Quality Schools (IQS). As an authorizer, IQS' mission is to authorize a variety of chartered schools in both urban and greater Minnesota, hold authorized schools accountable for achieving high standards as exemplified by each student being a successful learner prepared for the challenges and opportunities of the 21st century, and pursue schools that foster innovation in public education.

In our IQS issued score card for 2020-21, DPSA was identified as meeting or exceeding all targets. Scores for each of the five areas of review (on a 1 to 4 scale) included:

School Model 3.8  
Governance 3.475  
Student and School Performance 3.28  
Finance 4.00  
Operations 3.73  
Composite Score 3.657

Our contact person for IQS is Laurie Schroeder at 651-234-0900 or [lschroeder@iqsmn.org](mailto:lschroeder@iqsmn.org)  
Innovative Quality Schools  
PO Box 550  
Hutchinson, MN 55350



Expect a commitment of excellence from  
students, families and staff.

## Minnesota Comprehensive Assessments

One measure of student achievement is how the schools perform on the Minnesota Comprehensive Assessments (MCAs) in math, reading and science. Due to the COVID-19 pandemic, MCAs were taken, however accountability was not measured.

Raleigh Academy completed year three as a targeted support school related to MCA scores for special education students. The School Improvement Plan (SIP) continues to be carried out including consultation with a liaison from the Regional Center for Excellence.

### NORTH STAR

The percentage of **North Star** students in grades **three through eight enrolled on October 1** who earn achievement levels of proficient or exceeds the standards on all MCA assessments in reading will go from 56.7 percent proficient or exceeds in 2019 to 61 percent in 2021. Did not meet goal 50.4

The percentage of **North Star** students in grades **three through eight enrolled on October 1** who earn achievement levels of proficient or exceeds the standards on all MCA assessments in math will go from 53.9 percent proficient or exceeds in 2019 to 58 percent in 2021. Did not meet goal 36.1

### RALEIGH

The percentage of **Raleigh** students in grades **three through five enrolled on October 1** who earn achievement levels of proficient or exceeds the standard on all MCA assessments in reading will go from 50.7 percent proficient or exceeds in 2019 to 55.7 percent in 2021. Did not meet 47.4

The percentage of **Raleigh** students in grades **three through five enrolled on October 1** who earn achievement levels of proficient or exceeds the standard on all MCA assessments in math will go from 56.8 percent proficient in or exceeds in 2019 to 59.8 percent in 2021. Did not meet 43

## Standards Based Goal -- All Goals Met

The mean score for the standards selected below for grades K-5 at Raleigh and grades K-8 North Star would increase by .2 as measured from semester 1 (January) to semester 2 (June).

### READING (These 2 standards cross all grade levels)

Standard Grade.2.2.2.2-Main Idea (Non-Fiction) GOAL MET: from 2.15 to 2.58

Standard Grade.1.1.1.-Details and Inferences (Literature) GOAL MET from 2.28 to 2.85

### Math (There is only one standard that crosses all grade levels)

Standard Real World Problem Solving (Benchmarks K.1.2.1, 1.2.2.1, 2.1.2.5, 3.1.2.4, 4.1.1.5, 5.1.3.4, 6.1.3.4, 7.1.2.2, 8.2.4.2?)

GOAL MET from 2.27 to 2.75

## **DIBELS Goal (Dynamic Indicators of Basic Early Literacy Skills)**

### **North Star**

Evaluating DIBELS 2020-2021 beginning of the year Oral reading fluency-accuracy assessment given to students in 1st through 5th grades 59% of North Star students scored at Core support. Given targeted interventions in the classroom setting ( fluency interventions, readers theater, read to self) students, 62% of students will assess at core support at the end of year DIBELS assessment in May 2021. **GOAL MET: 80 PERCENT**

### **Raleigh**

Evaluating DIBELS 2020-2021 beginning of the year Oral reading fluency-accuracy assessment given to students in 1st through 5th grades 48% of Raleigh students scored at Core support. Given targeted interventions in the classroom setting (fluency interventions, readers theater, read to self) students, 51% of students will assess at core support at the end of year DIBELS assessment in May 2021. **GOAL MET: 79 PERCENT**

## **Quality Compensation (Q Comp) Goals**

We are a Quality Compensation, or Q Comp, school. This program focuses on opportunities for teacher leaders (lead teachers, curriculum coordinators), job embedded professional development, teacher observation and evaluation, and performance pay. In 2020-21, in the observation/evaluation process for teachers and professional staff, 15 percent were developing, 84 percent proficient and/or exemplary.

# Intervention Program Goals Report

As part of our Multi-Tiered Systems of Support (MTSS) program, we offered reading and social-emotional-behavior interventions to students for whom the additional support helped the student be more successful at school. The interventions are funded in part through the Alternative Delivery of Services (ADSIS) program. The 2020-21 goal results for these intervention programs are provided below.

## **SOCIAL-EMOTIONAL-BEHAVIOR (SEB):**

North Star: 29 North Star students received SEB intervention through ADSIS funds in 2020-21.

- 85% made significant improvement in their social-emotional-behavioral functioning and 11% some improvement. 50% of K-5 students improved their DIBELS percentile rank by 3 or more points from fall to spring. 70% of those that improved their percentile rank did so by 15 or more points. JA students did not participate in NWEA MAP testing in 2020-21.
- 80% of K-5 students had an attendance rate of 90% or better for at least 2 quarters in 2020-21. Attendance for middle school students was lower; 37% of JA students had an attendance rate of 90% or better for at least 2 quarters.
- 4 students were determined eligible for special education services.

Raleigh: 18 Raleigh students received SEB intervention through ADSIS funds in 2020-21.

- 77% made significant improvement in their social-emotional-behavioral functioning.
- 100% of grades 1-5 students improved their DIBELS percentile rank by 3 or more points from fall to spring, or maintained a PR of 98 or higher. 75% of those that improved their percentile rank did so by 5 or more points.
- 56% of students maintained an attendance rate of 90% or better during the 2020-21 school year and 62% maintained an attendance rate of 80% or better. 28% improved their attendance rate by 11 to 45 percentage points.
- 3 students were determined eligible for special education services.

# Provide a safe and accepting learning environment.

## Our School Climate and Culture

Our schools work within a Positive Behavior Interventions and Support (PBIS) framework. Each of our Academies has a PBIS team that oversees the programming and needs of students and staff in this area. We continue our work to provide more equitable and not punitive or exclusionary approaches in all we do.

### Highlights of our work in 2020-21 included:

Establishing and teaching new routines and expectations for distance and hybrid learning models, including the use of technology and COVID-related procedures such as physical distancing, face coverings and hand hygiene.

Establishing relationship and community-building practices in varied learning models including greetings at the door, virtual classroom circles and meetings, virtual office hours, and virtual clubs. Adjusting social emotional learning curriculum to be provided virtually through distance learning.

Reassignment of student support personnel time to increase support for attendance monitoring and intervention, student/family access to educational programming and resources, student/family access to community resources.

Implementation of a weekly JA student check in form with follow up from the School Social Worker when needed or other adults as requested by students.

Continued focus on restorative approaches to problem solving and discipline. More teachers trained in restorative circles and using community building circles in classrooms.

Establishment of an RJE Committee at Raleigh (Restorative Justice in Education) to coordinate regular professional development and coaching related to restorative principles and language, restorative conversations, and classroom circles to Raleigh teachers and staff.

Establishment of a task force to revise the DECS Code of Conduct to describe and emphasize proactive, instructive, and restorative approaches related to relationships and behavior across the school community.



# SCHOOL CULTURE AND CLIMATE GOALS

**DECS will work to create safe, supportive, and equitable learning environments that promote all students' academic, social and emotional development by:**

1. Intentionally building structures that promote supportive adult-student and peer relationships.
  - 1.1. For in-person learning, students will be greeted at the door and offered breakfast daily as measured by administrator observations.

**RESULTS:** Students had multiple people at the doors to greet them. Breakfast was within steps of each entrance. At times staff were able to do immediate problem solving with students based on observations. Staff also saw the same students on a regular basis building routines and relationships. Teachers also had a greeting procedure for each morning with their cohort. North Star Deans at bus doors each day and were able to engage and interact with students. The Deans were also able to meet students across academies and build relationships.
  - 1.2. In-person and at-home K-5 learners will start their school day with a daily morning meeting or circle as measured by classroom schedules.

**RESULTS:** All K-5 classroom/distance learning teachers held morning meetings or circles. Specialists teachers participated in morning meeting/circles each day
  - 1.3. Junior Academy students will be provided opportunities to connect with adults and peers through daily teacher office hours, a weekly check in form, and weekly club offerings as measured by academy schedules, analysis of form responses and student participation rates.

**RESPONSE:** JA students were able to attend multiple clubs each week. Office hours were scheduled each day. As a part of postcards from the pandemic, there was a check in form for students to complete if they needed a social worker to contact them. We also kept a weekly tracking sheet for students who were completing less than 20% of their work so we could see if it was across subject areas or just in one area. We contacted the families by email and if that wasn't successful, we then reached out to these families via phone, text, and/or Zoom.
  - 1.4. The Raleigh RJE Committee will provide monthly professional development and coaching related to restorative principles and language, restorative conversations, and classroom circles to Raleigh teachers and staff as measured by documentation of training. Raleigh classroom teachers will implement daily community-building circles and utilize restorative conversations when behavior categorized as classroom-managed occurs as measured by teacher report and Academy Director observation  
**RESPONSE:** Monthly professional development was provided via staff meetings, house meetings, and information shared via Raleigh News. Community Building Circles were held daily each morning. In the final RJE team meeting, teachers and other leaders have observed a marked increase in use of restorative language and conversations.
  - 1.5. Restorative practices will be used in response to student behavior categorized as office-managed as documented by office discipline referrals. (Restorative conversations, mediation, circle or conference to repair harm)  
**RESPONSE:** The utilization of restorative conversations, mediation and or circles/conferences to repair harm has become the method utilized by our Deans and others when students come to the office with behavioral challenges. During distance learning, the technology monitoring tool Go Guardian was utilized to assist in this.

**2. Providing explicit instruction in social emotional learning using evidence-based programs and practices**

2.1. Explicit instruction in and practice with social emotional skills will be provided daily in K-5 classrooms through the Second Step curriculum and supplementary activities as measured by a curriculum pacing guide.

**RESPONSE:** Weekly Second Step and supplementary lessons were incorporated daily within K-5 classrooms. Curriculum pacing guides were provided by Second Step Curriculum Coordinators. Classroom teachers utilized the pacing guide as a structure to ensure the progression of lessons was appropriately implemented. Social Thinking's We Thinkers Vol. 1 was also delivered to North Star kindergarten classes.

2.2. In the Junior Academy, explicit instruction in and practice with social emotional skills will be provided weekly through project-based learning that includes content aligned with the RULER skills and tools as measured by a curriculum pacing guide. (Marc Brackett, Yale Center for Emotional Intelligence).

**RESPONSE:** In the JA we completed more SEL lessons than we had planned. We had goal setting, a kindness theme, SEL lessons and a form if a social worker needed to reach out to a student. [We presented this to the board and the presentation is linked here.](#)

**3. Reviewing and revising the Code of Conduct to describe and emphasize proactive, instructive, and restorative approaches related to relationships and behavior across the school community** as measured by documentation of team meetings, school community engagement strategies and drafted revisions to the Code of Conduct.

**RESPONSE:** The DECS Code of Conduct Task Force was established in November 2020. [DECS CCTF Process & Meeting Record](#) Task force accomplishments include:

- Orienting task force members to the project
- Community-Building
- Review of sample Codes of Conduct provided by MDE
- Parent/Caregiver and input and feedback on core values, the school community and district practices through Virtual Town Hall Meetings and surveys.
- Student input and feedback through classroom circle discussions and a core value activity (K-5) and a survey (JA).
- Initial outreach to community leaders for input and feedback underway.

Initial input and feedback will be compiled over the summer and drafting of the new Code will begin in the fall with the goal of completion for the 2022-23 school year. Input and feedback will continue to be solicited from students, parents/ caregivers, staff and community leaders over the next year.

**4. Exploring coordinated partnerships with at least five community agencies that provide access to the resources necessary to engage with distance learning** as measured by documentation of meetings, partnerships established, and utilization rates. (technology, safe and supervised work space conducive to learning, mentoring/tutoring, food)

**RESPONSE:** In addition to our onsite childcare operated by the YMCA, contacts were established with 5 Duluth Youth Agencies: Boys & Girls Club Heritage Site, Boys & Girls Club Lincoln Park site, Valley Youth Center, YMCA Harbor Highlands Community Center & Neighborhood Youth Services-Washington Center. Administrators, school counselors and school social workers referred families to these organizations for programming and distance learning support and information was posted on our website. Our hope is that these partnerships will continue to develop. The identified organizations are providing input into our Code of Conduct revision process and have offered space for possible summer programming. In return, we continue to explore how we can support their missions. We have been invited to participate in monthly Duluth Youth Agency Coalition meetings (20 local agencies).

# Sustain a culture of teaching and living the following core values:

Respect • Responsibility • Compassion • Courage • Hope • Integrity • Justice • Wisdom

## Core Values

Our core values are at the heart of who we are as a school community. Each month we focus on a particular core value through K-5 morning meetings, grades 6-8 home bases and in our academic classes. We think about what it means to live these core values at school, home and the broader community. Each month at assemblies students who are exhibiting the core value of the month are recognized. Core values are also incorporated into

- Circles throughout the day: Morning (check in), midday (check up) and End of day (check out)
- Language instilled within conversations and teaching.
- Monthly assemblies at each academy
- Focus on monthly core value and teaching through activities, language and inclusion within the environment.



Appreciate each student's diverse character, culture and interests through an active approach to curriculum, programs and projects.

## Indian Education Update

Overview of American Indian Education Activities during the 2020-2021 academic year.

### 7 Generations Games

These online games were purchased and used in grades 3-8 classrooms. Games included Making Camp Lakota, Making Camp Premium, Forgotten Trail, AzTech: The Story Begins, and AzTech: Meet the Maya, and promoted math, social studies, and language arts skills.

### Books by Native Authors

These were an integral part of language arts classes and classroom libraries.

### Dreamcatchers Program

A team from DECS is participating in this MDE sponsored program to help ensure cultural sensitivity in our work related to our Multi-Tiered Systems of Support and special education evaluation.

### Maple Tree Tapping

Students had the opportunity to tap Maple trees with their class, as well as learn the Ojibwe story "Manaboozhoo, and the Maple trees," Students learned how to process the sap to make Maple Syrup. All students were able to sample the syrup.

### Family Drive Thru Dinner

The American Indian Parent Advisory Committee (AIPAC) hosted a fry bread taco night for both schools. Families also received the book "Fry Bread A Native American Family Story" by Kevin Noble Maillard with their pick up meals.

### Planned Projects Delayed due to COVID Pandemic

Snowflake trail project that would include marking of native plants with Ojibwe and English words or as part of our Q Code project.



Appreciate each student's diverse character and interests through an active approach to curriculum, programs and projects.

The 2020-2021 school year was like no other. Through a pandemic staff and students at North Star and Raleigh continued to amaze us with their creativity and flexibility. Our K-5 students were in hybrid learning for most of the year with a small chunk of time in distance learning. Our Junior Academy students were in distance learning until April and returned for hybrid learning. We also had a group of students who were in distance learning throughout the year.

Below are some of the highlights for each academy.

## Raleigh Academy

- Formed a Restorative Practices Team to continue our work to bring Restorative Practices school wide. All of our classrooms hold morning community building circles, use restorative language, and we have shifted away from punishments to teaching when behaviors arise.
- Our 5th grade students who were enrolled in our Essential Worker Childcare program and were onsite 5 days a week, took part in an FLL (First Lego League) robotics season and competition. This was the first time any of these students had participated in FLL. They were assisted by their coach, our STEAM specialist, Mrs. Ruhland. She was able to remotely coach, teach, and guide the group over Zoom. The team competed in their first competition in January. They did a tremendous job and won an award for their teamwork and hard work!
- In the Spring, when COVID numbers allowed, we were able to hold our end of year Field Day with some COVID precautions in place. Our K-2 & 3-5 students each had the chance to go to Irving Field and participate in the COVID safe fun and games. It was wonderful to see the students outdoors, playing games, and having fun in class.
- We were able to continue to recognize our Eagle Pride Students of the Week and Students of the Month through our daily announcements as well as video announcements for our distance learning students. Each week students who demonstrated our core value of the month were announced over the intercom for our in person learners, and shared via video with our distance learners.



## North Star K-5 Academy

- With hybrid learning came small class sizes. Students were in school 2 days a week and learning from home 3 days a week.
- Virtual core value assembly with hybrid and distance learners.
- 5th grade STEM activities - To prepare for STARBASE we completed design challenges to foster team building, creativity, and utilizing the engineering design process.
- K-5 Specialists had the unique opportunity of spending focused time building relationships with students in our new outdoor space. 20 minutes of devoted time to hiking, team building, and imaginative play.
- Pajama party and zoom story time with families during distance learning.
- End of year “field trips” were creative with on campus activities
  - Water day with a sprinkler and all those fun shenanigans outside!
  - Dance Party with Disco Inferno
  - Chalking the sidewalks and turnarounds with positive messages
  - Activities in Snowflake and around the trails
  - Maple syruping with instructional slide shows and stories.



## Junior Academy (grades 6-8)

- Amazing Race TIMES 2: one for each hybrid group: students worked in small groups to complete challenges that required teamwork and problem solving outside on the trails and using the natural resources.
- Postcards from the Pandemic: Schoolwide Social/Emotional learning project, weekly video lessons that rotated among academic classes during distance learning and then in hybrid classrooms. Students completed weekly journal entries about life during a pandemic and practiced emotional regulation skills. They completed a weekly check-in survey that school social workers monitored to see who needed extra support.
- Virtual Monster Mash and spirit week: students dressed up, took photos, and met in grade-level zooms to play charades and pictionary
- Weekly Ask the Teacher videos: students brainstormed questions that they wanted teachers to answer, and we met on zoom and made weekly videos answering their fun questions and then offering them a chance to respond in the chat on Schoology.
- SOAR check-ins for math/LA: video grade checks for families, weekly check-in zoom for support, social-emotional checks/support and academic support
- Hybrid visual schedule: kept all hybrid classes following the same plan and gave lots of great ideas and allowed teachers to share great ideas and links with other teachers. All teachers got students outside and worked on social skills and team-building, fun activities, and gave academic guidance during their continued distance learning in the hybrid classroom.

Uphold the professional innovation, creativity  
and collegiality of exceptional staff.

## Our Staff

Duluth Public Schools Academy staff was led by Bonnie Jorgenson, Head of School, who was the lead administrator (non-licensed per charter school law) for the school. Ms. Jorgenson completed her 21st year in that role. Ms. Jorgenson participated in professional development related to building cultural competency and restorative practices in education. She successfully completed her professional development plan.

The All School Lead team that worked with Ms. Jorgenson in coordinating the DPSA program for 2020-21 included Raleigh Academy Director Steve Ondrus, Technology Manager Harold Dols and Amanda Johnson, Director of Business Operations Tim Golden, Student Support Manager Heather Rappana, North Star Dean of Students Marc Wickstrom, North Star Dean of Students Ryan Dickinson, Special Education Coordinator Rachel Komarek, North Star K-5 Principal Tammy Rackliffe, and Junior Academy Principal Jennifer Fuchs.

## Staff Anniversaries of Service Recognition

**20 Year Honorees:** Larry Smith, Darcy Redenbaugh, Brenda Turman

**15 Year Honorees:** Kerri Jenko, Barb Mueller, Tim Harold, Steve Dontje, Jon Linder, Carolyn Rich

**10 Year Honorees:** Keely Wordelman, Tammy Tapa, Kristen Norrell

**5 Year Honorees:** Hunter Rackliffe, Dawn Lyons, Angela Kirchner, Terra Geissler

## Golden Feather Winners

Each spring, the DPSA Board invites families to nominate DECS staff members they feel exemplify our core values of respect, responsibility, compassion, justice, wisdom, integrity, hope and courage, in their day to day work in our school. Honorees in 2020-21 included:

Ella Brown, Raleigh, 1st Grade Teacher  
Sam Gray, North Star, Choir Teacher  
Jamie Halverson, District, 1st Grade Distance Learning Teacher  
Lisa Harold, District, 5th Grade Distance Learning Teacher  
Scott Johanik, North Star, 5th Grade Teacher  
Erin Lindgren, North Star, 1st Grade Teacher  
Cory Netland, North Star, Music Teacher  
Tammy Rackliffe, North Star, Principal  
Katie Rhuland, Raleigh, STEAM Teacher  
Rachel Skillings, Raleigh, Kindergarten Teacher  
Molly Steede, Raleigh, 2nd Grade Teacher  
Shanna Thiede, North Star, Kindergarten Teacher



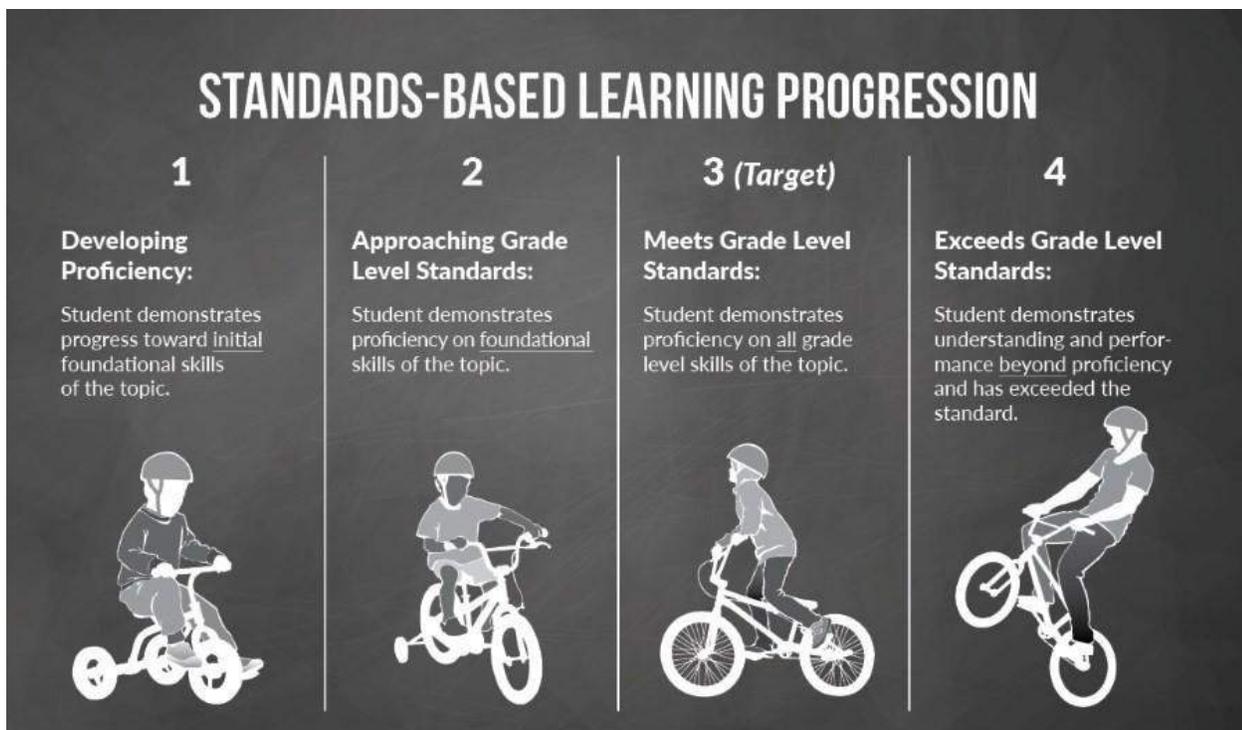
## Standards Based Assessments and Reporting

In 2020-21, we continued to move to a standards-based reporting system that communicates how well a student is performing in relation to grade level standards. Professional development for staff focused on identifying essential standards for students at each grade level in math and reading. This is a five year process. Initial grading in math and/or reading at several grade levels occurred and teachers worked on developing assessments.

Student performance on individual standards isn't combined into a single grade, so the report for one class includes multiple standards for that subject area. State standards are shown along with the students' level of mastery at the end of the grading period. Rather than receiving arbitrary points or letter grades, students must demonstrate proficiency on learning standards. Students aren't penalized for mistakes made while they are learning and are encouraged not to give up until they reach their goals. This provides a better understanding of student strengths and needs.

We also report on "skills of successful learners" which represent student behaviors that lead to success as a student and contribute to future success in educational, career, and personal pursuits. At the middle school level, we report on skills such as daily work, collaboration, and respect.

Standards-based grading shifts the focus from earning points to learning. Rather than worrying about how much an assignment is worth or if it is going to be graded, students focus on learning and growth. Students also have a clearer understanding of which concepts they still need to work on and which ones they have mastered. Freeing students from the pressure of receiving a certain letter grade allows them to take more educational risks, which deepens their learning experience. The learning progression is shown below. The target is to have students reach the grade level standard, which is represented by the number 3.



# Require sound and responsible business and operational management practices.

## Enrollment and Demographics

In 2020-21, 1,197 students attended our schools. Our student demographics included:

Hispanic	4.1 percent
American Indian	4.1 percent
Asian	0.4 percent
Black/African American	4.4 percent
White	76.8 percent
Two or more races	10.1 percent
Special Education	23.2 percent
Free and Reduced	34.5 percent
Homeless	0.2 percent



Retention Rate: 82.47%

Attrition Rate: 17.53

## Customer Satisfaction

Our annual customer satisfaction survey for parents, staff, and students showed ongoing positive ratings. Within the survey respondents were able to select the most successful aspects during the COVID year of in person, hybrid and distance learning. Consistently the three areas amongst all 3 surveyed were:

1. Accessing reliable technology
2. Staying healthy
3. Engaging in learning



Level of Learning a lot/some	Raleigh Academy	North Star K-5 Academy	North Star 6-8 Academy
Students	75.0	73.4	79.4
Parents	77.4	82.7	73.2
Staff	78.6	87.2	58

## 2020-21 Financial Overview

Our audits for the past five years were completed and classified as unqualified, a strong rating. The FY20-21 audit report was completed on time and timely submissions were made to all governmental agencies. We had a single audit Finding related to TCDBC and an old escrow account tied to building North Star. Our bond rating was reviewed in July and we continue to have a strong BB+ stable rating. The financial position of the school remains strong. Duluth Public Schools Academy has internal controls in place that meet the standards set by the auditors. The board has a Finance Committee that meets every month prior to the board meeting to monitor the budget and ensure that operations are proceeding in a fiscally responsible direction and reflect the Mission and Vision of the School. Our full audits can be found at [www.duluthedison.org](http://www.duluthedison.org).

### DULUTH PUBLIC SCHOOLS ACADEMY CHARTER SCHOOL NO. 4020

Statement 4

#### STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE GOVERNMENTAL FUNDS For The Year Ended June 30, 2021

	General Fund	Food Service	Community Service	Totals
<b>Revenues:</b>				
Local sources	\$102,685	\$3,521	\$ -	\$106,206
State sources	17,701,173	590	2,028	17,703,791
Federal sources	1,331,218	569,107	5,972	1,906,297
Investment income	344	-	-	344
Total revenues	<u>19,135,420</u>	<u>573,218</u>	<u>8,000</u>	<u>19,716,638</u>
<b>Expenditures:</b>				
Current:				
District support services	2,176,221	-	-	2,176,221
Regular instruction	4,920,512	-	-	4,920,512
Special education	6,612,519	-	-	6,612,519
Community education	-	-	8,579	8,579
Instructional support services	492,012	608,957	-	1,100,969
Pupil support services	1,989,763	-	-	1,989,763
Site, building and equipment	2,466,649	-	-	2,466,649
Fiscal and other fixed costs	161,107	-	-	161,107
Capital outlay	8,716	3,028	-	11,744
Total expenditures	<u>18,827,499</u>	<u>611,985</u>	<u>8,579</u>	<u>19,448,063</u>
Revenues over (under) expenditures	307,921	(38,767)	(579)	268,575
<b>Other financing sources:</b>				
Transfers in	10,139	-	-	10,139
Net change in fund balance	318,060	(38,767)	(579)	278,714
Fund balance - beginning	<u>3,644,843</u>	<u>138,750</u>	<u>38,987</u>	<u>3,822,580</u>
Fund balance - ending	<u>\$3,962,903</u>	<u>\$99,983</u>	<u>\$38,408</u>	<u>\$4,101,294</u>

### DSCR Calculation

Net change in fund balance	\$ 318,060.00
Additions:	
Payments on lease (no modular)	\$ 1,620,516.20
Capitalized assets (outlay)	\$ -
Net income available for debt service	\$ 1,938,576.20
Divided by annual debt service	<u>\$ 1,221,509.40</u>
<b>FY21 DSCR</b>	<b>1.59</b>

### Days Cash On Hand Calculation (DCOH)

FY21 Expenses Fund 01	\$ 18,827,499.00
Number of days in the year	365
Burn Rate in days	\$ 51,582.19
Cash on Hand FY21 Fund Balance (01)	<u>\$ 3,962,903.00</u>
<b>FY21 DCOH</b>	<b>77</b>

45 DCOH Required Minimum

## MDE 20-21 School Finance Award

Again this year, we received the Minnesota Department of Education School Finance Award. This award recognizes schools for:

- 1) Timely submission of financial data and compliance with Minnesota Statute
- 2) Presence of select indicators of fiscal health, and
- 3) Accuracy in financial reporting



# School Governance

2020-21 School Year Charter Public School Board

This table contains information for ALL board members.

2020-21 Election Date: November 17, 2020

2021-22 Anticipated Election Date: November 16, 2021

Name	Board Position	Group Affiliation	Date Elected	Date Seated	Term Expiration	Phone Number	Email Address @duluthedison.com	Meeting Attendance
Hodgman, Hilary	Immediate Past President	Community Member	1/19/21	1/19/21	1/15/22	218-591-0416	hilary.hodgman@duluthedison.com	10/10
Richey, Andrew	Co-Vice President	Community Member	11/26/19	1/21/20	1/17/23	218-221-6202	andrew.richey@duluthedison.com	10/10
Grill, Kristin	Co-Vice President	Community Member	11/27/18	1/15/19	1/15/22	218-428-8832	kristin.grill@duluthedison.com	10/10
Steile, Drew	Secretary	Teacher	11/26/19	1/21/20	1/17/23	218-728-9556	drew.steile@duluthedison.com	10/10
Hanson, Lon	Treasurer	Parent	11/28/17	1/16/18	1/16/21	218-428-5411	lon.hanson@duluthedison.com	9/10
Spoelhof, Gerard "Dave"	Board Member	Community Member	11/26/19	1/21/20	1/17/23	218-724-2055	dave.spoelhof@duluthedison.com	10/10
Bruggman, Amanda	Board Member	Community Member	11/27/18	1/15/19	1/15/22	218-310-5360	amanda.bruggman@duluthedison.com	8/10
Goldberg, Ryan	Board Member	Parent	1/26/20	2/11/20	1/17/23	218-390-5485	ryan.goldberg@duluthedison.com	9/10
Lightfeather, Amber	Board Member	Parent	11/27/18	1/15/19	1/15/22	218-216-5300	amber.lightfeather@duluthedison.com	7/10

## Duluth Public Schools Academy Board

### Board Members and Required Board Training Completion Dates

Board Member	Employment Matters	Financial Matters	Board Governance	Training Compliance
Kim Oppelt				ongoing training detailed below
Sheila Kruger				ongoing training detailed below
Hodgman, Hilary				Initial requirements met in previous year, ongoing training detailed below
Richey, Andrew				Initial requirements met in previous year, ongoing training detailed below
Grill, Kristin				Initial requirements met in previous year, ongoing training detailed below
Steile, Drew				Initial requirements met in previous year, ongoing training detailed below
Spoelhof, Gerard "Dave"				Initial requirements met in previous year, ongoing training detailed below
Bruggman, Amanda				Initial requirements met in previous year, ongoing training detailed below
Goldberg, Ryan				Initial requirements met in previous year, ongoing training detailed below
Lightfeather, Amber				Initial requirements met in previous year, ongoing training detailed below

### DPSA Board Members Annual Training

At their January 11, 2020 board retreat, members received training on restorative practices and special education finance. In 2019-20, the Board continued the practice of "Board Leadership Trainings " (BLTs) at their regular meetings. These are 10-15 minute presentations. Training sessions included Role of the Authorizer and Scorecard, Raleigh School Improvement Plan, Special Education Funding, and Roberts Rules. All board members also completed online training related to FERPA.

At their May 20, 2020 board retreat, training was provided on the school's literacy plan and school finance. The board also reviewed and discussed the purpose of the DPSA strategic plan and the items included in it.

All board members have completed the FERPA online training.