



TESFA INTERNATIONAL SCHOOL
Global Minds with Minnesota Hearts

Board Agenda

6:00 p.m. November 16, 2020

Meeting Location: 1555 40th Avenue NE, 2nd Floor, Columbia Heights, MN 55421

Mission

Through a global-minded education, we empower and prepare all students with the empathy, knowledge, and skills to take risks and pursue goals that contribute meaningfully to their community.

1.0 CALL TO ORDER & ORGANIZATIONAL MEETING-

Present: Absent:

2.0 CONFLICT OF INTEREST DECLARATIONS

3.0 APPROVAL OF AGENDA

Motion by: Seconded by: . Yea: 0 Nay: 0

4.0 COMMENTS FROM CITIZENS PRESENT

5.0 APPROVAL OF THE CONSENT AGENDA

The consent agenda consists of routine matters of business taken as one motion. Board members may request to remove from the consent agenda any items they believe warrants board discussion or a separate vote. These consent items include:

- Personnel Items - None
- October 19, 2020 Minutes

The Executive Director recommends the School Board approve the Consent Items as detailed in the enclosure.

Motion by: Seconded by: Yea: 0 Nay: 0



TESFA INTERNATIONAL SCHOOL
Global Minds with Minnesota Hearts

6.0 Monthly Financials -

6.01 Approval of October 2020 Financial Report and Payment of Bills

Motion by: Seconded by: Yea: 0 Nay: 0

7.0 Presentations and Discussion Items

7.01 Learning Model Update - Distance Learning Starting November 30 - January 8 (minimum)

7.02 Teacher Observation, Evaluation and Coaching Plan and Progress

8.0 ACTION ITEMS

8.01 Approve 2019-2020 Annual Report and World's Best Workforce Report

Motion: Second: Yea: 0 No: 0

9.0 DECEMBER AGENDA ITEMS

- Fall 2020 MAP Data
- Policy Review Calendar

11.0 ADJOURNMENT

Motion to adjourn meeting. Motion by: Seconded by: Yea: 0 Nay: 0



TESFA INTERNATIONAL SCHOOL
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Board Minutes

6:00 p.m. October 19, 2020

Meeting Location: 1555 40th Avenue NE, 2nd Floor, Columbia Heights, MN 55421

Mission

Through a global-minded education, we empower and prepare all students with the empathy, knowledge, and skills to take risks and pursue goals that contribute meaningfully to their community.

1.0 CALL TO ORDER & ORGANIZATIONAL MEETING-

Present: Patrick Ebner, Beth Al-Qudah, Megan Kufahl, Mohamed Selim, John Groenke, Abby Hendricks, Jonas Beugen, Joe Aliperto, Abdirashid Abdi (guest - AIM Academy), Kou Vang (guest - JB Vang)

Absent: Amir Orandi

2.0 CONFLICT OF INTEREST DECLARATIONS

none

3.0 APPROVAL OF AGENDA

Motion by: John G. Seconded by: Mohamed S. Yea: 6 Nay: 0

4.0 COMMENTS FROM CITIZENS PRESENT

Visitors attending the meeting who wish to address the school board may do so at this time.

Ismail Shik (Community Liason for Tesfa) - Shared thoughts re: moving to new building and how it would help him recruit children - moving out of a church and into a school building. Muslim community is uncommfortable with being a church. Families also want K-8 (not separating the students to different schools).

5.0 APPROVAL OF THE CONSENT AGENDA

The consent agenda consists of routine matters of business taken as one motion. Board members may request to remove from the consent agenda any items they believe warrants board discussion or a separate vote. Thes consent items include:

- Personnel Items



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- August September 21, 2020 Minutes

The Executive Director recommends the School Board approve the Consent Items as detailed in the enclosure.

Motion by: Mohamed S. Seconded by: John G. Yea: 6 Nay: 0

6.0 Monthly Financials -

6.01 Approval of September 2020 Financial Report and Payment of Bills

Motion by: Abby H. Seconded by: Megan K. Yea: 6 Nay: 0

7.0 Presentations and Discussion Items

7.01 Phase 2 Update - 100% of “in person” students in attendance, still below the county level for CoVID cases for distance learning.

7.02 Future Facility, Partnership & Grade Expansion Planning

Kou Vang - President - JB Vang

3 Options

- 1) Wait until July and form a building cooperation, could get a short term lease with a buy-out
- 2) Non-affiliated building company - they can purchase and allow Tesfa to assume the bonds after building company is set up by Tesfa.
- 3) Submit affiliated building company, etc but can't get approved until July 1.

Abdirashid Abdi - Executive Director, AIM Academy - Potential partnership with AIM Academy to share the space in the Noble Academy building. AIM will open fall 2021, grades 6-12. Willing to share transportation, specialist teachers, building costs, etc.

Lease Aid: 2 schools in one building? More pupil driven vs. building driven.

Board Discussion:

Sharing building: Pros/Cons with sharing older students. Good examples? Bad examples?

More opportunities to diversify our community - West African, Middle Eastern, etc. Not only recruiting from the Somali community.



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How will this compare to our move from St. Paul? Apples to Oranges - no director in place until June, longer commute for St. Paul families, etc. You can expect to lose 25% of base for a move over 2.5 miles.

Reputation is going to help the move - retaining families.

Adding an upgrade school will give parents a place to send their whole family.

8.0 ACTION ITEMS

8.01 Authorize Executive Director to negotiate an agreement with JB Vang for representation for services related to exploring a potential relocation.

Motion: Mohamed S. Second: Beth A. Yea: 6 No: 0

8.02 Teacher Evaluation Policy #494 Revision

Motion: John G. Second: Abby H. Yea: 6 No: 0

9.0 NOVEMBER AGENDA ITEMS

- Detailed Teacher Observation and Coaching Plan 2020-2021
- Approve 2019-2020 Annual Report and World's Best Workforce Report
- Fall 2020 MAP Data
- Policy Review Calendar
- Continue Discussion on Possible Site Change

11.0 ADJOURNMENT

Motion to adjourn meeting. Motion by: Megan Seconded by: Beth Yea:6 Nay: 0



Financial Updates for October 31, 2020

OVERVIEW:

The financials show the FY21 Revised Budget which is based on 150 ADM.

BALANCE SHEET:

The school's cash balance was \$740,495 as of 10/31/20. Amounts are due from federal receivables and most of both should be received this fall.

INCOME STATEMENT SUMMARY:

As of October 31, 2020 the total revenues were \$891,015 which represents 26% of total budgeted revenues.

As of October 31, 2020 the total expenses were \$705,311 which represents 24% of total budgeted expenditures.

Certain expenses are offset in part with local revenues.

GRANTS:

The school recently applied and was approved for the Corona Relief Funds. This allows for support of distance learning and social distancing at the school. The award for this opportunity is \$70,161.

CASH FLOWS:

The cash flow reflects the 10% holdback of state aid and 24 payment schedule.

ADDITIONAL INFORMATION:

The financials are on a cash basis.



Tesfa International School

Financial Dashboard for:

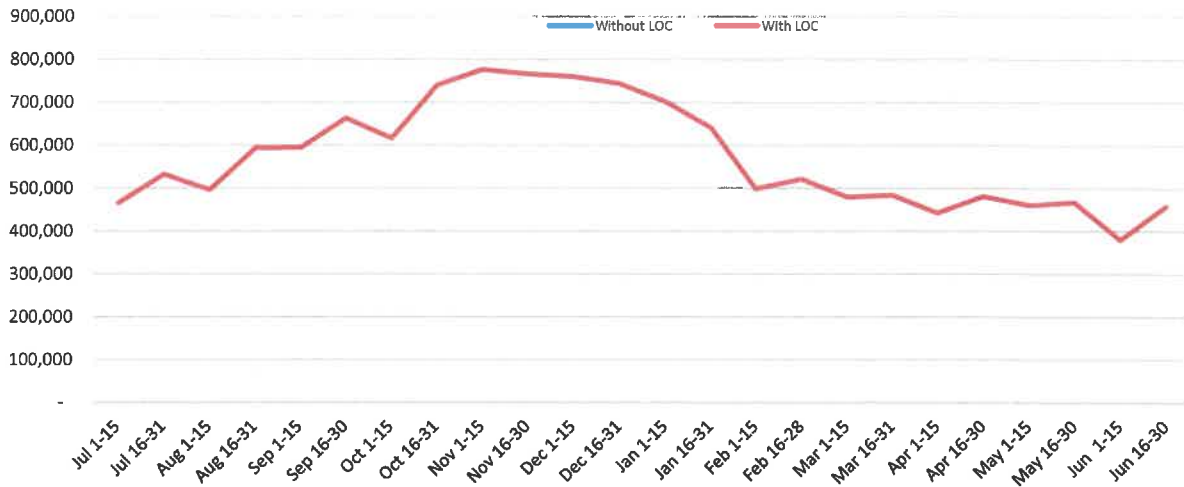
10/31/2020

Student Count

| | | | |
|----------------------|--------|-------------------|--------|
| Actual Current ADM: | 150.00 | ADM from Budget: | 150.00 |
| Actual Current WADM: | 150.00 | WADM from Budget: | 150.00 |

| | YTD Actual | | YTD Budget Target | |
|------------------------|--------------|-----|-------------------|-----|
| Revenue | \$891,014.67 | 29% | \$1,041,875.87 | 33% |
| Expense | \$705,311.23 | 24% | \$991,344.62 | 33% |
| Change in Fund Balance | \$185,703.44 | | \$50,531.25 | 33% |

Cash Balance Projection





Tesfa International School
Financial Dashboard for:

10/31/2020

Financial Ratios:

| | YTD Actual | FY21 Budget | Required |
|--|------------|-------------|----------|
| (A) Unrestricted Cash and Investments | 740,495 | 458,608 | |
| (B) Total Operating Expenses | 705,311 | 2,974,034 | |
| Cash on Hand Ratio ((A x 365) / B) | 127.74 | 56.28 | 45 |
| (A) Beginning Fund Balance | 486,991 | 486,991 | |
| (B) Revenues | 891,015 | 3,125,628 | |
| (C) Expenditures | (705,311) | (2,974,034) | |
| (D) Ending Fund Balance | 672,694 | 638,585 | |
| Fund Balance as a % of Expenditures (-C / D) | 95.4% | 21.5% | 25% |
| (A) Annual Net Income | 185,703 | 151,594 | |
| (B) Lease Payment | 262,800 | 262,800 | |
| Debt Service Coverage Ratio (A + B) / B | 1.71 | 1.58 | 1.1 |

Upcoming Deadlines:

| Task | Due Date |
|--|---------------------------|
| FY20 Audit | August 2020 |
| Quarterly Financial Reports of School and Building Company | 45 Days After Quarter End |
| Quarterly Current Student Waiting List | 45 Days After Quarter End |
| All Required Applications to MDE for Title, Special Education, Other | June 30th, 2020 |
| Apply for Building Lease Aid | June 30th, 2020 |
| Prior Year Audited Financials | November 30th, 2020 |
| Carry Automobile and Workers Compensation Insurance | Ongoing Renewals |

These financials were compiled from information supplied by school management. They are unaudited and should be used for management purposes only.

**Tesfa International School
Balance Sheet
10/31/2020**

| Descriptions | General | Food | Fixed | Total |
|---|-----------------|---------------|---------------|-----------------|
| Assets | | | | |
| Current Assets | | | | |
| Checking Accounts | 726,826 | 13,669 | - | 740,495 |
| Accounts Receivable | - | - | - | - |
| Due from State | (124,302) | - | - | (124,302) |
| Due from Federal | 19,757 | - | - | 19,757 |
| Due from Other Funds | 1,057 | - | - | 1,057 |
| Estimated Audit Accrual | - | - | - | - |
| Prepaid AP Expenditures | - | - | - | - |
| Total Current Assets | 623,338 | 13,669 | - | 637,008 |
| Fixed Assets | | | | |
| Equipment | - | - | 162,692 | 162,692 |
| Property & Equipment under Cap. Lease | - | - | - | - |
| Accum Depr Buildings | - | - | (150,796) | (150,796) |
| Accum Depr On Equip. | - | - | - | - |
| Total Fixed Assets | - | - | 11,896 | 11,896 |
| Total Assets | 623,338 | 13,669 | 11,896 | 648,903 |
| Liabilities & Fund Balance | | | | |
| Current Liabilities | | | | |
| Accounts Payable | (111) | - | - | (111) |
| Due to Other Funds | - | 1,057 | - | 1,057 |
| Payroll Liabilities | (36,634) | - | - | (36,634) |
| Short Term Indebtedness | - | - | - | - |
| Total Current Liabilities | (36,744) | 1,057 | - | (35,687) |
| Fund Balance | | | | |
| Investment Fixed Assets | - | - | 11,896 | 11,896 |
| Restricted Fund Balance | - | - | - | - |
| Unassigned Fund Balance - 6/30/2020 | 486,991 | - | - | 486,991 |
| Net Income/(Loss) - FY21 | 173,092 | 12,612 | - | 185,703 |
| Total Fund Balance | 660,083 | 12,612 | 11,896 | 684,590 |
| Total Liabilities & Fund Balance | 623,338 | 13,669 | 11,896 | 648,903 |

State Holdback Calculation:

| | |
|--|----------------------|
| **Total Fiscal Year School Budgeted State Revenues | 2,687,931 |
| Prorated Fiscal Year-to-Date (4 of 12 months) | 33% |
| Total Fiscal Year-to-Date Budget (October 2020) | 887,017 |
| State Holdback Percentage | 10% |
| Total Estimated Year-to-Date Holdback | <u><u>88,702</u></u> |

*Based on the assumptions that actual ADMs and state aid payments are based on an ADM of 150

**Tesfa International School
Summary Income Statement
Fiscal Year 2021
For Period Ending October 31, 2020**

| | Month Activity | Year-to-Date Activity | FY21 Revised Budget 150 ADM | % of Budget |
|----------------------------------|-------------------|--------------------------|-----------------------------------|----------------|
| GENERAL FUND 01 | | | <i>Targeted Percent</i> | 33% |
| REVENUE | | | | |
| State Aid Revenue | | | | |
| Endowment Fund Apportionment | - | 3,811 | 7,282 | 52% |
| General Education Aid | 108,655 | 645,555 | 1,862,979 | 35% |
| Long Term Facility Maintenance | - | - | 19,800 | 0% |
| Literacy Incentive Aid | - | - | 9,450 | 0% |
| Lease Aid | - | - | 197,100 | 0% |
| State Special Education | 108,872 | 224,681 | 591,320 | 38% |
| Total State Aid Revenue | 217,527 | 874,048 | 2,687,931 | 33% |
| State Audit Accrual | - | - | - | N/A |
| Federal Aid Revenue | | | | |
| Title I | - | - | 74,425 | 0% |
| Title II | - | - | 12,028 | 0% |
| Title III | - | - | 18,404 | 0% |
| Title IV | - | - | 16,089 | 0% |
| Federal Special Education | - | - | 29,524 | 0% |
| Esser Formula | - | - | 53,838 | 0% |
| Esser Grant | - | - | 8,407 | 0% |
| GEER money | - | - | 9,353 | 0% |
| Covid Relief Funds | - | - | 70,161 | 0% |
| Total Federal Aid Revenue | - | - | 292,228 | 0% |
| Other Revenue | | | | |
| 3rd Party Billing | - | 2,909 | - | N/A |
| Donations | - | - | 125 | 0% |
| Misc. Revenue/E-Rate | - | - | 3,500 | 0% |
| Total Other Revenue | - | 2,909 | 3,625 | 80% |
| TOTAL REVENUE | 217,527 | 876,957 | 2,983,785 | 29% |
| EXPENDITURE | | | | |
| Administration | | | | |
| Salaries | 14,080 | 53,848 | 164,900 | 33% |
| Benefits | 4,539 | 17,754 | 58,192 | 31% |
| Purchased Services | 10,371 | 36,113 | 122,637 | 29% |
| Supplies | 442 | 11,395 | 22,163 | 51% |
| Equipment | - | - | - | N/A |
| Dues/Membership | 150 | 150 | 18,000 | 1% |
| Total Administration | 29,583 | 119,260 | 385,892 | 31% |

Tesfa International School
Summary Income Statement
Fiscal Year 2021
For Period Ending October 31, 2020

| | Month Activity | Year-to-Date Activity | FY21 Revised Budget 150 ADM | % of Budget |
|--|-------------------|--------------------------|-----------------------------------|----------------|
| General Education | | | | |
| Salaries | 68,034 | 169,110 | 631,680 | 27% |
| Benefits | 17,912 | 54,329 | 228,597 | 24% |
| Purchased Services | - | - | 22,000 | 0% |
| Supplies | 6,845 | 17,273 | 27,148 | 64% |
| Equipment | 1,942 | 5,826 | 13,594 | 43% |
| Dues/Memberships | - | - | - | N/A |
| Total General Education | 94,734 | 246,538 | 923,019 | 27% |
| Salaries Payable Accrual | - | - | - | N/A |
| Title Programs | | | | |
| Title I | 530 | 1,329 | 74,425 | 2% |
| Title II | - | - | 12,028 | 0% |
| Title III & IV | - | - | 34,493 | 0% |
| Total Title Programs | 530 | 1,329 | 120,946 | 1% |
| State Special Education | | | | |
| Salaries | 25,605 | 63,162 | 331,800 | 19% |
| Benefits | 11,107 | 30,209 | 148,679 | 20% |
| Purchased Services | 2,059 | 11,099 | 144,000 | 8% |
| Supplies | 1,640 | 1,640 | - | N/A |
| Equipment | - | - | - | N/A |
| Total State Special Education | 40,412 | 106,110 | 624,479 | 17% |
| Federal Special Education | | | | |
| Purchased Services | 1,976 | 3,753 | 23,524 | 16% |
| Supplies | - | - | 6,000 | 0% |
| Total Federal Special Education | 1,976 | 3,753 | 29,524 | 13% |
| CRF Expenditures | 4,560 | 45,103 | 70,161 | 64% |
| CARES Expenditures | - | 4,867 | 71,598 | 7% |
| Instructional Support | | | | |
| Purchased Services | 1,120 | 1,520 | - | N/A |
| Total Instructional Support | 1,120 | 1,520 | - | N/A |
| Student Support | | | | |
| Salaries | 4,707 | 11,607 | 62,600 | 19% |
| Benefits | 1,510 | 3,864 | 25,687 | 15% |
| Purchased Services | 12,408 | 25,908 | 153,282 | 17% |
| Supplies | - | 13,524 | 20,200 | 67% |
| Total Student Support | 18,624 | 54,902 | 261,769 | 21% |
| Facility | | | | |
| Purchased Services | 5,804 | 33,043 | 72,537 | 46% |
| Facility Lease | 21,138 | 84,552 | 262,800 | 32% |
| Supplies/Equipment | 946 | 2,887 | 18,612 | 16% |
| Total Facility | 27,888 | 120,482 | 353,949 | 34% |
| TOTAL EXPENDITURE | 219,427 | 703,865 | 2,841,336 | 25% |
| NET INCOME/LOSS - GENERAL FUND 01 | (1,900) | 173,092 | 142,448 | |

**Tesfa International School
Summary Income Statement
Fiscal Year 2021
For Period Ending October 31, 2020**

| | Month Activity | Year-to-Date Activity | FY21 Revised Budget 150 ADM | % of Budget |
|---|-------------------|--------------------------|-----------------------------------|----------------|
| FOOD SERVICE FUND 02 | | | | |
| REVENUE | | | | |
| Local Revenue | - | - | - | N/A |
| State Aid | 193 | 193 | 2,800 | 7% |
| Federal Aid | 9,134 | 13,865 | 139,043 | 10% |
| TOTAL REVENUE | 9,327 | 14,058 | 141,843 | 10% |
| EXPENDITURE | | | | |
| Salaries | - | - | - | N/A |
| Benefits | - | - | - | N/A |
| Purchased Services | - | - | 420 | 0% |
| Supplies | 1,446 | 1,446 | 132,278 | 1% |
| Equipment | - | - | - | N/A |
| TOTAL EXPENDITURE | 1,446 | 1,446 | 132,698 | 1% |
| NET INCOME/LOSS - FOOD SERVICE FUND 02 | 7,881 | 12,612 | 9,145 | |
| NET INCOME/LOSS - ALL FUNDS | 5,981 | 185,703 | 151,594 | |

Tesfa International School
Payment Register - October 2020
Fiscal Year 2020-2021

| CHECK DATE | VENDOR | INVOICE DESCRIPTION | CHECK NUMBER | AMOUNT |
|-----------------------|---|---|--------------|-----------|
| Regular Checks | | | | |
| 10/01/20 | Rides Safe Transportation, LLC | September Transportation | 6343 | 2,760.00 |
| 10/02/20 | MSP Transportation | September Transportation - CARES & SpEd | 6345 | 6,720.00 |
| 10/05/20 | CHANIN SMITH | Office Supplies | 11966 | 37.95 |
| 10/05/20 | CPI | Annual Membership Fee | 11967 | 150.00 |
| 10/05/20 | CREATIVELY FOCUSED | SpEd Director, Behavioral Specialist, Office Specialist, Psychologist | 11968 | 1,038.41 |
| 10/05/20 | Dieci School Finance | September Financial Services | 11969 | 3,798.60 |
| 10/05/20 | FIRST LUTHERAN CHURCH | October Lease, Utilities, Custodial, Bags, Playground Lease | 11970 | 26,082.99 |
| 10/05/20 | INTEGRATIVE THERAPY, LLC | Occupational Therapy | 11971 | 969.76 |
| 10/05/20 | IXL LEARNING CENTER | IXL Site License | 11972 | 4,563.00 |
| 10/05/20 | JONAS BEUGEN | Voice Shot, Curriculum | 11973 | 721.20 |
| 10/05/20 | Mary Higgins | September Hours | 11974 | 859.25 |
| 10/05/20 | Office Depot | Office & Class Supplies | 11975 | 274.33 |
| 10/05/20 | Pitney Bowes, Inc | Postage Machine Lease | 11976 | 32.00 |
| 10/05/20 | PK PROPERTY SERVICES . LLC | Bathroom Supplies | 11977 | 225.00 |
| 10/05/20 | PreferredOne Insurance Company | September Health Insurance | 11978 | 19,326.00 |
| 10/05/20 | SpEd Forms Inc. | SpEd Forms Plus, MA Forms | 11979 | 1,639.94 |
| 10/05/20 | WELLS FARGO VENDOR FIN SERV | Apple iPad Lease | 11980 | 1,941.84 |
| 10/14/20 | ABBY HENDRICKS | Class Supplies | 11981 | 93.43 |
| 10/14/20 | Blue Bell Enterprises, Inc | August Breakfast & Lunch | 11982 | 1,446.20 |
| 10/14/20 | Clifton Larson Allen | Progress Billing | 11983 | 800.00 |
| 10/14/20 | COLONIAL LIFE | September Premiums | 11984 | 391.72 |
| 10/14/20 | CONSOLIDATED COMMUNICATIONS | Phone Service | 11985 | 229.58 |
| 10/14/20 | CREATIVELY FOCUSED | SpEd Director, Psychologist, CPI Training | 11986 | 3,147.16 |
| 10/14/20 | Dieci School Finance | October Financial Services | 11987 | 3,846.72 |
| 10/14/20 | MSP Transportation | Transportation - Van | 11988 | 6,720.00 |
| 10/14/20 | MSS SCHOOL NURSE CONSULTATION SERVICES, LLC | Nurse Consult | 11989 | 767.50 |
| 10/14/20 | Office Depot | Headphones, Office & Class Supplies | 11990 | 1,555.33 |
| 10/14/20 | PK PROPERTY SERVICES . LLC | Liners | 11991 | 721.37 |
| 10/14/20 | Tax Sheltered Compensation, Inc | 403b Plan Fees | 11992 | 605.00 |
| 10/15/20 | Clifton Larson Allen | Progress Billing | 11993 | 40.00 |
| 10/20/20 | Metlife | November Life, AD&D, LTD, STD & Dental | 11994 | 3,027.85 |
| Wires | | | | |
| 10/13/20 | Sunrise Bank | Service Charge | WX | 16.00 |
| 10/15/20 | IRS | Payroll Deductions FICA | WX | 12,764.61 |
| 10/15/20 | THE HANOVER INSURANCE GROUP | Commercial Package Ins | WX | 900.93 |
| 10/15/20 | TEACHERS RETIREMENT ASSOCIATION | Payroll Deductions TRA | WX | 7,078.33 |
| 10/15/20 | Alerus | Payroll Deductions - FSA | WX | 391.67 |
| 10/15/20 | American Funds | Payroll Deductions - 403B | WX | 502.50 |
| 10/15/20 | MN Dept of Rev | Payroll Deductions - State | WX | 2,131.59 |
| 10/20/20 | MN Dept of Rev | Fee | WX | 100.01 |
| 10/27/20 | Alerus | HSA Fee | WX | 44.00 |
| 10/30/20 | IRS | Payroll Deductions FICA | WX | 11,882.03 |
| 10/30/20 | TEACHERS RETIREMENT ASSOCIATION | Payroll Deductions TRA | WX | 6,864.96 |
| 10/30/20 | Alerus | Payroll Deductions - FSA | WX | 391.67 |
| 10/30/20 | American Funds | Payroll Deductions - 403B | WX | 502.50 |
| 10/30/20 | MN Dept of Rev | Payroll Deductions - State | WX | 1,944.25 |
| 10/15/20 | Sunrise Bank | 10/15/20 Payroll | WX | 40,181.38 |
| 10/30/20 | Sunrise Bank | 10/30/20 Payroll | WX | 37,777.23 |

Total October 2020 Disbursements

218,005.79

V = Void Check
 * = Break in sequence

Tesla International School
FY21 Cash Flow Projection

| | Estimated Receipts by Revenue Category | | | | | | | | | | Estimated Disbursements | | | | Line of Credit | Estimated Cash Balance |
|------------------------------------|--|-------------|-----------|-------------|---------------|-------------|----------------|-------------------|----------------|--------------|-------------------------|------------------------|---------|---------|----------------|------------------------|
| | Current YR | | Prior YR | | Other Revenue | | Total Receipts | Estimated Payroll | Building Lease | Estimated AP | Total Disbursements | Estimated Cash Balance | | | | |
| | State Aid | Federal Aid | State Aid | Federal Aid | State Aid | Federal Aid | | | | | | | | | | |
| FY21 Beginning Cash Balance | | | | | | | | | | | | | | | | |
| Jul 1-15 | 116,458 | - | - | - | 558 | - | 117,016 | 57,697 | 26,041 | 40,339 | 124,076 | 472,439 | 472,439 | 472,439 | 472,439 | |
| Jul 16-31 | 116,188 | - | - | - | 539 | - | 116,727 | 49,799 | - | 44 | 49,843 | 465,379 | 465,379 | 465,379 | 465,379 | |
| Aug 1-15 | 116,462 | 4,645 | - | - | - | - | 121,108 | 93,947 | 26,041 | 37,192 | 157,181 | 532,263 | 532,263 | 532,263 | 532,263 | |
| Aug 16-31 | 115,418 | - | 52,226 | 37,217 | - | - | 204,861 | 63,799 | - | 43,032 | 106,832 | 496,189 | 496,189 | 496,189 | 496,189 | |
| Sep 1-15 | 119,621 | - | - | - | - | - | 119,621 | 83,746 | 26,091 | 9,308 | 119,145 | 594,695 | 594,695 | 594,695 | 594,695 | |
| Sep 16-30 | 72,375 | 86 | 111,284 | - | 186,653 | 2,909 | 188,653 | 72,416 | - | 45,587 | 118,003 | 663,345 | 663,345 | 663,345 | 663,345 | |
| Oct 1-15 | 108,872 | - | - | - | - | - | 108,872 | 82,768 | 26,083 | 46,621 | 155,471 | 616,746 | 616,746 | 616,746 | 616,746 | |
| Oct 16-31 | 108,848 | 9,134 | 58,836 | 9,467 | - | - | 186,284 | 62,390 | - | 144 | 62,535 | 740,495 | 740,495 | 740,495 | 740,495 | |
| Nov 1-15 | 108,872 | 70,161 | - | - | - | - | 179,033 | 62,390 | 26,041 | 54,227 | 142,659 | 776,869 | 776,869 | 776,869 | 776,869 | |
| Nov 16-30 | 83,872 | - | - | - | 18,660 | 3,810 | 106,342 | 62,390 | - | 54,227 | 116,618 | 766,594 | 766,594 | 766,594 | 766,594 | |
| Dec 1-15 | 100,902 | 35,000 | - | - | - | - | 135,902 | 62,390 | 26,041 | 54,227 | 142,659 | 759,837 | 759,837 | 759,837 | 759,837 | |
| Dec 16-31 | 100,902 | - | - | - | - | - | 100,902 | 62,390 | - | 54,227 | 116,618 | 744,122 | 744,122 | 744,122 | 744,122 | |
| Jan 1-15 | 100,902 | - | - | - | - | - | 100,902 | 62,390 | 26,041 | 54,227 | 142,659 | 702,365 | 702,365 | 702,365 | 702,365 | |
| Jan 16-31 | - | 50,000 | - | 5,429 | - | - | 55,429 | 62,390 | 26,041 | 54,227 | 142,659 | 641,176 | 641,176 | 641,176 | 641,176 | |
| Feb 1-15 | 100,902 | - | - | - | - | - | 100,902 | 62,390 | 26,041 | 54,227 | 142,659 | 498,517 | 498,517 | 498,517 | 498,517 | |
| Feb 16-28 | 100,902 | 38,746 | - | - | - | - | 139,648 | 62,390 | - | 54,227 | 116,618 | 521,548 | 521,548 | 521,548 | 521,548 | |
| Mar 1-15 | 100,902 | - | - | - | - | - | 100,902 | 62,390 | 26,041 | 54,227 | 142,659 | 479,792 | 479,792 | 479,792 | 479,792 | |
| Mar 16-31 | 100,902 | 20,000 | - | - | - | - | 120,902 | 62,390 | - | 54,227 | 116,618 | 484,076 | 484,076 | 484,076 | 484,076 | |
| Apr 1-15 | 100,902 | - | - | - | - | - | 100,902 | 62,390 | 26,041 | 54,227 | 142,659 | 442,320 | 442,320 | 442,320 | 442,320 | |
| Apr 16-30 | 100,902 | 55,000 | - | - | - | - | 155,902 | 62,390 | - | 54,227 | 116,618 | 481,604 | 481,604 | 481,604 | 481,604 | |
| May 1-15 | 100,902 | - | 21,052 | - | - | - | 121,954 | 62,390 | 26,041 | 54,227 | 142,659 | 460,900 | 460,900 | 460,900 | 460,900 | |
| May 16-30 | 100,902 | 22,633 | - | - | - | - | 123,535 | 62,390 | - | 54,227 | 116,618 | 467,817 | 467,817 | 467,817 | 467,817 | |
| Jun 1-15 | 201,804 | - | - | - | - | - | 201,804 | 69,127 | 26,041 | 54,227 | 142,659 | 380,159 | 380,159 | 380,159 | 380,159 | |
| Jun 16-30 | 2,277,813 | 360,405 | 248,826 | 66,441 | 6,719 | 6,719 | 2,960,203 | 1,571,546 | 312,594 | 1,089,903 | 2,974,034 | 458,608 | 458,608 | 458,608 | 458,608 | |
| Total Estimated | | | | | | | | | | | | | | | | |
| FY21 Budget | 2,690,731 | 431,271 | - | - | - | 3,625 | 3,125,628 | 1,186,307 | 262,800 | 1,524,926 | 2,974,034 | 151,594 | 151,594 | 151,594 | 151,594 | |
| FY20 Actuals | - | - | 98,043 | 66,441 | 3,094 | 3,094 | 167,578 | 133,992 | - | 25,000 | 158,992 | - | - | - | - | |
| FY21 Actuals | (269,073) | (45,000) | - | - | - | - | (314,073) | (133,992) | - | (25,000) | (158,992) | - | - | - | - | |
| Budget Variance | 2,421,658 | 386,271 | 98,043 | 66,441 | 6,719 | 6,719 | 2,979,133 | 1,186,307 | 262,800 | 1,524,926 | 2,974,034 | 0 | 0 | 0 | 0 | |
| | (143,846) | (25,866) | 150,783 | 0 | (0) | (0) | (18,929) | 385,239 | 49,784 | (435,023) | 0 | 0 | 0 | 0 | 0 | |

**Tesfa International School
Detailed Income Statement
For Period Ending October 31, 2020**

| | Month Activity | Year-to-Date Activity | FY21 Revised Budget 150 ADM | % of Budget |
|----------------------------------|-------------------|--------------------------|-----------------------------------|----------------|
| GENERAL FUND 01 | | | | |
| REVENUE | | | | |
| State Aid Revenue | | | | |
| 01 R 005 000 000 201 | - | 3,811.13 | 7,282.20 | 52% |
| 01 R 005 000 000 211 | 108,655.04 | 645,555.23 | 1,862,979.30 | 35% |
| 01 R 005 000 000 317 211 | - | - | 19,800.00 | 0% |
| 01 R 005 000 000 212 | - | - | 9,449.67 | 0% |
| 01 R 005 000 000 348 300 | - | - | 197,100.00 | 0% |
| 01 R 005 000 000 740 360 | 108,871.97 | 224,681.44 | 591,320.22 | 38% |
| Total State Aid Revenue | 217,527.01 | 874,047.80 | 2,687,931.39 | 33% |
| State Audit Accrual | | | | |
| Estimated Audit Accrual | - | - | - | N/A |
| Federal Aid Revenue | | | | |
| 01 R 005 216 000 401 400 | - | - | 74,425.00 | 0% |
| 01 R 005 204 000 414 400 | - | - | 12,027.83 | 0% |
| 01 R 005 205 000 417 400 | - | - | 18,403.76 | 0% |
| 01 R 005 206 000 433 400 | - | - | 16,088.92 | 0% |
| 01 R 005 000 000 419 400 | - | - | 29,524.22 | 0% |
| 01 R 005 000 000 151 400 | - | - | 53,837.70 | 0% |
| 01 R 005 000 000 152 400 | - | - | 8,407.11 | 0% |
| 01 R 005 000 000 153 400 | - | - | 9,352.85 | 0% |
| 01 R 005 000 000 154 400 | - | - | 70,161.00 | 0% |
| Total Federal Aid Revenue | - | - | 292,228.39 | 0% |
| Other Revenue | | | | |
| 01 R 005 000 000 372 071 | - | 2,908.96 | - | N/A |
| 01 R 005 000 000 000 096 | - | - | 125.00 | 0% |
| 01 R 005 000 000 000 099 | - | - | 3,500.00 | 0% |
| Total Other Revenue | - | 2,908.96 | 3,625.00 | 80% |
| TOTAL REVENUE | 217,527.01 | 876,956.76 | 2,983,784.78 | 29% |

**Tesfa International School
Detailed Income Statement
For Period Ending October 31, 2020**

| | Month Activity | Year-to-Date Activity | FY21 Revised Budget 150 ADM | % of Budget |
|--------------------------|--|--------------------------|-----------------------------------|----------------|
| EXPENDITURES | | | | |
| Administration | | | | |
| Salaries | | | | |
| 01 E 005 050 000 000 110 | Director | 41,633.36 | 124,900.00 | 33% |
| 01 E 005 105 000 000 170 | General Administrative Support - Non-Instructional Support | 12,214.50 | 40,000.00 | 31% |
| 01 E 005 110 000 000 170 | Business Office - Non-Instructional Support | - | - | N/A |
| Total Salaries | | 53,847.86 | 164,900.00 | 33% |
| Benefits | | | | |
| 01 E 005 050 000 000 210 | Director -FICA | 3,068.68 | 9,554.85 | 32% |
| 01 E 005 105 000 000 210 | General Administrative Support - FICA | 913.75 | 3,060.00 | 30% |
| 01 E 005 110 000 000 210 | FICA | - | - | N/A |
| 01 E 005 105 000 000 214 | General Administrative Support - PERA | 916.09 | 3,000.00 | 31% |
| 01 E 005 110 000 000 214 | PERA | - | - | N/A |
| 01 E 005 050 000 000 218 | Director - TRA | 3,384.80 | 10,154.37 | 33% |
| 01 E 005 050 000 000 220 | Director - Health | 1,713.14 | 24,756.00 | 30% |
| 01 E 005 105 000 000 220 | General Administrative Support - Health Insurance | 530.18 | 6,362.00 | 26% |
| 01 E 005 110 000 000 220 | Admin - Health | - | - | N/A |
| 01 E 005 050 000 000 230 | Director - Life | - | - | N/A |
| 01 E 005 105 000 000 230 | General Admin - Life | - | - | N/A |
| 01 E 005 050 000 000 235 | Director - Dental | 379.28 | - | N/A |
| 01 E 005 105 000 000 235 | General Administrative Support - Dental | 40.50 | - | N/A |
| 01 E 005 110 000 000 235 | Admin - Dental | - | - | N/A |
| 01 E 005 050 000 000 240 | Director -LTD | - | 948.00 | 0% |
| 01 E 005 105 000 000 240 | General Admin - LTD | - | 357.24 | 0% |
| 01 E 005 050 000 000 299 | Director - STD | - | - | N/A |
| 01 E 005 105 000 000 299 | General Admin - STD | - | - | N/A |
| Total Benefits | | 17,754.11 | 58,192.46 | 31% |

**Tesfa International School
Detailed Income Statement
For Period Ending October 31, 2020**

| | Month Activity | Year-to-Date Activity | FY21 Revised Budget 150 ADM | % of Budget |
|---------------------------------|-------------------|--------------------------|-----------------------------------|----------------|
| Purchased Services | | | | |
| 01 E 005 105 000 000 305 | 605.00 | 1,430.25 | 5,000.00 | 29% |
| 01 E 005 108 000 000 305 | - | 7,062.00 | 34,447.00 | 21% |
| 01 E 005 110 000 000 305 | 9,504.58 | 24,370.08 | 64,360.00 | 38% |
| 01 E 005 110 000 000 320 | 229.58 | 924.95 | 5,400.00 | 17% |
| 01 E 005 110 000 000 329 | 32.00 | 93.06 | 1,250.00 | 7% |
| 01 E 005 110 000 000 370 | - | 2,233.00 | 12,180.00 | 18% |
| Total Purchased Services | 10,371.16 | 36,113.34 | 122,637.00 | 29% |
| Supplies | | | | |
| 01 E 005 110 000 000 401 | 441.83 | 977.35 | 7,500.00 | 13% |
| 01 E 005 110 000 000 405 | - | 10,417.70 | 9,663.00 | 108% |
| 01 E 005 110 000 000 465 | - | - | 5,000.00 | 0% |
| Total Supplies | 441.83 | 11,395.05 | 22,163.00 | 51% |
| Equipment | | | | |
| 01 E 005 105 000 000 530 | - | - | - | N/A |
| 01 E 005 105 000 000 555 | - | - | - | N/A |
| Total Equipment | - | - | - | N/A |
| Dues/Memberships | | | | |
| 01 E 005 105 000 000 820 | 150.00 | 150.00 | 18,000.00 | 1% |
| 01 E 005 950 000 000 910 | - | - | - | N/A |
| Total Interfund Transfer | 150.00 | 150.00 | 18,000.00 | 1% |
| Total Administration | 29,582.62 | 119,260.36 | 385,892.46 | 31% |
| General Education | | | | |
| Salaries | | | | |
| 01 E 010 203 000 000 140 | 66,399.10 | 167,304.91 | 624,680.08 | 27% |
| 01 E 010 203 000 000 145 | - | 170.10 | - | N/A |
| 01 E 010 203 000 000 185 | 1,635.00 | 1,635.00 | 7,000.00 | 23% |
| Total Salaries | 68,034.10 | 169,110.01 | 631,680.08 | 27% |

**Tesfa International School
Detailed Income Statement
For Period Ending October 31, 2020**

| | Month Activity | Year-to-Date Activity | FY21 Revised Budget 150 ADM | % of Budget |
|---------------------------------|-------------------|--------------------------|-----------------------------------|----------------|
| Salaries Payable Accrual | - | - | - | N/A |
| Estimated Audit Accrual | | | | |
| Benefits | | | | |
| 01 E 010 203 000 000 210 | 5,086.06 | 12,690.25 | 55,611.22 | 23% |
| 01 E 010 203 000 000 214 | - | - | - | N/A |
| 01 E 010 203 000 000 218 | 5,531.13 | 13,748.55 | 59,100.55 | 23% |
| 01 E 010 203 000 000 220 | 6,607.82 | 21,743.04 | 83,148.41 | 26% |
| 01 E 010 203 000 000 230 | - | - | - | N/A |
| 01 E 010 203 000 000 235 | 687.46 | 1,854.54 | - | N/A |
| 01 E 010 203 000 000 240 | - | - | 10,487.04 | 0% |
| 01 E 010 203 000 000 270 | - | 305.00 | 8,600.00 | 4% |
| 01 E 010 203 000 000 280 | - | 3,988.00 | 11,650.00 | 34% |
| 01 E 010 203 000 000 299 | - | - | - | N/A |
| Total Benefits | 17,912.47 | 54,329.38 | 228,597.22 | 24% |
| Purchased Services | | | | |
| 01 E 010 203 000 000 305 | - | - | 19,000.00 | 0% |
| 01 E 010 203 000 000 369 | - | - | 3,000.00 | 0% |
| Total Purchased Services | - | - | 22,000.00 | 0% |
| Supplies | | | | |
| 01 E 010 203 000 000 401 | 1,561.10 | 8,603.17 | 7,500.00 | 115% |
| 01 E 010 203 000 000 406 | 4,818.00 | 4,818.00 | 12,328.75 | 39% |
| 01 E 010 203 000 000 430 | 466.20 | 1,152.10 | 2,000.00 | 58% |
| 01 E 010 203 000 000 460 | - | - | - | N/A |
| 01 E 010 203 000 000 466 | - | - | 2,538.00 | 0% |
| 01 E 010 203 000 000 461 | - | 2,700.00 | 2,781.00 | 97% |
| Total Supplies | 6,845.30 | 17,273.27 | 27,147.75 | 64% |
| Equipment | | | | |
| 01 E 010 203 000 000 535 | - | 3,883.68 | 13,594.00 | 29% |
| 01 E 010 203 000 000 555 | 1,941.84 | 1,941.84 | - | N/A |
| Total Equipment | 1,941.84 | 5,825.52 | 13,594.00 | 43% |

**Tesfa International School
Detailed Income Statement
For Period Ending October 31, 2020**

| | Month Activity | Year-to-Date Activity | FY21 Revised Budget 150 ADM | % of Budget |
|--------------------------------|-------------------|--------------------------|-----------------------------------|----------------|
| Dues/Memberships | | | | |
| 01 E 010 203 000 000 820 | - | - | - | N/A |
| Total Dues/Memberships | - | - | - | N/A |
| Total General Education | 94,733.71 | 246,538.18 | 923,019.05 | 27% |
| Title Programs | | | | |
| Title I | | | | |
| 01 E 010 216 000 401 110 | - | - | - | N/A |
| 01 E 010 216 000 401 140 | 400.00 | 1,000.00 | 73,175.00 | 1% |
| 01 E 010 216 000 401 210 | 30.50 | 76.25 | - | N/A |
| 01 E 010 216 667 401 210 | - | - | - | N/A |
| 01 E 010 216 000 401 214 | 30.00 | 75.00 | - | N/A |
| 01 E 010 216 000 401 218 | - | - | - | N/A |
| 01 E 010 216 000 401 220 | 66.14 | 169.93 | - | N/A |
| 01 E 010 216 000 401 230 | - | - | - | N/A |
| 01 E 010 216 000 401 235 | 3.24 | 8.10 | - | N/A |
| 01 E 010 216 000 401 240 | - | - | - | N/A |
| 01 E 010 216 000 401 299 | - | - | - | N/A |
| 01 E 010 216 000 401 303 | - | - | 750.00 | 0% |
| 01 E 010 216 000 401 401 | - | - | 500.00 | 0% |
| 01 E 010 216 000 401 430 | - | - | - | N/A |
| Total Title I | 529.88 | 1,329.28 | 74,425.00 | 2% |
| Title II | | | | |
| 01 E 010 204 000 414 140 | - | - | 6,000.00 | 0% |
| 01 E 010 204 000 414 366 | - | - | 6,027.83 | 0% |
| Total Title II | - | - | 12,027.83 | 0% |

**Tesfa International School
Detailed Income Statement
For Period Ending October 31, 2020**

| | Month Activity | Year-to-Date Activity | FY21 Revised Budget 150 ADM | % of Budget |
|-----------------------------|-------------------|--------------------------|-----------------------------------|----------------|
| Title III & IV | | | | |
| 01 E 010 205 000 417 143 | - | - | 17,400.00 | 0% |
| 01 E 010 205 000 417 430 | - | - | 1,003.76 | 0% |
| 01 E 010 206 000 433 140 | - | - | 16,088.92 | 0% |
| 01 E 010 206 000 433 303 | - | - | - | N/A |
| 01 E 010 206 000 433 430 | - | - | - | N/A |
| Total Title III | - | - | 34,492.68 | 0% |
| Total Title Programs | 529.88 | 1,329.28 | 120,945.51 | 1% |

State Special Education

| | | | | |
|--------------------------|------------------|------------------|-------------------|------------|
| Salaries | | | | |
| 01 E 010 407 000 740 140 | 10,766.42 | 26,916.05 | 176,000.00 | 15% |
| 01 E 010 420 000 740 161 | 14,838.45 | 36,245.70 | 153,000.00 | 24% |
| 01 E 010 420 000 740 185 | - | - | 2,800.00 | 0% |
| 01 E 010 420 000 740 186 | - | - | - | N/A |
| Total Salaries | 25,604.87 | 63,161.75 | 331,800.00 | 19% |
| Benefits | | | | |
| 01 E 010 407 000 740 210 | 761.46 | 1,903.65 | 13,464.00 | 14% |
| 01 E 010 420 000 740 210 | 984.76 | 2,433.67 | 11,918.70 | 20% |
| 01 E 010 420 000 740 214 | 1,112.90 | 2,718.46 | 11,475.00 | 24% |
| 01 E 010 407 000 740 218 | 875.32 | 2,188.30 | 14,308.80 | 15% |
| 01 E 010 420 000 740 218 | - | - | 227.64 | 0% |
| 01 E 010 407 000 740 220 | 2,403.90 | 8,987.81 | 42,168.00 | 21% |

**Tesfa International School
Detailed Income Statement
For Period Ending October 31, 2020**

| | Month Activity | Year-to-Date Activity | FY21 Revised Budget 150 ADM | % of Budget |
|--------------------------------------|-------------------|--------------------------|-----------------------------------|----------------|
| 01 E 010 420 000 740 220 | 4,264.22 | 10,271.51 | 51,756.72 | 20% |
| 01 E 010 407 000 740 230 | - | - | - | N/A |
| 01 E 010 420 000 740 230 | - | - | - | N/A |
| 01 E 010 407 000 740 235 | 312.56 | 724.99 | - | N/A |
| 01 E 010 420 000 740 235 | 392.32 | 980.80 | - | N/A |
| 01 E 010 407 000 740 240 | - | - | 1,081.20 | 0% |
| 01 E 010 420 000 740 240 | - | - | 2,278.44 | 0% |
| 01 E 010 407 000 740 299 | - | - | - | N/A |
| 01 E 010 420 000 740 299 | - | - | - | N/A |
| Total Benefits | 11,107.44 | 30,209.19 | 148,678.50 | 20% |
| Purchased Services | | | | |
| 01 E 010 420 000 740 305 | - | - | 3,500.00 | 0% |
| 01 E 010 420 000 740 366 | - | - | - | N/A |
| 01 E 010 401 000 740 394 | - | - | 40,500.00 | 0% |
| 01 E 010 405 000 740 394 | - | - | - | N/A |
| 01 E 010 420 000 740 394 | 2,059.34 | 11,099.34 | 100,000.00 | 11% |
| Total Purchased Services | 2,059.34 | 11,099.34 | 144,000.00 | 8% |
| Supplies | | | | |
| 01 E 010 420 000 372 401 | 1,639.94 | 1,639.94 | - | N/A |
| 01 E 010 420 000 740 433 | - | - | - | N/A |
| 01 E 010 420 000 740 466 | - | - | - | N/A |
| Total Supplies | 1,639.94 | 1,639.94 | - | N/A |
| Equipment | | | | |
| 01 E 010 420 000 740 530 | - | - | - | N/A |
| 01 E 010 420 000 740 555 | - | - | - | N/A |
| Total Equipment | - | - | - | N/A |
| Total State Special Education | 40,411.59 | 106,110.22 | 624,478.50 | 17% |

**Tesfa International School
Detailed Income Statement
For Period Ending October 31, 2020**

| | Month Activity | Year-to-Date Activity | FY21 Revised Budget 150 ADM | % of Budget |
|--|-------------------|--------------------------|-----------------------------------|----------------|
| Federal Special Education | | | | |
| Purchased Services | | | | |
| 01 E 010 401 000 419 393 | - | - | - | N/A |
| 01 E 010 420 000 419 303 | 1,975.99 | 3,752.67 | 23,524.22 | 16% |
| Total Purchased Services | 1,975.99 | 3,752.67 | 23,524.22 | 16% |
| Supplies | | | | |
| 01 E 010 420 000 419 401 | - | - | - | N/A |
| 01 E 010 420 000 419 433 | - | - | 6,000.00 | 0% |
| Total Supplies | - | - | 6,000.00 | 0% |
| CRF Expenditures | | | | |
| 01 E 005 760 000 154 360 | 4,560.00 | 4,560.00 | 29,617.99 | 15% |
| 01 E 005 110 000 154 401 | - | 184.93 | - | N/A |
| 01 E 005 108 000 154 465 | - | 20,211.00 | 20,211.00 | 100% |
| 01 E 005 108 000 154 466 | - | 80.08 | 80.08 | 100% |
| 01 E 005 810 000 154 303 | - | 1,166.99 | 1,166.99 | 100% |
| 01 E 010 203 000 154 401 | - | 5,784.64 | 5,969.57 | 97% |
| 01 E 005 108 000 154 406 | - | 6,419.90 | 6,419.90 | 100% |
| 01 E 010 203 000 154 430 | - | 6,695.47 | 6,695.47 | 100% |
| Total CRF Expenditures | 4,560.00 | 45,103.01 | 70,161.00 | 64% |
| CARES Expenditures | | | | |
| 01 E 010 203 000 151 140 | - | - | 46,500.00 | 0% |
| 01 E 010 203 000 151 210 | - | - | 3,557.25 | 0% |
| 01 E 010 203 000 151 218 | - | - | 3,780.45 | 0% |
| 01 E 005 810 000 152 303 | - | 4,867.00 | 4,867.00 | 100% |
| 01 E 005 810 000 152 456 | - | - | 3,540.11 | 0% |
| 01 E 010 203 000 153 548 | - | - | 9,352.85 | 0% |
| Total CARES Expenditures | - | 4,867.00 | 71,597.66 | 7% |
| Total Federal Special Education | 6,535.99 | 53,722.68 | 171,282.88 | 31% |

Tesfa International School
Detailed Income Statement
For Period Ending October 31, 2020

| | Month Activity | Year-to-Date Activity | FY21 Revised Budget 150 ADM | % of Budget |
|--|-------------------|--------------------------|-----------------------------------|----------------|
| Instructional Support | | | | |
| Purchased Services | | | | |
| 01 E 010 640 000 000 366 | 1,120.00 | 1,520.00 | - | N/A |
| Staff Development - Travel, Conventions & Conferences | | | | |
| Total Purchased Services | 1,120.00 | 1,520.00 | - | N/A |
| Total Instructional Support | 1,120.00 | 1,520.00 | - | N/A |
| Student Support | | | | |
| Salaries | | | | |
| 01 E 005 760 000 720 170 | - | - | - | N/A |
| Pupil Support - Bus Aide | | | | |
| 01 E 005 790 000 000 143 | 4,707.10 | 11,607.10 | 62,600.00 | 19% |
| Pupil Support - Non-Instructional Support | | | | |
| Total Salaries | 4,707.10 | 11,607.10 | 62,600.00 | 19% |
| Benefits | | | | |
| 01 E 005 760 000 720 210 | - | - | - | N/A |
| FICA | | | | |
| 01 E 005 790 000 000 210 | 359.04 | 885.32 | 6,120.00 | 14% |
| FICA | | | | |
| 01 E 005 760 000 720 214 | - | - | - | N/A |
| PERA | | | | |
| 01 E 005 790 000 000 214 | 353.03 | 870.53 | 6,000.00 | 15% |
| PERA | | | | |
| 01 E 005 790 000 000 218 | - | - | - | N/A |
| TRA | | | | |
| 01 E 005 790 000 000 220 | 760.52 | 1,954.14 | 12,103.76 | 16% |
| Health | | | | |
| 01 E 005 790 000 000 230 | - | - | - | N/A |
| Life | | | | |
| 01 E 005 790 000 000 235 | 37.26 | 153.78 | - | N/A |
| Dental | | | | |
| 01 E 005 790 000 000 240 | - | - | 1,463.16 | 0% |
| LTD | | | | |
| 01 E 005 790 000 000 299 | - | - | - | N/A |
| STD | | | | |
| Total Benefits | 1,509.85 | 3,863.77 | 25,686.92 | 15% |
| Purchased Services | | | | |
| 01 E 005 720 000 000 305 | 767.50 | 767.50 | 3,500.00 | 22% |
| Health Services - Contracted Fees for Services | | | | |
| 01 E 005 760 000 720 360 | 9,480.00 | 22,980.00 | 132,982.01 | 17% |
| Pupil Transportation - Regular - Contracted Transportation | | | | |
| 01 E 005 760 000 723 360 | 2,160.00 | 2,160.00 | 16,800.00 | 13% |
| Pupil Transportation - SpEd - Contracted Transportation | | | | |
| 01 E 005 760 000 733 360 | - | - | - | N/A |
| Pupil Transportation - Field Trips - Contracted Transportation | | | | |
| Total Purchased Services | 12,407.50 | 25,907.50 | 153,282.01 | 17% |

Tesfa International School
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For Period Ending October 31, 2020

| | Month Activity | Year-to-Date Activity | FY21 Revised Budget 150 ADM | % of Budget |
|--|-------------------|--------------------------|-----------------------------------|----------------|
| Supplies | | | | |
| 01 E 005 720 000 000 401 | - | - | 200.00 | 0% |
| 01 E 005 760 000 000 530 | - | 13,524.00 | 20,000.00 | 68% |
| Total Supplies | - | 13,524.00 | 20,200.00 | 67% |
| Total Student Support | 18,624.45 | 54,902.37 | 261,768.93 | 21% |
| Facility | | | | |
| Purchased Services | | | | |
| 01 E 005 810 000 000 305 | 2,955.71 | 11,822.84 | 35,469.00 | 33% |
| 01 E 005 810 000 000 330 | 1,947.39 | 7,789.56 | 24,368.00 | 32% |
| 01 E 005 810 000 000 350 | - | 10,112.00 | 3,500.00 | 289% |
| 01 E 005 920 000 000 740 | - | - | - | N/A |
| 01 E 005 940 000 000 340 | 900.93 | 3,318.98 | 9,200.00 | 36% |
| Total Purchased Services | 5,804.03 | 33,043.38 | 72,537.00 | 46% |
| Facility Lease | | | | |
| 01 E 005 850 000 348 370 | 21,138.00 | 84,552.00 | 262,800.00 | 32% |
| Total Facility Lease | 21,138.00 | 84,552.00 | 262,800.00 | 32% |
| Supplies/Equipment | | | | |
| 01 E 005 810 000 000 401 | 946.37 | 2,886.56 | 8,500.00 | 34% |
| 01 E 005 850 000 000 520 | - | - | 10,112.00 | 0% |
| 01 E 005 850 000 000 530 | - | - | - | N/A |
| Total Supplies/Equipment | 946.37 | 2,886.56 | 18,612.00 | 16% |
| Total Facility | 27,888.40 | 120,481.94 | 353,949.00 | 34% |
| TOTAL EXPENDITURES | 219,426.64 | 703,865.03 | 2,841,336.33 | 25% |
| NET INCOME/LOSS - GENERAL FUND 01 | (1,899.63) | 173,091.73 | 142,448.45 | |

**Tesfa International School
Detailed Income Statement
For Period Ending October 31, 2020**

| | Month Activity | Year-to-Date Activity | FY21 Revised Budget 150 ADM | % of Budget |
|----------------------------------|-------------------|--------------------------|-----------------------------------|----------------|
| FOOD SERVICE FUND 02 | | | | |
| REVENUE | | | | |
| Local Revenue | | | | |
| 02 R 005 770 000 701 601 | - | - | - | N/A |
| Total Local Revenue | - | - | - | N/A |
| State Aid Revenue | | | | |
| 02 R 005 770 000 701 300 | 192.62 | 192.62 | 2,800.00 | 7% |
| 02 R 005 770 000 703 300 | - | - | - | N/A |
| Total State Aid Revenue | 192.62 | 192.62 | 2,800.00 | 7% |
| Federal Aid Revenue | | | | |
| 02 R 005 770 000 701 471 | 647.22 | 647.22 | 9,964.59 | 28% |
| 02 R 005 770 000 701 472 | 4,900.38 | 4,900.38 | 73,719.02 | 7% |
| 02 R 005 770 000 701 473 | - | 4,645.29 | 4,645.29 | 100% |
| 02 R 005 770 000 705 476 | 3,586.62 | 3,586.62 | 43,025.93 | 8% |
| 02 R 005 770 000 706 400 | - | - | 7,688.00 | 0% |
| 02 R 005 770 000 709 479 | - | 85.78 | - | N/A |
| 02 R 005 950 000 701 649 | - | - | - | N/A |
| Total Federal Aid Revenue | 9,134.22 | 13,865.29 | 139,042.83 | 10% |
| TOTAL REVENUE | 9,326.84 | 14,057.91 | 141,842.83 | 10% |

**Tesfa International School
Detailed Income Statement
For Period Ending October 31, 2020**

| | Month Activity | Year-to-Date Activity | FY21 Revised Budget 150 ADM | % of Budget |
|---|-------------------|--------------------------|-----------------------------------|----------------|
| EXPENDITURE | | | | |
| Salaries | | | | |
| 02 E 005 770 000 701 170 | - | - | - | N/A |
| Total Salaries | - | - | - | N/A |
| Benefits | | | | |
| 02 E 005 770 000 701 210 | - | - | - | N/A |
| 02 E 005 770 000 701 214 | - | - | - | N/A |
| Total Benefits | - | - | - | N/A |
| Purchased Services | | | | |
| 02 E 005 770 000 701 305 | - | - | 420.00 | 0% |
| Total Purchased Services | - | - | 420.00 | 0% |
| Supplies | | | | |
| 02 E 005 770 000 701 490 | 1,081.20 | 1,081.20 | 87,277.54 | 1% |
| 02 E 005 770 000 703 495 | - | - | - | N/A |
| 02 E 005 770 000 705 490 | 365.00 | 365.00 | 45,000.00 | 1% |
| Total Supplies | 1,446.20 | 1,446.20 | 132,277.54 | 1% |
| Equipment | | | | |
| 02 E 005 770 000 701 530 | - | - | - | N/A |
| Total Equipment | - | - | - | N/A |
| TOTAL EXPENDITURES | 1,446.20 | 1,446.20 | 132,697.54 | 1% |
| NET INCOME/LOSS - FOOD SERVICE FUND 02 | | | | |
| | 7,880.64 | 12,611.71 | 9,145.29 | |
| NET INCOME/LOSS - ALL FUNDS | | | | |
| | 5,981.01 | 185,703.44 | 151,593.74 | |

TESFA INSTRUCTIONAL SUPPORT AND EVALUATION PLAN

(Draft 11/3/2020)

This primary objective of this plan is to provide structures and systems that:

1. Support the continual professional growth and development of all Tesfa teachers.
2. Lead to excellent student outcomes.

The secondary objectives of this plan are to:

1. Provide a comprehensive evaluation structure for all teachers.
2. Ensure compliance with Minnesota teacher evaluation statutes.
3. Ensure compliance with Tesfa teacher evaluation policy.

The plan calls for:

- All teachers to be evaluated at regular intervals
- Intensive support for newer teachers
- Regular Instructional coaching and peer support
- All teachers creating and maintaining a working Professional Development Plan (PDP)

Prior to the start of the school year each teacher will be notified of the group they have been assigned to and provided with an explanation of the expectations they are required to meet to meet the professional expectations outlined in this document.

HIGH SUPPORT GROUP

Teachers in this group include:

- *All teachers in their first 3 years of teaching*
- *All teachers in their first year at Tesfa*
- *Any teacher that the Executive Director determines would benefit from a year of extra support*

Teachers in this group are provided:

1. Three full observations by a licensed principal each school year
2. Professional Development Plan (PDP) and goal setting supported by an instructional coach.
3. Monthly short observations and coaching sessions from an instructional coach (these are non-evaluative).

2020-2021 High Support Group:

- Marissa Wynja
- Janelle Engeness
- Terrance Hill (Admin)
- Paige Lund (admin)
- Julia Nyangacha
- Chanin Smith

STANDARD SUPPORT GROUP

Teachers in this group include:

- All teachers not in the high support group or instructional leader group.
- This will normally include the majority of Tesfa teachers.

Teachers in this group are divided into three groups:

| Group A (2020-2021 High Cycle) | Group B (2021-2022 High Cycle) | Group C (2022-2023 High Cycle) |
|--------------------------------|--------------------------------|---|
| Malaney Peterson | Melanie Niewendorp | Abby Hendricks Megan Kufahl Jason Stockwell Jennifer Reeck |
| Elizabeth Robertson | Jonathan Braziel | Jennifer Goplen |

Teachers in this group are provided:

1. One full observation and two short observations by a licensed principal each school year on high cycle.
2. Two short observations by a licensed principal each school year NOT on high cycle.
3. 2-3 short observations and/or instructional coaching and/or data collection provided by an instructional coach.

2020-2021 Observation and Coaching Sign-UP

INTENSIVE SUPPORT GROUP Formal Observation Sign-Up

| Teacher | Observation 1 Prior to Winter Break | Observation 2 Winter Break- Spring Break | Observation 3 Post Spring Break |
|------------------|--|--|------------------------------------|
| Janelle Engeness | | | |
| Terrance Hill | | | |
| Paige Lund | | | |
| Julia Nyangacha | | | |
| Chanin Smith | | | |

INTENSIVE SUPPORT GROUP Instructional Support - Sign-Up

| Teacher | December | January | February | March | April | May |
|------------------|----------|---------|----------|-------|-------|-----|
| Janelle Engeness | | | | | | |
| Marissa Wynja | | | | | | |
| Terrance Hill | | | | | | |
| Paige Lund | | | | | | |
| Julia Nyangacha | | | | | | |
| Chanin Smith | | | | | | |

Name _____

Position _____

Date _____

Formal Observation: 1 2 3

TESFA INTERNATIONAL SCHOOL TEACHER EVALUATION

| Domain 1- Planning and Preparation | Unsatisfactory- Level 1 | Basic- Level 2 | Proficient- Level 3 | Distinguished- Level 4 |
|--|--|---|---|--|
| <p>1A</p> <p>DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY</p> | <p>In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p> | <p>The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p> | <p>The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.</p> | <p>The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.</p> |
| <p>Evidence</p> <p>1B</p> <p>SETTING INSTRUCTIONAL OUTCOMES</p> | <p>The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p> | <p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.</p> | <p>Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.</p> | <p>All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.</p> |
| <p>Evidence</p> <p>1C</p> <p>DESIGNING COHERENT INSTRUCTION</p> | <p>Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.</p> | <p>Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time</p> | <p>Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.</p> | <p>The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.</p> |

| | | | | | |
|---|--|--|--|---|--|
| | | | | allocations. | |
| Evidence | | | | | |
| Comments: | | | | | |
| Domain 2- Classroom Environment | | | | | |
| 2A CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT | Unsatisfactory- Level 1 Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior. | Basic- Level 2 Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate respect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. | Proficient- Level 3 Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks. | Distinguished- Level 4 Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks. | |
| Evidence | | | | | |
| 2B ESTABLISHING A CULTURE FOR LEARNING | The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students. | Classroom culture is characterized by little commitment to learning by the teacher or students. Teacher appears to be only "going through the motions," & students indicate that they are interested in the completion of a task rather than the quality of the work. Teacher conveys that student success is the result of natural ability rather than hard work, & refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural | The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language. | The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language. | |

| | | | | |
|---|--|---|--|--|
| | | aptitude for the subject. | | |
| Evidence 2C MANAGING CLASSROOM PROCEDURES | Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks. | Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties. | There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class. | Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class. |
| Evidence 2D MANAGING STUDENT BEHAVIOR | There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity. | Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. | Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective. | Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior &/or other students. Teacher monitoring of student behavior is subtle & preventative, response to student misbehavior is sensitive to individual student needs & respects students' dignity. |
| Evidence 2E ORGANIZING PHYSICAL SPACE | The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities. | The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness. | The classroom is safe and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively. | The classroom is safe, and learning is accessible to all students, including those with special needs. Teacher makes effective use of physical resources, including computer technology. Teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use/adaptation of the physical environment to advance learning. |
| Evidence Comments: | | | | |
| Domain 3- | Unsatisfactory - Level 1 | Basic- Level 2 | Proficient- Level 3 | Distinguished- Level 4 |

| | | | | |
|---|---|--|--|--|
| <p>Instruction</p> <p>3A</p> <p>COMMUNICATING WITH STUDENTS</p> | <p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p> | <p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.</p> | <p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.</p> | <p>The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</p> |
| <p>Evidence</p> <p>3B</p> <p>USING QUESTIONING AND DISCUSSION TECHNIQUES</p> | <p>The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.</p> | <p>The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</p> | <p>While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p> | <p>The teacher uses a variety of series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p> |
| <p>Evidence</p> <p>3C</p> <p>ENGAGING STUDENTS IN LEARNING</p> | <p>The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p> | <p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable</p> | <p>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that</p> | <p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. Evidence of some student initiation of inquiry and student contributions to the exploration of important content;</p> |

| | | | | |
|---|---|--|---|--|
| | | <p>structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."</p> | <p>engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p> | <p>students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.</p> |
| <p>Evidence</p> | | <p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.</p> | <p>Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.</p> | <p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.</p> |
| <p>Evidence</p> <p>3E DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS</p> | <p>The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.</p> | <p>The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</p> | <p>The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</p> | <p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.</p> |
| <p>Evidence</p> <p>Comments:</p> | | | | |

| Domain 4- Professional Responsibilities | Unsatisfactory- Level 1 | Basic- Level 2 | Proficient- Level 3 | Distinguished- Level 4 |
|---|--|--|---|---|
| 4A REFLECTING ON TEACHING | The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved. | The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved. | The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught. | The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action. |
| Evidence | | | | |
| 4B MAINTAINING ACCURATE RECORDS | The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for non-instructional activities are in disarray, the result being errors and confusion. | The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors. | The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. | The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records. |
| Evidence | | | | |
| 4C COMMUNICATING WITH FAMILIES | The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns. | The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families. | The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program. | The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful. |
| Evidence | | | | |

| | | | | |
|---|--|---|--|---|
| <p>4D PARTICIPATING IN THE PROFESSIONAL COMMUNITY</p> | <p>The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.</p> | <p>The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.</p> | <p>The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p> | <p>The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of Testa life.</p> |
| <p>Evidence</p> | | | | |
| <p>SHOWING PROFESSIONALISM</p> | <p>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with Testa regulations.</p> | <p>The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with Testa regulations.</p> | <p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and Testa regulations.</p> | <p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p> |
| <p>Evidence</p> | | | | |
| <p>Comments:</p> | | | | |

Teacher Signature: _____

Date: _____

Administrator Signature: _____

Date: _____

Tesfa International School

RUBRIC FOR SPECIAL EDUCATION EDUCATIONAL ASSISTANT OBSERVATION

EA's name: _____

Date: _____

Time of observation: _____

Observer: _____

| CRITERIA | Unsatisfactory | Satisfactory | Exceptional | Comments |
|--|---|--|--|----------|
| Academic support for students | Does not assist students or provides minimal assistance; does not understand what is taught | Provides appropriate assistance for academic tasks; has acceptable understanding of academic content being taught | Always provides assistance for students; is able to modify or adapt materials to students' levels; finds appropriate materials for students; fully understands content | |
| Initiative with assigned student(s) | Does not initiate activities with students; needs to be told what to do; cannot see what would be helpful to teacher; passive | Consistently initiates contact with students; can see what needs to be done to help the students and teacher; active | Anticipates student needs in advance; initiates collaboration with teacher regarding student needs; consistently active | |
| Overall initiative | Passive; inactive; shows little or no initiative; minimal effort to help out in classroom | Active; sometimes shows initiative; sometimes anticipates classroom needs | Consistently active; consistently shows initiative; is able to see the big picture of the classroom; consistently anticipates classroom needs | |
| Managing student behavior | Ignores student behavior; reluctant to intervene; does not enforce classroom rules/routines, management; is disruptive in classroom | Intervenes to manage student behavior as needed; understands classroom rules/routines and enforces them | Anticipates student behavior problems and intervenes before they become serious; understands and manages triggers for individual student behaviors | |
| ENVoY implementation | Loud; intrusive; disruptive to the flow of the classroom; uses verbal redirection instead of non-verbal; gets hooked. | Uses ENVoY techniques; non-verbals used to manage students in the classrooms, hallways, bathrooms. | | |
| Reliability | Is not on time; is not prepared | Is punctual; is prepared | | |
| Relationship with students | Has little or no relationship with students; is not sought out by students for help or is avoided by students | Has positive relationship with students; students accepting of working with SPED staff | Has positive relationship with students; is sought by students for help | |
| Technology use | Uses technology for personal use; ineffective use with students | Appropriate use of technology with students | Uses technology apps to provide high level of differentiation for students | |
| Lunch supervision | <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory | | | |
| EA Meeting Attendance | <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory | | | |

Comments:

Administrator's Name _____ Date _____

Employee's Name _____ Date _____

(Signing does not indicate that the employee agrees with the evaluation.)



Annual Reports

Curriculum, Instruction, School Achievement & World's Best Workforce

Tesfa International School
Independent School District #4239

2019-2020 School Year

Submitted to the District Board of Directors

VERIFICATION of STATUTORY COMPLIANCE

| Statutory or Contract Required Annual Report Element | Page(s) |
|--|----------------|
| History & Student Demographics | 3 |
| Mission & Statutory Purposes | 4 |
| Authorizer | 5 |
| Board Governance: Elections, Roster, Training | 6-7 |
| Employment: Administration and Staffing | 8-9 |
| Professional Development | 10 |
| School Enrollment / Attrition Rates | 10 |
| Academic Performance: state exams and local assessments | 11-14 |
| Charter Contract Defined Academic Performance Standards / Goals and Performance Outcomes | 15-18 |
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| Innovative Practices and Implementation | 19-20 |
| Future Plans | 20-21 |

INTRODUCTION

The 2019-2020 school year marks the completion of Tesfa International School's (Tesfa) fifth year of operation. Tesfa is a free, public charter school serving students in kindergarten through grade 6 residing in the Twin Cities metropolitan area. During the 2019-2020 school year Tesfa served a population that included over 95% of students qualifying for Free or Reduced Lunch (FRL) and over 70% of students identified as English Language Learners (ELL) .

We are proud of the academic growth of the students in our program which will be detailed in this report. Furthermore, we have built a strong school culture supported by the evidence that in fall 2020 we had 100% teacher retention and 80% student retention during the Covid-19 pandemic. We have evolved as a school characterized by academic growth and stability in staffing and finances.

HISTORY

Tesfa began operation in the fall of 2015. A deep commitment to improving the educational options for the historically underserved children in the Twin Cities, drove the development of Tesfa. Consequently board members that exhibit enthusiasm for the unique mission and vision for Tesfa International School joined the team. A demonstrated commitment to educational equity, and a high degree of expertise continue to be represented on the board, the staff and throughout the Tesfa community.

STUDENT DEMOGRAPHICS

85% Black,
14% White/Other
1% Two or More Races
70% English Learners (LEP)
97% Free & Reduced Lunch Qualification
13% Special Services Students

MISSION STATEMENT

Through a global-minded education, we empower and prepare all students with the empathy, knowledge, and skills to take risks and pursue goals that contribute meaningfully to their community.

STATUTORY PURPOSE

The content of this annual report fulfills the required data elements and information requested by the Minnesota Department of Education and by Volunteers of America (VOA). State statute requires that school districts create and publish an Annual Report on Curriculum, Instruction, and Student Achievement. Furthermore, this report fulfills the **World's Best Workforce Report** requirements identified by Minnesota Statutes, section 120B.11.

Tesfa's mission and vision are fully aligned with a number of statutory purposes contained in *Minn. Stat. § 124D.10, Sec. 1B. 1*. Its' educational focus lies in *improving learning and increasing opportunities for area students*, particularly those from low-income families. Tesfa places a high value on academic rigor, data-driven instruction, and accountability with a focus on preparing each student toward eventual graduation from high school and college. We hold ourselves accountable for results supported by data. Tesfa has carefully designed an educational program that has the capacity to deliver upon its promises:

- Tesfa will “improve pupil learning” and “increase learning opportunities for pupils” by providing a rigorous and comprehensive program.
- Tesfa will “measure learning outcomes and create innovative forms of measuring outcomes” by using multiple on-line adaptive learning programs to measure student progress toward state and college readiness standards.

AUTHORIZER

Tesfa International School is proud to have Volunteers of America (VOA) as our authorizer. The school has completed our fifth year of operation and will be continuing its second contract with our authorizer. VOA expects its charter schools to provide a quality education and operate a quality school program.

VOA's expectations regarding accountability and performance are clearly stipulated in its contract and through their oversight of school submissions, site visits, attendance at board meetings and other district sponsored events. Copies of each month's board packets, which include agendas, minutes, financial information, and board policies are submitted to the authorizer for review and feedback.

VOA completed a site visit during the school year, which provided the school with critical and constructive feedback about the school's operations and progress. The authorizer liaisons attended board meetings, visited the school, and maintained ongoing communication with school management in order to provide up to date information.



Volunteers of America of Minnesota

Main Contact: Stephanie Olsen, Manager
VOA Charter School Authorizing Program
VOA-MN Education Center
924 – 19th Avenue South
Minneapolis, MN 55404
Phone: 612-270-1998
E-Mail: solsen@voamn.org

DISTRICT GOVERNANCE

The School Board is the policy making body for Tesfa. The Board is responsible for school programs & operations by law; it delegates some portion of that authority to the Executive Director. The School Board monthly meeting schedule is posted on the website as are copies of the Board summary minutes. Elections for the School Board are held in May for available positions. Terms of service are two years. Parents, school faculty, community members, and the public are welcome to attend regularly scheduled Board meetings.

2019-2020 Charter Public School Board

| Name | Board Position | Group Affiliation (if teacher, file folder #) | Date Elected or Appointed | Date Seated | Term Expiration or Resignation | E-Mail Address |
|---------------------|-------------------------------|---|---------------------------|---------------|--------------------------------|--|
| Patrick Exner | Board Chair | Community Member | May 2018 | June 2018 | June 2020 | Patrick.exner@tesfainternationalschool.org |
| Abigail Hendricks | Vice Chair | Teacher | May 2018 | June 2018 | June 2021 | Abby.hendricks@tesfainternationalschool.org |
| Antoinette Johns | Secretary | Community Member | May 2018 | June 2018 | 12/1/19 | Antoinette.Johns@tesfainternationalschool.org |
| Elizabeth Robertson | Board Member | Teacher | May 2018 | June 2018 | June 2020 | elizabeth.robertson@tesfainternationalschool.org |
| Amir Orandi | Board Member | Parent | May 2018 | June 2018 | June 2021 | Amir.Orandi@tesfainternationalschool.org |
| John Groenke | Board Member | Community Member | May 2018 | June 2018 | June 2020 | John.groenke@tesfainternationalschool.org |
| Mohamed Selim | Board Member | Community Member | December 2019 | December 2019 | June 2021 | mohamed.selim@tesfainternationalschool.org |
| Jonas Beugen | Executive Director Ex-Officio | Ex-Officio Staff | | | | jonas.beugen@tesfainternationalschool.org |

**REQUIRED STATUTORY TRAINING
COMPLETED BY SEATED BOARD MEMBERS**

| Board Member Name | Governance Basic Training Completed | Finance Basic Training Completed | Employment Basic Training Completed | Dates, locations and trainers |
|--------------------------|--|---|--|--|
| Patrick Exner | X | X | X | MNSBA August 2018 |
| Abigail Hendricks | X | X | X | MNSBA August 2018 |
| Antoinette Johns | X | X | X | MNSBA August 2018 |
| Amir Orandi | X | X | X | MNSBA August 2018 |
| John Groenke | X | X | X | MNSBA August 2018 |

2019-20 School Management / Administrative Team Information

| Name | Admin License Yes/No | File Folder Number | Position | Years Employed by the School | Left During 19/20 | Not Returning 20/21 |
|-----------------|----------------------|--------------------|--------------------|------------------------------|-------------------|---------------------|
| Jonas Beugen | Y | 355690 | Executive Director | 3 | NA | Returning |
| Jason Stockwell | Y | 436077 | TOSA | 2 | | Returning |

MANAGEMENT & ADMINISTRATION

Tesfa International School consisted of 26 positions during the 2019-2020 school year. The school's management team consists of an Executive Director who is responsible for the overall operations of the school, budget, employee evaluation, human resources, and state reporting. An assistant director reports to the director and is primarily responsible for teaching and learning, curriculum, and assessment. The school contracts with a business manager who provides accounting and payroll services for the school. Other contracted services include a director of special education, school psychologist, developmental adapted physical education consultant, speech language pathologist, occupational therapist, MVNA school nurse, and technology consultant.

DESCRIPTION OF ROLES AND RESPONSIBILITIES

The Executive Director provides educational leadership; maintains positive behavior management policies; communicates to the board, staff, families, students, and the community; manages the building operations; oversees financing, budgeting, and grant writing; oversees human resources; oversees operations; and reports to the state.

Supervision:

The Director is supervised by the School Board of Directors.

Evaluation:

The Executive Director's job performance is monitored systematically against the job expectations. Reasonable progress must be made toward accomplishment of the Board's policies, annual objectives and goals, and the school's organizational operation.

School Faculty Information

2019-2020 Faculty Information

| Name | File Folder Number | Assignment/ Subject | Left During 19/20 | Not Returning 20/21 |
|---------------------|--------------------|-------------------------------|-------------------|----------------------|
| Abigail Hendricks | 396283 | Elementary Teacher | | Returning |
| Janelle Kopa | 1002025 | Elementary Teacher | | Returning |
| Jennifer Goepfen | 484601 | Elementary Teacher | | Returning |
| Marissa Wynja | 1002663 | Elementary Teacher | | Returning |
| Melanie Niewendorp | 417419 | Elementary Teacher | | Returning |
| Malaney Peterson | 489209 | Elementary Teacher | | Returning |
| Megan Kufal | 487806 | Elementary Teacher | | Returning |
| Paige Merwin | 501384 | Elementary Teacher | | Returning |
| Chanin Smith | 498709 | Elementary Teacher | | Returning |
| Julia Nyangacha | 508727 | Elementary Teacher | | Returning |
| Bryce Bohne | 475104 | Arabic Teacher / TOSA | | Returning |
| Kristy Ford | 451953 | Special Education Teacher | | Returning |
| Jonathan Braziel | 478171 | Special Education Teacher | | Returning |
| Jennifer Reeck | 474576 | Special Education Coordinator | | Returning |
| Elizabeth Robertson | 475077 | ESL Teacher | | Returning |
| Seynab Warsame | NA | Kitchen Staff | | Returning |
| Geneo Uga | NA | SPED Para | 2/2020 | NA |
| James Cosgrove | NA | SPED Para | | Returning |
| Amin Khelifa | NA | SPED Para | | Returning |
| Jill Phillips | NA | SPED Para | | Returning |
| Falis Mohamed | NA | SPED Para | | Returning |
| Elena Hanson | NA | Office Manager | | Returning |
| Jennifer Heieie | 385733 | Sped Director-Contracted | | Not Returning |
| Heather Schmidt | 102943 | OT-Contracted | | Staying with company |
| Gayle Ruevers | 432441 | Psychologist-Contracted | | Staying with company |

Professional Development

Tesfa has developed an extensive professional development program for staff members that is focussed upon helping teachers expand their capacity to meet the high expectations established by the school. All teachers and most support staff members participated in intensive training in three primary areas of focus for 2018-2019. Strategic Directions. ENVOY and PYP trainings were held over several days throughout the school year,

Strategic Directions Planning

Our team worked with the regional center of excellence to collaboratively plan to increase student achievement. As a result of this work we established two primary instructional areas of focus:

1. Effectively utilizing and emphasizing academic language for English Learners.
2. Productive struggle in math instruction.

The staff engaged in extensive training in both of these strategies throughout the school year.

Envoy

In August 2019 all staff members participated in a two day training designed to prepare the team to implement Envoy strategies as a school wide approach to creating a calm and positive learning environment.

Strategic Directions Team (SDT)

Our SDT which includes all licensed staff members met weekly for 2 hours throughout the school year. These meetings consistently included at least one segment that was designed to have a professional development focus. Each of the extensive trainings noted above was revisited in these meetings as were several other topics focussed on the professional growth of staff members

Student Enrollment and Attrition

| School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | Total | Attrition / Retention Rates |
|-------------|-------|-------|-------|-------|-------|-------|-------|---------------|-----------------------------|
| 2015-16 | 32.55 | 17.91 | 19.07 | 19.70 | 10.94 | 16.40 | 14.60 | 131.17 | NA |
| 2016-17 | 38.58 | 13.71 | 15.21 | 22.78 | 12.92 | 17.24 | 13.99 | 134.43 | |
| 2017-18 | 32.64 | 25.32 | 32.24 | 22.29 | 24.21 | 17.98 | 10.76 | 167.44 | *30% |
| 2018-19 | 26.63 | 22.25 | 26.04 | 29.90 | 21.70 | 22.25 | 15.53 | 164.30 | 72% |
| 2019-2020 | 35.99 | 22.66 | 26.96 | 29.83 | 24.76 | 22.53 | 16.49 | 179.22 | 77% |

ACADEMIC PROGRAMMING

CURRICULUM

Tesfa International School was an authorized International Baccalaureate Candidate School during the 2019-2020 school year.. The International Baccalaureate (IB) is a student focused non-profit educational foundation. The IB's mission statement strives to develop internationally minded students who recognize their importance as global citizens who are motivated to use their knowledge and skills to take action to make changes to and in the world. The mission of IB states:

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.” (IBO.org)

The IB Primary Years Programme (PYP) is a curricular framework that allows for engaging, relevant, challenging and significant learning experiences designed for students in kindergarten through sixth grade. It focuses on the development of the whole child as an inquirer, both in the classroom and in the global community. This framework addresses students' academic, social and emotional well-being, and encourages students to take responsibility for their own learning in an effort to gain an understanding of the world around them.

The International Baccalaureate Primary Years Programme challenges students to engage in the study of global concepts. The PYP is developed around six organizing transdisciplinary themes that provide the structure for the Program of Inquiry. These themes identify areas of shared experience that have meaning for individuals of different cultures. They promote an awareness of the human condition and an understanding that there is a commonality of human experience. As students explore these themes collaboratively, they increase their awareness of and sensitivity to others. This is crucial to the development of an international perspective. (www.ibo.org) Specific curriculum maps for each grade level, known as the Program of Inquiry (POI) for Tesfa International School are developed by teachers. It is through these rich learning experiences that students will meet all of the required Minnesota State Standards.

The subject areas of math, language arts, science, social studies, information technology, the arts and physical education are taught through transdisciplinary themes in order to help students make connections between the subjects, thereby facilitating more effective learning. Students are asked to make connections between life in school, life at home and life in the world. These connections contribute to the development of the PYP attitudes. The PYP fosters the development of thinking, communication, socializing, research and self-management skills. Students are encouraged to take action by putting what they have learned into practice through service to the school community, the local community and the global community.

Mathematics

As a future International Baccalaureate Primary Years Programme school, Tesfa chose curricula that makes specific allowances for inquiry-based and conceptual learning. According to PYP, mathematics is viewed as a vehicle to support inquiry, providing a global language through which we make sense of the world around us. It is intended that students become competent users of the language of mathematics, and can begin to use it as a way of thinking, as opposed to seeing it as a series of facts and equations to be memorized. (Mathematics Scope and Sequence-IBO.org) Tesfa believes that Investigations in Number, Data, and Space provides students with the research-based, rigorous learning students deserve. Investigations was created to support students in the deep understanding of mathematical concepts necessary for future mathematical success. A truly progressive math curriculum, Investigations sets itself apart from other more traditional math curricula and pairs well with IB philosophy because of its commitment to student dialogue, reasoning, and desire to lead students through real thinking in inquiry-based, real-life experiences.

Literacy

Tesfa International School addresses the Common Core Standards by building upon the Benchmark Literacy program as a curricular resource for developing a balanced literacy and guided reading program. Tesfa uses the Benchmark Literacy Program because it is aligned to many aspects of the IB curriculum and when used flexibly, provides a transdisciplinary approach to instruction throughout the school day. Benchmark Literacy supports student mastery of the five essential elements of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension) and research has shown that this program helps to increase student achievement for all learners. Benchmark Literacy is aligned with Common Core State Standards, and provides many resources such as motivating texts (with a balance of fiction and nonfiction); whole group, small group and one-on-one instructional resources; and uses specific components and materials to target phonics, phonemic awareness, comprehension vocabulary development and fluency skills. Benchmark Literacy offers differentiation for special education students and English Language Learners through visuals and activities, which engage students at a variety of achievement levels.

Social Studies, Science, and the Arts

As a future IB school, Tesfa International School's curriculum is organized around the six-transdisciplinary themes of the IB Primary Years Programme. The IB PYP framework drives our approach to science and social studies, which is taught daily during the Unit of inquiry. Teachers work to plan, implement and reflect upon six rich, inquiry-based IB units over the course of the school year, which address the Minnesota science and social studies standards. It is recognized that teaching and learning science and social studies as subjects is necessary, but not sufficient. Of equal importance is the need to learn these subjects in context, exploring content that is relevant to students, and transcends the boundaries of the traditional subject areas. The transdisciplinary themes provide the framework for a highly defined, focused, in-depth program of inquiry, which will provide an excellent vehicle for teaching science and social studies. Each Unit of Inquiry is developed collaboratively by teachers, incorporating the grade level science and social studies state standards that they weave into (and assess at the end of) each unit.

Physical Education

Tesfa International School designed a physical education program to align with the National Standards for growth and development. The focus is in the areas of physical, social, emotional, intellectual, and nutritional well being, along with motor skill acquisition. Tesfa offers adaptations and accommodations to support our mission, vision and International Baccalaureate curricular focus. The physical education program is a balanced program promoting the skills and knowledge of our students, with the goal of students understanding their bodies, ways to maintain a healthy lifestyle, and the connections that can be made to the rest of the world. Every student at Tesfa has access to a 35 minute physical education class every day.

World Language

Tesfa International School believes that acquiring a second world language is a critical part of any IB school programming. As such, Tesfa offers a 35 minute Arabic World Language to all students. Tesfa chose its language with consideration of input from our parent and student community. Students expanded their language vocabulary using computer software called Rosetta Stone. Rosetta Stone allows students to learn basic listening, reading, writing, and speaking in Arabic. The topics learned include:

ASSESSMENT INFORMATION

Minnesota Comprehensive Assessments

The MN Comprehensive Assessments (MCA-III, MTAS), are tests that measure how well a student has mastered the state’s academic standards in 3rd through 6th grade in reading and math. Students do not pass or fail the MCAs but are considered “proficient” if they meet or exceed the standards set by the State.

DUE TO COVID-19 the MCA ASSESSMENTS WERE NOT ADMINISTERED DURING THE 2019-2020 SCHOOL YEAR. THE RESULTS BELOW ARE FROM THE MOST RECENT ASSESSMENTS IN SPRING 2019.

Tesfa showed significant improvement in the number of students scoring proficient in both Math and Reading as demonstrated by the tables below.

Even more significant were Tesfa’s North Star Academic Progress scores which are based upon students improvement from the previous year. Tesfa’s progress scores were:

Reading: Tesfa 3.24 State Average: 2.34

Math: Tesfa 2.62 State Average: 2:01

Tesfa’s Academic Progress score in the top 5% of the state of Minnesota for BOTH Reading and Math.

Minnesota Comprehensive Assessment Results

| TESFA INTERNATIONAL SCHOOL. District – SPRING 2019 MCA III READING Achievement Levels: GRADE 3, 4, 5, 6 – Reading Performance | | | | | | | |
|--|-----------------|---------------|-------------------------|--------------------------|-----------------|-------------------|--------------|
| | Grade | Total #Tested | Does Not Meet Standards | Partially Meets Standard | Meets Standards | Exceeds Standards | Proficiency |
| SPRING | 3 rd | | | | | | |
| 2017 | | 22 | 61.9% | 3.3% | 4.8% | 0% | 9.1% |
| 2018 | | 18 | 77.8% | 11.1% | 11.1% | 0% | 11.1% |
| 2019 | | 24 | 62.5% | 12.5% | 25.05 | 0% | 25.0% |

| | | | | | | | |
|---------------|-----------------|-----------|--------------|--------------|--------------|-------------|--------------|
| SPRING | 4 th | | | | | | |
| 2017 | | 12 | 66.7% | 16.7% | 16.7% | 0% | 16.7% |
| 2018 | | 20 | 70.0% | 25.0% | 5.0% | 0% | 5.0% |
| 2019 | | 19 | 63.2% | 10.5% | 21.1% | 5.3% | 26.3% |
| SPRING | 5 th | | | | | | |
| 2017 | | 16 | 56.3% | 12.5% | 25.0% | 6.3% | 31.3% |
| 2018 | | 17 | 58.8% | 11.8% | 29.4% | 0% | 29.4% |
| 2019 | | 19 | 36.8% | 31.6% | 31.6% | | 31.6% |
| SPRING | 6 th | | | | | | |
| 2017 | | 14 | 53.8% | 23.1% | 23.1% | 0% | 23.1% |
| 2018 | | 10 | 50.0% | 20.0% | 30.0% | 0% | 30.0% |
| 2019 | | 14 | 42.9% | 21.4% | 35.7% | 0% | 35.7% |

Overall Proficiency: 2017 -18%
2018 -17%
2019- 28.9%

| TESFA INTERNATIONAL SCHOOL. District – SPRING 2019 | | | | | | | |
|---|-----------------|----------------|-------------------------|--------------------------|-----------------|-------------------|--------------|
| MCA III Math Achievement Levels: GRADE 3, 4, 5, 6 – Math Performance | | | | | | | |
| | Grade | Total # Tested | Does Not Meet Standards | Partially Meets Standard | Meets Standards | Exceeds Standards | Proficiency |
| SPRING | 3 rd | | | | | | |
| 2017 | | 23 | 78.3% | 21.7% | 0% | 0% | 0% |
| 2018 | | 18 | 55.6% | 5.6% | 38.9% | 0% | 38.9% |
| 2019 | | 24 | 33.3% | 16.7% | 41.7% | 8.3% | 50.0% |
| SPRING | 4 th | | | | | | |
| 2017 | | 13 | 61.5% | 30.8% | 7.7% | 0% | 7.7% |
| 2018 | | 20 | 60.0% | 30.0% | 10.0% | 0% | 10% |
| 2019 | | 19 | 57.9% | 15.8% | 26.3% | 0% | 26.3% |
| SPRING | 5 th | | | | | | |
| 2017 | | 19 | 89.5% | 10.5% | 0% | 0% | 0% |
| 2018 | | 17 | 88.2% | 11.8% | 0% | 0% | 0% |
| 2019 | | 19 | 42.1% | 36.8% | 21.1% | 0% | 21.1% |
| SPRING | 6 th | | | | | | |
| 2017 | | 16 | 68.8% | 18.8% | 12.5% | 0% | 12.5% |
| 2018 | | CCTS | CCTS | CCTS | CCTS | CCTS | CCTS |
| 2019 | | 14 | 42.9% | 35.7% | 21.4% | 0% | 21.4% |

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | | |
|--|--|--|--|--|--|--|--|

*CCTS = Cell Count Too Small to Report

Overall Proficiency:

2017 - 4.2%

2018- 13.8%

2019- 31.6%

| TESFA INTERNATIONAL SCHOOL. District – SPRING 2017 | | | | | | | |
|---|-----------------|---------------|-------------------------|--------------------------|-----------------|-------------------|--------------|
| MCA III Science Achievement Levels: GRADE 5 – Science Performance | | | | | | | |
| | Grade | Total #Tested | Does Not Meet Standards | Partially Meets Standard | Meets Standards | Exceeds Standards | Proficiency |
| SPRING | 5 th | | | | | | |
| 2017 | | 20 | 75% | 15% | 10% | 0% | 10% |
| 2018 | | 20 | 58.8% | 23.5% | 18% | 0% | 18% |
| 2019 | | 22 | 59.1% | 13.6% | 27.3% | 0% | 27.3% |

Please note: Only Students who are enrolled by October 1st are counted for calculations on participation and proficiency.

ACCESS

ACCESS is the State of MN designated English Language Proficiency Exam. It is given at all grades K-6 and measures English Language Proficiency in the areas of Listening, Speaking, Reading and Writing. It also uses a formula to calculate scores in the areas of Comprehension and Oral Language. Below is the overall composite score for the ACCESS test for students in Grades K-6.

ACCESS COMPOSITE SCORE RESULTS (SCHOOLWIDE)

| | 1 | 2 | 3 | 4 | 5 | 6 |
|-----------------|-------------|--------------|--------------|--------------|-------------|-----------|
| Total # | Entering | Beginning | Developing | Expanding | Bridging | Reaching |
| 2017- #81 | 24.7% | 33.3% | 28.4% | 13.6% | 0% | 0% |
| 2018 #80 | 10% | 31.3% | 33.8% | 23.8% | 1.3% | 0% |
| 2019 #79 | 8.9% | 34.2% | 39.2% | 16.5% | 1.3% | 0% |

NWEA-MAP

MAP tests are computerized assessments done in the fall and winter, of each year. These assessments show student growth over time as well as providing nationally-normed grade equivalent benchmarks and predictors of performance on the State MCA assessments. Students set goals for growth at each assessment window and teachers are able to pinpoint individual learning targets (standards) for their students.

Fall-Winter 2019-2020 MAP Data

MAP MATH FALL - WINTER GROWTH

| Winter RDG | #of students Fall | Fall Median | #of students Winter | Winter Median | <i>norm Growth</i> | Actual Growth | NET +/- |
|-------------------|--------------------------|--------------------|----------------------------|----------------------|--------------------|----------------------|----------------|
| k | 37 | 128 | 35 | 142 | 10.5 | 14 | +3.5 |
| 1 | 24 | 149 | 23 | 157 | 10.1 | 8 | -2.1 |
| 2 | 26 | 165 | 25 | 177 | 9 | 12 | +3 |
| 3 | 31 | 177 | 29 | 183 | 7.8 | 6 | -1.8 |
| 4 | 30 | 190 | 25 | 200 | 7 | 10 | +3 |
| 5 | 23 | 194 | 20 | 205 | 5.6 | 11 | +5.4 |
| 6 | 16 | 200 | 15 | 210 | 4.8 | 10 | +5.2 |
| Total | 190 | | 165 | | | | +16.2 |

Based upon our needs analysis conducted in Spring 2018 we determined that addressing student in mathematics was our top academic priority as math growth had been lagging behind reading growth. Consequently, our strategic directions team focussed most of its on bundling and unpacking math standards to support our long-term strategy of engaging in productive struggle in mathematics instruction. The focus on mathematics appears to producing the desired results as our growth scores school-wide continue to exceed national norms by a significant margin. This is also consistent with our spring 2019 MCA results. We have made excellent growth in math test growth across multiple assessments.

MAP READING FALL - WINTER GROWTH

| Winter RDG | #of students Fall | Fall Median | #of students Winter | Winter Median | norm Growth | Actual Growth | NET +/- |
|------------|-------------------|-------------|---------------------|---------------|-------------|---------------|-------------|
| k | 37 | 133 | 34 | 144 | 9.7 | 11 | +1.3 |
| 1 | 24 | 149 | 21 | 156 | 9.9 | 7 | -2.7 |
| 2 | 24 | 159 | 26 | 170 | 8.8 | 11 | +2.2 |
| 3 | 32 | 171 | 27 | 177 | 6.7 | 6 | -0.7 |
| 4 | 30 | 186 | 24 | 187 | 5.8 | 1 | -4.8 |
| 5 | 23 | 192 | 19 | 200 | 6.5 | 8 | +1.5 |
| 6 | 20 | 204 | 14 | 211 | 3.6 | 7 | +3.4 |
| Total | 190 | | 165 | | | | +0.2 |

In our SDT work reading has initially been a secondary focus. Taken as a whole our reading growth in the MAP assessment was slightly above the national norm. During the 2020-2021 school year we will begin to move our focus to more equally addressing reading and mathematics. This will include an emphasis on explicitly teaching academic language the second half of the year.

FINANCES

Tesfa is currently in a strong financial position. The School's business management for 2019-2020 was contracted out to an accounting company whose primary role is to advise the Finance Committee and School Board on budget and fiduciary matters. Dieci School Finance, LLC, was the recognized and independent professional accounting firm that Tesfa contracted with for business management services and accounting.

Tesfa contracts with a separate company to issue payroll and an independent auditing company, Clifton, Allen, Larsen Inc, Inc. was used for the annual audit.

Fund Balance:

- Fund Reserve-all funds as of June 30, 2019 are estimated at \$486,991 which is 17.1% of the annual budget.

Fiscal Year 2019 Timeline of Audit:

- Clifton, Allen, Larsen Inc. is the audit firm of the school for 2018-2019.
- Audit fieldwork was completed during August 2020.
- Final audited financial statements are expected to be completed by October 31, 2020.

SERVICE LEARNING

A key element of all VOA Authorized schools is engaging students in authentic action projects which encourage students to use the knowledge they acquire throughout their learning to take action to make the world a better place. Tesfa students participated in a variety of service learning through this year. All grade levels participated in at least one project.

Innovative Practices

Innovative Practice #1 - Personalized Learning through Technology Integration

Prior to Covid-19 causing schools to engage in distance learning, Tesfa students were already supported by a 1 to 1 iPad approach that included learning through a variety of educational applications and programs. The implementation of this program helped teachers create a highly differentiated and engaging instructional approach. As a result, we had a successful transition to distance learning and were able to effectively meet the needs of our students. This practice has also helped us effectively address the learning needs of our English Learners through a variety of learning tools.

Innovative Practice #2-The Social Curriculum

At Tesfa International School we believe the social curriculum is as important as the academic curriculum. In addition to a teacher's impact on academic performance, teachers must also have a deep impact on their students' social-emotional development and well being. In order to maximize our teachers' ability to positively impact their students' social-emotional development, Tesfa International School has built specific structures to promote and support the teacher-student relationship and develop student's social and emotional skills. Second Step a social curriculum was utilized as the basis of a social emotional learning course that all Tesfa students grades K-6 participated in for over 40 hours during the school year. Furthermore, all Tesfa students eat breakfast and lunch with their homeroom teacher, participate in daily morning meetings to build classroom community, and end-of-the-day closing meetings for shared reflection.

Innovative Practice #3 Longitudinal Implementation of scientifically based instructional strategies

- During the 2019-2020 our Strategic Directions team met on a weekly basis and worked towards fully implementing two dpecific strategies over a three year period.
 - Explicit instruction of academic language to support all learners but particularly English Learners.
 - An emphasis on productive struggle in math instruction and learning.

Future Plans

- Identifying a school site to support the long term needs of the school.
- Reframing our Instructional Model to Meet the Emerging Needs of our students and families, likely including a transition from being an IB candidate school to a STEM focussed school.
- Pre-K and Middle School Expansion -Tesfa plans to add 7th and 8th grade to our programming in the near future. We have now had consecutive years of improved results on MCA testing and have established a sound financial position. Our families consistently express a strong desire for us to add middle school programming.