

**ACADEMY FOR INTEGRATED ARTS
BOARD of DIRECTORS MEETING
MINUTES**

October 27, 2022

4:00 p.m.

7910 Troost Ave., Kansas City, Missouri

This was a virtual meeting held via Zoom.

Present: Emily Brown, Secretary
Lynne Brown, Member
Brad Epsten, Chairman
Andy Fromm, Member (4:10)
Patrick Lenoir, Member
Cara Newell, Treasurer
Jennifer Waddell, Member

Also Present: Tricia DeGraff, Executive Director
Asha Moore, Assistant Principal (4:10)

I. CALL TO ORDER AND ROLL CALL

Brad Epsten called the meeting to order at 4:04

II. FINANCIAL REPORT

Budget report-Cara Newell (attachment)

III. CONSENT AGENDA ITEMS

- Approval of the minutes from the September 22, 2022 board meeting
- Approval of the warrant list (check registry and purchasing card record)
- Approval of the financial report:
Motion: Jennifer Waddell
Second: Emily Brown
Vote: 7-0

IV. ACTION ITEMS

- Approval to hire Jessica McDonald:
Motion: Lynne Brown
Second: Jennifer Waddell
Vote: 7-0
- Approval to amend the agenda to approve hiring Lyndsay Sills:
Motion: Cara Newell
Second: Lynne Brown
Vote: 7-0
- Approval to hire Lyndsay Sills, part time after school club coordinator:
Motion: Cara Newell

Second: Lynne Brown

Vote: 7-0

- Approval of Board Policy Revisions:

Motion: Patrick Lenoir

Second: Emily Brown

Vote: 7-0

V. EXECUTIVE DIRECTOR'S REPORT

- Monthly Update-Tricia DeGraff (attachment)

VI. DISCUSSION ITEMS/COMMITTEE REPORTS

- Education Committee met on October 20th (attachment)
- Audit/Finance met on October 20th (attachment)
- Governance Committee met on October 18th (attachment)

Kent Peterson, in partnership with SchoolSmartKC, joined the board meeting to review the results of the last board self-assessment. The board discussed areas for improvement and planned a further discussion at the upcoming Board Retreat on November 3rd at 4:00 p.m.

VII. NEW BUSINESS

None

VIII. EXECUTIVE SESSION

Recommendation to enter into executive session for the purpose of conducting business related to personnel, real estate, and/or legal issues as specified in Section 610/021 of the Missouri Sunshine Law.

X. ADJOURNMENT

Motion to adjourn: Lynne Brown

Second: Jennifer Waddell

Vote: 7-0

Meeting adjourned at 5:52 p.m.

Next Board Meeting is on December 8, 2022 at 4:00 p.m. at AFIA.

Respectfully submitted,

Emily Brown

Secretary



Brad Epstein

Chairman





Academy for Integrated Arts

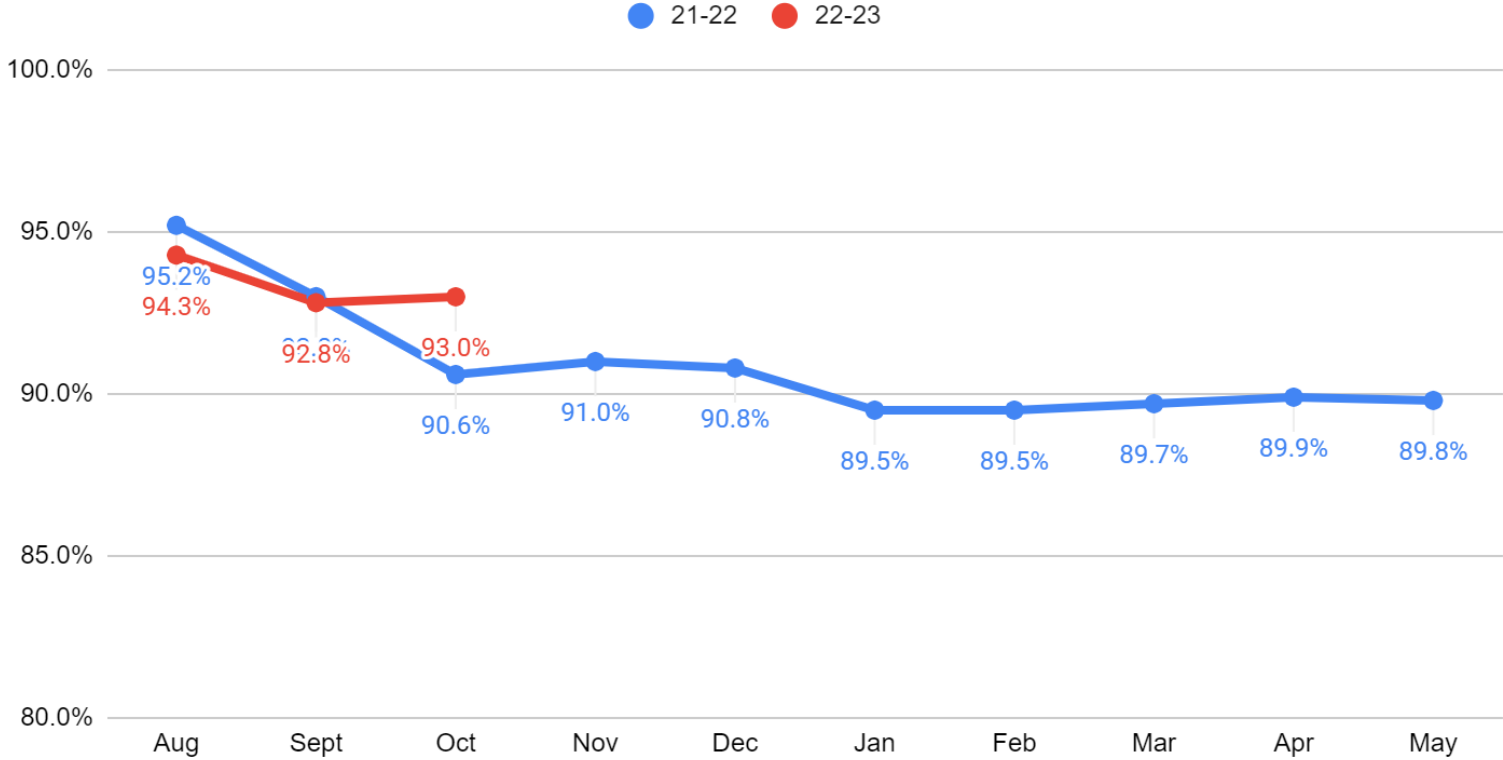
Executive Director's Report

October 27, 2022

Enrollment 2022-2023

Grade	8/22	Sept	Oct	Dec	Jan	Feb	Mar	Apr	May	June
PK	16	16	16							
TK	9	7	7							
K	34	35	36							
1st	41	42	42							
2nd	42	42	41							
3rd	39	40	40							
4th	41	40	37							
5th	35	35	33							
6th	21	21	21							
Total	278	278	273							

Year to Date Attendance Percentage



General Updates

Back to School Bash October 6, 2022



General Updates: Family Teacher Conferences (Oct. 11 - 13)

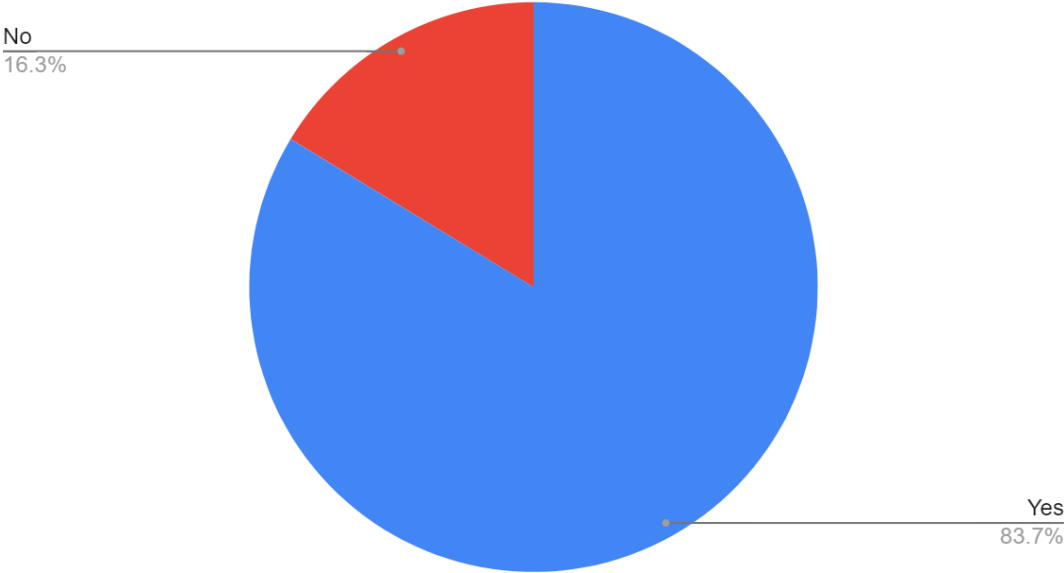
Goal from AFIA's Board Approved Strategic Plan: *Partner with families in meeting the needs of the whole child and ensure that families feel heard and valued in the school community.*

Family Engagement Goal from AFIA's Performance Contract: **Over 80%** of AFIA families will participate in family teacher conferences (held in October and February).

Data from October, 2022 Family Teacher Conferences (As of October 24, 2022): **86%** of AFIA families engaged in family teacher conferences.

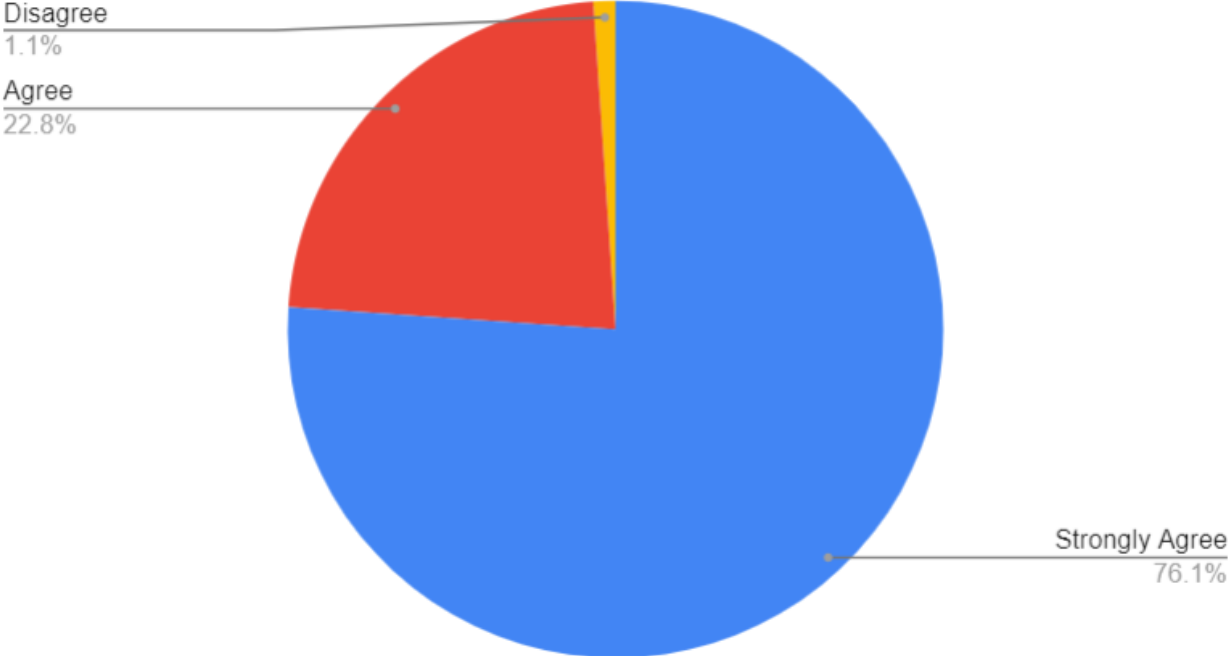
Post-Conference Feedback

I completed the pre-conference survey.



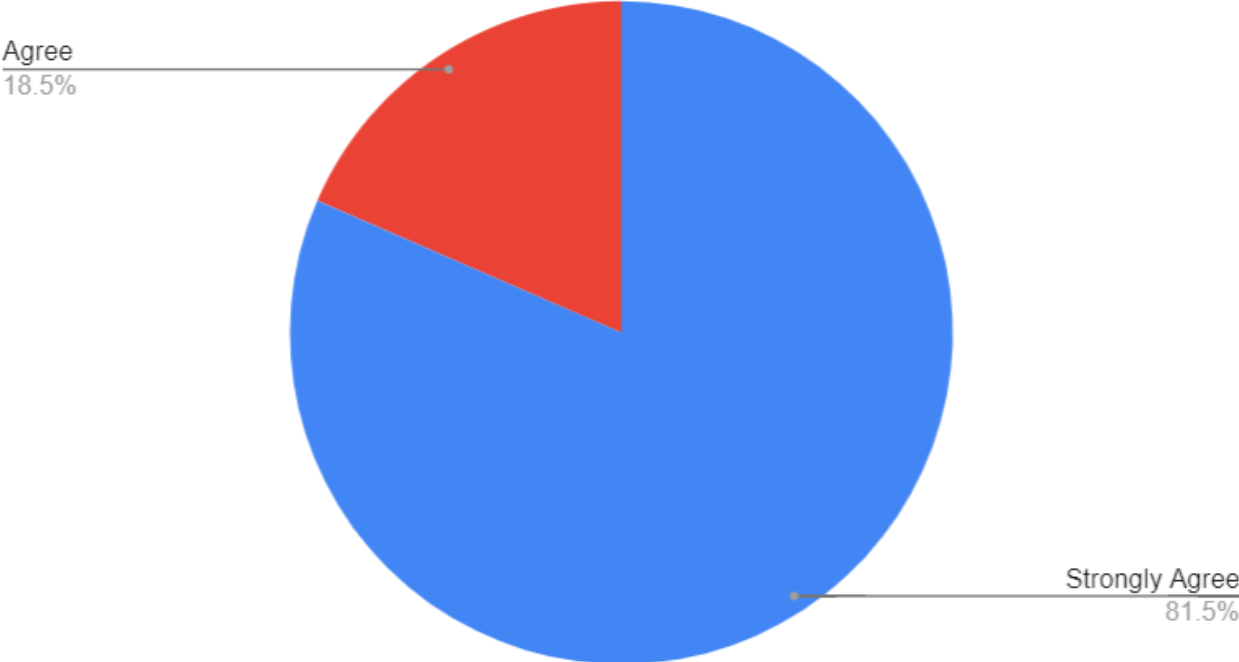
Post-Conference Feedback

I felt engaged in the planning of the conference.



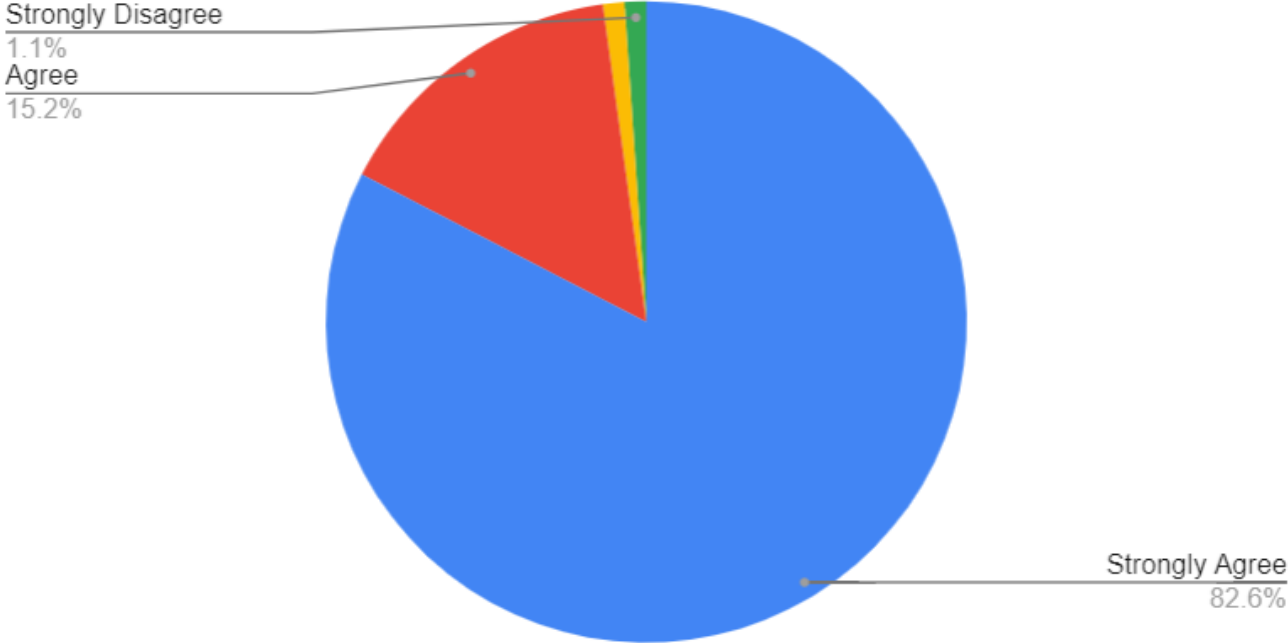
Post-Conference Feedback

My concerns were addressed in the conference.



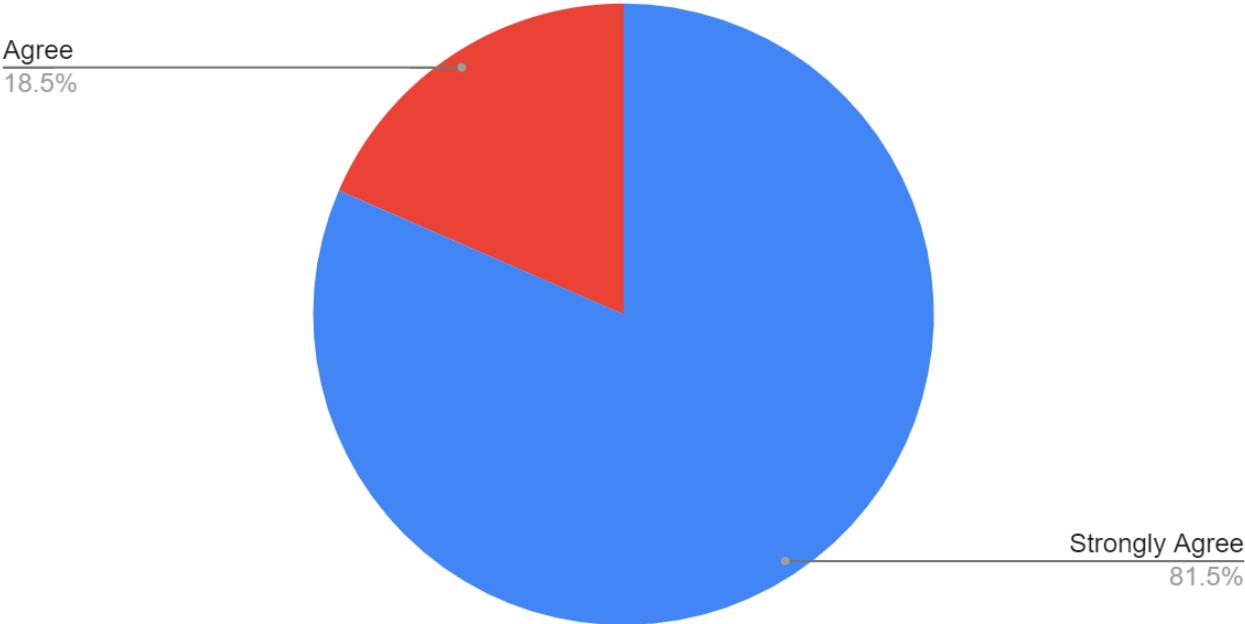
Post-Conference Feedback

As a result of the conference, I better understand how my child is performing academically in school.



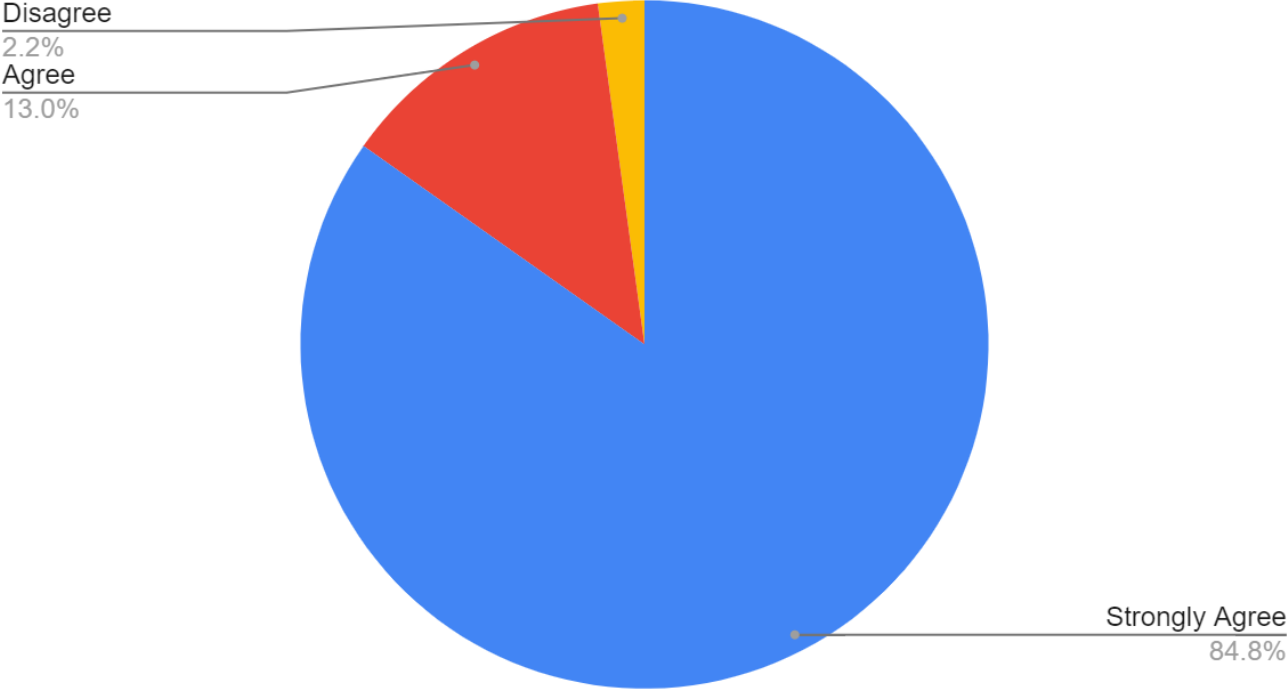
Post-Conference Feedback

As a result of the conference, I better understand my child's social and emotional growth in the school setting.



Post-Conference Feedback

I feel valued as a partner in my child's education.



General Updates: 6th Grade Camping Trip at Wildwood



General Updates: After School Clubs

- Funded by Kauffman Foundation
- First round: Nov 8 - Dec 15
- Over 10 clubs offered:
 - Martial Arts
 - African Dance
 - Cooking
 - Chess
 - Robotics
 - Hip Hop Dance
 - Theater Arts
 - Clay Creatures
 - Board Game

Priority 2 from AFIA's [Equity Work Plan](#))

Priority #2: Create a safe, welcoming and inclusive environment for all students, staff members, and families at AFIA.

Goals:

- 90% of staff will report that they feel supported having conversations related to marginalized identities (including race, ethnicity, religion, LGBTQIA+, gender, abilities, family structure)
- 90% of staff, students and families report that they feel safe, welcomed and included at AFIA

Key Actions:

- Provide professional development to educators with the tools and skills to facilitate classroom conversations and learning related to marginalized identities (proactive and reactive)
- Develop and implement after school clubs to provide opportunities for students and families to connect with families from different backgrounds*
- Participate in the Family School Partnerships Collaborative (through School Smart KC)

Partnership Updates

- Phoebe and Tricia attended the School Smart Kansas City Data Cohort Partnership Dinner
 - Discussed ongoing learning and support to ensure we are leveraging our student information system to its full capacity
- Coaction Collective: Family Partnership Collaborative
 - Funded by School Smart Kansas City
 - Presented professional development to AFIA team on September 23, 2022: Supporting Student Success: Family Conferences
 - Direct implementation: Structure for family teacher conferences, pre and post survey

Partnership Updates

- Through SSKC, AFIA is joining four other local LEAs in the ASU Learning Cohort. Through this cohort, we are engaging in learning with other schools across the country related to team teaching.
- Two individuals visited AFIA from Horizon Academy. They observed in classrooms and we discussed implementation of Orton Gillingham lessons.
- In collaboration with SSKC and Harvesters, AFIA is setting up an onsite food pantry to provide food to AFIA families in need
- Tricia attended the Kansas City Young Audiences Annual Luncheon
- Tricia attended the Missouri Charter School Conference and DESE meetings on October 13 and 14

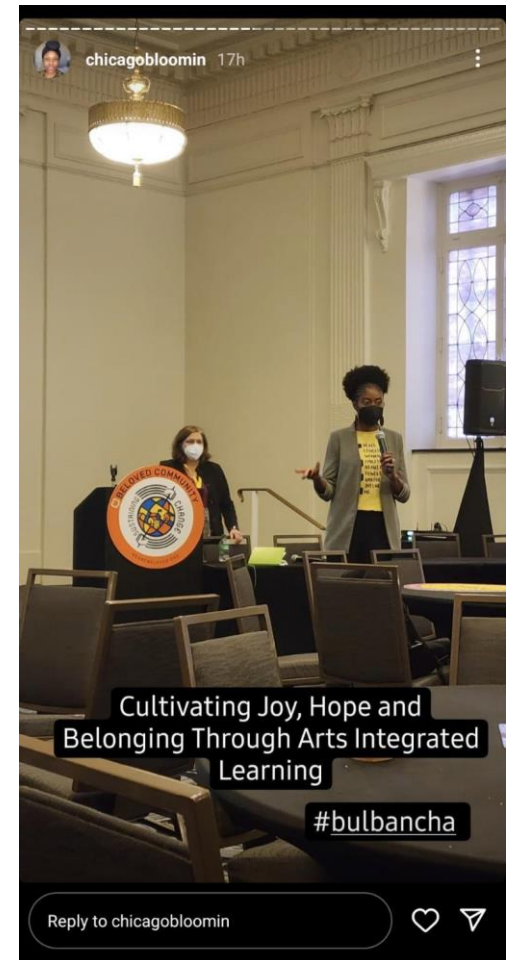
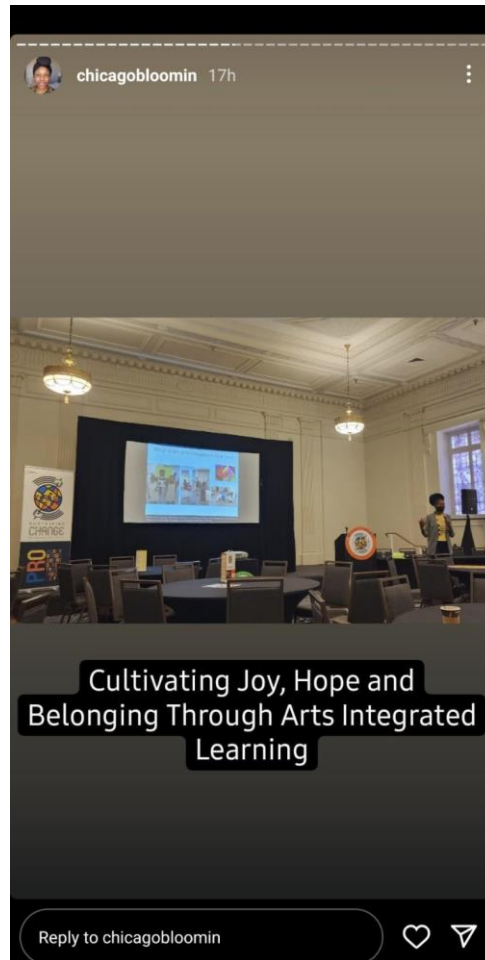
Partnership Updates

Tricia and Keyonia Cobbins presented “Equity Through Project Work” at the Global Association of Multicultural Education on October 7, 2022.



Partnership Updates

Tricia and Asha Moore presented “Cultivating Joy, Hope and Belonging Through Arts Integrated Learning” at the Beloved Community convening in New Orleans on October 26, 2022. Beloved Community supported us in developing in our [Equity Work Plan](#) and is continuing to support in implementation. This work was funded by the Kauffman Foundation.



AFIA's Performance Contract Data (not finalized)

2018 - 2022

[Supporting Documentation](#)

[Link](#) to AFIA's
new
performance
contract

Performance Contract Goal		Status 18 - 19	Status 19 – 20	Status 20 – 21	Status 21 -22
Instructor/Teacher Quality	Goal 1: By spring 2021-2022, over 80% of AFIA teachers, who have two or more years of experience at AFIA, will score a Proficient in the area of Demonstration of Learning on the TNTP Teaching Rubric.	Goal Met	Goal Met	Goal Met	Goal Met
	Year 7 Benchmark: Focus on Essential Content: Over 80% of AFIA teachers, who have two or more years of experience at AFIA, will score a Proficient Score in the area of Essential Content on the TNTP Teaching Rubric.				Goal Met
	Year 8: School-wide focus on Culture of Learning and Demonstration of Learning: Over 80% of AFIA teachers, who have two or more years of experience at AFIA, will score a Proficient Score in the area of Demonstration of Learning on the TNTP Teaching Rubric.				Goal Met
	Year 9: School-wide focus on Academic Ownership and Demonstration of Learning: Over 80% of AFIA teachers, who have two or more years of experience at AFIA, will score a Proficient Score in the area of Demonstration of Learning on the TNTP Teaching Rubric.				Goal Met
Family Eng.	Goal 1: Over 80% of AFIA families will participate in family teacher conferences (held in October and February)	Goal Met	Goal Met in Oct, but not in Feb	Goal Met	Goal Met
	Goal 2: Scores on the parent satisfaction survey will average a 4 out of 5-point Likert scale.	Goal Met	Goal Met	Goal Met	Goal not met/NA – used a different survey tool
Social Emot.	Goal 1: 100% of students identified in the “Need” category on DESSA will be referred to the Student Success Team and will have an individualized intervention plan.	In process.	Goal not met.	NA	Goal not met
Arts Int.	Goal 1: By the Spring of 2022, AFIA will have a tool in place that measures arts integration and project work implementation.	In Process	In process	Goal Met	Goal Met
	Goal 2: By the Spring of 2022, all students will have a portfolio of work that includes key pieces of work, including an art integrated key assessment.		In process	Goal not met	Goal not met
Board Eng.	Goal 1: The Board of Directors will lead the efforts to update AFIA's strategic plan by Spring 2020.	In Process	In Process	Goal Met	Goal Met
	Goal 2: 80% of the Board of Directors will attend 80% of the meetings.	Goal Met	Goal Met	Goal Met	Goal Met
	Goal 3: Once a year, the Board of Directors will self-assess their effectiveness and create goals based on this self-assessment.		Goal Met	Goal Met	Goal Met

Upcoming Events

- Mark your calendars for December 15th: After school clubs showcase at 3:45 PM
- December 9th: Winter Luncheon



Data related to AFIA's performance contract (2018 – 2022)

Performance Contract Goal		Status 18 - 19	Status 19 – 20	Status 20 – 21	Status 21 -22
Instructor/Teacher Quality	Goal 1: By spring 2021-2022, over 80% of AFIA teachers, who have two or more years of experience at AFIA, will score a Proficient in the area of Demonstration of Learning on the TNTP Teaching Rubric.	Goal Met	Goal Met	Goal Met	Goal Met
	Year 7 Benchmark: Focus on Essential Content: Over 80% of AFIA teachers, who have two or more years of experience at AFIA, will score a Proficient Score in the area of Essential Content on the TNTP Teaching Rubric.				Goal Met
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	Year 9: School-wide focus on Academic Ownership and Demonstration of Learning: Over 80% of AFIA teachers, who have two or more years of experience at AFIA, will score a Proficient Score in the area of Demonstration of Learning on the TNTP Teaching Rubric.				Goal Met
Family Eng.	Goal 1: Over 80% of AFIA families will participate in family teacher conferences (held in October and February)	Goal Met	Goal Met in Oct, but not in Feb	Goal Met	Goal Met
	Goal 2: Scores on the parent satisfaction survey will average a 4 out of 5-point Likert scale.	Goal Met	Goal Met	Goal Met	Goal not met/NA – used a different survey tool
Social Emot.	Goal 1: 100% of students identified in the “Need” category on DESSA will be referred to the Student Success Team and will have an individualized intervention plan.	In process.	Goal not met.	NA	Goal not met
Arts Int.	Goal 1: By the Spring of 2022, AFIA will have a tool in place that measures arts integration and project work implementation.	In Process	In process	Goal Met	Goal Met
	Goal 2: By the Spring of 2022, all students will have a portfolio of work that includes key pieces of work, including an art integrated key assessment.		In process	Goal not met	Goal not met
Board Eng.	Goal 1: The Board of Directors will lead the efforts to update AFIA's strategic plan by Spring 2020.	In Process	In Process	Goal Met	Goal Met
	Goal 2: 80% of the Board of Directors will attend 80% of the meetings.	Goal Met	Goal Met	Goal Met	Goal Met
	Goal 3: Once a year, the Board of Directors will self-assess their effectiveness and create goals based on this self-assessment.		Goal Met	Goal Met	Goal Met

Instructional Teacher Quality Goal 1

Goal Status **Goal 1:** By spring 2021-2022, over 80% of AFIA teachers, who have two or more years of experience at AFIA, will score a Proficient in the area of Demonstration of Learning on the TNTP Teaching Rubric.

- **AFIA exceeded this goal during the 2021-2022 school year.** Data from summative teacher evaluations shows that 83% of AFIA teachers who have two or more years of experience scored proficient or higher on all four areas of the TNTP teaching rubric.

TNTP Teaching Rubric	Essential Content	Culture of Learning	Academic Ownership	Demonstration of Learning
Percentage of AFIA teachers, who have two or more years of experience at AFIA who scored proficient or higher	83%	83%	83%	83%

Family Engagement Goal 1

Goal Status

Goal 1: Over 80% of AFIA families will participate in family teacher conferences (held in October and February)

- **AFIA exceeded this participation goal during each round of conferences in 2021-2022.** Data from October 2021 shows conference participation was **84% of families**. Data from March 2022 shows participation was **84% of families**.

October 2021-2022 Data				
Classroom	# of Families who Attended	Total # of Students	Participation %	Met Goal?
Classroom 1	16	19	84%	Yes
Classroom 2	17	20	85%	Yes
Classroom 3	17	20	85%	Yes
Classroom 4	19	21	90%	Yes
Classroom 5	16	20	80%	Yes
Classroom 6	15	19	79%	No
Classroom 7	16	19	84%	Yes
Classroom 8	14	17	82%	Yes
Classroom 9	13	18	72%	No
Classroom 10	18	19	95%	Yes
Classroom 11	15	18	83%	Yes
Classroom 12	18	22	82%	Yes
Classroom 13	14	16	88%	Yes
Total	208	248	84%	Yes

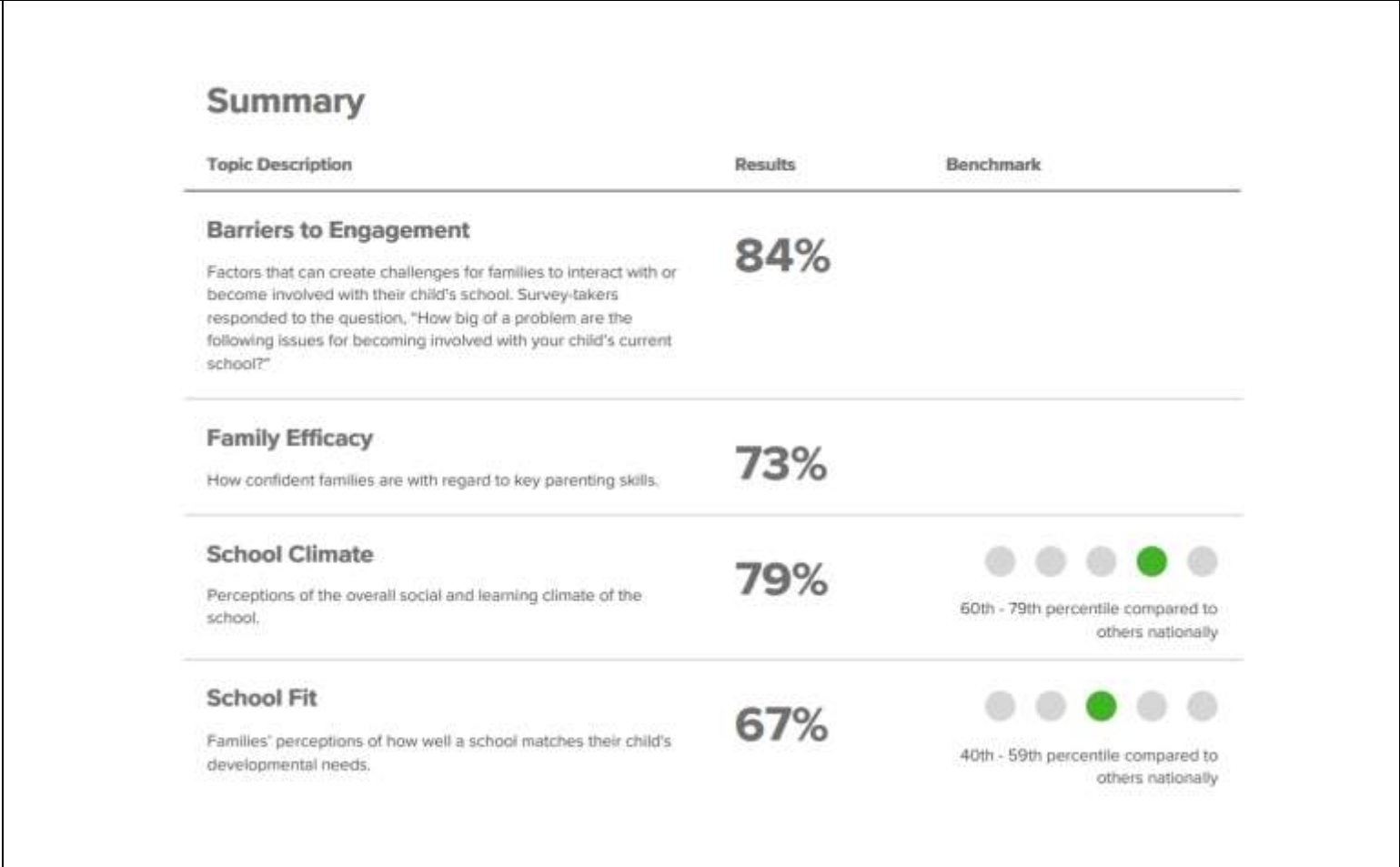
February 2021-2022 Data				
Classroom	# of Families who Attended	Total # of Students	Participation %	Met Goal?
Classroom 1	16	19	84%	Yes
Classroom 2	16	20	80%	Yes
Classroom 3	17	19	89%	Yes
Classroom 4	16	18	89%	Yes
Classroom 5	15	19	79%	No
Classroom 6	15	19	79%	No
Classroom 7	16	18	89%	Yes
Classroom 8	15	17	88%	Yes
Classroom 9	13	17	76%	No
Classroom 10	17	19	89%	Yes
Classroom 11	13	17	68%	No
Classroom 12	18	21	86%	Yes
Classroom 13	14	16	88%	Yes
Total	201	239	84%	Yes

Family Engagement Goal 2

Goal Status **Goal 2:** Scores on the parent satisfaction survey will average a 4 out of 5-point Likert scale.

We changed our survey tool. I did notify Martha that we changed the tool, but we did not follow up on what that mean for this goal. We will need to amend our current performance contract, because we included the same goal as we did not change our survey tool until January 2022. Our team will collaborate on choosing a new goal in line with our current tool and work with our sponsor to amend our contract.

- AFIA did not meet this goal during the 2021-2022 school year.**
 We changed our survey tool mid-year. The AQ survey was not providing data that we perceived to be actionable. We are currently engaged in a year-long Family School Partnerships with Coaction Collective and funded by School Smart KC. Through this work, we will collaborate on new goals and work on an amendment for our performance contract.



What is "Percent Favorable"?

A score of "81% favorable" means that 81% of respondents selected a favorable answer choice for a question, or that 81% of the responses across all questions in a topic were favorable. Most often, the top two answer choices are favorable for a question with five answer choices, and the top three answer choices are favorable for a question with seven answer choices.

Example question: How excited are you about going to this class?



Social Emotional Goal 1

Goal Status	Goal 1: 100% of students identified in the "Need" category on DESSA will be referred to the Student Success Team and will have an individualized intervention plan.
<ul style="list-style-type: none"> AFIA did not meet this goal during the 2021-2022 school year. We created this goal when DESSA was a new tool for our school. As we have learned more about the DESSA, we have realized that this original goal needs to be revised. 	<p>34/40 (85%) students identified in the "Need" category on DESSA had an individualized intervention plan.</p> <ul style="list-style-type: none"> Individualized intervention plans included individualized education plans (IEP), student success plans, daily check ins, classroom level interventions and academic interventions As we learn more about the DESSA we recognize that there are students who show up in the "need" category on the DESSA that need different types of support. This support looks different for all students and their growth areas are not always connected to behavior. We also know when students achieve academic support they become more confident and show growth socially and emotionally as well as academically. We have recognized that this goal is not specific enough and needs to be more clearly defined. We would like to focus on specific SEL competencies that the DESSA identifies as a school wide growth area.

Arts Integration Goal 1

Goal Status **Goal 1:** By the Spring of 2022, AFIA will have a tool in place that measures arts integration and project work implementation.

- **AFIA met this goal during the 2021-2022 school year.** AFIA's leadership team collaborated with the Urban Education Research Center and national teaching artist, Harlan Brownlee in the creation of this tool.

Arts Integration Are the students constructing and demonstrating their understandings through an art form and engaged in a process of creating something original? * ^

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
<p>Students actively build/construct understandings in an experiential way Students have no opportunities to engage in participatory learning from experience rather than learning from a worksheet, teacher talking, or technology.</p> <p>Students have no opportunities to engage in creating a work of art to demonstrate their understanding in multiple modalities (visual, kinesthetic, dramatic, technology, etc.)</p> <p>Students problem solve Students have no opportunities to ask questions, investigate and use a variety of resources to find/create their own solutions and construct and demonstrate understandings rather than just memorize and recite knowledge.</p> <p>Students collaborate Students are not given opportunities to collaborate with partners and/or small groups to discuss and examine new ideas that are meaningful/purposeful conversations about specific learning objectives</p> <p>Students are not given opportunities to learn from each other—they do not depend on each other to enrich and deepen their own understandings.</p> <p>Students do not receive feedback, support and/or encouragement from the teacher.</p> <p>Students reflect Students do not revisit ideas, ponder them, try them out, or revise them.</p> <p>Students do not reflect on WHAT they learned—the specific learning objectives, the creative process of HOW they learned new information, and on what they learned means to them—a personal connection, an authentic WHY</p>	<p>Students actively build/construct understandings in an experiential way Students have very few opportunities to engage in participatory learning from experience rather than learning from a worksheet, teacher talking, or technology.</p> <p>Students have very few opportunities to engage in creating a work of art to demonstrate their understanding in multiple modalities (visual, kinesthetic, dramatic, technology, etc.)</p> <p>Students problem solve Students have very few opportunities to ask questions, investigate and use a variety of resources to find/create their own solutions and construct and demonstrate understandings rather than just memorize and recite knowledge.</p> <p>Students collaborate Students have very few opportunities to collaborate with partners and/or small groups to discuss and examine new ideas that are meaningful/purposeful conversations about specific learning objectives</p> <p>Students have very few opportunities to learn from each other—they rarely depend on each other to enrich and deepen their own understandings.</p> <p>Very few students receive feedback, support and/or encouragement from the teacher.</p> <p>Students reflect Students have very few opportunities to revisit ideas, ponder them, try them out, and revise them.</p> <p>Students have very few opportunities to reflect on WHAT they learned—the specific learning objectives, the creative process of HOW they learned new information, and on what they learned means to them—a personal connection, an authentic WHY.</p>	<p>Students actively build/construct understandings in an experiential way Most students engage in participatory learning from experience rather than learning from a worksheet, teacher talking, or technology.</p> <p>Most students create a work of art to demonstrate their understanding in multiple modalities (visual, kinesthetic, dramatic, technology, etc.)</p> <p>Students problem solve Most students ask questions, investigate and use a variety of resources to find/create their own solutions and construct and demonstrate understandings rather than just memorize and recite knowledge.</p> <p>Students collaborate Most students collaborate with partners and/or small groups to discuss and examine new ideas that are meaningful/purposeful conversations about specific learning objectives</p> <p>Most students learn from each other—they depend on each other to enrich and deepen their own understandings.</p> <p>Most students receive feedback, support and/or encouragement from the teacher.</p> <p>Students reflect Most students revisit ideas, ponder them, try them out, and revise them.</p> <p>Most students reflect on WHAT they learned—the specific learning objectives, the creative process of HOW they learned new information, and on what they learned means to them—a personal connection, an authentic WHY.</p>	<p>Students actively build/construct understandings in an experiential way All or almost students engage in participatory learning from experience rather than learning from a worksheet, teacher talking, or technology.</p> <p>All or almost students create a work of art to demonstrate their understanding in multiple modalities (visual, kinesthetic, dramatic, technology, etc.)</p> <p>Students problem solve All or almost all students ask questions, investigate and use a variety of resources to find/create their own solutions and construct and demonstrate understandings rather than just memorize and recite knowledge.</p> <p>Students collaborate All or almost students collaborate with partners and/or small groups to discuss and examine new ideas that are meaningful/purposeful conversations about specific learning objectives</p> <p>All or almost students learn from each other—they depend on each other to enrich and deepen their own understandings.</p> <p>All or almost students receive feedback, support and/or encouragement from the teacher.</p> <p>Students reflect All or almost students revisit ideas, ponder them, try them out, and revise them.</p> <p>All or almost students reflect on WHAT they learned—the specific learning objectives, the creative process of HOW they learned new information, and on what they learned means to them—a personal connection, an authentic WHY.</p>	<p>All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:</p> <p>Students independently show enthusiasm and interest in taking on advanced or more challenging content.</p> <p>Students' creative work is surprising, inventive, or expresses unexpected and/or diverse perspectives, or points of view.</p> <p>Students monitor their own progress, identify their own errors and seek additional opportunities for practice.</p>

Arts Integration Goal 2

Goal Status **Goal 2:** By the Spring of 2022, all students will have a portfolio of work that includes key pieces of work, including an art integrated key assessment.

- **AFIA did not meet this goal during the 2021-2022 school year.**

This goal was interrupted by the pandemic. As a team, we determined that this goal was not high leverage and not the best use of our time and resources.

Board Engagement Goal 1	
Goal Status	Goal 1: The Board of Directors will lead the efforts to update AFIA's strategic plan by Spring 2020.
<ul style="list-style-type: none"> • AFIA met this goal prior to the 2021-2022 school year. 	In March, 2021, the AFIA Board of Directors updated AFIA's strategic plan. This goal was a bit delayed by the pandemic.

Board Engagement Goal 2	
Goal Status	Goal 2: 80% of the Board of Directors will attend 80% of the meetings.
<ul style="list-style-type: none"> • AFIA exceeded this goal for the 2021-2022 school year. 	89% of AFIA Board or Directors attended 80% of the board meetings during the 2021-2022 school year.

Board Engagement Goal 3	
Goal Status	Goal 3: Once a year, the Board of Directors will self-assess their effectiveness and create goals based on this self-assessment.
<ul style="list-style-type: none"> • AFIA met this goal for the 2021-2022 school year. 	The AFIA Board or Directors collaborated with Kent Peterson on completing the governance profile in the fall of 2021. This data was used in AFIA's charter renewal document, specifically in the section related to board governance.

**ACADEMY FOR INTEGRATED ARTS
EDUCATION COMMITTEE AGENDA**

August 20, 2022

3:00 – 4:30 PM

7910 Troost Ave., Kansas City, Missouri

This meeting will be held over Zoom.

<https://us06web.zoom.us/j/91718629229?pwd=eXRjdHc5Q2tCK1RuU0w4anhKRjNKQT09>

Meeting ID: 917 1862 9229

Passcode: cqvjE5

Dial by your location

+1 312 626 6799 US (Chicago)

+1 646 558 8656 US (New York)

+1 301 715 8592 US (Washington DC)

+1 346 248 7799 US (Houston)

+1 720 707 2699 US (Denver)

+1 253 215 8782 US (Tacoma)

Meeting ID: 917 1862 9229

Passcode: 414140

I. CALL TO ORDER

II. DISCUSSION ITEMS

- Implementation plan updates
- Performance Contract Update
- Updates related to School Culture Goal 3

Goal 3: Partner with families in meeting the needs of the whole child and ensure that families feel heard and valued in the school community.

- Family Survey Data
- Family Conference Data
- Other updates
- Review/Feedback on update for the ten-year update for the AFIA community
- Other items

III. Meeting Adjournment

**ACADEMY FOR INTEGRATED ARTS
EDUCATION COMMITTEE AGENDA**

August 20, 2022

3:00 – 4:30 PM

7910 Troost Ave., Kansas City, Missouri

This meeting will be held over Zoom.

<https://us06web.zoom.us/j/91718629229?pwd=eXRjdHc5Q2tCK1RuU0w4anhKRjNKQT09>

Meeting ID: 917 1862 9229

Passcode: cqvjE5

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+1 346 248 7799 US (Houston)

+1 720 707 2699 US (Denver)

+1 253 215 8782 US (Tacoma)

Meeting ID: 917 1862 9229

Passcode: 414140

Members present:

Lynne Brown, Brad Epstein, Tricia DeGraff, Karren Colbert and Asha Moore

I. CALL TO ORDER

II. DISCUSSION ITEMS

- Implementation plan updates
- Performance Contract Update – *The committee reviewed performance contract data that was submitted to our sponsor via Epicenter on October 15, 2022.*
- Updates related to School Culture Goal 3

Goal 3: Partner with families in meeting the needs of the whole child and ensure that families feel heard and valued in the school community.

- Family Survey Data
- Family Conference Data
- Other updates
Reviewed data.
- Review/Feedback on update for the ten-year update for the AFIA community
Discussed update for funders and community members.
- Other items

III. Meeting Adjournment

Academy for Integrated Arts



**GOVERNANCE PROFILE
OCTOBER 24, 2022**

GOVERNANCE PROFILE

INTRODUCTION

The Governance Profile helps Charter School Boards identify how well they are implementing the principles and practices of high performing governing boards: Basic Organization, Effective Leadership, Aligning Quality Teaching and Supports, Creating a Culture for Learning, Continuous Communication and Using Data. The assessment also identifies the Board's capabilities and capacity to sustain good governance over time. The report presents a clear understanding of your strengths and shortcomings and provides a starting point for improving the work of the board.

PROFILE SCORING

The Governance Profile Report provides an overall score, a score for each of the six dimensions and performance indicators. Included in the report is an in-depth analysis of each score including identifying gaps, highlighting strength areas and opportunities for improvement. The overall score is an average of all the responses on each indicator. Dimension scores are the average based on the responses given on each indicator. The assessment also provides the top five perceived areas of strengths and the top five perceived areas needing improvement.

The assessment uses a 0-5 scoring scale:

- 5** We are great at this
- 4** We do this consistently
- 3** We've done it some
- 2** Just talk about it
- 1** Happens accidentally
- 0** I don't know/don't have an answer

OVERALL SCORE

3.80

You have set a solid foundation for quality board performance. There are some indicators that will require your attention in order to improve the effectiveness and efficiency of the Board.

DIMENSION SCORES

DIMENSIONS



LEGEND

- 1** Dimension 1: Organization and Duties
- 2** Dimension 2: Leadership and Public Will
- 3** Dimension 3: Alignment and Quality
- 4** Dimension 4: School Culture
- 5** Dimension 5: Communication, Planning and Support
- 6** Dimension 6: Data and Decision Making

DIMENSION 1: ORGANIZATION AND DUTIES

Dimension score	What your score means
3.63	The Board is generally attentive to practicing the basics of organizing and executing their work. Looking critically at a few components or processes will improve the focus and depth of Board leadership.

Indicator score	Indicator description	What your score means
4.75 Low Variance	1. Members of our Board share a value and accountability to be physically present for at least 90% of Board and Committee meetings	The commitment to the Board and its Committees appear to be exemplary. Celebrate the success to sustain this important quality.
3.13 High Variance	2. Our Board composition is purposeful as to diversity and experience	Some gaps in diversity are likely limiting the Board's capacity to make the most informed policy decisions. Examine where you can add to committees as well as improving the diversity of the Board through succession planning.
4.75 Low Variance	3. The Board has adopted standards and practices for fiduciary responsibility that provide consistently clean audits without exceptions.	The Board seems generally comfortable that its fiscal oversight policies and processes are in good order. Be sure to keep a routine and transparent approach as you capitalize on this strength.
4.57 Low Variance	4. The Board assures that an annual legal audit shows 100% compliance with applicable statutes and necessary policies.	The Board seems generally comfortable that compliance with legal policies and requirements are in good order. This is great risk management and is a strength for the Board.
3.13 High Variance	5. Our Board has a plan for board member succession.	There seems to be some lack of clarity about how the Board will regenerate with an eye for filling seats with the right talent and commitment. The Board should review its plan or create one that the entire Board understands and supports.
2.88 High Variance	6. Our Board has a plan for CEO/School Leader succession.	The Board and school would likely benefit from being more purposeful about CEO/School Leader succession and transition. This is an inevitable school reality and a primary job of the Board. More Board effort is necessary on this job.
2.86 High Variance	7. The Board and CEO/School Leader have a written document outlining roles, communication and relationship expectations	The Board appears to lack important formality and accountability in governing. You should have clearly defined, written and mutually-agreed upon roles and expectations. Improvement in this area will provide a more solid foundation for sustaining good governance over time.

<p>3.75 High Variance</p>	<p>8. The Board has high-functioning committees that meet regularly provide analysis, work product and recommendations for action.</p>	<p>The work of board committees seems to need attention and improvement. Examine each committee's charter, membership and process for ways to improve how the board leverages committee structure for school success.</p>
<p>3.25 High Variance</p>	<p>9. The Board implements and updates a capacity development plan for onboarding members, training and board process improvement.</p>	<p>Identifying the leadership and governance improvement areas that the Board can learn more about may add specificity to your existing plan to keep improving governance.</p>
<p>3.25 High Variance</p>	<p>10. The Board has an annual calendar designating key functions, actions and reporting requirements.</p>	<p>Some Board members have a sense of the organization of the work of the board throughout the year. However, it is not universal, and important issues may be handled on an ad hoc basis or without proper preparation.</p>

DIMENSION 2: LEADERSHIP AND PUBLIC WILL

Dimension score	What your score means
3.77	The Board generally does a good job of considering important factors and conditions in setting and owning the direction of the school. Adding depth and breadth to the planning and governance policy-making processes can improve Board efforts going forward.

Indicator score	Indicator description	What your score means
3.81 Std Variance	1. The Board as a whole, and individuals Members of the Board, can articulate both the needs of students and the cost of success.	The commitment of members of the Board seems to be mixed. There may be a need for written descriptions of all member, committee and Board functions to get consistent and effective performance.
4.50 Std Variance	2. Members of the board know, and are committed to, the school's mission and goals	This Board is viewed as strong and committed leaders of the school. There is visible support for the work that likely encourages others to engage in the efforts.
3.71 High Variance	3. Our Board engages the general public, other policy-makers, philanthropy and the non-profit sector to increase investment in, and support of, education in general and the Charter School.	A consistent and effective Board approach to external stakeholder or partner engagement seems to be missing at least some parts. An examination of Goals and a discussion of shared interest in the community may net some opportunities to leverage Board member time and relationships.
4.17 Std Variance	4. The Board has evidence that the level of resources committed to student learning and related programs is commensurate with our expectation to improve outcomes.	There is confidence that the school is well resourced to accomplish the learning outcomes outlined in Board goals and objectives. The Board should continue to look at conditions inside and outside the school to address new or emerging resource gaps.
3.14 High Variance	5. Our Board has a purposeful strategy for proactively listening to current and prospective students and their families.	The Board is perceived as generally listening to those the school serves. Closely examine where you can effectively add ways to gain even more insight through school data, surveys, interviews, focus groups, etc. to create an even clearer shared view of those the school serves.
3.50 Std Variance	6. Our Board has a purposeful strategy for proactively listening to school staff and other educational experts.	While the Board has some intentionality about hearing from staff and education experts there is room to grow. Seeking out insight to the school's or student's most challenging issues can help the Board think about long-term resources and positioning.

3.47 High Variance	7. The Board actively considers race, equity and inclusion in the development of all policies and outcome measures.	Race, equity and inclusion are a part of the ongoing work of the Board but may be handled in an episodic or ad hoc manner. Look to add a consistent examine of these issues in every Board action or policy.
3.71 High Variance	8. The Board's expectations for school success considers local, state and national history and impact of institutional bias about race, class, culture and sexual orientation.	The Board grounds it's planning and expectations in historical and cultural realities. This kind of thinking and planning can help unravel long-standing biases and impediments to achievement.

DIMENSION 3: ALIGNMENT AND QUALITY

Dimension score	What your score means
3.97	You have a solid focus on the human elements of highly effective teachers in the classroom and the complex needs and situations of students. Looking to expand and deepen the Board's learning about these critical levers for change can improve policy and budget-making.

Indicator score	Indicator description	What your score means
4.00 Std Variance	1. We set ambitious but realistic annual goals for improving student outcomes, benchmarked to high achieving Schools	The Board has the School(s) focused on high achievement. Keep elevating the awareness of School(s)s nationally and internally that have the results you want for your students.
4.25 Low Variance	2. The Board requires a fiscal plan and budget that shows specific alignment of resources to ambitious goals for student achievement.	As a strength for the Board, its purposeful process for aligning outcomes and resources is an important success driver.
4.13 Std Variance	3. The Board assures resources to attract, develop and retain the highest quality instructional staff available.	There is a very positive sense that the School(s) has the resources to put the right talent in classrooms with students. The Board should be certain, through policy and budget, that there is a long-term strategy to maintain this strength.
3.89 Std Variance	4. The Board has established continuous improvement as an organizational value and makes specific investments in supporting it at every level of the School(s).	The Board has been creating some expectation for a "growth mentality." This may be limited to certain roles and functions. The Board can expand and deepen the application of this important value.
3.50 Low Variance	5. The Board has specific achievement goals for non-academic student success (i.e. social, emotional, citizenship, work readiness, etc.)	The Board has made whole student development a significant priority. The Board may find value in examining how current policies, goals and practices align with social determinants of health research.
4.22 Std Variance	6. The Board requires a fiscal plan and budget that shows specific alignment of resources or partnerships to ambitious goals for non-academic success.	The investment and results in social and emotional learning are both significant and tracked in routine Board reports. Continuing to see and understand the relationship of the whole student, their families and the community ecosystem may give the Board more opportunities to leverage partners for student success.

3.78
Std
Variance

7. The Board is highly aware of gaps in outcomes between subgroups of students, asks questions about these gaps, and tracks efforts to close these gaps (by, for example, race, gender, ELL, SPED).

The Board examines the unique progress of subgroups in the student population. Spending more time examining the differences, including strengths and barriers to learning, may aid the Board in setting policy and budget priorities for closing achievement gaps.

DIMENSION 4: SCHOOL CULTURE

Dimension score	What your score means
3.79	The Board is leading efforts to encourage an open and communicative culture that values stakeholders. Look for board, committee or community processes that can advance this good work.

Indicator score	Indicator description	What your score means
3.74 High Variance	1. The Board encourages proactive, intentional and transparent communication in all interactions.	The Board is perceived generally as open and active in communicating. Creating intentional space for both listening and sharing with each important group of stakeholders may add even more value to the work of the Board.
3.63 High Variance	2. The Board recognizes and interrupts bias and negative mindsets about families.	There are positive signs that the Board is proactive in protecting and supporting families. Requiring all functions of the education enterprise to identify and leverage family strengths or assets can accelerate engagement and learning.
3.56 High Variance	3. The Board honors family voices and knowledge base as partners in the education of students.	Solid efforts seem to be in place to take family points of view and needs seriously. Structured focus groups, surveys and policy-topic interviews may add more robust learning and insight for the Board.
4.05 Std Variance	4. The Board honors teacher voices and knowledge base as partners in the education of students.	There is a healthy relationship with the professional experts who can add value to the policy-making process. Expecting the educational experts to provide both solution sets and impact analysis should continue to be one of the standard practices in the Board considering policy choices.
3.89 Std Variance	5. The Board owns its stake in a collective responsibility for student achievement and success.	The Board seems focused and accountable for the success of students and the School(s) overall. Focusing 80% of Board time and discussion on specific policy or resource decisions that can positively impact results is a good standard to meet.
3.76 High Variance	6. The Board regularly reflects on family, community and partner engagement practices and efficacy for impact on school outcomes	Your Board seems to be intentional about practices for engaging others in the policy process so that outcomes are improved. Keep expanding Board committee processes to build on-going, proactive engagement.
3.88 High Variance	7. The Board and Members of the Board encourage dissent, inquiry and deep questioning at all levels.	There is a healthy atmosphere of seeking out information and ideas that can propel or accelerate success. Examine how each Board Committee, Board meeting and Board process purposely checks for clarity and diverse points of view.

DIMENSION 5: COMMUNICATION, PLANNING AND SUPPORT

Dimension score	What your score means
3.83	The Board has some solid practices in communicating and planning. They may need to apply these more widely to all committees and processes.

Indicator score	Indicator description	What your score means
4.00 Std Variance	1. The Board regularly reflects on the results of established priorities, outcomes and expected success measures.	It appears that the Board is guided by a commitment to spend its time looking intently at results. It may be useful to have an annual calendar that schedules reports, discussion and policy conversations about every significant goal or policy.
3.88 Std Variance	2. The Board has a productive way of communicating and working together on a regular basis.	At least some members of the Board find the process of working together to be challenging or less productive than it should be. Establishing and adopting routine protocols about content, means and timing of communication between members of the Board is important in this complicated environment.
3.50 High Variance	3. Our committee structure and cross-committee communication makes our work together more effective.	Committee focus, work and sharing could be adding even more value to the work of the Board. The Board should consider reviewing each board committee charter or charge that outlines role, expectations, composition, communication and reporting to ensure a focus on improved policy-making.
3.00 High Variance	4. The Board is accountable for implementing its own strategic communications plan that identifies key stakeholders, messages and outreach methods.	There is more that the Board and its members can do to communicate and advocate for the interests of the School(s). A more formal communication plan that assures common messaging and targets outreach efforts by members of the Board is a key element of effective governance.
4.13 Std Variance	5. The Board has a three to five-year plan that assures the School(s) will have resources available to meet the needs of students.	The Board has a solid long-term view of the fiscal viability and improved effectiveness of the School(s). Each Board member should be able to explain the linkage between improving results and need for resources that guides this long-term fiscal plan.
3.63 High Variance	6. The Board actively supports the school leader in identifying and connecting with organizations in our community that can leverage resources to benefit student learning.	The Board seems aware of adding value by supporting outreach to other partners in the ecosystem to support the School(s) and students. Making certain that the plan for engagement is CEO/Superintendent led and that Board members play known and specific roles may bring better advocacy and influence for effective partnerships in areas like social and emotional learning, health and mental health.

<p>4.25 Std Variance</p>	<p>7. The Board sees summaries of the school's use of multiple methods to determine the learning needs and assets of children and their families in our community.</p>	<p>Members of the Board seem very aware of how the School(s) develops a deep understanding of how to improve teaching and learning. Using this understanding of the complexity and results of seeing students holistically should be a common Board practice when considering any policy affecting teaching and learning.</p>
<p>3.75 Std Variance</p>	<p>8. The Board has access to best or promising practices that help us to govern and achieve our goals.</p>	<p>The Board appears to be aware of the tenets of high-performing boards but may need to focus, assess and implement them more consistently. Frameworks and guidelines are readily available online, through professional associations as well as local and national Charter School groups.</p>
<p>4.22 Std Variance</p>	<p>9. The Board has evidence that the CEO/Superintendent assures best or promising practices throughout the school.</p>	<p>The Board appears to understand the the School(s) use of best practice. By acting on the implications of using best practices throughout the School(s), the Board can assure policy - budget - practice alignment.</p>
<p>3.88 Std Variance</p>	<p>10. We have a specific plan for learning and sharing information as a Board that is aligned to our high expectations for student achievement.</p>	<p>The members of the Board appear to be learning and sharing information framed by the School(s) expectations for success. They may benefit from creating a more detailed strategy for deeper learning about each specific goal area the Board creates.</p>

DIMENSION 6: DATA AND DECISION MAKING

Dimension score	What your score means
3.93	Your seriousness about being data driven is generally a strong point. Closely examine board and committee process, community engagement opportunities and internal evaluations to find more ways to use the good data system you're creating.

Indicator score	Indicator description	What your score means
4.13 Std Variance	1. Our Board uses data to establish and track measurable goals and objectives for student achievement and social, emotional growth.	The Board is proficient at using data for setting goals and for seeing how much progress is being made toward achieving them. Refining, mining and disaggregating data may lead to even more insight and Board knowledge.
4.22 Std Variance	2. Our board uses data to establish and track annual budget priorities for the school.	This appears to be a Board strength. Going forward, every member of the Board should be able to demonstrate the alignment of priority outcomes and program investments.
3.89 Std Variance	3. Our board uses data to understand state and school-chosen academic testing measures for all students, broken down by subgroup (e.g. race, gender, special needs, English language learner)	There seems to be some reasonable understanding among members of the Board about academic testing measures. For some the volume of data, its complexity or organization or the use of acronyms and jargon may impede their understanding. Creating reasonable reports aligned with Board/Performance Contract expectations that have a routine reporting schedule may help improve understanding and use of the data.
4.00 Std Variance	4. We review a dashboard linked to Board goals at least quarterly that includes measures of student success other than test scores, such as enrollment, attendance, discipline, school culture, SPED referrals, AP placements, graduations rates, etc., benchmarked against high performing schools.	The Board has a good process for routinely seeing and using non-academic data to inform policy-making. Keep looking for deeper understandings of the intersections of behavior, culture, circumstances and learning.
3.88 Std Variance	5. The Board asks questions and get reasonable answers when something of concern in these dashboards is presented.	Open inquiry, study and critical analysis of data is present but likely not proactive. It is important to build this capacity for informed and effective policy-making. The Board should actively seek information about areas of concern and establish reasonable parameters for response.

<p>3.86 Std Variance</p>	<p>6. We actively promote learning and data sharing among the members of the Board, with partners and within the staff leadership.</p>	<p>Data is being used as a tool to educate partners, staff and the Board on important issues. The more that the Board integrates compelling data points into a purposeful communication plan and its Board development activities, the more impact you'll have in policy and partnerships.</p>
<p>3.43 High Variance</p>	<p>7. The Board has access to local current and longitudinal data about the conditions, assets, resources (i.e. funding) and barriers to success for students and their families.</p>	<p>The Board appears to be getting some important local information that can lead to more effective policy, programs and partnerships that better meet student and family needs or leverage their assets. Consider the ways the each of your Board committees could use data from local and regional sources (governmental, research, policy groups, universities, etc.) in doing their work to inform policy recommendations.</p>

MATURITY MODEL

The Getting-to-the-Basics Board

The Board addresses the fundamental organization and jobs of governing.

Associated Indicators: D01: 01, 07; D02: 01, 02; D03: 01; D04: 01, 05; D05: 01, 02; D06: 01, 02;

The Compliance Board

The Board focuses on compliance with fiscal, legal and policy requirements and considerations.

Associated Indicators: D01: 02, 03, 04; D02: 04; D03: 02, 03; D04: 03, 04; D05: 03, 04; D06: 03, 04;

The Learning Board

The Board is purposeful about a "growth mentality" for themselves and the School(s) environment.

Associated Indicators: D01: 05, 06, 09; D02: 03, 05, 06, 08; D03: 04, 07; D04: 02, 06, 07; D05: 05, 07, 08, 09, 10; D06: 05, 06;

The Integrative Board

The Board sees its work and policy-making responsibility in a context larger than the School(s).

Associated Indicators: D01: 08, 10; D02: 07; D03: 05; D05: 06; D06: 07;

Each indicator in the assessment is linked to a maturity level. The aggregate scores of those indicators show the progress toward each maturity level.

- **GREEN** - The Board appears to be successfully addressing its responsibilities at this level. Find time to acknowledge and celebrate the good work you are doing.
- **YELLOW** - There are positive signs of good governance at this level as well as areas for improvement. The Board should examine and address the governance behaviors or practices that seem to be lagging. Include time to reflect and share how each committee and board meeting goes. Look at both work product and processes for ways to keep improving.
- **RED** - The Board is not meeting expectations for good governance at this level. The Board should create a comprehensive plan for improvement with 60, 90 and 120 day targets. (An average score between 0 and 3.25 on related indicators.)



IMPROVE YOUR GOVERNANCE PERFORMANCE

Boards can use the Governance Profile to direct strategic discussions about how to improve your day-to-day performance in leading the School. By knowing the current level of your performance as scored by the Board and stakeholders, you can better prioritize and focus your efforts, set improvement targets and establish measures.

Here are some suggestions on how to use your assessment report:

- Use your assessment report to engage all members of the Board in strategic discussions about your strengths and shortcomings.
- Prioritize and target the areas of improvement that are most critical.
- Highlight and celebrate your strengths.

As you review your perceived strengths and areas needing improvement use strategic questions to explore the implications the report has on the Board.

- What dimensions and indicators show our highest scores?
- What are we doing in these areas that account for our success?
- In what areas are lower indicator scores more common (and consistent)?
- How do you plan to improve the priority low scores?
- Are there indicators with higher scores that represent strengths you can use to help improve lower scores?

Top five perceived areas of strength (highest scores)

- 4.75 Members of our Board share a value and accountability to be physically present for at least 90% of Board and Committee meetings
- 4.75 The Board has adopted standards and practices for fiduciary responsibility that provide consistently clean audits without exceptions.
- 4.57 The Board assures that an annual legal audit shows 100% compliance with applicable statutes and necessary policies.
- 4.50 Members of the board know, and are committed to, the school's mission and goals
- 4.25 The Board requires a fiscal plan and budget that shows specific alignment of resources to ambitious goals for student achievement.

Perceived areas needing improvement:

- 3.13 Our Board composition is purposeful as to diversity and experience
- 3.13 Our Board has a plan for board member succession.
- 3.00 The Board is accountable for implementing its own strategic communications plan that identifies key stakeholders, messages and outreach methods.
- 2.88 Our Board has a plan for CEO/School Leader succession.
- 2.86 The Board and CEO/School Leader have a written document outlining roles, communication and relationship expectations

ACADEMY FOR INTEGRATED ARTS
Draft FINANCE COMMITTEE MEETING
AGENDA

Thursday, October 20, 2022
8:30 a.m.

The meeting will be held via Zoom. To join the meeting, please type <https://zoom.us> into your web browser. You will be prompted to enter the meeting ID: 917 1862 9229 and the password: cqvjE5.

- I. Call to order
- II. Approve agenda for this meeting (October 20, 2022)
- III. Approve minutes from September 15, 2022, meeting
- IV. Financial Update and Review (*including all documents to be submitted to Epicenter*)
 - Actual financial results vs. budget and forecast
 - Grant/donation activity
 - Bank Statement
 - Cash Disbursements
 - Outstanding Invoices
 - ADA WADA monthly report
 - Restricted grants
- V. Financial processes and procedures review update.
- VI. Facilities
- VII. Approval of Invoices >\$10,000
 - Literacy Lab Tutor program (\$20,000-\$30,000. Exact amount will be available by meeting date)
 - Teach For America - \$15,000.
- VIII. Other business
- IX. Adjournment.



September 2022 Financials

PREPARED OCT'22 BY



- **Executive Summary – 3**
- **Cash Forecast – 4**
- **Key Performance Indicators – 5**
- **Forecast Overview – 6**
- **Detailed Financials – 7**
- **Monthly Financials – 8**
- **Balance Sheet - 9**

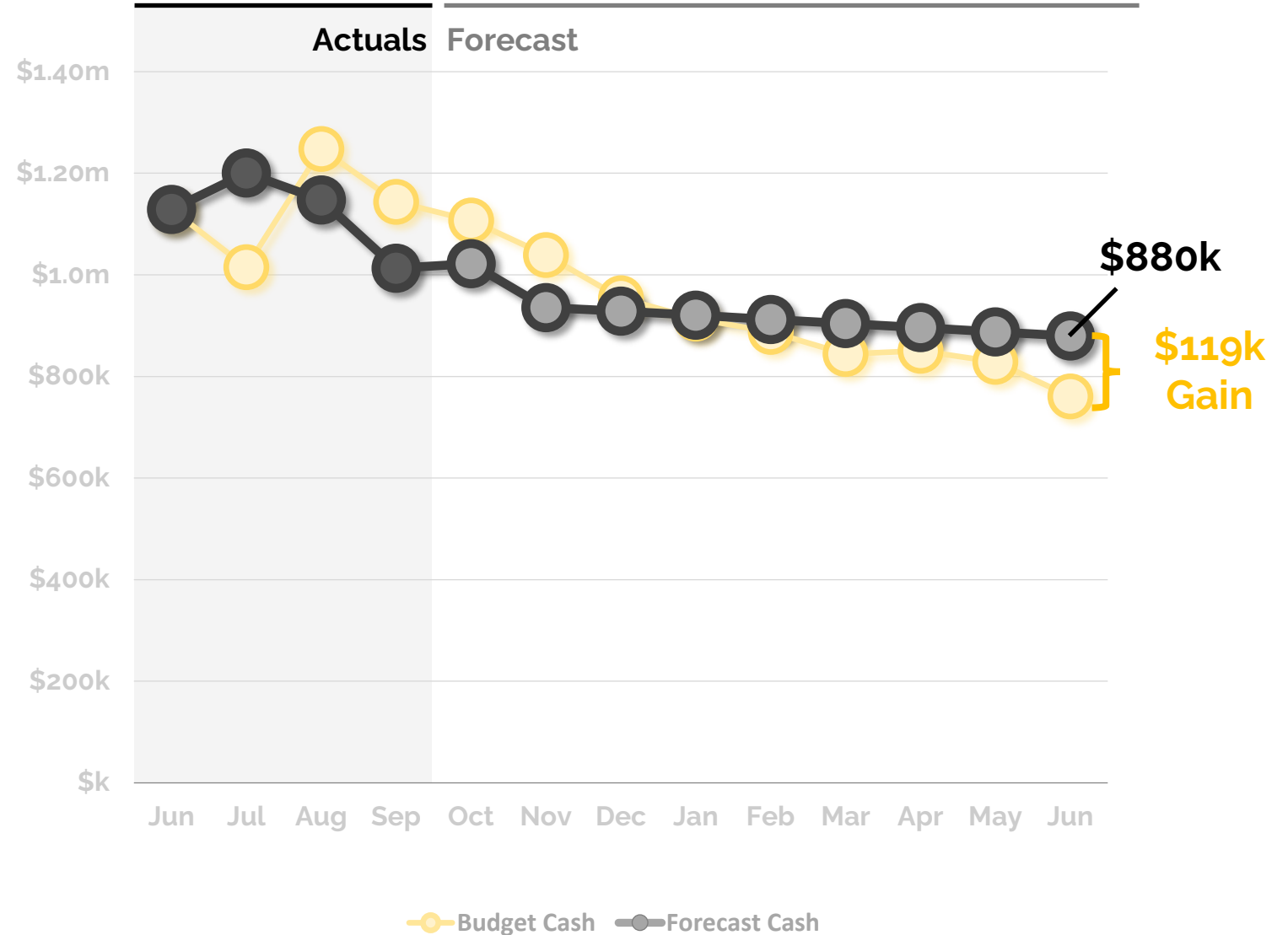
- As of September's close, forecasted Net Loss is **(\$250,000)**:
 - Net Revenue forecast: \$4,550,000
 - Net Expenses forecast: \$4,800,000.

- Revenue Notes:
 - Increase in State Revenue due to Funding Equity not reflected in current forecast yet as we are refining calculation. Expect per-WADA payment to increase \$2,200.

- Expense Notes:
 - Forecasted savings in salary and benefits reflects current staff roster and benefit elections.

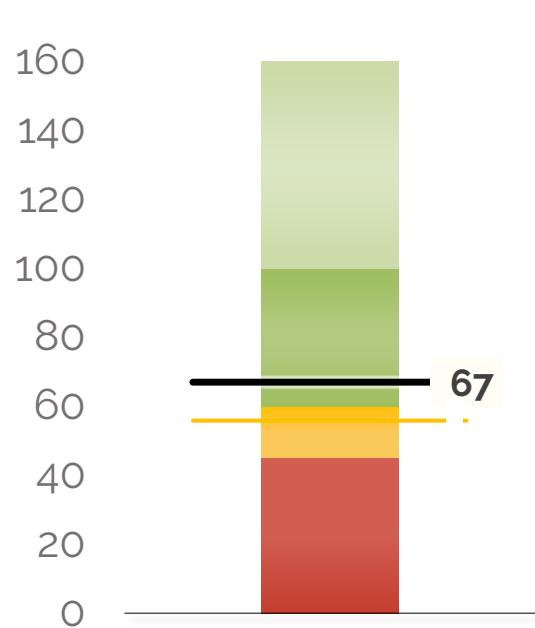
67 Days of Cash at year's end

We forecast the school's year ending cash balance as **\$880k**, **\$119k** above budget.



Days of Cash

Cash balance at year-end divided by average daily expenses

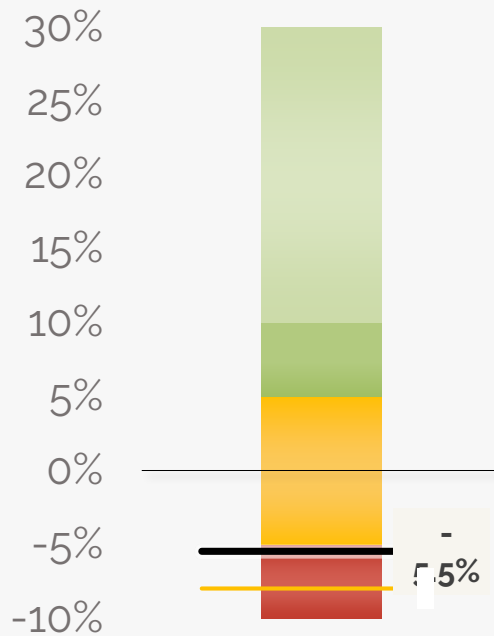


67 DAYS OF CASH AT YEAR'S END

The school will end the year with 67 days of cash. This is above the recommended 60 days

Gross Margin

Revenue less expenses, divided by revenue

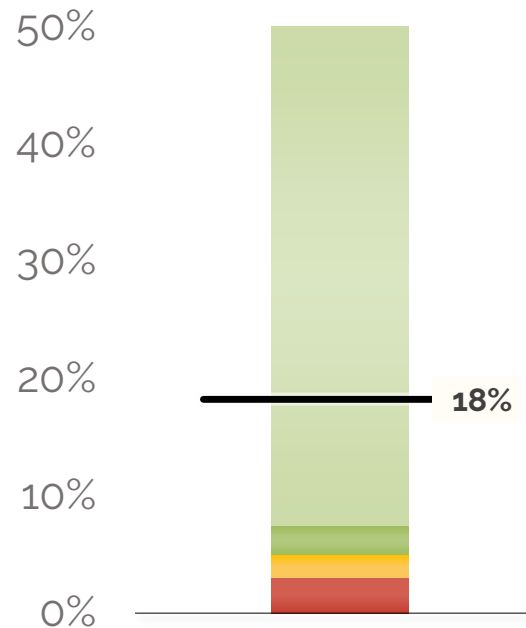


-5.5% GROSS MARGIN

Forecasted Net Loss is **-\$250k**, which is \$119k above the budget. It yields a -5.5% gross margin.

Fund Balance %



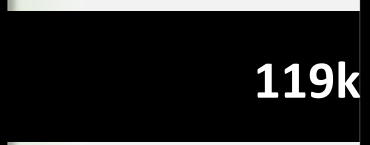

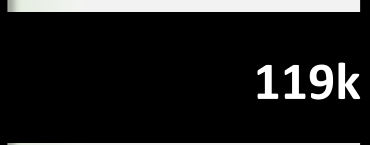
Forecasted Ending Fund Balance / Total Expenses



18.22% AT YEAR'S END

The school is projected to end the year with a fund balance of \$874,241. Last year's fund balance was \$1,123,124.

Forecast Overview

	Forecast	Budget	Variance	Variance Graphic	Comments
Revenue	\$4.5m	\$4.6m	-\$58k		
Expenses	\$4.8m	\$5m	\$177k		Savings in salary and benefits is the primary driver in this expense improvement.
Net Income	-\$249k	-\$368k	\$119k		
Cash Flow Adjustments	-0	0	-0		
Change in Cash	-\$249k	-\$368k	\$119k		

Annotated Financials

	Year-To-Date			Annual Forecast			
	Actual	Budget	Variance	Forecast	Budget	Variance	Remaining
Revenue							
Local Revenue	96,580	138,522	(41,942)	339,580	339,580	(0)	243,000
State Revenue	528,290	518,361	9,929	2,451,320	2,417,415	33,905	1,923,030
Federal Revenue	107,281	220,115	(112,834)	1,178,466	1,168,611	9,855	1,071,184
Private Grants and Donations	301,552	380,411	(78,860)	550,000	675,000	(125,000)	248,448
Earned Fees	29,368	1,693	27,676	29,598	6,771	22,827	230
Total Revenue	1,063,072	1,259,102	(196,030)	4,548,964	4,607,376	(58,412) ①	3,485,892
Expenses							
Salaries	622,094	643,581	21,488	2,483,505	2,574,326	90,821	1,861,411
Benefits and Taxes	166,548	189,057	22,509	665,422	756,227	90,804	498,874
Staff-Related Costs	21,354	12,511	(8,842)	50,046	50,046	0	28,692
Rent	75,000	50,000	(25,000)	200,000	200,000	(0)	125,000
Occupancy Service	122,037	69,765	(52,272)	279,060	279,060	0	157,023
Student Expense, Direct	74,541	91,877	17,336	367,507	367,507	(0)	292,966
Student Expense, Food	12,521	50,856	38,334	203,122	203,422	300	190,601
Office & Business Expense	52,458	46,009	(6,449)	184,834	184,038	(796)	132,375
Transportation	17,846	90,176	72,331	364,351	360,705	(3,646)	346,505
Total Ordinary Expenses	1,164,399	1,243,832	79,434	4,797,846	4,975,330	177,484	3,633,448
Total Expenses	1,164,399	1,243,832	79,434	4,797,846	4,975,330	177,484 ②	3,633,448
Net Income	(101,327)	15,269	(116,596)	(248,882)	(367,954)	119,071 ③	(147,556)
Cash Flow Adjustments	(14,483)	-	(14,483)	(0)	-	(0)	14,483
Change in Cash	(115,810)	15,269	(131,079)	(248,882)	(367,954)	119,071	(133,073)

① REVENUE: \$58K BEHIND

② EXPENSES: \$177K AHEAD

③ NET INCOME: \$119K ahead

Monthly Financials

Income Statement	Actual			Forecast									TOTAL	
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
Revenue														
Local Revenue	35,850	32,552	28,178	27,000	27,000	27,000	27,000	27,000	27,000	27,000	27,000	27,000	27,000	339,580
State Revenue	184,061	170,940	173,289	213,670	213,670	213,670	213,670	213,670	213,670	213,670	213,670	213,670	213,670	2,451,320
Federal Revenue	31,733	9,855	65,693	119,020	119,020	119,020	119,020	119,020	119,020	119,020	119,020	119,020	119,020	1,178,466
Private Grants and Donations	134,756	166,524	272	27,605	27,605	27,605	27,605	27,605	27,605	27,605	27,605	27,605	27,605	550,000
Earned Fees	17,909	4,760	6,700	26	26	26	26	26	26	26	26	26	26	29,598
Total Revenue	404,309	384,631	274,131	387,321	387,321	387,321	387,321	387,321	387,321	387,321	387,321	387,321	387,321	4,548,964
Expenses														
Salaries	176,690	220,094	225,310	187,407	274,001	200,001	200,001	200,001	200,001	200,001	200,001	200,001	200,001	2,483,505
Benefits and Taxes	47,741	59,692	59,116	50,559	60,436	54,190	55,615	55,615	55,615	55,615	55,615	55,615	55,615	665,422
Staff-Related Costs	12,813	2,520	6,021	3,188	3,188	3,188	3,188	3,188	3,188	3,188	3,188	3,188	3,188	50,046
Rent	25,000	25,000	25,000	13,889	13,889	13,889	13,889	13,889	13,889	13,889	13,889	13,889	13,889	200,000
Occupancy Service	34,349	54,579	33,109	17,447	17,447	17,447	17,447	17,447	17,447	17,447	17,447	17,447	17,447	279,060
Student Expense, Direct	27,515	35,797	11,228	32,552	32,552	32,552	32,552	32,552	32,552	32,552	32,552	32,552	32,552	367,507
Student Expense, Food	0	0	12,521	21,178	21,178	21,178	21,178	21,178	21,178	21,178	21,178	21,178	21,178	203,122
Office & Business Expense	9,958	17,315	25,186	14,708	14,708	14,708	14,708	14,708	14,708	14,708	14,708	14,708	14,708	184,834
Transportation	0	17,846	0	38,501	38,501	38,501	38,501	38,501	38,501	38,501	38,501	38,501	38,501	364,351
Total Ordinary Expenses	334,066	432,841	397,491	379,429	475,899	395,653	397,078	397,078	397,078	397,078	397,078	397,078	397,078	4,797,846
Total Expenses	334,066	432,841	397,491	379,429	475,899	395,653	397,078	397,078	397,078	397,078	397,078	397,078	397,078	4,797,846
Net Income	70,243	-48,210	-123,360	7,893	-88,578	-8,331	-9,757	-9,757	-9,757	-9,757	-9,757	-9,757	-9,757	-248,882
Cash Flow Adjustments	1,743	-4,990	-11,236	1,609	1,609	1,609	1,609	1,609	1,609	1,609	1,609	1,609	1,609	0
Change in Cash	71,986	-53,200	-134,596	9,502	-86,968	-6,722	-8,147	-8,147	-8,147	-8,147	-8,147	-8,147	-8,147	-248,882

	<i>Previous Year End</i>	<i>Current</i>	<i>Year End</i>
	<i>6/30/2022</i>	<i>9/30/2022</i>	<i>6/30/2023</i>
Assets			
Current Assets			
Cash	1,128,622	1,012,812	879,740
Total Current Assets	1,128,622	1,012,812	879,740
Total Assets	1,128,622	1,012,812	879,740
Liabilities and Equity			
Liabilities			
Current Liabilities			
Other Current Liabilities	5,498	-8,985	5,498
Total Current Liabilities	5,498	-8,985	5,498
Total Long-Term Liabilities	0	0	
Total Liabilities	5,498	-8,985	
Equity			
Unrestricted Net Assets	1,123,124	1,123,124	1,123,124
Net Income	0	-101,327	-248,882
Total Equity	1,123,124	1,021,797	874,241



QUESTIONS?

Please contact your EdOps Finance Team:

Paul Greenwood

paul@ed-ops.com

415.359.3995

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ADA/ADM Report

<p style="text-align: center;">22-23 Academy for Integrated Arts 7910 Troost Avenue, Kansas City MO 64131 Generated on 10/19/2022 08:01:50 PM Page 1 of 1</p>	<p style="text-align: center;">Attendance/Membership Summary Report Start/End Date: 08/17/2022 - 09/30/2022 School(s): 1 Calendar(s): 1 Grade: PK, TK, K, 1, 2, 3, 4, 5, 6</p>
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School: Academy for Integrated Arts Calendar: 22-23 Academy for Integrated A

Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In
							Days	Avg. Daily	Attendance
PK	16	472	34.82	437.18	15.73	14.58	9.94	0.32	92.62%
TK	7	210	24.89	185.11	7.00	6.17	17.70	0.57	88.15%
K	38	1052	103.23	948.77	35.06	31.63	42.27	1.40	90.19%
1	51	1253	74.62	1178.38	41.74	39.26	34.85	1.14	94.04%
2	49	1258	85.07	1172.93	41.91	39.11	35.35	1.17	93.24%
3	49	1200	99.15	1100.85	39.97	36.69	48.73	1.61	91.74%
4	46	1193	75.33	1117.67	39.74	37.23	32.31	1.10	93.69%
5	41	1047	68.78	978.22	34.88	32.63	24.32	0.78	93.43%
6	26	630	36.87	593.13	20.98	19.77	16.14	0.53	94.15%
Total	9	323	602.76	7712.24	277.01	257.07	261.61	8.62	92.75%

AFIA data in DESE web apps as of October 6, 2022.	
ADA	WADA
213	254.5516

Please note that the student count number includes all students who attended AFIA at any time during the 22-23 school year. This number also includes students who ended the year at AFIA in May 2022, but did not return in August 2022. For state reporting purposes, these students must remain in our SIS after they are withdrawn and will appear in this report during the 22-23 school year.

ADM: Average Daily Membership

ADA: Average Daily Attendance

WADA: Weighted Average Daily Attendance

Check Reconciliation Report

Batch Description: 2022 09 Operating Account

Processing Month: 09/2022

Checking Account: 3 Security bank

Agreed to
bank
statement -
czn

<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
	Statement Balance	09/30/2022	85,207.92
<u>Outstanding Automatic Payments</u>			
<u>Check/Reference Number</u>	<u>Description</u>	<u>Date</u>	<u>Amount</u>
76409967	CITY TREASURER	07/29/2022	1,543.81
76409983	CITY TREASURER	08/31/2022	1,965.46
76409996	CITY TREASURER	09/30/2022	2,019.48
76409997	ELECTRONIC FEDERAL TAX PAYMENT SYSTEM	09/30/2022	30,106.91
76409998	MISSOURI DEPARTMENT OF REVENUE	09/30/2022	7,273.00
Total:			42,908.66

Need to follow up
Need to follow up

<u>Statement Balance</u>	<u>Outstanding Total</u>	<u>Balance on Books</u>	<u>Cash Account Balance</u>	<u>Difference</u>
85,207.92	(42,908.66)	42,299.26	42,295.09	4.17

Agreed to
prelim
balance
sheet -
czn

Cleared Automatic Payment Total:	86,689.27
Cleared Checks Total:	79,427.98
Cleared Direct Deposit Total:	(196,856.03)
Cleared Void Total:	
Cleared Cash Receipt Total:	6,812.57
Cleared Manual Journal Entries Total:	284,935.50
Cleared Sales Journal Total:	

Academy for Integrated Arts - Preliminary Disbursements Report

Payments made by check or electronic funds transfer

Date	Vendor		Amount
9/4/2022	AFIA Holding Inc.		25,000.00
10/4/2022	American Dining Creation	3 weeks ending Aug 19; Sept 2 and Sept 9	12,521.40
9/28/2022	Amilia Winter	Expense reimburse MO Ed assess and Certification fees	160.20
10/4/2022	Angela Fuentes	Expense reimbursement background	41.75
10/4/2022	Armah Enterprises LLC	Classroom instruction writing workshop	400.00
9/28/2022	Atronic Alarms	Security	180.00
9/19/2022	Bamboo HR LLC		442.16
10/4/2022	BCI Mechanical Inc	HVAC Inspection	2,050.00
10/4/2022	Blue Beetle Pest Management Llc		175.00
10/4/2022	Candice Bondon	Expense reimbursement background	41.75
9/6/2022	Card Service Center	Credit card. Details follow.	4,307.61
9/23/2022	Cintas		450.18
9/28/2022	Citizens Of The World	Shared professional development session	3,840.00
9/8/2022	City Wide Maintenance	Cleaning August (2 weeks)	1,621.84
9/19/2022	City Wide Maintenance	Deep floor cleaning (\$3,000); August Porter (\$3,240)	6,240.00
10/4/2022	City Wide Maintenance	Additional porter hours in July	417.72
10/4/2022	City Wide Maintenance	Cleaning September (full month)	3,497.40
9/19/2022	Computer Information Concepts	Annual Student Information System Service Agreement	7,846.00
10/4/2022	Cornerstones Of Care	SPED outside placement August	1,400.00
9/9/2022	Eddie's Lawn Care		600.00
10/4/2022	Eddie's Lawn Care		600.00
9/19/2022	EdOps		7,716.67
9/28/2022	Heinemann	Books	462.00
9/19/2022	Jenessa Daniels	Expense reimbursement	18.48
9/9/2022	K12 ITC INC	Cable installation for internet	540.00
10/4/2022	K12 ITC INC	Technology service agreement	3,389.36
9/17/2022	Kansas City Power And Light		6,891.98
9/19/2022	Kansas City Public Library		332.00
9/19/2022	Kansas City Water Services		433.71
10/4/2022	Lakeshore Learning	Classroom supplies	1,330.26
10/4/2022	Lathrop GPM	Legal	3,432.00
9/7/2022	Lexington Plumbng And Heating		148.50
10/4/2022	Madison Zylstra	Expense reimbursement background	41.75
9/28/2022	Missouri Employers Mutual Insurance C	Work Comp	6,175.00
9/19/2022	Missouri Network Alliance D/B/A Bluebi	Internet service August	92.00
10/4/2022	Missouri Network Alliance Llc D/B/A Blu	Internet service September	92.00
9/28/2022	National Pen Co., LLC	Pens for community relations (staff and recruitment)	253.90
9/28/2022	Odp Business Solutions LLC	Instructional supplies	337.83
9/28/2022	Odp Business Solutions LLC	Art supplies	443.88
9/28/2022	Office Depot		52.08
	Continued next page		

Academy for Integrated Arts - Preliminary Disbursements Report			
Payments made by check or electronic funds (continued)			
10/4/2022	Office Depot		262.04
9/19/2022	Paypool LLC		251.34
9/20/2022	Philadelphia Insurance Companies	Property and casualty insurance	4,188.68
9/9/2022	School Specialty	PE supplies	421.03
10/4/2022	Show Me KC Schools		125.00
9/2/2022	Spire Inc		113.68
9/19/2022	Strategos International, LLC	Professional Development (Security Training)	2,145.00
9/19/2022	Supreme School Supply		149.65
9/13/2022	Toshiba Financial Services		776.72
9/8/2022	Tricia Degraff	Expense reimbursement for furniture and classroom tech that could not be purchased with School credit card.	1,804.82
9/28/2022	Tricia Degraff	Expense reimbursement for classroom books that could not be purchased with School credit card.	279.65
9/19/2022	Ultra Lawns Inc.	Playground mulch	3,310.00
9/10/2022	Waste Management		920.18
		Total payments by check or EFT	118,764.20
Continued next page			

Academy for Integrated Arts - Preliminary Disbursements Report**Payments made with credit card**

Date	Vendor		Amount
9/6/2022	Amazon	Classroom supplies	802.72
9/6/2022	Amazon	Classroom and office supplies	516.96
9/6/2022	Bodno	Label Maker Ink	99.98
9/6/2022	Off Key Entertainment	Staff social	300.00
9/6/2022	Third Stree Social	Staff meal	690.00
9/6/2022	Chuys	Staff lunch	885.72
9/6/2022	Cosentino's	Staff snacks	16.40
9/6/2022	HyVee	Staff breakfast	815.00
9/6/2022	Walmart	Staff snacks	180.83
			4,307.61

Donation detail through September 2022				Actual		
	SY22	SY23		Over (Under)	Acknowledged	
Donor	Actual	Budget	Actual	Budget	Sent?	Notes
SSKC Proposal		\$167,000		(167,000)		
Kauffman	125,000	125,000		(125,000)		Received in SY22
Kauffman DEI Grant			150,000	150,000		Not budgeted
Hall		125,000	125,000	0		
AFIA Supporting Foundation	75,000					
Deffenbaugh	25,000	25,000		(25,000)		
Gottlieb	25,000	25,000		(25,000)		
Murien McBrien Kauffman Family Foundation matching	8,700	7,500		(7,500)		
Wilke Wayne	5,000	5,000		(5,000)		
Wedlan David	3,000	3,000		(3,000)		
Hand Naomi and Peter	2,500	2,500		(2,500)		
Newell	2,500	2,500		(2,500)		
Kirkpatrick Herman	2,000	2,000		(2,000)		
Bomba (Library Books)	8,000					
Bomba (Unrestricted)	20,000					
Brown Peter and Lynne	2,213		1,065	1,065		
Lathrop GPM	1,500					
Missouri DHSS (Covid testing)	44,291		15,709	15,709		What was remaining to be paid on SY22 grant
MO Arts Council	7,036					
Sherman Family (Literacy Lab)	33,000					
Sherman Family (Staff Retention S	15,200					
SSKC (Data Cohort)	19,510		9,756	9,756		What was remaining to be paid on SY22 grant
SSKC (Early Learners)	26,400			0		
Other	766		22	22		
TO BE IDENTIFIED		185,500	0	(185,500)		
Total	451,616	675,000	301,552	(373,448)		



Accounts Payable Aging Summary

As of 9/30/2022

Academy for Integrated Art

CLIENT: Academy for Integrated Art

REPORT DATE: 10/18/2022 12:50:20 AM ET

Payee	Current	1-30	31-60	61-90	>90	Total
21ST CENTURY THERAPY, P.C.	\$675.00	\$0.00	\$0.00	\$0.00	\$0.00	\$675.00
American Dining Creation	\$11,093.90	\$0.00	\$0.00	\$0.00	\$0.00	\$11,093.90
Ameritas Life Insurance Corp.	\$0.00	\$73.44	\$0.00	\$0.00	\$0.00	\$73.44
AT&T U-Verse 1111	\$0.00	\$0.00	\$0.00	\$0.00	(\$25.99)	(\$25.99)
Atronic Alarms, Inc.	\$1,928.19	\$0.00	\$0.00	\$0.00	\$0.00	\$1,928.19
Ben Rich Productions	\$300.00	\$0.00	\$0.00	\$0.00	\$0.00	\$300.00
Blue Beetle Pest Control	\$175.00	\$0.00	\$0.00	\$0.00	\$0.00	\$175.00
Boone Brothers Roofing	\$350.00	\$0.00	\$0.00	\$0.00	\$0.00	\$350.00
Catapult Learning	\$3,040.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,040.00
City Wide Facility Solutions	\$11,492.45	\$0.00	\$0.00	\$0.00	\$0.00	\$11,492.45
Colonial Life	\$874.58	\$0.00	\$0.00	\$0.00	\$0.00	\$874.58
Cornerstones of Care	\$3,675.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,675.00
DeGraff, Tricia	\$1,762.31	\$0.00	\$0.00	\$0.00	\$0.00	\$1,762.31
EdOps	\$7,716.67	\$0.00	\$0.00	\$0.00	\$0.00	\$7,716.67

Payee	Current	1-30	31-60	61-90	>90	Total
Ion Wave Technologies, Inc.	\$0.00	\$1,490.00	\$0.00	\$0.00	\$0.00	\$1,490.00
Jenessa Daniels	\$68.43	\$0.00	\$0.00	\$0.00	\$0.00	\$68.43
k12 ITC, Inc.	\$3,356.36	\$0.00	\$0.00	\$0.00	\$0.00	\$3,356.36
Lakeshore Learning	\$275.93	\$0.00	\$0.00	\$0.00	\$0.00	\$275.93
Lara Darner Speech Therapy	\$2,567.50	\$0.00	\$0.00	\$0.00	\$0.00	\$2,567.50
Lathrop & Gage, LLP	\$195.00	\$0.00	\$0.00	\$0.00	\$0.00	\$195.00
Missouri Network Alliance LLC	\$92.00	\$0.00	\$0.00	\$0.00	\$0.00	\$92.00
Missouri School Boards Association (MSBA)	\$727.04	\$0.00	\$0.00	\$0.00	\$0.00	\$727.04
MO Charter Public School Commission	\$275.00	\$0.00	\$0.00	\$0.00	\$0.00	\$275.00
NCS Pearson	\$0.00	\$0.00	\$0.00	\$0.00	(\$49.58)	(\$49.58)
ODP Business Solutions LLC	\$1,027.58	\$0.00	\$0.00	\$0.00	\$0.00	\$1,027.58
Office Depot	\$231.52	\$0.00	\$0.00	\$0.00	\$0.00	\$231.52
Paypool LLC	\$247.08	\$0.00	\$0.00	\$0.00	\$0.00	\$247.08
Philadelphia Insurance Companies	\$4,188.66	\$0.00	\$0.00	\$0.00	\$0.00	\$4,188.66
School Health Corporation	\$75.02	\$0.00	\$0.00	\$0.00	\$0.00	\$75.02
Scott Rice	\$1,548.23	\$0.00	\$0.00	\$0.00	\$0.00	\$1,548.23
Scribbles Software	\$12.50	\$0.00	\$0.00	\$0.00	\$0.00	\$12.50

Payee	Current	1-30	31-60	61-90	>90	Total
Sprint	\$264.07	\$0.00	\$0.00	\$0.00	\$0.00	\$264.07
Teach For America Kansas City	\$15,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,000.00
Trane U.S. Inc	\$82.50	\$0.00	\$0.00	\$0.00	\$0.00	\$82.50
WHC KCT, LLC	\$348.00	\$0.00	\$0.00	\$0.00	\$0.00	\$348.00
Wildwood Outdoor Education Center	\$2,320.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,320.00
Total:	\$75,985.52	\$1,563.44	\$0.00	\$0.00	-\$75.57	\$77,473.39

**ACADEMY FOR INTEGRATED ARTS
GOVERNANCE COMMITTEE MEETING
AGENDA**

October 18, 2022
8:30 a.m. to 9:30 a.m.

Zoom Web Meeting Details

<https://us06web.zoom.us/j/91718629229?pwd=eXRjdHc5Q2tCK1RuU0w4anhKRjNKQT09>

Meeting ID: 917 1862 9229

Passcode: cqvjE5

- I. Call to Order
- II. Board Training
 - a. Retreat Planning
 - i. Board Engagement Goals
 - ii. Board Self-Assessment
 - iii. Committee Purpose Statements
 - b. DEI Training
- III. Board Member Information
 - a. Plan for updating board member information on annual basis/when a new member joins (biographies, addresses, etc)
- IV. Other Business
- V. Adjournment

**ACADEMY FOR INTEGRATED ARTS
GOVERNANCE COMMITTEE MEETING
MINUTES**

October 18, 2022
8:30 a.m. to 9:30 a.m.

Zoom Web Meeting Details

<https://us06web.zoom.us/j/91718629229?pwd=eXRjdHc5Q2tCK1RuU0w4anhKRjNKQT09>

Meeting ID: 917 1862 9229

Passcode: cqvjE5

- I. Call to Order: 8:34 a.m.
 - II. Board Training
 - a. Retreat Planning
 - i. Board Engagement Goals
 - 1. The board needs to add action steps to the organizational sustainability the Strategic Plan Action Steps tab
 - a. **Action Item:** Governance Chair to discuss at Board meeting on 10/27 and retreat
 - ii. Board Self-Assessment
 - 1. Annually, the Board of Directors will identify and agree upon no less than two strength areas and two growth areas and develop measurable goals based on the growth areas – due December 31, 2022
 - a. **Action Item:** Governance Chair to ask Kent Peterson to join the AFIA Board meeting on 10/27 to review the self-assessment data (data should be available to the Board on 10/25)
 - b. **Action Item:** Governance Chair to ask Board to review data in advance and come to retreat prepared with their perception of two strength areas and two growth areas
 - c. **Action Item:** Executive Director to request internal facilitator or facilitate discussion on determining Board’s areas of strength/growth
 - iii. Committee Purpose Statements – *table until 2023*
 - b. DEI Training
 - i. Auburn Ellis will do training in a series of Board meetings
 - 1. **Action Item:** Board President will send email with his suggestion of how to move forward
- III. Board Member Information – *table until 2023*
 - a. Plan for updating board member information on annual basis/when a new member joins (biographies, addresses, etc.)
- IV. Other Business
- V. Adjournment: 9:31 a.m.