



COMMUNITY ACADEMY

2017-18 Annual Report on Curriculum, Instruction, and Student Achievement

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Executive Summary

This report provides the University of Saint Thomas, families of HOPE Community Academy (HOPE), and the general public with information describing the progress of HOPE and its students during the school's seventeenth year of operation. This was the third and final year of a three-year authorizer contract with the University of St. Thomas. The key findings are as follows:

HOPE's academic goals and indicators are defined in its contract with its authorizer, the University of St. Thomas. There were three Academic Goals, focusing on Adequate Yearly Progress; the Minnesota Comprehensive Assessments; and the Measures of Academic Progress.

HOPE Academic Program

Mission and Vision

The Hmong Open Partnerships in Education (HOPE) Community Academy is a Saint Paul charter school which serves urban students in grades K-8. HOPE emphasizes a rigorous academic foundation with mastery of fundamental and higher-order thinking skills to prepare students for life-long learning. HOPE also instills Hmong and American values in their students.

Mission Statement

Educating all students to the highest levels of academic and social standards with a focus on Hmong language and culture.

HOPE Community Academy provides quality instruction in core curriculum areas, to provide the solid academic foundation called for in the mission. Our teachers strive for excellence and are working with consultants from Minnesota's Regional Centers of Excellence to create a Record of Continuous Improvement which identifies strategies for improving the effectiveness of instruction in specific core academic areas.

Other elements of HOPE's efforts to live up to the school mission and vision include:

- In addition to our K-8 classroom instruction of core curriculum, we have licensed teachers in the areas of Hmong language, Library, Computer Applications, Music, Art, and Physical Education. Our Middle School teachers are licensed to teach in their specific content areas. Media and Technology instruction is integrated into each content area.
- HOPE partners with other organizations to supplement our students' learning. The East Side Learning Center continues to provide on-site, one-on-one tutoring for our primary students. Summer School offerings are provided in collaboration with St. Paul Public Schools.
- A year-round, co-ed sports and dance program encourages physical fitness and team building amongst students.

HOPE Community Academy Addresses the Purposes for Charter Schools

The primary purpose of charter schools in Minnesota is to *improve pupil learning and student achievement*. HOPE Community Academy strives to do this through the provision of a rigorous academic program with high expectations, as described throughout this report. See, in particular, the *Accountability Plan Data* section for evidence of success in improving pupil learning; and the *Innovative Practices, New Initiatives, and Future Plans* section for discussion of improvement initiatives currently underway.

Of the five additional purposes for charter schools in Minnesota, HOPE Community Academy is currently focusing strongly on the one to *measure learning outcomes and create different and innovative forms of measuring outcomes*. HOPE has established common assessments at each grade level, depending on students' reading level; and teachers

analyze data from these assessments, using it to inform instruction. Also, HOPE Community Academy’s updated Record of Continuous Improvement specifies instructional strategies now being implemented schoolwide, which include innovative processes for measurement of learning outcomes. In the case of the questioning to extend student thinking, Professional Learning Community (PLC) teams study student outcomes weekly based on sample lessons, then identify and schedule student intervention groups based on benchmark percent of mastery data. In the alignment of curricula to the state standards, the PLC teams discuss the use of standards as a baseline; utilize a Data Day to examine common benchmark assessment results, and identify and schedule student intervention groups based on benchmark percent of mastery data. See the *Innovative Practices, New Initiatives, and Future Plans* section below for details.

Accountability Plan Data

HOPE Community Academy’s Accountability Plan for 2017/18 remained the same as for the previous years. The Accountability Plan includes three sets of Academic Goals with multiple measurements and indicators of success, as well as two Non-Academic Goals, which are summarized in Table 1 below.

Table 1: HOPE Accountability Plan

Academic Goals	Measurements	Indicators of Success
AYP Goal: HOPE Community Academy students will meet the requirements of AYP under the No Child Left Behind Act	State-determined annual Adequate Yearly Progress (AYP) targets	Meeting AYP in all areas (Participation and Proficiency for Reading and Mathematics; Attendance)
MCA-II Goal Series: <ul style="list-style-type: none"> • Proficiency: UST-authorized charter schools should perform as well as or better than the state, the district where the school, resides, and schools with comparable demographics • Growth: Student growth on the MCA-II over time is at least comparable to growth of students in the state, the district, and schools with comparable demographics 	Minnesota Comprehensive Assessments-Series III (MCA’s): Reading and Mathematics <i>(Grades 3-8 for Proficiency; Grades 4-8 for Growth)</i>	<ul style="list-style-type: none"> • Proficiency: Percent of students that meet or exceed expectations compared to the average: <ul style="list-style-type: none"> ○ Statewide ○ In the resident district ○ In comparable schools • Growth: <ul style="list-style-type: none"> ○ Percent of students that made low, medium, and high growth ○ Percent of students who are proficient with medium and high growth and not proficient with high growth compared to the percent of students in the same groups: <ul style="list-style-type: none"> ▪ Statewide ▪ In the resident district ▪ In comparable schools
NWEA Goal Series: <ul style="list-style-type: none"> • National Median: UST-authorized schools should perform better than the national median • RIT Growth: UST-authorized schools have students that grow 	Northwest Evaluation Association’s Measures of Academic Progress (MAP) assessments in Reading and Mathematics <i>(Grades 2-8)</i>	<ul style="list-style-type: none"> • National Median: Percent at or above national medians (at least 50% to meet target) • RIT Growth: Percent meeting RIT growth projection¹ (at least 50% to meet target)

¹ Language in the Accountability Plan references “growth goals;” however, with the change to 2011 norms, NWEA now uses the term “projection” for the typical RIT score growth amount.

Academic Goals	Measurements	Indicators of Success
at the same rate or better than at least 50 percent of the schools tested nationally		
Special Needs Populations Academic Expectations: For special education or English Learner student populations, if either exceeds 20% of the school's total student population.	Northwest Evaluation Association's Measures of Academic Progress (MAP) assessments in Reading and Mathematics (Grades 2-8)	<ul style="list-style-type: none"> • Participation: Number and percent who completed fall and spring MAP tests in each category • RIT Growth: Percent meeting RIT growth projection, compared to other students
School Specific Academic Goals	Specific to the goal	Specific to the goal
Non-Academic Goals	Measurements	Indicators of Success
Attendance: Each school will meet or exceed its attendance rate goal for Adequate Yearly Progress	Attendance rate for the school year ((ADA/ADM)*100)	Percent-of-attendance more than 90% or improves by at least 0.1% over the previous year
Parent Satisfaction: Each school shall survey its parents annually and report on the level of parent satisfaction with the school.	Parent survey results	At least 80% of parents surveyed are satisfied with the school

The Goals and Indicators are stated below, along with HOPE academic results data from the 2014/15 school year. The indicators for each goal are organized into a four-point rubric, scored as:

- 4 – Exceeds standard
- 3 – Meets Standard
- 2 – Approaching standard
- 1 – Does not meet standard

AYP Goal: HOPE Community Academy students will meet the requirements of AYP under the No Child Left Behind Act as established by federal and state law. Failure to meet AYP for three consecutive years will automatically result in the school being placed on intervention with the University of St. Thomas.

- Adequate Yearly Progress Results

Note: Under the state's waiver of federal Title I requirements, the Adequate Yearly Progress (AYP) system is being de-emphasized, and its place taken by a Multiple Measurements Rating system consisting of four measurements: Proficiency, Student Growth, Achievement Gap Reduction, and Graduation Rate (for high schools). Proficiency is measured regarding the proportion of students testing at the Meeting or Exceeding Expectations level on the spring MCA's; Student Growth and Achievement Gap Reduction consider changes in MCA scores for students testing two consecutive years at a given school. However, Adequate Yearly Progress measures are still calculated.

MCA-II Goal Series

MCA-II Proficiency: UST-authorized charter schools should perform as well as or better than the state, the district where the school, resides, and schools with comparable demographics (schools in the same region that serve similar populations of students, as defined by socioeconomic and minority status). Schools will work with UST annually to determine 3-5 comparable school(s). MCA-II proficiency will be measured on a school-wide level.

Indicator	4	3	2	1
MCA-II: Reading	Meets or exceeds the comparison group	Within 5 percentage points	6-10 percentage points below the	More than 10 percentage points below the

Indicator	4	3	2	1
Percent of students that meet or exceed expectations compared to the average: <ul style="list-style-type: none"> Statewide In the resident district In comparable school(s) 	by more than 5 percentage points	of comparison group	comparison group	comparison group
MCA-II: Math Percent of students that meet or exceed expectations compared to the average: <ul style="list-style-type: none"> Statewide In the resident district In comparable school(s) 	Meets or exceeds the comparison group by more than 5 percentage points	Within 5 percentage points of comparison group	6-10 percentage points below the comparison group	More than 10 percentage points below the comparison group

The tables below summarize MCA proficiency data from spring 2018.

Table 2: MCA-II/III Reading Proficiency at HOPE, Spring 2018, Compared to Statewide and Resident District

Percent Proficient on the Reading MCA-III, Spring 2018: STEP, State of MN, and SPPS			
	HOPE	Statewide	SPPS
Reading – All students	32.5%	61.1%	39.4%
Reading – Free / Reduced	31.6%	42.2%	28.1%
Reading – English Learners	10.3%	15.0%	12.2%

On this Indicator, HOPE scores 1 with regard to the state (more than 10 percentage points below the comparison group); and 2 with regard to the resident district (6-10 percentage points below). Comparable schools were not identified (not required, per authorizer communication). However, when the comparison is limited to Free / Reduced-qualifying students, HOPE scores just more than 10 points below the statewide group, and slightly ahead of the district; when the comparison is limited to EL students, HOPE is just slightly behind the two comparison groups.

Table 3: MCA-II/III Math Proficiency at HOPE, Spring 2018, Compared to Statewide and Resident District

Percent Proficient on the Math MCA-III, Spring 2018: STEP, State of MN, and SPPS			
	HOPE	Statewide	SPPS
Mathematics – All students	35.3%	58.7%	34.1%
Mathematics – Free / Reduced	35.3%	38.2%	23.3%
Mathematics – English Learners	18.4%	20.6%	16.2%

On this Indicator, HOPE scores 1 with regard to the state (more than 10 percentage points below the comparison group); and 3 with regard to the resident district (within 5 percentage points). When the comparison is limited to Free / Reduced-qualifying students, HOPE scores just within 5 points of the statewide group, and ahead of the district; when the comparison is limited to EL students, HOPE very close to both comparison groups.

MCA-II Growth: Student level data are available to measure a student's growth on the MCA-II over time if the student is continuously enrolled in a school. For more information on the MCA-II growth data go to the Minnesota Department of Education's website. MCA-II growth data will be analyzed on a school-wide level.

Indicator	4	3	2	1
MCA-II: Reading Percent of students that made low, medium, and high growth	Low growth was less than 20%, AND high growth was more than 35%	High growth percentage exceeds low growth percentage	Low growth percentage exceeds high growth percentage	High growth is less than 20%, AND low growth is more than 30%
MCA-II: Math Percent of students that made low, medium, and high growth	Low growth was less than 20%, AND high growth was more than 35%	High growth percentage exceeds low growth percentage	Low growth percentage exceeds high growth percentage	High growth is less than 20%, AND low growth is more than 30%

The tables below summarize MCA growth data from spring 2018.

Table 4: MCA-II/III Reading Growth at HOPE, Spring 2017 – Spring 2018

Percent Growth on MCA-II/III Reading, SY 2017-18		
	# of Students	% In Each Category*
%Not Prof, High Growth	45	17%
%Not Prof, Med. Growth	79	29.8%
%Not Prof, Low Growth	49	18.5%
%Prof, High Growth	23	8.7%
%Prof, Med. Growth	39	14.7%
%Prof, Low Growth	30	11.3%
TOTAL	265	
*May not add to 100% due to independent rounding.		

A combined total of 25.7% of students were in the High Growth category, and 29.8% in Low Growth; HOPE scores a 2 on this Indicator.

Table 5: MCA-II/III Math Growth at HOPE, Spring 2017 – Spring 2018

Percent Growth on MCA-II/III Math, SY 2017-2018		
	# of Students	% In Each Category*
%Not Prof, High Growth	66	24.6%
%Not Prof, Med. Growth	55	21.6%
%Not Prof, Low Growth	54	20.1%
%Prof, High Growth	35	13.1%
%Prof, Med. Growth	36	13.4%
%Prof, Low Growth	19	7.1%
TOTAL	265	
*May not add to 100% due to independent rounding.		

A combined total of 37.7% of students were in the High Growth category, and 27.2% in Low Growth; HOPE scores a 3 on this Indicator.

NWEA Goal Series

National Median: Percentages established for the national median goal compares the school's progress with others across the country and are based on the expectations that UST-authorized schools perform better than the national

median. For example, at least 50 percent of students in each grade should perform above the NWEA national median score for that grade level.

Indicator	4	3	2	1
NWEA MAP in Reading: Percent at or above national medians	More than 65%	50-65%	40-49%	Less than 40%
NWEA MAP in Math: Percent at or above national medians	More than 65%	50-65%	40-49%	Less than 40%

The table below summarizes the proportion of HOPE students at or above the national median based on Winter 2016-17 MAP test results.

NOTE: HOPE Community Academy administered the MAP to grades K-2 students in the fall, winter, and spring; grades 3-8 students took it only in the winter.

Table 6: NWEA MAP Levels of Achievement at HOPE, Winter / Spring 2018²

NWEA % At or Above National Median - Reading					NWEA % At or Above National Median - Math			
	<u>Students Tested, Wint./Spr.</u>	<u>% At or Above National Median</u>	<u># At or Above Nat. Median</u>			<u>Students Tested, Wint./Spr.</u>	<u>% At or Above National Median</u>	<u># At or Above Nat. Median</u>
Grade K	49	20%	10		Grade K	49	27%	13
Grade 1	49	41%	20		Grade 1	49	49%	24
Grade 2	53	28%	15		Grade 2	53	25%	13
Grade 3	70	29%	20		Grade 3	69	32%	22
Grade 4	63	30%	19		Grade 4	63	21%	13
Grade 5	73	36%	26		Grade 5	73	25%	18
Grade 6	61	39%	24		Grade 6	61	39%	24
Grade 7	51	41%	21		Grade 7	51	37%	19
Grade 8	48	56%	27		Grade 8	48	65%	31
TOTAL	517	35%	182		TOTAL	516	34%	177
Overall, 2017	510	37%	187		Overall, 2017	505	41%	205

These NWEA National Median results from 2017-18 show HOPE Community Academy at level 1, Does not meet standard, in both subjects. The proportion of students at or above the national median was similar to the previous year in Reading, and somewhat lower in Math.

² Grades K-2 students' results are reported for Spring; grades 3-8 for Winter (testing was done at the end of January).

RIT Growth: Percentages established for the RIT growth goal³ are based on the expectation that UST-authorized schools have students that grow at the same rate, or better than at least 50 percent of the schools tested nationally. For example, if 65 percent of the school's students meet their RIT growth goal, then the school is performing with the top 25 percent of schools, nationally. If 40 percent of the school's students meet their RIT growth goals, then the school is performing with the bottom 25 percent of schools, nationally.

Indicator	4	3	2	1
NWEA MAP in Reading: Percent meeting RIT growth goal	More than 65% (ranked in first quartile)	50-65% (ranked in second quartile)	40-49% (ranked in third quartile)	Less than 40% (ranked in fourth quartile)
NWEA MAP in Math: Percent meeting RIT growth goal	More than 65% (ranked in first quartile)	50-65% (ranked in second quartile)	40-49% (ranked in third quartile)	Less than 40% (ranked in fourth quartile)

The table below shows growth in MAP score results for students who tested both fall and spring. Only grades 1-2 tested in both fall and spring during the 2017/18 school year, so Growth scores are available only for these grades. Grades 3-8 tested only during the winter testing period.

Table 7: NWEA MAP Growth, Fall 2017 – Spring 2018

NWEA % Meeting RIT Growth Projections – Reading				NWEA % Meeting RIT Growth Projections – Math			
	<u># of Students Tested, Fall & Spring</u>	<u># Meeting Proj. Score</u>	<u>% meeting Proj. Score</u>		<u># of Students Tested, Fall & Spring</u>	<u># Meeting Proj. Score</u>	<u>% meeting Proj. Score</u>
Grade 1	49	23	47%	Grade 1	49	24	49%
Grade 2	52	12	23%	Grade 2	52	13	25%
Overall	101	35	35%	Overall	101	37	37%
Overall, 2017	174	89	51%	Overall, 2017	174	80	46%

Narrative: With fewer than 40% of students meeting projected spring scores, HOPE is not meeting this target in Reading or Math.

School Specific Academic Goals

Beginning with the 2015/16 school year, HOPE identified four SMART goals, which were articulated in its Focus Record of Continuous Improvement which was submitted to MDE most recently on December 2017⁴. These goals continued for 2017/18, and are listed below, and outcome data reported. This was the last year of a three-year contract with the University of St. Thomas, and the last year this set of goals will be reported on.

³ The Northwest Evaluation Association now uses the term “Growth Projection” rather than “Growth Goal,” in recognition of the fact that the projected post-test score may or may not be an appropriate goal for any given student. The growth-projection score is based on the initial score and is simply the median post-test score for students with that initial score. MAP norms are constructed such that nationwide, 50% of students are meeting Growth Projections.

⁴ School Specific Academic Goals were calculated with reference to all students (the “Accountability Criteria Met” option checked “No” in the Minnesota Report Card).

SMART Goal (Reading): Students at HOPE Community Academy will increase their reading proficiency scores from 32.7% in 2017 to 36.7% in 2018 based on the MCA test data. Test results for 2018 showed the percent proficient declined slightly, to 31.6%. This goal was not met.

SMART Goal (Math): Students at HOPE Community Academy will increase their math proficiency scores from 34.3% in the 2017 school year to 38.3% in 2018 on the MCA test. Test results for 2018 showed the percent proficient unchanged at 34.3%. This goal was not met.

Non-Academic Goals

Attendance goal is more than 90% attendance. HOPE Community Academy met the Attendance Goal, with total percent-of-attendance for FY18 at 97.0%. This is virtually unchanged from the previous school year, with average percent-of-attendance was 96.7%.

A Parent Survey was completed in the spring of 2018; approximately 126 parents responded. When asked for their "Overall Rating" of HOPE Community Academy, 96% chose one of Meets Standards / fulfills expectations, High / consistently exceeds standards, or Outstanding / far exceeds standards (4% chose Below / does not meet some standards; and none chose Unacceptable). HOPE Community Academy is meeting this standard, with more than 80% of parents expressing satisfaction with the school.

Summer Programming

HOPE partners with St. Paul Public Schools DAE (Department of Alternative Education) to offer summer school to all K-7 HOPE students. Parents have the opportunity to sign up their child/children for summer school and teachers can also recommend students for summer school for additional academic support. Summer School at HOPE focuses on reading and math support, along with an ½ hour of physical education class every day.

Summer school for 2018 started June 18, 2018 through July 12, 2018. Summer school student hours are 8:00 – 12:30, Mondays – Fridays, with the exception of July 4th. Buses were provided to students, as well as breakfast and lunch. Summer School 2018 had an enrollment of 131 students, with a total of 11 classes and 15 staff. Summer school also focused on smaller class sizes so students can receive additional support from teachers.

Parent Involvement

Parent-Teacher conferences are held twice a year at HOPE Community Academy, once in the Fall and once in the Spring. Conferences provide an effective way means to bring together parents and teachers to discuss student progress. Middle school conferences are student-led.

HOPE participated in a U of M extension project, called the Hmong School Success Project which is funded by a grant. The program is designed to help parents to become an active part of their students learning. HOPE and the U of M worked with Debra Landvik at MDE in developing this program. HOPE has a subcommittee which has worked to translate from the Spanish curriculum which the U of M brought, into Hmong language to implement at HOPE. With translation completed, the project was implemented during 17/18. The subcommittee continues to work to include HOPE's Non-Hmong Families.

Hmong Family Campus Visit

In March of this year, families of HOPE Community School participated in a series of workshops titled *Education: Our Best Legacy*. These workshops were facilitated by the University of Minnesota Extension Center for Family Development. Topics of these workshops included information on how to be more engaged in their child's education, how to

communicate with schools and their children, how to plan for their student's graduation from high school and seek higher education.

In May of 2018, families participated in a campus visit. For the campus visit, the Extension Center for Family Development and HOPE Community Academy partnered with the College of Food, Agricultural and Natural Resource Sciences (CFANS) and the Extension Center for Youth Development (YD). The campus visit included a motivational program in Hmong, the importance of higher education, and a tour of the St. Paul campus. Speakers worked with the families on steps to take to achieve their goal of higher education. A recent Hmong college graduate spoke to the families on her experience on campus and shared the support resources available to Hmong students on campus. In the afternoon, a school success parent workshop was held while the youth participated in STEM activities provided by YD.

Curriculum

HOPE Community Academy starts with the Minnesota Standards and Benchmarks and uses each curriculum as a resource to get to the standards and benchmarks. Each curriculum is supplemented with other materials as needed, to assure that all the standards are addressed at an appropriate level for students.

- [Reading: Treasures Literacy Program K-6 ELA/ELD \(replaced with Wonders for 2018-19\)](#)
- [Math: enVisionMATH Common Core, Realize Edition \(K-5\) & Holt \(6-8\)](#)
- [Social Studies: TCI Interactive Social Studies Social Studies: Northern](#)
- [Social Studies, 6-8: American Reading Company](#)
- [Science: Interactive Science](#)

Scheduling

Please see Attachment 1 for a copy of the 2017/18 school calendar.

- Students attended school for 175 days. The first day of school was August 29th and the last day of school was May 31st.
- Staff was contracted for 185 days with six scheduled staff development days. Teacher opening week began August 17th. Based on teacher feedback, the school year was shortened by minimizing the number of days off during the school year. This enables the school year to end earlier.
- Summer school ran for four weeks, five days a week, half days.
- To provide for teachers to have more common prep time and more time in PLC's and data analysis, the teachers voted to have an 80-minute prep time.
- The middle school students have 100 minutes of Reading and Math. The Elementary students have between 90-120 minutes of reading and 90 minutes of Math every day. Also, every day, students in K-2 have an additional intervention of 30 minutes in Reading with the East Side Learning Center for identified students. Paraprofessionals and reading specialists assist with intervention groups in each grade.
- Students go to the gym for 40 minutes, every other day. The music program was revised this year to have students sing more often. Art is on the schedule for K-8 grades. It is now offered for grades K-5 every week for 45 minutes, and for the Middle School, every third day. Art is a language of visual images that everyone must learn to read. Research from *Critical Links* documents the habits of mind, social competencies and personal dispositions inherent to arts learning. Additionally, research has shown that what students learn in the arts may help them to master other subjects, such as reading, math or social studies. Students who participate in arts learning experiences often improve their achievement in other realms of learning and life.
- HOPE's mission focuses on academics and Hmong Culture and Language. The schedule for 2017-18 continued to have time for Hmong language and cultural activities.

Professional Development and Teacher Evaluation

Professional Development during 2017-18 included: Community Building Process; Data Analysis; Blood-Borne Pathogen and Medical Administration; Purpose-Picture-Plan Part to Play – Teach for Understanding Processing; Staff handbook, Technology And Wellness Program; Understanding our Hmong and Karen Student's Stories; Character Education Program; CPI Training; Parent Panel; Fountas & Pinnell Training; ELSA Curriculum; Report Card Prep; Promethean Training; MN Literacy Council Reading Training; Trauma Informed & Trauma Sensitive Classroom; Interactive Writing; Culturally Responsive Classroom; Musical Shares; Math Interactive Strategies; Using Plickers; and Post-It Pa-looza.

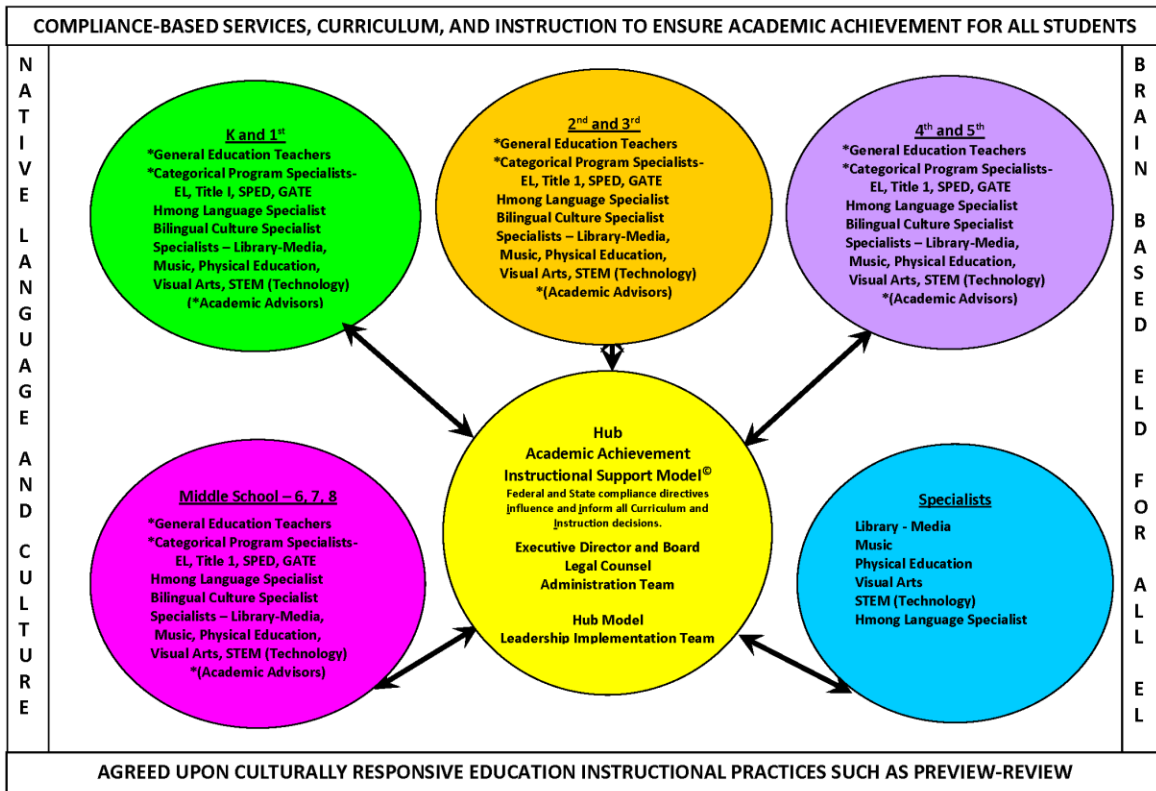
Teacher Evaluation

- HOPE is using a version of the Charlotte Danielson Observation Tool for Teacher Evaluation. All teachers will be evaluated three times by Peer Observers and twice by the Assistant Director. HOPE utilizes “iObservation,” an online observation program that facilitates record keeping and feedback as well as professional development opportunities. Teachers are expected to score at “Developing” or above by the third observation.
- Every teacher will have the following items as part of their yearly evaluation:
 - Teacher Practice - 45%
 - Student Engagement - 20%
 - Student Achievement - 35%

Innovative Practices, New Initiatives, and Future Plans

Innovative practices in place at HOPE Community Academy during 2016/17 included the following:

- The continued integration of Hmong language and culture into elementary and middle-grades education makes HOPE Community Academy innovative, by addressing the element of the school mission that calls for “...instilling in students the finest Hmong values.” Adequate support of Hmong language and culture for students is being addressed through the Hmong Language and Culture class which is required of all students. A Hmong Program Coordinator works to infuse Hmong culture into all classrooms. There are activities around traditional crafts, music, folktales, history, and Hmong language. Beginning in the 2014/15 school year, more advanced classes were developed based on parent and student feedback. These rigorous classes have continued for the past several years. During 2017-18 an internal review of the Hmong Language and Culture program was carried out by a committee of staff with assistance from an external consultant; recommendations from this review included increasing staffing to two language teachers, with a paraprofessional to support them.
- HUB Leadership Model: The HUB Leadership model empowers a teacher leader for each peer group of teachers. Teacher leaders apply for the position and are selected by school administration. The Teacher Leader is an important member of the leadership team at HOPE and provides information and feedback from their peers to school administration. Members of the Leadership Team are provided additional professional development to help them fulfill this position well.



©Jo Gusman. Foundation – Frameworks - Tools: HOPE Community Academy Hub Academic Achievement Instructional Support Model. 2016, 2017, 2018
 ©Jo Gusman. Foundation – Frameworks - Tools: Bilingual-Biliterate-Bicultural-Bicognitive Hub Academic Achievement Instructional Support Model, 2004

New Initiatives Undertaken During 2017/18

- HOPE Community Academy was identified for partnership by the U of M Extension Grant Center for Community Engaged Learning for work on Hmong Parent Partnerships. This project began during 2016/17, when HOPE Staff worked with the U of M researchers to translate their materials into Hmong. The project was implemented during 2017/18.
- HOPE Community Academy began to implement the HUB Leadership Model during the spring of 2017, and piloted the model during 2017-18. HOPE has HUB leadership team consisting of four grade-level leads (for K-1, 2-3, 4-5, and middle school), and lead teachers for EL, special education, and the Hmong language and culture program. Beginning in the spring of 2017, the model and plan were explained to staff; then teachers applied for the positions. After they were interviewed and selected, professional development activities began for staff leaders so that they can carry out the school improvement plan, and guide their peers during the next school years. Staff will be in these positions for a minimum of two years. After two years, the re-application process will begin, with a few positions opening each year, so there is a staggered intake of new staff to the program.

Future Plans

- Changes to staffing plans for 2018-19, identified during the spring of 2018, included adding two Hmong language teachers and hiring an assistant director (principal) to lead the educational program.
- HUB Leadership Model: The HUB Leadership model began in the spring of 2017 and was piloted during 2017-18 as described above. Advantages of the HUB model include reinforcing collaboration among staff / supporting teaming, making school leadership more inclusive, and helping to group students strategically. The Executive Director participated in the HUB leadership team during 2017-18. HUB Leaders will continue to work for

continuous improvement during the 2018-19 year with continued professional development and leadership coaching throughout the year.

- In the spring of 2017, HOPE hired a consulting organization, Executive Growth Advisors, to assist with strategic planning for key elements of the program. This will enable more formal evaluation to assess key programmatic elements, and identify ways they can be improved. For 2018-19, an updated strategic plan is to be updated and the school has begun following the plan in August of 2018.
- Wonders and StudySync: Literacy adoption committee researched curriculum options to replace Treasures which was in need of updating. Recommended Wonders for K-5 and StudySync for middle school, both from McGraw-Hill. The Board approved the recommendation, so this change in the English/Language Arts curriculum will be implemented starting fall 2018.

HOPE Governance and Operations

Teaching

The below table includes data on all teachers employed at HOPE Community Academy, District #4039-07 during 2017/18. Ninety-two per cent of teaching staff returned for the 2018/19 school year (36 of 39 teachers).

Table 8: HOPE Teachers, 2017-18

The table below includes information for all 2017-2018 school year teaching staff, as well as any staff new to the building for the current year.

District #	School Name	Teacher Name	File #	Subject Taught	Grade(s) Taught	SY2018	Status Yes-Returning No-Not Returning New-New for SY2019	Additional Notes
4070	HOPE Community Academy	Ahrens, Staci	412799	Math	6-8	Yes	Yes	
4070	HOPE Community Academy	Amoh, Nina	452937	EL	K	Yes	Yes	
4070	HOPE Community Academy	(Wade) Atkins, Ashley	463107	Title Reading	1	Yes	No	Resigned, accepted new job
4070	HOPE Community Academy	Benecke, Brooke	471026	Physical Education / DAPE	K-8	Yes	Yes	
4070	HOPE Community Academy	Carlson, Alyssa	458512	EL	6-8	Yes	Yes	
4070	HOPE Community Academy	Chouinard, Judy	432060	Media/Library	K-8	Yes	No	Resigned due to health issue
4070	HOPE Community Academy	Corcoran, Theresa	352213	El. Ed.	3	Yes	Yes	
4070	HOPE Community Academy	Cottrell, Lauren	499497	Media/Library	K-8	No	Yes	
4070	HOPE Community Academy	Cunningham, Lea	425910	Title Reading	2	Yes	No	Resigned, accepted new job
4070	HOPE Community Academy	Demorett, Tracy	435393	El. Ed.	3	Yes	Yes	

District #	School Name	Teacher Name	File #	Subject Taught	Grade(s) Taught	SY2018	Status Yes-Returning No-Not Returning New-New for SY2019	Additional Notes
4070	HOPE Community Academy	DeMunck, Ruth	356782	El. Ed.	5	Yes	No	Contract not renewed
4070	HOPE Community Academy	Dochniak, Laura	475798	El. Ed.	3	Yes	Yes	
4070	HOPE Community Academy	Elthon, Crystal	429940	El. Ed.	K	Yes	No	Resigned, accepted new job
4070	HOPE Community Academy	Erickson, Anne	450921	ELA	6-8	Yes	Yes	
4070	HOPE Community Academy	Fang, Lou	482981	El. Ed.	3	No	Yes	
4070	HOPE Community Academy	Fonkert, Deborah	429639	El. Ed.	5	Yes	Yes	
4070	HOPE Community Academy	Gotham, Karla	405155	Science	6-8	Yes	No	Was on waiver, contract not renewed
4070	HOPE Community Academy	Greenwood, Jill	355789	Special Education	K-8	Yes	Yes	
4070	HOPE Community Academy	Grover, Andrew	318991	Computer	K-8	Yes	Yes	
4070	HOPE Community Academy	Head, Albert Kevin	381271	Special Education	K-8	Yes	Yes	
4070	HOPE Community Academy	Heuer, Mary	439698	El. Ed.	1	Yes	Yes	

District #	School Name	Teacher Name	File #	Subject Taught	Grade(s) Taught	SY2018	Status Yes-Returning No-Not Returning New-New for SY2019	Additional Notes
4070	HOPE Community Academy	Kaehler, Jo-eleen	420744	El. Ed.	1	Yes	Yes	
4070	HOPE Community Academy	Lane, Marissa	470145	El. Ed.	K	Yes	No	Resigned, accepted new job
4070	HOPE Community Academy	Lee, Zuag	464560	Hmong Language	K-8	Yes	Yes	Was on waiver, teaching EL SY2018-19
4070	HOPE Community Academy	Lor, Gaojoua	470908	Dean of Students/Sp. Ed. Coordinator	K-8	Yes	Yes	
4070	HOPE Community Academy	Lor, Xong	490784	El. Ed.	K	No	Yes	
4070	HOPE Community Academy	McGuire, Sheila	267568	Title Reading	1	No	Yes	
4070	HOPE Community Academy	MacLachlan, SueAnn	377635	Special Education	K-8	Yes	Yes	
4070	HOPE Community Academy	Matykiewicz, Lea Ann	313801	EL	4-5	Yes	Yes	
4070	HOPE Community Academy	Mellstrom, Mirannda	427536	El. Ed.	1	Yes	No	Resigned, accepted new job
4070	HOPE Community Academy	Moua, Yeej	995488	Art Specialist	K-8	Yes	Yes	Was on waiver
4070	HOPE Community Academy	Norton, Laura	455671	El. Ed.	1	Yes	No	Resigned, accepted new job

District #	School Name	Teacher Name	File #	Subject Taught	Grade(s) Taught	SY2018	Status Yes-Returning No-Not Returning New-New for SY2019	Additional Notes
4070	HOPE Community Academy	Olson, Kirstin	455963	Title Reading	2	Yes	Yes	
4070	HOPE Community Academy	Pierce, Jennifer	492660	English Language	2	Yes	Yes	
4070	HOPE Community Academy	Reklai, Dawn	447080	El. Ed.	4	Yes	Yes	
4070	HOPE Community Academy	Riley, Elisabeth	415617	Title Reading	3	Yes	Yes	
4070	HOPE Community Academy	Ronning, Catherine	415617	Title Reading	5	Yes	Yes	
4070	HOPE Community Academy	Satterlie, Andrew	481061	Music Specialist	K-8	Yes	Yes	
4070	HOPE Community Academy	Sims, Sarah	475833	English Language Specialist	3	Yes	Yes	
4070	HOPE Community Academy	Sitek, Sean	475562	Science	6-8	No	Yes	
4070	HOPE Community Academy	Skalicky, Andrew	445518	El. Ed.	5	Yes	Yes	
4070	HOPE Community Academy	Stark, Joy	477544	Social Studies	6-8	Yes	Yes	
4070	HOPE Community Academy	Underhill Barrett, Amy	362885	El. Ed.	4	Yes	Yes	

District #	School Name	Teacher Name	File #	Subject Taught	Grade(s) Taught	SY2018	Status Yes-Returning No-Not Returning New-New for SY2019	Additional Notes
4070	HOPE Community Academy	VanDell, Elizabeth	476014	Title Reading	4	Yes	No	Resigned, accepted new job
4070	HOPE Community Academy	VanHeel, Rebecca	474620	El. Ed.	K	Yes	Yes	
4070	HOPE Community Academy	Vang, Kalia	476500	El. Ed.	2	Yes	Yes	
4070	HOPE Community Academy	Vang, Nikita	488036	ELA	6-8	Yes	No	Resigned, accepted new job
4070	HOPE Community Academy	Vyvyan, Brent	472948	El. Ed.	2	Yes	Yes	
4070	HOPE Community Academy	Warner, Katherine	365228	Math	6-8	Yes	Yes	Was on waiver
4070	HOPE Community Academy	Webster, Emily	399107	El. Ed.	K	No	Yes	
4070	HOPE Community Academy	Wisniewska, Aneta	484870	El. Ed.	2	Yes	Yes	Resigned, accepted new job
4070	HOPE Community Academy	Xiong, Aly	497460	Social Worker	K-8	Yes	Yes	
4070	HOPE Community Academy	Xiong, Dia	476784	English Language	1	Yes	Yes	
4070	HOPE Community Academy	Xiong, Soua	490359	Hmong Language Specialist	K-8	No	Yes	Tier I

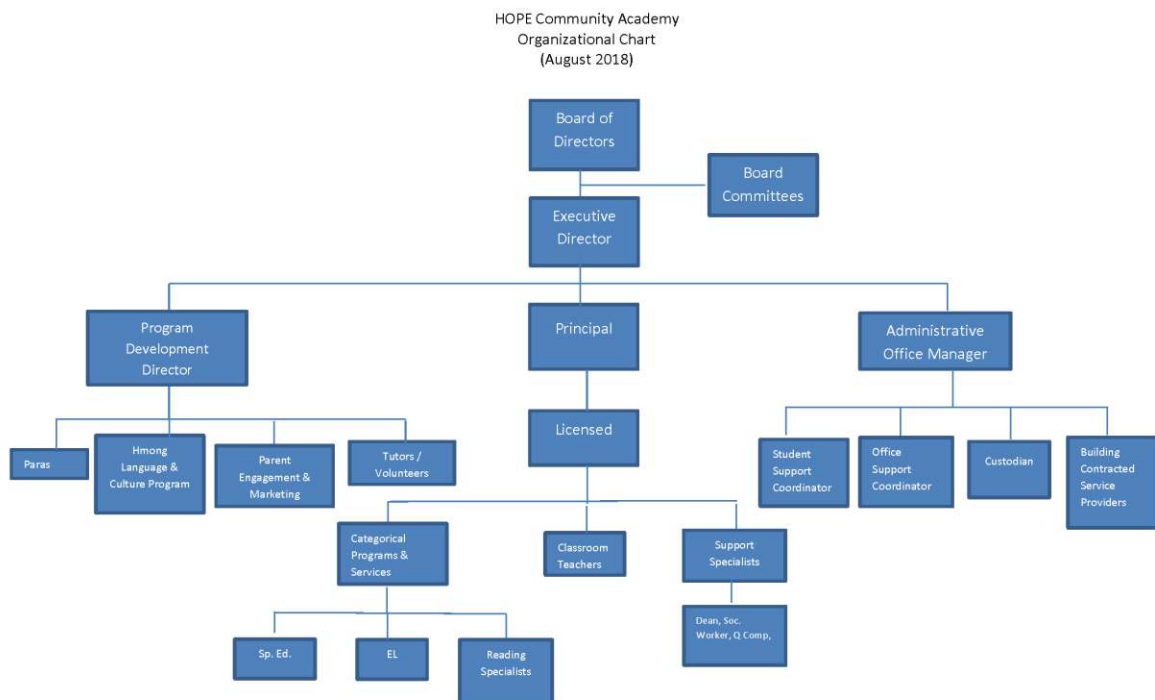
District #	School Name	Teacher Name	File #	Subject Taught	Grade(s) Taught	SY2018	Status Yes-Returning No-Not Returning New-New for SY2019	Additional Notes
4070	HOPE Community Academy	Xiong, Tswjhue	377134	Hmong Language Specialist	K-8	No	Yes	Tier I
4070	HOPE Community Academy	Yang, Lao Pao	453524	El. Ed.	4	Yes	Yes	Re-assigned to teach gr. 5 in SY2018-19
4070	HOPE Community Academy	Yang, Yer	388201	Curriculum Coordinator/DAC	K-8	Yes	Yes	

Management and Administration

The board employs the Executive Director to manage the overall operation of the school. The Executive Director works with the Accountability and Compliance Team to ensure that all programs are effectively implemented. The team consists of the Executive Director, the Dean of Students, school social worker, Hmong Program Coordinator, administrative office manager, and Food Service Paraprofessional.

HOPE Community Academy also has a leadership instructional team (HUB Leadership Team as of July 1, 2017) which oversees curriculum and instruction. The team consists of the Executive Director, Program Development Director, the Q Comp Coordinator, a representative from the special education team, specialists, EL, Title Reading, and PLC.

The organizational chart provides more detail regarding how the school is organized.



Executive Director's Professional Development Plan

Name: Maychy Vu

Title: Executive Director

Reports to: Board of Directors

Date: 3/22/2018

As a leader, your ability to achieve school goals directly correlates with how you apply your leadership capabilities. Reflect on the following questions as you prepare to complete your Leadership Development Plan (LDP):

1. How do I inspire and motivate other employees to collaborate and achieve organizational goals?
2. Does the school have a clear vision and roadmap for where we are going?

3. How effectively do I communicate expectations with members of my team?
4. Who do I admire as a leader and how can I strive to be more like her/him?

The LDP is designed to help you achieve a notably higher level of effectiveness in how you handle the privilege and responsibility of being in a leadership role. It directly aligns with your organizational goals and is focused on essential leadership perspectives and competencies that you are committed to learn and develop.

Instructions:

1. Copy and paste your Key Performance Indicators into the box below.
2. Select up to three growth areas to improve your leadership effectiveness and add to *Development Goals* on page 2.
3. Add *Resources & Strategies, Measurements, and Timelines* required for completion.
4. Review and adjust with your Board to reach mutual agreement. This will become an integral part of performance discussions with your management.

Key Performance Indicators *(school goals):*

Key Performance Indicators <i>(school goals):</i>

Development Goals <i>What am I going to LEARN?</i>	Resources/Strategies <i>How am I going to learn it? Who will assist me?</i>	Status	Measurement <i>How will I know when it's achieved?</i>
1 Improve skills in developing leaders.			
<i>Definition:</i> Empower key staff members to be more effective leaders; Raise level of leadership competence and confidence with team members.	<ol style="list-style-type: none"> 1. Streamline reporting relationships that make me more accessible to staff; De-emphasize top-down leadership. 2. Schedule staff training & development sessions that emphasize skills in effective leadership, communication, creative problem-solving, and self-improvement. 3. Revise employee development plans to reflect leadership growth. 4. Create opportunities for leaders to take responsibility for key initiatives. 5. Grow leaders through activities that allow them to share their knowledge and expertise with other team members. 6. Continue participating in Minnesota Principals Academy; share learning and leadership best practices. 7. Work with Mimi Palen-Clare for coaching and guidance in effective leadership; build mentoring skills. 	<ul style="list-style-type: none"> • Create opportunities for staff leadership development: <ul style="list-style-type: none"> - HUB Leadership Team - Hmong Program planning - Tutoring Program planning - Enrichment Program planning - Leadership team training - Planning retreat with Juavah • Engaged expertise from Jo Gusman, Dave Peterson, and Mimi Palen-Clare to provide guidance and direction. • Facilitate weekly 1:1's with direct reports. • Provide formal & informal feedback via 1:1's, employee work plans, and teacher observations 2-3 x per year + training and coaching with Dave P. & MDE. • Teacher performance reviews are linked to Q-Comp. • MN Principals Academy – in progress. 	<ul style="list-style-type: none"> • HOPE leaders will be confident and competent in their roles with less dependence on me. Employees will: <ul style="list-style-type: none"> - have clear understanding of their roles and expectations - receive on-going performance feedback - be more empowered and self-directed by completing their training goals with supervisors - have a higher level of trust • I will be a more competent leader, coach, and positive mentor to all staff.
2 Improve skills in developing teams			
<i>Definition:</i> Create more opportunities for teamwork and collaboration. Provide clear vision and direction; engage teams in	<ol style="list-style-type: none"> 1. Job-embedded professional development for HUB Leadership Team, Student Support Team, Accountability and Compliance Team. 2. Utilize HUB-Based Student Support System (grade level teams) to unify licensed and non-licensed teachers as partners in serving all students' needs. 	<ul style="list-style-type: none"> • HUB system is gaining traction. While there is still a great deal of work ahead, we are already seeing the benefits of this model. Grade level teams (Satellites) & culture specialists meet weekly including to discuss student data. HUB Leadership Team will serve for 2-years. • Integrated Hmong Program with, Character Ed to increase cultural understanding. 	<ul style="list-style-type: none"> • HUB-Based Student Support System will be a model of effective teamwork and directly impact student success. • Leadership will be engaged in key school initiatives. • All employees will be more

	working together to accomplish goals.	3. Create planning teams for key programs including: Hmong Language & Culture, After-School Enrichment, & Tutoring.	<ul style="list-style-type: none"> • We are growing leaders through HUB involvement, Q Comp Peer Observer Training, Hmong, Tutoring, and Enrichment program management, and leading various school committees (Wellness, Tech, and HOPE's Character Education). • Staff summer trip was positive team-building and learning experience. • Frequent visibility through hallway visiting, morning breakfast, etc. • Engaged key leadership in program planning for Hmong Language & Culture, After-School Enrichment, Tutoring, and HUB. 	<p>involved in schoolwide improvement efforts.</p> <ul style="list-style-type: none"> • Greater trust and engagement. • Less turnover.
3 Improve strategic thinking and planning				
	<i>Definition:</i> Become a more forward-thinking school leader; increase focus on growth and improvement opportunities; minimize involvement in daily minutiae.	<ol style="list-style-type: none"> 1. Complete and launch school strategic plan. 2. Engage Board & team members in strategic planning and implementation of school goals and milestones 3. Lead Hub Model planning & implementation/roll-out in multiple phases. 4. Minnesota Principals Academy develops strategic thinking and behavior 	<ul style="list-style-type: none"> • Strategic plan revisions are underway; will include dashboards for tracking and progress reporting at monthly Board meetings. • Flatlining vs Top-Down Leadership in: Hub-Leadership Team; School Committees; Q Comp; attendance at PLC/Satellite meetings; weekly ED Announcements; Concerns/Issues Form; • Actively involved in Principle's Academy. • Memberships with Hmong Chamber and Hmong 18 Council on hold due to transitions that are happening. • Active with Minnesota Association of Charter Schools, and have assigned Juavah to take the lead on U of M - YMCA and Extension. 	<ul style="list-style-type: none"> • Employees and other stakeholders (Board & parents) will be informed and enthusiastic about school vision and goals. • HOPE will recognized as a viable charter school. • Enrollment will remain strong.

Strengths and Challenges

Strengths of HOPE Community Academy include the following:

- The program's unique focus on Hmong language and culture – the school addresses Hmong cultural elements along with a strong academic program. Popularity of the program with parents and families is shown by continuing strong enrollment figures; HOPE had 511 students enrolled in the fall of 2016, and there were 525 students enrolled by November 2017.

- Working with consultants from the Regional Centers of Excellence, HOPE staff continue to assess their practices and seek better strategies to ensure continuous improvement.
- The program has a quality team of educators who are all committed to the success of their students and the continuing improvement of the school.
- HOPE staff are involved in leading the school through the HUB Leadership model, which was established in the spring of 2017. This model provides more staff buy-in for school leadership and creates enhanced professional opportunities for teachers at HOPE.
- Strategic Planning was undertaken during the 2017/18 school year with the guidance of Executive Growth Providers. HOPE engaged with stakeholders, meeting with students; parents; community members; and school staff while developing the Strategic Plan.
- In the Special Education Department, HOPE was able to hire two well-qualified teachers and staff the department at full capacity during the 2017/18 school year.

Challenges which HOPE Community Academy is seeking to address include the following:

- HOPE continues to serve many students who read well below grade level and/or have difficulty building the necessary foundational math concepts that allow them to progress through the curriculum. Students are building their skills and improving academically but these improvements are not necessarily reflected in MCA results. This ongoing challenge is being addressed through strategies described throughout this report.
- The Assistant Director position was left intentionally absent during the 2017/18 school year. Administration felt it was better to leave the position vacant until the right individual can be found to fill it.

School Enrollment and Admissions

HOPE accepts all applicants as long as the maximum capacity per grade level has not been met for the applicant's grade. HOPE caps enrollment at 17 for grades K-1 and at 25 for grades 2-8. Students enrolled in the previous school year will keep their space until they graduate. If more students apply than can be accommodated, a lottery determines acceptance. HOPE gives priority to siblings of admitted students and then applicants in the region where the school resides. HOPE's enrollment policy is Attachment 3 to this report. Also, enrollment forms are available online at <http://www.hope-school.org/enroll-your-child.html>.

The table below provides data on enrollment trends at HOPE Community Academy over the past five years, and projected enrollment for the 2018/19 school year. Attrition/Retention Rate is based on the percent of change from the previous year. As this table shows, enrollment at HOPE has been stable over the past few years, between 500-540 students.

Table 9: HOPE Community Academy Enrollment, 2013-2018

This table identifies the number of students enrolled at the school during the last five years. Data is based on October 1 Average Daily Membership (ADM) as reported to the Minnesota Department of Education.

School Year	K	1	2	3	4	5	6	7	8	Total	Attrition/Retention Rates*
2013-2014	63	83	63	64	48	44	48	57	30	500	+4%
2014-2015	70	52	72	54	53	45	36	40	50	472	- 6%
2015-2016	57	76	58	69	62	56	47	44	40	509	+8%
2016-2017	60	55	72	65	69	64	52	51	42	530	+4%
2017-2018	51	57	54	72	67	74	63	51	47	536	Stable
2018-19 (projected)										530	Stable

Mobility data is useful when looking at the percentage of students who had moved in or out of the school during the summer and mid-year. Ideally, schools like to see a small mobility index, which indicates that their student population remains stable and continuously enrolled. The state's data on mobility lags a year, such that 2017-18 school year data is not yet available.

	Summer Transfers In	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
2013-14	0	500	10	31	41	8%
2014-15	0	472	23	28	51	10%
2015-16	0	509	45	34	79	15%
2016-17	37	511	48	27	75	14%

* Total mid-year transfers divided by number of students on October 1.

The following table summarizes HOPE's demographic data, as compared with comparison schools identified by the authorizer. Data is as of October 2017. The majority of HOPE students were students of color (99%) and Asian (93.5%). Furthermore, most students qualified for free or reduced-price meals (77.2%) almost half were classified as Limited English Proficient (53.9%).

Table 10: HOPE Community Academy Comparison School Demographics, 2017-18

HOPE Community Academy Comparison Schools Demographics							
	HOPE Community Academy	Folwell Arts Magnet (MPS)	Hmong College Prep MS (Charter)	Farnsworth Aerospace Upper (SPPS)	Achieve Language Academy (Charter)	Battle Creek Elementary (SPPS)	Central Park Elementary (Roseville)
Free/Reduced Lunch	77.2%	88.2%	81.1%	78.6%	48.2%	74.4%	74.5%
Limited Eng. Prof.	53.9%	41.1%	31.3%	31.4%	50.7%	44.5%	35.5%
Special Education	6.9%	14%	9.7%	12.4%	8.7%	17.4%	10.4%
Minority	99%	89.5%	99.3%	93.4%	97.1%	91.2%	82.7%
Grades Served	K-8	K-8	K-8	5-8	PK-8	PK-5	K-6
Enrollment	536	851	1,304	622	448	465	451

Community Connections and Partnerships

HOPE Community Academy works with a number of community agencies to enhance its programs.

- Eastside Learning Center provided on-site, one-on-one tutoring for the primary grades students
- Boy Scouts of America / Girl Scouts – HOPE sponsors scout troops
- East Side Area Business Association – provides a venue for building connections with businesses and organizations on the East Side of St. Paul (HOPE is a member; the Director attends meetings of the Association to network with local leaders, seeking to build relationships that may result in more services for the school)
- Eastside Arts Council – HOPE partnered with them during 2013/14 on the Pocket Park Project, creating a park on the corner of Minnehaha and Payne Avenues adjacent to the school. HOPE students assist in maintaining the park yearly. The Artist in Residency program continues.

- Junior Achievement is the world's largest organization dedicated to education students in K-12 about Financial Literacy, College and Career Readiness, and entrepreneurship through experiential, hands-on programs. All students participated in this program in the spring of 2018.
- St. Kate's University's Center for Community Work and Learning has partnered with HOPE as a part of their Service Learning program. Students from St. Kate's come and work with students individually for tutoring
- U of M, YMCA sent university students for student tutoring and mentorship
- U of M Extension Project
- The Page Foundation is sending Page Scholars to come work with students
- MultiCultural Center for Excellence is working with HOPE on a Family Literacy Program
- Lower Phalen Creek Project has asked HOPE families and staff for input and potential assistance in improving Phalen Creek in the nearby Swede Hollow Park.

Board Orientation and Training Plans

The current board members are active in recruiting potential board members. There is the initial phase where an informal meeting takes place. The board member shares what the responsibilities and expectations are for serving on the school board. The mission and vision of HOPE Community Academy is shared so that the potential board member(s) is aware of the school and its focus.

A board orientation is scheduled shortly after the new board members are seated. The Executive Director and the board chair meet with the new board member(s). The following information is presented:

- Board responsibilities
- Board Training Expectations
- Organizational structure
- Charter school laws
- Authorizer
- Voting procedure at board meeting
- Finance Overview

At the annual board retreat, the board members discuss the committees' responsibilities for the upcoming school year. Each committee then develops its own project(s) and timeline to complete them. At the end of the school year, the chair of each committee reports on their respective committee's projects.

As for the board training program, the new board member(s) are informed of the three required topics of training and one must be completed within the first six months and all three completed within the first year of serving on the board. Ongoing board training is also discussed and prioritized according to the board's needs assessment from the annual board self-evaluation. The Board plans to do at least one board training a year in January which will encompass a topic the board feels is needed. Board members will be encouraged to attend other trainings on their own as well. Once a board member attends a board training on their own, he/she will report back to the board at the next board meeting.

See the following pages for Board information for 2017-18 and for 2018-19. School year 2018-19 data is accurate as of September 2018.

HOPE Community Academy Board Member Information 2017-18

Please include information for current and prior year members.

Due to the requirement for ongoing training in the three areas, please include training information for each member each year.

SY2017-18

Name	Date Seated	Term End Date	Position	Type	Expertise	Email	Phone	Attendance Rate	Board Trainings: Date Completed, Topic and Trainer			
									Governance	Employment	Financial Management	Annual Training
Grover, Andy	May 2017	May 2020	Secretary	Teacher	Education	contact@hope-school.org	651-796-4500	82% (9/11)	1/27/17 MACS	1/28/18 MACS	11/27/17 MACS	6/6/17 MACS Board vs Management Roles/Responsibilities
Lo, Sia	April 2018 *fill in for Sundry's term	May 2019	Director	Community		contact@hope-school.org	651-796-4500	1% (1/11)				
Mellstrom, Mirannda	May 2016	May 2019	Director	Teacher	Education	contact@hope-school.org	651-796-4500	73% (8/11)	10/22/15 BAM - Ellen McVeigh	10/22/15 BAM -Ellen McVeigh	9/24/15 Beltz Consulting- Jenny Abbs	6/6/17 MACS Board vs Management Roles/Responsibilities
Sundry, Scott	May 2016 *resigned effectively July 2017	May 2019	Secretary	Community	Education	contact@hope-school.org	651-796-4500	NA	9/25/14 BAM - Ellen McVeigh	9/25/14 BAM -Ellen McVeigh	9/24/15 Beltz Consulting- Jenny Abbs	6/6/17 MACS Board vs Management Roles/Responsibilities
Thao, Morgan	May 2015	May 2018	Chair	Community	Business Owner, Management	contact@hope-school.org	(651) 796-4500	64% (7/11)	10/22/15 BAM - Ellen McVeigh	10/22/15 BAM -Ellen McVeigh	11/13/14 Designs for Learning – Susan Airhart	6/6/17 MACS Board vs Management Roles/Responsibilities
Vang, Mai	May 2015	May 2018	Director	Parent		contact@hope-school.org	(651) 796-4500	82% (9/11)	10/22/15 BAM - Ellen McVeigh	10/22/15 BAM - Ellen McVeigh	9/24/15 Beltz Consulting- Jenny Abbs	6/6/17 MACS Board vs Management Roles/Responsibilities
Yang, Ka Zoua	May 2017 *fill in for parent vacancy	May 2019	Director	Parent	Social Worker	contact@hope-school.org	651-796-4500	82% (9/11)	4/24/18 BergenKDV	11/11/17 MACS	11/11/17 MACS	6/6/17 MACS Board vs Management Roles/Responsibilities

Name	Date Seated	Term End Date	Position	Type	Expertise	Email	Phone	Attendance Rate	Board Trainings: Date Completed, Topic and Trainer			
									Governance	Employment	Financial Management	Annual Training
Yang, Pao	May 2017	May 2020	Treasurer	Community	Law	contact@hope-school.org	651-796-4500	82% (9/11)	6/8/17 MACS	6/22/17 MACS	9/22/16 Beltz – Jenny Abbs	6/6/17 MACS Board vs Management Roles/Responsibilities

HOPE Community Academy Board Member Information

Please include information for current and prior year members.

Due to the requirement for ongoing training in the three areas, please include training information for each member each year.

SY2018-19

Name	Date Seated	Term End Date	Position	Type	Expertise	Email	Phone	Attendance Rate	Board Trainings: Date Completed, Topic and Trainer			
									Governance	Employment	Financial Management	Annual Training
Grover, Andy	May 2017	May 2020	Secretary	Teacher	Education	contact@hope-school.org	651-796-4500	1% (1/11)	1/27/17 MACS	1/28/18 MACS	11/27/17 MACS	
Lee, Zuag	August 2018 *replaced Mellstrom's term	May 2019	Director	Teacher	Education	contact@hope-school.org	651-796-4500	1% (1/11)				
Lo, Sia	April 2018 *fill in for Sundly's term	May 2019	Director	Community		contact@hope-school.org	651-796-4500	1% (1/11)				
Mellstrom, Mirannda	May 2016 *resigned effective June 2018	May 2019	Director	Teacher	Education	contact@hope-school.org	651-796-4500	na	10/22/15 BAM - Ellen McVeigh	10/22/15 BAM - Ellen McVeigh	9/24/15 Beltz - Jenny Abbs	
Vang, Mai	May 2015	May 2021	Director	Parent		contact@hope-school.org	(651) 796-4500	1% (1/11)	10/22/15 BAM - Ellen McVeigh	10/22/15 BAM - Ellen McVeigh	9/24/15 Beltz - Jenny Abbs	
Yang, John	May 2018	May 2021	Director	Community		contact@hope-school.org	651-796-4500	1% (1/11)				
Yang, Ka Zoua	May 2017 *fill in for Thao's term	May 2019	Director	Parent	Social Worker	contact@hope-school.org	651-796-4500	1% (1/11)	4/24/18 BergenKDV	11/11/17 MACS	11/11/17 MACS	

Name	Date Seated	Term End Date	Position	Type	Expertise	Email	Phone	Attendance Rate	Board Trainings: Date Completed, Topic and Trainer			
									Governance	Employment	Financial Management	Annual Training
Yang, Pao	May 2017	May 2020	Treasurer	Community	Law	contact@hope-school.org	651-796-4500	1% (1/11)	6/8/17 MACS	6/22/17 MACS	9/22/16 Beltz – Jenny Abbs	

Finances

HOPE's target ADM for the 17-18 school year was 525. HOPE's preliminary FY18 results show that the school ended the year with an ADM of 528 and a net income of \$254,012. This result brings our preliminary fund balance to \$3,075,589, or 43.9% of total expenditures. The Days Cash on Hand for 17-18 (unaudited) is 166 days. The Debt Service Coverage Ratio for 17-18 (unaudited) is 1.52.

For the 2018-2019 school year, HOPE has budgeted an average daily membership of 530, with a net income of \$25,894. These results will allow HOPE's fund balance to remain steady at around 40-41% of budgeted expenditures. The current 18-19 enrollment is approximately 494.

One of HOPE's challenges has been and will continue to be keeping our fund balance from growing too high so that we are able to fully utilize our revenue streams for student programming. Additionally, HOPE agreed to specific covenants when we sold bonds in order to own our facility. These covenants include keeping a positive net income each year, which will inevitably cause fund balance to grow. The finance committee and board are tasked with keeping fund balance growth and covenant satisfaction in balance.

The board Finance Committee meets on a monthly basis to review all financial reports before the monthly board meeting. Invoices are paid on a weekly basis. The Administrative Office Manager processes all invoices and completes a VPR cover sheet for each invoice. The Executive Director then reviews all invoices before signing off. The invoices are sent via email scan to BergenKDV to process and cut checks. Once that is done, a spreadsheet is provided to the Administrative Office Manager, who then converts it into the bank's spreadsheet. The Executive Director then uploads the bank spreadsheet, Positive Pay, into the school's account. The Positive Pay is a very secured system to allow the payments to go through the bank. If any checks not upload via Positive Pay, the Executive Director is notified and must manually approve each check. The Executive Director confirms all uploads via email notification to the Administrative Office Manager, the Board Treasurer, and Board Chair.

HOPE Community Academy was awarded the MDE School Finance Award in 2018 for the SY2016-17 finance audit reporting.

For questions regarding school finances and for complete financials for 2017-18 and/or an organizational budget for 2018-19, contact:

Name: Jenny Abbs

Position: Finance Manager

Phone: 952-563-6835

Email: jenny.abbs@bergankdv.com

BerganKDV provides accounting services for HOPE Community Academy.

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and the University of St. Thomas no later than December 31, 2018.

FY18 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	\$6,800,909	\$ 466,872	
Total Expenditures	\$6,546,897	\$ 466,872	
Net Income (Loss)	\$254,012	\$ 0	
Total Fund Balance	\$ 3,075,589	\$ 0	

Overview

In FY18 HOPE’s enrollment remained steady, which was in line with our projections. Historically we have maintained strong operating margins. We expect the school will continue toward its enrollment targets and operating the current program with results at positive levels in the future. For FY 19 a budget with a small surplus has been approved; budgets with larger surpluses are projected for the next four fiscal years. See the attached HOPE Community Academy Charter School Long Range Budget Projection Model for details.

Revenues

HOPE’s main source of revenue is Gen. Ed. per pupil funding. The base per-pupil funding increased modestly this past year. The school also receives compensatory aid and EL revenue based on the demographics of our student body. Lease Aid is available to fund a portion of the cost of our building lease. HOPE also receives Federal revenue to supplement our programs including Title, and Special Education. Our Fund 02 ended the year with a 7% loss, which was a better performance than past years. A transfer from Fund 01 was made to covered this loss.

Expenses

Our largest areas of expenditures continue to be salaries/benefits, transportation, and building lease.

Net Income and Fund Balance

HOPE ended FY18 with a strong positive net income and increased our fund balance percentage to over 43%. The goal moving forward will be to slowly decrease our fund balance into the 30-35% range so that we are fulling utilizing our resources to support the students learning. We plan to accomplish this while still maintaining our Debt Service Coverage ratio as required by our bond covenants.

Attachment 1: 2017/18 School Calendar

Hope Community Academy School Calendar 2017- 2018

July '17							August '17							September '17									
Wk	Su	M	Tu	W	Th	F	Sa	Wk	Su	M	Tu	W	Th	F	Sa	Wk	Su	M	Tu	W	Th	F	Sa
1							1	6		1	2	3	4	5	10							1	2
2	2	3	4	5	6	7	8	7	6	7	8	9	10	11	12	11	3	4	5	6	7	8	9
3	9	10	11	12	13	14	15	8	13	14	15	16	17	18	19	12	10	11	12	13	14	15	16
4	16	17	18	19	20	21	22	9	20	21	22	23	24	25	26	13	17	18	19	20	21	22	23
5	23	24	25	26	27	28	29	10	27	28	29	30	31	14	24	25	26	27	28	29	30		
6	30	31																					
20 student days 21 staff days							4 student days 8 staff days							20 student days 20 staff days									

October '17							November '17							December '17									
Wk	Su	M	Tu	W	Th	F	Sa	Wk	Su	M	Tu	W	Th	F	Sa	Wk	Su	M	Tu	W	Th	F	Sa
15	1	2	3	4	5	6	7	19								23							
16	8	9	10	11	12	13	14	20	5	6	7	8	9	10	11	24	3	4	5	6	7	8	9
17	15	16	17	18	19	20	21	21	12	13	14	15	16	17	18	25	10	11	12	13	14	15	16
18	22	23	24	25	26	27	28	22	19	20	21	22	23	24	25	26	17	18	19	20	21	22	23
19	29	30	31					23	26	27	28	29	30	27	24	25	26	27	28	29	30		
20 student days 20 staff days							19 student days 20 staff days							28									

January '18							February '18							March '18									
Wk	Su	M	Tu	W	Th	F	Sa	Wk	Su	M	Tu	W	Th	F	Sa	Wk	Su	M	Tu	W	Th	F	Sa
28	1	2	3	4	5	6		32								36							
29	7	8	9	10	11	12	13	33	4	5	6	7	8	9	10	37	4	5	6	7	8	9	10
30	14	15	16	17	18	19	20	34	11	12	13	14	15	16	17	38	11	12	13	14	15	16	17
31	21	22	23	24	25	26	27	35	18	19	20	21	22	23	24	39	18	19	20	21	22	23	24
32	28	29	30	31				36	25	26	27	28	40	25	26	27	28	29	30	31			
19 student days 20 staff days							19 student days 19 staff days							16 student days 18 staff days									

April '18							May '18							June '18									
Wk	Su	M	Tu	W	Th	F	Sa	Wk	Su	M	Tu	W	Th	F	Sa	Wk	Su	M	Tu	W	Th	F	Sa
41	1	2	3	4	5	6	7	45								49							
42	8	9	10	11	12	13	14	46	6	7	8	9	10	11	12	50	3	4	5	6	7	8	9
43	15	16	17	18	19	20	21	47	13	14	15	16	17	18	19	51	10	11	12	13	14	15	16
44	22	23	24	25	26	27	28	48	20	21	22	23	24	25	26	52	17	18	19	20	21	22	23
45	29	30						49	27	28	29	30	31	53	24	25	26	27	28	29	30		
21 student days 21 staff days							22 student days 22 staff days							0 student day 1 staff day									

Key:

- ☆ Board Meeting
- △ Conferences
- Staff Contract days
- ◇ End of Trimesters
- No school for Students/ Staff Development- Title I
- No School students and staff
- ◇ Last day of School

Notes	
Aug. 17	KG & New Students to HOPE Orientation
Aug. 18	New staff Orientation
Aug. 21- 24	Opening week for Staff/ Title I
Aug. 24	Board Meeting 5:00pm. Conference room
Aug. 28	First day of school for K-8 students
Sept. 4	No school/ Labor Day
Sept. 28	Board meeting 5:00pm. Conference room
Oct. 11- 12	K-8 Parent Teacher Evening Conferences
Oct. 19- 20	No school/ State Teacher Meetings
Oct. 26	Board Meeting 5:00pm. Conference room
Nov. 3	No school/ Title I
Nov. 16	Board Meeting 5:00pm. Conference room
Nov. 22	End of Trimester 1
Nov. 23- 24	No school/ Thanksgiving Break
Dec. 21	Board Meeting 5:00pm. Conference room
Dec. 22- Jan. 2	No School/ Winter Break
Jan. 3	School Resumes
Jan. 15	No school/ MLK Day
Jan. 25	Board Meeting 5:00pm. Conference room
Jan. 26	No school/ Title I
Feb. 19	No school/ President's Day
Feb. 22	Board Meeting 5:00pm. Conference room
Mar. 1	End of Trimester 2
Mar. 2	No school/ Title I
Mar. 20- 21	K-8 Parent Teacher Evening Conferences
Mar. 22	Board Meeting 5:00pm. Conference room
Mar. 26- 30	No School/ Spring Break
Apr. 26	Board Meeting 5:00pm. Conference room
May. 24	Board Meeting 5:00pm. Conference room
May. 28	No school/ Memorial Day
May. 31	Last day of School
May. 31	End of Trimester 3
Jun. 1	Last day for staff
Jun. 28	Board Meeting 5:00pm. Conference room

Attachment 2: HOPE Community Academy Charter School Long Range Budget Projection Model

HOPE Community Academy Charter School Long Range Budget Projection Model						
Enrollment	<u>Preliminary</u> Actual 2017-18	530 <u>Approved</u> 2018-19	535 2019-2020	538 2020-2021	542 2021-2022	552 2022-2023
9/20/2018						
Budget Projections						
Enrollment Projections						
Number Students Grade K	49.01	75	75	75	75	75
Number Students Grade 1	52.52	55	70	70	75	74
Number Students Grade 2	55.09	55	52	68	70	73
Number Students Grade 3	71.48	50	52	50	67	67
Number Students Grade 4	64.83	65	48	50	49	66
Number Students Grade 5	73.86	60	62	45	49	48
Number Students Grade 6	61.48	70	57	60	44	48
Number Students Grade 7	51.06	55	67	55	59	43
Number Students Grade 8	49.26	45	52	65	54	58
Total Number of Students Grade K	49.01	75	75	75	75	75
Total Number of Students Grades 1-3	179.09	160	174	188	212	214
Total Number of Students Grades 4-6	200.17	195	167	155	142	162
Total Number of Students Grades 7-8	100.32	100	119	120	113	101
Total Number of Students	528.59	530.00	535.00	538.00	542.00	552.00
Total Number of Current Year Pupil Units	548.65	550.00	558.80	562.00	564.60	572.20
State Revenue Assumptions and Calculations						
General Education Revenue						
State Averages Per Pupil Unit	\$6,188	\$6,312	\$6,406	\$6,503	\$6,600	\$6,699
Inflation Rate Assumption - Basic only	<u>2.0%</u>	<u>2.0%</u>	<u>1.5%</u>	<u>1.5%</u>	<u>1.5%</u>	<u>1.5%</u>
Basic Excluding Transportation	\$5,899.55	\$6,017.54	\$6,107.81	\$6,199.42	\$6,292.42	\$6,386.80
Gifted and Talented	13.00	13.00	13.00	13.00	13.00	13.00
Sparsity	29.56	29.56	29.56	29.56	29.56	29.56
Operating Capital	226.41	226.41	226.41	226.41	226.41	226.41
Equity	120.96	120.96	120.96	120.96	120.96	120.96
Transition Revenue	288.49	288.49	288.49	288.49	288.49	288.49
Referendum Aid - Home District	210.11	210.11	210.11	210.11	210.11	210.11
Transportation	288.36	289.38	295.16	296.17	297.19	298.20
Per Pupil Unit State Revenue	7,076.45	7,195.46	7,291.50	7,384.13	7,478.13	7,573.54
Pension Adjustment	1.12	0.00	0.00	0.00	0.00	0.00
Total Per Pupil Unit State Revenue	\$7,077.57	\$7,195.46	\$7,291.50	\$7,384.13	\$7,478.13	\$7,573.54
Total General Education State Revenue	3,883,135	3,957,502	4,074,488	4,149,880	4,222,154	4,333,577
Pension Adjustment Revenue						
PY Member Salaries			2,447,650	2,407,698	2,455,852	2,504,969
Pension Adjustment Rate			0.0021	0.0021	0.0021	0.0021
Pension Adjustment Revenue			5,140	5,056	5,157	5,260

HOPE Community Academy Charter School
Long Range Budget Projection Model

9/20/2018

Enrollment	Preliminary Actual 2017-18	530 Approved 2018-19	535 2019-2020	538 2020-2021	542 2021-2022	552 2022-2023
	Budget Projections					
EL (English Learner) State Aid	54%	54%	54%	54%	54%	54%
EL Revenue \$700/p.u.	estd 285	estd 285	estd 287	estd 288	estd 290	estd 290
Concentration Revenue \$250/p.u.	199,500	199,500	200,900	201,600	203,000	210,000
	71,250	71,250	71,750	72,000	72,500	75,000
Total EL Aid	270,750	270,750	272,650	273,600	275,500	285,000
Compensatory Revenue	73%	77%	75%	75%	75%	75%
A: Number of Students prior yr. (current year for 1st year)	actual 511	actual 536	estimate 530	estimate 535	estimate 538	estimate 542
B: Number of Free Lunch Students prior yr.	336	362	352	352	352	355
C: Number of Reduced Lunch Students prior yr.	35	52	48	48	49	49
D: Adjusted Counts = 100% Free, 50% Reduced - (A)	353.50	388.00	376.00	376.00	376.50	379.50
E: Concentration Portion	0.6918	0.7239	0.7094	0.7028	0.6998	0.7002
F: Concentration Factor (lesser of 1 or Conc. Portion/ .8)	0.8647	0.9049	0.8868	0.8785	0.8748	0.8752
G: PU = .6 * D * F	183.42	210.65	200.06	198.19	197.61	199.29
H: Initial Revenue = aid at per pupil amount *G	981,105	1,152,883	1,113,823	1,122,459	1,138,445	1,167,854
Misc. Rounding	9	59				
Calculated Compensatory State Revenue ((A) x (B))	981,114	1,152,942	1,113,823	1,122,459	1,138,445	1,167,854
Building Lease Aid						
Building Lease Expense	774,693	775,025	773,748	773,434	773,547	773,547
Lease Aid at per WADM as per state cap - \$1,314	720,931	722,700	734,263	738,468	741,884	751,871
Lease Aid at 90% of Lease	697,224	697,522	696,373	696,090	696,192	696,192
Lesser of WADM cap of \$1,314 or 90% of lease payment	697,224	697,522	696,373	696,090	696,192	696,192
Estimated Proration of Lease Aid Revenue	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total Prorated Building Lease Aid Revenue	697,224	697,522	696,373	696,090	696,192	696,192
Lease Aid Revenue per WADM (before proration)	1,221	1,268	1,246	1,239	1,233	1,217
Lease Aid per WADM needed to cover expense @ 90% (Max \$1,314)	1,221	1,268	1,246	1,239	1,233	1,217
How many more WADM would we need to maximize lease aid?	0	0	0	0	0	0
Long-Term Facilities Maintenance Revenue						
Revenue per Adjusted Pupil Unit	85	132	132	132	132	132
Total Long-Term Facilities Maintenance Revenue	46,636	72,600	73,762	74,184	74,527	75,530
Special Education Revenue						
Special Education Aid (includes tuition billing)	472,045	519,875	579,015	595,176	612,002	629,593

BerganKDV

Management has elected to omit substantially all disclosures, government-wide financial statements and required supplementary information. No CPA provides any assurance on these financial statements.

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HOPE Community Academy Charter School

Long Range Budget Projection Model

9/20/2018

Enrollment	<u>Preliminary</u>	530	535	538	542	552
	<u>Actual</u>	<u>Approved</u>	<u>Budget Projections</u>			
	<u>2017-18</u>	<u>2018-19</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>

Budget Projections

Revenue Summary and Projections

State Aids						
General Education Revenue	3,883,135	3,957,502	4,074,488	4,149,880	4,222,154	4,333,577
Pension Adjustment Revenue - begins FY19			5,140	5,056	5,157	5,260
EL Revenue	270,750	270,750	272,650	273,600	275,500	285,000
Compensatory Revenue	981,114	1,152,942	1,113,823	1,122,459	1,138,445	1,167,854
General Education Revenue subtotal	5,147,983	5,381,194	5,466,101	5,550,995	5,641,257	5,791,691
Q Comp	129,302	133,830	124,577	134,643	135,398	136,405
School Trust Land Endowment Revenue	19,848	17,462	16,365	17,687	17,786	17,919
Literacy Incentive Aid	0	30,000	30,000	30,000	32,000	33,000
Building Lease Aid	695,131	697,522	696,373	696,090	696,192	696,192
Other State Revenue / Prior Year Adjustments	20,916					
Long-Term Facilities Maintenance Revenue	46,169	72,600	73,762	74,184	74,527	75,530
Special Education Revenue	464,020	519,875	579,015	595,176	612,002	629,593
Total State Aids	6,523,369	6,852,484	6,986,192	7,098,776	7,209,163	7,380,330
Other Revenue						
Federal Title I - Basic	168,883	169,458	183,152	184,179	185,548	188,971
Federal Title II	14,328	24,683	26,678	26,827	27,027	27,525
Federal Title III Grant (EL Funding)	33,018	33,131	35,808	36,009	36,277	36,946
Federal Special Education Revenue	34,733	143,234	104,808	105,396	106,180	108,139
E-Rate Revenue	234	20,000	20,000	20,000	20,000	20,000
Third Party Billing Revenue	10,756	5,000	5,000	5,000	5,000	5,000
Other Local Revenue	15,588	6,000	6,000	6,000	6,000	6,000
Transfer from Fund 01	31,916	52,777	32,303	32,484	32,725	33,329
Food Service Program (Fund 02) Revenue	434,956	402,206	440,231	442,699	445,991	454,219
Total Other Revenue	744,412	856,489	853,979	858,594	864,747	880,130
Total Revenue	7,267,781	7,708,973	7,840,171	7,957,370	8,073,910	8,260,460
per student						

HOPE Community Academy Charter School

Long Range Budget Projection Model

9/20/2018

Enrollment	Preliminary	530	535	538	542	552
	Actual	Approved	Budget Projections			
	2017-18	2018-19	2019-2020	2020-2021	2021-2022	2022-2023

Expenditure Calculations

Inflation Calculations

Salaries		3.0%	2.0%	2.0%	2.0%	2.0%
Other costs		3.0%	2.0%	2.0%	2.0%	2.0%

Budget Calculations

Salaries and wages	2,364,176	2,713,339	2,639,046	2,691,827	2,745,663	2,800,577
Benefits	624,148	810,800	771,800	826,600	860,000	903,500
Q-Comp Expenses	98,416	133,830	124,577	134,643	135,398	136,405
Contracted Services	597,021	540,195	550,999	562,019	573,260	584,725
Marketing/Student Recruitment	9,189	15,000	15,300	15,606	15,918	16,236
Communications	68,122	64,487	65,777	67,092	68,434	69,803
Postage	6,378	4,000	4,410	4,434	4,467	4,550
Utilities	99,457	100,940	102,959	105,018	107,118	109,261
Insurance, Property & Liability	15,440	15,903	16,221	16,546	16,877	17,214
Repairs and Maintenance	84,936	75,000	50,000	40,000	40,000	40,000
Contracted Transportation	573,213	585,102	596,804	608,740	620,915	633,333
Travel, conferences and staff training	2,425	5,000	5,000	5,000	5,000	5,000
Field Trips including Transportation	29,177	23,102	23,320	23,451	23,625	24,061

Building Rent

2015 Bonds - Principal and Interest	695,418	696,275	695,535	695,771	696,460	696,460
2015 Bonds - Annual Fees	39,275	38,750	38,213	37,662	37,088	37,088
2015 Bonds - Capital Repair & Replacement Account	40,000	40,000	40,000	40,000	40,000	40,000

Total Building Rent	774,693	775,025	773,748	773,434	773,547	773,547
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Other Rentals and Operating Leases	24,576	26,767	27,303	27,849	28,406	28,974
Non-Instructional Office Supplies & Software	64,691	65,111	65,725	66,094	66,585	67,814
Maintenance Supplies	14,153	17,535	17,886	18,243	18,608	18,980
Specialists Supplies (Art, Music, P.E., Tech, Hmong, Library)	8,216	12,500	12,500	12,500	12,500	12,500
Textbooks, Instructional Software, Workbooks, Testing Materials	34,595	46,157	46,592	46,854	47,202	48,073
Literacy Curriculum	25,201		9,037	9,037	9,037	9,037
Equipment / Furniture	60,185	100,000	10,000	10,000	10,000	10,000
Technology Equipment	74,823	12,000	20,000	20,000	20,000	20,000
SMARTBoards - One-time Capital Investment	0	0	0	0	0	0
Principal Capital Leases	19,733	27,021	27,561	28,066	28,148	28,148
Interest Capital Leases	378	1,644	1,677	1,710	1,745	1,780
Dues and memberships	36,324	37,308	38,054	38,815	39,591	40,383
Third Party Billing	15,573	5,000	5,000	5,000	5,000	5,000

HOPE Community Academy Charter School

Long Range Budget Projection Model

9/20/2018

Enrollment	Preliminary		Budget Projections			
	Actual 2017-18	Approved 2018-19	535 2019-2020	538 2020-2021	542 2021-2022	552 2022-2023
Transfer to Fund 02	31,916	52,778	32,303	32,484	32,725	33,329
Enrichment Program	12,645	20,000	20,000	20,000	20,000	20,000
Extra-Curriculars Program - Sports, Arts, Music	29,248	24,808	24,808	24,808	24,808	24,808
State Special Education Budget:						
Salaries	282,187	298,675	370,577	377,989	385,549	393,260
Benefits	76,700	111,100	98,900	105,900	113,400	121,500
Contracted Services	132,962	127,463	130,012	132,612	135,264	137,970
Special Ed. / Homeless Transportation	5,041	10,000	10,000	10,000	10,000	10,000
Total State Special Education Budget	496,889	547,237	609,489	626,501	644,213	662,729
Federal Special Education Expense	34,733	143,234	104,808	105,396	106,180	108,139
Federal Title I Expense	168,883	169,458	183,152	184,179	185,548	188,971
Federal Title II Expense	14,328	24,683	26,678	26,827	27,027	27,525
Federal Title III Expense (including summer school)	33,018	33,131	35,808	36,009	36,277	36,946
Food Service Program (Fund 02) expenses	466,872	454,983	472,533	475,183	478,716	487,548
Total Expenditures	7,013,770	7,683,078	7,530,873	7,689,964	7,832,538	7,998,896
Annual Surplus (Deficit)	254,011	25,894	309,298	267,405	241,372	261,564
Beginning Fund Balance	2,821,578	3,075,589	2,908,521	3,217,819	3,485,225	3,726,596
Ending Fund Balance	3,075,589	3,101,484	3,217,819	3,485,225	3,726,596	3,988,160
<i>per audit</i>						
Fund Balance Percentage of Annual Expenditures	43.98%	40.48%	42.78%	45.38%	47.68%	49.98%
Debt Service Coverage Ratio - Target 111%-120%						
Based on annual surplus:	152%	125%	152%	146%	143%	145%