



2019-20 Annual Report on Curriculum, Instruction, and Student Achievement

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Academic Elements

A1. Mission and Vision: Provide a statement of the school’s current mission and vision and assessment of how well the mission and vision are being met. Also provide a statement detailing *how* the school meets the primary purpose and the additional purposes for charter schools outlined in *Minnesota Statutes 2015, Sec. 124E.01, Subd. 1*. Please be sure the information aligns with the purposes identified in attachment 1 of your UST contract and current statutory language.

HOPE Community Academy’s Strategic Plan was reviewed and updated during 2019-20 and the updated version, including a revised statement of Mission and Vision, approved in June 2020. See Attachment 2 for the full Strategic Plan.

MISSION

Inspiring students to achieve high academic success while embracing Hmong language and culture.

VISION (3-years)

By June 30, 2023, HOPE Community Academy is transitioning to a Pre-K through Grade 12 charter school specializing in academic achievement and Hmong language and culture for students in the E. St. Paul and surrounding area. With an enrollment of approximately 770, we will welcome a student population that:

- Is highly motivated and committed to their education
- Reflects our increasingly diverse community

We are known and sought after for:

- Academic rigor and high student expectations through all grade levels
- A dynamic, inclusive, and safe learning environment
- Highly trained, competent, caring, and engaged staff
- Integrated Hmong culture and language

Staff members are highly qualified, professional, passionate about our mission, and optimistic. With determination and a growth mindset, they are active participants in:

- Achieving school goals
- Implementing effective EL strategies
- On-going professional development and teamwork
- Supporting students and their families from pre-k through high school graduation

Leadership creates a continuous learning, team-oriented and positive culture through an atmosphere of:

- Trust and collaboration
- Accountability and open communication

- Deep commitment to student success

Active community engagement and partnerships augment student learning and success and strengthen our position as the school of choice for families.

Our relationship with University of St. Thomas is focused on maintaining ratings of 3.0 or higher in the areas of academic performance, financial viability, and operational aptitude. The Board and Administration are closely aligned and active partners in elevating school standards and carrying out the mission of HOPE.

A2. Accountability Plan Goals

- Include all data required for the scoring of academic accountability plan goals as well as a discussion/analysis of the information. With regard to MCA data, the school only needs to submit its own data, not data for comparison schools. *Please take care to include the data needed to score all quantitative goals included in the academic performance section of your contract.*
- Provide a link to the school's assessment calendar on the website.

HOPE Community School's Assessment Calendar is posted on the school website, with a link at <https://hopecommunityacademy.org/>. However, posted dates in April and May 2020 for the Minnesota Comprehensive Assessments and FAST were canceled due to the state's move to distance learning after March 27.

1.1 Align to state accountability system directly. This will be adjusted to match new ESSA categories in MN's approved state plan.

In response to the federal Every Student Succeeds Act (ESSA), Minnesota established its Northstar Accountability System, currently the approved state plan. This system provides for identifying schools deemed needing support. Under the Northstar system, overall performance on state tests and the performance of specific student groups (major racial and ethnic groups, English learners, students in special education, and students eligible for free or reduced-price lunch) are considered when making identifications.

HOPE Community Academy's accountability plan aligns with the state's system because it, like Northstar, considers the academic performance of students overall as well as relevant demographic groups. Performance of HOPE students as compared to relevant comparison groups is usually reported, though this is not possible for 2020 due to the state's cancellation of spring MCA's.

HOPE Community Academy has not been identified as needing support under the Northstar Accountability System (2018 identifications remain in place until 2021, and no new schools have been identified for support the past two years).

1.2 MCA Proficiency: Are students performing as well as or better than the state, the resident district, and comparable schools on MCA math and reading exams?

Not applicable for 2020 given cancelation of spring 2020 MCA's.

1.3 MCA Proficiency, State Demographic Comparison by Race/Ethnicity and FRL: Are student demographic groups (with tested cell sizes greater than 10) performing as well as or better than the statewide average for that student group? Note that for schools with greater than 80% of students qualifying for FRL, demographic categories will also be filtered by FRL status and not displayed separately.

Not applicable for 2020 given cancelation of spring 2020 MCA's.

1.4 MCA Growth (Normal Curve): Are students who are continuously enrolled making growth academically as measured by MCA exams?

Not applicable for 2020 given cancelation of spring 2020 MCA's.

1.5 MCA Growth (Comparison Groups): Are students making expected growth compared to the state, resident district, and comparable district schools?

Not applicable for 2020 given cancelation of spring 2020 MCA's.

1.6 Are students performing at or above target levels, as measured using the school's selected standardized assessments?

In 2019-20, HOPE Community Academy continued to administer the FastBridge's Formative Assessment for Teachers and Students (FAST) assessments. Tests in Reading and Math were given to all students, grades K-8. These tests were given twice, in the fall (end of September / beginning October) and winter (mid/late January), though spring testing was canceled due to the shift to distance learning.

- 1.6a Reading: Fall 2019 FAST results in Reading show 26.5% of students tested (148 of 558) at or above the national median. FastBridge's ranking of

students by degree of risk showed 27% at “high risk” and 34% at “some risk” (27% were categorized as “low risk” and 12% “College Pathway”).

- 1.6b Mathematics. In Math, 31.5% (175 of 556) were at or above the national median. Ranking of students by degree of risk showed 24% at “high risk” and 27% at “some risk” (33% were categorized as “low risk” and 16% “College Pathway”).

The table below breaks these results down by grade.

At or Above National Median – Reading				At or Above National Median – Math			
Grade	# of Students Tested, Fall 2019	# At or Above Nat'l Median	% At or Above Nat'l Median	# of Students Tested, Fall 2019	# At or Above Nat'l Median	% At or Above Nat'l Median	
K	68	1	1%	68	14	21%	
1	65	19	29%	65	24	37%	
2	65	25	38%	64	14	22%	
3	54	13	24%	54	12	22%	
4	53	23	43%	53	20	38%	
5	77	17	22%	77	22	29%	
6	52	13	25%	52	22	42%	
7	69	22	32%	69	28	41%	
8	55	15	27%	54	19	35%	
All	558	148	26.5%	556	175	31.5%	

1.7 Are students making substantial and adequate gains over time, as measured using the school’s selected standardized assessments?

Although the FAST assessments were given in the fall and winter, spring assessments were canceled, so the usual fall-to-spring measurement of growth was not possible for the 2019-20 year.

1.8 Is the school meeting its mission-specific academic goal(s)? *Students will meet the Hmong language development benchmarks identified for their grade level*

Not applicable as there was no post-assessment for spring 2020 due to the shift to distance learning. HOPE Community Academy is conducting the pre-assessment for fall semester 2020 as requested by UST. However, the Program Development Director, who oversaw this assessment noted that the pre-assessment was very difficult, especially for K-2 grades – and in addition, the fall 2020 pre-assessment will not be the same as planned as it is very difficult to assess certain parts of the assessment during Distance Learning.

1.9 Are students learning English (English Language Learners/ELL students) performing at or above the state average for English Language Learners as measured by MCA proficiency?

Not applicable for 2020 given cancelation of spring 2020 MCA's.

1.10 Are students receiving special education services performing at or above the state average on MCAs?

Not applicable for 2020 given cancelation of spring 2020 MCA's.

1.11 Does the school's learning program exemplify the mission and vision of the school?

HOPE Community Academy's mission is *Inspiring students to achieve high academic success while embracing Hmong language and culture*. A three-year Vision statement has been articulated, including specific elements of the school program that support this mission (see section A1 above).

HOPE Community Academy provides quality instruction in core curriculum areas, to provide the solid academic foundation called for in the mission. In addition to the typical academic courses, a Hmong Language and Culture class is required of all students, and a Hmong Program Coordinator works to infuse Hmong culture into all classrooms throughout the school.

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

- Small class sizes
- Licensed EL and Title teachers in every grade level
- Paraprofessionals in every grade to assist student reading, speaking and writing proficiency
- In addition to our K-8 classroom instruction of core curriculum, HOPE Community Academy employs licensed teachers in the areas of Hmong language, Library, Computer Applications, Music, Art, and Physical Education. 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 primary students.
- A year-round, co-ed sports and dance program encourages physical fitness and team building amongst students.

A3. After School and Summer Programming

- Describe any after school programs and/or opportunities available to students.

- Provide information on any summer programs offered by the school.

HOPE Community Academy does provide an after-school Academic Enrichment; here is a description of this program: During the Enrichment period, teachers prepare specific grade level skills for small groups of students. For example, EL teachers would provide specific language acquisition such as phonics or vocabulary building while the classroom teachers provide advanced reading or math opportunities for those students who are at or above grade level proficiency. At the same time, the cultural specialists work with students who need support with homework and other subject areas such as science and social studies. The cultural specialists provide bilingual assistance to those students who need comprehension of the content.

HOPE Community Academy offers a voluntary Summer School program, focusing on the two academic areas of math and reading. This was previously provided in collaboration with the St. Paul Public Schools; however in May 2020 the district's Department of Alternative Education announced that due to the Covid-19 pandemic, it would not be offering any Summer Learning Programs this year. After that was announced, HOPE Community Academy planned its own summer program, offered via distance learning from June 15 through July 10, 2020. See Attachment 3 for details.

HOPE Community Academy also planned to offer two Summer Language and Culture Camps, in Hmong and Karen, during the summer of 2020. The camps were scheduled to run four weeks, from June 15 – July 10. However this programming had to be canceled for summer 2020 due to the COVID-19 pandemic. The planned summer camps were designed to help the students deepen their understanding of the Hmong and Karen languages and cultural heritage. They were to teach the Hmong and Karen languages, cultural activities, arts, and music through hands-on activities and field trips to the local Hmong and Karen businesses. Classroom instruction was to be conducted entirely in the Hmong and Karen languages, with the intent that students converse in the Hmong and Karen language and learn to understand the language in reading, writing, listening, and speaking.

A4. Parent Involvement: Share information on parent involvement and satisfaction, including narrative and results of measurement of overall parent satisfaction via survey. ***Please include information on your response rate including the number of total families served by your schools and the number of families responding to the survey.*** (Aligns with WBWF)

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.

Executive Growth Advisors completed the Parent Survey on behalf of HOPE Community Academy in February, 2020, and generate a report for school leadership. Of a total of 295

families served, 68 completed the survey¹. Overall responses were quite positive, with most parents indicating high levels of satisfaction with the school. Examples include:

- *My child(ren) Enjoys going to school at HOPE Community Academy:* 66/68 respondents Strongly Agree or Agree²; none Disagreed and two selected Don't Know
- *My child(ren) Is/are progressing well academically overall:* 66/68 respondents Agree; none Disagree and two selected Don't Know
- *My child(ren) Is/are learning about Hmong language and culture:* 57/68 respondents Agree; two Disagree and nine selected Don't Know
- *My child(ren) Is/are challenged by her/his classes:* 54/68 respondents Agree; 11 Disagree and three selected Don't know
- *I am adequately informed by the teacher(s) about my child(ren)'s academic progress:* 62/68 Agree; three Disagree and three selected Don't Know
- *Teachers are caring and committed to their students:* 63/68 Agree (no Disagree responses; five selected Don't Know)
- *HOPE Community Academy is a warm and welcoming environment for my family:* 65/68 Agree (no Disagree responses; three selected Don't Know)
- *My child or children feel safe at HOPE:* 66/68 Agree (no Disagree responses; two selected Don't Know)
- Finally, *My overall rating of HOPE Community Academy is:* 59/68 selected Outstanding or High, eight Meets Standards, and one Below (none selected Unacceptable).

A5. Curriculum (Aligns with WBWF)

- Provide a narrative of the curricular choices currently in place at the school as well as why these particular materials were selected.
- Discuss the strengths and weaknesses of the school's present curriculum.
- Describe the process and timeline for selection of new/additional materials.

HOPE Community Academy starts with the Minnesota Standards and Benchmarks and uses each curriculum as a resource to address 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 all students.

¹ Executive Growth Advisors provided the following clarification on the survey process: *The parent survey was sent via email to approximately 105 discreet email addresses, some of which came back as "undeliverable" (under 20). Keep in mind that a number of HOPE families do not have email addresses on file. To bolster participation and ensure that all parents are able to participate, we have the online survey available at Parent-Teacher conferences along with additional iPads and interpreters to make the survey accessible to all and to make it easy for parents to participate.*

² For purposes of this reporting Agree and Strongly Agree responses are combined in the rest of the reported survey examples. In all these cases except for the question regarding Hmong language and culture, the majority chose Strongly Agree.

Curriculum used in the core subjects includes:

- Reading: Wonders K-6 ELA/ELD
- Reading: StudySync, 7-8
- 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

During the summer of 2020, every grade level team spent two days curriculum mapping for the entire year of 2020-2021. Wonders curriculum provides specific and grade level reading using the anthologies, and English Language Development (ELD), modified Wonders for EL students. Also, there is a modified version for SPED students. The curriculum mapping was purposely done to prepare each grade level teacher to understand and improve his/her ability to utilize the curriculum. The middle school team also followed the same procedures. Each teacher mapped out their content curriculum for the year. With a better understanding of the curriculum and mapping out for each month throughout the year, the teachers will be able to embed specific strategies into their lesson plans to engage students and share their strategies during professional learning community meetings.

A6. Scheduling (Aligns with WBWF) : How does the school's present schedule support student learning, teacher development, and a functional school climate?

HOPE Community Academy's Administration Team worked closely with each grade level to formulate a schedule that supports student learning, teacher development, and promotes student and staff engagement. For example, the schedule allowed all ELD teachers to work with multiple small groups of students throughout the day to ensure each student had the opportunity to develop specific reading and writing skills. For special education students, SPED Case Managers worked with each classroom teacher to fulfill the IEP requirements. Per SPED's expectations, HOPE Community Academy's schedule allowed for all SPED students to be engaged with the regular education students throughout the day. All teachers had a weekly professional learning community meeting, ongoing mentoring opportunity, and peer observation and support throughout the year. In addition to the PLC's, HOPE Community Academy provided a half day schedule for teacher professional development quarterly. The quarterly professional development focused on curriculum and instructional improvements.

The functional school climate for students is based on our behavioral matrix; the 4 Bs.

1. Be Respectful
2. Be Responsible
3. Be Kind
4. Be a leader

HOPE Community Academy has a character education committee to oversee the functional school climate. This committee meets monthly to review and reinforce the school values and expectations. The committee conducted an academic and behavioral award assembly at the end of each semester. This was a special recognition for academic excellence, best attitude, and student leadership. Parents were invited to this special assembly.

Teachers have team goal, personal goal, and Professional Learning Community (PLC) norms to guide their daily practice.

A7. Professional Development and Teacher Evaluation Systems (Aligns with WBWF)

- Include information on what development opportunities are available to teachers, leaders, and staff.
- Outline of the school's teacher evaluation system.

HOPE Academy uses a teacher evaluation process that incorporates the requirements of Minnesota state statutes for Teacher Development and Evaluation (TDE) and the Alternate Teacher Professional Pay Systems (ATPPS) or more commonly referred to as Quality Compensation (Q Comp). The goal of these policies and procedures is to streamline the process for evaluating teachers, making a seamless set of expectations for teachers and evaluators.

By participating in and completing the various components of the process, teachers and evaluators will be meeting the requirements set forth by the school as well as by the state. The goal of the HOPE Academy Q-Comp/TDE Program is to ensure continuous improvement and learning for all.

The major program components in which licensed staff participate are:

1. **Q Comp Observations/Evaluations:** All licensed staff participate in an annual observation or evaluation process. These observations support individual professional development and encourage reflective practice. For Q Comp salary augmentation purposes, formal observations are conducted three times (3) each year by Peer Evaluator (2 observations) and a school administrator (1 observation). Teachers in the Q Comp system are evaluated using Domain 3, Instruction, of the HOPE Evaluation System Criteria and Descriptors.
2. **TDE Evaluations:** Administrators evaluate licensed teachers on a three-year cycle, using all of the Criteria and Descriptors of the HOPE Evaluation System. One-third of the staff will be evaluated by the administration every three years ("High Cycle"). All licensed teachers will be observed and evaluated each school year by Peer Evaluators as part of the Q Comp system ("Low Cycle"), using the Q Comp rubric established annually.
3. **Learning Teams:** Licensed staff with at least .4 FTE status are required to participate in a Learning Team. This job-embedded professional development team supports improving

practices and collaboration. Learning Teams work to set a common goal, focused on and supported by, student data.

4. **Student Achievement and Personal Learning Goals:** As part of our commitment to learning for all, the school, the learning teams, and individuals must all establish Student Achievement Goals each year. Additionally, all licensed staff members must identify a Personal Learning Goal each year. These goals drive action and provide a clearly defined desire for growth.
5. **Performance Pay and Alternative Salary Schedule:** Performance pay may be earned by each licensed teacher by attaining specific goals in four different areas:
 - Schoolwide Goal Attainment: MCA Reading Achievement Scores
 - Grade Level Goal: Measures of Student Achievement set by PLC Groups
 - Individual Professional Goal Attainment
 - Teacher Observation/Evaluation

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%

The Executive Director’s Professional Development plan is Attachment 1 to this report.

A8. Innovative Practices, Initiatives and Future Plans: Provide information on innovative practices employed by the school, implementation of new and ongoing initiatives, and the school’s future plans (feel free to include attachments such as the school’s strategic plan—if combining with WBWF, include an attachment with the school’s WBWF long-term strategic plan which covers the required areas—see Attachment 2 for additional detail).

Innovative elements of the HOPE Community Academy program include:

- The continued integration of Hmong language and culture into elementary and middle-grades education. HOPE Community Academy’s Mission calls for *Inspiring students to achieve high academic success while embracing Hmong language and culture*. The current Vision statement notes that this school is known and sought after for integrated Hmong language and culture. Adequate support of Hmong language and culture for students is 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.

- Hub-Leadership Team: The Hub-Leadership Team 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 Hub-Leadership Team at HOPE and provides information and feedback from their peers to school administration. Members of the Hub-Leadership Team are provided additional professional development to help them fulfill this position well.
- Beginning in 2019-20, HOPE Community Academy's leadership team established a Data Center, a PLC meeting room. Teams brought student data, including data from internal assessments, to share and display for the whole staff to see. The instructional coach, HUB leaders, and mentors worked closely with each PLC team. For example, if a team shared a struggle during a previous PLC or professional development, a mentor, HUB leader, or the instructional coach would be assigned to that particular team for a period of time to make sure that team had the support to overcome their struggle. Establishment of the Data Center has helped refine how the PLC's look at data and use it to inform instructional decisions.

Finally, a brief comment on HOPE Community Academy's shift to distance learning in March 2020. When the Governor's order for schools to close in response to the COVID-19 epidemic was issued, HOPE established its Distance Learning Plan providing hardware for all students to check out in order to continue the learning program from home. Students in grades 5-8 already had assigned laptops; students in the younger grades were issued iPads. Two main distance-learning platforms HOPE utilized were Seesaw for the Primary grades, and Google Classroom for the upper grades. Staff met online through Google Hangouts. Most students were able to do a quick training with teachers, to learn the basics for distance learning. HOPE sought to get parents trained to support their students, which was challenging in some cases. Distance learning was particularly challenging for the youngest students, but HOPE was able to maintain its connection with most students throughout the period of distance learning which lasted from April 6 through the last day of school on June 2.

Toward the end of the school year, HOPE Community Academy surveyed both parents and staff regarding their preference for resuming in-person school, a hybrid model, or continuing distance learning for 2020-21. The majority of both parents and school staff preferred a continuation of distance learning, so that was the model chosen for the new school year.

As the 2020-21 school year began, HOPE Community Academy's principal, Dr. Chai Lee commented, *Distance Learning has changed our way of teaching and learning. We have become more innovative and technological savvy. For example, using the new teaching and learning platforms through Seesaw and Google Classroom, we have learned how to use these modern technological advancements for teaching. Our teachers and students have struggled but are learning to become more independent.*

With regards to the school's future plans, principal Lee noted:

- We will continue to improve our new teaching and learning platforms while refining relationships during distance learning with each of our young scholars and families. Although we have come along way with distance learning, we are working closely with Daotech to improve how we use Google Meet, ZOOM, and other means of communication.
- With the preschool in place for next year and high school expansion plan to happen next year also, HOPE Community Academy has many enthusiastic and innovative initiatives for the next few years. For example, the preschool program will bring in many well-prepared kindergarten scholars to HOPE Community Academy. At the same time, the high school expansion has engaged many new prospective students and families.

Finally, HOPE Community Academy plans in the future to offer the Summer Language and Culture Camps, which had to be canceled during summer 2020 due to the COVID-19 pandemic. The Language and Culture Camps, focusing on Hmong and Karen language/culture, are described in section A3 above.

A9. Awards: Describe any awards or honors the school has received (e.g. High Quality Charter School).

HOPE Community Academy won the MDE School Finance Award for 2019-20.

Governance and Operational Elements

B.1 Teacher Licensure Verification: Please complete the “Teacher Licensure Template.” Please embed or attach the information to the report as well as send a copy of the Excel file to UST. *Please note that the chart asks for a listing of teachers for SY2020 and whether or not each of these teachers returned in SY2021, plus any new staff for SY21. The chart should also reflect teachers who departed during SY2020.*

District #	School Name	Teacher Name	File #	Subject Taught	Grade(s) Taught	SY2020	Status	Additional Notes
							R-Returning NR-Not Returning	
4070	HOPE Community Academy	Ahrens, Staci	412799	Math	5-8	Yes	R	
4070	HOPE Community Academy	Barrett (Underhill), Amy	362885	El. Ed.	4	Yes	R	
4070	HOPE Community Academy	Carlson, Alyssa	458512	EL	6-8	Yes	R	
4070	HOPE Community Academy	Corcoran, Theresa	352213	El. Ed.	2	Yes	NR	
4070	HOPE Community Academy	Crandall, Meghan	455850	Library / Media Specialist		Yes	R	
4070	HOPE Community Academy	Curran, Ciara	498874	Phys. Ed. / Activities Director	K-8	Yes	R	
4070	HOPE Community Academy	Dreblow, Jeffrey	489968	Special Education	K-8	No		New hire for Fall 2020

District #	School Name	Teacher Name	File #	Subject Taught	Grade(s) Taught	SY2020	Status R-Returning NR-Not Returning	Additional Notes
4070	HOPE Community Academy	Erickson Sabby, Anne	450921	ELA	5-8	Yes	R	
4070	HOPE Community Academy	Fonkert, Deborah	429639	El. Ed.	5	Yes	R	
4070	HOPE Community Academy	Greenwood, Jill	355789	Special Education	K-8	Yes	NR	
4070	HOPE Community Academy	Grover, Andrew	318991	Computer	K-8	Yes	R	
4070	HOPE Community Academy	Haas, Kevin	502535	ELA	5-8	Yes	R	Tier 1
4070	HOPE Community Academy	Head, Albert Kevin	381271	Special Education	K-8	Yes	R	
4070	HOPE Community Academy	Heuer, Mary	439698	El. Ed.	1	Yes	R	
4070	HOPE Community Academy	Honl, Emily	440912	El. Ed.	2	Yes	R	
4070	HOPE Community Academy	Kaehler, Joeleen	420744	El. Ed.	1	Yes	R	
4070	HOPE Community Academy	Koch, Bethany	475771	El. Ed.	4	No		New hire for Fall 2020
4070	HOPE Community Academy	Lee, Colleen	487261	Title Reading		Yes	R	Tier 2

District #	School Name	Teacher Name	File #	Subject Taught	Grade(s) Taught	SY2020	Status	Additional Notes
							R-Returning NR-Not Returning	
4070	HOPE Community Academy	Lee, Zuag	464560	English Language	4	Yes	R	
4070	HOPE Community Academy	Long, Megan	442023	El. Ed.	3	Yes	R	
4070	HOPE Community Academy	Lor, Xong	490784	El. Ed.	K	Yes	R	
4070	HOPE Community Academy	McGuire, Sheila	267568	Title Reading	1	Yes	R	
4070	HOPE Community Academy	Matykiewicz, Lea Ann	313801	EL	4-5	Yes	R	
4070	HOPE Community Academy	Moua, Yama	512426	El. Ed.	K	Yes	R	Tier 3
4070	HOPE Community Academy	Murray, Tracy	435393	El. Ed.	1	Yes	R	
4070	HOPE Community Academy	Olson, Kirstin	455963	El. Ed.	K	Yes	NR	
4070	HOPE Community Academy	Petersen, Renee	434036	Title		No		New hire for Fall 2020
4070	HOPE Community Academy	Pribula, Karen	277398	English Learners	K	Yes	R	
4070	HOPE Community Academy	Rademaker, Jody	342559	El. Ed.	3	No		New hire for Fall 2020

District #	School Name	Teacher Name	File #	Subject Taught	Grade(s) Taught	SY2020	Status R-Returning NR-Not Returning	Additional Notes
4070	HOPE Community Academy	Reklai, Dawn	447080	El. Ed.	4	Yes	NR	
4070	HOPE Community Academy	Riley, Elisabeth	415617	Title Reading	3	Yes	R	
4070	HOPE Community Academy	Robertson, Brian	404257	Mathematics	5-8	Yes	NR	
4070	HOPE Community Academy	Ronning, Catherine	415617	Title Reading	5	Yes	R	
4070	HOPE Community Academy	Satterlie, Andrew	481061	Music Specialist	K-8	Yes	R	
4070	HOPE Community Academy	Scully, Hlies	509622	Title Reading		Yes	R	Tier 2
4070	HOPE Community Academy	Seely, Sam	464219	El. Ed.	1	Yes	R	
4070	HOPE Community Academy	Sheen, Heidi	411207	Title Reading		Yes	R	
4070	HOPE Community Academy	Sims, Sarah	475833	English Language Specialist	3	Yes	R	
4070	HOPE Community Academy	Sitek, Sean	475562	Science	5-8	Yes	R	
4070	HOPE Community Academy	Skalicky, Andy	445518	El. Ed.	5	Yes	R	

District #	School Name	Teacher Name	File #	Subject Taught	Grade(s) Taught	SY2020	Status R-Returning NR-Not Returning	Additional Notes
4070	HOPE Community Academy	Skow, Anthony	470330	El. Ed.	3	Yes	NR	
4070	HOPE Community Academy	Stark, Joy	477544	Social Studies	5-8	Yes	R	
4070	HOPE Community Academy	Thao, Nao	515578	Hmong Language Spec., Curriculum Coord.		Yes	R	Tier 2
4070	HOPE Community Academy	Vang, Kalia	476500	El. Ed.	2	Yes	R	
4070	HOPE Community Academy	Webster, Emily	399107	El. Ed.	K	Yes	R	
4070	HOPE Community Academy	Xiong, Aly	497460	Social Worker	K-8	Yes	R	
4070	HOPE Community Academy	Xiong, Dia	476784	English Language	1	Yes	R	
4070	HOPE Community Academy	Xiong, Soua	490359	Hmong Language Specialist	K-8	Yes	R	Tier 1
4070	HOPE Community Academy	Xiong, Tswjhue	377134	Hmong Language Specialist	K-8	Yes	R	Tier 1
4070	HOPE Community Academy	Yang, Druacy	465334	Title Reading	5	Yes	R	Tier 2
4070	HOPE Community Academy	Yang, Mai Kong Pheng	1003405	El. Ed.	3	No		New hire for Fall 2020

District #	School Name	Teacher Name	File #	Subject Taught	Grade(s) Taught	SY2020	Status	
							R-Returning NR-Not Returning	Additional Notes
4070	HOPE Community Academy	Yang, Yer	388201	Curriculum Coordinator/DAC	K-8	Yes	R	
4070	HOPE Community Academy	Youngquist, Deanna	474374	El. Ed.	K	No		New hire for Fall 2020

B.2 Management and Administration

- Include the file numbers for licensed leadership team members.
- An organizational chart.
- A narrative describing the roles and responsibilities of the school's leadership team.
- A description of the professional development plan in place for the school's director and leadership team.

The board employs the Executive Director to manage the overall operation of the school. The Executive Director oversees the overall organizational operations, such as the academic program, the annual budget, marketing and public relations for HOPE Community Academy. The Executive Director works with the Administration Team. The Administration Team consists of the Executive Director, Principal, Operations Director and Program Development Director. The Administration Team ensures that all programs are effectively implemented. The Executive Director works closely with the school board of directors, the University of St. Thomas, and other key stakeholders. The Executive Director works with local organizations and agency to collaborate on projects and partnerships.

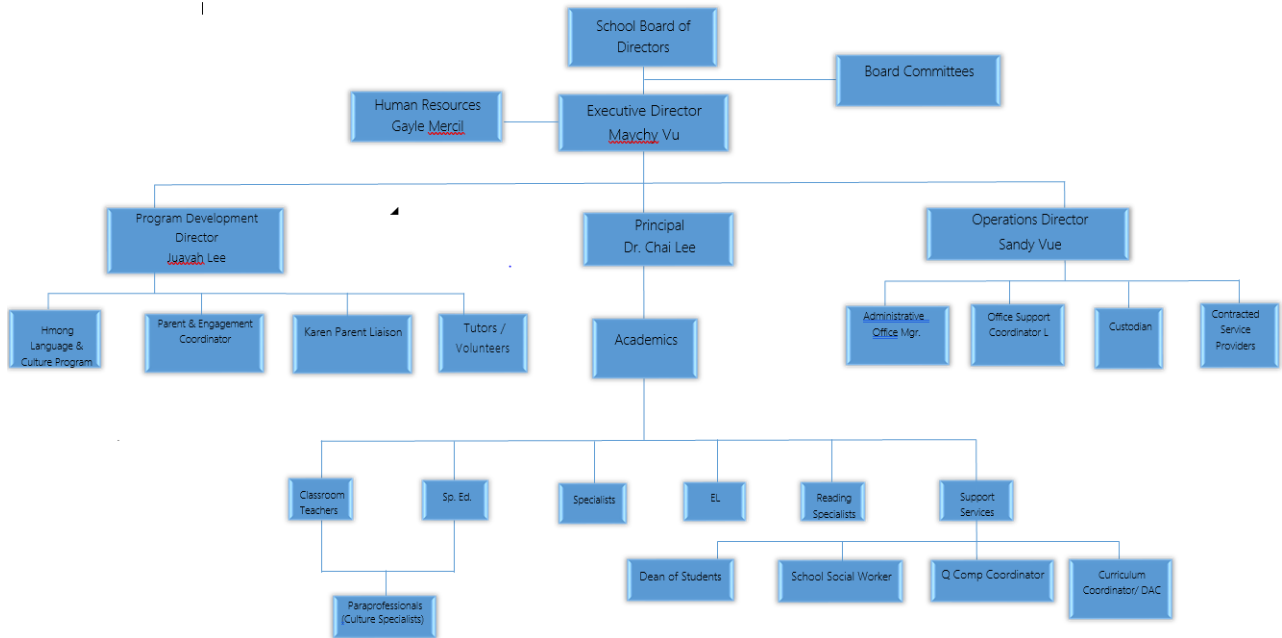
The Executive Director oversees the HOPE staff and works with them on the administration of the school and handles the daily and operational needs. The Board governs, develops policy and sees that the school is on target with its mission and goals. The Executive Director has an annual work plan (professional development plan) that the board approves. The plan is in alignment with school's strategic plan and includes continuing professional development growth for the ED. During the school leader's dashboard updates, the two work cohesively together to discuss ideas, issues, and conflicts that arises during the school year to see how best to resolve it.

The Principal directly oversees the daily operations of the school functions. He works to support the teaching staff and support staff in their instructional program. This includes designing an effective professional development program, Professional Learning Communities (PLC's), and student support programs. The alignment of these critical programs is designed to maximize the program's impact on the students' academic learning, preparing them for high school and beyond.

The Program Development Director oversees the parent and community partnership programs. Developing relationships with the parents and the local community organizations are key to HOPE's long-term sustainability and impact on the students' academic learning experience. In addition, the Program Development Director also oversees the Hmong language and culture program. It is the intent to continue to expand this program to include a Summer Language and Culture Camps, as discussed above (section A3).

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

HOPE Community Academy Organizational Chart, November 2019



Hope Community Academy’s Director’s professional development plan is included in this report as Attachment 1.

B.3 Organizational Strengths, Challenges and Plans: Comment on the school’s operational and governance strengths, challenges, and plans for the future.

During 2019-20 HOPE Community Academy reviewed its strategic plan, and created an updated plan for SY2021-23. The new plan was approved by the Board in June 2020 and includes Mission, Vision (three years), Strategies (three years), Key Performance Indicators (SY21), and Milestones (SY21); see Attachment 2. All stakeholders were included in the process: staff, students, parents, board and community partners. The board was an active participant in the entire process, including reviewing and approving the final strategic plans and the first year of implementation.

At board meetings, the Executive Director provides the board an update on the Year’s implementation status in each are of the three goals via the DashBoard. The Board and school leader works together to accomplish the school’s mission by following the strategic plan. At the monthly board meetings, the school leader provides monthly dashboards updates pertaining to specific goals from the strategic plan. The school leader works together with the board chair to

identify issues and topics for monthly agenda. The school leader also works with the three board committees: Executive, Finance, and Operations to work on the leadership, governance and finance of the school.

Newly-elected board members are provided with a board orientation to acquaint them with expectations of being a board member. They are informed of the three basic required topics that they must be trained within the first six months and before the end of their first year. The Board Operations Committee and the Board Chair follow up with the new board members' on their training program. The Executive Director updates the "Board Member Information" as each board member completes and turns in a copy of the certificate of completion for each training they attend.

B4. School Enrollment and Attrition Trends

- Complete and include the "School Enrollment Trends Template" and "Student Attrition Template."
- Provide a narrative discussing the data presented in the enrollment and attrition charts including the school's present enrollment trends, demographics, and attrition rates.
- Describe the school's lottery and enrollment policies.
- Attach the school's admission policy and enrollment forms.

School Enrollment Trends

This table identifies the number of students enrolled at the school during the 2014-2015, 2015-2016, 2017-2018, 2018-19 and 2019-20 school years. Data is based on October 1 Average Daily Membership (ADM) as reported to the Minnesota Department of Education. Please also include the second chart below regarding student attrition.

School Year	K	1	2	3	4	5	6	7	8	Total Enrollment
2014-2015	70	52	72	54	53	45	36	40	50	472
2015-2016	57	76	58	69	62	56	47	44	40	509
2016-2017	60	55	72	65	69	64	52	51	42	530
2017-2018	51	57	54	72	67	74	63	51	47	536
2018-2019	51	54	44	53	70	60	64	57	52	505
2019-2020	68	65	67	53	53	77	52	69	55	559

Student Attrition Numbers

Grade	Students who enrolled in the school on or before Oct 1	Students who enrolled After Oct 1	Students who left after Oct 1	Students enrolled at the close of the school year	Students who remained enrolled for the full year
K	63	4	1	67	61
1	64	4	0	68	58

Grade	Students who enrolled in the school on or before Oct 1	Students who enrolled After Oct 1	Students who left after Oct 1	Students enrolled at the close of the school year	Students who remained enrolled for the full year
2	63	4	0	67	60
3	50	1	0	51	48
4	52	1	0	53	50
5	74	2	0	76	69
6	51	0	0	51	51
7	68	0	0	68	65
8	54	0	0	54	54
TOTAL	539	16	1	555	516

Attrition data is from the end of the school year. Data in the above table illustrates the stability of HOPE’s student population: only one student was recorded as leaving the school after October 1; while a few students, mainly in the earlier grades, enrolled after October 1 such that the number of students enrolled at the end of the school year was higher than on Oct. 1.

NOTE: In previous reports an Enrollment Table has been included listing summer transfers, number of students Oct. 1, and mid-year transfers, which are used to calculate a Mobility Index. However, MDE is no longer providing the Mobility data upon which this has been based, so this table is now omitted.

HOPE Community Academy admits any student who requests enrollment, subject to school capacity, following all state requirements for admission and school enrollment. The Admissions Policy and Procedures are attached to the 2018-21 contract.

B.5 Community Partnerships: Please highlight collaborations that the school has with the community. Describe how these connections forward the school’s mission.

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)
- 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 again in 2019-20.

- University of St. Catherine’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.

B.6 Board Member Orientation and Training Plan

- Provide a narrative detailing how newly elected board members are prepared for service, including completing the statutory training requirements in the areas of finance, governance and employment within the state mandated timeline.
- Provide a description of how the board is meeting statutory ongoing training requirements. *Please note that UST calculates annual training by school year (July 1 – June 30).*
- Provide information on who tracks and ensures member compliance with initial and ongoing training.

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.

In regards to the board training program, new board members are informed of the three required topics of training of which 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 are also encouraged to attend other trainings on their own as well. Once a board member attends a board training on their own, they report back to the board at the next board meeting.

B.7 Board Member Information

- *Please complete and attach the “Board Member Information Template” included in Appendix A.* Be sure both initial and ongoing training activities are reflected for each member.
- If any board members are no longer eligible to serve based on changes to 124E (the Charter School Law) or failure to meet training requirements, describe how the board has handled, or is handling this issue to bring the school into compliance.

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.

SY2019-20: Updated as of July 2020

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 Ongoing Training
Grover, Andy	May 2017	May 2020	Secretary	Teacher	Education	contact@hope-school.org	651-796-4500	100% (12/12)	1/27/17 MACS	1/28/18 MACS	11/27/17 MACS	SY2019-20 7/25/19 Public Policy Training - MACS 9/26/19 Robert's Rules – Kevin Went SY2018-19 1/25/19 Fundraiser Training 3/19/19 Bond Covenant Training – Dick Ward, Dougherty & Company LLC
Lee, Zuag	May 2019	May 2022	Director	Teacher	Education	contact@hope-school.org	651-796-4500	83% (10/12)	1/16/19 MSBA	1/16/19 MSBA	11/12/18 BergenKD V	SY2019-20 7/25/19 Public Policy Training - MACS 9/26/19 Robert's Rules – Kevin Went SY2018-19 1/25/19

												<p>Fundraiser Training</p> <p>3/19/19 Bond Covenant Training – Dick Ward, Dougherty & Company LLC</p>
Lo, Sia	May 2019	May 2022	Treasurer	Community	Healthcare Administration	contact@hope-school.org	651-796-4500	83% (10/12)	1/16/19 MSBA	1/16/19 MSBA	11/12/18 BergenKDV	<p>SY2019-20</p> <p>7/25/19 Public Policy Training - MACS</p> <p>9/26/19 Robert's Rules – Kevin Went</p> <p>SY2018-19</p> <p>1/25/19 Fundraiser Training</p> <p>3/19/19 Bond Covenant Training – Dick Ward, Dougherty & Company LLC</p>
Vang, Mai	May 2018	May 2021	Chair	Parent	Administrative Professional	contact@hope-school.org	(651) 796-4500	100% (12/12)	10/22/15 BAM - Ellen McVeigh	10/22/15 BAM - Ellen McVeigh	9/24/15 Beltz	<p>SY2019-20</p> <p>7/25/19 Public Policy Training - MACS</p> <p>9/26/19 Robert's Rules – Kevin Went</p> <p>SY2018-19</p> <p>10/2/18 Board Chair-Key to Effective Governance</p>

												MACS 1/25/19 Fundraiser Training 3/19/19 Bond Covenant Training – Dick Ward, Dougherty & Company LLC
Yang, John	May 2018	May 2021	Director	Community	Patient Support Services Supervisor Hmong Interpreter Qeej Musician	contact@hope-school.org	651-796-4500	83% (10/12)	2/9/19 MACS	2/9/19 MACS	11/12/18 BergenKD V	SY2019-20 7/25/19 Public Policy Training - MACS 9/26/19 Robert’s Rules – Kevin Went SY2018-19 1/25/19 Fundraiser Training 3/19/19 Bond Covenant Training – Dick Ward, Dougherty & Company LLC
Yang, Ka Zoua	May 2019	May 2022	Director	Parent	Social Worker	contact@hope-school.org	651-796-4500	92% (11/12)	11/11/17 MACS	11/11/17 MACS	4/24/18 BergenKD V	SY2019-20 7/25/19 Public Policy Training - MACS 9/26/19 Robert’s Rules – Kevin Went SY2018-19 1/25/19

												Fundraiser Training 3/19/19 Bond Covenant Training – Dick Ward, Dougherty & Company LLC
Yang, Pao	May 2017	May 2020	Director	Community	Law	contact@hope-school.org	651-796-4500	100% (10/10)	6/8/17 MACS	6/22/17 MACS	9/22/16 Beltz	SY2019-20 7/25/19 Public Policy Training - MACS 9/26/19 Robert's Rules – Kevin Went SY2018-19 1/25/19 Fundraiser Training 3/19/19 Bond Covenant Training – Dick Ward, Dougherty & Company LLC

SY2020-2021

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 Ongoing Training
Grover, Andy	May 2020	May 2023	Director	Teacher	Education	contact@hope-school.org	651-796-4500		1/27/17 MACS	1/28/18 MACS	11/27/17 MACS	SY2020-21 7/20/20 Egnyte Technology Training Part 1

												<p>– DaoTEch LLC</p> <p>Finance Training – Bergen KDV</p> <p>SY2019-20 7/25/19 Public Policy Training - MACS</p> <p>9/26/19 Robert’s Rules – Kevin Went</p>
Lee, Zuag	May 2019	May 2022	Director	Teacher	Education	contact@hope-school.org	651-796-4500		1/16/19 MSBA	1/16/19 MSBA	11/12/18 BergenKDV	<p>SY2020-21 7/20/20 Egnyte Technology Training Part 1 – DaoTEch LLC</p> <p>Finance Training – Bergen KDV</p> <p>SY2019-20 7/25/19 Public Policy Training - MACS</p> <p>9/26/19 Robert’s Rules – Kevin Went</p>
Lo, Sia	May 2019	May 2022	Treasurer	Community	Healthcare Administration	contact@hope-school.org	651-796-4500		1/16/19 MSBA	1/16/19 MSBA	11/12/18 BergenKDV	<p>SY2020-21 Egnyte Technology Training Part 1 – DaoTEch LLC</p>

												7/20/20 Finance Training – Bergen KDV SY2019-20 7/25/19 Public Policy Training - MACS 9/26/19 Robert’s Rules – Kevin Went
Lorr, Donald	May 2020	May 2023	Director	Community	Librarian – Taxonomy Manager	contact@h ope- school.org	(651) 796- 4500				7/20/2020 BergenKD V	SY2020-21 Egnyte Technology Training Part 1 – DaoTEch LLC
Vang, Mai	May 2018	May 2021	Director	Parent	Administrative Professional	contact@h ope- school.org	(651) 796- 4500		10/22/15 BAM - Ellen McVeigh	10/22/15 BAM - Ellen McVeigh	9/24/15 Beltz	SY2020-21 7/20/20 Egnyte Technology Training Part 1 – DaoTEch LLC Finance Training – Bergen KDV SY2019-20 7/25/19 Public Policy Training - MACS 9/26/19 Robert’s Rules – Kevin Went
Yang, John	May 2018	May 2021	President	Community	Patient Support	contact@h ope- school.org	651-796- 4500		2/9/19 MACS	2/9/19 MACS	11/12/18 BergenKD V	SY2020-21 7/20/20

					Services Supervisor Hmong Interpreter Qeej Musician							Egnyte Technology Training Part 1 – DaoTEch LLC Finance Training – Bergen KDV SY2019-20 7/25/19 Public Policy Training - MACS 9/26/19 Robert’s Rules – Kevin Went
Yang, Ka Zoua	May 2019	May 2022	Secretary	Parent	Social Worker – Mental Health contact@hope-school.org	651-796-4500		11/11/17 MACS	11/11/17 MACS	4/24/18 BergenKD V	SY2020-21 Egnyte Technology Training Part 1 – DaoTEch LLC 7/20/20 Finance Training – Bergen KDV SY2019-20 7/25/19 Public Policy Training - MACS 9/26/19 Robert’s Rules – Kevin Went	

Financial Elements

C.1 Fiscal Health: Provide an overview of the financial health and stability of the school during the past fiscal year as well as its current position. Include the following:

- Current enrollment figures (ADM).
- Comparison of previous year target ADM to actual ADM.
- Average cash on hand for previous year
- Current budget (if revisions have been made)
- Budget projections

The school's financial position at this time remains strong. HOPE Community Academy has budgeted a 35% fund balance for the end of this fiscal year and should be able to keep that steady for the next 5 years. School leadership constantly works to avoid letting too much additional funding go to the fund balance without using the opportunity to spend it on the current year's students. Management works diligently to reach the budgeted amounts of revenue and expenditure and adapt as things change in order to meet our targets.

The school continues to face challenges in spending down their fund balance in order to increase academic outcomes for their students while still maintaining the level of debt coverage required by bond covenants.

HOPE was able to bring in 50 additional students in this past year, bringing total enrollment to 552, with 585 projected for next year.

The school's plan for next year includes spending down the fund balance towards building renovations and remodeling. A one-time purchase of new science curriculum is also included in next year's budget.

The lower enrollment in 2nd, 5th, and 6th grades this year will carry forward as the kids progress, which will create a burden to add a section to Kindergarten within in the next three years in order to meet our future enrollment projections.

The school is pursuing marketing efforts to bring more students to HOPE. Beyond their standard media campaigns, the school is considering adding a consultant to assist with the marketing.

The school's plan for next year includes spending down the fund balance towards new iPads and laptops to enhance student learning, as well as new classroom furniture. Other future projects may include building renovations.

Finances

For questions regarding school finances and for complete financials for 2019-20 and/or an organizational budget for 2020-21, contact:

Name: Jenny Abbs
 Position: Senior 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, 2020.

FY20 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	\$7,498,204	\$ 486,429	
Total Expenditures	\$7,288,915	\$ 486,429	
Net Income (Loss)	\$ 209,289	\$ 0	
Total Fund Balance	\$3,116,189	\$ 0	

Overview

In FY20, HOPE increased enrollment by over 50 students, due to ramped up marketing efforts. The increased enrollment along with budget savings due to school being shut down in March, contributed to our positive net income and strong performance this year. Our long-range budget uses these enrollment targets to predict available revenue and with current program operations we are able to maintain year-end results at positive levels.

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, Special Education, and E-Rate. Our Fund 02 ended the year with a loss similar to other years, which was covered by a transfer from Fund 01.

Expenses

Our largest areas of expenditures continue to be salaries/benefits, transportation, and building lease. HOPE has plans in the upcoming year to complete a remodel of the office, as well as update furnishings in many classrooms.

Net Income and Fund Balance

Historically we have maintained strong operating margins HOPE preliminarily ended FY20 with a modest positive net income and keeping the fund balance percentage within our goals. The board has approved a fund balance goal of 30-40% of annual expenditures.

2.1 Does the school have an active finance committee that meets regularly and reports to the full board?

Yes, HOPE's finance committee consists of its board chair, board treasurer, executive director, and financial manager (consultant) for the school.

2.2 Does the board have a fund balance policy that includes fund balance goals over time?

Yes, our fund balance policy is to budget between 30-40% fund balance. If the fund balance grows over 40%, the board will re-visit its budget to ensure its resources are being spent on the academic program to their full potential.

2.3 Has the school successfully completed an annual audit?

HOPE's audit is scheduled for September 2019. HOPE has engaged with CPA firm Abdo, Eick, & Meyers this year to perform the audit.

2.4 Does the school have a clean audit with no major findings?

HOPE has historically produced a clean audit each year. Our audit is scheduled for September this year.

2.5 Does the school establish and maintain a balanced budget?

Yes, HOPE's board approves a preliminary budget for the upcoming year before June 30th. Cash flow is monitored and managed by the contracted financial manager. HOPE's finance committee reviews budget to actuals each month and recommends changes to the budget as needed. The finance committee ensures the budget is meeting the board's fund balance policy goals each year. HOPE's budget does not require major program cuts, even with a lower enrollment than projected. If HOPE ever has a net loss for the year, it is due to planned capital equipment purchase approved in advance by the board.

HOPE Community Academy's budget:

Is approved before June 30;

- Includes a cash flow projection for the year
- Is adjusted in a timely fashion when needed;
- Meets established fund balance policy goals; and
- Does not require major* program cuts)?

*Major program cuts are defined as cuts that impact a school's ability to deliver its core programming to students in a way that negatively impacts student experience.

2.6 Budgeted Enrollment Realization: Does the school's target ADM (as established by initial board- approved budget) match its actual ADM? (Calculated as actual ADM divided by budgeted ADM.)

For FY19, HOPE's actual ADM fell short of our targeted ADM by approximately 40 students. HOPE was still able to spend within its budget even with this lower enrollment. The 5th and 2nd grade classes were much lower and were shifted from 3 classrooms to 2 classrooms for each. Fortunately, no staffing cuts were needed as these positions

remained unfilled.

2.7 Does the school have sufficient cash on hand to meet its near-term obligations?

HOPE maintains a strong cash positions, ended the FY19 year with 164 days cash on hand, well over the 45 days required by our bond covenants.

C2. Internal Controls and Board Oversight

- Provide a description of the school's internal controls and board oversight of financial matters attaching any policies/procedures as needed.
- If the school utilizes a finance committee, please comment on the structure and meeting schedule of this group, as well as the information it is responsible for reviewing.

One of HOPE's challenges has been keeping its fund balance from growing too high so that the school is 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 are not uploaded 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.

C.3 Awards: Describe any awards or honors the school has received (ie: MDE School Finance Award).

STEP Academy won the MDE School Finance Award for 2019-20.

LEADERSHIP DEVELOPMENT PLAN

June 2020

Name: Maychy Vu

Title: Executive Director

Reports to: Board of Directors

Date: 6/25/2020

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*):

1. Improve student morale and retention:
 - a. Maintain enrollment of 585 or greater
 - b. Achieve student engagement survey score of 3.5 or greater on a 5-point scale
2. Improve staff retention and engagement:
 - a. Maintain staff retention of 93% or greater
 - b. Achieve staff engagement survey score of 3.5 or greater on a 5-point scale
3. Improve student test scores:
 - a. Overall students will achieve 43% or higher on MCA scores
 - b. Overall students will achieve 60% or higher on Access scores
4. Measure 100% complete of HUB implementation and alignment through grades 1-8
5. Increase parent engagement:
 - a. Increase overall parent attendance at school events by 10% (family nights, conferences, sports, conferences, volunteer visits, etc.)
 - b. Maintain parent engagement survey score of 4.5 or greater on a 5-point scale

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 people development skills.			
<p><i>Definition:</i> Motivate and empower staff members to grow in their professional effectiveness;</p> <p>Raise level of leadership competence and confidence with direct reports.</p>	<ol style="list-style-type: none"> Be champion of continuous professional development for all staff members: <ul style="list-style-type: none"> Oversee creation and implementation of teacher and staff development plans Increase positive presence and visibility in the school (“management by walking around”) Provide formal and informal coaching and mentoring of direct reports Coach and empower direct reports in their respective roles: <ul style="list-style-type: none"> Participate in administrative leadership team retreat on Monday 7/13/2020 Clarify roles and job expectations Manage progress on KPI & Milestones Track progress and outcomes; provide timely feedback/support 		<ul style="list-style-type: none"> HOPE staff members will receive the training and professional development they need to be most effective in their roles when they need it (per established plan and schedule). HOPE staff members will be more prepared, competent, and engaged in their work. HOPE teams will be more collaborative. I will be a more respected leader, coach, and positive mentor to all staff. School will show improvement in academics and morale
2 Improve strategic leadership skills.			
<p><i>Definition:</i> Become a more forward-thinking leader;</p> <p>Lead implementation of HOPE strategic plan.</p>	<ol style="list-style-type: none"> Oversee and drive implementation of school strategic plan for 2020-2021 SY: <ul style="list-style-type: none"> Obtain Board approval for strategic plan on June 25, 2020 Create and launch dashboards for tracking progress in KPI and Milestones by August 2020 Partner with administrative team and other leaders to facilitate engagement and accountability Continue to develop and nurture relationships with external partners to help us fulfill our school mission. Lead school expansion planning process to maintain momentum and traction. 		<ul style="list-style-type: none"> HOPE will accomplish all KPI and Milestones according to strategic plan School leaders will be empowered and accountable for results Tracking systems will be in place to support increased accountability External partner organizations will provide value-added services Consistent progress will be made on school expansion plans School leaders will be more supported, engaged, and effective in their multiple roles.
3 Improve HOPE reputation and brand in the community.			
<p><i>Definition:</i> We want HOPE to be a <i>school of choice</i> for pre-k – grade 12;</p> <p>Our external marketing and relationship building efforts will help shine the light on qualities that make HOPE unique.</p>	<ol style="list-style-type: none"> Engage in more outward/community facing activities to showcase HOPE and inform the community of where we are going. Update HOPE marketing plan by June 30,2020. <ul style="list-style-type: none"> Engage in formal and informal marketing efforts to build on our 20-year history, showcase our school, and inform the community about our vision. As Executive Director, maintain/develop professional memberships and connections with the following organizations: (Add any community partners/organizations, etc. here.) 		<ul style="list-style-type: none"> Families will want to be part of HOPE. HOPE will be well-known and respected in the community. HOPE students and alum will be perceived as stewards of the community Employees and other stakeholders (Board & parents) will be informed and enthusiastic about school vision and goals. HOPE will be recognized as a viable charter school. Enrollment will remain strong.

Attachment 2: HOPE Community Academy Strategic Plan, June 2020

<p>MISSION</p>	<p>Inspiring students to achieve high academic success while embracing Hmong language and culture.</p>
<p>VISION <i>(3-years)</i></p>	<p>By June 30, 2023, HOPE Community Academy is transitioning to a Pre-K through Grade 12 charter school specializing in academic achievement and Hmong language and culture for students in the E. St. Paul and surrounding area.</p> <p>With an enrollment of approximately 770, we welcome a student population that:</p> <ul style="list-style-type: none"> • Is highly motivated and committed to their education • Reflects our increasingly diverse community <p>We are known and sought after for:</p> <ul style="list-style-type: none"> • Academic rigor and high student expectations through all grade levels • A dynamic, inclusive, and safe learning environment • Highly trained, competent, caring, and engaged staff • Integrated Hmong culture and language <p>Staff members are highly qualified, professional, passionate about our mission, and optimistic. With determination and a growth mindset, they are active participants in:</p> <ul style="list-style-type: none"> • Achieving school goals • Implementing effective EL strategies • On-going professional development and teamwork • Supporting students and their families from pre-k through high school graduation <p>Leadership creates a continuous learning, team-oriented, and positive culture through an atmosphere of:</p> <ul style="list-style-type: none"> • Trust and collaboration • Accountability and open communication • Deep commitment to student success <p>Active community engagement and partnerships augment student learning and success <i>and</i> strengthen our position as the school of choice for families.</p> <p>Our relationship with University of St. Thomas is focused on maintaining ratings of 3.0 or higher in the areas of academic performance, financial viability, and operational aptitude. The Board and Administration are closely aligned and active partners in elevating school standards and carrying out the mission of HOPE.</p>

STRATEGIES (3-years)

We actively pursue our vision through unwavering commitment to:

1. **Student success** through:
 - a. Rigorous academic standards and innovative teaching strategies that are integrated with curriculum
 - b. HUB Instructional Model that is integrated with programs (Gen Ed, SPED, EL, & Title I, Tutoring, & Enrichment)
 - c. High morale, contagious school spirit, and balanced extra-curricular programs
 - d. Competent and dedicated staff
 - e. Parent partners in their students' education
2. **Engaged staff** through:
 - a. Alignment with school vision, mission, and goals
 - b. Passion for innovative instruction to maximize student achievement
 - c. Transparency, open communication, and respect
 - d. On-going training/professional development, coaching, and teamwork
 - e. Competitive pay and recognition for success
3. **Parent advocates** for student success through:
 - a. On-going 2-way communication with teachers
 - b. Commitment to 3-way learning agreements (student-staff-parent)
 - c. Participation at school events
 - d. Active support and accountability at home
 - e. Voice of community
4. **School of choice** through:
 - a. Strong academic programs and high expectations of students, staff, and parents
 - b. Pre-K – 12th grade continuum
 - c. Attracting academically motivated students
 - d. Welcoming diverse ethnic and cultural traditions that reflect our surrounding community
 - e. Active engagement in community partnerships and stewardship
 - f. Students, staff, and graduates are known and respected in the community
5. **Operational efficiency and professionalism** through:
 - a. Positive, visionary, transparent, and engaged leadership
 - b. Effective communication and teamwork
 - c. Clearly defined roles and workflow processes
 - d. HUB model integration
 - e. School-wide fulfillment of Authorizer, local, state, & federal requirements
6. **Effective expansion** through:
 - a. Community and stakeholder involvement (staff, students, parents, & community)
 - b. Clearly defined and executed plans
 - c. Creative, relevant, and timely expansion information, marketing, and promotion to the community
 - d. Phased addition of grade levels

<p style="text-align: center;">KEY PERFORMANCE INDICATORS (2020-2021 SY)</p>	<ol style="list-style-type: none"> 1. Improve student morale and retention: <ol style="list-style-type: none"> a. Maintain enrollment of 585 or greater b. Achieve student engagement survey score of 3.5 or greater on a 5-point scale 2. Improve staff retention and engagement: <ol style="list-style-type: none"> a. Maintain staff retention of 93% or greater b. Achieve staff engagement survey score of 3.5 of greater on a 5-point scale 3. Improve student test scores: <ol style="list-style-type: none"> a. Overall students will achieve 43% or higher on MCA scores b. Overall students will achieve 60% or higher on Access scores 4. Measure 100% complete of HUB implementation and alignment through grades 1-8 5. Increase parent engagement: <ol style="list-style-type: none"> a. Increase overall parent attendance at school events by 10% (family nights, conferences, sports, conferences, volunteer visits, etc.) b. Maintain parent engagement survey score of 4.5 or greater on a 5-point scale
<p style="text-align: center;">MILESTONES (2020-2021 SY)</p>	<ol style="list-style-type: none"> 1. Update program plans for 2020-2021 SY: <ul style="list-style-type: none"> - Hmong Program by 6/1/2020 - Enrichment Program by 6/1/2020 - Tutoring Program by 6/1/2020 - Parent Involvement by 6/1/2020 - Marketing Program by 6/1/2020 - Hub Instructional Model by 6/1/2020 2. Implement 2020-2021 SY staff development plan by 7/1/2020 3. Create and launch 3-way learning contract (student-staff-parent) by 8/31/2020 4. Administer climate surveys: <ul style="list-style-type: none"> - Students by (pre 11/1/2020 and 4/15/2021) - Staff by (pre 11/1/2020 and 4/15/2021) - Parents by 3/25/2021 5. Prep and share HOPE budget summary and allocation report with staff by 10/6/2020 6. School and building expansion initiatives: <ul style="list-style-type: none"> - Bond Closing/General Contractor/Construction Drawings by 8/31/2020 - Plan Submission to City & State/Permits/Construction by 10/31/2020 - Move into new facilities by 8/31/2021 - Start Pre-K and Grade 9 by 8/31/2021; (Grade 10 by 2022; Grade 11 by 2023; Grade 12 by 2024)

School Values: Academic Rigor | Student-Centered Learning | Safety & Respect | Resilience | Community Partners

Attachment 3: HOPE Community Academy Summer Program

HOPE Community Academy Summer Program 2020

HOPE Summer school for summer 2020 was taught through distance learning. For the last 5 years, HOPE Community Academy partnered with St. Paul Public School's Department of Alternative Education (DAE) to offer summer school to all K-7 HOPE students. Due to Covid-19, on May 14, St. Paul Public School and its Department of Alternative Education announced that it would not be offering any Summer Learning Programs 2020. With this change in summer programming with SPPS, HOPE was able to continued its summer 2020 program without the support of SPPS and its DAE.

Summer school distance learning started on June 15, 2020 and ended on July 10, 2020. HOPE continued to focus on the two academic areas of math and reading every day. Summer hours for distance learning were 8:00 – 12:00 Monday through Friday for all students and staff. During these hours, teachers taught online lessons, met with students in small groups, or dedicated time for one-on-one support.

A distance learning parent survey was completed in April. From the parent survey and registration in April we had an enrollment of 210 students. During a two-day staff workshop in June, summer school teachers and paraprofessionals contacted families of all students who were enrolled in summer school. During the student contact, staff were informed by some families that they will be pulling their child or children from summer school, no longer wishing to enroll them in summer distance learning. Some of the reasons parents provided were: no support will be available during the summer, family will be going out of town, students need a break, or family just need a break from distance learning. After the final calls during the two planning days in June, student enrollment decreased from 210 to 145 for grades K-7th.

Summer staff hiring was based on summer enrollment number. With the projected enrollment, 10 licensed teachers and 5 paraprofessionals were hired. With the decreased in student enrollment, we were still able to retain the number of teachers and paraprofessionals, which allowed for some smaller class sizes. With the smaller class sizes, teachers reported a more efficient and effective distance learning program. Teachers were able to create more differentiation and were able to provide more support to students. Teachers reported better student attendance and student engagement during summer distance then the regular school year.