



2020-21 Annual Report on Curriculum, Instruction, and Student Achievement

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Introduction and Table of Contents

HOPE Community Academy has completed the 2020-21 school year and is pleased to present this annual report to our Authorizer and stakeholders.

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 twentieth year of operation.

HOPE remained in distance learning throughout the school year. Preparations continued for school expansion beginning fall 2021: renovations were carried out on the existing school building, and the first floor of a new addition begun. HOPE Community Academy will be back to in-person learning for fall 2021 and will be serving grades pre-K through nine!

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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.*

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/>. HOPE follows MDE guidelines and schedule for test administration of ACCESS and Minnesota Comprehensive Assessments (MCA-III), administering these assessments in the spring. While the school remained in distance learning throughout the school year, students were brought on-site for certain assessments including the ACCESS for our English Learner students, and the MCA's.

HOPE Community Academy administers a district mandated assessment, FastBridge, three times a year. FastBridge assessments are given Fall, Winter, and Spring as screener to support MTSS intervention program. See Table in section 1.6 for a summary of 2020-21 FastBridge data.

Though the state of MN has determined that spring 2021 state-mandated test results, primarily the Minnesota Academic Assessments, are not to be used for accountability purposes, these results are reported below, under items 1.2, 1.3, 1.9, and 1.10.

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.

HOPE Community Academy has not been identified as needing support under the Northstar Accountability System (2018 identifications remain in place, with no new schools identified for support since then).

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?

MCA Proficiency results from spring 2021 are shown below. HOPE Community Academy students showed lower percentages proficient compared to the state and the resident district, the St. Paul Public Schools. HOPE students perform similarly to comparable schools, those of similar demographics.

These disappointing results are likely due to the impact of the pandemic and shift to Distance Learning from March 2020 through the 2020-21 school year. Though school staff and our families did their best to adjust to these challenging circumstances, the amount and quality of learning were negatively impacted.

It is also important to note, when interpreting spring 2021 MCA scores, that only approximately half of HOPE Community Academy students tested in the spring of 2021, so these results are not necessarily representative of HOPE students. This low level of students testing – MN State Report Card results show that in the All students group, 49.5% of HOPE students participated in Reading, 50.3% in Math, and 49.1% in Science – compares to almost 100% in previous years. The fraction participating in spring 2021 MCA's was well below 100% statewide and at SPPS also, but still significantly above half.

MCA results spring 2021 - HOPE Community Academy compared to State of MN & St. Paul Public Schools			
	HOPE	MN	SPPS
Reading - All students - percent proficient	16.9%	52.3%	33.1%
Math - All students - percent proficient	10.7%	44.0%	21.1%
Science - All students - percent proficient	7.0%	42.7%	23.4%

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 separately¹.

As with measure 1.2, MCA Proficiency demographic comparisons show HOPE student demographic groups scoring at lower proficiency levels than the comparison groups (English

¹ As of fall 2020, 75.6% of HOPE Community Academy students were eligible for free or reduced-cost meals.

Learner and Special Education students' results are reported below, under Goals 1.9 and 1.10 respectively).

**MCA results spring 2021 - HOPE Community Academy compared to
State of MN: Demographic groups**

	HOPE	MN - Statewide
Reading - All - percent proficient	16.9%	52.3%
Reading - F/R	17.9%	31.7%
Reading - Asian	17.0%	49.9%
<hr/>		
Math - All - percent proficient	10.7%	44.0%
Math - F/R	11.3%	21.8%
Math - Asian	10.0%	43.2%
<hr/>		
Science - All - percent proficient	7.0%	42.7%
Science - F/R	7.1%	22.2%
Science - Asian	7.1%	40.4%

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

Not applicable for 2021 due to 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 2021 due to 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 2020-21, 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, though testing was not done in the fall. These tests were given twice, in the winter (mainly mid-January) and spring (mainly mid-May). Results are reported for the first test season of the school year, i.e. Winter 2021.

- 1.6a Reading: Fall FAST results in Reading show 28.9% of students tested (164 of 567) at or above the national median. FastBridge's ranking of students by degree of risk showed 35% at "high risk" and 28% at "some risk" (24% were categorized as "low risk" and 13% "College Pathway").

- 1.6b Mathematics. In Math, 31.0% (175 of 554) were at or above the national median. Ranking of students by degree of risk in Math showed 33% at “high risk” and 28% at “some risk” (22% were categorized as “low risk” and 17% “College Pathway”).

Although there were many factors attributed to the test scores, 31% of the scholars performed at or above the national median in math. But 33% in math showed “high risk” which means there is room for improvement. Likewise in Reading, 29% of HOPE Academy scholars performed at or above the national median.

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, Winter 2021	# At or Above Nat'l Median	% At or Above Nat'l Median	# of Students Tested, Winter 2021	# At or Above Nat'l Median	% At or Above Nat'l Median
K	57	26	46%	54	32	59%
1	69	26	38%	69	30	43%
2	72	21	29%	73	13	18%
3	72	13	18%	72	12	17%
4	54	10	19%	54	7	13%
5	46	12	26%	45	12	27%
6	75	24	32%	75	24	32%
7	56	17	30%	56	20	36%
8	66	15	23%	67	25	37%
All	567	164	28.9%	554	175	31.0%

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

Not applicable for 2020-21. Although the FAST assessments were given in the winter and spring, these assessments were not given in the fall, so the usual fall-to-spring measurement of growth was not possible.

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 for 2020-21; language development assessments were not completed as the oral components were too difficult to undertake in Distance Learning conditions.

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?

As with the other MCA-proficiency-referenced measures, these comparisons show HOPE English Learners scoring at lower proficiency levels than the statewide average.

MCA results spring 2021 - HOPE Community Academy English Learners compared to State of MN

	HOPE	MN - Statewide
Reading - EL	6.2%	7.9%
Math - EL	1.7%	8.1%
Science - EL	2.9%	2.9%

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

As with the other MCA-proficiency-referenced measures, these comparisons show HOPE special education students scoring at lower proficiency levels than the state average.

MCA results spring 2021 - HOPE Community Academy Special Ed. students compared to State of MN

	HOPE	MN - Statewide
Reading - Sped.	6.3%	22.1%
Math - Sped.	0.0%	18.9%
Science - Sped. - not reported / count too low		

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). The school did its best to continue these elements throughout the 2020-21 school year, under the challenging conditions of distance learning.

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 has an after-school Academic Enrichment program focusing on academic support and utilizing specialist staff:

During the Enrichment period, teachers prepare specific grade level skills for small groups of students. For example, EL teachers 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.

This program was suspended during 2020-21 with the shift to Distance Learning. It will resume in the fall of 2021.

HOPE Community Academy offers a voluntary Summer School program, focusing on the two academic areas of math and reading. During the summer of 2020 a summer program was provided via distance learning, running four weeks, from June 15 through July 10. For the summer of 2021, Summer School represented a return to in-person learning at HOPE Community Academy, as the school had operated via distance learning since March 2020. On June 14, 2021, approximately 200 students returned to the school building for the summer program, which was extended to run seven weeks, through July 30, 2021.

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 again in the spring of 2021, and generated a report for school leadership. Of a total of approximately 300 families served, 56 completed the survey. In addition to questions about the quality of education and school culture/morale at HOPE, there were several questions about the distance learning program, and several questions asking for written-out responses. The survey was previously carried out in February 2020, shortly before the shift to distance learning, and many of the questions were repeated, permitting comparison of responses from early 2020 to spring 2021.

Parent survey responses overall were quite positive, with most parents indicating high levels of satisfaction with the school. An exception was a question about Hmong language and culture learning at the school, and also final item on the survey, asking for an “overall rating” of the school, yielded less-positive results compared to the previous year. Examples, with comparisons to the previous year’s results, include:

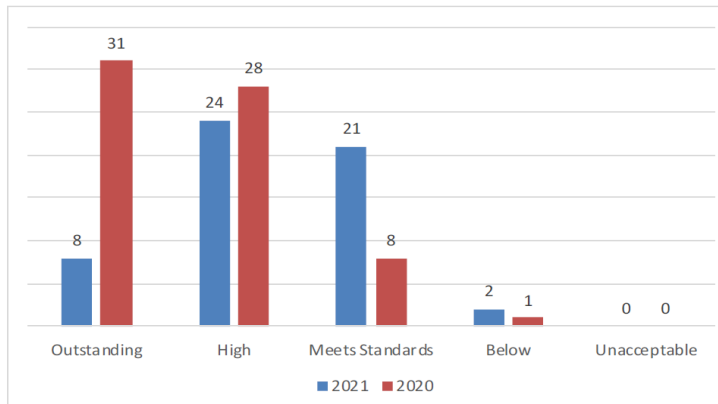
- *My child(ren) Enjoys going to school at HOPE Community Academy:* 95% of respondents Strongly Agreed or Agreed²; 97% agreed with this statement in the 2020 survey
- *My child(ren) Is/are getting the support needed from HOPE to progress academically:* 96% of respondents agreed; 97% agreed with this statement in the 2020 survey
- *My child(ren) Is/are learning about Hmong language and culture:* 62% of respondents agreed, down from 84% in the 2020 survey
- *Teachers are caring and committed to their students:* 96% agreed; 93% agreed with this statement in the 2020 survey
- *HOPE Community Academy is a safe, warm and welcoming environment for my family:* 93% agreed; 96% agreed with this statement in the 2020 survey
- *HOPE is providing me the resources my family needs for distance learning:* 93% agreed with this statement
- *Level of satisfaction with school material delivery during distance learning:* 89% agreed
- *Level of satisfaction with communication between home and school during distance learning:* 89% agreed
- Finally, when asked for *My overall rating of HOPE Community Academy*, responses were as shown below, with 58% rating the school Outstanding or High, down from 87% in 2020:

² For purposes of this reporting, Agree and Strongly Agree responses are combined; other response options were Disagree, Strongly Disagree, and Don't Know.

16. My overall rating of HOPE Community Academy is:

2021 Average Rating: **3.7/5.**

(2020 Average Rating: 4.3/5)



The proportion of survey respondents selecting the middle option, “Meets Standards,” was much greater in 2021, while in neither year did more than two select Below, and 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. During 2020-21, staff began reviewing the Science curriculum, and began planning for the pre-K and grade 9 programs.

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

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 Leadership 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).

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, which also functioned as 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.

In March 2020 HOPE established its Distance Learning Plan, making computer equipment available 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 2019-20 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 to begin the 2020-21 year. A return to in-person learning was considered during the winter but HOPE Community Academy ultimately decided to continue in Distance Learning mode. Exceptions were a number of special education students who were served on-site; and students were asked to come to the school site to take certain assessments which needed to be administered in-person.

In early February the Executive Director sent a letter to the school community explaining factors influencing the decision to continue in distance learning mode:

- COVID-19 virus is still a high concern for parents and staff. Even as the state rolls out the vaccination, we do not know when all staff members will get the vaccine.
- Maintain consistency for all children, parents and staff. At this time, even with the vaccination roll out, it is still unclear how this will turn out. It is important that HOPE maintains a consistent schedule and learning program for all children. We have seen other districts open school, only to close them again due to the virus outbreak, thus causing more inconsistencies and stress to all.
- With distance learning, we would not have to shift students and staff to other rooms/parts of the building during the construction and renovation. This would alleviate added stress to an already high stress level that you and all students are learning and working under.
- Renovation of certain parts of existing building would be completed by June 2021, in time for summer school.
- Construction is scheduled to be done by August 2021 in time to open the new school year - SY2021-22. Only second and third floors would be completed by December 2021.

HOPE Community Academy returned to in-person instruction with appropriate safety measures in place, for the beginning of the 2021-22 school year.

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 (awards for the 2020-21 fiscal year have not yet been announced).

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	SY2021	Status R-Returning NR-Not Returning	Additional Notes
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	Barriger, Ciara	498874	Phys. Ed.	K-5	Yes	R	
4070	HOPE Community Academy	Carlson, Alyssa	458512	EL	6-8	Yes	R	
4070	HOPE Community Academy	Crandall, Meghan	455850	Library / Media Specialist		Yes	R	
4070	HOPE Community Academy	Dreblow, Jeffrey	489968	Special Education	K-8	Yes	R	
4070	HOPE Community Academy	Erickson Sabby, Anne	450921	Instr. Coach	5-8	Yes	R	

District #	School Name	Teacher Name	File #	Subject Taught	Grade(s) Taught	SY2021	Status R-Returning NR-Not Returning	Additional Notes
4070	HOPE Community Academy	Fonkert, Deborah	429639	El. Ed.	5	Yes	R	
4070	HOPE Community Academy	Grover, Andrew	318991	Computer	K-8	Yes	R	
4070	HOPE Community Academy	Haas, Kevin	502535	Phys. Ed.	5-8	Yes	R	
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	Htoo, Kay	1006233	El. Ed.	2	Yes	R	Tier 3
4070	HOPE Community Academy	Jilek, Ellen	516739	Mathematics	5-8	Yes	R	Tier 3
4070	HOPE Community Academy	Kaehler, Joeleen	420744	El. Ed.	1	Yes	R	
4070	HOPE Community Academy	Khang, Pang Cha Jessica	1005821	ELL	K	Yes	R	
4070	HOPE Community Academy	Koch, Bethany	475771	El. Ed.	4	Yes	R	

District #	School Name	Teacher Name	File #	Subject Taught	Grade(s) Taught	SY2021	Status R-Returning NR-Not Returning	Additional Notes
4070	HOPE Community Academy	Lee, Colleen	487261	Title Reading		Yes	R	Tier 2
4070	HOPE Community Academy	Long, Megan	442023	El. Ed.	3	Yes	R	
4070	HOPE Community Academy	Matykiewicz, Lea Ann	313801	EL	5	Yes	R	
4070	HOPE Community Academy	Meierding, Sophia	1006876	School Social Worker		Yes	R	Tier 3
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	Petersen, Renee	434036	Title Reading		Yes	R	
4070	HOPE Community Academy	Rademaker, Jody	342559	El. Ed.	3	Yes	R	
4070	HOPE Community Academy	Robertson, Brian	404257	El. Ed.	In-house sub	Yes	R	
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	

District #	School Name	Teacher Name	File #	Subject Taught	Grade(s) Taught	SY2021	Status R-Returning NR-Not Returning	Additional Notes
4070	HOPE Community Academy	Scully, Hlies	509622	ELL	2	Yes	R	Tier 3
4070	HOPE Community Academy	Seely, Sam	464219	El. Ed.	1	Yes	R	
4070	HOPE Community Academy	Sheen, Heidi	411207	Title Reading	5-8	Yes	NR	
4070	HOPE Community Academy	Sims, Sarah	475833	ELL	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	
4070	HOPE Community Academy	Skavlem, Kristi	517601	ELL	4	Yes	R	Tier 2
4070	HOPE Community Academy	Snider, Katy	432848	Special Education Coordinator / Teacher	K-8	Yes	R	
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.	K-8	Yes	R	Tier 2
4070	HOPE Community Academy	Vang, Karisma	1008217	El. Ed.	6	Yes	R	Tier 3

District #	School Name	Teacher Name	File #	Subject Taught	Grade(s) Taught	SY2021	Status R-Returning NR-Not Returning	Additional Notes
4070	HOPE Community Academy	Webster, Emily	399107	Title Reading	1	Yes	R	
4070	HOPE Community Academy	Xiong, Soua	490359	Hmong Language Specialist	K-8	Yes	R	Tier 2
4070	HOPE Community Academy	Yang, Druacy	465334	Title Reading	3	Yes	R	
4070	HOPE Community Academy	Yang, Yer	388201	Curriculum Coordinator/DAC	K-8	Yes	R	
4070	HOPE Community Academy	Yang, Mai	1003405	El. Ed.	3	Yes	R	

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 and her direct-reports: the Principal, Operations Director, Human Resources lead, 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.

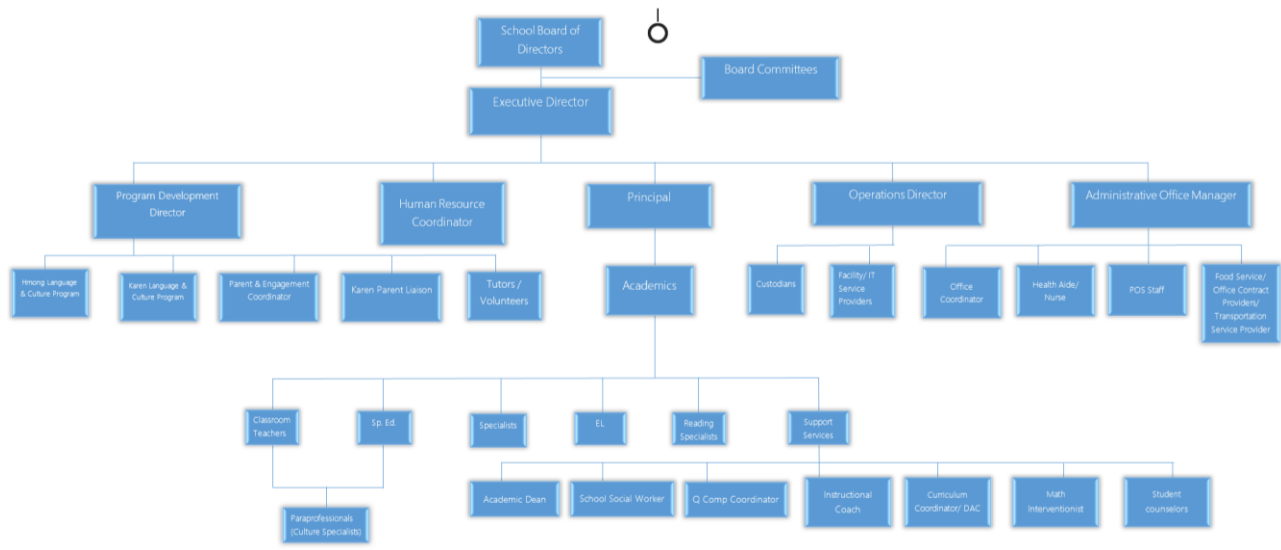
The Executive Director oversees the HOPE staff and works with them on the administration of the school and handles the daily and operational needs. The Board governs, develops policy and sees that the school is on target with its mission and goals. The Executive Director has an annual work plan (professional 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, July 2021



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.

HOPE Community Academy has a strategic plan for SY2021-23, approved by the Board June 2020. The strategic plan 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 HOPE school Dashboard which tracks progress on the school’s Key Performance Indicators and Milestones. 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 Dashboard 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 2015-2016, 2017-2018, 2018-19 2019-20, and 2020-21 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
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
2020-2021	60	67	72	67	49	52	75	55	68	565

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	59	5	1	63	52
1	68	5	2	71	65
2	72	2		74	70
3	67	7		74	64
4	49	6		55	46
5	52	1	2	51	50
6	74	2		76	73
7	56	1		57	54

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
8	68	1	1	68	66
TOTAL	565	30	6	589	540

HOPE Community Academy attendance data for the full school year was reviewed to populate the above table. This data illustrates the stability of HOPE's student population: only six students left the school after October 1, while 30 enrolled after October 1 such that the number of students enrolled at the end of the school year was higher than on Oct. 1. Of the total population of students enrolled for any part of the school year, 540 or 91% remained enrolled the full school year. Total student numbers increased from the previous year, with the total enrolled at any point during the school year increasing from 556 to 595.

HOPE Community Academy admits any student who requests enrollment, subject to school capacity, following all state requirements for admission and school enrollment.

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.

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 and enjoys support from a number of community agencies to enhance its programs. Community partnerships during 2020-21 included:

- Boy Scouts of America / Girl Scouts – HOPE sponsors scout troops
- Junior Achievement is the world's largest organization dedicated to educating K-12 students about Financial Literacy, College and Career Readiness, and entrepreneurship through experiential, hands-on programs.
- The University of Minnesota-Twin Cities, Center for Community-Engaged Learning, provided volunteer tutors for academic enrichment.
- The Page Foundation sends Page Scholars to work with students on academic enrichment.
- Dental Sealant Program provides free dental care for HOPE students.
- Metropolitan State University provides tutoring services and youth programs to immigrant (non-US born) students.

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.

Updated as of: August 2021

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 Mgmt.	Annual Ongoing Training
Grover, Andy	May 2020	May 2023	Director	Teacher	Education	contact@hope-school.org	651-796-4500	100% (9/9)	1/27/17 MACS	1/28/18 MACS	11/27/17 MACS	SY2020-21 1/28/21: Data Practices Law - Rupp, Anderson, Squires & Waldspurger, P.A. 7/20/20: Egnyte Technology Training Part 1 – DaoTech LLC Finance Training – Bergan KDV 8/27/20: Egnyte Training Part 2 – DaoTech LLC SY 2019-20 7/25/19: Public Policy Training - MACS 9/26/19: Robert's Rules – Kevin Went
Lee, Zuag	May 2019 *Resigned January 2021	May	Director	Teacher	Education	contact@hope-school.org	651-796-4500	100% (7/7)	1/16/19 MSBA	1/16/19 MSBA	11/12/18 BerganKDV	SY2020-21 1/28/21: Data Practices Law - Rupp, Anderson, Squires & Waldspurger, P.A. 7/20/20: Egnyte Technology Training Part 1 – DaoTEch LLC Finance Training – Bergan KDV 8/27/20: Egnyte

Name	Date Seated	Term End Date	Position	Type	Expertise	Email	Phone	Attendance Rate	Board Trainings: Date Completed, Topic and Trainer			
									Governance	Employment	Financial Mgmt.	Annual Ongoing Training
												Training Part 2 – DaoTech LLC\ SY 2019-20 7/25/19: Public Policy Training - MACS 9/26/19: Robert's Rules – Kevin Went
Lo, Sia	May 2019	May 2022	Treasurer	Community	Healthcare Administration	contact@hope-school.org	651-796-4500	67% (6/9)	1/16/19 MSBA	1/16/19 MSBA	11/12/18 BerganKDV	SY2020-21 1/28/21: Data Practices Law - Rupp, Anderson, Squires & Waldspurger, P.A. Egnyte Technology Training Part 1 – DaoTEch LLC 7/20/20: Finance Training – Bergan KDV SY 2019-20 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@hope-school.org	(651) 796-4500	100% (9/9)	2/10/21 MACS	10/2020 MACS	7/20/2020 BerganKDV	SY2020-21 1/28/21: Data Practices Law - Rupp, Anderson, Squires & Waldspurger, P.A. Egnyte Technology Training Part 1 – DaoTEch LLC 8/27/20: Egnyte Training Part 2 – DaoTech LLC
Scully, Hlies	*Seated February 2021 (replace Lee, Zuag)	May 2022	Director	Teacher	Education	contact@hope-school.org	(651) 796-4500	100% (5/5)	4/14/21 MACS	4/28/21 MACS	5/3/21 MACS	
Vang, Mai	May 2018	May 2021	Director	Parent	Administrative Professional	contact@hope-school.org	(651) 796-4500	89% (8/9)	10/22/15 BAM - Ellen	10/22/15 BAM - Ellen McVeigh	9/24/15 Beltz	SY2020-21 1/28/21: Data Practices Law -

Name	Date Seated	Term End Date	Position	Type	Expertise	Email	Phone	Attendance Rate	Board Trainings: Date Completed, Topic and Trainer			
									Governance	Employment	Financial Mgmt.	Annual Ongoing Training
									McVeigh			Rupp, Anderson, Squires & Waldspurger, P.A. 7/20/20: Egnyte Technology Training Part 1 – DaoTEch LLC Finance Training – Bergan KDV 8/27/20: Egnyte Training Part 2 – DaoTech LLC SY2019-20 7/25/19: Public Policy Training - MACS 9/26/19: Robert's Rules – Kevin Went
Yang, John	May 2018	May 2021	Chair	Community	Patient Support Services Supervisor Hmong Interpreter Qeej Musician	contact@hope-school.org	651-796-4500	100% (9/9)	2/9/19 MACS	2/9/19 MACS	11/12/18 BerganKDV	SY2020-21 1/28/21: Data Practices Law - Rupp, Anderson, Squires & Waldspurger, P.A. 7/20/20: Egnyte Technology Training Part 1 – DaoTEch LLC Finance Training – Bergan KDV 8/27/20: Egnyte Training Part 2 – DaoTech LLC SY2019-20 7/25/19: Public Policy Training - MACS 9/26/19: Robert's Rules – Kevin Went
Yang, KaZoua	May 2019	May 2022	Secretary	Parent	Social Worker – MentalHealth	contact@hope-school.org	651-796-4500	89% (8/9)	11/11/17 MACS	11/11/17 MACS	4/24/18 BerganKDV	SY2020-21 1/28/21: Data Practices Law - Rupp, Anderson, Squires & Waldspurger, P.A. Egnyte Technology Training Part 1 – DaoTEch LLC

Name	Date Seated	Term End Date	Position	Type	Expertise	Email	Phone	Attendance Rate	Board Trainings: Date Completed, Topic and Trainer			
									Governance	Employment	Financial Mgmt.	Annual Ongoing Training
												7/20/20: Finance Training – Bergan KDV SY2019-20 7/25/19: Public Policy Training - MACS 9/26/19: Robert's Rules – Kevin Went

SY2021-2022

Name	Date Seated	Term End Date	Position	Type	Expertise	Email	Phone	Attendance Rate	Board Trainings: Date Completed, Topic and Trainer			
									Governance	Employment	Financial Mgmt.	Annual Ongoing Training
Grover, Andy	May 2020	May 2023	Director	Teacher	Education	contact@hope-school.org	651-796-4500	100% (3/3) *8/2 Board Retreat *8/9 Special Board Meeting *8/26 Board Meeting	1/27/17 MACS	1/28/18 MACS	11/27/17 MACS	SY2021-22 8/2/21: Oversight of Financial Matters, BerganKDV SY2020-21 1/28/21: Data Practices Law – Rupp, Anderson, Squires & Waldspurgen, P.A. 7/20/20: Egnyte Technology Training Part 1 – DaoTech LLC Finance Training – Bergan KDV 8/27/20: Egnyte Training Part 2 – DaoTech LLC
Lo, Sia	May 2019	May 2022	Treasurer	Community	Healthcare Administration	contact@hope-school.org	651-796-	100% (3/3) *8/2 Board	1/16/19 MSBA	1/16/19 MSBA	11/12/18 BerganKD	SY2021-22 8/2/21: Oversight

Name	Date Seated	Term End Date	Position	Type	Expertise	Email	Phone	Attendance Rate	Board Trainings: Date Completed, Topic and Trainer			
									Gover-nance	Employ-ment	Financial Mgmt.	Annual Ongoing Training
					ation		4500	Retreat *8/9 Special Board Meeting *8/26 Board Meeting			V	of Financial Matters, BerganKDV SY2020-21 1/28/21: Data Practices Law - Rupp, Anderson, Squires & Waldspurger, P.A. Egnyte Technology Training Part 1 – DaoTEch LLC 7/20/20: Finance Training – Bergan KDV
Lorr, Donald	May 2020	May 2023	Director	Communi	Librarian – Taxonomy Manager	contact@hope-school.org	(651) 796-4500	100% (3/3) *8/2 Board Retreat *8/9 Special Board Meeting *8/26 Board Meeting	2/10/21 MACS	10/2020 MACS	7/20/2020 BerganKD V	SY2021-22 8/2/21: Oversight of Financial Matters BerganKDV SY2020-21 1/28/21: Data Practices Law - Rupp, Anderson, Squires & Waldspurger, P.A. Egnyte Technology Training Part 1 – DaoTEch LLC 8/27/20: Egnyte Training Part 2 – DaoTEch LLC
Scully, Hlies	*Seated Feb. 2021 (replace)	May 2022	Director	Teacher	Education	contact@hope-school.org	(651) 796-4500	100% (3/3) *8/2 Board Retreat *8/9 Special Board	4/14/21 MACS	4/28/21 MACS	5/3/21 MACS	SY2021-22 8/2/21 Oversight of Financial Matters, BerganKDV

Name	Date Seated	Term End Date	Position	Type	Expertise	Email	Phone	Attendance Rate	Board Trainings: Date Completed, Topic and Trainer			
									Gover- nance	Employ- ment	Financial Mgmt.	Annual Ongoing Training
	Lee, Zuag)							Meeting *8/26 Board Meeting				
Yang, John	May 2018	May 2021	Chair	Commu nity	Patient Support Services Supervisor Hmong Interprete r Qeej Musician	contact@hope- school.org	651- 796- 4500	66% (2/3) *8/9 Special Board Meeting *8/26 Board Meeting	2/9/19 MACS	2/9/19 MACS	11/12/18 BerganKD V	SY2021-22 SY2020-21 1/28/21: Data Practices Law - Rupp, Anderson, Squires & Waldspurger, P.A. 7/20/20: Egnyte Technology Training Part 1 – DaoTech LLC Finance Training – Bergan KDV 8/27/20: Egnyte Training Part 2 – DaoTech LLC
Yang, Ka Zoua	May 2019	May 2022	Secretary	Parent	Social Worker – Mental Health	contact@hope- school.org	651- 796- 4500	100% (3/3) *8/2 Board Retreat *8/9 Special Board Meeting *8/26 Board Meeting	11/11/17 MACS	11/11/17 MACS	4/24/18 BerganKD V	SY2021-22 8/2/21: Oversight of Financial Matters BerganKDV SY2020-21 1/28/21: Data Practices Law - Rupp, Anderson, Squires & Waldspurger, P.A. Egnyte Technology Training Part 1 – DaoTEch LLC 7/20/20: Finance Training – Bergan KDV
Vacant		May 2021	Director	Parent								

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. The school's receipt of the PPP loan in FY21 created a strong cash and ending fund balance position. Our FY22 budget calls for a 30% fund balance with amounts between 25-30% over the next five years as we build our Pre-K and high school program. The school leadership works diligently to reach the budgeted amounts of revenue and expenditure and adapt as things change in order to meet our targets.

It may be thought that the COVID-19 pandemic would cause financial hardship, but the school has managed the additional expenditures well. The CARES and PPP funding also helped to supplement extra needs such as PPE and social distancing materials to keep students and staff safe. The pandemic did cause the Kindergarten class to have lower enrollment than usual. We are hoping to make this up next year with recruiting efforts, otherwise, this small class of students will carry forward as the kids progress. The school's marketing plan has proven effective in recent years and is expected to continue. HOPE is projecting 640 students for next year. The school is adding 9th grade this fall, and another high school grade each year after that. HOPE will need to manage expenditures for the high school as they tend to be more expensive to provide the diverse programming needs required. The school also added a Pre-K program to help become a feeder for the incoming Kindergarten class and make sure kids are ready for school.

Preliminary audited results from FY21, as of late September, show the following:

Annual surplus:	\$ 634,859
Ending Fund Balance:	\$3,815,880
Fund Balance Percentage:	40.2%
Days Cash on Hand:	154

Finances

For questions regarding school finances and for complete financials for 2020-21 and/or an organizational budget for 2021-22, contact:

Name: Jenny Abbs
Position: Outsourced CFO
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, 2021.

FY21 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	\$9,316,782	\$ 809,851	
Total Expenditures	\$8,712,998	\$ 778,776	
Net Income (Loss)	\$ 603,784	\$ 31,075	
Total Fund Balance	\$3,784,805	\$ 31,075	

Overview

In FY21, HOPE increased enrollment by 20 students. The increased enrollment along with federal stimulus funding 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 by 2% 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 surplus due to the USDA waiver to operate during a pandemic.

Expenses

Our largest areas of expenditures continue to be salaries/benefits, transportation, and building lease. HOPE has continued needs to update furnishings in many classrooms as well as provide for the expansion.

Net Income and Fund Balance

Historically we have maintained strong operating margins. HOPE preliminarily ended FY21 with a 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 2021. 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 FY21, HOPE outperformed our targeted ADM by approximately 20 students. HOPE intentionally budgets conservatively in regards to enrollment in order to provide a cushion and avoid program cuts.

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

HOPE maintains a strong cash position, and ended the FY21 year with 154 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 BerganKDV 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).

HOPE Community Academy won the MDE School Finance Award for 2019-20 (awards for the 2020-21 fiscal year have not yet been announced).

Attachments

Attachment 1: Leadership Development Plan, Executive Director

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>
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Date: 4/22/2021

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 of 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 of greater on a 5-point scale

1	Strengthen HOPE reputation and brand in the community.			
	<p><i>Definition:</i> Be the face of HOPE in the community. Work to attract new and existing families to our school. Leverage external/community relationships to shine a light on qualities that make HOPE a “school of choice”.</p>	<ol style="list-style-type: none"> Engage in more outward/community facing activities to showcase HOPE and inform the community of what we have to offer. <ul style="list-style-type: none"> Utilize professional memberships, HOPE partners, and community connections as a platform for raising awareness of HOPE’s Pre-K – Grade 12 programs. Implement HOPE marketing plan by June 2021 <ul style="list-style-type: none"> Engage in formal and informal marketing efforts to build on our long history, showcase our school, and inform the community about our vision. 		<ul style="list-style-type: none"> More new families will register at HOPE. Enrollment will remain strong. (2021-22 SY) Our Pre-K program will be full. (2021-22 SY) Grade 9 will be full. (2021-22 SY) 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.
2	Improve strategic leadership skills.			
	<p><i>Definition:</i> Become a more forward-thinking leader. Lead implementation of HOPE strategic plan. Strengthen HOPE administrative leadership team</p>	<ol style="list-style-type: none"> Oversee and drive implementation of school strategic plan for 2021-22 SY: <ul style="list-style-type: none"> Manage dashboards for tracking progress in KPI and Milestones. Discuss and report on dashboard progress at Board meetings. Continue to develop and nurture relationships with external partners to help us fulfill our school mission. Lead school expansion process to maintain momentum and traction. Professional development program to include executive coaching. Engage in quarterly training and team-building events with Admin. Team to build trust, communication, and alignment. Engage in bi-weekly Take-30 (brief one-on-one) sessions with direct reports. 		<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. School expansion plans will be successfully completed. School leaders will be more supported, engaged, and effective in their multiple roles.
3	Strengthen relationship with Board.			
	<p><i>Definition:</i> Increase accountability and communication with Board. Create more positive and trusting relationship.</p>	<ol style="list-style-type: none"> Establish clear performance expectations between ED and Board. Engage in more informal check-ins with Board and Executive Committee. Support Board governance training efforts (beyond required). 		<ul style="list-style-type: none"> Board and ED will have a stronger and mutually supportive relationship through: <ul style="list-style-type: none"> More frequent formal and informal communication. Clearer performance expectations. Through training, Board will be more effective in carrying out their duties.

Attachment 2: HOPE Community Academy Strategic Plan, June 2020³

MISSION	Inspiring students to achieve high academic success while embracing Hmong language and culture.
VISION (3-years)	<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>

³ The Strategic Plan itself has not been updated, but Key Performance Indicators and Milestones have been updated, per May 2021 Dashboard report.

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

**KEY
PERFORMANCE
INDICATORS
(2020-2021 SY)**

1. Improve student morale and retention:
 - a. Maintain enrollment of 585 or greater: achieved, with 590 students enrolled, May 2021; 589 on last day of school
 - b. Achieve student engagement survey score of 3.5 or greater on a 5-point scale: achieved, with student survey average scores reported as 4.3 in Fall 2020, and 3.88 in Spring 2021 (n=102 students)
2. Improve staff retention and engagement:
 - a. Maintain staff retention of 93% or greater: exceeded this target: 44/45 teachers employed during the 2020-21 school year returned for fall 2021
 - b. Achieve staff engagement survey score of 3.5 or greater on a 5-point scale: achieved, with staff climate survey average score reported as 3.5 in Fall 2020, and 4.7 in Spring 2021
3. Improve student test scores:
 - a. Overall students will achieve 43% or higher on MCA scores: Not achieved, with 55/427 or 12.9% of students scoring proficient on spring 2021 MCA's (cumulative total from Reading, Math and Science). However, as noted in section A2 above, the state of Minnesota has determined that spring 2021 state-mandated test results are not to be used for accountability purposes
 - b. Overall students will achieve 60% or higher on Access scores: Not achieved / not applicable , due to state of MN determination that spring 2021 state-mandated test results are not to be used for accountability purposes.
4. Measure 100% complete of HUB implementation and alignment through grades 1-8: Achieved, reported 100% completed, May 2021
5. Increase parent engagement:
 - a. Increase overall parent attendance at school events by 10% (family nights, conferences, sports, conferences, volunteer visits, etc.): Not achieved, with Dashboard data showing total parent attendance at school events of 273 for 2020-21, down from 501 in 2019-20. This is attributable, however, to the COVID pandemic and required restrictions on public gatherings.
 - b. Maintain parent engagement survey score of 4.5 or greater on a 5-point scale: Not achieved, with parent engagement survey average score reported as 3.7

MILESTONES
(2020-2021 SY)

1. Update program plans for 2020-2021 SY: The below programs were all reported as 100% complete by May 2021
 - 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: Completed with PD planned by 7/1/20 and completed during the school year, with changes as needed.
3. Create and launch 3-way learning contract (student-staff-parent) by 8/31/2020: Completed; contract given out to parents and students the week of November 2-6, 2020
4. Administer climate surveys:
 - Students by (pre 11/1/2020 and 4/15/2021): completed; surveys of students done both fall and spring (completed by November 2020 and May 2021 respectively)
 - Staff by (pre 11/1/2020 and 4/15/2021): completed; surveys of staff done both fall and spring (completed by November 2020 and May 2021 respectively)
 - Parents by 3/25/2021: completed; survey of parents recorded and done as remote audio survey in April 2021 with 58 responses
5. Prep and share HOPE budget summary and allocation report with staff by 10/6/2020: Completed; Jenny Abbs of BerganKDV presented to staff at the 9/26/20 staff meeting
6. School and building expansion initiatives:
 - Bond Closing/General Contractor/Construction Drawings by 8/31/2020: completed December 2020 – St. Paul HRA voted for issuance of conduit bonds for HOPE project 12/9/20; closing date was 12/31/20
 - Plan Submission to City & State/Permits/Construction by 10/31/2020: completed December 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): on-target with pre-K and grade 9 served as of the first day of school, 8/30/2021

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