



## 2021-22 Annual Report on Curriculum, Instruction, and Student Achievement

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# Introduction and Table of Contents

HOPE Community Academy has completed the 2021-22 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 Community Academy returned to in-person instruction with appropriate safety measures in place, for the 2021-22 school year. After the mandated transition to distance learning in March 2020, HOPE Community Academy chose to continue operating via distance learning throughout the 2020-21 school year. School leadership considered a return to in-person instruction in the spring but decided against it due to a number of considerations including desire for consistency – some schools re-opened only to have to shift back to distance learning with a surge in COVID cases – facility concerns with parts of the school building under construction, and uncertainty about staff vaccination levels.

HOPE closed for COVID precautionary measures for short periods of time, three different times during 2021-22. There were seven distance-learning days in October, ten in November, and ten more in January, so the school operated in distance learning mode a total of 27 days during the school year. During this time the school provided contactless pick-up of students’ food, technology devices and materials.

Also notable for 2021-22 was the inauguration of HOPE Community Academy’s high school program, with grade 9 served.

## Contents

<b>Academic Elements</b> .....	3
<b>A1. Mission and Vision</b> .....	3
<b>A2. Accountability Plan Goals</b> .....	4
<b>A3. After School and Summer Programming</b> .....	11
<b>A4. Parent Involvement</b> .....	12
<b>A5. Curriculum (Aligns with WBWF)</b> .....	14
<b>A6. Scheduling (Aligns with WBWF)</b> .....	15
<b>A7. Professional Development and Teacher Evaluation Systems (Aligns with WBWF)</b> .....	15
<b>A8. Innovative Practices, Initiatives and Future Plans</b> .....	18
<b>A9. Awards</b> .....	19
<b>Governance and Operational Elements</b> .....	20
<b>B.1 Teacher Licensure Verification</b> .....	20
<b>B.2 Management and Administration</b> .....	29

<b>B.3 Organizational Strengths, Challenges and Plans</b> .....	30
<b>B4. School Enrollment and Attrition Trends</b> .....	31
<b>B.5 Community Partnerships</b> .....	32
<b>B.6 Board Member Orientation and Training Plan</b> .....	33
<b>B.7 Board Member Information</b> .....	34
<b>Financial Elements</b> .....	40
<b>C.1 Fiscal Health</b> .....	40
<b>C2. Internal Controls and Board Oversight</b> .....	43
<b>C.3 Awards</b> .....	43
<b>Attachments</b> .....	44

## **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 2021, 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<sup>1</sup>**

- Include all data required for the scoring of academic accountability plan goals as well as a discussion/analysis of the information. *Please take care to include the data needed to score all goals included in the academic performance section of your contract. The items should be labeled to correspond with the numbering system in the evaluation rubric.*
- With regard to MCA data, the school only needs to submit its own data using the MCA Proficiency Template provided in Attachment A, not data for comparison schools.
- With regard to school selected assessments, please provide the data using the School Selected Assessment Reporting Template in Attachment A.
- 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/testing-schedule-2021-2022/>. HOPE follows MDE guidelines and schedule for test administration of ACCESS and Minnesota Comprehensive Assessments (MCA-III), administering these assessments in the spring.

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 2021-22 FastBridge data.

Minnesota Comprehensive Assessments (MCA), results from spring 2022 that pertain to school goals are reported below, under items 1.2, 1.3, 1.9, and 1.10.

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<sup>1</sup> College and Career Preparation Opportunities is not applicable for HOPE Community Academy at this time.

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 2022 are shown below<sup>2</sup>. The first two tables show HOPE students broken-out by grade; the third provides the comparison with the state and resident districts (comparable schools data is omitted, per A2 instructions).

Percent Meeting or Exceeding on MCA Reading, Spring 2022			
Grade	# Students Tested	Percent Meeting	Percent Exceeding
3	74	9.5%	-
4	76	17.1%	5.3%
5	56	26.8%	
6	52	17.3%	
7	77	11.7%	
8	54	18.5%	
Overall	389	16.2%	2.8%

Percent Meeting or Exceeding on MCA Math, Spring 2022			
Grade	# Students Tested	Percent Meeting	Percent Exceeding
3	74	2.7%	-
4	76	6.6%	-
5	56	1.8%	-
6	52	3.8%	-

<sup>2</sup> Proportion of all students tested meeting or exceeding standards, from the Minnesota Report Card, <https://rc.education.mn.gov/#mySchool/p--3>.

Percent Meeting or Exceeding on MCA Math, Spring 2022			
7	77	9.1%	-
8	54	22.2%	16.7%
Overall	389	7.5%	2.3%

**MCA results spring 2022 - HOPE Community Academy compared to State of MN & St. Paul Public Schools**

	HOPE	MN	SPPS
Reading - All students - percent proficient	19.0%	51.0%	34.6%
Math - All students - percent proficient	9.8%	44.6%	24.9%
Science - All students - percent proficient	10.9%	41.0%	24.4%

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, which are similar to spring 2021 MCA results, are likely due to the impact of the pandemic and shift to Distance Learning. HOPE Community Academy operated in distance learning mode on an ongoing basis from March 2020 through spring 2021. Teachers and support staff did their best to keep all students engaged, but it was challenging to retain the usual quality of instruction with intensive focus on mathematics and reading, particularly with the younger students. Though school staff and HOPE’s families did their best to adjust to these challenging circumstances, the amount and quality of learning were negatively impacted; when the school returned to in-person learning in 2021-22, staff observed significant learning losses. Although the school operated in person during 2021-22 with the exception of 27 days during the fall and winter, these shifts to distance learning and the need for students to quarantine from time to time due to COVID exposure, resulted in continuing impacts on the quantity and quality of learning time.

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<sup>3</sup>.

As with measure 1.2, MCA Proficiency demographic comparisons show HOPE student demographic groups scoring at lower proficiency levels than the comparison groups (English Learner and Special Education students’ results are reported below, under Goals 1.9 and 1.10 respectively).

<sup>3</sup> As of fall 2021, 79.7% of HOPE Community Academy students were eligible for free or reduced-cost meals.

**MCA results spring 2022 - HOPE Community Academy compared to State of MN: Demographic groups**

	HOPE	MN - Statewide
Reading - All - percent proficient	19.0%	51.0%
Reading - F/R	17.8%	30.8%
Reading - Asian	17.9%	46.6%
Math - All - percent proficient	9.8%	44.6%
Math - F/R	9.1%	22.5%
Math - Asian	9.3%	42.0%
Science - All - percent proficient	10.9%	41.0%
Science - F/R	11.2%	20.9%
Science - Asian	10.3%	36.9%

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

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

North Star Academic Progress data on the Minnesota Report Card webpage shows the following 2022 results for HOPE Community Academy, the resident district i.e. St. Paul Public Schools, and for the state (comparable district schools are omitted per Accountability Plan Goals instructions).

**Academic Progress in Reading, SY 2022**

	# of Students (HOPE)	% In Each Category, HOPE	% In Each Category, MN	% In Each Category, SPPS
Achievement level improved	22	18.5	20.2	20.7
Achievement level maintained	28	23.5	43.0	28.8
Achievement Level decreased or stayed "does not meet standards"	69	58.0	36.8	50.5

**Academic Progress in Mathematics SY 2022**

	# of Students (HOPE)	% In Each Category, HOPE	% In Each Category, MN	% In Each Category, SPPS
Achievement level improved	18	14.9	18.2	18.8
Achievement level maintained	18	14.9	41.8	22.6

### Academic Progress in Mathematics SY 2022

	# of Students (HOPE)	% In Each Category, HOPE	% In Each Category, MN	% In Each Category, SPPS
Achievement Level decreased or stayed “does not meet standards”	85	70.2	40.8	58.6

As with the other state academic test-referenced measures, these disappointing results are likely attributable to effects of the COVID pandemic and shift to distance learning, which was very disruptive to HOPE Community Academy students from spring 2020 through 2020-21 and to an extent continuing through the 2021-22 school year as discussed above.

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

In 2021-22, 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 in grades 2-9, three times per year, in the fall, winter and spring. Results are reported for the spring 2022 test season.

- 1.6a Reading: Spring FAST results in Reading show 20.3% of students tested (99 of 488) at or above the national median. FastBridge’s ranking of students by degree of risk showed 37% at “high risk” and 34% at “some risk” (29% were categorized as “low risk” or “College Pathway”).
- 1.6b Mathematics. In Math, 16.0% (79 of 494) were at or above the national median per spring 2022 FAST results. Ranking of students by degree of risk in Math showed 42% at “high risk” and 32% at “some risk” (26% were categorized as “low risk” or “College Pathway”).

These levels of proficiency are somewhat lower than in 2020-21, when approximately 30% of students tested were at or above the national median on the FAST.

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, Spring 2022	# At or Above Nat’l Median	% At or Above Nat’l Median		# of Students Tested, Spring 2022	# At or Above Nat’l Median	% At or Above Nat’l Median
2	67	11	16%		66	4	6%
3	75	13	17%		75	4	5%
4	78	13	17%		75	4	5%
5	56	12	21%		56	7	13%
6	48	9	19%		50	8	16%



At or Above National Median – Reading				At or Above National Median – Math			
7	78	20	26%	82	23	28%	
8	50	12	24%	53	20	38%	
9	36	9	25%	37	9	24%	
<b>All</b>	<b>488</b>	<b>99</b>	<b>20.3%</b>	<b>494</b>	<b>79</b>	<b>16.0%</b>	

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

1.7a Reading: Spring FAST results show that a total of 456 students took the test in both fall and spring, hence have fall-to-spring academic growth results. Of these students, 230 or 50.4% were at or above the national median for growth percentile from fall to spring<sup>4</sup>. These students are considered to have met the growth goal.

1.7b Mathematics. Spring FAST results show that a total of 466 students took the test in both fall and spring, hence have fall-to-spring academic growth results. Of these students, 176 or 38.6% were at or above the national median for growth percentile from fall to spring.

Meeting Growth Goals – Reading				Meeting Growth Goals		
Grade	# of Students Tested, Fall & Spring	# Meeting Goal	% Meeting Goal	# of Students Tested, Fall & Spring	# Meeting Goal	% Meeting Goal
2	64	41	64%	64	30	47%
3	71	35	49%	72	25	35%
4	74	41	55%	71	21	30%
5	51	24	47%	52	10	19%
6	42	18	43%	44	13	30%
7	74	29	39%	76	36	47%
8	49	23	47%	52	24	46%
9	31	19	61%	35	17	49%
<b>All</b>	<b>456</b>	<b>230</b>	<b>50.4%</b>	<b>466</b>	<b>176</b>	<b>38.6%</b>

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*

HOPE Community Academy students in all grades K-9 took a Hmong Language Class either first or second semester. Grades K-5 students took the class on every third day, with eight sections of the elementary grades studying Hmong Language first semester, and the other 10 sections during the second semester. A language assessment was given on a Pre and Post basis both semesters. The assessment measured various aspects of language acquisition, beginning with very basic vocabulary for the Kindergartners and advancing from there. Attaining 75% correct on the assessment was defined as meeting the benchmark.

<sup>4</sup> This compares growth within the school year to all students taking the FAST within the student's grade level nationally.

Pre and Post data was available for all 18 sections of grades K-5 students; all of these sections improved substantially from Pre to Post, each attaining an average of at least 75% on the Post assessment (averages for all categories measured ranged from 75% to 94%).

In the secondary grades, grades 6-7 took the Hmong Language class the first semester, grades 8-9 the second semester (in 2022-23 all secondary grades are taking it every-other-day throughout the school year). However, results show that few students met or approached the 75% threshold on the Post assessment; none of the grades 6-9 class sections were at that level on average, either first or second semester.

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?

These comparisons show HOPE English Learners scoring at comparable levels to the state in Reading and Science on the spring 2022 MCA's, though at lower proficiency levels in Math.

<b>MCA results spring 2022 - HOPE Community Academy English Learners compared to State of MN</b>		
	HOPE	MN - Statewide
Reading - EL	9.9%	10.4%
Math - EL	4.5%	11.1%
Science - EL	4.7%	4.5%

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.

<b>MCA results spring 2022 - HOPE Community Academy Special Ed. students compared to State of MN</b>		
	HOPE	MN - Statewide
Reading - Sped.	10.5%	22.2%
Math - Sped.	5.3%	20.2%
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 through the 2021-22 school year.

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-9 classroom instruction of core curriculum (moving toward K-12 in 2024-25), 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 resumed its after-school Academic Enrichment program in 2021-22 (it was suspended during 2020-21 with the shift to distance learning, resuming the second semester of 2021-22). After-school programming included tutoring, art, guitar, and sports. The latter were intramural (not competing with other schools), due to continuing challenges around COVID protocols.

HOPE Community Academy offers a voluntary Summer School program, through a collaboration with the St. Paul Public Schools. The Summer School program is attended by approximately 200 students. It ran for seven weeks during the summer of 2021, from early June through July 30, 2021. This represented the return of in-person learning at HOPE Community Academy, as the school had operated via distance learning throughout the 2020-21 year.

Summer School was offered again in the summer of 2022, this time running for five weeks, from June 13 through July 15. Students in regular summer school had the opportunity to review important skills in reading and math from the grade level they had most recently completed. A total of 187 students enrolled, from all grades K-8; highest daily attendance was 174.

During 2022, HOPE Community Academy also offered several summer camps. Summer camp offerings were as follows;

- Hmong and Karen Language Camps, lasting four weeks, from June 13 through July 8. The language camps were piloted during the summer of 2021, and offered for the second time in the summer of 2022. At the Hmong and Karen language camps, students practiced a variety of language skills (reading, writing, speaking, and listening) and participated in unique cultural activities such as cooking, music, and arts and crafts. The Hmong/Karen summer program was attended by 50 students, from grades K-8.
- A Science, Technology, Engineering, Arts and Math (STEAM) camp was offered later in the summer, running two weeks from July 18-29. At the STEAM camp, students participated daily in science/engineering, art and technology activities. They spent an hour in each content area each day, and also had the opportunity to take two science-related field trips. One trip was the Wilderness Inquiry at Phalen Lake, and one was to the Science Museum. The STEAM camp was attended by 46 students in grades 3-5.
- A Guitar camp, also held from July 18-29, in which students learned to play basic guitar chords and songs. This was for students in grades 6-9.
- Finally, there was a Volleyball camp from July 18-29, also for students in grades 6-9. This was a continuation of the spring intramural volleyball league. Students worked on skills and game play.

The STEAM camp, guitar camp, and volleyball camp were supported by federal CARES Act funds.

#### **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.***

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.

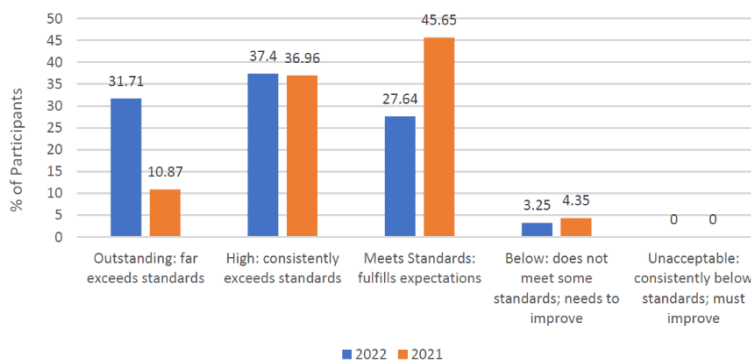
Executive Growth Advisors completed the Parent Survey on behalf of HOPE Community Academy again in the spring of 2022, and generated a report for school leadership. Of a total of approximately 300 families served, 124 completed the survey (more than twice as many as the previous year). In addition to 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 the spring of 2021. Survey questions on the 2022 survey were repeated from the previous year, permitting comparison of responses from spring 2021 to spring 2022.

Parent survey responses overall were quite positive, with most parents indicating high levels of satisfaction with the school. In a number of areas ratings were higher than the previous year, when the school had been in distance learning mode for the whole year. Examples, with comparisons to the previous year’s results, include:

- *My child(ren) Enjoys going to school at HOPE Community Academy:* 96% of respondents Strongly Agreed or Agreed<sup>5</sup>; 92% of respondents agreed with this statement in the 2021 survey
- *My child(ren) Is/are getting the support needed from HOPE to progress academically:* 96% of respondents agreed; 94% agreed with this statement in the 2021 survey
- *My child(ren) Is/are challenged by his/her classes:* 85% agreed, up from 76% in 2021 (79% agreed or strongly agreed with this statement, on the 2020 survey)
- *My child(ren) Is/are learning about Hmong language and culture:* 72% agreed, down from 55% in the 2020 survey (but still below the 2020 figure of 84%)
- *HOPE is providing the resources my family needs to succeed:* 93% agreed, up from 70% in 2021
- *HOPE Community Academy is a safe, warm and welcoming community for my family:* 98% agreed, up from 93% on the 2021 survey
- *Teachers are caring and committed to their students:* 98% agreed; 96% agreed with this statement in the 2021 survey
- Finally, when asked for *My overall rating of HOPE Community Academy*, responses were as shown below, with 68% rating the school Outstanding or High, up from 48% in 2021 (but still lower than spring 2020, when 87% chose Outstanding or High):

17. My overall rating of HOPE Community Academy is: **3.97/5**.  
(2021 overall rating: 3.7/5)



The proportion of survey respondents selecting the middle option, “Meets Standards,” was much greater in 2021, while in neither year did more than a few respondents select Below, and none selected Unacceptable.

<sup>5</sup> For purposes of this reporting, Agree and Strongly Agree responses are combined; other response options were Disagree, Strongly Disagree, and Don’t Know.

#### **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. 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 2021-22, staff reviewed the social studies curriculum and decided a new curriculum to adopt in 2022-23. Here is how the Social Studies Adoption Committee described the process they used:

In 2022 HOPE community Academy adopted myWorld Social Studies from the Savvas Learning Company, as the Social Studies curriculum for grades K-5 and grades 6<sup>th</sup>-10<sup>th</sup>. The adoption process started in the fall of 2021 with the Social Studies Adoption Committee. The committee consisted of one member from each grade level in grades K-5 and one member from the middle school team.

The committee met for the first time in November 2021, where we discussed the timeline for the adoption process and looked at different curriculums that we would like to pilot.

The team also discussed the main components that the curriculum must contain, such as interactive lessons, differentiation, alignment to MN state standards, EL and MTSS support, etc.

Throughout the 2021-2022 school year, the team meet monthly to research different Social Studies curriculum options and attended training on each of the chosen curricula. The team decided on five potential curricula and from there, narrowed the five to three that we had each grade level pilot and implement in the classroom. All grade levels had a chance to look at the three different curricula and offer input, as well as the opportunity to pilot the curriculums. The teams used a rubric to evaluate each curriculum on the following domain:

- Integrates Inquiry-Based Instruction

- Utilizes standard-based instruction and assessment
- Provides instructional supports and continuous PD

With recommendation and input from all the grade levels, the committee met and made a final recommendation to the board in April 2022.

#### **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)**

- *Please complete and email the Professional Development Offerings and Professional Development Reporting Templates in the attached Excel Document along with your annual report.*
- Include narrative information on the school's development priorities for the year as well as what development opportunities are available to teachers, leaders, and staff in the body of the report.
- Outline of the school's teacher evaluation system.

During the summer of 2021, there were two weeks of professional development for HOPE Community Academy teachers, preparing for the return to in-person learning. The usual summer Professional Development is one week, which resumed summer 2022.

The table below lists PD training provided during 2021-22, including topics addressed and audience. With the exception of MTSS and Suicide Prevention trainings which were provided by outside experts, the other topics were provided internally, by HOPE Community Academy staff. See Attachment 3 for the complete Professional Development Offerings and Professional Development Reporting Templates.

<b>HOPE Community Academy Professional Development, 2021-22</b>	
<b>Training Title</b>	<b>Audience</b>
District Staff Training on ELD Assets Based Training	Licensed Teaching Staff (LTS) & Paraprofessionals
District Staff Training on Using Vertical Alignment to Develop Essential Standards--Literacy	LTS & Para's
District Staff Training on Using Vertical Alignment to Develop Essential Standards--Math	LTS & Para's
District Staff Training on Multi-Tiered Systems of Support (MTSS) with Solution Tree	LTS & Para's
District Staff Training on 2020 WIDA ELD Standards: 4 Standards, Big Ideas, and Key Language Uses	LTS & Para's
Identifying Essential Standards--Tier 1 Interventions	LTS & Para's
Sequencing Essential Standards in Curriculum--Tier 1 Interventions	LTS & Para's
Differentiation for Gifted and Talented Students	LTS & Para's who selected this choice for relicensure
Suicide Prevention	LTS & Para's who selected this choice for relicensure
"Cultural Competency--Standards-Based Culturally Responsive Teaching Practices	LTS & Para's who selected this choice for relicensure
PLC Participation	LTS & Para's

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 1-3, (Planning, Classroom Environment, and 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 (PLC):** 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 must all establish Team Goals connected to student achievement 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. **Mentoring:** Staff that are new to HOPE or have less than three years of teaching experience participate in the mentoring program. Those new to HOPE, but with previous experience are assigned a Mentor to help them navigate the procedures and routines unique to HOPE. For staff that have less than three years of experience, a New Teacher Academy meets once a month to introduce, train, and reinforce instructional and classroom management skills essential to teacher success in the classroom.
6. **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: Fastbridge aMath Achievement Scores
  - Team 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 two times by Peer Observers and once by the Principal. HOPE utilizes a standardized lesson plan template and a rubric developed from the Charlotte Danielson Observation Tool to keep record of teacher proficiency, provide feedback and serve as discussion points surrounding professional development opportunities. Teachers are expected to score at “Proficient” or above by the third observation to receive their full compensation, but are also awarded compensation on a sliding scale if an average of “Proficient” is not received.
- Every teacher will be evaluated on
  - Planning

- Classroom Environment
- Instruction

### **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.

Fulfilling plans which had been underway for several years, HOPE Community Academy began offering a pre-Kindergarten program and a high school program during 2021-22. The pre-K program served a total of 40 students, 20 in each of two classrooms. Programming followed a daily schedule to teach routine and build a safe and comfortable environment for the students. In addition to intentional free play time, the program included elements of the World of Wonders and Foundations curricula. World of Wonders provided age appropriate books for students and content for students’ social-emotional growth. Foundations is an activity set that provided the teachers with materials to help students grow and develop in their literacy skills.

HOPE Community Academy’s future plans include moving to grades pre-K through 12. The high school was inaugurated in 2021-22 with grade 9 in place throughout the year. The school’s addition was ready for occupancy during 2021-22, and the school has expanded to occupy the first two of the four floors, with grade 10 added for 2022-23, grade 11 for 2023-24, and finally grade 12 for 2024-25. Also, planning for a Gifted and Talented program began for the 2022-23 school year, to ensure all students’ academic needs are met

## **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 Fiscal 2021 (awards for the fiscal 2022, the 2021-22 school year, year have not yet been announced).

## Governance and Operational Elements

### B.1 Teacher Licensure Verification (Aligns with Evaluation Rubric)

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 SY2022 and whether or not each of these teachers returned in SY2023, plus any new staff for SY23. The chart should also reflect teachers who departed during SY2022.*

The table below includes all HOPE Community Academy teachers/licensed staff from 2021-22, with their 2022-23 status as of September 2022, and also new hires for the 2022-23 school year.

District #	School Name	Teacher Name	File #	Subject Taught	Grade(s) Taught	SY2022	Status R- Returning NR-Not Returning	Additional Notes
4070	HOPE Community Academy	Ahrens, Staci	412799	Math	5-8	Yes	R	
4070	HOPE Community Academy	Anderson-Wolff, Kat	Pending	ESL		No		New Hire, Fall 2022
4070	HOPE Community Academy	Aung, Molly	439159	El. Ed.	5	Yes	R	
4070	HOPE Community Academy	Bahnaman, Dan	484338	Math Interventionist	K-9	Yes	R	
4070	HOPE Community Academy	Ballard, Joyce	390318	El. Ed.	6-9	Yes	R	
4070	HOPE Community Academy	Barrett Underhill, Amy	362885	El. Ed.	4	Yes	R	

District #	School Name	Teacher Name	File #	Subject Taught	Grade(s) Taught	SY2022	Status R- Returning NR-Not Returning	Additional Notes
4070	HOPE Community Academy	Barriger, Clara	498874	Phys. Ed.	K-5	Yes	NR	
4070	HOPE Community Academy	Carlson, Alyssa	458512	EL	6-8	Yes	R	
4070	HOPE Community Academy	Chang, Ab	1003841	Art	K-5	Yes	R	Tier 3
4070	HOPE Community Academy	Chang, Xee	1013866	Early Childhood Ed.	Pre-K	Yes	R	
4070	HOPE Community Academy	Clarke Levine, Anna	469395	Short Call sub		Yes	NR	
4070	HOPE Community Academy	Crandall, Meghan	455850	Library / Media Specialist	K-9	Yes	R	
4070	HOPE Community Academy	Creger, Pamela	386739	Short Call sub.		No		New Hire, Fall 2022
4070	HOPE Community Academy	Damon, Melissa	412843	Principal		No		New Hire, Fall 2022
4070	HOPE Community Academy	deHaan, Mitchell	502019	Social Studies	8-9	Yes	NR	
4070	HOPE Community Academy	Dreblow, Jeffrey	489968	Special Education	K-9	Yes	R	
4070	HOPE Community Academy	Erickson, Anne	450921	Instr. Coach		Yes	R	

<b>District #</b>	<b>School Name</b>	<b>Teacher Name</b>	<b>File #</b>	<b>Subject Taught</b>	<b>Grade(s) Taught</b>	<b>SY2022</b>	<b>Status R- Returning NR-Not Returning</b>	<b>Additional Notes</b>
4070	HOPE Community Academy	Fonkert, Deborah	429639	El. Ed., Gifted & Talented Coord.	3-5	Yes	R	
4070	HOPE Community Academy	Gaertner, Grace	1020085	El. Ed.	K	No		New Hire, Fall 2022
4070	HOPE Community Academy	Grover, Andrew	318991	Computer	K-9	Yes	R	
4070	HOPE Community Academy	Grund, Tess	1000842	El. Ed.	K-5	Yes	R	
4070	HOPE Community Academy	Haas, Kevin	502535	Phys. Ed. and Health	6-9	Yes	R	
4070	HOPE Community Academy	Head, Albert Kevin	381271	Special Education	K-9	Yes	R	
4070	HOPE Community Academy	Heuer, Mary	439698	El. Ed.	1	Yes	R	
4070	HOPE Community Academy	Hilleren, Alissa	498573	El. Ed.	2	Yes	NR	
4070	HOPE Community Academy	Honl, Emily	440912	El. Ed.	2	Yes	NR	
4070	HOPE Community Academy	Hser, Pawku	1012100	Karen Language	K-9	Yes	NR	
4070	HOPE Community Academy	Htoo, Kay	1006233	El. Ed.	2	Yes	R	Tier 3

<b>District #</b>	<b>School Name</b>	<b>Teacher Name</b>	<b>File #</b>	<b>Subject Taught</b>	<b>Grade(s) Taught</b>	<b>SY2022</b>	<b>Status R- Returning NR-Not Returning</b>	<b>Additional Notes</b>
4070	HOPE Community Academy	Htoo, Naw Ellen	1020804	Karen Culture and Language		No		New Hire, Fall 2022
4070	HOPE Community Academy	Jilek, Ellen	516739	Mathematics	8-9	Yes	R	Tier 3
4070	HOPE Community Academy	Kaehler, Joeleen	420744	El. Ed.	1	Yes	R	
4070	HOPE Community Academy	Kellogg, Thomas	1012685	El. Ed.	K	Yes	NR	
4070	HOPE Community Academy	Kennedy, Kailie	513604	El. Ed.	K	No		New Hire, Fall 2022
4070	HOPE Community Academy	Khang, Pang Cha	1005821	ESL	K	Yes	NR	
4070	HOPE Community Academy	Khang Vang, Mang	1019719	El. Ed.	K	No		New Hire, Fall 2022
4070	HOPE Community Academy	Koch, Bethany	475771	El. Ed.	4	Yes	NR	
4070	HOPE Community Academy	Koch, Danielle	1001157	Comm. Arts / Literature	6-9	Yes	R	Tier 3
4070	HOPE Community Academy	Lee, Colleen	487261	El. Ed.	4	Yes	R	Tier 2
4070	HOPE Community Academy	Lo, Chia	1012099	Early Childhood Ed.	Pre-K	Yes	R	Tier 2

<b>District #</b>	<b>School Name</b>	<b>Teacher Name</b>	<b>File #</b>	<b>Subject Taught</b>	<b>Grade(s) Taught</b>	<b>SY2022</b>	<b>Status R- Returning NR-Not Returning</b>	<b>Additional Notes</b>
4070	HOPE Community Academy	Limp, Jason	488044	Social Studies	8-9	No		New Hire, Fall 2022
4070	HOPE Community Academy	Long, Megan	442023	El. Ed.	3	Yes	NR	
4070	HOPE Community Academy	Lor, Bialia	1012003	El. Ed.	K	Yes	NR	
4070	HOPE Community Academy	Matykiewicz, Lea Ann	313801	EL	5	Yes	R	
4070	HOPE Community Academy	McCabe, Moira	1012039	Comm. Arts / Literature	8-9	Yes	R	
4070	HOPE Community Academy	Morrow, Laura	446064	El. Ed.		No		New Hire, Fall 2022
4070	HOPE Community Academy	Moua, Yama	511717	El. Ed.	K	Yes	NR	
4070	HOPE Community Academy	Moua, Yeej	511717	Visual Arts	6-9	No		New Hire, Fall 2022
4070	HOPE Community Academy	Murray, Tracy	435393	El. Ed.	1	Yes	R	
4070	HOPE Community Academy	Nelson, Xia	1000868	El. Ed.	K	No		New Hire, Fall 2022
4070	HOPE Community Academy	Petersen, Renee	434036	Title Reading	2	Yes	R	



<b>District #</b>	<b>School Name</b>	<b>Teacher Name</b>	<b>File #</b>	<b>Subject Taught</b>	<b>Grade(s) Taught</b>	<b>SY2022</b>	<b>Status R- Returning NR-Not Returning</b>	<b>Additional Notes</b>
4070	HOPE Community Academy	Neppl, Mark	513395	Vocal Music	6-9	No		New Hire, Fall 2022
4070	HOPE Community Academy	Park, Jiwon	501719	Math	6-9	No		New Hire, Fall 2022
4070	HOPE Community Academy	Prohofsky, Margaret	370255	El. Ed.	K	Yes	NR	
4070	HOPE Community Academy	Rabe, Madison	1010892	Vocal Music	6-9	Yes	NR	
4070	HOPE Community Academy	Rademaker, Jody	342559	El. Ed.	3	Yes	R	
4070	HOPE Community Academy	Robertson, Brian	404257	El. Ed.	3	Yes	R	
4070	HOPE Community Academy	Robinson, Sierra	434802	El. Ed. / Title Coordinator		No	R	New Hire, Fall 2022
4070	HOPE Community Academy	Ronning, Catherine	415617	El. Ed.	5	Yes	R	
4070	HOPE Community Academy	Sales, Jazmine	1016693	Social Worker		No		New Hire, Fall 2022
4070	HOPE Community Academy	Satterlie, Andrew	481061	Instrumental Music	K-6	Yes	NR	
4070	HOPE Community Academy	Sblendorio, Lisa	383457	Guidance Counselor		No		New Hire, Fall 2022

<b>District #</b>	<b>School Name</b>	<b>Teacher Name</b>	<b>File #</b>	<b>Subject Taught</b>	<b>Grade(s) Taught</b>	<b>SY2022</b>	<b>Status R- Returning NR-Not Returning</b>	<b>Additional Notes</b>
4070	HOPE Community Academy	Schlittenhart, Scott	1020639	Physical Education		No		New Hire, Fall 2022
4070	HOPE Community Academy	Scully, Hlies	509622	ESL	K	Yes	NR	
4070	HOPE Community Academy	Seely, Sam	464219	El. Ed.	1	Yes	R	
4070	HOPE Community Academy	Shaw, Brian	1008839	Science	6-9	Yes	R	
4070	HOPE Community Academy	Shelton, Maria	1009335	El. Ed.	K	Yes	NR	
4070	HOPE Community Academy	Shubrat, Vladislav	1020883	Music		No		New Hire, Fall 2022
4070	HOPE Community Academy	Sims, Sarah	475833	ELL	3	Yes	R	
4070	HOPE Community Academy	Sitek, Sean	475562	Science	6-9	Yes	R	
4070	HOPE Community Academy	Skalicky, Andrew	445518	El. Ed.	5	Yes	NR	
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-9	Yes	R	

<b>District #</b>	<b>School Name</b>	<b>Teacher Name</b>	<b>File #</b>	<b>Subject Taught</b>	<b>Grade(s) Taught</b>	<b>SY2022</b>	<b>Status R- Returning NR-Not Returning</b>	<b>Additional Notes</b>
4070	HOPE Community Academy	Stark, Joy	477544	Social Studies	8-9	Yes	R	
4070	HOPE Community Academy	Thao, Nao	515578	Hmong Language Spec., Curriculum Coord.	8-9	Yes	R	Tier 2
4070	HOPE Community Academy	Thao, Yer	483438	Hmong Language		No		New Hire, Fall 2022
4070	HOPE Community Academy	Valdes, Tulia	1012116	Spanish	8-9	Yes	NR	
4070	HOPE Community Academy	Vang, Karisma	1008217	El. Ed.	4	Yes	R	Tier 3
4070	HOPE Community Academy	Vang, Padra	102085	El. Ed.	4	Yes	R	
4070	HOPE Community Academy	Verley, Peter	383769	El. Ed.	2	No		New Hire, Fall 2022
4070	HOPE Community Academy	Wagner, Benjamin	1014121	Comm. Arts / Literature	5	Yes	R	Tier 3
4070	HOPE Community Academy	Webster, Emily	399107	El. Ed.	1	Yes	R	
4070	HOPE Community Academy	Xiong, Pachia	1020628	El. Ed.	K	No		New Hire, Fall 2022
4070	HOPE Community Academy	Xiong, Soua	490359	Hmong	K-5	Yes	NR	

<b>District #</b>	<b>School Name</b>	<b>Teacher Name</b>	<b>File #</b>	<b>Subject Taught</b>	<b>Grade(s) Taught</b>	<b>SY2022</b>	<b>Status R- Returning NR-Not Returning</b>	<b>Additional Notes</b>
4070	HOPE Community Academy	Yang, Cherish	478446	El. Ed.	3	No		New Hire, Fall 2022
4070	HOPE Community Academy	Yang, Druacy	465334	El. Ed.	3	Yes	R	
4070	HOPE Community Academy	Yang, Mai	1003405	El. Ed.	4	Yes	R	
4070	HOPE Community Academy	Yang, Yer	388201	Curriculum Coordinator/DAC		Yes	R	

## **B.2 Management and Administration (Aligns with Evaluation Rubric)**

- Include the file numbers for licensed leadership team members. *Please include this information in the “Teacher Licensure Template” and either embed or attach the information to the report as well as send a copy of the Excel file to St. Thomas.*
- 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 organizational operations including the academic program, the annual budget, marketing and external communications for HOPE Community Academy. To manage these responsibilities, 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 coordinator, Administrative Office Manager, 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’s Leadership Development plan for 2021-22 is included in this report as Attachment 1. Of the leadership team members, only the Principal is licensed; she is included with file number in the table above.

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.

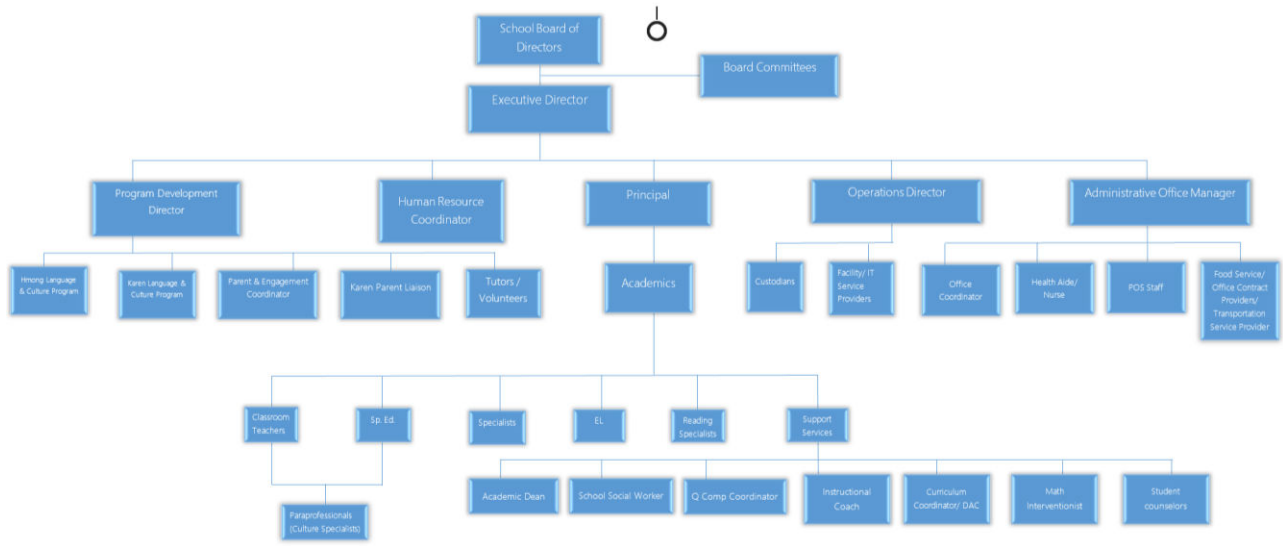
The Principal directly oversees the daily operations of the school functions. He works to support the teaching staff and support staff in their instructional program. This includes designing an effective professional development program, Professional Learning Communities (PLC’s), and student support 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. This program has recently been expanded to include 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 for 2021-22**



Hope Community Academy’s Director’s professional development plan for 2021-22 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 2016-2017, 2017-2018, 2018-19 2019-20, 2020-21, and 2021-22 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	9	Total Enr.
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
2021-2022	64	73	68	75	77	58	51	82	54	38	640

HOPE Community Academy served its largest student population ever during 2021-22, with the addition of grade 9 and the other grades remaining stable in number or increasing.

### 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
Pre-K	40	3	3	40	37
K	64	3	1	66	63
1	73	2	2	73	71
2	69	2	2	69	67
3	75	3	3	72	69
4	77	4	3	78	75
5	58	1	2	57	56
6	51	2	0	53	51
7	83	2	1	83	81
8	54	1	1	54	53
9	38	1	0	39	38
<b>TOTAL</b>	<b>682</b>	<b>24</b>	<b>18</b>	<b>684</b>	<b>661</b>

HOPE Community Academy attendance data for the full school year was reviewed to populate the above table. Note that numbers shown here are higher than in the School Enrollment Trends table due to the inclusion of Pre-K students in the Attrition Numbers table.

This data illustrates the stability of HOPE’s student population: only 24 students, out of almost 700, left the school after October 1, while 18 enrolled after October 1. Of the total population of students enrolled for any part of the school year, 705, 661 or 94% remained enrolled the full school year.

HOPE Community Academy admits any student who requests enrollment, subject to school capacity, following all state requirements for admission and school enrollment. Enrollment information including the school’s Enrollment Policy, is available on the school website, at <https://hopecommunityacademy.org/enroll-your-child/>.

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



- 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.
- Big Brothers / Big Sisters provides coaches/mentors for HOPE Community Academy high school students (new in 2021-22)

### **B.6 Board Member Orientation and Training Plan (Aligns with the Evaluation Rubric)**

- 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: June 2022

**SY2021-22**

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	<a href="mailto:contact@hope-school.org">contact@hope-school.org</a>	651-796-4500	100% (13/13)	1/27/17 MACS	1/28/18 MACS	11/27/17 MACS	<b>SY21-22</b> 1/27/22: Data Practices Training Rupp, Anderson, Squires, Waldspurger, & Mace, P.A. 8/2/21: Oversight of Financial Matters, BergenKDV  <b>SY2020-21</b> 1/28/21: Data Practices Law - Rupp, Anderson, Squires & Waldspurger, P.A. 7/20/20: Egnyte Technology Training Part 1 – DaoTech LLC; Finance Training – Bergen KDV 8/27/20: Egnyte Training Part 2 – DaoTech LLC
Lo, Sia	May 2019	May 2022	Treasurer	Community	Healthcare Administration	<a href="mailto:contact@hope-school.org">contact@hope-school.org</a>	651-796-4500	100% (13/13)	1/16/19 MSBA	1/16/19 MSBA	11/12/18 BergenKDV	<b>SY2021-22</b> 1/27/22: Data Practices Training

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
												Rupp, Anderson, Squires, Waldspurgen, & Mace, P.A. 8/2/21: Oversight of Financial Matters, BergenKDV  <b>SY2020-21</b> 1/28/21: Data Practices Law - Rupp, Anderson, Squires & Waldspurgen, P.A.; Egnyte Technology Training Part 1 – DaoTEch LLC 7/20/20: Finance Training – Bergen KDV
Lorr, Donald	May 2020	May 2023	Director	Community	Librarian – Taxonomy Manager	<a href="mailto:contact@hope-school.org">contact@hope-school.org</a>	(651) 796-4500	100% (13/13)	2/10/21 MACS	10/2020 MACS	7/20/2020 BergenKDV	<b>SY2021-22</b> 1/27/22: Data Practices Training Rupp, Anderson, Squires, Waldspurgen, & Mace, P.A. 8/2/21: Oversight of Financial Matters, BergenKDV  <b>SY2020-21</b> 1/28/21: Data Practices Law - Rupp, Anderson, Squires & Waldspurgen, P.A.;

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
												Egnyte Technology Training Part 1 – DaoTEch LLC 8/27/20: Egnyte Training Part 2 – DaoTech LLC
Scully, Hlies	*Seated 2/2021 (replaced Lee, Zuag)	May 2022	Director	Teacher	Education	<a href="mailto:contact@hope-school.org">contact@hope-school.org</a>	(651) 796-4500	70% (9/13)	4/14/21 MACS	4/28/21 MACS	5/3/21 MACS	<b>SY2021-22</b> 1/27/22: Data Practices Training Rupp, Anderson, Squires, Waldspurger, & Mace, P.A. 8/2/21: Oversight of Financial Matters, BergenKDV
Vacant		May 2021	Director	Parent								
Yang, John	May 2018	May 2021	Chair	Community	Patient Support Services Supervisor  Hmong Interpreter  Qeej Musician	<a href="mailto:contact@hope-school.org">contact@hope-school.org</a>	651-796-4500	77% (10/13)	2/9/19 MACS	2/9/19 MACS	11/12/18 BergenKDV	<b>SY2021-22</b> 1/27/22: Data Practices Training Rupp, Anderson, Squires, Waldspurger, & Mace, P.A. 8/2/21: Oversight of Financial Matters, BergenKDV <b>SY2020-21</b> 1/28/21: Data Practices Law - Rupp, Anderson, Squires & Waldspurger, P.A. 7/20/20: Egnyte Technology Training Part 1 –

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
												DaoTEch LLC; Finance Training – Bergen KDV 8/27/20: Egnyte Training Part 2 – DaoTech LLC
Yang, Ka Zoua	May 2019	May 2022	Secretary	Parent	Social Worker – Mental Health	<a href="mailto:contact@hope-school.org">contact@hope-school.org</a>	651-796-4500	92% (12/13)	11/11/17 MACS	11/11/17 MACS	4/24/18 BergenKDV	<b>SY2021-22</b> 1/27/22: Data Practices Training Rupp, Anderson, Squires, Waldspurger, & Mace, P.A. 8/2/21: Oversight of Financial Matters, BergenKDV  <b>SY2020-21</b> 1/28/21: Data Practices Law - Rupp, Anderson, Squires & Waldspurger, P.A.; Egnyte Technology Training Part 1 – DaoTEch LLC 7/20/20: Finance Training – Bergen KDV

**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
Ahrens, Staci	May 2022	May 2025	Director	Teacher	Education	<a href="mailto:contact@hope-school.org">contact@hope-school.org</a>	651-796-4500	1/1 (100%) *June 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
Ball, Haley	May 2022	May 2025	Treasurer	Community		<a href="mailto:contact@hope-school.org">contact@hope-school.org</a>	651-796-4500	1/1 (100%) *June 2022				
Grover, Andy	May 2020	May 2023	Director	Teacher	Education	<a href="mailto:contact@hope-school.org">contact@hope-school.org</a>	651-796-4500	100% (13/13)	1/27/17 MACS	1/28/18 MACS	11/27/17 MACS	SY21-22 1/27/22: Data Practices Training Rupp, Anderson, Squires, Waldspurgen, & Mace, P.A. 8/2/21: Oversight of Financial Matters BergenKDV
Lorr, Donald	May 2020	May 2023	Director	Community	Librarian – Taxonomy Manager	<a href="mailto:contact@hope-school.org">contact@hope-school.org</a>	(651) 796-4500	100% (13/13)	2/10/21 MACS	10/2020 MACS	7/20/2020 BergenKDV	SY2021-22 1/27/22: Data Practices Training Rupp, Anderson, Squires, Waldspurgen, & Mace, P.A. 8/2/21: Oversight of Financial Matters BergenKDV
Xiong Vang, Patchia	May 2021	May 2024	Director	Parent		<a href="mailto:contact@hope-school.org">contact@hope-school.org</a>		1/1 (100%) *June 2022				
Yang, Pachia	May 2022	May 2025	Director	Parent		<a href="mailto:contact@hope-school.org">contact@hope-school.org</a>		1/1 (100%) *June 2022				

## Financial Elements

### C.1 Fiscal Health (Aligns with Evaluation Rubric)

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

Jenny Abbs of BerganKDV provided the following information regarding HOPE Community Academy's financial position during Fiscal 2022.

The school's financial position at this time remains strong. The board approved a deficit budget this year due to the receipt of PPP funds recognized as revenue and dropping to fund balance in the previous year. The fund balance was accessed for one-time purchases relating to the building expansion. Our FY23 budget calls for a 20.5% fund balance with one more fund balance draw for furniture as we continue to build our 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.

The school's marketing plan has proven effective in recent years and is expected to continue. HOPE's budget is based on 751 and we have about 789 students currently enrolled so we are exceeding our budget expectations. The school is adding 10th 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 added a Pre-K program last year which has been a great feeder for the incoming Kindergarten class and make sure kids are ready for school. The Pre-K currently has a waiting list and we are excited about the success of that program.

Preliminary audited results from FY22, as of mid-September, show the following:

Annual deficit:	\$ 1,147,294
Ending Fund Balance:	\$2,690,750
Fund Balance Percentage:	22.3%
Days Cash on Hand:	39

### Finances

For questions regarding school finances and for complete financials for 2021-22 and/or an organizational budget for 2022-23, contact:

Name: Jenny Abbs  
Position: Senior Advisor  
Phone: 952-563-6835  
Email: [jenny.abbs@bergankdv.com](mailto: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, 2022.

Fiscal Year 2022 Finances are summarized below, with FY 2021 finances also included for comparison.

<b>FY21 Finances</b>	<b>Fund 1</b>	<b>Fund 2</b>	<b>Fund 4</b>
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	

<b>FY22 Finances</b>	<b>Fund 1</b>	<b>Fund 2</b>	<b>Fund 4</b>
Total Revenues	\$10,131,988	\$ 790,530	
Total Expenditures	\$11,374,347	\$ 695,465	
Net Income (Loss)	\$(1,242,359)	\$ 95,065	
Total Fund Balance	\$2,535,947	\$ 154,803	

### **Overview**

In FY22, HOPE increased enrollment by 59 students, and added 9th grade. The building expansion project and addition of high school and Pre-K contributed to our negative net income this year as the fund balance was accessed for one-time needs. Our long-range budget uses enrollment targets to predict available revenue and current program operations. We carefully monitor important metrics such as fund balance percentage, bond covenants, and cash as we plan for year-end results.

### **Revenues**

HOPE's main source of revenue is General Education per pupil funding. The base per-pupil funding increased by 2.45% 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 emergency operating funds during a pandemic and supply chain disruptions.

### **Expenses**

Our largest areas of expenditures continue to be salaries/benefits, transportation, and building lease. HOPE has updated furnishings in many classrooms with the expansion, and has continued needs to furnish an office remodel.

## Net Income and Fund Balance

Historically we have maintained strong operating margins. HOPE preliminarily ended FY22 keeping the fund balance percentage within our goals.

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 positions, 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 (Aligns with Evaluation Rubric)**

- 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

<b>1</b>	<b>Strengthen HOPE reputation and brand in the community.</b>		
	<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"> <li>1. 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"> <li>- Utilize professional memberships, HOPE partners, and community connections as a platform for raising awareness of HOPE’s Pre-K – Grade 12 programs.</li> </ul> </li> <li>2. Implement HOPE marketing plan by June 2021 <ul style="list-style-type: none"> <li>- Engage in formal and informal marketing efforts to build on our long history, showcase our school, and inform the community about our vision.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• More new families will register at HOPE.</li> <li>• Enrollment will remain strong. (2021-22 SY)</li> <li>• Our Pre-K program will be full. (2021-22 SY)</li> <li>• Grade 9 will be full. (2021-22 SY)</li> <li>• HOPE will be well-known and respected in the community.</li> <li>• HOPE students and alum will be perceived as stewards of the community.</li> <li>• Employees and other stakeholders (Board &amp; parents) will be informed and enthusiastic about school vision and goals.</li> <li>• HOPE will be recognized as a viable charter school.</li> </ul>
<b>2</b>	<b>Improve strategic leadership skills.</b>		
	<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"> <li>1. Oversee and drive implementation of school strategic plan for 2021-22 SY: <ul style="list-style-type: none"> <li>- Manage dashboards for tracking progress in KPI and Milestones.</li> <li>- Discuss and report on dashboard progress at Board meetings.</li> </ul> </li> <li>2. Continue to develop and nurture relationships with external partners to help us fulfill our school mission.</li> <li>3. Lead school expansion process to maintain momentum and traction.</li> <li>4. Professional development program to include executive coaching.</li> <li>5. Engage in quarterly training and team-building events with Admin. Team to build trust, communication, and alignment.</li> <li>6. Engage in bi-weekly Take-30 (brief one-on-one) sessions with direct reports.</li> </ol>	<ul style="list-style-type: none"> <li>• HOPE will accomplish all KPI and Milestones according to strategic plan.</li> <li>• School leaders will be empowered and accountable for results.</li> <li>• Tracking systems will be in place to support increased accountability.</li> <li>• External partner organizations will provide value-added services.</li> <li>• School expansion plans will be successfully completed.</li> <li>• School leaders will be more supported, engaged, and effective in their multiple roles.</li> </ul>
<b>3</b>	<b>Strengthen relationship with Board.</b>		
	<p><i>Definition:</i> Increase accountability and communication with Board. Create more positive and trusting relationship.</p>	<ol style="list-style-type: none"> <li>1. Establish clear performance expectations between ED and Board.</li> <li>2. Engage in more informal check-ins with Board and Executive Committee.</li> <li>3. Support Board governance training efforts (beyond required).</li> </ol>	<ul style="list-style-type: none"> <li>• Board and ED will have a stronger and mutually supportive relationship through: <ul style="list-style-type: none"> <li>- More frequent formal and informal communication.</li> <li>- Clearer performance expectations.</li> </ul> </li> <li>• Through training, Board will be more effective in carrying out their duties.</li> </ul>

**Attachment 2: HOPE Community Academy Strategic Plan, June 2020<sup>6</sup>**

<p><b>MISSION</b></p>	<p>Inspiring students to achieve high academic success while embracing Hmong language and culture.</p>
<p><b>VISION</b> <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"> <li>• Is highly motivated and committed to their education</li> <li>• Reflects our increasingly diverse community</li> </ul> <p>We are known and sought after for:</p> <ul style="list-style-type: none"> <li>• Academic rigor and high student expectations through all grade levels</li> <li>• A dynamic, inclusive, and safe learning environment</li> <li>• Highly trained, competent, caring, and engaged staff</li> <li>• Integrated Hmong culture and language</li> </ul> <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"> <li>• Achieving school goals</li> <li>• Implementing effective EL strategies</li> <li>• On-going professional development and teamwork</li> <li>• Supporting students and their families from pre-k through high school graduation</li> </ul> <p>Leadership creates a continuous learning, team-oriented, and positive culture through an atmosphere of:</p> <ul style="list-style-type: none"> <li>• Trust and collaboration</li> <li>• Accountability and open communication</li> <li>• Deep commitment to student success</li> </ul> <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>

<sup>6</sup> The Strategic Plan itself has not been updated, but Key Performance Indicators and Milestones have been updated, per May 2021 Dashboard report.  
HOPE Community Academy Annual Report for 2021-22

## 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 – 12<sup>th</sup> 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

### Attachment 3: HOPE Community Academy Professional Development, 2021-22

<b>School Name:</b>	<b>HOPE Community Academy</b>			
<b>Year Reported On:</b>	SY2022			
<b>Training Title</b>	<b>Training Provider</b>	<b>Audience</b> (e.g. all staff, math teachers, Title IX staff)	<b>Date/s</b>	<b>Required?</b>
District Staff Training on ELD Assets Based Training	Alyssa Carlson	Licensed Teaching Staff (LTS) &Paras		Y
District Staff Training on Using Vertical Alignment to Develop Essential Standards--Literacy	Anne Erickson	Licensed Teaching Staff (LTS) &Paras		Y
District Staff Training on Using Vertical Alignment to Develop Essential Standards--Math	Anne Erickson	Licensed Teaching Staff (LTS) &Paras		Y
District Staff Training on Multi-Tiered Systems of Support with Solution Tree	Trainer from Solution Tree	Licensed Teaching Staff (LTS) &Paras		Y
District Staff Training on 2020 WIDA ELD Standards: 4 Standards, Big Ideas, and Key Language Uses	Sarah Slms	Licensed Teaching Staff (LTS) &Paras		Y
Identifying Essential Standards--Tier 1 Interventions	Anne Erickson	Licensed Teaching Staff (LTS) &Paras		Y
Sequencing Essential Standards in Curriculum--Tier 1 Interventions	Anne Erickson	Licensed Teaching Staff (LTS) &Paras		Y
Differentiation for Gifted and Talented Students	Deborah Fonkert	Licensed Teaching Staff (LTS) &Paras who selected this choice for relicensure	3/18/22	Y
Suicide Prevention	Kris Moe	Licensed Teaching Staff (LTS) &Paras who selected this choice for relicensure	3/18/22	Y
Cultural Competency--Standards-Based Culturally Responsive Teaching Practices	Anne Erickson	Licensed Teaching Staff (LTS) &Paras who selected this choice for relicensure	3/18/22	Y
PLC Participation	HUB Leaders	Licensed Teaching Staff (LTS) &Paras	Year Long	Y