



## 2022-23 Annual Report on Curriculum, Instruction, and Student Achievement

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**MN Charter School District #4070**  
**Maychy Vu, Director**  
**720 Payne Avenue**  
**Saint Paul MN 55130**  
**Phone: (651) 796-4500**  
**Fax: (651) 796-4599**  
**Email: [maychyvu@hope-school.org](mailto:maychyvu@hope-school.org)**

**Prepared by Designs for Learning, Inc.**  
**2233 University Avenue West.,**  
**Suite 450**  
**Saint Paul, MN 55114**  
**Phone: (651) 255-8830**  
**Fax: (651) 645-0240**  
**Email: [aadelmann@designlearn.net](mailto:aadelmann@designlearn.net)**

## Introduction and Table of Contents

HOPE Community Academy has completed the 2022-23 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), school staff, and the general public with information describing the progress of HOPE and its students during the school's twenty-first year of operation.

The 2022-23 school year was the second year of HOPE Community Academy's high school, and the school initiated a Gifted and Talented program during this year, universally screening all second graders for potential inclusion. Overall student numbers were higher than ever, with grade 10 added and numbers of students in the earlier grades increasing as well. Like other schools, HOPE continues to be impacted by learning loss from distance learning during the three previous, pandemic-impacted school years. The school's strategic plan was re-done during 2022-23, identifying

Finally, the school's contract with its authorizer, the University of St. Thomas, was renewed, for a three-year term.

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## **Academic Elements**

### **A1. Mission and Vision**

Provide a statement of the school’s current mission and vision and assessment of how well the mission and vision are being met. Also provide a statement detailing *how* the school meets the primary purpose and the additional purposes for charter schools outlined in *Minnesota Statutes 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.*

HOPE Community Academy’s current strategic plan, approved by the Board in May 2023, includes a three-year Vision, material from which is presented below, and specifies Strategies the school will use to pursue the vision over the next three years. The complete Strategic Plan is included as Attachment 2 to this report.

#### **MISSION**

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

#### **VISION (3-years)**

By June 30, 2026, HOPE Community Academy will be a fully integrated and operational Pre-K through Grade 12 charter school focused on academic achievement and Hmong language and culture for students in the E. St. Paul and surrounding area. With an enrollment of approximately 1016, we will welcome a student population that:

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

We will be known and sought after for:

1. Academic rigor and high student expectations through all grade levels
2. Integrated Hmong culture, language, and art programs
3. Increasing emphasis on Karen language and culture programs
4. A dynamic, inclusive, and safe learning environment
5. Highly trained, competent, and caring staff

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

- Understanding and achieving school goals
- On-going professional development and teamwork
- Supporting students and their families from pre-k through high school graduation

Our strategic priorities are:

1. Expand Hmong language, culture, and art programs
2. Expand extra-curricular programs
3. Improve academic outcomes
4. Invest in staff well-being, development, and retention

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

- Deep commitment to student success
- Trust, collaboration, open communication, and accountability
- Community engagement and partnerships that augment student learning and success

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/>. 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 2023 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 (new schools most recently identified per 2022 academic results; HOPE was not among them, and no new schools were identified based on 2023 state tests).

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 2023 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 2023			
Grade	# Students Tested	Percent Meeting	Percent Exceeding
3	74	8.1%	-
4	85	7.1%	1.2%
5	85	18.8%	1.2%
6	66	19.7%	3.0%
7	57	10.5%	1.8%
8	81	21.0%	1.2%
10	36	13.9%	2.8%
Overall	484	14.3%	1.4%

Percent Meeting or Exceeding on MCA Math, Spring 2023			
Grade	# Students Tested	Percent Meeting	Percent Exceeding
3	74	9.5%	1.4%
4	85	3.5%	-
5	85	4.7%	1.2%
6	66	6.1%	-

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

Percent Meeting or Exceeding on MCA Math, Spring 2023			
7	57	8.8%	-
8	81	17.3%	6.2%
Overall	448	8.3%	1.6%

MCA results spring 2023 - HOPE Community Academy compared to State of MN & St. Paul Public Schools			
	HOPE	MN	SPPS
Reading - All students tested, percent proficient	15.7%	50.5%	34.6%
Math - All students tested, percent proficient	9.9%	46.0%	23.9%
Science - All students tested, percent proficient	13.1%	39.2%	23.9%

HOPE Community Academy students showed lower percentages proficient compared to the state and the resident district, the St. Paul Public Schools. These results are similar to 2022 MCA results (slightly fewer students scored proficient in Reading in 2023 compared to the previous year, slightly more in Math). HOPE students perform similarly to comparable schools, those of similar demographics.

HOPE students have been impacted by learning loss due to the disruption in learning when the COVID shut down happened along with the teacher shortage, which left HOPE hiring many new staff members who are newer to teaching. While the school made adjustments over the past years as students and staff all returned to learn in person, these impacts continue to be evident in test results such as on the MCA. School staff are striving to make instructional time more intentional with students, targeting their individual needs as the school moves forward. Here are details on the elementary and secondary programs, from the Elementary and Secondary principals:

- For SY2023-2024 we are building on our work from last year to create 90 minute math and literacy blocks in grades K-5. All students in each grade will be grouped to receive instruction at their academic level with the support of either the EL, SPED, or Title Teacher. During these 90 minute blocks there will be a 20 minute launch lesson at grade level. After the grade level lesson students in each room will be placed into three different groups for rotation based on their needs. In the EL/Title targeted classrooms students will have one 20 minute rotation with the classroom teacher, one rotation with independent work on either Lexia or Dreambox, and one rotation where they see either the Title, SPED, or EL teacher to reinforce skills in math and reading. By having these ability groups where the math and literacy times do not overlap for grades K-5, we can bring in more than one Title teacher or EL teacher at a time to support the learning in key times such as Reading and Math. Level one students will also receive additional support from the EL teacher during the grade level Foundations (phonics) intervention time to give them additional time with the ELD Department.
- The Middle School and High School are using ability level courses in Math and ELA courses, as well as schoolwide focuses through our Q-Comp programming and PLC on increasing proficiency on our math scores. Within this focus on math our ELA, EL and Title teachers are providing extra support within the regular classroom and extra courses

to provide intentional focus on improving literacy skills and proficiency. We are using the Read for Success program within our Middle School in order to provide intense focus on improving literacy proficiency. We feel that this extra support will flow across all content areas.

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>.

**MCA results spring 2023 - HOPE Community Academy compared to State of MN: Demographic groups**

	HOPE	MN - Statewide
Reading - All - percent proficient	15.7%	50.5%
Reading - F/R	14.9%	33.9%
Reading - Asian	14.6%	44.8%
Math - All - percent proficient	9.9%	46.0%
Math - F/R	10.0%	27.3%
Math - Asian	9.0%	42.6%
Science - All - percent proficient	13.1%	39.2%
Science - F/R	12.8%	23.1%
Science - Asian	12.1%	34.5%

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

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 2023 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).

<sup>3</sup> As of fall 2022, 88.3% of HOPE Community Academy students were eligible for free or reduced-cost meals.

Academic Progress in Reading, SY 2023				
	# of Students (HOPE)	% In Each Category, HOPE	% In Each Category, MN	% In Each Category, SPPS
Achievement level improved	49	13.6%	18.0%	17.5%
Achievement level maintained	71	19.7%	42.0%	29.7%
Achievement Level decreased or stayed “does not meet standards”	240	66.7%	40.0%	52.8%

Academic Progress in Mathematics SY 2023				
	# of Students (HOPE)	% In Each Category, HOPE	% In Each Category, MN	% In Each Category, SPPS
Achievement level improved	47	13.1%	14.8%	11.5%
Achievement level maintained	42	11.7%	41.5%	25.3%
Achievement Level decreased or stayed “does not meet standards”	269	75.1%	43.6%	63.3%

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

In 2022-23, 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 all grades served, three times per year, in the fall, winter and spring. Results are reported for the spring 2023 test season.

- 1.6a Reading: Spring FAST results in Reading show 17.4% of students (135 of 778) tested at or above the national median.
- 1.6b Mathematics. In Math, 17.5% of students (136 of 776) were at or above the national median per spring 2023 FAST results.

These levels of proficiency are somewhat lower than in spring 2022, when 20.3% of students tested in Reading were at or above the national median, as were 16.0% in Math (for grades 2-9 only).

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 2023	# At or Above Nat'l Median	% At or Above Nat'l Median		# of Students Tested, Spring 2023	# At or Above Nat'l Median	% At or Above Nat'l Median
K	79	3	4%		79	18	23%
1	79	18	23%		78	23	29%
2	85	13	15%		85	19	22%
3	76	19	25%		76	10	13%
4	84	6	7%		84	5	6%
5	84	10	12%		84	4	5%
6	66	17	26%		66	11	17%
7	58	11	19%		58	7	12%
8	82	20	24%		82	19	23%
9	48	12	25%		49	12	24%
10	37	6	16%		35	8	23%
<b>Total</b>	<b>778</b>	<b>135</b>	<b>17.4%</b>		<b>776</b>	<b>136</b>	<b>17.5%</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 744 students took the test in both fall and spring, hence have fall-to-spring academic growth results. Of these students, 313 or 42.1% 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. This percentage is slightly less than the previous year; in 2021-22 a total of 50.4% of students tested in fall and spring met the growth goal (grades 2-9).

1.7b Mathematics. Spring FAST results show that a total of 744 students took the test in both fall and spring, hence have fall-to-spring academic growth results. Of these students, 283 or 38.0% were at or above the national median for growth percentile from fall to spring. This percentage is essentially unchanged from the previous year; when a total of 38.6% of students tested in the fall and spring met the growth goal (grades 2-9).

Meeting Growth Goals – Reading				Meeting Growth Goals - Math			
Grade	# of Students Tested, Fall & Spring	# Meeting Goal	% Meeting Goal		# of Students Tested, Fall & Spring	# Meeting Goal	% Meeting Goal
K	73	33	45%		73	37	51%
1	74	25	34%		74	49	66%
2	84	32	38%		85	45	53%
3	76	28	37%		75	22	29%
4	82	40	49%		81	20	25%
5	81	44	54%		82	7	9%

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

Meeting Growth Goals – Reading				Meeting Growth Goals - Math			
6	63	22	35%		64	15	23%
7	56	21	38%		56	17	30%
8	78	26	33%		79	42	53%
9	45	29	64%		44	17	39%
10	32	13	41%		31	12	39%
<b>Total</b>	744	313	42.1%		744	283	38.0%

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-8 took a Hmong Language Class both semesters. In the secondary grades, grades 6-8 took the Hmong Language class every-other-day throughout the school year. Results in meeting Hmong language development benchmarks are reported below for grades K-8 (a Hmong American Studies course is provided for high school students, who are expected to have already attained language proficiency).

A language assessment was given on a Pre and Post basis. 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 Post assessment in the spring was defined as meeting the benchmark.

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, a majority of students in each grade attaining 75% correct on the “post” assessment each attaining an average of at least 75% on the Post assessment. Results for the middle school students were much more mixed, however, with only 44% of students meeting the 75%-correct benchmark in the spring.

Meeting Hmong Language Development Benchmarks, Spring 2023			
Grade	# of Students with Post assessments	# Meeting Benchmark	% Meeting Benchmark
K	61	33	54%
1	52	29	56%
2	63	32	51%
3	49	25	51%
4	60	38	63%
5	59	37	63%
6-8	190	84	44%
<b>All</b>	534	278	52.1%

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 Science on the spring 2023 MCA's, though at lower proficiency levels in Reading and Math. Proficiency percentages by this measure are similar to the previous year (2022 HOPE Community Academy EL Proficiency rates were 9.9% in Reading; 4.5% in Math; and 4.7% in

Science).

MCA results spring 2023 - HOPE Community Academy English Learners compared to State of MN <sup>5</sup>		
	HOPE	MN - Statewide
Reading – EL	12.2%	21.7%
Math – EL	7.1%	18.9%
Science - EL	7.8%	5.7%

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. Proficiency percentages by this measure are similar to the previous year in Reading and Math (2022 HOPE Community Academy special education students' Proficiency rates were 10.5% in Reading, and 5.3% in Math). There were too few special ed. students tested in Science for results to be reported.

MCA results spring 2023 - HOPE Community Academy Special Ed. students compared to State of MN		
	HOPE	MN - Statewide
Reading - Sped.	8.5%	27.1%
Math - Sped.	9.8%	25.9%
Science – Sped.	18.1%	23.5%

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, and Attachment 2). The school did its best to continue these elements through the 2022-23 school year, with efforts including updating the three-year Vision and accompanying strategies.

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<sup>5</sup> For this table and the next, Reading and Math figures are MN Report Card Academic Achievement Rate figures, Science figures state the percentage of students scoring at Meets or Exceeds standards on the MCA.

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 class is required of K-8 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-10 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 continued to operate its after-school Academic Enrichment program in 2022-23. This structured program offers different activities for students to explore. These activities are created to help students learn new life skills and expand their knowledge. The Academic Enrichment program is focused on implementing and increasing each student's math, writing, and reading skills.

After school programming began October 23, 2022, and ran through April 4, 2023, serving approximately 150 students in grades 3 through 8.

Summer School was offered in the summer of 2022 and again in 2023, running for five weeks, from June into July. Students in regular summer school had the opportunity to review and expand their knowledge in reading, writing and math from the grade level they had most recently completed, in a safe and engaging learning environment. Summer school served approximately 140 students in grades Kindergarten through 8<sup>th</sup>.

During 2022 and again in 2023, HOPE Community Academy also offered several summer camps. There were four camps that served over 70 students in grades three through eleventh. It is likely that summer 2023 will be the final year for the camps, which have been supported by federal Elementary and Secondary School Emergency Relief (ESSER) funds. HOPE Community

Academy's Summer Camp Program ran for ten days from July 24 through August 4, 2023. Summer camp offerings were as follows:

- *Hmong and Karen Language Camps*. The language camps were piloted during the summer of 2021, and offered for the second time in the summer of 2022, and for the third time in 2023. 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.
- *STEAM Camp*. The STEAM Camp focused on science, technology, arts, and math. The students used a 3d printer along with Lego education. Students learned about chemistry, making lava lamps and playdough, and how to build and design different devices for experiments. For the arts component, students worked on multiple hands-on art projects. Students were able to learn different technology, science, engineering, art concepts in a fun and hands-on way. As well as learning to work in teams. Throughout the two weeks students took part in experiments and art projects that kept them engaged and learning.
- *Volleyball Camp*. Students learned the basic fundamental function of playing volleyball as an individual and as a team. Such as learning the different positions (Serving, Setting, Spiking) along with rotation, keeping scores, and the terms and rules of the game. Students were able to play and gain the skills of how to play in different positions, learn the rules, and how to keep scores along with working as a team to successfully earn points.
- *Guitar Camp*. The Guitar Camp was offered up to 11<sup>th</sup> grade in the summer of 2023. Students' time together focused on learning how to play and understand the guitar. Students first started to learn the basics of guitar, such as vocabulary and simple music notation. Camp leaders differentiated between students who had been part of the club before, giving them more advanced techniques and chord shapes to practice on their own, and those students who were brand new, who needed more 1:1 interaction. The camp focused on learning some pop and Hmong songs, giving students the opportunity to choose warm-up/fun songs throughout the day. The students practiced writing via chord charts and math through strumming patterns, both essential to playing the guitar. By the end of the two weeks of camp, students were able to learn and perform three different styles of playing guitar, with foundations laid for future skills in the 2023-2024 school year. They additionally were able to pick out one song each for a "musical yearbook" of chord charts and lyrics, which included various current and classic rock/pop songs, along with songs in Hmong and Karen.
- *Hmong Dance Camp*. Students focused on precise movement and looked at timing. Students learned a 2-minute dance, and they were very motivated because they also got solos. Activities focused on counting and making sure everyone remained on beat, paying attention to how long each movement was and how long to hold the movements. Many students became leaders at different points of the dance because they knew the counting best. Students dedicated themselves to dancing and loved trying something new. They loved that they could dress in Hmong clothes and felt proud of their native heritage. They loved being up on stage and worked well as a team by the end of the dance camp.

#### **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 Engagement Survey on behalf of HOPE Community Academy again in the spring of 2023, and generated a report for school leadership in May. Of a total of approximately 300 families served, 142 parents/households completed the survey (a small increase in number of survey respondents from the previous year). Parent survey responses overall were quite positive, with most parents indicating high levels of satisfaction with the school. Examples, with comparisons to the previous year's results as applicable, include:

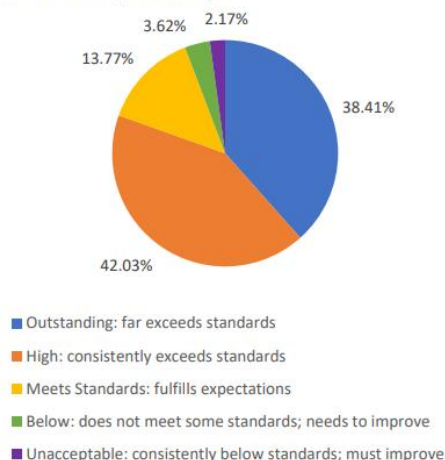
- *My child(ren) Enjoys going to school at HOPE Community Academy:* 95% of respondents Strongly Agreed or Agreed<sup>6</sup>; 95% of respondents agreed with this statement in the 2022 survey
- *My child(ren) Is/are getting the support needed from HOPE to progress academically:* 94% of respondents agreed; 96% agreed with this statement in the 2022 survey
- *My student is learning about Hmong language and culture:* 77% were satisfied<sup>7</sup> (in 2022, 72% agreed with this statement)
- *My student is learning about Karen language and culture:* 93% were satisfied. This was a new question, on the spring 2023 survey.
- *HOPE is providing the resources my family needs to succeed:* 93% agreed, the same proportion as in 2022
- *HOPE Community Academy is a safe, warm and welcoming community for my family:* 95% agreed, a slightly decline from the 2022 survey when the figure was 98%
- *Teachers are caring and committed to their students:* 97% agreed; 98% agreed with this statement on the 2022 survey
- Finally, when asked for *My overall rating of HOPE Community Academy*, responses were as shown below, with slightly over 80% rating the school Outstanding or High, and most of the rest choosing "Meets Standards". This percentage is up, from 68% the previous year and 48% in 2021 (but remains lower than spring 2020, when 87% chose Outstanding or High).

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<sup>6</sup> For purposes of this reporting, Agree and Strongly Agree responses are combined; other response options were Disagree, Strongly Disagree, and Don't Know.

<sup>7</sup> For purposes of this reporting Very Satisfied and Somewhat Satisfied responses are combined; other response options were Somewhat Dissatisfied and Very Dissatisfied.

13. My overall rating of HOPE Community Academy is:



## 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: myWorld Social Studies from Savvas Learning Company
- Science: Interactive Science

During 2022-23, staff reviewed the math curriculum and decided a new curriculum to adopt in 2023-24. HOPE has been using Envision by Savvas for 8 years. Teachers identified concerns with Envision including confusing language, lack of connection to standards, and other reasons. The priority was identified to shift to a curriculum that is more user friendly for teachers and students and that will grow students' math minds. Steps taken in the process of choosing the new curriculum included the following:

- The Curriculum Coordinator and Math Interventionist began researching different curricula (May 2022)
- An Adoption Committee was established including the Curriculum Coordinator, two co-leads and a teacher representative from each grade K-5.
- The Adoption Committee held monthly meetings with to review curriculum and to report information from each respective team, from November 2022 through March 2023. Curricula reviewed were Into Math from Houghton Mifflin Harcourt; Reveal Math from McGraw Hill; My Math from McGraw Hill; Math Expressions from Houghton Mifflin Harcourt; and Illustrative Math from Kendall Hunt/McGraw Hill.
- Three curricula were eliminated after the Adoption Committee looked at samples individually and as a team.
- To choose between the two remaining, the committee established a rubric based on team preferences; teams then taught lessons from each choice and completed the rubric. Finally, the committee met to discuss/review rubric scores and make a final decision as a team.



- The final choice was for My Math (McGraw Hill); this will be adopted for grades K-5 in the 2023-24 school year.
- The middle and high school math team met separately and discussed extensively what they wanted in a math curriculum in order to fit many different levels of students in grades 6-12. Ultimately they decided to go with Reveal Math (McGraw Hill) because of the real world connections it presents and the attention to assisting students with word problems. Reveal Math will be adopted for grades 6-11 in 2023-2.

#### **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 (PLC) meeting, ongoing mentoring opportunity, and peer observation and support throughout the year. In addition to the PLC's, HOPE Community Academy provides a full day of professional development for staff on the first Friday of the month.

The functional school climate for grades K-5 students is based on our behavioral matrix; the 4 B's:

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

For the secondary program there are six pillars that make a HOPE student:

1. Communication
2. Supportive
3. Kindness
4. Respect
5. Dependability
6. Responsibility

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.

HOPE Community Academy provides a week of professional development for all teachers in August, to prepare for the new school year. Topics covered during this week in August 2022 included:

- Principal's welcome back
- OSHA/Health Concerns
- Staff Policies / Procedures
- CPR training
- Teambuilding
- Gifted and Talented
- Q Comp and PLC's
- Dreambox training
- New Social Studies Curriculum
- Introduction to SPED & Title I for the year
- New WIDA standards for the year
- Team Meetings to Plan First Week of School

After this, there was PD throughout the year focusing on curriculum mapping, data collection, new programs and implementation such as Lexia and Dreambox, culturally responsive teaching strategies, and mental health for Hmong community.

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 meet 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 Summary**

- 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 K-12 education. HOPE Community Academy's Mission calls for *Inspiring students to achieve high academic success while embracing Hmong language and culture*. The school's 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 class which is required of all K-8 students, while the school has initiated a Hmong American Studies class for high school 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. In the new strategic plan, the infusion of Hmong arts and music into the program was identified as a defining feature of HOPE Community Academy, an element which distinguishes the school from other schools, even other Hmong-focused charter schools.
- 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.
- HOPE Community Academy initiated a Gifted and Talented program during 2022-23, to ensure all students' academic needs are met. This new effort included hiring a coordinator, which was a new staff position. All second graders are screened for potential inclusion in the program, using the CogAT Screener. Full screening of students in any grade-level for possible acceleration services is also possible with the recommendation (with evidence of need) of teachers, and parent approval. The G/T Coordinator meets with teachers during their PLC Teacher Talk Tuesdays. Together they collaborate to compact or accelerate learning for individual students. When possible, teachers use 3-Tier lesson planning.
  - For K-2 students, the following is implemented:
    1. Push-in lessons to introduce Depth and Complexity icons to students
    2. Once-quarterly push-in, game-based lessons to stimulate critical thinking
    3. Collaboration and coaching as requested by individual teachers
    4. Formal identification at the end of grade 2
  - For grades 3-5 students, the following is implemented:
    1. Push-in lessons to introduce Depth and Complexity icons to students
    2. Student support during grade-level WINN times

3. Pull out support for G/T identified students during Literacy Block daily (30 min)
  4. Lunch bunch to support SEL of G/T identified students once a week by grade level
  5. Collaboration and coaching as requested
- HOPE Community Academy provides a Hmong American Studies offering for its high school students, begun during 2022-23. The Hmong American Studies course focuses on the Hmong American experience which provides opportunities for students to explore identities and the resilience to maintain cultural values through educational resources. Lessons are inclusive of diverse identities represented in and out of the classroom in solidarity with the Hmong. The course builds on understanding the intersection of identities, culture, history and lived experiences of Hmong Americans and addresses the needs of new student populations such as Karen people at HOPE and in American society. Students use materials from oral history, multiple voices, art, literature and history. This course bridges ethnic displacement of Hmong people relocated throughout their history, maintaining a strong sense of cultural identity and independence exchanged with other ethnicities' interrelated experiences to celebrate HOPE's commitment to diversity.

This class not only reinforces students' capacities for reading and writing in Hmong; it also helps students build up their self-confidence. Students speak Hmong confidently with their peers in the classroom, as well as greeting teachers in the hallway in Hmong. In addition, HOPE partnered with Minor Asia during 2022-23 and wrote a book about our history, *Life as a Refugee*. This book was distributed to most of the classrooms at HOPE as well as the local public library in the city of St. Paul. When students see their products being used in the community, they value their work and language more. This coming school year students will write another book with Minor Asia.

- The second largest student population at HOPE Community Academy is Karen. As is true of the Hmong families, the Karen families want their children to retain their native language and culture. HOPE recognizes the value of retaining one's native heritage and culture and has designed the Karen Language and Culture Program alongside the Hmong Language and Culture Program. There is one full-time Karen Language and Culture teacher. The Karen students attend the Karen language class in place of the Hmong language class during specialist time. The Karen Summer Program occurs at the same time as the Hmong Summer Program.

Fulfilling plans which had been underway for several years, during 2021-22 HOPE Community Academy began offering a pre-Kindergarten program and a high school program. The school was also able to expand its building, with the new addition ready for occupancy in the fall of 2021. The pre-K program serves 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 completing the shift to becoming a grades pre-K through 12 school, and expanding school enrollment to approximately 1016 students. The high school was inaugurated in 2021-22 with grade 9 in place throughout the year. Grade 10 was added for 2022-23, grade 11 is being added for 2023-24, and finally grade 12 will be included in 2024-25. The following high school program initiatives have been planned, for implementation in the coming years:

- Creating a graduate profile with full graduation requirements to prepare our students for their lives after HOPE
- Creating a 6-12 comprehensive elective program to enhance our curricular offerings, designing unique programming that is built around student interests and staff skills
- Develop a PreK-12 Tech Skills Progression along with technology mission and vision
- Develop a comprehensive Visual and Performing Arts plan and curricular offerings to match student interest
- Start instrumental music including traditional band, modern band, guitar and song production courses
- Create partnerships with local colleges, tech schools, trade academies in order to prepare our students for life after graduation
- Create relationships with Minnesota State High School League and East Metro Conference to build our high school athletic program, including boys and girls volleyball, boys and girls basketball and co-ops with other schools for additional sports offerings
- Implement a Drivers Education program to provide more opportunities for our students

#### **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 2022 (awards for the fiscal 2023, the 2022-23 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 employed during 2021-22, with their 2022-23 status noted in the Returning / Not Returning column.

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	

<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	Barriger, Ciara	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	Hillaren, 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	NR	
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, Program Development Director, Human Resources coordinator, Assistant Principal, Administrative Office Manager, and Health and Wellness coordinator. The Health and Wellness coordinator was a new position, added to the team in 2022-23, as was the Assistant Principal. The latter was added in April to focus on the high school program; and became secondary principal, for the 2023-24 school year. Previously there was an Operations Director on the Administration Team, but this position was vacant during 2022-23, and the position was eliminated for the 2023-24 year.

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 agencies to collaborate on projects and partnerships.

The Executive Director’s Leadership Development plan for 2022-23 is included in this report as Attachment 1. Of the leadership team members during 2022-23, only the Principal was licensed; she is included with file number in the table above.

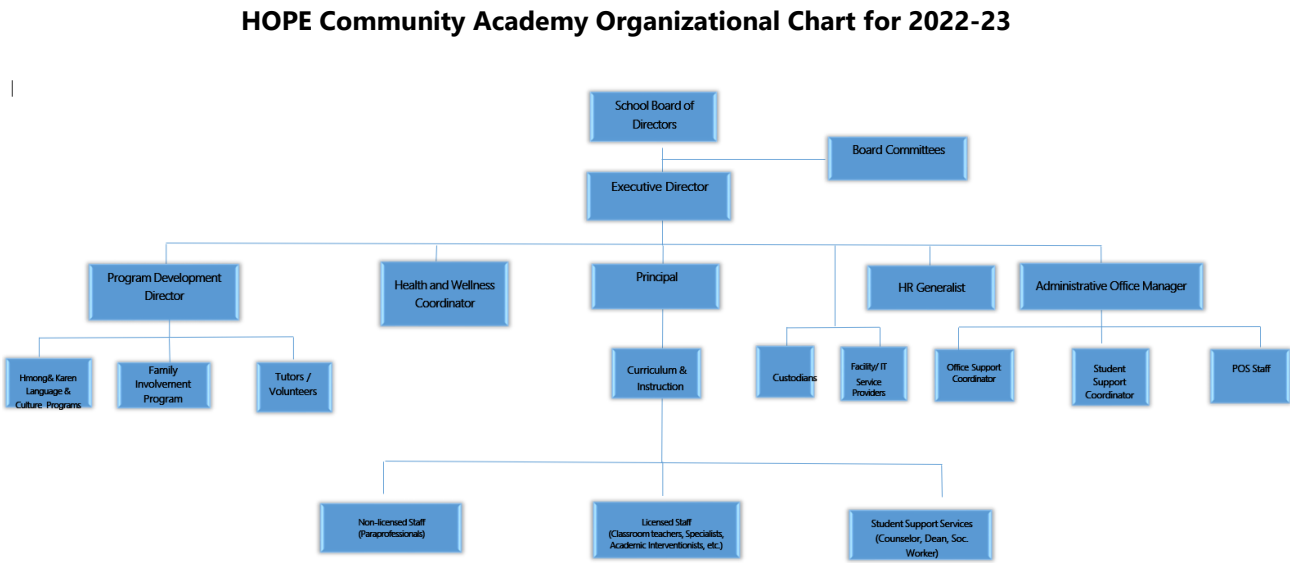
The Executive Director oversees the HOPE staff and works with them on the administration of the school and handles the daily and operational needs. The Board governs, develops policy and sees that the school is on target with its mission and goals. The Executive Director has an annual work plan (professional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



### 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 SY2024-26, approved by the Board May 2023. The strategic plan includes Mission, Vision (three years), Strategies (three years), Key Performance Indicators, and Milestones; 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. Vision and strategic priorities identified in the strategic plan are included in section A.1 above, and the complete plan is included as Attachment 2 to this report.

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 2018-19 2019-20, 2020-21, 2021-22, and 2022-23 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.*

<b>School Year</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>Total Enr.</b>
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
2022-2023	76	76	86	74	84	83	66	58	84	46	34	767

### Student Attrition Numbers, 2022-23

<b>Grade</b>	<b>Students who enrolled in the school on or before Oct 1<sup>8</sup></b>	<b>Students who enrolled After Oct 1</b>	<b>Students who left after Oct 1 (before end of school year)</b>	<b>Students enrolled at the close of the school year</b>	<b>Students who remained enrolled for the full year</b>
Pre-K	47	1	0	48	47
K	75	4	5	74	69
1	78	3	1	80	74
2	86	1	2	85	83
3	75	3	2	76	72
4	85	1	1	85	83
5	86	2	4	84	82
6	69	1	4	66	64
7	58	1	1	58	55
8	84	2	4	82	80
9	47	4	2	49	40
10	37	2	2	37	33
<b>TOTALs</b>	<b>827</b>	<b>25</b>	<b>28</b>	<b>824</b>	<b>782</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.

HOPE Community Academy served its largest student population ever, again during 2022-23, with the addition of grade 10 and the other grades remaining stable in number or increasing. Total number of students enrolled Oct. 1 represents an increase of 145 from Oct. 1 of the previous year, and the number of students enrolled the full school year is higher by 121.

This data also illustrates the stability of HOPE's student population: only 28 students, out of more than 800, left the school after October 1, while 25 enrolled after October 1. Of the total population of 852 students who were enrolled for any part of the school year, 782, or 92% 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/enrolling-now/>.

### **B.5 Community Partnerships**

Please highlight collaborations that the school has with the community. Describe how these connections forward the school's mission.

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<sup>8</sup> A total of 35 students who were enrolled at the beginning of the year but left before Oct. 1, are excluded from this list.

HOPE Community Academy works with and enjoys support from a number of community agencies to enhance its programs. Community partnerships during 2022-23 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; continued through 2022-23)

#### **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: July 2023

SY 2022-23

Name	Date Seated	Term End Date	Position	Type	Expertise	Email	Phone	Attendance Rate	Board Trainings: Date Completed, Topic and Trainer			
									Gover- nance	Employ- ment	Financial Mgmt.	Annual Ongoing Training
Ahrens, Staci	May 2022	May 2025	Director	Teacher	Education	<a href="mailto:contact@hope-school.org">contact@hope-school.org</a>	651-796-4500	100% (12/12)	3/15/23 Squires, Waldspurger, & Mace, P.A.	3/15/23 Squires, Waldspurger	8/25/22 BerganKDV	1/24/23 QPR Institute-Suicide Prevention  3/15/23 Squires, Waldspurger
Ball, Hayley	May 2022	May 2025	Treasurer	Community	Nonprofit Administration	<a href="mailto:contact@hope-school.org">contact@hope-school.org</a>	651-796-4500	75% (9/12)	3/15/23 Squires, Waldspurger, & Mace, P.A.	3/15/23 Squires, Waldspurger	8/25/22 BerganKDV	1/24/23 Governance & Employment Squires, Waldspurger
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% (12/12)	1/27/17 MACS	1/28/18 MACS	11/27/17 MACS	1/24/23 QPR Institute-Suicide Prevention  SY21-22 1/27/22 Data Practices Anderson, Squires, Waldspurger, & Mace, P.A.  Rupp, Anderson, Squires, Waldspurger, & Mace, P.A.  8/2/21 Oversight of Financial Matters BerganKDV

Name	Date Seated	Term End Date	Position	Type	Expertise	Email	Phone	Attendance Rate	Board Trainings: Date Completed, Topic and Trainer			
									Gover- nance	Employ- ment	Financial Mgmt.	Annual Ongoing Training
Hang, Lu	Nov. 2022	May 2024	Director	Comm- unity	Finance	<a href="mailto:contact@hope-school.org">contact@hope-school.org</a>	(651) 796-4500	75% (9/12)	3/15/23 Squires, Waldspurger, & Mace, P.A.	3/15/23 Squires, Waldspurger , & Mace, P.A.	3/14/23 BerganKDV	
Lorr, Donald	May 2020	May 2023	Director	Comm- unity	Librarian – Taxonomy Manager	<a href="mailto:contact@hope-school.org">contact@hope-school.org</a>	(651) 796-4500	100% (12/12)	2/10/21 MACS	10/2020 MACS	7/20/2020 BerganKDV	1/24/23 QPR Institute- Suicide Prevention  SY2021-22 1/27/22 Data Practices Training Rupp, Anderson, Squires, Waldspurger, & Mace, P.A.  8/2/21 Oversight of Financial Matters BerganKDV
Wildebuer, Kimberly	Oct. 2022	May 2025	Director	Parent	Corporate trainer- Medical Insurance	<a href="mailto:contact@hope-school.org">contact@hope-school.org</a>	(651) 796-4500	75% (9/12)	3/15/23 Squires, Waldspurger, & Mace, P.A.	3/15/23 Squires, Waldspurger ,	3/14/23 BerganKDV	1/24/23 QPR Institute- Suicide Prevention
Xiong Vang, Patchia	May 2021	May 2024	Director	Parent	Education Human Resources	<a href="mailto:contact@hope-school.org">contact@hope-school.org</a>	(651) 796-4500	83% (10/12)	3/15/23 Squires, Waldspurger, & Mace, P.A.	3/15/23 Squires, Waldspurger ,	8/25/22 BerganKDV	3/15/23 Squires, Waldspurger

**SY 2023-24**

Name	Date Seated	Term End Date	Position	Type	Expertise	Email	Phone	Attendance Rate	Board Trainings: Date Completed, Topic and Trainer			
									Gover- nance	Employ- ment	Financial Mgmt.	Annual Ongoing Training
Ahrens, Staci	May 2022	May 2025	Director	Teacher	Education	<a href="mailto:contact@hope-school.org">contact@hope-school.org</a>	651-796-4500		3/15/23 Squires, Waldspurger, & Mace, P.A.	3/15/23 Squires, Waldspurger	8/25/22 BerganKDV	1/24/23 QPR Institute- Suicide Prevention  3/15/23 Squires, Waldspurger
Ball, Hayley	May 2022	May 2025	Treasurer	Community	Nonprofit Administration	<a href="mailto:contact@hope-school.org">contact@hope-school.org</a>	651-796-4500		3/15/23 Squires, Waldspurger, & Mace, P.A.	3/15/23 Squires, Waldspurger	8/25/22 BerganKDV	
Hang, Lu	Nov. 2022	May 2024	Director	Community	Finance	<a href="mailto:contact@hope-school.org">contact@hope-school.org</a>	651-796-4500		3/15/23 Squires, Waldspurger, & Mace, P.A.	3/15/23 Squires, Waldspurger	3/14/23 BerganKDV	
Lorr, Donald	May 2020	May 2023	Board Chair	Community	Librarian – Taxonomy Manager	<a href="mailto:contact@hope-school.org">contact@hope-school.org</a>	(651) 796-4500		2/10/21 MACS	10/2020 MACS	7/20/2020 BerganKDV	1/24/23 QPR Institute- Suicide Prevention
Shaw, Brian	May 2023	May 2026	Director	Teacher	Education	<a href="mailto:contact@hope-school.org">contact@hope-school.org</a>	(651) 796-4500					
Wildebuer, Kimberly	Oct. 2022	May 2025	Secretary	Parent	Corporate trainer-medical insurance	<a href="mailto:contact@hope-school.org">contact@hope-school.org</a>	(651) 796-4500		3/15/23 Squires, Waldspurger, & Mace, P.A.	3/15/23 Squires, Waldspurger	3/14/23 BerganKDV	1/24/23 QPR Institute- Suicide Prevention  3/15/23 Squires, Waldspurger
Xiong Vang, Patchia	May 2021	May 2024	Director	Parent	Education Human Resources	<a href="mailto:contact@hope-school.org">contact@hope-school.org</a>	(651) 796-4500		3/15/23 Squires, Waldspurger, & Mace, P.A.	3/15/23 Squires, Waldspurger	8/25/22 BerganKDV	

## 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 2023.

The school's financial position at this time remains strong. Target ADM for 2022-23 was 795; actual was 785. Average cash-on-hand for FY23 was 51 days. Current, FY24 budget is available from Creative Planning; no revisions have been made since it was approved by the HOPE Community Academy board in June 2023.

The board approved a deficit budget for Fiscal 2023 due to the ongoing expansion project and associated costs. The fund balance was accessed for one-time purchases relating to the building expansion. HOPE Community Academy's FY 2024 budget projects a total of \$14,515,370 in revenues and \$ 14,651,385 in expenditures for a deficit of \$ 136,014. The FY24 budget results in a 16.2% fund balance with one more fund balance draw for furniture as we continue to build our music and Hmong culture programs. 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. The school is adding 11<sup>th</sup> 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's Pre-K program continues to be a great feeder for the incoming Kindergarten class and ensure kids are ready for school. Pre-K currently has a waiting list and we are excited about the success of that program.

Preliminary audited results from FY23, as of mid-September, show the following:

Annual deficit:	\$ (778,890)
Ending Fund Balance:	\$2,066,289
Fund Balance Percentage:	14.8%
Days Cash on Hand:	51

### Finances

For questions regarding school finances and for complete financials for 2022-23, contact:

Name: Jenny Abbs



Position: Senior Advisor, Business Accounting Services, Creative Planning  
Phone: 952-563-6835  
Email: [jenny.abbs@bergankdv.com](mailto:jenny.abbs@bergankdv.com)

Creative Planning (formerly 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, 2023.

Fiscal Year 2023 Finances are summarized below, with FY 2022 finances also included for comparison.

<b>FY23 Finances</b>	<b>Fund 1</b>	<b>Fund 2</b>	<b>Fund 4</b>
Total Revenues	\$12,274,248	\$ 875,047	
Total Expenditures	\$13,034,053	\$ 894,131	
Net Income (Loss)	\$ (759,805)	\$ (19,085)	
Total Fund Balance	\$ 1,938,051	\$ 128,238	

<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 FY23, HOPE increased enrollment by 147 students, and added 10th 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% 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, ESSER, Special Education, and E-Rate. Our Fund 02 ended the year with a slight deficit.

## **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, music room, and Hmong culture center.

## **Net Income and Fund Balance**

Historically we have maintained strong operating margins. HOPE preliminarily ended FY23 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 fall 2023. 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 monitoring 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, with an average of 51 days cash on hand during Fiscal 2023.

## **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 Fiscal 2022 (awards for the fiscal 2023, the 2022-23 school year, year have not yet been announced).

## Attachments

### Attachment 1: Leadership Development Plan, Executive Director

**Name:** Maychy Vu

**Title:** Executive Director

**Reports to:** Board of Directors

	<b>Development Goals</b> <i>What am I going to LEARN?</i>	<b>Resources/Strategies</b> <i>How am I going to learn it? Who will assist me?</i>	<b>Status</b>	<b>Measurement</b> <i>How will I know when it's achieved?</i>
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**Date:** 6/13/2022

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

1. How do I inspire and motivate other employees to collaborate and achieve organizational goals?
2. Does the school have a clear vision and roadmap for where we are going?
3. How effectively do I communicate expectations with members of my team?
4. Who do I admire as a leader and how can I strive to be more like her/him?

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

#### Instructions:

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

### Key Performance Indicators (*school goals*):

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

1	Strengthen HOPE reputation and brand in the community.			
	<p><i>Definition:</i> Be the face of HOPE in the community. Work to attract new and existing families to our school. Leverage external/community relationships to shine a light on qualities that make HOPE a “school of choice”.</p>	<ol style="list-style-type: none"> <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 – 12 programs.</li> </ul> </li> </ol>	<p><u>Current Partners</u> BigBrothers, Big Sisters Boy Scouts East Side Coalition University YMCA AmeriCorps Hmong Early Childhood Coalition Hmong American Partnerships</p> <p><u>Potential Partners</u> Ongoing</p>	<ul style="list-style-type: none"> <li>• More new families will register at HOPE.</li> <li>• Enrollment will remain strong.</li> <li>• Our Pre-K program will be full.</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. Strategic Planning for SY2023-2026</li> <li>2. Oversee and drive implementation of current and final year of school strategic plan for SY2020-23: <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>3. Lead school program expansion process to maintain momentum and traction.</li> <li>4. Continue professional development program, including executive coaching.</li> <li>5. Engage in annual training and team-building events with Admin. Team to build trust, communication, and alignment.</li> </ol>	<ol style="list-style-type: none"> <li>1. External Partners See #1 of current and potential new partners</li> <li>2. Executive Coaching for all administration members per request of the team</li> <li>3. Administration Team Retreat 2 retreats (Summer and Winter)</li> <li>4. Bi-monthly meeting with direct reports; Weekly meeting with Admin. Team</li> <li>5. Strategic Planning Process</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 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. Partner and engage in more informal check-ins with Board and Executive Committee.</li> <li>3. Support Board governance training efforts (beyond required).</li> </ol>	<ol style="list-style-type: none"> <li>1. Monthly check-ins with board members - tbd</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>

## HOPE Community Academy 3-Year Vision

May 25, 2023

<b>MISSION</b>	Inspiring students to achieve high academic success while embracing Hmong language and culture.
<b>VISION</b> (3-years)	<p>By June 30, 2026, HOPE Community Academy will be a fully integrated and operational Pre-K through Grade 12 charter school focused on academic achievement and Hmong language and culture for students in the E. St. Paul and surrounding area. With an enrollment of approximately 1016, we will 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 will be known and sought after for:</p> <ol style="list-style-type: none"> <li>1. Academic rigor and high student expectations through all grade levels</li> <li>2. Integrated Hmong culture, language, and art programs</li> <li>3. Increasing emphasis on Karen language and culture programs</li> <li>4. A dynamic, inclusive, and safe learning environment</li> <li>5. Highly trained, competent, and caring staff</li> </ol> <p>Staff members are highly qualified, professional, and passionate about our mission. With determination and a growth mindset, they are active participants in:</p> <ul style="list-style-type: none"> <li>• Understanding and achieving school goals</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>Our strategic priorities are:</p> <ol style="list-style-type: none"> <li>1. Expand Hmong language, culture, and art programs</li> <li>2. Expand extra-curricular programs</li> <li>3. Improve academic outcomes</li> <li>4. Invest in staff well-being, development, and retention</li> </ol> <p>Leadership creates a continuous learning, team-oriented, and positive culture through:</p> <ul style="list-style-type: none"> <li>• Deep commitment to student success</li> <li>• Trust, collaboration, open communication, and accountability</li> <li>• Community engagement and partnerships that augment student learning and success</li> </ul> <p>Our relationship with University of St. Thomas is focused on maintaining ratings of 3.0 or higher in the areas of academic performance, financial viability, and operational aptitude. The Board and Administration are closely aligned and active partners in elevating school standards and carrying out the mission of HOPE.</p>



## STRATEGIES (3-years)

*We actively pursue our vision through unwavering commitment to:*

1. **Student success** through:
  - a. Rigorous academic standards and innovative teaching strategies that are integrated with curriculum
  - b. Regular discussions about student data with Gen Ed, SPED, EL, Title I, GT, Tutoring, & Enrichment
  - c. High morale, contagious school spirit, and extra-curricular programs including tutoring, sports, and enrichment, with emphasis on Hmong language, culture, and art programs
  - d. Competent, collaborative, and dedicated staff
  - e. Teacher-parent partners in students' education
  - f. Strong relationships with community partners dedicated to supporting students
2. **Engaged staff** through:
  - a. Alignment with school vision, mission, core values, 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. Recognition and rewards for success and performance
3. **Parent advocates** for student success through:
  - a. On-going teacher-parent communication
  - b. Participation and volunteerism at school events, committees, Parent-Teacher Association, etc.
  - c. Active support and accountability at home
4. **School of choice** through:
  - a. Strong Pre-K – 12<sup>th</sup> grade continuum of academic programs and high expectations of students, staff, and parents
  - b. Attracting academically motivated students
  - c. Safe, respectful, and inclusive environment
  - d. Expanded Hmong culture and arts programs
  - e. Diverse ethnic and cultural traditions that reflect our surrounding community
  - f. Students, staff, and graduates who are known and respected in the community
5. **Operational efficiency and professionalism** through:
  - a. Positive, innovative, transparent, and engaged leadership
  - b. Effective communication and teamwork
  - c. Clearly defined roles and workflow processes
  - d. Continuous improvement of contingency and back-up planning
  - e. Increased automation and digital access to current and prospective families
  - f. School-wide fulfillment of Authorizer, local, state, & federal requirements
6. **Program expansion** through:
  - a. Strong high school curriculum, activities, Hmong arts, and schoolwide embedded technology
  - b. Partnerships with schools, businesses, civic organizations, community leaders, and parks & recreation

<b>KPI</b>	<ol style="list-style-type: none"> <li>1. Increase student growth in the areas of math (77.5% showing growth in 2023) and literacy (75.5% showing growth in 2023) on the Fastbridge Tests.</li> <li>2. Monitor monthly enrollment to maintain or increase enrollment as needed.</li> <li>3. Increase teacher retention by 25%</li> <li>4. Maintain overall Authorizer rating of 3.0 or higher</li> <li>5. Monitor parent and student satisfaction with Hmong language, culture, and arts programs in fall and spring surveys</li> </ol>
<b>Milestones</b>	<ol style="list-style-type: none"> <li>1. Develop after school program plan (including community offerings) by 07/30/2023</li> <li>2. Improve website and parent portal/digital access by 9/30/2023</li> <li>3. Complete high school extra-curricular program plan (including Hmong Arts Program) by 09/30/2023</li> <li>4. Begin high school graduation plan by 08/30/2023</li> <li>5. Create staff professional development schedule that includes mandatory topics, participants, and schedule by 08/15/2023</li> <li>6. Design and implement staff retention and recognition program by 08/30/2023</li> <li>7. Design and implement student recognition program by 08/30/2023</li> </ol>

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