HOPE COMMUNITY ACADEMY

2023-24 Annual Report on Curriculum,

Instruction, and Student Achievement

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Introduction and Table of Contents

HOPE Community Academy has completed the 2023-24 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 2023-24 school year was the third year of HOPE Community Academy's high school, which served grades 9-11 and continued to develop programming at the high school level such as boys' and girls' volleyball teams at the MN State High School League level, robotics, computer science, and a robust visual arts program.

Contents

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 2023, 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 three years from summer 2023 through spring 2026. 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

HOPE Community Academy is striving to achieve its mission by providing a quality academic program, as described throughout this report; while integrating Hmong language and culture into K-12 education. Strategies to integrate Hmong language and culture throughout the school's program include a Hmong Language class for K-8 students, Hmong American Studies class for high school students, and infusion of Hmong culture into all classroom. In recognition of the school's second largest student population, HOPE Community Academy has also offered a Karen Language and Culture Program. Details are provided in section A8 below.

To achieve its vision, Hope Community Academy continues to develop programming at its location in East St. Paul, maintaining its focus on academic achievement and Hmong language and culture while adding grades. The school's progress toward pre-K through 12th grade in 2024-25 is shown in section B4 of this report, School Enrollment and Attrition Trends.

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

A2. Accountability Plan Goals
- Include all data required for the scoring of academic accountability plan goals as well as a discussion/analysis of the information. *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 2023-24 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.

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 were most recently identified per 2022 academic results; HOPE was not among them, and no new schools have been identified since then).

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

MCA Proficiency results from spring 2024 are shown below[1]. 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 Accountability Plan Goals instructions).

Percent Meeting or Exceeding on MCA Reading, Spring 2024			
Grade	# Students Tested	Percent Meeting	Percent Exceeding
3	77	11.7%	-
4	76	4.5%	2.6%
5	83	19.3%	1.2%
6	84	11.9%	3.6%
7	64	18.8%	1.6%
8	52	11.5%	1.9%
10	34	26.5%	2.9%
Overall	470	15.5%	1.9%

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[1] 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 2024			
Grade	# Students Tested	Percent Meeting	Percent Exceeding
3	76	19.7%	2.6%
4	77	11.7%	6.5%
5	83	6.0%	-
6	84	2.4%	2.4%
7	63	19.0%	3.2%
8	53	13.2%	3.8%
11	26	11.5%	11.5%
Overall	462	11.5%	3.5%

MCA results spring 2024 - HOPE Community Academy compared to State of MN & St. Paul Public Schools			
	HOPE	MN	SPPS
Reading - All students tested, percent proficient	17.4%	49.8%	34.1%
Math - All students tested, percent proficient	15.0%	45.5%	25.9%
Science - All students tested, percent proficient	5.8%	39.5%	25.3%

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 2023 MCA results (a few more students scored proficient in Mathe in 2024 compared to the previous year, a few less in Science). HOPE students perform similarly to comparable schools, those of similar demographics.

School staff at HOPE Community Academy continue to strive 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 SY 2024-2025 the elementary school is adapting a new literacy curriculum, after spending 2023-24 researching curricula that will meet the needs of our student population. There was continued work from ability grouping and the math/literacy blocks of instruction in grades K-5. All students in each grade were grouped to receive instruction at their academic level with the support of either the ML, SPED, or Title Teacher. During these instructional 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. 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 ML teacher at a time to support the learning in key times such as Reading and Math. Multilingual students identified as level one students will also receive additional support from the ML teacher during the science and social studies blocks during the day to provide more support from the multilingual teachers.
- 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 students' math scores. Within this focus on math the ELA, EL and Title teachers provide extra support within the regular classroom and extra courses to provide intentional focus on improving literacy skills and proficiency. We have created a stand alone EL classroom that will help us better reach our students. The majority of our students receive EL services. EL instruction was done in the hallway, push-in, teacher's rooms on their prep and many other locations. The creation of a classroom for extra support will allow students better access to high-quality EL instruction.

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[2].

MCA results spring 2024 - HOPE Community Academy compared to State of MN: Demographic groups		
	HOPE	MN - Statewide
Reading - All - percent proficient	17.4%	49.8%
Reading - F/R	16.9%	33.3%
Reading - Asian	16.4%	44.6%
Math - All - percent proficient	15%	45.5%
Math - F/R	14.2%	27.0%
Math - Asian	14.5%	43.2%
Science - All - percent proficient	5.8%	39.5%
Science - F/R	4.4%	23.5%
Science - Asian	5.6%	35.0%

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?

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[2] As of fall 2024, over 90% of HOPE Community Academy students were reported as eligible for free or reduced-cost meals.

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).

Academic Progress in Reading, SY 2024				
	# of Students (HOPE)	% In Each Category, HOPE	% In Each Category, MN	% In Each Category, SPPS
Achievement level improved	58	17.2%	19.1%	17.5%
Achievement level maintained	61	18.1%	41.9%	30.0%
Achievement Level decreased or stayed "does not meet standards"	218	64.7%	39.0%	52.5%

Academic Progress in Mathematics SY 2024				
	# of Students (HOPE)	% In Each Category, HOPE	% In Each Category, MN	% In Each Category, SPPS
Achievement level improved	62	18.4%	14.2%	10.8%
Achievement level maintained	27	8.0%	42.2%	25.6%
Achievement Level decreased or stayed "does not meet standards"	248	73.6%	43.6%	63.6%

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

Continuing in 2023-24, HOPE Community Academy administered the FastBridge's Formative Assessment for Students and Teachers (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 19.9% of students (146 of 732) tested at or above the national median.
- 1.6b Mathematics. In Math, 23.7% of students (175 of 738) were at or above the national median per spring 2023 FAST results.

These levels of proficiency are somewhat higher than in spring 2023, when 17.4% of students tested in Reading were at or above the national median, as were 17.5% in Math.

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 2024	# At or Above Nat'l Median	% At or Above Nat'l Median		# of Students Tested, Spring 2024	# At or Above Nat'l Median	% At or Above Nat'l Median
K	68	12	18%		67	30	45%
1	65	13	20%		69	23	33%
2	74	17	23%		74	9	12%
3	73	17	23%		73	19	26%
4	79	13	16%		79	12	15%
5	83	12	14%		81	11	14%
6	84	13	15%		84	8	10%
7	63	18	29%		64	19	30%
8	52	8	15%		53	13	25%
9	34	11	32%		35	10	29%
10	34	8	24%		34	12	35%
11	23	4	17%		25	9	36%
Total	732	146	19.9%		738	175	23.7%

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 697 students took the test in both fall and spring, hence have fall-to-spring academic growth results. Of these students, 276 or 39.6% were at or above the national median for growth percentile from fall to spring[3]. These students are considered to have met the growth goal. This percentage is slightly less than the previous year; in 2022-23 a total of 42.1% of students tested in fall and spring met the growth goal.

      1.7b Mathematics. Spring FAST results show that a total of 703 students took the test in both fall and spring, hence have fall-to-spring academic growth results. Of these students, 344 or 48.9% were at or above the national median for growth percentile from fall to spring. This percentage is significantly higher than the previous year, when a total of 38.0% of students tested in the fall and spring met the growth goal.

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	67	16	24%		66	45	68%
1	62	20	32%		65	46	71%
2	72	36	50%		72	37	51%

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[3] 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		
3	72	39	54%		72	40	56%
4	75	29	39%		75	23	31%
5	81	34	42%		80	43	54%
6	80	17	21%		80	21	26%
7	56	25	45%		57	34	60%
8	49	14	29%		50	25	50%
9	30	16	53%		31	10	32%
10	31	18	58%		31	10	32%
11	22	12	55%		24	10	42%
Total	697	276	39.6%		703	344	48.9%

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. Middle School students are assessed in the three areas of Listening, Reading and Writing. For grades K-5 attaining 75% correct on the assessment was defined as meeting the benchmark; for grades 6-8 the benchmark was defined as 70% correct.

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. Only a handful of students in two grades met the identified benchmark of 75% correct in the fall, but a majority of students in each grade met the benchmark on the spring "post" assessment.

Results for the middle school students were more mixed, though there was substantial improvement in all middle school sections as well, from fall to spring. None of these students met the identified 70% correct target in the fall, and about half of the grades 6-8 students met the benchmark in the spring. Results are shown below, for all students with both Pre and Post assessment results reported.

Meeting Hmong Language Development Benchmarks, 2023-24			
Grade	# of Students with Pre and Post assessments	% Meeting Benchmark, Fall	% Meeting Benchmark, Spring
K	53	-	74%
1	60	-	70%
2	50	-	76%
3	54	-	63%

Meeting Hmong Language Development Benchmarks, 2023-24			
4	49	10%	67%
5	60	13%	72%
6	29	-	45%
7	24	-	38%
8			54%
All	**405**	**3.2%**	**67.9%**

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 English Learners at HOPE Community Academy scoring at somewhat lower levels compared to statewide figures. Compared to the previous school year, Proficiency percentages by this measure are lower in Reading and Science, comparable in Math (2023 HOPE Community Academy EL Proficiency rates were 12.2% in Reading; 7.1% in Math; and 7.8% in Science).

MCA results spring 2024 - HOPE Community Academy English Learners compared to State of MN[4]		
	HOPE	MN - Statewide
Reading – EL	7.9%	10.2%
Math – EL	6.9%	12.5%
Science - EL	1.0%	5.5%

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

As with the other MCA-proficiency-referenced measures, these comparisons show special education students at HOPE scoring at lower proficiency levels than the state average. Proficiency percentages by this measure are similar to the previous year in Reading and Math (2023 HOPE Community Academy special education students' Proficiency rates were 8.5% in Reading, 9.8% in Math, and 18.1% in Science).

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[4] 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.

MCA results spring 2024 - HOPE Community Academy Special Ed. students compared to State of MN		
	HOPE	MN - Statewide
Reading - Sped.	8.9%	25.5%
Math - Sped.	8.9%	24.7%
Science – Sped.	5.3%	22.6%

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 the school's Strategic Plan, Attachment 2). The school did its best to continue these elements through the 2023-24 school year; see the updated Key Progress Indicators (KPI's) and Milestones in the Hope Community Academy Strategic Plan.

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-11 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 2023-24. This structured program offers different activities for students to explore. Academic Enrichment activities are created to help students learn new life skills and expand their knowledge. The after-school program is focused on implementing and increasing each student's math, writing, and reading skills.

After school programming began November 1, 2023, and ran through May 23, 2024, serving approximately 200 students in grades K through 8. There were two sessions of summer school with the first session going from November 1, 2023 to February 29, 2024 and the Second Session running from April 3, 2024 to May 23, 2024. The first session included Lego League Robotics, Hmong dance, Art Club, and Science Club.

Students in grades K-8 were provided opportunities to learn Hmong traditional dance, compete on our new First Lego League Robotics team, study guitar, create visual arts, learn sewing and embroidery techniques and participate in different sports offerings. This program was done in 2 different sessions and will continue for the 24-25 school year. Details follow.

HOPE First LEGO League Team:
After school robotics team worked with Mr. Andrew Grover, HOPE technology teacher, and CreateMPLS to learn the basics of the First Lego League competitions, basics of Lego programming and building extensions for the yearly challenges. Students worked on building teamwork skills, computer coding skills, programming basics, creative thinking and problem solving skills. HOPE students took part in two competitions and got awards for team spirit and improving the most over the course of each day long competition.

Sewing Club:
Students were taught by multiple HOPE staff on the basics of sewing, learning how to mend clothing, hem pants, replace a button and add embellishments to clothing. This was a very introductory level class that also introduced sewing machine basics. Future plans are to allow students to design and then produce their own clothing items.

Art Club:
Students worked with their art teachers and classroom teachers on different thematic units to introduce them to new ideas not able to be covered during the school day. This enrichment allowed for increased students' choice and voice in their projects and many projects were displayed all around the building throughout the end of the year.

Summer School has continued the past two years, for the summers of 2023 and 2024, with the conclusion of federal Elementary and Secondary School Emergency Relief (ESSER) funding. The sunsetting of these funds has forced HOPE to reimagine our summer programming to offer a more robust program. Summer 2023 programming is described below, followed by the Summer 2024 program.

Summer 2023 Programming:

HOPE Community Academy offered several summer camps. There were four camps that served over 70 students in grades three through eleven, with the support of federal 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:

- *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 11th 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.

Summer 2024 programming:
Teachers created grade level camps in which math and literacy were infused into everything being taught during the day. These thematic camps included Olympics, theatre arts, business, life skills, STEAM, music and visual arts. School took the ideas of previous iterations of summer

school and combined them together. Without the separate STEAM, Dance, Volleyball and Guitar camps we were able to offer more robust programming, meeting the needs of more students.

- *Game Design and Theory*: Students learned the different design theories behind many popular games. Students then researched the different creation ideas for each game, their rules and play strategies and then developed their own games. Students were reading and writing technical manuals and instruction guides, developing complex math systems for rules and scoring and using their creative thinking skills to design an aesthetically pleasing play experience.

- *Guitar Camp*. The Guitar Camp was offered up to 11th 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.
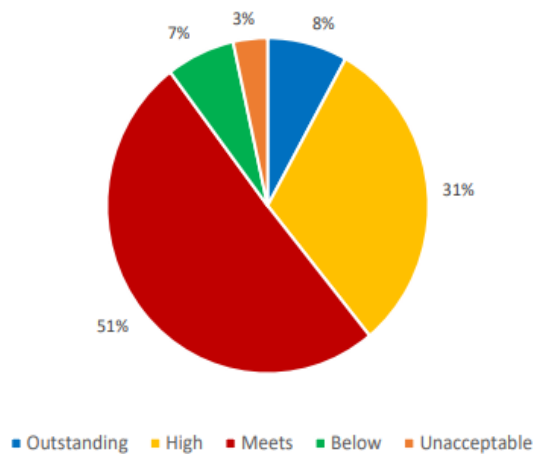
A4. Parent Involvement
Share information on parent involvement and satisfaction, including narrative and results of measurement of overall parent satisfaction via survey. ***Please include information on your response rate including the number of total families served by your schools and the number of 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 2024, and generated a report for school leadership in May. Approximately 87 families / householders participated in the survey (down from 142 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) Is/are getting the support needed from HOPE to progress academically*: 93% of respondents agreed[5]; 94% agreed with this statement in the 2023 survey

- *My student is satisfied with his/her learning about Hmong language and culture*[6]: 79% agreed (in 2023, 77% agreed with this statement)

- *My student is satisfied with his/her learning about Karen language and culture*: 79% agreed (in 2023, 93% agreed with this statement.

- *I am satisfied with the opportunities provided for parental involvement in school activities and events*: 77% agreed (new question on the 2024 survey)

- *I have felt welcomed and encouraged to participate in school-related activities and initiatives*: 93% agreed (new question on the 2024 survey)

- *HOPE Community Academy is a safe, warm and welcoming community for my family*: 94% agreed, similar to 2023 when 95% agreed with this statement.

- Finally, when asked for *My overall rating of HOPE Community Academy*, responses were as shown below, with just 39% rating the school Outstanding or High, and 51% choosing the middle "Meets" rating. This is a significant shift from 2023, when 80% of survey respondents chose Outstanding or High.

12. My overall rating of HOPE Community Academy is: *Overall rating of 3.33 on a 5-point scale*

Legend: ■ Outstanding ■ High ■ Meets ■ Below ■ Unacceptable

A5. Curriculum (Aligns with WBWF)

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

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

- Reading: Wonders K-6 ELA/ELD

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

[6] Preceding this question, survey respondents were asked to select their child's culture/language program; 65% selected Hmong and 35% Karen.

- Reading: StudySync, 7-8
- Math: enVisionMATH Common Core, Realize Edition (K-5) & Holt (6-11)
- Social Studies: myWorld Social Studies from Savvas Learning Company
- Science: STEMScopes Science

During 2022-23, staff reviewed the math curriculum and decided on 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 2023-24.

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 2024 included:
- Principal's welcome back
- Staff Policies / Procedures
- Restorative Circle training
- Teambuilding

- Q Comp and PLC Updates
- New Literacy Curriculum
- 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, restorative circle training, Multilingual 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 as follows:
   Three Tiers:
   Tier 1- Employees with 3+ years of experience at HOPE
        a. One formal observation per year
             i. All 3 domains
            ii. MUST be completed in first semester
        b. May request additional observations from Instructional Coach or Admin
        c. ADMIN MUST observe those on TDE schedule for the year (we will update this list over the summer)
        d. 1 Observation MUST be completed by ADMIN

   Tier 2- Employees with 3+ years of experience (not necessarily at HOPE)
        e. Two formal observations per year
        f. Fall-Domains 1 and 2
        g. Spring- Domains 1-3
        h. 1 Observation MUST be completed by ADMIN

   Tier 3- Less than 3 years of experience
        i. Three formal Observations
        j. One-Domain 1 and 2
        k. Two- Domain 3
        l. Three- Domain 1-3
        m. 1 Observation MUST be completed by ADMIN

2. **Learning Teams (PLC):** Licensed staff 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. With the Science of Reading requirement from MDE elementary PLCs will focus on a reading goal that uses new knowledge from the CAREIALL training staff are involved in.

3. **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.

4. **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.

5. **Performance Pay and Alternative Salary Schedule:** Performance pay may be earned by each licensed teacher by attaining specific goals in four different areas:
   - Schoolwide Goal Attainment: Fastbridge aMath Achievement Scores
   - Team Goal: Measures of Student Achievement set by PLC Groups
   - Individual Professional Goal Attainment
   - Teacher Observation/Evaluation

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 (there are separate teams for the Elementary and Secondary levels). 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. 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 program is a full program this year addressing math and literacy for grades 3-5. When possible, teachers use 3-Tier lesson planning:
  o 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
  o For grades 3-5 students, the following is implemented:
    ▪ Math acceleration. Math is telescoped to allow students to enter middle school at an algebra level.
  o Literacy is replaced in the schedule for identified students who get in depth and higher level instruction surrounding the ELA curriculum with the GT teacher.

- With new Ethnic Studies requirements coming out from the MN department of education HOPE Community Academy's former high school Hmong American Studies course was sunsetted due to not being able to hire an additional Hmong teacher at the high school level. This course will undergo a development cycle in the future to realign with the upcoming Ethnic Studies standards coming out. Currently HOPE offers Hmong Language and Culture to middle school students as an elective offering.

- 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.

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. Grade 10 was added for 2022-23, grade 11 in 2023-24, and finally grade 12 will be included in 2024-25. Completing implementation of the high school remains the main focus of future planning.

The below overview of the Middle and High School programs as of the 2023-24 school year, was provided by HOPE Community Academy administration:

Middle School Program

At HOPE Community Academy, our Middle School program encompasses grades 6 through 8, where each student is taught by educators licensed by the Minnesota Department of Education. The curriculum is designed to offer a strong academic foundation, with students engaging in core subjects—Mathematics, English Language Arts, Social Studies, and Science—on a daily basis. Our academic program is supplemented with a rich array of elective courses in performing arts, visual arts, Hmong Language and Culture, physical education, and college and career preparation.

The Middle School experience at HOPE is centered on preparing students for future academic success and equipping them with the knowledge and skills necessary to explore diverse career pathways. Our robust arts elective program includes offerings in band, choir, guitar, piano, and visual arts. These courses not only adhere to the Minnesota State Standards but also integrate elements of Hmong arts and culture, providing a culturally responsive education that honors the heritage of our students.

We are committed to nurturing the whole student by respecting and celebrating their cultural identities, racial and ethnic backgrounds, and gender. Middle School students are given opportunities to participate in experiential learning days each semester, where they engage with the broader community through educational excursions. Past experiences have included participating in Junior Achievement's BizTown program, hands-on creation and design at Leonardo's Basement, exploring traditional Hmong cultural experiences at the Ordway Theatre, and collaborating with other local community partners to enhance their educational journey at HOPE Community Academy.

High School Program

HOPE Community Academy's High School program serves students in grades 9 through 12, offering a comprehensive and rigorous curriculum taught by educators licensed by the Minnesota Department of Education. Students engage daily in core academic subjects—Mathematics, English Language Arts, Social Studies, and Science—while also having access to a wide range of elective courses in performing arts, visual arts, technology, physical education, and college and career preparation.

As students embark on their high school journey at HOPE, they are guided along a path that helps them define their post-secondary goals and envision their future successes. Our high school program features extensive opportunities in the performing and visual arts, including band, choir, piano, guitar, drama, painting, drawing, and visual design. We emphasize personalized instruction, with teachers working closely with students to cultivate their artistic talents and passions. HOPE is committed to removing barriers to arts education by providing students with the necessary instruments and materials for use both in school and at home.

This school year, HOPE has joined the Minnesota State High School League (MSHSL), allowing our students to compete in girls' and boys' volleyball and participate in a broad range of MSHSL activities. These include opportunities in performing arts, visual arts, speech, debate, and many other MSHSL-sanctioned programs. This new affiliation offers students additional avenues to develop their skills, showcase their talents, and engage in healthy competition.

High School students at HOPE also participate in experiential and service learning days throughout the academic year. These experiences are designed to deepen their understanding of the world around them and foster a sense of civic responsibility. Our partnerships with organizations such as Feed My Starving Children, local post-secondary institutions, Junior Achievement, Instruments in the Cloud, Leonardo's Basement, and Code.org, among others, provide students with diverse and meaningful learning opportunities.

In addition to academic and extracurricular activities, HOPE offers resources to support students' college and career readiness. This includes on-site ACT testing, partnerships with college and career preparation organizations like Big Brothers Big Sisters, and individualized guidance from our college and career counselor to help students develop and refine their post-graduation plans, ensuring they are well-prepared to achieve their unique definitions of success.

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 again, for Fiscal 2023 (awards for fiscal 2024, the 2023-24 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 SY2023 <u>and</u> whether or not each of these teachers returned in SY2024, plus any new staff for SY24. The chart should also reflect teachers who departed during SY2023.*

The table below includes all HOPE Community Academy teachers/licensed staff employed during 2022-23, with their 2023-24 status noted in the Status column.

District #	School Name	Teacher Name	File #	Subject Taught	Grade(s) Taught	SY2023	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	1021264	ESL	K-12	No	NR	
4070	HOPE Community Academy	Aung, Molly	439159	El. Ed.	5	Yes	NR	
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	NR	
4070	HOPE Community Academy	Barrett Underhill, Amy	362885	El. Ed.	4	Yes	R	
4070	HOPE Community Academy	Beese, Debra	285625	5th Grade	5	Yes	R	

District #	School Name	Teacher Name	File #	Subject Taught	Grade(s) Taught	SY2023	Status: R-Returning; NR-Not Returning	Additional Notes
4070	HOPE Community Academy	Boen, Susan	465432	EL	K-12	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	NR	Tier 3
4070	HOPE Community Academy	Chang, Xee	1013866	Early Childhood Ed.	Pre-K	Yes	NR	
4070	HOPE Community Academy	Chit, Wade	1021743	Social Studies	5-12	Yes	NR	
4070	HOPE Community Academy	Clark, Stephanie	450681	Math	5-12	Yes	R	
4070	HOPE Community Academy	Contreras, Alex	1014209	Short Call Sub Teacher	K-12	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.	K-12	No	R	
4070	HOPE Community Academy	Damon, Melissa	412843	Principal	K-12	No	R	
4070	HOPE Community Academy	Dreblow, Jeffrey	489968	Special Education	K-9	Yes	R	

District #	School Name	Teacher Name	File #	Subject Taught	Grade(s) Taught	SY2023	Status: R-Returning; NR-Not Returning	Additional Notes
4070	HOPE Community Academy	Erickson, Anne	450921	Instr. Coach	K-12	Yes	R	
4070	HOPE Community Academy	Flaten, Kristi	517601	ELL	4	Yes	R	Tier 2
4070	HOPE Community Academy	Fonkert, Deborah	429693	G&T	1-6	Yes	R	
4070	HOPE Community Academy	Gaertner, Grace	1020085	El. Ed.	K	No		
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	Htoo, Naw Ellen	1020804	Karen Culture and Language	K-6	No	R	New Hire, Fall 2022
4070	HOPE Community Academy	Jilek, Ellen	516739	Mathematics	8-9	Yes	R	Tier 3

District #	School Name	Teacher Name	File #	Subject Taught	Grade(s) Taught	SY2023	Status: R-Returning; NR-Not Returning	Additional Notes
4070	HOPE Community Academy	Kaehler, Joeleen	420744	El. Ed.	1	Yes	R	
4070	HOPE Community Academy	Kennedy, Kailie	513604	El. Ed.	K	Yes	R	
4070	HOPE Community Academy	Khang Vang, Mang	1019719	El. Ed.	K	Yes	R	
4070	HOPE Community Academy	Koch, Danielle	1001157	Comm. Arts / Literature	6-9	Yes	R	
4070	HOPE Community Academy	Lee, Colleen	487261	El. Ed.	4	Yes	R	
4070	HOPE Community Academy	Lo, Chia	1012099	Early Childhood Ed.	Pre-K	Yes	NR	
4070	HOPE Community Academy	Limp, Jason	488044	Social Studies	8-9	Yes	R	
4070	HOPE Community Academy	Matykiewicz, Lea Ann	313801	EL	5	Yes	R	
4070	HOPE Community Academy	McGuire, Sheila	267568	Elm Education		Yes	NR	
4070	HOPE Community Academy	Moo, Moo	1013032	Substitute	K-12	Yes	NR	
4070	HOPE Community Academy	Morrow, Laura	446064	El. Ed.	K	Yes	R	

District #	School Name	Teacher Name	File #	Subject Taught	Grade(s) Taught	SY2023	Status: R-Returning; NR-Not Returning	Additional Notes
4070	HOPE Community Academy	Moua, Yeej	511717	Visual Arts	9-12	Y	R	
4070	HOPE Community Academy	Murray, Tracy	435393	El. Ed.	1	Yes	R	
4070	HOPE Community Academy	Nelson, Bill	1024174	EL	K-12	Yes	NR	
4070	HOPE Community Academy	Nelson, Xia	1000868	El. Ed.	K	Yes	NR	
4070	HOPE Community Academy	Petersen, Renee	434036	Title Reading	2	Yes	R	
4070	HOPE Community Academy	Neppl, Mark	513395	Vocal Music	6-9	No	R	
4070	HOPE Community Academy	Olson, Andrea	318051	El Ed	K-6	Yes	NR	
4070	HOPE Community Academy	Park, Jiwon	501719	Math	6-9	Yes	R	
4070	HOPE Community Academy	Rademaker, Jody	342559	El. Ed.	3	Yes	R	
4070	HOPE Community Academy	Reed, Michael	402117	Principal	6-12	Yes	R	
4070	HOPE Community Academy	Robertson, Brian	404257	El. Ed.	3	Yes	NR	

District #	School Name	Teacher Name	File #	Subject Taught	Grade(s) Taught	SY2023	Status: R-Returning; NR-Not Returning	Additional Notes
4070	HOPE Community Academy	Robinson, Sierra	434802	El. Ed. / Title Coordinator		No	R	
4070	HOPE Community Academy	Ronning, Catherine	415617	El. Ed.	5	Yes	R	
4070	HOPE Community Academy	Sales, Jazmine	1016693	Social Worker		No	NR	
4070	HOPE Community Academy	Sblendorio, Lisa	383457	Guidance Counselor		No	NR	
4070	HOPE Community Academy	Schlittenhart, Scott	1020639	Physical Education	K-5	Yes	R	
4070	HOPE Community Academy	Seely, Sam	464219	Social Studies	6-8	Yes	R	
4070	HOPE Community Academy	Seidnekranz, Luom	460498	Leadership / Life Skills	6-9	Yes	R	
4070	HOPE Community Academy	Sharp, Andrew	515753	Dean of Students	K-12	Yes	R	
4070	HOPE Community Academy	Shaw, Brian	1008839	Science	6-9	Yes	R	
4070	HOPE Community Academy	Shubrat, Vladislav	1020883	Music	K-5	Yes	R	
4070	HOPE Community Academy	Sims, Sarah	475833	ELL	3	Yes	R	

District #	School Name	Teacher Name	File #	Subject Taught	Grade(s) Taught	SY2023	Status: R-Returning; NR-Not Returning	Additional Notes
4070	HOPE Community Academy	Sitek, Sean	475562	Science	6-9	Yes	R	
4070	HOPE Community Academy	Snider, Katy	432848	Special Education Coordinator / Teacher	K-9	Yes	R	
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	
4070	HOPE Community Academy	Thao, Yer	483438	Hmong Language	K-12	Yes	R	
4070	HOPE Community Academy	Vang, Karisma	1008217	El. Ed.	4	Yes	R	
4070	HOPE Community Academy	Vang, Padra	102085	El. Ed.	4	Yes	R	
4070	HOPE Community Academy	Verley, Peter	383769	El. Ed.	2	Yes	R	
4070	HOPE Community Academy	Wachholz, Joni	491788	Visual Arts	6-8	Yes	R	
4070	HOPE Community Academy	Wagner, Benjamin	1014121	Comm. Arts / Literature	5	Yes	NR	
4070	HOPE Community Academy	Webster, Emily	399107	El. Ed.	1	Yes	R	

District #	School Name	Teacher Name	File #	Subject Taught	Grade(s) Taught	SY2023	Status: R-Returning; NR-Not Returning	Additional Notes
4070	HOPE Community Academy	Xiong, Pachia	1020628	El. Ed.	K	Yes	R	
4070	HOPE Community Academy	Yang, Cherish	478446	El. Ed.	3	Yes	R	
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 Elementary and Secondary Principals, Parent and Community Involvement Coordinator, Human Resources Manager, Administrative Office Manager, and Health and Wellness coordinator.

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 2023-24, the two Principals were licensed; they are included with file folder numbers 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 Principals directly oversee the daily operations of the school functions. They work 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 below provides more detail regarding how the school is organized.
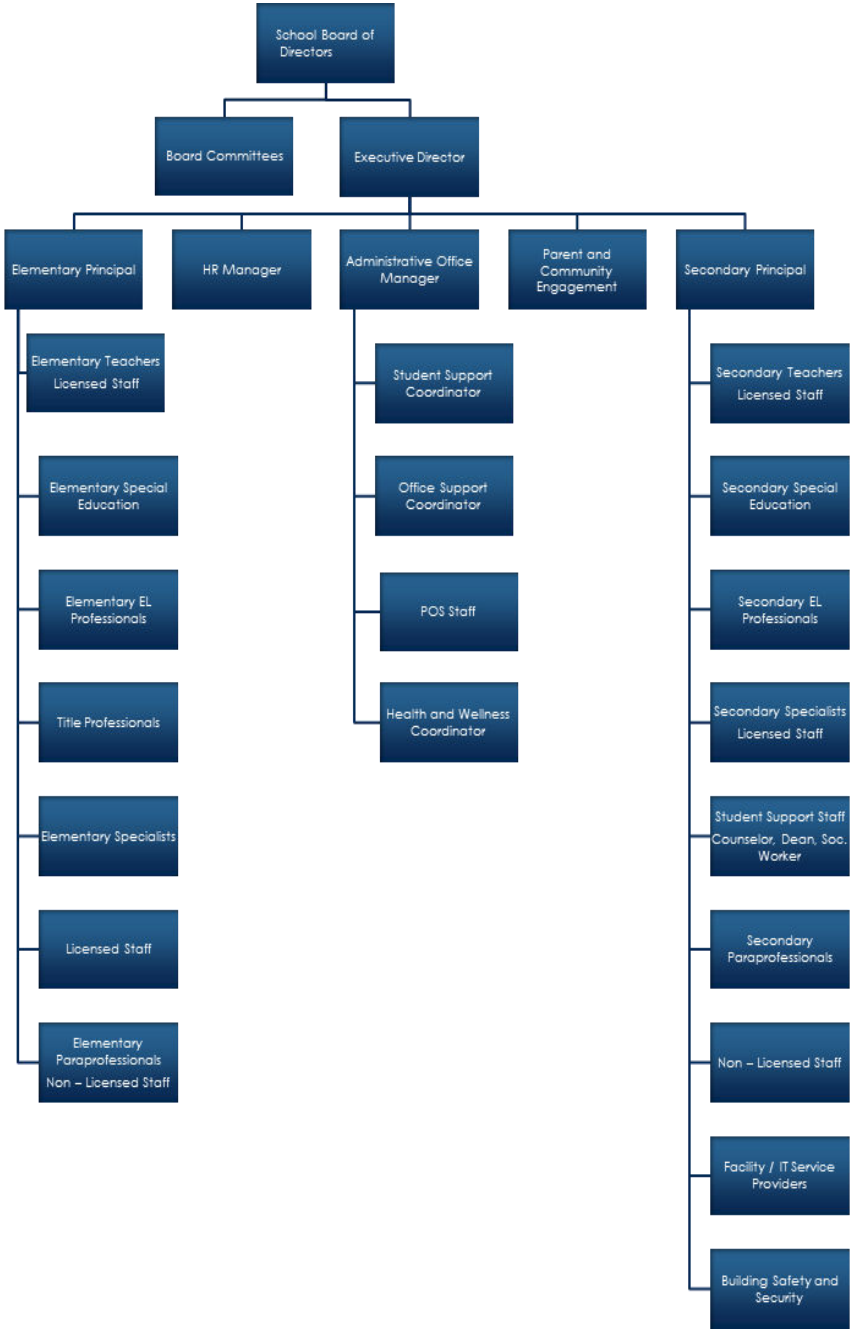
B.3 Organizational Strengths, Challenges and Plans

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 2019-20, 2020-21, 2021-22, 2022-23, and 2023-24 school years. Data is based on October 1 Average Daily

Membership (ADM) as reported to the Minnesota Department of Education. Please also include the second chart below regarding student attrition.

School Year	K	1	2	3	4	5	6	7	8	9	10	11	Total Enr.
2019-20	68	65	67	53	53	77	52	69	55	-	-	-	559
2020-21	60	67	72	67	49	52	75	55	68	-	-	-	565
2021-22	64	73	68	75	77	58	51	82	54	38	-	-	640
2022-23	76	76	86	74	84	83	66	58	84	46	34	-	767
2023-24	77	76	76	79	81	89	82	66	57	36	33	27	779

Student Attrition Numbers, 2023-34

Grade	Students who enrolled in the school on or before Oct 1[7]	Students who enrolled After Oct 1	Students who left after Oct 1 (before end of school year)	Students enrolled at the close of the school year	Students who remained enrolled for the full year
Pre-K	33	7	1	39	32
K	69	8	8	69	62
1	65	16	6	75	60
2	63	15	4	74	60
3	73	10	6	77	67
4	70	13	4	79	67
5	75	15	4	86	71
6	72	12	-	84	72
7	63	7	5	65	58
8	50	10	7	53	45
9	32	9	4	37	29
10	30	7	1	36	29
11	25	5	3	27	23
TOTALS	**720**	**134**	**53**	**801**	**675**

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 a slightly smaller student population compared to the previous year, when there were a total of 827 students enrolled by October 1, and 824 at the close of the school year.

This data also illustrates the stability of HOPE's student population: only 53 students, out of more than 700, left the school after October 1, while 134 enrolled after October 1. Of the total population of 854 students who were enrolled for any part of the school year, 675, or 79%

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[7] A total of eight students who were enrolled at the very beginning of the year but left before Oct. 1, are excluded from this list.

remained enrolled the full school year (this figure is lower, however, compared to the previous year, when 92% of students enrolled for any part of the school year were present for the full 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.

HOPE Community Academy works with and enjoys support from a number of community agencies to enhance its programs. Community partnerships during 2023-24 included:
- Boy Scouts of America / Girl Scouts – HOPE sponsors scout troops
- Dental Sealant Program provides free dental care for HOPE students.
- Big Brothers / Big Sisters provides coaches/mentors for HOPE Community Academy high school students
- WISE program – WISE is a course that contains two programs for immigrant and refugee students in 6th-12th grades. The Getting Ahead in Leadership program provides students with academic, leadership, and college preparation. The Healthy Relationship program teaches students how to have positive and strong relationships with themselves, their peers, families, and others in the community. These programs include utilization of self-empowerment workshops, consistent academic support, and the development of relationships.
- Create MPLS, a new partner in 2023-24 – Create MPLS provided HOPE with PreK technology instruction intertwined with social skills instruction Their instructor met with PreK students and teachers on a weekly basis on these tech and social skills. They also helped HOPE start its new First Lego League robotics teams. Create MPLS provided HOPE with instruction, professional development and Lego Kits to start this new program.

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 <u>initial and ongoing training</u> 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	contact@hope-school.org	651-796-4500	100% (12/12)	3/15/23 Squires, Waldspur-ger, & Mace, P.A.	3/15/23 Squires, Waldspur-ger	8/25/22 BerganKDV	1/24/23 QPR Institute-Suicide Prevention 3/15/23 Squires, Waldspurger
Ball, Hayley	May 2022	May 2025	Treasurer	Comm-unity	Nonprofit Administration	contact@hope-school.org	651-796-4500	75% (9/12)	3/15/23 Squires, Waldspur-ger, & Mace, P.A.	3/15/23 Squires, Waldspurger	8/25/22 BerganKDV	3/15/23 Governance & Employment Squires, Waldspurger
Grover, Andy	May 2020	May 2023	Director	Teacher	Education	contact@hope-school.org	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	contact@hope-school.org	(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	contact@hope-school.org	(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	contact@hope-school.org	(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	contact@hope-school.org	(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

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	contact@hope-school.org	651-796-4500	90% (9/10)	3/15/23 Squires, Waldspur-ger, & 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	Comm-unity	Nonprofit Administrati on	contact@hope-school.org	651-796-4500	50% (5/10)	3/15/23 Squires, Waldspur-ger, & Mace, P.A.	3/15/23 Squires, Waldspurger	8/25/22 BerganKDV	
Hang, Lu	Nov. 2022	May 2024	Director	Comm-unity	Finance	contact@hope-school.org	651-796-4500	60% (6/10)	3/15/23 Squires, Waldspur-ger, & Mace, P.A.	3/15/23 Squires, Waldspur-ger	3/14/23 BerganKDV	
Lorr, Donald	May 2020	May 2023	Board Chair	Comm-unity	Librarian – Taxonomy Manager	contact@hope-school.org	(651) 796-4500	100% (10/10)	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	contact@hope-school.org	(651) 796-4500	90% (9/10)				
Wildebuer, Kimberly	Oct. 2022	May 2025	Secretary	Parent	Corporate trainer-medical insurance	contact@hope-school.org	(651) 796-4500	90% (9/10)	3/15/23 Squires, Waldspur-ger, & 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	contact@hope-school.org	(651) 796-4500	100% (10/10)	3/15/23 Squires, Waldspur-ger, & Mace, P.A.	3/15/23 Squires, Waldspurger	8/25/22 BerganKDV	

Financial Elements

C.1 Fiscal Heath (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 Creative Planning provided the following information regarding HOPE Community Academy's financial position during Fiscal 2024.

The school's financial position at this time remains strong. Target ADM for 2023-24 was 870; actual was 772. The school made sufficient budget adjustments to accommodate the lower-than-projected enrollment. Average cash-on-hand for FY24 was 64 days. HOPE Community Academy's current, FY25 budget is available from Creative Planning; no revisions have been made since it was approved by the HOPE Community Academy board in June 2024.

HOPE Community Academy's FY 2025 budget projects a total of $14,944,226 in revenues and $14,458,247 in expenditures for a net income of $485,979. The FY25 budget results in a 21.9% fund balance. 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 12th grade this fall and welcomes its first graduating class. HOPE will need to manage expenditures for the high school as they tend to be more expensive to provide the diverse programing 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. Additionally, HOPE was funded for VPK this year at their full program size of 20 seats.

Preliminary audited results from FY24, as of September 30, 2024, show the following:

Annual net income:	$433,869
Ending Fund Balance:	$2,570,375
Fund Balance Percentage:	18.7%
Days Cash on Hand:	64

Finances

For questions regarding school finances and for complete financials for 2023-24, contact:

Name:	Jenny Abbs
Position:	Senior Advisor, Outsourced Business Accounting, Creative Planning

Phone: 952-563-6835
Email: jenny.abbs@creativeplanning.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, 2024.

Fiscal Year 2024 Finances are summarized below, with FY 2023 finances also included for comparison.

FY23 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	$12,274,248	$875,047	
Total Expenditures	$13,011,363	$846,598	
Net Income (Loss)	$(737,115)	$28,448	
Total Fund Balance	$1,960,735	$175,771	

FY24 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	$13,236,403	$976,263	
Total Expenditures	$12,874,276	$904,521	
Net Income (Loss)	$362,127	$71,742	
Total Fund Balance	$2,322,862	$205,700	

Overview
In FY24, HOPE's enrollment decreased slightly overall, even as we added 11th grade. Due to thoughtful budget adjustments, we were still able to maintain a healthy net income and fund balance percentage. 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, and Special Education. Our Fund 02 ended the year with a surplus as well.

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

Net Income and Fund Balance

Historically we have maintained strong operating margins. HOPE preliminarily ended FY24 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; and
- o Includes a cash flow projection for the year
- o Is adjusted in a timely fashion when needed;
- o Meets established fund balance policy goals; and
- o 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 FY24, the original approved budget was set at 870 ADM. HOPE realized that enrollment was not at that level, and therefore passed a revised budget in February at 772 ADM. HOPE ended the year at 773 ADM.

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 64 days cash on hand during Fiscal 2024.

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 again, for Fiscal 2023 (awards for fiscal 2024, the 2023-24 school year, year have not yet been announced, as this report is being finalized).

Attachments

Attachment 1: Leadership Development Plan, Executive Director

Name: Maychy Vu
Title: Executive Director
Reports to: Board of Directors
Date: 2023-24

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):*
Development Goals are stated in the table below

	Development Goals *What am I going to LEARN?*	Resources/Strategies *How am I going to learn it? Who will assist me?*	Status	Measurement *How will I know when it's achieved?*
1	**Increase presence and accessibility to staff**			
	Definition: Understanding direct reports' and staffs' needs and how I can support their success	Touchpoints with staff - both formal and informal to: *highlight school and people accomplishments *share updates and plans on where we are going as a school (ie: strategic plans, dashboard, etc.) *address challenges and conflicts in a timely manner Explore and plan a staff development event to build trust, overcome conflicts, and promote a healthy team.	A)Establish bi-weekly meetings with the Administration Team to check in and forecast upcoming events. This is to align our support of each other and ensure that all events start to finish is seamless and successful. In addition, 1-1 meeting with each direct reports on a weekly basis to check in on project developments. B) Delegate shared responsibilities to members of the Administration Team. Allow those who work "behind-the-scene" such as office manager and HR to step out into the "stage." For example, give them an active part to play during staff development days. Check-In Meetings with all staff via grade-level and department team meetings. C) Conflict Resolution, Probability vs Possibilities and Insight training	A)Direct Reports' updates/reports given at the Admin. Meetings 1-1 Check-In with direct reports on projects and implementation plan 1-2 Check-In meetings with all staff – compile feedback/suggestions/concerns/etc. and share with the Admin. Team. Follow up *continuous follow up on any open areas to put closure B) Members of the Admin. Team have taken an active part during PD days such as announcements, teambuilding activities, planned PD (Wellness Day – HR lead) C)Staff survey to compile effectiveness of training and overall school climate (see results)
2	**Improve onboarding and retention**			
	Definition: Improve the current onboarding process and staff (teacher) retention	Expand-boarding and orientation process *work with HR Manager to review and improve the current onboarding process for current and new staff Teacher Initial Salary Schedule *work with HR Manager to update teacher initial salary schedule as well as develop a continuum salary schedule * Gather input from principals to review and improve staff evaluation process	*HR has streamlined job posting, interview and onboarding processes (ie: screen applicants' resumes, conducts initial screening via phone; meets with new hiree on the first morning to provide orientation, gives tours if supervisor is not available, etc.) *see Dashboard for Teacher Initial Salary Schedule and Evaluation Process	Process – informal check in with new staff Evaluation Process in place by SY24/25

	Development Goals *What am I going to LEARN?*	Resources/Strategies *How am I going to learn it? Who will assist me?*	Status	Measurement *How will I know when it's achieved?*
		* Align evaluation process with pay increase; work with Jenny Abbs to include in annual budget Reinforce a culture of positivity, support, & building each other up *Conflict Resolution, Probability vs Possibilities, and Insight training * Check-Ins with grade level teams and departments	*Conflict Resolution Process completed *Check-Ins implemented, will continue to meet with teams/depts	*Insight Staff survey results *Informal check-in input *ED 360 feedback
3	**Lead efforts to expand the Art Programs with a Hmong focus at HOPE**			
	Definition: As a key component of the current Strategic Plans, HOPE will focus on integrating the Arts with the Hmong program. This program will put a strong emphasis on what HOPE stands for and distinguishes HOPE Community Academy from other Hmong-focused schools.	Establish core team to start planning: Hmong, Visual Arts, Music Depts * Visioning Sessions Development of Hmong Arts Program including timeline Collaborate with local arts organizations to build up Hmong Arts program	a. Met in Fall 2023, reconvene January 2024 b.Initial outreach	a. Implementation Plan - tbd b. Partner up to 3 organizations

Attachment 2: HOPE Community Academy Strategic Plan, Milestones and Key Performance Indicators

HOPE Community Academy 3-Year Vision   May 25, 2023

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.

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 – 12th 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

In addition to the Vision and Strategies, HOPE Community Academy's Strategic Plan includes Milestones and Key Performance Indicators, which are updated on the school's Dashboard. Milestones, and KPI's are as stated below.

Milestones, for the 2023-24 School Year
1. Develop after-school program plan (including community offerings).
2. Create staff professional development schedule that includes mandatory topics, participants, and schedule.
3. Begin high school graduation plan.
4. Design and implement staff retention and recognition program.
5. Design and implement student recognition program.
6. Improve website and parent portal/digital access.`
7. Complete high school elective program plan (including Hmong Arts Program).

Key Performance Indicators, for the 2023-24 School Year
1. Increase student growth in the areas of math (77.5% showing growth in 2023; 86.6% showed growth in 2024) and literacy (75.5% showing growth in 2023; 76.7% showed growth in 2024) on the Fastbridge Tests*
2. Monitor monthly enrollment to maintain or increase enrollment as needed
3. Increase teacher retention by 25%
4. Maintain overall Authorizer rating of 3.0 or higher
5. Monitor parent and student satisfaction with Hmong language, culture, and arts programs in fall and spring surveys
   *Student growth for purposes of this KPI is defined as any overall score growth, which is different from the goal of being *at or above the national median for growth percentile*, which is used in section 1.7 of this report.

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