

Executive Summary

HOPE Community Academy is a public charter school located in Saint Paul, Minnesota, serving a predominantly Hmong student population with a mission “to educate all students to highest levels of academic and social standards with a focus on Hmong language and culture.” ([Cause IQ](#))

During 2024-2025 (the year under review) the school continued its transition to a full PreK-12 model, added grades 11/12, and expanded facilities. ([HOPE Community Academy](#))

This review finds that HOPE has made progress toward the FSCS model—particularly in establishing its academic and cultural services infrastructure—but also faces significant challenges in academic proficiency, attendance, and resource alignment. Key opportunities include strengthening data-driven supports, broadening health and wellness services, deepening family engagement, and reinforcing sustainable partnerships and governance structures.

Overview of the Full-Service Community School Model at HOPE

HOPE’s charter and expansion plan indicate intent to serve students from PreK through grade 12, with a strong cultural and linguistic framework centered on Hmong language and culture. (education.stthomas.edu)

In adopting a full-service community school approach, HOPE is expected to:

1. Provide integrated academic, health, social, and family supports on-site.
2. Engage community partners to deliver non-instructional services.
3. Foster meaningful family and community engagement.
4. Use data and evaluation to monitor student outcomes, attendance, behavior, and supports.
5. Maintain governance and resource systems that sustain these services.

HOPE is at an early to intermediate stage of implementing this holistic model. Some of the infrastructure (e.g., facility expansion, cultural/language programs) is in place; however, full integration of health and wellness, family engagement, and data-driven services requires further development.

Review of Key Domains

1. Academic Outcomes

Current Status:

- HOPE serves grades 6-8 in its middle school, with data showing proficiency in math at ~14% (vs. ~46% state average) and reading at ~15-19% (vs. ~51% state average). ([Public School Review](#))
- The school’s 2023-24 annual report notes the ongoing addition of high school grades: Grade 9 (2021-22), Grade 10 (2022-23), Grade 11 (2023-24), and Grade 12 arriving in 2024-25. ([HOPE Community Academy](#))

- HOPE provides Hmong language and culture courses as required graduation components. ([Cause IQ](#))

Strengths:

- The culturally responsive design (Hmong language/culture) supports student identity and engagement.
- Facility expansions indicate capacity growth (e.g., new media center, gym) which may support enriched learning environments. ([KOMA](#))

Challenges:

- Academic proficiency in core subjects is significantly below state averages and thus presents a major barrier to student success.
- With high school grades being phased in, longitudinal outcome data (graduation, college readiness) are still emerging.

Implications for FSCS model:

- Academic supports (tutoring, extended day, small-group instruction) need to be structured and integrated with community supports to raise proficiency.
- Data monitoring systems should be strengthened to track progress across PreK-12, including sub-groups (ELL, special education, economically disadvantaged).

Data Table (for 2024-25):

Indicator	HOPE Results	State Average	Notes
Math proficiency (grades 6-8)	~14% (Public School Review)	~46%	HOPE significantly below
Reading proficiency (grades 6-8)	~15-19% (Public School Review)	~51%	Also significantly below
Graduation rate (HS)	TBD	First 12th grade cohort in 2024-25	
Enrollment growth	Expansion toward ~1,016 students planned (HOPE Community Academy)	Growth in PreK-12 model	

2. Health & Wellness Supports

Current Status:

- Facility includes gymnasium with storm-shelter capability, meaning physical infrastructure supports health/safety. ([KOMA](#))
- Job postings indicate a Licensed School Nurse position at HOPE, suggesting commitment to health services. ([Minnesota School Jobs](#))

Strengths:

- The physical plant supports health, safety and wellness.
- Staffing positions dedicated to health indicate capacity to deliver services.

Challenges:

- Publicly available documentation lacks detail on integrated health and wellness programming (mental health, nutrition, counseling) as part of the full service model.
- No clearly published metrics (e.g., school-based health visits, behavioral health referrals, chronic absenteeism due to health) were located.

Implications for FSCS model:

- HOPE should formalize and track health/wellness services: on-site health clinic, mental health counselors, partnerships with community health providers.
- Health/wellness data should be included in the school's dashboard and reported annually to MDE as part of FSCS requirements.

3. Family & Community Engagement

Current Status:

- The school emphasizes cultural identity and community partnership in its charter mission. (education.stthomas.edu)
- Infrastructure expansions and facilities improvements imply opportunities for community-use of space.

Strengths:

- Cultural responsiveness (Hmong language/culture) empowers families whose heritage aligns.
- The expansion suggests a facility can serve as a community hub.

Challenges:

- Documentation lacks detailed metrics or descriptions of family engagement programming (e.g., parent workshops, family-school advisory committees, community use evenings).
- No published data found on family attendance/involvement in school events or surveys.

Implications for FSCS model:

- HOPE should implement structured family engagement practices: regular family forums, parent education, culturally responsive two-way communication, and measuring family engagement outcomes.
- HOPE should report on family engagement metrics such as parent participation rates, satisfaction surveys, and community-use of facilities.

4. Community Partnerships

Current Status:

- HOPE has engaged community partners for facility design and expansion (architectural firm KOMA noted in documentation) and culturally specific expansion. ([KOMA](#))
- HOPE is listed among partnering charter schools recognized by the University of St. Thomas with a cultural/linguistic focus. (education.stthomas.edu)

Strengths:

- Partnerships exist for facility/expansion and cultural mission.

Challenges:

- Specific partnerships delivering academic, health, or family supports (e.g., community health providers, social services agencies, tutoring organizations) are not clearly identified in publicly available sources.
- Outcome measurement of partnership services (number of students served, service hours, cost-share) is lacking.

Implications for FSCS model:

- HOPE should map and quantify all its community partnerships (academic tutoring, health services, social/emotional supports, mentoring, family services).
- A partnership management system should track service delivery, student participation, cost-share, and outcomes.
- Annual reporting to MDE should include partnership inventories and performance data.

5. Attendance & Behavior

Current Status:

- Available data show a higher student-teacher ratio (21:1 vs. state average ~13:1) for middle school level. ([Public School Review](#))
- Absenteeism, behavior incident, suspension/expulsion rates were not found in the sources reviewed.

Strengths:

- None clearly documented in public sources.

Challenges:

- Given low academic proficiency, attendance or behavior may be contributing factors; without data, it is difficult to assess.

Implications for FSCS model:

- HOPE must implement robust monitoring of attendance, chronic absenteeism, tardiness, discipline referrals, and behavior supports (PBIS, restorative practices).
- These metrics should be integrated into the FSCS dashboard and used to target interventions (e.g., mentor-check in, after-school engagement) with community partners.

6. Governance & Sustainability

Current Status:

- HOPE's mission and charter explicitly include Hmong language/culture and academic goals. (education.stthomas.edu)
- Financial data indicate revenues ~\$14.18 million in 2024, expenses ~\$13.78 million, and assets ~\$5.36 million. ([Cause IQ](#))
- Enrollment expansion toward ~1,016 students is planned. ([HOPE Community Academy](#))

Strengths:

- Financial footprint appears stable for the current operation.
- Planning for PreK-12 growth aligns with sustainability of the school's model

Challenges:

- The significant gaps in academic outcomes and student supports present reputational risk and may affect long-term sustainability if intervening supports are not strengthened.
- Little publicly-available information on governance of the full-service model (e.g., advisory boards for health/family services, data governance, community stakeholders) was located.

Implications for FSCS model:

- HOPE should formally incorporate FSCS governance structures: steering committee with school leadership, community partners, family representatives to oversee integrated services.
- A sustainability plan should specify funding for non-instructional services (health, family support, extended day) and identify cost-share, grant-funding, in-kind support.
- Annual audits and performance reviews, including service-delivery metrics, should be documented and reported to MDE.

Impact Highlights

- HOPE has advanced toward its stated goal of becoming a PreK-12 school, with grade 12 commencing in 2024-25. ([HOPE Community Academy](#))
- Infrastructure upgrades (e.g., gym/storm shelter, media center, cafeteria expansion) position the school to better serve students and community. ([KOMA](#))
- The culturally responsive model (Hmong language/culture) is an important strength in engaging historically underserved communities. (education.stthomas.edu)
- Financially, the school appears to operate with positive net revenues (2024) and assets, supporting operational stability. ([Cause IQ](#))

Key Challenges & Next Steps

Challenges:

- Persistent low proficiency in core academic subjects places students at risk and indicates the need for intensified supports.
- Data collection and reporting are incomplete for several FSCS critical domains (health/wellness, family engagement, attendance/behavior, partnerships).
- Governance structures for the extended services model are under-documented publicly.
- Recruiting and sustaining non-instructional services (health, family, community) may face funding/resource constraints as the school grows.

Next Steps:

1. **Establish a comprehensive FSCS data dashboard** for the 2024-25 year, including academic, health/wellness, attendance/behavior, family engagement, and partnership metrics.
2. **Implement targeted academic intervention strategies** (e.g., extended-day/tutoring, summer bridge programs, culturally responsive pedagogy) with clear measurable goals and timelines.
3. **Formalize health and wellness services:** hire or contract mental/behavioral health professionals, track physical health metrics, and integrate with the school day.
4. **Launch structured family engagement initiatives:** monthly workshops, parent advisory committee, community-use events in the facility, and annual family satisfaction surveys.
5. **Create a partnership map and management system:** inventory existing partners, define service levels, track student participation and outcomes, and report cost-share or in-kind support.
6. **Develop governance and sustainability plan:** convene an FSCS steering committee, document funding sources for non-instructional services, and plan for scaling as enrollment grows.

Recommendations

1. **Prioritize academic recovery** — Given current proficiency rates far below state averages, HOPE should prioritize intensive remediation and acceleration programs, focusing on both core content and foundational skills.
2. **Invest in integrated student supports** — The full-service model must move beyond academic services alone: providing on-site health, mental health, social services, and family supports tied to data-driven need will enhance student success and engagement.
3. **Leverage cultural assets** — HOPE's cultural and linguistic focus (Hmong language/culture) is a key differentiator. The school should ensure that instructional strategies, family engagement, and community partnerships build upon this strength.
4. **Track and report comprehensive metrics** — To meet FSCS expectations and support accountability to MDE, HOPE must systematically track key metrics (attendance, behavior, health services, partner service outcomes, family engagement) and report annually.
5. **Ensure governance alignment** — Establish a governance structure which includes stakeholders (school leadership, families, community partners, students) to oversee the full-service implementation, monitor progress, adjust strategy, and ensure sustainable resourcing.
6. **Plan for growth and sustainability** — As HOPE expands toward ~1,000+ students in a PreK-12 model, resource demands will increase for both instructional and non-instructional services. Early planning for staffing, funding, facilities use, and partner coordination will be critical.

Conclusion

In summary, HOPE Community Academy has made important strides toward implementing a full-service community school model for the 2024-2025 year, particularly in infrastructure and cultural responsiveness. However, significant work remains in strengthening academic outcomes, data infrastructure, integrated supports, family/community engagement, and governance systems. With focused attention on these areas, HOPE is positioned to better serve its students and families and to align more fully with the FSCS model's promise of comprehensive support leading to improved student success.