

# 2024-25 Annual Report on Curriculum,

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## Instruction, and Student



## Achievement

**HOPE Community Academy**  
**MN Charter School District #4070**  
**720 Payne Avenue**  
**Saint Paul MN 55130**  
**Phone: (651) 796-4500**  
**Fax: (651) 796-4599**  
**<https://hopecommunityacademy.org>**

**Prepared by Designs for Learning, Inc.**  
**2335 Highway 36 W.,**  
**Suite 200**  
**Roseville, MN 55113**  
**Phone: (651) 255-8830**  
**Fax: (651) 645-0240**  
**<https://www.designlearn.net>**

## Introduction and Table of Contents

HOPE Community Academy charter school has completed the 2024-25 school year and is pleased to present this annual report to our Authorizer and stakeholders. The 2024-25 school year was HOPE Community Academy's twenty-fifth year of operations on St. Paul's east side, and the first year serving all grades pre-K through 12<sup>th</sup>. The spring of 2025 saw the retirement of Executive Director Maychy Vu, who led the school since inception. The school's Board issued a press release shortly after Ms Vu announced her retirement, which read in part –

*The HOPE Community Academy Board of Directors extends its deepest gratitude to Executive Director Maychy Vu for her extraordinary 25 years of visionary leadership, unwavering dedication, and commitment to the HOPE community. Maychy's impact on the school and its families has been profound, and we are sincerely thankful for her tireless efforts in building a strong, inclusive, and empowering educational environment that honors our Hmong heritage.*

The board is currently (as of September 2025) close to picking a successor. The 2024-25 school year was the fourth year of HOPE Community Academy's high school, and saw the first high school seniors graduating: a class of 22 students. This was the school's first year in the Minnesota High School League, where HOPE fielded boys' and girls' volleyball teams. Other new or enhanced elements of the high school were a robotics program, computer science, and a robust visual arts program.

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-fifth year of operation.

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## **Academic Elements**

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

Provide a statement of the school’s current mission and vision and assessment of how well the mission and vision are being met. Also provide a statement detailing *how* the school meets the primary purpose and the additional purposes for charter schools outlined in *Minnesota Statutes 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 strategic plan will be revisited and revised during 2025-26, once HOPE Community Academy’s new Executive Director is in place. The 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**

It is the vision of HOPE Community Academy to be a public school of excellence, with high quality staff and programs and successful students.

Three-year Vision, from HOPE Community Academy Strategic Plan:

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 and Culture class for K-8 students, Hmong American Studies class for high school students (planned), and infusion of Hmong culture into all classrooms. 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 12<sup>th</sup> 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, the FastBridge, three times a year for the elementary grades and twice per year for secondary. FastBridge assessments are given as a screener to support the MTSS intervention program. See Table in section 1.6 for a summary of 2024-25 FastBridge data.

Minnesota Comprehensive Assessments (MCA), results from spring 2025 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 identified per 2022 and 2025 academic results; HOPE was not among the schools identified either year.

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 2025 are shown below<sup>1</sup>. The first two tables show HOPE students broken-out by grade; the third provides the comparison with the state and resident districts (comparable schools data is omitted, per Accountability Plan Goals instructions).

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<sup>1</sup> Proportion of all students meeting enrollment criteria who met or exceeded standards, from the Minnesota Report Card, <https://rc.education.mn.gov/#mySchool/p--3>.

Percent Meeting or Exceeding on MCA Reading, Spring 2025			
Grade	# Students Tested	Percent Meeting	Percent Exceeding
3	64	10.9%	0%
4	74	13.5%	2.7%
5	82	23.2%	2.4%
6	80	7.5%	1.3%
7	78	9%	6.4%
8	61	21.3%	4.9%
10	36	22.2%	0%
Overall	475	14.7%	2.7%

Percent Meeting or Exceeding on MCA Math, Spring 2025			
Grade	# Students Tested	Percent Meeting	Percent Exceeding
3	64	15.6%	4.7%
4	74	18.9%	5.4%
5	80	13.8%	1.3%
6	79	1.3%	0%
7	78	7.7%	1.3%
8	61	18%	8.2%
11	28	14.3%	10.7%
Overall	464	12.3%	3.7%

MCA results spring 2025 - HOPE Community Academy compared to State of MN & St. Paul Public Schools			
	HOPE	MN	SPPS
Reading - All students tested; percent proficient	17.4%	49.6%	34.8%
Math - All students tested; percent proficient	16.0%	45.2%	26.5%
Science - All students tested; percent proficient	New Science MCA; results not reported		

HOPE Community Academy students showed lower percentages proficient compared to the state and the resident district, the St. Paul Public Schools. These results are quite similar to 2024 MCA results, for Reading and Math at HOPE and with the two comparison groups (Science MCA results are not publicly reported for 2025, due to the new version of this test).

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. Following are some details on how the elementary and secondary programs are seeking to improve results in the core academic areas as of spring 2025, from the Elementary and Secondary principals (reported in HOPE Community Academy's 4<sup>th</sup> Quarter report to UST):

#### Elementary:

- Adoption of new math and literacy curricula with ability grouping for tailored instruction.
- Extensive EL staff training to support language acquisition.
- Goal-setting with students and celebrations to motivate progress.
- Expanded Title teacher support for math and literacy interventions.
- Weekly progress monitoring and child study team meetings to adjust interventions and evaluate student needs.
- Family engagement through detailed sharing of FAST test results.

#### Secondary:

- Specialized “Mastering Mathematics” courses for below-grade-level learners.
- EL-based math and leveled English language acquisition courses co-taught by EL and content teachers.
- Use of multiple data sources (MCA, ACCESS, PLAN, ACT, Fastbridge, IXL) within PLCs to inform placements and instruction.
- Realignment of PLCs and professional development with focus on disciplinary literacy and Tier 2 interventions.
- Enhanced family communication on student progress.

In addition, all elementary and secondary teachers who teach literacy are completing CAREIAL training to meet Minnesota’s new requirements under the READ act. About half of the teachers completed this training during 2024-25, and the other half are to do so during 2025-26.

1.3 MCA Proficiency, State Demographic Comparison by Race/Ethnicity and FRL: Are student demographic groups (with tested cell sizes greater than 10) performing as well as or better than the statewide average for that student group? Note that for schools with greater than 80% of students qualifying for FRL, demographic categories will also be filtered by FRL status and not displayed separately<sup>2</sup>.

#### **MCA results spring 2025 - HOPE Community Academy compared to State of MN: Demographic groups**

	HOPE	MN - Statewide
Reading - All - percent proficient	17.4%	49.6%
Reading - F/R	16.9%	32.6%
Reading - Asian	17.2%	44.4%
Math - All - percent proficient	16.0%	45.2%
Math - F/R	15.4%	26.5%
Math - Asian	16.2%	43.0%

<sup>2</sup> As of fall 2025, 89% of HOPE Community Academy students were reported as eligible for free or reduced-cost meals, 93% as Asian.

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

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

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

North Star Academic Progress data on the Minnesota Report Card webpage shows the following 2025 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 2025				
	# Of Students (HOPE)	% In Each Category, HOPE	% In Each Category, MN	% In Each Category, SPPS
Achievement level improved	53	15.2%	18.7%	17.2%
Achievement level maintained	64	18.3%	41.9%	30.6%
Achievement Level decreased or stayed "does not meet standards"	232	66.5%	39.4%	52.2%

Academic Progress in Mathematics SY 2025				
	# Of Students (HOPE)	% In Each Category, HOPE	% In Each Category, MN	% In Each Category, SPPS
Achievement level improved	48	13.9%	13.7%	11.2%
Achievement level maintained	51	14.8%	42.2%	25.6%
Achievement Level decreased or stayed "does not meet standards"	246	71.3%	44.1%	63.2%

HOPE Community Academy administered the FAST assessments during 2024-25 as was done in previous years, to all students in all grades served, in the fall, winter and spring. However, the school lost access to its 2024-25 FastBridge data during the summer of 2025 due to an inadvertent lapse of the school's contract with the FastBridge organization. HOPE students' assessment data was deleted due to data privacy considerations, and was not recoverable. Hence this report does not directly address items 1.6 and 1.7 as it has in previous years.



	% At or Above National Median – Reading			% At or Above National Median – Math	
		% at or above national 30-percentile			% at or above national 30-percentile
	KG-G2	34%		KG-G2	62%
	G3-12	38%		G3-12	38%

% Meeting Growth Goals – Reading		% Meeting Growth Goals – Math	
	<u>% Meeting Goal</u>		<u>% Meeting Goal</u>
KG-G2	34%	KG-G2	77%
G3-12	53%	G3-12	60%

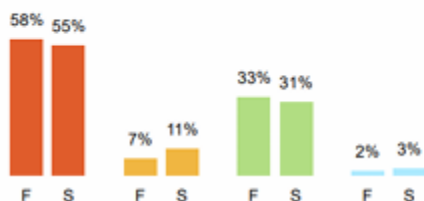
However, there is some data pertinent to these two Accountability Plan elements which was generated for the 4<sup>th</sup> Quarter report to UST, and summarized in graphical format. Several graphs are preproduced below, which address aspects of HOPE Community Academy students' achievement levels in reading and math, and their gains during 2024-25, from fall to spring.

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

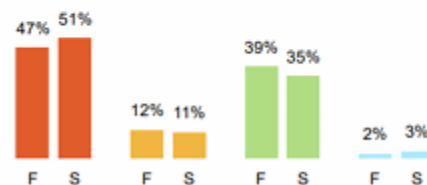
Note: FastBridge data categorizes students into 4 categories based on scores on their tests: High risk (red), Some risk (yellow), Low risk (green), or College Pathway (blue).

The graph on the left below displays Fall / Spring 2024-25 results for grades K-2 students, on the FastBridge Elementary eReading assessment; the graph on the right shows results for grades 3-12 students, on the FastBridge aReading assessment.

Scores Of All Students In Group  
By Normative Categories: ?

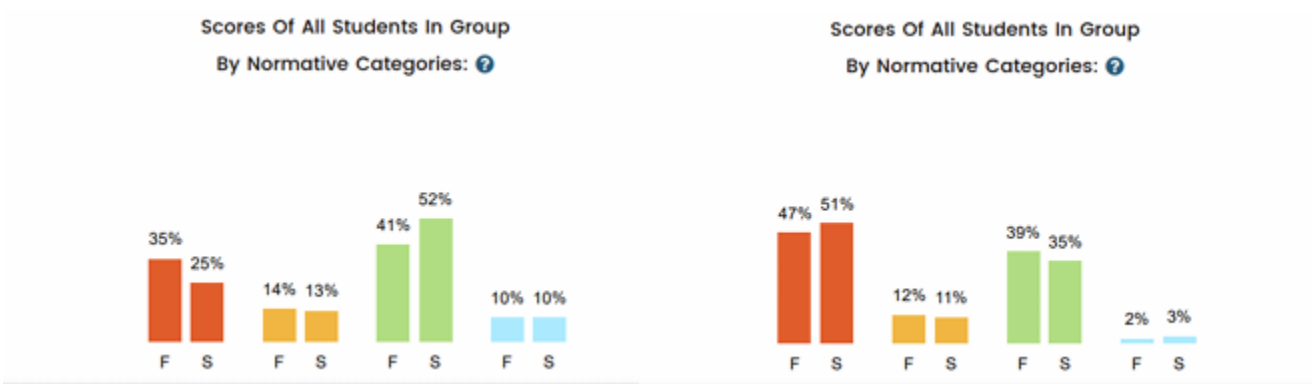


Scores Of All Students In Group  
By Normative Categories: ?



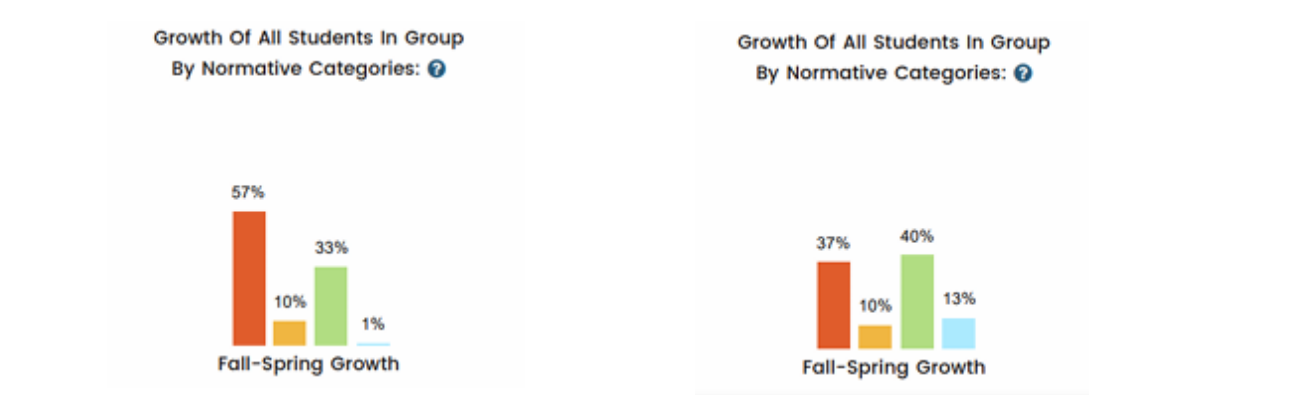
One factor pertinent to the lower reading scores, is that HOPE Community Academy implemented a new language arts curriculum during 2024-25, the EL Education reading/literature curriculum (see <https://www.eleducation.org/curriculum/language-arts>). There is typically a dip in achievement in the first year or two of implementing a new curriculum, particularly with the younger students.

The graph on the left below shows scores of grades K-2 students, on the FastBridge Elementary eMath assessment; the graph on the right shows scores of grades 3-12 students, on the FastBridge aMath assessment.



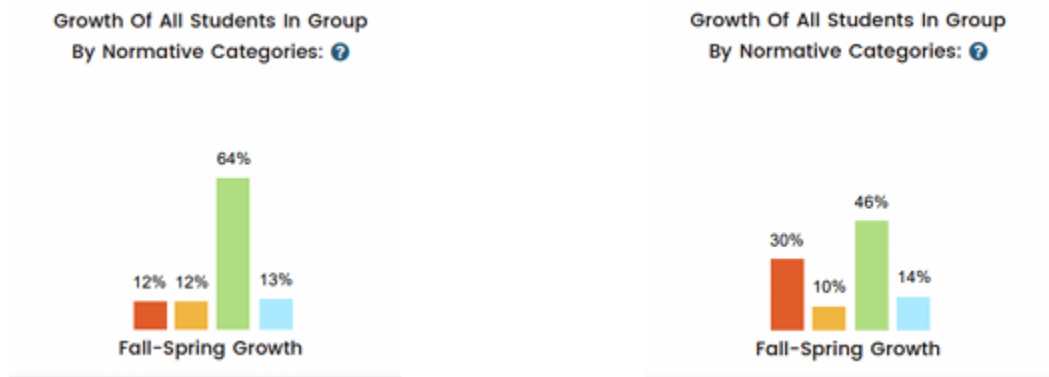
1.7 Are students making substantial and adequate gains over time, as measured using the school’s selected standardized assessments?

The graph on the left below displays Fall / Spring 2024-25 growth results for grades K-2 students, on the FastBridge Elementary eReading assessment; the graph on the right shows results for grades 3-12 students, on the FastBridge aReading assessment.



These growth results show that while K-2 students are making slower growth, a small majority (53%) of grades 3-12 students were in the higher two growth groups. Again, the adoption of a new reading curriculum is likely a factor in these results.

The graph on the left below displays Fall / Spring 2024-25 growth results for grades K-2 students, on the FastBridge Elementary eMath assessment; the graph on the right shows results for grades 3-12 students, on the FastBridge aMath assessment.



These results show that in both the younger and older groups, the majority of students are making strong progress in math.

HOPE Community Academy's fourth quarter report to UST included the following summary of evidence of improved outcomes, from the FastBridge results:

- Elementary students showing significant gains; 23 students exited math interventions, and 11 exited literacy interventions.
- More students moving up proficiency categories on Fastbridge with increased understanding and parent buy-in.
- Secondary median percentiles improving in aReading and aMath, with positive growth trajectories.

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*

During 2024-2025, K-5 students attended a specialist Hmong Language and Culture class near twice per week (total of 90 minutes) on an A-B-C schedule rotation, and took a pre and post assessment to measure their language acquisition and learning (Appendix A). Students were assessed in different modes of communication such as listening, reading, writing, and speaking. There was also a Hmong Language and Culture class for Middle School students, which most took. This class focused on skills such as reading, writing, speaking, and listening. Content such as family, community, and school related topics were taught for students to learn more about themselves, community, and the Hmong culture. Middle School students' progress was assessed in four focus areas: overall semester grades (Focus 1), final exam scores (Focus 2), assignment percentages (Focus 3), and anecdotal evidence (Focus 4). No specific Hmong language or culture class was offered at the high school level; rather school staff sought to continue to support student's knowledge of their home culture by integrating Hmong-related content throughout the regular curriculum.

While students' learning of Hmong language was not assessed in a way that permits directly measuring their attainment of language development benchmarks as called for in target 1.8, there was significant student learning growth and development of Hmong programming during 2024-25. Students' language acquisition growth in elementary school showed a positive

trajectory during the 2024-2025 school year. Hmong language and culture staff worked with a third-party consultant, Minnesota Zej Zog (MZZ) to rewrite and realign curriculum. An effort to streamline a K-8 scope and sequence with support from previous curriculums and resources was initiated, alongside providing instructional methods such as professional learning plans, strategies, and resources for the elementary Hmong language and culture teachers to utilize. Some challenges were present such as teacher turnover in the elementary Hmong specialist class where new teachers had to coordinate the scope and sequence to match their classroom, all the while managing their day-to-day classroom operations. Despite the challenges, teachers did their best to provide students with thoughtful and engaging language building lessons to support students' growth at the elementary level.

The middle school level Hmong class faced similar barriers such as teacher turnover in the middle of the school year and a mixed aged class with varying levels of proficiency, which made collecting language development data inconsistent. To accommodate for the barriers, data points such as semester 1 and semester 2 grades, exam scores, assignment scores, and anecdotal evidence were gathered to measure the development of Hmong language for middle school students. Overall, students in Hmong class showed that students on average passed the class, final exams, and completed assignments which indicated students' retention, engagement, and development of Hmong language. Students have expressed the enjoyment of learning more about Hmong people and Hmong culture in class. For example, a previous eighth grade student who attended HOPE came to visit the Hmong culture class during Open House shared her enjoyment to learn about the Hmong language and missed having a Hmong class at her new school.

Curriculum is continuously being developed with the support of MZZ to provide teachers a roadmap to unit guides and lesson plans. This should support teachers to maintain consistent curricular instruction for students. To accommodate for the reality of a mixed aged class, a yearly rotating curriculum could support Hmong language development with more in-depth practices on the ACTFL three communication modalities and expand upon new content in the curriculum. For the future, the program may be revised to provide individual grade level classrooms for the Hmong language and culture class at the middle school, which could pose an opportunity for students to deepen their depth of knowledge and skills with targeted grade-level language benchmarks.

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 higher in Math and Reading, compared to the previous year (2024 HOPE Community Academy EL Proficiency rates were 7.9% in Reading; and 6.9% in Math). As of October 2024, 60.3% of HOPE Community Academy students were categorized as English Learners.

MCA results spring 2025 - HOPE Community Academy English Learners Percent Proficient Compared to State of MN <sup>3</sup>		
	HOPE	MN - Statewide
Reading – EL	8.0%	9.9%
Math – EL	9.2%	12.6%

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 lower in Math (2024 HOPE Community Academy special education students' Proficiency rates were 8.9% in Reading and the same, 8.9% in Math). As of October 2024, 10.8% of HOPE Community Academy students were identified as receiving special education services

MCA results spring 2025 - HOPE Community Academy Special Ed. Percent Proficient Compared to State of MN		
	HOPE	MN - Statewide
Reading - Sped.	8.3%	25.1%
Math - Sped.	1.8%	24.3%

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 2024-25 school year; see the updated Key Progress Indicators (KPI's) and Milestones in the Hope Community Academy Strategic Plan. As noted previously, the Strategic Plan will be revisited and updated during 2025-26, once the school's new Executive Director is in place.

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 Language and Culture Coordinator works to infuse Hmong culture into all classrooms throughout the school.

<sup>3</sup> For this table and the next, Reading and Math figures are MN Report Card Academic Achievement Rate figures.

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, for grades K-5 (there is one in each category for middle school and for high school)
- Paraprofessionals in every grade to assist student reading, speaking and writing proficiency
- In addition to our K-12 classroom instruction of core curriculum, HOPE Community Academy employs licensed teachers in the areas of Hmong language, Library, Computer Applications, Music, Art, and Physical Education. Middle School teachers are licensed to teach in their specific content areas. Media and Technology instruction is integrated into each content area.
- Year-round after-school sports programs for both boys and girls encourage 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 offered a diverse range of afterschool enrichment opportunities designed to engage students academically, socially, and creatively. The 2024-25 afterschool Extended Day Learning program ran 16 two-hour sessions from January through February, meeting twice weekly. Eight clubs were offered:

- Robotics
- E-Sports
- Strategy Games (Board games)
- Crafting Club
- Invasion Games & Strategy (Gym)
- Walking/Gardening
- Guitar
- K-2 Club

HOPE Community Academy administration provided a programming recap after the conclusion of the after-school program, which included the following observations:

- Student participation was strong, with clubs ranging from 16–45 students each, including a record turnout for K-2 Club (45 students).
- Clear communication to families and staff ensured smooth participation, with reminders sent via email, letters, and Google Classroom.
- Expectations emphasized high standards for behavior, responsibility, and engagement, ensuring that afterschool remained a privilege and a place for enrichment.
- Through this programming, students-built skills, explored new interests, and developed teamwork and problem-solving abilities outside of the traditional school day.

Summer programming also continued. Summer 2024 programming is described below, followed by the Summer 2025 program.

Summer 2024 programming: Teachers created grade level camps in which math and literacy were infused into everything being taught during the day. In planning for the summer 2024 program, staff took the ideas of previous iterations of summer school and combined them together. Without the separate STEAM, Dance, Volleyball and Guitar camps it was possible 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 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 11<sup>th</sup> grade in the summer of 2023. Students' time together focused on learning how to play and understand the guitar. Students first started to learn the basics of guitar, such as vocabulary and simple music notation. Camp leaders differentiated between students who had been part of the club before, giving them more advanced techniques and chord shapes to practice on their own, and those students who were brand new, who needed more 1:1 interaction. The camp focused on learning some pop and Hmong songs, giving students the opportunity to choose warm-up/fun songs throughout the day. The students practiced writing via chord charts and math through strumming patterns, both essential to playing the guitar.

Summer 2025 programming: There was a complete redesign of summer programming. The HOPE SOARS program ran for six weeks during the summer of 2025, preceded by a week of planning for staff involved in the program. Students participated in a balance of academics and enrichment; the program featured various types of hands-on learning opportunities for students, e.g. through field trips, gardening and the arts. Breakfast and lunch were provided daily. The program was designed to build students' confidence while helping them to bridge learning gaps and prepare for the upcoming school year.

SOARS stands for:

- Strengthen skills in reading and math
- Open minds to new learning adventures
- Achieve growth through practice and play
- Reach new heights in literacy and mathematics
- Soar with confidence into the next school year

#### **A4. Parent Engagement**

- 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.***

- Share information on parent engagement. Note that engagement, for the purpose of the annual evaluation, is defined as school staff and families interacting to work toward the growth and betterment of their student.

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 2025, and generated a report for school leadership in May. Approximately 196 families / households participated in the survey, more than double the number who participated the previous year. HOPE Community Academy serves approximately 330 families, so roughly 59% of families were represented in these survey results. There were many responses to open-ended survey questions as well: for instance, there were 118 comments responding to the question asking what are the greatest strengths of HOPE Community Academy, and 74 responses to the question asking in what ways the school can improve. Parent survey responses overall were quite positive, with most parents indicating high levels of satisfaction with the school.

Examples of responses, 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:* 97% of respondents agreed<sup>4</sup>; 93% agreed with this statement in the 2024 survey
- *My student is satisfied with his/her learning about Hmong/Karen language and culture*<sup>5</sup>: 83% agreed (in 2024, 79% agreed with this statement)
- *I am satisfied with the opportunities provided for parental involvement in school activities and events:* 93% agreed (in 2024, 77% agreed with this statement)
- *I have felt welcomed and encouraged to participate in school-related activities and initiatives:* 95% agreed (in 2024, 93% agreed with this statement)
- *HOPE Community Academy is a safe, warm and welcoming community for my family:* 97% agreed (in 2024, 94% agreed with this statement)
- Finally, when asked for *My overall rating of HOPE Community Academy*, responses were as shown below, with 61% rating the school Outstanding or High, and 35% choosing the middle “Meets” rating. These are significantly more positive ratings than the previous year, with just 39% chose Outstanding or High (but still below the spring 2023 results, when 80% of survey respondents chose Outstanding or High).

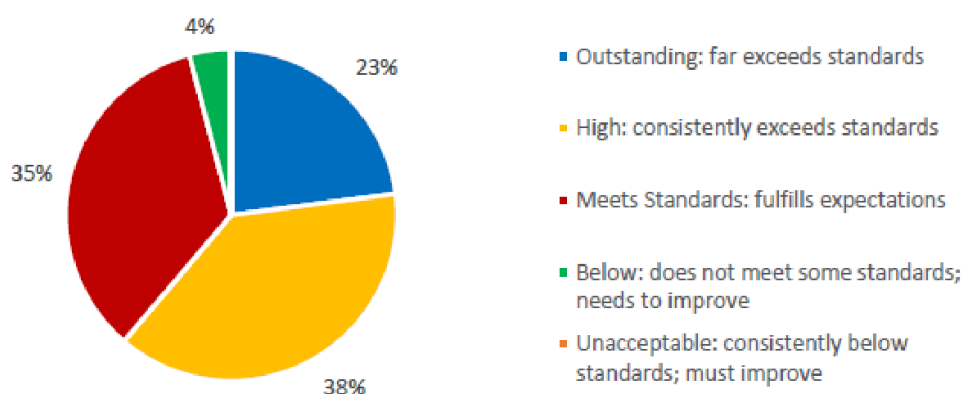
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<sup>4</sup> For purposes of this reporting, Agree and Strongly Agree responses are combined; other response options were Disagree, Strongly Disagree, and Don't Know.

<sup>5</sup> In the previous year's survey, respondents were first asked to select their child's culture/language program (65% selected Hmong and 35% Karen), then rate their level of satisfaction. On both questions 79% agreed or strongly agreed on this item.



11. My overall rating of HOPE Community Academy is: *Overall rating of 3.8 on a 5-point scale*



#### A5. Curriculum (Aligns with WBWF/CACR)

- 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.

##### Curricular Overview

HOPE Community Academy grounds all curriculum and instruction in the **Minnesota Academic Standards and Benchmarks**, ensuring alignment and rigor across all grade levels. Each adopted curriculum serves as a primary resource to meet or exceed these standards, and teachers supplement with additional materials as needed to differentiate instruction and address the diverse learning needs of students.

##### Core Curriculum in Use:

- **Reading/Language Arts:** *EL Education K–8 Language Arts Curriculum*
- **Mathematics:** *enVisionMATH Common Core, Realize Edition (K–5)* and *Holt Mathematics (Grades 6–11)*
- **Social Studies:** *myWorld Social Studies* from Savvas Learning Company
- **Science:** *STEMScopes Science*

These resources were selected for their strong alignment to state standards, emphasis on student engagement and inquiry, and the availability of tools to support differentiation, literacy integration, and formative assessment.

##### Curriculum Implementation and Rationale

In 2024–25, HOPE Community Academy completed its second year of implementation for the *EL Education* Language Arts curriculum. This comprehensive, research-based program emphasizes close reading, evidence-based writing, vocabulary development, and collaboration—skills identified as critical to improving literacy outcomes. The curriculum was selected after a multi-year review process that included classroom pilots, teacher feedback, and professional development to ensure successful implementation.

Mathematics instruction continues to be supported by the *enVisionMATH* and *Holt* programs, chosen for their conceptual focus, digital integration, and strong alignment with the Minnesota Standards. These resources provide opportunities for both procedural fluency and problem-based learning, which support students' deeper understanding of mathematical concepts. *myWorld Social Studies* and *STEMScopes Science* were selected for their engaging, standards-aligned content and their ability to integrate literacy, technology, and inquiry-based

instruction. These programs encourage hands-on learning and real-world connections, aligning with the school's mission to prepare students for academic success and civic engagement.

### **Supplemental and Enrichment Programs**

In addition to the core academic curriculum, HOPE Community Academy has expanded its **secondary programming** to include a robust **instrumental music program** featuring concert band, guitar, and piano instruction. During 2024–25, over one-third of secondary students participated in music programs. New high school electives were also introduced, including **Criminal Justice** and **Computer Science**, broadening students' exposure to future academic and career pathways.

### **Strengths and Weaknesses of the Current Curriculum**

#### **Strengths:**

- Alignment with Minnesota Academic Standards across all core areas.
- Rigorous, research-based curricula that emphasize literacy, inquiry, and problem-solving.
- Strong integration of technology and digital learning tools.
- Expanded opportunities for creativity, self-expression, and real-world application (music and electives).
- Increased staff collaboration and professional development around implementation fidelity.

#### **Weaknesses:**

- Continued need for differentiated materials to meet the wide range of student proficiency levels, particularly among English Learners.
- Additional training and coaching support needed to ensure consistent instructional delivery across grade levels.
- Ongoing adjustments to pacing and scaffolding as new materials are fully integrated into classroom routines.

### **Curriculum Review and Selection Process**

HOPE Community Academy follows a structured **five-year curriculum review cycle** to ensure that all instructional materials remain aligned to state standards and best practices. The process includes:

1. **Data Review:** Analysis of assessment data, student performance, and teacher feedback.
2. **Research and Pilot:** Review of new programs and pilot implementation in select classrooms.
3. **Teacher and Administrator Input:** Surveys, grade-level discussions, and vertical alignment meetings.
4. **Selection and Training:** Final selection based on alignment, cultural relevance, and instructional quality, followed by professional development.
5. **Implementation and Evaluation:** Ongoing monitoring through classroom observations, student outcomes, and staff reflection.

The next scheduled review will focus on **mathematics and science materials** during the **2025–26 school year**, with new selections or updates to be implemented the following year if determined necessary.

### **A6. Scheduling (Aligns with WBWE/CACR)**

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.

In the spring of 2025, school leadership decided to revise the calendar for the 2025-26 school year, to start after Labor Day rather than the week before, and to run 6.5 hours daily rather than 7. The calendar change brings HOPE Community Academy in alignment with most Metro area schools including the St. Paul Public Schools, whereas the earlier end-time in the afternoon leaves students and staff less tired at the end of the school days and makes it easier for students to participate in afternoon / evening events. These changes were made in consultation with school stakeholders.

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/CACR and Evaluation Rubric)**

- Please complete the "Professional Development Offerings Reporting Template" in Appendix B
- 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 the Hmong community.

Details regarding professional development provided during 2024-25 are included in the Professional Development Offerings Reporting table below. All trainings were considered to be required, for the intended audience.

<b>Training Title</b>	<b>Training Provider</b>	<b>Audience</b>	<b>Dates</b>
EL Open Up Education	EL Open Up	K-5 classroom teachers and 6-8 English Language Arts Teachers	8/20/24
CAREIALL Launch	CAREIALL (UofM)	Elementary Classroom Teachers, Title and EL teachers K-12	8/21/24
Title IV, Blood Born Pathogens, CPR/Medications	Vector (online)	All Staff	8/21/24 – 8/23/24
Lexia Updates	Lexia Learning	K-5 Staff	8/22/24
Restorative Practices/Circle Training	Jamie Williams	K-12 All Staff	8/22/24
CAREIALL Session #1	CAREIALL (UofM)	Elementary Classroom Teachers, Title and EL teachers K-12	8/23/24
CAREIALL Session #2	CAREIALL (UofM)	Elementary Classroom Teachers, Title and EL teachers K-12	10/4/24
Strategies for working with Multi-Lingual Students	Alyssa Carlson- Staff Member	K-12 Classroom Teachers	10/4/24
CPI Training	Mark Krug- Designs for Learning	K-12 paras, social workers, SPED teachers	10/4/24

<b>Training Title</b>	<b>Training Provider</b>	<b>Audience</b>	<b>Dates</b>
SPED Information	Lisa Greenberg- Designs for Learning	K-12 all staff	11/5/24
CAREIALL Session #3	U of M	Elementary Classroom Teachers, Title and EL teachers K-12	11/15/24
New Teacher Academy	Anne Sabby	All New teachers 6-12	11/15/24
CAREIALL Session #4	U of M	Elementary Classroom Teachers, Title and EL teachers K-12	12/6/24
EL Open Up Education	EL Open Up	K-5 classroom teachers and 6-8 English Language Arts Teachers	12/6
Restorative Practices/Circle Training	Jamie Williams	K-12 All Staff	12/6/24
Lexia Yearly Training	Lexia Learning	K-5 Staff	12/6/24
CAREIALL Session #5	U of M	Elementary Classroom Teachers, Title and EL teachers K-12	2/7/24
ACT Proctor Training	Lydia Jagdkowski-School College and Career Counselor	All 9-12 teachers	2/7/25
Restorative Practices/Circle Training	Jamie Williams	6-12 All Staff	2/7/25
CAREIALL Session #6	U of M	Elementary Classroom Teachers, Title and EL teachers K-12	3/7/25
EL Open Up Education	Deborah Fonkert and Anne Sabby	K-5 classroom teachers and 6-8 English Language Arts Teachers	3/7/25
MCA Proctoring	Yer Yang- DAC	All 3-12 licensed staff	3/7/25
CAREIALL Session #7	U of M	Elementary Classroom Teachers, Title and EL teachers K-12	4/7/25
ASD SPED Training	Designs for Learning	All Staff K-12	4/7/25
Disciplinary Literacy	Anne Sabby-Instructional Coach	All staff 6-12	4/7/25
Restorative Practices/Circle Training	Jamie Williams	6-12 All Staff	4/7/25
CAREIALL Session #8	U of M	Elementary Classroom Teachers, Title and EL teachers K-12	5/2/25

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 participated 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/CACR, include an attachment with the school's WBWF/CACRT 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 in grades K-8 through the Hmong Language and Culture class, and at the middle and high school levels by integrating Hmong-related content through the regular curriculum. 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 school's 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.

- The second largest student population at HOPE Community Academy is Karen; leadership estimates about 20% of the population are 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 offered a Karen Language and Culture Program alongside the Hmong Language and Culture Program. The Karen program was discontinued in 2024-25 due to difficulty finding a Karen language professional. The school was able to find a staff member for this for fall 2025, and the program is to be re-established in the new school year.

Future plans include completing the shift in school leadership, replacing founding Executive Director Maychy Vu, who retired at the end of the 2024-25 school year. HOPE Community Academy's board led a process to replace the ED, beginning by searching broadly to find a pool of candidates for this critical position. The pool had been narrowed down to two by September. Input was sought from stakeholder groups by having various groups meet with the final candidates. The new ED is expected to be chosen by October, to take over leadership in the fall. Plans for the 2025-26 school year include carrying out a new strategic planning process, which will be directed by the Board and including the school's new Executive Director once they are chosen.

Two other aspects of HOPE Community Academy's future plans are also worth noting:

- Continued optimization of Hmong language and culture offerings for grades K-8. As described in the narrative relating to Accountability Plan Goal 1.8 above, HOPE Community Academy staff are working with an outside consultant to improve programming in this area, e.g. improved curriculum with unit guides and lesson plans, expansion of new content, and potentially providing individual grade level classrooms for the Hmong language and culture class at the middle school, in order for students to deepen their depth of knowledge and skills with targeted grade-level language benchmarks.
- Continued expansion of enrollment. In 2024-25 HOPE Community Academy completed its planned growth to serve all grades pre-K through 12<sup>th</sup>. The school will continue to seek some further expansion of school enrollment, to approximately 900 students (the budget for 2025-26 is based on 790).

HOPE Community Academy is seeking to strengthen its prekindergarten program, so that with solid beginning academics it can serve a more effective feeder program for kindergarten. The Heggerty program for prekindergarten phonics was chosen during 2024-25 and is being implemented in 2025-26. The school is researching math programs for pre-K; future plans include adopting a specific math program as well. Also, during 2025-26, the school will focus on creating a robust computer science program for grades K-12.

## **A9. Awards**

Describe any awards or honors the school has received (e.g., High Quality Charter School).

HOPE Community Academy won the 2024 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” in Appendix C. 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 SY2025 and whether or not each of these teachers returned in SY2026, plus any new staff for SY26. The chart should also reflect teachers who departed during SY2025*

The table below includes all HOPE Community Academy teachers/licensed staff employed during 2024-25, with their 2025-26 status as of September 2025 noted in the Status column. New teachers joining the staff for fall 2025 are included at the bottom of the table.

Teacher Name	File Folder #	Subject / Courses	Grade(s) Taught	License Details	SY2025	SY2026
Staci Ahrens	412799	Math	6 to 8	El. Ed. & Math; expires 6/30/2029	Yes	R
Dan Bahnaman	484338	Math Interventionist	K to 5	El. Ed. & Math; expires 6/30/2030	Yes	R
Amy Barrett Underhill	362885	El. Ed.	4	Spanish 1-6 & El. Ed.; expires 6/30/2029	Yes	R
Edina Beckwith	1032714	El. Ed.	5	El. Ed.; expires 6/30/2027	Yes	R
Debra Beese	285625	El. Ed.	5	El. Ed.; Coaching; PE & DAPE; expires 6/30/2028	Yes	R
Emily Broeker	495631	El. Ed.	4	El. Ed. Tier 1 & Short Call Sub; expires 6/30/2026	Yes	R
Jose Cardenas	1027681	School Social Worker	6 to 12	School SW; expires 6/30/2027	Yes	R
Alyssa Carlson	458512	ELL	6 to 8	ESL; expires 6/30/2027	Yes	R
Deeh Chah	1000676	El. Ed.	K to 5	El. Ed.; expires 6/30/2025	Yes	NR
Stephanie Clark	450681	Math	6 to 12	Math 5-12; expires 6/30/2030	Yes	R
Meghan Crandall	455850	Library / Media Specialist	K to 5	El. Ed. & Library Media Sped.; expires 6/30/2028	Yes	NR
Melissa Damon	412843	Principal	Elementary	K-12 Principal; expires 6/30/2029	Yes	R
Dejon Davis	1040895	El Phy Ed	K-5	Phy Ed Tier 1; expires 6/30/2025	Yes	NR
Anne Erickson	450921	Instr. Coach	Secondary	Comm. Arts 5-8; expires 6/30/2026	Yes	R

Teacher Name	File Folder #	Subject / Courses	Grade(s) Taught	License Details	SY2025	SY2026
Agnes Espino	431433	El. Ed.	K	El. Ed.; expires 6/30/2027	Yes	R
James Etheridge	1027037	Physics		Sec. Physics; Tier 2; expires 6/30/2025	Yes	NR
Deborah Fonkert	429693	El. Ed., Gifted & Talented Coord.	3 to 5	El. Ed.; expires 6/30/2028	Yes	NR
Kelly Freshwater	1029496	Library Media Specialist	K to 5	Library Med. Specialist; Tier 2, expires 6/30/2027	Yes	R
Ray Gonzales	1030704	Physics	9 to 12	Sec. Math & Physics; expires 6/30/2029	Yes	R
Arianna Gramenz	1040392	El Ed	Building Sub	El. Ed.; expires 6/30/2030	Yes	R
Andrew Grover	318991	Computer	K to 5	El. Ed.; Sec. Coaching; Keyboarding; expires 6/30/2029	Yes	R
Katerina Gulak	1029661	ELL	K to 5	ESL; Tier 2, expires 6/30/2027	Yes	R
Barbara Jean Hartos-Hord	1038388	School Social Worker	Pre-K to 5	School SW; expires 6/30/2027	Yes	R
Albert Head	381271	EL SPED	K to 5	EBD, LD, Sec. Soc. St.; expires 6/30/2028	Yes	NR
Salina Her	1033822	El. Ed.	K to 5	El. Ed.; expires 6/30/2027	Yes	NR
Mary Heuer	439698	El. Ed.	1	El. Ed.; expires 6/30/2026	Yes	NR
Jordan Hoots	477461	Social Studies	6 to 9	Sec. Soc. St.; expires 6/30/2027	Yes	NR
Waneta Hord	312969	Secondary SPED	6 to 12	EBD & Sec. Soc. St.; expires 6/30/2026	Yes	R
Ellen Jilek	516739	Mathematics	8 and 9	Sec. Math; expires 6/30/2026	Yes	R
Joeleen Kaehler	420744	El. Ed.	1	Pre-Prim. & El. Ed.; expires 6/30/2026	Yes	R
Nolan Kern	1030570	Visual Arts	6 to 8	Sec. Vis. Arts; expires 6/30/2029	Yes	R
Mang Khang Vang	1019719	El. Ed.	K	El. Ed.; Tier 1, expires 6/30/2025	Yes	NR
Danielle Koch	1001157	Comm. Arts / Literature	6th - 9th	Sec. Comm. Arts, Lit; expires 6/30/2028	Yes	NR
Colleen Lee	487261	El. Ed.	4	El. Ed.; expires 6/30/2028	Yes	R
Jesicah Malonzo	1031462	El. SPED	K to 5	El. Ed. & Academic/Beh. Strategist; expires 6/30/2029	Yes	R
Sonya Martin	505502	El. SPED		LD; expires 6/30/2025	Yes	NR

Teacher Name	File Folder #	Subject / Courses	Grade(s) Taught	License Details	SY2025	SY2026
Catherine Martin	383413	Secondary SPED	6 to 12	EBD; expires 6/30/2028	Yes	R
Lea Ann Matykiewicz	313801	EL	5	ESL & El. Ed.; expires 6/30/2028	Yes	R
Jordan Mayle	1012567	Secondary SPED	6 to 12	Academic/Beh. Strategist; expires 6/30/2030	Yes	R
Jacqueline Miller	405285	El. Ed.	5	El. Ed. & Reading; expires 6/30/2029	Yes	NR
Lindsey Miller	503202	Visual Arts	K to 5	Vis. Arts; expires 6/30/2028	Yes	R
Christine Moeckly	509214	El. Ed.	K	El. Ed., Pre-Prim. & Early Ch.; expires 6/30/2028	Yes	R
Georgia Morgan	1023531	El. Ed.	PK	Early Ch.; expires 6/30/2026	Yes	NR
Emily Moses Thomsen	1008482	Comm Arts	5 to 12	Comm. Arts/Lit.; expires 6/30/2027	Yes	R
Yeej Moua	511717	Visual Arts	6 to 8	Vis. Arts; expires 6/30/2026	Yes	R
Sue Moua	1038053	El. Ed.	K	El. Ed.; expires 6/30/2027	Yes	R
Tracy Murray	435393	El. Ed.	K	El. Ed.; expires 6/30/2028	Yes	R
Mark Neppel	513395	Vocal Music	6 to 12	Voc/Classrm Music; expires 6/30/2030	Yes	R
Hyewon Park	1006426	Secondary SPED		Academic/Beh. Strategist; expires 6/30/2028	Yes	NR
Renee Peterson	434036	Title Reading	2	Reading; expires 6/30/2028	Yes	R
Jody Rademaker	342559	El. Ed.	3	El. Ed.; expires 6/30/2029	Yes	R
Michael Reed	402117	K-12 Principal	6 to 12	K-12 Principal; expires 6/30/2027	Yes	R
Amy Revak	369905	El. SPED		El. Ed., LD & Remed. Reading; expires 6/30/2026	Yes	NR
Sierra Robinson	434802	El. Ed. / Title Coordinator		El. Ed. & Reading; expires 6/30/2029	Yes	R
Kathy Ewing	392309	El. SPED		EBD; expires 6/30/2030	Yes	NR
Sam Seely	464219	El. Ed.	1	El. Ed.; expires 6/30/2027	Yes	R
Luom Seidenkranz	460498	El. Ed.		El. Ed.; expires 6/30/2027	Yes	NR
Andrew Sharp	515753	Dean of Students	K to 12	PE, DAPE, & Sec. Health; expires 6/30/2028	Yes	R
Brian Shaw	1008839	Science	6 to 9	MS Science & Sec. Life Science.; expires 6/30/2027	Yes	R

Teacher Name	File Folder #	Subject / Courses	Grade(s) Taught	License Details	SY2025	SY2026
Vladislav Shubrat	1020883	Music		Voc., Instr. & Classroom Music; Tier 2, expires 6/30/2026	Yes	R
Sarah Sims	475833	ELL	3	El. Ed. & ELL; expires 6/30/2030	Yes	R
Sean Sitek	475562	Science	6 to 9	MS Science & Sec. Earth/Space Science.; expires 6/30/2029	Yes	R
Kristi Skavlem	517601	ELL	4	ESL; expires 6/30/2029	Yes	NR
Andrew Sowatzke	1024619	Instrumental Classroom Music	6 to 12	Instr. & Classroom Music; expires 6/30/2029	Yes	R
Joy Stark	477544	Social Studies	8 to 9	Sec. Social Studies; expires 6/30/2029	Yes	R
Jordan Stein	426983	Comm Lit	6 to 8	Comm. Arts/Lit.; expires 6/30/2029	Yes	R
Michelle Storm	366105	El. Ed.	4	El. Ed.; expires 6/30/2026	Yes	R
John Patrick Swanson	1042634	Social Studies	6 to 12	Sec. Social Studies; expires 6/30/2026	Yes	R
Nao Thao	515578	ELL	K to 5	ESL; expires 6/30/2028	Yes	R
Yer Thao	483438	Hmong Language		Hmong; Tier 1, expires 6/30/205	Yes	NR
Jennifer Van Haften	379970	El. Ed.	K	El. Ed.; expired 6/30/2024 Was supervised and then let go in 9/24 due to inability to get license renewed	Yes	NR
Ka Vang	1023439	El. Ed.	2	El. Ed.; expires 6/30/2026	Yes	R
Vua Vang	358803	El. Ed.	3	El. Ed.; expires 6/30/2026	Yes	R
Peter Verley	383769	El. Ed.	2	El. Ed.; expires 6/30/2027	Yes	R
Morgan Voshell	1034347	El. Ed.	4	El. Ed.; expires 6/30/2027	Yes	NR
Thanh Ha Vu	1038860	ELL	K to 5	ESL; Tier 2, expires 6/30/2026	Yes	R
Emily Webster	399107	El. Ed.	1	El. Ed.; expires 6/30/2028	Yes	R
Megan Welle	503109	Math	6 to 12	Sec. Math; expires 6/30/2026	Yes	NR
Courtney Wiley	479460	ELL	5	ESL; expires 6/30/2028	Yes	NR
Sandra Winpea-Rellier	1026769	ELA	9 to 12	Comm. Arts/Lit.; expires 6/30/2026	Yes	R
Pachia Xiong	1020628	El. Ed.	K	El. Ed.; expires 6/30/2026	Yes	R
Tang Xiong	1002382	ELA	6 to 8	Comm. Arts/Lit.; expires 6/30/2029	Yes	NR
Lee Xiong	1040421	Hmong Language	6 to 8	Hmong; Tier 2, expires 6/30/207	Yes	R
Cherish Yang	478446	El. Ed.	3	El. Ed.; expires 6/30/2026	Yes	NR

Teacher Name	File Folder #	Subject / Courses	Grade(s) Taught	License Details	SY2025	SY2026
Druacy Yang	465334	El. Ed.	3	El. Ed.; expires 6/30/2029	Yes	R
Hausheher Yang	1044530	El. SPED		Academic/Beh. Strategist; expires 6/30/2028	Yes	R
Mary Yang	1029658	EL	6 to 12	Hmong; Tier 1, expired 6/30/204	Yes	NR
Yer Yang	388201	Curriculum Coordinator/DAC		El. Ed.; expires 6/30/2028	Yes	R
Xeng Yang	1011349	El. Ed.	2	El. Ed.; expires 6/30/2027	Yes	R
Mark Ybarra	478758	El. Ed.	3	El. Ed.; expires 6/30/2028	Yes	NR
Eric Yuen	1032675	Phy Ed / Health	6 to 12	Phy. Ed.; expires 6/30/2026	Yes	NR
Maria Afable	1043320	SPED	K - 5	ASD; expires 6/30/2030	No	R (New)
Leah Andersen	510286	SPED	K - 5	ASD; expires 6/30/2028	No	R (New)
Rebecca Dickson	334696	Title Reading	K to 5	El. Ed., Reading, Academic/Beh. Strategist; expires 6/30/2027	No	R (New)
Corinthea Ekstrad	1003057	SPED	K to 5	Academic/Beh. Strategist; expires 6/30/2027	No	R (New)
Lindsey Fisher	1002225	El. Ed.	2	Early Ch.; expires 6/30/2026	No	R (New)
Autumn Giese	516637	El. Ed.	5	El. Ed.; expires 6/30/2028	No	R (New)
Jacqueline Gonzalez Ozuna	512140	SPED	K to 12	ASD; expires 6/30/2029	No	R (New)
Robert Gooding	362018	El. Ed.	5th	Ed. Ed.; expires 6/30/2026	No	R (New)
Tyler Johnson	1023873	Phy Ed	K to 5	Phys. Ed.; expires 6/30/2026	No	R (New)
Joceline Jones	1021522	El. Ed.	2	El. Ed.; expires 6/30/2026	No	R (New)
Sze Lau	1013427	ELL	K to 5	ESL; expires 6/30/2028	No	R (New)
Kevin Lund	324512	Pre K	Pre K	El. Ed., Pre-K; expires 6/30/2028	No	R (New)
Lucy Kate Niver	1019291	Secondary Art	6 to 12	El. Ed.; 06/30/2028 Applied for Out of Field License 9/2024)	No	R (New)
Anthony Parsons	342430	El. Ed.	3	El. Ed.; expires 6/30/2029	No	R (New)
Angela Saefke	388847	Secondary ELA	6 to 12	Sec. English/Lang. Arts; expires 6/30/2030	No	R (New)
Given Sandamela	1042610	Mathematics	6 to 12	Sec. Math; expires 6/30/2028	No	R (New)

<b>Teacher Name</b>	<b>File Folder #</b>	<b>Subject / Courses</b>	<b>Grade(s) Taught</b>	<b>License Details</b>	<b>SY2025</b>	<b>SY2026</b>
Chona Tabanag	1042075	SPED	K to 5	El. Ed. & Academic/Beh. Strategist; expires 6/30/2030	No	R (New)
Jennifer Weinand	427545	El. Ed.		El. Ed. & Comm. Arts/Lit.; expires 6/30/2027	No	R (New)

## **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 2024-25 is included in this report as Attachment 1. Of the leadership team members during 2024-25, the two Principals were licensed; they are included with file folder numbers in the table above.

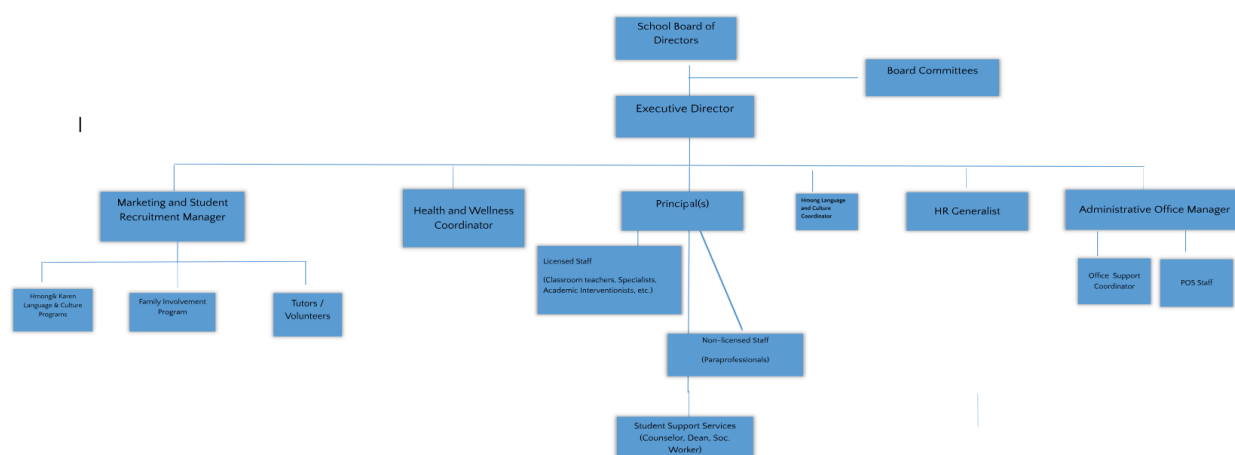
The Executive Director oversees the HOPE staff and works with them on the administration of the school and handles the daily and operational needs. The Board governs, develops policy and sees that the school is on target with its mission and goals. The Executive Director has an annual work plan (professional 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 (PLCs), 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 Hmong Language and Culture Coordinator oversees the Hmong language and culture program. Working with community programs and is in charge of implementing a strong bilingual language and culture program for students learning Hmong and Karen languages.

The Marketing and Student Recruitment Manager oversees the recruitment of new families and communication/retention of current families. They are in charge of marketing HOPE to potential families and the community, ensuring website compliance and updates and supporting the enrollment process for new families.

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. New board members must also complete the following training before their term begins:

- 1) Charter school board's role and responsibilities
- 2) Open meeting law
- 3) Data practices law

Also, within 12 months of being seated they must complete the following training:

- 1) Employment policies and practices under chapter 181
- 2) Public school funding and financial management
- 3) The board's roles and responsibilities regarding student success, achievement, and performance.

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 2020-21, 2021-22, 2022-23, 2023-24 and 2024-25 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	Grade														Total Enrollment
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
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
2024-25	20	76	67	73	64	73	81	79	76	66	31	36	32	25	799

### Student Attrition Numbers, 2024-25

Grade	Students who enrolled in the school on or before Oct 1 <sup>6</sup>	Students who enrolled After Oct 1	Students who left after Oct 1 (before end of school year) <sup>7</sup>	Students enrolled at the close of the school year	Students who remained enrolled for the full year
Pre-K	23	0	3	20	20
K	83	15	20	78	65
1	66	7	7	66	59
2	64	15	6	73	58
3	61	14	10	65	52
4	71	15	11	75	61
5	77	16	11	82	67
6	79	14	13	80	67
7	74	13	10	77	64
8	61	8	7	62	54
9	39	3	12	30	27
10	34	9	7	36	28
11	29	8	9	28	22
12	24	5	6	23	18
<b>TOTALS</b>	<b>785</b>	<b>142</b>	<b>132</b>	<b>795</b>	<b>662</b>

HOPE Community Academy attendance data for the full school year was reviewed to populate the above table. HOPE Community Academy served a slightly larger student population compared to the previous year, when there was a total of 720 students enrolled by October 1, and 801 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% 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/enrollment-policy-2025-2026/>

<sup>6</sup> There was a total of 83 students who enrolled at the beginning of the year but left before Oct. 1, who are included on this list.

<sup>7</sup> Students who enrolled at the beginning of the school year but left *before* Oct. 1, are also included on this list.

## 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 2024-25 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 (partnership to be expanded, 2025-26)
- 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. This partnership, established in 2023-24, continued in 2024-25 with Create MPLS providing professional Development for school staff around coding and robotics, mentorships for young students in those programs.
- Hmong American Partnership – provides mental health supports for HOPE students, via youth workers from HAP who come to the school on a weekly basis. With a mission that includes *Improving the lives of individuals and families in our diverse communities through culturally sensitive social services*, HAP exists to support Southeast Asian communities in Minnesota.

## 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 must also complete the following training before their term begins:

- 4) Charter school board's role and responsibilities
- 5) Open meeting law
- 6) Data practices law

Also, within 12 months of being seated they must complete the following training:

- 4) Employment policies and practices under chapter 181
- 5) Public school funding and financial management
- 6) The board's roles and responsibilities regarding student success, achievement, and performance.

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 are 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 D.* Be sure both initial and ongoing training activities are reflected for each member.
- If any board members are no longer eligible to serve based on changes to 124E (the Charter School Law) or failure to meet training requirements, describe how the board has handled, or is handling this issue to bring the school into compliance.

# HOPE Community Academy Board Member Information

Please include information for current and prior year members.

Due to the requirement for ongoing training in the three areas, please include training information for each member each year.

Updated as of: June 2025

SY 2024-2025

Name	Date Seated	Term End Date	Position	Type	Expertise	Email	Phone	Attendance Rate	Board Trainings: Date Completed, Topic and Trainer			
									Governance	Employment	Financial Management	Annual Ongoing Training
Ahrens, Staci	May 2022	May 2025	Director	Teacher	Education	<a href="mailto:staciaahrens@hope-school.org">staciaahrens@hope-school.org</a>	651-796-4500	100% 9/9	3/15/23 Squires, Waldspurger, & Mace, P.A.	3/15/23 Squires, Waldspurger, & Mace, P.A.	8/25/22 BergenKDV	7/30/2024 MSBA “Developing Mutual Expectations”
Ball, Hayley	May 2022	Resigned Dec. 2024	Treasurer	Community	Nonprofit Administration	<a href="mailto:hayleyball@hope-school.org">hayleyball@hope-school.org</a>	651-796-4500	67% 2/6 *resigned Dec. 2024	3/15/23 Squires, Waldspurger, & Mace, P.A.	3/15/23 Squires, Waldspurger, & Mace, P.A.	8/25/22 BergenKDV	7/30/2024 MSBA “Developing Mutual Expectations”
Lor, Mai Nhia	August 2024 seated	May 2027	Director	Community	Business Owner	<a href="mailto:mainhialor@hope-school.org">mainhialor@hope-school.org</a>	651-796-4500	86% 7/8	8/6/2024 MSBA	8/6/2024 MSBA	8/6/2024 MSBA	
Lorr, Donald	May 2023	May 2026	Director	Community	Librarian – Taxonomy Manager	<a href="mailto:donlorr@hope-school.org">donlorr@hope-school.org</a>	(651) 796-4500	100% 9/9	2/10/21 MACS	10/2020 MACS	7/20/2020 BergenKDV	7/30/2024 MSBA “Developing Mutual Expectations”
Shaw, Brian	May 2023	May 2026	Board Chair	Teacher	Education	<a href="mailto:brianshaw@hope-school.org">brianshaw@hope-school.org</a>	(651) 796-4500	89% 8/9	11/16/23 MACS	4/3/24 VectorSolutions	7/17/23 Creative Planning Business Services	7/30/2024 MSBA “Developing Mutual Expectations”  8/6/2024 MSBA: Finance, Governance, & Employment
Wildebuer, Kimberly	Oct. 2022	May 2025	Secretary	Parent	Corporate trainer-medical insurance	<a href="mailto:kimberlywildebuer@hope-school.org">kimberlywildebuer@hope-school.org</a>	(651) 796-4500	78% 7/9	3/15/23 Squires, Waldspurger, & Mace, P.A.	3/15/23 Squires, Waldspurger, & Mace, P.A.	3/14/23 BergenKDV	7/30/2024 MSBA “Developing Mutual Expectations”
Xiong Vang, Patchia	May 2024	May 2027	Director	Parent	Education Human Resources	<a href="mailto:patchiaxiongvang@hope-school.org">patchiaxiongvang@hope-school.org</a>	(651) 796-4500	89% 8/9	3/15/23	3/15/23	8/25/22 BergenKDV	7/30/2024 MSBA

Name	Date Seated	Term End Date	Position	Type	Expertise	Email	Phone	Attendance Rate	Board Trainings: Date Completed, Topic and Trainer			
									Governance	Employment	Financial Management	Annual Ongoing Training
									Squires, Waldspurger, & Mace, P.A.	Squires, Waldspurger, & Mace, P.A.		"Developing Mutual Expectations"

## Financial Elements

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

Provide an overview of the financial health and stability of the school during the past fiscal year as well as its current position. Include the following:

- Current enrollment figures (ADM).
- Comparison of previous year target ADM to actual ADM.
- Average cash on hand for previous year
- Current budget (if revisions have been made)
- Budget projections
- Compliance with bond covenants (if applicable)

Jenny Abbs of Creative Planning provided the following information regarding HOPE Community Academy's financial position during Fiscal 2025. For more information on HOPE's current financial status please see Appendix B.

The school's financial position at this time remains strong. Target ADM for 2024-25 was 825; actual was 786. Average cash-on-hand for FY25 was 118 days. HOPE Community Academy's current, FY26 budget is available from Creative Planning; currently due to changes in enrollment, revisions have been made since it was approved by the HOPE Community Academy board in June 2025 and will be sent to UST as soon as the new Executive Director comes onboard in November, 2025.

HOPE Community Academy's FY 2025 budget projects a total of \$15,431,781 in revenues and \$15,327,853 in expenditures for a net income of \$103,928. The FY25 budget results in a 20% 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.

HOPE will need to continue its marketing efforts to attract more students, especially at the high school level. HOPE will need to manage expenditures for the high school as they tend to be more expensive to provide the diverse programming needs required. The school's Pre-K program continues to be a feeder for the incoming Kindergarten class and ensure kids are ready for school. HOPE remains funded for VPK this year at their full program size of 20 seats.

Preliminary audited results from FY25, as of September 23, 2025, show the following:

Annual net income:	\$2,337,693
Ending Fund Balance:	\$4,907,221
Fund Balance Percentage:	35%
Days Cash on Hand:	118

For questions regarding school finances and for complete financials for 2024-25 and 2025-2026, contact:

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

Phone: 952-563-6835  
Email: [jenny.abbs@creativeplanning.com](mailto: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, 2025.

Fiscal Year 2025 Finances are summarized below, with FY 2024 finances also included for comparison.

<b>FY24 Finances</b>	<b>Fund 1</b>	<b>Fund 2</b>	<b>Fund 4</b>
Total Revenues	\$13,235,548	\$976,263	\$0
Total Expenditures	\$12,74,276	\$904,521	\$0
Net Income (Loss)	\$361,272	\$71,742	\$0
Total Fund Balance	\$2,340,237	\$247,513	\$0

<b>FY25 Finances (as of September 30, 2025)</b>	<b>Fund 1</b>	<b>Fund 2</b>	<b>Fund 4</b>
Total Revenues	\$14,175,047	\$932,929	\$4,356
Total Expenditures	\$13,010,571	\$950,540	\$4,356
Net Income (Loss)	\$2,355,304	\$(17,611)	\$0
Total Fund Balance	\$4,677,320	\$229,902	\$0

### **Overview**

In FY25, HOPE's enrollment remained steady. We also welcomed our first graduating class of seniors. Due to receiving Employee Retention Credit funding, our total revenues were higher than projected. This also increased our fund balance for FY25 as the funding dropped to reserves. 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 2.74% 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 and Special Education.

### **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 FY25 very healthy, mainly due to the one-time ERC funding. Our current fund balance percentage is well above our goals.

### **Compliance with Bond Covenants**

HOPE Community Academy does have bonds. Here are the requirements and FY25 results:

<b>Bond Covenants</b>	<b>Preliminary</b>	<b>Required</b>
Days Cash on Hand	118	45
Debt Service Coverage Ratio	2.47	1.11

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 15% 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 to be completed November 2025. 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 completion before the November board meeting 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:** 3/28/2024 (updated April 2025)

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 ( <i>school goals</i> ):
Development Goals are stated in the table below

	<b>Development Goals</b> <i>What am I going to LEARN?</i>	<b>Resources/Strategies</b> <i>How am I going to learn it? Who will assist me?</i>	<b>Status</b>	<b>Measurement</b> <i>How will I know when it's achieved?</i>
	<p><i>Definition:</i> As a key component of the current Strategic Plans, HOPE will focus on integrating Art with the Hmong program. This program will put a strong emphasis on what HOPE stands for and distinguish us from other Hmong-focused schools.</p>	<ol style="list-style-type: none"> <li>1. Establish core team to start planning - Hmong, Visual Arts, Music Depts:               <ul style="list-style-type: none"> <li>- Collaborate with all departments to infuse Hmong culture into everyday activities at school and school-related events</li> <li>-</li> </ul> </li> <li>2. Collaborate with local arts organizations and community experts to build up Hmong Arts program</li> <li>3. Seek grants               <ul style="list-style-type: none"> <li>*Grant writing coach to support growth &amp; development in this area</li> <li>*apply 1-3 grants for SY24-25</li> </ul> </li> </ol> <p>*In-house grant writer</p>	<ol style="list-style-type: none"> <li>1. In process, challenges included a new Hmong Language &amp; Culture Dept which a) delayed collaboration with other departments and b) new Hmong teachers needed time to adjust and learn/develop curriculum</li> <li>2. Potential Partners:               <ul style="list-style-type: none"> <li>• Hmong Museum – August 27, 2024 meeting: resources available to access; possible partnership in grant project if awarded</li> <li>• MN Zej Zog – August 2024 implemented and ongoing</li> </ul> </li> <li>3. Grants               <ul style="list-style-type: none"> <li>• Innovation grant awarded CLIMB Program \$50,000.00 for SY23/24 &amp; SY24/25</li> <li>• St. Paul &amp; Minnesota Foundation Grant “HOPE in IT” – notification in October 2024</li> </ul> </li> </ol> <p>*Grant application was not awarded.</p> <ul style="list-style-type: none"> <li>• NTIA Digital Equity Competitive Grant</li> </ul> <p>*Grant application was awarded. However, there's no response at the Federal level on the status of award to date.</p> <ul style="list-style-type: none"> <li>• Commemorate 50 Years of SE Asians in MN Grant Program</li> </ul> <p>*Grant application was not awarded.</p>	<ul style="list-style-type: none"> <li>• 25<sup>th</sup> Anniversary/Hmong Day Event *Planning in process for May 14, 2025</li> <li>• 2-3 grants applied and/or awarded</li> </ul> <p>*2/4 grants awarded</p>

	<b>Development Goals</b> <i>What am I going to LEARN?</i>	<b>Resources/Strategies</b> <i>How am I going to learn it? Who will assist me?</i>	<b>Status</b>	<b>Measurement</b> <i>How will I know when it's achieved?</i>
<b>2</b>	<b>Establish systems for greater accountability and timely follow through</b>			
	<i>Definition:</i> As HOPE Community Academy continues to expand, our organizational systems need to improve. This will increase efficiency and sustainability of the organization as a whole.	1. Project Management System (PMS) Implement a project management system to support and hold all members accountable for their programs  A) Human Systems: Check-in procedure  B) Technology System: Research PMS options & identify one that aligns with our needs *Training to board & administration team members	September 5, 2024 Preview ClickUp Software Program – DaoTech, Board Chair, & ED	Human System: <ul style="list-style-type: none"> <li>Dashboard Reporting</li> <li>Monthly Forecast of Upcoming Events</li> </ul> Technology System: Implementation of software system such as ClipUp
<b>3</b>	<b>Expand High School programs</b>			
	<i>Definition:</i> The HOPE Community Academy high school program is only successful as we put effort and resources into it. To retain current high school students and recruit new high school students, HOPE will need to invest in more programs that are driven by student interests.	1. Community Organizations & Community Experts - Maintain current partners  2. Expand partnerships, including arts, leadership, & sports Student Interest Surveys	1.Current Partners <ul style="list-style-type: none"> <li>*Big Brothers Big Sisters</li> <li>*WISE</li> <li>* CLIMB</li> <li>AmeriCorps</li> <li>Hmong Early Childhood Coalition</li> <li>Boy Scouts</li> </ul> 2.New Partners - <ul style="list-style-type: none"> <li>*MN Twins</li> <li>*Herzing University</li> <li>*Mount Mary University</li> <li>*Hmong American Partnership</li> <li>MN Zej Zog</li> <li>Hmong Museum</li> <li>Others</li> </ul>	<ul style="list-style-type: none"> <li>Increased enrollment</li> <li>*Enrollment projection not met</li> <li>*New transportation played a key contributing factor to losing 40+ students at the beginning of the school year.</li> <li>Measurement of student participation</li> </ul> Community Partnership Growth / Number of programs implemented

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

### HOPE Community Academy 3-Year Vision

May 25, 2023

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

## STRATEGIES

(3-years)

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

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



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 2024-25 School Year**

1. Refine after school program plan to include community offerings and to increase offerings for high school students over the 24-25 school year.
2. Improve staff retention and recognition program.
3. Develop plan to achieve graduation rate at or above state graduation rate of 83.3% in SY 24.
4. Improve website and parent portal/digital access.
5. Improve student recognition program by end of 1st semester.
6. Develop programs to enhance student success and parent engagement:
  - a. Schedule of events/experiences that drive parent and student participation in Hmong language, culture, and arts programs.
  - b. Hmong Language Curriculum K-8 Scope & Sequence.

**Key Performance Indicators, for the 2024-25 School Year**

1. Elementary: Increase student growth in the areas of math (88.5% showing growth in 2024) and literacy (73.5% showing growth in 2024) on the Fastbridge Tests.
2. Middle School: Increase student growth in the areas of math (70% of students showing growth) and literacy (62% of students showing growth) on the Fastbridge Tests. Growth measurements are the percentage of students in the Blue or Green risk measurement areas.
3. High School: Increase student growth in the areas of math (70% of students showing growth) and literacy (62% of students showing growth) on the Fastbridge Tests. Growth measurements are the percentage of students in the Blue or Green risk measurement areas.
4. Monitor monthly enrollment to maintain or increase enrollment as needed.

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

## Appendix A Hmong Program Overview



### K-8 HOPE Bilingual Program

#### HOPE Community Academy Mission

The mission of HOPE Community Academy is to inspire students to achieve high academic success while embracing Hmong language and culture.

“Bilingual children exhibit significant cognitive advantages in comparison to monolingual children” (Bialystok 2006; Chin & Wigglesworth 2007; Kovaac & Mehler 2009). Research studies suggest that bilingual programs can best support English language learners and lead to overall academic gains (Bilingual Speechie, 2024).

Teaching for Bilitery, Guiding principles for Dual Language Education, and ACTFL World-Readiness Standards for Language Learning are some of the core resources used to help with multilingual language programs such as one-way, two-way, immersion, heritage language, foreign language, or developmental bilingual programs for ongoing planning and implementation. Access to these resource guides can be available at <https://www.teachingforbilitery.com/>,<https://www.cal.org/>,<https://www.actfl.org/educator-resources/world-readiness-standards-for-learning-languages>.

K-8 HOPE Bilingual Program  
[HOPE K-8 Bilingual Program Curriculum and Units Map](#)

K-5 Elementary HOPE Bilingual Program

Overview	
Grade Levels	2025-2026 Grade K-8 HOPE Bilingual Program Curriculum Revision 2024-2025 Grade K-8 Hmong Curriculum Revision 2023-2024 Grade K-8
Student Group	All Students

Teachers	<ul style="list-style-type: none"> <li>• Elementary Ed License</li> <li>• Native Hmong speaker</li> <li>• ACTFL</li> <li>• World Language recommended</li> <li>• Bilingual/Bicultural certified recommended</li> <li>• ESL certified recommended</li> </ul>
Language Framework Implementation	<p>Enrichment Course</p> <p>Complete</p> <ul style="list-style-type: none"> <li>• Ongoing program evaluation</li> </ul>
HOPE Bilingual Program Task force	Executive Director, Site Principals, Hmong Language and Culture Coordinator, Teachers, IT Support Personnel, and Contract Consultants of MN Zej Zog 25-26
Curriculum/Resources	<p>Teacher created materials in consultation with Executive Director, Site Principals, Hmong Language and Culture Coordinator, and other academic support leaders</p> <p>Revised Curriculum and Units Map <a href="#">o. SY 25-26 HOPE K-8 Bilingual Program Curriculum and Units Map</a></p>

## K-5 Hmong Bilingual Program

Accountability System  
(UST)

Evaluation Framework  
and Evaluation Rubric

**1.10 Is the school meeting its school-specific academic goal(s)? Each school has at least one measurable school-specific goal based on its mission statement. If the school has more than one goal, scores will be averaged.**

1. 80% of students will meet the ACTFL Language Development benchmarks identified for their [grade/proficiency level](#).
  - 1a. 80% of students in Kindergarten will meet the ACTFL Novice Mid-Novice High benchmark by the end of the school year.
  - 1b. 80% of students in 1st grade will meet the ACTFL Novice Mid-Novice High benchmark by the end of the school year.
  - 1c. 80% of students in 2nd grade will meet the ACTFL Novice Mid-Novice High benchmark by the end of the school year.
  - 1d. 80% of students in 3rd grade will meet the ACTFL Novice High-Intermediate Low benchmark by the end of the school year.
  - 1e. 80% of students in 4th grades will meet the ACTFL Novice High-Intermediate Low benchmark by the end of the school year.
  - 1f. 80% of students in 5th grade will meet the ACTFL Novice High-Intermediate Low benchmark by the end of the school year.
  - 1g. 80% of students in 6th-8th grades will meet the ACTFL Intermediate Low - Intermediate Mid benchmark by the end of the school year.

Note\* 80% derives from the Response to Intervention (RTI) and Multi-Tiered System of Supports (MTSS) model that approximately 80% of students should successfully meet academic benchmarks with high-quality Tier 1 instruction.

**3.14 Are the school's teachers and staff participating in a broad base of professional development in service of student's academic and behavioral needs and supportive of the school's mission? Types of development opportunities include, but are not limited to:**

1. Required health and safety training
2. IX Training processes
3. Supporting students with IEPs
4. Supporting English Learners
5. Mission-related
6. Equity and cultural relevance

**HOPE focuses on curriculum mapping, mental health and training on new math and social studies curricula.**

<p>Structure</p> <p>Language Allocation/ Language of Instruction</p>	<p><b>HOPE Bilingual Program at HOPE Community School is a Hmong and Karen language focus Bilingual Program.</b></p> <ul style="list-style-type: none"><li>● <b>The overarching goal of the bilingual program</b> is that students are taught at least one of two languages (Hmong/English or Karen/English). The goal is to have students be proficient in one set of languages and integrate the language set across different content areas and academic learning, specifically the Hmong Language.</li><li>● In this case, the <b>bilingual program</b> at HOPE Community School is that students receive instruction in the home language-Hmong or Karen for native speakers and English, or language focus of instruction (Hmong/Karen) and English for non-Native Hmong speakers.</li><li>● In a Bilingual program, <b>100% of ALL students get access</b> to participate and learn. Percentages of HOPE students may identify as speakers of the home language (Hmong/Karen) or not identify.</li><li>● The current program model for K-5 Hmong bilingual program at <b>HOPE closely identifies as an Enrichment model</b>. An Enrichment model means that students are encouraged to use both languages (Hmong or Karen and English) taught, culturally express and communicate with each other in the school-community.</li></ul> <p>The language of instruction is both Hmong or Karen and English. The allocated current instructional minutes as reflected in the school master schedule is 40 minutes per class period out of the 7 hour school day. Instructional minutes over a course of a week is near 80 minutes dependent on schedule rotation days. Each grade level is on a rotation and can have access to the HOPE bilingual program one to two times a week.</p>
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Instruction	<p><b>1. Bilingualism/Biliteracy Strategies</b> Translanguaging on the teaching of biliteracy, using students' full language repertoire (oracy, vocabulary, reading, and writing instruction to maximize academic achievement in target and partner languages). Dialogic Talk, structures and routines of these strategies are used to facilitate language transfer.</p> <p><b>2. High Academic Achievement</b> Developing metalinguistic awareness in both target and partner languages requires strategic instruction. Beeman and Urow's terminology for cross-linguistic transfer is called "The Bridge," and "Bridging." For more definitional tools, view the resource <a href="#">here</a>.</p> <p><b>3. Sociocultural Competence</b> Recognizing and utilizing learners assets that have been shared/used generationally and honoring learners identities as capable of doing high intellectual activities/thinking. Allowing space for connecting to ethnic roots, practices, language, self-revitalization,community cultural wealth. For more information on Dr. Yosso's work, <i>Critical Race Theory</i> view link <a href="#">here</a>.</p>
Curriculum/Resources	The teacher created materials in consultation with administrator and academic leaders.
Assessment	<a href="#">K-2 Assessment</a> <a href="#">3-5 Assessment</a>
Staffing/Professional Development	<a href="#">Foundations of Dual Language Education: Principles Of Successful Bilingual Programs</a> <a href="#">Literacy Leadership Brief: The Role of Bilingualism in Improving Literacy Achievement</a> <a href="#">Lesson Planning to Promote Social Justice and Dismantle Systems of Oppression with Dr. José Medina by Highest Aspirations • A podcast on Anchor</a>
Family Community Resources	<p>Family Engagement (HOPE events)</p> <p>CAAL (Coalition of Asian-American Leaders) - 2021 economic report: <a href="#">Redefining Wealth through Communal and Cultural</a></p> <p>Engaging Culturally &amp; Linguistically Diverse Students &amp; Families: Social Emotion Wellness <a href="#">Assets</a></p>

## Courses & Assessment

Schedule	Assessment
<p>The bilingual language schedules are inclusive of all the grade levels and student population of all ethnic backgrounds.</p> <p><a href="#">Elementary Schedule</a></p>	<p>Emergent Bilingual students' progress in learning to read in two languages at once can not be measured with a tape measure designed for measuring reading progress by those learning monolingually. Therefore metrics need to be developed to set appropriate goals in each language to measure language and literacy progress and growth.</p> <p><a href="#">K-2 Assesment</a> <a href="#">3-5 Assessment</a></p>

Content Area	Literacy	Language & Culture
Content Description	<p><b>Hmong and Karen Literacy Development:</b> Authentic Hmong and Karen literacy instruction with Hmong and Karen language development in the areas of listening, speaking, reading, and writing.</p> <p><b>Opportunities/Transfer in Literacy:</b> Explicit instruction regarding metalinguistic awareness. This is a designated linguistic space where languages are compared and contrasted.</p> <p><b>Literacy Based English Language Development:</b> Literacy-based instruction with English language development in the areas of listening, speaking, reading, and writing.</p>	<p><b>Hmong and Karen Language Acquisition:</b> Instruction provided by Native Hmong and Karen educators to revitalize, reclaim, and connect students to developing cross-linguistic skills.</p> <p><b>Translanguaging:</b> Opportunities in language to utilize student's language repertoires, cultural knowledge and lived experiences.</p> <p><b>Cultural artifacts:</b> In the learning space for students to interact that embody high quality project-based learning and engagement.</p>



## Middle School 6-8 Hmong Program

### Overview

Grade Levels	2025-2026 Grades 6-8 HOPE Bilingual Program Curriculum Revision 2024-2025 Grades 6-8 Hmong Program Curriculum Revision 2023-2024 Grades 6-8
Student Group	All Students
Teachers	<ul style="list-style-type: none"> <li>• Elementary/Middle Ed License</li> <li>• Native Hmong speaker</li> <li>• ACTFL</li> <li>• World Language recommended</li> <li>• Bilingual/Bicultural certified recommended</li> <li>• ESL certified recommended</li> </ul>
Language Framework	50/50 Hmong World Language
Implementation	2025-2026 <ul style="list-style-type: none"> <li>• Ongoing curriculum revision , begin curriculum implementation of Year A and evaluation of program, begin construction of Year B curriculum</li> </ul> 2024-2025 Grades 6-8 <ul style="list-style-type: none"> <li>• Ongoing curriculum revision, implementation, and evaluation of program with MZZ</li> </ul> 2023-2024 Grades 6-8 <ul style="list-style-type: none"> <li>• Ongoing implementation and evaluation of program</li> </ul>

Hmong World Language Taskforce	Executive Director, Site Principals, Hmong Language and Culture Coordinator, Teachers, IT Support Personnel, and Contract Consultants of MN Zej Zog 25-26
Curriculum/Resources	Teacher created materials in consultation with Executive Director, Site Principals, Hmong Language and Culture Coordinator, MN Zej Zog Consultants, and other academic support leaders  Revised Curriculum and Units Map <a href="#">0. SY 25-26 HOPE K-8 Bilingual Program Curriculum and Units Map</a>

**Middle School Hmong Pathway  
Program 6-8**

Accountability System (UST)  Evaluation Framework and Evaluation Rubric	<p><b>1.10 Is the school meeting its school-specific academic goal(s)? Each school has at least one measurable school-specific goal based on its mission statement. If the school has more than one goal, scores will be averaged.</b></p> <p>1. Students will meet the ACTFL Language Development benchmarks identified for their <a href="#">grade/proficiency level</a>.</p> <p><b>3.14 Are the school’s teachers and staff participating in a broad base of professional development in service of student’s academic and behavioral needs and supportive of the school’s mission? Types of development opportunities include, but are not limited to:</b></p> <ul style="list-style-type: none"><li>1. Required health and safety training</li><li>2. IX Training processes</li><li>3. Supporting students with IEPs</li><li>4. Supporting English Learners</li><li>5. Mission-related</li><li>6. Equity and cultural relevance</li></ul> <p><b>HOPE focuses on curriculum mapping, mental health and training on new math and social studies curricula.</b></p>
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Structure  Language Allocation/ Language of Instruction	<b>Hmong World Language Program</b>
Instruction	<p><b>1. Bilingualism/Biliteracy Strategies</b> Translanguaging on the teaching of biliteracy, using students' full language repertoire (oracy, vocabulary, reading, and writing instruction to maximize academic achievement in target and partner languages). Dialogic Talk, structures and routines of these strategies are used to facilitate language transfer.</p> <p><b>2. High Academic Achievement</b> Developing metalinguistic awareness in both target and partner languages requires strategic instruction. Beeman and Urow's terminology for cross-linguistic transfer is called "The Bridge," and "Bridging." For more definitional tools, view the resource <a href="#">here</a>.</p> <p><b>3. Sociocultural Competence</b> Recognizing and utilizing learners assets that have been shared/used generationally and honoring learners identities as capable of doing high intellectual activities/thinking. Allowing space for connecting to ethnic roots, practices, language, self-revitalization, community cultural wealth. For more information on Dr. Yosso's work, <i>Critical Race Theory</i> view link <a href="#">here</a>.</p>

Curriculum/Resources	Teacher created materials in consultation with Executive Director, Site Principals, Hmong Language and Culture Coordinator, MN Zej Zog Consultants, and other academic support leaders
Assessment	Teacher created assessments in consultation with the Executive Director, Site Principals, Hmong Language and Culture Coordinator, MN Zej Zog Consultants, and other academic support leaders.

Staffing/Professional Development	<a href="#">Foundations of Dual Language Education: Principles Of Successful Bilingual Programs</a> <a href="#">Literacy Leadership Brief: The Role of Bilingualism in Improving Literacy Achievement</a> <a href="#">Lesson Planning to Promote Social Justice and Dismantle Systems of Oppression with Dr. José Medina by Highest Aspirations • A podcast on Anchor</a>
Family Community Resources	Family Engagement (HOPE events) CAAL (Coalition of Asian-American Leaders) - 2021 economic report: <a href="#">Redefining Wealth through Communal and Cultural</a> Engaging Culturally & Linguistically Diverse Students & Families: Social Emotion Wellness <a href="#">Assets</a>

### Courses & Assessment

Schedule/Course Plan	Assessment
<p>The bilingual language schedules are inclusive of all the grade levels and student population of all ethnic backgrounds.</p> <p>Middle School Schedule (TBD)</p>	<p>Emergent Bilingual students’ progress in learning to read in two languages at once can not be measured with rulers designed for measuring reading progress by those learning monolingually. Therefore metrics need to be developed to set appropriate goals in each language to measure language and literacy.</p> <p><a href="#">6-8 Assessment Master Version</a></p>

HOPE Bilingual Program Work Timeline

July/Aug.	<ul style="list-style-type: none"> <li>● Principal Meetings <ul style="list-style-type: none"> <li>-Review of Program/Course</li> <li>-Discussion of schedule</li> <li>-Discuss Budget/Fund allocated</li> </ul> </li> <li>● Instructional/lesson resource collaboration work</li> <li>● PD for HOPE Bilingual Program Teachers</li> </ul>
Sept-June	<ul style="list-style-type: none"> <li>● Hmong and Karen curriculum/scope and sequence writing work</li> <li>● Assessment collaboration work</li> <li>● Instructional/lesson/Unit Plan resource collaboration work</li> <li>● Data Cycle review work</li> <li>● PD for HBP Teacher</li> <li>● Teacher Mentorship program with MZZ</li> <li>● Others as needed</li> </ul>

Source: Adapted from MN Zej Zog Consultant-S.Vang (2024), HOPE Hmong Bilingual Program pdf, [https://drive.google.com/file/d/1dm2O\\_\\_8Cm1N8OpD4ir\\_jqa-VwYkYII\\_9/view?usp=sharing](https://drive.google.com/file/d/1dm2O__8Cm1N8OpD4ir_jqa-VwYkYII_9/view?usp=sharing)

## Appendix B HOPE Financial Summary for September 30, 2025



**HOPE Community  
Academy Saint Paul, MN  
District 4070**

**Financial Report September 2025**



HOPE Community Academy  
Saint Paul, Minnesota

Financial

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Supplemental Information – See Separate Document



# HOPE Community Academy Financial Report Executive Summary

## Summary of Key Financial Indicators

### Average Daily Membership (ADM) Overview –

	<u>Budget</u>	<u>Current</u>
PreK	12	11
Elementary (K-G5)	398	401
Middle (G6-8)	233	234
High School (G9-12)	<u>107</u>	<u>123</u>
<b>Total</b>	<b>750</b>	<b>769</b>

The working budget projects a year end deficit of \$(75,014). This result would bring our fund balance to \$4,825,613, or 31.9% of total fund balance.

<b>Bond Covenants</b>	<b>Projected</b>	<b>Required</b>
Days Cash on Hand	125	45
Debt Service Coverage Ratio	1.01	1.11

## Financial Statement Key Points

As of month-end, 25% of the year was complete.

Revenues received at the end of the reporting period were 23.4% of the budgeted amount. Expenditures disbursed at the end of the reporting period were 17.1% of the budgeted amount. Cash Balance as of the reporting period is \$4,997,269 in the checking account.

Due from Building Company represents amounts that HOPE has paid for on behalf of the Building company which will be reimbursed as allowed.

Prior year state aid receivable is estimated at \$237,384 for the 10% holdback. The next payment is scheduled for October.

The current year to date State Aid receivable 10% holdback amount is estimated to be \$238,034 which will be paid out in Fall 2027.

Federal Aids receivable from last year is currently \$9,266.

Current year federal aids receivable balance of \$113,895 represents grant expenditures which have yet to be submitted for reimbursement.

Prepaid expenditures represent amounts paid in advance for items related to the upcoming school year.

Salaries and benefits accrual estimate for summer payrolls represents an estimated year to date amount owed to staff over the summer as part of their 25-26 contracts.

Payroll deductions represent a prepayment of benefits which will be deducted from future payrolls.

## **HOPE Community Academy Financial Report Executive Summary**

### **Supplemental Information (see separate attachments)**

A separate report is provided showing operations details along with the payment register, receipts posted and journal entry transactions recorded during the month.

Please contact Jenny Abbs at [jenny.abbs@creativeplanning.com](mailto:jenny.abbs@creativeplanning.com) or 952-563-6835 should you have questions related to the financial report.

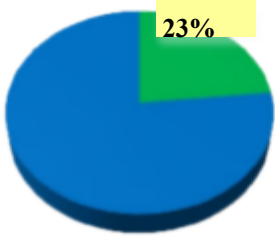
*This financial report is prepared in a modified format in that they exclude footnotes and required supplementary information in order to be considered a full set of financial statements. The excluded portions will be included in the School's fiscal year end financial statements. Creative Planning is not a licensed CPA firm and no CPA provides any assurance on this financial report.*

HOPE Community  
Academy St. Paul, MN  
Financial Dashboard

Financial Summary - Budgeted Amounts and Year to Date A

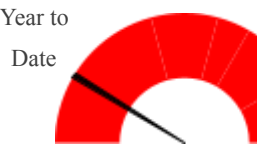
Resources to Operate Programs (Revenues):

Approved Budget	\$	15,431,782
Working Budget	\$	15,060,134
(75,014) Year to Date	\$	3,524,953



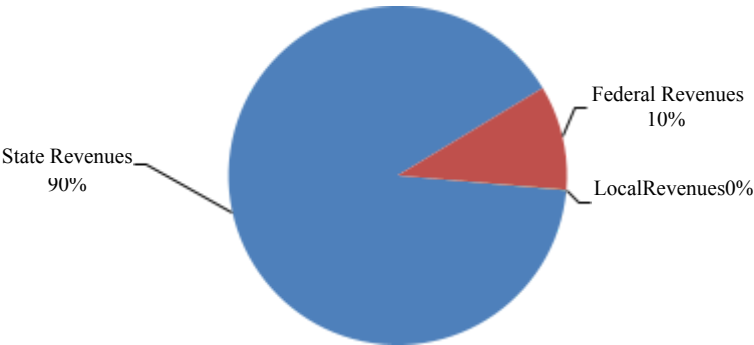
Funds Used to Provide Programs and Services

Approved Budget	\$
Working Budget	\$
Year to Date	\$



Budgets for the Year

Where funds will come from to operate the school:



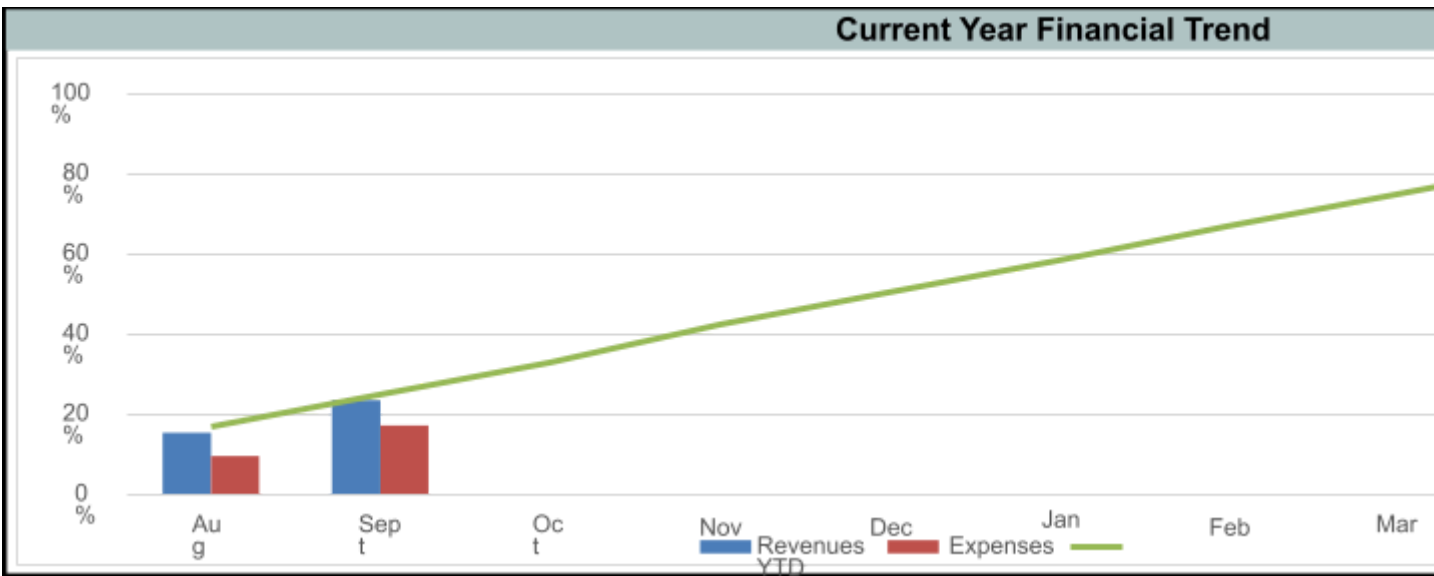
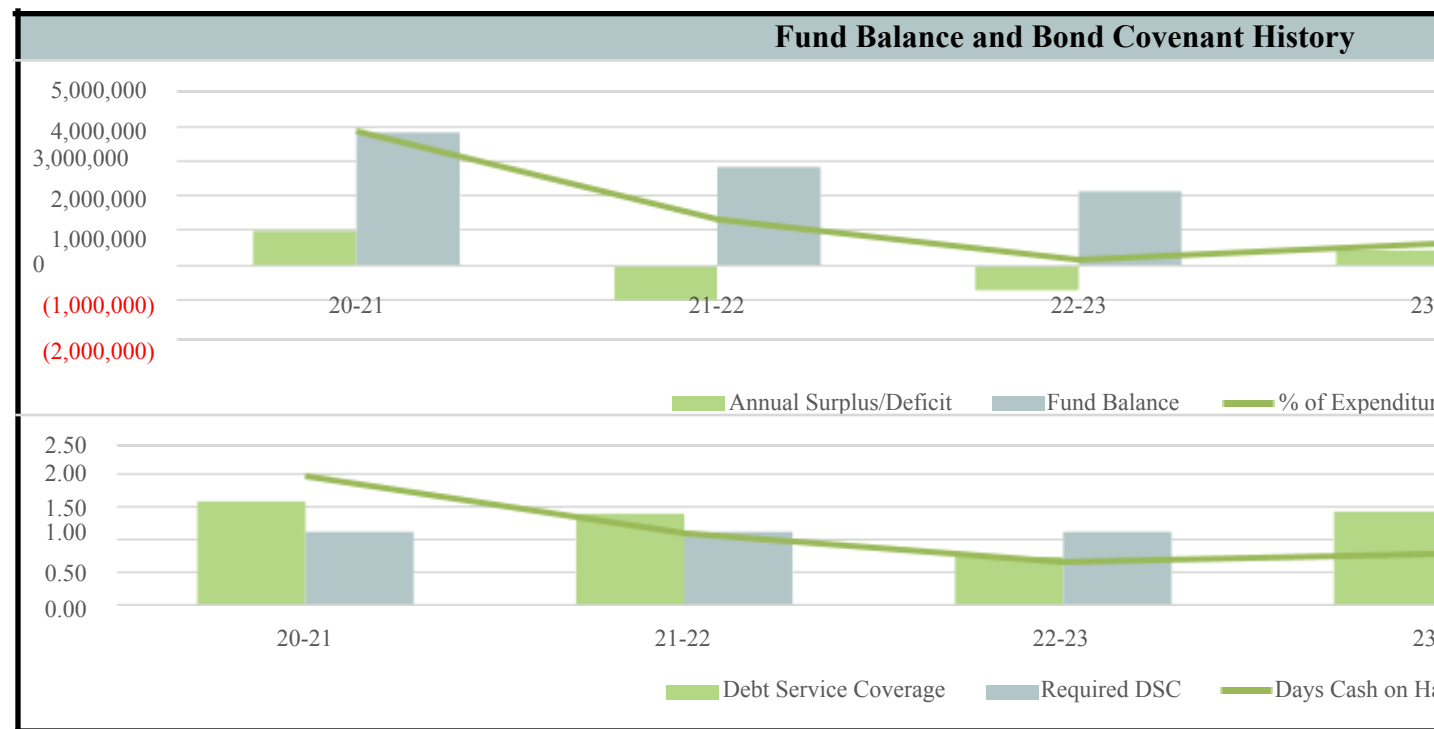
How the money is budgeted to be spent:

Purchased Services

32%

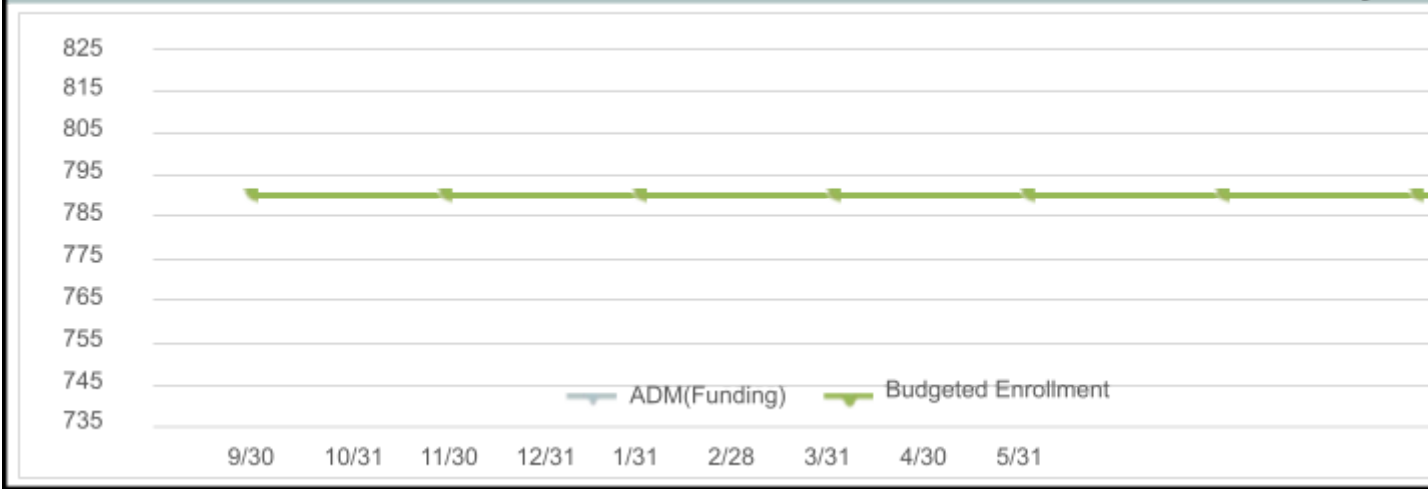


Salaries and Benefits

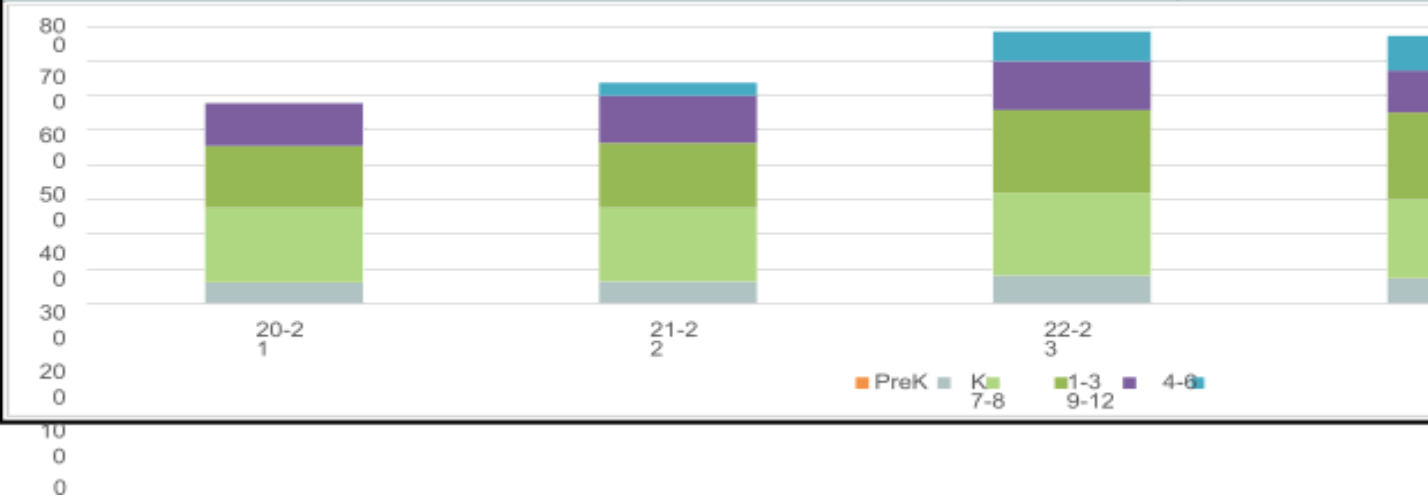


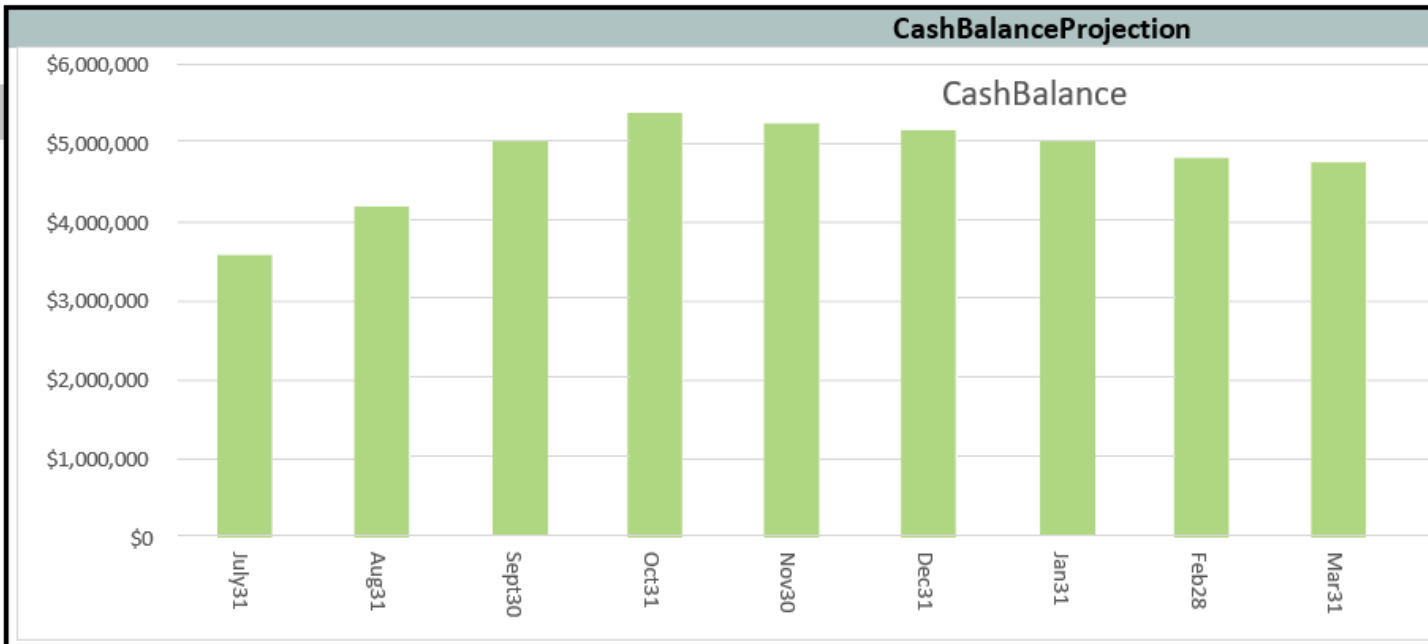
HOPE Community  
Academy St. Paul, MN  
Financial Dashboard

Current Year Student Enrollment Summary



Enrollment History





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**HOPE Community  
Academy Balance Sheet  
September 30, 2025**

	Unaudited Balance June 30, 2025	Balance September 30, 2025
<b>Assets</b>		
Cash	\$ 3,091,301	\$
4,997,269		
Accounts receivable	677,742	833
Due from building company	195,960	
224,837		
Prior year state aids receivable	1,415,421	
237,384 Current year state aids holdback receivable (estimate)	-	
238,034 Prior year federal aids receivable	197,461	
9,266 Current year federal aids receivable (estimate)	-	
113,895 Prepaid expenditures	138,185	
98,267		
<hr/>		
<b>Total Assets</b>	<b>\$ 5,716,071</b>	<b>\$ 5,919,785</b>

**Liabilities and Fund Balance**

Liabilities

Salaries and wages payable	\$ 304,295	\$ -
Accounts payable	269,842	350
Payroll deductions and contributions	241,308	(29,035)
Salaries and benefits accrual estimate for summer payrolls		106,853
Unearned revenue	-	-
<b>Total liabilities</b>	<b>\$ 815,444</b>	<b>\$ 78,168</b>

Fund balance

Beginning Fund Balance	4,900,627	4,900,627
Change in Fund Balance	-	940,990
<b>Total fund balance</b>	<b>\$ 4,900,627</b>	<b>\$ 5,841,617</b>

<b>Total liabilities and fund balance</b>	<b>\$</b>	<b>5,716,071</b>	<b>\$</b>	<b>5,919,785</b>
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September 30, 2025

		FY26 Approved Budget	FY26 Working Budget	Year to D Activi
	K-12 ADM	790	750	769
<b>Total All Funds</b>				
<b>Revenues</b>				
State Revenues		\$ 13,851,176	\$ 13,551,409	\$ 3,389,6
Federal Revenues		615,709	619,148	113,895
Local Revenues		4,491	4,491	2,777
Food Service Revenue		960,407	885,087	18,610
<b>Total revenues</b>		<b>\$ 15,431,782</b>	<b>\$ 15,060,134</b>	<b>\$ 3,524,9</b>
		15,431,782	15,060,134	3,524,953
<b>Expenditures</b>				
Salaries and Benefits		\$ 8,873,974	\$ 8,781,966	\$ 1,458,9
Purchased Services		4,884,708	4,895,062	870,412
Supplies and Materials		1,227,759	1,177,321	188,622
Equipment	211,319		201,319	52,135
Dues, Memberships, Other	130,093		79,480	13,848
<b>Total expenditures</b>		<b>\$ 15,327,853</b>	<b>\$ 15,135,148</b>	<b>\$ 2,583,9</b>
		15,327,853	15,135,148	2,583,963
<b>Net effect of Operations, All Funds</b>		<b>\$ 103,929</b>	<b>\$ (75,014)</b>	<b>\$ 940,</b>
Beginning Fund Balance		\$ 4,900,627	\$ 4,900,627	
<b>Ending Fund Balance</b>		<b>\$ 5,004,556</b>	<b>\$ 4,825,613</b>	
Fund Balance % of Expenditures		32.7%	31.9%	



HOPE  
Community  
Academy  
Statement  
of  
Revenues  
and  
Expenditures

September 30, 2025

FY26 Approved Budget	FY26 Working Budget	Year to Date Activities
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General Fund - 01 Revenues

State revenues			
211 General education aid	\$ 10,396,422	\$ 10,113,932	\$ 2,725,1
335-300 Q comp aid	201,211	201,370	-
201 Endowment aid	25,952	25,973	28,500
312 Literacy aid	37,008	37,008	-

348 Building lease aid	1,106,651	1,054,091	-
317 Long term facilities maintenance	111,170	105,890	-
360 Special education aid	1,932,761	1,983,145	396,146
343 School Library Aid	20,000	10,000	-
373 Student Support Aid	20,000	20,000	-
369-370 Other Revenue from MDE			1,818
Prior year adjustments	-	-	0
Estimated state holdback amount		238,034	

<b>Total state revenues</b>	<b>13,851,176</b>	<b>13,551,409</b>	
	<b>3,389,671</b>	<b>25.0%</b>	

#### Federal revenues

401 Title I - math and reading	\$ 352,909	\$ 352,909	\$ 61,000
414 Title II - staff development	34,853	38,962	19,297
417 Title III - EL program	57,510	52,194	6,493
433 Title IV - student support and academic enrichment	18,743	24,222	-
419 Special education aid	131,693	130,860	27,102
150-599 E-rate revenue	20,000	20,000	-
499, Innovation in Learning Grant	-	-	-
<b>Total federal revenues</b>	<b>615,709</b>	<b>619,148</b>	<b>113,895</b>

#### Local revenues

Third party billing	\$ -	\$ -	\$ -
619/620 Fundraising	-	-	(1,406)
096 Donations and gifts	-	-	23
099,050,092,092 Miscellaneous revenues	4,491	4,491	3,282
<b>Total local revenues</b>	<b>4,491</b>	<b>4,491</b>	<b>2,777</b>

<b>Total revenues</b>	<b>\$ 14,471,375</b>	<b>\$ 14,175,047</b>	<b>\$ 3,506,000</b>
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**September 30, 2025**

**Expenditures**

	FY26 Approved Budget	FY26 Working Budget	Year to D Activi
100 Salaries and wages	\$ 4,867,823	\$ 4,831,517	\$ 817,0
200 Employee benefits	1,488,177	1,462,116	235,834
Salary and Benefit Accrual (estimated)			85,117
Total Salaries and Benefits	6,356,001	6,293,633	1,137,973
FIN 335 Q-comp expenditures	201,211	201,370	6,035
READ Act Teacher Training	5,000	9,163	-
305/315 Contracted services	691,707	725,892	152,291
320 Communications services	105,480	109,935	27,056
329 Postage	5,706	5,893	-
330 Utilities	285,966	259,664	49,381
340 Property and liability insurance	56,000	56,000	24,485
350 Repairs and maintenance	119,645	119,645	13,514
360 Contracted transportation	1,060,000	926,625	27,254
366 Travel, conferences, and staff training	30,000	30,000	9,716
369, FIN 733 Field trips including transportation	17,892	26,699	-
348-570 Building Lease	1,951,246	1,951,246	487,812
335 Short Term Leases	1,000	918	-
810-401/440 Maintenance supplies	36,414	46,337	8,527
401/490/455/465 Non instructional (office) supplies	40,000	40,000	4,162
405 Non Instructional Software	44,469	44,469	18,764
406 Instructional Software	36,721	36,721	32,765
460/430/461/470/456 Textbooks, instructional supplies, testing materials	92,303	92,303	44,615
PROG 212/240/257/258/620 Specialists supplies (art, music, pe, tech, library)	10,755	7,755	220
520 Building improvements	-	-	-

530 Other equipment (furniture)	20,530	10,530	-
555/556 Technology equipment	20,530	20,530	-
560 Technology leases	165,470	165,470	50,717
580 Capital leases	4,790	4,790	1,418
820 Dues and memberships	43,662	43,662	11,191
FIN 372 with PROG 400 Third party billing	-	-	1,540
PROG 010 Board of directors	25,000	25,000	488
PROG 107/CRS 320 Marketing/student recruitment	53,200	48,200	40,166
PROG 213 Hmong program	11,830	11,830	-
CRS 300 Summer school	85,000	34,387	1,956
FIN 499, Innovation in Learning Grant	-	-	-
CRS 315 After School Activities	42,001	42,001	3,649
PROG 200 Pre-K Program	108,328	137,467	2,422

FY26 Approved Budget	FY26 Working Budget	Year to Date Actuals
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100 Salaries  
200 Benefits  
Salary and Benefit Accrual (estimated)  
Total Salaries and Benefits

100 Salaries	1,340,501	1,233,809	171,039
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200 Benefits	367,393	407,788	47,783
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Salary and Benefit Accrual (estimated)	21,736
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Total Salaries and Benefits	1,707,894	1,641,596	240,558
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394 Contracted Services	260,898	293,726	9,706
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723/728-360 Transportation	86,045	172,671	15,692
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401 Federal Title I	352,909	352,909	61,002
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414 Federal Title II	34,853	38,962	19,297
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417 Federal Title III	57,510	52,194	6,493
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433 Federal Title IV	18,743	24,222	-
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419 Federal special education	131,693	130,860	27,102
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Total expenditures	\$ 14,378,401	\$ 14,235,275	\$ 2,537,9
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Net effect of Operations, General Fund	\$	92,974	\$	(60,228)	\$	968
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Transfer c

Beginning Fund Balance

2,322,016	2,322,016
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Ending Fund Balance

\$ 2  
2,261,7

### Fund Balance % of Expenditures

16.8%

15.9%

HOPE Community Academy  
Statement of Revenues and Expenditures

September 30, 2025

FY26 Approved Budget	FY26 Working Budget	Year to Date Actuals
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Food Services Fund - 02 Revenues

705 Breakfast revenue	\$ 182,081	\$ 167,017	\$
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701 Lunch revenue	637,285	584,561	-
709 Summer Program Revenue	-	-	18,153
702 After school snack revenue	91,041	83,509	-
601/606 Local revenue	-	-	457
474 Commodities	50,000	50,000	-
Total revenues	\$ 960,407	\$ 885,087	\$ 18,610

### Expenditures

100/200 Salaries and benefits	\$ 66,377	\$ 69,411	\$ 4,038
300/401 Purchased Services and Supplies	4,577	4,325	1,918
490/495 Food and Milk	827,067	774,707	38,916
491 Commodities	50,000	50,000	-
820 Dues and memberships	1,431	1,431	700
Total expenditures	\$ 949,451	\$ 899,873	\$ 45,572
Net effect of operations, food service	\$ 10,955	\$ (14,786)	\$ (27,448)

Transfer In for Operations from Gen Fund	-	-
Beginning Fund Balance	1,512	
Ending Fund Balance	3,467	1,726

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**HOPE Community Academy Cash Flow Summary 2025-2026 School Year**

Period Ending	Cash Inflows (Revenues)					
	State Aid Payments	Federal Aid Payments	Local Revenues	Food Service	Prior Year Receivables	Total Receipts
Cash Outflows (Expenditures)			Cash Balance			
Payroll Expenditures	Other Expenditures	Total Expenditures				

**Beginning Balance \$ 3,091,301**

<b>July 31</b>	994,392		879	-	701,145	<b>1,696,416</b>	370,387	842,756	<b>1,696,416</b>
<b>Aug 31</b>	995,782		23	18,153	611,404	<b>1,625,362</b>	301,586	708,882	<b>1,625,362</b>
<b>Sept 30</b>	1,161,463		3,362	457	735,573	<b>1,900,855</b>	372,012	721,042	<b>1,900,855</b>
<b>Oct 31</b>	1,004,959	55,723	(25)	86,441	542,653	<b>1,689,751</b>	351,310	961,854	<b>1,689,751</b>
<b>Nov 30</b>	1,004,959		(25)	86,441	90,442	<b>1,181,817</b>	351,310	961,854	<b>1,181,817</b>
<b>Dec 31</b>	1,004,959	139,308	(25)	86,441		<b>1,230,683</b>	351,310	961,854	<b>1,230,683</b>
<b>Jan 31</b>	1,004,959		(25)	86,441		<b>1,091,375</b>	351,310	961,854	<b>1,091,375</b>
<b>Feb 28</b>	1,004,959		(25)	86,441	90,442	<b>1,181,817</b>	351,310	961,854	<b>1,181,817</b>
<b>Mar 31</b>	1,004,959	167,170	(25)	86,441		<b>1,258,545</b>	351,310	961,854	<b>1,258,545</b>
<b>April 30</b>	1,004,959		(25)	86,441		<b>1,091,375</b>	351,310	961,854	<b>1,091,375</b>
<b>May 31</b>	1,004,959	195,032	(25)	86,441		<b>1,286,407</b>	351,310	961,854	<b>1,286,407</b>
<b>June 30</b>	1,004,959		(25)	86,441		<b>1,091,375</b>	351,310	961,854	<b>1,091,375</b>

Budget Estimate	12,196,268	557,233	4,041	796,578	1,808,843		4,205,779	10,929,368	
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<b>Totals</b>	<b>12,196,268</b>	<b>557,233</b>	<b>4,041</b>	<b>796,578</b>	<b>1,808,843</b>	<b>16,325,780</b>	<b>4,205,779</b>	<b>10,929,368</b>	<b>15,929,368</b>
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**Assumptions: 10%StateAidHoldback**

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*This cash flow projection is to be used only to show that if we follow our revised budget for the year that we will not encounter cash flow issues and that we will be able to maintain normal operations. It is not meant to be used to accurately predict what expenditures will be incurred in the short-term. Due to the manner in which MDE regulates the funding, abrupt changes may occur in the amounts of the payments. However, the total amount of the state aids should be reasonable given a stable budget.*