

CHARTER SCHOOL / AUTHORIZER AGREEMENT

The University of St. Thomas (hereinafter “Authorizer”) and HOPE COMMUNITY ACADEMY (hereinafter “School”) are entering into this Agreement as of July 1, 2023 for the purposes of defining the responsibilities and obligations of each party with respect to the operation of a charter school. It is the intention of the parties that this Agreement will comply with all requirements of the Charter Law (as such term is defined below).

SECTION 1. DEFINITIONS.

For purposes of this Agreement, and in addition to the terms defined throughout this Agreement, each of the following words or expressions shall have the meaning set forth in this section:

- 1.1 “Agreement” means this Charter School/Authorizer Agreement between the Authorizer and the School as is required by *Minnesota Statutes* §124E.10, Subd. 1(a). (Charter contract).
- 1.2 “Applicable Law” means all state and federal law applicable to Minnesota charter schools and any regulations implemented pursuant to those laws.
- 1.3 “Application Information” means the charter school application information and supporting documentation submitted to the Authorizer for the Authorizer to grant the charter to the School. The critical Application Information is attached to this Agreement as Attachment 1 and by this reference is made a part of this Agreement. The Application Information may be amended from time to time by the Charter School Board provided that significant changes are approved in advance by the Authorizer. The School will be accountable for implementing the program described in the Application Information. In the event that there is an inconsistency or dispute between the provisions in the Application Information and this Agreement, the provisions of this Agreement shall be followed.
- 1.4 “Charter Law” means the *Minnesota Statutes* §124E *et seq.*, as amended, and any rules or regulations adopted by the Commissioner relating to this law.
- 1.5 “Charter School Board” means the Board established to govern the School, as provided under *Minnesota Statutes* §124E.06-§124E.07.
- 1.6 “Commissioner” means the Commissioner of the Minnesota Department of Education.
- 1.7 “Department” means the Minnesota Department of Education.
- 1.8 “School” means HOPE Community Academy which is established as a charter school pursuant to this Agreement and which is incorporated pursuant to *Minnesota Statutes* §317A.

- 1.9 “School Information” includes all educational data, as defined in *Minnesota Statutes* §13.32; any and all data related to employees; any and all complaints filed by the School as required by law and all complaints filed against the School; any and all investigative files and the results of any investigations; and any and all financial information as required to be disclosed under Section 7.7.
- 1.10 “Authorizer” means the University of St. Thomas, with its official office located at 2115 Summit Avenue, St. Paul, MN 55105. The Authorizer represents and warrants that it is an organization eligible to authorize charter schools in Minnesota as provided for in the Charter Law.
- 1.11 “School Year” means July 1 through June 30.

SECTION 2. TERM.

The term of this Agreement is **3** years, commencing on the date of this Agreement, **July 1, 2023** as identified above, and continuing through **June 30, 2026** unless terminated earlier pursuant to Sections 9 or 10 of this Agreement.

SECTION 3. PURPOSE OF THE SCHOOL; DESCRIPTION OF THE PROGRAM; CONTENT STANDARDS; CURRICULUM; PERFORMANCE INDICATORS AND EVALUATION.

- 3.1 Purpose of the School. The School will be organized and operated to achieve more than one purpose as described in the Application Information and as provided for in the Charter Law, including the primary purpose: to improve all pupil learning and all student achievement.
- 3.2 Description of the Program. The School’s program will be as described in the Application Information. The School agrees to operate in a manner consistent with the Application Information unless the School and the Authorizer agree to amend the approved charter.
- 3.3. Content Standards. The School’s educational program shall meet or exceed Minnesota Academic Standards.
- 3.4. Curriculum. The School shall implement the curricula described in the Application Information, supplemented with other curricula that may be helpful to the School’s academic progress to the extent that such curricula meet or exceed Minnesota Academic Standards. The School may, without seeking Authorizer approval, make reasonable modifications to its approved curriculum to permit the School to meet its educational goals and student achievement standards. Any modifications, either individually or cumulatively, that are of such a nature or degree as to cause the approved curriculum to cease to be in operation will require approval from the Authorizer and an amendment to this Agreement.
- 3.5. Performance Indicators and Evaluation.

- (a) Graduation Standards. The School will comply with the requirements of the Minnesota Graduation Standards, as defined by *Minnesota Statutes* §§120B.02; 120B.024; and Minnesota Rules parts 3501.0010 – 3510.0280 and will document the levels of student performance in terms of students meeting those graduation standards.
- (b) Every Student Succeeds Act (ESSA). The School will comply with the responsibilities and obligations of the Title I, Part A accountability provisions as specified under the federal Every Student Succeeds Act or its implementing regulations established by the U.S. Department of Education including, but not limited to, participating in statewide assessments, meeting participation requirements for each student group on state assessments, meeting public and parent reporting requirements, and implementing School sanctions if the School is identified for improvement.
- (c) Goals, Performance Indicators, and Accountability System. The School and the Authorizer agree to the goals and measurable performance indicators for the Academic Performance, Financial Viability, and Organizational Performance of the School as set forth in Attachment 2 (“Accountability System”), which specifies the performance levels necessary in order for this Agreement to be renewed. Authorizer reporting on school outcomes against these goals and measurable performance indicators will take place annually. As provided for in Attachment 2, the academic outcomes will be assessed using multiple indicators including nationally normed referenced tests or other professionally recognized measurement systems, state tests required of all students, and other methods provided for in this Agreement. In keeping with the primary purpose of charter schools under *Minnesota Statutes* §124E.01, Subd. 1, improving all pupil learning and all student achievement as measured by the Academic Performance indicators will be the most important factor in determining contract renewal. The School’s success in meeting the additional statutory purposes identified by the School will be considered as secondary factors.

The parties intend, where this Agreement references or is contingent upon state or federal accountability laws, to be bound by any applicable modification or amendments to such laws upon the effective date of such modifications or amendments. The specific terms, form, and requirements of the Accountability System may be modified or amended to the extent required to align with changes to applicable state or federal accountability requirements, as set forth in law.

- (d) Accountability for Multiple Campuses. If the School operates multiple campuses under this Agreement, this Agreement includes specific academic accountability measures for each campus. The Authorizer will evaluate each campus’s academic performance independently of other campuses, and each campus will be independently accountable for its performance.
- (e) Annual Report. The School will file an annual report with the Authorizer that is consistent with the provisions of *Minnesota Statutes* §124E.16, Subd. 2 and which contains the information required by the Authorizer (the “Annual Report”). The report will be filed no later than October 1 of each year during the term of this Agreement. The

School may include other information in the Annual Report. The Authorizer will review the Annual Report and, if necessary, provide written comment to the Board.

- (f) Annual Report Dissemination. The School will disseminate the annual report to the families of students attending the School and post the report on the School's official Web site.

SECTION 4. LEGAL STRUCTURE AND AUTHORITY OF THE SCHOOL.

Legal Structure.

- (a) Nonprofit Status. The School is organized and operated as a nonprofit corporation under *Minnesota Statutes* Chapter 317A, as amended.
- (b) Articles of Incorporation. The School's articles of incorporation are Attachment 3 ("Articles"). The School will submit any modification of the Articles to the Authorizer within five (5) business days of approval by the Charter School Board.
- (c) Bylaws. The School's bylaws are Attachment 4 ("Bylaws"). The School will notify the Authorizer of any proposed amendments to the Bylaws. At its discretion, the Authorizer may review and comment on the proposed amendments. The School will consider the Authorizer's review and comment, and will submit to the Authorizer any amendments to the Bylaws within five (5) business days of approval by the Charter School Board. Pursuant to *Minnesota Statutes* §124E.07, Subd. 4, Authorizer approval is required if the Charter School Board wishes to change its governance structure.
- (d) Affiliated Nonprofit Building Corporation. If eligible under *Minnesota Statutes* §124E.13, Subd. 3, the School may form an affiliated nonprofit building corporation which complies with all legal requirements. The School or its affiliated nonprofit building corporation must receive a positive review and comment from the Commissioner as detailed in *Minnesota Statutes* §124E.13, Subd. 4.
- (e) Authorized Grades. The authorized grades will be as specified in the Application Information. If the Application Information provides for a phase-in of the grades, this phase-in will not be changed without prior written consent of the Authorizer.
- (f) Program Expansion. The School will not expand its site or grade levels beyond that specified in the Application Information without application to and approval by the Authorizer, and without the Authorizer's submission of a supplemental affidavit to the Commissioner. The Commissioner must approve the supplemental affidavit consistent with *Minnesota Statutes* §124E.06, Subd. 5.

SECTION 5. LOCATION OF THE SCHOOL

The School shall be located at **LOCATION: 720 Payne Ave. St. Paul, MN 55130**

The School may change its location(s) only after obtaining written approval from the Authorizer, subject to any terms and conditions specified.

SECTION 6. PRE-OPENING REQUIREMENTS

To demonstrate the School's readiness to open successfully, the School is required to meet a set of pre-opening benchmarks by specified dates as set forth in the "Ready-to-Open Process". If the School fails to meet the pre-opening requirements within the required timeframes, the opening of the School will be postponed by one year in accordance with *Minnesota Statutes* §124E.06 Subd. 3(g). If the school is an existing school renewing its contract this section does not apply.

SECTION 7. OPERATING REQUIREMENTS

7.1 Governance.

(a) Board of Directors. The School will be governed by a Charter School Board. The composition of the Charter School Board shall at all times be determined by and consistent with the Articles and Bylaws and all Applicable Law and policy. The school will file changes in the membership of the Charter School Board with the Authorizer.

(b) Background Checks. Before any persons are seated as members of the Charter School Board, the School will conduct a criminal background check identical to those required by *Minnesota Statutes* §123B.03, Subd. 1. The School will certify to the Authorizer that background checks have been completed and, consistent with Applicable Law, will provide to the Authorizer any adverse information that is revealed as part of the background checks and will evaluate, on a case-by-case basis, membership on the Charter School Board where the background check revealed adverse information.

(c) Conflicts of Interest. The provisions of *Minnesota Statutes* §124E.07, Subd. 3 and §124E.14 relating to conflicts of interest shall be followed by each member of the Charter School Board.

(d) Powers. The Charter School Board will provide policy leadership including, but not limited to, long-range planning and goal-setting for the School consistent with the School's approved mission; holding the School accountable for meeting academic, financial, and operational goals; approving an annual budget and providing oversight of the budget; employing appropriate staff or contracting with organizations that do employ appropriate staff; setting expectations and reviewing the performance of the School director at least annually; and other policies regarding the operation of the School.

(e) School Board Election. Charter School Board elections and director qualifications will be as provided in the Charter Law and the Bylaws.

(f) Affiliation. Notwithstanding any provision to the contrary in the Charter, Application, or the Articles and Bylaws, in no event shall the Charter School Board, at any time, be composed of voting members of whom a majority are directors, officers,

employees, agents, or otherwise affiliated with any single entity (with the exception of the School itself), regardless of whether said entity is affiliated or otherwise partnered with the School. For the purposes of this paragraph, “single entity” shall mean any individual entity, as well as any and all related entities to such entity such as parents, subsidiaries, affiliates, and partners. The Authorizer may, at its sole discretion, waive this restriction upon a written request from the School.

(g) Non-Commingling. Assets, funds, liabilities, and financial records of the School shall be kept separate from assets, funds, liabilities, and financial records of any other person, entity, or organization unless approved in writing by the Authorizer.

(h) Open Meeting Law. All meetings and business of the Charter School Board will comply with the Minnesota Open Meeting Law, *Minnesota Statutes* §13D. The Charter School Board will provide proper written notice to Authorizer of all board meetings including special, regular, and emergency.

(i) Frequency of Meetings. The Charter School Board will meet as provided in the Bylaws. A copy of the agenda, minutes, financial statements and all related documents will be provided to the Authorizer at least three days prior to the meeting. At the request of the Authorizer, the Charter School Board will provide the Authorizer an opportunity to address the Charter School Board regarding matters determined by the Authorizer.

(j) Charter School Board Training. The Charter School Board will participate in training consistent with the *Minnesota Statutes* §124E.07, Subd. 7. In addition, the Charter School Board will submit its plan for training to the Authorizer if requested by the Authorizer and attend training reasonably required by the Authorizer.

7.2 Non-Sectarian. The School will be nonsectarian in its programs, admission policies, employment practices and all other purposes.

7.3 Tuition and Fees. The School will not charge Minnesota residents tuition for admission to the School. The School may impose fees and require payment of expenses for activities of the School where such fees and payments are not prohibited by Applicable Law. The School will comply with the Minnesota Public Schools Fee Law, *Minnesota Statutes* §123B.34-39, which governs authorized and prohibited student fees.

7.4 Home School. The School will not be used as a method of providing education or generating revenue for students who are being home schooled pursuant to *Minnesota Statutes* §120A.22.

7.5 Enrollment. The School will follow student admission requirements as stated in *Minnesota Statutes* §124E.11.

(a) Limits. The School may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability, nor may it condition admission

on criteria or take any action that would violate the Minnesota Human Rights Act, *Minnesota Statutes* §363A.

- (b) Admissions. The School's admission policies and procedures are attached to this Agreement as Attachment 5.
- (c) Student Transfers and Exits. Any student exit out of the School will be documented by an exit form signed by the student's parent or guardian, which affirmatively states that the student's transfer or exit is voluntary. The School will collect and report to the Authorizer, in a format required or approved by the Authorizer, exit data on all students transferring from or otherwise exiting the school for any reason (other than graduation), voluntary or involuntary. Such exit data will document the date of and reason(s) for each student departure. In the event that the School is unable to document the reasons for a voluntary withdrawal, the School will notify the Authorizer and provide evidence that it made reasonable efforts to obtain documentation.
- (d) Right to Remain. Pursuant to *Minnesota Statutes* § 121A.40-121A.56, students who enroll in the School will have the right to remain enrolled in the School through the end of the school year, absent expulsion, graduation, or court-ordered placement. Students who fail to attend the School as required by state law may be removed from the School's rolls only after the requisite unexcused absences have been documented and all truancy procedures followed.

7.6 Reporting to the Authorizer.

- (a) Reports. The School will file reports, including but not limited to the Annual Report identified in Section 3.5(e) of this Agreement, with the Authorizer regarding the implementation efforts and outcomes of the School's program. These reports shall encompass operational, governance, financial, compliance, and academic elements—including those elements related to achievement of the primary and additional statutory purposes of the school. The Authorizer will provide a format and a reasonable timeline for these reports.
- (b) Access to Information. The School will provide the Authorizer with and permit prompt and reasonable access to any School Information requested by the Authorizer. For purposes of such data disclosure, the parties agree that they will be governed by *Minnesota Statutes* §13.05.
- (c) Assessments and Test Results. The School will provide the Authorizer with required government assessments and test results promptly following the time the School receives each of its preliminary test results and final test results. The School will provide the Authorizer with any other assessments and test results as required by the Authorizer each semester. Where necessary the School shall truncate information to the last four digits of the student identification number to protect student data privacy.

(d) Violations of Law. The School will promptly notify the Authorizer of all complaints that allege that a violation of state or federal law or regulation has been committed by the School unless such reporting would violate Applicable Law.

7.7 Financial Management. For the purposes of this Section, the School is subject to *Minnesota Statutes* §124E.16, Subd.1.

(a) Procedures and Controls. At all times, the School will maintain appropriate governance and managerial procedures and financial controls, which shall include but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them; (2) a checking account; (3) adequate payroll procedures; (4) an organizational chart; (5) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (6) internal control procedures for cash receipts, cash disbursements and purchases; and (7) maintenance of asset registers and financial procedures for grants in accordance with Applicable Law.

(b) Financial Reports. The School will provide the Authorizer a copy of the annual budget for review and comment prior to its approval by the Board. The School will consider the Authorizer's review and comment, but is not required to incorporate in the annual budget any comments or other modifications proposed by the Authorizer. The School shall also provide the Authorizer periodic reports on the School's financial status as provided for in Section 7.6(a) of this Agreement and to allow for evaluation of the School program.

(c) UFARS. The School will utilize the UFARS financial accounting principles and methods. Student accounting will comply with MARSS requirements. All accounting records will be audited annually by a public accounting firm engaged by the Charter School Board.

(d) Audits. The School will comply with the same financial audits, audit procedures, and audit requirements of other schools (*Minnesota Statutes* §123B.75 to 123B.83) except when deviations are necessary because of the program of the School. Deviations must be approved by the Commissioner and Authorizer. The School will provide the Authorizer with a final audit and any management letters provided by the auditor. As provided by *Minnesota Statutes* §124.E.16, Subd. 1, if the audit includes findings that a material weakness exists in the financial reporting systems of the School, the School must submit a written report to the Commissioner explaining how the material weakness will be resolved in accordance with the procedures set by the Commissioner. The report to the Commissioner will also be provided to the Authorizer.

Upon prior written request, the School will make available for review by the Authorizer all financial records at such times as reasonably requested by the Authorizer.

(e) Creditors. If the School has any payments to creditors for which there is an outstanding liability of over 90 days, the School will provide the Authorizer a written statement explaining the reasons for this and a proposal for payment of the outstanding liability.

7.8 Transactions with Affiliates. The School shall fully comply with sections 124E.07 and 124E.14 of the charter school law. Additionally, with regard to non-board members, the school shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease or exchange of any property or the rendering of any service) with any affiliate of the School, any past member of the Charter School Board, any employee past or present of the School (except in their employment capacity), or any family member of the above individuals, unless:

- (a) The terms of such transaction (considering all the facts and circumstances) are no less favorable to the School than those that could be obtained at the time from a person who is not such an affiliate, past member, employee, or related individual; and
- (b) The Charter School Board discloses any conflicts and operates in accordance with a conflict of interest policy that has been approved by the Authorizer.

7.9 Educational Service Providers. The School shall not, without explicit, written approval of the Authorizer, contract with a third party to provide comprehensive (all or a substantial portion of the) services necessary to manage and operate the School. If the School intends to enter into such a contract, it will, no later than 120 days prior to the effective date, enter into a legally binding and enforceable agreement with such entity named in the Application Information (the "ESP") in a form substantially similar to that contained in the Application Information (the "Management Contract"), subject to the approval of the Authorizer. The Management Contract will specifically set forth:

- (a) Proposed key terms, including roles and responsibilities of the Charter School Board, the School staff, and the ESP; the services and resources to be provided by the ESP and any affiliated entities; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the ESP; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination; and
- (b) Disclosure and explanation of any existing or potential conflicts of interest between the Charter School Board and the ESP or any affiliated business entities.

No later than thirty (30) days prior to entering into the Management Contract, the School will provide a copy of the Management Contract in proposed final form to the Authorizer. The Management Contract will be accompanied by a letter from a licensed attorney representing the School stating that the Management Contract meets the attorney's approval. Such attorney may not represent or be retained by the Management Provider. The Management Contract shall not be executed until the School is notified in writing by the Authorizer that the Management Contract meets its approval. The School shall not enter into any contract for comprehensive school management services to be performed in substantial part by any other entity not identified as such in the Application Information without receiving prior written approval from the Authorizer.

7.10 Employment and Staffing.

(a) Authorization of Employment. The Charter School Board or its delegate will employ and contract with necessary teachers, as defined by *Minnesota Statutes* §122A.15, Subd. 1, who hold valid licenses to perform the particular service for which they are employed at the School.

(b) Non-Licensed Personnel. The Charter School Board or its delegate may employ necessary employees who are not required to hold teaching licenses to perform duties other than teaching and may contract for other services.

(c) Collective Bargaining. If eligible employees of the School organize to engage in collective bargaining, the School will comply with *Minnesota Statutes* §179A, the Public Employment Relations Act.

7.11 School Facilities.

(a) Lease Space. The School will comply with the provisions of *Minnesota Statutes* §124E.13, Subd. 1 for leasing space. Prior to finalizing a lease for space, the School will submit it to the Department for review and comment. The School will also provide the lease to the Authorizer for review and comment at the request of the Authorizer.

(b) Maintenance of Facilities and ADA Compliance. The School will be responsible for the maintenance of any facilities it leases in accordance with all Applicable Law, including ensuring compliance with all ADA accessibility requirements.

(c) Use of the Facility by the School. The School will use its designated facility for the sole purpose of operating a public school as authorized by this Agreement. The School will not conduct, nor will it permit, any activity on its premises that would threaten or endanger the health or safety of occupants.

(d) Inspections. The Authorizer will have access at all reasonable times to any facility leased or used in any way by the School, for purposes of inspection and review of the School's operation and to monitor the School's compliance with the terms of this Agreement.

7.12 Transportation. Transportation for students enrolled at the School will be provided in accordance with the Application Information and Applicable Law.

7.13 Health and Safety.

(a) School District Requirements. The School will comply with the same health and safety requirements as a school district and meet all requirements set forth in Applicable Law.

- (b) Immunization. The School will comply with *Minnesota Statutes* §121A.15, requiring proof of student immunizations.
- 7.14 Human Rights. The School will comply with the Minnesota Human Rights Act, Chapter 363A, which prohibits unfair discriminatory practices in employment, public accommodations, public services, or education; and comply with *Minnesota Statutes* §121A.04, which governs provision of equal opportunities for members of both sexes to participate in athletic programs.
- 7.14 Student Dismissal. The School will comply with the Minnesota Pupil Fair Dismissal Act (MPFDA), *Minnesota Statutes* §§121A.40-56. The School Board shall maintain a disciplinary policy and procedure consistent with MPFDA prior to enrolling students.
- 7.15 Students with Disabilities. The School will comply with *Minnesota Statutes* §125A and §124E and applicable rules and Federal law relating to the education of pupils with a disability as though it was a school district. Consistent with the provisions of *Minnesota Statutes* §124E.21, the financial parameters within which the School will operate to provide the special education instruction and related services to pupils with disabilities will be based on the needs of the student as defined by the student's evaluation and by the instruction and related services provided to the student as specified in the student's individual education plan (IEP).
- 7.16 English Language Learners. The School will at all times comply with all Applicable Law regarding the education of English language learners, including but not limited to *Minnesota Statutes* § 124D.58-65 the Elementary and Secondary Education Act (ESEA), Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974 (EEOA). The School will provide resources and support to English language learners to enable them to acquire sufficient English language proficiency to participate in the mainstream English language instructional program. The School will employ and train teachers to provide appropriate services to English language learners, and will assure compliance with any and all requirements of Applicable Law regarding services to English language learners.
- 7.17 Insurance. Notwithstanding anything to the contrary in this Agreement, the School will be considered a school district for the purposes of tort liability under *Minnesota Statutes* §466. The School will acquire and keep in full force and effect the insurance coverage required by the Applicable Law. The Authorizer will be named as an additional insured on such policies. The School agrees to provide the Authorizer with certificates of insurance on an annual basis. The types and amounts of insurance held by the School are included as Attachment 6.
- 7.18 Compliance Agreement. Charter School Board members agree to comply with all Applicable Laws governing organizational, programmatic, and financial requirements applicable to charter schools. Signed agreements indicating each member's agreement to comply are attached to this Agreement as Attachment 7.

7.19 Other Reports. The School and the Authorizer will file all reports with the Commissioner consistent with the procedures established by the Commissioner.

SECTION 8. AUTHORIZER'S DUTIES AND OVERSIGHT FEE

8.1 Oversight Plan. The Authorizer will implement a plan, outlined in Attachment 8 ("UST Accountability and Oversight System"), to provide ongoing oversight to determine whether the School is complying with the terms of this Agreement and to meet its responsibilities under the law regarding Authorizing. The Authorizer reserves the right to periodically update and replace its oversight tools in efforts to continuously improve its practice. Updated tools will be available in the Authorizer's Program Guide, updated annually.

8.2 Authorizer's Duties. In order to address the provisions of Section 8.1 above, the Authorizer will use attachments from this contract, including the evaluation rubric included as part of Attachment 2 ("School Accountability System)," as oversight tools and plans. As noted above, the Authorizer reserves the right to periodically update and replace its oversight tools in efforts to continuously improve its practice. Updated tools will be available in the Authorizer's Program Guide, updated annually. The formal written performance evaluation completed prior to contract renewal is included as Attachment 9 ("UST Evaluation").

8.3 Authorizer Report to the Board. The Authorizer will annually provide the Charter School Board, in writing, the Authorizer's evaluation of the School's performance and how well the School is meeting the provisions of this contract.

8.4 Authorizer Oversight Fee. The School shall pay the Authorizer the following fee for Authorizing and overseeing the School:

(a) Fee. The School will pay the Authorizer the maximum fee allowed under the Charter Law during the term of this Agreement.

(b) Payment. The School will pay the fee described in Section 8.4(a) within 30 days of receipt of the Authorizer's invoice.

8.5 Liaison. The Authorizer may designate a liaison for the School and will inform the School annually of the name of this person. The Authorizer will provide the School at least 30 days written notice of any change to the liaison.

8.6 Communication of Areas of Concern.

(a) Communication. It is the intent of the parties to address areas of concern in a non-adversarial process whenever possible. To that end, the parties agree to communicate areas of concern and to address those concerns in a professional manner.

(b) Feedback. The Authorizer will provide the Charter School Board feedback at least annually regarding the performance of the School. The primary feedback will be in the

form of an annual evaluation consistent with the School's Accountability System and the Authorizer Oversight Plan.

(c) Intervention. If the Authorizer has areas of concern regarding the performance of the School, the "Intervention Policy" as provided in Attachment 10 will be followed.

8.7 Tuition Remission Plan for Charter School Staff.

The Charter School will be provided with up to 36 graduate credit hours, of which the Authorizer will provide up to 12 credit hours of tuition remission, for graduate-level coursework in the School of Education, each year of this Contract. The Charter School will designate staff eligible to participate in this program subject to final approval from the Authorizer under the terms of the then-existing program admission requirements. For each staff person approved by the Charter School to participate in this opportunity, the Charter School staff member will receive 1/3 tuition remission from the Authorizer, the Charter School staff member will pay 1/3 tuition, and the Charter School will pay 1/3 tuition for each course taken. Courses available are those offered at the graduate level, up to but not including Doctoral-level courses. The tuition rate used shall be the University of St. Thomas' then-prevailing rate assigned to the program in which the student is admitted as a graduate student, including both on- and off-campus programs. As the Authorizer, the University of St. Thomas does not require the School to avail itself of this benefit, nor does it require the staff of the Charter School to use St. Thomas for their graduate education as a condition of continued authorization of the School.

SECTION 9. NONRENEWAL OR TERMINATION BY AUTHORIZER FOR GOOD CAUSE

9.1 Grounds. The Authorizer may elect not to renew this Agreement at the end of the term, or may elect to terminate this Agreement at the end of the term, or may elect to terminate this Agreement during the term, for any of the following reasons or for other reasons stated in *Minnesota Statutes* §124E.10, Subd. 4(b):

- (a) The School's failure to meet the requirements for pupil performance contained in Section 3 of this Agreement;
- (b) The School's failure to meet generally accepted standards of fiscal management;
- (c) Violations of Applicable Law; or
- (d) Other good cause shown.

9.2 Nonrenewal or Termination Proceedings. The provisions of this subsection shall govern any nonrenewal or termination proceedings by the Authorizer so long as such provisions are not in conflict with the Charter Law or other Applicable Law. If any provision of this subsection conflicts with any provision of the Charter Law or other Applicable Law, or with any future amendment to such laws, then the provision of such Law shall prevail.

- (a) Notice to School. If the Authorizer makes a preliminary decision to not renew or to terminate this Agreement, then the Authorizer will notify the School of the proposed action in writing, per Charter Law. Such written notice must be sent to the Chair of the Charter School Board and the Director of the School. The notice will state the grounds for the proposed action in reasonable detail. The notice will state that the Board may request, in writing, an informal hearing before the Authorizer as allowed by *Minnesota Statutes* §124E.10, Subd. 4.
- (b) Board's Response. Within 15 business days of receipt of the notice of termination or non-renewal under Section 9.1, the Charter School Board may request an informal hearing before the Authorizer. Failure by the Charter School Board to make a written request for a hearing within the 15-business-day period will be treated as acquiescence to the proposed non-renewal or termination. If the Board requests an informal hearing, then included with the request for an informal hearing, the Charter School Board will provide documentation or other evidence in writing to the Authorizer that addresses the issues raised in the notice for termination or non-renewal.
- (c) Schedule for Hearing. Upon receipt of the request for an informal hearing before the Authorizer from the Charter School Board, the Authorizer will follow *Minnesota Statutes* §124E.10, Subd. 4 in providing notice to the Charter School Board of the hearing date.
- (d) Hearing. The parties agree that the hearing will not be subject to the requirements of *Minnesota Statutes* §14. The hearing will be informal. Both the Charter School Board and the Authorizer may be represented by legal counsel.
- (e) Authorizer Decision. In any nonrenewal proceedings, the Authorizer will take final action to renew or not renew this Agreement no later than 20 business days before the end date of this Agreement. In any termination proceedings, the Authorizer will take final action to terminate or not terminate this agreement no later than 20 business days before the proposed date of termination. The Authorizer will give notice of the final action, in writing, to the Board and will file a copy with the Commissioner.
- 9.3 Dissolution. If this Agreement is terminated or not renewed based on the criteria in Section 8.1, above, the School will be dissolved according to the applicable provisions of *Minnesota Statutes* Chapter 317A or 308A. The school will follow the School Closure Plan as provided in Attachment 11 to enact an efficient dissolution.
- 9.4 Distribution of Property Not Owned by School. In the event of dissolution of the School, all property that it might lease, borrow or contract for use, will be promptly returned to those organizations or individuals from which the School has leased or borrowed the materials.
- 9.5 Distribution of Property Owned by School. All property that has been purchased by the School will remain its own property. In the event of subsequent dissolution of the School, after all financial obligations are met, the property will be distributed to other charter schools consistent with the guidelines of the Commissioner.

- 9.6 Property Owned by Teachers or Staff. All property personally and/or individually owned by the trained and licensed teachers or staff employed by the School will be exempt from distribution of property and will remain the property of the individual teachers and staff. Such property includes, but is not limited to, albums, curriculum manuals, personal mementos and other materials or apparatus which have been personally financed by teachers or staff.

SECTION 10. MUTUAL AGREEMENT FOR NONRENEWAL OR TERMINATION

- 10.1 Non-Renewal. The Authorizer and Charter School Board may mutually agree to not renew this Agreement in accordance with the provisions of *Minnesota Statutes* §124E.10, Subd. 5, in which event the Authorizer and the School will jointly submit their intent in writing to the Commissioner no later than 90 days prior to the end date of the term of this Agreement. Nonrenewal by mutual agreement under this subsection is not an available option if proceedings for a unilateral nonrenewal action by the Authorizer are commenced under Section 9 of this Agreement.
- 10.2 Termination. The Authorizer and the Charter School Board may mutually agree to terminate this Agreement during the term in accordance with the provisions of *Minnesota Statutes* §124E.10, Subd. 5, in which event the Authorizer and the School will jointly submit their intent in writing to the Commissioner no later than 90 days prior to the date of termination. Termination by mutual agreement under this section is not an available option if proceedings for a unilateral termination action by the authorizer are commenced under Section 9.
- 10.3 Information to New Authorizer. If a new Authorizer is approved by the Commissioner, the current Authorizer will provide the new Authorizer information about the fiscal, operational, and student performance of the School as required by *Minnesota Statutes* §124E.10 Subd.5.

SECTION 11. GENERAL TERMS.

- 11.1 Amendments. This Agreement may not be amended without a written agreement executed by both parties. If the authority of the School or Authorizer is altered by legislative act, this Agreement is automatically amended to reflect the change in law as of the effective date of such change.
- 11.2 Authorizer Authority. Except as otherwise provided by this Agreement or Applicable Law, the Authorizer has no authority, control, power, or administrative or financial responsibility over the School. This provision does not prohibit the parties from contracting for any services deemed appropriate in the future.
- 11.3 Exclusive Criteria for Authorizer Action. All decisions by the Authorizer concerning contract renewal, nonrenewal or transfer to a different authorizer, shall be made exclusively upon the criteria set forth in this Agreement, the Charter Law and other Applicable Law.

Authorizer specifically agrees that it will not consider or be influenced by any past, present or potential future contracting relationships, or lack of such relationships, between Authorizer, its agents or employees, and School in any decision by Authorizer affecting this Contract, its renewal, nonrenewal or an extension thereof, or any decision affecting transfer to another authorizer.” The School agrees that its autonomy and obligations remain as set forth in this Agreement, Attachment 2 (“Accountability System”), and the Charter Law irrespective of any additional contracts or relationships that may exist with the Authorizer.

11.4 Liability and Indemnification. The School assumes full responsibility for its activities and operations. The School agrees not to sue the Authorizer or any of its affiliates, directors, officers, employees or representatives with respect to any matters that arise under this Agreement or relate in any way to the formation, performance, suspension, termination or nonrenewal of this Agreement. The Authorizer does not assume any obligation with respect to any director, officer, employee, representative, agent, parent, guardian, student or independent contractor of the School, and no such person shall have the right or standing to bring suit against the Authorizer or any of its affiliates, directors, officers, employees or representatives with respect to any matters that arise under this Agreement or relate in any way to the formation, performance, suspension, termination or nonrenewal of this Agreement. The parties acknowledge and agree that the Commissioner, the Authorizer, members of the Authorizer’s board in their official capacity, and employees of the Authorizer, are immune from civil and criminal liability with respect to all activities related to the School, pursuant to *Minnesota Statutes* §124E.09 and nothing in this Agreement is intended to limit or impair such immunity. The School agrees to indemnify, defend, and hold harmless the Authorizer and its affiliates, agents, directors, officers, employees and representatives from and against any and all third party claims, suits, demands, liabilities and expenses (including reasonable attorneys’ fees) which arise out of or relate in any manner to this Agreement, the operation of the School, the failure of the School to perform its obligations under this Agreement or under Applicable Law, or reliance by the Authorizer on information supplied by the School or its representatives. This indemnification also applies to the commissioner and department officers, agents, and employees notwithstanding *Minnesota Statutes* §3.736. In the event of any litigation between the School and the Authorizer in which the Authorizer is the prevailing party, the Authorizer shall be entitled to recover from the School, to the extent permitted by Applicable Law, all costs of such litigation, including reasonable attorneys’ fees.

11.5 Waiver. No waiver by either party or any breach of any covenant or provision of this Agreement will be deemed to be a waiver of any succeeding breach of the same or any other covenant or provision.

11.6 Severability. If any provision or provisions in this Agreement shall be held to be invalid, unenforceable or in conflict with Applicable Law, the validity, legality and enforceability of the remaining provisions shall not be affected or impaired thereby and will remain in full force and effect.

11.7 Survival of Provisions. The terms, provisions and representations contained in this Agreement that by their sense and context are intended to survive termination of this Agreement will survive.

11.8 Non-Agency. It is understood that the School is not the agent of the Authorizer.

DATED: As of this 11th day of December, 2025.

Hope Community Academy, a Minnesota Charter School

By:



(Signature)

DONALD J LORN

(Print Name)

CHAIR

(Title)



Kevin Xiong

Executive Director

University of St. Thomas, a Higher Education Authorizer



Signature

Robert K. Vischer



Signature

Terry Moffatt

Attachment #1 – Application Information

Mission Statement

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

Vision Statement

By June 30, 2023, HOPE Community Academy is transitioning to a Pre-K through Grade 12 charter school specializing in academic achievement and Hmong language and culture for students in the E. St. Paul and surrounding area.

With an enrollment of approximately 770, we welcome a student population that:

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

We are known and sought after for:

- Academic rigor and high student expectations through all grade levels
- A dynamic, inclusive, and safe learning environment
- Highly trained, competent, caring, and engaged staff
- Integrated Hmong culture and language

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

- Achieving school goals
- Implementing effective EL strategies
- On-going professional development and teamwork
- Supporting students and their families from pre-k through high school graduation

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

- Trust and collaboration
- Accountability and open communication
- Deep commitment to student success

Active community engagement and partnerships augment student learning and success and strengthen our position as the school of choice for families.

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

Declaration of Primary and Secondary Purposes

The primary purpose of HOPE Community Academy (pursuant to MN Statute 124E) is “to improve all pupil learning and all student achievement.” In addition, HOPE strives to meet the following secondary purposes as stated in the Minnesota statute: 1) Increase learning opportunities for all pupils;

- 2) Encourage the use of different and innovative teaching methods

- 3) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at HOPE.

Scope of Program Grades

to be served:

HOPE will serve students in grades prek - 12. Currently, HOPE serves students in prek-10th grade. The high school program is staggered intentionally to add 11th grade for the SY2023-24 and 12th grade for SY2024-2025.

Number of students served:

HOPE currently serves 825 students and abides by the school's philosophy of small class size: Grades K-1: 15-17 students maximum per classroom Grades 2-12: 25-27 students maximum per classroom.

Target population:

HOPE is a public charter school and welcomes all students.

Location:

HOPE is located at 720 Payne Avenue, St. Paul, MN.

School Calendar:

HOPE follows a traditional school calendar.

Early Learning:

HOPE was approved to open the preK program in the SY2021-2022.

Before starting PK or Kindergarten at HOPE all students do an early childhood screening (MPSI-R), health and vision screening, as well as a family survey to screen for concerns/referrals that may be needed.

Transportation:

HOPE contracts with a qualified bus vendor to provide transportation to its students.

Description of Educational Model and Philosophy Statement

of Philosophy:

HOPE was founded by the Hmong community including educators, parents, elders and leaders. The intent was to retain the Hmong language and culture as well as to instill the best of the Hmong and American values to all students. We believe that given the appropriate time and individualized instructional support all students can demonstrate mastery of high academic standards.

Parent involvement at HOPE is critical and fundamental. Many of our parents define parental involvement differently from that of the mainstream American culture. Culturally, many of our parents are accustomed to the professional educators in providing the best quality education to their children. The parents do not believe they should interfere with the teaching. Instead, they put their trust in the education system to prepare their children for the future.

HOPE continues to sponsor parent-support groups focusing on issues that parents themselves consider important.

Description of Model:

HOPE has implemented the Hub Academic Achievement Instructional Support Model (commonly refer to as the Hub Model). This model promotes collaboration throughout the assessment, curriculum and instructional process to differentiate for individual student's academic, linguistic, and sociocultural needs. Each grade level team (satellite) consists of the general education teachers, EL Specialist, Reading Specialist, Special Education Specialist, and paraprofessionals (bilingual culture specialists). Based on student assessment data (ACCESS 2.0, MCA II, FAST math and reading, summative assessments, and formative assessments), students are grouped according to their differentiated academic and English language proficiency groups. Each student has an individualized learning plan that each grade level satellite staff members share during grade level satellite, PLC, and Student Support Team meetings. All students are monitored closely with the intent to ensure academic and English language proficiency growth.

Description of Critical Programmatic Elements:

- Hmong Language and Culture Program: expanding to integrate with the fine arts program
- Hub School Improvement Academic Achievement Instructional Support Model: incorporating the WIN (What I Need)
- Safe and Supportive Learning Environments: creating a safe and engaging environment for students and parents that will bring educators, students, parents and community to a much deeper level of congruency and alignment with the overall goal to improve teacher retention, student academic achievement, parent engagement and community support.

Services for Special Populations Special Education:

HOPE Community Academy complies with all applicable State and Federal Laws in serving students with disabilities, including IDEA, ADA, and Section 504. In accordance with IDEA, HOPE incorporates the six major legal principles into our school plan for educating students with disabilities.

- Enrolling all students – no rejection of students with disabilities
- Providing an individualized education program (IEP) for students with disabilities
- Providing a free and appropriate education (FAPE) to students with disabilities
- Providing education in the least restrictive environment (LRE)
- Following all due process procedures and parent involvement

HOPE currently provides the following related services to students as determined by the students' evaluation and IEP data: Physical/Other Health Disability Consultant, Physical Therapist, Audiologist, Social Worker, Developmentally Delayed, and Deaf/Hard of Hearing Teacher. HOPE also contracts for an Early Childhood Consultant for the preK program.

HOPE provides direct instruction by a licensed special education teacher or a licensed related service provider in the special education setting (pull-out services); direct instruction by a licensed special education teacher or licensed related services provider in the general education setting (push-in services); and paraprofessional support in the general education setting and/or

paraprofessional support in the special education setting; and 1:1 paraprofessional support if needed.

HOPE budgets to provide sufficient financial resources to meet our ethical and legal obligations to special education students. The school's obligation to students is defined by evaluation results and by the instruction and related services identified in the student's individual education plan (IEP).

English Language Learners:

The EL department uses a variety of English Language Development models to best serve our English language (EL) learners. This may include co-teaching, co-planning curriculum and lesson plans, push in, and pull out services. Teachers receive On-Boarding and On-Going PD in the areas of Biliteracy reading instruction, English language development, Culturally Responsive Education and in the Sheltered Instruction Observation Protocol (SIOP) model.

HOPE adheres to all federal and state legal compliance requirements for English language learners - from registration, assessment, academic and English language development services, and addressing academic and English language proficiency needs.

Through our On-Boarding and On-Going PD, all stakeholders receive training on how to meet all EL program requirements stated in the Minnesota's Consolidated State Plan Under the Every Student Succeeds Act (ESSA).

Gifted Students:

The SY2022-2023, HOPE Community Academy implemented the Gifted and Talented Program. Students are identified using the CogAT Screener. HOPE universally screen all second grade students using this screener. In addition to the CogAt scores, we take into consideration students that are consistently achieving in the 85-99% on aReading and aMath, as well as those recommended by teachers. Identification is a team decision. For those students that we have additional questions about, teachers and parents are asked to fill out a questionnaire to help us identify attributes of G/T kids that students are exhibiting in class or at home.

HOPE is also offering full screening of students in any grade level for possible acceleration services with the recommendation (with evidence of need) of teachers and parent approval. This process involves formal screening including the CogAt and the Woodcock John Test of Abilities.

The G/T Coordinator meets with teachers during their PLC Teacher Talk Tuesdays. Together they collaborate to compact or accelerate learning for individual students. When possible, teachers use 3-Tier lesson planning.

For K-2 students, the following is implemented:

- Push-in lessons to introduce Depth and Complexity icons to students
- Once-quarterly push-in, game-based lessons to stimulate critical thinking
- Collaboration and coaching as requested by individual teachers
- Formal identification at the end of grade 2

For 3-5 students, the following is implemented:

- Push-in lessons to introduce Depth and Complexity icons to students
- Math accelerated groups
- Pull out support for G/T identified students during Literacy Block daily (30 min)
- Lunch bunch to support SEL of G/T identified students once a week by grade level
- Collaboration and coaching as requested

Governance and Management Plan

HOPE has a seven-member school board. They are comprised of three community members, two HOPE parents, and two HOPE teachers. The school board has been successful in filling all board positions. There are three standing board committees: Executive, Finance, and Operations. The board creates Ad Hoc committees, as necessary, to address specific areas such as a Strategic Planning Committee.

The HOPE Community Academy board employs the Executive Director who has the responsibility for leadership, administration, and the overall operations of the school's academic and financial program. The Executive Director reports to the school board at its monthly meetings.

Educational Service Provider

HOPE Community Academy does not contract with an Educational Service Provider.

Evaluation Framework

Indicators

The University of St. Thomas Evaluation Framework seeks to set forth the indicators and measures that capture school performance. Indicators are general categories of performance and include academic performance, financial viability, and organizational effectiveness, which encompasses board governance, operations, and legal compliance. These indicators seek to answer specific questions and are grouped as follows:

Indicator(s)	Question	Rubric Section
Academic Performance	Is the learning program a success?	1
Financial Viability	Does the school exhibit strong fiscal health?	2
Organizational Effectiveness: -Board Governance -Operations -Legal Compliance	Is the organization effective and well-run?	3

Measures

Measures are the means to evaluate an indicator, not the specific goals (metrics and targets) which are found in the evaluation rubric. The information below also includes contextual and methodological information where such information is not found in the specific language of the individual goal in the rubric.

Section 1: Academic Performance - Is the learning program a success?

The intent of the Academic Performance section is to provide a multi-faceted understanding of Student academic performance at the charter school. Many measures are aligned to the state’s World’s Best Workforce Priorities. The measures used to understand academic performance include:

- Preschool/Prekindergarten student school readiness
- Students reading well by 3rd Grade
- Minnesota Comprehensive Assessment (MCA) Data: All authorized schools shall participate fully in the MCAs;
- At least one additional school-selected standardized assessment which must be approved by the authorizer in advance of the evaluation rubric’s finalization and be utilized for a minimum of three years before a change in assessment can be requested;
- At least one mission-specific academic goal;
- Program alignment with chartered mission and vision;
- Graduation rate data; and

- College and career readiness data.

Data from these assessments will be compiled and evaluated as described below. Each area may have multiple metrics for success as reflected by the Evaluation Rubric included in the contract.

Methodology for Selection of Comparison Schools

Several academic performance indicators involve the use of demographically similar comparison schools. In an effort to be as clear and transparent as possible, the methodology for the selection of comparison schools is addressed below.

Identification of Demographic Comparison Schools

1. Data files containing student demographic information are downloaded from the Minnesota Department of Education website.
2. Data is filtered in the following order:
 - a. Schools in the seven-county metro area—to approximate the area in which the authorized school is located;
 - b. Schools within 5% of the authorized school’s percentage of students qualifying for free/reduced price lunch—to approximate poverty levels;
 - c. Schools within 5% of the authorized school’s percentage of students receiving English Learner services; and
 - d. Schools within 5% of the authorized school’s percentage of students receiving special education services.
3. Schools of differing types than the authorized school are removed—to ensure relevance. For example, to the extent possible, elementary schools are matched with other elementary schools; non-ALC high schools are matched with other non-ALC high schools, etc. Matches do not seek to match the specific school model, type, or philosophy, as our expectation is that students can succeed in many school models and that any model selected should meet the needs of students.

The goal of the process described above is to generate 3-5 schools serving a similar population with which the authorized school can be compared. It is important to note that at times, the process above will produce too many or too few matches. In that case, the parameters of items b, c, and d above may be adjusted to find an adequate number of the best possible matches. Due to shifting demographics in schools, matches may vary from year to year.

Matches will be shared with schools for comment prior to construction of final data sheets, and schools may request the inclusion of additional schools or present a rationale for excluding a certain school; however, the authorizer may or may not grant such requests based on its discretion. All resident district schools serving relevant grades will be included in the ‘resident district’ column.

While every school is different and demographic matching will not create exact apples-to-apples comparisons, St. Thomas’s desire is to arrive at a group of comparison schools that are relevant, fair, and allow for insight into the authorized school’s performance.

Minnesota Comprehensive Assessment Measures

The Minnesota Comprehensive Assessment (MCA) Measures data includes the current MCA and MTAS assessments as well as all equivalent state standardized tests.

Students in tested grades who are eligible to take the MCA (i.e.: all students not exempted based on an IEP) will illustrate their progress through the MCA goal series. These goals ensure that students are making progress toward or maintaining high levels of proficiency on the state's academic standards as evidenced through the state's MCA exam. These goals will be scored based on school-wide results.

MCA/MTAS Proficiency Reading Well By Third Grade

Third grade students should be proficient in reading as demonstrated on the third grade MCA test.

MCA/MTAS Proficiency

St. Thomas authorized charter schools should perform as well as or better than the state, the district where the school resides, and identified schools with comparable demographics (methodology for selection of comparison schools is described above).

MCA/MTAS Proficiency for Students in Various Demographic Groups

Students qualifying for Free or Reduced Price Lunch (FRL), English Learner services*, Special Education services, and in all racial/ethnic demographic groups at St. Thomas authorized charter schools should perform as well as or better than their demographic counterparts statewide.

*Schools may elect to have the progress of students qualifying for English Learner services assessed using the percentage of English Learners meeting their target on the ACCESS or Alternate ACCESS assessment rather than using MCA/MTAS proficiency. Schools must select the method of evaluation, final goal is included in the evaluation rubric.

MCA/MTAS Progress

MCA data will be analyzed to determine whether students are maintaining or moving toward proficiency. Students should be maintaining at a proficient level from one year to the next or should be increasing their proficiency level.

MCA/MTAS Progress Comparison Using Minnesota North Star System

Students in authorized schools should progress at the same or better rate as the state, resident district, and their comparable schools.

School Selected Standardized Assessment(s) Measures

In addition to state tests, all schools must select one or more standardized assessments that allow St. Thomas to better understand student attainment and growth. HOPE Community Academy will be using the Fastbridge Assessment in reading and math for grades K – 11.

All St. Thomas -authorized charter schools serving one or more relevant grades (3-11) who are eligible (i.e.: all students not exempt from standardized testing based on their IEP) must participate

in additional standardized assessment testing administered in fall and spring of each year. These measures provide another way to analyze the school's academic progress.

The school's selected assessment(s) must allow the authorizer to examine student performance to a target level as well as assess gains over time as set forth in the school's Evaluation Rubric metrics and targets.

If a school has more than 10 students tested in each grade level, then it should report on these goals for each grade and for the entire school. If there are fewer than 10 students in any grade, then the school should report on this goal for the entire school, only. Scoring for this goal will be on a school-wide level.

Mission Specific Academic and Alignment Measures

Mission Specific Academic Goal

Based on the school's mission, each school must propose at least one school-specific academic goal (including metric and targets) to be considered and approved by St. Thomas. The goal should reflect the school's unique mission/vision and must be measurable. The school is responsible for providing the data necessary to measure progress on this goal. Failure to provide adequate information to allow the goal to be scored will result in a score of 1, does not meet standard. As Hmong Language and Culture is a pillar of HOPE Community Academy, the mission specific academic goal is as follows: *Students will meet the Hmong Language development benchmarks identified for their grade level and kept on file with UST.*

Academic Program Alignment to Mission and Vision

UST expects the learning programs of authorized schools to exemplify the mission and vision set forth in the school's application for authorization and will assess alignment accordingly.

Other Academic Measures

Graduation Rate

Schools serving grades 9-12 must demonstrate their ability to move students to graduation as defined in the Evaluation Rubric.

College Readiness

Schools serving grades 9-12 must have at least one assessment and resulting goal (metric and target) addressing college and career readiness as defined in the Evaluation Rubric.

Section 2: Financial Viability - Does the school exhibit strong fiscal health?

The parties acknowledge that the Minnesota Charter School Law (124E) requires a charter school to meet generally accepted standards of fiscal management. This includes meeting all St. Thomas,

MDE, and statutory reporting deadlines, and remaining current on all financial obligations, including, but not limited to: pension payments, payroll taxes, insurance coverage, loan payments and terms. The intent of the Financial Viability section is to ensure the successful operation of the school into the future and to ensure the proper use of public funds.

Keeping in mind that measures are the means to evaluate an indicator (financial viability), not the specific goals (metrics and targets) which are found in the evaluation rubric, the measures used to understand financial performance include:

- Structures promoting strong board oversight including appropriate policies (i.e.: fund balance policy) and practices (i.e.: finance committee) that promote financial health;
- Annual audit performed and submitted in accordance with MN law;
- Annual budget and monthly cash flow projection by June 30th of each fiscal year; and
- Performance on key financial metrics that demonstrate the school’s financial position.
- School ability to meet bond covenants if applicable

Data from these sources will be compiled and evaluated. Each measure may have multiple metrics for success as reflected by the Evaluation Rubric.

Annual Audit

All authorized schools must receive an audit annually in accordance with MN law. St. Thomas expects that audits are clean with no major findings (i.e. “clean” opinion, no material weaknesses on internal controls, and no findings on compliance with state or federal laws). An audit finding shall be considered Minor unless St. Thomas determines a finding is Major. If St. Thomas believes an audit finding may be Major, it shall obtain an opinion from a qualified, third-party professional regarding the importance of the finding. St. Thomas shall also ask the charter school to respond to the finding. In general, a finding will be considered Major if it indicates a deliberate act of wrongdoing, reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school. Classification of a finding as Major shall be at the sole discretion of St. Thomas and would result in the school being placed on intervention.

Section 3: Organizational Effectiveness (Board Governance, Operations, and Legal Compliance) – Is the organization effective and well run?

A successful charter school requires a board and leadership team with competency in a variety of governance, operational, and compliance-related areas. The Organizational Effectiveness indicator seeks to capture a school’s performance through a variety of qualitative and quantitative measures. The intent of the Organizational Effectiveness section is to ensure that schools are following all St. Thomas, MDE, and statutory compliance requirements, providing academic programs that meet state and federal requirements, properly governing schools, and utilizing certain accepted best practices all in service of providing students with a safe, stable, and effective school.

As noted above, measures are the means to evaluate an indicator, not the specific goals (metrics and targets). The measures used to understand organizational effectiveness include:

- Systems to properly maintain policies and bylaws.
- Compliance with bylaws and policies.
- Demonstrated commitment of all members to continuous learning, and nonprofit best practices including:
 - a. Ability to understand and abide by appropriate board and school leader roles (i.e.: governance vs. management).
 - b. Annual leader review (see above), including a formal, documented review process, timelines, and criteria. Completed by March of each year.
 - c. Annual board self-review March of each year.
 - d. Annual evaluation of any Educational Service Providers, if applicable.
 - e. Utilizing an effective recruitment and orientation process for new members, which at a minimum includes background on issues presently facing the board and an introduction to key documents (i.e.: policy manual, board bylaws, contract with authorizer).
 - f. Engaging in strategic planning at least once every five years, or more frequently if significant programmatic or other changes are slated to occur, and utilizing the strategic plan to drive the direction and priorities of the school.
- The Board of Directors will regularly review, update, and approve its bylaws and policies such that they maintain compliance with state law and current best practices.
- Distribution of a complete packet (as described in Evaluation Rubric) at least three days prior to all board meetings.
- Maintenance of orderly records at all times by the Board of Directors, which includes meeting minutes, board documents (bylaws, articles of incorporation, policies, etc.), and financial statements. Records will meet the requirements of the Open Meeting Law, will be kept on site, and will be made available to the public in accordance with Open Meeting Law.
- Levels of parent, teacher and student satisfaction as measured by student and teacher retention, and an annual parent satisfaction survey which requests satisfaction with the school overall as one item. Teachers who are retiring or who are no longer qualified to serve in their previous role are not counted against the school's teacher retention goal. Teachers who have left the classroom but are retained by the school in an alternate position (i.e.: Teachers on Special Assignment) are also not counted against the school's retention goal.
- Demonstrated commitment to continuous learning by school leadership, teachers and staff.
- Engagements of families in students' education.
- Provision of a safe, welcoming and equitable learning environment.
- Student attendance rates.
- Fulfillment of legal obligations regarding students who qualify for special education services as indicated by conditions such as the following:
 - a. Clear understanding of current legislation, research and effective practices relating to the provision of special education services by appropriate staff.
 - b. Access to appropriate training and information for all staff.
 - c. Effective and timely implementation of individual education plans, informed by the appropriately documented needs of individual students.
 - d. Well-managed relationships with students, parents, and external providers that comply with law and regulation.

- e. School-specific and board-approved TSES manual.
- f. Retention of appropriate staff (including teachers, a qualified special education director, and contracted service providers) as required by student population.
- g. No adverse findings in complaints database.
- h. Results from most recent MDE program and financial audits.
- Fulfillment of legal obligations regarding students identified for English Learner (EL) services as indicated by conditions such as the following.
 - a. Clear understanding of current legislation, research and effective practices relating to the provision of EL services by appropriate staff;
 - b. Access to appropriate training and information by all school staff. Following of MN Standardized Statewide EL Procedures (or subsequent requirements) for identification, entrance, and exit.
 - c. Effective program with written plan for service at all grade and proficiency levels.
 - d. Retention of appropriate staff (including EL teachers, and contracted service providers) as required by student population.
 - e. Results from most recent MDE program and financial audits.
 - f. ACCESS Results, if indicated by the Evaluation Rubric.

Please note that if analysis of standardized test scores show that students with special needs and/or students identified as ELs are progressing at rates below the school's non-special needs and/or EL populations, or at rates below their comparable statewide subgroups, then additional Accountability System goals may be developed in conjunction with St. Thomas to measure the school's progress with these students.

- The Board of Directors and School will comply with all applicable state and federal laws including but not limited to:
 - a. Minnesota Charter School Law (Minn. Stat. 124E)
 - i. Board initial and ongoing training
 - ii. Development of board-approved development plan for leader if applicable
 - iii. Governance model requirements
 - b. Minnesota Open Meetings Law (Minn. Stat. 471.705)
 - c. Teacher licensure: The school will hire well-qualified and appropriately licensed (or otherwise state-approved) teachers. (Minn. Stat. 122A.18 subd. 1)
 - d. Fair and open admission/enrollment policies and practices compliant with law.
 - e. Background checks: must be completed on staff, board members, and others with the potential for close contact with students.
 - f. Education of Special Education students (Minn. Stat. 125A.02, 125A.03, 125A.24, 125A.65)
 - g. Title IX of the Education Amendments of 1972 (20 U.S. C. 1681)
 - h. Applicable state and local health and safety requirements. The school must maintain a safe facility that is conducive to learning.
 - i. Minnesota Human Rights Act (Chapter 63)
 - j. Equal opportunity in athletic programs (Minn. Stat. 121A.04)
 - k. Minnesota Pupil Fair Dismissal Act (Minn. Stat. 124A.40 to 121A.56)
 - l. Minnesota Public Schools Fee Law (Minn. Stat. 123B.34 to 123B.39)
 - m. Educational data and records (Minn. Stat. 13.32, 120A.22 subd. 7, and 121A.75)

- n. Student legal records (Minn. Stat. 260B.171 subds. 3 and 5)
- o. The Pledge of Allegiance (Minn. Stat. 121A.11 subd. 3)
- p. Revenue for a charter school (Minn. Stat. 124E.20)
- q. PERA and TRA (Minn. Stat. 353, 354, and 354a)
- r. Ongoing presence of management and financial controls required by Section 8 of the contract
- s. Administration of an open enrollment process and lottery pursuant to Section 7 of the contract
- t. Public Employment Relations Act (Minn. Stat. 179A)
- u. School district audit requirements (Minn. Stat. 123B.75 to 123B.83)
- v. Student immunization records (Minn. Stat. 121A.15)

All violations of applicable law should be reported to St. Thomas. If St. Thomas believes a violation has occurred, and this violation was not reported, St. Thomas shall first ask the charter school to respond to the information upon which the concern would be based. If St. Thomas believes a violation has occurred which may be material, it shall also obtain an opinion from a qualified third-party professional(s) regarding the importance of the violation. In general, a violation will be considered Major if it indicates a deliberate act of wrongdoing, reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school. Classification of a finding as material shall be the sole discretion of St. Thomas.

Evaluation Rubric

The University of St. Thomas (St. Thomas) Accountability System, including the Evaluation Framework and Evaluation Rubric will be used on an annual basis to evaluate schools, and whenever formal decisions are made about the effectiveness of a charter school in meeting its stated mission and objectives as well as the expectations set forth in its contract.

The Accountability System will be used by authorizing program staff and by the St. Thomas Charter School Authorizing Board to assess authorized schools' suitability for Contract Renewal, program expansion, and to evaluate any charter school seeking a change of authorizer.

Please note that the rubric below represents a template that will be modified to enable UST to appropriately evaluate each of its authorized schools.

SECTION I – IS THE LEARNING PROGRAM A SUCCESS?

1.1 3rd Grade MCA Reading Proficiency: Are students proficient in reading?
1 = Does not meet standard Less than 40% of are proficient in reading.

2 = Approaching standard	40-55.0% of students are proficient in reading.
3 = Meets standard	55.1%-75.0% of students are proficient in reading.
4 = Exceeds standard	More than 75% of students are proficient in reading.
Rating: Enter the number that most closely matches your assessment: <input type="text"/>	
Comments/Evidence:	
Data Source: Minnesota Department of Education <i>School Report Card</i> , Test Data spreadsheets	

<p>1.2 MCA Proficiency: Are students performing as well as or better than the state, the resident district, and demographically comparable schools on MCA math and reading exams?</p> <p>1.2a Reading</p> <p>1.2b Mathematics</p>				
1 = Does not meet standard	More than 10 percentage points below comparison groups			
2 = Approaching standard	6-10 percentage points below comparison groups			
3 = Meets standard	Within 5 percentage points of comparison groups			
4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points			
	Reading Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned
Charter School (CS)				
Average of demographic match schools			37.5%	
Resident district			37.5%	
State			25%	
			100%	Reading Total:
	Math Proficiency	Score (see criteria for 1-4 above)	Weight	Points earned

Charter School (CS)				
Average of demographic match schools			37.5%	
Resident district			37.5%	
State			25%	
			100%	Math Total:

1.2a Reading:

1.2b Mathematics:

Enter the overall score produced by the average of these two scores:

Comments/Evidence:

Source: MCA data available on MDE website or school self report if cell size is too small, Test data spreadsheets

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 70% of students qualifying for FRL, demographic categories will also be filtered by FRL status. All relevant demographic groups will be individually scored per the rubric targets below and averaged to produce a score for each subject area (math/reading). The overall score for the metric is then produced by averaging the subject area scores.

1.3a Reading

1.3b Mathematics

1 = Does not meet standard Demographic group falls more than 10 percentage points below the state average for that group.

2 = Approaching standard Demographic group falls 6-10 percentage points below the state average for that group.

3 = Meets standard Demographic group falls within 5 percentage points of the state average for that group.

4 = Exceeds standard Demographic group is exceeding statewide performance for that group by more than 5 percentage points.

	_____	_____	_____	_____
	Charter %	State %	% of Charter	Score
	Proficient	Proficient	Student Population	

Math Proficiency				
All		Included for information only	Included for information only	N/A – Included for information only.
Demographic Group 1			Included for information only	
Demographic Group 2 (add rows as needed)			Included for information only	
Average of math scores for each demographic group:				
	Charter % Proficient	State % Proficient	% of Charter Student Population	Score
Reading Proficiency				
All		Included for information only	Included for information only	N/A – Included for information only.
Demographic Group 1			Included for information only	
Demographic Group 2 (add rows as needed)			Included for information only	
Average of reading scores for each demographic group:				
1.3a Reading: <input type="text"/>				
1.3b Mathematics: <input type="text"/>				
Enter the overall score produced by the average of these two scores: <input type="text"/>				
Comments/Evidence:				
Source: MCA data available on MDE ‘MN Report Card’				

1.4 MCA Progress : Are students maintaining or moving toward proficiency? Note: Maintaining proficiency is defined as students who were proficient (meeting or exceeding) remaining in either the meeting or exceeding category. Moving toward proficiency is defined as a student moving up one or more ‘levels’ (does not meet to partially meets; partially meets to proficient, etc.).

1.4a Reading

1.4b Mathematics

1 = Does not meet standard	Less than 35%of students are maintaining or moving toward proficiency.
2 = Approaching standard	35-50%of students are maintaining or moving toward proficiency.
3 = Meets standard	51.1-65% of students are maintaining or moving toward proficiency.
4 = Exceeds standard	More than 65% of students are maintaining or moving toward proficiency.

1.4a Reading:

1.4b Mathematics:

Comments/Evidence:

produced by the average of these two scores:

Source: MCA data available on MDE website or school self report if cell size is too small, Test data spreadsheets

1.5 MCA Growth (Comparison Group): Are students making progress at the same or better rate as the state, resident district, and their demographically comparable schools? Note that this measure uses the Minnesota Department of Education’s definition of growth as a student maintaining at a level above “Does Not Meet” or increasing their proficiency level on the MCAs from the most recent prior year of testing data to the current year of testing data.

1.5a Reading

1.5b Mathematics

1 = Does not meet standard	More than 10 percentage points below comparison groups
2 = Approaching standard	6-10 percentage points below comparison groups
3 = Meets standard	Within 5 percentage points of comparison groups
4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points

	Reading Growth	Score (see criteria for 1-4 above)	Weight	Points earned
Charter				
Average of demographic match schools			37.5%	
Resident district			37.5%	
State			25%	
			100%	Reading Total:
	Math Growth	Score (see criteria for 1-4 above)	Weight	Points earned
Charter				
Average of demographic match schools			37.5%	
Resident district			37.5%	
State			25%	
			100%	Math Total:

1.5a Reading:

1.5b Mathematics:

Enter the overall score produced by the average of these two scores:

Comments/Evidence:

Source: MCA data available on MDE website or school self report if cell size is too small, Test data spreadsheets

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

1.6a Reading

1.6b Mathematics

HOPE Community Academy will be using the Fastbridge Assessment.

1 = Does not meet standard	Assessments indicate that a minimal proportion of tested students performed at or above target levels (less than 40%).
2 = Approaching standard	Assessments indicate that an inadequate proportion of tested performed at or above target levels (40%-50%).
3 = Meets standard	Assessments indicate that an adequate proportion of tested performed at or above target levels (50.1%-65%).
4 = Exceeds standard	Assessments indicate that a high proportion of tested students performed at or above target levels (more than 65%).
1.6a Reading: <input type="text"/> 1.6b Math: <input type="text"/> Enter the overall score produced by the average of these two scores: <input type="text"/> Comments:	
Source: Annual Report, End of year report, Test data spreadsheets	

1.7 Are students making substantial and adequate gains over time, as measured using the school's selected standardized assessments? 1.7a Reading 1.7b Mathematics <i>The school will be using the Fastbridge Assessment.</i>	
1 = Does not meet standard	Analysis indicates that a minimal proportion of tested students made expected gains (less than 40%).
2 = Approaching standard	Analysis indicates that a inadequate proportion of tested students made expected gains (40%-50%).
3 = Meets standard	Analysis indicates that an adequate proportion of tested students made expected gains (50.1%-65%).
4 = Exceeds standard	Analysis indicates that an adequate proportion of tested students made expected gains (more than 65%).
1.7a Reading: <input type="text"/> 1.7b Math: <input type="text"/> Enter the overall score produced by the average of these two scores: <input type="text"/> Comments:	

Source: Annual Report, End of year report, Test data spreadsheets

1.8 Is the school meeting state and authorizer-established targets for graduation rate?

1 = Does not meet standard The school's graduation rate was below 75% and did not meet state targets.

2 = Approaching standard The school's 4-year graduation rate was between 75 – 85% and/or did not meet state targets.

3 = Meets standard The school's 4-year graduation rate was between 85.1% and 95% and met state graduation targets.

4 = Exceeds standard The school's 4-year graduation rate was above 95% and met state targets for graduation.

Rating:

Comments:

Source: MDE Data Analytics Request

1.9 Does students' performance on post-secondary readiness assessments (i.e.: ACT, SAT, Accuplacer) reflect college and career readiness?

1 = Does not meet standard Less than 60% of students demonstrated readiness.

2 = Approaching standard 60-80% of students demonstrated readiness.

3 = Meets standard 80.1-95% of students demonstrated readiness.

4 = Exceeds standard More than 95% of students demonstrated readiness.

Rating: _____

Comments:

Source: MDE Website (SLEDS), Annual report

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.

Students will meet the Hmong Language development benchmarks identified for their grade level.

1 = Does not meet standard	Less than 50% of all students met grade-level benchmarks
2 = Approaching standard	More than 50% but less than 65% of all students met identified grade level benchmarks
3 = Meets standard benchmarks	Between 66% and 79% of all students met identified grade level
4 = Exceeds standard	More than 80% of all students met identified grade level benchmarks

Rating:

Comments:

Source: Annual report

1.11 Are English Learners (ELs) performing at or above the state average for ELs as measured by the percentage of the school's identified ELs who reached or went past their target on the ACCESS/Alternate ACCESS assessment?

1.11a: Reading

1.11b: Math

1 = Does not meet standard	More than 10 percentage points below state EL performance.
2 = Approaching standard	6-10 percentage points below state EL performance.
3 = Meets standard	Within 5 percentage points of state EL performance.
4 = Exceeds standard	Exceeds state EL performance by more than 5 percentage points.

1.11a: Reading:

1.11b: Math:

Overall Rating:

Comments:

Source: MDE website

1.12 Are students receiving special education services performing at or above the state average for students receiving special education services as measured by MCA/MTAS proficiency?

1.12a: Reading

1.12b: Math

1 = Does not meet standard	More than 10 percentage points below state special education performance.
2 = Approaching standard	6-10 percentage points below state special education performance.
3 = Meets standard	Within 5 percentage points of state special education performance.
4 = Exceeds standard	Exceeds state special education performance by more than 5 percentage points.

1.12a: Reading:

1.12b: Math:

Overall Rating:

Comments:

Source: MDE website

1.13 Early Learning: Are preschool and/or prekindergarten students performing at or above target levels on their final assessment, as measured using the school's selected preK and/or kindergarten readiness assessments?

The school will be using the COR Advantage Screening tool.

1 = Does not meet standard	Assessments indicate that a minimal proportion of tested students performed at or above target levels (less than 40%).
2 = Approaching standard	Assessments indicate that an inadequate proportion of tested students performed at or above target levels (40%-50%).
3 = Meets standard	Assessments indicate that an adequate proportion of tested students performed at or above target levels (50.1%-65%).

4 = Exceeds standard Assessments indicate that a high proportion of tested students performed at or above target levels (more than 65%).

Rating: _____

Comments:

Source: Annual Report, School Selected Assessment Data Spreadsheet

1.14 Does the school’s learning program exemplify the mission and vision of the school?

1 = Does not meet standard The learning program does not exemplify the mission and vision of the school in policy or practice, and school leadership and/or the Board do not recognize the need to synchronize the two.

2 = Approaching standard The learning program does not exemplify the mission and vision of the school. School leadership and the Board recognize the need to synchronize the two.

3 = Meets standard The learning program exemplifies the mission and vision of the school. Staff are able to articulate this through daily teaching.

4 = Exceeds standard The learning program exemplifies the mission and vision of the school. Staff are able to articulate this through daily teaching. Board, academic, and operational decisions are made with the school’s mission in mind.

Rating:

Comments:

Source: Site visits, ongoing correspondence, strategic plan or other documentation

1.15 Are students accepted to and enrolling in post-secondary programs at a high rate? Note: Post-secondary programs can include training in the trades, vocational programs, and 2 and 4 year college programs.

1 = Does not meet standard

a. Less than 60% of students in the graduating class have been accepted into a post-secondary program

b. Less than 40% of students in the graduating class have enrolled in a post-secondary program	
2 = Approaching standard	
a. Between 60-70%% of students in the graduating class have been accepted into a post- secondary program	
b. Between 40-50% of students in the graduating class have enrolled in a post- secondary program	
3 = Meets standard	
a. Between 70.1%-85% of students in the graduating class have been accepted into a postsecondary program	
b. Between 50.1%-60% of students in the graduating class have enrolled in a post-secondary program	
4 = Exceeds standard	
a. Over 85% of students in the graduating class have been accepted into a post-secondary program	
b. Over 60% of students in the graduating class have enrolled in a post-secondary program	
1.15a:	<input type="text"/>
1.15b:	<input type="text"/>
Overall score produced by the average of these two scores: <input type="text"/>	
Comments:	
Source: MDE Sleds Data, Annual Report (School reported data)	

1.16 Are students equitably accessing college and/or career preparation opportunities (e.g. AP, IB, CIS, PSEO, Honors, apprenticeships, internships) at high rates?
1 = Does not meet standard
a. Less than 30% of all students accessed one or more college and/or career preparation opportunities in the past year.

<p>2 = Approaching standard</p> <p>a. 30-45% of all students accessed one or more college and/or career preparation opportunities in the past year.</p>
<p>3 = Meets standard</p> <p>a. 45.1%- 60% of all students accessed one or more college and/or career preparation opportunities in the past year.</p>
<p>4 = Exceeds standard</p> <p>a. Over 60% of all students accessed one or more college and/or career preparation opportunities in the past year.</p>
<p>1.16</p> <p>Score:</p> <p>Comments:</p>
<p>Source: MDE SLEDS Data, Annual Report (School Reported Data Chart)</p>

SECTION 2: FINANCIAL VIABILITY – DOES THE SCHOOL EXHIBIT STRONG FISCAL HEALTH?

<p>2.1 Does the school have an active finance committee that meets regularly and reports to the full board?</p>	
<p>1 = Does not meet standard</p>	<p>The school has no active finance committee</p>
<p>2 = Approaching standard</p>	<p>The school’s finance committee meets only as needed and only to review financials and/or the finance committee does not report its findings to the full board.</p>

3 = Meets standard	The finance committee meets monthly, examines financial statements, and provides a thorough report of its findings to the full board.
4 = Exceeds standard	The finance committee meets at least monthly and examines financial statements, as well as short and long-range financial issues. Thorough reports of findings are provided to the board.
Rating: <input type="text"/>	
Comments:	
Source: Monthly board packets; Annual Report, Site visits	

2.2 Does the board have a fund balance policy that includes fund balance goals over time?	
1 = Does not meet standard	The school board does not have a fund balance policy
2 = Approaching standard	The school board has a fund balance policy but it does not include established goals over time
3 = Meets standard	The school board has a fund balance policy including goals over time
4 = Exceeds standard	NOT APPLICABLE.
Rating: <input type="text"/>	
Comments:	
Source: Monthly board packets; Board policy manual, Quarterly Report	

2.3 Does the school have a clean audit with no major findings?	
1 = Does not meet standard	The audit is “clean” and has more than one significant deficiency and/or material weakness finding
2 = Approaching standard	The audit is “clean” and has one significant deficiency OR material weakness finding AND/OR more than one legal compliance finding
3 = Meets standard	The audit is “clean” and has one legal compliance finding
4 = Exceeds standard	The audit is “clean” and has no findings

Rating:

Comments:

Source: Annual financial audit

2.4 Does the school establish and maintain a balanced budget?

- **Budget is approved and provided to UST before June 30;**
- **Includes a cash flow projection for the year showing positive cash flow;**
- **Is adjusted in a timely fashion when needed; • Meets established fund balance policy goals; and**
- **Does not require major* program cuts)?**

**Major program cuts are defined as cuts that impact a school's ability to deliver its core programming to students in a way that negatively impacts student experience.*

1 = Does not meet standard	A budget is not approved by June 30; the budget is not adequately detailed; no cash flow projection is established; lower than expected enrollment requires major budget adjustments; or the budget does not meet the fund balance policy goals set forth by the board.
2 = Approaching standard	A detailed budget is approved before June 30 but may not include a cash flow projection for the year; established budget may require adjustment due to lower than expected enrollment; budget meets the fund balance policy goals set forth by the board.
3 = Meets standard	The detailed budget is approved before June 30 and includes a cash flow projection for the year; established budget is based on realistic enrollment; and is adjusted if needed. The budget meets the fund balance policy goals set forth by the board and allows for maintenance of core programming.
4 = Exceeds standard	NOT APPLICABLE

Rating:

Comments:

Source: Monthly board packets, UST site visits, UST meetings with business manager(s)

2.5 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.)

1 = Does not meet standard Enrollment realization is 90% or less.

2 = Approaching standard Enrollment realization is 90-95%.

3 = Meets standard Enrollment realization is greater than 95%.

4 = Exceeds standard NOT APPLICABLE

Rating: _____

Comments:

Source: Monthly board packets, Quarterly Report, UST site visits, UST meetings with business manager(s)

2.6 Does the school have sufficient cash on hand to meet its near-term obligations?

1 = Does not meet standard The school has fewer than 30 days cash on hand.

2 = Approaching standard The school maintains 30-59 days cash on hand.

3 = Meets standard The school maintains a minimum of 60 days cash on hand or is meeting the cash on hand requirements of its bond covenants, whichever is greater.

4 = Exceeds standard NOT APPLICABLE

Rating:

Comments:

Source: Annual Report, Auditor Report, Financial Statements, Board policies

2.7 For established schools (in operation for at least 4 years) does the school have a sufficient fund balance?

1 = Does not meet standard	The school's fund balance is less than 10% of annual expenditures.
2 = Approaching standard	The school's fund balance is between 10-15% of annual expenditures.
3 = Meets standard	The school's fund balance is more than 15% of annual expenditures.
4 = Exceeds standard	The school's fund balance is more than 20% of annual expenditures AND overall academic outcomes fall within the 'meets standard' range.

Rating:

Comments:

Source: Annual Report, Auditor Report, Financial Statements, Board policies

2.8 Is the school meeting bond covenants (if applicable)?

1 = Does not meet standard	The school is not meeting one or more bond covenants.
2 = Approaching standard	The school is meeting all bond covenants in the current year, but has been out of compliance with one or more covenants in the past three years.
3 = Meets standard	The school has consistently met all bond covenants.
4 = Exceeds standard	Not Applicable

Rating:

Comments:

Source: Annual Report, Auditor Report, Financial Statements, Board policies

SECTION 3: IS THE ORGANIZATION EFFECTIVE AND WELL RUN?

3.1 Do all board members meet the statutory requirements for initial and ongoing training on board roles and responsibilities, governance, finance and employment practices?	
1 = Does not meet standard	Three or more board members are/have been out of compliance during the school year.
2 = Approaching standard	Two or fewer board members are/have been out of compliance during the school year.
3 = Meets standard	All board members meet training requirements
4 = Exceeds standard	NOT APPLICABLE.
Rating: <input type="text"/> Comments:	
Source: Monthly board packets, UST site visits, Statement of compliance sheet	

3.2 Does the board understand and comply with the Open Meeting Law and maintain orderly records including its bylaws, policies, board/committee minutes, and board packets?	
1 = Does not meet standard	The board does not understand the requirements of the Open Meeting Law and has been out of compliance more than once in the last year and/or the board does not maintain its records in an orderly fashion
2 = Approaching standard	The board exhibits working knowledge of the requirements of the Open Meeting Law and has been out of compliance no more than once in the last year and maintains its records properly, with minor exceptions.
3 = Meets standard	The board understands and meets the requirements of the Open Meeting Law and maintains its records in an orderly fashion.
4 = Exceeds standard	NOT APPLICABLE
Rating: <input type="text"/> Comments:	
Source: Board minutes, ongoing correspondence, UST site visits	

3.3 Are all the school’s educational staff appropriately licensed?

1 = Does not meet standard	At least one educational staff is not appropriately licensed or does not hold appropriate and current waivers or variances.
2 = Approaching standard	At least one educational staff has been on a waiver or variance for more than one year.
3 = Meets standard	All educational staff are appropriately licensed.
4 = Exceeds standard	NOT APPLICABLE

Rating:
Comments:

Source: MDE STAR Discrepancy Reports (self-reported data, crosscheck with licensure file checks) D-1

3.4 Does the school complete criminal background checks in accordance with MN Statute and UST expectations?

1 = Does not meet standard	The school cannot certify that it completes criminal background checks of staff and the board.
2 = Approaching standard	The school certifies that it completes criminal background checks of the staff but not the board.
3 = Meets standard	The school certifies that it completes criminal background checks of staff and the board, as required by school policy.
4 = Exceeds standard	NOT APPLICABLE

Rating:
Comments:

Source: UST site visit, board chair interview, background check policy

3.5 Is the school compliant with other applicable law? Note that this measure includes, but is not limited to:

- Meeting admissions and enrollment practice/policy requirements
- Meeting governance model requirements
- Meeting Title IX regulations (e.g. policies/procedures, trainings, Title IX Coordinator)

1 = Does not meet standard The school is not in compliance with other applicable law.

2 = Approaching standard NOT APPLICABLE

3 = Meets standard The school is in compliance with other applicable law.

4 = Exceeds standard NOT APPLICABLE

Rating:

Comments:

Source: Website compliance check, Quarterly Report, UST site visit, board chair interview

3.6 Do all board members exhibit understanding of the role of the board and utilize nonprofit governance best practices including:

- Understanding of board and school leader roles (governance vs. management)
- Annual board self-evaluation
- Annual school-leader evaluation
- Annual approval of professional development plan for school leader (if applicable)
- Annual evaluation of Educational Service Provider (CMO/EMO) if applicable
- Orientation process for new members
- Regular Strategic planning (at least once every five years)

1 = Does not meet standard At least some board members do not understand the role of the board and the role of the school leader. Board policies and practices are not transparent or not present. Board meetings often address issues not central to the role of the board and/or fail to address core functions such as leader evaluation and school financial/academic health.

2 = Approaching standard Some board members, but not all, exhibit understanding of their roles as board members and the role of the school leader. Board policies and practices are not always transparent and/or are not fully developed. The board inconsistently addresses issues central to its role such as leader evaluation, leader professional development plan approval (if applicable), and school financial/academic health.

3 = Meets standard	The Board exhibits understanding of its role and the role of the school leader. The board policies and practices are generally transparent and systems are in place to maximize effectiveness of the board, including an orientation process for new members, annual board self-evaluation, annual leader (and EMO/CMO if applicable) evaluation, annual approval of leader development plan (if applicable) and a plan for conducting and tracking initial and ongoing training. The board engages in regular strategic planning. The board is able to adequately sustain its membership through recruitment efforts.
4 = Exceeds standard	NOT APPLICABLE
Rating: <input type="text"/> Comments:	
Source: Site visits, ongoing correspondence, board minutes, interview with board chair	

3.7 Does the board regularly review, update, and approve its bylaws and policies such that they maintain compliance with state law and current best practices?	
1 = Does not meet standard	Board policies and/or bylaws are outdated and not reviewed regularly.
2 = Approaching standard	Board policies and/or bylaws are reviewed and approved as needed, but are not comprehensively reviewed on a regularly scheduled basis.
3 = Meets standard	Board policies and bylaws are reviewed for content and legal compliance, updated, and approved on a regularly scheduled basis, no less than once every three years.
4 = Exceeds standard	NOT APPLICABLE
Rating: <input type="text"/> Comments:	
Source: Board minutes, board policies, Governance binder, Quarterly Report, UST site visit	

3.8 Does the board submit a complete board packet (including agenda, minutes, director report, other relevant documents, check register, cash flow sheet, enrollment report, balance sheet and income and expense report), to be received by all members of the board, school leadership, and UST at least three days prior to all board meetings?

1 = Does not meet standard	Board packets are not submitted on time AND are incomplete
2 = Approaching standard	Board packets are submitted on time (more than 75 percent of the time) but incomplete OR not submitted on time (less than 75 percent of the time) but complete
3 = Meets standard	Board packets are submitted on time (more than 75 percent of the time) and complete
4 = Exceeds standard	NOT APPLICABLE
Rating: <input type="text"/> Comments:	
Source: Monthly board packets; Board materials tracking document (G-1 CS info)	

3.9 Is the school fulfilling its legal obligations related to access and services to English Learners (ELs)? This includes: <ul style="list-style-type: none"> • Following MN Standardized Statewide EL Procedures for identification • Following MN Standardize Statewide EL Procedures for entrance and exit. • Maintaining an established EL program with a written plan for service at all grade and proficiency levels • Securing appropriate staffing levels with staff who hold appropriate licenses and have knowledge of current legislation and research based best practices for serving EL students. • Supplying relevant professional development to all staff • Ensuring that information on student EL status is available to all classroom teachers • Providing staff with appropriate training. 	
1 = Does not meet standard	The school is <u>not</u> fulfilling its legal obligations regarding ELs and requires substantial improvement
2 = Approaching standard	The school is fulfilling all of its legal obligations regarding ELs but requires some improvements
3 = Meets standard	The school is fulfilling its legal obligations regarding ELs and requires no considerable improvements
4 = Exceeds standard	NOT APPLICABLE
Rating: <input type="text"/>	
Comments:	

Source: UST site visits, Reference EL Packet, Formalized complaints at MDE, or Critical Elements review (SP-1)

3.10 Is the school fulfilling its legal obligations related to access and services to students with individual education plans (IEPs)? This includes:

- **Having a school-specific TSES manual that is board-approved.**
- **Engaging a special education director who is actively involved in working with special education staff and school leadership.**
- **Securing appropriate staffing levels with staff who hold appropriate licenses and have knowledge of current legislation and research based best practices for serving students with IEPs.**
- **Contracting with entities to provide effective services to students when necessary.**
- **Completing annual IEP meetings on time.**
- **Having been subject to no investigations related to special needs students that resulted in findings.**
- **Having no findings related to special education funding on annual financial audit.**
- **Providing staff with appropriate training.**

1 = Does not meet standard	The school is not fulfilling its legal obligations regarding students with special needs and requires substantial improvement
2 = Approaching standard	The school is fulfilling all of its legal obligations regarding students with special needs but requires some improvements
3 = Meets standard	The school is fulfilling its legal obligations regarding students with special needs and requires no considerable improvements
4 = Exceeds standard	NOT APPLICABLE

Rating:

Comments:

Source: Quarterly report, UST site visits, Reference: special education investigation search on MDE website and special education training materials; Special education director interview

3.11 Is the school fulfilling its legal obligations related to the delivery of a quality Prekindergarten instructional program. This includes:

- **Ensuring Early Childhood Health and Developmental Screening is completed.**
- **Securing appropriate staffing.**
- **Supplying relevant professional development to all staff.**
- **Implementing culturally responsive comprehensive child assessment/s.**
- **Utilizing the Early Childhood Indicators of Progress (ECIPs).**
- **Supporting an effective transition to Kindergarten.**
- **Referring students to community-based resources as needed.**

1 = Does not meet standard	The school is not fulfilling its legal obligations regarding preK students and requires substantial improvement
2 = Approaching standard	The school is fulfilling all of its legal obligations regarding preK students but requires some improvements
3 = Meets standard	The school is fulfilling its legal obligations regarding preK students and requires no considerable improvements
4 = Exceeds standard	NOT APPLICABLE

Rating:

Comments:

Source: Site Visits, Interviews, Quarterly Reports

3.12 Does the school have a high attendance rate?

1 = Does not meet standard	The attendance rate is less than 85 percent
2 = Approaching standard	The attendance rate is between 85 and 89.9 percent
3 = Meets standard	The attendance rate is 90-94.9 percent
4 = Exceeds standard	The attendance rate is more than 95 percent

Rating:

Comments:

Source: Annual reports, MDE website (data downloads)

3.13 Is the school able to maintain a high percentage of teacher retention?

1 = Does not meet standard	Fewer than 70 percent of teachers remained at the school last year (excluding retirements).
2 = Approaching standard	Between 70 and 84 percent of teachers remained at the school last year (excluding retirements).
3 = Meets standard	More than 85 percent of teachers remained at the school last year (excluding retirements).
4 = Exceeds standard	Over the course of the contract (or at least 3 years) teacher retention has consistently remained high (>85 percent)

Rating:

Comments:

Source: Annual report

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

- **Required health and safety trainings.**
- **IX training processes.**
- **Supporting students with IEPs.**
- **Supporting English Learners.**
- **Mission-related.**
- **Equity and cultural relevance.**

1 = Does not meet standard	The school a limited number of training opportunities. Participation in professional development is low, with less than 50% of staff participate in the opportunities.
2 = Approaching standard	The school offers a menu of development opportunities that include required trainings. Participation in most or all of these trainings is presented as optional resulting in low participation (less than 50% of staff participate).
3 = Meets standard	The school offers a menu of development opportunities that include required trainings as well as learning opportunities that forward the school's academic, behavioral and mission-related priorities. Participation is mandated for required trainings.
4 = Exceeds standard	The school offers a robust menu of development opportunities that include required trainings as well as learning opportunities that forward the school's academic, behavioral and mission-related priorities. Including opportunities for subject-area and curriculum-specific trainings. Participation is mandated for required trainings.
Rating: <input type="checkbox"/> Comments:	
Source: Annual report (Professional Development Tracking Chart)	

3.15 Does the school generally retain its students from October 1st through the close of the school year?	
1 = Does not meet standard	Student retention rates are more than 10% below the school's agreed-upon target rates.
2 = Approaching standard	Student retention rates are 5-10% below the school's agreed-upon target rates.
3 = Meets standard	The school is consistently fully enrolled. Student retention rates are within 5% or above the school's agreed-upon target rates
4 = Exceeds standard	NOT APPLICABLE
Rating: <input type="checkbox"/> Comments:	

3.16 Does the school exhibit a high level of parent satisfaction as measured by the following?

3.16a The percentage of parents surveyed who “agree” or “strongly agree” that they are satisfied with the school overall. .

3.16b Survey response rate

1 = Does not meet standard

3.16a Less than 74.9% of parents surveyed indicate they are satisfied with the school overall.

3.16b The school’s survey response rate was less than 20%.

2 = Approaching standard

3.16a 75-85% of parents surveyed indicate they are satisfied with the school overall.

3.16b The school’s survey response rate was 20-25%.

3 = Meets standard

3.16a 85.1-95% of parents surveyed indicate they are satisfied with the school overall.

3.16b The school’s survey response rate was 25.1-30%.

4 = Exceeds standard

3.16a 95% or more of parents surveyed indicate they are satisfied with the school overall.

3.16b The school’s survey response rate was greater than 30%.

3.16a Rating: _____

3.16b Rating: _____

Overall Rating: _____

Comments:

3.17 Is the school's physical plant safe and conducive to learning? This includes:

- **Providing adequate security.**
- **Meeting health and safety code requirements.**
- **Providing accessibility for all students.**
- **Ensuring the facility, furniture and equipment is clean and well-maintained.**
- **Providing appropriate sized spaces for enrollment and student-teacher ratios.**
- **Layout and design meet the academic and social needs of students, teachers, staff, families and the community.**

1 = Does not meet standard	The facility requires much improvement in order to provide a safe environment that is conducive to learning. Significant health and safety requirements have not been met OR the school lacks many conditions such as the following: a) a design well-suited to meet the curricular and social needs of its students, faculty, and community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) well-maintained equipment and furniture that match the educational needs of the students; e) accessibility to all students.
2 = Approaching standard	Significant health and safety requirements are being met, but the facility needs some improvement in order to provide a safe environment that is conducive to learning. It partially – but not fully – provides conditions such as the following: a) a design well-suited to meet the curricular and social needs of its students, faculty, and community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) well-maintained equipment and furniture that match the educational needs of the students; e) accessibility to all students.
3 = Meets standard	Significant health and safety code requirements are being met AND the facility generally provides a safe environment that is conducive to learning, based on conditions such as: a) a design well-suited to meet the curricular and social needs of its students, faculty, and community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) wellmaintained equipment and furniture that match the educational needs of the students; e) accessibility to all students.

4 = Exceeds standard

All health and safety code requirements are being met AND the facility generally provides a safe environment that is conducive to learning, based on conditions such as: a) a design well-suited to meet the curricular and social needs of its students, faculty, and community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) well-maintained equipment and furniture that match the educational needs of the students; e) accessibility to all students. Additionally, the facility meets the mission of the school.

Rating: Comments:

Source: Authorizer observation

3.18 Does the school have systems and structures in place, including an effective multi-tiered system of support (MTSS), to effectively identify and support students needing academic and/or behavioral supports in a timely fashion? This includes:

- **A clear process to identify students needing support, understood and implemented consistently.**
- **A robust system of tiered supports.**
- **Timely execution of these supports.**
- **Use of data to evaluate the effectiveness of supports and the system.**
- **Effective communication between stakeholders (teachers, school staff, families, and students).**

1 = Does not meet standard

The school does not have adequate systems to identify students needing supports. When students are identified the systems in place move slowly, taking weeks or months to execute the eventual support. Communication within systems is poor and internal/external stakeholders (teachers, school staff, parents, students) do not always receive timely or adequate communication.

2 = Approaching standard

The school has systems to identify students needing supports, but they may not always work as designed. When students are identified the systems in place move at a moderate pace, taking several weeks to a month to execute the eventual support. Communication within systems is patchy and internal/external stakeholders (teachers, school staff, parents, students) receive communication, but it may not always be timely or adequate.

3 = Meets standard

The school has systems to identify students needing supports, which work reliably and are understood and used regularly by individuals throughout the system (teachers, paraprofessionals, administrators, counselors, parents, etc.). When students are identified the systems in place move efficiently, taking days or weeks to execute the needed support. Communication within systems is reliable and internal/external stakeholders (teachers, school staff, parents, students) receive all necessary communication in a clear and timely fashion.

4 = Exceeds standard

The school has systems with built in redundancies (multiple opportunities for reporting) to identify students needing support. The systems work reliably and are understood and used regularly by individuals throughout the system (teachers, paraprofessionals, administrators, counselors, parents, etc.). When students are identified the systems in place move efficiently, taking hours or days to execute the needed support unless mandated timelines are longer. Communication within systems is reliable and internal/external stakeholders (teachers, school staff, parents, students) receive all necessary communication in a clear and timely fashion.

Rating:

Comments:

Source: Quarterly report, Site visits, ongoing correspondence, interviews

3.19 There are opportunities and structures in place for families to engage in their child's education that include the following:

3.19a Processes to communicate academic performance and other pertinent school information that are accessible to families including the consideration of language needs (e.g. conferences).

3.19b Processes to elicit feedback from families are accessible and seek to reach the broader school community including consideration of language needs. Feedback processes include but are not limited to an annual survey.

3.19c Opportunities for parents/guardians to support their child's education and/or the school (e.g. volunteering, parent organization, family events).

1 = Does not meet standard

- a. The school does not have a plan to communicate academic performance and other pertinent school information. Communication is not available in languages other than English.
- b. The school does the school have a plan to elicit feedback from families or the plan reaches only a limited set of families.
- c. Less than 25% of families/guardians participated in any engagement opportunity.

<p>2 = Approaching standard</p> <ul style="list-style-type: none"> a. The school has a plan to communicate academic performance and other pertinent school information, however the implementation of this plan is inconsistent or in the development phase. b. The school has a plan for eliciting feedback from families representing the broad school community, however, implementation of this plan is inconsistent or in the development phase. c. Between 25.1 - 40% of families/guardians participated in an engagement opportunity.
<p>3 = Meets standard</p> <ul style="list-style-type: none"> a. The school has a comprehensive plan to communicate academic performance and other pertinent school information with families, which is consistently executed. The plan includes an awareness of the language preferences and needs of families and strategies for providing communication multiple languages as needed.
<ul style="list-style-type: none"> b. The school has a comprehensive plan to elicit feedback from all families. The plan includes an awareness of the language preferences and needs of families, strategies for providing communication multiple languages as needed and methods for ensuring representation from the broad school community. c. Between 40.1 - 55% of families/guardians participated in an engagement opportunity.
<p>4 = Exceeds standard</p> <ul style="list-style-type: none"> a. The school has a comprehensive plan to communicate academic performance and other pertinent school information with families, which is executed with fidelity. School survey data and interviews with families provide evidence of parent satisfaction with home-school communications. b. The school has a formalized process to elicit feedback from families reflective of the broad school community, which is executed with fidelity. The school is able to demonstrate how family feedback is reviewed and utilized in a timely manner. School survey data and interviews with families provide evidence of parent knowledge of and satisfaction with feedback opportunities. c. More than 55% of families/guardians participated in an engagement opportunity.
<p>Rating a: _____</p> <p>Rating b: _____ Rating</p> <p>c: _____</p> <p>Overall Rating:</p> <p>Comments:</p>
<p>Source: Site visits, ongoing correspondence, interviews</p>

3.20 Is the school committed to creating a welcoming, inclusive, and equitable environment that is open to all students? This is evidenced by the following:

3.20a. Marketing/outreach targets socioeconomically and racially diverse populations, which includes having materials available in multiple languages.

3.20b. Enrollment policies and practices are accessible and transparent. Supports are available to families as needed to navigate the application and enrollment process.

3.20c. The school demonstrates a commitment to cultivating a board and staff that is reflective of the student population.

1 = Does not meet standard

- a. The school's marketing strategy marginalizes or ignores students from diverse backgrounds and/or those who are low income. Materials are only available in English.
- b. Enrollment policies and practices are not transparent and/or result in accessibility barriers for low income students and students of color.
- c. The board and staff are not representative of the students the school serves.

2 = Approaching standard

- a. The school's marketing strategy includes a plan to recruit students from diverse backgrounds and/or those who are low income. However, implementation of the plan is inconsistent and materials are only available in English.
- b. Enrollment policies and practices are transparent. However, families encounter challenges navigating the enrollment process.
- c. While the board and/or staff are not representative of the students the school serves, the school is committed to recruiting board members and staff who are representative and has identified recruitment strategies to this end.

3 = Meets standard

- a. The school's marketing strategy includes an actionable plan to recruit students from diverse backgrounds and/or those who are low income. The plan is actively utilized. Materials are available in multiple languages.
- b. School enrollment policies and practices are clear and easily navigated by families. Methods for accessing support for families needing assistance are readily apparent.
- c. The school employs strategies to recruit and retain board members and staff who are representative of the student population. Board and staff composition reflect these efforts.

4 = Exceeds standard NOT APPLICABLE

Rating a: _____

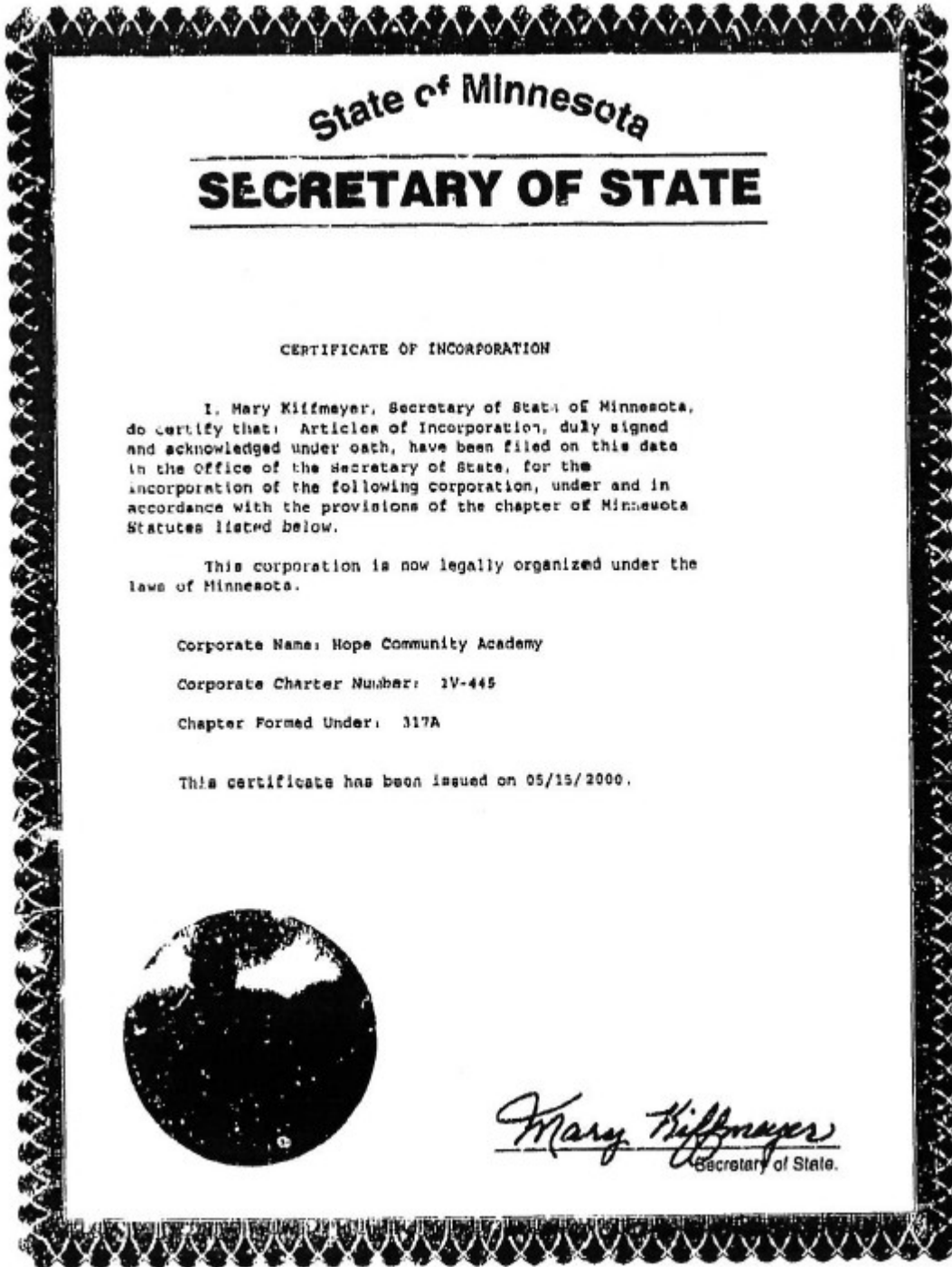
Rating b: _____

Rating c: _____ **Overall**

Rating: ____ **Comments:**

Source: Quarterly report, Site visits, ongoing correspondence, interviews

Attachment #3 – Articles of Incorporation



State of Minnesota

SECRETARY OF STATE

CERTIFICATE OF INCORPORATION

I, Mary Kiffmeyer, Secretary of State of Minnesota, do certify that: Articles of Incorporation, duly signed and acknowledged under oath, have been filed on this date in the Office of the Secretary of State, for the incorporation of the following corporation, under and in accordance with the provisions of the chapter of Minnesota Statutes listed below.

This corporation is now legally organized under the laws of Minnesota.

Corporate Name: Hope Community Academy

Corporate Charter Number: 1V-445

Chapter Formed Under: 317A

This certificate has been issued on 05/15/2000.



Mary Kiffmeyer
Secretary of State.

**ARTICLES OF INCORPORATION
OF
HOPE COMMUNITY ACADEMY**

These Articles of Incorporation are signed and acknowledged by the undersigned incorporator for the purpose of forming a nonprofit corporation under the Minnesota Nonprofit Corporations Act, Minnesota Statutes, Chapter 317A.

**ARTICLE I
NAME**

The name of the corporation is Hope Community Academy (the "Corporation").

**ARTICLE II
REGISTERED OFFICE**

The address of the Corporation's registered office is 720 Payne Avenue, St. Paul, Minnesota 55101.

**ARTICLE III
PURPOSES**

The purposes for which the Corporation is organized are: 1) to be operated in accordance with Minnesota law, including the provisions of Minnesota Statute 124D.10, to promote, support, advance and represent the interests of a fully accountable, financially, legally and educationally autonomous public charter school; 2) to receive and disburse funds or other property incident to or necessary for the accomplishment of its purposes and do any and all acts incidental to the transaction of its business or expedient for the attainment of the purposes stated herein; 3) and to carry out such purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now or hereafter in effect (the "Code"), and which is other than a private foundation by reason of being described in Section 509(a)(1), (2) or (3) of the Code.

**ARTICLE IV
NO PECUNIARY GAIN; INUREMENT**

No part of the earnings may inure to the benefit of or be distributed to the Corporation's members, directors or officers. No financial gain shall ever accrue to a member, officer or director of the Corporation, nor to any person or organization in the conduct of the business of the Corporation, except that reasonable compensation may be paid for services actually rendered to or

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for the Corporation in carrying out its charitable purposes as permitted for federal law. Any receipts of the Corporation in excess of the ordinary expenses of the Corporation shall inure to the benefit of the Corporation and shall be applied by the directors to the expenses incurred by the Corporation in carrying out the purposes set forth herein.

ARTICLE V
POLITICAL ACTIVITY

No substantial part of the activities of the Corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation. The Corporation shall not participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of (or in opposition to) any candidate for public office.

ARTICLE VI
MEMBERS

The Corporation shall not have capital stock. The membership of the Corporation shall consist of one or more classes. The Board of Directors shall have the authority to establish one or more classes of membership and shall fix the voting power, rights and preferences of each class in the Bylaws of the Corporation.

ARTICLE VII
DISSOLUTION

Upon dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all debts, obligations, liabilities, costs and expenses of the Corporation, dispose of all assets of the Corporation; provided, however, that in no case shall a liquidation, transfer or disposition be made which would not qualify as a charitable contribution under Section 170(c)(1) or (2) of the Code, and all assets shall be turned over and transferred to one or more organizations qualified as exempt pursuant to Section 501(c)(3) of the Code or to the State of Minnesota or any political subdivision thereof for exclusively public purposes.

ARTICLE VIII
PERSONAL LIABILITY

Neither the members, nor the incorporator, directors, officers, employees, representatives or agents of the Corporation, past or present, shall be personally liable for the payment of any debts or obligations of this Corporation of any nature whatsoever, nor shall any of the property of the members or of any of the incorporator, directors, officers, employees, representatives or agents be subject to the payment of the debts or obligations of the Corporation to any extent.

ARTICLE IX.
FIRST BOARD OF DIRECTORS

The names and addresses of the first Board of Directors of the Corporation are as follows:

Gael Larsen
111 Western Avenue N
St. Paul, MN 55102

Fr. Robert Wellisch, Phd.
Mail #4027
University of St. Thomas
2115 Summit Avenue
St. Paul, MN 55105

Yuepheng Xiong
298 University Avenue W
St. Paul, MN 55103

Maychy Yu
2250 Cowern Place E
North St. Paul, MN 55109

Sao Yang
1156 McLenn Avenue
St. Paul, MN 55106

Christine Hale
Ramsey Action Programs, Inc.
450 N Syndicate
Suite 200
St. Paul, MN 55104

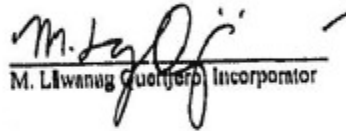
and such persons shall serve as directors of the Corporation until such time as it is necessary for the Board to conform to the prerequisites of Minn. Stat. § 124D.10.

**ARTICLE X
INCORPORATOR**

The name and address of the Incorporator is:

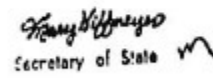
M. Liwanag Querijero, Esq.
Briggs and Morgan, P.A.
2400 IDS Center
80 South Eighth Street
Minneapolis, MN 55402

IN WITNESS WHEREOF, I have hereunto set my hand this 12th day of May, 2000.


M. Liwanag Querijero Incorporator

STATE OF MINNESOTA
FILED

MAY 15 2000


Secretary of State

AMENDED PROVISION OF ARTICLES OF INCORPORATION

Hope Community Academy Adopted under Minn. Stat. ch. 317A 05/23/2024

**ARTICLE VIII PERSONAL
LIABILITY**

Neither the members, nor the incorporator, directors, officers, employees, representatives or agents of the Corporation, past or present, shall be personally liable for the payment of any debts or obligations of this Corporation of any nature whatsoever, nor shall any of the property of the members or of any of the incorporator, directors, officers, employees, representatives or agents be subject to the payment of the debts or obligations of the Corporation to any extent.

A director who violates Minnesota Statutes section 124E.07, subd. 3(b), as amended, is individually liable to the Corporation for any damage caused by the violation as outlined in Minnesota Statutes section 124E.07, subd. 3(c), as amended. A director who intentionally violates the Open Meeting Law shall be subject to personal liability as outlined in Minnesota Statutes section 13D.06, subd. 1, as amended. The Corporation may not indemnify a director who violates Minnesota Statutes section 124E.07, subd. 3(b), as amended, or who intentionally violates the Open Meeting Law as outlined in Minnesota Statutes section 13D.06, subd. 1, as amended.

HOPE Community Academy – 1V-445

Attachment #4 – Bylaws

HOPE COMMUNITY ACADEMY CORPORATION

ARTICLE I

PURPOSE

The purpose of the HOPE Community Academy Corporation is to operate a preK-12 public charter school that provides students with a rigorous academic foundation, focusing on the mastery of fundamental and higher-order thinking skills that prepares them for life-long learning, while instilling in them the finest Hmong and American values.

ARTICLE II

ELIGIBLE VOTERS OF BOARD OF DIRECTORS

Section 1. Voters. Staff members employed at the Hope Community Academy Corporation, and all parents or legal guardians of children enrolled in the school, and community members of the corporation's board of directors are eligible voters in the election of the members of the school's Board of Directors.

Voting eligibility expires upon the end of employment for staff members, the end of enrollment of children for parents and legal guardians, and the end of board service for community members.

Section 2. Annual Meeting. The annual meeting of HOPE Community Academy Corporation shall be held at such time and location as determined by the Board of Directors; however, the annual meeting shall be held during the school year and not on a school holiday. Notification of the annual meeting shall be by newsletter or other postal service mailed first class at least thirty (30) days prior to the meeting date. The notice of the annual meeting shall also be posted on the school's official website. Such notice shall contain the date, time and place of the meeting. The election of directors to fill all open positions shall be held at the annual meeting, where each eligible voter is eligible to vote for a candidate to fill each open position.

Section 3. Nomination Process. At least sixty (60) days prior to the annual meeting, the Board of Directors will solicit nominations for all of the director positions that will be filled at the next annual meeting. The Board of Directors shall submit a slate of nominees for all positions to be filled, to the eligible voters at least thirty (30) days prior to the annual meeting. The election of directors to fill all open Board positions shall be held at the annual meeting, where each eligible voter is eligible to vote for a candidate to fill each open position.

Section 4. Quorum. For the corporation's annual meeting, 20 percent total number of eligible voters based on the October 1st count of staff members, parents and legal guardians shall constitute a quorum.

Section 5. Voting. Every eligible voter shall have one (1) vote. Eligible voters may vote in person at the annual meeting, by mail ballot, or electronic voting as outlined in board policy. Votes cast by mail or electronically must be received before the convening of the annual meeting. The affirmative vote of a majority of a quorum of voters shall constitute a duly authorized action of the membership.

ARTICLE III

BOARD OF DIRECTORS

Section 1. General Powers. The affairs of the Corporation shall be managed by its Board of Directors in accordance with the Articles of Incorporation, these Bylaws, and Minnesota Statutes which apply to Minnesota charter schools. The Board of Directors shall have the power and authority to take all actions and perform all functions that a charter school corporation may do or perform.

Section 2. Number, Tenure and Qualifications.

2.1 Composition. The Board of Directors shall consist of seven (7) non-related members. At least one Board member shall be a licensed teacher employed by the school. At least one Board member shall be a parent or legal guardian of a student currently enrolled at the school. At least one Board member shall be a community member not employed by the school and who does not have a child enrolled at the school. The structure of the board shall be a non-majority teacher board composed of three (3) community members, two (2) licensed teachers, and two (2) parents or legal guardians.

Charter school employees shall not serve on the Board unless they are licensed teachers employed by the school in teaching positions.

The Director/ CEO/ Principal and the Chief Financial Officer shall serve on the Board as *ex officio*, nonvoting members. Contractors providing facilities, goods, or services to the school shall not serve on the Board of Directors.

2.2 Board Structure. The board governance structure can be changed only: (1) by a majority vote of the board of directors and a majority vote of the licensed teachers employed by the school as teachers, including licensed teachers providing instruction under a contract between the school and a cooperative; and (2) with the authorizer's approval.

2.3 Term of Office. Each Director shall hold office for a three (3) year term or until a successor has been duly elected and qualified, or until the director dies, resigns, is removed or the term otherwise expires as provided by law or by the Bylaws of this Corporation.

2.4 Non-Related Parties and Conflict of Interest: The Board of Director membership shall not contain any related parties, as defined by the Minnesota Charter School Law. A person is prohibited from serving as a member of the Board of Directors if that person, an immediate family member or that person's partner is an owner, employee or agent of or a contractor with a for-profit or nonprofit entity or individual with whom the Corporation contracts, directly or indirectly, for professional services, goods or facilities.

Section 3. Board of Directors Meetings

3.1 Regular Meetings. Regular meetings of the Board of Directors shall be held on a schedule established by the Board of Directors on an annual basis. The schedule of all regular Board meetings will be maintained in the school office and posted on the school's official website. The Board of Directors shall normally meet on a monthly basis.

3.2 Special Meetings. Special meetings of the Board of Directors may be called at any time, for any purpose, by the Board Chair or upon the written request of three members of the Board. Notice of every special meeting of the Board of Directors shall be delivered in person, or by telephone, and or electronic communication at least three (3) days before the day on which the meeting is to be held. The notice of the special meeting shall be posted in the school office and on the school's official website.

3.3 Emergency Meetings: An emergency meeting is a special meeting called by the board due to circumstances that, in its judgment, require immediate board consideration. Notice of an emergency meeting of the Board of Directors shall be in delivered in person, or by telephone, and, or electronic communication. The notice must include the subject of the meeting. Notice of the emergency meeting shall be posted on the school's official website.

If matters not directly related to the emergency are discussed or acted upon at an emergency meeting, the minutes of the meeting must include a specific description of them and reported at the next regular meeting of the board.

3.4 Closed Meetings: From time to time, it may be necessary or legally required that the board choose to close a meeting. The notice and operation of a closed board meeting must be according to MN State Statute 13D. Meetings may be closed by majority vote of members at previous open meeting of the board or in the official notice of the meeting. Meetings may be closed only for purposes authorized by Minnesota statutes. Any decisions arrived at in the closed session must be reported at the next public meeting.

Section 4. Quorum: A meeting at which at least a majority of the members of the Board of Directors are present shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. If a quorum is present when a duly called meeting is convened, and later enough directors withdraw from the meeting so that less than a quorum remains, the directors remaining may continue to transact business until adjourned.

If, however, a quorum shall not be present at the appointed time of the meeting, the directors present may wait for a reasonable time until a quorum is present, if after that time a quorum is not present the meeting is cancelled.

Section 5. Voting: Each voting member of the Board of Directors shall have one (1) vote on all matters to be decided by resolution of the Board. The affirmative vote of a majority of a quorum of Board members shall constitute a duly authorized action of the Board.

Section 6. Resignation and Removal. A director may resign at any time, effective immediately or at a specified later date, by giving written notice to the Board Chair or the Secretary. Unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. A director may be removed at any time, with or without cause, by a majority of members eligible to elect the director.

Section 7. Filling Vacancies. Vacancies on the Board of Directors caused by death, disqualification, resignation, disability, removal or such other cause shall be filled by appointment of a new director by the affirmative vote of a majority of the remaining directors, even if less than a quorum. A director filling a vacancy shall hold office until that particular seat is up for regular election.

Section 8. Compensation. Directors shall not receive compensation for their services as a Director, but nothing in these Bylaws shall prevent a licensed teacher from serving as a Board member and receiving compensation for his/her employment as a licensed teacher of the school.

The directors may be reimbursed for reasonable out-of-pocket expenses incurred by them in rendering services related to their board responsibilities, as the Board of Directors.

Section 9. Standing Committees

9.1 Executive Committee. The Executive Committee shall consist of the officers of the corporation. The committee is commissioned by and responsible to the Board in matters of emergency and in interim periods between regularly scheduled Board meetings. The Executive Committee shall have and exercise the authority of the Board in the management of the corporation, provided that such authority shall not operate to circumvent the responsibility and authority vested in the Board by these Bylaws.

9.2 Finance Committee. The Finance Committee shall be chaired by the Treasurer and is charged with the following: recommend an annual budget, develop a long-range financial plan, recommend financial and internal control policies, and review investments.

9.3 Board Operations Committee. The Board Operations Committee shall be appointed by the Board and is charged with the following: recruiting members for the board, overseeing the board election process, orienting new board members, recommending board policies and procedures related to the operation of the board.

Section 10. Committees of the Board. The Board of Directors may by resolution establish other committees. The Board shall give each committee a written charge that defines its purpose, membership, work product, accountability and duration. Committee members must be natural persons, but need not be members of the Board of Directors. Unless otherwise stated in the resolutions creating it, committee actions shall be taken only upon the affirmative vote of a majority of the members of the committee.

10.1. Board Member Participation in Committee Meetings. The Board Chair shall be an ex-officio member of all committees, unless he or she serves as a member of such committee. Members of the Board of Directors, may attend any committee meeting as an ex-officio nonvoting member. If the board member is not an official member of the committee, he/she may not participate in the discussions of the committee unless invited to do so by the Committee Chair or the decision of the committee.

10.2 Procedures for Conducting Meetings. The activities of all committees of this Corporation shall be conducted in such manner as will advance the best interest of the Corporation. The meetings of all board established committees shall be public meetings and shall comply with the provisions of Minnesota's Open Meeting Law, MN.Statutes13D.

Every committee shall keep regular minutes of their proceedings, and all actions of the committee shall be reported to the Board of Directors.

ARTICLE IV

OFFICERS AND EMPLOYEES

Section 1. Number; Election. The officers of the Corporation shall be elected for one (1) year terms by the Board of Directors, and shall consist of a Board Chair, Treasurer, and Secretary. The board may also elect other officers as needed.

Section 2. Board Chair. The Board Chair shall: Serve as chairman of the board of directors, and as such preside at meetings of the board of directors, ensure that the policies and resolutions of the board are put into effect, sign and deliver in the name of the board contracts or other instruments requiring the signature of the president or board chair, serve as the official spokesperson of the board and perform other duties prescribed by the board.

Section 3. Treasurer. The Treasurer shall serve as chair of the Finance Committee and ensure that the Corporation shall: ensure accurate financial records, ensure that all funds of the school are properly deposited and disbursements are appropriate and legal, ensure that audits and financial reports are accurate and submitted on time and perform other duties prescribed by the board or the president.

Section 4. Secretary. The Secretary shall serve as the official recorder of the proceedings of the board of directors that ensures notices and minutes of the board of directors and board committees are accurate and legally posted, documents and records of the school and corporation are kept in accordance with law, and maintains an annual list of the membership.

The Secretary shall serve as chair in the absence of the board chair, and perform other duties prescribed by the Board. The Board may appoint or employ a recording secretary to take the minutes of the Board meetings.

Section 5. Vacancies. A vacancy in any office occurring by reason of death, disqualification, resignation or removal shall be filled for the unexpired portion of the term by appointment of the Board of Directors.

Section 6. Resignation. Any officer may resign at any time in writing to the Board Chair or the Secretary of the Corporation and shall take effect at the time specified therein or; if no time be specified, at the time of its receipt by the Board Chair or Secretary. The acceptance of a resignation shall not be necessary to make it effective.

Section 7. Removal of Officer. Any officer may be removed at any time, with or without cause, by the vote of a majority of a quorum of the Board of Directors at any regular meeting or at a special meeting called for that purpose.

Section 8. School Director. The Board of Directors shall employ a school director to oversee the management and day-to-day operations of the school. The school director shall be responsible for hiring appropriate staff for the operation of the school, subject to board policies.

ARTICLE V

LIABILITY AND INDEMNIFICATION

Section 1. Liability. A director shall discharge the duties of the position of director in good faith, in a manner the director reasonably believes to be in the best interests of the corporation, and with the care an ordinary person in a like position would exercise under similar circumstances. A board member who performs their duties in a lawful manner is not liable by reason of being, or having been a director of the corporation.

A person serving without compensation in their role as a director or officer is not civilly liable for an act or omission by that person if the act or omission was in good faith, was within the scope of the person's responsibilities as a director or officer, and did not constitute willful or reckless misconduct.

A director who violates Minnesota Statutes section 124E.07, subd. 3(b), as amended, is individually liable to the corporation for any damage caused by the violation as outlined in Minnesota Statutes section 124E.07, subd. 3(c), as amended. A director who intentionally violates the Open Meeting Law shall be subject to personal liability as outlined in Minnesota Statutes section 13D.06, subd. 1, as amended.

Section 2. Indemnification. The corporation shall assume full liability for its activities and indemnify and hold harmless the authorizer and its officers, agents, and employees from any suit, claim, or liability arising from the operation of the charter school and the commissioner and department officers, agents, and employees. A charter school is not required to indemnify or hold harmless a state employee if the state would not be required to indemnify and hold the employee harmless und section 3.736, subdivision 9. The corporation may not indemnify a director who violates Minnesota Statutes section 124E.07, subd. 3(b), as amended, or who intentionally violates the Open Meeting Law as outlined in Minnesota Statutes section 13D.06, subd. 1, as amended.

Section 3. Insurance. The corporation shall maintain liability insurance in at least the amount as required by MN Statutes for a public charter school.

ARTICLE VI

FINANCIAL MATTERS

Section 1. Contracts. The Board of Directors may authorize any officer or officers, agent or agents of the Corporation to enter into any contract or execute and deliver any instrument in the name and on behalf of the Corporation, and any such authority may be general or confined to specific instances. Unless so authorized by the Board of Directors or these Bylaws, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement, or to pledge its credit or to render it liable financially for any purpose or to any amount.

Section 2. Loans. The Corporation may not lend money to, guarantee or pledge its assets as security for any obligation of any person or organization.

Section 3. Authorized Signatures. All checks, drafts or other orders for the payment of money, notes or other evidence of indebtedness issued in the name of the Corporation shall be signed by such person or persons and in such manner as shall from time to time be determined by the Board of Directors or these Bylaws.

Section 4. Deposits. All funds of the Corporation shall be deposited to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may designate and shall be disbursed under such general rules and regulations as the Board of Directors may from time to time determine.

Section 5. Documents Kept at Registered Office. The Board of Directors shall cause to be kept at the registered office of this Corporation originals or copies of:

- 5.1 Records of all proceedings of the Board of Directors and all committees;
- 5.2 Records of all votes and actions of the members;
- 5.3 All financial statements of this Corporation; and
- 5.4 Articles of Incorporation and Bylaws of this Corporation and all amendments and restatements thereof, and
- 5.5 All documents and records required by Minnesota Statute for public schools.

Section 7. Accounting System and Audit. The Board of Directors shall cause to be established and maintained, in accordance with generally accepted accounting principles applied on a consistent basis, an appropriate accounting and financial reporting system as required for public charter schools. The Board shall cause the records and books of account of the Corporation to be audited at least once each fiscal year and at such other times as it may deem necessary or appropriate, and may retain such person or firm for such purposes as it may deem appropriate.

ARTICLE VII

CORPORATE DISSOLUTION

Section 1. Right to Cease Operations. The Board of Directors may resolve that the Corporation cease operations and voluntarily dissolve the Corporation. The Corporation shall be dissolved if the school loses its charter. A resolution to dissolve shall set forth the proposed dissolution and direct designated officers to perform all acts necessary to effect the dissolution of the Corporation. If such cessation and distribution is called for, the Board of Directors shall file a Notice of Intent to Dissolve with the Secretary of State of Minnesota, and commence the closing processes and

procedures consistent with all appropriate Minnesota Statutes and its charter contract with the authorizer.

Section 2. Distribution of Assets. When the Board of Directors has voted to dissolve the Corporation regular business activities and operations shall cease as soon as practicable. Upon closure of the corporation and satisfaction of creditors, all cash and investment balances shall be returned to the State of Minnesota.

ARTICLE VIII

AMENDMENTS

These by-laws may be amended by a majority vote of the Board. An amendment to the by-laws must be presented in writing at a regular board meeting at least one month prior to the board taking action on the amendment.

Presented: **May 23**, 2024

Adopted: **June xx**, 2024

HOPE Community Academy Board of Directors

Attachment # 5 – Admissions Policy and Procedures

POLICY FOR ENROLLMENT

The HOPE Community Academy desires to provide enrollment options for students in grades PreK through 12th that meet the diverse needs and interest of HOPE Community Academy students and shall review these options as needed.

The Director and School Board shall determine the capacity of each grade level at the school and establish a random, unbiased selection process for the admission of students not presently enrolled at the school, consistent with the requirements of Minnesota law, as follows.

Minnesota Statutes Section 124E.11, subdivision (b) provides: "A charter school shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils must be accepted by lot. The charter school must develop and publish, including on its Web site, a lottery policy and process that it must use when accepting pupils by lot"

Minnesota Statutes Section 124E.11, subdivision (c) provides: "A charter school shall give enrollment preference to a sibling of an enrolled pupil and to a foster child of that pupil's parents and may give preference for enrolling children of the school's staff before accepting other pupils by lot."

Minnesota Statutes Section 124E.11, subdivision (d) provides: "A person shall not be admitted to a charter school (1) as a kindergarten pupil, unless the pupil is at least five years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences, or (2) as a first grade student, unless the pupil is at least six years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences or has completed kindergarten, except that a charter school may establish and publish on its Web site a policy for admission of selected pupils at an earlier age, consistent with the enrollment process in paragraphs (b) and (c)."

Minnesota Statutes Section 124E.11, subdivision (e) provides, "Except as permitted in paragraph (d), a charter school may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability; and may not establish any criteria or requirements for admission that are inconsistent with this section."

Minnesota Statutes Section 124E.11, subdivision (f) provides, "The charter school shall not distribute any services or goods of value to students, parents, or guardians as an inducement, term or condition of enrolling a student in a charter school."

Enrollment Procedures:

HOPE Community Academy establishes admission limits by grade level based upon the capacity of its programs, classes, grade levels, or building. The deadline for parents to submit applications for enrollment of their child or children is May 15 prior to the start of the school year. In case of multiple births (twins, triplets, etc.), each student seeking admission must complete an application (i.e. not one application for the family), and each student receives an individual

number/lot in the lottery. A student whose application is received prior to May 15 will be admitted if there is space available in the grade for which the student is applying. Within ten (10) days of a new student's entry, teachers/staff will provide an orientation to the enrolling student and family. Once enrolled, a student must fill out an annual registration packet form. The school shall have discretion to determine whether it will provide transportation outside of the school's attendance area.

This enrollment procedure will be posted on the school's Web site.

Lottery Policy and Process:

If HOPE Community Academy receives more applications for a grade level than the number of spaces available, a lottery (by grade level) will be held within a week following May 15.

Families who submit applications after the May 15 deadline will be entered into a July 1 lottery for any open spaces, along with families whose students were not admitted following the May lottery. Each lottery will include all students with current and complete applications, except that first preference for enrollment shall be given to siblings of currently enrolled students and to foster children of such students' parents, and secondary preference shall be given to children of the school staff.

After preference is given to siblings of currently enrolled students, foster children of such students' parents, and to children of school staff, the school will perform a randomized selection process to determine which remaining students will receive enrollment offers. Lotteries shall occur from lowest grade to highest grade. All students who are not admitted following the July lottery will be placed on an Application Waiting List. The Application Waiting List does not carry over from year to year and is valid only for the upcoming school year.

Age of Entrance Procedures:

Purpose: The purpose of this regulation is to implement the Entrance Ages Policy (Policy 301) by making provisions for the most appropriate placement of each student.

General Statement of Regulation

A. Kindergarten Admission

1. Children whose fifth (5th) birthday is on or before September 1 of the calendar year in which they are seeking admission to kindergarten are eligible for kindergarten entrance without assessment.
2. Children whose fifth (5th) birthday is on September 2 or thereafter through October 15 in the calendar year in which they are seeking admission to kindergarten may be considered for admission to kindergarten based upon an assessment procedure that is described in Policy 302, "Early Entrants Policy Application Procedure".
3. Children whose fifth (5th) birthday is on September 2 or thereafter but who have already started kindergarten in another public or a nonpublic school may be admitted to HOPE Community Academy kindergarten.

B. First Grade Admission of Children Not Previously in School

If a child is six years old on or before September 1 of the calendar year in which the child is seeking admission to first grade at HOPE Community Academy, the school and family will determine the most appropriate grade placement.

- C. Underage Children Previously in School, but Entering HOPE Community Academy for the First Time Children who have attended kindergarten for a year in a nonpublic school will be recommended for a comprehensive evaluation for cognitive, social, and emotional development domains using the COR Advantage assessment, the Kindergarten screening assessment.
- D. After a Kindergarten student or newly enrolling first grade student is enrolled, they will be required to present a birth certificate, a physician's certificate, passport, a baptismal or religious certificate, adoption record, health records, immunization records, immigration records, previously verified school records, early childhood screening records, MN Immunization Information Connection records, or an affidavit from a parent to verify the student's age.

Assessment Procedure for Early Admission to Kindergarten

Purpose: This policy outlines the process for early entrance to kindergarten at HOPE School for children who do not meet the standard age cutoff but demonstrate advanced readiness for kindergarten.

Eligibility Criteria: In the state of Minnesota, children are eligible to enroll in kindergarten if they turn five years old on or before September 1 of the enrollment year. However, for children whose fifth birthday falls between September 2 and December 31, early entrance to kindergarten may be considered through a formal assessment process.

Policy Guidelines:

1. Application Submission:

- Parents or guardians must submit an application for early admission to kindergarten.
- Applications are due by February 15th for the upcoming school year.
- Late applications may not be accepted, so families are encouraged to plan accordingly.

2. Screening Assessment:

- Eligible children will participate in a comprehensive screening process conducted by school staff in March.
- The assessment will evaluate the child’s development in the following areas:
 - Cognitive and academic readiness (e.g., basic literacy and numeracy skills with the **Woodcock-Johnson IV Tests of Achievement**).
 - Motor skills (fine and gross motor development). MPSI- KG screener
 - Communication abilities (language and verbal skills). Interview with a school staff member.
 - Social and emotional development (ability to interact with peers and regulate emotions). Observations in the classroom.

3. Classroom Observation:

- After the screening assessment, selected children will participate in a two-day classroom observation period in April.
- This observation will take place in a kindergarten setting at HOPE School and will evaluate the child’s readiness to engage in group learning and classroom activities.

4. Final Decision:

- The screening and observation team will review all assessment data and provide recommendations for early admission.
- Decisions will be finalized and communicated to families by the end of April.
- Enrollment for early-admitted children will depend on available space and will prioritize placing kindergarten-eligible students first.
- The decision of the screening team is final and cannot be appealed.

Attachment #6 – Insurance Coverage Types and Amounts

The school shall maintain the types and amounts of insurance required by applicable tort liability limits under Minnesota Statutes Chapter 466, the relevant portion of which is cited below:

466.04 MAXIMUM LIABILITY

Subdivision 1. Limits; punitive damages.

(a) Liability of any municipality on any claim within the scope of sections 466.01 to 466.15 shall not exceed:

- (1) \$300,000 when the claim is one for death by wrongful act or omission and \$300,000 to any claimant in any other case, for claims arising before January 1, 2008;
- (2) \$400,000 when the claim is one for death by wrongful act or omission and \$400,000 to any claimant in any other case, for claims arising on or after January 1, 2008, and before July 1, 2009;
- (3) \$500,000 when the claim is one for death by wrongful act or omission and \$500,000 to any claimant in any other case, for claims arising on or after July 1, 2009;
- (4) \$750,000 for any number of claims arising out of a single occurrence, for claims arising on or after January 1, 1998, and before January 1, 2000;
- (5) \$1,000,000 for any number of claims arising out of a single occurrence, for claims arising on or after January 1, 2000, and before January 1, 2008;
- (6) \$1,200,000 for any number of claims arising out of a single occurrence, for claims arising on or after January 1, 2008, and before July 1, 2009;
- (7) \$1,500,000 for any number of claims arising out of a single occurrence, for claims arising on or after July 1, 2009;
- (8) twice the limits provided in clauses (1) to (7) when the claim arises out of the release or threatened release of a hazardous substance, whether the claim is brought under sections 115B.01 to 115B.15 or under any other law; or
- (9) \$1,000,000 for any number of claims arising out of a single occurrence, if the claim involves a nonprofit organization engaged in or administering outdoor recreational activities funded in whole or in part by a municipality or operating under the authorization of a permit issued by a municipality.

Attachment #7 – Compliance Agreement

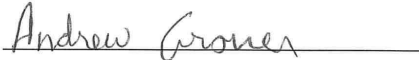
Attachment #7 – Compliance Agreement

Attachment # 7 Compliance Agreement

The HOPE Community Academy School Board will comply with all state and federal laws governing organizational, programmatic, and financial requirements applicable to charter schools.



Don Lorr, Board Chair



Andy Grover, Board Secretary



Hayley Ball, Board Treasurer



Staci Ahrens, Board Member



Lao

Lu Hang, Board Member



Kimberly Wildebuer, Board Member



Patchia Xiong Vang, Board Member

APRIL 27, 2023
Date

Attachment #8 –University of St. Thomas Accountability and Oversight System

Additional detail on the Accountability and Oversight Systems employed by the University of St. Thomas can be found in the Charter School Authorizing Program Manual included as a part of the Approved Authorizing Plan on file with MDE.

ACCOUNTABILITY SYSTEM

The University of St. Thomas (UST) is committed to fulfilling its role as a charter school authorizer by holding its schools accountable for a range of results. Through clear reporting by the schools and oversight by the authorizer, UST will uphold our legal obligation to make sure the schools we authorize are reaching (or making adequate progress toward) the purposes, goals, and benchmarks outlined in their charter contracts and Minnesota statute. This collective body of evidence will also form the basis for contract renewal decisions.

UST uses a standard charter contract with unique, school-specific terms that capture different approaches to achieving student success. The individuality of each school will be preserved in the Accountability System and self-reporting on the results of its respective outcomes through Annual and additional reports as described in the Oversight System section. Authorizer reporting on school outcomes will take place annually and will be in alignment with the goals set forth through the Accountability System. UST will report findings to the school's leader and board and encourage constructive dialogue on continuous improvement efforts.

The specific Accountability System for this school is presented in Attachment 2 of the contract and is comprised of two sections, the Evaluation Framework and the Evaluation Rubric.

Pre-Operational Schools

New schools in their pre-operational year are subject to a detailed Ready-to-Open (RTO) Process. UST is dedicated to collaborating with accepted charter school founding teams to ensure the realization of the high quality, successful schools envisioned during the application process. The pre-operational period is a critical time in which the school is laying the foundation for future performance. As such, UST is committed to working closely with school founders throughout the planning year to ensure that all Ready-to-Open (RTO) benchmarks are met and the school is prepared to open successfully.

The RTO benchmarks consist of eight areas of critical importance which are aligned with the detailed checklist used during the pre-operational period. In order to open, the school must demonstrate its satisfaction of each area. The benchmark areas are as follows:

- Enrollment
- Contract with UST
- Board Governance
- School site
- Funding
- Learning Program Elements
- Student Transportation

- Staffing

A charter school's ability to successfully fulfill the three primary components of its contractual agreement with UST – academic success, fiscal viability, and organizational aptitude – depends a great deal on what happens well before the doors of the school ever open. The most complicated tasks, critical timelines, and demanding commitments are parts of a charter school's pre- operational year(s). While a Start-Up Coordinator is often hired by the interim board to handle many functions, the volunteer efforts of board members and parents are often necessary to absorb much of the work and provide direction to any pre-operational staff.

Due to the broad scope of activities and the modest number of players involved in seeing them through, UST has organized a charter school's start-up year into a calendar and Ready-to-Open Checklist. Progress and completion of Ready-to-Open Checklist items will be reviewed regularly through the Pre-Operational Oversight process outlined in the UST Charter School Authorizing Program Manual and culminate with a Ready-to-Open meeting and the final decision regarding readiness to open.

OVERSIGHT SYSTEM

Reporting

The reporting requirements for UST authorized schools is articulated in Section 7.6 of the Charter Contract, which states, "The school will file reports, including the annual report identified in section 3.5(e) with the authorizer regarding the implementation efforts and outcomes of the school program. These reports shall encompass operational, governance, financial, compliance, and academic elements—including those elements related to achievement of the primary and additional statutory purposes of the school. As such, UST authorized charter schools will provide Annual and Additional Reports to UST, the contents of which are aligned with our accountability system and enumerated in the current year's Annual Reporting Guidelines document, provided to the schools on a yearly basis. Our intention is to ask only for necessary information that will be reviewed and used to instruct oversight. Written feedback is provided in response to each report. UST's response to school reports may contain include statements of affirmation for positive performance, minor constructive criticism, or a formal notice of intervention, as laid out in the Range of Interventions Document.

MN Statute 124E.16, subd. 2(a) states, "A charter school must publish an annual report approved by the board of directors. The annual report must at least include information on school enrollment, student attrition, governance and management, staffing, finances, academic performance, innovative practices and implementation, and future plans. A charter school may combine this report with the reporting required under section 120B.11 governing the world's best workforce. A charter school must post the annual report on the school's official website. A charter school also must distribute the annual report by publication, mail, or electronic means to its authorizer, school employees, and parents and legal guardians of students enrolled in the charter school. The reports are public data under Chapter 13."

Reports are designed to ensure prudent authorizer oversight without overburdening school leaders and to provide important information to school stakeholders. Each UST-authorized

charter school will self-report on its goals and outcomes in the Annual Report. Additionally, UST requires that the Annual Report include additional elements as enumerated in the current year's Annual Reporting Guidelines document.

Site Visits

One of the most important ways UST gathers information about the schools it authorizes is through on-site visits. Site visits allow the authorizer to observe the school in action firsthand, hear directly from all key stakeholders, and corroborate school-reported information and data. UST conducts three different types of site visits: Formal, End of Term, and Monitoring. The Formal and End of Term site visits will follow a more structured protocol, and will produce written and oral feedback to the school staff and board. UST will also make informal monitoring visits to schools for follow-up oversight, special events, and check-ins.

Formal Site Visit

Conducted in the fall of each year to assess the implementation of school-opening procedures and to discuss progress toward meeting academic, financial, governance, and operational goals. Formal Site Visits are typically conducted by a single UST staff member who interviews key stakeholders, conducts classroom observations, and attends a board meeting. Written feedback will be provided to the Board of Directors and school leadership.

End of Contract Term Site Visit

These visits are similar to Formal Site Visits but are conducted by a team of reviewers four to six months prior to the end of the school's contract term. This visit takes place around the time the school is submitting its Application for Contract Renewal with the visit being focused on the school's performance over the entire term of the contract. Written feedback is provided to the Board of Directors and School leadership in the form of the school's End of Term Evaluation which is used to determine contract renewal.

On-going Monitoring Site Visit

UST may conduct monitoring site visits at any time to fulfill its duties as an authorizer. Reasons for monitoring visits may include: investigation of a complaint, determination of readiness to open, follow up to implementation of improvement plans, documentation of best practices, attending school-wide assemblies, celebrations or other public events. These visits are typically less formal and may be impromptu or without notice. The frequency, duration, and intensity of these visits depend greatly on the school's standing with UST.



Attachment #9 – University of St. Thomas Evaluation

NOTICE OF CONTRACT RENEWAL

March 3, 2023

Board of Directors HOPE
Community Academy 720 Payne
Ave.
St. Paul, MN 55130

Dear Board of Directors and Executive Director Vu:

This letter serves as a notice of charter contract renewal for Hope Community Academy. **The University of St. Thomas (St. Thomas) is extending a 3 year contract renewal to HOPE Community Academy as a result of the school’s performance in academics, finance and governance.** We have included a draft contract for your review and look forward to working with you to make any necessary revisions and prepare a final contract for approval at your May board meeting.

Attached you will find St. Thomas’s evaluation of HOPE’s performance for the most recent contract period (SY2019-SY2023). The scores issued in the evaluation report are calculated using data collected in the school’s application for renewal, annual reports and audits, authorizer site visits, financial statements, board packets and other documentation provided by the school throughout the contract period.

In order to assess the performance of the school, St. Thomas rates several indicators in three major categories: Academic Performance, Financial Viability, and Organizational Effectiveness. We have developed several key questions in each area and use an assessment system to determine the extent to which the school is meeting the expectations enumerated in the school’s charter contract. The assessment system uses the following four-point rating scale:

- 4 = Exceeds standard
- 3 = Meets standard
- 2 = Approaching standard
- 1 = Does not meet standard

St. Thomas expects the schools it authorizes to score at or above a 3.0, meets standard, in all areas of its accountability plan. Please keep in mind that an overall score of 4.0, exceeds

standard, is not possible as many compliance indicators are scored out of three. Below is a brief summary of the school's performance in the three major categories.

During the course of the contract, HOPE Community Academy has undergone a number of changes including the addition of a PreK program as well as expanding to High School. In SY22, 9th grade was added and 10th grade in SY23. By SY25, HOPE expects to be fully enrolled from PreK through Grade 12. This growth as well as the uncertain times of the pandemic have caused some challenges, especially in the areas of academic performance and financial indicators. Throughout the renewal year, there has also been an increase in issues that raise concerns about organizational effectiveness, such as missed deadlines on the Title I grant application, late submission of annual assurances and the missed deadline of the renewal application. St. Thomas wishes to be clear that there are concerns laid out below are considered significant, have impacted the school's renewal term and will require a plan for remedy. St. Thomas will issue a separate communication requesting a specific plan for addressing these concerns.

Academic Performance - Is this Learning Program a success?

SY2019 2.74

SY2020 2.93

SY2021 2.00

SY2022 2.16

SY2023 1.71

Over the course of the contract, academic performance on both state assessments and internal assessments has shown a decline. At the beginning of the contract, HOPE was performing near a 3.0, meets standard, on academic goals, achieving a 2.74 average overall in SY2018 (included in the SY19 evaluation) and 2.93 in SY19 (included in the SY20 evaluation). The advent of the pandemic caused two years of disruption to quantitative academic data with no standardized assessment available for the SY2021 evaluation, and assessment data for information purposes only for the SY2022 evaluation. The SY2023 evaluation, using data from the prior school year, was the first post-pandemic administration of the MCA used for renewal purposes. HOPE Academy's results from SY22 show a decline from 34.8% (SY19) in math to 10.5% proficiency and 37.9% (SY19) to 19.4% proficiency in reading. These percentages are on par with the demographic match schools in elementary reading and middle school math but well below the resident district and state in both math and reading. According to the Northstar Academic Progress data for SY2022, 70.2% of students either decreased or stayed at the does not meet standards in math and 58% in reading.

HOPE's declining results may be attributed to the shift to distance learning which was a factor from the spring of 2020 through SY22.

HOPE administers the Fastbridge assessment to track academic growth and progress and also uses the results to determine interventions for students who are struggling. The following shows the percentages of students in Grades 2 and above who are at or above the national median in

reading and math. It should be noted that the scores for 2019 and 2020 were from the winter assessment, which was pre-pandemic.

At or above national median in reading and math on Fastbridge Assessment		
	Reading	Math
2019	47%	49%
2020	26.5%	31.5%
2021	28.9%	31.0%
2022	20.3%	16.0%

In the renewal application, data from the Fastbridge Assessment from Fall 2022 was included that indicated growth. However, there is some question as to the accuracy of this information. The scores for reading are based on 828 results and for math based on 910 results, both of which exceed the number of students in the school. St. Thomas will continue to monitor the academic progress of students at HOPE Community Academy as well as interventions put into place to mitigate the decline in student academic performance.

HOPE Community Academy has continued to work toward meeting the contract goals with regard to the Hmong language program. In Grades K – 5, students receive instruction in Hmong Language and Culture every third day. A pre-and post-test is given on Hmong language and vocabulary. A score of 75% proficiency is the benchmark for meeting this goal and 100% of the students met this goal in Grades K – 5. The results for grades 6 – 9 are very concerning. Students in Grades 6 – 7 took the Hmong Language and Culture course during the first semester and Grades 8 – 9 in the second semester. None of the students in grades 6 – 9 met the 75% benchmark for the language and vocabulary assessment. In the annual report, it was indicated that all secondary students will be taking the Hmong Language and Culture course every other day for the entire school year. It is hoped that this will help to improve the results of the schoolwide goal.

There are measures that HOPE has put into place to help improve the academic results of the students;

- The HUB model continues to be implemented. This model promotes collaboration throughout the assessment, curriculum and instructional process to differentiate for individual students’ academic, linguistic and sociocultural needs. This model also provides a greater focus on data to inform instruction.
- A Gifted and Talented program was instituted in SY22-23.
- WINN (What I Need Now) was implemented to help provide intervention and support.
- There is a Title One and EL teacher at each grade level for K – 5.

Does the School Exhibit Strong Financial Health?

SY2019 2.88

SY2020 3.00

SY2021 3.13

SY2022 3.13

SY2023 2.63

Through conversations with various focus group members during the renewal site visit as well as information gathered from board packets, MDE submissions and school reports, there is concern regarding the financial health of HOPE Community Academy. The fund balance has decreased over the past three years due to the expansion, which was anticipated but not to the extent of the current decrease. Below is the projected fund balance included in the expansion application (2019) as well as the actual percentages from current financial statements.

Projection from Expansion Application			
2020-21	2021-22	2022-23	2023-24
36.3%	39.1%	29.2%	25.1%
\$3,265,016	\$3,070,174	\$3,146,659	\$3,352,524

Actual from Financial Reports and Current Projections			
2020-21	2021-22	2022-23	2023-24
42.0%	23.9%	18.6% (projected)	Updated projection unavailable
\$3,838,044	\$2,845,179	1,040,715**	

**This number is taken from the Finance Report for the end of January 2023

The decrease in the fund balance percentage has been attributed to inflationary increases that have outpaced revenues to the school. Various expenses have been higher than anticipated, including transportation, utilities, health insurance, technology, marketing and food. The amount of spending that is over budget has eliminated any revenue from higher enrollment numbers. It is estimated that even if HOPE Community Academy reaches the enrollment target of an additional 100 students for the 2023-24 school year, the fund balance will remain below 20%.

The decrease in finances may also be attributed to lower than anticipated enrollment in the high school grades. In the expansion application (2019), the projected enrollment for high school was as follows:

<u>2021-22</u>	<u>2022-23</u>
70	140
(actual) 38	(actual) 81

Per the most recent financial report at 50% through the school year, the school has received 48% of the anticipated revenue and is at 52% of spending. There is a current deficit in the budget of \$579,000 with just under \$1M in the bank. The budget reports overspending in the areas of transportation, textbooks and instructional materials, technology and marketing.

There are some highlights in the financial health of the school however, Enrollment has increased by over 200 students with the addition of the PreK program as well as 9th and 10th grades. This growth prompted the board to increase teacher salaries. Throughout the course of the contract, HOPE has received clean audits and has met bond covenants.

Is the Organization Effective and Well-Run?

SY2019- 3.10

SY2020 3.10

SY2021 3.2

SY2022 2.8

SY2023 2.3

After spending significant time in online learning, a number of in-person programs and events are being brought back, which will help to increase parent involvement and satisfaction. As a positive indication of this trend, parent satisfaction in SY22 increased to 3.97/5 from 3.7/5 in SY21.

As mentioned previously, various missed deadlines have been a cause for concern regarding the organizational effectiveness of HOPE Community Academy. The Title I application, due on September 15th was successfully submitted on February 6th. A request for an extension for the submission of the renewal application was received three days after the deadline. Website compliance issues raised with the school have not been rectified. In SY22, it was noted that the Quarter Two report was submitted again in place of the Quarter Three report, communication regarding the error was sent, but the report has not been received. While St. Thomas understands that deadlines get missed and that there are many issues at play when running a school, the number of missed deadlines and disregarded communications is concerning.

Per the renewal application, HOPE's school board consists of 7 members – 3 community members, 2 parents and 2 teachers. There is a discrepancy with both the website and the most recent annual report as there are 5 members on the website and 6 members (with one resignation) reported on the annual report. It is hoped that the website will be updated to reflect all of the board members so as to be in compliance with the bylaws. During the renewal site visit interview, board members struggled to articulate the role of the board in governing the school. Particularly during the times of major expansion and change (such as the school has had to navigate during the pandemic), the role of the board in setting and monitoring strategic direction and goals, evaluating and supporting the school leader and understanding and monitoring the school's budget and financial position are critical. It was also clear that there was a lack of training around these issues as many of the board members are new. It is imperative that the board be trained to navigate these issues. Concerns around governance are magnified due to the

precipitous decline in the school's fund balance. Without a clear plan for gaining control of the school's finances, the board could be leading the school into a position where the school is no longer financially viable.

HOPE Community Academy has a long history of serving its community and a number of strengths that can help the school move to a more positive position. We look forward to continuing a productive relationship with the school.

Sincerely,



Terry Moffatt
University of St. Thomas
Program Manager, Charter School Authorizing Program

SY2019 – 2023 Evaluation Rubric

HOPE Community Academy

The University of St. Thomas (UST) Accountability System, including the Evaluation Framework and Evaluation Rubric will be used on an annual basis to evaluate schools, and whenever formal decisions are made about the effectiveness of a charter school in meeting its stated mission and objectives as well as the expectations outlined in its contract.

The Accountability System will be used by authorizing program staff and by the UST Charter School Authorizing Board to assess authorized schools' suitability for Contract Renewal and to evaluate any charter school seeking Change of Authorizer status.

SECTION I – IS THE LEARNING PROGRAM A SUCCESS?

1.1 Northstar/State Accountability System Goal: Minnesota uses the Northstar system to identify schools and districts for support. Has the school been identified as in need of support? If so, is the school using the resources and supports available to create a plan for student success?	
1=Does Not Meet Standard	The school has been identified for either targeted or comprehensive support but is not using the resources and supports available. No plan is in place.
2=Approaching Standard	The school has been identified for either targeted or comprehensive support and has utilized resources and supports available to create a plan; however, the plan does not appear to be comprehensive or likely to impact student success.
3=Meets Standard	The school has been identified for either targeted or comprehensive support and has created a high-quality plan OR the school has not been identified as in need of support.
4=Exceeds Standard	Not Applicable
2023 Rating: 3 Comments / Evidence: HOPE has not been identified as needing support.	
2022 Rating: 3 Comments / Evidence: HOPE has not been identified as needing support.	
2021 Rating: 3 Comments / Evidence: HOPE has not been identified as needing support.	
2020 Rating: 3 Comments / Evidence: HOPE has not been identified as needing support.	
2019 Rating: 3 Comments / Evidence: HOPE has not been identified as needing support.	
Data Source: Annual Report, Minnesota Department of Education Northstar Accountability File, Consultation with School Leadership and entity providing support/resources (MDE, Regional Center for Excellence, etc)	

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

1.2a Reading

1.2b Math

1=Does Not Meet Standard	More than 10 percentage points below comparison groups
2=Approaching Standard	6-10 percentage points below comparison groups
3=Meets Standard	Within 5 percentage points of comparison groups
4=Exceeds Standard	Exceeds comparison group by more than 5 percentage points

Elementary	Reading Proficiency	Score	Weight	Points Earned
Charter School	19.71%			
Average of demographic match schools	19.22%	3	37.5%	1.275
Resident district	34.52%	1	37.5%	.375
State	52.35%	1	25%	.25
			Reading Total: 1.9	

	Math Proficiency	Score	Weight	Points Earned
Charter School	4.81%			
Average of demographic match schools	16.75%	1	37.5%	.375
Resident district	31.72%	1	37.5%	.375
State	52.80%	1	25%	.25
			Math Total: 1	

Middle School	Reading Proficiency	Score	Weight	Points Earned
Charter School	19.02%			
Average of demographic match schools	26.7%	2	37.5%	.75

Resident district	32.5%	1	37.5%	.375
State	48.75%	1	25%	.25
			Reading Total: .458	
	Math Proficiency	Score	Weight	Points Earned
Charter School	16.85%			
Average of demographic match schools	9.04%	4	37.5%	1.5
Resident district	18.3%	3	37.5%	1.25
State	39%	1	25%	.25

Math Total: 1

SY2023

1.2a Reading: $1.9 + .458 = 2.358 / 2 = 1.179$

1.2b Mathematics: $1 + 1 = 2 / 2 = 1$

Enter the overall score produced by the average of these two scores: 1.09

Comments/Evidence: There was a slight increase in the Elementary reading scores but a considerable drop in math. Middle school math proficiency was higher than the average of the demographic match schools as well as the resident district. The middle school reading scores were slightly lower than the demographic match schools.

SY2022

1.2a Reading: 1.93

1.2b Mathematics: 2.3

Enter the overall score produced by the average of these two scores: 2.12

Comments/Evidence: The number of students testing at HOPE Academy in 2021 was approximately half of the number of students testing in 2019 (342 students in 2019 to 190 in 2021). Hope Academy was close to or above the demographic comparable schools in both reading and math but fell short of the resident district and state proficiency scores. Both reading and math scores decreased by approximately 20 percentage points in 2021. Note that fY2021 indicators related to standardized testing are being used for informational purposes only and are not included in the school's roll-up average presented in the final evaluation letter.

<p>SY2021 1.2a Reading: N/A 1.2b Mathematics: N/A Enter the overall score produced by the average of these two scores: N/A</p> <p>Comments/Evidence: Due to the pandemic, MCAs were not administered in SY2020</p>
<p>SY2020 1.2a Reading: 2.875 1.2b Mathematics: 2.875 Enter the overall score produced by the average of these two scores: 2.875</p> <p>Comments/Evidence: As the data above illustrates, HOPE’s performance in math and reading was well above the comparison schools and slightly above the resident district. Both of these data points represent an improvement.</p>
<p>SY2019 1.2a Reading: 2.125 1.2b Mathematics: 2.5 Enter the overall score produced by the average of these two scores: 2.3</p> <p>Comments/Evidence: See the data in the charts above. Hope’s performance in math was slightly above that of the comparison schools and resident district. Reading proficiency was similar to comparison schools and 6.9 percentage points below the district</p>
<p>Data Source: MCA data is available the on MDE website or school self-report if the cell size is too small, Test data spreadsheets</p>

<p>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.</p> <p>1.3a Reading 1.3b Math</p>	
1=Does Not Meet Standard	Most (more than half) demographic groups fall more than 10 percentage points below the state average
2=Approaching Standard	Most (more than half) demographic groups fall 6 – 10 percentage points below the state average
3=Meets Standard	Most (more than half) demographic groups fall within 5 percentage points of the state average

4=Exceeds Standard		Most (more than half) demographic groups are exceeding statewide performance by more than 5 percentage points		
2023				
	Charter % Proficient	State % Proficient	% of Charter Student Population	Score
Reading Proficiency				
All	21.2%	32.0%		N/A – Included for information only
Asian Students	20.3%	29.9%	96.7%	2
Math Proficiency				
All	11.8%	23.8%		N/A – Included for information only
Asian Students	11.8%	23.3%	96.7%	1
2023				
1.3a Reading: 2				
1.3b Mathematics: 1				
Enter the overall score produced by the average of these two scores: 1.5				
Comments/Evidence:				
2022				
1.3a Reading: 2				
1.3b Mathematics: 2				
Enter the overall score produced by the average of these two scores: 2				
Comments/Evidence: The only demographic group large enough to disaggregate is Asian students. Because 80% of Hope Community Academy students qualify for free or reduced-price lunch (FRP), the results shown are for Asian students receiving FRP. The school scored below the state average for this student group in both reading and math; however, it is worth noting that Hope was slightly above the St. Paul Public Schools average (11.4% vs Hope's 12.2%) in math and slightly below in reading (22.9% vs. Hope's 19.5%).				
2021				
1.3a Reading: N/A				
1.3b Mathematics: N/A				
Enter the overall score produced by the average of these two scores: N/A				
Comments/Evidence: Due to the pandemic, the MCAs were not administered in SY20				

2020

1.3a Reading: 3

1.3b Mathematics: 3

Enter the overall score produced by the average of these two scores: 3

Comments/Evidence: In SY2019, Asian students at HOPE were the only demographic group with over 10 students testing. Asian students performed 2.5 percentage points below the state in math and only slightly below the state in reading. While the overall average score went down .25 points in SY2019 on this goal, the performance of Asian students at HOPE compared to the state improved.

2019

1.3a Reading: 3.5

1.3b Mathematics: 3

Enter the overall score produced by the average of these two scores: 3.25

Comments/Evidence: See data in charts above. Black students at Hope are outperforming the state in both reading and math. Asian students at Hope are performing 6.9 percentage points below the state in reading and 3.6 percentage points below the state in math.

Data Source: MCA data available on MDE “Minnesota Report Card”

1.4 MCA Growth (Normal Curve): Are students who are continuously enrolled making growth academically as measured by MCA exams? (Note: If analysis results in different scores for Reading and Math, report the average score with a decimal, i.e 2 for Reading and 3 for Math = 2.5 overall)

1=Does Not Meet Standard	High growth is less than 20 percent AND low growth is more than 30 percent
2=Approaching Standard	Low growth percentage exceeds high growth percentage
3=Meets Standard	High growth percentage exceeds low growth percentage
4=Exceeds Standard	Low growth was less than 20 percent AND high growth was more than 35 percent

SY2023

1.4a Reading: N/A

1.4b Mathematics: N/A

Enter the overall score produced by these two scores: N/A

Comments/Evidence: Due to the changes to the data supplied by MDE, growth scores are no longer available. However, per the North Star Academic Progress data, the academic progress levels for HOPE Community Academy are as follows: Math: Improved – 15.9%; Maintained –

15.0%; Decreased/Does Not Meet – 69.2%

Reading: Improved – 19.2%; Maintained – 21.2%; Decreased/Does Not Meet – 59.6%.

*Please note that the Academic Progress data is included for informational purposes only and is not scored.

SY2022

1.4a Reading: N/A

1.4b Mathematics: N/A

Enter the overall score produced by these two scores: N/A

Comments/Evidence: Due to the changes to the data supplied by MDE, growth scores are no longer available

SY2021

1.4a Reading: N/A

1.4b Mathematics: N/A

Enter the overall score produced by these two scores: N/A

Comments/Evidence: Due to the pandemic, MCAs were not administered in SY20

SY2020

1.4a Reading: 3

1.4b Mathematics:3

Enter the overall score produced by these two scores: 3

Comments/Evidence:

Reading – High Growth 31.5% and Low Growth 23.5%

Math – High Growth 34% and Low Growth 26%

SY2019**1.4a Reading: 2****1.4b Mathematics: 3****Enter the overall score produced by these two scores: 2.5****Comments/Evidence:**

Reading – High Growth 25.7 and Low Growth 29.8

Math – High Growth 37.7 and Low Growth 27.2

Data Source: MCA data available on MDE website or school self-report if the cell size is too small, Test data spreadsheets**1.5 MCA Growth (Comparison Groups): Are students making expected growth compared to the state, resident district, and comparable district schools?****1.5a Reading****1.5b Mathematics**

1=Does Not Meet Standard

More than 10 percentage points below comparison groups

2=Approaching Standard

6-10 percentage points below comparison groups

3=Meets Standard

Within 5 percentage points of comparison groups

4=Exceeds Standard

Exceeds comparison group by more than 5 percentage points

SY2023**1.5a Reading: N/A****1.5b Mathematics: N/A****Enter the overall score produced by the average of these two scores: N/A****Comments/Evidence: Growth scores are no longer available.****SY2022****1.5a Reading:****1.5b Mathematics:****Enter the overall score produced by the average of these two scores:****Comments/Evidence:** Growth scores are no longer available.

SY2021**1.5a Reading:****1.5b Mathematics:****Enter the overall score produced by the average of these two scores:****Comments/Evidence:** Due to the pandemic, the MCAs were not administered in SY2020**SY2020****1.5a Reading: 2.85****1.5b Mathematics: 3.55****Enter the overall score produced by the average of these two scores: 3.2****Comments/Evidence:** The data shows HOPE outperforming comparison school growth in both reading and math. In math, the school also outperforms the resident district by a large margin and is slightly above the district in reading.**SY2019****1.5a Reading: 2.875****1.5b Mathematics: 3.5****Enter the overall score produced by the average of these two scores: 3.125****Comments/Evidence:** A significantly greater percentage of Hope students are making expected growth than comparison schools and the district in math and scores are only slightly below the state. In reading, Hope students are performing comparably to students attending comparison schools and the districts, but well below the state.**Source:** MCA data available on MDE website or school self-report if cell size is too small, Test data spreadsheets**1.6 Are students performing at or above target levels, as measured using the school's selected standardized assessments?****1.6a Reading****1.6b Mathematics***HOPE Academy has selected to utilize Fastbridge national median for reading and math*

1=Does Not Meet Standard

Assessments indicate that a minimal proportion of tested students performed at or above target levels (less than 40%)

2=Approaching Standard

Assessments indicate that an inadequate proportion of tested students performed at or above target levels (40%-49%)

3=Meets Standard	Assessments indicate that an adequate proportion of tested students performed at or above target levels (50%-65%)
4=Exceeds Standard	Assessments indicate that a high proportion of tested students performed at or above target levels (More than 65%)
<p>SY2023 1.6a Reading: 1 1.6b Mathematics: 1 Enter the overall score produced by the average of these two scores: 1</p> <p>Comments: On the Fastbridge Assessment, 20.3% of students scored at or above the national median in reading and 16% scored at or above the national median in math. The overall scores for the elementary grades are slightly lower than the scores in 2021.</p>	
<p>SY2022 1.6a Reading: 1 1.6b Mathematics: 1 Enter the overall score produced by the average of these two scores:1</p> <p>Comments: Fastbridge assessments were administered twice (Winter/Spring) in SY21. 28.9% of students were at or above the national median in reading and 31% of students in math.</p>	
<p>SY2021 1.6a Reading: N/A 1.6b Mathematics: N/A Enter the overall score produced by the average of these two scores: N/A</p>	
<p>Comments: Due to the pandemic, HOPE did not administer FAST for scoring in SY2020. Fall and winter assessments were given, but it was not administered in the spring.</p> <p>Fall 2019 results showed 26.5% of students were at or above the median in reading and 31.5% in math.</p>	

SY2020**1.6a Reading: 2****1.6b Mathematics: 2****Enter the overall score produced by the average of these two scores: 2**

Comments: SY19 was the first year HOPE administered FAST in reading and math. Data show 47% of students at or above the national median in reading, with stronger scores in grades 3, 4, 7 and 8. In math, 49% of students scored at or above the national median, with stronger scores in grades 3, 5, 6, and 7.

SY2019**1.6a Reading:****1.6b Mathematics:****Enter the overall score produced by the average of these two scores:**

Comments: Due to a change in assessment, data to score this indicator will first be available for SY2019 (which will appear on the annual authorizer evaluation in the spring of 2020).

Source: Annual Report, End of the year report, Test data spreadsheets

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

1.7a Reading**1.7b Mathematics**

HOPE selected to utilize Fastbridge for reading and math with a fall to spring testing cycle to measure growth.

1=Does Not Meet Standard	Analysis indicates that a minimal proportion of tested students made expected gains (less than 40%)
2=Approaching Standard	Analysis indicates that an inadequate proportion of tested students made expected gains (40 – 49%)
3=Meets Standard	Analysis indicates that an adequate proportion of tested students made expected gains (50%-65%)
4=Exceeds Standard	Analysis indicates that an adequate proportion of tested students made expected gains (more than 65%)

SY2023**1.7a Reading: 3****1.7b Mathematics: 1****Enter the overall score produced by the average of these two scores: 2**

Comments: On the fall to spring testing cycle of Fastbridge, 50.4% of students made expected gains in reading and 38.6% made expected gains in math.

SY2022

1.7a Reading: N/A

1.7b Mathematics: N/A

Enter the overall score produced by the average of these two scores: N/A

Comments: There was no Fastbridge testing in the Fall, so Fall to Spring measurement of growth is not available.

SY2021

1.7a Reading: N/A

1.7b Mathematics: N/A

Enter the overall score produced by the average of these two scores: N/A

Comments: Due to the pandemic, HOPE did not administer school-selected assessments for scoring. While the school administered the assessment in Fall and Winter, the Spring administration was canceled due to Covid so the usual Fall to Spring growth data is not available.

SY2020

1.7a Reading: 3

1.7b Mathematics: 4

Enter the overall score produced by the average of these two scores: 3.5

Comments: Fall to spring testing showed that 74% of students met growth goals in reading and 60% in math.

SY2019

1.7a Reading: N/A

1.7b Mathematics: N/A

Enter the overall score produced by the average of these two scores: N/A

Comments: Due to a change in assessment, data to score this indicator will first be available for SY2019 (which will appear on the annual authorizer evaluation in the spring of 2020).

Source: Annual report, end of the year report, test data spreadsheets

1.8 Is the school meeting its mission-specific academic goals? 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.

Students will meet the Hmong language development benchmarks identified for their grade level.

1=Does Not Meet Standard	Less than 50% of all students met grade-level benchmarks and/or less than four grade levels met their targets
2=Approaching Standard	More than 50% but less than 65% of all students met identified grade level benchmarks and at least give grade levels met their target
3=Meets Standard	Between 65% and 80% of all students met identified grade-level benchmarks and at least six grade levels met their target
4=Exceeds Standard	More than 80% of all students met identified gradelevel benchmarks and at least seven levels met their target
<p>2023 Rating: 2</p> <p>Comments: On the Hmong language benchmark assessment, 75% correct is defined as meeting the benchmark. In the lower grades, approximately 80% of the students were able to meet the language and vocabulary benchmarks. In the secondary grades, none of the students were able to meet the language development benchmarks.</p>	
<p>2022 Rating: N/A</p> <p>Comments: Language development assessments were not completed as the oral components were too difficult to administer in distance learning.</p>	
<p>2021 Rating: N/A</p> <p>Comments: The spring assessment was not given due to the shift to distance learning.</p>	
<p>2020 Rating: 3.78</p> <p>Comments: K 86% -4 1 86% -4 2 86% -4</p>	

3 85% -4
 4 80% -3
 5 84% -4
 6 78% -3
 7 84% -4
 8 85% -4

2019
Rating: 3

Comments: Per the Hmong Language Assessment Data provided by HOPE, seven of the eight grade levels averaged over 80% on the post-assessment.

In future submissions, please provide a summary of the data that specifically addresses the goal - % of students meeting the grade-level goal (what is the grade level goal and what % of students met the goal) and the target for each grade level and whether the grade levels met the target.

Source: Annual report, assessment data report

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? Note that for schools with greater than 80% of students qualifying for FRL, demographic categories will also be filtered by FRL status.

1.9a Reading:

1.9b Mathematics:

1=Does Not Meet Standard	More than 10 percentage points below state EL performance
2=Approaching Standard	6 – 10 percentage points below state EL performance
3=Meets Standard	Within 5 percentage points of state EL performance
4=Exceeds Standard	Exceeds state EL performance by more than 5 percentage points

SY2023

1.9a Reading: 3

1.9b Mathematics: 2

Enter the overall score produced by the average of these two scores: 2.5

Comments: 64.2% of Hope students are eligible for EL services. These students scored 9.9% proficient on the Reading MCA vs the State’s 10.4% and scored 4.5% proficient on the Math MCA vs 11.1% State proficiency. The ACCESS levels for SY 2022 are as follows: Level 1 – 10.2%, Level 2 – 27.8%, Level 3 – 46.3%, Level 4 – 13.9%, Level 5 – 1.9%, Level 6 – 0%.

SY2022**1.9a Reading: 3****1.9b Mathematics: 2****Enter the overall score produced by the average of these two scores: 2.5**

Comments: Proficiency as measured by the MCA assessment for students receiving EL services at Hope Academy was 7.8% in reading and 3.4% in Math as compared to the State at 9.1% in reading and 9.2% in math. Unfortunately, due to changes in MDE's methodology, we were unable to also filter data for FRL status.

SY2021**1.9a Reading: N/A****1.9b Mathematics: N/A Overall****Rating: NA**

Comments: Due to the pandemic, the MCAs were not administered in SY2020

SY2020**1.9a Reading: 3****1.9b Mathematics: 3 Overall****Rating: 3****Comments:**

Reading 12% (State 11.4%)

Math 14.4% (State 15%)

SY2019**1.9a Reading: 3****1.9b Mathematics: 3****Overall Rating: 3****Comments:**

Reading 11.3% (State 14.9%)

Math 19.2% (State 20.3%)

Source: MDE Website

1.10 Are students receiving special education services performing at or above the state average on MCAs? Note that for schools with greater than 70% of students qualifying for FRL, demographic categories will also be filtered by FRL status.

1.10a: Reading**1.10b: Math**

1=Does Not Meet Standard	More than 10 percentage points below statewide performance
2=Approaching Standard	6 – 10 percentage points below statewide performance
3=Meets Standard	Within 5 percentage points of statewide performance
4=Exceeds Standard	Exceeds statewide performance by more than 5 percentage points

SY2023

1.10a Reading: 1

1.10b Mathematics: 1

Overall Rating: 1

Comments: 5.6% of the students at HOPE Community Academy qualify for Special Education services. Students at HOPE scored 10.5% proficient in reading vs 22.2% at the State level and 5.3% proficient in math vs 20.2% at the State level.

SY2022

1.10a Reading: 2

1.10b Mathematics: 2 Overall

Rating: 2

Comments:

The proficiency rate for students receiving Special Education services at HOPE was 21.1% in reading (up from 7.4% in 2019) and 15,8% in math. Proficiency at the state level for students receiving Special Education services was 25.8% in reading and 22.5% in math. Unfortunately, due to changes in MDE’s methodology, we were unable to also filter data for FRL status.

SY2021

1.10a Reading: N/A

1.10b Mathematics: N/A

Overall Rating: N/A

Comments: Due to the pandemic, the MCAs were not administered in SY2020.

SY2020

1.10a Reading: N/A

1.10b Mathematics: N/A

Overall Rating: N/A

Comments: The number of students testing was too small to be reported.

SY2019

1.10a Reading: 1

1.10b Mathematics: 1

Overall Rating: 1

Comments: The number of students receiving special education services that scored proficient on the MCA was 7.4% in reading and 14.8% in math. Both of these scores are below the state averages which were 29.9% in reading and 27.8% in math.

Source: MDE Website

1.11 Does the school's learning program exemplify the mission and vision of the school?

1=Does Not Meet Standard	The learning program does not exemplify the mission and vision of the school in policy or practice, and school leadership and/or the Board do not recognize the need to synchronize the two
2=Approaching Standard	The learning program does not exemplify the mission and vision of the school. School leadership and the Board recognize the need to synchronize the two
3=Meets Standard	The learning program exemplifies the mission and vision of the school. Staff are able to articulate this through daily teaching.
4=Exceeds Standard	The learning program exemplifies the mission and vision of the school. Staff are able to articulate this through daily teaching. Board, academic and operational decisions are made with the school's mission in mind.

SY2023

Rating: 2

Comments: Hmong Language and Culture is a relevant part of the mission and vision of HOPE Community Academy. However, in various focus groups during the renewal site visit, there was general concern about the quality of the Hmong Language and Culture courses, especially in the upper grades. Parents were concerned about the fact that they were seeing very little progress in Hmong language development and all agreed that their children could not write in the language. There was concern about the fact that there is no sustainable curriculum other than packets for the Hmong language classes. Added to these concerns is the fact that no student in the upper grades was able to meet the benchmark of 75% on the Hmong language assessment. Members of the renewal team also mentioned that there was very little representation of the Hmong or Karen culture throughout the building,

There is a structure in place to support high academic success indicated in the mission and vision. There is additional academic support in the form of EL teachers, paras, cultural liaisons and interventionists. A new math curriculum is being considered to bolster the math program and a math interventionist is being

added in middle school. There is concern about the current academic performance at all grade levels at HOPE Community Academy.

SY2022

Rating: 2

Comments: The mission of HOPE Community Academy is to inspire students to achieve high academic success while embracing Hmong language and culture. There is active community engagement and partnerships to augment student learning and to strengthen HOPE’s position as a school of choice for families. A three-year vision statement has been articulated including specific elements of the school program that support the mission. In addition to quality instruction in core curriculum areas, all students take Hmong language and culture classes. A Hmong Program Coordinator is employed to infuse Hmong culture into all classrooms. Other elements of note that support the mission and vision at Hope Academy include:

- Small class sizes
- Licensed Title and EL teachers in all grades
- Paraprofessionals in every grade to assist students with reading, speaking and writing proficiency
- Licensed teachers in all core academic areas and also in the areas of Hmong Language, Library, Computer Applications, Music, Art and Physical Education.
- Partnerships with organizations to supplement student learning including the East Side Learning Center to provide on-site one-on-one tutoring for primary students
- Year-round co-ed sports and dance program

The high academic piece of the mission is difficult to quantify based on limited data and there was not significant academic performance on either the MCA or Fastbridge.

SY2021

Rating: 3

Comments: In Spring 2020, HOPE’s board of directors approved an updated strategic plan, which includes a revised mission and vision.

Mission

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

By June 30, 2023, HOPE Community Academy is transitioning to a Pre-K through Grade 12 charter school specializing in academic achievement and Hmong language and culture for students in the E. St. Paul and surrounding area.

HOPE implemented a distance learning program for the duration of the school year. While the year was not without struggles for students, families, teachers and staff, the HOPE team worked diligently to ensure students were engaged and receiving academic content. The school provided regular opportunities for families to provide input and made adjustments throughout the year, adapting instruction as needed to improve

students' experiences. Other examples of HOPE striving to implement the mission and vision include:

- Providing all students with the hardware needed to participate in distance learning
- Hub leadership team
- Data center
- Hmong language and culture class
- Steady progression on ready to open benchmarks for both the preschool and high school

Expanding the facility

SY2020

Rating: 3

Comments: "The mission of HOPE Community Academy is to educate all students to the highest levels of academic and social standards with a focus on Hmong language and culture. "

HOPE has long demonstrated a commitment to Hmong language and culture and in recent years shown a renewed focus on academics. To this end, HOPE hired an experienced principal in SY2020 dedicated to advancing the academic program. Initial feedback has been positive and discussions with the new principal emphasize a commitment and urgency to improve student learning along with a clear vision on how to forward performance as well as support and grow HOPE's teachers and staff.

With the school's request to add both a preK and high school program, this academic-focused role takes on even greater importance. St. Thomas highly recommends HOPE continue to prioritize, support and empower academic leadership.

SY2019

Rating: 2.5

Comments: HOPE continues to take its mission seriously; striving to ensure most students receive Hmong language and culture development as a part of their daily school experience. However, the school is still struggling to secure and maintain a staff member dedicated solely to the academic program. While, the HUB Leadership Team is becoming increasingly comfortable with their role in forwarding academics, interviews and students' outcomes in some areas (i.e. special education) indicate there is a need for additional support.

Source: Site visits, ongoing correspondence, strategic plan or other documentation

1.12 Are students performing at or above target levels, as measured using the school's selected preK and/or Kindergarten readiness assessments?

1=Does Not Meet Standard	Assessments indicate that a minimal proportion of tested students performed at or above target levels (less than 40%)
2=Approaching Standard	Assessments indicate that an inadequate proportion of tested students performed at or above target levels (40%-49%)
3=Meets Standard	Assessments indicate that an adequate proportion of tested students performed at or above target levels (50%-65%)
4=Exceeds Standard	Assessments indicate that a high proportion of tested students performed at or above target levels (More than 65%)
SY2023 Rating: 1 Comments: There is no information currently on pre-K or Kindergarten readiness assessments.	
SY2022 Rating: N/A Comments: No data from the 2020-21 school year as the Pre-K program was implemented in SY22.	
SY2021 Rating: N/A Comments: HOPE will implement the preK program in SY2022.	
Source: School Selected Assessment Data	

SECTION 2: FINANCIAL VIABILITY – DOES THE SCHOOL EXHIBIT STRONG FISCAL HEALTH?

2.1 Does the school have an active finance committee that meets regularly and reports to the full board?	
1=Does Not Meet Standard	The school have no active finance committee
2=Approaching Standard	The school’s finance committee meets only as needed and only to review financials and/or the finance committee does not report its finding to the full board

3=Meets Standard	The finance committee meets monthly, examines financial statements and provides a thorough report of its findings to the full board
4=Exceeds Standard	The finance committee meets at least monthly and examines financial statements, as well as short and long-range financial issues. Thorough reports of findings are provided to the board
<p>SY2023 Rating: 3</p> <p>Comments: The finance committee at HOPE Community Academy consists of the Board Chair, Treasurer, Executive Director and Finance Manager from Bergan KDV. The board meets on a monthly basis and presents the budget, revised budget and financial statements to the board each month.</p>	
<p>SY2022 Rating: 3</p> <p>Comments: Hope's finance committee consists of the Board Chair, Treasurer, Executive Director and the financial manager, Bergan KDV. The committee meets on a monthly basis and presents financial information to the board at each meeting.</p>	
<p>SY2021 Rating: 3</p> <p>Comments: As highlighted on page 36 of the SY2020 Annual Report, HOPE has an active finance committee that meets monthly to review financials. The finance committee also keeps a close watch on the fund balance to ensure maximum dollars can be directed to programming while meeting the bond covenants.</p>	
<p>SY2020 Rating: 3</p> <p>Comments: HOPE has an active finance committee that has a consistent membership structure and role.</p>	
<p>SY2019 Rating: 3</p> <p>Comments: The school continues to utilize a finance committee which includes the school leader; board chair, board treasurer, and contracted business manager. The committee meets monthly to review the finance reports. The full finance report is discussed at the monthly board meeting.</p>	

Source: \Monthly board packets, site visits, annual reports

2.2 Does the board have a fund balance policy that includes fund balance goals over time?

1=Does Not Meet Standard	The school board does not have a fund balance policy
2=Approaching Standard	The school board has a fund balance policy but it does not include established goals over time
3=Meets Standard	The school board has a fund balance policy including goals over time
4=Exceeds Standard	NOT APPLICABLE
<p>SY2023 Rating: 3</p> <p>Comments: The fund balance policy indicates that the budget will include a fund balance between 30 – 40%. If the fund balance reaches 40% or higher, the board will revisit the budget to ensure resources are being spent on the academic program to its full potential.</p>	
<p>SY2022 Rating: 3</p> <p>Comments: Per the fund balance policy, a 30-40% fund balance will be maintained annually. The board and finance committee will revisit the budget if the fund balance grows over 40% to ensure adequate resources are being spent on programming.</p>	
<p>SY2021 Rating: 3</p> <p>Comments: HOPE’s fund balance policy states the goal of a 30-40% unrestricted reserve. Should the reserve exceed 40% the board will re-visit its budget with a lens on the academic program. HOPE’s ability to spend down the fund balance is also tied to bond covenants.</p>	
<p>SY2020 Rating: 3</p> <p>Comments: HOPE’s fund balance policy states the goal of a 30-40% unrestricted reserve. Should the reserve exceed 40% the board will re-visit its budget with a lens on the academic program.</p>	
<p>SY2019 Rating:3</p> <p>Comments: HOPE’s fund balance policy states the goal of a 30-40% unrestricted reserve.</p>	

Source: Monthly board packets, board policy manual

2.3 Has the school successfully completed an annual audit?

1=Does Not Meet Standard	Audit is not completed or submitted on time to UST and the state
2=Approaching Standard	NOT APPLICABLE
3=Meets Standard	Audit is completed on time and submitted to UST and the state
4=Exceeds Standard	NOT APPLICABLE

SY2023

Rating: 3

Comments: The FY21 audit was completed and submitted. The SY22 audit is currently underway. The CPA firm Abdo, Eick and Meyers are performing the most recent audit.

SY2022

Rating: 3

Comments: The FY21 financial audit was not included with Quarterly Report 2 nor is it accessible on the school website or in the Egnyte folder. Please provide.
***Update on 10/26/22** – The financial audit was included in the October 2021 board folder in Egnyte. It was not included with the Quarter 2 report, but given that it was present in the folder, the score has been updated.

SY2021

Rating: 3

Comments: Hope completes a financial audit annually. The school completed and submitted the FY20 audit on time to UST and the state.

SY2020

Rating: 3

Comments: Hope completes a financial audit annually. The school completed and submitted the FY19 audit on time to UST and the state.

SY2019

Rating: 3

Comments: The school completed and submitted the FY18 audit on time to UST and the state.

Source: Annual Financial Audit

2.4 Does the school have a clean audit with no major findings?	
1=Does Not Meet Standard	The audit is not “clean” OR has at least one of the following: 1) a material weakness on internal controls, 2) a finding on compliance with state law, 3) three or more other findings
2=Approaching Standard	The audit has two findings, other than internal controls or compliance, but is considered “clean”
3=Meets Standard	The audit is “clean” and has one finding, other than internal controls or compliance
4=Exceeds Standard	The audit has no findings and is “clean”
SY2023 Rating: 1 Comments: HOPE had one finding regarding debt coverage ratio in the financial audit.	
SY2022 Rating: 4 Comments: Although submitted late, the financial audit was clean with no findings.	
SY2021 Rating: 4 Comments: Per the auditor’s report that was prepared by Abdo, Eick and Meyers, HOPE’s FY2020 audit was clean (page 83) with no findings.	
SY2020 Rating:4 Comments: HOPE’s FY2019 audit was clean with no findings.	
SY2019 Rating:1 Comments: The audit had one legal compliance issue – insufficient collateral.	
Source: Annual Financial Audit	

2.5 Does the school establish and maintain a balanced budget?

- **Budget is approved before June 30**
- **Includes a cash flow projection for the year**
- **Is adjusted in a timely fashion when needed**
- **Meets established fund balance policy goals**
- **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**

1=Does Not Meet Standard	A budget is not approved by June 30; the budget is not adequately detailed; no cash flow projection is established; lower than expected enrollment requires
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	major budget adjustments; or the budget does not meet the fund balance policy goals set forth by the board
2=Approaching Standard	A detailed budget is approved before June 30 but may not include a cash flow projection for the year; established budget may require adjustment due to lower than expected enrollment; budget meets the fund balance policy goals set forth by the board
3=Meets Standard	The detailed budget is approved before June 30 and includes a cash flow projection for the year; established budget is based on realistic enrollment and is adjusted if needed; budget meets the fund balance policy goals set forth by the board and allows for maintenance of core programming.
4=Exceeds Standard	NOT APPLICABLE

**SY2023
Rating: 3**

Comments: School leadership, along with the finance committee, works together to reach budgeted amounts of revenue and expenditure and adapt as things change in order to meet targets. The full board approves the annual budget before June 30. Cash flow is monitored and managed by the contracted financial manager. For FY22, the board approved a deficit budget and the fund balance was accessed for one time purchases relating to the building expansion.

SY2022**Rating: 3**

Comments: Hope Academy approves a preliminary budget for the upcoming school year before June 30th. The projected budget includes a cash flow projection for the year, is adjusted as needed, meets the established fund balance and does not require major program cuts.

SY2021**Rating: 3**

Comments: HOPE engages in a budgeting process annually; developing and submitting the projected budget by the June 30 deadline. The finance committee monitors the budget closely and makes adjustments throughout the year as needed. HOPE's enrollment grew by 50 students going into SY21.

SY2020**Rating: 3**

Comments: The school has a budgeting process in place and consistently approves the budget prior to June 30. While projected ADM was lower than anticipated by about 40 students, the school spent within budget and no major program or staffing cuts were required.

SY2019**Rating: 3**

Comments: The school has a budgeting process in place. While enrollment has remained stable in recent years, the school is experiencing an enrollment challenge for SY19 and revised the budget accordingly.

In SY18, total revenues of the General Fund on a net basis were \$52,516 (or 0.78%) higher than the budgeted amount while total expenditures were \$312,948 (or 4.5%) lower than had been budgeted. Projected ADM was 525 and actual ADM was 528.

Source: Monthly board packets, UST site visits, UST meetings with business manager, Annual report

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)

1=Does Not Meet Standard	Enrollment realization is 90% or less
2=Approaching Standard	Enrollment realization is 91% - 95%
3=Meets Standard	Enrollment realization is greater than 96%
4=Exceeds Standard	NOT APPLICABLE

<p>SY2023 Rating: 3</p> <p>Comments: The budgeted enrollment for SY22 was 751 and the enrollment is currently 789.</p>
<p>SY2022 Rating: 3</p> <p>Comments: Hope's budgeted ADM for SY21 was 640 and the actual ADM at year end is 631. This reflects an enrollment realization of approximately 98%.</p>
<p>SY2021 Rating: 3</p> <p>Comments: HOPE's SY20 budget originally was set at 501 ADM. Due to the influx of enrollment this was revised to 550.</p>
<p>SY2020 Rating: 2</p> <p>Comments: In SY2019, HOPE based the original budget on 530 ADM. The actual ADM for the year was 495, which reflects and enrollment realization of 93%.</p>
<p>SY2019 Rating: 3</p> <p>Comments: In SY2018, HOPE based the budget on 525 ADM. The actual ADM for the year was 528.</p>
<p>Source: Monthly board packets, UST site visits, UST meetings with business manager, Annual Report</p>

2.7 Does the school have sufficient cash on hand to meet its near-term obligation?	
1=Does Not Meet Standard	The school has fewer than 30 days cash on hand
2=Approaching Standard	The school maintains 30 – 59 days cash on hand
3=Meets Standard	The school maintains a minimum of 60 days cash on hand or is meeting the cash on hand requirements of its bond covenants, whichever is greater
4=Exceeds Standard	NOT APPLICABLE

SY2023

Rating: 2

Comments: HOPE Academy ended FY22 with 39 days cash on hand.

SY2022

Rating: 3

Comments: Hope Academy ended FY21 with 154 days cash on hand.

SY2021

Rating: 3

Comments: Per the Annual Report, at the close of SY2020 HOPE had 164 days cash on hand, this is well above the 60 days required to meet standard and three times the amount required in the school's bond covenants.

SY2020

Rating: 3

Comments: HOPE ended FY2019 with 164 days cash on hand (bond covenants require 45 days cash on hand).

SY2019

Rating: 3

Comments: HOPE verified through a Certificate of Cash on Hand that at the end of SY2018, the school had 166 days of cash on hand.

Source: Annual Report, Auditor report, Financial Statements, Board Policies

2.8 For established schools (in operation for at least 4 years) does the school have a sufficient fund balance?

1=Does Not Meet Standard	The school's fund balance is less than 10% of annual expenditures
2=Approaching Standard	The school's fund balance is between 10-15% of annual expenditures
3=Meets Standard	The school's fund balance is between 16-20% of annual expenditures
4=Exceeds Standard	The school's fund balance is more than 20% of annual expenditures AND overall academic outcomes fall within the 'meets standards' range

<p>SY2023 Rating: 3</p> <p>Comments: The ending fund balance for FY22 was 22.3% of expenditures. \$1,242,359 was expended from the fund balance.</p>	
<p>SY2022 Rating: 3</p> <p>Comments: The ending fund balance for FY21 was 40.2% (\$3,815,880).</p>	
<p>SY2021 Rating:3</p> <p>Comments: According to the SY20 auditor’s report, the unassigned fund balance is 40.97% (pp. 15).</p>	
<p>SY2020 Rating: 3</p> <p>Comments: HOPE’s fund balance for FY2019 was 43.03% per the audit report.</p>	
<p>SY2019 Rating: 3</p> <p>Comments: The SY18 total ending fund balance represents 45.3% of expenditures incurred for the year (prior year was 43%). UST notes that the board and director are aware that fund balance exceeds the desired range stated in the fund balance policy, but are constrained by bond covenants. To problem-solve</p>	
<p>ways to address this issue, the school instigated a meeting between the bond holders, financial services provider, board members and the authorizer.</p>	
<p>Source: Annual report, Auditor report, financial statements, board policies</p>	

SECTION 3: IS THE ORGANIZATION EFFECTIVE AND WELL RUN?

<p>3.1 Do all board members meet the statutory requirements for initial and ongoing training on board roles and responsibilities, governance, finance and employment practices?</p>	
<p>1=Does Not Meet Standard</p>	<p>Three or more board members are/have been out of compliance during the school year</p>

2=Approaching Standard	Two or fewer board members are/have been out of compliance during the school year
3=Meets Standard	All board members meet training requirements
4=Exceeds Standard	NOT APPLICABLE
<p>SY2023 Rating: 3</p> <p>Comments: New board members receive an orientation from the Executive Director and the Board Chair, In this orientation, new board members go over expectations of being on the board. They then complete the required training within 6 months of being seated. HOPE has recently had a difficult time recruiting new board members.</p>	
<p>SY2022 Rating: 1</p> <p>Comments: Based on the annual report, most board members received annual training in 2020-21. An updated board training template would be submitted with the Quarter 3 report, but at the time of this report, the Quarter 3 report has not yet been received by UST. Please submit Quarter 3 report and the updated Board Training Template.</p>	
<p>SY2021 Rating: 3</p> <p>Comments: At the time of this evaluation (based on Quarterly Report 3's Board Information Template), all Board members are in compliance with the training requirements.</p>	
<p>SY2020 Rating:3</p> <p>Comments: All board members have completed their initial and ongoing training. The board has had numerous trainings in SY2020 on topics including finance, Robert's Rules and public policy</p>	
<p>SY2019 Rating:3</p> <p>Comments: At the time of this evaluation, all board members had completed the initial and ongoing trainings as required by statute.</p>	
<p>Source: Monthly board packets, UST site visits, Statement of compliance sheet</p>	

3.2 Does the board meet its governance model requirements as laid out in its bylaws and as required by Minnesota Statute?

1=Does Not Meet Standard	The governance model is not clear in the bylaws, the governance model does not meet the requirements laid out in the Charter School Law, or the board does not meet its governance model as laid out in the bylaws
2=Approaching Standard	The governance model is clearly outlined in the school's bylaws and meets the requirements of the Charter School Law but the board has struggled to recruit members to fill all required seats
3=Meets Standard	The governance model is clearly outlined in the school's bylaws and meets the requirements of the Charter School Law. The board's recruitment system has resulted in adequate membership which consistently meets all requirements of the Charter Law
4=Exceeds Standard	NOT APPLICABLE
SY2023 Rating: 3 Comments: The current makeup of the board is two teachers, two community members and one parent. This is consistent with the bylaws.	
SY2022 Rating: 3 Comments: The makeup of the board is consistent with the bylaws.	
SY2021 Rating: 3 Comments: HOPE's current board consists of two teachers, two parents and three community members. Members have a range of experience including management, education, social work, health and wellness, community outreach, advocacy and project management. <i>As noted in past evaluations, the school may want to consider adding additional expertise to the board.</i>	

SY2020**Rating: 3**

Comments: HOPE’s board currently includes 2 teachers, 3 community members and 2 parents. This reflects the board composition presented in the bylaws (Section 2.1). Based on the bios included on the school’s website, member expertise includes business, law, education, social work, health and wellness and project management.

While HOPE has an active finance committee and a long standing relationship with its financial services provider, the school may want to consider adding additional financial expertise to the board. Additionally, given the desire to undergo a significant facility expansion, identifying a board member with knowledge and experience in this arena may also be useful.

SY2019**Rating: 3**

Comments: The school’s governance model is outlined in its bylaws and meets the requirements of MN Statute 124E (the charter school law). The school currently includes members who appear to reflect the needs of the school community, including members with expertise in the areas of law, education, and business.

Source: Board bylaws, MN Stat. 124E, Board minutes or interviews with board members

3.3 Does the school board have a board-approved professional development plan for the director (if applicable as required by *Minnesota Statutes 124E.12, subd 2(b)*)?

1=Does Not Meet Standard	The board does not have an approved professional development plan for its school leader
2=Approaching Standard	The board has a professional development plan for its school leader, but the plan is not comprehensive or effectively utilized
3=Meets Standard	The board has a professional development plan for its school leader that is updated annually based on the director evaluation
4=Exceeds Standard	The board has a professional development plan for its school leader that is updated annually based on the director evaluation. The plan is comprehensive and effectively utilized.

SY2023**Rating: 2**

Comments: Of the entire leadership team, only the principal has an administrative license. The professional development plan is meant to be updated annually, but the goals remain the same as the previous goals.

SY2022**Rating: 3**

Comments: The professional development plan for the Executive Director included in the annual report includes five key performance indicators:

- Improve student morale and retention
- Improve staff retention and engagement
- Improve student test scores
- Measure 100% completion of HUB implementation and alignment through grades 1 – 8

Increase parent engagement

SY2021**Rating: 3**

Comments: HOPE’s board approved the director’s professional development plan in April 2021 for the upcoming year. The plan focuses on the following areas and includes development goals, strategies and measures:

- Strengthen the HOPE brand and reputation in the community
- Improve strategic leadership skills
- Strengthen relationship with the board

SY2020**Rating: 3**

Comments: A copy of the SY20 professional development plan was provided as an attachment to the Annual Report. The plan includes three goals (developing leaders, growing teams and strategic thinking and planning) along with strategies and resources for developing in these areas and measures for success.

SY2019**Rating: 3**

Comments: A copy of the SY19 professional development plan is contained in the Annual Report (pp. 21-22). The plan includes 3 goals with steps for accomplishing and metrics for achieving listed.

Source: Board professional development plan, board minutes, director evaluation

3.4 Does the board understand and comply with the Open Meeting Law and maintain orderly records including its bylaws, policies, board/committee minutes, and board packets?

1=Does Not Meet Standard	The board does not understand the requirements of the Open Meeting Law and has been out of compliance more than once in the last year and/or the board does not maintain its records in an orderly fashion
2=Approaching Standard	The board exhibits working knowledge of the requirements of the Open Meeting Law and has been out of compliance no more than once in the last year and maintains its records properly, with minor exceptions
3=Meets Standard	The board understands and meets the requirements of the Open Meeting Law and maintains its records in an orderly fashion
4=Exceeds Standard	NOT APPLICABLE

SY2023
Rating: 2

Comments: The board understands and complies with Open Meeting Law. Agendas and packets are sent out on time and records are maintained. However, the last minutes posted to the website are from November 2021 which is not in compliance.

SY2022
Rating: 3

Comments: The board continues to demonstrate an understanding of Open Meeting Law. No violations were reported or observed.

SY2021
Rating: 3

Comments: The board demonstrates an understanding of Open Meeting Law. No violations were observed and no concerns were raised.

SY2020
Rating: 3

Comments: While a question arose as to whether closed session was called appropriately, HOPE's chair and executive director confirmed that the meeting was called to order prior to

the closed session being announced and guests being asked to leave. No other questions or concerns were raised or observed.

SY2019

Rating: 3

Comments: The board appears to understand and effectively implement requirements of the Open Meeting Law. No issues of noncompliance were observed and no complaints were received.

Source: Board minutes, ongoing correspondence, UST site visits

3.5 Are all the school's educational staff appropriately licensed?

1=Does Not Meet Standard	At least one educational staff is not appropriately licensed or does not hold appropriate and current waivers or variances
2=Approaching Standard	At least one educational staff has been on a waiver or variance for more than one year
3=Meets Standard	All educational staff are appropriately licensed
4=Exceeds Standard	NOT APPLICABLE

SY2023

Rating: 3

Comments: All staff are appropriately licensed.

SY2022

Rating:3

Comments: All staff were appropriately licensed in SY22.

SY2021

Rating:3

Comments: All staff were appropriately licensed in SY21.

SY2020

Rating:3

Comments: All staff were appropriately licensed in SY20.

<p>SY2019 Rating: 1</p> <p>Comments: All but one of HOPE’s educational staff hold current license. One teacher holds two FT licenses that expired in 2016.</p>
<p>Source: MN Professional Education Licensing and Standards Board, MDE License Lookup</p>

3.6 Does the school follow the admission policies and procedures outlined in law?	
1=Does Not Meet Standard	The school does not follow the admission policies and procedures outlined in law.
2=Approaching Standard	NOT APPLICABLE
3=Meets Standard	The school follows the admission policies and procedures outlined in law
4=Exceeds Standard	NOT APPLICABLE

<p>SY2023 Rating: 3</p> <p>Comments: The school follows the admissions policies and procedures outlined in law. There have been no complaints.</p>
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<p>SY2022 Rating: 3</p> <p>Comments: The school’s admissions policies and procedures are compliant. No issues have been raised.</p>

<p>SY2021 Rating: 3</p> <p>Comments: As in previous years, the school’s admissions policies and procedures are compliant and appear to be implemented with fidelity. No issues were raised and no complaints were received.</p>

<p>SY2020 Rating: 3</p> <p>Comments: The school’s admission policies and procedures were updated based on feedback from MDE in SY2020. They are compliant and appear to be implemented with fidelity. No issues have been raised nor complaints received.</p>

<p>SY2019 Rating: 3</p> <p>Comments: The school’s admission policies and procedures are complaint and appear to be implemented with fidelity. No issues have been raised nor complaints received.</p>
<p>Source: Annual report, school website, authorizer observation</p>

<p>3.7 Does the school complete criminal background checks in accordance with MN Statute and UST expectations?</p>	
<p>1=Does Not Meet Standard</p>	<p>The school cannot certify that is completes criminal background checks of staff and the board</p>
<p>2=Approaching Standard</p>	<p>The school certifies that it completes criminal background checks of the staff but not the board</p>
<p>3=Meets Standard</p>	<p>The school certifies that it completes criminal background checks of staff and the board, as required by school policy</p>
<p>4=Exceeds Standard</p>	<p>NOT APPLICABLE</p>

<p>SY2023 Rating: 3</p> <p>Comments: Hope continues to implement its background check for all staff, board members and volunteers.</p>
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<p>SY2022 Rating: 3</p> <p>Comments: Hope continues to implement its background check for all staff, board members and volunteers.</p>
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<p>SY2021 Rating: 3</p> <p>Comments: HOPE continues to implement its background check policy, which is addressed in Quarterly Report 2 (page 6 and attachment).</p>

<p>SY2020 Rating: 3</p> <p>Comments: The school maintains its background check policy as verified in the January 2020 Quarterly Report (attachment).</p>
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SY2019

Rating: 3

Comments: The school maintains its background check policy as verified in the January 2019 Quarterly Report (p.3). The report states that “HOPE continues to follow its Employment Background Checks policy #208. All staff, board, and volunteers all have their background clearance on file in the school’s Business Manager’s office.”

Source: UST site visit, board chair interview, background check policy

3.8 Is the school compliant with other applicable law?

1=Does Not Meet Standard

The school is not in compliance with other applicable law

2=Approaching Standard

NOT APPLICABLE

3=Meets Standard

The school is in compliance with other applicable law

4=Exceeds Standard

NOT APPLICABLE

SY2023

Rating: 1

Comments: At the time of this report, HOPE has not submitted the annual assurances to MDE. The website is out of compliance with no policies or board minutes available.

SY2022

Rating: 3

Comments: HOPE appears to be in compliance with applicable law.

SY2021

Rating: 3

Comments: No issues arose nor were any complaints were raised or observed. As such, HOPE appears to be in compliance with applicable law.

SY2020

Rating: 3

Comments: Hope appears to be compliant with other applicable law. No issues nor complaints have been raised.

SY2019

Rating: 3

Comments: Hope appears to be compliant with other applicable law. No issues nor complaints have been raised.

Source: UST site visit, board chair interview, background check policy

3.9 Do all board members exhibit understanding of the role of the board and utilize nonprofit governance best practices including:

- **Understanding of board and school leader roles (governance vs management)**
- **Annual board self-evaluation**
- **Annual school-leader evaluation**
- **Annual evaluation of Educational Service Provider (CMO/EMO) if applicable**
- **Regular strategic planning (at least once every five years)**

1=Does Not Meet Standard	At least some board members do not understand the role of the board and the role of the school leader. Board policies and practices are not transparent or not present. Board meetings often address issues not central to the role of the board and/or fail to address core functions such as leader evaluation and school financial/academic health
2=Approaching Standard	Some board members, but not all, exhibit understanding of their roles as board members and the role of the school leader. Board policies and practices are not always transparent and/or are not fully developed. The board inconsistently addresses issues central to its role such as leader evaluation and school financial/academic health
3=Meets Standard	The Board exhibits understanding of its role and the role of the school leader. The board policies and practices are generally transparent and systems are in place to maximize effectiveness of the board, including an orientation process for new members and a plan for conducting and tracking initial and ongoing training. The board is able to adequately sustain its membership through recruitment efforts.
4=Exceeds Standard	NOT APPLICABLE

SY2023**Rating: 2**

Comments: The HOPE board completes a self-evaluation annually and also completes an annual review of the Executive Director. Board training is prioritized based on a needs assessment from the self-evaluation. The strategic plan was updated in 2020 and includes the mission, vision, strategies for improvement and key performance indicators. HOPE has recently had difficulties in recruiting and retaining board members. This has resulted in some inconsistencies regarding knowledge of policies, bylaws and overall board roles and responsibilities.

SY2022**Rating: 3**

Comments: HOPE's board seems to understand their role and meetings are organized and well-run. The strategic plan was updated in 2020. The board completes a self-evaluation annually and also completes an annual review of the Executive Director.

SY2021**Rating: 3**

Comments: HOPE's board demonstrates an understanding of their role and a commitment to key governance practices including: strategic planning (which was completed last spring), an annual self-evaluation (completed in the spring), an orientation process for new board members, and regular policy review (and development as needed). The board has incorporated a monthly update on key strategic plan deliverables into the board meetings.

SY2020**Rating: 3**

Comments: HOPE has a committed board (and an active committee structure) that appears to be well- prepared. Meetings are organized and conducted in a respectful manner. Members demonstrate an understanding of their role and appear to focus on governance not management. As noted in the Annual Report and in discussions with the chair, there is a process in place for orienting new board members. Additionally, in recent years, the board is approaching annual training not just as a one and done requirement, but as an ongoing activity to grow knowledge in areas aligned with board goals. It is also important to note the HOPE’s board engages in best practices including an annual board self-evaluation, an annual evaluation of the Executive Director and strategic planning.

St. Thomas suggests that one area of improvement may be a stronger implementation of Robert’s Rules (if this is the meeting protocol HOPE chooses to use). For example, during the spring meeting observation, it was noted that votes were not always summarized and/or summarized consistently.

SY2019**Rating: 3**

Comments: HOPE board members continue to improve the structure and function of the board. In SY2019, the board chair position transitioned. Board goals have been established and committees reinvigorated. The board created a team to ensure key concerns from previous evaluations and contract items are being addressed. Other areas in which HOPE demonstrates an understanding of their role include:

- The board completed its annual self-evaluation in February 2019 and reviewed the results at the March meeting.
- The board completes and annual evaluation of the Executive Director accompanied by goals for the upcoming year.
- HOPE underwent a strategic planning process in SY2018 that included gathering input from key stakeholder groups. The board approved the plan at the May 24, 2018 meeting.
- The board has a process for onboarding new members that includes meeting with the Chair and Executive Director to review roles, expectations, structures, charter law,

voting procedures, finances and contract requirements.

The board holds an annual retreat to identify goals and “projects” for the upcoming year

Source: Site visits, ongoing correspondence, board minutes, interview with board chair

3.10 Does the board regularly review, update and approve its bylaws and policies such that they maintain compliance with state law and current best practices?

1=Does Not Meet Standard	Board policies and/or bylaws are outdated and not reviewed regularly
2=Approaching Standard	Board policies and/or bylaws are reviewed and approved as needed, but are not comprehensively reviewed on a regularly scheduled basis
3=Meets Standard	Board policies and bylaws are reviewed for content and legal compliance, updated and approved on a regularly scheduled basis, no less than once every three years
4=Exceeds Standard	NOT APPLICABLE
<p>SY2023 Rating: 1</p> <p>Comments: Some of the school policies are updated on an annual basis and others are updated on a three-year cycle. The policies are not accessible on the school website, which is in violation of State statutes. This was indicated in SY22 yet the website is not compliant. The bylaws were last reviewed and updated in 2019, which is over the 3-year threshold.</p>	
<p>SY2022 Rating: 2</p> <p>Comments: The bylaws were last reviewed and updated in 2019. Regarding current policies, the links for the Bullying Prohibition Policy and the Disciplinary Procedures and Consequences policies appear to be broken, thus cannot be accessed. These policies should be available to staff, parents and students on the website. It does not appear that the updated policies to support the Safe and Supportive School Act or Lead in Schools are posted on the website. These policies should be updated and posted.</p>	
<p>SY2021 Rating: 3</p> <p>Comments: As noted in the previous evaluation, HOPE's Board Operations Committee last reviewed and updated the bylaws in August 2019.</p>	
<p>SY2020 Rating: 3</p> <p>Comments: HOPE's Board Operations Committee completed a comprehensive review of all policies during SY2019. The committee has also drafted review calendar. Per Quarterly Report 2 (pp. 3), HOPE's bylaws were reviewed and approved at the August 22, 2019 meeting.</p>	

SY2019

Rating: 3

Comments: Per Quarterly Report 2 (pp. 3), the Board is in the Board Operations Committee has been working on a policy review and update over the last few years. The full policy manual with revisions was submitted to the full board for approval at the March 28 board meeting.

HOPE's bylaws were reviewed and approved at the June 27, 2019 meeting per the board minutes and the updated policy.

Source: Board minutes, board policies, Governance binder, UST site visit

3.11 Does the board submit a complete board packet (including agenda, minutes, director report, other relevant documents, check register, cash flow sheet, enrollment report, balance sheet and income and expense report) to be received by UST at least three days prior to all board meetings?

1=Does Not Meet Standard	Board packets are not submitted on time AND are incomplete
2=Approaching Standard	Board packets are submitted on time (more than 75% of the time) but are incomplete OR not submitted on time (less than 75% of the time) but complete
3=Meets Standard	Board packets are submitted on time (more than 75% of the time) and complete
4=Exceeds Standard	NOT APPLICABLE

SY2023

Rating:- 3

Comments: The board packets are submitted on time but the minutes are not available on the website.

SY2022

Rating: 3

Comments: HOPE continues to utilize EGNYTE to maintain board packets and other school documents. Both board members and UST receive notification of meetings in a timely manner.

SY2021

Rating: 3

Comments: HOPE maintains board packets through Egnyte. Board members and St. Thomas receive notification of meetings in a timely manner and access to the Board packet through the online system.

SY2020

Rating: 3

Comments: HOPE continues to utilize Dropbox to disseminate and archive board packets. UST and board members have access to materials at least 3 days prior to board meetings.

SY2019

Rating: 3

Comments: HOPE continues to utilize Dropbox to disseminate and archive board packets. UST and board members have access to materials at least 3 days prior to board meetings.

Source: Monthly board packets, board materials tracking document

3.12 Is the school fulfilling its legal obligations related to access and services to English language learners (ELLs)? This includes maintaining an established EL program with a written plan for service at all grade and proficiency levels, securing appropriate staffing, supplying relevant professional development to all staff, ensuring that information on student EL status is available to all classroom teachers, and following MN Standardized Statewide EL Procedures for identification, entrance and exit. The school ensures that staff have appropriate training, hold appropriate licenses, and are familiar with current legislation and research related to best practices for serving ELL students.

1=Does Not Meet Standard

The school is not fulfilling its legal obligations regarding ELLs and requires substantial improvement

2=Approaching Standard

The school is fulfilling all of its legal obligations regarding ELLs but requires some improvements

3=Meets Standard

The school is fulfilling its legal obligations regarding ELLs and requires no considerable improvements

4=Exceeds Standard

NOT APPLICABLE

SY2023

Rating: 2

Comments: HOPE employs six EL instructors and there are paraprofessionals to help English language learners as well. The WIDA MODEL or WIDA Kindergarten screener are used to screen any students indicating a language other than English. EL instructors collaborate with classroom teachers and utilize small group instruction with pull-out or push in. Classroom teachers use the SIOP lesson plan to best instruct English learners in the classroom.

EL students are performing on par with the State in reading (HOPE 9.9% State 10.4%) but is well below in math (HOPE 4.5% State 11.1%) .

SY2022

Rating: 2

Comments: HOPE employs 6 staff in the EL program. Students indicating a language other than English are screened using the WIDA MODEL or WIDA Kindergarten Screener. EL teachers collaborate with classroom teachers using the SIOP lesson plan and also utilize small group instruction with the pull-out model as well as push-in. In math, EL students are performing below the state average at 3.4% proficient (state – 9.2%) and in reading with 7.8% proficiency (state – 9.1%)

The current LIEP is in the process of revision and the link was to the manual was included with the Quarter Two report. However, the link appears to be broken and the document is not accessible. The updated LIEP should be submitted to UST upon completion.

SY2021

Rating: 3

Comments: HOPE’s EL program is documented in the school’s ELL Instruction Education Plan (attached to Quarterly Report 2). The school has six staff members who specialize in ELL. EL teachers collaborate with classroom teachers to layout the SIOP plan to ensure instruction has language and scaffolding support. Small group and pull-out strategies are also used to reteach and preview material. Push-in support is also provided for more individualized support.

SY2020

Rating: 3

Comments: 2019 test data shows HOPE’s EL students performing on par with the state average in both reading and math, which is an improvement over 2018. ACCESS scores also showed HOPE students comparable to the state average. The school has an ELL Instruction Education Plan (attached to Quarterly 2 Report). HOPE continues to refine the EL program. Key elements are highlighted below:

- Licensed EL teacher at each grade level
- Title reading teacher at each grade level
- General classroom teachers provided differentiated strategies to engage all students
- EL and title teachers use push-in model to support whole group instruction
- EL and title teachers engage with general classroom teachers to assist with lesson planning as well as co-facilitating lessons.

- Paraprofessionals are also in classrooms to monitor reading and writing during small group time

SY2019

Rating: 3

Comments: As shown in Section 1, the performance of HOPE's EL students is below, but within 5% of state averages for EL students in both math and reading. The school is working hard to develop a program to support English Learners and has invested time and resources in better identifying, understanding and providing support to students. This work has been productive, but is still ongoing. The school has a English Language Learner Instruction Educational Plan (Quarterly Report 2).

The school currently employees 7 full-time EL teachers (one per grade level at the elementary and one for grades 6 – 8). The teachers are supported by paraprofessionals and ELD Specialists). Instruction is differentiated with paraprofessionals providing preview and review and ELD Specialists focusing on small group instruction and push-in support.

Source: UST site visits, Reference ELL Packet, Formalized complaints at MDE or Critical Elements review, Quarterly report 2

3.13 Is the school fulfilling its legal obligations related to access and services to students with individual education plans (IEPs)? (i.e. The school has a TSES manual that is school-specific and board approved; has a special education director actively involved in working with special education staff and school leadership; effectively contracts with entities to provide services to students when necessary; completes annual IEP meetings on time; has been subject to no investigations related to special needs students; and has received a clean audit by MDE in the last audited school year. The school ensures that staff have appropriate training and are familiar with current legislation and research related to best practices for serving students with IEPs)

1=Does Not Meet Standard	The school is not fulfilling its legal obligations regarding students with special needs and requires substantial improvement
2=Approaching Standard	The school is fulfilling all of its legal obligations regarding students with special needs but requires some improvements
3=Meets Standard	The school is fulfilling its legal obligations regarding students with special needs and requires not considerable improvements
4=Exceeds Standard	NOT APPLICABLE

**SY2023
Rating: 2**

Comments: Teachers can bring students to Child Find for help with interventions prior to a referral for a Special Education evaluation. There are three full-time special education teachers at HOPE as well as contracted services for Speech/Language services, Occupational Therapy, Developmental Adapted Physical Education, School Psychologist, Deaf/Hard of Hearing, Audiology, Early Childhood Special Education. HOPE contracts with Designs for Learning for a Special Education Director and has a Special Education Coordinator on-site. HOPE continues to use the “DL Way” Special Education Manual rather than a school-specific TSES manual. The overall proficiency levels on the MCA dropped by approximately 10 percentage points in both reading and math and continue to be lower than the state proficiency levels.
(Reading: HOPE 10.5% State 22.2%; Math: HOPE 5.3% State 20.2%)

SY2022**Rating: 3**

Comments: HOPE does not have a school-specific TSES manual but uses the “DL Way” Special Education Manual. HOPE contracts with Designs for Learning for a Special Education Director and also has an on-site part-time Special Education Coordinator. There are three special education teachers, one for Kindergarten through Grade Two, one for Grades 3 – 5 and one for Middle School/High School. The school also employs 8 paraprofessionals to work with students in classrooms during academic times for additional support. HOPE contracts with various organizations for Speech/Language services, Occupational Therapy, Developmental Adapted Physical Education, School Psychologist, Deaf/Hard of Hearing, Audiologist, Early Childhood Special Education and with Soliant Health Services. Students receiving special education services are performing similarly to the state in reading with 21.1% proficiency (state 25.8%). This is a 13.7% increase from 2019. In Math, students receiving special education are performing below the state average at 15.8% (state – 22.5%). No special education complaints were filed with MDE or received by UST.

SY2021**Rating:3**

Comments: HOPE uses the “DL Way” Special Education Manual as the basis for its TSES. HOPE has three special education teachers and seven paraprofessionals that serve approximately 37 students (6.5%) and contract for additional services. While students spend at least 60% of the in mainstream classes with support from paraprofessional, they receive their specialized services in a pull out model.

No complaints were filed with MDE or received by St. Thomas.

SY2020**Rating: 2**

Comments: As highlighted in Section 1, fewer than 10 students were tested in 2019 so no performance data is available according to the MDE Report Card. However, school provided data indicates that 7% (21.2% statewide average) of students were proficient in

reading and 14% (18.7% statewide average) in math. The school indicates (Quarterly Report 2, pp. 1-2) that the majority of students are making progress on their IEP goals.

The school contracts with Designs for Learning for its Special Education Director. Staffing for the program includes a program coordinator, two special education teachers, a long-term substitute teacher and six paraprofessionals. HOPE contracts for the following services: speech and language and occupational therapy. The school also has a social worker and a Developmental Adapted physical education teacher.

The Special Education team provides individual, small group and classroom support. All Special Education teachers teach math and reading. The school has a Total Special Education System (TSES), which was provided as part of Quarterly Report 2 attachments.

A search of MDE’s special education complaint system did not reveal any complaints against HOPE.

SY2019

Rating: 2

Comments: As highlighted in Section 1, students receiving special education services at HOPE are significantly behind their peers at the state level in reading and math. The school indicates (Quarterly Report 2, pp. 1-2) that the majority of students are making progress on their IEP goals.

The school contracts with Designs for Learning for its Special Education Director. Staffing for the program includes a program coordinator, three special education teachers and seven paraprofessionals. HOPE contracts for the following services: speech and language and occupational therapy. The school also has a social worker and a Developmental Adapted physical education teacher.

The Special Education team provides individual, small group and classroom support. However, it is unclear whether a specific instructional plan exists.

A search of MDE’s special education complaint system did not reveal any complaints against HOPE.

Source: UST site visits, Reference: special education investigation search on MDE website and special education training materials, Special education director interview

3.14 Does the school meet or exceed the attendance rate goal?

1=Does Not Meet Standard	The attendance rate is less than 85 percent
2=Approaching Standard	The attendance rate is between 85 and 89 percent
3=Meets Standard	The attendance rate is 90-94 percent OR improves by at least 0.1 percent over the previous year
4=Exceeds Standard	The attendance rate is more than 95 percent

SY2023 Rating: 1 Comments: HOPE's attendance rate was 81.9% compared to the state average of 69.8%.	
SY2022 Rating: 2 Comments: Based on the MDE Northstar Reporting System, the consistent attendance rate at HOPE is 86.6% compared to the state average of 85.3%.	
SY2021 Rating: 4 Comments: 96.6% consistent attendance based on the state's Northstar rating system.	
SY2020 Rating: 4 Comments: The state's Northstar rating system records HOPE's consistent attendance as 95.8%.	
SY2019 Rating: 4 Comments: Page 10 of Hope's annual report cites an attendance rate of 97% (up slightly from the previous year). The state's Northstar rating system, which looks at the percentage of students who attend 90% of the time or more, highlights Hope's consistent attendance as 95%).	
Source: Annual reports, MDE website (data downloads)	
3.15 Is the school able to maintain a high percentage of teacher retention?	
1=Does Not Meet Standard	Fewer than 70 percent of teachers remained at the school last year (excluding retirements)
2=Approaching Standard	Between 70 and 84 percent of teachers remained at the school last year (excluding retirements)
3=Meets Standard	More than 85 percent of teachers remained at the school last year (excluding retirements)
4=Exceeds Standard	Over the course of the contract (or at least 3 years) teacher retention has consistently remained high (over 85 percent)

<p>SY2023 Rating: 1</p> <p>Comments: According to the annual report, 46 of 68 teachers returned in SY23, which is 68%.</p>
<p>SY2022 Rating: 3</p> <p>Comments: According to the annual report, 44/45 teachers returned in SY22 which is 98%. However, when compared to the teacher roster on the school website, it appears that the retention rate is closer to 85%.</p>
<p>SY2021 Rating: 4</p> <p>Comments: 41/46 staff returned in SY21, which is 87%. This reflects three years of retention over 85%.</p>
<p>SY2020 Rating: 3</p> <p>Comments: 93% of teachers (41/44) returned in SY20. Teacher retention has been strong two years in a row.</p>
<p>SY2019 Rating: 3</p> <p>Comments: 92% (36 of 39 teachers) returned in SY19. This is up from SY18, when 38/47 licensed teaching staff, 80.8%, returned.</p>
<p>Source: Annual report</p>

3.16 Does the school generally retain its students from October 1st through the close of the school year?	
1=Does Not Meet Standard	Student retention rates are more than 10% below the school's agreed-upon target rates
2=Approaching Standard	Student retention rates are 5 – 10% below the school's agreed-upon target rates
3=Meets Standard	The school is consistently fully enrolled. Student retention rates are within 5% or above the school's agreed-upon target rates
4=Exceeds Standard	NOT APPLICABLE

<p>SY2023 Rating: 1</p> <p>Comments: The total enrollment at the end of SY21 was 565 and SY22 was 640. Retention and attrition information was not included in the SY22 annual report.</p>
<p>SY2022 Rating: 3</p> <p>Comments: HOPE began SY21 with 565 students. During the school year, 30 students enrolled and 6 students left. 540 students remained enrolled for the full year.</p>
<p>SY2021 Rating: 3</p> <p>Comments: HOPE began SY20 with 539 students and ended the year with 555 students enrolled.</p>
<p>SY2020 Rating: 3</p> <p>Comments: While enrollment was lower than anticipated in SY19 with the October count at 500, the school had 22 transfers in mid-year and only 8 out.</p>
<p>SY2019 Rating: 3</p> <p>Comments: In SY18, the October count was 562 (163 students transferred in over the summer). After this date, 26 students transferred in and 55 students transferred out.</p>
<p>Source: Annual report</p>

3.17 Does the school exhibit a high level of parent satisfaction?	
1=Does Not Meet Standard	Less than 75% of parents surveyed indicate they are satisfied with the school
2=Approaching Standard	More than 75% but less than 85% of parents surveyed indicate they are satisfied with the school
3=Meets Standard	More than 85% but less than 95% of parents surveyed indicate they are satisfied with the school
4=Exceeds Standard	At least 95% of parents surveyed indicate they are satisfied with the school

SY2023

Rating:1

Comments: In the Spring of SY22, a parent survey was distributed and 124 of 300 families completed the survey. In SY21, the overall satisfaction rating was 48%; this rating jumped to 68% in SY22 but remains below the 75% threshold.

SY2022

Rating: 2

Comments: The Executive Growth Advisors completed the parent survey on behalf of HOPE. 56 of the 300 families served completed the survey. Responses on the survey were generally positive with the exception of a question regarding the satisfaction with their child's learning about Hmong language and culture which 62% rated as satisfactory. As indicated on the survey, when asked "My overall rating of HOPE Community Academy", 58% of surveyed rated the school as outstanding or high, which is a 29% decrease from 2020.

SY2021

Rating:4

Comments: As in SY19, Executive Growth Advisors administered HOPE's parent survey. 295 surveys were distributed and 68 were completed. This is a return rate of 23%. Results were positive particularly areas such as the school being welcoming and safe, students are learning Hmong language and culture and progressing academically. 59 respondents rated the school outstanding or high overall and 8 said the school meets standards – 99%.

SY2020

Rating: 4

Comments: HOPE engaged Executive Growth Advisors to administer a parent survey on behalf of the school in Spring 2019. 109 people responded to the survey. Results showed 66% of respondents rated the school as outstanding/high and 30% indicated that it meets expectations.

SY2019

Rating: 4

Comments: 126 people responded to the Spring 2018 survey with 96% expressing Hope meets standards, high and outstanding.

Source: Annual report

3.18 Is the school's physical plant safe and conducive to learning?

1=Does Not Meet Standard	The facility requires much improvement in order to provide a safe environment that is conducive to learning. Significant health and safety requirements have not been met OR the school lacks many conditions such as the following: a) a design well-suited to meet the curricular and social needs of its students, faculty and community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) well-maintained equipment and furniture
	that match the educational needs of the students; e) accessibility to all students
2=Approaching Standard	Significant health and safety requirements are being met, but the facility needs some improvement in order to provide a safe environment that is conducive to learning. It partially, but not fully, provides conditions such as the following: a) a design well-suited to meet the curricular and social needs of its students, faculty and community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) well-maintained equipment and furniture that match the educational needs of the students; e) accessibility to all students
3=Meets Standard	Significant health and safety code requirements are being met AND the facility generally provides a safe environment that is conducive to learning, based on conditions such as: a) a design well-suited to meet the curricular and social needs of its students, faculty and community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) well-maintained equipment and furniture that match the educational needs of the students; e) accessibility to all students

<p>4=Exceeds Standard</p>	<p>All health and safety code requirements are being met AND the facility generally provides a safe environment that is conducive to learning, based on conditions such as: a) a design well-suited to meet the curricular and social needs of its students, faculty and community members; b) a size appropriate for the enrollment and student-teacher ratios in each class; c) adequate maintenance and security; d) wellmaintained equipment and furniture that match the educational needs of the students; e) accessibility to all students. Additionally, the facility meets the mission of the school.</p>
<p>SY2023 Rating: 3</p>	
<p>Comments: SY22 was HOPE Academy’s first year with the Pre-K program as well as high school (9th grade). The facility is well-maintained and appears safe. The building expansion project is complete and has allowed for increased enrollment.</p>	
<p>SY2022 Rating: 3</p> <p>Comments: HOPE returned to in-person learning for the SY22. The renovation and construction were completed prior to the start of the school year. The facility is wellmaintained.</p>	
<p>SY2021 Rating: 3</p> <p>Comments: HOPE students engaged in distance learning for entirety of SY21. During this time, HOPE began a large-scale expansion project to allow for increased enrollment and grade expansion. The new space will be ready during SY22.</p>	
<p>SY2020 Rating: 3</p> <p>Comments: Overall, HOPE’s facility is well-maintained and appears safe and secure. The school is exploring expanding the building to address spacial challenges and accommodate potential growth.</p>	

SY2019

Rating: 3

Comments: HOPE's facility continues to be a cheerful and well-maintained space. Challenges from years past, including the relatively small size of some elementary classrooms, remain. However, overall the school uses its space well.

Source: Authorizer observation

3.19 Is the school fulfilling its legal obligations related to the delivery of a quality Prekindergarten instructional program. This includes ensuring Early Childhood Health and Developmental Screening is completed, securing appropriate staffing, supplying relevant professional development to all staff, implementing culturally responsive comprehensive child assessments, utilizing the Early Childhood Indicators of Progress (ECIPs), supporting an effective transition to Kindergarten, and referring students to community-based resources as needed.

1=Does Not Meet Standard

The school is not fulfilling its legal obligations regarding preK students and requires substantial improvement

2=Approaching Standard

The school is fulfilling all of its legal obligations regarding preK students but requires some improvements

3=Meets Standard

The school is fulfilling its legal obligations regarding preK students and requires no considerable improvements

4=Exceeds Standard

NOT APPLICABLE

SY2023

Rating: 3

Comments: HOPE employs 2 full-time Pre-K teachers, three assistant teachers and two paraprofessionals. Students are screened using the Minneapolis Pre-School Screening Instrument-Revised (MPSI-R) to help teachers determine where each child is developmentally. The Pre-K team and the Kindergarten team are in close communication regarding expectations for Kindergarten readiness.

SY2022

Rating: 3

Comments: HOPE employs 2 full-time Pre-K teachers, three assistant teachers and two paraprofessionals. Students are screened using the Minneapolis Pre-School Screening Instrument-Revised (MPSI-R) to help teachers determine where each child is developmentally. The Pre-K team and the Kindergarten team are in close communication regarding expectations for Kindergarten readiness.

SY2021

Rating: N/A

Comments: HOPE will implement the preK program in SY2022.

Attachment #10 – Intervention Policy

Range of Interventions Guidelines

Status	Triggered by...	Will Result in....
<p><u><i>Level One</i></u> Notice of Concern</p>	<ul style="list-style-type: none"> • Signs of weak performance identified through routine monitoring; through implementation, compliance, or performance reviews; or by other means. • Repeated failure to submit required documents on a timely basis. 	<ul style="list-style-type: none"> • Letter to the school’s board (council) detailing areas of concern. • Review and reconsideration of goals and performance targets in the Accountability Plan. • UST Charter School Accountability Board recommendation that the school develops a School Improvement Plan (SIP).
<p><u><i>Level Two</i></u> Notice of Deficiency</p>	<ul style="list-style-type: none"> • Failure to meet multiple performance targets; or glaring or repeated failure to meet a single performance target. • Failure to comply with applicable law or significant failure to comply with Board condition(s) of the charter. 	<ul style="list-style-type: none"> • Letter to the school’s board (council) detailing areas of deficiency. • SIP containing specific improvement objectives, technical assistance requirements, and schedule for remedial action negotiated with the UST Charter School Accountability Board.
<p><u><i>Level Three</i></u> Notice of Probationary Status</p>	<ul style="list-style-type: none"> • Continued failure to meet performance targets; and failure to meet objectives of SIP. • Continued Failure to comply with applicable law or with the charter. 	<ul style="list-style-type: none"> • SIP imposed by the UST Charter Accountability Board. • UST Charter School Accountability Board has the option to require the assignment of a technical assistance team to the charter school and may facilitate the development of said technical assistance team. • In certain cases, the UST Charter School Accountability Board may appoint an agent to monitor the implementation of the SIP and the

		activities of the technical assistance team.
<u>Level Four</u> Charter Extended Review	<ul style="list-style-type: none"> • Pattern of failure to comply or meet performance targets; or • failure to successfully address terms of probation. 	<ul style="list-style-type: none"> • Recommendation to revoke, not to revoke, or to impose lesser sanctions. • Decision to commence or not to commence revocation proceedings made by UST Charter School Accountability Board.
<u>Level Five</u> Charter Revocation	<ul style="list-style-type: none"> • Charter review results in recommendation to revoke. 	<ul style="list-style-type: none"> • Written notice from the UST Charter School Accountability Board stating reasons for proposed revocation and informing school of right to an informal hearing. • Record of informal hearing. • Decision to revoke or not to revoke made by UST Charter School Accountability Board.

Attachment #11 – School Closure Plan

School Closure Plan

The Charter School Board (the Board) is responsible for ensuring the School is closed in an orderly fashion according to Applicable Law. The Board’s closure duties include ensuring proper financial dissolution under MN Law Chapter 317A. The Board shall provide the University of St. Thomas (UST) with verification of completion of the items listed below. For the purposes of effectively closing the School, the date of charter revocation is the last date of the contract for non-renewals and the date of revocation established in the notice of termination for charter terminations. In the case of a voluntary termination this date will be established by the authorizer pursuant to the date the authorizer receives notice of the Board’s intent to turn over its charter.

The role of the authorizer in a closure process is to promptly notify the commissioner and resident district of the closure, and to monitor the closure proceedings undertaken by the Board to the extent possible.

Item	Description of Required Actions	School’s Responsible Party	Completion Date	Status
Immediate Board Actions				
1	<p>Establish <i>ad hoc</i> School Board Committee for wind-up / restructuring</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designate School contact person(s) to send and receive communications from the UST; <input type="checkbox"/> Designate employees or School Board members who will handle various aspects of winding up of School operations; and <input type="checkbox"/> Provide contact information, and list of employees / School Board members and correspondent responsibilities to the UST. <input type="checkbox"/> Instruct contact persons to heed notification requirements for time sensitive notifications, if any. 			
2	<p>Reserve Funds</p> <p>Segregate by School Board resolution in a separate checking account up to \$50,000 in funds to be used for legal, accounting and other expenses to execute this Closure Plan and to dissolve the School Corporation.</p>			
Notifications and Further Actions				

3	<p>Notification of Parents / Guardians</p> <p>Within 10 days after charter revocation, notify parents / guardians and employees of school regarding the closure of the School, if such notification has not yet been made. Such notification shall include, but not be limited to, the following:</p>			
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Item	Description of Required Actions	School's Responsible	Completion Date Party	Status
	<ul style="list-style-type: none"> <input type="checkbox"/> Date of the last day of regular instruction; <input type="checkbox"/> cancellation of any planned summer school; <input type="checkbox"/> notice to parents that enrollment of children in their district of residence or other school is mandatory under state law for children that are six years of age or older; <input type="checkbox"/> inclusion of a listing of the names of charter, parochial, public and private schools in the area; <input type="checkbox"/> indicate how transfer of student records will be handled and offer of copies of student records before the CHARTER REVOCATION; <input type="checkbox"/> indicate how the school will provide information and assistance to families that will help them to enroll their students in another school. <input type="checkbox"/> Provide the UST with a copy of the notice. 			
4	<p>Final Report Cards and Student Records Notice</p> <p>Within 7 days after CHARTER REVOCATION, provide parents / guardians with copies of final report cards and notice of where student records will be sent (the student's district of residence) and specific contact information.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The notice must advise the parent/guardian to contact the school where the student intends to enroll and to have the student's new school contact the student's district of residence to have the student's educational records transferred to the new school. <input type="checkbox"/> Provide the UST with a copy of the notice. 			

5	<p>Transfer of Student Records and Testing Material</p> <p>No later than 10 business days after CHARTER REVOCATION send student records to the student's district of residence, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Individualized Education Programs (IEPs) and all records regarding special education and supplemental services; <input type="checkbox"/> student health / immunization records; <input type="checkbox"/> attendance records; and <input type="checkbox"/> information about any formal suspension, expulsion, and exclusion disciplinary action under sections 121A.40 to 121A.56 <input type="checkbox"/> all other student records. <input type="checkbox"/> provide UST with confirmation of records transfer 			
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Item	Description of Required Actions	School's Responsible	Completion Date Party	Status
	<p>All end of school year grades and evaluations must be completed and made part of the student records, including any IEP / Committee on Special Education meetings / progress reports.</p> <p>As noted above, parents / guardians should be offered copies of students' records before CHARTER REVOCATION.</p> <p>Testing material, including scores, test booklets, and annual data files etc. required to be maintained by the School by the State Education Department must also be forwarded to the School's district of location.</p> <ul style="list-style-type: none"> <input type="checkbox"/> To the extent that scores, etc. will come into existence after the CHARTER REVOCATION, arrangements should be made with the testing agent to forward such material to the district of location. The school should also send a set of Individual Student Reports to resident district and parents. 			

	<p><input type="checkbox"/> Provide notice to informing the student and the student's parent or guardian that formal disciplinary records will be transferred as part of the student's educational record, in accordance with data practices under chapter 13 and the Family Educational Rights and Privacy Act of 1974, United States Code, title 20, section 1232(g).”</p>			
<p>6</p>	<p>Notification of School Districts</p> <p>Within 7 days after the charter revocation, the School must notify school district(s) of students’ residence regarding the termination of the education program and lack of future enrollment.</p> <ul style="list-style-type: none"> <input type="checkbox"/> If applicable, notification regarding cessation of food and transportation services should be provided. <input type="checkbox"/> Provide notice to the districts that arrangements should be made to pick up any district property; e.g., borrowed books, nursing equipment. <input type="checkbox"/> Provide UST with a copy of the notice. 			
<p>7</p>	<p>Notification of Funding Sources / Charitable Partners</p> <p>Within 7 days after CHARTER REVOCATION, all other sources of the School’s operational funding must be notified in writing of the closure of the School as well as charitable partners of the School.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The School should not accept further loans from management companies, etc. nor otherwise incur additional liability. However, it may continue to accept gifts from charitable partners as long as the charity is aware of the School’s closure / restructuring status. 			

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	<input type="checkbox"/> Charities with property on the premises of the School should be notified to remove same as soon as possible or after CHARTER REVOCATION, whichever is appropriate.			
8	<p>Notification of Contractors and Termination of Contracts</p> <p>Within 20 days after charter revocation, formulate a list of all contractors with contracts in effect, and notify them regarding cessation of current school operations at CHARTER REVOCATION.</p> <ul style="list-style-type: none"> <input type="checkbox"/> If applicable, instruct contractors to make arrangements to remove any contractor property from the School facility by a date certain, e.g., copying machines, water coolers, other rented property. <input type="checkbox"/> Provide the UST with a copy of such notice. <input type="checkbox"/> Retain records of past contracts with proof that they were fully paid (<i>see</i> Records Retention, below) to prevent spurious claims. <p>As appropriate, and to the extent possible, terminate contracts for goods and services as of the last date such goods or services will be needed to the extent not necessary for the educational program or wind-up of the School.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Telephone, gas, electric, water, insurance (premises and D&O insurance, <i>see</i> below) should remain operative through the CHARTER REVOCATION and to the extent necessary to wind up the School's affairs beyond that time. 			

9	<p>Notification of Employees and Benefit Providers</p> <p>After an employee termination date is established, but in no event later than 60 days before CHARTER REVOCATION, notify all employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees. Further notify employees and providers of termination of all benefit programs, and, if allowable, terminate all programs as of the last date of service in accordance with applicable law and regulations (i.e. COBRA), including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> health care / health insurance; <input type="checkbox"/> life insurance; <input type="checkbox"/> dental plans; <input type="checkbox"/> eyeglass plans; <input type="checkbox"/> cafeteria plans; <input type="checkbox"/> 401(k), retirement plans; and <input type="checkbox"/> pension plans. <input type="checkbox"/> TRA 			
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Item	Description of Required Actions	School's Responsible	Completion Date Party	Status
	<p><input type="checkbox"/> PERA</p> <p>Specific rules and regulations may apply to such programs especially teacher's retirement plans so legal counsel should be consulted.</p> <p>Employees should be notified of eligibility for unemployment compensation. (In the event the School has not paid into the unemployment program on an ongoing basis, the School may have significant financial liability on an ongoing basis after the CHARTER REVOCATION, and reserve funds should be set aside for this purpose.) <i>See</i> School Wind-Up Plan and Action regarding payment of taxes, below.</p>			

10	<p>Notification of Food and Transportation Services and Cancellation of Contracts</p> <p>Within 20 days after the charter revocation, or earlier if required by the contractual notice requirements, cancel school district or private food and/or transportation services for summer school and next school year.</p>			
11	<p>Notification of UST Regarding Lawsuits</p> <p>As soon as possible after receiving notice and/or service of process regarding litigation against, or initiated by, the School, School Board or School employees, notify the UST and provide copies of legal papers received.</p> <p>The School has an ongoing obligation to keep the UST informed regarding such litigation, including bankruptcy, whether voluntary or involuntary, and to provide copies of all filings.</p>			
Assets, Creditors and Debtors				
12	<p>List of Creditors and Debtors; UCC Search</p> <p>Within twenty days after the charter revocation, formulate list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor.</p> <ul style="list-style-type: none"> <input type="checkbox"/> This list is not the same as the contractor list, above, but may include contractors, which should be listed. <input type="checkbox"/> Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. Security interests may be recorded and filed pursuant to the Uniform Commercial Code (UCC) with the county and State of Minnesota, and may include all of the assets of the School Corporation or specific assets in which a creditor has an interest as long as such debt remains outstanding. 			

Item	Description of Required Actions	School's Responsible	Completion Date Party	Status
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	<ul style="list-style-type: none"> <input type="checkbox"/> A UCC search should be performed by the School to determine if there are any secured creditors and to what assets security interests are attached. <input type="checkbox"/> Debtors include persons who owe the school fees or credits, lessees or sub-lessees of the School, and any person holding property of the School. <input type="checkbox"/> Provide a copy of the list of creditors to the UST with the amount owed to each creditor thereon and the amount owed by each debtor. 			
13	<p>Notification to Creditors</p> <p>Within thirty days after the charter revocation, the School must notify all creditors of its closure.</p> <p>The School should solicit from each creditor a final accounting of the School’s accrued and unpaid debt owed to such creditor. This figure should be compared to the School’s calculation of the debt and be reconciled between the parties.</p> <p>To the extent possible, the School should also begin to negotiate a settlement of debts, which is ultimately consummated by a settlement agreement reflecting satisfaction and release of the existing obligations, if possible.</p>			
14	<p>Notification to Debtors</p> <p>Within thirty days after the charter revocation, the School must contact all debtors and demand payment. To the extent collection efforts are unsuccessful, the School may turn the debt over to commercial debt collection agencies. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.</p>			
15	<p>School Wind-Up Plan and Action</p> <p>The School Corporation shall collect debts, dispose of assets and negotiate with and pay creditors in an orderly fashion in accordance with a timetable and plan adopted by the School’s board of directors. Priority should be given to continuing the School’s educational program through the end of the school year and retaining funds to complete the wind-up process.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The initial plan should be adopted within 20 days of charter revocation, and be updated at least bi-weekly with copies to the UST. The plan should include, but not be limited to, the following. 			

	<input type="checkbox"/> Termination of non-essential personnel and cancellation of non-essential services prior to CHARTER REVOCATION.			
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Item	Description of Required Actions	School's Responsible	Completion Date Party	Status
	<input type="checkbox"/> Make final federal, state and local tax payments (every employer, including the School, which pays wages to employees is responsible for withholding, depositing, paying, and reporting federal, state and local income tax, social security taxes, and federal unemployment tax for such wage payments). <input type="checkbox"/> Auction / sale of assets in a manner that avoids conflicts of interest, and maximizes net revenue to the extent permitted by ongoing agreements with existing creditors. (<i>See Liquidation of Assets, below.</i>) <input type="checkbox"/> Liquidation or closing of bank accounts according to a schedule that minimizes fees but leaves the School enough flexibility to pay creditors, attorneys, accountants, etc. during the course of the wind-up, including funds for a final audit, and (if the School Corporation does not submit or the board of directors do not approve a renewal application), for dissolution. <input type="checkbox"/> Cancellation of corporate credit cards and lines of credit. <input type="checkbox"/> Change authorized signatures on accounts as needed to reflect changes in persons authorized to implement the winding down operations of the School Corporation, and employment, contract and School Board status of those authorized to sign for the School. <input type="checkbox"/> Status reports on the implementation of the School Wind-Up Plan to be submitted to the UST through Interim Statements and a Final Statement (below).			

<p>16</p>	<p>Protection of Assets; Insurance</p> <p>The School’s assets and any assets in the School that belong to others must be protected against theft, misappropriation and deterioration.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Existing insurance coverage should be maintained on the assets until the disposal of such assets. In accordance with the Wind-Up Plan. <input type="checkbox"/> Continue existing insurance for School Facility, vehicles and other assets until 1) disposal or transfer of real estate or termination of lease, and 2) disposal, transfer or sale of vehicles and other assets are sold, respectively. <input type="checkbox"/> Negotiate School Facility insurance with entities that may take possession of School Facility – lenders, mortgagors; bond holders, etc., if possible. <input type="checkbox"/> Appropriate security services should be obtained or maintained. <input type="checkbox"/> Action may include moving assets to secure storage after closure or loss of the School Facility. 			
<p>17</p>	<p>Inventory</p> <p>No later than 30 days prior to CHARTER REVOCATION, <u>all</u> of the School’s assets must be inventoried with item #'s and quantities and/or its inventory updated.</p>			

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	<ul style="list-style-type: none"> <input type="checkbox"/> All assets of the School, not just ones over a certain dollar value must be inventoried. <input type="checkbox"/> Provide UST with a copy of the inventory. <input type="checkbox"/> Identify assets belonging to other entities (school district, county, municipality, health department, Authorizing foundation, vendors, PTA, etc.), including those borrowed or loaned. <input type="checkbox"/> Identify assets encumbered by the terms of a contingent gift, grant or donation, or a security interest. <input type="checkbox"/> Return assets not belonging to School and document same. 			

<p>18</p>	<p>Liquidation of Assets</p> <p>Assets must be liquidated in a commercially reasonable manner in accordance with Department of Education expectations including, but not limited to, sale by way of auction, sealed bidding or other commercially reasonable sales methods to the extent permitted under agreements with existing creditors and to the extent such assets are free and clear of any liens or encumbrances. If an asset is subject to a lien, encumbrance or security interest (above), the secured party should be contacted.</p> <p><input type="checkbox"/> Pursuant to MN Statute 317A.735, no asset may be given away, except as authorized by law. In cases where the cost of disposing of an asset will exceed the cost to be received at sale or auction, it may be permissible to give away or discard such assets. However, this should be cleared from the largest or sole creditor(s) in advance.</p> <p>School Board members and their relatives as well as employees and students of the School should not purchase any asset unless the purchase is disclosed to the School Board and the disclosure is made a matter of record in the School Board’s minutes and approved by a majority of the non-interested members of the School Board.</p>			
<p>19</p>	<p>D&O Insurance</p> <p>Maintain existing directors and officers liability (D&O) insurance, if any, until final dissolution of the School Corporation. If no such D&O insurance exists, disclose this fact to the board of directors.</p>			
<p>20</p>	<p>Interim Statements</p> <p>No later than 10 days after CHARTER REVOCATION, prepare, and submit to the UST, an interim statement in a form satisfactory to the UST, of the status of all contracts and other obligations of the School Corporation, and all funds, including principal and accrued interest, owed to, and by, the School Corporation, with supporting evidence showing:</p>			

Item	Description of Required Actions	School’s Responsible	Completion Date Party	Status
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	<ul style="list-style-type: none"> <input type="checkbox"/> all creditors or former creditors, any amounts paid to creditors (or in-kind exchanges of assets), and any amounts of debt of the School or School Corporation outstanding, including principal and accrued interest, as of the date of the interim report; and <input type="checkbox"/> all amounts owed to the School Corporation by debtors, any amounts paid by debtors, and whether any debtors have paid in full, and any amounts outstanding; and <input type="checkbox"/> all income generated through sale or auction of assets and any other change in status of assets. <p>The School will prepare and submit such statements to the UST at 30 day intervals until the final statement (below) is prepared and submitted.</p>			
21	<p>Final Statement</p> <p>At a date to be determined by the UST, anticipated to be no later than 90 days after CHARTER REVOCATION, no later than 10 days prior to the filing of a dissolution proceeding, the School shall prepare to the full satisfaction of the UST a final statement of the status of all contracts and other obligations of the School Corporation, and all funds owed to the School, audited (or confirmed) by an independent accountant, with supporting evidence showing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> all assets and the value and location thereof, whether such asset has been distributed to creditors in satisfaction or payment of any existing debt obligation; and <input type="checkbox"/> each remaining creditor and any and all amounts owed to each creditor, including principal and accrued interest through the date of such statement; and <input type="checkbox"/> statement that (a) all debts have been collected, or (b) that good faith efforts have been made to collect same, and <input type="checkbox"/> each remaining debtor of the School or School Corporation and the amounts owed by each debtor, including principal and accrued interest. <input type="checkbox"/> This statement is submitted to the UST in the form in which it will be sworn and submitted to the MN Attorney General and/or MN Secretary of State as part of any dissolution proceeding. <input type="checkbox"/> This statement is in addition to the final Financial Statement Audit (below). 			
Corporate Records / Accounting				
22	<p>Final Financial Statement Audit</p> <p>The School must have a financial statement audit performed in accordance with the Charter and the Act no later than November 1st of the calendar year in which the School ceases instruction.</p>			

23	Closeout of State and Federal Grants			
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Item	Description of Required Actions	School's Responsible	Completion Date Party	Status
	<p>State, federal and other grants must be closed out, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> notification to the grant entity of the School closure; and <input type="checkbox"/> filing of any required expenditure reports or receipts and any required program reports. <p>The School Corporation should continue to pursue grant funds to which it is entitled, provided that it fully discloses its current situation and intentions with respect to closure. The School Corporation should not seek or accept grant funds for future school years when the School will be closed. Grant status should be noted on financial statements.</p>			
24	<p>U.S. Dept. of Education Filings</p> <p>File Federal form 269 or 269a if the School was receiving funds directly from the United States Department of Education. <i>See</i> 34 CFR 80.41.</p>			
25	<p>IRS Status; Reports</p> <p>The School Board must continue to take all steps necessary to maintain its 501(c)(3) status, including, but not limited to, the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> notification to IRS regarding any address change of the School Corporation; and <input type="checkbox"/> filing of required tax returns or reports (e.g., IRS form 990 and Schedule A). <input type="checkbox"/> If the School Corporation proceeds to dissolution, notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the UST. 			

26	<p>Corporate Records</p> <p>In all cases, the School Board shall maintain all corporate records related to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Loans, bonds, mortgages and other financing; <input type="checkbox"/> Contracts; <input type="checkbox"/> Leases; <input type="checkbox"/> Assets and asset sales; <input type="checkbox"/> Grants -- records relating to federal grants must be kept in accordance with 34 CFR 8042. <input type="checkbox"/> Governance (Minutes, by-laws, policies); <input type="checkbox"/> Employees (background checks, personnel files); <input type="checkbox"/> Accounting/audit, taxes and tax status, etc; 			
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Item	Description of Required Actions	School's Responsible	Completion Date Party	Status
	<ul style="list-style-type: none"> <input type="checkbox"/> Personnel, <input type="checkbox"/> Employee benefit programs and benefits; and <input type="checkbox"/> Student summary test data files <input type="checkbox"/> Any items listed in this Closure Plan. <p>In the event the School Corporation is dissolved, any and all records not previously sent to the school district of the School's location should be sent to that school district.</p>			
Dissolution / Final Distribution of Assets				
27	<p>Resolution of Dissolution</p> <p>The School Board must adopt a resolution that the School Corporation be dissolved and proceed to file the same with the MN Attorney General and/or MN Secretary of State.</p>			

<p>28</p>	<p>Dissolution</p> <p>If the School Corporation dissolves, the School Board must follow the dissolution provisions in its articles of incorporation and applicable laws. This may include:</p> <p><input type="checkbox"/> a complete statement of all assets, their location and an estimate of their value; and <input type="checkbox"/> a statement of the ascertainable debts of the education corporation.</p> <p>Whenever the Charter or an order of dissolution is made, the members of the School Board or other custodian of the records of the School have the duty to properly maintain the permanent records of the School according to law and stored in a secure, locked container.</p> <p>Copies of all papers related to dissolution should be sent to the UST.</p> <p>Members of the School Board are empowered to continue in office even after the expiration of the Charter and dissolution of the School Corporation for the purpose of winding-up and settling the affairs of the School Corporation, and after the dissolution of the School Corporation.</p>			
<p>29</p>	<p>Final Distribution of Assets</p> <p>All liabilities and obligations of the School must be paid and discharged (or adequate provision must be made therefore) to the extent of the School's assets. Any assets held subject to a lien, encumbrance, security interest or other written conditions or limitations must be disposed of in accordance with and subject to those conditions or limitations.</p>			
Item	Description of Required Actions	School's Responsible Party	Completion Date	Status

	<p>Assets received and held by the School subject to limitations permitting their use only for charitable, benevolent, educational, or similar purposes, but not held upon condition requiring return or with specific disposition instructions, shall be held until dissolution and transferred or conveyed to one or more charter schools in the school district or to the school district.</p> <ul style="list-style-type: none"> ❑ An itemized receipt must be obtained from each recipient of an asset containing the name, address and telephone number of the recipient. (In case of later question, audit or review by federal bankruptcy or state supreme court, or other governmental body.) ❑ In closing out any federal grant and accounting for any federal grant funds, property owned by the federal government or property acquired under a federal grant must be distributed in accordance with federal regulations. 			
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