

Hmong College Prep Academy

**ANNUAL
REPORT**

2021-2022

hcpak12.org

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FROM THE CHIEF ACADEMIC OFFICER

As Chief Academic Officer, Ms. Duvnjak oversees all aspects of Hmong College Prep Academy's academic programs. Ms. Duvnjak sets the vision and direction for excellent teaching and learning at the K-12 school. As the school's leader in curriculum she works with teachers and staff to make sure that HCPA's students are reaching high standards and are ready for college, career and beyond.

Ms. Duvnjak has over 24 years of experience in K-12 education. She started at HCPA in 2004 as an English teacher. Since then, she moved into roles as a Department Head, Title I Coordinator, Teacher on Special Assignment, Assistant Director of Operations, Director of Teaching and Learning, and now as HCPA's Chief Academic Officer.

Ms. Duvnjak is currently pursuing a Charter School Leadership Certificate through Southwest Minnesota State University. Through this program, Ms. Duvnjak is continuing to grow as a charter school leader by engaging in rigorous coursework, a charter school leader learning community, and mentorship opportunities.

UPDATES FROM THE CHIEF ACADEMIC OFFICER

Charter Authorizer

- HCPA's former authorizer, Bethel University, has decided to retire their role as a charter school authorizer. HCPA is pleased to announce that the Minnesota Department of Education (MDE) approved Novation Education Opportunities (NEO) as HCPA's new authorizer.
- NEO authorizes over 30 charter schools, and HCPA is excited to partner with NEO.
- HCPA and NEO worked closely this summer to develop goals that will guide HCPA's work and achievement in the years to come.

Academic Programs

- HCPA's high school was once again selected as one of the top high schools in the state of Minnesota by the US News & World Report magazine.
- HCPA celebrated a 2022 graduation rate of 97%, well above the state average of 84%.
- 77% of HCPA's 2022 graduates will be attending college or serving in the military.
- The Class of 2022 was awarded over \$3.9 million in scholarships and grants.
- HCPA's top ten students in the Class of 2022 are attending prestigious universities, including the University of Minnesota, University of St. Thomas, Bethel University, Augsburg University, St. John's University, and St. Catherine's University.

Special Education Department

- The results of Hmong College Prep Academy 2021-22 APR Indicator Review, as reported by the district and verified by the Minnesota Department of Education (MDE), demonstrated full compliance. The administration and special education staff are commended for their commitment to providing compliant services to children and students with disabilities and their families.

Counseling Department

- 2021-2022 was our first year of partnership with Wilder Foundation where a licensed therapist was hosted in-house at HCPA to provide services to our students and families.
- During 2021-2022 we launched our credit recovery program and we were able to support our high school students in making up over 166 credits that had been missing due to gaps in schooling from Covid.

Office of Family Engagement

- Created a Parent Empowerment Academy, an organization dedicated to engaging and guiding parents on how to be involved in their child's education, and the Academy graduated 3 classes of parents.
- Developed a partnership with many Hmong clan-based organizations and the Hmong Minnesota 18 Council in order to promote cultural awareness and access to community services.

Financial Department

- HCPA successfully brought all payroll functions in-house.
- The department began work toward enhancing the district's purchase order system.

Highlights of HCPA's Phase V Construction Project include the following:

- The middle school building was completed in December 2021. Students and staff moved into the building after winter break. The entire middle school staff and student population were excited for their new building and to have space for teaching and learning.
- The Phase V Construction Project, worth approximately \$25 million, was the fifth expansion in school history, and features 72,000 plus square feet for middle school, including 48 classrooms, a gymnasium, and a state-of-the-art robotics lab.
- A skyway safely connects the middle school building to the main campus to ensure students do not have to cross Brewster Street or be exposed to the elements.
- The main campus underwent many exciting renovations including a large student common area, updated office space, and an expanded lunchroom.

Sports Programs

HCPA's sports teams had a successful year, and highlights include:

- Boys Soccer scored the most goals in a season ever in program history.
- Boys Basketball won a conference tournament and went to the playoffs.
- Girls Basketball partnered with another school to boost roster numbers and welcomed AFSA to the team.
- Girls Badminton finished the year strong with a Second Place ranking in the conference and several wins at the State Tournament.

Transportation Department

- Our district was able to provide transportation to all students in need! We had 48 buses and 38 vans and transported to Anoka, Ramsey, Hennepin, and Washington counties.



Student Growth

FastBridge Testing

For the 2021-2022 school year HCPA transitioned from administering the MAP tests to using FastBridge for measuring student growth. This test is an assessment that measures student growth in reading and math. Since this was HCPA's first year of using FastBridge we do not have year to year comparisons but we are able to show growth.

FastBridge testing provides an important, individually based approach to assessing each student's academic progress. FastBridge data is used for:

- Class placement decisions
- Differentiating instruction
- Creating flexible groupings of students
- Informing intervention strategies

FastBridge results are also used to monitor district progress and predict performance on MCAs.

Students with an Individualized Education program (IEP) or 504 plan may be eligible for accommodations.

All students take the aMath and aReading tests in the fall, winter and spring. Grades 4-12 also take AUTOreading in the fall, winter and spring. Our goal is to have students make typical or aggressive growth. Typical growth is 1 year and aggressive growth is more than 1 years growth.

2021-2022 School Year Results:

aMath

Grade:	Typical Growth:	Aggressive Growth:	Total:
K	27%	46%	73%
1	31%	30%	61%
2	29%	41%	70%
3	37%	24%	61%
4	32%	10%	42%
5	28%	10%	38%
6	28%	10%	38%
7	32%	24%	56%
8	38%	20%	58%
9	34%	24%	58%
10	31%	28%	59%
11	27%	24%	51%
12	31%	20%	51%
Total	31%	24%	55%

aReading

Grade:	Typical Growth:	Aggressive Growth:	Total:
K	22%	25%	47%
1	26%	44%	70%
2	24%	47%	71%
3	30%	28%	58%
4	34%	16%	50%
5	40%	16%	56%
6	44%	11%	55%
7	41%	17%	58%
8	33%	29%	62%
9	49%	31%	80%
10	38%	34%	72%
11	30%	36%	66%
12	40%	19%	59%
Total	35%	27%	62%

AUTOreading

Grade:	Typical Growth:	Aggressive Growth:	Total:
K	-	-	-
1	-	-	-
2	-	-	-
3	-	-	-
4	27%	34%	61%
5	32%	28%	60%
6	36%	19%	55%
7	31%	27%	58%
8	41%	29%	70%
9	36%	12%	48%
10	17%	11%	28%
11	30%	9%	39%
12	24%	9%	33%
Total	30%	20%	50%

Measuring Academic Performance

HCPA uses a number of tests in an effort to measure students' academic performance.

State Achievement Testing - MCAs

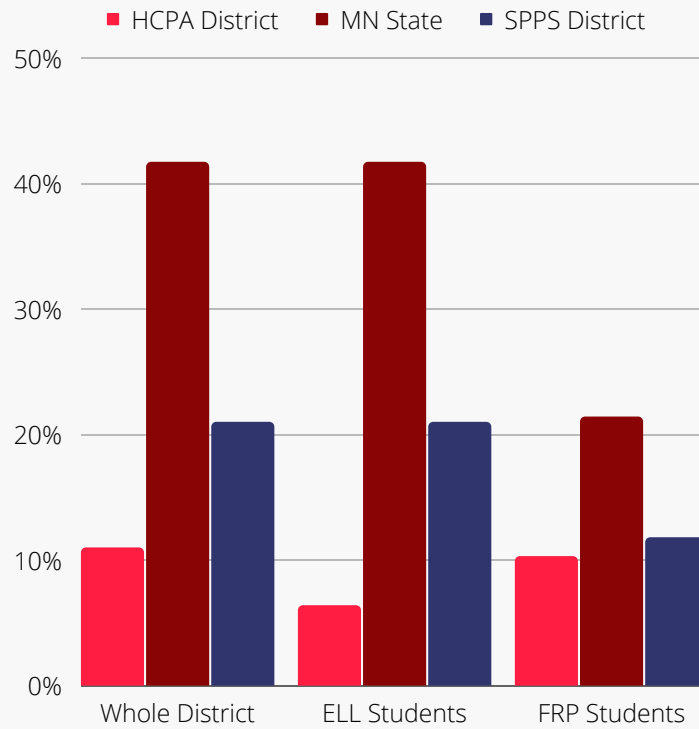
The Minnesota Comprehensive Assessments (MCAs) are state tests in mathematics, reading and science. During the spring of every year, students are given tests that measure student performance against Minnesota Academic Standards that specify what students are expected to know at their grade level.

MCA results serve a number of purposes:

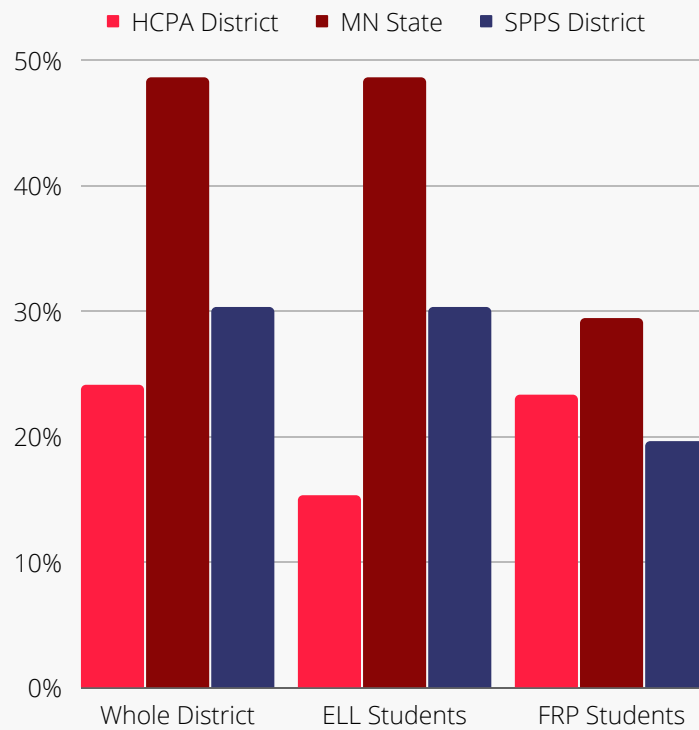
- To ensure HCPA's curriculum is in alignment with Minnesota Academic Standards in mathematics, reading and science.
- Utilize results to improve classroom teaching and address opportunities for future improvement.
- Mathematics and reading results are used in federal school accountability standards as well as to check for student mastery of state standards.



MCA Math

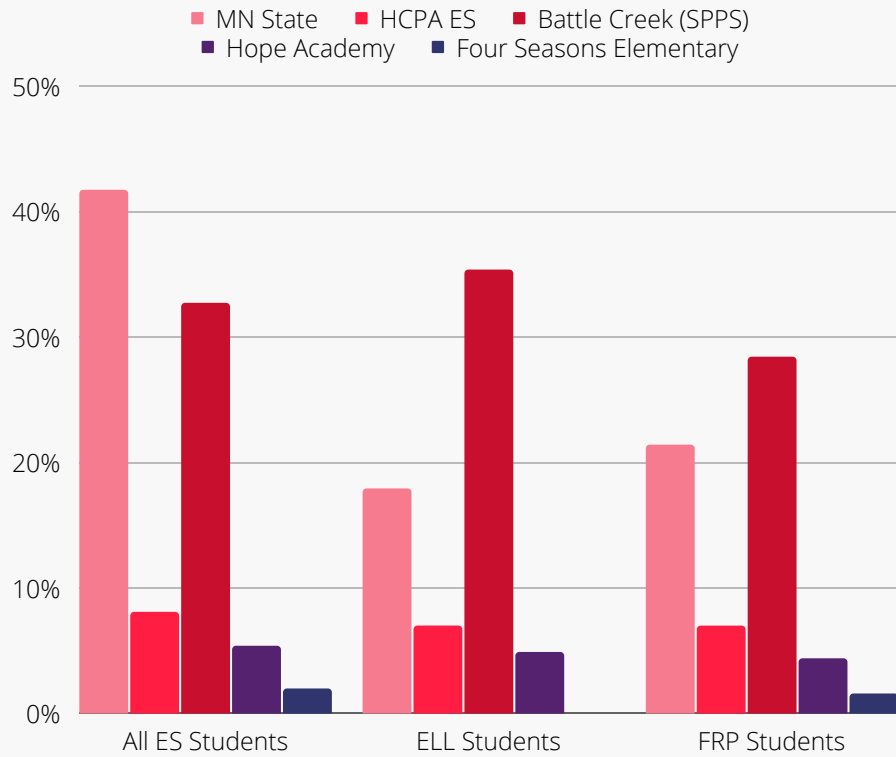


MCA Reading

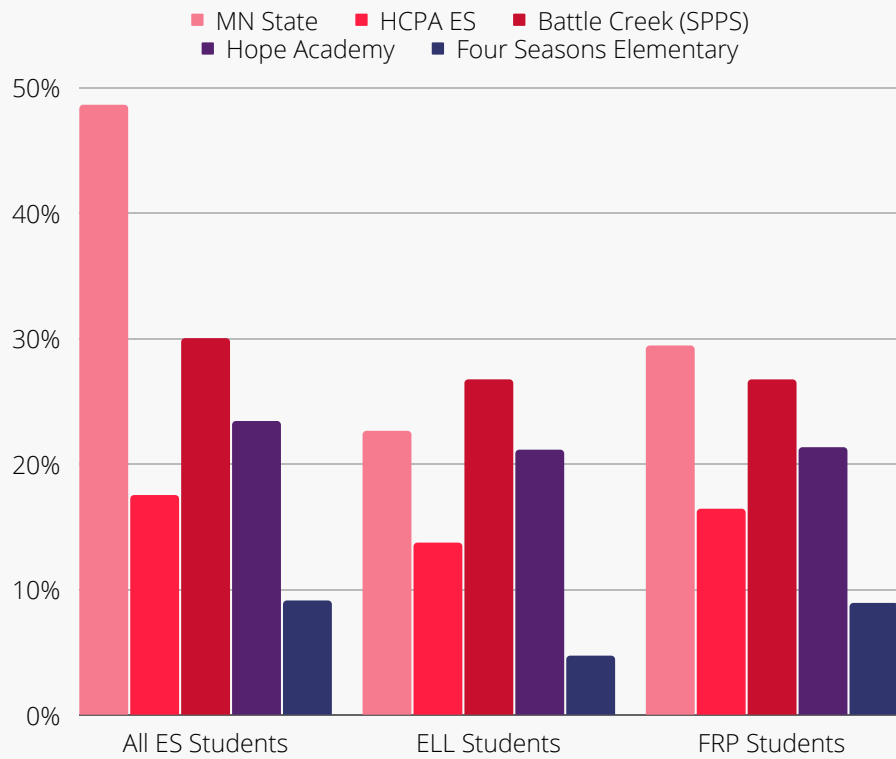


ELL = English Language Learners | FRP = Free Reduced Price Lunch

Elementary MCA Math

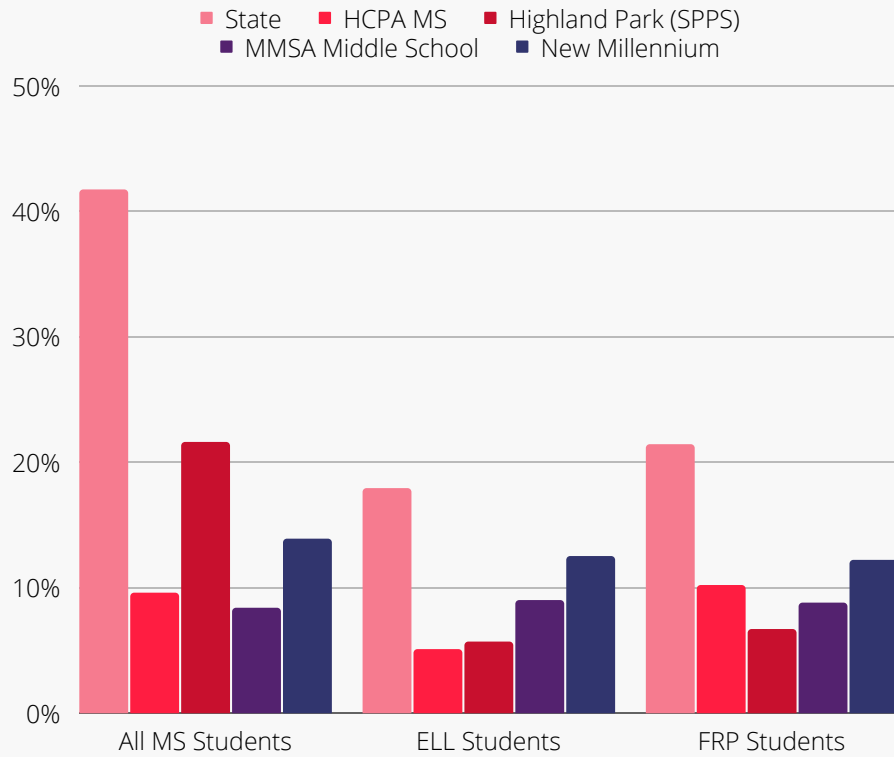


Elementary MCA Reading

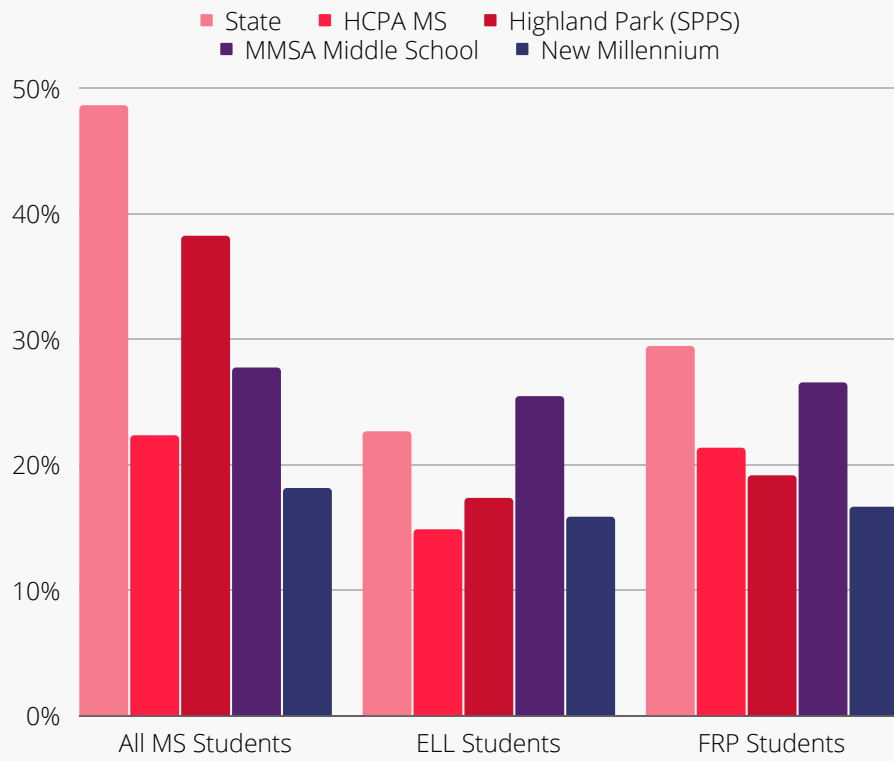


ELL = English Language Learners | FRP = Free Reduced Price Lunch

Middle School MCA Math

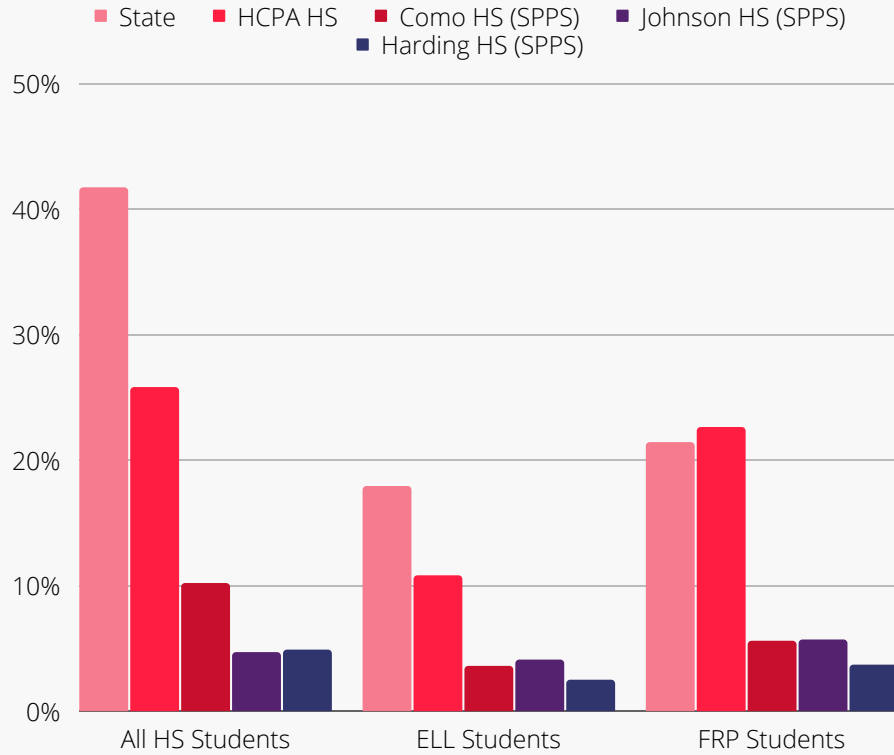


Middle School MCA Reading

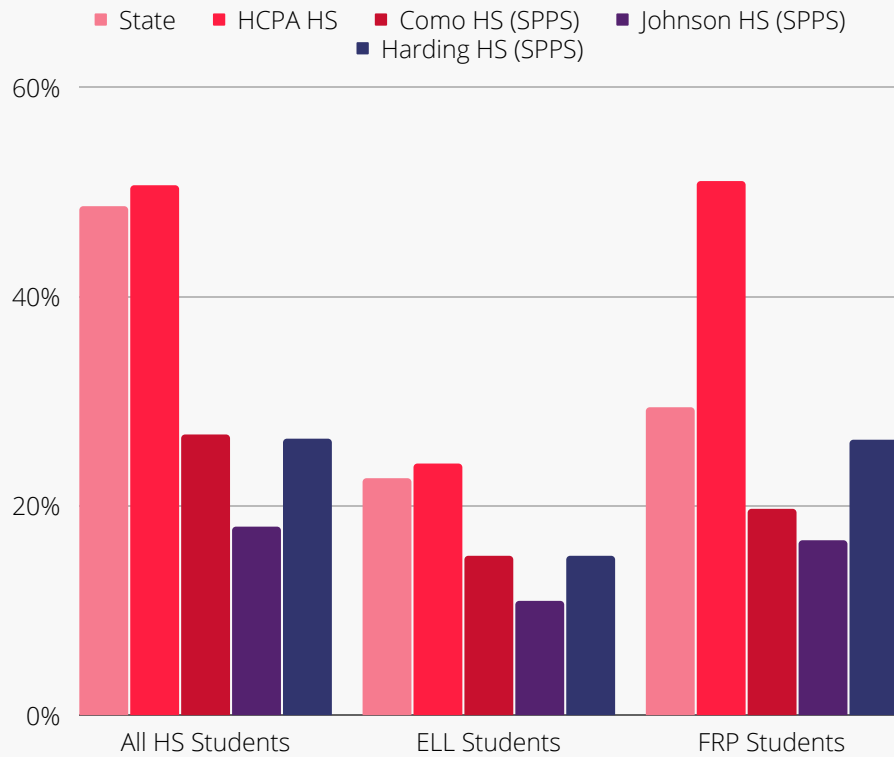


ELL = English Language Learners | FRP = Free Reduced Price Lunch

High School MCA Math

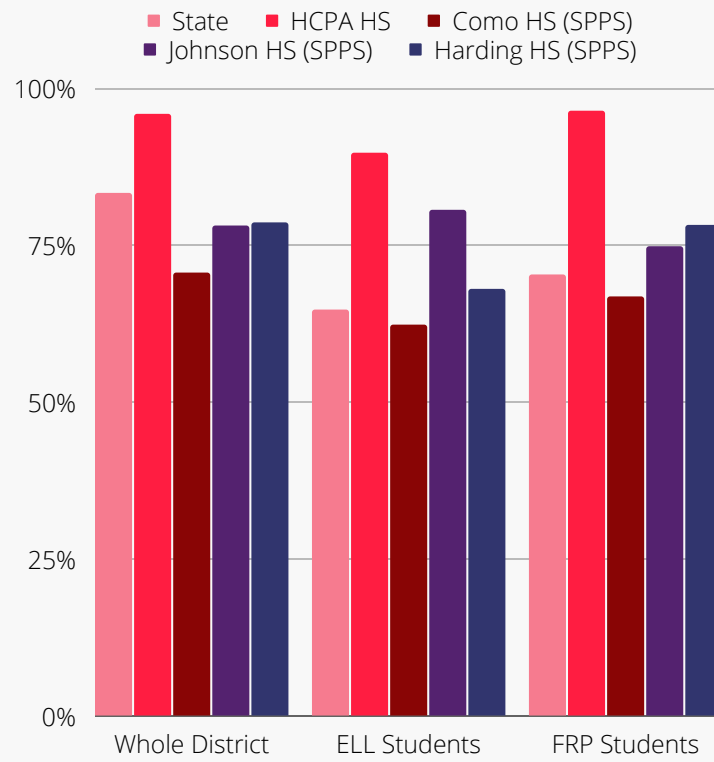


High School MCA Reading



ELL = English Language Learners | FRP = Free Reduced Price Lunch

Graduation Rate

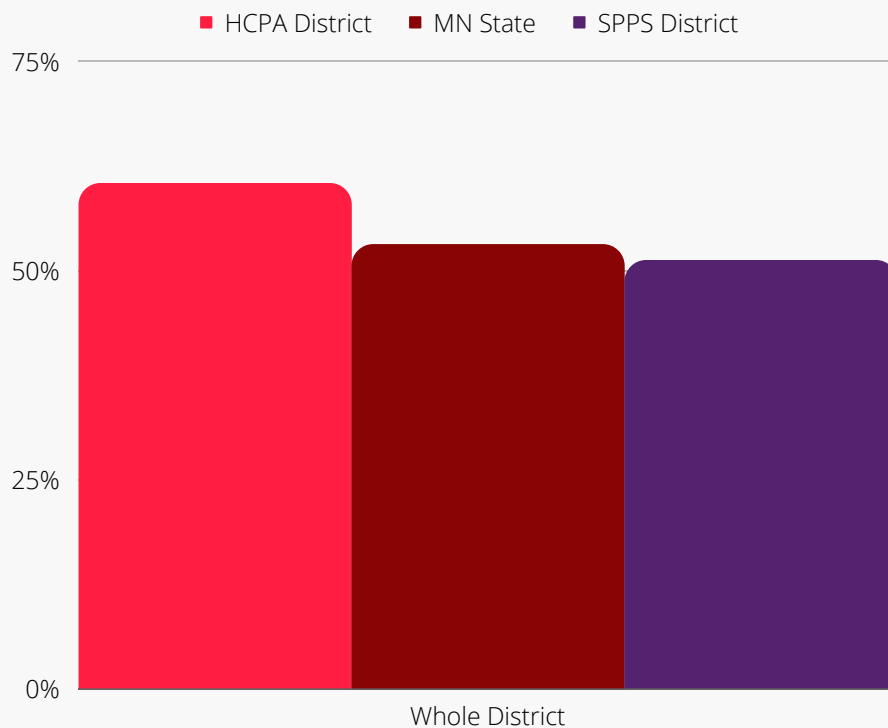


*Resident District = St. Paul Public Schools (SPPS)

State English Language Learner Testing – Access for ELLS

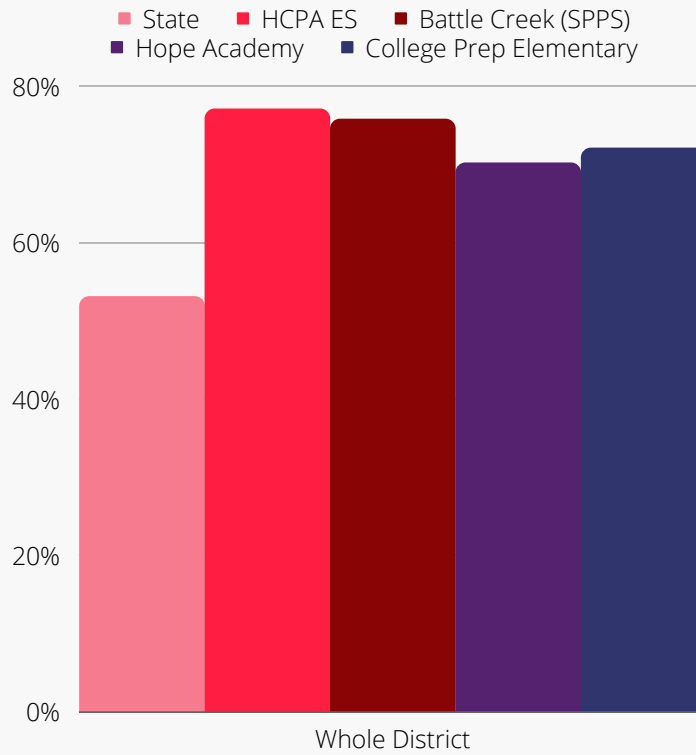
ACCESS for ELLs – This large-scale test assists the state and HCPA to monitor the English language student growth in the language domains of listening, speaking, reading and writing. Results are used to inform instructional decisions, curriculum needs, and student placement or leveling decisions within our English Learner (EL) program. Any student who qualifies for EL service at HCPA will take ACCESS for ELs each year until exiting the program. Please note: whole district indicates all K-12 students.

Progress Towards Target

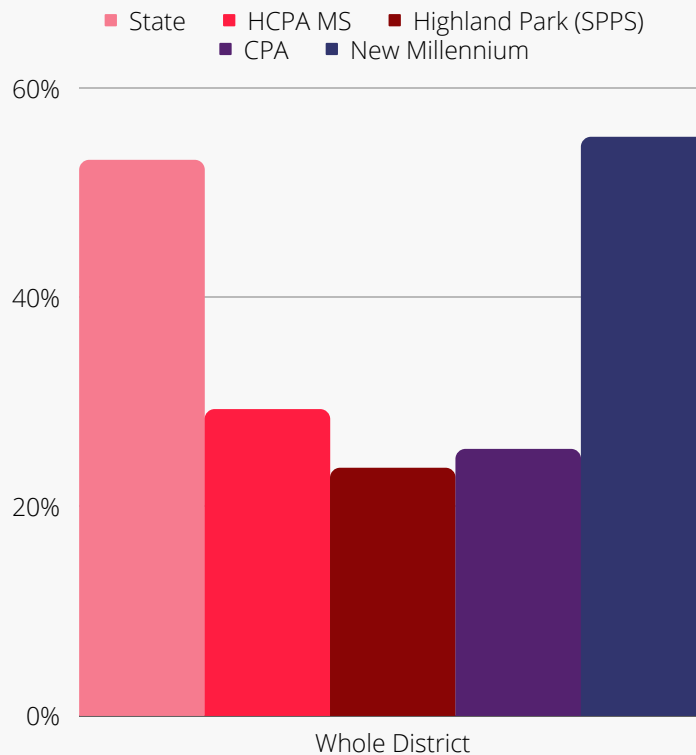


*Resident District = St. Paul Public Schools (SPPS)

Elementary School Comparison

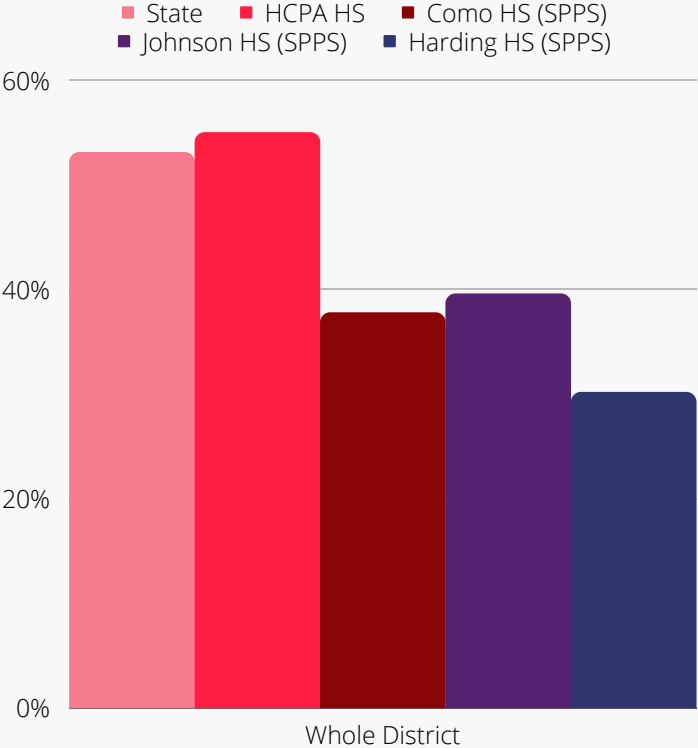


Middle School Comparison



*Resident District = St. Paul Public Schools (SPPS)

High School Comparison



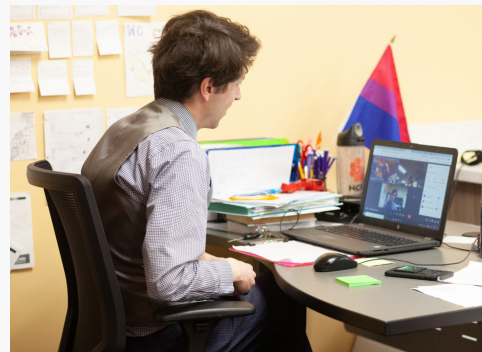
The HCPA Way

Many of our successes can be attributed to the HCPA Way. From strong academics, testing, teaching, and curriculum development to career exposure, cultural engagement, and, of course, a focus on college. The HCPA Way encompasses everything we do.

All aspects of the HCPA Way focus to provide our students with the very best K-12 educational experience!

Key features of The HCPA Way are visible throughout the school day:

- Teaching and Learning
 - To support our K-5 students in reading, our teachers have been participating in an innovative professional development program, Language Essentials for Teachers of Reading and Spelling (LETRS). The program focuses on reading, spelling and related language skills, all in an effort to increase our students' reading proficiency.
- HCPA utilizes a unique coaching model providing an evaluation system that differentiates teacher performance levels and produces feedback for improvement. The program also provides ongoing professional growth that uses student and teacher data to guide improvement, recruitment/retention of effective teachers and the creation of a rewarding work environment that focuses on providing high-quality instruction.
- Data Driven Instruction
 - We have researched and implemented the most effective grade-specific instructional practices.
 - Weekly reviews of data and instructional plans to meet the needs of every student.



- College and Career Readiness
 - The continued K-12 focus on the concept and reality of attending college.
 - K-5th grade students develop personal character-building qualities.
 - 6th-8th grade students learn and utilize study skills that can be applied in all classes.
 - 9th-12th grade high school students utilize opportunities to investigate and develop a plan that meets their future career and college goals.
- Culture and Climate
 - Integration of cultural pride and heritage via the arts, coursework, celebrations and Hmong language instruction.
 - Our merit system reinforces our positive learning environment.
 - Every school day, our students strive to follow The HCPA Way:
 - Have a positive attitude
 - Ask questions
 - Attend class every day and be on time
 - Be prepared with all supplies present
 - Use class time wisely
 - Practice self-discipline
 - Set high, yet practical, goals for myself
 - Take responsibility for my future success

Follow The Warrior Code-respect self, respect others and respect community.



College Level Courses

HCPA offers many ways for students to receive college credit while still in high school. This enables students to earn college credit at no charge to themselves or their family.

CIS (College in the Schools)

- Course curriculum set up by the University of Minnesota.
- Taught on campus by HCPA teachers.
- High School and College Credits on HCPA and University of Minnesota transcripts.

CIS Courses Offered

- English
- College Algebra

Field Day - Visit the University of Minnesota for a day!

- Visit campus
- Attend classes
- Listen to speakers
- Interactive activities

AP (Advanced Placement)

- Students take college level courses at HCPA.
- Standardized AP test is taken by the student.
- College credit is given if student achieves a required score on the exam.

AP Courses Offered

- Calculus AB
- Statistics
- Computer Science Principles
- Biology
- Chemistry
- Physics I
- AP Environmental Science
- U.S History
- European History

Honors Level Courses

- Available for 6-12 grade students in Band, English, Hmong, Language, Math, Science, and Social Studies.
- Explores topics in greater depth and higher speed.
- Expands critical thinking skills and prepares students for college level courses.

PSEO Post-Secondary Enrollment

- High School students attend a Minnesota State College or University.
- Student receives both high school and college credit.
- Provides a larger variety of courses for students.

Participating Colleges/Universities:

2 Year Colleges

- St. Paul College
- Century College
- North Hennepin Technical Community College
- Anoka-Ramsey Technical College
- Dunwoody Institute of Technology

4 Year Universities

- Concordia University - St. Paul
- University of Minnesota - Twin Cities
- Bethel University
- Northwestern University - St. Paul
- Metropolitan State University
- St. Catherine University

College Prep

Hmong College Prep Academy provides additional programming to ensure our graduates and their families are ready to succeed in college and career.

College Prep Class

All K-12 students participate in a daily College Prep course. This course is designed to help students navigate school and life in general. This course gives students a foundation to strengthen their academics, values, college and career preparation. Elementary focuses on the Warrior Way and character building values. Middle school looks at academics as well as social and emotional well being. The High school prepares students for careers and/or college preparation. Due to HCPA's college readiness programming, HCPA's College Prep course qualifies students for additional scholarships at many colleges like St. Scholastica, Augsburg, and Michigan Tech, to name a few.

College Visits

HCPA students were able to connect with prospective colleges both virtually and in-person. Due to COVID, colleges across Minnesota and the United States were not taking part in individual or group visits to colleges. During the second semester at least 10% of our students were able to visit their top choices of colleges to help them make their final decision.

HCPA has since resumed our college representative visits. This past year, we hosted 70 college representatives both in-person and virtually. Our virtual visits were held in the counseling suite where students were able to connect with the college representatives as a group. Many college representatives shared that most of their virtual visits with other schools had a lower turnout because students were expected to attend independently; in contrast, HCPA brought our students together as a group which provided a more engaging virtual visit. Our students met with colleges and universities from around the nation, including Stanford University, Boston College, Hamilton College, University of Denver, University of Pittsburgh, Miami University at Oxford, Michigan Tech and most of the colleges in the Twin Cities area and Minnesota. HCPA uses the Naviance Student Information System to track our college representative visits and the attendance of these visits.

Interviewing Contest

In November 2021, 170 juniors took part in the annual interview contest. In preparation, each participant was provided a list of standard questions followed by a role-playing interview contest. Each College Prep (CP) class had an interview finalist who later competed against the finalist from a different CP class. The final three finalists were interviewed by Mrs. Dunvjak, 6-12 Director of Teaching and Learning, in the auditorium in front of the entire junior class. Congratulations to our top three interview finalists: F.X, E.X, and P.Y.

College Prep Programming

With the transition back to in-person learning, HCPA was able to host many of our events in-person as well.

- FAFSA Night was held in October 2021. Financial aid officers from various colleges and universities were also onsite to answer questions. The class of 2022 had a 67% FAFSA completion rate, which is the second highest high school in St. Paul (information from the U.S. Department of Education FAFSA Completion list).
- Our College Fair was held in February 2022. We had 77 colleges and universities in attendance. It was wonderful to see our students interacting with the college representatives. We received amazing feedback from the college representatives on how engaging and thoughtful our students were. Many representatives told us that HCPA's fair is one of the best fairs that they attend during the school year.
- Our Career Fair was held in March 2022. This year's event featured over 60 individuals participating and sharing about their careers with our students. From nurses to electricians, and police officers to real estate agents, students were able to connect with different people in their possible career choice.

Senior Signing Day

The May 1st Signing Day was started by former First Lady Michelle Obama to congratulate students on making a commitment to college or trade school and helping them keep their focus on following through and starting college the next year. HCPA hosted our annual Senior Signing Day for our seniors, along with their families, college representatives, and the junior class.

At HCPA we celebrate all seniors whether they are going to college, into the military or working on a career. All seniors came up on stage and signed a paper with their college/military or career listed on it. College representatives from their future colleges attended and presented their new students with clothing and other items from the college.

We here at HCPA not only want to celebrate the student's decisions but help them follow through with the next steps to go to college, join the military or focus on the career of their choice. We celebrated 152 students as they committed to their futures and we look forward to their future success.

Graduation & Beyond

Graduation Requirements

In addition to meeting course credit requirements, students at HCPA must complete two assessments in order to earn their high school diploma.

- Seniors must meet or exceed their personal growth goals on the FastBridge Reading and Math assessments. Goals are provided to students in the fall and must be met by the spring testing session.
- Seniors must take a college and career readiness assessment (ACT, SAT, ACCUPLACER, or its equivalence).

Graduation Rates

2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
97%	93% additional graduates during Summer = 6 (97%)	100%	96%	97%

Hmong College Prep Academy has maintained strong graduation rates

Highlights of the 2022 graduating class:

- 77% will be attending college next fall or serving in the military.
- Students were awarded over \$3.88 million dollars in scholarships and grants, over four years, from the schools to which they were accepted.

Class of...	Total # of students:	# of students attending college	% going to College	2 Years	% of 2 year College	4 Years	% of 4 year College	Students going into Military	% going into military	Students going out of State for College	% going out of state
Class of 2022	152	117/152	77%	49/117	42%	61/117	52%	7/117	6%	5/117	4%
Class of 2021	146	68/146	47%	22/68	32%	40/68	59%	6/68	10%	6/68	9%

*HCPA's graduation rate is based on students who are enrolled at any time during their senior year.

2022 Hmong College Prep Academy Top 10 Students

Students are listed in alphabetical order with their selected college and major:

Amanda Hang
St. Catherine's University
Biology

Avien Vang
University of Minnesota - Twin Cities
Business and Marketing

Keziah Her
University of Minnesota - Twin Cities
Psychology

Leeanna Vang
University of Minnesota - Twin Cities
Biology

Shur Mong Her
St. John's University
Social Work

Gaozong Tiarra Xiong
Bethel University
Nursing

Jinda Lor
Augsburg University
Biology

Nkauj Ntsuab Melanie Xiong
University of Minnesota - Twin Cities
Biology

Tha Me Ni Sa Kya
University of Minnesota - Twin Cities
Computer Science

Sebastian Yang
University of St. Thomas
Psychology

2021-2022 College Admissions and Matriculations

HCPA students were admitted to the following colleges/universities and enrolled in the institutions marked in red.

Anoka Technical College	Columbia College Chicago
Anoka-Ramsey Community College	Concordia College at Moorhead
Augsburg University	Concordia University-Irvine
Bemidji State University	Concordia University-Saint Paul
Bethany Lutheran College	Cornell College
Bethel University	Daemen College
Carroll University	Dakota County Technical College
Century College	Dougherty Family College at University of St. Thomas
University of Colorado Denver	Drake University
Colorado Mesa University	Drexel University

Dunwoody College of Technology	Minnesota School of Cosmetology
Gustavus Adolphus College	Minnesota State University-Mankato
Hamline University	Minnesota State University-Moorhead
Hennepin Technical College	University of Minnesota-Duluth
University of Idaho	University of Minnesota-Morris
Inver Hills Community College	University of Minnesota-Rochester
Iowa State University	University of Minnesota-Twin Cities
University of Iowa	Mount Mercy University
John Carroll University	University of Nevada-Las Vegas
Loyola University Chicago	Normandale Community College
Massachusetts College of Pharmacy and Health Science	North Dakota State University
Metropolitan State University	University of North Dakota
Metropolitan State University of Denver	North Hennepin Community College
Miami University, Oxford	North Park University
Michigan State University	Pennsylvania State University-Penn State Main Campus
Milwaukee School of Engineering	Pennsylvania State University-Penn State Hazleton
Minneapolis Community & Technical College	University of Pittsburgh Campus
Minneapolis College of Art and Design	Portland State University
Minnesota School of Beauty	Rasmussen College Lake Elmo/Woodbury

Ripon College
College of Saint Benedict
Saint John's University
Saint Mary's University of Minnesota
Saint Paul College
University of San Francisco
University of the Sciences
University of Sioux Falls
Southwest Minnesota State University
St. Catherine University
Saint Cloud State University

St. Cloud Technical and Community College
Saint Norbert College
St. Olaf College
The College of Saint Scholastics
University of St. Thomas (MN)
U.S Marine Corps
U.S National Guard
Winona State University
University of Wisconsin-Madison
University of Wisconsin-Milwaukee
University of Wisconsin-River Falls



Sports

Boy's Soccer

The boys soccer team had one of their best seasons ever, going 9-2-1 and scoring the most goals in a season in program history. Led by All-Conference seniors T.M.N.S.K at sweeper and N.S.S in goal, the strong Warrior defense had six games of one or less goals allowed, and All-State senior D.M. led the entire state in goals scored despite sitting out two games due to injury. Finishing the season with a disappointing playoff loss to city rival Johnson, new head coach Monkotee Solbert is looking forward to next year's group of players to continue with the successes of 2021.

Girl's Volleyball

In a team with a very big senior class and a lot of underclass-women, the girls team used this year as a learning experience for the younger students while sending the seniors out with a handful of wins. Playing .500 ball for most of the year under long-time coach Fong Vang, the girls continued to show growth and dedication as they won very close and exciting conference games before falling short to Minnehaha in sections.

Boy's Volleyball

With a strong senior class of S.S, Y.Y, and C.Y, expectations were high for the boys volleyball team this spring. Under the watchful eye of Fong Vang, the boys started strong before hitting a few speed bumps in the middle of the season. Managing several wins against local rivals St Paul Central and Johnson, the boys surged into the playoffs before falling to last year's champion Andover.

Boy's Basketball

With new head coaches for both varsity and JV, the boys were in for a year of transition and growth, and had the kind of season that is building towards something bigger in 2022-2023. Head coach Joe Hultberg brought a high level of accountability towards the play of his team, pushing captains K.V. and D.V. to set the standard to be emulated in years to come. With an incredibly young team that at times saw three 8th graders on the court at once, the varsity team still won a game in the conference tournament before falling to Nova Academy in the playoffs.

Girl's Basketball

In coach Brent Ness' final season as head coach after a long run with the team, the girls basketball team showed impressive growth as a team, led by seniors I.Y., G.V., and P.Y.X. Partnering with another school to bolster roster numbers, HCPA welcomed AFSA to our team and won a game vs COPA and lost several other close ones. With a big senior class graduating and a new coaching staff being brought on, the girls will be in for a year of changes in 2022-2023.

Girl's Badminton

Going through some coaching changes and adjusting to a new head coach, the girls on the badminton team overcame a slow start to the season to rally behind new coach Tang Xiong and finish the rest of their matches strong. Captain P.Y. led a young but hard-working group that grew as the season progressed, culminating in a second place ranking in the conference and several wins in the state tournament.

Innovation

New Middle School



HCPA's middle school building was completed in December 2021



New middle school gymnasium



Skyway over Brewster Street

Technology

"We have to keep up with the latest technology if we're going to stay on the leading edge of education," proclaimed HCPA Chief Academic Officer Danijela Duvnjak. "There are very few, if any at all, professions that do not utilize computers, tablets or other technological resources. If we don't expose our students on a daily basis to technological resources, we're not preparing them for success after they graduate—be it in the working world or college."

HCPA provides its students with access to technology through the following programs and resources.

Students are provided the following:

- K-2 – Apple iPads
- 3-12 – Google Chromebooks

Student Internet Access

- HCPA features a wireless internet system that provides seamless internet delivery to the entire campus.
- In spring 2021, HCPA purchased a subscription to EPIC, a technology platform that permits lectures and in-class discussions to be live streamed to students who are unable to attend face-to-face classes.

COMMUNICATION AND INNOVATION

To ensure smooth communications with its various stakeholders, HCPA utilizes a number of technology-based tools.

Schoology

- Schoology is a powerful, state-of-the-art communication and learning management system that allows students and teachers to collaborate on assignments, share resources and manage grades. This platform is used in grades 3-12.

SeeSaw

- Seesaw is a classroom app used in over 75% of schools in the U.S and over 150 countries. This exciting education learning platform keeps students engaged and connected in class and distance learning. SeeSaw is used in grades K-2.

Other New Programs and Resources

- Kami – Is a leading digital classroom tool that allows teachers to create, send, and grade assignments in synch with online learning management systems including Google Classroom, Schoology, and SeeSaw.
- ClassKick – This app permits teachers to view their students' progress and provide feedback in real-time.
- Screencastify – Used in over 70% of U.S school districts, this app allows teachers to create video for any learning environment, and assess student's completion and comprehension of video assignments.

Finance

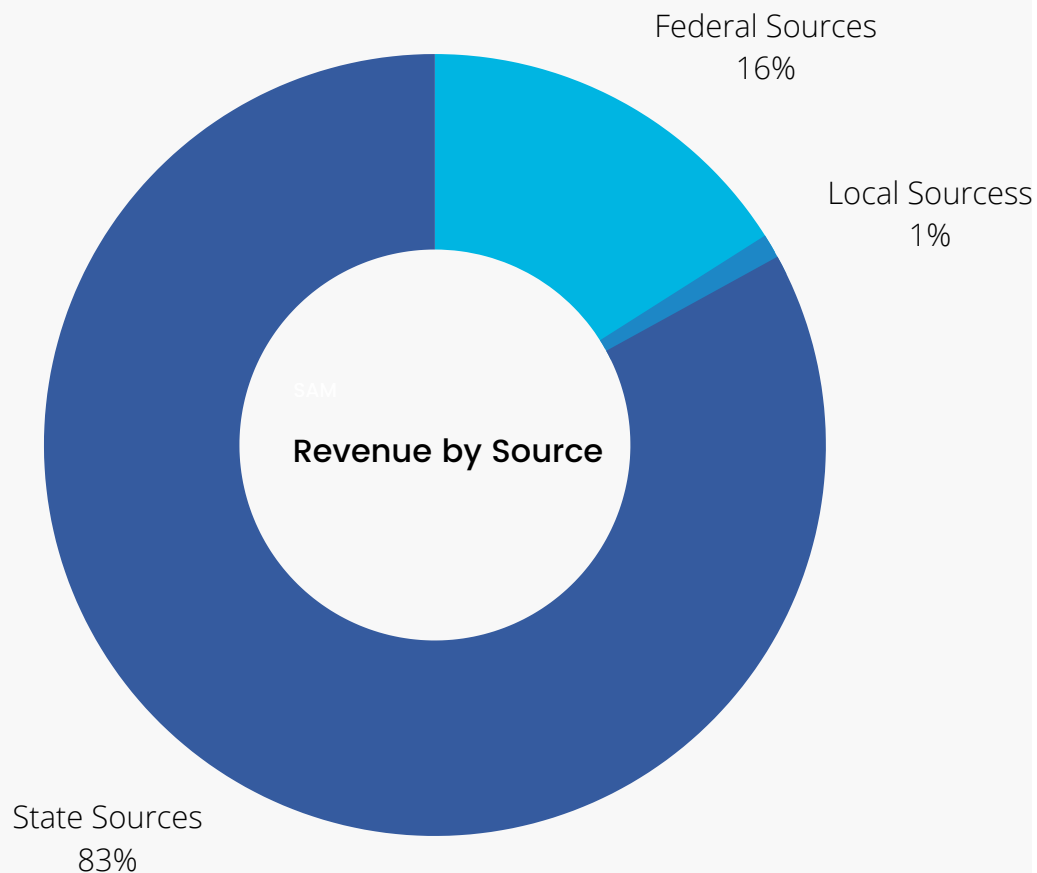
The chart below explains where HCPA receives its funding.

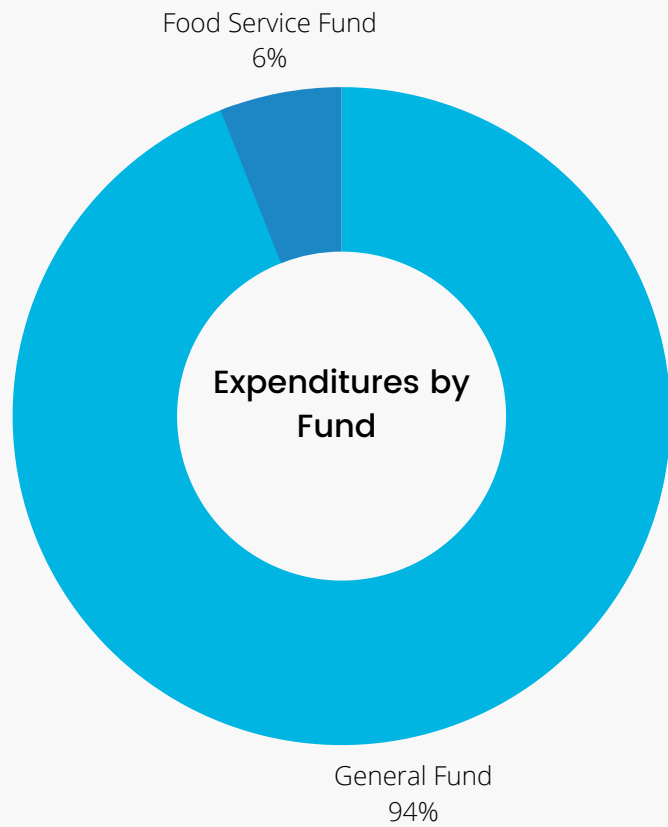
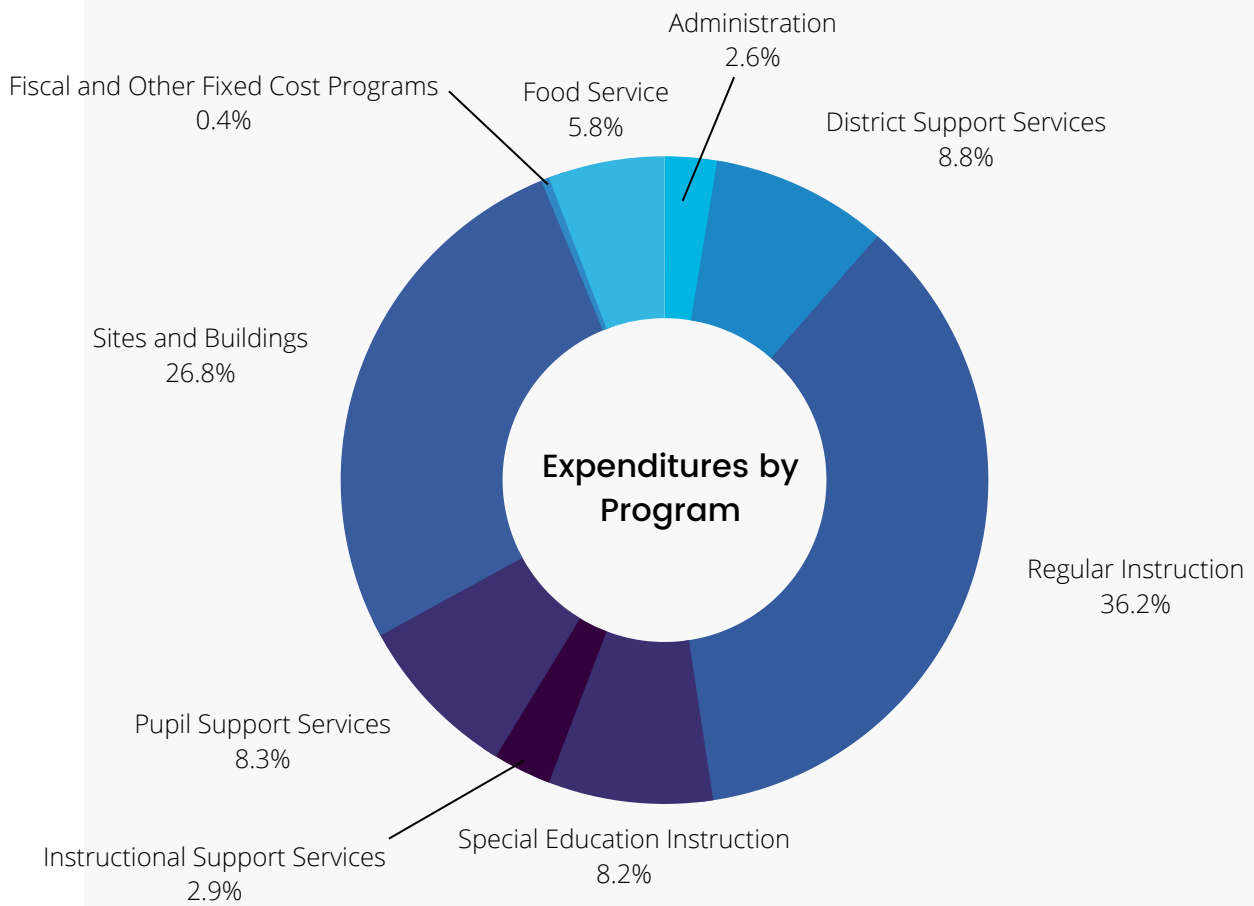
Funding is variably driven by our enrollment.

State Funding from Minnesota – General, and Special Education and Lease Aid, and other misc.

Federal Funding includes – Food Service, Title Grants, COVID relief, and other misc.

Miscellaneous Local – includes fundraising, school store sales, and other.





District Profile

Geography

Hmong College Prep Academy serves the needs of its students, their families, and the community residing in the Twin Cities Metro area.

Mission

Hmong College Prep Academy's mission is to provide the best integrated, challenging, and well-rounded educational experience to students in grades K-12.

HCPA will accomplish its mission at all grade levels by adhering to its core values:

The Warrior Way

Warriors at Hmong College Prep Academy embody a growth mindset that fosters the development of discovery and perseverance throughout their lives. Warriors follow the Warrior Code to demonstrate how they Respect Self, Respect Others, and Respect their Community.

Strong Relationships and Connections

Hmong College Prep Academy provides a safe learning environment where relationships are fostered to build connections based on mutual trust between students, staff, and the community.

Commitment to Excellence

Through a student-centered mindset, Hmong College Prep Academy welcomes challenging opportunities that promote investigation, hands-on learning, and independence to grow a community of learners.

College and Career Readiness

Hmong College Prep Academy Warriors consistently engage with college and career exploration that focuses on the social and emotional development of the whole child. The moral development and academic rigor of the college and career focus prepares Warriors to look beyond the K-12 environment.

Global Perspective

Warriors embark on a mission to discover the world around them. Through curiosity and exploration Warriors become aware of the global impact of their decisions, taking on new information with an open and engaged mind, instilling lifelong learning.

Vision

HCPA Graduates will be rich in the experiences, culture, knowledge and pride and ready for the challenges of college and beyond.

Student Enrollment

	2021-2022	2020-2021
Elementary	1,025	1,049
Middle School	607	644
High School	695	685
Total	2,327	2,378

SAM

Enrollment by Special Population

English Learner	32.8%
Special Education	10.2%
Free/Reduced Price Lunch	83%
Homeless	0.0%

Staff Profile

2021-22 Staff Profile

HCPA is proud to have a low student to teacher ratio of approximately 20:1, with additional professionals who can support our students' holistic needs. Below is a chart which explains the break down of the staff at HCPA.

Teachers	72%
Other Licensed Professionals	5%
Paraprofessionals	10%
Administrators	2%
Other Staff-Including Non-Licensed Staff	11%

Teachers' Professional Qualifications

HCPA prioritizes having highly qualified teachers with appropriate degrees and credentials.

Degree	
Bachelor's Degree	62%
Master's Degree	36%
Doctorate	2%
Years of Experience	
Less than 3 Years	30%
3-10 Years	50%
More than 10 Years	20%
Licensure Compliance	
Licensed	96%
With Special Permission	4%

District Partnerships

Over its 18-year history, Hmong College Prep Academy has initiated and developed a number of key partnerships.

Collegiate Partnerships

HCPA has created partnerships with colleges and universities to benefit its students by furthering their career and college readiness and enriching their overall academic experience. 2021-22 collegiate partnership activities included:

Bethel University provides guidance and resources in the areas of K-12 practicum student placement, professional development opportunities and support to the school's governing board and school administration.

University of Minnesota - Twin Cities – partnered with HCPA to offer CIS classes in English and College Algebra.

The Posse Foundation – HCPA was approved in 2021 by The Posse Foundation to be a designated student nominator of the nonprofit's prestigious Posse Virtual Program High School Network. Located in New York, the Posse Foundation prepares talented high school students, who usually would be overlooked by highly selective colleges, to be future leaders. The Foundation partners with 67 of the country's top colleges to provide full tuition scholarships, mentoring, and other support to their student participants. Macalester College in Saint Paul is the first virtual college in Minnesota that has partnered with the Posse Virtual Program.

In our inaugural year, ten students were nominated, seven students made it to the first round, five students made it to the second round, and we had three students complete the third round. Unfortunately, all three finalists declined the final round due to the college choice. We are extremely proud of our first year with the Posse Program.

Wallin Education Partners – the 2021–2022 school year was our second year collaborating with the Wallin Education Partners. This program is more than a scholarship. Students receive significant financial support as well as professional one-on-one advising and access to community and career opportunities.

The Class of 2022 had three Wallin scholars. One was a four year Wallin scholar and two students became two year Wallin scholars.

Awarded Grants

CARES Grant – HCPA received funding from the Coronavirus Aid, Relief, and Economic Security (CARES) Act. Funds from the grant were used in a wide variety of ways including:

- PPE equipment and supplies
- 53 new air particulate detectors which were placed on the school roof
- School sanitizing services and products
- Planning for and providing in-person or online summer and after-school programs
- School meals
- Mental health services
- Internet and technology to enhance distance learning
- Additional services for special needs students

The Minnesota Department of Natural Resources (MN DNR), through their No Child Left Inside Grant Program, awarded the HCPA Bass Fishing Team \$5,000 for organizational start-up costs. The grant program aims to support and increase efforts to expand programming that connects youth to the outdoors.

Community Partnerships

HCPA worked with several professional and nonprofit organizations during 2020–21, and the results mutually benefited all stakeholders. Highlights of Hmong College Prep Academy's community partnerships included:

Minnesota Department of Education – HCPA partnered with MDE on The Language Essentials for Teachers of Reading and Spelling (LETRS) Program, an innovative development course for instructors of reading, spelling and related language skills. The program addresses systems of language underlying literacy, including phonology, orthography, semantics, syntax, discourse and pragmatics. HCPA was chosen along with several other Twin Cities schools to implement the LETRS Program at no cost to the school.

HCPA Bass Fishing Team – The fishing team received a tremendous amount of support for their first full year on the water. A number of noted tackle manufacturers served as team sponsors including Seaguar, Hogmaster, 10–4 Tackle, KMDA, Blackfish, Swagger Tungsten, Marine General, Season Tackle, Minnesota Pollution Control Agency, Modern Jiggin', GotMBaits, and Gary Yamamoto Custom Baits. Monetary donations came from Dick's Sporting Goods, Cabela's and other community members.

Awards

US News and World Report – Hmong College Prep Academy was selected as one of the top high schools in the State of Minnesota by US News & World Report Magazine. The publication, in partnership with global nonprofit social science research company RIT International, reviewed six criteria in conducting their analysis- college readiness (30%), math and reading proficiency (20%), underserved student performance (10%), college curriculum breadth (10%), and graduation rate (10%).

The Harvard Club of Minnesota Foundation – The local foundation of this prestigious and world-renowned university contributed \$5,000 during the 2021-2022 school year to acknowledge HCPA's efforts in "making a difference in supporting young people to prepare for college."

Minnesota State High School League – Boys' Soccer Team member N.S.S. was selected as the recipient of the Minnesota State High School League Most Valuable Teammate award for the 2021 season.

HCPA'S School Board

HCPA's School Board:

- Brent Ness, Board Secretary, Teacher Seat A
- Susan Vang, Board Chair, Parent Seat B
- Aly Xiong, Board Member, Community/Member Seat C
- Sonya Zuker, Board Vice Chair, Parent/Community Seat D
- Daniel Schmidt, Board Member, Parent/Community/Teacher Seat E
- Ge Vang, Board Treasurer, Community/Parent Seat G
- Open, Board Member, Community/Parent Seat F

HCPA Board Compliance

- All board members have completed background checks, are not related to one another and are in compliance with State Board Member Training Requirements per Minnesota Statute 124.07, Subd.7.

HCPA Board: Epicenter Reporting

- Per our charter, HCPA is required to regularly create and submit documentation regarding board governance, school compliance activities, operations, and legal functions to the web-based organization reporting platform Epicenter.
- Goal: Achieve a minimum of 90% in terms of required document completion, on-time, and accuracy.
- During the 2020-2021 school year, HCPA achieved the following Epicenter reporting results:
 - Percent of required documents submitted: 100% (67/67)
 - Submitted on-time: 93%
 - Accurate: 100%
 - Status complete: 100%

School Board Training

- All Hmong College Prep Academy board members have successfully completed Minnesota Charter School Board Training endorsed by the Minnesota Association of Charter Schools in the areas of:
 - Oversight of Employment Matters
 - Oversight of Finance Matters

2020-21 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or School Name: Hmong College Prep Academy

Grades Served: K-12

WBWF Contact: Danijela Duvnjak

Title: Chief Academic Officer

Email: danijela.duvnjak@hcpak12.org

Phone: 651-209-8002

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2020-21 school year (SY)?

Yes No

World's Best Workforce

Annual Report

For each school year, the School Board must publish a report in the local newspaper, by mail or by electronic means on the district website.

Annual Public Meeting

The HCPA School Board will review the WBWF plan at the December 16, 2021 board meeting.

District Advisory Committee

District Advisory Committee Member	Role in District	Are they part of the Achievement and Integration Leadership team?
Nou Her	K-12 Staff	N/A
Danijela Duvnjak	K-12 Staff	N/A
Lisa Berken	6-12 Staff	N/A

Jenee Nordstrom	6-12 Staff	N/A
Krista Skoglund-Carlson	Elem. Staff	N/A
Nichole Hughes	Elem. Staff	N/A
Cecelia Lee	Parent	N/A
Chong Her	Parent	N/A
Sarah Lindahl	Teacher	N/A
Leeanna Vang	Student	N/A
Saw Lu Lu	Community	N/A

District Advisory Committee

Our hiring department, administrators and instructional coaches consider the number of years of teaching experience, the candidate’s licensure area, and the candidate’s references during the hiring process. Interview questions are posed that assess the candidate’s instructional competencies. If a teacher with fewer than 3 years of experience is hired, or a teacher is hired to teach outside of their licensure area, then administrators, instructional coaches and department leads monitor classroom visit data and evaluation data at least twice per year, with the first review of such data occurring within the first two months of the school year. All teachers, regardless of years of experience or licensure area are formally evaluated by administrators twice per year. HCPA’s teacher development and evaluation system consists of a rubric that aligns to professional teaching standards. If any of the data suggests the teacher is performing ineffectively, then intensive coaching is provided and data is monitored for growth.

District Advisory Committee

Our goal is that 100% of our teachers are experienced and have in-field licensure. While this goal is not always possible, we have procedures in place during hiring and through coaching to eliminate these areas being a barrier to learning.

Our goal is that our schools' overall average on classroom evaluations is 3.0 or higher based on a 1-5 rubric scale (5 being highest). If the school average is below 3.0, then school wide professional development is implemented.

An additional goal is to yearly look at local and/or state assessments to identify any trends that indicate students experienced barriers to learning as a result of an inexperienced, out-of-field, or ineffective teacher.

Although most of our students are Hmong and Karen, the majority of our teachers are not Hmong or Karen. Nearly 100% of our teachers would need to be Hmong or Karen to reflect our student population.

Approximately 1% of our student population is Hispanic/Latino, and our staff reflects that population by the same percentage.

We have outreach efforts to local universities, we participate in the yearly education job fair, we post positions on our website, and we collaborate with Hmong American Partnership and the Karen Organization of Minnesota to broadcast open teaching positions. We also have an incentive program to encourage current teachers and staff to share openings through word-of-mouth so that local communities of color learn about our district. Finally, we have several graduates who have gone to college and come back to be hired in our district. We will continue to pursue the outreach efforts noted above. Our College Prep program includes frequent guest speakers that range from college representatives to professionals in various fields to community advocates. We will continue to seek members of the Hmong and Karen communities to be guest speakers so that our students' culture and community is reflected in these learning experiences that extend beyond the campus.

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

Hmong College Prep Academy has publicly reported this data:

- District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

- District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

Kindergarten Enrollment Goal

By the start of the 2020-21 School Year, 70% of students will meet Kindergarten readiness goals as evidenced by our Administration and Registrar's Office reaching out to Pre-K families to make sure they complete Pre-K screenings.

Result

At the start of the 2020-21 school year, 65% of students met Kindergarten readiness goals as evidenced by our Administration and Registrar's Office reaching out to Pre-K families to make sure they complete Pre-K screenings.

Goal Status

Goal was not met (one year goal).

Effect of COVID-19 on the Quality of Data

The COVID-19 pandemic affected the quality of this measurement due to families being hesitant to risk exposure to additional screenings. During the 2020-21 School Year, the K-5 school remained in distance learning through March 2021, and the 6-12 schools remained in distance learning the entire School Year. We reviewed data of incoming Kindergarten students who have completed the Pre-K screening and a Kindergarten readiness program. Due to the homogenous population of our students we did not disaggregate the data.

Our Administration and Registrar's Office has worked diligently to educate prospective families on the importance of the Pre-K screening, information on how to access the Pre-K screening, and following up with enrolled families to identify the outcomes of the Pre-K screening. Additionally, we began a summer program for incoming Kindergartners to help support the transition to Kindergarten.

All Students in Third Grade-Level Literacy Goal

The percentage of all students enrolled in Grade 3 who are proficient on the MCA Reading test will increase from 22.5% in 2019 to 35.5% in 2025.

Result

14.5% of students enrolled in Grade 3 were proficient on the MCA Reading test in 2021.

2021 Disaggregated:

ELL: 0% proficient

SpEd: 9.1% proficient

Title I: 14.5% proficient

Goal Status

Not on Track (multi-year goal).

Effect of COVID-19 on the Quality of Data

The COVID-19 pandemic affected the quality of the data used to measure progress toward our SMART goal. Distance learning and low participation impacted data quality. Only 35% of 3rd graders participated in testing for MCA reading in 2021. During the 2020-21 school year, the K-5 school remained in distance learning through March 2021.

The 5 year goal for 2020-2025 aligns to the district goals with our authorizer, Bethel University, and were determined by calculating an increase in rate of 13% proficiency over the 2018-19 baseline.

We have identified that our language learners and special education learners are less likely to reach proficiency as compared to their peers.

The school is prioritizing professional development using the LETRS (Language Essentials for Teachers of Reading and Spelling) professional learning program. LETRS meets Every Student Succeeds Act (ESSA) evidence criteria and is accredited by the International Dyslexia Association. All elementary teachers have/are participating in this training and are delivering high quality literacy instruction that aligns to science and research. Additionally, the school has implemented an MTSS framework using FastBridge and Key Phonics data to identify students who need additional Tier 2 and Tier 3 reading support.

Closing the Achievement Gap(s) between Student Groups Goals:

Reading Goals

- The percentage of all students enrolled in grades 3 through 5 who are proficient on the MCA Reading test will increase from 28.8% in 2019 to 41.8% in 2025.
 - 2019 Disaggregated:
 - ELL: 11.7%
 - SpEd: 13.1%
 - FRP: 27.0%
- The percentage of all students enrolled in grades 6 through 8 who are proficient on the MCA Reading test will increase from 38.8% in 2019 to 51.8% in 2025.
 - 2019 Disaggregated:
 - ELL: 11.9%
 - SpEd: 8.5%
 - FRP: 36.8%
- The percentage of all students enrolled in grade 10 who are proficient on the MCA Reading test will increase from 45.2% in 2019 to 58.2% in 2025.
 - 2019 Disaggregated:
 - ELL: 7.9%
 - SpEd: 0%
 - FRP: 44.9%

Reading Results

- 10.4% of students enrolled in Grades 3 through 5 were proficient on the MCA Reading test in 2021.
 - 2021 Disaggregated:
 - ELL: 0% proficient
 - SpEd: 3.2% proficient
 - Title 1: 10.4% proficient
- 23.6% of students enrolled in Grades 6 through 8 were proficient on the MCA Reading test in 2021.
 - 2021 Disaggregated:
 - ELL: 3.3% proficient
 - SpEd: 0% proficient
 - Title 1: 23.6% proficient
- 42.1% of students enrolled in Grade 10 were proficient on the MCA Reading test in 2021.
 - 2021 Disaggregated:
 - ELL: 0% proficient
 - SpEd: N/A (not enough data)
 - Title 1: 42.1% proficient

Goal Status

Met None (multiple goals)

Closing the Achievement Gap(s) between Student Groups Goals:

Math Goals

- The percentage of all students enrolled in Grades 3 through 5 who are proficient on the MCA Math test will increase from 37.4% in 2019 to 50.4% in 2025.
 - 2019 Disaggregated:
 - ELL: 23.8%
 - SpEd: 18.0%
 - FRP: 32.9%
- The percentage of all students enrolled in Grades 6 through 8 who are proficient on the MCA Math test will increase from 35.1% in 2019 to 48.1% in 2025.
 - 2019 Disaggregated:
 - ELL: 10.2%
 - SpEd: 11.9%
 - FRP: 34.3%
- The percentage of all students enrolled in Grade 11 who are proficient on the MCA Math test will increase from 44.7% in 2019 to 57.7% in 2025.
 - 2019 Disaggregated:
 - ELL: 3.1%
 - SpEd: 11.1%
 - FRP: 46.9%

Math Results

- 2.2% of students enrolled in Grades 3 through 5 were proficient on the MCA Math test in 2021.
 - 2021 Disaggregated:
 - ELL: 1.2% proficient
 - SpEd: 0% proficient
 - Title 1: 2.2% proficient
- 10% of students enrolled in Grades 6 through 8 were proficient on the MCA Math test in 2021.
 - 2021 Disaggregated:
 - ELL: 0% proficient
 - SpEd: 0% proficient
 - Title 1: 10% proficient
- 23.8% of students enrolled in Grade 11 were proficient on the MCA Math test in 2021.
 - 2021 Disaggregated:
 - ELL: 0% proficient
 - SpEd: 0% proficient
 - Title 1: 23.8% proficient

Goal Status

Met None (multiple goals)

Effect of COVID-19 on the Quality of Data

The COVID-19 pandemic affected the quality of the data used to measure progress toward our SMART goal. Distance learning and low participation impacted data quality. Only 17% of elementary and middle school students, and fewer than 3% of higher school students, participated in MCA testing in 2021. During the 2020-21 school year, the K-5 school remained in distance learning through March 2021, and the 6-12 schools remained in distance learning the entire school year.

The 5 year goal for 2020-2025 aligns to the district goals with our authorizer, Bethel University, and were determined by calculating an increase in rate of 13% proficiency over the 2018-19 baseline.

We have identified that our language learners and special education learners are less likely to reach proficiency as compared to their peers.

The district is prioritizing professional development using the LETRS (Language Essentials for Teachers of Reading and Spelling) professional learning program. All elementary teachers and some middle/high school teachers have/are participating in this training and are delivering high quality literacy instruction that aligns to science and research. Additionally, the district has implemented an MTSS framework using FastBridge data to identify students who need additional Tier 2 and Tier 3 reading supports.

Math departments collaborate around the use of data from common assessments to address learning gaps while maintaining rigorous engagement with grade level standards.

All Students Career and College-Ready by Graduation Goal

The percentage of students showing career-and-college readiness, as evidenced by 8th grade proficiency on Math MCAs, will increase from 45.8% in 2019 to 58.5% in 2025.

Result

8.7% of students showed career-and-college readiness, as evidenced by 8th grade proficiency on Math MCAs, in 2021.

- 2021 Disaggregated:
 - ELL: 0% proficient
 - SpEd: 0% proficient
 - Title 1: 8.7% proficient

Goal Status

Not on Track (multi-year goal)

Effect of COVID-19 on the Quality of Data

The COVID-19 pandemic affected the quality of the data used to measure progress toward our SMART goal. Distance learning and low participation impacted data quality. Only 21% of our 8th grade students participated in MCA testing in 2021. During the 2020-21 school year, the K-5 school remained in distance learning through March 2021, and the 6-12 schools remained in distance learning the entire school year.

The 5 year goal for 2020-2025 aligns to the district goals with our authorizer, Bethel University, and were determined by calculating an increase in rate of 13% proficiency over the 2018-19 baseline.

We have identified that our language learners and special education learners are less likely to reach proficiency as compared to their peers.

Math teachers collaborate around the use of data from common assessments to address learning gaps while maintaining rigorous engagement with grade level standards. Additionally, the district has implemented an MTSS framework using FastBridge data to identify students who need additional Tier 2 and Tier 3 reading supports.

All Students Graduate Goal

By the spring of 2021, 85% of our 12th grade students will be able to graduate in four years as evidenced by completing Minnesota state graduation credit requirements.

Result

In spring 2021, 93% of our 12th grade students were able to graduate in four years as evidenced by completing Minnesota state graduation credit requirements.

Goal Status

Goal Met (one year goal)

Effect of COVID-19 on the Quality of Data

We identify students who graduated based on state graduation credit requirements. We also identify the length of time students took to meet these requirements. Administration, Counseling, and grade-level advisors work together closely to monitor the number of credit-bearing courses that students, including SLIFE and new-to-country kids take during their high school years. These stakeholders also work closely with our special education manager and case managers to monitor graduation status of our students with IEPs or 504 plans.

As a result of the strategies in place, we do not believe that the COVID-19 pandemic significantly impacted the quality of data used to measure this goal.