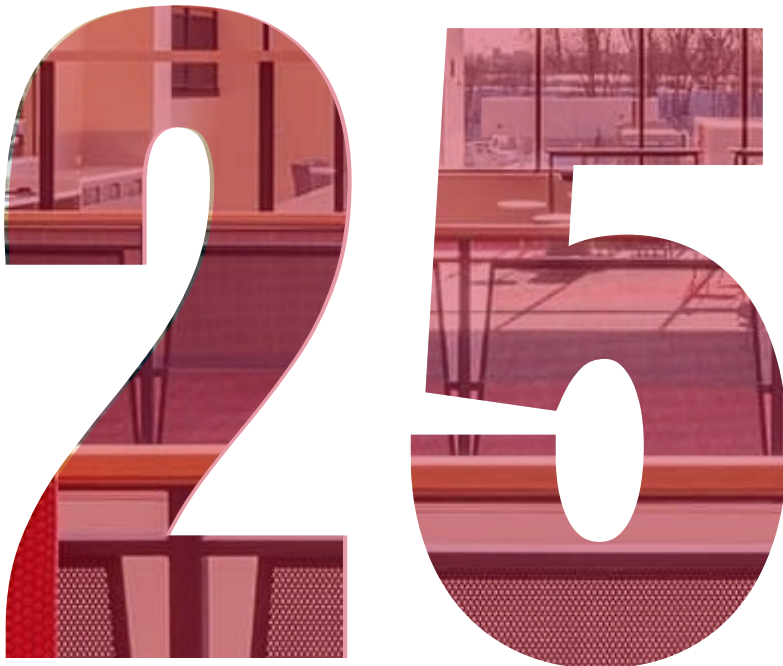


ANNUAL REPORT





HMONG COLLEGE PREP ACADEMY

MINNESOTA CHARTER DISTRICT #4103-07

1515 BREWSTER STREET
SAINT PAUL, MN 55108

PHONE: 651-208-8002
FAX: 651-289-1802
WWW.HCPAK12.ORG

2024-2025 ANNUAL REPORT

TABLE OF CONTENTS

1	FROM OUR CHIEF ACADEMIC OFFICER
2	HISTORY
3	MISSION & VISION, CORE VALUES
4-5	HCPA WAY
6-7	ADDITIONAL PURPOSES & AUTHORIZERS
8-10	STUDENT ENROLLMENT AND ATTRITION
	GOVERNANCE AND MANAGEMENT
11	• BOARD OF DIRECTORS & BOARD COMPLIANCE
12	• ASSESSMENT OF BOARD PERFORMANCE
13-16	• PROFESSIONAL DEVELOPMENT TRAINING BY BOARD MEMBERS
17	• TRAINING COMPLETED BY THE SCHOOL DIRECTOR
18	STAFFING
19-20	• STAFF PROFILE
21-22	FINANCE
23-26	REVIEW OF GOALS, OUTCOMES, AND STRATEGIES
27-34	ACADEMIC PERFORMANCES & STATE MCA TESTING
35-37	• STUDENT GROWTH
38	• TOP 10 STUDENTS
39	• GRADUATION AND BEYOND
40-41	• GRADUATION RATE & COLLEGE MATRICULATIONS
42-46	• COLLEGE PREP
47-48	• COLLEGE LEVEL COURSES
49	SPECIAL EDUCATION
50-52	SPORTS
53-54	TECHNOLOGY
55-57	INNOVATIVE PRACTICES AND IMPLEMENTATION
58-59	IMPROVEMENT PLANS
60-62	EFFORTS TO EQUITABLY DISTRIBUTE DIVERSE, EFFECTIVE, AND IN-FIELD TEACHERS
63	DOCUMENTATION OF DISSEMINATION
64	• FAMILY ENGAGEMENT
65	• PARENT-TEACHER ORGANIZATION
66-70	FUTURE PLANS

Dear School Community, Families, Board Members, and Stakeholders,

It is with great pride that I present the annual report for Hmong College Prep Academy for the 2024–2025 school year. This has been a year of focus, clarity, and shared commitment. Guided by our mission, we concentrated on three key priorities that shaped our work: strengthening instruction and rigor, ensuring all students can access grade-level learning through timely support, and deepening family engagement and attendance. These efforts reflect our belief that every child deserves an excellent education, supported by strong teaching, caring relationships, and meaningful family partnerships.

Strong Instruction and Rigor

This year we sharpened our focus on Tier I instruction. Teachers engaged in weekly Professional Learning Communities (PLCs) where they unpacked standards, analyzed student work, and planned aligned lessons. Instructional coaches provided targeted feedback using the NIET rubric, helping teachers refine strategies and maintain high expectations across classrooms. We also continued to expand college-level opportunities, offering 12 Advanced Placement (AP) courses and 7 College-in-the-Schools (CIS) courses. These experiences challenged students with rigorous content and strengthened their readiness for postsecondary success.

Supporting All Learners

We also took important steps to ensure that students who need additional support receive it without losing access to grade-level instruction. Through our Multi-Tiered System of Supports (MTSS), interventionists, EL teachers, and classroom teachers collaborated to provide small-group instruction, expand co-teaching, and monitor growth through FastBridge assessments. Teachers across grade levels advanced their training in LETRS, applying research-based literacy practices to close gaps and accelerate student progress. Together, these systems allowed us to intervene early and keep more students on track.

Family Engagement and Attendance

Parents and families are essential partners in learning, and their feedback guided much of our work this year. In response, we expanded communication in Hmong, Karen, and Thai; hosted events designed to strengthen family-school partnerships; and launched an attendance awareness campaign to promote the message that every day of learning matters. These efforts deepened connections between home and school, reinforcing our shared responsibility for student growth and well-being.

Looking Ahead

As we look forward to the 2025–2026 school year, our direction is clear. We will continue to strengthen instruction through aligned curriculum and coaching, expand timely supports so all students can succeed at grade level, and further engage families in building a culture of high expectations and belonging. With the dedication of our staff, the trust of our families, and the resilience of our students, HCPA is well positioned to build on this year's progress and reach new heights in the years ahead.

Danijela Duvnjak
Chief Academic Officer

HISTORY

Hmong College Prep Academy was envisioned as an institution to meet the potential of each student, including those who fall through the cracks within the traditional school system. As a public charter school, HCPA is fortuitously located in Minnesota, the first state in the country to enact a charter public school law, and it exemplifies the charter model of using innovative practices to meet the needs of the students it serves.

Parents, educators and community leaders met in 2000 to conceive of a school that would nurture the academic, emotional and cultural growth of students who were not finding success in the traditional school system. It was based on this vision that the Minnesota Department of Education approved Hmong College Prep Academy as a K-12 public charter school.

After two years of extensive planning by the founders and community, HCPA opened its doors to grades 9 and 10 in Minneapolis in 2004. In 2006, HCPA moved to its current location in Saint Paul. And in 2009, HCPA increased enrollment to over 550 students by adding grades 4 through 12. In 2010, HCPA met its goal of being a K-12 institution by adding grades K-3. Since then, HCPA's building has expanded to accommodate the strong enrollment demand from families, and HCPA currently serves over 2,400 students.

HCPA is proud to have graduated hundreds of students, including many who have returned to campus as teachers, student support specialists, paraprofessionals, and school board members. The district continues to embody a "no excuses" approach to student learning. HCPA teachers and staff know there are no shortcuts to success and collaborate to create a culture of achievement and success.



MISSION AND VISION

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

CORE VALUES

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

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.

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

- 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 the 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.

The result:

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

THE HCPA WAY

PRIMARY PURPOSE

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 on providing 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
 - A grading policy with a focus on students' mastery of subject material
 - To support our K-2 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 observation system that differentiates teacher performance levels and provides 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.

THE HCPA WAY

FOLLOW THE WARRIOR CODE-RESPECT SELF, RESPECT OTHERS, AND RESPECT THE COMMUNITY.

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 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.
- 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

ADDITIONAL PURPOSES

The additional purpose is to measure learning outcomes and create different and innovative forms of measuring outcomes; at HCPA, this commitment drives how we design and implement our academic and support systems. Through a variety of targeted programs and initiatives, we assess, support, and enhance student learning in ways that go beyond traditional measures:

Multi-Tiered System of Supports (MTSS)

HCPA has built an MTSS framework (Multi-Tiered System of Supports) that is designed to enhance the quality of learning experiences for all K-12 students by providing tailored instruction and interventions based on individual needs. At our school, we create specific Tier 2 and Tier 3 classes and groups to provide additional, focused support for students who are not performing at grade level. The MTSS process is supported by a cross-disciplinary team of professionals, including school psychologists, administrators, teachers, counselors, and instructional coaches, who meet each week in order to provide holistic feedback that helps develop and track interventions. Administrators and instructional coaches also collaborate closely with teachers across all tiers—Tier 1, Tier 2, and Tier 3—to ensure that evidence-based practices are applied consistently in the classroom. A key part of our MTSS process is maintaining clear and ongoing communication with students' families, ensuring they are aware, involved, and supportive partners in their child's academic journey. Additionally, we use FastBridge math and reading data to screen, diagnose, and monitor student progress. Our intervention team reviews progress monitoring data to assess whether interventions are effective or if adjustments are needed to better support the student. This collective effort promotes equity, improves academic outcomes, and ensures that every student has the opportunity to succeed.

Advanced Placement and College in the Schools Courses

At HCPA, we are committed to providing high-quality learning experiences for all students by offering a range of advanced academic opportunities. We provide 11 Advanced Placement (AP) courses and 6 College-in-the-Schools (CIS) courses, giving students the chance to engage in rigorous, college-level coursework while still in high school. These courses span a wide variety of subjects, including literature and writing, history, art and design, advanced mathematics, and science. By offering such a broad range of subjects, we ensure that students can pursue their individual interests and challenge themselves academically. These programs not only prepare students for the challenges of higher education but also help them earn college credits, fostering a culture of excellence and intellectual growth.

STEM

Our school is dedicated to providing high-quality learning experiences through innovative STEM courses, developed in collaboration with Project Lead the Way. This partnership allows us to deliver a curriculum that emphasizes hands-on, project-based learning, equipping students with the skills they need for success in today's rapidly evolving world. These engaging classes encourage creativity and critical thinking, making them some of the most popular among our students. Additionally, we offer robotics as an extracurricular program, further enriching our STEM offerings and allowing students to apply their knowledge in a collaborative and competitive environment. By fostering a love for science, technology, engineering, and mathematics, we empower our students to explore real-world problems and develop solutions, preparing them for future academic and career opportunities.

Student Focus Groups

At our school, we believe that listening to student voices is key to providing high-quality learning experiences for all. To ensure our programming truly meets the needs of our students, we regularly conduct student focus groups. These groups give students a platform to share their insights and experiences, helping administrators make informed decisions. For example, when our school faced challenges with vaping in the bathrooms, a student focus group provided invaluable information that helped us better understand the root of the problem and develop effective solutions. Additionally, last spring, we sought student feedback on when they felt a sense of belonging within the school. This input played a vital role in shaping our vision for the following year, guiding us in prioritizing practices that foster inclusion and connection. By actively engaging with students, we ensure that their voices help drive our efforts to create a positive and supportive learning environment.

Through these practices, HCPA not only measures learning outcomes but also innovates new ways to understand and support student growth academically, socially, and emotionally.

AUTHORIZER

Hmong College Prep Academy's Authorizer: Novation Education Opportunities
Novation Education Opportunities (NEO) serves as Hmong College Prep Academy's authorizer. The organization is located in Eagan, MN and provides academic, operational and fiscal guidance to nearly 30 schools throughout the state of Minnesota.

- NEO's mission is to authorize and oversee charter schools through consistent, ongoing and robust evaluation to achieve significant and measurable student growth.
- The organization's vision is to be a leading authorizer of innovative, diverse and effective charter schools.

3432 Denmark Ave, Ste 130
Eagan, MN 55123
612-889-2103
executive.director.neo@gmail.com



STUDENT ENROLLMENT AND ATTRITION (ADM)

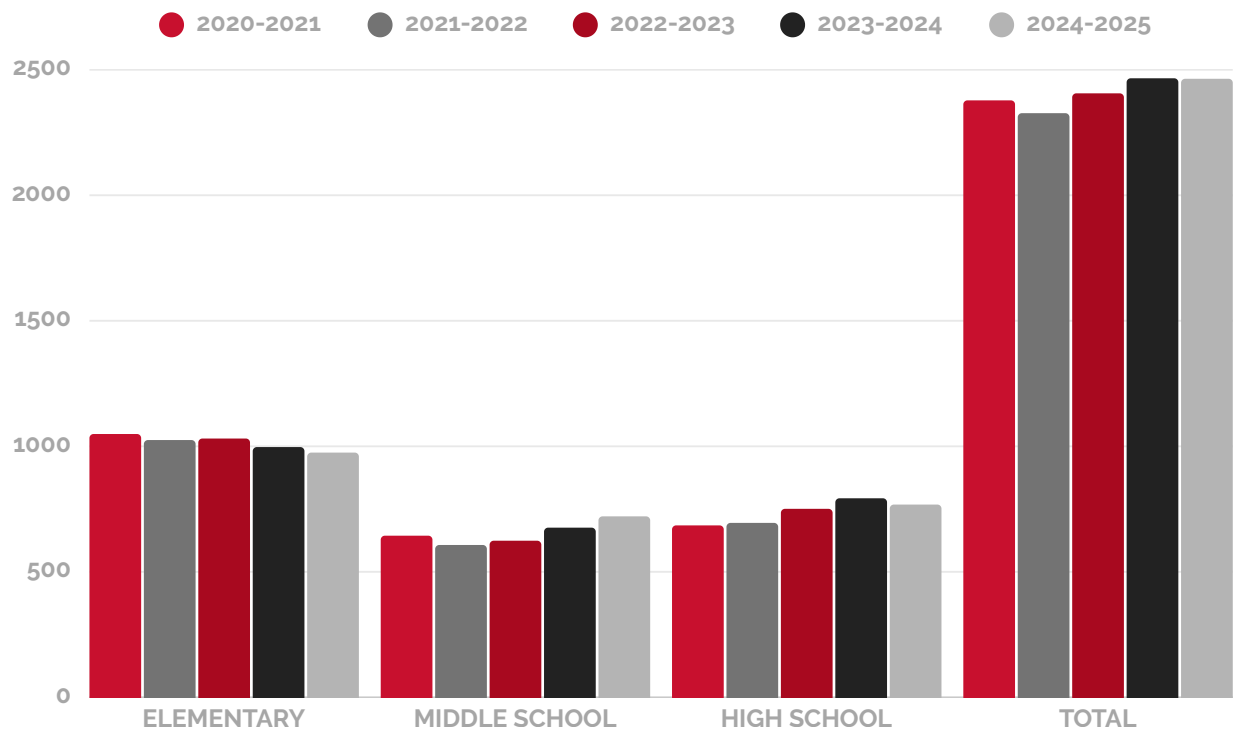
At the beginning of the 2024–2025 academic year, Hmong College Prep Academy enrolled 2,467 students (ADM), representing the highest enrollment in the past six years. Enrollment has remained consistent with the prior year and reflects steady growth compared to earlier years. This sustained upward trend demonstrates the continued strength of HCPA’s programs and the ongoing demand from families in our community.

HISTORICAL AND CURRENT ENROLLMENT						
GRADE LEVEL	2024–2025	2023–2024	2022–2023	2021–2022	2020–2021	2019–2020
K	119	115	135	143	139	162
1	131	147	156	137	167	184
2	155	174	152	174	181	188
3	186	168	183	191	195	186
4	190	183	208	192	184	179
5	975	210	213	182	184	205
6	243	236	203	189	213	209
7	245	223	212	212	216	212
8	233	217	223	212	212	191
9	190	222	217	193	193	194
10	213	205	188	179	188	150
11	185	186	178	165	152	143
12	180	180	159	146	136	118
TOTAL	2467	2466	2427	2315	2360	2321

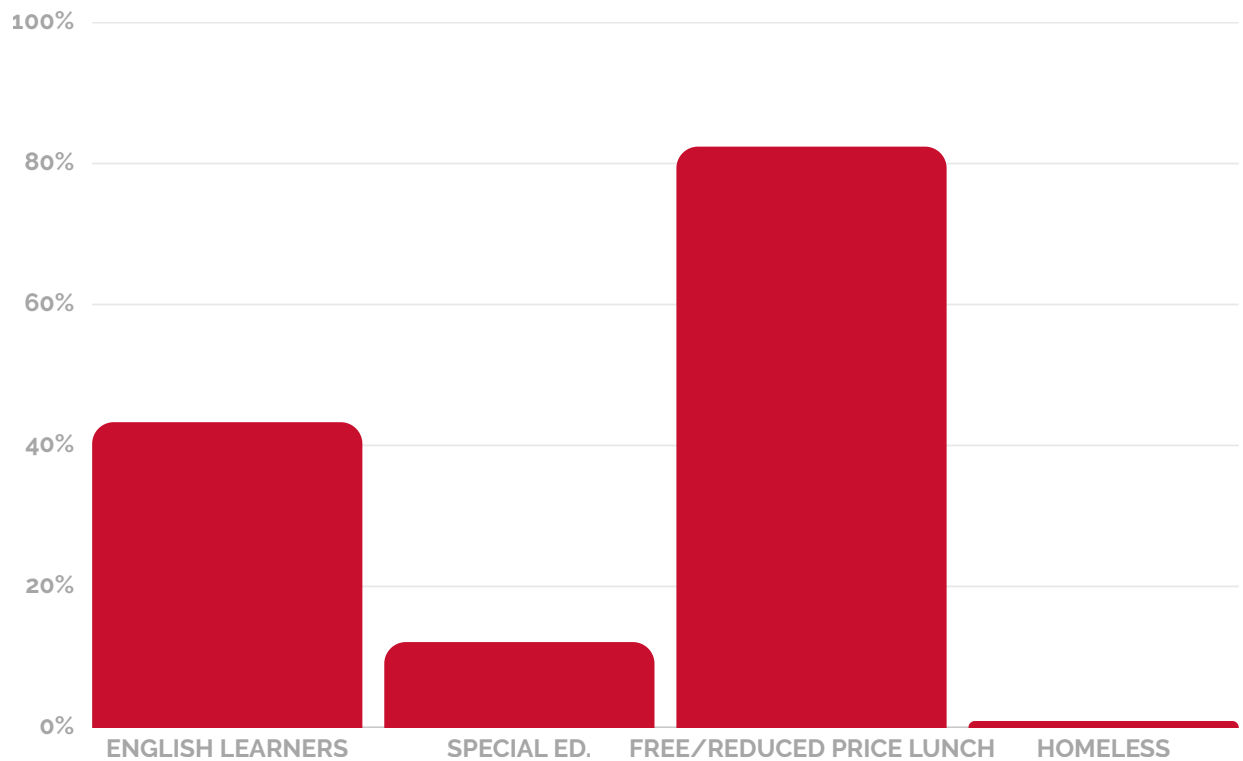
STUDENT RETENTION RATE

	SPRING '25 – FALL '25	SPRING '24 – FALL '24	SPRING '23 – FALL '23	SPRING '22 – FALL '22	SPRING '21 – FALL '21	SPRING '20– FALL '20	SPRING '19 – FALL '19
ELEMENTARY	90%	91%	91%	88%	87%	93%	89%
MIDDLE SCHOOL	88%	87%	89%	89%	90%	93%	91%
HIGH SCHOOL	87%	92%	91%	87%	85%	95%	86%
OVERALL	89%	90%	90%	88%	87%	94%	89%

STUDENT ENROLLMENT ANALYSIS (ADM)



ENROLLMENT BY SPECIAL POPULATION (2024-2025)



GOVERNANCE OF MANAGEMENT

BOARD OF DIRECTORS



Susan Vang

Board Chair, Parent Seat B



Sonya Zuker

Board Vice Chair,
Parent/Community Seat D



Ge Vang

Board Treasurer,
Community/Parent Seat G



Daniel Schmidt

Board Member,
Parent/Community/Teacher
Seat E



Christine Smith

Board Member,
Community/Parent Seat F



Brent Ness

Board Secretary,
Teacher Seat A

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 MN Statute 124.07, Subd.7.

ASSESSMENT OF BOARD PERFORMANCE

Over the past two years, the school board has made significant strides in stabilizing governance and setting a positive direction for the school. Key achievements include building a cohesive and efficient governing board, enhancing transparency, and ensuring compliance with legal and policy standards. The development of a comprehensive 5-Year Strategic Plan has been a cornerstone accomplishment, helping the board move beyond challenges from previous administrations. Additionally, maintaining board member stability has allowed for consistent progress in policy revision and strategic alignment.

To further the school's mission, the school board has focused on active community engagement and visibility, with board members attending events and participating in school activities. These efforts foster stronger relationships with students, families, and staff. Moreover, the board members have prioritized student and staff well-being by addressing pay, benefits, and academic resources. The strategic plan has also laid the groundwork for expanding extracurricular programs, which contribute to a more connected and inclusive school culture.

Despite its strengths, the school board could benefit from additional legal and policy expertise, either through new members or targeted training. Communication improvements are also needed to better inform stakeholders of the board's progress and the school's financial health. While the board is balanced in areas like finance and parent involvement, expanding visibility at more diverse school events and formalizing community engagement strategies would help reinforce trust and transparency.

Looking ahead, the school board should prioritize academic performance, staff and student retention, and adapt to emerging challenges such as technological shifts and demographic changes. Focus areas may also include strategic investments in AI readiness, college and career preparation, and school safety. Additionally, enhancing board training and professional conduct, as well as exploring ways to measure community participation, could further strengthen the board's impact and ensure alignment with the school's evolving mission.

Board Member Self-Assessment Survey & Responses

<https://docs.google.com/document/d/1rJ2Hu3BZqjb8KAttS8gUbGPBLiVSNvV/edit?tab=t.0>

PROFESSIONAL DEVELOPMENT TRAINING BY BOARD MEMBERS

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.

Susan Vang

Board Chair
Parent Seat B

Training Certificate	Date Completed
Financial Oversight of Fund Balanace	9/26/2024
Maintain Authorizer Relations	9/26/2024
Open Meeting Law	9/26/2024
Negotiate the Charter Contract	9/27/2024
Respond to Data Requests	9/27/2024
Follow the Bylaws	4/29/2025
Develop and Use Policies	4/29/2025
Conduct a Board Election	4/29/2025
Approve and Publish an Annual Report	5/2/2025
Prevent Audit Findings in Internal Controls	5/2/2025
Charter School Board	6/21/2025

Sonya Zuker
Board Vice Chair
Parent/Community Seat D

Training Certificate	Date Completed
Close a Board Meeting	10/10/2024
Conduct Financial Oversight of Fund Balance	10/10/2024
Develop and Use Policies	10/10/2024
Maintain Authorizer Relations	10/10/2024
Negotiate the Charter Contract	10/10/2024
Open Meeting Law	10/10/2024
Safeguard Student Data	10/10/2024
Take Minutes	10/10/2024
Follow the Bylaws	6/12/2025
Conduct an Annual Public Meeting	6/12/2025
Complete Board Member Training	6/12/2025
Conduct a Board Election	6/12/2025

Ge Vang
 Board Secretary
 Community/Parent Seat G

Training Certificate	Date Completed
Adopt a Budget	10/16/2024
Close a Board Meeting	10/16/2024
Negotiate the Charter Contract	10/16/2024
Respond to Data Requests	10/16/2024
Retain and Maintain Records	10/16/2024
Follow the Bylaws	7/1/2025
Maintain Authorizer Relations	7/1/2025
Conduct a Board Meeting	7/1/2025

Brent Ness
 Board Secretary
 Teacher Seat A

Training Certificate	Date Completed
Adopt a Budget	10/16/2024
Financial Oversight of Fund Balance	10/16/2024
Negotiate the Charter Contract	10/16/2024
Safeguard Personal Data	10/16/2024
Conduct a Annual Public Meeting	6/27/2025
Close a Board Meeting	6/27/2025

Daniel Schmidt

Board Member

Parent/Community/Teacher Seat E

Training Certificate	Date Completed
Close a Board Meeting	10/18/2024
Conduct Financial Oversight of Fund Balance	10/18/2024
Develop and Use Policies	10/17/2024
Maintain Authorizer Relations	10/17/2024
Negotiate the Charter Contract	10/16/2024
Take Minutes	10/18/2024
Adopt a Budget	10/18/2024
Follow the Bylaws	6/5/2025
Conduct Financial Oversight of Fund Balance	6/5/2025
Retain and Maintain Records	6/5/2025

Christine Smith
Board Member
Community/Parent Seat F

Training Certificate	Date Completed
Maintain Authorizer Relations	10/9/2024
Close a Board Meeting	10/8/2024
Open Meeting Law	10/8/2024
Take Minutes	10/8/2024
Complete Board Member Training	6/23/2025
Conduct a Board Election	6/24/2025
Follow the Bylaws	7/8/2025
Develop and Use Policies	7/8/2025

David Kloskin
HCPA CFO

Training Certificate	Date Completed
Adopt a Budget	9/27/2024
Conduct Financial Oversight of Fund Balance	10/2/2024
Open Meeting Law	10/2/2024
Earn the MDE School Finance Award	10/2/2024
Maximize Revenue w/ Reimbursements	10/2/2024
Charter Board Trainings	11/14/2024

Danijela Duvnjak

HCPA CAO

Training Certificate	Date Completed
Open Meeting Law	9/26/2024
Financial Oversight of Fund Balance	9/26/2024
Develop & Use Policies	9/26/2024
Retain and Maintain Records	9/26/2024
Respond to Data Requests	9/26/2024
Adopt a Budget	8/25/2025
Maximize Revenue with Reimbursements	8/25/2025
Safeguard Personnel Data	8/25/2025
Safeguard Student Data	8/25/2025
Take Minutes	8/25/2025

TRAINING COMPLETED BY THE SCHOOL DIRECTOR

In the 2023-24 school year PD Development by Charter School Director:

District Superintendent License, Professional Administration, expires 2026

Principal K-12 License, Professional Administration, expires 2026

Coursework completed:

- Education Systems and Organizations,
- Legal Issues & Special Education Law,
- Data Driven Decision Making,
- Leadership for Cultural Responsiveness,
- Financial and Resource Management,
- Transforming Principals & Perspectives,
- Transforming Superintendents & Perspectives,
- Change Agents in the 21st Century,
- Supervision & School Relationships,
- Leadership & Educational Issues.

Attended:

TAP National Conference

COMPAS Summer Institute

NCTR Conference

TAP Leadership Training

Leading in Equity, Action, and Diversity (LEAD) Conference





STAFFING

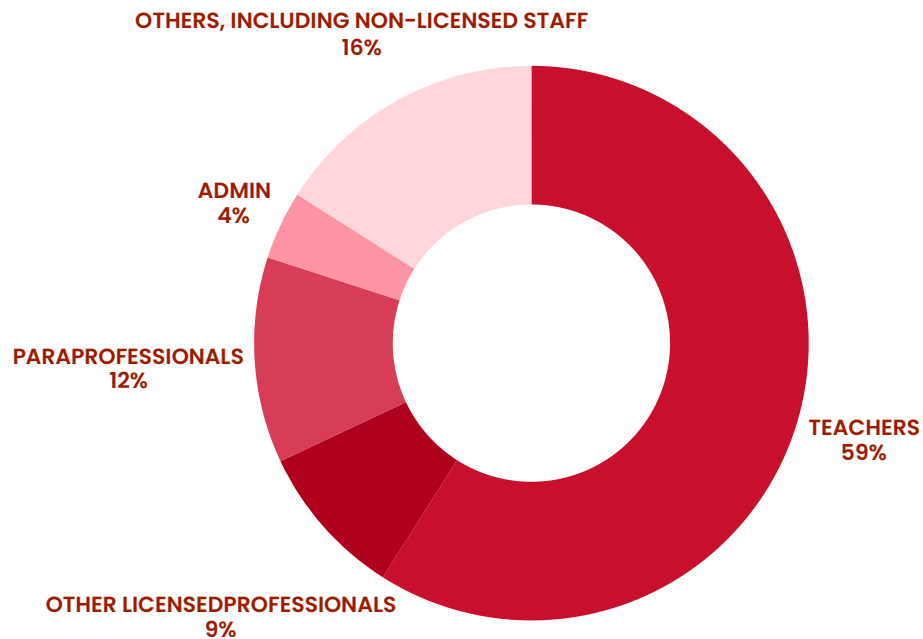
Efforts to equitably distribute diverse effective and in-field teachers.

Despite the teacher shortage throughout Minnesota and the nation, HCPA has been able to increase the number of teachers and staff of color and to more intentionally elevate the voices of our teachers and staff of color to provide even more meaningful and relevant environments and learning experiences for HCPA students.

STAFF PROFILE

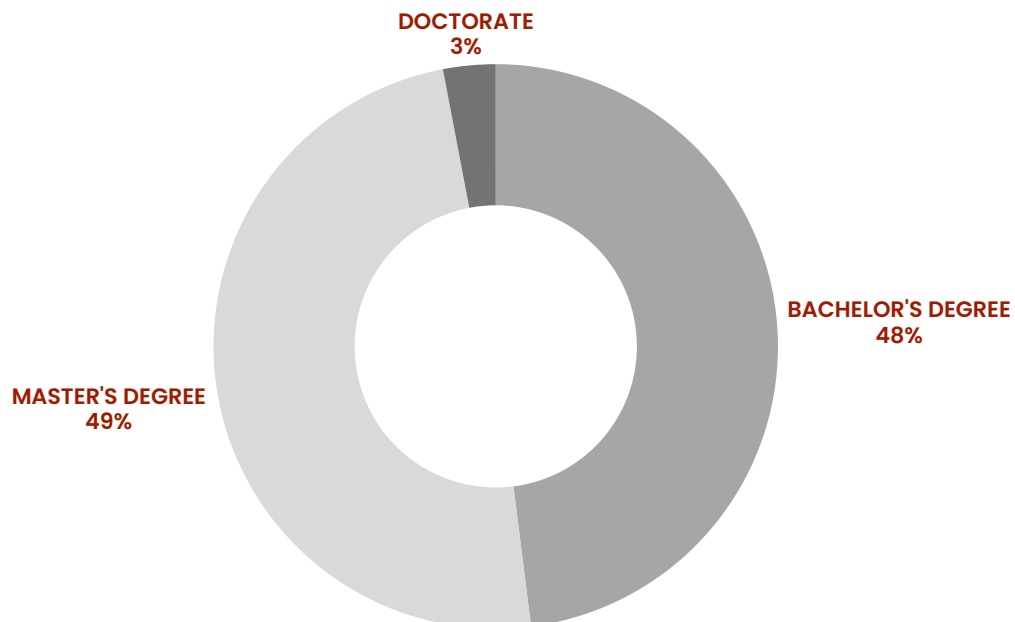
2024-2025 STAFF PROFILE

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.

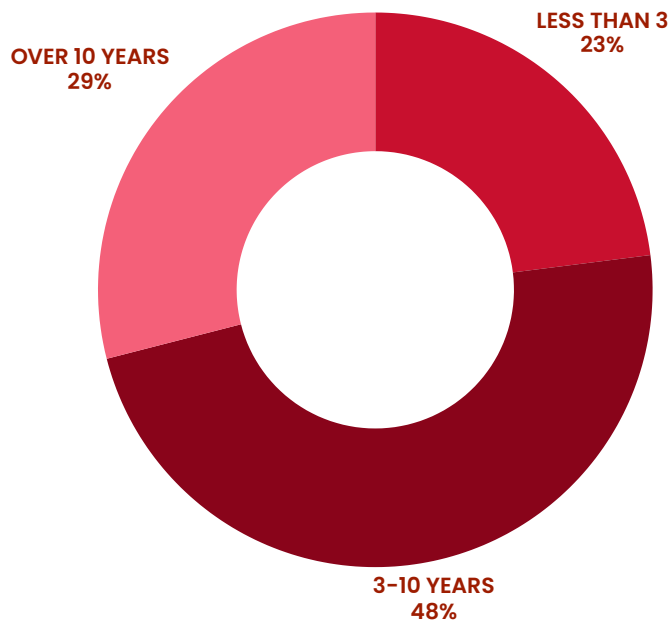


TEACHERS PROFESSIONAL QUALIFICATIONS

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



YEARS OF EXPERIENCE

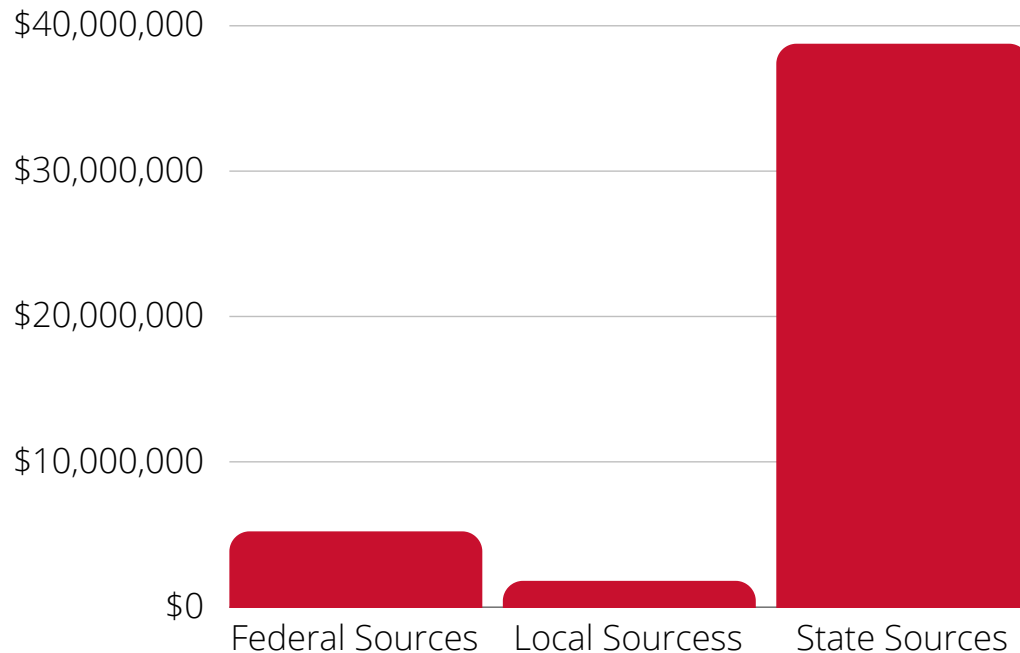


LICENSURE COMPLIANCE



FINANCE

REVENUE BY SOURCE



The charts explain where HCPA receives its funding.

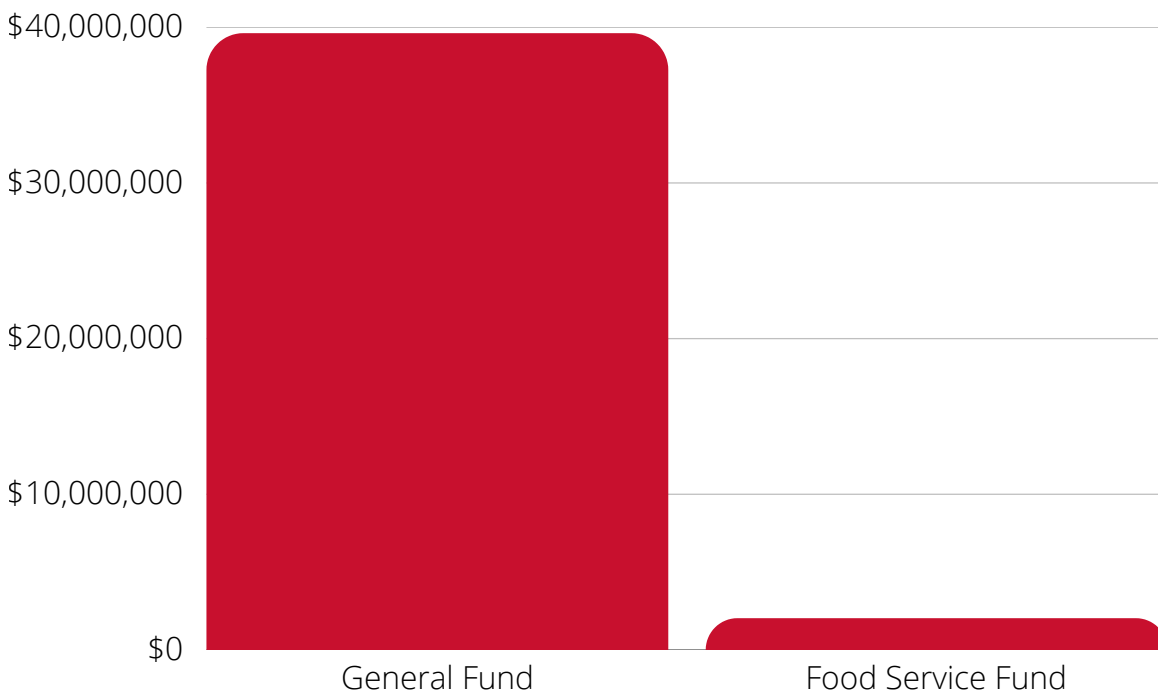
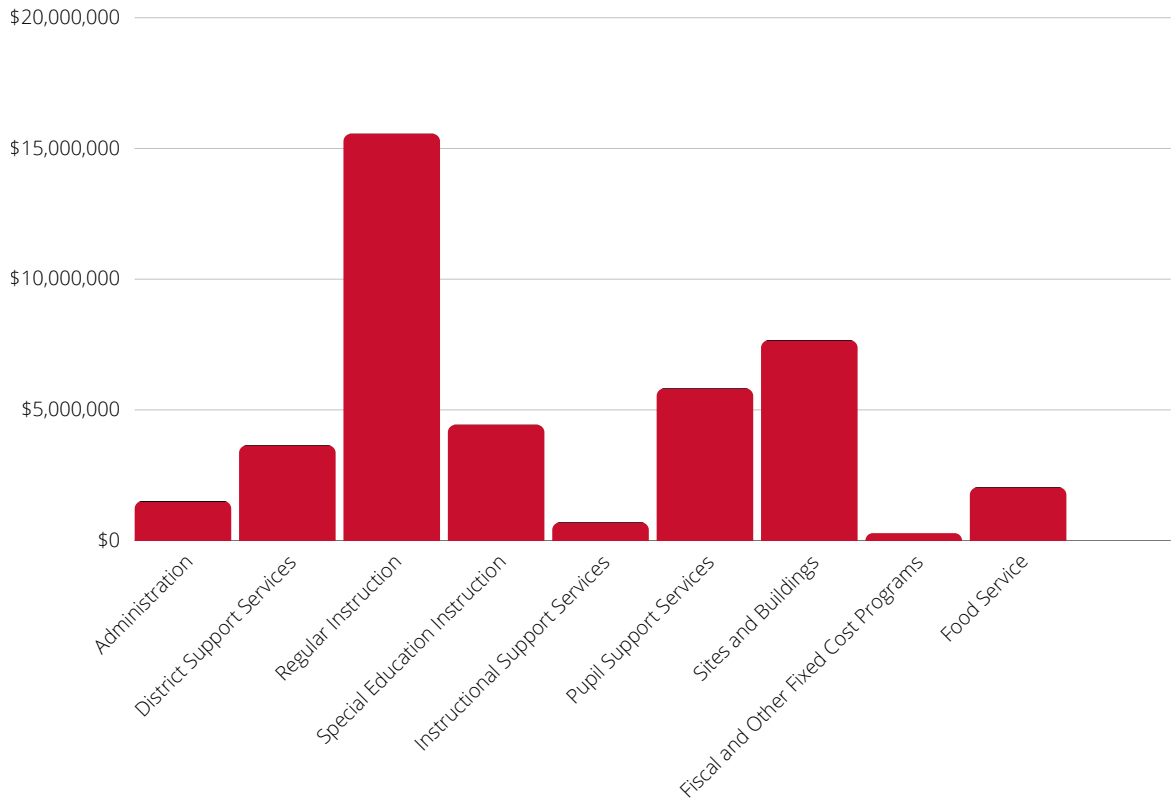
Funding is variably driven by our enrollment.

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

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

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

EXPENDITURES BY PROGRAM



EXPENDITURES BY FUND

REVIEW OF GOALS, OUTCOMES, AND STRATEGIES

2024–25 Comprehensive Achievement and Civic Readiness (CACR) Plan

HCPA's Comprehensive Achievement and Civic Readiness (CACR) plan, formerly World's Best Workforce (WBWF) plan, is a multi-year strategic roadmap that is submitted via an annual summary report to MDE. The plan outlines the ways in which HCPA supports students with academic achievement within their pre-K through 12 experience as well as preparing them to be active members of their community after graduation. The plan puts forth goals in the following areas:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.
- Prepare students to be lifelong learners (beginning with the Fall 2025 Annual Plan)

HCPA updates this link annually with the district's CACR Annual Report:

<https://www.hcpak12.org/Page/1182>

The HCPA school board annual public meeting to communicate the CACR plan is scheduled for September 24, 2025.

The HCPA school board established an advisory committee that met August 26, 2025 to provide feedback on the strategic planning process. In addition, the schoolwide plans were available for families to review in multiple languages at the annual Student Orientation Night that took place August 20, 2025. The CACR Advisory Committee consists of:

- Susan Vang – parent, board member
- Cece Lee – parent
- Kia Lor – parent
- Ellie Yang – student
- Chong Her – staff and parent
- Holly Lor – parent
- Kiersten Sloneker – teacher

Goal	Result	Goal Status
Provide the established SMART goal for the 2024–25 SY. Goal: By the start of the 2024–25 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 early childhood screenings.	Provide the result for the 2024–25 SY that directly ties back to the established goal. Result: At the start of the 2024–25 school year, 79% 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 early childhood screenings.	Check one of the following: ☐ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☒ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal)

Repeat table for additional graduation goals as appropriate.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
Provide the established SMART goal for the 2024–25 SY. Goal: 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%	Provide the result for the 2024–25 SY that directly ties back to the established goal. Result: 19.9% of students enrolled in grades 3 through 5 were proficient on the MCA Reading test in 2025. 2025 Disaggregated: ELL: 11.6% proficient SpEd: 3.8% proficient	Check one of the following: ☐ On Track (multi-year goal) ☒ Not On Track (multi-year goal) ☐ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal)

Repeat table for additional graduation goals as appropriate.

Goal	Result	Goal Status
Provide the established SMART goal for the 2024–25 SY. Goal: 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%	Provide the result for the 2024–25 SY that directly ties back to the established goal. Result: 19.8% of students enrolled in grades 6 through 8 were proficient on the MCA Reading test in 2025. 2025 Disaggregated: ELL: 5.2% proficient SpEd: 6.9% proficient	Check one of the following: ☐ On Track (multi-year goal) ☒ Not On Track (multi-year goal) ☐ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal)

Goal	Result	Goal Status
Provide the established SMART goal for the 2024–25 SY. Goal: 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%	Provide the result for the 2024–25 SY that directly ties back to the established goal. Result: 38.2% of students enrolled in grade 10 were proficient on the MCA Reading test in 2025. 2025 Disaggregated: ELL: 4.0% proficient SpEd: 16.0% proficient	Check one of the following: ☐ On Track (multi-year goal) ☒ Not On Track (multi-year goal) ☐ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal)

Goal	Result	Goal Status
Provide the established SMART goal for the 2024–25 SY. Goal: 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%	Provide the result for the 2024–25 SY that directly ties back to the established goal. Result: 18.5% of students enrolled in grades 3 through 5 were proficient on the MCA Math test in 2025. 2025 Disaggregated: ELL: 13.3% SpEd: 3.8%	Check one of the following: ☐ On Track (multi-year goal) ☒ Not On Track (multi-year goal) ☐ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal)

Goal	Result	Goal Status
Provide the established SMART goal for the 2024–25 SY. Goal: 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%	Provide the result for the 2024–25 SY that directly ties back to the established goal. Result: 10.1% of students enrolled in grades 6 through 8 were proficient on the MCA Math test in 2025. 2025 Disaggregated: ELL: 3.1% SpEd: 1.2%	Check one of the following: ☐ On Track (multi-year goal) ☒ Not On Track (multi-year goal) ☐ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal)

Goal	Result	Goal Status
Provide the established SMART goal for the 2024–25 SY. Goal: 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%	Provide the result for the 2024–25 SY that directly ties back to the established goal. Result: 21.4% of students enrolled in grade 11 were proficient on the MCA Math test in 2025. 2025 Disaggregated: ELL: 3.5% SpEd: 5.9%	Check one of the following: ☐ On Track (multi-year goal) ☒ Not On Track (multi-year goal) ☐ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal)

Repeat table for additional graduation goals as appropriate.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
Provide the established SMART goal for the 2024–25 SY. 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.	Provide the result for the 2024–25 SY that directly ties back to the established goal. Results: 11.3% of students showed career-and-college readiness, as evidenced by 8th grade proficiency on Math MCAs, in 2025. 2025 Disaggregated: ELL: 4.4% proficient SpEd: 3.7% proficient	Check one of the following: ☐ On Track (multi-year goal) ☒ Not On Track (multi-year goal) ☐ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal)

Repeat table for additional graduation goals as appropriate.

All Students Graduate

Does your district/charter enroll students in grade 12? If no, you do not need to set a graduation goal.

Goal	Result	Goal Status
Provide the established SMART goal for the 2024–25 SY. Goal: By the spring of 2025, 85% of HCPA's 12th grade students will be able to graduate in four years as evidenced by completing Minnesota state graduation credit requirements.	Provide the result for the 2024–25 SY that directly ties back to the established goal. Results: In spring 2025, 95% of HCPA's 12th grade students were able to graduate in four years as evidenced by completing Minnesota state graduation credit requirements.	Check one of the following: ☐ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☒ Goal Met (one-year goal) ☐ Goal Not Met (one-year goal)



MEASURING ACADEMIC PERFORMANCE

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

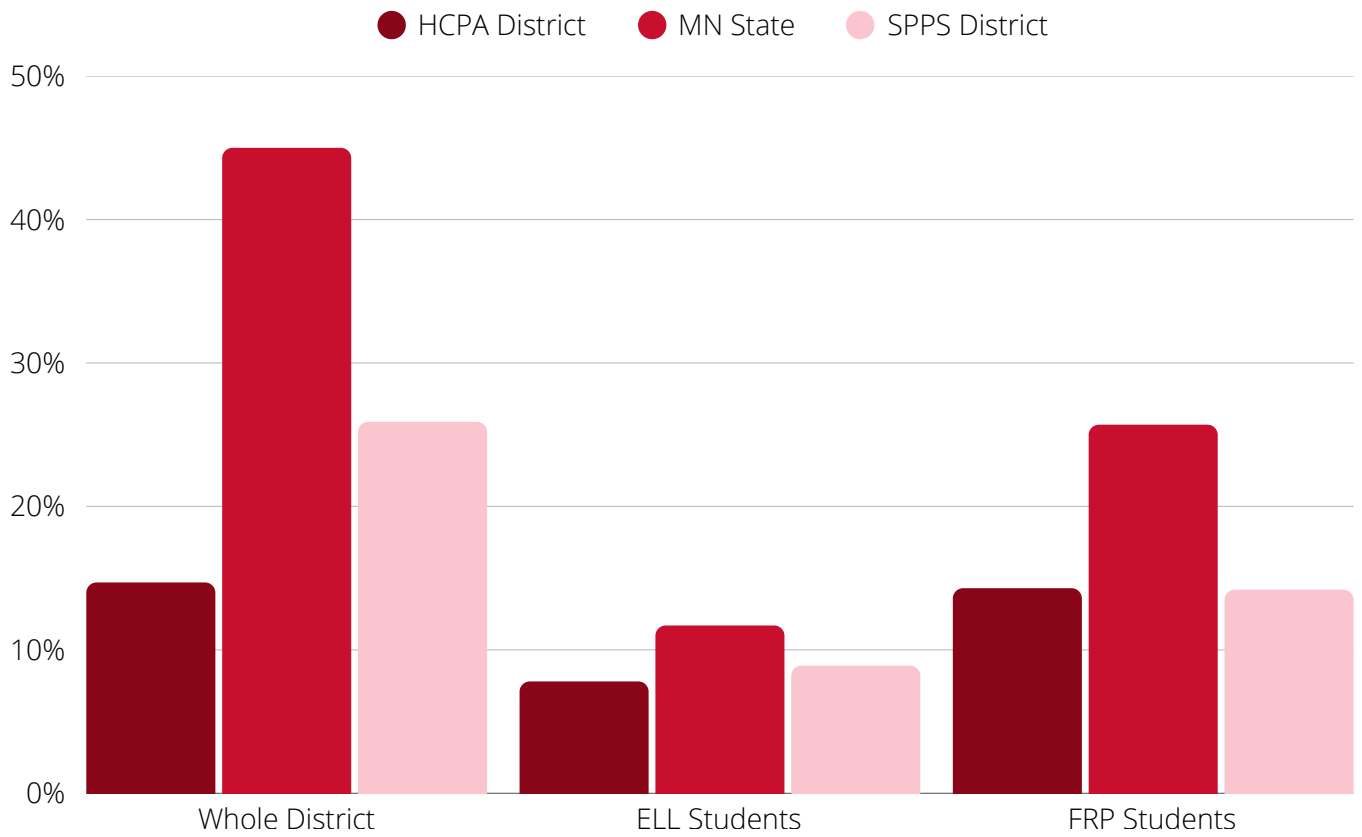
State Achievement Testing - MCAs

The Minnesota Comprehensive Assessments (MCA's) 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 should know per their grade level.

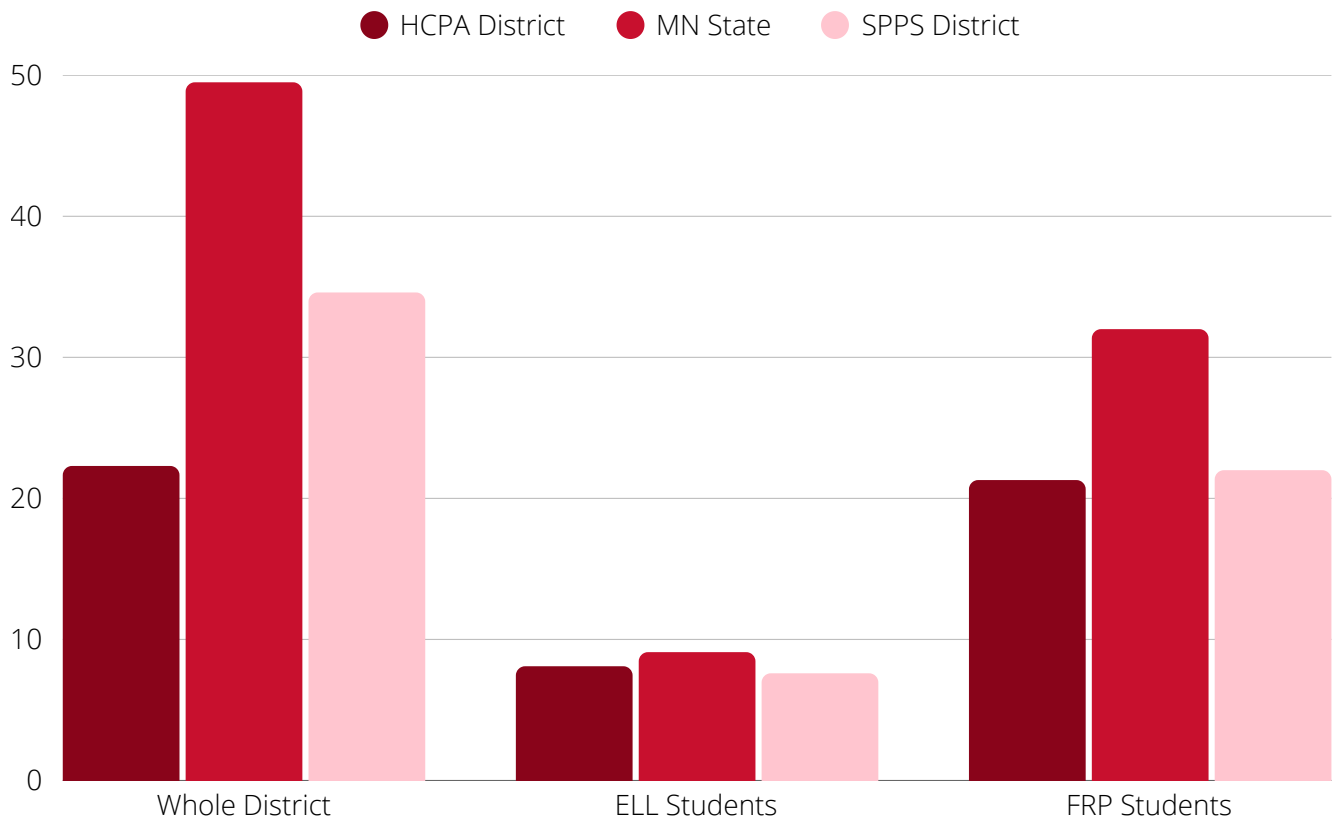
MCA results serve a number of purposes:

- 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.

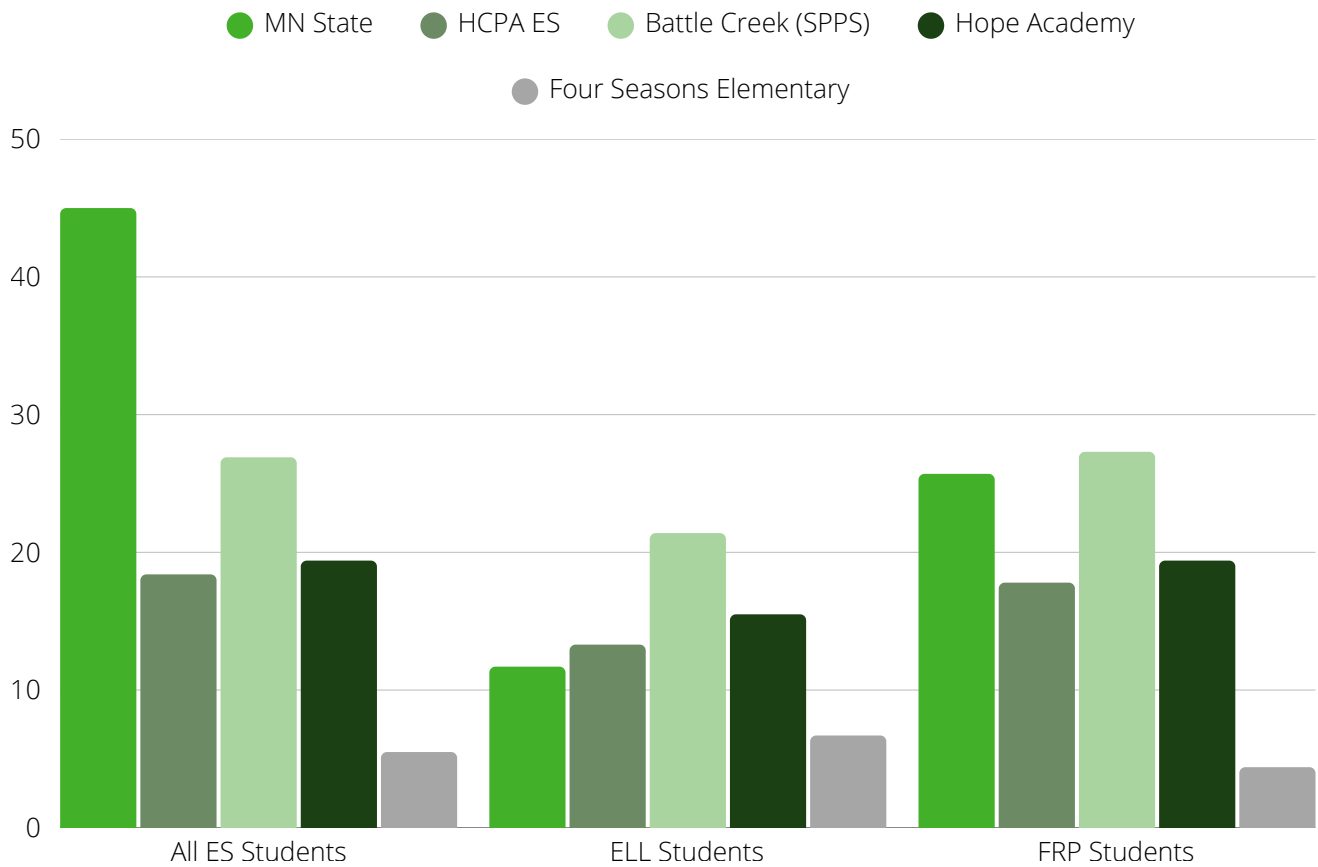
MCA MATH



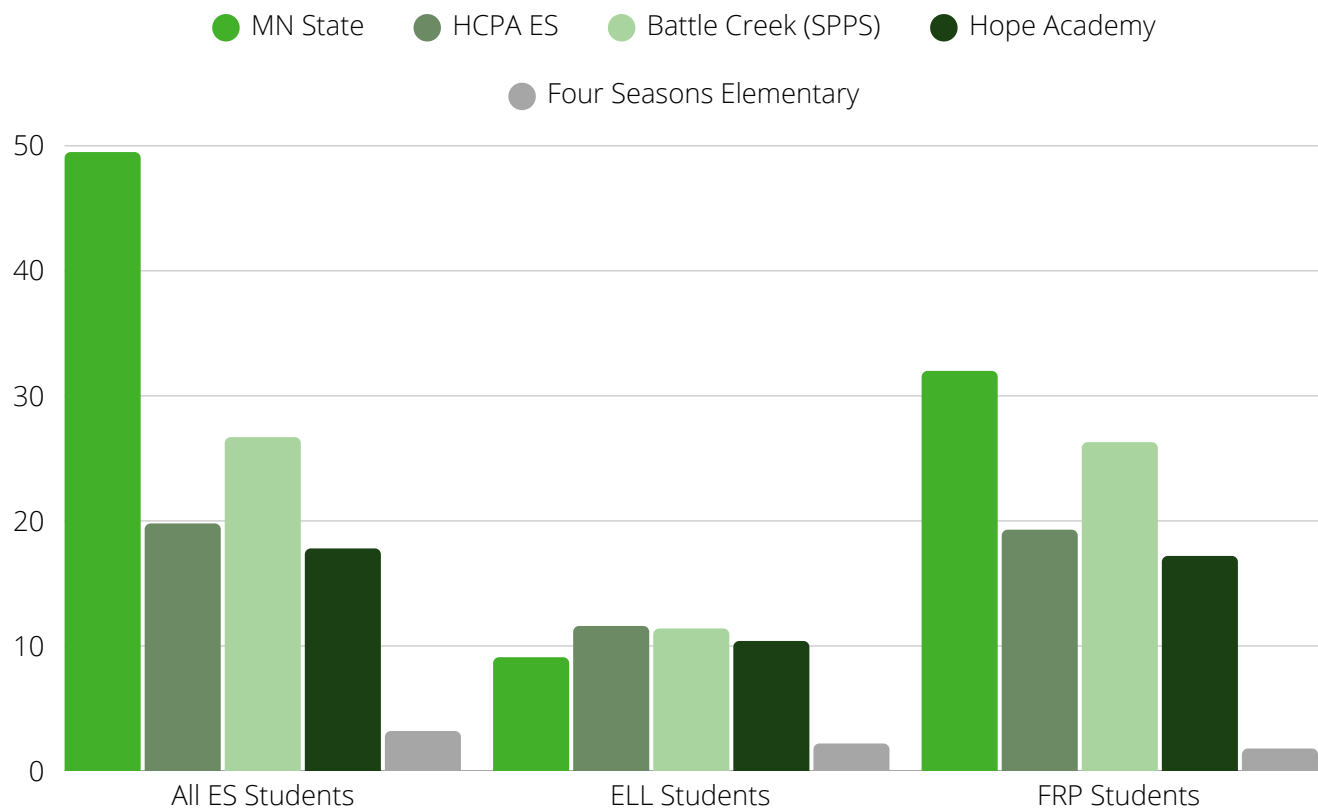
MCA READING



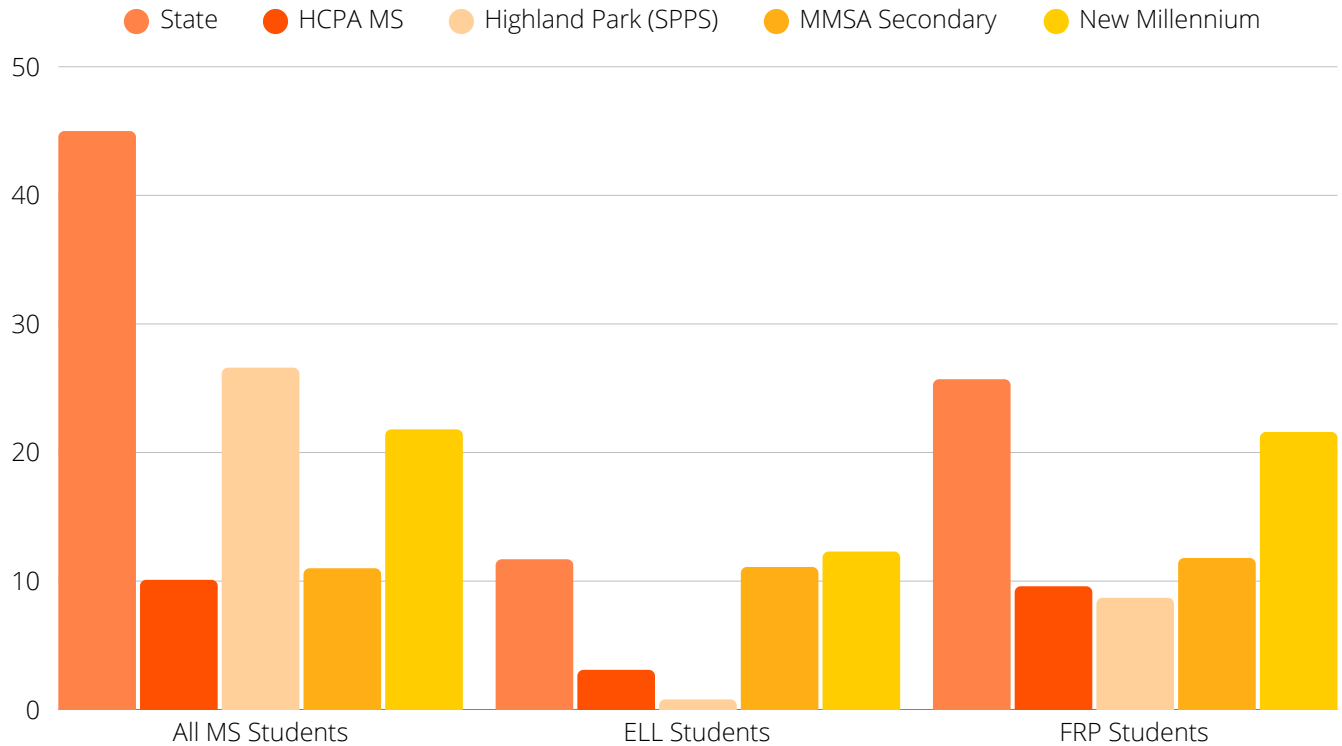
MCA MATH | ELEMENTARY



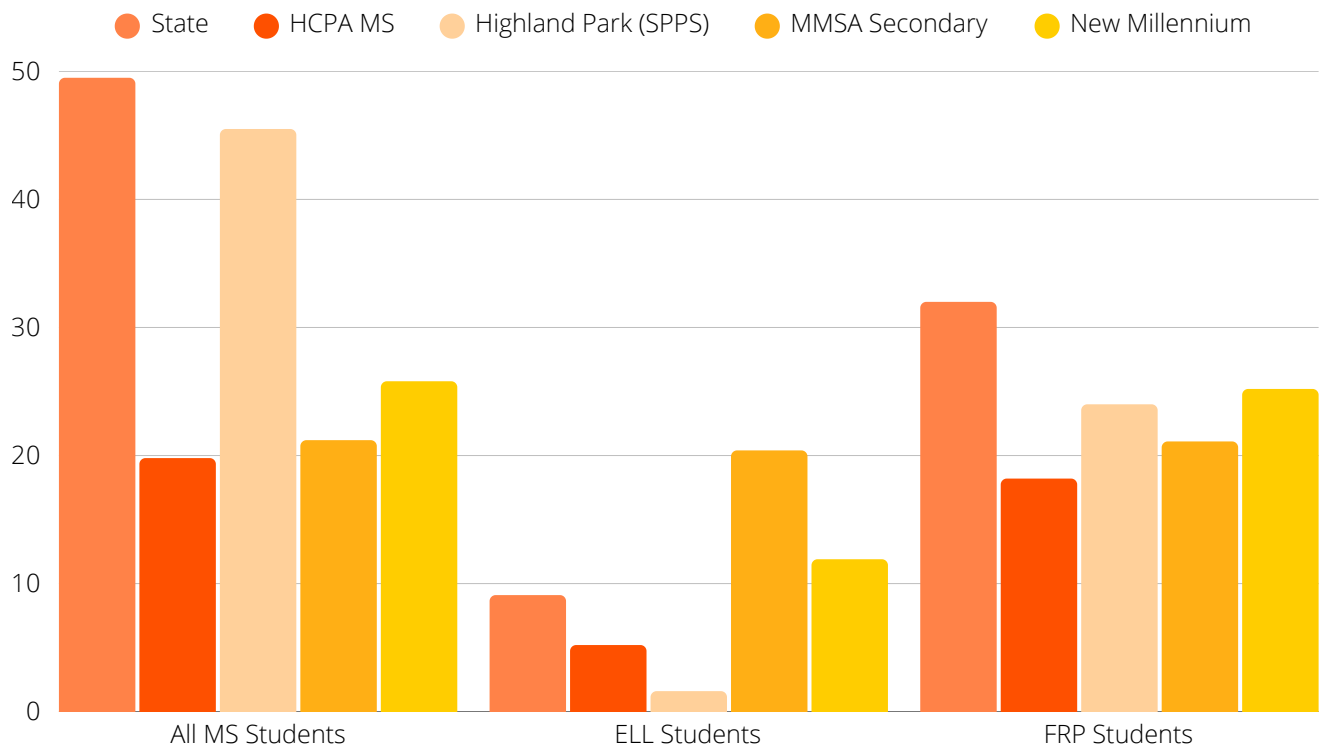
MCA READING | ELEMENTARY



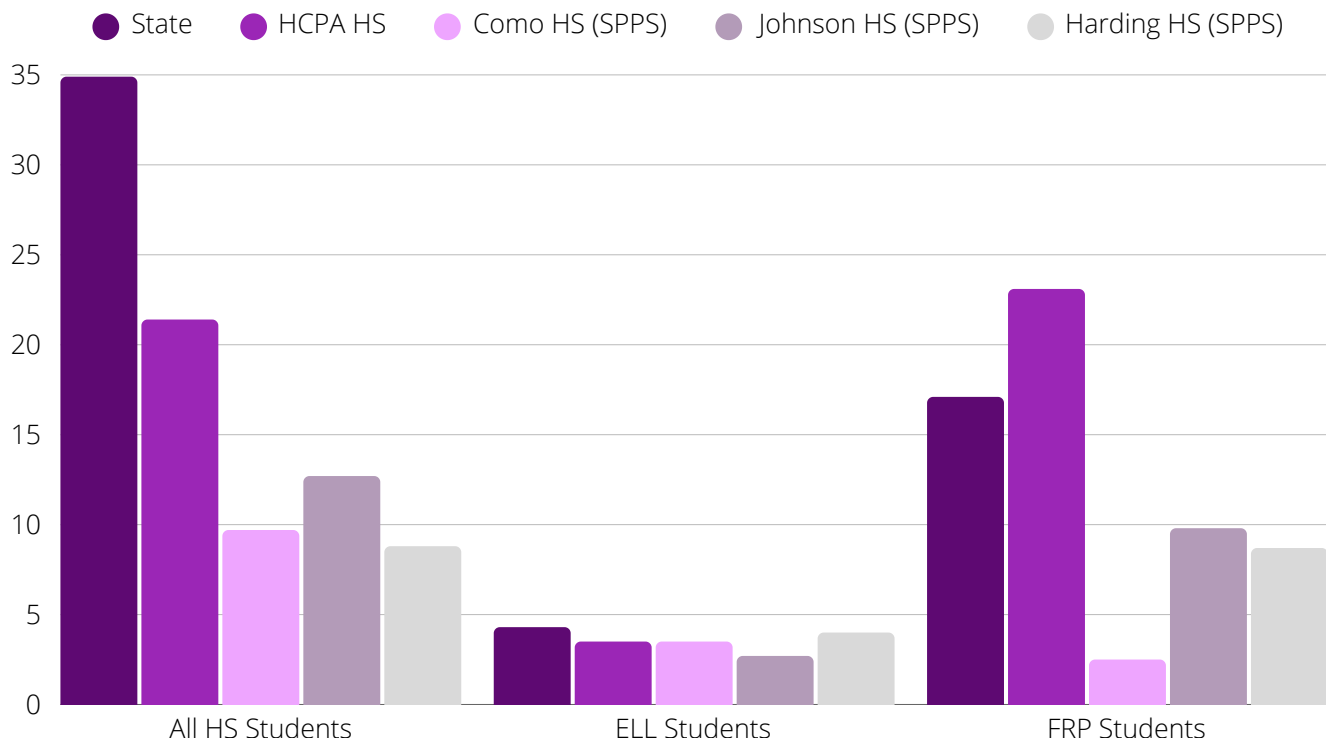
MCA MATH | MIDDLE SCHOOL



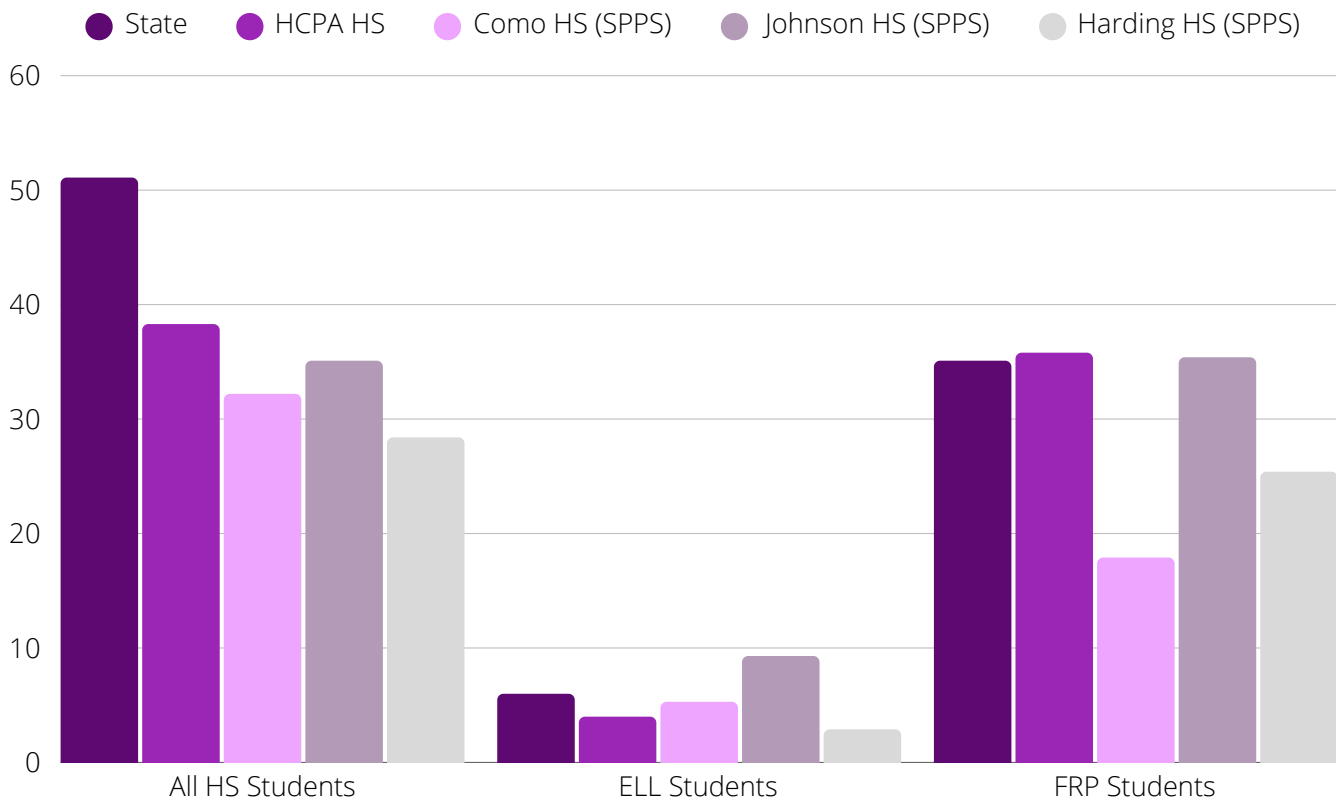
MCA READING | MIDDLE SCHOOL



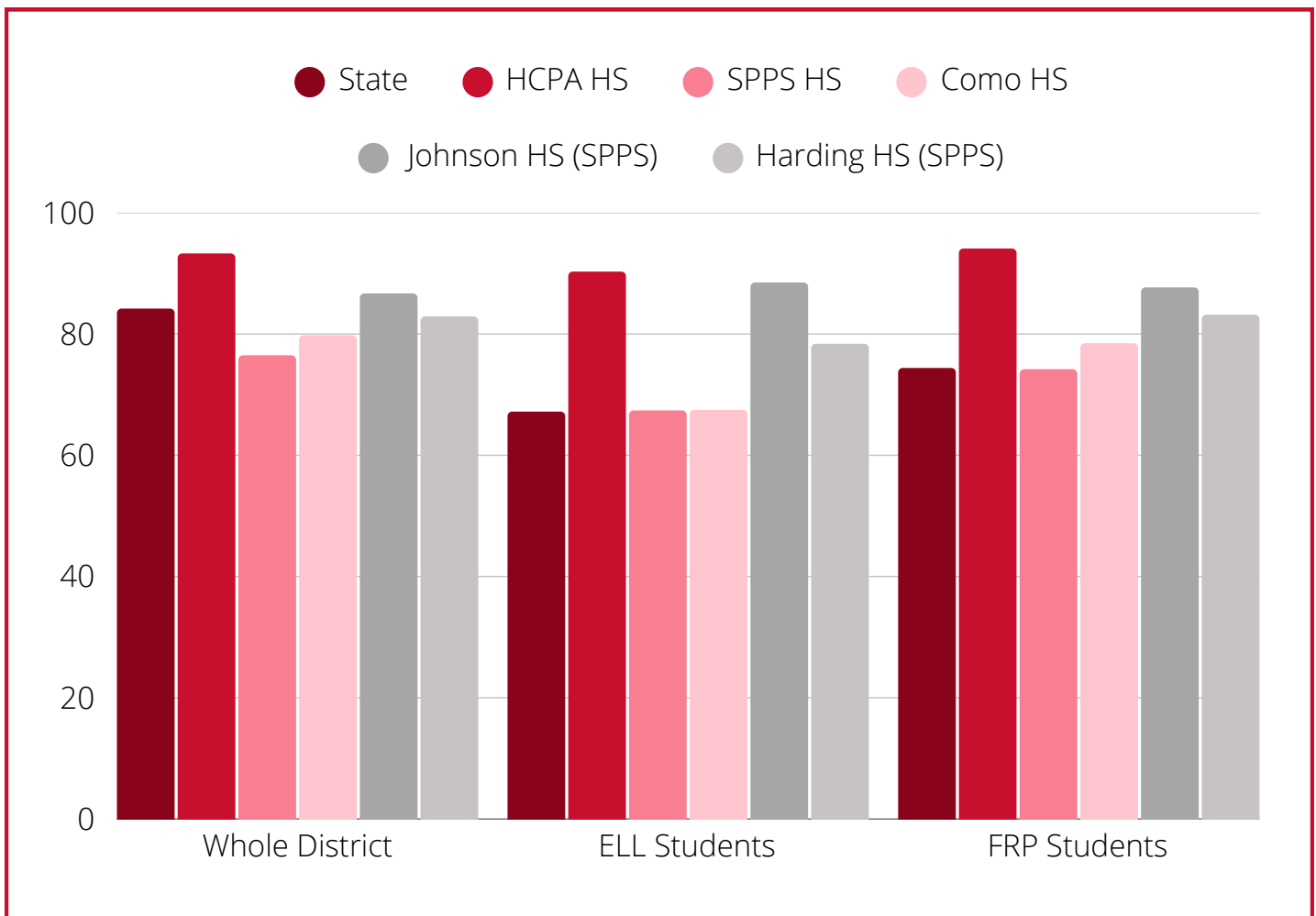
MCA MATH I HIGH SCHOOL



MCA READING I HIGH SCHOOL



GRADUATION RATE



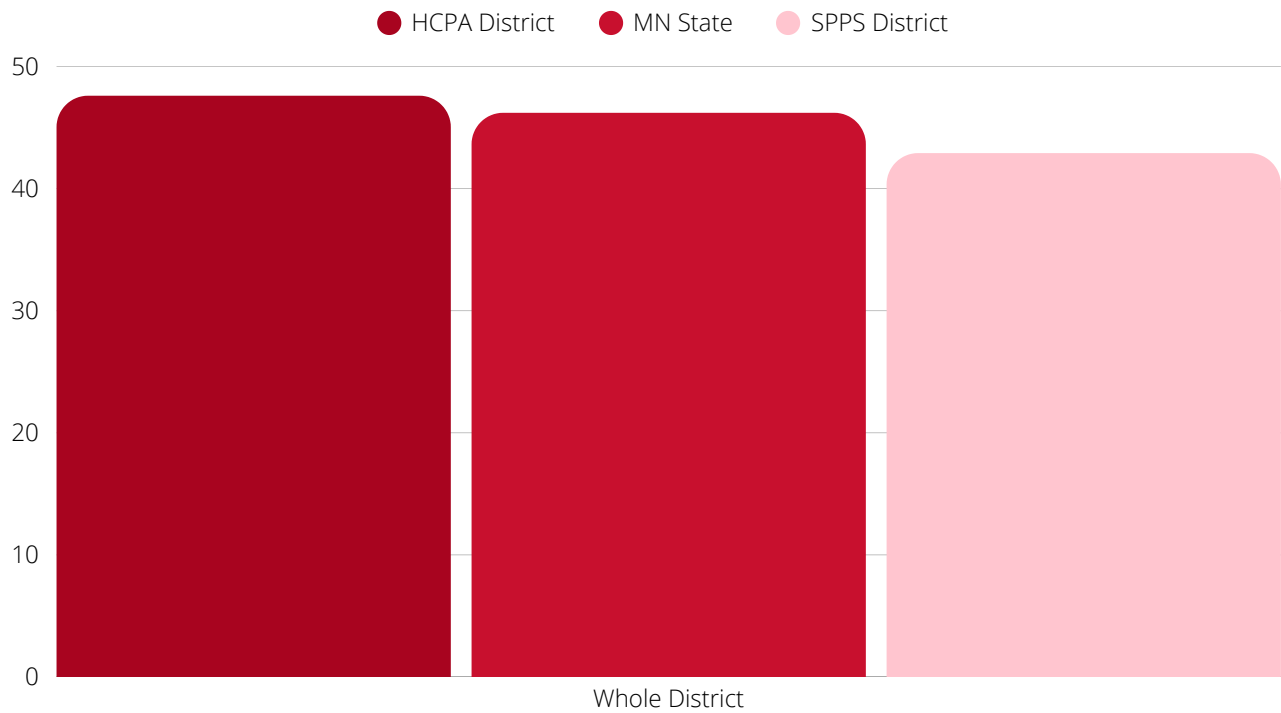
*Resident District = St. Paul Public Schools (SPPS)

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

State English Language Learner Testing – Access for ELLS

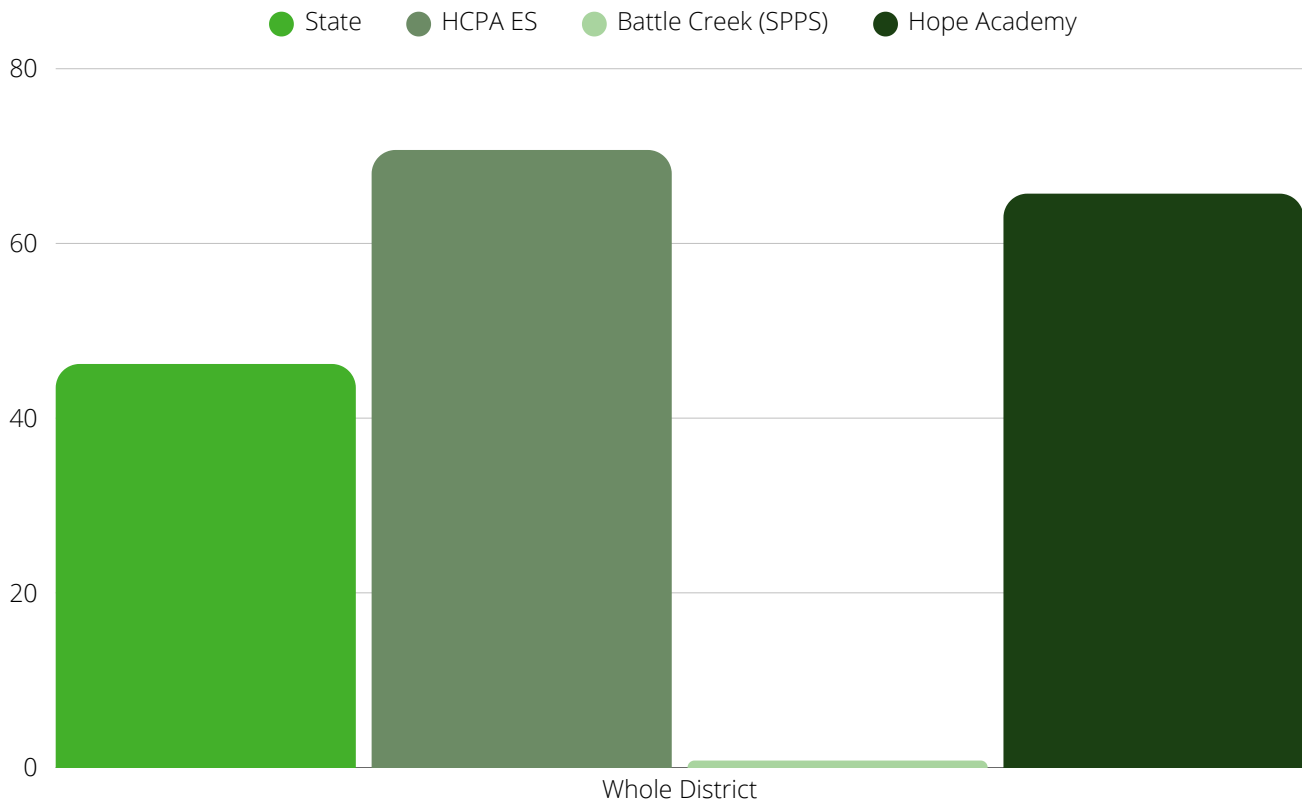
ACCESS for ELLs – This large-scale test assists the state and HCPA to monitor the English language student growth in the domains of listening, speaking, reading and writing. Results are used to inform instructional decisions, curriculum needs and student placement or leveling decisions within our English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

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY (ELP)

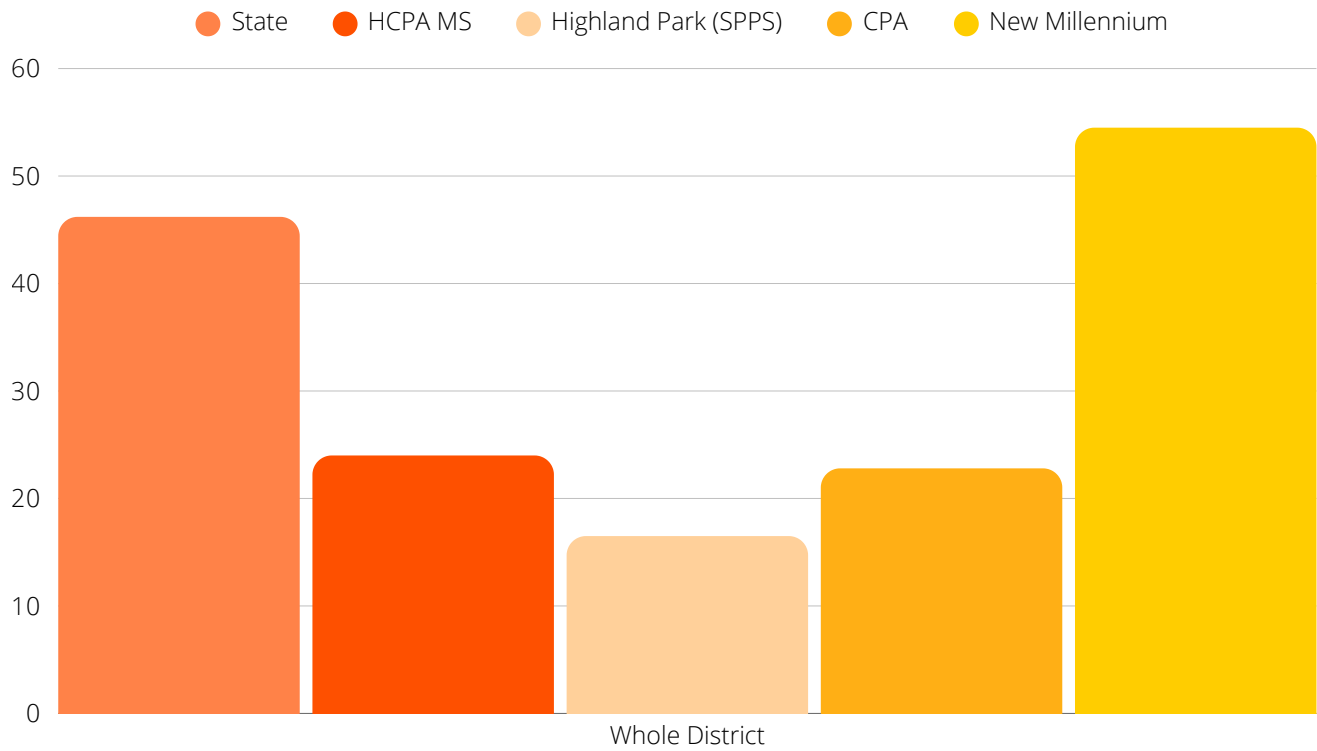


*Resident District = St. Paul Public Schools (SPPS)

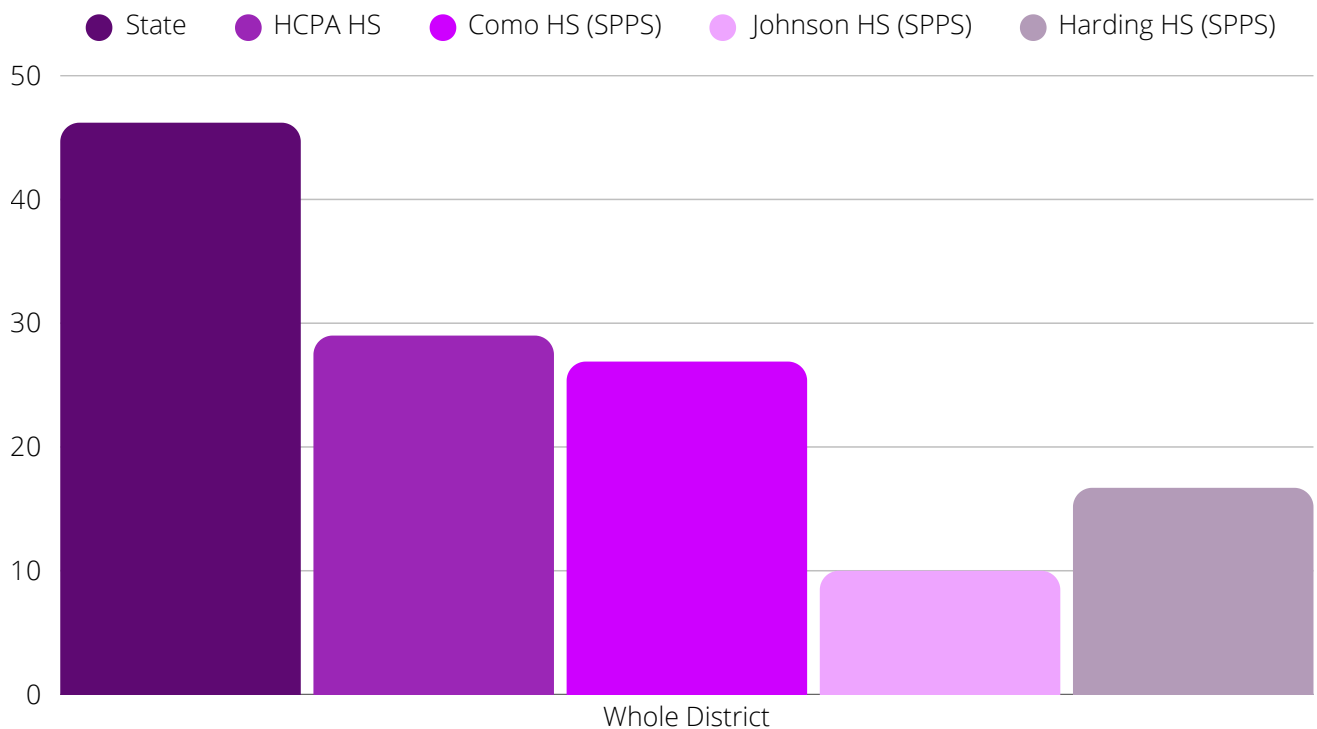
ELEMENTARY SCHOOL COMPARISON

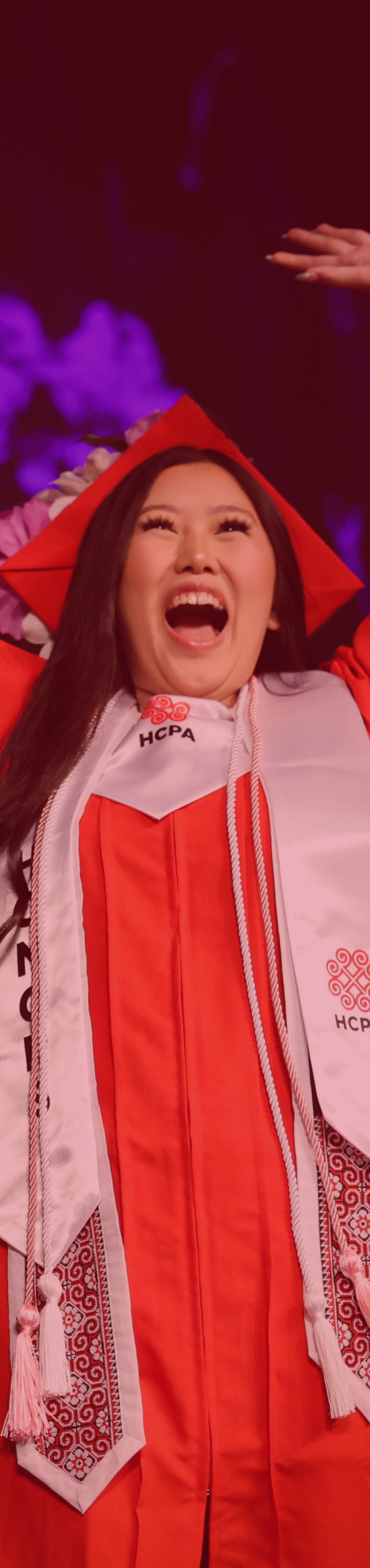


MIDDLE SCHOOL COMPARISON



HIGH SCHOOL COMPARISON





STUDENT GROWTH

FASTBRIDGE TESTING

FastBridge testing provides an important, individually based approach to assessing each student's academic progress.

This national test is an assessment that measures student growth in reading and math. It is administered three times per year.

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.

Our goal is to have students make typical or aggressive growth. Typical growth is 1 year and aggressive is more than 1 years growth.

aMATH RESULTS

2024-2025

GRADE	TYPICAL GROWTH	AGGRESSIVE GROWTH	TOTAL
K	27.3%	66.7%	94%
1	51.2%	25.2%	76.4%
2	42.3%	21.5%	63.8%
3	41.8%	20.9%	62.7%
4	34.1%	14.2%	48.3%
5	29.9%	15.5%	45.4%
6	39.2%	13.8%	53%
7	42.7%	9.5%	52.2%
8	47.2%	14.7	61.9%
9	51.2%	17.4%	68.6%
10	39.0%	31.3%	70.3%
11	42.9%	18.8%	61.7%
12	30.2%	21.9%	52.1%
TOTAL	40.1%	20.3%	60.4%

aREADING RESULTS

2024-2025

GRADE	TYPICAL GROWTH	AGGRESSIVE GROWTH	TOTAL
K	29.2%	56.6%	85.8%
1	37.5%	41.4%	78.9%
2	31.8%	38.4%	70.2%
3	44.8%	23.8%	68.5%
4	45.2%	26.1%	71.3%
5	50.8%	11.2%	62.0%
6	48.5%	13.4%	61.9%
7	50.2%	15.5%	65.7%
8	46.6%	16.0%	62.6%
9	57.8%	27.2%	85.0%
10	57.9%	25.1%	83.1%
11	55.6%	22.8%	78.4%
12	52.4%	18.2%	70.6%
TOTAL	47.8%	23.8%	71.6%

2024-2025 TOP 10 STUDENTS

Students are listed in alphabetical order

L.L.C LAURA LAIMTXIA CHANG

*College of Saint Benedict
Biology*

L.D.H LISA DOUACHI HER

*University of St. Thomas
Music Business*

C.N.P.L CASSUS NTSAIS
PLIAS LEE

*University of St. Thomas
Computer Science*

L.L. LUKE LEE

*Stanford University
Mechanical Engineering*

J.T.T JONHANDSOM
TXAWJHLUB THAO

*North Dakota State University
Pharmacy*

L.Y.V LOGAN
YENGCHENG VANG

*University of Minnesota, Twin Cities
Computer Engineering*

P.P.S.M PAW PA SOE MOO

*Colorado College
Chemistry/Biology*

N.N.T.X NISHA NAG
TSIA XIONG

*The College of St. Scholastica
Nursing*

J.Y. JULIET YANG

*Saint Paul College
Health Sciences*

P.Y. PATSA YANG

*St. Catherine University
Nursing*



GRADUATION & BEYOND

GRADUATION REQUIREMENTS:

Students at HCPA must complete and meet MN Department of Education academic standards by taking a core course of study that equips them with the knowledge and skills they need for success in postsecondary education.

In addition to meeting course credit requirements:

- All students are required to take the FastBridge assessment in Reading and Math and show personal growth.
- All students are highly encouraged to take a college/career readiness assessment (ACT, SAT, ACCUPLACER, or its equivalence) before graduation.

GRADUATION RATES

2024-2025	2023-2024	2022-2023	2021-2022	2020-2021
95% (176/186) Additional graduates during summer - 4 students 97% (180/186)	98% (183/187) Additional graduates during summer= 3 99% (186/187)	97%	99% (6 ADDITIONAL GRADS DURING SUMMER = 97%)	93% Additional Graduates during summer=6 (97%)

HMONG COLLEGE PREP ACADEMY HAS MAINTAINED STRONG GRADUATION RATES.

COLLEGE MATRICULATION INFORMATION

CLASS OF	% GOING TO COLLEGE	% OF 2 YEAR COLLEGE	% 4 YEAR COLLEGE	% GOING TO THE MILITARY	% GOING OUT OF STATE
2025	75%	40%	60%	2%	6%
2024	76%	44.8%	51%	3.9%	10.8%
2023	70%	55%	41%	4%	5%
2022	77%	52%	42%	6%	4%
2021	47%	59%	32%	9%	9%

THE 60% AND 40% FIGURES REPRESENT THE BREAKDOWN OF STUDENTS ATTENDING COLLEGE ONLY (139 STUDENTS, OR 75% OF THE CLASS OF 2025). THE 2% ENTERING THE MILITARY IS CALCULATED FROM THE ENTIRE CLASS. FOR REPORTING PURPOSES, EACH STUDENT IS COUNTED ONCE IN THEIR PRIMARY PATHWAY.

Highlights of the 2025 graduating class:

- 98% of our graduates have been accepted to at least one college/university.
- 75% of our graduates will be attending a post-secondary after graduation
- The Class of 2025 was awarded over \$19.2 million dollars in scholarships and grants, over four years, from the schools to which they were accepted.

COLLEGE ADMISSIONS & MATRICULATIONS

2024-2025

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

Anoka Technical College	 1 Attending
Augsburg College	 5 Attending
Bethel University	 2 Attending
Century College	 16 Attending
College of St. Ben's/St. John's	 4 Attending
College of St. Scholastica	 3 Attending
Colorado College	 1 Attending
Concordia University	 7 Attending
Dakota County Technical College	 7 Attending
Dougherty Family College	 2 Attending
Dunwoody	 2 Attending
Hamline University	 3 Attending
Hennepin Technical College	 11 Attending
Illinois Wesleyan University	 1 Attending
Inver Hills Community College	 4 Attending
Licensure Programs	 10 Attending
Metro State University	 1 Attending
Mills at Northeastern	 1 Attending
Minneapolis College	 2 Attending
Minneapolis College of Art & Design	 1 Attending
Minnesota State University, Mankato	 4 Attending
Moler Barber School	 2 Attending
North Dakota State University	 1 Attending
North Hennepin Community	 5 Attending
Saint Paul College	 22 Attending
Saint Catherine's University	 4 Attending
Stanford University	 1 Attending
Summit Academy	 1 Attending
University of Minnesota, Rochester	 3 Attending
University of Minnesota, Twin Cities	 15 Attending
University of Northwestern	 2 Attending
University of St. Thomas	 3 Attending
University of Wisconsin, River Falls	 4 Attending
US Marines	 4 Attending

COLLEGE PREP

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

WHAT WE DO AT HCPA



COLLEGE PREP CLASSES

COLLEGE VISITS



INTERVIEW CONTEST

**COLLEGE PREP
PROGRAMMING**



SENIOR SIGNING DAY



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 where they can strengthen their academics, values, and College/Career Preparation. Elementary focuses on the Warrior Way and Values. The middle school looks at academics both academically, socially, and emotionally. High School prepares students for college and careers. Due to the high college readiness program, 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



- College Representatives Visits: HCPA students were able to connect with a variety of colleges and universities. For the 2024-2025 school year, we had about 55 college/university representatives come to our school to meet and share information about their institution with our students. Students met with colleges and universities from around the nation, including Boston College, Middlebury College, Brown University, and Stanford University, to name a few. HCPA continues to connect our students with the colleges and universities around the area, including the University of Minnesota- Twin Cities, St. Thomas University, and St. Benedictine and St. John's University. HCPA uses the Naviance Student Information System to track our college representative visits and the attendance of these visits.
- College Visits/Tours: HCPA also brought students to about 25 colleges and universities, where students were able to explore the campus, get a tour, and ask questions with college/university staff. A few colleges/universities that our students were able to visit were: Mount Mary, University of Wisconsin, LaCrosse, Gustavus Adolphus, St. Scholastica, University of Minnesota, Twin Cities, among others.
- College Trip: For the 2024-2025, our annual College Trip was to the Washington DC area. We had 7 students attend, along with our chaperones. The College Trip consisted of visiting a total of five colleges and universities: Catholic University of America, The George Washington University, Georgetown University, George Mason University, and American University.



INTERVIEWING CONTEST

In the winter of 2025, all juniors took part in the annual interview contest. Each participant was prepared 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. All CP finalists interviewed by HCPA HR Department. The CP finalists were: Jocelyn Chang, Jonathan Lee, Sachi Lee, Lex Lor, Calvin Thao, Jason Vang, Sona Xiong, Gaojy Yang, and Sage Yang.

Three finalists from this group advanced to the final interview with Mr. Tran, 6-12 Assistant Director of Teaching and Learning, held in the Chi You Auditorium in front of the entire junior class. Congratulations to our top three interview finalists: Jocelyn Chang, Calvin Thao, and Kalisha Yang. Congratulations to our winner, Jocelyn Chang!

COLLEGE PREP PROGRAMMING



HCPA continues to host College Prep events throughout the school year.

- **FAFSA Night** was held on December 4, 2024. We had about 50 families attend. The majority of the families that were able to attend completed the FAFSA application that evening.
- **College Fair** was held on February 24, 2025, with over 75 colleges and universities in attendance: Carroll University, Coe College, Grand Canyon University, Mount Mary University, University of Jamestown, and the University of MN- NROTC, to name a few. All high school students had the opportunity to explore the different schools and engage in meaningful conversations.





Below are some comments from our college representatives regarding our students and the College Fair:

- "Students seemed better prepared to approach college reps. Many students also recalled hearing about my institution and meeting me at a previous event, and this felt like a strong sign of engagement in the college search process!"
- "A lot of students were asking challenging questions."
- "The great conversations with students! I had a number of meaningful connections."
- "It was nice seeing a bunch of your students encouraging our students to talk to colleges!"
- "Wonderful to see so many students and they asked good, thoughtful questions. The hospitality was amazing and much appreciated! Thank you for the breakfast items and coffee. It was incredibly thoughtful and well done!"
- **Career Fair** was held on March 21, 2025, with 45 organizations/companies in attendance, including the police department, construction workers, barbers, nurse anesthetists, bakers, engineers, and more!

Highlights from our guests:

- "Engagement from students. Very well thought out, specific, and meaningful questions were asked."
- "Engaged and professional students. Also loved the student volunteers!"
- "The HCPA staff & student assistants were so fantastic with their kindness and helpfulness. Everyone was so welcoming and professional. I'm very thankful for this opportunity to share with students about advocacy work. HCPA students rock!!!"
- **Direct Admissions Minnesota** is designed to make sure all high school students know that they have options for education and training after high school. This program lets students know that they are accepted to a college before they even apply. HCPA has been a part of the pilot program for 2 years. For the 2024-2025 school year, this is the state's first year of full implementation. For the Class of 2025, we had 99% of the seniors participate in the Direct Admit Program.



SENIOR SIGNING DAY

HCPA continues our tradition of 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 help them keep their focus on following through with what needs to be done to start college the next year.

Our annual Senior Signing/Celebration event was held on May 1, 2025. We had over 20 representatives from colleges, universities, and the military attend the event. Parents, families, and guests filled the auditorium. It was a full house! We are so proud of each and every one of our Warriors!





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 families.

AP (ADVANCED PLACEMENT)

- Students can take any AP courses that are offered at HCPA.
- AP courses and exams are designed to be equivalent to college-level courses,
- AP exams are typically given at the end of the school year (usually in May).
- Many colleges and universities grant credit or advanced placement for qualifying AP exam scores, meaning students can earn college credit or be placed into higher-level courses.
- AP courses and exams offered to HCPA students: Art & Design, Biology, European History, Chemistry, English Literature and Composition, Computer Science A, Computer Science Principles, Statistics, US History, Chinese Language and Culture, Calculus AB, Calculus BC, Music Theory, Pre-Calculus

CIS (COLLEGE IN THE SCHOOLS)

- Juniors and Seniors are eligible to take any CIS courses that are offered at HCPA.
- CIS courses are dual-credit courses, designed to give high school students college-level experiences.
- Students can earn both high school and college credits on HCPA and University of Minnesota- Twin Cities transcripts.
- Course curricula are set up by the University of Minnesota- Twin Cities but taught at HCPA by HCPA teachers.
- CIS courses offered: English, Literature, Chinese, College Algebra, and Human Physiology

HONORS-LEVEL COURSES | HONORS COURSES

- Available for 6-12 grade students in English, Hmong Language, Math, Science and Social Studies.
- Explore topics in greater depth and expand critical thinking skills and prepare students for college-level courses.

PSEO (POST-SECONDARY ENROLLMENT OPTIONS)

- HCPA juniors and seniors can participate in Minnesota's PSEO program, by attending a MN state college or university.
- Students will receive both high school and college credit once they successfully pass the course.
- PSEO provides a wider variety of courses and college credit at no cost for students.
- When choosing courses, students must consider what courses are needed to meet Hmong College Prep Academy graduation requirements.
- In addition, students should consider courses that are offered beyond those available at HCPA. Students may earn college credit at HCPA by taking Advanced Placement (AP) and College in the Schools (CIS) courses.
- Students should work with counselors to ensure the best possible graduation results and get assistance with college applications.
- 24-25 school year, we had 15 juniors and seniors participate in the state's PSEO program (part time or full time) at the following colleges and universities:
 - Bethel University
 - Century College
 - Concordia University
 - Hamline University
 - Saint Paul College
 - University of Minnesota, Twin Cities

COLLEGES WHERE MOST HCPA STUDENTS APPLY

2 Year Colleges

- Anoka-Ramsey Technical College
- Century College
- North Hennepin Technical College
- Saint Paul College

4 Year Colleges

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

SPECIAL EDUCATION

Special Education Department

We have a total number of 309 students receiving special education services across K-12. This accounts for 12.5% of the school's student population. Of this total, elementary has 137 students identified, middle school has 87 students identified, and high school has 85 students identified.

- The results of Hmong College Prep Academy's 2024-2025 IDC (Indicator Data Collection) record review, as reported by the district and verified by MDE, demonstrated full compliance with due process requirements (both state and federal) that ensure compliant services are provided to students with disabilities.
- HCPA's Work-Based Learning (WBL) program, approved in January 2024 which is effective through June 30, 2028. During the 2024-2025 school year, ten students participated in learning about soft skills, safety in the workplace, labor laws, and role-playing in a variety of workplace scenarios. Students also filled out college applications, mock job applications, mock job interviews, and mock W-4s, OSHA, and learned about bank accounts and budgeting. The students had opportunities to participate in the following volunteer and work experiences:
 - 8 students worked in the HCPA Warrior Cafe
 - 10 students volunteered at a nursing home, 1 day a week, in the physical therapy department
 - 3 students assisted in Office A
 - 2 students assisted in Office M
 - 1 student worked in the Warrior Cafe every afternoon during MS lunch and HS lunch
 - 2 students assisted with HCPA's IT department
 - 1 student assisted in a 1st grade classroom, 2 days a week
 - 1 student assisted in a 3rd grade classroom, 2 days a week
 - 1 student assisted in elementary center-based classrooms, 2 days a week
 - 5 students assisted in elementary specialists' classrooms (Art, music, PE, Hmong language), 2 days a week
 - 7 students went on tours at transition programs in St Paul, Minneapolis, and White Bear Lake
 - 4 students went on job tours to Computype and Amazon Distribution Center
 - A total of 145 special education evaluations were completed during the 2024-25 school year. These included 97 reevaluations (67%), 46 initial evaluations (32%), and 2 stand-alone DAPE evaluations (1%).
- **Initial Evaluations:**
 - 83% resulted in special education eligibility.
 - Most common disability: Specific Learning Disability (SLD, 37%).
 - The majority were staff-referred (87%).
- **Reevaluations:**
 - Most common conclusions: SLD (34) and Autism Spectrum Disorder (ASD, 25).
 - 14 students were dismissed from special education services, primarily due to resolved Speech/Language Impairments (SLI) and SLD.
- **Dismissals from SpEd:** 14 (mostly SLI and SLD)



SPORTS

BADMINTON

With a huge roster populated by many youngsters, the badminton team was more focused on growth this year before going for wins next year, but it did not stop the team from sending six girls to the state tournament in the spring.

GIRLS VOLLEYBALL

In coach Fong Vang's final season of a memorable 15 year career, the girls fought hard to achieve a 9-9 record before falling in the playoffs to cap off all Coach Fang's hard work.

BOYS VOLLEYBALL

Going 18-3 and being ranked #10 in the state of Minnesota were the best HCPA has ever had for a regular season team, and even a disappointing playoff result did not take away from an incredible year from the team.

MIDDLE SCHOOL VOLLEYBALL

Winning every single regular season game was impressive for the young players on the team, and while falling short in the playoffs was disappointing, the hard work they showed was evident no matter what.

TRACK

In the first year of a regular track & field schedule, the coed team put forth a lot of hard work and picked up the first track medal in HCPA history in the school's conference tournament.

BASS FISHING

In a year made up of so many successes from the team, the greatest of these is the invitation for two of HCPA's best fishermen to compete in the National Bass Fishing Tournament in Georgia to cap off their great season.

GIRLS SOCCER

Girls soccer continued to grow both in talent and in desirability amongst the students, as several strong games by the girls gave them a great mindset going into the next season.

BOYS SOCCER

The boys soccer team overcame a slow start to their season, winning a couple conference games as the schedule progressed and gained momentum for what looks to be a very strong 2025 season.

MIDDLE SCHOOL SOCCER

The middle school soccer team had a strong winning record this year, finally falling in the city playoffs that left a strong team hungry for more next season.

GIRLS BASKETBALL

Taking huge steps with talent and passion, the girls basketball team worked hard to win their games this year, and with no graduates, the same team will come back better than ever next year.

BOYS BASKETBALL

With a small but tough team, the boys improved on their record from the previous year and finished the season by winning three of their final four games.

MIDDLE SCHOOL BASKETBALL

With the higher level team making it all the way to the city championship and the lower level team winning over half their games, the middle school basketball teams put on a wonderful performance this year.

MIDDLE SCHOOL FLAG FOOTBALL

Winning games and winning them by a lot was the byword of the middle school flag football team this year, as their close loss in the playoffs did nothing to take away from the most impressive team HCPA has ever fielded.

HIGH SCHOOL FLAG FOOTBALL

With league disunity costing the team several games on their way to a city championship, the boys on the team nonetheless stuck with the sport until the end of the season.

ESPORTS

Both the high school and middle school teams put players and groups into the state tournament, and a win in chess marked the highest HCPA has ever gotten in competition in the sport.

HMONG DANCE

Competing in events around the city as well as becoming cultural ambassadors for HCPA in their exhibitions at other schools, Hmong Dance has expanded into one of the biggest student organizations in the school.

ROBOTICS

Robotics continues to shine, putting a team into the state tournament and growing a team that had been light in numbers in previous years.

KNOWLEDGE BOWL

As the team continues to grow and expand, the results matched them as the KB team continues to rise in rankings in competition.



GSA

Growing in numbers and touching on new aspects of the lives around them, GSA club has provided a safe haven for many students around the school as they grow into themselves.



STUDENT AMBASSADORS

Capable helpers in all the activities asked of them, the Student Ambassadors were a wonderful part of school and extracurricular events at HCPA, and made so many lives easier.



CLASS COMMITTEES

The HCPA Freshman, Sophomore, Junior and Senior Committees all contributed to events, fundraisers, and assisting with functions at the school, providing the help that made all these moments easier.





TECHNOLOGY

HCPA guarantees that its students can utilize technology with the assistance of the subsequent initiatives and assets:

- Kindergarten to second-grade students received new Apple iPads, and interactive Epson projectors are at their disposal.
- Students in grades 3-12 enjoy one-to-one access to HP Chromebooks.
- Seamless wireless internet coverage across the entire campus, powered by Aruba Central and capable of supporting devices from the 6th grade and above, ensures students' internet connectivity.

HCPA leverages technology-based applications for communication and innovation:

SCHOOLOGY

A state-of-the-art communication and learning management system that fosters collaboration between students and teachers for assignments, resource sharing, and grade management in grades 3-12.

SEESAW

A classroom app used globally enhances student engagement and connection in both in-class and distance learning settings for grades K-2.

WONDERS

Is a reading and language program for grades K-5 that helps children grow through reading, writing, and speaking. It gives students the right support at the right time so they can succeed in their learning journey.

KAMI

A leading digital classroom tool, enables teachers to create, send, and grade assignments in sync with online learning management systems such as Google C.

CLASSKICK

Allows teachers to monitor students' progress and offer real-time feedback.

SCREENCASTIFY

Utilized by over 70% of U.S. school districts, enables teachers to create videos for various learning environments and assess student completion and comprehension of video assignments.

Additionally, HCPA has introduced new programs and resources:

CLEVER

Helps schools share student class lists safely with trusted learning apps. This makes sure learning programs always have the most up-to-date information. With Clever, students and teachers can sign in once through the Clever Portal to quickly and securely access all their learning tools in one place.

INNOVATIVE PRACTICES AND IMPLEMENTATION

ENCOURAGE THE USE OF DIFFERENT AND INNOVATIVE TEACHING METHODS

RULER Social Emotional Learning Curriculum

Our school embraces the RULER Social-Emotional Learning (SEL) program as an innovative teaching method that enhances students' emotional intelligence and well-being. RULER, which stands for Recognizing, Understanding, Labeling, Expressing, and Regulating emotions, equips students with essential skills to navigate their emotions and build positive relationships. This comprehensive approach integrates SEL into everyday learning, fostering a supportive and inclusive classroom environment. By prioritizing emotional literacy, RULER empowers students to manage stress, enhance their decision-making abilities, and improve their overall academic performance. Through engaging activities and practical strategies, our educators create a culture of empathy and understanding, ensuring that every student can thrive both academically and personally.

Instructional Growth and Coaching

At our school, the NIET instructional rubric serves as a vital tool for our administration and instructional coaching team to support teachers in implementing innovative teaching methods. This comprehensive rubric provides a clear framework for assessing and enhancing instructional practices, focusing on student-centered approaches that engage learners in meaningful ways. By using the NIET rubric, our coaches and administrators can identify areas for growth, facilitate targeted professional development, and promote best practices that prioritize student agency and collaboration. This collaborative process not only enhances the quality of instruction but also empowers teachers to adopt new strategies that foster a dynamic and interactive learning environment, ultimately benefiting all students. Specifically, instructional growth is centered on the following principles: Standards & Objectives, Motivating Students, Presenting Instructional Content, Activities and Materials, Academic Feedback, Lesson Structure & Pacing, Grouping Students, Questioning, Teacher Content Knowledge, Teacher Knowledge of Students, Thinking, and Problem Solving.

MEASURE LEARNING OUTCOMES AND CREATE DIFFERENT AND INNOVATIVE FORMS OF MEASURING OUTCOMES

FastBridge

At our school, we utilize FastBridge testing three times a year to effectively measure learning outcomes and inform our instructional strategies. This data-driven approach allows us to assess student progress and identify areas for improvement, ensuring that we meet the diverse needs of our learners. By analyzing the results, we can create innovative and differentiated forms of measuring outcomes, moving beyond traditional assessments to include various methods that capture student learning more comprehensively. This commitment to data-informed decision-making enables us to tailor our teaching practices, implement targeted interventions, and ultimately enhance the educational experience for all students.

Data Driven Instruction (DDI)

At HCPA, Data Driven Instruction (DDI) plays a crucial role in measuring and enhancing learning outcomes. Through collaborative efforts, teachers develop common assessments that are grounded in academic standards, ensuring consistency and rigor across the curriculum. By systematically analyzing the resulting data, educators can identify trends and gaps in student understanding. This methodical approach allows teachers to make informed instructional decisions that are individualized and student-centered, tailoring interventions to meet the unique needs of each learner. As a result, DDI fosters a culture of continuous improvement, empowering both educators and students to achieve their highest potential.

ACCOUNTABILITY FOR SCHOOLS

Evaluation System

At our school, we utilize the NIET instructional rubric as part of a comprehensive evaluation system designed to provide teachers with high-quality feedback on their instructional strengths. This approach not only highlights areas for improvement but also fosters growth and goal setting, empowering educators to enhance their teaching practices and student outcomes. Similarly, we implement the NIET principal rubric, ensuring that our principals receive the same level of feedback and opportunities for growth. This alignment allows school leaders to effectively guide our educational efforts toward strong student outcomes. Our instructional coaching program plays a vital role in this process, supporting teachers as they work to meet their goals and implement effective strategies in the classroom. Together, these systems create a robust accountability framework that promotes continuous instructional and leadership growth, ensuring that every student receives the support and quality education they deserve. By prioritizing accountability at all levels, we cultivate an environment of excellence that benefits both teachers and students alike.

Q-Comp

As a Minnesota Q-Comp school, we are committed to creating a strong accountability system that links quality compensation to student outcomes. This innovative program recognizes and rewards educators for their contributions to student learning and achievement, emphasizing the importance of effective teaching practices. By tying compensation to measurable outcomes, Q-Comp motivates our teachers to continuously improve their instruction and focus on student success. This alignment fosters a culture of accountability, where educators are encouraged to collaborate, share best practices, and engage in professional development that directly impacts their students. Ultimately, our participation in Q-Comp reinforces our commitment to excellence in education, ensuring that every student receives the highest quality instruction and support.

HCPA creates new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site by providing rigorous, research-based professional development and leadership pathways. Examples of how HCPA supports teacher growth and ownership of the learning program are described below.

NEW PROFESSIONAL OPPORTUNITIES FOR TEACHERS

Professional Growth and Development

HCPA has adopted NIET's TAP system, creating multiple career pathways that empower teachers to take on leadership and mentorship roles. Each department and/or grade level has a lead teacher, and every teacher is paired with an instructional coach trained in coaching practices, while administrators receive training in evaluation. Teachers engage in weekly Professional Learning Communities (PLCs) led by lead teachers, instructional coaches, and administrators. These PLCs are always centered on research-based best practices and student work to ensure continuous growth. All professional development at HCPA is field-tested and developed in collaboration with teacher voice, ensuring its relevance and practicality in the classroom. By adopting TAP, HCPA fosters an environment of professional growth, collaboration, and accountability, ultimately enhancing the student learning experience.

Science of Reading Training

In accordance with the MN Read Act, all elementary, EL and Special Education teachers at HCPA have either completed or will be completing LETRS training, with secondary English Language Arts teachers preparing to undergo the same. LETRS (Language Essentials for Teachers of Reading and Spelling) is a comprehensive, research-based professional development program designed to equip educators with deep knowledge of the science of reading. This rigorous training focuses on how students learn to read and how to best teach literacy skills, covering essential areas such as phonology, morphology, fluency, comprehension, and the cognitive processes behind reading. HCPA chose LETRS because it is evidence-based and proven to help educators develop instructional strategies that meet the needs of all learners. To ensure effective implementation, HCPA has five locally trained LETRS facilitators, allowing us to provide educators with ongoing support as they apply strong literacy practices in their classrooms, ultimately enhancing student learning outcomes.



IMPROVEMENT PLANS

CULTURAL COMPETENCY

FAMILY AND COMMUNITY OUTREACH

HCPA's Director of Family Engagement is actively engaged with all activities that involve HCPA's families and the greater community, and he oversees a staff of Hmong and Karen family liaisons and enrollment specialists. Relevant communications to families are provided in the Hmong and Karen languages in addition to English, and interpreters are provided at all family events.

Hmong Culture

Starting in the fall of each school year, members of HCPA's Hmong teaching staff provide cultural training to help staff members better understand our students' culture, language, and background.

School Climate

Teachers take part in ongoing professional development to build instructional competencies related to motivating students, creating high interest and culturally relevant activities, and fostering student ownership. Activities related to school climate include developing "looks like/sounds like" attributes.

CURRICULUM

Hmong Language and Literacy

Starting in the fall of each school year, members of HCPA's Hmong teaching staff provide cultural training to help staff members better understand our students' culture, language, and background.

Social Emotional Learning

HCPA has adopted RULER, an evidence-based social-emotional learning curriculum developed at the Yale Center for Emotional Intelligence. RULER's goals include understanding the value of emotions, building emotional intelligence, and creating positive school climates. All HCPA students in grades K-12 receive daily instruction in RULER.

Curriculum Review Policy

HCPA's curriculum review policy intentionally looks for inclusivity of diversity and culturally relevant connections.



INSTRUCTION

TRAINING AND PROFESSIONAL DEVELOPMENT

HCPA believes in the importance of all teachers and staff having a solid understanding of our students as human beings, with backgrounds and lived experiences that impact their day-to-day learning. Here are some of the ways in which HCPA provides training and professional development:

Mental Health

Each fall the school staff receive mental health training from both outside providers and internal staff members on ways to identify and support the mental health needs of our students, with special attention to cultural aspects related to mental health.





EFFORTS TO EQUITABLY DISTRIBUTE DIVERSE, EFFECTIVE, AND IN-FIELD TEACHERS

Teachers:

Despite the teacher shortage throughout Minnesota and the nation, HCPA has been able to increase the number of teachers and staff of color, and to more intentionally elevate the voices of our teachers and staff of color in order to provide even more meaningful and relevant environments and learning experiences for HCPA students.

Administration, Leadership Team and Staff:

HCPA's administration, leadership team, and staff include many individuals who share the Southeast Asian ethnic backgrounds of our predominantly Hmong and Karen student population. This alignment between staff and student backgrounds fosters strong connections and understanding within the school community.

For those members of the leadership team who do not share these ethnicities, they bring extensive experience in working with HCPA's diverse student body. Notably, HCPA's Chief Academic Officer has been with the school since its founding in 2004, providing a deep understanding of the school's mission and the unique needs of its students.

Additionally, several HCPA graduates have returned to the school as staff members, serving in roles such as student support specialists, teachers, office staff, and family liaisons. Their firsthand experience as former students of HCPA uniquely positions them to support current students and further strengthens the sense of community and continuity within the school.

EFFORTS TO EQUITABLY DISTRIBUTE DIVERSE, EFFECTIVE, AND IN-FIELD TEACHERS

Teaching Staff:

HCPA is committed to equitably distributing diverse, effective, and in-field teachers to support its students. As of 2025, 29% of our teaching staff are teachers of color, with a significant number identifying as Hmong. This marks a 1% increase from last year, showcasing our dedication to cultivating a teaching staff that mirrors the our student body.

We believe that a diverse teaching force strengthens the learning environment by fostering deeper connections between students and teachers, encouraging cultural understanding, and enriching the academic experience. To continue advancing this mission, we have actively pursued recruitment efforts focused on attracting diverse candidates. HCPA has been awarded Grow Your Own and Teacher Mentorship Grants from the Minnesota Department of Education,

which support our initiatives to recruit and develop teachers of color. These grants reflect our commitment to growing a teaching workforce that reflects the backgrounds and experiences of our students.

For teachers who are working toward full licensure (Tier 1 and 2), HCPA's leadership team collaborates with them to ensure a clear path toward obtaining a Tier 3 or 4 license. We utilize both grant funding and internal supports to assist educators in becoming fully licensed. Moreover, HCPA's robust coaching program provides ongoing instructional support and feedback, ensuring that all teachers, including those without a Tier 4 license, have access to high-quality professional development and mentorship.

Our PLCs and Data-Driven Planning Meetings further ensure that all teachers, regardless of licensure tier, deliver equitable, rigorous instruction to meet the needs of our student population. Through these efforts, HCPA strives to create an inclusive, dynamic teaching community that is both reflective of and responsive to our students' cultural and academic needs.



EFFORTS TO EQUITABLY DISTRIBUTE DIVERSE, EFFECTIVE, AND IN-FIELD TEACHERS

AANHPI Group:

HCPA established an Asian American, Native Hawaiian, and Pacific Islander (AANHPI) group to support and uplift the voices of our AANHPI teachers and staff. The group serves three key purposes:

1. **Elevating Voices and Fostering Community:** The AANHPI group creates a safe, supportive space where Asian American, Native Hawaiian, and Pacific Islander staff can share their experiences, build a sense of belonging, and advocate for their unique perspectives within the school community.
2. **Building Connections with Students:** The group also focuses on fostering meaningful relationships between staff and students, creating opportunities for students to connect with educators who share their cultural identity and background, further enhancing their sense of belonging and pride.
3. **Professional Development:** The AANHPI group has taken an active role in professional development for all staff, leading trainings on important topics such as Namesakes, The Opportunity Gap, and Dimensions of Culture. These sessions aim to raise cultural awareness, reduce disparities in opportunity, and enhance the understanding of diverse identities across the school community. By building both internal support and community outreach, this group plays a vital role in ensuring that HCPA's environment is inclusive, welcoming, and empowering for all.
4. **Empowering BIPOC leadership opportunities to facilitate key educational agenda for the school community.**

DISSEMINATION OF INFORMATION

During the 2024-25 school year, Hmong College Prep Academy strengthened its community ties through extensive outreach and collaboration with various local organizations. To promote student enrollment and engage families from diverse backgrounds, we partnered with the Boys and Girls Clubs of the Twin Cities, hosted a registration booth at the Hmong Town Market Place, and showcased a marketing video and banner at Hmong Village. We also took an active role in the annual Como Neighborhood Ice Cream Social, furthering our community involvement.

Our outreach efforts extended beyond events. We conducted widespread postcard mailings to families and residents across the Twin Cities, ensuring our message reached the broader community. Additionally, we utilized our school parking lot for fundraising during the State Fair, fostering a stronger sense of connection as we engaged with families and neighbors. In our commitment to building partnerships, we collaborated with various community leaders and non-profit organizations to bolster student recruitment. Social media platforms like Facebook also played a key role in our marketing efforts, helping us reach an even wider audience.

These initiatives reflect our dedication to fostering meaningful relationships and ensuring that Hmong College Prep Academy continues to grow as a vibrant and inclusive educational institution.



FAMILY ENGAGEMENT

The Parent Engagement department worked closely with both the Operational and Academic teams to enhance the school's culture and climate. We strived to increase student enrollment, ensured parent satisfaction, and supported teachers and academic staff in maintaining high academic standards. According to our Spring 2024 survey, over 97% of parents expressed being satisfied or very satisfied with HCPA and our efforts to involve families and support student success.





Parent Engagement Department

The Parent Engagement Department worked closely with both the Operational and Academic teams to strengthen the school's culture and climate. Efforts were focused on increasing student attendance and enrollment, fostering parent satisfaction and school engagement, and supporting teachers and staff in maintaining high academic standards. Results from the Spring 2025 survey showed that more than 95% of parents were satisfied or very satisfied with the opportunities provided to participate in their children's education, and over 94% expressed being satisfied or very satisfied that the school is a place where their children can learn and thrive.

The Parent Empowerment Academy (PEA)

The Parent Empowerment Academy (PEA) played a crucial role in equipping families with the knowledge and skills necessary to support their students both in school and at home. During the 2024–2025 school year, PEA hosted multiple sessions designed to strengthen school-home partnerships and empower families in fostering student success. Some of the topics included Overview of PEA Program Sessions, Services Available at HCPA, Attendance and Discipline Policies, the Importance of Extracurricular Activities, High-Stakes Testing and Assessments, Strategies for Supporting Learning at Home, Counseling Services for Students, and Summer/Afterschool Enrichment Opportunities. Several departments and student organizations were also invited to share how families can collaborate with them to enhance engagement and academic achievement. Moving forward, PEA will continue to expand its offerings to strengthen the school-home-community partnership even more.

The Parent Teacher Organization (PTO)

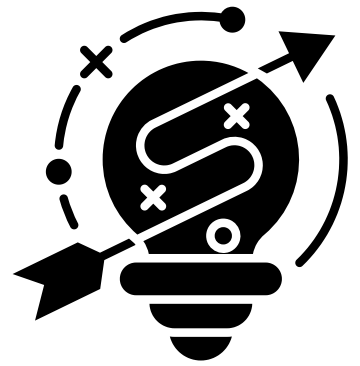
The Parent-Teacher Organization (PTO) collaborated with the school to provide meaningful programs for students, families, and teachers during the school day and after school. In 2024–2025, the PTO raised more than \$3,000, supported several student committees, and helped cover operational expenses. Some of its funding was used to purchase equipment for the Bass Fishing Club, provide instructional materials for teachers, and support the Student Yearbook Committee. In partnership with several community organizations and local businesses, the PTO hosted a Back-to-School Night, where its members distributed more than 200 backpacks and over four pallets of donated potato chips to students, families, and community members. Looking ahead, the PTO is dedicated to sustaining and expanding these efforts through continued fundraising. The organization also actively seeks new members, including parents, students, teachers, and community partners, to join in strengthening school and community connections.

STUDENT ENROLLMENT

Our unique approach to student enrollment reflected our school's commitment to inclusivity. We have experienced steady growth in student numbers, closing the FY 24–25 school year with an Average Daily Membership (ADM) of 2468.38. The report from October 1st showed an enrollment of 2,508 students, marking the highest in HCPA history. This growth is a testament to our school's work and the enrollment team's dedication to engaging with families, students/staff, communities, and community leaders. By meeting families where they are and fostering a welcoming and inclusive environment, we will continue to work together to increase our student enrollment numbers.

FUTURE PLANS

HCPA has identified six areas for our 2023–2028 strategic plan that will propel our school plans for improvement and sustainability:



COMMUNITY

2025–2026 School Year



By the end of FY 2025–26, HCPA will develop and approve a comprehensive long-range plan that outlines the budget and events needed to support and expand student participation in extracurricular activities. This plan will be shared directly with students to ensure transparency and engagement.

Goals

- Increase student participation in extracurricular activities to promote whole-student development.
- Strengthen student voice by incorporating their interests into future programming.
- Ensure sustainable funding and resources to expand opportunities year after year.

Action Steps

1. Conduct surveys and focus groups with students to identify needs, interests, and barriers to participation.
2. Audit current extracurricular offerings and measure student engagement to determine gaps.
3. Draft a long-range plan with clear budget allocations for events, equipment, and program expansion.
4. Collaborate with staff, parents, and student leaders to refine the plan.
5. Share the finalized plan with students and implement new opportunities starting in FY 2026.



OPERATIONS

2025–2026 School Year



By the end of FY 2025–26, HCPA will finalize and approve a comprehensive facilities plan based on collected survey data. The plan will outline construction priorities, furniture upgrades, and technology investments to strengthen instruction and support community growth.

Goals

- Align facility improvements with HCPA's mission, vision, and instructional needs.
- Create flexible, modern learning environments that support both students and staff.
- Enhance common spaces for collaboration, community-building, and student use.

Action Steps

- Collect and analyze survey data from staff, students, and families to prioritize facility needs.
- Identify construction, furniture, and technology investments that directly impact student learning.
- Draft a facilities plan that balances immediate upgrades with long-term growth needs.
- Engage leadership, faculty, and community stakeholders to review and refine the plan.
- Approve and share the finalized facilities plan by the end of FY 2025–26, with an implementation timeline for upgrades.



PHYSICAL ENVIRONMENT

2025–2026 School Year



By the end of FY 2025–26, HCPA will implement a revised operational schedule informed by three years of data. The updated schedule will minimize lost learning time, streamline transportation release and loading procedures, and create additional instructional time while better supporting programmatic needs.

Goals

- Maximize instructional time by reducing time lost to operational transitions.
- Improve efficiency of transportation and student movement throughout the school day.
- Align operational schedules with academic and extracurricular programming to better support student learning.

Action Steps

- Analyze three years of operational and instructional data to identify time lost and inefficiencies.
- Collaborate with faculty, staff, and transportation teams to draft a revised schedule.
- Pilot key schedule adjustments and gather feedback from teachers, students, and staff.
- Refine the schedule based on feedback and finalize the operational plan.
- Implement the revised schedule school-wide and monitor its impact on instructional time and program efficiency throughout FY 2025–26.



FACULTY AND STAFF

2025–2026 School Year



By the end of FY 2025–26, HCPA will enhance its onboarding program by incorporating staff feedback, integrating a structured mentorship component, and launching a digital onboarding portal. All new hires will be paired with experienced “Warrior Way” mentors, with mid-year feedback collected to ensure effectiveness. The digital portal will centralize training and resources, with the goal of over 90% of new hires accessing it within their first month. A comprehensive mid-year evaluation will assess onboarding effectiveness, providing insights on satisfaction, engagement, and retention.

Goals

- Enhance onboarding using staff feedback to identify strengths and areas for improvement.
- Pair all new hires with experienced “Warrior Way” mentors.
- Launch a digital portal with training and resources, targeting 90% first-month usage.
- Evaluate onboarding effectiveness mid-year, focusing on satisfaction, engagement, and retention.

Action Steps

- Review previous year’s staff feedback to guide improvements.
- Implement and train mentors for structured guidance and regular check-ins.
- Launch the digital onboarding portal and monitor usage.
- Collect mid-year feedback from new hires and mentors.
- Conduct a mid-year evaluation and refine the program based on results.



CURRICULUM AND INSTRUCTION

2025–2026 School Year



By the end of FY 2025–26, HCPA will strengthen instructional practice through a focus on high-quality instructional materials and a structured unit preparation process. This approach will deepen staff knowledge of student learning and support measurable growth in student outcomes, as reflected in ongoing and end-of-year assessments.

Goals

- Enhance teacher understanding of curriculum and student learning needs.
- Improve student outcomes through intentional, well-prepared instruction.
- Align instructional practices across grade levels and departments to ensure consistency and rigor.

Action Steps

- Provide professional development on high-quality instructional materials and effective unit planning.
- Implement a structured unit preparation process for all instructional staff.
- Collect and analyze ongoing student assessment data to inform instruction and adjust units as needed.
- Conduct collaborative planning sessions to align instructional practices across grade levels and departments.
- Review end-of-year assessment results to evaluate growth and inform continuous improvement for the following year.



FINANCES

2025–2026 School Year



By the end of FY 2025–26, HCPA will establish a target fund balance of 25–50% in alignment with strategic goals, while updating staffing pay scales to remain competitive and ensure financial sustainability.

Goals

- Maintain a healthy fund balance to support long-term financial stability.
- Align staff compensation with market standards to attract and retain high-quality personnel.
- Ensure financial decisions support HCPA's strategic priorities and student outcomes.

Action Steps

- Research compensation structures and pay scales at schools with similar size, student populations, and organizational models.
- Analyze the financial impact of potential pay scale adjustments on HCPA's budget and fund balance.
- Collaborate with the finance committee and leadership team to develop recommendations for pay scale updates.
- Finalize and implement staffing pay scale adjustments in line with budget priorities.
- Monitor the fund balance throughout FY 2025–26 to ensure targets are met and financial stability is maintained.