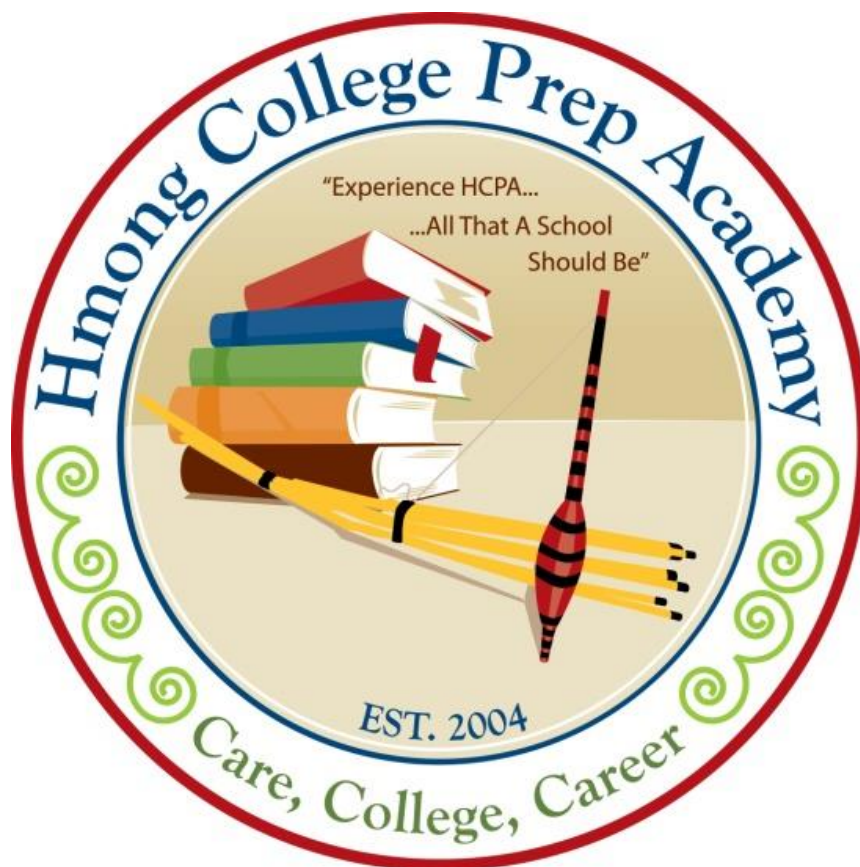


HMONG COLLEGE PREP ACADEMY DISTRICT 4103-07



CHARTER SCHOOL ANNUAL REPORT

2015-2016

Dr. Christianna Hang, Superintendent

Table of Contents

| | |
|--|----|
| School Name, District Number, Address | 3 |
| HCPA Mission, statutory purposes, goals and program model | 3 |
| The Hmong College Prep Academy Mission statement | 3 |
| School Program Model | 3 |
| Support for governing board, parents, staff, and students | 4 |
| Support for Vision and Mission model | 4 |
| Standards-based curriculum | 4 |
| Professional development plan | 5 |
| TAP Program | 5 |
| School Enrollment | 6 |
| 2015-2016 Student Enrollment | 6 |
| Site Demographics: Percentage of students by ethnicity | 7 |
| Student Attrition/Retention | 7 |
| Geographical Coverage | 7 |
| Governance and Management | 8 |
| Authorizer: Bethel University | 8 |
| Governing Board Members | 9 |
| Board Organization | 9 |
| Bylaws | 9 |
| Minnesota Open Meeting Law | 9 |
| Board Processes | 9 |
| Board Performance | 10 |
| Committees and panels | 10 |
| Management Team | 10 |
| Summary of Actions taken because of survey results | 11 |
| Evaluation of Members of the Leadership Team | 11 |
| Evaluation of Licensed Teachers | 11 |
| Professional Development for un-licensed administrators/leaders | 11 |
| Food Service Program | 12 |
| Facilities, Building Lease, Meeting School Needs | 12 |
| Minnesota Data Practices Act | 12 |
| Strategic Plan | 12 |
| Employment | 12 |
| Records | 13 |
| Health and Safety Plans | 13 |
| Assurances | 13 |
| MDE Audits | 13 |
| Statutory Compliance | 13 |
| Staffing (see Appendix A) | 13 |
| Operational Performance Indicators in FY2015 | 13 |
| Finances | 13 |
| School Curriculum | 14 |
| Success of Program Model | 14 |
| Academic Performance | 14 |
| Adequate Yearly Progress Status | 14 |
| Academic and Non-Academic Goals with Bethel University, Authorizer | 15 |
| MCA Goals, MMR Results | 16 |
| Reading: | 16 |
| Math: | 16 |
| State Report Card | 17 |
| Facility and Operational Performance | 17 |
| Innovative Practices and Implementation | 18 |
| TAP & QComp Program: | 18 |
| Safe School Environment Conducive to Learning | 18 |

| | |
|---|----|
| School Uniforms and Code of Conduct..... | 18 |
| Media Center | 18 |
| Student Social/Emotional Needs: | 18 |
| Expanding Grade Levels..... | 19 |
| Technology | 19 |
| Advanced Curricula..... | 19 |
| Advanced Placement ("AP") | 19 |
| College in the School ("CIS")..... | 20 |
| Honors Classes | 20 |
| Post-Secondary Enrollment Options ("PSEO") | 20 |
| STEM Lab | 20 |
| Hmong Literacy & Culture Program | 21 |
| English as a Second Language Program..... | 21 |
| Career and College Readiness - CP Program (an HCPA-developed program) | 22 |
| Collegiate Partnerships That Support Academic Growth | 23 |
| Yale University..... | 23 |
| University of Minnesota, Twin Cities ("UMTC")..... | 23 |
| University of Wisconsin, River Falls ("UWRF") | 23 |
| St. Catherine University ("SCU") | 23 |
| St. Cloud State University ("SCSU") | 23 |
| Concordia University..... | 24 |
| University of Minnesota, Duluth | 24 |
| Macalester College | 24 |
| Minnesota State University – Mankato ("MSU")..... | 24 |
| College Visits | 24 |
| Fine Arts Programs | 24 |
| Choral Program | 24 |
| Middle School Band Program | 25 |
| Service Learning Program | 25 |
| Athletics and Sports Programs..... | 26 |
| After School and Extracurricular Activities | 26 |
| Parent Involvement..... | 27 |
| Program Challenges..... | 27 |
| Future Plans | 27 |
| The 2016 Phase 4 Expansion Plan:..... | 27 |
| Survey Results | 29 |
| 2015-16 Parent Survey | 29 |
| Comments from HCPA parents "What I like best about HCPA": | 30 |
| HCPA Middle School Student Survey Recap..... | 34 |
| HCPA High School Student Survey Recap | 36 |
| Appendix A: Charter School Employee List and Training Provided..... | 40 |

School Name, District Number, Address

Hmong College Prep Academy Charter School

District Number 4103-07
1515 Brewster Street
Saint Paul Minnesota 55108
651-209-8002

- HCPA is approved to serve grades Kindergarten through 12th grade
- HCPA serves Kindergarten through 12th grade
- HCPA first began operations in 2003
- HCPA's website is www.hcpak12.org

HCPA Mission, statutory purposes, goals and program model

The Hmong College Prep Academy Mission statement

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 via adhering to its core values:

- Leverage the strong relationships developed with its families, community leaders and partnering organizations.
- Ensure strong leadership and strategic direction is present within all organizational levels.
- Mold engaged citizens who have a global perspective on how they fit in the world through academic exploration, celebrations (World Culture Day) and community outreach.
- Provide a public school learning environment that is unintimidating, structured and safe.
- Develop and nurture pride within the rich heritage of Hmong culture through language literacy, the arts, traditional food and values.
- Instill a philosophy that the learning process is challenging, interactive and fun.
- Integrate the concept and reality of college through fun activities (CP Warrior Days), coursework, and mentorships.
- Foster a social environment that develops trust, respect, friendships and self-discovery within our students.
- Empower a passionate and caring instructional staff to motivate HCPA students to do their best.
- Encourage students' participation in an appealing, well-rounded and diverse array of activities.

The result:

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

School Program Model

Because of the dedication of the founders, the governing board, administration, faculty, staff, parents and other stakeholders, HCPA strives both daily and annually to meet the six purposes outlined in the evaluation form. This narrative will highlight how these purposes are met.

HCPA has not adopted a commercial "model" from a publisher because a rigid model would not be a benefit for the faculty nor the students. The core student population is nearly a 100% South East Asian background. Great effort is made to identify and address the needs of students that come to us with different cultural experiences, learning styles, and languages. All testing data reflects the efforts of the administration and staff to meet those needs. Over the years, HCPA has used quantitative and qualitative data to monitor and improve our programs.

HCPA has grown over the past 12 years by addressing the needs of the students, staff, parents, and community members. We endeavor to expand our high school programs and activities to provide experiences for our high school students that can equal or exceed the best public schools. A broad K-12 curriculum program addressing fine arts, sciences, and literature is provided to our students including public speaking, drama, visual arts, music, chemistry, technology, foreign languages, and athletics. College in School (CIS), honor classes, college and university campus connections, community service and discovery are part of the mainstream program.

In the spring of each year, HCPA hosts a K-12 Career Fair in our gymnasium. Tables and additional areas are provided to business and/or service representatives so they may provide information and answer student questions. Representatives range from medicine, emergency services, military, police and other enforcement agencies, restaurants, retail, legal, technology, universities and colleges, etc.

The K-8 program includes many of the same opportunities provided at the high school level including drama, visual arts, technology, science labs, athletics, and the Career Fair.

Twice annually, all students and parents are invited to participate in the Scholastic Book Fair that is held in conjunction with the two Parent/Teacher Conferences. The students benefit in two ways from the Book Fair: students can purchase books at a reduced price and proceeds from the fair are used to purchase additional books for the library.

We have a state-of-the-art library with over 20,000 titles, teacher and student resources, online access to the school catalog, digital and e-books, and every year we add over 2,000 titles to our library to meet the needs of all of our K-12 students, teachers and staff.

Support for governing board, parents, staff, and students

The student body is made up children who are born in the United States and other minority student groups from East Asia, East Africa, Europe, etc. There is an average of 10 different languages and culture represented by the student body.

All school-based activities are communicated to parents and community members in such a manner that their cultural and linguistic needs are addressed. Written and oral communications are presented English and in the language of the parents and/or community members, as needed. All core content instruction is taught in English and based on the Minnesota State or National Common Core standards. There is native language support in the classroom for our new-to-country students.

Governing board members are provided all necessary documents, department updates and district and classroom newsletters to support board decisions.

Support for Vision and Mission model

The Vision and Mission statements are professionally printed and available through <http://hcpak12.org> for all students, staff, and visitors to view throughout the school and classrooms. Through our College Prep (CP) program, the core vision and mission is discussed and reflected upon on a monthly basis to encourage our students to perform at their highest potential.

Another initiative, The Warrior Code begun in the 2014-2015 school year and outlines our approach to behavior interventions with three simple statements – Respect for Self, Respect for Others and Respect for the Community.

Standards-based curriculum

Each year new and returning teachers attend structured training sessions on the content standards including any recent changes implemented by the state educational department. It is very important for new teachers to know and understand how to implement content standards in their daily plans. All teachers are trained on the requirements of the school as well as state required assessments and connections to content standards.

The selection process of new curriculum materials is based on the level of support provided within the content or activities. Teachers are included on grade-level and content-level selection committees. Also, during the selection process, a variety of curriculum materials provided by established publishers are available for review by students, parents, community and board members. The committee then makes its recommendations to the administration and governing board.

Grade-level and content teachers are required to connect standards to their lesson presentations and activities. A portion of their evaluation instrument includes this requirement.

Professional development plan

Structured staff development opportunities are provided at the beginning of each school year. Teachers and staff members are provided 6 full days of structured staff development including lesson planning, instructional strategies, connecting state standards to content, classroom management, grading and more before school begins. Teachers new to our school receive 8 day of staff training and orientation prior to beginning of school year.

Teachers are also engaged in weekly professional learning communities (PLC) to promote effective teaching and student-learning strategies. Teachers are provided additional staff development days and/or partial days to allow them to focus on their classroom and instructional issues. Support is available for individual teachers or groups by administrative members or identified experts in their fields.

TAP Program

Hmong College Prep Academy (HCPA) adopted TAP (Teacher Advancement Program) in 2011. TAP encompasses teacher evaluations, PLC's and coaching in one system. The TAP program has an evaluation system capable of differentiating teacher performance levels and providing feedback for improvement, ongoing professional growth using student and teacher data to guide improvement, recruitment and retention of effective teachers, and the creation of a challenging, rewarding, and collegial environment focused on high-quality instruction and student learning. TAP is based on four elements designed to enhance teacher performance and job satisfaction:

- Multiple career paths
- Ongoing applied professional growth
- Instructionally focused accountability
- Performance-based compensation

Multiple career paths. In TAP schools, skilled teachers have the opportunity to serve in positions of leadership as master and mentor teachers. Master and mentor teachers along with administrators form a leadership team, to deliver professional support and conduct evaluations.

Ongoing applied professional growth. TAP teachers participate in weekly cluster group meetings in which they examine student data, engage in collaborative planning and learn instructional strategies that have been field-tested in their own schools. Professional development also includes master and mentor teachers modeling lessons, observing classroom instruction and supporting other teachers to improve their teaching.

Instructionally focused accountability. Teachers are observed in classroom instruction several times a year using the TAP rubric. Evaluators are trained and certified, and leadership teams monitor inter-rater reliability. Evaluation results are used as feedback for coaching and planning future cluster group meetings.

The TAP model is research-based and in a study published by the Stanford Institute for Economic Policy Research found that schools implementing the TAP system increased student achievement gains more than similar non-TAP schools.

Performance-based compensation. Along with our school's participation in Q-Comp, teachers in TAP schools have the opportunity to earn bonuses based on their observed skills, knowledge and responsibilities, their students' average growth, and the entire school's average growth.

School Enrollment

Hmong College Prep Academy is a public charter school that serves students in grades K-12 and is open to all students. The Governing Board of HCPA approves the student enrollment projection per grade level based on the district five-year long-range budget plan model.

For a parent to register their child as a student at HCPA, students/parents can 1) print an enrollment application found on HCPA's website, 2) complete the application online, or 3) come to the school and complete the enrollment application. The student application consists of: student questionnaire, general data of the student, the school year for which the student is applying, the student's grade level, full name, address, phone numbers, siblings enrolled with HCPA, and parents/guardian emergency information. For our recruitment records, we inquire how the parents or students heard about HCPA. After the enrollment application is completed along with the parent/guardian signature, the application is forwarded to the registrar's office for processing.

The registrar mails the student acceptance letter along with the rest of the registration paperwork to the parent/family. The registration packet includes the following:

- Emergency information form
- Demographic information for the students
- Health information form including hospital/clinic/doctor's information
- Transportation requests
- Application for Educational Benefits form with directions
- Classroom supply list

The parent/guardian must again sign and return the forms from the packet to complete the application and enrollment process. As part of the enrollment packet, an up-to-date immunization record is required but all students are allowed to attend until the parents can bring the record to the school. No child is refused entrance into class because of the lack of an immunization record or birth certificate.

When the optimum enrollment per grade level has been met during the open enrollment period, the school will continue to take new student enrollment applications but place the student's name on the student grade level waiting list according to the date of the application. When a seat comes open due to student drop in enrollment, the school will pull the first student on the dated waiting list and notify the parents. After the open enrollment period has passed and there is grade-level availability, prospective students from the waiting list will be contact. The school will continue to enroll students if the student count for each grade level has not been met.

2015-2016 Student Enrollment Historical and Current Enrollment

| <u>Grade</u> | <u>2012- 2013</u> | <u>2013- 2014</u> | <u>2014- 2015</u> | <u>2015- 2016</u> |
|--------------|-----------------------|-----------------------|-----------------------|-----------------------|
| K | 53 | 73 | 79 | 76 |
| 1 | 54 | 73 | 91 | 94 |
| 2 | 58 | 66 | 98 | 111 |
| 3 | 64 | 66 | 87 | 108 |
| 4 | 53 | 89 | 78 | 102 |
| 5 | 59 | 75 | 98 | 114 |
| 6 | 56 | 81 | 91 | 115 |
| 7 | 83 | 96 | 95 | 108 |
| 8 | 92 | 90 | 106 | 106 |
| 9 | 78 | 112 | 110 | 102 |
| 10 | 95 | 109 | 101 | 123 |
| 11 | 81 | 89 | 84 | 106 |
| 12 | <u>84</u> | <u>92</u> | <u>92</u> | <u>96</u> |
| TOTAL | 910 | 1,111 | 1,210 | 1,361 |

Site Demographics: Percentage of students by ethnicity

| | |
|---------------------------|-------|
| Asian | 98.3% |
| Hispanic | 0.27% |
| American Indian | 0.00% |
| African-American | 1.16% |
| Caucasian | 0.18% |
| Special Education | 11% |
| Free/Reduced Priced Lunch | 88.3% |

Student Attrition/Retention

The table below gives the retention rate for the school years beginning 2012-2013 and ending 2015-2016, based on October 1 Average Daily Membership:

Student Retention Rate from the 2011-2012 to 2015-2016 School Years

| | 2012- 2013 | 2013- 2014 | 2014- 2015 | 2015- 2016 |
|---------------------------------|---------------|---------------|---------------|---------------|
| Number of Students Who Withdrew | 91 | 111 | 155 | 58 |
| Retention Rate | 90% | 90% | 85% | 95% |

Because of the strong Hmong and Asian cultural components of its K-12 curriculum, the HCPA generally experiences less attrition than most charter schools. We tend to see the same families in attendance from kindergarten through twelfth grade, with attrition driven mainly by family relocation.

Graduation Rate of Cohort Group (IN-HOUSE) 90% Average Graduation Rate among Cohort Group

| 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|------|------|------|------|------|------|------|------|------|------|
| 96% | 98% | 91% | 87% | 74% | 90% | 86% | 89% | 83% | 85% |

Overall Graduation Rate Percent Average Graduation Rate among Cohort Group Students Remaining at HCPA Grades 9-12

| 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|------|------|------|------|------|------|------|------|------|------|
| 82% | 80% | 82% | 79% | 80% | 74% | 72% | 92% | 89% | 92% |

Geographical Coverage

Our students live in a wide area of Minneapolis and St. Paul, Brooklyn Park, Brooklyn Center, Cottage Grove, Maplewood, Oakdale, North St. Paul and surrounding suburbs.

| <u>Region/Zip Code</u> | <u>Area Description</u> | <u>2016-2017</u> |
|---------------------------------------|--|----------------------------------|
| Saint Paul City Neighborhoods | | Number of <u>Students</u> |
| 55103 | Frogtown--Como Park High School | 69 |
| 55104 | Frogtown/MacGroveland--Central High School, Community School of Excellence | 97 |
| 55106 | East Side/Lake Phalen/ Larpenteur --Harding, Johnson | 472 |
| 55107 | West Side--Humboldt | 31 |
| 55130 | East Side--Johnson, Como Park, HOPE | 173 |
| Subtotal | | 845 |
| Saint Paul Suburban | | |
| 55109 | Maplewood, North Saint Paul--North High School | 43 |
| 55112 | Arden Hills, Moundsview, New Brighton | 19 |
| 55113 | Roseville--Roseville High School | 13 |
| 55117 | Maplewood, Little Canada, Rice Street--Como, Johnson | 153 |
| 55119 | Maplewood, Battle Creek--Harding, Johnson, Tartan | 80 |
| 55128 | Oakdale | 17 |
| Subtotal | | 325 |
| Minneapolis City Neighborhoods | | |
| 55407 | Powderhorn, Philips, Corcoran--South | 12 |
| 55411 | Broadway, North Commons--Henry, North | 53 |
| 55412 | Camden--Henry, North, Noble Academy | 35 |
| Subtotal | | 100 |
| Minneapolis Suburban | | |
| 55429 | Crystal, Brooklyn Park, Brooklyn Center | 20 |
| 55430 | Minneapolis, Brooklyn Park, Brooklyn Center | 32 |
| 55443 | Brooklyn Park, Brooklyn Center | 15 |
| Subtotal | | 67 |
| Total Top Zip Codes | | 1,301 |
| Total Enrollment | | 1,450 |

Note: The remaining students come from the following zip codes: 55016, 55108, 55116, 55118, 55125, 55127, 55405, 55408, 55409, 55414, 55428, 55432, 55433, 55434, 55444, 55445, and 55448.

Governance and Management

Authorizer: Bethel University

Currently, Hmong College Prep Academy has received its sponsorship contract by the school's authorizer, Bethel University, St. Paul. Bethel is a liberal arts university with a strong mission to support multicultural education and other projects in the Twin Cities. Bethel is financially stable and well-grounded in the education field.

Bethel University, St. Paul is actively involved in the operation of the school. It has one partner specialist member, Heather Johnson-Ross who serves as the liaison. Ms. Johnson-Ross is very active in supporting the school. She visits the school on a regular basis and provides assistance to the leadership of the school. She is in attendance at nearly 100% of regular board meetings and often is in attendance at special board meetings. She attends several of the school functions throughout the school year. She can be contacted at heather-ross@bethel.edu.

Governing Board Members

Currently, there are seven elected board members and each serves a 3-year term. The board membership terms of service are staggered to ensure that a majority of the board members are not due for re-election or replacement in any one election year. The seven board members comes with extensive and diverse background in finance management, business, marketing, law, engineering, education and community relations and leadership skills. They provide the ultimate fiscal fiduciary responsibility and ensure that HCPA district delivers a sound and rigorous education program for all students

BOARD MEMBER ROSTER 2016

| Name | Board Position | Month Seated | Term Expiration |
|------------------|--------------------------------|---------------------|------------------------|
| Jason Helgemoe | Board Chair, Community Member | July 2015 | June 2018 |
| James Cave | Board Secretary, Teacher | July 2016 | June 2019 |
| Maisian Schiung | Board Treasurer, Parent | July 2016 | June 2019 |
| Vue Thaow | Board Vice-Chair | July 2016 | June 2019 |
| Kalc C. Vang | Board Member, Community/Parent | July 2014 | June 2017 |
| Lucas Yang | Board Member, Community/Parent | July 2014 | June 2017 |
| Christy YongVang | Board Member, Community/Parent | July 2015 | June 2018 |
| Christianna Hang | <i>Ex-Officio Board Member</i> | N/A | N/A |

Board Organization

The Board addresses issues of “conflict of interest” through the board nominating interview and background process. Each candidate is interviewed by the Board Nominating Committee and a thorough background check is run on each candidate. Once the candidate has cleared the background check and is selected through the interview process, his/her name is added to the voting ballot. Through this formal search, we believe that our candidates are outstanding citizens and can be trusted to fulfill obligations of being a board member. Board training for new and returning board members is provided by approved MDE vendors.

HCPA board members also completes a *Conflict of Interest* form on an annual basis.

Bylaws

The board reviews and updates the Bylaws as necessary as the need arise to comply with the changes in laws or board governance process.

Minnesota Open Meeting Law

HCPA strives to adhere to the Minnesota Meeting Laws. The administration provides agendas of upcoming board meetings to parents and community members by posting them on the school’s website, providing written notification to all stakeholders, and ensuring that all agendas and other notices are posted according to the Minnesota Open Meeting Laws. All stakeholders are welcome to attend the board meetings as public views. Contact information of board members are posted on the HCPA website (hcpak12.org) and are available upon request from the front office.

Board Processes

All governing board meeting agendas, minutes and pertinent information are posted on the HCPA public website according to Minnesota Open Meeting Laws (see above). The governing Chairperson (or designated board representative during chairperson’s absence) opens each board meeting at the previously designated time and in the Board Room at the
2015-2016 HCPA Annual Report

school. Upon opening the meeting, the Chairperson notes the date and time and board members attendance is recorded. The board members are provided binders with all pertinent information provided along with additional materials. The Chairperson then continues to run the meeting according to the Agenda. At no time is the agenda ignored.

Board Performance

During the school year and within the off-calendar dates, issues concerning policies, procedures and budget, expenditures, contacts, communications and reports are addressed by the board in a timely manner according to the calendar requirements. Before board members attend each meeting, they are requested to be well informed concerning agenda issues that will be addressed during the next meeting via electronic mail. Each board member is provided an HCPA-assigned email and has the option to use either their personal or HCPA email.

Over the years, the continuity of board members reflects how stakeholders appreciate the work of individual members. Even so, a great effort is made on each election year to reach out to highly qualified community members to add their expertise to the wisdom of the governing board.

Committees and panels

HCPA provides opportunities for staff, parents and students to be involved with the many activities of our school. The committees (teams) and panels are successful because there is a common goal – student involvement and achievement.

As HCPA has grown in enrollment, our parent organization and support has also grown. More parents are willing to work at activities, such as the Book Fair, School Carnival, or serve as chaperones on field trips. We are also enjoying more parent participation at our annual all-school picnic – this is very important because parents feel free to approach teachers and administrators in an informal setting and to experience their students' teachers out of the classrooms.

Parent Academy is an initiative started in 2012-13. Parent Academies are theme-based and provide parents and students an opportunity to connect with school initiatives like *Reading is Fun* and other community members and organizations. Offered quarterly, each themed event targets K-12 grade students and their families to encourage improved communication and effective outcomes. Attendance at the Parent Academies has increased with each event and we have nearly 500-700 attendees.

Community members and organizations have included, dental and health care, county libraries, local YMCAs, Hmong Nationalities Organization, local colleges, to name a few.

The HCPA Leadership Team was formed during the development of the original staff. It was seen as very important for the leadership team to contain team members that were informed concerning the operations of the administrative portion; the safety, development and operation of the school/district and the security of all staff and students; teachers' needs and strengths from both an administrative and classroom perspective.

Management Team

A brief description of the roles and responsibilities of each member of the team.

| Name | Roles and Responsibilities |
|----------------------|--|
| Dr. Christianna Hang | District level responsibility for finances, operations, academic achievement and compliance with all MN and federal laws and mandates: Reports to governing board: Has a Doctorate in Administrative Leadership and MN license for Superintendent. |
| Pao Yang | District/school level responsibility for safety, facility, and operations; compliance with all state and federal laws and mandates that affects the daily lives of students; transportation, food service, etc. Reports to the board chair. |
| Danijela Duvnjak | Director of Teaching and Learning (DTL). School level accountability for all activities dealing with teaching and learning, including TAP program guidelines, rubrics, and |

| | |
|-----------------|---|
| | evaluations. Trains Master and Mentor teachers to work with PLC members; responsible for data collection, presentation, analysis and data driven instruction. Reports to Dr. Hang. |
| Krista Skoglund | Interim Assistant Director of Teaching and Learning. School level accountability for all activities dealing with teaching and learning, including TAP program guidelines, rubrics, and evaluations. Trains Master and Mentor teachers to work with PLC members; responsible for data collection, presentation, analysis and data driven instruction. Reports to Dr. Hang. |
| Jenee Nordstrom | Assistant Director of Operations. District testing and assessment. Field trip requests. Title I, II, and III program coordinator. ALC and summer school programs. Reports to Mr. Yang. |
| Data Team | Schedule and implement all grade level or school wide testing; train teachers to use data to improve instruction; assist teachers to use all technology that is available to them; implement TAP using data. Reports to Dr. Hang. Two licensed and two non-licensed staff. Reports to DTL. |
| TAP Team | 4 Master and 4 Mentor Teachers oversee all aspects of the TAP Program. Certified teacher evaluators provide mentorship and coaching to classroom teachers on an ongoing basis. Reports to DTL. |

Summary of Actions taken because of survey results

In order to keep abreast of underlying needs or issues, HCPA developed survey prompts for staff members from the first year of operation. We have used those results to bring proposals to the administration team and then to the Board. Later, surveys that included students, staff, faculty and parents were designed to reflect questions and statements received from these groups. It was very important for HCPA operations to reflect the concerns and issues brought to us by stakeholders, such as suggestions concerning spring celebrations, including Prom and Graduation ceremonies, were taken seriously and implemented. Other survey results address school safety issues, hallway control, drugs and tobacco, harmful materials, and student interests for additional offerings during the school day and during out-of-school time. Results from these surveys including students, parents, staff, faculty and administration are critical for the improvements of our school operations.

Evaluation of Members of the Leadership Team

Once each year, the governing board evaluates the Superintendent using a mutually developed instrument. Once the evaluation is complete, the governing board addresses the outcomes. All other members of the leadership team are evaluated annually by the Superintendent. The evaluation instrument is approved by all parties before the formal evaluation process begins.

Evaluation of Licensed Teachers

HCPA uses the TAP Framework based on the best practices of The Danielson Model to conduct formal evaluation of teachers. Each teacher is being evaluated using this framework four times per year which documents both the areas of improvement and the areas of refinement. Teachers then receive ongoing coaching and mentoring by Master/Mentor teachers for areas of refinement.

Professional Development for un-licensed administrators/leaders

HCPA does not hire personnel in any administrative or instructional leadership role that are not licensed or formally trained for the position.

Food Service Program

HCPA participate in providing Food Program to its student through the MDE Food and Nutrition Department. Over the past five years, HCPA has been approved to offer the Provision II Food and Nutrition Program where all students can eat for free regardless of their parents' level of income. This program is available to schools with high poverty students that qualify for Free and Reduced Lunch. HCPA has 85% FRP students.

HCPA also partnered with MDE Food and Nutrition for a "Fresh Fruit and Vegetable Program" through a grant. The Fresh Fruits and Vegetable Program (FFVP) provides fresh fruits and vegetables to K-8 students.

Facilities, Building Lease, Meeting School Needs

HCPA leases the building that houses the school from Hmong Education Reform Company (HERC Building Company). HERC Building Company and the school recently completed Phase 3 of the board approved new construction and expansion of the physical school. All state requirements for K-12 school construction and improvements were closely followed and the final site was signed off by state authorities.

In addition, in order to more fully meet the needs of our students, HCPA has addressed all curriculum areas by renovating the existing K-8 building to include 15 classrooms and MS science lab. Additionally, a new 78,000 square foot building addition provides additional 9-12 classrooms and services that included 30 classrooms, new STEM technology lab, one conference room, Additional administration wing, expand the full stage for school-wide and high school presentation and auditorium/performance theatre, seating for 500 participants. The enrollment projection by the year 2017-2018 would be 1,230 students.

Minnesota Data Practices Act

HCPA complies with the Minnesota Data Practices Acts and incorporates the appropriate required policies into the District Employee Handbook for all employees to review and sign off each school year. As the laws change, the HCPA board incorporates the changes into the policies and adopts the changes as needed.

Strategic Plan

The District has a self-renewing five-year strategic plan for increasing the achievement of all students within the annually revised School Improvement Plan. The Plan is a living document and is used as the foundation for all school decisions and programs. ELL, Special Education, College in Schools (CIS), after school sessions, independent learning plans, faculty training sessions and other school activities such as sports are based on the content standards and school achievement.

Each new school year and during training days, results from achievement tests and surveys are presented to new and returning teachers. Teachers and support staff are provided time and guidance to determine the impact of the data on the school, their grade levels or content area, and the individual teachers' yearly planning.

The Superintendent reports progress in the School Improvement Plan and other results to the governing board, as appropriate during school meetings. Recommendations for changes or support for activities is given or rejected by the governing board. Again, all recommendations are based on the Strategic Plan.

Employment

HCPA has policies in place that address recruiting policies and procedures for conducting employee performance reviews. All policies are available in the district office.

HCPA board has a nepotism policy in place to ensure that no one receive preferential treatment due to any relationship.

Records

The Data Practices Act requires all schools to create and retain student and other records.

HCPA retains all student cumulative files, staff/human resources files, attendance records, purchase and invoices, etc. for the prescribed length of time as required by HCPA Record Retention Policy.

Health and Safety Plans

HCPA has adopted Safety and Health Policies to safeguard the schools and district.

Assurances

HCPA has completed all necessary Assurances to the Department of Education.

MDE Audits

MDE conducted a Site Visit Audit for Special Education in January-Feb 2016. The final Audited Report shows that HCPA programs and services as being in compliance with all special education laws. Minor corrective actions or adjustment to programs as required by MDE has being addressed and submitted.

HCPA is in compliance with all financial audits.

Statutory Compliance

HCPA is in compliance with all statutory guidelines.

Staffing (see Appendix A)

Operational Performance Indicators in FY2015

Finance Management:

- Did HCPA receive the Finance Reward in FY2015? **Yes**
- Is HCPA currently in S.O.D.? **No.** If yes, how long? **N/A**
- 2016 fiscal year end shows \$8.4 million surplus
- All invoices are paid within the first 30 days or sooner.
- All payroll is current.
- All reports required by MDE are provided in a timely manner.
- All state/federal taxes, pensions, and insurance payments are current.
- HCPA has always has 5 year Long Range Budget Plan. Increases in numbers of enrolled students are anticipated, school activities including sports and others, a contingency fund are all included in the budgets.
- There are no outstanding corrections to audits.
- The governing board works closely with the Superintendent to review the school's finance data and budgets.
- HCPA has no borrowing history

Hmong College Prep Academy is proud to report that the fiscal accountability and financial performance at the district is extremely sound. The district has received the **School Finance Award** from the Department of Education for 12 consecutive years for outstanding performance in financial accountability. There has never been a "material weakness or findings" since the school's first year of operation 2004.

School Curriculum

The Minnesota Content Standards are the curriculum. The standards drive textbook and materials selection by the faculty (see above). The application of the standards in daily instruction and the connection to the state and district testing are the core of the Teacher Evaluation Instrument. State and district test data are compared to classroom outcomes.

Teachers are available daily to meet with family members or guardians to explain how the MN standards are addressed in the classroom. During family conferences with ELL and Special Education students, the teachers explain how the standards requirements for their student may be modified to meet the student's particular identified needs.

During the two Parent/Teacher Conferences each year, teachers and interpreters (where needed) explain how the standards are the basis for their instruction and testing. The Curriculum is also part of the website for parents and other stakeholders to access.

Success of Program Model

Because of the dedication of the founders, the governing board, administration, faculty, staff, parents and other stakeholders, HCPA strives both daily and annually to meet the six purposes outlined in the evaluation form. This narrative will highlight how these purposes are met.

From the beginning HCPA has addressed the Multiple Intelligences (Howard Gardner, 1983) model: Musical, Visual, Verbal, Logical, Kinesthetic, Interpersonal, Intrapersonal, Naturalistic, and Existential to meet the needs of our minority students. Many case studies addressing growth across the curriculum for students whose primary educational needs are met were used to design this beneficial K-12 program.

HCPA has not adopted a commercial "model" from a publisher because a rigid model would not be a benefit for the faculty nor the students. The core student population is of nearly 100% Southeast Asian descent. Great effort is made to identify and address the needs of students that come to us with different cultural experiences, learning styles, and languages. All testing data reflects the efforts of the administration and staff to meet those needs. Over the years, HCPA has used quantitative and qualitative data to monitor and adjust our programs.

Academic Performance

Adequate Yearly Progress Status

Students and their teachers at HCPA have earned Adequate Yearly Progress (AYP) during 2006-2012 in all subgroups and district wide. The school continued to earn AYP for 2013 and 2014 in the subgroups such as student participation, math, reading, and graduation rate for High School. K-8 earned AYP in math, but not reading in 2013 and 2014. The reason why the K-8 did not make AYP in reading during the 2013 and 2014 school year was largely due to the expansion of enrollment from 150 to 525 students in grades K-5.

Celebration Eligible schools are in the 60th to 85th percentile of top performing schools based on the MMR (Multiple Measure Rating); *Hmong College Prep Academy High School* is currently designated as a Celebration Eligible level school because of the 2012 Multiple Measures Rating score of 58.82 out of 100 possible points or 58.82%. This is the second year in a row that the 9-12 HCPA high school has earned the celebration school status. This signifies that the high school is amongst the top 25% Title I Schools in Minnesota. In brief, this also means that our administrative team has met all MDE requirements for successful applications for additional funds that explain the quantitative (how we will improve scores) and qualitative (data reflecting our outcomes) factors that make our school successful. These schools are publicly recognized for their success each year.

In addition, the *HCPA Elementary/Middle School* has significantly improved in their test scores. Using the same MMR rating process, the Middle School (3-8 grade), is designated a Focus School with an MMR of 28.48%. This is a growth rate of 24% from the previous school year of MMR score of 22.90%.

A Focus School is in the bottom ten percent of Title I schools and has the largest achievement gap based on a Focus Rating in the State of Minnesota. We have revised our School Improvement Plan to target the needs of our incoming and returning students. We have made great strides in implementing a successful program that addresses the needs of all students in all subject areas. In three years, the elementary/middle school will go through this same designation process – and we will continue to improve the teaching and learning process.

Academic and Non-Academic Goals with Bethel University, Authorizer

For the term of the contract, each year HCPA will meet specific measureable, attainable, and reasonable goals for the NWEA MAP fall to spring test, focusing on those students that attend HCPA from the first day through the last day of school each year.

Academic Goal #1: School Year of 2015 through 2020

80% of Kindergarten-12th grade students enrolled with HCPA from October 1st to the last day of school *and* have taken both the fall and spring MAP Assessments, will demonstrate an average of one year's growth in Reading Comprehension.

During the 2015-2016 school year, K-12 students achieved an average Reading Score of 1.33 years growth on the MAP assessment. The data shows that K-12 students exceeded the Reading growth goal by 1.5 years of growth.

Academic Goal #2: School Year of 2015 through 2020

80% of Kindergarten-12th grade students enrolled with HCPA from October 1st to the last day of school *and* have taken both the fall and spring MAP Assessments, will demonstrate an average of one year's growth in Math Comprehension.

During the 2015-2016 school year, K-12 students achieved an average Math Score of 1.96 years growth on the MAP assessment. The data shows that K-12 students exceeded the Math growth goal by 2 years of growth.

Annual Non-Academic Goal #3: School Year of 2015 through 2020

80% Kindergarten-12th grade students enrolled with HCPA from October 1st to the last day of school, will sustain an average attendance rate of 75%.

During the 2015-2016, K-12 students average an attendance rate of 95%. The data shows that the students exceed the attendance goal by 20%.

Annual Non-Academic Goal #4: School Year of 2015 through 2020

All juniors (11th grade) students who are eligible to take the ACT will participate in the college entrance examinations each school year and sustain an average attendance rate of 90%.

During the 2015-2016 school year, 100% of 11th graders participated and took the ACT Test. The data shows that students exceed the goal of attendance for ACT test by 10%.

MCA Goals, MMR Results

| | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|----------------|----------------|----------------|-------------|-------------|-------------|-------------|
| Designation HS | No designation | No designation | Celebration | Celebration | Celebration | Celebration |
| Designation MS | Focus | Focus | Focus | Focus | Focus | Focus |
| | | | | | | |
| MMR HS | 70.06 | 56.82 | 68.67 | 67 | 74.62 | 71.73 |
| MMR MS | 12.97 | 41.97 | 22.9 | 34.06 | 43.43 | 42.03 |
| | | | | | | |
| FR HS | 47.21 | 36.8 | 67.48 | 58.03 | 59.15 | 47.62 |
| FR MS | 13.14 | 36.72 | 24.05 | 27.47 | 33.02 | 31.45 |

Reading:

Goals Based on HCPA goal of decreasing the % of non-proficient students in 1/2 by 2017

| Grade | 2011-12 % Proficient | 2012-13 % Proficient | 2013-2014% Actual Proficient | 2014-15 % Proficient Goal | 2014-2015 % Actual Proficient | 2015-16 % Proficient Goal | 2015-2016 % Actual Proficient | 2016-17 % Proficient Goal |
|-------|----------------------|----------------------|------------------------------|---------------------------|-------------------------------|---------------------------|-------------------------------|---------------------------|
| 3rd | 21.70% | 10.94% | 24.19% | 34.62% | 24.71% | 40.09% | 19.04% | 55.47% |
| 4th | 40.00% | 21.43% | 8.89% | 26.17% | 30.86% | 45.79% | 22.22% | 60.72% |
| 5th | 46.70% | 22.41% | 23.68% | 36.19% | 34.34% | 47.78% | 36.36% | 61.21% |
| 6th | 48.10% | 21.43% | 23.75% | 36.07% | 29.35% | 45.04% | 33.04% | 60.72% |
| 7th | 44.60% | 29.41% | 18.56% | 33.94% | 25.53% | 45.12% | 27.93% | 64.71% |
| 8th | 36.40% | 17.20% | 28.70% | 38.67% | 32.08% | 45.34% | 27.78% | 58.60% |
| 10th | 36.70% | 19.70% | 39.08% | 46.05% | 35.71% | 47.85% | 46.96% | 59.99% |

According to the MCA reading goals in the table above, the general trend is for increased percentages of proficiency each year.

Math:

Goals Based on HCPA goal of decreasing the % of NON-proficient students in 1/2 by 2017

| Grade | 2011-12 % Proficient | 2012-13 % Proficient | 2013-2014% Actual Proficient | 2014-15 % Proficient Goal | 2014-2015 % Actual Proficient | 2015-16 % Proficient Goal | 2015-2016 % Actual Proficient | 2016-17 % Proficient Goal |
|-------|----------------------|----------------------|------------------------------|---------------------------|-------------------------------|---------------------------|-------------------------------|---------------------------|
| 3rd | 14.30% | 30.43% | 40.00% | 45.72% | 36.47% | 46.81% | 20.95% | 57.15% |
| 4th | 37.50% | 47.50% | 34.44% | 45.88% | 37.04% | 52.90% | 39.39% | 68.75% |
| 5th | 23.90% | 30.00% | 18.18% | 32.77% | 34.34% | 48.15% | 35.19% | 61.95% |
| 6th | 25.00% | 42.60% | 14.81% | 30.71% | 27.96% | 47.23% | 36.52% | 62.50% |
| 7th | 15.10% | 33.78% | 28.57% | 38.23% | 27.66% | 42.61% | 36.94% | 57.55% |
| 8th | 13.00% | 37.31% | 50.00% | 52.17% | 51.89% | 54.20% | 61.11% | 56.50% |
| 11th | 9.90% | 21.92% | 29.63% | 38.07% | 45.35% | 50.15% | 36.79% | 54.95% |

According to the MCA math goals in the table above, the general trend is for increased percentages of proficiency each year.

One part of the overall challenge for HCPA is to bring students to grade level requirements before they enter third grade, eighth grade and high school. A strategic plan for growth was developed before the school opened as a K-12 charter school. In an effective and organized manner, HCPA began operation by targeting at-risk high school students (goal: divert students from being drop-outs or gang members) and then expanding the grade levels to eventually include Kindergarten and primary grades. We strongly believe that the longer the students are with us, the stronger they will become as students. All programs and activities are focused not just on their graduation day, but to prepare students for the life-of-the-adult in their expanded world; to become adults that are life-long learners and an involved citizens. To reach this goal, we have developed and continue to refine courses that will challenge both the gifted and the struggling students.

State Report Card

Information gathered from the MDE website for School Report Cards. This data is representative of the 2015-2016 school year. HCPA has an effective procedure to use the data to drive instruction. In the area of SMART goals – one of the criteria is to be attainable. By looking at the trend numbers below, we recognize that this is a difficult challenge for our students. We build the goals on the optimum growth expected for each student, knowing that pushing the envelope may not work with the minds of our students. Just because we say they will learn, does not mean they are ready to learn because of their historical background - however, this is where we do our best work.

Facility and Operational Performance

GOAL: HCPA will be serving 1230 students by the year 2017-18.

RATIONALE: As the result of a facilities study that began in 2009, HCPA determined that the current facility was, over time accommodated a K-8 school population and that an expansion would best accommodate the grade 9-12 program. While the existing building was functional for the 9-12 program, the building was not an optimal space for an expanded, rigorous high school program focused on college and career requirements. Among other challenges for the existing building was to provide an increased number of state-of-the-art science labs, math labs, critical advanced technology and open/expanded library opportunities (also for parents and community). As a result the Board, in December, 2011, authorized the study and development of an expansion that would be financed by the transactions described herein.

During the construction of the Series 2012 Project, a new ten-classroom modular unit was added to accommodate approximately 250 new students before the new facility opens in FY 2013. The modular units will be relocated to the west parking lot as the new addition will be constructed on the east parking lot where the current modular is now located.

Upon completion of the Series 2012 Project, the current building will continue to house the K-8 classes, the gym, a lunch room, a library and a computer lab. Approximately 12,000 sq. ft. in the current building will be remodeled to result in 40+ classrooms, a K-8 Gymnasium and media center/computer lab to serve approximately 700 K-8 students. The average class size for K-8 is 25 students per class.

The 78,000 square foot addition to the east end of the facility is totally wireless and will house approximately 500 students in grades 9-12. HCPA's plan is to expand the curriculum requirements and options specifically at the high school level. Expansion of the number of classrooms and the square footage will allow additional fine arts, science, literary, and other content area classes.

Innovative Practices and Implementation

TAP & Q-Comp Program:

Because the scores on the Minnesota Comprehensive Assessments test (“MCA”) have been historically low for our at-risk population (low English speaking skills, extremely low mathematics skills, extremely low grammar, vocabulary, spelling skills, etc.), the school decided to implement a more rigorous program. The System for Teacher and Student Achievement (“TAP”) was implemented to provide a rigorous support system for teachers to strengthen the teaching and learning process. The leadership has supported its teachers since its inception with a similar rigorous process, but it appeared the support was not intense enough to improve achievement and develop organizational efficacy. The TAP program was implemented based on the Q-Comp funding criteria for teachers.

Teachers were selected to become Master and Mentor teachers and lead weekly professional learning community (PLCs) and provide ongoing coaching and provide best practice teaching strategies for teachers. Strategies and agendas for the meetings were based on the TAP criteria for Mentor leaders. Each PLC met for 90 minutes each week. The Mentor is responsible to ensure the meetings follow the rubrics and guidelines of the TAP program. All teachers were trained on-site by outside consultants, MDE mentors, and specialists at the state conferences.

During the PLC sessions led by Mentor teachers, the faculty and staff of the HCPA work collaboratively to identify areas for improvement as well as areas to celebrate. The school is a living experiment, never before tried, focusing on students that arrive as non-English speakers and scoring far below grade-level expectations of their peer groups in traditional schools. Some students arrive at the HCPA straight from Burma, Malaysia, Laos, Cambodia, and Thailand. Most of those students have not experienced a formal education, and have never opened a book or held a pencil. We have a few short years to move these students from illiteracy to proficiency, a seemingly impossible task. However, within that impossible task are things that can be done. Those areas are tackled first by the school, with the more difficult tasks being addressed over time.

Safe School Environment Conducive to Learning

The Dean of Students addresses not only discipline referrals and safety issues, but supports positive relationships between students and staff. She holds a Master’s from the Alfred Adler Graduate School in Adlerian Psychotherapy and Counseling; licensed K-12 Counselor, obtained from the University of Minnesota. She also took Mediation Training through a mediation group in the Metro area.

School Uniforms and Code of Conduct

Students are required to wear school uniforms at all times in the school and when representing the school off-campus. Along with the requirement to be in uniform, Hmong College Prep Academy has adopted a strict discipline policy on student code of conduct. The code of conduct was a result of joint decisions of teachers, students, and parents. The school environment will continue to be enhanced through this strategy during the 2016-2017 school year.

Media Center

HCPA has made the following investments in the school library: K-2 adopted new comprehensive Reading curriculum, Super Kids (available in the library for all ELL students to use as support texts), expanded guided reading library collection by adding in an additional full set of guided reading, non-fiction texts, and (iii) new Chromebook computers for 6th through 12th grade and new TIInspire® calculators were added to supplement the curricula. The library team (1 full time licensed librarian and 2 full time assistants.) manage the twice annual Book Fair held in conjunction with parent/teacher conferences. Book Fair profits are utilized to purchase additional books for the library.

Student Social/Emotional Needs:

Along with the continual checks on academic progress of the students through the CP program explained below, teachers continue to be mentors and the strongest connection between home and school. Part of each teacher’s daily responsibilities is to reach out to students that are not performing as high as usual and touch base with him or her. Another connection is to reach out to families of students that are falling below expectations and make a plan to bring their student’s

focus back to their school work. Also, teachers reach out to students who are making great progress or small positive steps in their academic or social growth.

Another strategy to help students remain strong learners and aware of the school community at large are HCPA's excellent staff of licensed school counselors. Their assignments range from providing information concerning the students' intention to enter a college, a training program, or the work force to working with teen parents to guide them to work through their academic challenges. HCPA's counselors take pride in the fact that they are available to any student during the school day, and sometimes, when necessary, after school hours.

Expanding Grade Levels

HCPA leadership recognizes that the strength of its rigorous programs is somewhat diminished because incoming students often do not have positive experiences in their previous traditional public school. Each year, the majority of new to HCPA students score two or more grade levels below grade expectations (per incoming new students data and school-wide Fall NWEA). The leadership determined that by adding elementary and middle school grade levels, its lower-grade level teachers would develop students that are closer to working and scoring at grade-level expectations. As reading, writing, and math MCA tests are graduation requirements for Minnesota high school students, the HCPA has made an effort in the lower grades to get all students more aligned with grade level skills. Having a K-12 campus allows the HCPA to strengthen its focus on developing student teaching/learning, and closing the achievement gap faster.

Technology

"We have to keep up with the latest technology if we're going to stay on the leading edge of education. 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." -Dr. Christianna Hang, Superintendent of HCPA

Chromebooks were field tested in select grades during the 2015-16 school year. In 2016-17 every K-12 student will be provided access to Chromebooks to assist with his or her schoolwork. All students will have access to Chromebooks in the classroom and students in grades 6-12 will be given the opportunity to bring Chromebooks home to assist with homework. Students who do not have home access to the Internet are also provided with a wireless hotspot. Schoology provides students with immediate, on-demand access to lesson plans and assignments. HCPA partnered with NetrixIT to develop and install a customer wireless system that better meets the needs of students and staff. The new system is rated for 10,000 active connections and provides better coverage throughout the entire campus.

Advanced Curricula

The advanced curricula of HCPA is designed to meet the needs of advanced students enrolling from traditional schools, charters, and other academic environments with a higher achievement level. We provide a rigorous college-focused curriculum beginning in grade 6 through high school, including College in School ("CIS") college credit classes through the University of Minnesota, Twin Cities, Advanced Placement ("AP") curriculum for specific content areas, and honors classes.

Advanced Placement ("AP")

The AP courses include Studio Art for high school students. AP Studio Art was developed to encourage AP-level students to enroll in the program with the objective of building enough work to submit the AP drawing portfolio. Although these students worked very hard, they were not able to produce enough work for portfolio submission. These same students are enrolled in AP Drawing again this year with the intention of continuing/finishing the work needed to submit a portfolio this year. Other students are now beginning this process so that by the time they graduate, they can complete the required artwork and submit a portfolio.

College in the School ("CIS")

The CIS course curriculum is designed by the University of Minnesota, Twin Cities, and taught by trained teachers. High school and college credits are awarded to students upon successful completion of the applicable course. CIS courses offered include CIS Calculus, CIS Writing Studio 1201, CIS Psychology, and CIS Anatomy.

Honors Classes

HCPA's honors classes are designed with rigorous and Minnesota-Standards-based curriculum. Honors courses are offered in all core content subjects to middle and high school students, grades 6-12. A schedule of the honors courses for the 2015-2016 academic year is set forth below:

HCPA Honors Classes 2015-2016 Academic Year

| <u>Subject</u> | <u>Honors Courses Offered</u> |
|----------------|---|
| Math | Math 6 Honors, Pre-Algebra Honors, Math 8 Algebra Honors, Advanced Algebra Honors and Geometry Honors |
| English | English 6 Honors, English 7 Honors, English 9 Honors, English 10 Honors, English 11 Honors, English 12 Honors |
| Science | General Science Honors, Life Science Honors, Earth Science Honors, Science Foundations Honors, Biology Honors, Chemistry Honors |
| Social Studies | Social Studies 6 Honors, Social Studies 7 Honors, Social Studies 8 Honors, World Geography/Ancient History, World History, and U.S. History |

**Source: Hmong College Prep Academy.*

Post-Secondary Enrollment Options ("PSEO")

HCPA also offers Post-Secondary Enrollment Options ("PSEO"). PSEO provides high school students the opportunity to attend a Minnesota state college or university while receiving both high school and college credit. This option provides students with a larger variety of courses and college credit at no charge to the student or family.

STEM Lab

The addition of a Pitsco Education STEM Lab provides HCPA students in grades 6-12 with hands-on access to experiencing, versus simply learning about science. In STEM labs, students experience subjects by "doing," which increases understanding and retention of a presented subject. Using STEM labs within a class also develops collaborative, problem solving and critical thinking skills, all of which are needed for success in today's economy. STEM education requires its teachers to act as a facilitator versus a traditional lecturer. Their new role helps students to develop an inquisitive learning environment that encourages questions and self-discovery; the first step in developing life-long learners.

Addressing Language Proficiency

Research data and narratives informed the leadership that minority students first must acknowledge and celebrate their parental culture before minority students can accept and understand the nuances and mores of a new culture. While all students are welcome at HCPA, there is a need for a Hmong- and Asian-focused education that provides a continuum of academic programming, mentorship, culture awareness, and exceptional educational opportunities for the ever-growing number of Hmong and other Asian students in the Twin Cities Metropolitan Area.

From the beginning, HCPA implemented a program to address specifically the Hmong culture and language literacy so that graduating Hmong students would have a high level of proficiency and leadership opportunities in their culture, as well as functioning as American citizens with a high level of English proficiency and respect for America's history and resourcefulness. In addition, the HCPA targets the English language needs of other students who are weak in English literacy

skills. This weakness impacts their proficiency levels in other content areas (math, science, social science, fine arts, *etc.*) and their scores on state tests.

| Language Diversity | Hmong American Average | Asian American Average | US Average |
|---|-----------------------------------|-----------------------------------|-------------------|
| Speak language other than English at home | 91% | 70% | 21% |
| Limited English proficiency, or LEP | 45% | 32% | 8.5% |
| Share of linguistically isolated households | 18% | 17% | 5% |

**Source: Who are Hmong Americans?, Center for American Progress, April 2015*

Supporting information for the breadth and depth of the curricula and instructional strategies are based on the research and works of Tim O'Reilly (An Investigation of Hmong Students, 1998), Paoze Thao (Mong Education at the Crossroads, 1999), and Bruce Thowpaou Bliatout (Handbook for Teaching Hmong-speaking Students, 1987) concerning how Hmong (or other Asian students) learn. The insights and information gathered from the three narratives guided the leadership and faculty to prepare, present, and evaluate their pedagogy, methodologies, strategies, instructional materials, and support activities.

Hmong Literacy & Culture Program

HCPA has a very successful Hmong Literacy program. We believe that the Hmong Literacy program supports all students to become proficient with English content as well as other core subject areas. Student skills in the areas of reading and writing improved at Hmong College Prep Academy. Students were able to establish their self-identity as Hmong (Burma, Malaysia, Laos, Cambodia and Thailand) individuals, gained a better understanding of American/Native cultures, and a sense of pride and ownership of the school through the Hmong Literacy and Culture Program. All Hmong Literacy and mainstream teachers focus on the essential skills students need to improve their reading and writing skills in all content areas. Reading and writing across the curriculum is reflected through the pedagogy implemented in all content areas.

English as a Second Language Program

Hmong College Prep Academy continued the highly structured and organized ELL program for both new-to-country students (Thai, Karen, and Hmong) and students who are not linguistically ready for mainstream classes. HCPA has 8 licensed K-12 ELL teachers work extensively with students who have high ELL needs. Three classrooms provide support in language issues and other academic needs. The ELL teachers also co-teach in a push-in model and work collaboratively with mainstream teachers in their classrooms to assist in meeting students' needs and to assist teachers to implement ELL strategies and best practices.

During the 2015-2016 school year, 43% of students were identified as LEP (Limited English Proficient).

The ELL Department works with students who arrived to the country in grades K-12. We have a few students whom have reached level 5 and are functional and fully mainstreamed with ELL support. Most of our serviced students arrived in the country between 2004 and now; not as many new Hmong students came in the 1990s and early 2000s.

ELL teachers co-teach with some content teachers to ensure the mainstream classes that have Level 5 ELL students understand the concepts and learning objectives presented by the regular classroom teacher.

The Minnesota English Language Proficiency Standards for English Language Learners ("ELL") are an integral part of the instructional day. Because as many as 40-45 percent of incoming students are in need of some level of ELL services, paraprofessionals and faculty have been recruited specifically to support these students. HCPA tests each newly enrolled K-12 student to identify the student's proficiency level of English speaking, listening, reading and writing. Also, each new student is tested on the short version of the Northwest Evaluation Association MAP Test to best determine the student's skill level for

literacy, math, science and social studies. A student then is assigned to one of five ELL levels to ensure the student’s needs and skill levels are addressed beginning with the student’s first day of school.

HCPA serves its students in accordance with all applicable federal and state laws and regulations, ensuring that Minnesota content and performance standards for English language development are met. The ELL curriculum is based on the successful Teachers of English to Students of Other Languages (“TESOL”) ELL program currently in use throughout the United States.

In addition to the ELL program, the HCPA has implemented a program to address the needs of students new to America. The Hmong, Karen, and Chin languages are primarily oral languages, and many students enroll at HCPA without having received a formal educational experience or even the knowledge of an alphabet or number system. HCPA quickly identifies those students, and they are placed in the ELL program to address appropriately the State Content Standards for reading, writing, math, science, and social studies. This program has been developed to address the skill level of students based on the grade level requirements of the Minnesota content standards.

There are five levels within the ELL program. Students are provided opportunities and support to work through the levels and to become proficient in the basic skills needed to be successful in their high school level experience, to score in Levels 2 or 3 on the MCA’s, and to meet the graduation requirements. HCPA uses a five-year process for its ELL instruction. In the first year students have separate ELL classes. In years 2 through 5 of the process, students are placed in classrooms with team-teacher approach with the ELL teacher and the content teacher sharing instructional responsibilities.

Career and College Readiness - CP Program (an HCPA-developed program)

To provide ongoing support for student achievement, HCPA designed and implemented a College Prep (“CP”) program. This program allows time for the CP program teachers (homeroom) to monitor daily individual student achievement in regular and advanced programs. CP instruction is presented daily during the CP class time for students in grades K through 12. Middle and high school students met with their CP advisor-teachers for 37 minutes every afternoon. K-5 students worked through character development by focusing on a monthly-designated character trait by reading stories, discussion and morning meetings.

The goal of the CP curriculum and program is for students to be accepted by a post-secondary school or training center that will match students’ career and life goals. The CP curricula for K-12 students was developed by leadership, counselors, and teachers to meet the academic and social needs of all students. HCPA monitors student progress starting in kindergarten and continuing throughout the students’ high school years. The CP program also identifies students who are working above grade level expectations to place those students in advanced programs. CP ensures students are challenged and achieve at appropriate levels and are graduation-ready.

| Educational Attainment | Hmong American Average | Asian American Average | US Average |
|----------------------------------|-----------------------------------|-----------------------------------|-------------------|
| Less than a high school degree | 38% | 14% | 13.4% |
| High school degree or equivalent | 21% | 16% | 28% |
| Bachelor's degree or higher | 14% | 49% | 29.6% |

** Source: Who are Hmong Americans? Center for American Progress, April 2015*

HCPA provides personalized career and college readiness boot camps for students/families and meet with individual students and/or their parents to explain grants and other support for their career choices. This highly personalized program has made the HCPA more effective in tracking K-12 student academic growth throughout the school year instead of only through report cards or parent/teacher conference activities. Each week, CP teachers meet with individuals in their group to review, analyze and discuss the academic and social growth of each student. Students are able to track their own grades and scores and to make their own goals for improvement and growth through the school site data-base. To the best of our knowledge, no other Minnesota charter high school provides such intense monitoring of student achievement by classroom and content teachers by individual students.

In addition, the CP program provides opportunities for competitive interaction with other student-teams through monthly academic and athletic competition which builds collaboration and team driven experiences. Real world experiences are provided through college, university and career representatives at their work sites to visiting students. The Career Fair, held each year, provides opportunities for representatives of business and community organizations to interact with students in grades 7 through 12. Students discuss training, education, and employment opportunities with representatives from a plethora of companies, thereby understanding the steps involved in securing a brighter future.

Individualized attention and a rigorous CP program has contributed to strong graduation rates at HCPA, as set forth in the below tables.

Collegiate Partnerships That Support Academic Growth

HCPA has endeavored to create partnerships with colleges and universities to benefit its students by furthering their career and college readiness and enriching their overall academic experience. The following is a current overview of these partnerships:

Yale University

- Bulldogs on the Lakes (“BOTL”), the Minnesota charter of the Yale University Alumni Association, provides housing and support for Yale students who are accepted for internships in Minnesota/
- HCPA provides three internships and salary for the students. BOTL hopes to entice Yale graduates to return and work in Minnesota.
- High school students are encouraged to apply to selective colleges and/or find colleges that fit their career goals and to be successful in college.
- 25-30 students completed the 2016 summer program.
- Each week, students visited a different college or university.
- Community members/guest speakers also visited the program once a week.

University of Minnesota, Twin Cities (“UMTC”)

- Asian American Partnership for Tomorrow (“AAPT”) trains and provides approximately five UMTC undergraduate student mentors that pair with students in grade 11. Mentors and mentees meet for two hours each week.
- AAPT and UMTC provide a shadow day for forty (40) grade 10 HCPA students.
- HCPA has provided internships for graduate school counseling students and acts as a site supervisor of those students, and also has offered practicum experiences for UMTC students.
- HCPA and UMTC have partnered to offer CIS classes in Calculus, Psychology, English, and Anatomy.
- UMTC provides an on-site College Application Workshop for students in grade 12.

University of Wisconsin, River Falls (“UWRF”)

- UWRF provides an on-site college admission workshop at HCPA.
- HCPA has provided internships for graduate school counseling students and acts as a site supervisor of those students, and also has offered practicum experiences for UWRF students.

St. Catherine University (“SCU”)

- SCU provides an on-site College Application and Admission Response Workshop at HCPA.
- Twenty-five (25) female students in grade 11 participated in a college visit at SCU and attended a ballet performance.

St. Cloud State University (“SCSU”)

- The SCSU Multicultural Activities Center hosts an all-expenses-paid, annual overnight visit for students in grades 11 and 12.

Concordia University

- Dr. David L. Mennicke, Music Department Chair/Director of Choral Studies Concordia University, has held two choral clinics at HCPA with its Concert Choir.
- The Concert Choir has participated in the Concordia University Choral Invitational with the Concordia University choir and surrounding high school choirs every year since its inception.

University of Minnesota, Duluth

- The Concert Choir has participated in the University of Minnesota, Duluth High School Honors Choir.

Macalester College

- The “Kid’s Judge” event: Macalester provides transportation and participation in this unique event whereby college students in the neuroscience department engage students in grades 4 through 6 in a science presentation competition.

Minnesota State University – Mankato (“MSU”)

- Thirty-five (35) students in grades 11 and 12 participated in MSU’s Asian Day.

College Visits

A sampling of colleges and universities that visited the HCPA campus to meet with students

- | | | |
|---|----------------------------|--|
| • Concordia College - Moorhead | • Northland College | • Winona State University |
| • Drake University | • Ohio Wesleyan University | • University of Denver |
| • Gustavus Adolphus College | • Pomona College | • University of Minnesota, Duluth |
| • Lawrence University | • St. Catherine University | • University of Minnesota, Morris |
| • Michigan Technological University | • St. Olaf College | • University of Minnesota, Twin Cities |
| • Minnesota State University – Moorhead | • Stanford University | • University of Wisconsin, Eau Claire |

Fine Arts Programs

HCPA provides social interconnections and communications through experiences through the fine arts. Because many of the non-English speaking students hail from oral and creative arts cultures, we have developed intense opportunities for these students to express their ideas and emotions through visual art and music. Many of the students have been awarded recognition for their visual arts works and the choir/choral program has performed in several highly acclaimed arenas.

Choral Program

HCPA’s Concert Choir received the rating of Superior, the highest rating, at the Minnesota State High School League (“MSHSL”) State Contest in each of 2011, 2013, 2014, and 2015. In addition to being awarded the highest MSHSL rating in four of the last five years, the Concert Choir gives its participants a large breadth of experiences including:

- Annual spring trip to colleges and universities in the Upper Midwest. Students perform and participate in workshops and clinic provided by area colleges;
- Meeting Governor Dayton and performing at the first Minnesota Hmong Day at the State capitol;
- Choral clinics at the University of Minnesota-Duluth, University of St. Scholastica, North Hennepin Community College, and the University of Illinois-Chicago;
- Participation at numerous Hmong New Year Celebrations in Minneapolis. The Concert Choir was given the honor of singing the National Anthem during the opening ceremony; and

- Annual trip to the Lynblomsten Senior Center's Holiday Party in December.

Middle School Band Program

As a result of the 2012 Project, HCPA doubled the size of its campus. With a futuristic vision, administrators and board members ensured the 2012 Project included increased arts programming. With this vision in mind, HCPA piloted a project to provide middle school students with free band instruments/instruction. The middle school band program has grown to over 100 members. We provide instruction and use of instruments to students at no charge.

A project goal was to compose beginning band scores for traditional Hmong songs. Hmong music has been passed on from generation to generation via live performance and none has been transcribed for "western" band instruments. HCPA created a collaborative environment where students orally taught teachers the importance of their culture's music. This initiative required students to be the teacher. They had to share the musical piece's cultural significance and why it was so important to their families. Music teachers applied their students' insights, spirit and inspiration to meet the cultural needs of the general community. Teachers then transcribed the songs into standard musical notation for a beginning band score, the first work being Hnub Twg koj Kev (When Cooperation Brings Prosperity). The Hmong community had an important piece of their musical heritage transcribed for the first time in their history. HCPA set the foundation to provide the Hmong community with beginning band-appropriate scores for their culture's music. In 2016, the collaborative will compose a score for Ntuj Tuaj Lawm Lis Pov, the unofficial Hmong National Anthem.

HCPA uniquely has positioned itself as a leader within the community by accomplishing the following through its middle school band program:

- The transcription of traditional Hmong songs demonstrates how the school is living its mission/vision while serving their community by creating a work of significant cultural importance that has never been done.
- Encouraging and utilizing the use of the community resources. For instance, HCPA's collaboration with noted Hmong community member Dr. Yang Dao serves as an example of what can take place when two parties who share the same vision come together.
- Reversing the traditional student/teacher role. This is a unique concept for it requires the student to truly demonstrate their knowledge of the subject matter. For a teacher, the process provides insights as to how their students learn and process information.
- Identifying and resolving the needs of their community through an experiential learning experience. This strategy further positions the school as an innovator and engaged community member.
- Further nurturing pride in one's heritage and culture.

Service Learning Program

"It's an important part of what we do. Our students learn firsthand how they can help their world through participating in a service learning project." -Dr. Christianna Hang, Superintendent Hmong College Prep Academy

The Service Learning program is a much different environment when compared to a traditional classroom setting. Upon entering, visitors witness what appears to be a gathering of small, yet intense strategic planning sessions that feature high school students enthusiastically discussing their project's next steps while their teacher checks upon each group's progress. HCPA's Service Learning class focus is on experiential learning. Besides providing a positive outcome to a community organization or charity, service learning projects allow students to work on and refine their project management, communication and problem solving skills. For many students, such projects take them out of their comfort zone. Stated one student, "Through our project, I learned I had the courage to talk to others, even adults, to make it a reality."

Past service learning projects have included:

- The first annual Kline Nissan Cancer Shoot Out, a fundraiser on behalf of KARE 11 news anchor Randy Shaver's Community Cancer Fund. Nearly \$1,200 was raised and the school's girls' and boys' basketball teams played before a full house. The event also featured numerous raffles, including a shooting contest to win a new Nissan SUV.
- Stories from a Secret War: a book-publishing project where students interviewed Hmong elders to gain knowledge on how they fought in the Secret War.
- Working with US Again to provide a clothes recycling drop box on school grounds
- 40 Year Hmong Street Piano; a public art project that celebrated the first 40 years of Hmong people living in America. Students painted a piano with Hmong-inspired artwork for use in the school's lobby and at public events.

Athletics and Sports Programs

The athletics and health program are twin-pronged. First, instruction is provided in physical education and health classes to build not only coordination, motor skills, and awareness of healthy choices, but also the social components of teamwork and cooperation according to the Minnesota standards. Students are exposed to a variety of sports, games, and activities to develop a lifelong love of sports- and health-related activities. Part of the school's mission is to promote healthy lifestyles along with a love of physical activity for all students.

HCPA offers ten (10) different sports and athletic programs offered to K-12 students, including, but not limited to: boys soccer, boys and girls volleyball, girls badminton, boys and girls basketball, flag football, and weight training. HCPA also offers sports programs for Varsity basketball, Varsity volleyball, Varsity badminton, Varsity soccer, middle school basketball, and middle school volleyball. Students compete with other school teams from both charter and traditional public and private schools.

The 2016 Project's planned expansion of HCPA's physical activity space will allow the school to expand these aspects of its sport programs and activities.

After School and Extracurricular Activities

HCPA believes that a balanced education encourages and expects academic excellence as well as participation in activities, all which makes for a great school experience. We are proud to offer after school enrichment activities for upper elementary through grade 12. The after school classes meet Tuesdays and Thursdays from 3:30 PM to 5:30 PM. A free nutritious dinner is served from 3:00 PM to 3:30 PM for all enrichment participants. There is no charge to participate in the classes. Below is a summary of the extracurricular programs:

| Name of Class | Class description | Class Grade levels |
|----------------------|---|---------------------------|
| Art Club | Create a variety of art projects using different mediums | 3-5 |
| Creative Writing | Learn cursive while creating a writing portfolio | 3-5 |
| Math Games & Art | Learning Math through art & games | 3-5 |
| Technology Class | Learn the interworking of Microsoft Office and Chromebook apps | 3-5 |
| Fitness 101 | Get active and learn how to play team sports | 5-6 |
| Homework Help | Get additional support in reading and math | 3-5 |
| Ukulele Club | Learn to play the Ukulele | 4-6 |
| MS Math Olympiad | Increase math skills as well as compete in the math Olympiad contest against other schools. | 6-8 |
| Yearbook | Help create the 2016-2017 HCPA yearbook | 6-12 |
| ELL Support | Extra support for ELL students in content classes | 6-12 |
| Creative Writing | Learn how to complete different types of writing | 7-12 |

| | | |
|-------------------------------|---|------|
| Japan Club | Learn about Japanese culture & history | 8-12 |
| Art & Craft Exploration | Create a variety of art projects using different mediums | 6-8 |
| Interactive Games | Learn how to play games using a variety of different strategies | 6-8 |
| Strength & Speed | Get fit and build strength awhile increasing cardio | 7-12 |
| Mock Trial | Discover the interworking of the justice system as well as compete against other schools in mock trials | 8-12 |
| Visual arts & media | Create a variety of visual arts projects as well as an increase social awareness of community issues | 9-12 |
| Credit Recovery | Make up credit into order to be on track for graduation | 9-12 |
| Dracula: A study & Production | This class is for the whole after school session – study, design and produce the play Dracula | 9-12 |

HCPA also participates annually in the Hmong Minnesota Spelling Bee Association's spelling competition held each May.

Parent Involvement

During 2015-16 and each school year since its inception, HCPA has made improvements in the day-to-day parental involvement to help support parents to be partners in their children's academic success. One factor that impacts parental involvement relates to a cultural feeling that the formal education of children is the responsibility of the school and that parents respect their child's teacher and his or her efforts in the classroom. Some parents still feel uncomfortable in a more informal relationship with the school. The school will continue to work on refining this area with parents. The TAP program, discussed above, provides teachers with methodologies and strategies to strengthen the relationship with parents and community members.

Many parents have stepped forward to join the parent-teacher organization team, known as a Parent Advisory Committee, and have taken a more active part in strengthening the relationship between parents, the school, its teachers and administrative staff. Due to an influx of new-to-country students coming to the Twin Cities Metropolitan Area from Burma (with their non-English speaking parents and guardians) and other east Asian countries, it has been necessary for HCPA to reach out to each cultural-community to find interpreters who can speak Hmong, Thai, Karen, and other east-Asian languages as well as English, and are willing to interpret in meetings between parents and staff members (ELL, special education, conferences, etc.). HCPA offers many Parent/Student Academies throughout the academic year to train and educate parents on all aspects of HCPA programs and curriculum, as well as college and career opportunities for students.

Program Challenges

- Meeting state requirements for Adequate Year Progress (AYP) with a 98% ELL/LEP student body.
- Meeting all the state and federal requirements and academic needs of the 10-12% Special Education students
- Involving non-English speaking parents and community members in the daily operation of the school
- Helping non-English families understand the culture and mores of an American school and how the operation must impact the parental involvement, guidance, and goals for learning – especially when the parents may be illiterate.

Future Plans

The 2016 Phase 4 Expansion Plan:

By 2016, the student enrollment exceeded the building capacity at 1350. Thus, in 2016 the HCPA Board approved a Phase 4 Expansion Project. Part of the project, the Building Company has purchased 10 acres directly across the street. Below is the breakdown of the project plan.

The 2016 Project consists of the HCPA financing of the construction of an approximately [98,950] square foot addition to the existing facilities and approximately [14,500] square feet of renovated space in the existing Schoolhouse facilities, the acquisition of an approximately 10.05 acre site located at 1530 Brewster Street and 1086, 1088, 1090, 1092, 1094, and 1102 North Snelling Avenue, in the City of Saint Paul, Minnesota, and the construction and equipping of recreational and athletic facilities and parking facilities, including a sports dome, playground, basketball court, running track, football and soccer field, bus pick-up/drop-off area, and two-level parking ramp, on the newly-acquired site. The 2016 Project also will include the remodeling of the existing facilities to accommodate middle school students. The 2016 Project will be funded by the proceeds of the Series 2016 Bonds. A more specific description of the various aspects of the 2016 Project is set forth below:

- **Existing Facility.** The central area of the building first floor will be opened up to become larger lunchrooms that will allow the expanded student population to eat breakfast at one time and lunch within three lunch periods. The existing facility also will be renovated to function better as a middle school and to accommodate the school's grade 6-8 student population. New art and music rooms will be provided, along with pullout spaces to allow for specialists to meet with students one-on-one or in small groups. With the relocation of the grade K-5 student population to the new elementary school wing, as described below, the school's grade 6-8 student population will gain classroom space, for a total of twenty-one core classrooms, four specialty classrooms, three ELL classrooms, two Title I classrooms, and three special education classrooms.
- **New Elementary School.** To the west of the existing facility, a new elementary school wing is planned that will be connected to the original building. The new elementary school will provide forty-eight core classrooms for the school's grade K-5 student population, along with an art room, music room, media center, three ELL rooms, two Title I spaces, and three special education classrooms. Furthermore, the new elementary school addition will include pullout spaces to allow for specialists to meet with students one-on-one or in small groups to aid with instruction. A new main office for the K-8 portion of the school will be located at the entry to the newly-constructed elementary wing.
- **Gymnasium.** A new gymnasium complex is planned for construction to the west of the existing facilities. The gymnasium complex will be connected to the original building. The new gymnasium complex will include a two-court gymnasium to allow both the middle and high school to have physical education instruction at the same time. A weight room, locker rooms, stage, and other auxiliary functions will support the new gymnasium space.
- **Newly Acquired Site.** To address the lack of play and sports fields, a soccer and football field will be constructed on the newly-acquired Project site. Also planned for the new site area are exterior play amenities, including a playground for the younger students, basketball court, open grass area, and a planned future track and field area. Furthermore, the site is also being laid out to accommodate an approximately 91,000 square foot seasonable sports dome that will allow field activities year-round. The school is currently unable to have girls soccer, track or softball team for lack of facilities, but these sports will become possible with the new fields and dome. In addition, a bus pick-up/drop-off area will be created to make a safer area for student drop-off and pick-up based on the projected, increased enrollment of 2,200 students by the year 2020. The number of buses currently operating at the school currently is maximizing the space available at the existing facilities. An approximately 84,800 square foot two-story parking structure also will be constructed on the newly-acquired Project site.

The completed Project will have adequate and enhanced space for all students and staff. The Company will lease the 2016 Project to HCPA pursuant to the terms of the Lease.

Survey Results

2015-16 Parent Survey

2015-16 data in bold; 2014-15 data in plain text

212 parent surveys were returned during Spring conferences. Below are the results from those surveys.

| Question | Average | Strongly Agree (5) | Agree (4) | Subtotal Strongly Agree/Agree | Neutral (3) | Disagree (2) | Strongly Disagree (1) | Subtotal Strongly Disagree/Disagree |
|---|-------------|--------------------|------------|-------------------------------|-------------|--------------|-----------------------|-------------------------------------|
| 1 I feel welcome at HCPA. | 4.60 | 66% | 29% | 95% | 4% | 0% | 0% | 0% |
| 1 I feel welcome at HCPA. | 4.58 | 64% | 29% | 94% | 4% | 0% | 2% | 2% |
| 2 HCPA is a safe place for my child. | 4.64 | 70% | 26% | 96% | 3% | 1% | 0% | 1% |
| 2 HCPA is a safe place for my child. | 4.53 | 63% | 33% | 96% | 2% | 0% | 2% | 2% |
| 3 The school is clean and inviting. | 4.67 | 71% | 26% | 96% | 2% | 1% | 0% | 1% |
| 3 The school is clean and inviting. | 4.52 | 60% | 36% | 96% | 1% | 0% | 2% | 2% |
| 4 HCPA has high standards for students' behavior. | 4.51 | 58% | 37% | 95% | 4% | 0% | 0% | 0% |
| 4 HCPA has high standards for students' behavior. | 4.36 | 53% | 36% | 89% | 9% | 0% | 3% | 3% |
| 5 My child looks forward to going to school. | 4.56 | 63% | 32% | 95% | 3% | 1% | 0% | 1% |
| 5 My child looks forward to going to school. | 4.38 | 52% | 39% | 91% | 7% | 0% | 2% | 2% |
| 6 HCPA is a caring place for my child. | 4.54 | 60% | 35% | 95% | 3% | 1% | 0% | 1% |
| 6 HCPA is a caring place for my child. | 4.56 | 63% | 29% | 92% | 6% | 0% | 2% | 2% |
| 7 The school keeps me well informed about how my child is progressing academically. | 4.45 | 56% | 34% | 90% | 9% | 1% | 1% | 2% |
| 7 The school keeps me well informed about how my child is progressing academically. | 4.10 | 42% | 33% | 75% | 22% | 1% | 2% | 3% |
| 8 HCPA has high academic expectations for my child. | 4.34 | 40% | 56% | 96% | 3% | 1% | 0% | 1% |
| 8 HCPA has high academic expectations for my child. | 4.24 | 48% | 36% | 84% | 12% | 2% | 2% | 4% |
| 9 HCPA meets my child's academic needs. | 4.25 | 44% | 39% | 84% | 14% | 3% | 0% | 3% |
| 9 HCPA meets my child's academic needs. | 4.18 | 45% | 36% | 81% | 16% | 0% | 4% | 4% |
| 10 HCPA provides enough opportunities for me to participate in my child's education. | 4.45 | 57% | 31% | 84% | 11% | 0% | 0% | 0% |

| | | | | | | | | | |
|----|---|-------------|------------|------------|------------|------------|-----------|-----------|-----------|
| 10 | HCPA provides enough opportunities for me to participate in my child's education. | 4.2 | 51% | 31% | 82% | 12% | 2% | 4% | 6% |
| 11 | My child is recognized for good work and behavior at school. | 4.52 | 62% | 30% | 92% | 7% | 0% | 0% | 0% |
| 11 | My child is recognized for good work and behavior at school. | 4.26 | 51% | 32% | 83% | 12% | 2% | 2% | 4% |
| 12 | HCPA does a good job of communicating with me. | 4.43 | 57% | 31% | 88% | 10% | 1% | 0% | 1% |
| 12 | HCPA does a good job of communicating with me. | 4.13 | 43% | 39% | 82% | 11% | 2% | 5% | 7% |
| 13 | My child has highly effective teachers. | 4.38 | 57% | 31% | 88% | 7% | 6% | 0% | 6% |
| 13 | My child has highly effective teachers. | 4.33 | 51% | 37% | 89% | 9% | 1% | 2% | 3% |
| 14 | I would recommend HCPA to other families. | 4.29 | 55% | 29% | 84% | 8% | 7% | 1% | 8% |
| 14 | I would recommend HCPA to other families. | 4.29 | 51% | 33% | 84% | 14% | 0% | 3% | 3% |

-Likert Scale (Strongly agree, agree, neutral, disagree, strongly disagree)

Comments from HCPA parents "What I like best about HCPA":

The Learning Environment

- The kids like the school and enjoy coming to school
- Clean, teaching
- **Teacher to student ratio**
- Study hall class
- Tutoring and help assistant
- HCPA is very strong and they teach their students the right skill
- Helping and teaching the kids
- The thing I like best about HCPA is they support my child really well
- Friendly and supportive in student education
- Excellent school program
- **Different levels of academics; family communication**
- Education
- Providing elective class for the student that way they have more options to learn other things
- Teacher and what they teach to my children
- I like it because it has better school
- **Teaching my children the best**
- The schools methods of teaching the students their homework
- **Effective teachers**
- We have good teachers.
- Education
- Students seems to be learning/behaviors great
- **Making sure my child is learning and helping**

The Learning Environment (Cont.)

- Teacher provides all the well with my child
- Disciplined teachers
- **All students have a good behavior and respect family and teachers.**
- **I like the opportunity to meet the teachers of my children**
- Keep my child in school any problem calling let me know.
- The expectations from my children
- High expectations, disciplinary action, and rules. Respect elders and parents

Hmong Culture

- Teach Hmong langue to my children
- Teach more Hmong program
- **I like that there are opportunities for my child to learn Hmong.**
- Culture diversity
- Hmong themed
- I like about their teaching Hmong/speaking in Hmong
- **I like how they speak Hmong to us**
- **Great charter school that enable my child to study both Hmong and English**
- Hmong culture and supportive of children
- High population of Hmong students
- Hmong and English
- **The Hmong community**
- Student, teacher and parents have an understanding each other due to langue (Hmong)
- More Hmong langue
- Hmong class
- Teach Hmong langue to my kids
- **There are Hmong speaking teachers/staff that can communicate with me.**
- Kuv nyamlub school hab kev gha ntawubs yey gha foo Herve buu

Friendly Staff, Teachers and Environment

- **The welcoming staff and teachers**
- The people are friendly
- Teachers
- People are friendly
- The staff and teacher and food
- **The staff is friendly and inviting, helpful and respectful**
- The welcoming and warm invitation of the school
- Friendly
- **The atmosphere**
- **The staff is very friendly and involved in my child's education**
- Very organized
- Nice staff
- **Very confident and very nice staff**
- **Great teachers and staff**
- **Staff and school are supporting students and family**
- Friendly staff and environment
- How welcoming all the staff here are
- Friendly comfortable when coming to teachers
- My children enjoy the teachers but the food portion is not enough they always hungry

Logistics and Safety

- Neat and clean
- **Clean and safe place for all students**
- Safe, security
- Safety is good
- State of the art building.
- Keep my kids safe
- Safety and helpful
- The security
- Safe place
- It's clean
- **My children are always safe**
- Well connected and good security to all
- Clean, comforting

We like it all!

- No comments (Good!)
- Everything good in HCPA.
- **Everything**
- Good school
- Yes HCPA is doing well and meet my child's academic need
- Everything
- **Foods, teachers, basically everything**
- **I'm happy this is the right school for my child**
- Friendly, good communication willing to work with parents.
- **It makes you bring out your true personality**
- Uniform, foods, behavior, clean
- Uniforms and schedule
- **How my simple words are listen to... Without me going to extreme measures**

Communication

- Communication
- My kids feel really communicate with all the teacher and students
- Any happen to my child teachers mush directly to me
- Communication
- Keep me inform all the time
- Communications
- **Very good at communicating**
- **The teachers communicate well with us as well.**
- The nurse always contacts me about concerns with my child's asthma
- Always parents and teacher have communicate each other
- **The opportunity to come to parent conference anytime**

Busing

- Bus routes
- Bus system
- Great busing and good teachers
- Good bus service
- Pick up my kids from my door step
- The transportation
- Bussing

Lots going on

- Events
- Has lot program for student
- Recess, go out and playing, food, lunch,
- **The education and family events**
- **To keep my children busy**

College Prep

- **College Prep for children, activities for family**
- I help now HCPA help my child with college
- **I like how they get you prepared for college**
- **Preparing student on the road to college environment**

Feels like family

- **I like that HCPA is family orientated**
- Family
- **HCPA feels like family**

Lunch

- Food (3 times)
- Free lunch
- Foods

Technology

- Computer program and all my child kuno
- How they use today's technologies and tools

- HCPA Middle School Student Survey Recap

185 Middle School student surveys completed. Below are the results from those surveys.

| Question | Strongly Agree | Agree | Subtotal Strongly Agree/ Agree | Neutral | Disagree | Strongly Disagree | Subtotal Disagree Strongly Disagree |
|---|----------------|-------|--------------------------------|---------|----------|-------------------|-------------------------------------|
| <u>Logistics and Safety</u> | | | | | | | |
| HCPA school and grounds are clean. | 19% | 33% | 52% | 37% | 7% | 5% | 12% |
| I feel safe at HCPA. | 32% | 39% | 71% | 20% | 5% | 4% | 9% |
| I feel safe on my bus. | 37% | 28% | 65% | 20% | 9% | 6% | 15% |
| <u>Uniforms</u> | | | | | | | |
| Uniforms help keep me safe. | 12% | 27% | 39% | 27% | 13% | 21% | 34% |
| Wearing uniforms reduces peer pressure. | 17% | 28% | 45% | 35% | 9% | 11% | 20% |
| I wish there were more options for my uniform. | 69% | 20% | 79% | 16% | 4% | 2% | 6% |
| <u>Technology</u> | | | | | | | |
| HCPA provides me with access to new technology. | 25% | 37% | 62% | 28% | 9% | 2% | 11% |
| Technology is important to learning. | 21% | 33% | 53% | 34% | 9% | 4% | 13% |
| I believe the KUNO tablets support my learning. | 17% | 25% | 42% | 30% | 16% | 12% | 28% |
| <u>Food</u> | | | | | | | |
| I like the food here. | 21% | 28% | 49% | 32% | 13% | 6% | 19% |
| The food at school is healthy. | 21% | 32% | 53% | 29% | 12% | 6% | 18% |
| <u>Teaching and Learning</u> | | | | | | | |
| My teachers motivate me to do my best. | 41% | 30% | 71% | 17% | 8% | 3% | 11% |
| My teachers are awesome and fun. | 36% | 29% | 65% | 20% | 10% | 5% | 15% |
| Teachers take extra time so I understand. | 24% | 38% | 62% | 22% | 10% | 7% | 17% |
| I am learning a lot at HCPA. | 32% | 32% | 64% | 23% | 10% | 3% | 13% |
| Learning at HCPA is fun. | 22% | 39% | 60% | 26% | 11% | 2% | 13% |
| We get really good MCA help here. | 17% | 35% | 52% | 32% | 12% | 3% | 15% |
| HCPA challenges me. | 19% | 33% | 51% | 34% | 10% | 5% | 15% |
| <u>College and Beyond</u> | | | | | | | |

| | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|-----|
| I plan on going to college. | 70% | 13% | 83% | 15% | 1% | 2% | 3% |
| HCPA prepares me for college. | 31% | 34% | 65% | 23% | 8% | 4% | 12% |
| I have more opportunities because of HCPA | 16% | 30% | 46% | 39% | 8% | 7% | 15% |
| I never thought of college before I came here. | 17% | 16% | 32% | 32% | 10% | 26% | 36% |
| <u>Friendships and Belonging</u> | | | | | | | |
| I'm surrounded by friends. | 40% | 22% | 62% | 27% | 9% | 2% | 11% |
| HCPA feels like one big family | 31% | 29% | 60% | 28% | 7% | 4% | 11% |
| At HCPA everybody is OK with you. | 21% | 36% | 57% | 33% | 7% | 4% | 11% |
| It's easy to make good friends here. | 28% | 25% | 53% | 33% | 10% | 4% | 14% |
| Everyone helps one another here | 19% | 34% | 53% | 36% | 7% | 4% | 11% |
| At HCPA, everybody respects one another | 14% | 30% | 44% | 40% | 12% | 4% | 16% |
| <u>Involvement</u> | | | | | | | |
| It is important to be involved in my community.-- | 34% | 37% | 70% | 25% | 2% | 3% | 5% |
| At HCPA I have the opportunity to help others. | 32% | 33% | 66% | 28% | 4% | 2% | 6% |
| I participate in lots of fun activities at HCPA. | 24% | 30% | 54% | 36% | 7% | 3% | 10% |
| There are a lot of fun activities to do here. | 25% | 28% | 53% | 34% | 8% | 6% | 14% |
| I feel involved. | 22% | 30% | 51% | 37% | 8% | 4% | 12% |
| <u>Culture</u> | | | | | | | |
| I am proud to learn about my heritage. | 40% | 32% | 72% | 22% | 4% | 2% | 6% |
| Learning about my culture is cool. | 35% | 36% | 71% | 24% | 5% | 0% | 5% |

HCPA High School Student Survey Recap

278 High School student surveys completed. Below are the results from those surveys.

| Question | Strongly Agree | Agree | Subtotal Strongly Agree Agree | Neutral | Disagree | Strongly Disagree | Subtotal Disagree Strongly Disagree |
|---|----------------|-------|-------------------------------|---------|----------|-------------------|-------------------------------------|
| <u><i>Logistics and Safety</i></u> | | | | | | | |
| HCPA school and grounds are clean. | 25% | 41% | 67% | 23% | 7% | 3% | 10% |
| I feel safe at HCPA. | 38% | 42% | 81% | 17% | 1% | 2% | 3% |
| I feel safe on my bus. | 39% | 34% | 73% | 20% | 4% | 3% | 7% |
| <u><i>Uniforms</i></u> | | | | | | | |
| Uniforms help keep me safe. | 13% | 26% | 39% | 31% | 17% | 14% | 31% |
| Wearing uniforms reduces peer pressure. | 18% | 27% | 45% | 35% | 13% | 8% | 21% |
| I wish there were more options for my uniform. | 68% | 18% | 86% | 10% | 3% | 1% | 4% |
| <u><i>Technology</i></u> | | | | | | | |
| HCPA provides me with access to new technology. | 25% | 39% | 64% | 28% | 5% | 3% | 8% |
| Technology is important to learning. | 24% | 35% | 59% | 31% | 9% | 2% | 11% |
| I believe the KUNO tablets support my learning. | 10% | 22% | 32% | 35% | 21% | 12% | 33% |
| <u><i>Food</i></u> | | | | | | | |
| I like the food here. | 13% | 35% | 48% | 35% | 12% | 5% | 17% |
| The food at school is healthy. | 17% | 31% | 47% | 43% | 5% | 4% | 9% |
| <u><i>Teaching and Learning</i></u> | | | | | | | |
| My teachers motivate me to do my best. | 35% | 31% | 66% | 27% | 5% | 1% | 6% |
| My teachers are awesome and fun. | 31% | 32% | 63% | 28% | 9% | 0% | 9% |
| Teachers take extra time so I understand. | 18% | 33% | 50% | 35% | 13% | 2% | 13% |
| I am learning a lot at HCPA. | 27% | 40% | 67% | 25% | 7% | 1% | 8% |
| Learning at HCPA is fun. | 20% | 33% | 52% | 35% | 8% | 4% | 14% |

| | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|-----|
| HCPA challenges me. | 20% | 35% | 55% | 35% | 7% | 3% | 10% |
| <u>College and Beyond</u> | | | | | | | |
| I plan on going to college. | 54% | 27% | 80% | 17% | 2% | 0% | 2% |
| HCPA prepares me for college. | 18% | 42% | 60% | 29% | 7% | 3% | 10% |
| I have more opportunities because of HCPA | 12% | 36% | 48% | 35% | 12% | 5% | 17% |
| HCPA helps me find the college that is right for me | 14% | 32% | 45% | 42% | 8% | 5% | 13% |
| We get really good ACT help here. | 15% | 29% | 44% | 42% | 11% | 3% | 14% |
| I never thought of college before I came here. | 16% | 14% | 30% | 29% | 20% | 21% | 41% |
| <u>Friendships and Belonging</u> | | | | | | | |
| I'm surrounded by friends. | 38% | 29% | 68% | 23% | 8% | 2% | 10% |
| At HCPA everybody is OK with you. | 31% | 35% | 66% | 26% | 5% | 4% | 9% |
| It's easy to make good friends here. | 30% | 34% | 63% | 27% | 6% | 3% | 9% |
| At HCPA, everybody respects one another | 16% | 42% | 58% | 32% | 7% | 3% | 10% |
| HCPA feels like one big family | 29% | 29% | 57% | 29% | 8% | 5% | 13% |
| We all understand each other. | 16% | 32% | 48% | 36% | 14% | 3% | 17% |
| <u>Involvement</u> | | | | | | | |
| It is important to be involved in my community. | 30% | 38% | 68% | 27% | 4% | 1% | 5% |
| I participate in lots of fun activities at HCPA. | 18% | 29% | 48% | 32% | 15% | 5% | 20% |
| I feel involved. | 13% | 32% | 45% | 40% | 9% | 5% | 14% |
| There are a lot of fun activities to do here. | 15% | 30% | 45% | 38% | 12% | 5% | 17% |
| <u>Culture</u> | | | | | | | |
| I am proud to learn about my heritage. | 40% | 30% | 70% | 24% | 3% | 2% | 5% |
| Learning about my culture is cool. | 31% | 37% | 68% | 27% | 3% | 2% | 5% |

Faculty and staff averaged results from surveys: HCPA is a college prep school where everyone, teachers, staff and students, have high expectations.

- We are dedicated to making every student a success.
- No matter what is needed. We'll create a program that will create opportunities.
- We'll find a way to make it work. We don't give up...ever.
- The HCPA difference...a learning experience that is personalized for each and every student.
- The teachers and administration gives everything needed to be successful. They're all on the same page from top to bottom.
- It's a great place to go to school!

Current and graduated students averaged opinions stated on surveys:

- "It's not like a regular public school"
- "It's cool to know your culture"
- "I'm involved in lots of activities and sports"
- "It's easy to make good friends"
- "Teachers motivate me to do my best"
- "Ready for College"
- "I became myself here"

Personal and Social Development: *Present information regarding other academic or non-academic indicators that your organization used when evaluating the school's student performance and achievement.*

| Indicator: HCPA Student Survey Question | Strongly Agree/Agree* | Neutral* | Disagree/ Strongly Disagree* |
|--|----------------------------------|-----------------|---|
| 1. I feel safe at HCPA | | | |
| HS | 80% | 16% | 3% |
| MS | 66% | 18% | 8% |
| 2. Wearing uniforms reduces peer pressure | | | |
| HS | 45% | 34% | 21% |
| MS | 42% | 33% | 18% |
| 3. HCPA provides me with access to new technology | | | |
| HS | 63% | 27% | 8% |
| MS | 57% | 26% | 9% |
| 4. I am learning a lot at HCPA | | | |
| HS | 65% | 24% | 8% |
| MS | 59% | 21% | 11% |
| 5. I plan on going to college | | | |
| HS | 80% | 17% | 2% |
| MS | 76% | 14% | 1% |
| 6. There are a lot of fun activities to do here. | | | |
| HS | 44% | 38% | 17% |
| MS | 49% | 31% | 12% |
| 7. HCPA challenges me. | | | |
| HS | 54% | 34% | 10% |
| MS | 47% | 31% | 13% |

| | | | |
|---|-----|-----|----|
| 8. I am proud to learn about my heritage. | 68% | 24% | 5% |
| HS | | | |
| MS | 66% | 20% | 5% |

Comments from HCPA students (What do you like BEST about HCPA?):

- The students and the atmosphere here. It's easy to make new friends. Everyone is respectful. We're all so close like a family.
- I love how HCPA treats the students. They are really motivating and helps students to their best abilities.
- How everyone helps out each other.
- I like that everyone here is very nice and welcoming, and the teachers make sure that I am being challenged enough in class. I like the fun after school activities that HCPA provides for the students.
- People don't bully as much here.
- I like how HCPA is capable of making us be apart of the hmong community and have students move forward to college.
- I like the teachers the best about HCPA because they are all nice and funny. You can always talk to them about any problems concerning school work or friend issues.
- What I like most about HCPA is that all teachers take the time to help student and that teachers see the better food for the students and challenge student for the better and the goods.
- Hmong food.
- The uniform.
- There is nothing to change about HCPA.

Appendix A: Charter School Employee List and Training Provided

Appendix A: Charter School Employee List and Training Provided

| NAME ¹ | JOB TITLE ² | JOB DESCRIPTION/ RESPONSIBILITIES ³ | LICENSE(S), CERTIFICATION(S), TRAINING REQUIRED ⁴ | File No. | LICENSE(S), CERTIFICATION(S), TRAINING REQUIRED ⁴ | LICENSE(S), CERTIFICATIONS, TRAINING EMPLOYEE POSSESSES ⁵ |
|------------------------|---|---|---|-------------|---|---|
| Ahrens, Amani | Middle School ELL Teacher | Classroom Teacher | K-12 English as a Second Language Adult Adult Basic Education | 412036 | 2016-2017 Fall Training (August 17- 24) | Weekly TAP Professional Learning Communities |
| Allen, Adrienne | Elementary Special Education Teacher | Classroom Teacher | K-12 Learning Disabilities B-12 Autism Spectrum Disorder | 996348 | 2016-2017 Fall Training (August 15- 24) | Weekly TAP Professional Learning Communities |
| Arnold, Hilary | Elementary 5th Grade Teacher | Classroom Teacher | K-6 Elementary Education | 476495 | 2016-2017 Fall Training (August 17- 24) | Weekly TAP Professional Learning Communities |
| Bader, Anna | High School Math Teacher | Classroom Teacher | 5-12 Mathematics | 419132 | 2016-2017 Fall Training (August 17- 24) | Weekly TAP Professional Learning Communities |
| Baker, Kristina | Elementary ELL Teacher | Classroom Teacher | K-6 Elementary Education K-12 English as a Second Language | 463008 | 2016-2017 Fall Training (August 15- 24) | Weekly TAP Professional Learning Communities |
| Beason, Christopher | MS Specialist- PE/Health Teacher | Classroom Teacher | K-12 Physical Education 5-12 Health Education | 475399 | 2016-2017 Fall Training (August 17- 24) | Weekly TAP Professional Learning Communities |
| Beecken, Emma | Elementary Teacher 4th Grade Teacher | Classroom Teacher | K-6 Elementary Education 5-12 Social Studies- ALL- 8 Communication Arts/Literature | 494338 | 2016-2017 Fall Training (August 15- 24) | Weekly TAP Professional Learning Communities |
| Berken, Lisa | Executive Master Coach | Teacher in Special Assignment | K-12 English as a Second Language | 428737 | 2016-2017 Fall Training (August 17- 24) | Weekly TAP Professional Learning Communities |

| | | | | | | |
|------------------|--|-------------------------------|--|--------|--|--|
| Berry, Melissa | Middle School/High School ELL Teacher | Classroom Teacher | K-12 English as a Second Language | 471799 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Besch, Christine | Elementary Master Coach | Teacher on Special Assignment | 1-6 Elementary Education | 293223 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Bethke, Kelsey | Elementary Intervention Co-Teacher | Classroom Teacher | K-6 Elementary Education | 491122 | | Weekly TAP Professional Learning Communities |
| Bisanz, Eleanor | Middle School Math Teacher | Classroom Teacher | PreK-Adult Short Call Substitute | 471053 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Bleyl, Lauren | Elementary 1st Grade Teacher | Classroom Teacher | K-6 Elementary Education B-Grade 3 Early Childhood Education | 489003 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Blum, Nancy | Elementary 2nd Grade Teacher | Classroom Teacher | K-6 Elementary Education B-Grade 3 Early Childhood Education Age 3-K Pre-Primary | 467746 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Bosman, Heather | High School ELA Teacher | Classroom Teacher | 5-12 Communication Arts/Literature | 479662 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Boulay, Erica | Middle School ELA Teacher | Classroom Teacher | 7-12 English/Language Arts K-12 Academic and Behavioral Strategist | 490133 | 2016-2017 Fall Training (August 15-24) | Weekly TAP Professional Learning Communities |
| Bowman, Trisha | Elementary Specialist- PE/Health Teacher | Classroom Teacher | K-12 Physical Education | 447443 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Buchanan, Kiara | Middle School/High School ELL Teacher | Classroom Teacher | K-12 English as a Second Language K-12 Instr (BAND/ORCH) and Classroom Music Adult Adult Basic Education | 362471 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Bunney, Brandon | High School Math Teacher | Classroom Teacher | 5-12 Mathematics | 475142 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Carson, Katlyn | Elementary ELL Teacher | Classroom Teacher | K-12 English as a Second Language | 487982 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |

| | | | | | | |
|--------------------|---|-------------------|---|--------|--|--|
| Cave, James | High School Social Studies Teacher | Classroom Teacher | 7-12 Coaching 7-12 Social Studies-ALL- | 334426 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Chastek, Thuy | High School Science Teacher | Classroom Teacher | 9-12 Chemistry PreK-Adult Short Call Substitute | 471505 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Chesher, Courtney | Elementary Special Education Teacher | Classroom Teacher | K-12 Academic and Behavioral Strategist | 492073 | 2016-2017 Fall Training (August 15-24) | Weekly TAP Professional Learning Communities |
| Ciborowski, Robert | Elementary Intervention Co-Teacher | Classroom Teacher | K-6 Elementary Education | 495141 | 2016-2017 Fall Training (August 15-24) | Weekly TAP Professional Learning Communities |
| Coleman, Steven | High School Specialist-Drama/Theatre Teacher | Classroom Teacher | K-12 Theatre Arts | 479147 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Devine, Timothy | High School Special Education Teacher | Classroom Teacher | K-12 Emotional Behavioral Disorders K-12 Learning Disabilities | 424534 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Diaferio, Jay | Elementary Intervention Co-Teacher | Classroom Teacher | K-6 Elementary Education | 465473 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Espinosa, Laura | High School Science Teacher | Classroom Teacher | 5-8 Science 5-8 | 491858 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Fabeck, Nicholas | High School Science/Secondary Mentor Coach | Classroom Teacher | 9-12 Life Science 9-12 Chemistry | 455567 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Flatland, Rebecca | Middle School ELA Teacher | Classroom Teacher | 5-12 Communication Arts/Literature | 473696 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Forsberg, Sarah | Middle School Specialist- Art Teacher | Classroom Teacher | K-12 Visual Arts | 464322 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Gatzmeyer, Brady | Middle School ELA Teacher | Classroom Teacher | 5-12 Communication Arts/Literature | 488415 | 2016-2017 Fall Training (August 15-24) | Weekly TAP Professional Learning Communities |
| Granchalek, Andrew | High School Social Studies Teacher/Secondary Mentor Coach | Classroom Teacher | 5-12 Social Studies-ALL- | 478818 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Greengard, Camey | Elementary Intervention Co-Teacher | Classroom Teacher | K-6 Elementary Education PreK Pre-Kindergarten | 263750 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |

| | | | | | | |
|------------------|---|-------------------------------|---|--------|---|---|
| Hedtke, Abram | Executive Master Coach | Teacher in Special Assignment | K-12 Reading 5-12 Social Studies- ALL- | 421607 | 2016-2017 Fall Training (August 17- 24) | Weekly TAP Professional Learning Communities |
| Heim, Matthew | Elementary ELL Teacher/Mentor Coach | Classroom Teacher | K-12 English as a Second Language | 474649 | 2016-2017 Fall Training (August 17- 24) | Weekly TAP Professional Learning Communities |
| Heiman, Natalie | Kindergarten Teacher | Classroom Teacher | K-6 Elementary Education Age 3-K Pre-Primary | 456441 | 2016-2017 Fall Training (August 17- 24) | Weekly TAP Professional Learning Communities |
| Held, Caroline | Elementary ELL Teacher | Classroom Teacher | K-12 English as a Second Language | 493934 | 2016-2017 Fall Training (August 15- 24) | Weekly TAP Professional Learning Communities |
| Her, Yer | Middle School Specialist- Hmong Language & Culture Teacher | Classroom Teacher | K-12 Non Licensure Area | 997744 | 2016-2017 Fall Training (August 17- 24) | Weekly TAP Professional Learning Communities |
| Hernandez, Nell | Middle School ELL Teacher | Classroom Teacher | K-12 English as a Second Language | 442662 | 2016-2017 Fall Training (August 17- 24) | Weekly TAP Professional Learning Communities |
| Hoks, Peter | High School Specialist- Art Teacher | Classroom Teacher | K-12 Visual Arts K-12 Learning Disabilities | 453928 | 2016-2017 Fall Training (August 17- 24) | Weekly TAP Professional Learning Communities |
| Hughes, Nichole | Elementary 4th Grade Teacher | Classroom Teacher | K-6 Elementary Education Age 3-K Pre-Primary | 438369 | 2016-2017 Fall Training (August 17- 24) | Weekly TAP Professional Learning Communities |
| Janes, Carmin | Middle School/High School ELL Teacher | Classroom Teacher | K-12 English as a Second Language | 490911 | 2016-2017 Fall Training (August 15- 24) | Weekly TAP Professional Learning Communities |
| Janson, Kirkja | High School/Middle School Science Teacher | Classroom Teacher | PreK-Adult Short Call Substitute 9- 12 Life Sciences 5-8 Science 5-8 | 466431 | 2016-2017 Fall Training (August 15- 24) | Weekly TAP Professional Learning Communities |
| Keech, Robert | Middle School Science Teacher | Classroom Teacher | 7-12 Life Science 5-9 Science 5-9 | 312456 | 2016-2017 Fall Training (August 17- 24) | Weekly TAP Professional Learning Communities |
| Kibler, Melissa | High School ELA Teacher | Classroom Teacher | 5-12 Communication Arts/Literature | 460242 | 2016-2017 Fall Training (August 17- 24) | Weekly TAP Professional Learning Communities |
| Kipka, Stephanie | Elementary 2nd Grade Teacher | Classroom Teacher | 1-6 Elementary Education | 474802 | 2016-2017 Fall Training (August 17- 24) | Weekly TAP Professional Learning Communities |
| Kizior, Daniel | Elementary 3rd Grade Teacher | Classroom Teacher | K-6 Elementary Education | 488759 | 2016-2017 Fall Training (August 17- 24) | Weekly TAP Professional Learning Communities |

| | | | | | | |
|--------------------|--|-------------------------------|---|--------|--|--|
| Klitzke, Joanna | High School Special Education Teacher | Classroom Teacher | K-12 Learning Disabilities | 997276 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Klooz, Elizabeth | Elementary 3rd Grade Teacher | Classroom Teacher | 1-6 Elementary Education | 355732 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Knutzen, Diana | Elementary Special Education Teacher | Classroom Teacher | K-12 Emotional Behavior Disorders K-12 Learning Disabilities B-12 Autism Spectrum Disorders | 400241 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Lee, Jenny | Elementary 5th Grade Teacher | Classroom Teacher | K-6 Elementary Education | 482054 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Lee, Jim | Middle School Math Teacher | Classroom Teacher | 5-12 Mathematics | 463725 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Lee, LyTou | High School Specialist-Business/Technology Teacher | Classroom Teacher | 5-12 Business | 481561 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| LeMaire, Indrayani | Middle School Math Teacher | Classroom Teacher | 5-12 Mathematics | 478199 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Lester, Ryan | Executive Master Coach | Teacher on Special Assignment | 5-8 Science 5-8 9-12 Life Sciences | 424938 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Leyden, Erin | High School Math Teacher | Classroom Teacher | 5-12 Mathematics | 462314 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Long, Caitlin | Elementary Intervention Co-Teacher | Classroom Teacher | K-6 Elementary Education | 491896 | 2016-2017 Fall Training (August 15-24) | Weekly TAP Professional Learning Communities |
| Lu, Xiangjun | High School Specialist- Chinese Language Teacher | Classroom Teacher | K-12 Chinese | 996942 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Madison, Pamela | Middle School Special Education Teacher | Classroom Teacher | 1-6 Elementary Education K-12 Emotional Behavior Disorders K-12 Learning Disabilities PreK-Adult Short Call Substitute | 303862 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |

| | | | | | | |
|--------------------|---|-------------------------------|--|--------|--|--|
| Maurer, Jacob | High School ELA Teacher | Classroom Teacher | 5-12 Communication Arts/Literature | 472844 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| McCann, Shannon | Elementary Intervention Co-Teacher | Classroom Teacher | B-Grade 3 Early Childhood Education | 496019 | 2016-2017 Fall Training (August 15-24) | Weekly TAP Professional Learning Communities |
| McCartan, Michael | Middle School Math Teacher | Classroom Teacher | 5-12 Mathematics | 468671 | 2016-2017 Fall Training (August 15-24) | Weekly TAP Professional Learning Communities |
| McLaughlin, Morgan | High School Social Studies Teacher | Classroom Teacher | 5-12 Communication Arts/Literature 5-12 Social Studies-ALL- | 449714 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| McManus, Katherine | Middle School Social Studies Teacher | Classroom Teacher | 5-12 Social Studies-ALL- | 473901 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Mena, Laura | Middle School ELA Teacher | Classroom Teacher | 5-12 Communication Arts/Literature | 496148 | 2016-2017 Fall Training (August 15-24) | Weekly TAP Professional Learning Communities |
| Mercil, Elizabeth | Middle School Math Teacher | Classroom Teacher | K-6 Elementary Education 5-8 Mathematics | 442091 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Mitchell, Jonathan | Middle School Social Studies Teacher | Classroom Teacher | 5-12 Social Studies-ALL- PreK-Adult Short Call Substitute | 489824 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Moe, Carissa | Elementary 2nd Grade Teacher | Classroom Teacher | K-6 Elementary Education B-Grade 3 Early Childhood Education Age 3-K Pre-primary | 482108 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Ness, Brent | High School Social Studies/Service Learning Teacher | Classroom Teacher | 5-12 Social Studies-ALL- | 431899 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Norby, Daniel | High School ELA Teacher | Classroom Teacher | 5-12 Communication Arts/Literature | 458725 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Nordstrom, Jenee | Assistant Director of Operations | Teacher in Special Assignment | Professional Admin Principal K-12 | 420266 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Northfield, Brooke | Kindergarten Teacher | Classroom Teacher | K-6 Elementary Education | 470557 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |

| | | | | | | |
|---------------------|--|-------------------|--|--------|--|--|
| O'Donnell, Cathleen | Middle School/High School Special Education Teacher | Classroom Teacher | 1-6 Elementary Education K-12 Learning Disabilities K-12 Mild to Moderate HDCP | 352235 | 2016-2017 Fall Training (August 15-24) | Weekly TAP Professional Learning Communities |
| Olejnicak, Dusten | MS Specialist-PE/Health Teacher | Classroom Teacher | K-12 Physical Education 5-12 Health Education | 441965 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Olson, Yumi | Elementary Specialist- Art Teacher | Classroom Teacher | K-6 Elementary Education PreK-Adult Short Call Substitute K-12 Visual Arts | 468624 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Oster, Lindsey | Elementary 2nd Grade Teacher | Classroom Teacher | K-6 Elementary Education B-Grade 3 Early Childhood Education | 469890 | 2016-2017 Fall Training (August 15-24) | Weekly TAP Professional Learning Communities |
| Otting, Jacqueline | Elementary ELL Teacher | Classroom Teacher | K-12 Chinese K-12 English as a Second Language | 493751 | 2016-2017 Fall Training (August 15-24) | Weekly TAP Professional Learning Communities |
| Pera, Tim | High School Math Teacher | Classroom Teacher | 7-12 Mathematics | 305878 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Peterson, Emily | High School Special Education Teacher | Classroom Teacher | K-12 Learning Disabilities | 442450 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Peterson, Tayla | Elementary 5th Grade Teacher | Classroom Teacher | K-6 Elementary Education B-Grade 3 Early Childhood Education | 483555 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Pienaar, Roy | Middle School/High School Specialist-Band/Music Teacher | Classroom Teacher | K-12 Instr(BAND/ORCH) and Classroom Music | 481082 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Pierce, Cynthia | Middle School/High School Specialist-Music/Choral Director | Classroom Teacher | K-12 Vocal and Classroom Music K-12 Instr(BAND/ORCH) and Classroom Music | 340958 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Powell, Elizabeth | Elementary 3rd Grade Teacher | Classroom Teacher | K-6 Elementary Education | 469753 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Powers, Benjamin | High School Social Studies Teacher | Classroom Teacher | 5-12 Social Studies-ALL- | 468003 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |

| | | | | | | |
|--------------------|---|-------------------------------|--|--------|--|--|
| Prentice, Martha | High School Math Teacher | Classroom Teacher | 5-12 Mathematics | 465016 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Prochazka, Robin | Elementary ELL Teacher | Classroom Teacher | K-12 English as a Second Language | 413434 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Quam, Margaret | High School ELA Teacher | Classroom Teacher | 5-12 Communication Arts/Literature | 442801 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Rank, Rochelle | High School Math Teacher/Secondary Mentor Coach | Classroom Teacher | 5-12 Mathematics | 439398 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Robideau, Crystal | Elementary 3rd Grade Teacher | Classroom Teacher | K-6 Elementary Education | 439901 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Salmon, Megan | Elementary Intervention Co-Teacher | Classroom Teacher | K-6 Elementary Education 5-12 Communication Arts/Literature | 495444 | 2016-2017 Fall Training (August 15-24) | Weekly TAP Professional Learning Communities |
| Schlecht, Geri | Middle School Science Teacher | Classroom Teacher | 5-8 Science 5-8 9-12 Life Sciences | 384555 | | Weekly TAP Professional Learning Communities |
| Seal, John | High School ELA Teacher | Classroom Teacher | 5-12 Communication Arts/Literature | 477994 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Seitz, Andrew | Elementary Specialist- Music Teacher | Classroom Teacher | K-12 Vocal and Classroom Music | 471285 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Skoglund, Krista | K-5 Interim Assistant Elementary Director of Teaching and Learning/Executive Master Coach | Teacher in Special Assignment | K-6 Elementary Education | 463881 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Smith, Kim | Elementary 1st Grade Teacher | Classroom Teacher | K-6 Elementary Education | 371792 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Spear, Adam | Middle School Social Studies Teacher | Classroom Teacher | 5-12 Social Studies-ALL- | 473127 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Steinhoff, Cynthia | Elementary ELL Teacher | Classroom Teacher | K-12 English as a Second Language | 470264 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |

| | | | | | | |
|--------------------------|---|-------------------|--|--------|--|--|
| Stotesbery, Donna | High School Science Teacher | Classroom Teacher | 7-12 Life Sciences 7-12 Physical Sciences (Physics & Chem) 5-9 Science 5-9 | 206800 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Thao, Gao Zoua | High School Math Teacher | Classroom Teacher | 5-12 Mathematics | 493048 | 2016-2017 Fall Training (August 15-24) | Weekly TAP Professional Learning Communities |
| Thao, Malee | Elementary Specialist- Hmong Language Teacher | Classroom Teacher | K-6 Elementary Education | 469464 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Thao, Maxwell | Elementary Specialist- Drama/Theatre Teacher | Classroom Teacher | K-12 Theatre Arts | 491746 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Van Der Linden, Danielle | Elementary 5th Grade Teacher | Classroom Teacher | K-6 Elementary Education | 486012 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Vang, Fong | High School Specialist- PE/Health Teacher | Classroom Teacher | K-12 Physical Education 5-12 Health Education | 434684 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Vischer, Tami | Elementary 4th Grade Teacher | Classroom Teacher | K-6 Elementary Education | 480831 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Voinarovski, Rozalia | Elementary 4th Grade Teacher | Classroom Teacher | K-6 Elementary Education | 495808 | 2016-2017 Fall Training (August 15-24) | Weekly TAP Professional Learning Communities |
| Wegner, Kelsey | Elementary 1st Grade Teacher | Classroom Teacher | K-6 Elementary Education B-Grade 3 Early Childhood Education Age 3-K Pre-primary | 480546 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Winberg, Ross | High School Science Teacher | Classroom Teacher | 5-8 Science 5-8 9-12 Life Sciences 9-12 Chemistry 9-12 Physics | 406483 | 2016-2017 Fall Training (August 15-24) | Weekly TAP Professional Learning Communities |
| Wolf, Savannah | High School Math Teacher | Classroom Teacher | 5-12 Mathematics | 463193 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Xiong, Pa Houa | Middle School/High School Special Education Teacher | Classroom Teacher | K-12 Learning Disabilities | 996576 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |

| | | | | | | |
|-------------|--|-------------------|---|--------|--|--|
| Xiong, Yer | Kindergarten Teacher | Classroom Teacher | K-6 Elementary Education | 468677 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Yam, Joni | Middle School Special Education Teacher | Classroom Teacher | K-12 Academic and Behavioral Strategist | 486073 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Yang, Cheng | High School Specialist- Hmong Language/Culture Teacher | Classroom Teacher | 9-12 Non Licensure Area | 997377 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |
| Yang, May | Elementary Intervention Co-Teacher | Classroom Teacher | 1-6 Elementary Education | 477596 | 2016-2017 Fall Training (August 17-24) | Weekly TAP Professional Learning Communities |

HCPA AUGUST *new teacher* TRAINING SCHEDULE

| KEY | | ALL NEW STAFF | All New Elementary | All New Secondary | Other |
|-------|-------|--|---|--|-------|
| Start | End | All duty days are 7:30 to 4:00 unless noted otherwise | | | |
| | | Monday August 15 | | | |
| 7:30 | 8:15 | Light Breakfast Provided/Morning Ice Breaker | | | |
| 8:15 | 9:15 | HCPA District Overview - Dr. Hang (East Cafeteria) | | | |
| 9:15 | 9:30 | Break | | | |
| 9:30 | 10:30 | School Vision - Ms. Duvnjak & Skoglund (East Cafeteria) | | | |
| 10:30 | 11:15 | School Tour | | | |
| 11:15 | 12:00 | HCPA WAY Part 1 - (East Cafeteria) | | | |
| 12:00 | 12:45 | Lunch (on your own) | | | |
| 12:45 | 2:00 | HCPA WAY Part 2 (East Cafeteria) | | | |
| 2:00 | 2:15 | Break | | | |
| 2:15 | 3:15 | HR/Benefits & New Hire Paperwork (East Cafeteria) | | | |
| 3:15 | 4:00 | Main Office Process & Procedures (East Cafeteria) | | | |
| | | Tuesday August 16 | | | |
| 7:30 | 8:15 | Morning Ice Breaker & Coffee/Tea | | | |
| 8:15 | 10:45 | Initial Tech Training (acquire school laptop) (East Cafeteria) | | | |
| 10:45 | 11:00 | Break (keys and cards) | | | |
| 11:00 | 12:00 | Elementary Curriculum Overview (West Cafeteria) | Secondary Curriculum Overview (East Cafeteria) | | |
| 12:00 | 12:45 | Lunch (on your own) (keys and cards) | | | |
| 12:45 | 2:45 | LBD (3-5 Classroom) | Content Specific Curriculums (Title/EL) | Content Specific Curriculums (East Cafeteria) | |
| 2:45 | 3:00 | Break | | | |
| 3:00 | 4:00 | Requesting a sub/Planning a Field Trip (East Cafeteria) | | | |

HCPA AUGUST TRAINING SCHEDULE

| | | KEY | ALL STAFF | All Elementary | All Secondary | Other |
|-------|-------|--|---------------------------------|--|---|---------------------------------|
| Start | End | All duty days are 7:30 to 4:00 unless noted otherwise | | | | |
| | | Wednesday August 17 | | | | |
| 7:30 | 8:15 | Morning Ice Breaker (HCPA LT) & Coffee Tea | | | | |
| 8:15 | 9:15 | Identify Tech Capabilities (East Cafeteria) | | | | |
| 9:15 | 10:15 | Data Journey (East Cafeteria) | | | | |
| 10:15 | 10:45 | Break / Sign out laptop (Room 122) | | | | |
| 10:45 | 11:45 | Safety Session / Health Office Updates (Auditorium) | | | | |
| 11:45 | 12:30 | Lunch (on your own) / Sign out laptop (Room 122) | | | | |
| 12:30 | 1:30 | Meet Your Team (West Cafeteria) | | Naming Benchmarks (East Cafeteria) | | Paraprofessional Training (11A) |
| 1:30 | 2:00 | Keys and Cards (Middle Cafeteria) | | | | |
| 2:00 | 3:30 | HCPA WAY (East Cafeteria) | | | | |
| 3:30 | 4:00 | Teacher Showcases (Auditorium) | | | | |
| | | Thursday August 18 | | | | |
| 7:30 | 8:00 | Morning Ice Breaker (Administration) & Coffee/Tea | | | | |
| 8:00 | 8:30 | Elementary Opener | | Department Meetings (TBO) | | Paraprofessional Training (11A) |
| 8:30 | 9:30 | First Cluster (TBO) | | | | |
| 9:30 | 10:00 | Curriculum and Assessment (West Cafeteria) | | Curriculum and Assessment (TBO) | | |
| 10:00 | 11:00 | | | | | |
| 11:00 | 11:30 | Co-Teaching Part 1 (all elementary) (Auditorium) | Curriculum and Assessment (TBO) | | Co-Teaching Part 1 (Secondary Co-Teachers) (Auditorium) | |
| 11:30 | 12:15 | Lunch (on your own) | | | | |
| | | Schoolology Breakout Sessions | | | | |
| 12:15 | 3:30 | Star (West Cafeteria) | Circle (East Cafeteria) | | Square (Choir Room) | |
| 3:30 | 4:00 | Teacher Showcases (Backwards Design - Kate McManus) (Auditorium) | | | | |
| | | Friday August 19 | | | | |
| 7:30 | 8:00 | Morning Ice Breaker (Operations) & Coffee/Tea | | | | |
| 8:00 | 8:30 | Schoolology Throwdown (East Cafeteria) | | | | |
| 8:30 | 10:30 | Schoolology Breakout Adventures (TBA) | | | | |
| 10:00 | 12:00 | Classroom Energizing - SNAP Education (West Cafeteria) | | Schoolology: Differentiated Learning (TBA) | | |
| 12:00 | 12:45 | Lunch (on your own) and Voluntary Fun Committee | | | | |
| 12:45 | 1:15 | Schoolology Expectations (West Cafeteria) | | Schoolology Expectations (East Cafeteria) | | |
| 1:15 | 2:45 | Schoolology by team(TBA) | | | | Paraprofessional Training (11A) |
| 2:45 | 3:30 | Classroom Work Time | | Zero Day (East Cafeteria) | | |
| 3:30 | 4:00 | Teacher Showcases (Auditorium) | | | | |

| | | KEY | ALL STAFF | All Elementary | All Secondary | Other | |
|--|-------|--|--|--|--|--|--|
| Start | End | All duty days are 7:30 to 4:00 unless noted otherwise | | | | | |
| | | Monday August 22 | | | | | |
| 7:30 | 8:00 | Morning Ice Breaker (Counseling) & Coffee/Tea | | | | | |
| 8:00 | 9:00 | Canceled School Policy (East Cafeteria) | | | | | |
| 9:00 | 9:30 | College Prep (West Cafeteria) | | | Alumni/Parent CP (East Cafeteria) | | |
| 9:30 | 11:00 | | | | College Prep (East Cafeteria) | | |
| 11:00 | 12:00 | EnVisions Math (new elementary) (East Cafeteria) | Schoology Work Time (West Cafeteria) | First Cluster (TBD) | Paraprofessional Training (118) | | |
| 12:00 | 12:45 | Lunch (on your own) | | | | | |
| 12:45 | 1:30 | EnVisions (all teachers) Dr. Clarkson (West Cafeteria) | | | Curriculum & Assessment Work Time (East Cafeteria) | No Red Ink (244) | |
| 1:30 | 2:30 | | | | | 12th Grade CP (313) | |
| 2:30 | 3:30 | | | | Professional Responsibility Overview (Auditorium) | | |
| 3:30 | 4:00 | | | | | | |
| | | Tuesday August 23 (Duty times - 10:30 -7:00) | | | | | |
| 10:30 | 11:00 | Morning Ice Breaker (Main Office) & Coffee/Tea | | | | Indigo Paraprofessional Training (Off-Site) 9:00 - 3:00 | |
| 11:00 | 12:00 | Grading and Report Cards (West Cafeteria) | (West Cafeteria) | Gradebook Set up (East Cafeteria) | | | |
| 12:00 | 12:15 | Break | | | | | |
| 12:15 | 12:45 | Clubs, Afterschool, Sports (Auditorium) | | | | | |
| 12:45 | 1:45 | Technology updates & Tech Automation (Auditorium) | | | | | |
| 1:45 | 2:15 | Office update/Teacher Licensure (Auditorium) | | | | | |
| 2:15 | 2:45 | HR with Patty Bruce (Auditorium) | | | | | |
| 2:45 | 3:15 | All Staff Photo (Outside Door A) | | | | | |
| 3:15 | 4:00 | Light Dinner (provided by HCPA) / Break (Orientation Prep) | | | | | |
| 4:00 | 7:00 | Student Orientation | | | | | |
| | | Wednesday August 24 | | | | | |
| 7:30 | 8:15 | Morning Ice Breaker (HCPA LT) & Coffee/Tea | | | | | |
| 8:15 | 9:15 | SST - Pre Referral (Auditorium) | | | | | |
| 9:15 | 9:30 | Break | | | | | |
| 9:30 | 10:30 | SPED Collaboration (East Cafeteria) | | | | | |
| 10:30 | 11:00 | Testing Updates (Auditorium) | | | Classroom time | | |
| 11:00 | 12:30 | Lunch (provided by HCPA) | | | | | |
| 12:30 | 1:00 | September CP Planning (West Cafeteria) | Work Time: Schoology and Assessments (East Cafeteria) | Lab Day Grading (Auditorium) | Subs for Paras (Room 343) | | |
| 1:00 | 1:30 | Co-Teaching Part 2 (Auditorium) | | Co-Teaching Part 2 (Auditorium) | Paraprofessional Training (118) | | |
| 1:30 | 2:30 | First Day (West Cafeteria) | | Testing Updates (Secondary ELA/MATH) (Auditorium) | | | |
| 2:30 | 3:30 | Teacher Showcases (Vocabulary Sensitivity - Katie Carson) (Auditorium) | | | | | |
| 3:30 | 4:00 | | | | | | |
| Between August 25th and September 1st the building will open from 7:00 to 8:00. Please stay tuned for further information on where to park at this time when the State Fair is going on. | | | | | | | |