

College Prep Elementary 2015-16 Annual Report

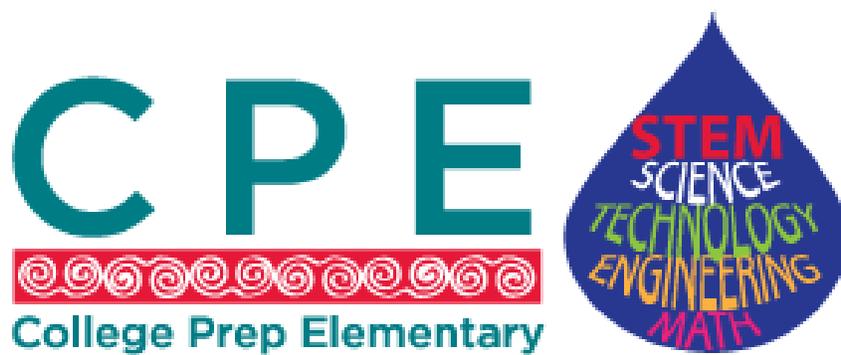


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School Information

School Program

College Prep Elementary (CPE) is a K-6 charter school located in Saint Paul, Minnesota. CPE provides a specialized focus on college and career readiness. CPE has a small school environment to accomplish their mission of preparing every student to succeed in college and career. CPE utilizes research-based, proven methods to promote English language development and literacy, mathematics proficiency, science mastery, and engagement in the learning process. CPE provides students with a strong educational program within a learning community that builds self-confidence and awareness of diverse cultures and ideas. The school partners with the University of Minnesota, the University of Saint Thomas, and community organizations and families to ensure that students receive ongoing support in college and university preparation. Through extensive academic preparation and community collaboration, CPE gives students the tools to succeed.

CPE's program focuses on meeting local community needs. The school serves a community where families are new to the country, speak a language other than English, are living in poverty, and whose children are behind their peers academically. CPE employs specialized staff and implements multiple strategies as a means of meeting these unmet community needs.

Mission

"We provide a specialized focus on college and career readiness. We have a small school environment to accomplish our mission of preparing every student to succeed in college and career. CPE utilizes research-based, proven methods to promote English language development and literacy, mathematics proficiency, science mastery, and engagement in the learning process. We provide our students with a strong educational program within a learning community that builds self-confidence and awareness of diverse cultures and ideas."

Authorizer

Minnesota Guild of Public Charter Schools
67 8th Avenue NE
Minneapolis, MN 55413
(612) 991-0017

School Calendar/Hours of Operation

School was in session September 8, 2015 through June 10, 2016, for a total of 168 school days. The school day at CPE ran from 9:15 a.m. to 4:00 p.m., Monday through Friday. Extended School Year was offered in the summer of 2016 for qualifying SPED students.

School Enrollment

Since opening its doors in 2009, CPE has experienced consistent growth in total enrollment. CPE began with two Kindergarten classrooms and a single classroom for grades 1-5. The 2nd year of operation, CPE had its first 6th grade classroom. Since then, growth in enrollment has happened in two ways. Every year, for several years, a new, second classroom was added, starting in first, and continuing each year with the next higher grade, as the double classroom cohort of students aged through successive grades. 2015-2016 marks the near final stage of this type of expansion with it being the first time the school had two 5th grade classrooms. Since opening, CPE also realized a rise in enrollment through increases in average class sizes as students transferred into various grades. Although some students also transfer out, CPE tends to gain more students than it loses through the course of any given year. See Table 1, CPE Enrollment History.

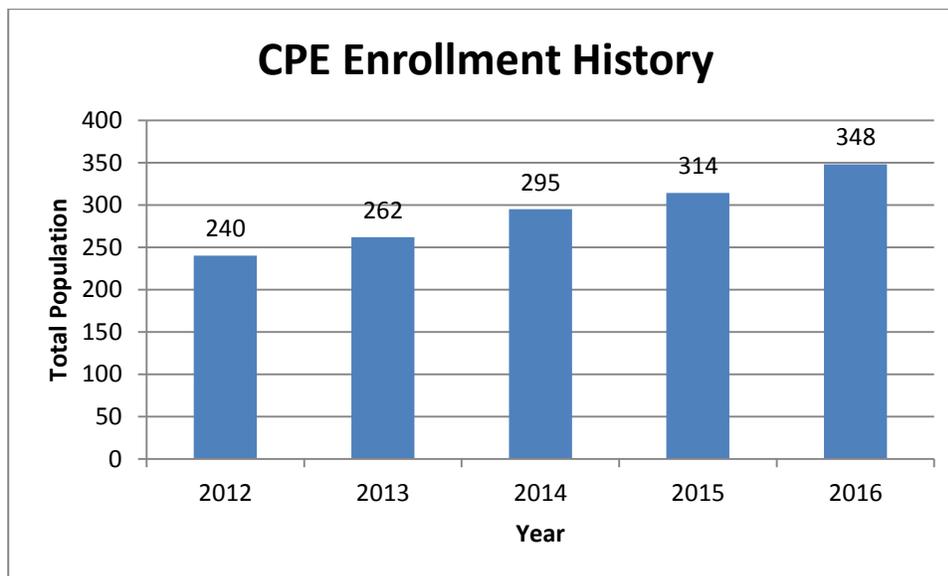
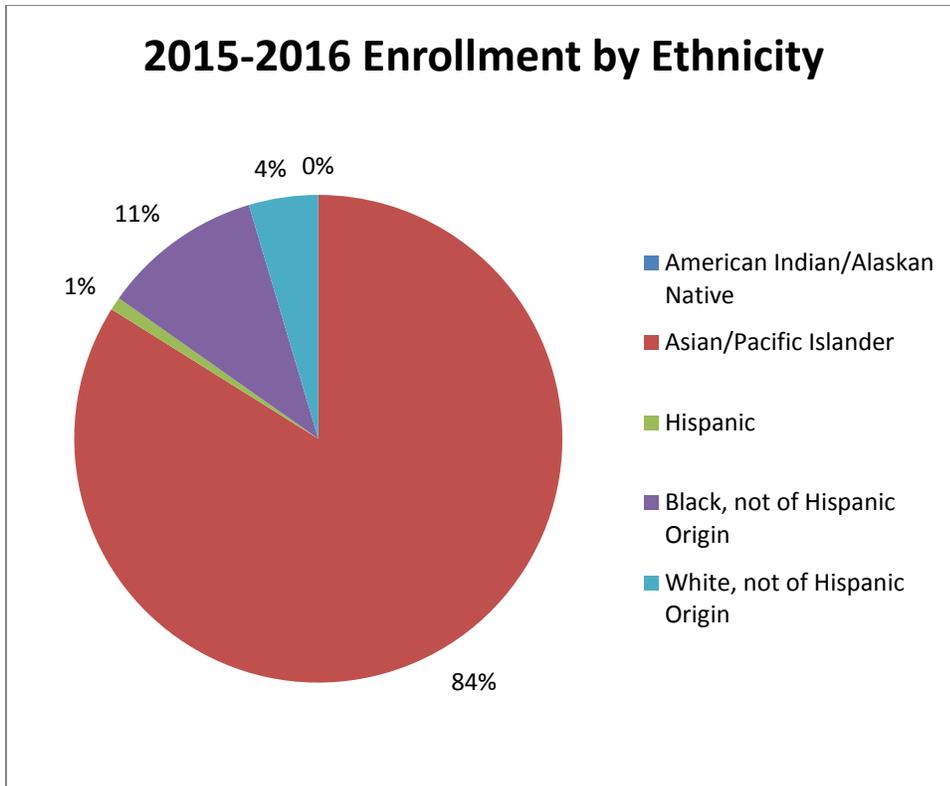
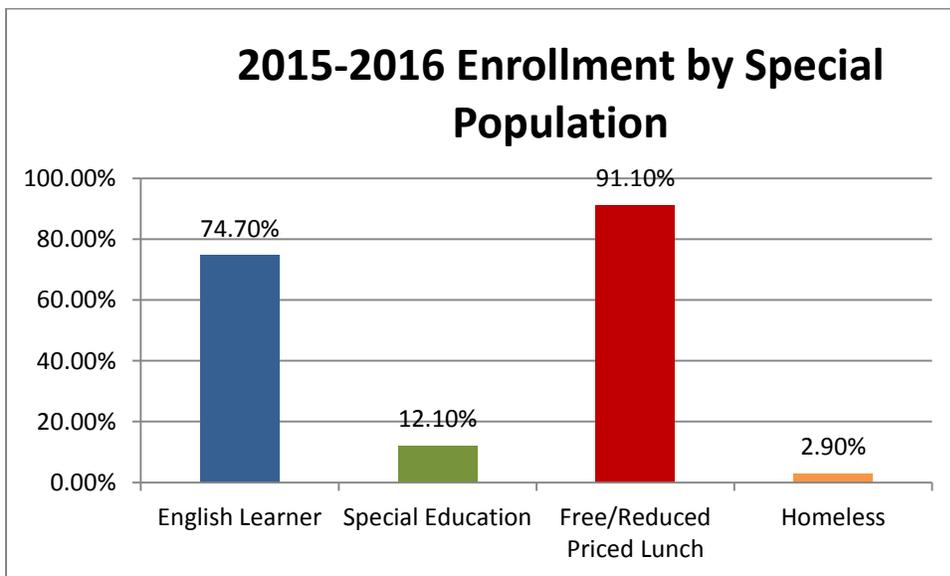


Table 1

CPE student population consists mainly of Asian/Pacific Islander, but has varied some in the past few years to include single digit changes in Black, not of Hispanic Origin as compared to Asian. 2015-16 enrollment breakdowns represent typical enrollment by ethnicity. See pie chart, 2015-2016 Enrollment by Ethnicity, for visual.

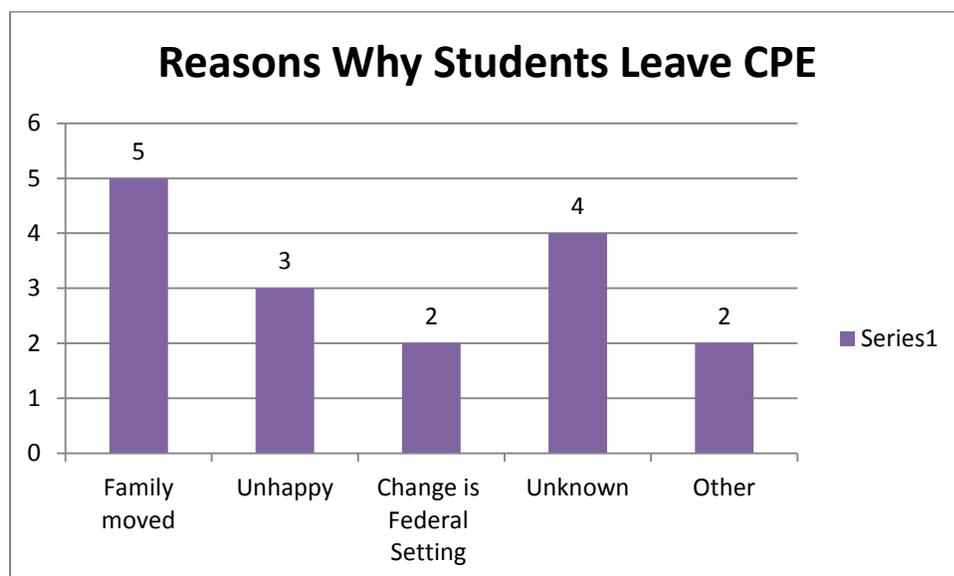


Enrollment by special population has not varied much over the last several years. 2015-2016 enrollment includes a very high FRP population at 91%, and a high EL population of nearly 75%. SPED populations tend to be below the state average at around 12%, and homeless is less than 3%. Graph below, titled, 2015-2016 Enrollment by Special Population, provides a visual.



Student Attrition

Sixteen students left CPE after the start of the 2015-16 school year, and did not return. After conversations with parents, or through other informal means, staff were able to gather some reasons for why these students left. Reasons for leaving included: family moved, unhappy with school or transportation, change in federal setting, unknown, or other. The reason accounting for the largest number of students leaving was that the family moved, as can be seen in the graph below.



CPE also experiences attrition through students failing to re-enroll from previous year. CPE has learned that this is sometimes due to whole families leaving when their oldest child graduates from 6th grade and enrolls into a K-12 school. We learn that in these cases, parents prefer that all their children be in the same school and they enroll all younger siblings into that same school. Even with considering all reasons for and numbers of attrition, CPE has continued to grow in enrollment during every year of its operation.

Governance and management

School Board

In accordance with state laws, CPE's bylaws specify the size, makeup, and term length of CPE's governing school board. The bylaws also stipulate notification of regular and special board meetings, officer positions, establishing a quorum, conflict of interest, and voting rights.

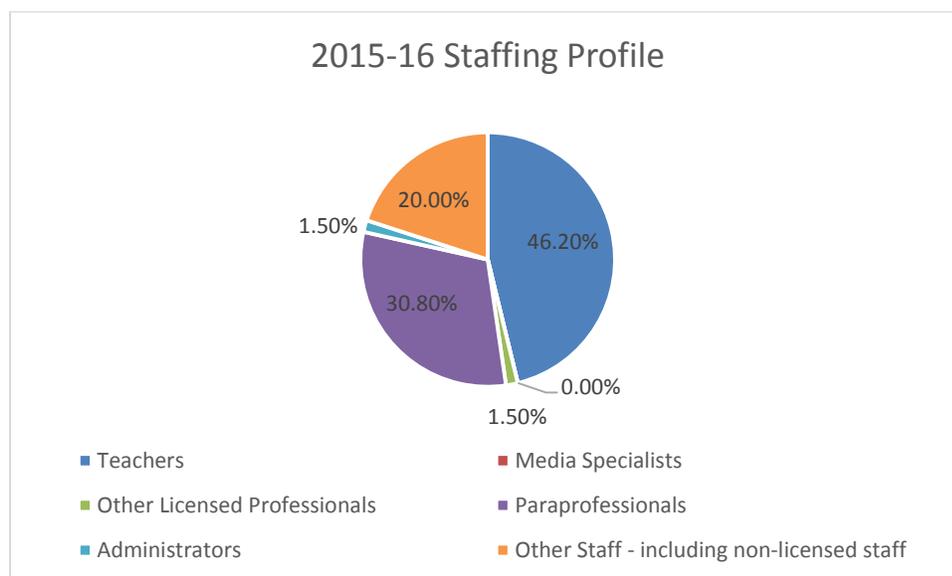
Board meetings are open to the public and follow parliamentary procedures that include a published agenda, minutes of meetings, and a structured meeting process. School board meetings are typically held the 4th Monday of the month, before school, although special meetings sometimes do occur, with proper notification. The table below shows the most current configuration of the board.

Name	Board Position	Contact Information	Group	Seated
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Eyo Epko	Board Chair	eyo.ekpo@cpe-k6.org	Community	November 2014
Karen Anderson,	Board Member	karen.anderson@cpe-k6.org	CPE Staff	Jul-16
Madaline Edison	Board Secretary	madaline.edison@cpe-k6.org	Community	May-12
May Thor	Board Member	maythorffs82@gmail.com	Community	Sep-16
Nao Thao	Board Member	nao.thao@cpe-k6.org	CPE Staff	Nov-14
Maria Riebe	Board Member	Maria.riebe@cpe-k6.org	CPE Staff	Feb-12
Raj Saraf	Board Member	raj@hamlineconstruction.com	Community	Oct-15

Staffing

For the 2015-16 school year, CPE had the following numbers of staff by category, the percentages as compared to the entire staff are shown in the pie chart below. Teachers: 30, Other licensed Professionals: 1, Paraprofessionals: 20, Administrators: 1, and Other Staff – including non-licensed staff: 13, for a staff total of 65. The pie chart below shows staffing profile by percentages.



For the 2015-16 school year, 95.7% of teachers and 100% of paras met federal highly qualified standards. Nearly 1 of 4 teachers had earned a Master's Degree, the rest having Bachelors' Degrees. 30% of CPE teachers had less than 3 years of experience, 16.7% had more than 10 years of experience, and just more than half of CPE teachers made up the largest group of having somewhere in the middle, 3-7 years of experience. Teacher student ratios were 12 licensed teachers to every student.

Staff retention shows areas for improvement. 57% of all teachers from the 2015-16 returned for the 2016-17 school year. Retention of all other staff was much higher, at 93%.

Finances

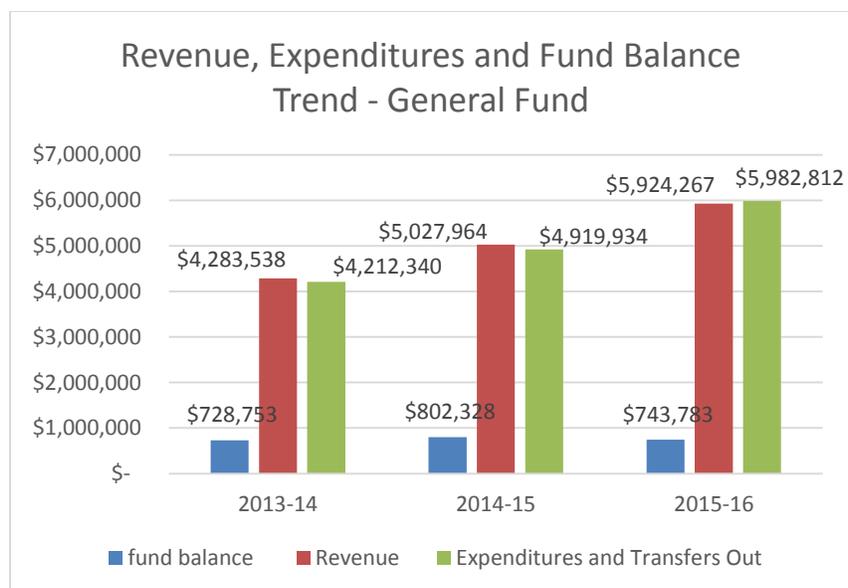
College Prep Elementary's total revenues were \$6,243,100 for the year ending in Jun 30, 2016. The total cost of all programs and services was \$6,243,100. Total expenses exceeded revenues decreasing the net position by \$32,750.

Key Financial Highlights for the 2015-16 fiscal year include the following:

- Total governmental expenditures exceeded revenues by \$64,815 for fiscal year 2015-16.
- Total fund balance of the General Fund is \$743,783 at June 30, 2016.
- The budgeted deficit in the General Fund was \$144,574 while the actual deficit was \$58,545.
- The general Fund made no transfer to the Food Service Fund for fiscal 2016.

The Executive Audit Summary (EAS) of June 30, 2016 issued a "clean" audit report for the 2015-16 school year. As for Yellow Book Compliance, No compliance issues were noted. Under Internal Controls, No deficiencies were noted that were considered to be material weaknesses. Under Legal Compliance, No compliance issues were noted with Respect to Minnesota Statutes related to charter schools.

As stated in the AES, the fund balance of the School's General Fund ended at a balance of \$743,783 at June 30, 2016. This was a decrease of \$58,545. This fund balance represents 12.4% of the expenditures incurred for the year, and represents an intentional use of accumulated funds. CPE dipped into the fund balance for one time moving costs. As for the General Fund Budget, the AES states the total revenues on a net basis were \$14,020 (or .24%) lower than the budgeted amount while total expenditures were \$50,896 (or .84%) lower than had been budgeted. The table below compares the yearly fund balance, revenue and expenditures, over a three year period.

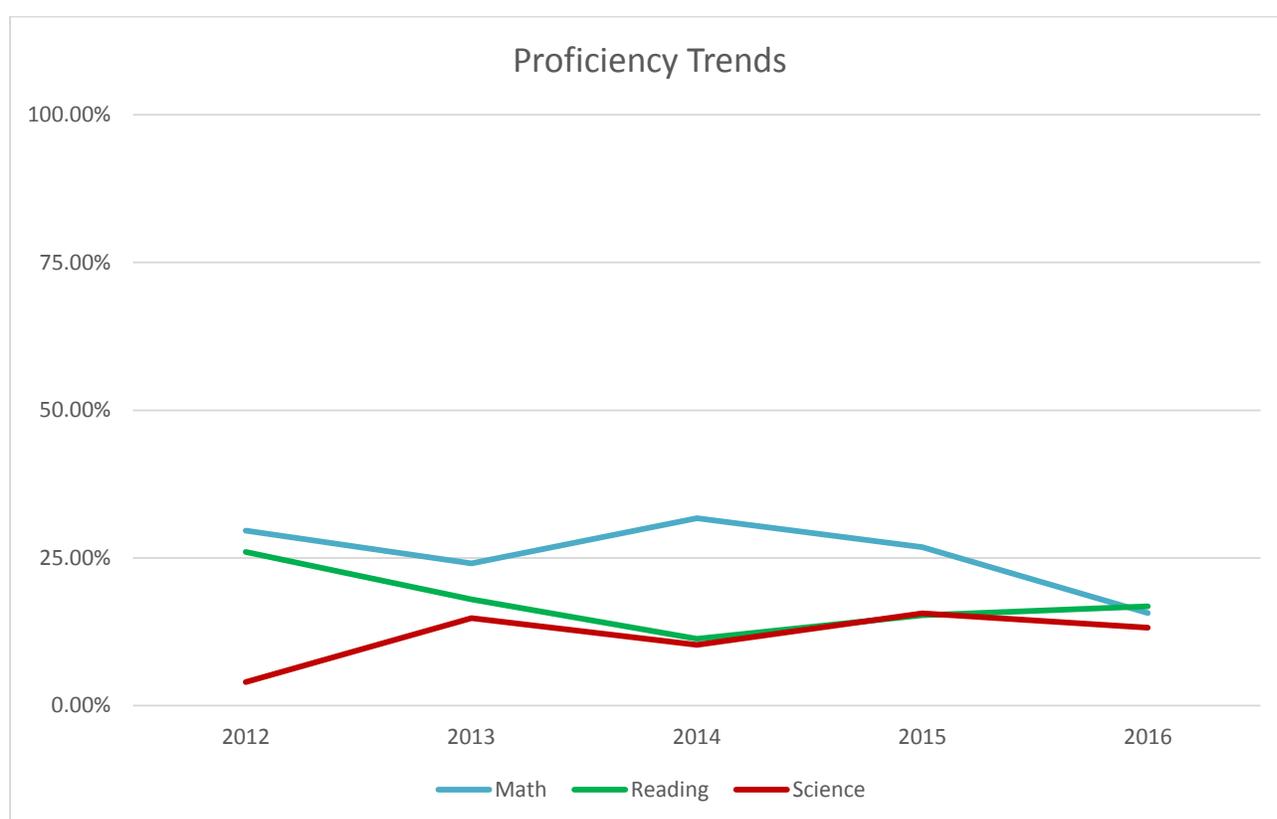


Raising the fund balance, as a percent of the overall budget, continues to be an opportunity for CPE.

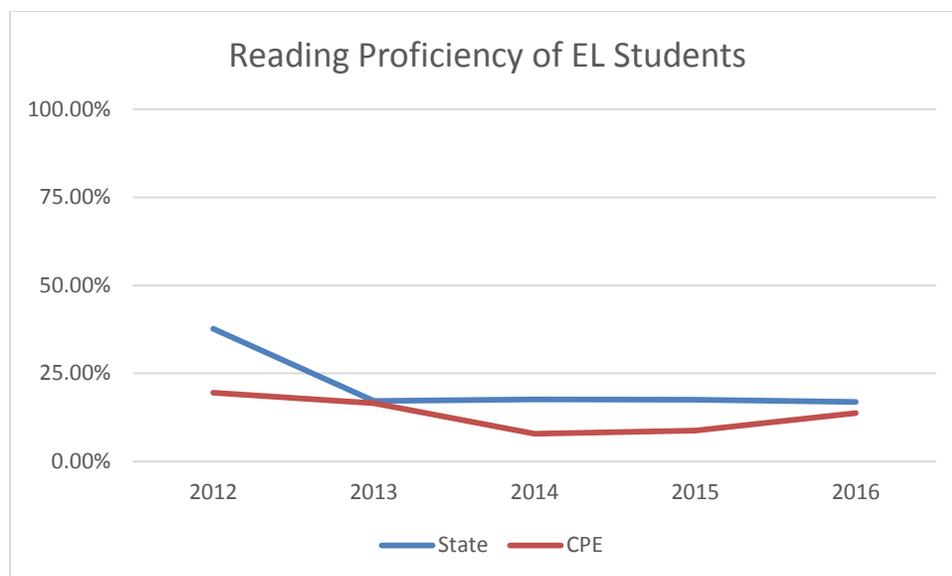
Academic performance

The Minnesota Comprehensive Assessments (MCA) is a mandatory statewide assessment of reading and mathematics performance in grades 3 through 6. The MCA is used to measure students' progress toward mastery of Minnesota's academic standards and was first administered in spring 2006. Performance on the MCA is reported in scaled scores and achievement levels (does not meet expectations, partially meets expectations, meets expectations, and exceeds expectations). Those students who achieve "meets expectations" and "exceed expectations" levels are identified as having achieved proficiency with Minnesota's academic standards by the Minnesota Department of Education.

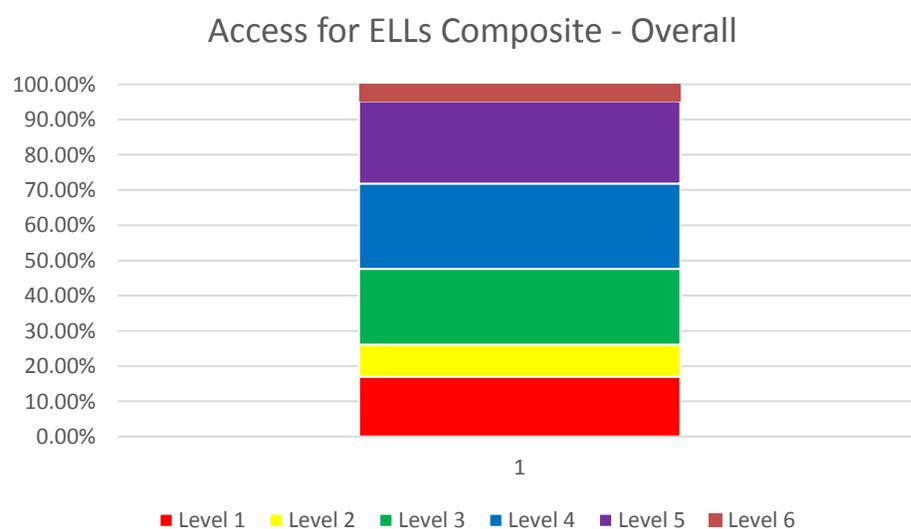
CPE saw a decrease in the overall proficiency in math and science, but a slight increase in reading, as compared to other years.



CPE leadership and staff have worked hard to implement several best practices and have seen some improvements in select groups of students. CPE hopes to capitalize these incremental improvements and expand them to all students groups. The below graph shows how CPE is raising proficiency of English Learners as compared to the state's proficiency in this same category. In 2016, CPE was just a few percents behind the state average.



ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure, large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English. The following visual shows the overall composite breakdown for CPE language learners by language level. Level 1 students are just learning the English language, and level 6 students have a grasp of the English language nearing that of their English speaking peers.



When breaking down the ACCESS by domains: reading, writing, listening, speaking, CPE's EL students' language levels as compared to the state varies. In reading, CPE has a slightly larger percentage of level 1's, and a slightly small percentage for level 2's. Other language levels are nearly identical for reading.

In writing, CPE actually fairs better than the state's ELs, with more students in level 5 and 6, as compared to the state. In listening, CPE's level 6 lags behind the states. We have more level 5 instead; all other language levels being nearly identical with the state. In the domain of Speaking, CPE has significantly more EL students in lowest language categories and far fewer in the higher language categories, as compared to the state.

The Multiple Measurement Rating (MMR) considers the proficiency, growth, achievement gap reduction, and graduation rates. Points are assigned to each of the four domains based on a school's rank compared to other Minnesota schools, and the total MMR is the percentage of possible points the school earned. CPE's MMR rating has seen variation over the last several years, first decreasing, then increasing and most recently decreasing again.

Year	Proficiency	Growth	Achievement Gap Reduction	MMR
2012	0.9	4.6	9.0	19.3%
2013	0.5	1.3	2.1	5.3%
2014	2.6	21.5	23.7	31.8%
2015	0.0	12.0	12.0	31.0%
2016	0.0	6.3	7.3	18.2%

Innovative Practices and Implementation

Response to Intervention

The 2015-16 school year represented the 4th year of implementation of CPE's school-wide Response to Intervention (RtI) model. RtI is a multi-tier approach to identifying and addressing students' learning and behavioral needs. Each student has access to specially leveled instruction during a 30 minute daily RtI block. During this time, students are broken down into small groups, based on their need and ability level. Specialists, including ELD teachers, SPED teachers, Title, and Classroom teachers then worked with these students through the course of 4 week long interventions. Teachers teaching reading interventions followed PRESS reading intervention curriculum for reading intervention and performed weekly progress monitoring checks, using PRESS assessments and FAST. Teachers and Specialists met monthly to review progress monitoring data and reform groups based on need, as determined. During the first half of the year, CPE had an intervention specialist for all three areas of need, Reading, Math, and Behavior. These intervention specialists were partially funded through the ADSIS grant. The program ended in January.

Professional Learning Communities

Professional Learning Community (PLC) continues to be a strong component of professional development, problem solving through a team effort, and fidelity to the Record of Continuous Improvement. PLCs are comprised of the licensed teaching staff, and meet weekly on Wednesday Mornings for 45 minutes.

Action Team

Action Team is a group specifically designed to help align all school events to support the 4 goals of Improve Reading Scores, Improve Math Scores, Improve Attendance, and Improve Welcoming Environment. Action Team takes a special interest in reaching out to families and helping them get better connected to the school and their child's education. Some of events and/or accomplishments Action team supported or provided are below:

- **Computer classes:** During the 2015-16 school year, the committee was able to continue its collaboration with Saint Paul Public Library debuted last year. With SPPL, we were able to offer basic computer classes again to our parents. This year we had 8 participants who attended the one hour class once a week for 6 weeks at CPE from 1/7/16 to 2/11/16. Classes were taught by a staff from SPPL and CPE supported with transportation, childcare, interpreting and snacks.
- **Information about Citizenship application:** In order to respond to some of our parents' requests to get support on Citizenship classes, Action Team/PTO had invited Corleen Smith from the International Institute of Minnesota to the school during the parent-teacher conferences on 12/10 and 12/11. The purpose was to pass out information and talk to parents to really determine their needs but also to gauge their interest in taking citizenship classes. Unfortunately, the parents who showed interest were not eligible to apply for citizenship yet due to their status. Nevertheless, they gain valuable information about when and how to apply when their status changes.
- **Movie Night:** We coordinated and hosted movie night on 1/29/16. It was a big success and children with their parents had a lot fun.
- **Computer giveaway:** On March 11th, CPE hosted a Computer giveaway event in which PC's For People distributed 85 FREE computers to our CPE parents who did not have any at home or had only one computer to share with a large family. And 15 free computer vouchers were sent to the parents who registered for the giveaway but could not make it. The families were very excited and grateful for such a generous donation!
- **Family Reading Night:** On 4/21/16, Action Team with a committee formed by teachers held a reading event where students with their families and friends came together to enjoy books. They spent the night being read to by Hmong, Karen and English authors, watching testimonial videos about reading from our own students, choosing books to take home and making their own posters.

Specialist Classes

At CPE our staff and faculty use rigorous courses to improve student performance and support their learning and growth. These include Hmong Language & World Culture, Visual Art, Physical Education offered every 3rd day, on a rotating ABC day schedule for most grades, the exception being that Kindergarten gets PE every day, and Hmong and Art rotate on an AB schedule.

- **Hmong Language & World Culture course** introduces our students at a young age to the structure of a foreign language and by winter/spring semester the content begins to point towards Asian, Karen, African and Spanish cultures, customs and traditions. By learning a second language students learn respect for diversity. Learning a second language has its cognitive benefits too. Research studies have shown that not only do student's linguistic

abilities improve, but so do their cognitive and creative abilities. Children learn from different perspectives, thereby able to use a variety of strategies to solve problems; these can carry over into other mainstream classes. Mainstream classes are unable to provide this second language part.

- **Physical Education course** teaches students about leadership, teamwork, and sportsmanship. Students develop positive social skills. They learn the value of following rules the importance of cooperating with peers. Students learn about the human body such as how their bodies move and how to perform a variety of physical activities. They develop proper mechanic and develop hand-eye coordination. Students also learn the health-related benefits of regular physical activity. PE is a lifelong learning experience which our students will carry with them into the future.
- **Visual Art enrichment course** investigates and explores ideas and concepts surrounding art & design. Students learn about the elements and principles of design. Students understand how to apply these principles in creating 2D images and constructing 3D models.
- **Service Learning:** Our school is partnered with University of St. Thomas and Concordia College to provide our young students with that college readiness component that's so vital in today's educational systems. Our students visit these campuses where they are exposed to some familiarities of college life. U of St. Thomas has partnered with students for a service learning program. Twice a week during each semester CPE students either go to St. Thomas or their mentors visit our building to work with our students regarding academic studies.

Future Plans for CPE

In addition to continuing the innovative and effective best practices described above, CPE has a number of future plans to prioritize student achievement.

- CPE committed to purchasing a complete and comprehensive ELA curriculum for all grade levels ready for implementation for the 2016-17 school year.
- CPE committed to partnering with Rock n Read Program, a software and intervention program where students use singing to learn to read.
- CPE plans to extend its outreach to parents by partnering with Saint Paul Public Library to provide education to parents on using computers and accessing the internet to assess information on their students' grades.
- CPE plans to utilize the new community and Mississippi River park for nature walks where inspirational Science and Social Studies/History lessons can be developed that give students a hands-on experience.

Board Member Training

There is no evidence that the board members received their required trainings specific to the areas of Board Member's Roles and Responsibilities, Employment Policies and Practices, or Financial Management during the 2015-16 school year. The board did participate in strategic planning with Cincinnatus in September of 2015.

Leadership Training

Several CPE staff members serve in administrative, supervisory, or instructional leadership positions, but who do not hold a valid administrative license. Below is a list of these individuals as well as a list of trainings they participated in to support their professional development plan.

Michael, Executive Director, Trainings: (no evidence of trainings provided at time of report publication)

Mary Yakibchuk, Principal, License: K-12 Principal License

Laula Vang, Office Manager, Trainings:

- 10/15/15, STAR Training, 3 hours
- 10/16/2015, HR Laws, 2 hours
- 11/10/2015, Business Manager SPED ERS, 4 hours
- 12/1/2015, MARSS Webinar, 4 hours
- 12/9/2015, Cyber Security Webinar, 2 hours
- 12/26/2015, Skills Survey Webinar, 1 hour

Jean, Title Lead, Trainings:

- October 8-9, 2015, MN Association of Administrators of State and Federal Education Programs (MAASFEP) Conference: 2 days
- March 17-18, 2016, MAASFEP Conference, 2 days
- April 22, 2016, MN Department of Education Title I, II, and III Overview Training, 8 hours

Karen Yang, Kitchen Staff Supervisor, Training:

- 7/16/15, Servsafe Food Protection Manager Cert, 8 hours
- 3/3/16, Servsafe Food Protection Manager Cert, 8 hours
- 8/8/16, School Nutrition Essentials 101, 2 hours and 45 minutes

Phia Jalao, SPED Coordinator, Trainings: (no evidence of trainings provided by time of report completion)

Aida, Para Coordinator, Trainings: (no evidence of trainings provided by time of report completion)

Jen, ELD Lead, Trainings: (no evidence of trainings provided by time of report completion)