



COMMUNITY OF PEACE

ACADEMY

**Charter School Annual Report
World's Best Workforce Annual Report**

2022-2023

Forward

Community of Peace Academy's 2022-2023 Annual Report serves as Quarterly Report #1 to the University of St. Thomas, CPA's Authorizer, as well as the 2022-202 World's Best Workforce Annual Report.

Academic Elements

Mission and Vision. Founded in 1995, CPA is an urban, PreK-12 charter school serving a culturally and linguistically diverse group of approximately 900 students on the East Side of St. Paul, Minnesota. Students at CPA receive an academically rigorous, college preparatory education within a school environment that prioritizes character and moral development. CPA's vision and mission are central to the school's program, staffing, and everyday operations.

Vision Statement

Creating an Educated, Empowered and Ethical Community

Mission Statement

Fostering academic excellence and character development through the education of the whole person – mind, body and will.

Core Values

- *Academic Excellence*
CPA students are prepared to thrive and to lead in a multicultural 21st century world with confidence, compassion, intelligence and positive regard for all.
- *Relationships*
At CPA learning happens through relationships and thrives within a caring and value-rich community.
- *Peace*
CPA is a diverse community of students, parents and staff dedicated to creating a peaceful school environment in which all members are treated with unconditional positive regard.

CPA assesses progress toward meeting its mission and vision through a comprehensive evaluation of academic and social/emotional student outcomes, of organizational effectiveness including student and staff survey data, and parent feedback. Strengths and areas of opportunity identified through this comprehensive evaluation are addressed in the information that follows.

CPA addresses the primary purpose of charter schools, and each of the additional purposes outlined in Minnesota Statutes 124E.01, subd. 1.:

1. Improve pupil learning and student achievement.

2. Increase opportunities for students.
3. Encourage the use of different and innovative teaching methods.
4. Establish new forms of accountability for schools.
5. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

Improve pupil learning and student achievement

Improving pupil learning is achieved through a free, all-day, everyday PreKindergarten program, a focused curriculum, ongoing progress monitoring, deliberate attention to improving instruction, and a rigorous college guidance program. At each school, leadership team members support instructional delivery, standards-alignment and data-driven instructional decision-making. Dedicated English Language Development and Special Education Coordinators oversee English Learner programming and special education programming, respectively. A Guidance Counselor provides a comprehensive college preparatory program to students through their Ethics/Advisory classes beginning in 7th grade.

Increased learning opportunities for students

All-day, every-day Pre-Kindergarten and Kindergarten programming provide increased early learning opportunities for students in order to improve school readiness. In addition, smaller than average class size and a strong staff to student ratio across PreK-12 afford increased opportunity for individualized instruction and support in both social/emotional and academic growth and development. Academic programming is enriched by field trips, service learning, resident artists and educators, and other experiential learning opportunities. Retreats are arranged for students across different grade levels to promote community building and social/emotional growth and development. Extra-curricular clubs, programs and athletic opportunities are provided across grade levels. The school's small size affords all students an opportunity to become involved in extra-curricular activities.

Encourage the use of different and innovative teaching methods

Community of Peace Academy's focus is to educate the whole child – mind, body and will. Its character education program has earned local and national attention and awards. CPA practices Responsive Classroom and Developmental Designs schoolwide, and is a national Peacebuilders, Inc. model site. CPA offers College in the Schools and PSEO, partnering with College Possible and TRiO Educational Talent Search. Finally, through a teacher-driven technology initiative, technology is leveraged to improve teaching learning and to provide students access to 21st Century tools and skills.

Establish new forms of accountability for schools

Community of Peace Academy embraced an accountability/evaluation process during its first year of operation in 1995, and for each year since then has continued to conduct a comprehensive annual evaluation of all aspects of school operations. The school not only assesses traditional academic outcomes, but also those outcomes that relate to the

school's mission and to the education of the whole child. This system of accountability is inclusive of all aspects of student growth, and was put into place to ensure that the school is meeting its mission of education of the whole child. The evaluation system includes:

- Academic Performance
 - Achievement outcomes on state assessments, including the MCA and the ACCESS
 - Achievement outcomes on MAP Reading and Math
 - Achievement outcomes on school and grade level math and reading measures, including the FastBridge assessments.
 - Academic measures of college readiness, including the ACT
 - Graduation rates
 - College acceptance rates/ *Career Readiness - language from strategic plan*
- Social/Emotional Data
 - Discipline and referral data
 - Consistent attendance data
 - Senior Exit Survey
 - MN Student Survey (on years when this is administered)
- 5Essentials Staff and Student Survey
 - Ambitious Instruction
 - Effective Leaders
 - Collaborative Teachers
 - Involved Families
 - Supportive Environments
- Parent Satisfaction Survey

Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site

Teachers at Community of Peace Academy have increased opportunity for involvement in decision-making around the learning program and all aspects of school operations. Three teachers serve on the Board of Directors. In addition, teachers are encouraged to serve on Board and School Committees, including, Finance Committee, Facility/Health and Safety Committee, Mission and Policy Committee and the Family Engagement Committee, as well as the Schoolwide Program Oversight Task Force and the Technology Task Force. Career path opportunities exist for teachers through full-time and stipend-based leadership roles. CPA has a rich opportunity of creating career pathways for teachers who strive to become school leaders.

Accountability Plan Goals. Authorizer accountability and World's Best Workforce academic achievement data is discussed below.

North Star Report

Minnesota uses the North Star system to identify schools and districts for support in accordance with the requirements of the federal Every Student Succeeds Act (ESSA) and the state's World's Best Workforce law (WBWF).

The North Star system uses five indicators. When identifying schools and districts, these are organized into three stages. Stage 1 looks at math achievement, reading achievement, and progress toward English language proficiency. Stage 2 looks at math progress and reading progress in elementary and middle schools, four-year and seven-year graduation rates in high schools, and all four of those indicators in districts. Stage 3 looks at consistent attendance. A July 2022 amendment to Minnesota's state plan added a one-time indicator of maintenance of enrollment to be used in place of consistent attendance for the 2022 identifications.

The first identification year was 2018, based on Spring 2018 achievement data. As a district, CPA was not identified among the schools needing support. CPA Elementary School was among the 485 Minnesota schools identified for targeted support, due to the performance of the special education student subgroup, and due to overall performance in stages 1 and 2. Neither CPA Middle School nor CPA High School were identified.

The next identification year was 2022, based on Spring 2022 achievement data. CPA Middle School was identified for targeted support, due to the performance of the special education student subgroup performing similarly to the lowest 5% of Title I schools based on stages 1-4 in math and reading achievement, reading progress and maintenance of enrollment. Neither CPA Elementary School, previously identified in 2018, CPA High School nor CPA District were identified as needing support.

The 2023 North Star Report includes the following information:

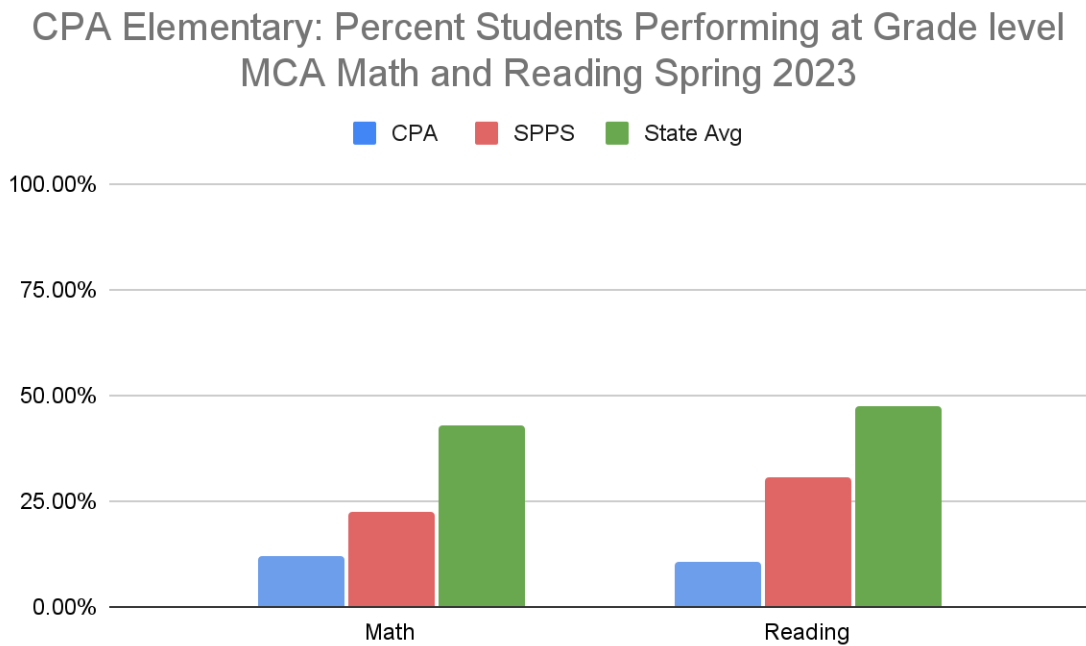
- Academic Achievement: the percent of students who met or exceeded state standards in Math and Reading.
- Progress Toward English Language Proficiency: Average Progress towards Targets (also referred to as ELP Index) is the average amount of progress English Learners made toward their individual goals on a test of English Language proficiency. The Percent of ELs meeting targets is the percentage of English Learners who reached or exceeded their target.
- Academic Progress: this measures whether students' achievement levels are improved or maintained.
- Consistent Attendance: a measure of students who attend more than 90 percent of the time they are enrolled.
- Graduation Rates: The four-year graduation rate shows the number of students graduating from high school within four years after entering grade nine. The seven-year graduation rates show the number of students who graduated in four years added to the number of students who took up to more years to earn sufficient credits to receive a high school diploma.

Data from CPA's 2023 North Star report is presented below.

CPA Elementary

Academic Achievement

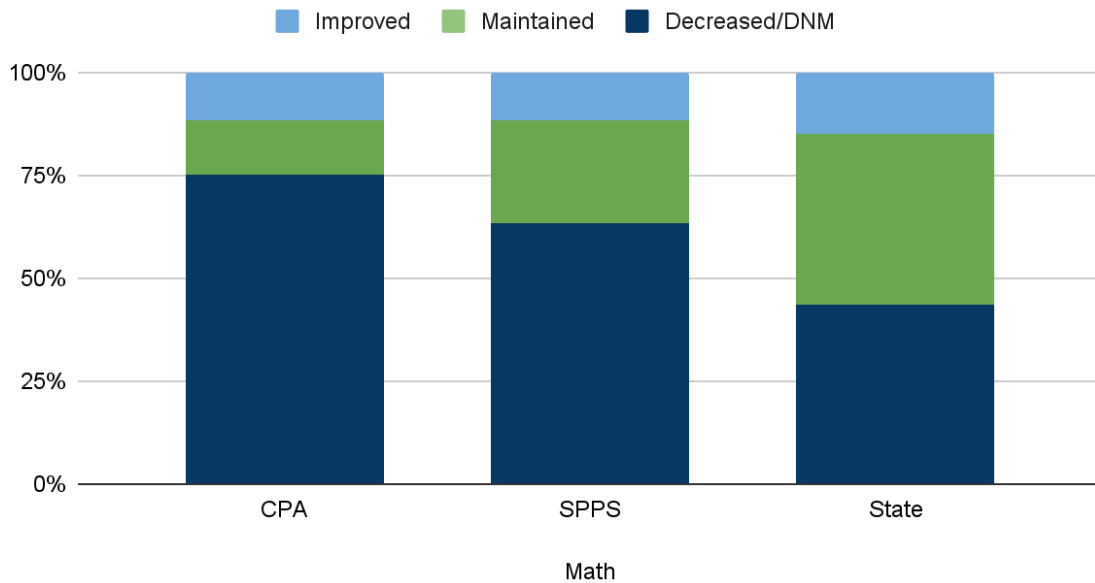
The chart below shows the percent of students who met or exceeded the standard on the Minnesota Comprehensive Assessments in Reading and Math at CPA Elementary, across the Saint Paul Public Schools and on average across the state of Minnesota.



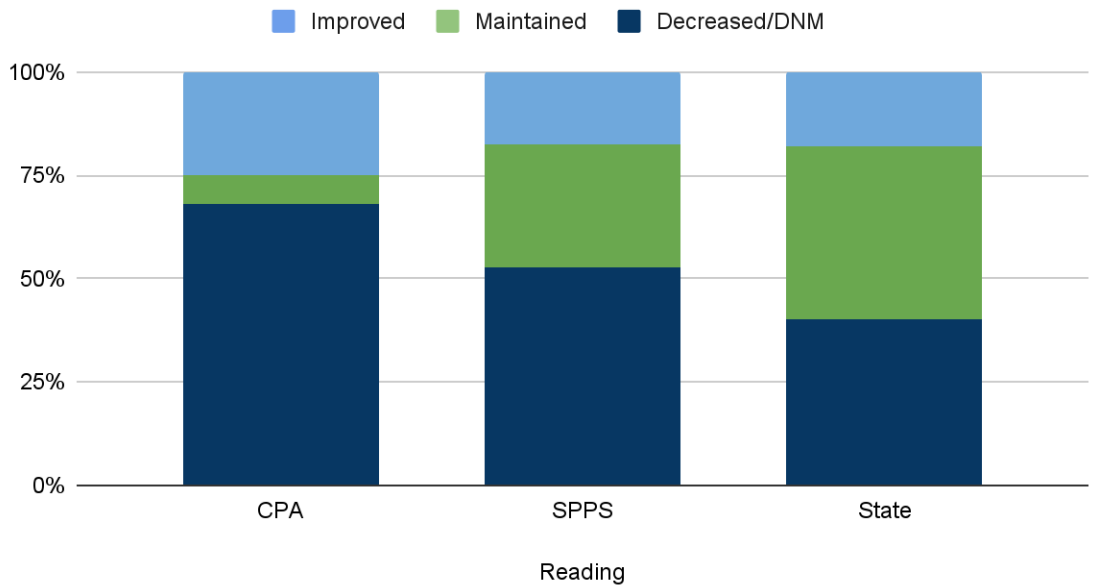
Academic Progress

The charts below show the percent of students whose achievement level increased over the prior year, the percent of students whose achievement level remained the same since the prior year and the percent of students whose achievement level either decreased or remained at “does not meet the standard” on the Minnesota Comprehensive Assessments in Reading and Math at CPA Elementary, the Saint Paul Public Schools and on average across the state of Minnesota.

CPA Elementary Academic Progress MCA Math Spring 2023



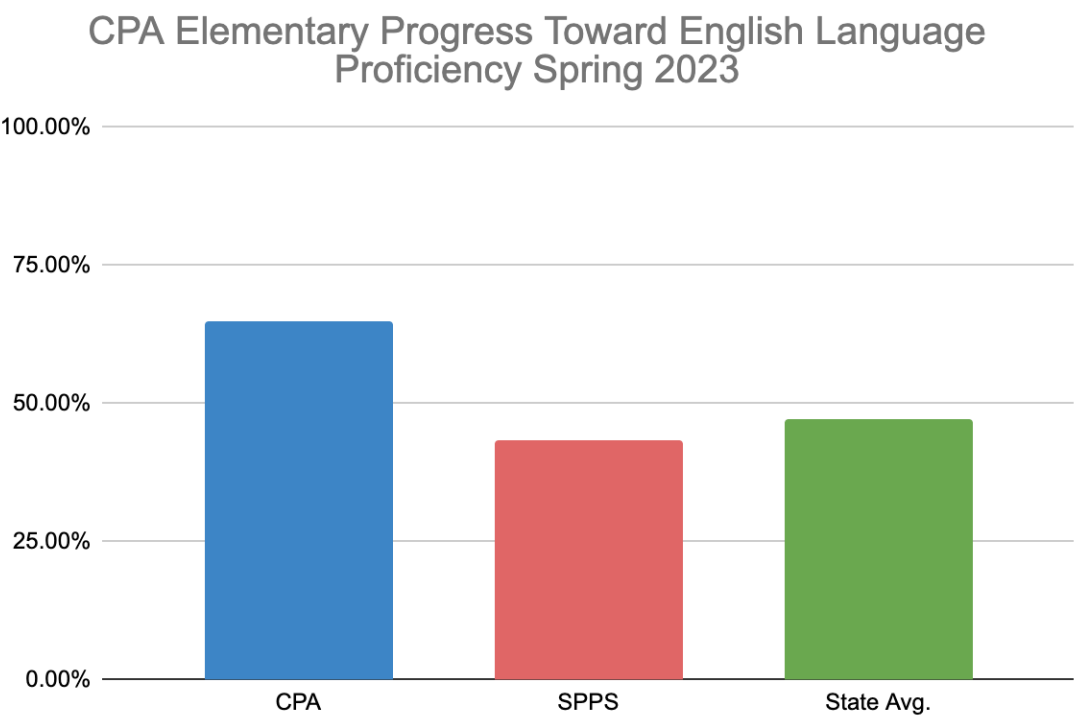
CPA Elementary Academic Progress MCA Reading Spring 2023



Progress Toward English Language Proficiency

The chart below shows the average progress English learners made towards individual growth targets on the ACCESS for ELLs test at CPA Elementary, the Saint Paul Public

Schools and on average statewide. To illustrate, an average progress toward a target of 75 would mean that English learners, on average, made it 75 percent of the way to their targets.



Consistent Attendance

The chart below shows the percentage of students attending more than 90 percent of the days they are enrolled for CPA Elementary, the Saint Paul Public Schools and on average statewide. The data below is from the 2021-2022 school year.

CPA Elementary School Attendance 2022 School Year

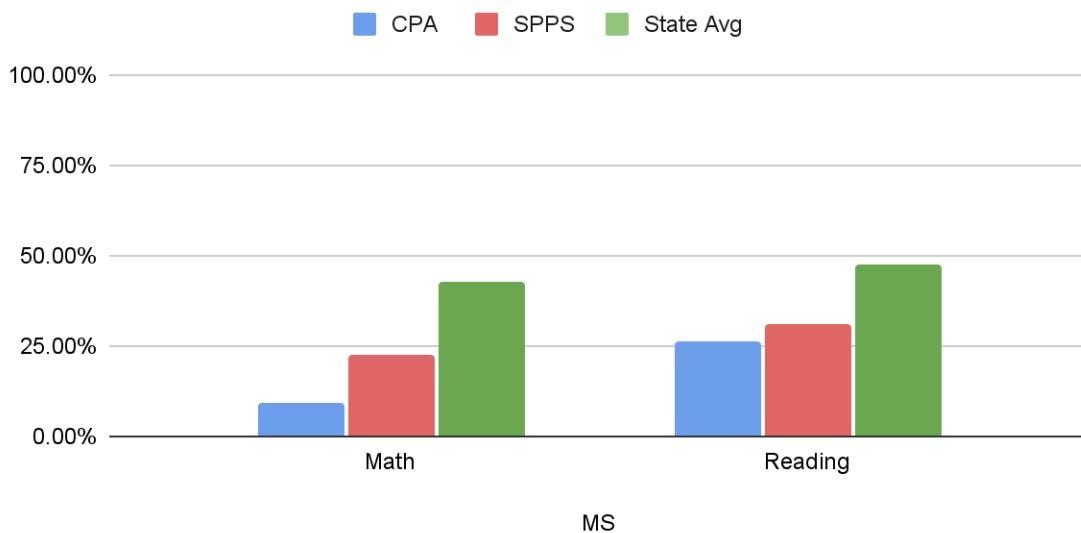


CPA Middle School

Academic Achievement

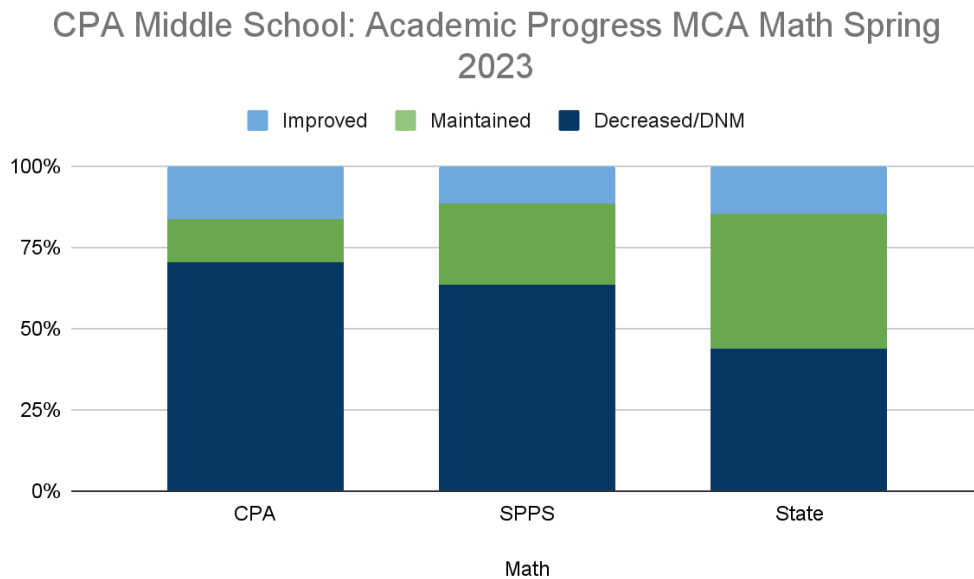
The chart below shows the percent of students who met or exceeded the standard on the Minnesota Comprehensive Assessments in Reading and Math at CPA Middle School, across the Saint Paul Public Schools and on average across the state of Minnesota.

CPA Middle School: Percent of Students Performing at Grade Level MCA Math and Reading Spring 2023

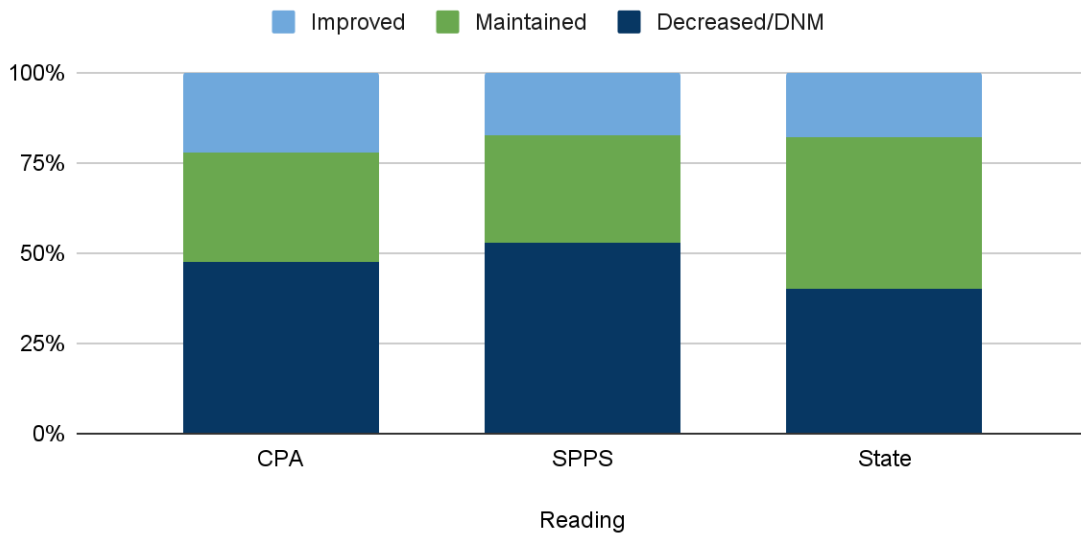


Academic Progress

The charts below show the percent of students whose achievement level increased over the prior year, the percent of students whose achievement level remained the same since the prior year and the percent of students whose achievement level either decreased or remained at “does not meet the standard” on the Minnesota Comprehensive Assessments in Reading and Math at CPA Middle School, the Saint Paul Public Schools and on average across the state of Minnesota.



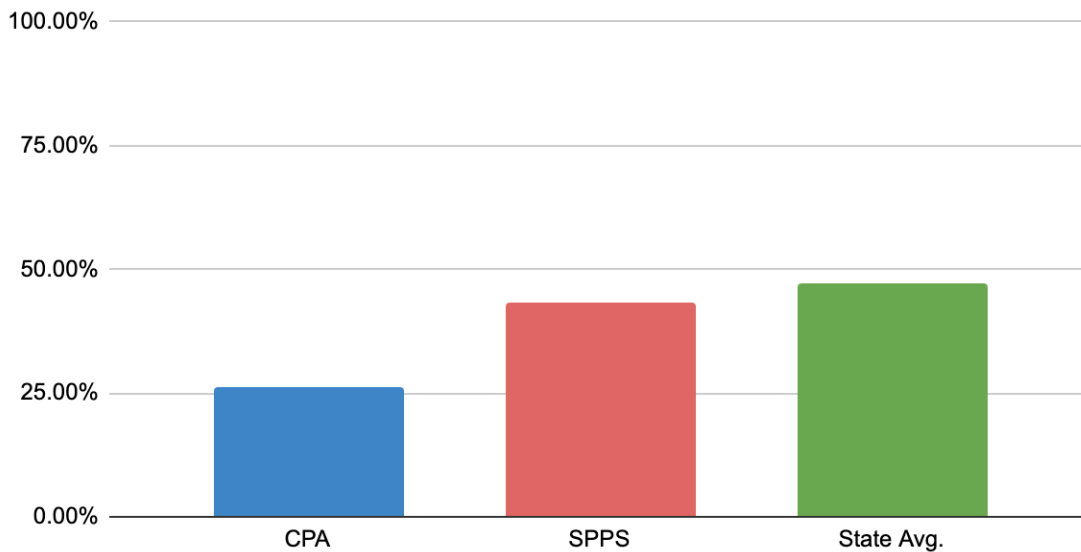
CPA Middle School: Academic Progress MCA Reading Spring 2023



Progress Toward English Language Proficiency

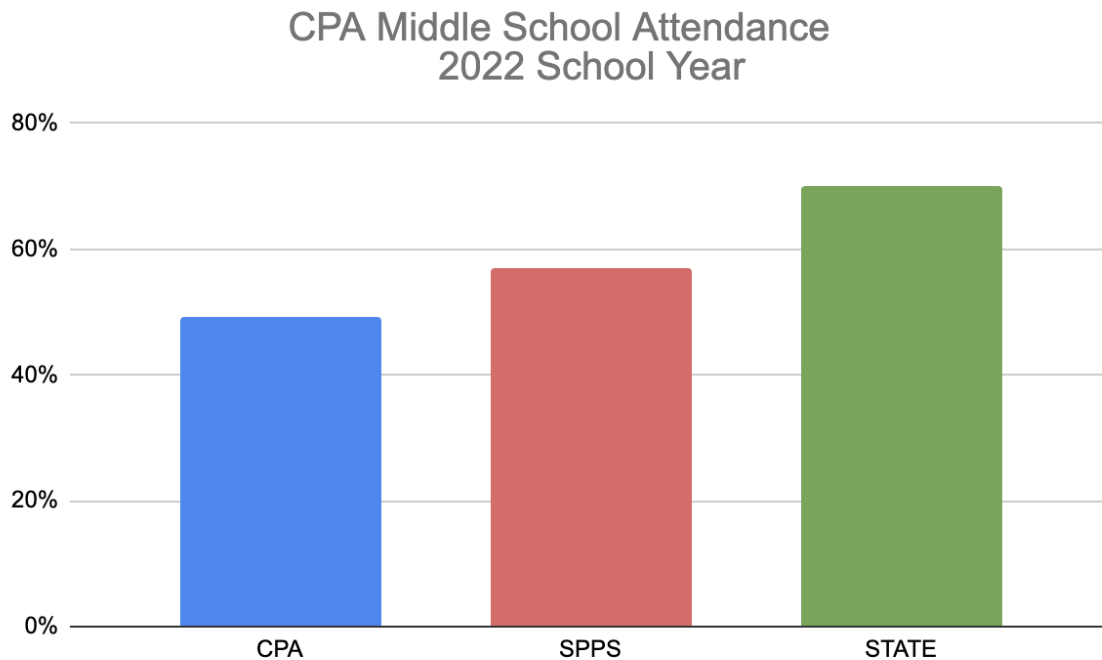
The chart below shows the average progress English learners made towards individual growth targets on the ACCESS for ELLs test at CPA Middle School, the Saint Paul Public Schools and on average statewide. To illustrate, an average progress toward a target of 75 would mean that English learners, on average, made it 75 percent of the way to their targets.

CPA Middle School: Progress Toward English Language Proficiency Spring 2023



Consistent Attendance

The chart below shows the percentage of students attending more than 90 percent of the days they are enrolled for CPA Middle School, the Saint Paul Public Schools and on average statewide.

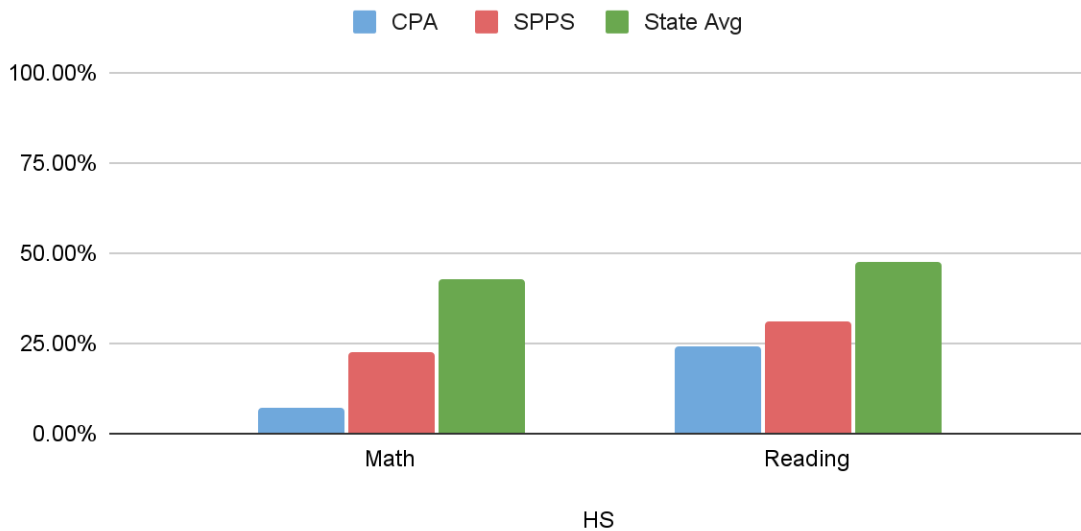


CPA High School

Academic Achievement

The chart below shows the percent of students who met or exceeded the standard on the Minnesota Comprehensive Assessments in Reading and Math at CPA High School, across the Saint Paul Public Schools and on average across the state of Minnesota. Note that at the high school level, the MCA Math is administered only to students in 11th grade and the MCA Reading is administered only to students in 12th grade.

CPA High School: Percent of Students Performing at grade Level MCA Math and Reading Spring of 2023



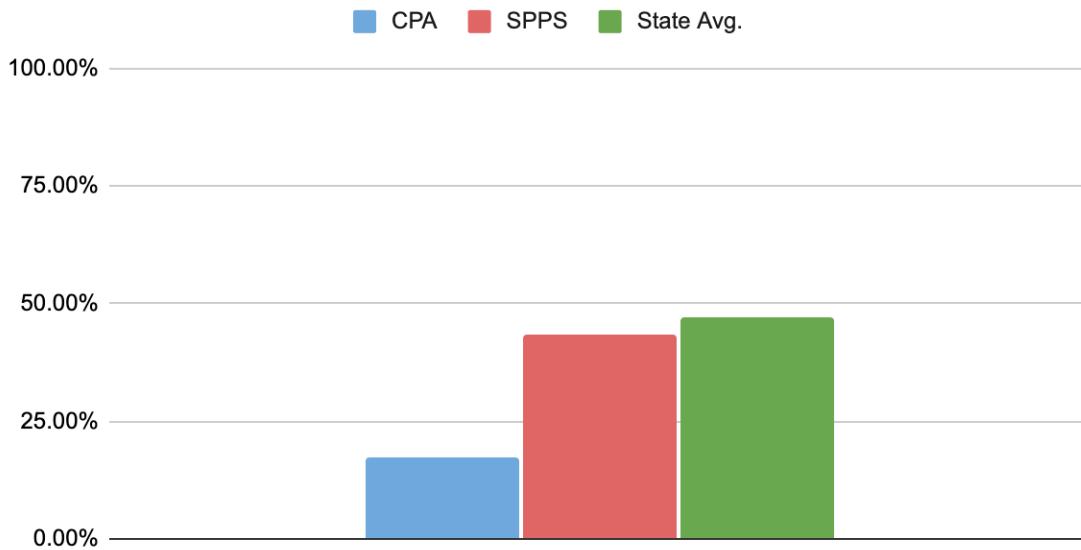
Academic Progress

Academic progress data is not available for CPA High School due to the number of students with progress data below the reportable threshold.

Progress Toward English Language Proficiency

The chart below shows the average progress English learners made towards individual growth targets on the ACCESS for ELLs test at CPA Middle School, the Saint Paul Public Schools and on average statewide. To illustrate, an average progress toward a target of 75 would mean that English learners, on average, made it 75 percent of the way to their targets.

CPA High School: Progress Toward English Language Proficiency Spring 2023



Consistent Attendance

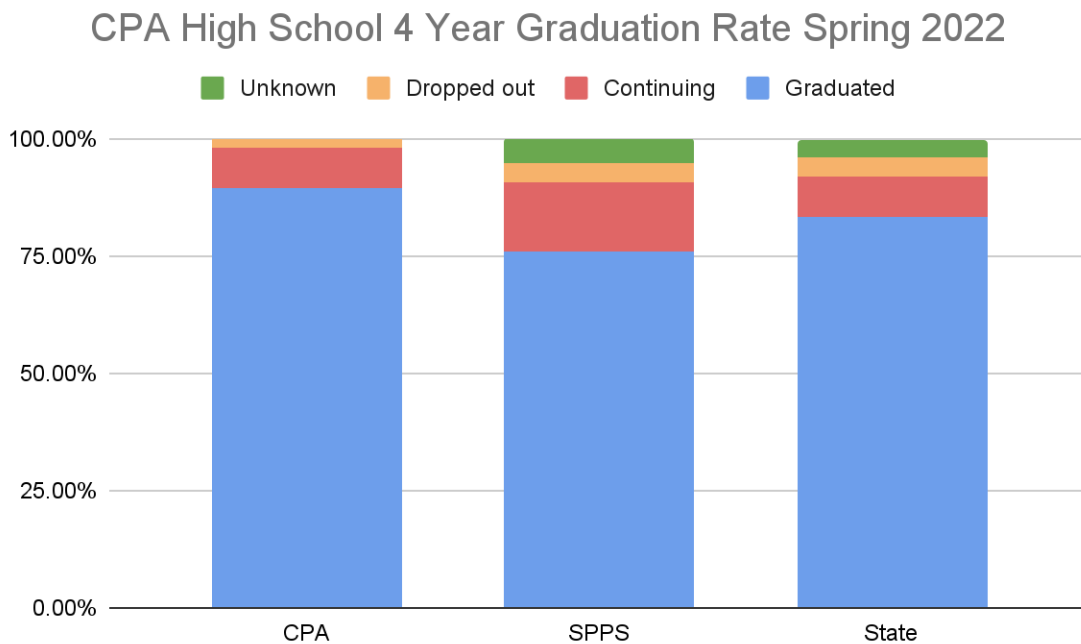
The chart below shows the percentage of students attending more than 90 percent of the days they are enrolled for CPA High School, the Saint Paul Public Schools and on average statewide.

CPA High School Attendance 2022 School Year



Four-Year Graduation Rate

The chart below shows the four year graduation rate – the number of students graduating from high school, continuing in school, dropping out or status unknown within four years after entering grade nine – for CPA High School, the Saint Paul Public Schools and on average across the state of Minnesota.



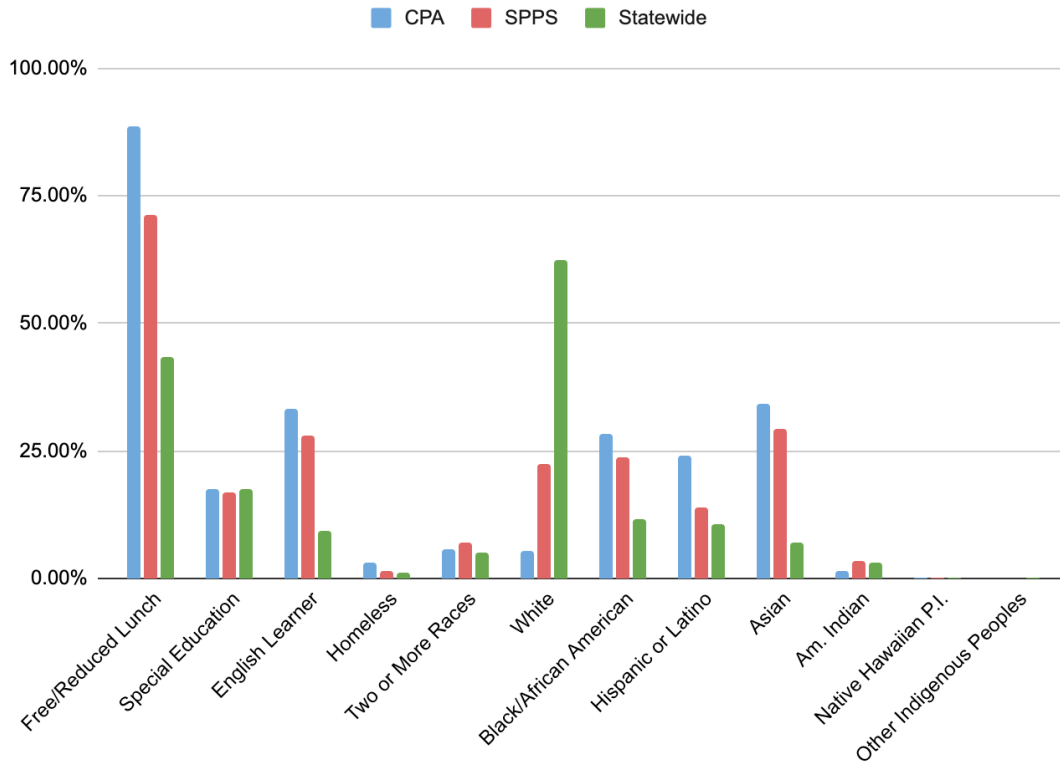
Appendix A: CPA North Star Report 2023

Demographics

The demographic breakdown of student enrollment for Community of Peace Academy, the St. Paul Public School District and the State of Minnesota average is also below for reference.

It should be noted that Community of Peace Academy's Free and Reduced Price lunch rate for 2021-2022 is slightly lower than usual, likely due to the fact that families were provided free meals in 2020-2021 due to the COVID-19 health pandemic regardless of whether they completed the meal application form. Historically, CPA's rate of students eligible for free or reduced price meals is approximately 85% or higher. It is possible that resident district and state rates for FRP are also artificially low.

2022-23 Demographics



FastBridge Assessments. FastBridge Assessments are used at CPA as a universal screening tool to ensure that teachers have the data needed to provide timely, targeted instruction and supports to learners. FastBridge combines Computer-Adaptive Tests (CAT) and Curriculum-Based Measures (CBM) for these purposes. The tables below show the percent of students meeting their Fall 2022 to Spring 2023 end of year goals by grade level and school.

CPA Elementary

FastBridge % Meeting EOY Goal – Reading				FastBridge % Meeting EOY Goal – Math			
Grade	# of Students Tested	% Meeting EOY Goal	# meeting EOY Goal	Grade	# of Students Tested	% Meeting EOY Goal	# meeting EOY Goal
PreK	33	0%	0	PreK	33	51.52%	17
K	56	1.79%	1	K	57	0.0%	0
Gr 1	52	5.77%	3	Gr 1	53	3.77%	2
Gr 2	46	45.65%	21	Gr 2	49	36.73%	18
Gr 3	46	47.38%	22	Gr 3	48	39.6%%	19
Gr 4	69	43.48%	30	Gr 4	63	30.16%	19
Overall	288	42.0%	246	Overall	303	25%	75

CPA Middle School

FastBridge % Meeting EOY Goal – Reading				FastBridge % Meeting EOY Goal – Math			
Grade	# of Students Tested	% Meeting EOY Goal	# meeting EOY Goal	Grade	# of Students Tested	% Meeting EOY Goal	# meeting EOY Goal
Gr 5	53	41.51%	22	Gr 5	50	38%	19
Gr 6	69	57.97%	40	Gr 6	59	44.1%	26
Gr 7	65	56.92%	37	Gr 7	62	50.0%	31
Gr 8	78	60.26%	47	Gr 8	71	38.03%	27
Overall	265	55.1%	146	Overall	242	43.6%	103

NWEA MAP Growth. Since CPA began using FastBridge in the elementary and middle school, MAP Growth testing is administered in high school only. The regular MAP testing schedule was disrupted in school years 2019-2020 and to a lesser degree in 2020-2021 as a result of COVID-19. The first table below shows the percent of students at or above the national median on their Spring 2023 MAP Growth test in Reading and Math. The second table shows the percent of students who met their target RIT growth goal from Fall 2022 to Spring 2023.

NWEA % At or Above National Median – Reading				NWEA % At or Above National Median – Math			
	# of Students Tested	% At or Above National Median	# At or Above National Median		# of Students Tested	% At or Above National Median	# At or Above National Median
Gr 9	66	36%	24	Gr 9	63	24%	15
Gr 10	50	32%	16	Gr 10	46	37%	17
Gr 11	44	39%	17	Gr 11	47	43%	20
Overall	160	35%	57	Overall	156	33%	52

NWEA % Meeting RIT Growth Goals – Reading				NWEA % Meeting RIT Growth Goals – Math			
	# of Students Tested	% Meeting Target RIT	# meeting Target RIT		# of Students Tested	% Meeting Target RIT	# meeting Target RIT
Gr 9	55	60%	33	Gr 9	53	49%	26
Gr 10	47	45%	21	Gr 10	45	42%	19
Gr 11	44	61%	27	Gr 11	47	62%	29
Overall	146	55%	81	Overall	145	51%	74

Assessment Information and Calendar

Information about District and State Assessments at Community of Peace Academy can be found on the school website here: <https://www.cpapk12.org/students/assessments>

The detailed 2023-2024 Assessment Calendar can be viewed here:

[CPA Testing Calendar 2023 2024.pdf](#)

State and District assessment is also updated on the CPA calendar on the school website, which can be viewed here: <https://www.cpapk12.org/calendar/monthly/2023/09>

Graduation Rates. The 4-year Graduation Rate at Community of Peace Academy High School has been consistently stronger than for St. Paul Public School District and than statewide averages, for All Students and for each distinct student group. The most recent graduation rate data available is 2022.

4-Year Graduation Rate over time			
Year	CPA	SPPS	State
2013	87%	73%	80%
2014	84%	76%	81%
2015	86%	75%	82%
2016	85%	77%	82%
2017	91%	77%	83%
2018	86%	75%	83%
2019	87%	76%	84%
2020	88%	78%	84%
2021	89%	75%	84%
2022	82%	75%	84%

2022 4-Year Graduation Rate by Student Group			
Student Group	CPA	SPPS	State
Asian	81%	81%	87%
Latino	88%	63%	69%
Black	67%	69%	74%
White	N/A	85%	88%
FRP	81%	72%	71%
EL	87%	67%	65%
SpEd	80%	55%	66%

World's Best Workforce Goals and Outcomes. World's Best Workforce Goals were derived from FASTBridge Assessment Goals, the Title I Schoolwide Plan, and the Authorizer Accountability Plan.

All Students Ready for Kindergarten

- Goal: All PreK students will meet or exceed the benchmark of “low risk” based upon Spring FASTBridge early reading composite scores.
 - Outcome: Students in the 2022-23 preK cohort displayed considerable growth as measured by the FAST Growth report. In this cohort, 82% of students displayed "Typical to Aggressive Growth" on the earlyReading assessment when comparing fall to spring scores. In addition, 40% of students scored in the "Typical to Aggressive Growth" on their earlyMath assessments.

All Students in Third Grade Achieving Grade Level Literacy

- Goal: 30% or more of 3rd Grade students will meet or exceed Reading performance standards on the MCA
 - Outcome: 7.6% of 3rd grade students met or exceeded Reading performance standards in Spring 2022, up from 6% in 2021.

Closing Achievement Gaps

- Goal: Achievement levels will decrease or remain at “does not meet” for fewer than 25 percent of students AND achievement levels will improve for more than 25 percent of students on the Minnesota Comprehensive Assessment in Math and Reading.
 - Outcome: In Spring of 2022, 70.9% of students’ achievement levels dropped or remained at Does Not Meeting in Math, while 20.9% of students’ achievement levels increased.
 - Outcome: In Spring of 2022, 58.4% of students’ achievement levels dropped or remained at Does Not Meeting in Reading, while 19.3% of students’ achievement levels increased.

All Students Career and College Ready by Graduation

- Goal: 80% of graduates will be enrolled in an institution of higher education within 16 months of graduation.
 - Outcome: 2020 is the most recent year for which data is available. 57% of 2020 graduates were enrolled in an institution of higher education within 16 months of graduation, compared to 64% statewide. National Student Clearinghouse data.

All Students Graduate

- Goal: CPA’s 4-year Graduation Rate will increase to 95%.
 - Outcome: CPA’s 2022 4-year Graduation Rate was 82%, compared to 75% SPPS Rate.

5Essentials. Community of Peace Academy uses the 5Essentials, an assessment tool developed at the University of Chicago’s Urban Education Institute, to drive school improvement around five areas: Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environments, and Ambitious Instruction. Research shows that

strong performance across these five essential areas of school operations is highly correlated with school success and high levels of academic achievement.

CPA Elementary School

In 2022-2023, CPA Elementary was partially organized for improvement with improvement in the areas of Effective Leaders and Supportive Environment.

CPA Middle School

In 2022-2023, CPA Middle School was not yet organized for improvement, compared to the partially organized for school improvement 2020-2021. In 2022-2023, two of the areas (Effective Leaders & Collaborative Teachers) reflected growth from 2021-2022.

CPA High School

In 2022-2023, CPA High School was moderately organized for school improvement, compared to the prior year status of partially organized for school improvement. Each area of the survey reflected growth from the 2021-2022 school year.

CPA Elementary 5E Results



Very Strong Strong Neutral
Weak Very Weak No Data
Low Response/Not Applicable

CPA Middle School 5E Results



Very Strong Strong Neutral
Weak Very Weak No Data
Low Response/Not Applicable

CPA High School 5E Results



After-School and Summer Programming. Community of Peace Academy has traditionally offered a variety of in-school and extracurricular activities for students that support their academic, social, physical and emotional growth and development.

After school clubs are provided for students in grades 3-8, with typical offerings including but not limited to book club, art club, games and logic, as examples. Athletics are offered to students in grades 6-12, with boys soccer, girls volleyball and co-ed cross country offered in the fall, boys and girls basketball offered in the winter, and flag football and badminton offered in spring.

Other extra-curricular activities for High School students include Student Council, Model United Nations, Drama and Theatre, Piano and Vocal Music Lessons, Art Club, Peer Mediation, and Homework Club. College Readiness support is offered to high school students through College Possible and St. Olaf TRiO Educational Talent Search.

Parent Involvement. Community of Peace Academy has a strong commitment to family involvement and engagement. Several services and programs are available to ensure families are active participants in their children's education.

Family Engagement Specialists

Community of Peace Academy employs Hmong, Latino, Karen and African American Family Engagement Specialists. These staff members serve on the school's Family Engagement Committee, conduct outreach, assist with translating and interpreting as needed, and bring a cultural perspective and presence to meetings and gatherings upon request of home or school in order to improve understanding and strengthen relationships between cultures and between home and school.

Home Visits

Community of Peace Academy has conducted Home Visits since its start in 1995. At Home Visits, parents and students have the opportunity to meet the teacher in the home environment, sign the Home/School Compact and the Family Commitment Pledge, and receive a copy of the Family Handbook. Together the parent, student and teacher discuss Hopes and Dreams for the student. Home Visits were offered virtually and in-person to families in the Fall.

Parent/Teacher Conferences

Conferences are held each fall and spring. Academic and social/emotional progress is shared and discussed and progress toward the Hopes and Dreams identified at the home visit is reviewed. Interpreters are present to provide native language support for families and transportation is provided for those who require it. Parent participation at conferences is consistently very strong. Conferences were held both virtually and in person in 2022-2023.

Home-School Communication

New in 2021-2022, the school publishes Tiger Talk, a weekly newsletter that provides information on school activities and resources. Families receive the newsletter via School Messenger email and text message system. Translation is available in multiple languages through Google Translate. Other school-related communications were also shared via a School Messenger, the school's Facebook page and Twitter account.

Family Nights and Programs

Programs and family events are planned throughout the school year. Special programs include a Fall Dedication Day Program, the Spring Annual Meeting and Program, a College Knowledge/Active Citizenship night is held for high school students and their parents. The Title I and World's Best Workforce Annual Meetings are held in conjunction with the annual meeting.

Family Engagement Committee

A Family Engagement Committee comprised of parents, staff, and representatives from the board of directors met regularly throughout the school year. Historically this committee has also planned parent engagement events such as family game nights, information sessions related to the schools' academic program and more. In 2022-2023 we saw the return of these events since their suspension from the Spring of 2020 through the 2021-2022 school year due to the ongoing impact of the COVID-19 health pandemic. The Family Engagement Committee also oversaw administration of the Parent Satisfaction Survey.

Parent Satisfaction Survey

Community of Peace Academy administers a parent satisfaction survey each spring in order to determine the level of satisfaction of parents and families regarding various aspects of the school.

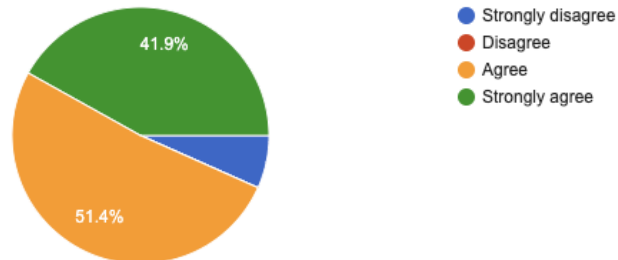
A number of steps are taken to encourage families to complete the survey, including a communication campaign and native language survey translation. In Spring 2023, 105 out of 436 CPA families completed the parent survey, which is lower than desired. However, historically 100-200 families on average have completed the parent satisfaction survey.

Safe and Supportive Environment

I feel my child has a safe and supportive place to learn.

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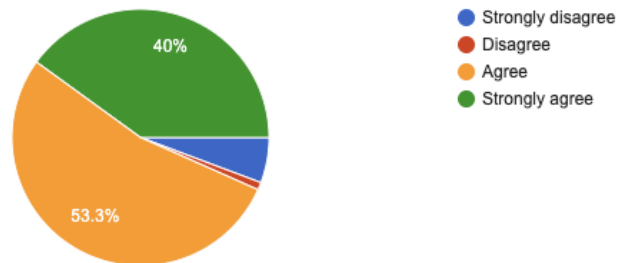
105 responses



I feel my child is safe going to and from school.

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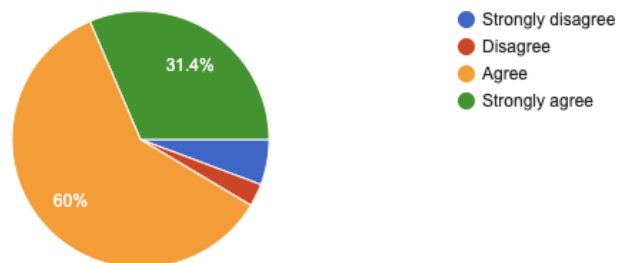
105 responses



The rules for student conduct are consistently enforced.

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105 responses

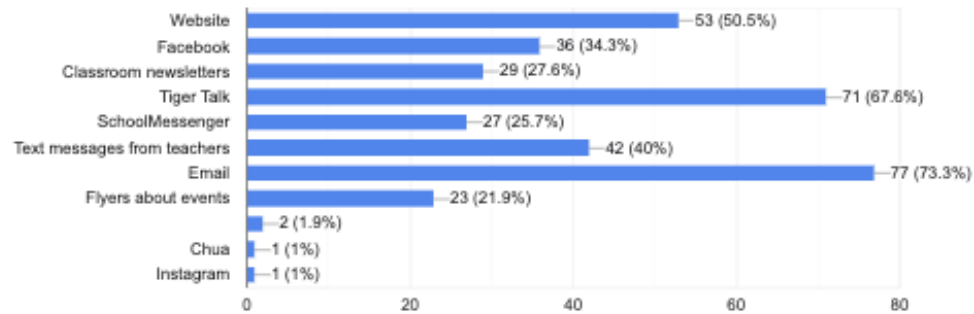


Communication

Check the items below you read to get information about what is happening at CPA
(check all that apply)

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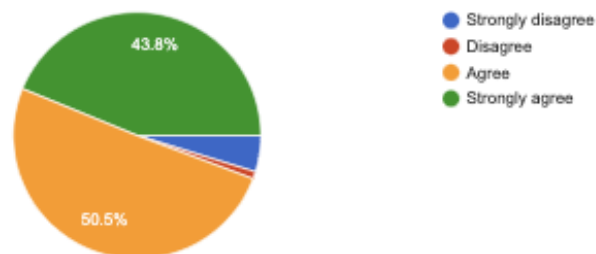
105 responses



Communication with staff is respectful.

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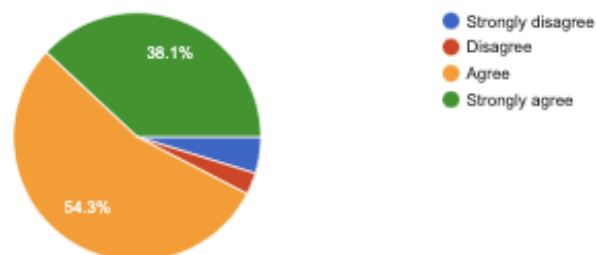
105 responses



Communication with staff was timely.

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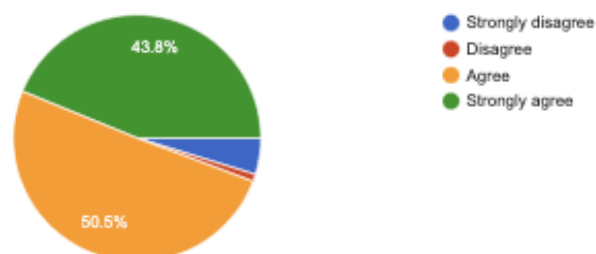
105 responses



Teachers and staff respond to my questions and concerns.

[Copy](#)

105 responses

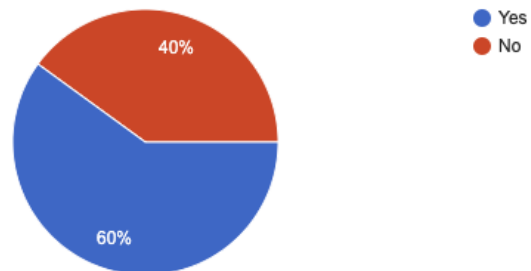


Parent/Mentor Engagement in Our School Community

Do you feel that you have a way to network/connect with other families?

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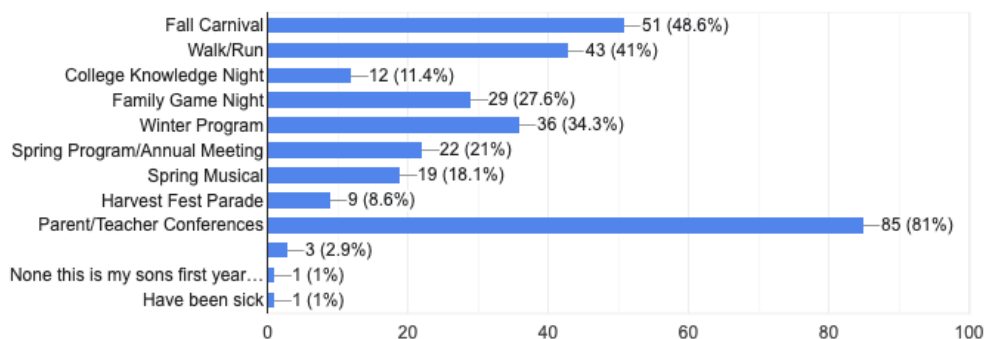
105 responses



Which family events have you attended?

 Copy

105 responses



Did your family enjoy the event(s)? Why or why not?

105 responses

Yes

Yes

N/A

yes

Yes. Because my child enjoyed it.

Yes, she got to see her friends.

No

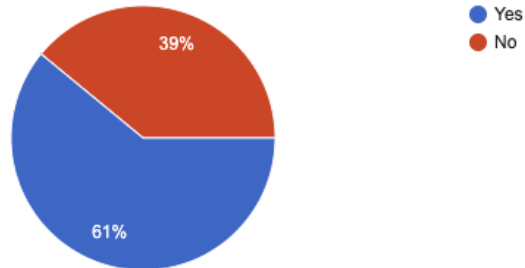
No because we have church that day

Fall carnival

Would you be interested in parent meetings by grade level?

 Copy

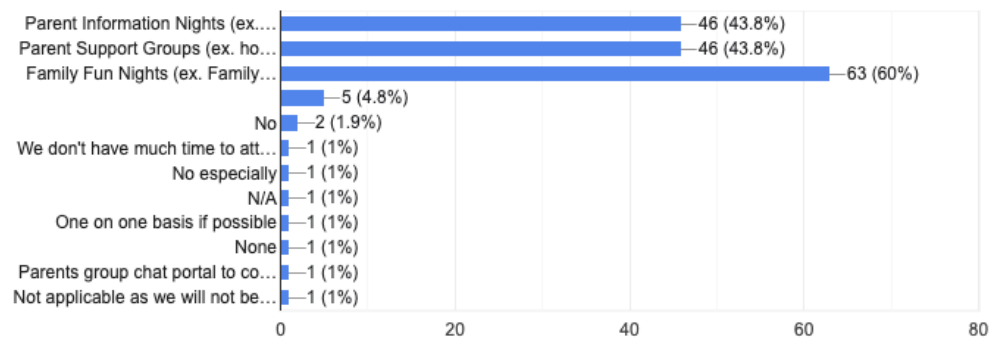
105 responses



What ways would you be interested in receiving parent support from the school?

 Copy

105 responses

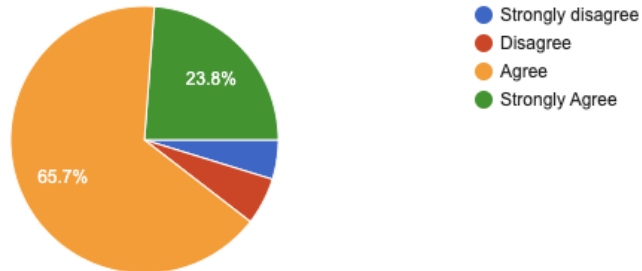


Parent/Mentor Engagement in Academics

I am satisfied with the academic programs at CPA.

 Copy

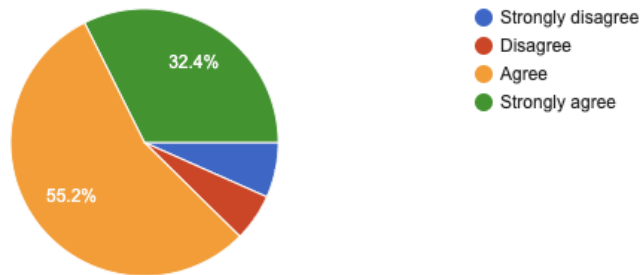
105 responses



I have the opportunity to see my child's work.

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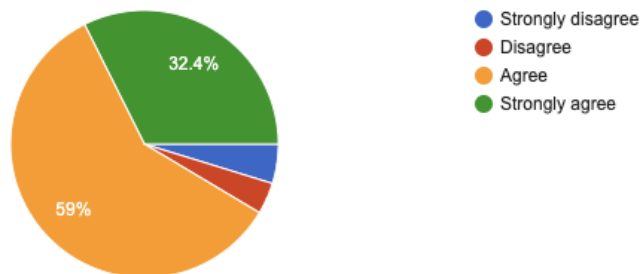
105 responses



I feel prepared and supported to help my child achieve academic success.

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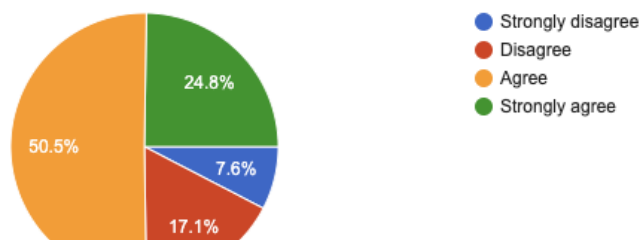
105 responses



I value home visits with classroom teachers.

 Copy

105 responses

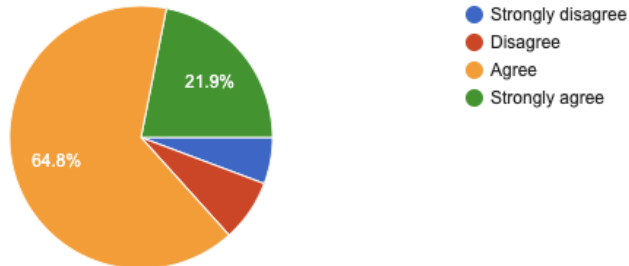


Inclusion

I feel my cultural identity is recognized through programs at CPA.

 Copy

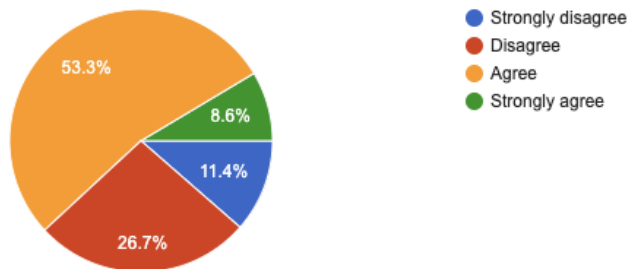
105 responses



I feel connected to other families at CPA.

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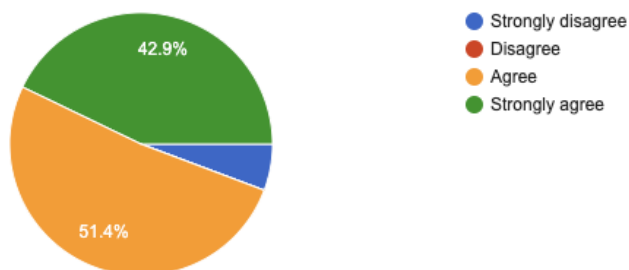
105 responses



I feel welcomed by the staff.

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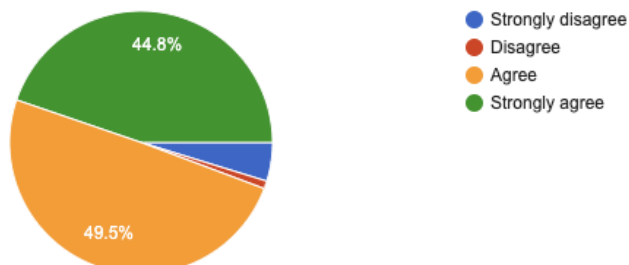
105 responses



I know who to contact if I need help or have questions.

 Copy

105 responses

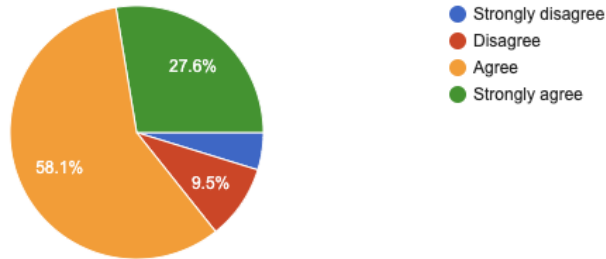


Decisions and Ideas

I feel informed about CPA's big decisions (ex. construction/expansion)

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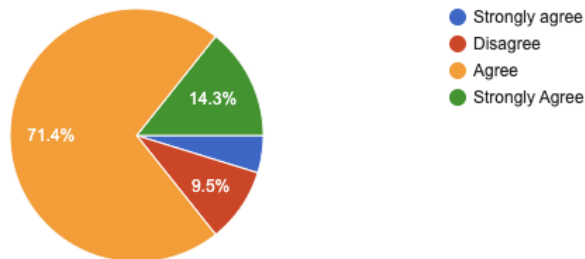
105 responses



When I have an idea, I feel my idea is heard.

[Copy](#)

105 responses

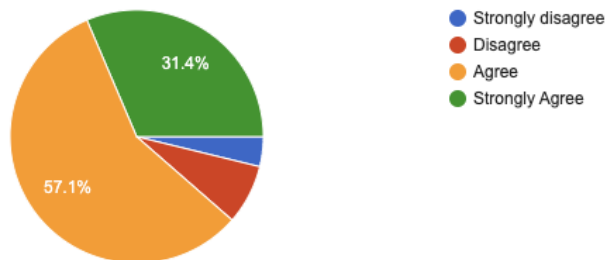


Resources

If I need extra resources to help my child learn, I know who to contact.

[Copy](#)

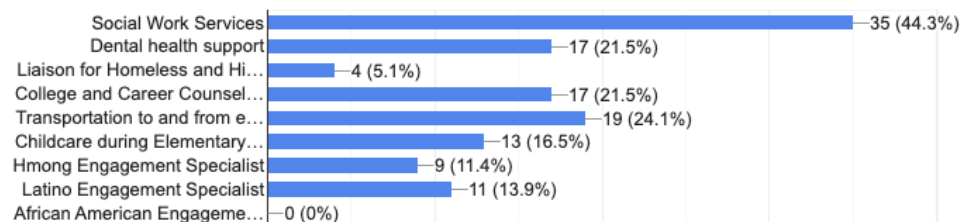
105 responses



What resources that CPA offers have been of support to you? (check all that apply)

[Copy](#)

79 responses



This survey also included several open-ended questions for parents to provide feedback on all aspects of the school program and parent engagement.

Curriculum

School-wide Social/Emotional and Peace and Ethics Curriculum

Character education, a central component to the mission and vision of Community of Peace Academy, is explicitly taught and modeled.

Responsive Classroom is implemented across grades PreK-6, while Developmental Designs is practiced in grades 7-12. Each program promotes social and emotional growth within a strong and safe classroom and school community. Core components of Responsive Classroom and Developmental Designs include Morning Meeting/Circle of Power and Respect, the establishment of Classroom Rules and Social Contracts, Positive Teacher Language, Logical Consequences, and Collaborative Problem-Solving. All new teachers to Community of Peace Academy are required to complete a week-long, intensive Responsive Classroom or Developmental Designs training to ensure consistent school-wide implementation of these practices. Returning teachers are encouraged to take advanced Responsive Classroom and Developmental Designs training at the school's expense.

Intentional, explicit teaching of peace and ethics is another core component of Community of Peace Academy's character education program. The PeaceBuilders approach, a violence prevention program consisting of common language and six principles – Praise People, Give Up Put-Downs, Seek Wise People, Notice and Speak Up about Hurts I Have Caused, Right Wrongs, Help Others - is taught, modeled and practiced school-wide. Community of Peace Academy is a national model PeaceBuilders site and is featured on the PeaceBuilders, Inc. website. In grades 9-12, students begin the school day in a credit-bearing Ethics/Advisory course in which the themes of peace and ethics are explored through an academic context, according to the following scope and sequence: 9th Grade – Personal Ethics, 10th Grade – Personal Beliefs & Understanding Differences, 11th Grade – World Peacemakers, 12th Grade - Citizenship.

Academic Curriculum, Preschool 4 Peace

Preschool 4 Peace is a school readiness program designed for students the year before they enter Kindergarten. Preschool 4 Peace is in Year 2 of a seamless PreK through 4th Grade educational system in which academic standards and assessments are aligned, the social curriculum is consistent, and teachers share a common professional development plan.

Literacy

Community of Peace Academy implements a balanced literacy program for students in grades PreK to 4. This program is discussed in greater detail in the CPA Elementary Curriculum section.

Mathematics

Mathematics instruction emphasizes the development of early numeracy skills in five key areas: patterns, shape and spatial understanding, measurement, numbers and operations, and charts and graphs. Attention has been given to the alignment of PreK instruction and assessment to Community of Peace Academy's K-4 math standards and assessments, and Professional development and support is provided to teachers in creating math-rich classrooms.

Language, English Acquisition, the Arts, Social/Emotional, and Physical

Cor Advantage is used fall and spring to monitor performance and student progress in the areas of language, the arts, social/emotional skills, and physical skills. If students are also learning English, the English Acquisition domain is also used. Data generated by this comprehensive system of assessment is used to inform whole group and small group instruction, to measure performance and growth of each student as it relates to kindergarten readiness, and also to provide information on broad preschool program evaluation and planning.

Intentional Instructional Practice

The Creative Curriculum for Preschool serves as the foundation for curriculum and instruction on Preschool 4 Peace. The Creative Curriculum for Preschool is fully aligned with the Head Start Child Development and Early Learning Framework and the Minnesota Early Childhood Indicators of Progress. The program addresses 10 areas of development: social/emotional, physical, language, cognitive, literacy, mathematics, science and technology, social studies, the arts, and English Language Acquisition, and is structured so as to provide daily, built-in opportunities for observation and progress monitoring.

Academic Curriculum, CPA Elementary

Literacy

Community of Peace Academy recognizes and values the importance of designing and implementing instructional programming that ensures equitable access to the skills and knowledge specified in the applicable standards for literacy learning. The Minnesota Early Childhood Indicators of Progress (ECIPs) for Language and Literacy identify the skills and knowledge that Pre-Kindergarten learners need in order to be on track in their literacy development, while the Minnesota Academic Standards for English and Language Arts (ELA) identify skills and knowledge necessary for students in Kindergarten through Grade 4.

An Instructional Coach with a Literacy emphasis was added to support Literacy

instruction. To ensure students have access to the teaching and experiences necessary to achieve these standards, CPA has adopted and is engaged in ongoing development of the HMH IntoReading Curriculum in which all students will experience explicit instruction and frequent opportunities for meaningful practice of listening, speaking, reading, and writing. Instruction includes the core aspects of literacy learning identified in the National Reading Panel Report: phonemic awareness, phonics, fluency, vocabulary, and comprehension. In addition, we seek to ensure that students also experience instruction for oral language and writing. Literacy instruction considers the balance amongst the following:

- Narrative and informational texts
- Reading & listening (receptive language) and speaking & writing (expressive language)
- Skills and knowledge
- Direct instruction and indirect & dialogic instruction
- Whole-class and small-group teaching
- Collaborative and independent practice of literacy skills

Math

A math coach supports Elementary teachers in the use of the curriculum Illustrative Mathematics to develop Minnesota standards-aligned units of instruction. A guided math model is used in elementary grades to allow for differentiated instruction and independent practice. Quarterly standard-aligned interim assessments are administered in order to evaluate mastery of grade level standards. Achievement results guide small group instruction.

Science

HMH Into Science provides the basis of an inquiry-based, hands-on science approach in grades K-6, with additional resources used to supplement the curriculum where needed. We integrate STEM, Engineering Design Process, Technology, NGSS, Crosscutting Concepts and MN state standards. In order to improve science outcomes, a dedicated Science Specialist provides science instruction to students across grades K-4.

Social Studies

A variety of instructional resources are used to support a standards-aligned scope and sequence. Alignment of the curriculum to the new Minnesota Academic Standards in Social Studies was revisited during the 2013-2014 school year. It was determined at that time that the current instructional resources remain appropriate, and minor adjustments were made to reflect changes to those standards.

Academic Curriculum, CPA Middle School

Literacy

HMH provides the foundation of literacy instruction in grades 5 and 6. This curriculum follows a workshop model and is a logical bridge between the Guided Reading model

used in the elementary to secondary level language arts instruction. Then, in grades 7 and 8, students take two separate courses: one that focuses on informational and non-fiction text and another that focuses on fiction and creative writing.

Math

A Math Coach supports 5th-8th grade teachers in the development of standards-aligned units of instruction using Illustrative Math Curriculum. As discussed in the academic achievement section above, in order to monitor individual student mastery of grade level academic standards in math, quarterly standards-aligned benchmark assessments are administered, and achievement results guide personalized instructional practice.

Pre-algebra is taught in grade 7 and Algebra is taught in grade 8, in accordance with the 2010 academic standards in mathematics. A variety of instructional resources are used to support a standards-aligned scope and sequence. Students in grades 5-8 are also supported by a math interventionist.

Science

General Science is taught in grades 5 and 6 while Life Science and Earth Science are taught in grades 7 and 8. A variety of instructional resources are used to support a standards-aligned scope and sequence. Students participate in science elective classes during the semester in which they are not enrolled in core science.

Social Studies

Social Studies: Students in fifth grade focus on the history of the country; sixth grade is guided by the Northern Lights Curriculum by the Minnesota Historical Society. US History is taught in Grade 7; U.S. History is taught in Grade 8.

Academic Curriculum CPA High School

The academic curriculum in grades 9-12 is designed to allow students to meet Minnesota and Community of Peace Academy graduation requirements, to afford students opportunity to explore a variety of subject matters through elective courses, and to prepare students for post-secondary success through academically rigorous college preparatory coursework, including a variety number of dual enrollment options.

Community of Peace Academy is organized in a semester system. Students are awarded a half year credit after each semester for Math and English. Science and Social Studies classes are delivered through block schedule format with students earning a full year credit after one semester. Ethics is awarded a quarter credit after each semester.

Courses Offered

COLLEGE IN THE SCHOOLS
CIS Writing Studio
CIS College Algebra through Modeling

CIS Statistics CIS Literature	
ENGLISH (4 credits)	
Mixed Genres World Literature American Literature Public Speaking	
SOCIAL STUDIES (4 credits)	
United States History World History Civics Economics	
MATHEMATICS (3 credits)	
Intermediate Algebra Geometry Algebra II Honors Algebra II Calculus	
SCIENCE (3 credits)	
Physical Science Biology Chemistry Human Anatomy	
PHYSICAL EDUCATION	
Physical Education I Lifetime Fitness Advanced Physical Education	
ARTS (1 credit)	
Music Production Academy Choir Piano Art and Design 1 Art and Design 2	
ELECTIVES (5 credits)	
Health and Wellness CPR/First Aid	Psychology College/Career Readiness

World Languages	Creative Writing
Film Studies	Lyrics
Drama	Journalism
Science Workshop	Math Workshop
Sports Statistics	Young Adult Fiction
Model UN	Criminal Justice
Environmental Science	STEM Workshop
	Personal Finance
	Sports Statistics
ETHICS (2 credits)	
Personal Ethics	
Personal Beliefs & Understanding Differences	
World Peacemakers	
Citizenship	

Graduation Requirements

Historically, the graduation requirements established by CPA's board of directors have exceeded the requirements established by MDE in several areas. In school year 2020-2021, the board of directors approved a recommendation by CPA's High School Principal to modify the school's graduation requirements, due to the challenges presented during the COVID-19 health pandemic and its impact on students' ability to meet those requirements. These updated requirements were revisited again in school years 2022 and 2023 and were reconfirmed. CPA's graduation requirements still exceed the graduation requirements established by MDE.

English	4 Credits
Social Studies	4 Credits
Mathematics	3 Credits
Science	3 Credits
Ethics	2 Credits
Art	1 Credit
General Electives	7 Credits
World Language	<i>(CPA recommends completion of 2 credits)</i>
TOTAL	24 Credits

Appendix B: Graduation Requirements, Class of 2023

Special Education

A full range of education alternatives with varying degrees of mainstream, co-taught or small group instruction are offered.

English Learner Programming

Both small group and mainstream classroom English Learner instruction is provided for eligible students.

Curriculum Review Cycle

The Schoolwide Oversight Committee established a school-specific process of ongoing review and adjustment of curriculum, instruction and assessment lead by each school's Principal, Instructional Coaches and Teacher leadership team. Annually, each school team uses student achievement data to assess the effectiveness of both instruction and curriculum across content areas. Where student growth and/or academic achievement is a concern, a root cause analysis is conducted which includes evaluation of curricular resources, as well as alignment of curricular materials to the standards. If it is determined that additional or new curricular resources are needed, the Principal works with the Executive Director to budget for the acquisition of those, and to plan for the effective implementation of the new curricular resources. In cases where curricular resources are deemed appropriate, Instructional Coaches are responsible for working with teachers on an annual basis to evaluate the age and condition of textbooks and other materials, and make recommendations for the replacement of those as appropriate.

Scheduling. The school schedule is established to maximize student learning. Philosophically, our commitment to educating the whole child – mind, body and will – impacts our schedule choices. Language Arts and Mathematics receive emphasized attention in the schedule because we believe that they are cornerstone skills. However, time is allocated for all four academic content areas, the arts, physical activity and health education, as well as for character education.

The schedule information below reflects in-person learning. All schedules were modified for distance learning during the COVID-19 health pandemic.

At the elementary, a master schedule ensures that all students receive dedicated Morning Meeting time; 90 minutes of literacy, 90 minutes of mathematics, 30 minutes of social studies, specialist, lunch and recess daily. Science and Technology are provided twice per week for 45 minutes each. Each week Grade Level teams of teachers meet with the Literacy and Math Coach during common teacher planning time.

In CPA Middle School and High School, a hybrid schedule ensures extended time for language arts and math classes all year long, while science and social studies classes are semester-long block classes. Elective periods for students in grades 7-12 afford choice for both remediation and enrichment across academic subjects and the arts.

Professional Development and Teacher Evaluation Systems.

School-wide professional development took place during one week in August prior to

the start of the 2022-2023 school year, one professional development day, five early release days scheduled over the course of the school year, and during weekly Professional Learning Community meetings throughout the school year. In addition to school-wide professional development, each certified staff member is allocated \$500 and each paraprofessional is allocated \$250 to spend on professional development of their choice. The workshop or training must directly support their teaching assignment or a school-wide initiative.

The emphasis of professional development in the school year 2022-2023 was on creating a culture of learning that fosters and promotes academic excellence, relationships and peace.

The Community of Peace Academy Performance Evaluation System for Certified Instructional Staff was first implemented in 2014-2015 in accordance with the requirements of Minnesota Statutes, sections 122A.40 and 122A.41, and has been updated annually since then. The performance evaluation system was designed to meet Minnesota statutory requirements for teacher evaluation. The system is comprised of three components:

1. Teacher Practice: 45%
2. Student Achievement Growth: 35%
3. Student Engagement: 20%

Results in each of the three areas are determined by rubric.

Component 1: Teacher Practice

The Teacher Practice component of the Performance Evaluation System consists of at least non-evaluative observations by an instructional coach, as well as observations of instruction conducted by an administrator. Track I teachers will be formally observed by an administrator at least two times per year, while Track II Teachers will be formally observed by an administrator at least one time per three-year cycle, in addition to receiving regular Coach observations. Observations are unscheduled and informal, guided by an observation rubric.

Component 2: Student Achievement Growth

Minnesota statute establishes that each district's teacher evaluation system, "Must use an agreed-upon teacher value-added model where value-added data are available and use state or local student growth measures where value-added data are unavailable as a basis for 35% of teacher evaluation results;"

Community of Peace Academy has developed a system of assessing teacher performance based on student growth on FastBridge, NWEA MAP, and Minnesota State Assessments. Teachers whose subject matter is not measured through a formal assessment develop their own summative content-based assessments.

Component 3: Student Engagement

Student Engagement Surveys, developed by our Schoolwide Oversight Task Force, are used to measure student engagement and connection for the purpose of teacher evaluation. The survey is administered in the Fall and Spring of each school year for all Certified Teachers Grades PreK-12.

Innovative Practices, Initiatives and Future Plans. Community of Peace Academy engages in long-standing and newer innovative practices which distinguish it within the charter school community.

Character Education

Community of Peace Academy continues to be a state and national leader in character education. Responsive Classroom is implemented across CPA Elementary School and in the lower grade of middle school, while Developmental Designs is used in all 7th through 12th grade classrooms. CPA is also a National Model PeaceBuilders, Inc. site.

Historically at CPA, service learning is emphasized and incorporated across all grades, through in-school activities such as oversight of recycling and cafeteria cleaning, to out-of-school opportunities through organizations such as Feed My Starving Children and Habitat for Humanity. Older students interact with and serve as role models for younger students through a structured school-wide Community Partners program. Academic learning is enhanced by retreats specifically designed to strengthen relationships, build community, develop character and foster perseverance. Community of Peace Academy is among a select group of schools selected by the Character Education Partnership as a three-time National School of Character in 2003, 2014 and 2019. The school receives frequent requests to visit and observe the character education program from local, national and international educators and other individuals.

Early Childhood Education

Community of Peace Academy is committed to high quality early childhood education. Since 2007, the school has hosted an all-day, every-day Pre-Kindergarten program called Preschool 4 Peace, which boasts a four-star Parent Aware rating. Preschool 4 Peace was among the first cohort of Minnesota Early Childhood Programs to be awarded Voluntary PreK Funding in 2016, and has remained eligible for VPK funding since. Community of Peace Academy has also offered full-day kindergarten program for over 15 years.

College Readiness

Community of Peace Academy continues to offer dual-enrollment opportunities including Post-Secondary Enrollment Options (PSEO) and the College in the Schools (CIS) program through the University of Minnesota. In 2022-2023 CPA High School offered three CIS classes:

- CIS Writing Studio (Grades 10-12)
- CIS Statistics (Grades 10-12)
- CIS College Algebra (Grades 11-12)
- CIS Literature (11-12)

Strategic Plan

Community of Peace Academy engages in mission-driven long-range planning for continuous improvement and maintenance of the school's competitive edge. In spring 2023, the Board of Directors conducted a strategic planning session which resulted in an updated strategic plan with goals and strategies that fall under four areas: Academic Excellence, Social-Emotional Development, Equitable Outcomes, and Organizational Health and Sustainability.

Appendix C: CPA Strategic Plan 2023-2028

Governance and Operational Elements

Community of Peace Academy Charter School is a district comprised of three schools, CPA Elementary, CPA Middle School and CPA High School. Preschool 4 Peace, a Pre-Kindergarten academic readiness program, is also located within the Community of Peace Academy school building. Preschool 4 Peace is a 4-Star Parent Aware rated and Voluntary PreK Funded program.

Administrator and Teacher Licensure. The Administrator and Teacher license Assignment and Retention table identifies the assignment, Minnesota Department of Education licensure file folder number, retention and attrition information for 2022-2023 Community of Peace Academy certified staff.

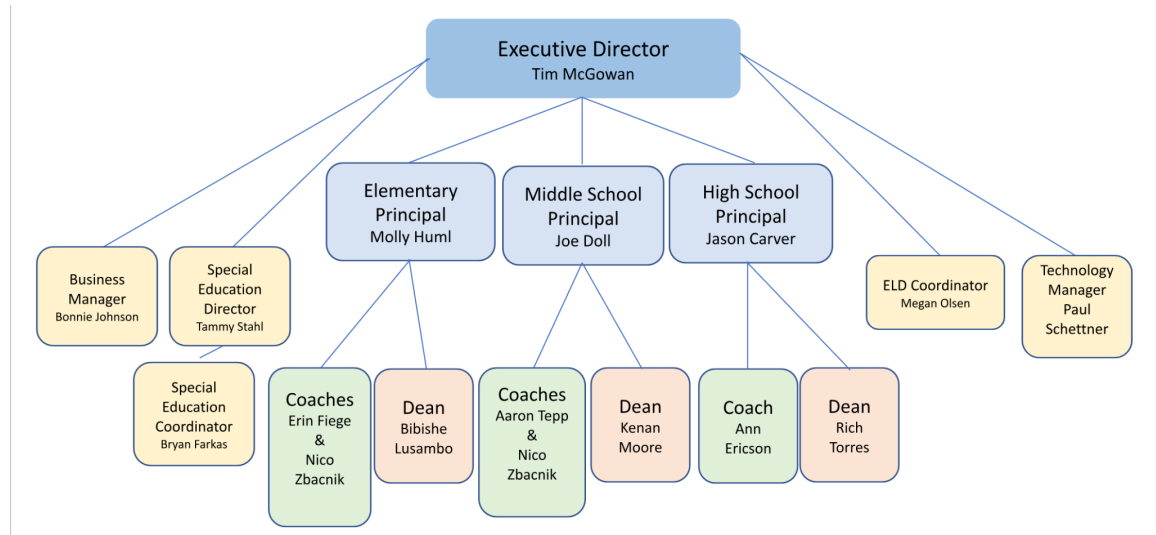
Appendix D: Administrator and Teacher License, Assignment and Retention table

School Management and Administration. In school year 2022-2023 second year Executive Director Tim McGowan exercised broad oversight of all aspects of school operations. The Executive Director is hired and supervised by the Board of Directors. Elementary Principal Molly Huml, Middle School Director Joe Doll and High School Principal Jason Carver were the instructional leaders and managers of their respective grade levels.

In 2022-2023, the usual Coach structure was implemented with Nico Zbacnik providing math coaching to teachers in grades PreK-6. Aaron Tepp supported teachers in the Middle School, as well as school leaders, as Data Coach and Assessment Coordinator. Ann Ericson and Erin Fiege provided instructional coaching to their respective grade levels.

Dean of Students Bibishe Lusambo, Kenan Moore and Rich Torres supported behavior, discipline and safety for CPA Elementary, Middle School and High School, respectively.

The organizational chart below illustrates the 2022-2023 Community of Peace Academy management structure.



Executive Director Tim McGowan and Principals, Molly Huml and Jason Carver hold K-12 Principal licenses, while Middle School Director Joe Doll, respectively, is a licensed teacher and highly experienced instructional coach. Mr. Doll is enrolled in an administrative licensure program that is expected to be completed in Spring 2024.

In addition, all members of the leadership team participate in ongoing training and professional development in their respective areas of practice across all areas of school operation including curriculum and instruction, school improvement, school law, discipline and safety, school finance, and compliance and reporting.

Strengths, Challenges, and Future Plans.

As part of CPA's previous Strategic Plan, the Board of Directors and the school leadership team completed a major expansion on CPA's building in fall 2020. The expanded school facility will accommodate an increase from two to three sections of students in CPA Elementary, so as to match the 5-12 structure and increase the percent CPA Middle and High School seats that are filled by students who attended CPA Elementary.

Meeting enrollment projections was hampered slightly by declining enrollment during the COVID-19 health pandemic. Nonetheless, the Board of Directors and school leadership team is confident that the expansion is key to the long-term vitality of the school.

Data is clear that as a group, students who matriculate into CPA Middle School from CPA Elementary school perform stronger academically and behaviorally than students who are new to CPA. Strengthening social/emotional academic outcomes in the Middle

School is an area of emphasis, as is maintaining and improving academic rigor and outcomes across all grades.

In school year 2022-2023, three sections were open for 75 students in grades K-1 and 4-12 as part of that multi-year plan to serve three sections of students across the entire K-12.

Student Enrollment and Attrition Trends. Community of Peace Academy serves students in Prekindergarten through twelfth grade. PreK enrollment was formally included in enrollment reports beginning in 2016-2017, because as a result of Voluntary PreK funding, those students generate revenue and are reported to MDE via the Minnesota Automated Reporting Student System (MARSS).

School Enrollment Trends Template															
School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022-2023	34	58	54	53	52	74	56	74	75	79	74	70	60	56	869
2021-2022	35	55	49	49	74	50	57	66	76	75	74	64	55	58	837
2020-2021	35	48	47	52	53	54	69	75	67	80	72	61	66	55	825
2019-2020	34	45	51	50	50	51	53	50	76	74	65	63	51	68	781
2018-2019	36	50	49	49	53	51	51	51	75	74	66	61	74	63	803
2017-2018	36	48	50	50	52	52	50	51	74	73	66	68	61	57	788
2016-2017	38	48	50	51	51	50	50	52	63	71	73	67	59	60	783
2015-2016		50	50	51	50	50	51	49	72	72	71	71	67	66	770
2014-2015		48	50	51	50	51	50	52	75	73	73	74	71	56	774
2013-2014		54	54	50	51	50	50	50	68	71	70	75	61	58	762
2012-2013		54	54	53	51	51	50	54	73	72	75	69	60	67	783

Data is based on October 1st enrollment as reported to the Minnesota Department of Education.

Student attrition at Community of Peace Academy is relatively low, with higher mobility in the secondary program than in elementary grades.

Grade	Waiting SY2023	Enrolled SY2023	Enrolled after 10/1/22	Withdre w after 10/1/22	Enrolled All Year
-1	43	33	0	1	33
0	2	60	3	0	57
1	11	52	0	2	52
2	3	50	0	3	50
3	7	51	0	1	51
4	4	75	3	2	73
5	0	54	1	3	53
6	3	72	6	8	67
7	9	66	4	11	67
8	28	81	5	4	78
9	2	69	14	18	60
10	1	53	3	20	53
11	0	48	0	13	51
12	0	53	0	4	52
Totals	113	817	39	90	797

Student diversity has increased over time. As the demographic table below illustrates, the proportion of Asian students has decreased while the number of Black and Hispanic students has increased. The percent of English Learners has dropped significantly, from 46% in 2010 to right around 25%-33% the last several years.

The table below illustrates demographic trends in Community of Peace Academy's student population over time.

Community of Peace Academy Historical Student Population Demographics											
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Total Enrollment	779	762	766	767	782	791	800	781	825	833	869
Asian	46%	46%	46%	45%	45%	42%	43%	42%	38%	37%	34%
Black	23%	22%	24%	22%	21%	24%	22%	20%	22%	24%	28%
Hispanic	20%	22%	20%	24%	23%	25%	25%	28%	27%	26%	24%
White	11%	9%	9%	8%	8%	8%	7%	5%	6%	6%	6%
Am. Indian	<1%	<1%	1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	1.6%
Two + races					3%	1%	1%	5%	6%	7%	6%

FRP	83%	86%	86%	84%	87%	87%	86%	86%	70%	80%	89%
LEP	38%	30%	27%	31%	23%	25%	27%	28%	27%	31%	33%
SpEd	14%	15%	14%	15%	14%	14%	14%	14%	15%	17%	18%

Interested families can apply directly on the Community of Peace Academy website. Paper application forms are also available in the school office, and are mailed or emailed to parents upon request. Community of Peace Academy conducted a general lottery in winter 2023 for grade levels where the number of enrollment applications received exceeded the number of openings for Fall 2023. Preference for enrollment was given to a sibling of an enrolled student and to a foster child of that student's parents. Secondary preference is also given to the children of staff.

<https://www.cpapk12.org/families/admission>

Appendix E1 and E2: Enrollment Policy, Procedures and Forms

Community Connections and Partnerships. Community of Peace Academy employs a Community Engagement Specialist to foster relations and mutually beneficial partnerships with community businesses, organizations and private citizens.

Community of Peace Academy is a member of the East Side Area Business Association, and an active member of the East Side Saint Paul neighborhood. The school boasts partnerships with several local colleges and universities, hosting pre-service teaching candidates for site visits, field experience opportunities and student teaching internships. In addition, the High School Peer Mediator program collaborates with the Hamline Law School for student training services. The school hosts a College Possible and TRiO Educational Talent Search programs on site. In addition, members of House of Hope and Dayton Avenue Presbyterian Churches provide school supplies for students. House of Hope also sponsors ten Community of Peace Academy families each year, providing gifts to them during the holiday season, while Catholic Charities provides holiday gifts for over 20 families each year.

Board Member Orientation and Training Plan. Board orientation is provided to new Board Members by the Board Chair and Executive Director prior to their first Board meeting. All new Board Members are required to initiate board training in the areas of School Finance, Governance and Employment within the first 6 months of being seated, and to complete training within one year of being seated.

The Board of Directors conducted a review of all Board Policies over the course of school year 2020-2021 and established a system for periodic review of the Interim Executive Director in order to inform the long-term hiring decision, which led to the hiring of Tim McGowan as the Full-time Executive Director. They also focused on their role in ensuring the implementation of social/emotional curriculum in support of the school's Mission and Vision. Finally, during 2022-2023 school year the Board of Directors

developed a new strategic plan with built-in progress checkpoints through the 2028 school year.

Board Member Information. The Board of Directors is the policy-making and long-range planning body of the school. The Board also provides financial oversight and supervises the work of the Executive Director. The Board bylaws specify a configuration changed from six teachers, five parent members and two community members, to a non-majority board comprised of three teachers, three parents and three community members. All terms are three years. The Board meets monthly and committee work is also required of Directors. The Executive Director is hired and supervised by the Board, and is a permanent non-voting member.

Board Elections are run according to the Bylaws of Community of Peace Academy and in compliance with laws governing non-profit charter school boards in the State of Minnesota. A Board Nominating Committee actively advertises upcoming Board openings and recruits candidates for those openings. Nominees are asked to submit their names and a statement of intent to the nominating committee by April 1st. The Nominating Committee identifies a final slate of Nominees to be brought to the Board for approval. Before the board approves the slate of nominees, a background check is conducted, and a written report, including each candidate's letter of intent, is given to the Board, along with the committee's rationale for recommending this slate of nominees. Following Board Approval, nominations are accepted by vote of the membership at the Annual Meeting each May.

Appendix F: Board Member Information

Financial Elements

Fiscal Health. Community of Peace Academy has consistently maintained a strong financial standing through conservative long-range budgeting and adept financial management. For many years the school has maintained a balanced budget with revenue exceeding expenditures:

- \$503,499 surplus in June 2014
- \$527,692 surplus in June 2015
- \$379,058 surplus in June 2016
- \$919,241 surplus in June 2017
- \$602,019 surplus in June 2018
- \$619,638 surplus in June 2019
- \$1,609,129 deficit in June 2020
- \$1,754,704 surplus in June 2021
- \$61,139 surplus in June 2022
- \$156,948 surplus in June 2023 (per FY23 Revised Budget)

In June of 2020, expenditures exceeded revenues by \$1,609,129. This deficit spending is

accounted for by the expense of our 30,000 square foot addition to our building. It was expected and planned for, and was over \$100,000 better than budgeted.

In June 2021, the annual surplus was \$1,754,704, largely due to federal stimulus funding related to the COVID-19 health pandemic.

In June 2022, the annual surplus was \$61,139, which is consistent with budget projections that show a very modest surplus through FY25 and then gradual growth of the fund balance again beginning FY26, as a part of the school's 2020 expansion plan.

In June 2023, the annual surplus is estimated at \$156,948 based on the FY23 Revised Budget. Audit is underway; audited financials will be available by December 2023.

Community of Peace Academy Board Policy 7.13 Fund Balance states that CPA will strive to achieve and maintain a 20-30% fund balance as percentage of yearly general fund expenditures, and at least 60 days unrestricted cash on hand.

Community of Peace Academy estimates to have 131 days cash on hand as of June 30, 2023 with a fund balance of 43.5%. This is more cash than CPA expected to have on hand, again as a result of federal stimulus funding received in FY21.

Fund Balance Trends

- \$2,998,003 in June 2014 (30.7% of expenditures)
- \$3,525,695 in June 2015 (35.0% of expenditures)
- \$3,904,753 in June 2016 (39.8% of expenditures)
- \$4,823,995 in June 2017 (40.0% of expenditures)
- \$5,426,013 in June 2018 (49.4% of expenditures)
- \$6,042,652 in June 2019 (51.2% of expenditures)
- \$4,433,523 in June 2020 (32.8% of expenditures)
- \$6,188,228 in June 2021 (46.3% of expenditures)
- \$6,249,370 in June 2022 (46.9% of expenditures)
- \$6,406,318 in June 2023 (43.5% of expenditures)

Cash flow remains strong. The school's line of credit, obtained with M&I Bank (now called BMO Harris Bank) in 2012 and renewed in 2015, has the lowest interest rate available for charter schools (currently 4.5%)

CPA's budget is designed to align with and support the school's strategic plan, as well as state and federal plans and requirements including Q-Comp, World's Best Workforce, and Title programs. To this end, expenditures for such items as curriculum, professional development and technology are identified within the long-range budget model.

Appendix G: Long-Range Budget

The enrollment projections originally established for CPA's expansion plan were

adversely impacted by the COVID-19 health pandemic. The budget and enrollment projections have been updated accordingly and CPA's leadership and financial manager continue to monitor enrollment closely with an anticipated enrollment increase for school year 2023-2024 given the known structures of schools being provided in person once again.

The Fiscal Year 2022 Audit was conducted by CliftonLarsonAllen, LLP. The school's records were found to be in good order and a clean audit report was issued. The Fiscal Year 2023 audit is underway, also conducted by CliftonLarsonAllen, LLP.

Internal Financial Controls and Board Oversight. A team of consultants from Creative Planning/BerganKDV, together with Community of Peace Academy's District Office Manager and the Executive Director, have established a sound system of internal management of school expenditures.

All purchases and expenditures are approved by the appropriate program supervisor, signed off by the Executive Director, and forwarded to the District Office Manager for processing. Weekly, a BerganKDV accounts payable specialist forwards the Accounts Payable report to the Executive Director and District Office Manager for review and approval. The Finance Committee, a committee of the Board of Directors, meets monthly to review and approve the Checks and Wire Payments report and CPA Financial Statements. Both documents are also provided in advance to the Board Treasurer and are included in the monthly report to the Board of Directors for approval.

The accounting and payroll records of Community of Peace Academy are performed by the Accounting Services of Creative Planning/BerganKDV. Accounting and payroll software is provided by Creative Planning/BerganKDV using Region Five SMART for both the finance and payroll systems. Community of Peace Academy has no short-term liability to report. CliftonLarsonAllen, Certified Public Accountants, Consultants and Advisors conduct the Charter School audit annually.

Community of Peace Academy's Finance Committee is charged with ensuring the long-term financial well-being of the school. The Finance Committee meets monthly when school is in session to review and discuss the prior month's financial statements, checks and wire payments report, and enrollment report. The Finance Committee advises the Board of Directors regarding all financial matters, including but not limited to salary, wages and benefits. The Finance Committee also reviews and approves all budget updates and is the body that votes on individual teacher salary negotiations. Standing members of the Finance Committee include Ms. Rose Chin, Finance Manager; Ms. Bonnie Johnson, District Business Manager; the Executive Director and Principals; and the Treasurer of the Board of Directors. Other interested board members and teachers at the school may serve on the Finance Committee.

Awards. Community of Peace Academy has received the Minnesota Department of

Education School Finance Award annually since 2012.

APPENDICES

APPENDIX A: CPA NORTH STAR REPORT 2023

APPENDIX B: GRADUATION REQUIREMENTS, CLASS OF 2024

APPENDIX C: CPA STRATEGIC PLAN

APPENDIX D: TEACHER & ADMIN LICENSE, ASSIGNMENT AND RETENTION
TABLE

APPENDIX E1: ENROLLMENT POLICIES, PROCEDURES AND FORMS

APPENDIX E2: PK-12 APPLICATION FORM

APPENDIX F: BOARD MEMBER INFORMATION

APPENDIX G: LONG RANGE BUDGET

TABLE OF CONTENTS

FORWARD	1
SECTION I: ACADEMIC ELEMENTS	1
MISSION AND VISION	1
ACCOUNTABILITY PLAN GOALS	3
ACADEMIC ACHIEVEMENT: NORTH STAR REPORT	3
ACADEMIC ACHIEVEMENT: STATE ASSESSMENTS - DEMOGRAPHICS	15
ACADEMIC ACHIEVEMENT: FASTBRIDGE ASSESSMENTS	15
ACADEMIC ACHIEVEMENT: NWEA GROWTH	16
ACADEMIC ACHIEVEMENT: ASSESSMENT INFORMATION AND CALENDAR	17
ACADEMIC ACHIEVEMENT: GRADUATION RATES	17
ACADEMIC ACHIEVEMENT: WORLD'S BEST WORKFORCE GOALS AND OUTCOMES	17
ACADEMIC ACHIEVEMENT: 5ESSENTIALS	18
AFTER SCHOOL AND SUMMER PROGRAMMING	20
PARENT INVOLVEMENT	20
CURRICULUM	30
SCHEDULING	36
PROFESSIONAL DEVELOPMENT AND TEACHER EVALUATION SYSTEMS	36
INNOVATIVE PRACTICES, INITIATIVES AND FUTURE PLANS	38
SECTION II: GOVERNANCE AND OPERATIONAL ELEMENTS	39
ADMINISTRATOR AND TEACHER LICENSURE	39
SCHOOL MANAGEMENT AND ADMINISTRATION	39
STRENGTHS, CHALLENGES AND FUTURE PLANS	40
STUDENT ENROLLMENT AND ATTRITION TRENDS	41
COMMUNITY CONNECTIONS AND PARTNERSHIPS	43
BOARD MEMBER ORIENTATION AND TRAINING PLAN	43
BOARD MEMBER INFORMATION	44
SECTION III: FINANCIAL ELEMENTS	44
FISCAL HEALTH	44
INTERNAL FINANCIAL CONTROLS AND BOARD OVERSIGHT	46
AWARDS	46
APPENDICES	47
APPENDIX A: CPA 2023 NORTH STAR REPORT	
APPENDIX B: GRADUATION REQUIREMENTS, CLASS OF 2023	
APPENDIX C: CPA STRATEGIC PLAN 2023-2028	
APPENDIX D: TEACHER & ADMIN LICENSE, ASSIGNMENT AND RETENTION TABLE	
APPENDIX E1: ENROLLMENT POLICIES, PROCEDURES, AND FORMS	
APPENDIX E2: PK-12 APPLICATION FORM	
APPENDIX F: BOARD MEMBER INFORMATION	
APPENDIX G: LONG RANGE BUDGET	

Elementary:

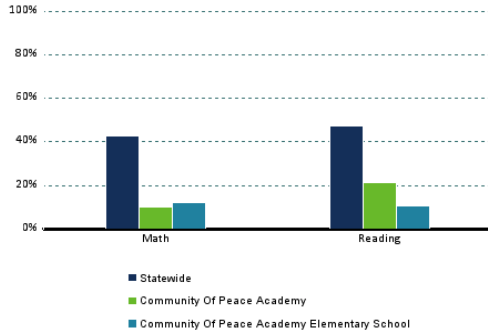
Stage 1 Indicators

Academic Achievement Rate

These are the students who have met or exceeded standards on state tests.

All students who meet enrollment criteria are included, whether or not they have a valid score.

The 2022 identification year calculation combines data from 2019 and 2022, assigning double weight to data from 2019.



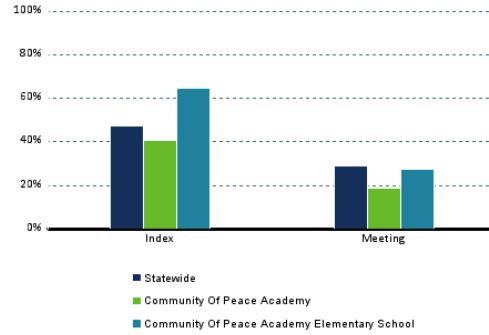
Organization	Math Rate	Math Numerator Count	Math Count	Reading Rate	Reading Numerator Count	Reading Count
Statewide	42.78%	183,398	428,682	47.61%	206,216	433,109
Community Of Peace Academy	9.83%	42	427	21.55%	94	436
Community Of Peace Academy Elementary School	12.19%	15	123	10.56%	13	123

Progress Toward English Language Proficiency

"Index" is the average amount of progress English learners made toward their individual goals on a test of English language proficiency.

"Meeting" is the percentage of English learners who reached or went past their target.

The 2022 identification year calculation combines data from 2019 and 2022, assigning double weight to data from 2019.



Organization	ELP Index	ELP Index Count	EL Meeting Target	EL Meeting Target Count
Statewide	47.29	63,509	28.91%	18,366
Community Of Peace Academy	40.90	216	18.51%	40
Community Of Peace Academy Elementary School	64.90	94	27.65%	26

Stage 2 Indicators

Graduation

Only four- and seven-year rates are included in accountability calculations.

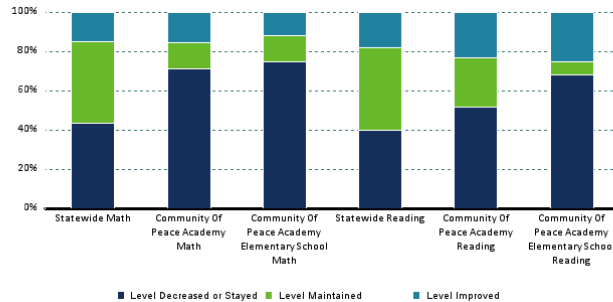
The 2022 identification year calculation combines data from 2021, 2020, and 2019, assigning equal weight to all years.

No information is available for the institution and criteria selected.

Academic Progress

Academic progress measures whether students' achievement levels are improved or maintained. The Average Progress Score in the table uses points generated based on changes in achievement levels and is the number used when identifying schools for support.

The 2022 identification year calculation combines data from 2019 and 2022, assigning double weight to data from 2019.



Subject	Organization	Achievement Level Decreased Or Stayed "Does Not Meet Standard" Rate	Achievement Level Decreased Or Stayed "Does Not Meet Standard" Count	Achievement Level Maintained Rate	Achievement Level Maintained Count	Achievement Level Improved Rate	Achievement Level Improved Count	Average Progress Score
Math	Statewide	43.65%	123,370	41.51%	117,331	14.84%	41,951	1.93
	Community Of Peace Academy	71.34%	224	13.38%	42	15.29%	48	1.46
	Community Of Peace Academy Elementary School	75.00%	51	13.24%	9	11.76%	8	1.10
Reading	Statewide	40.01%	113,661	41.96%	119,173	18.03%	51,212	2.16
	Community Of Peace Academy	52.04%	166	25.08%	80	22.88%	73	2.23
	Community Of Peace Academy Elementary School	68.06%	49	6.94%	5	25.00%	18	2.14

Note: It is not recommended to compare average progress scores between math and reading, across schools or across districts. Schools with lower proficiency rates have the possibility to earn more points. To make comparisons across subjects, schools or districts, it is recommended that the percentages of students maintaining level and improving levels be compared.

Academic Progress Points

The table below is actually used for calculating the average progress score for each school and district for identification purposes. Each cell represents the multiplier used in the accountability calculation.

Last Year Status	This Year Does Not Meet	This Year Partially Meets	This Year Meets	This Year Exceeds
Exceeds	0	0	0	3
Meets	0	0	2	5
Partially Meets	0	2	6	9
Does Not Meet	0	8	12	15

Math Academic Progress

The table below represents the total number of students represented in each cell used for accountability.

Last Year Status	This Year Does Not Meet	This Year Partially Meets	This Year Meets	This Year Exceeds
Exceeds	0	0	0	1
Meets	0	0	3	2
Partially Meets	6	5	1	0
Does Not Meet	45	5	0	0

Reading Academic Progress

The table below represents the total number of students represented in each cell used for accountability.

Last Year Status	This Year Does Not Meet	This Year Partially Meets	This Year Meets	This Year Exceeds
Exceeds	0	0	0	1
Meets	0	3	3	1
Partially Meets	1	1	1	0
Does Not Meet	45	15	1	0

Stage 3 Indicators

Consistent Attendance

This is a measure of students who attend more than 90 percent of the time they are enrolled.

The 2022 identification year calculation combines data from 2018 and 2019, assigning equal weight to both years.

No information is available for the institution and criteria selected.

Middle School

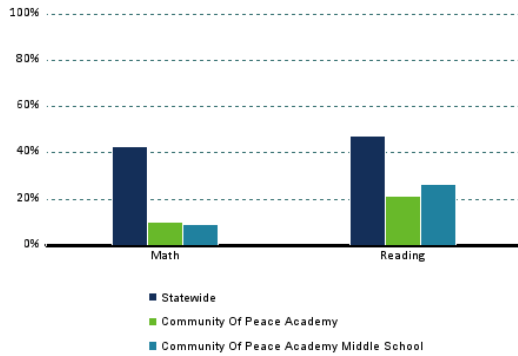
Stage 1 Indicators

Academic Achievement Rate

These are the students who have met or exceeded standards on state tests.

All students who meet enrollment criteria are included, whether or not they have a valid score.

The 2022 identification year calculation combines data from 2019 and 2022, assigning double weight to data from 2019.



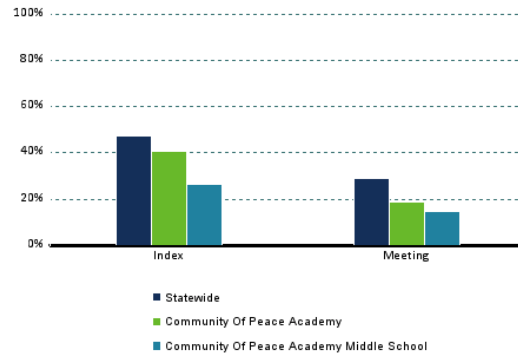
Organization	Math Rate	Math Numerator Count	Math Count	Reading Rate	Reading Numerator Count	Reading Count
Statewide	42.78%	183,398	428,682	47.61%	206,216	433,109
Community Of Peace Academy	9.83%	42	427	21.55%	94	436
Community Of Peace Academy Middle School	9.12%	24	263	26.23%	69	263

Progress Toward English Language Proficiency

"Index" is the average amount of progress English learners made toward their individual goals on a test of English language proficiency.

"Meeting" is the percentage of English learners who reached or went past their target.

The 2022 identification year calculation combines data from 2019 and 2022, assigning double weight to data from 2019.



Organization	ELP Index	ELP Index Count	EL Meeting Target	EL Meeting Target Count
Statewide	47.29	63,509	28.91%	18,366
Community Of Peace Academy	40.90	216	18.51%	40
Community Of Peace Academy Middle School	26.19	69	14.49%	10

Stage 2 Indicators

Graduation

Only four- and seven-year rates are included in accountability calculations.

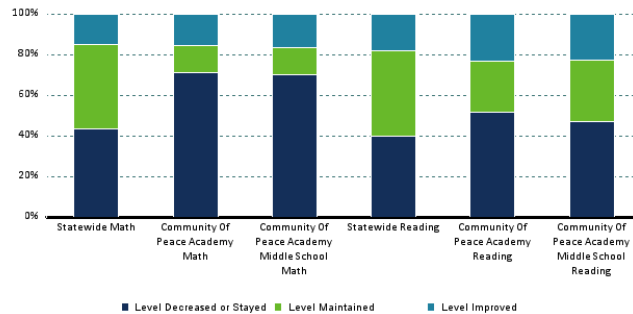
The 2022 identification year calculation combines data from 2021, 2020, and 2019, assigning equal weight to all years.

No information is available for the institution and criteria selected.

Academic Progress

Academic progress measures whether students' achievement levels are improved or maintained. The Average Progress Score in the table uses points generated based on changes in achievement levels and is the number used when identifying schools for support.

The 2022 identification year calculation combines data from 2019 and 2022, assigning double weight to data from 2019.



Subject	Organization	Achievement Level Decreased Or Stayed "Does Not Meet Standard" Rate	Achievement Level Decreased Or Stayed "Does Not Meet Standard" Count	Achievement Level Maintained Rate	Achievement Level Maintained Count	Achievement Level Improved Rate	Achievement Level Improved Count
Math	Statewide	43.65%	123,370	41.51%	117,331	14.84%	41,951
	Community Of Peace Academy	71.34%	224	13.38%	42	15.29%	48
	Community Of Peace Academy Middle School	70.33%	173	13.41%	33	16.26%	40
Reading	Statewide	40.01%	113,661	41.96%	119,173	18.03%	51,212
	Community Of Peace Academy	52.04%	166	25.08%	80	22.88%	73
	Community Of Peace Academy Middle School	47.37%	117	30.36%	75	22.27%	55

Note: It is not recommended to compare average progress scores between math and reading, across schools or across districts. Schools with lower proficiency rates have the possibility to earn more points. To make comparisons across subjects, schools or districts, it is recommended that the percentages of students maintaining level and improving levels be compared.

Academic Progress Points

The table below is actually used for calculating the average progress score for each school and district for identification purposes. Each cell represents the multiplier used in the accountability calculation.

Last Year Status	This Year Does Not Meet	This Year Partially Meets	This Year Meets	This Year Exceeds
Exceeds	0	0	0	3
Meets	0	0	2	5
Partially Meets	0	2	6	9
Does Not Meet	0	8	12	15

Math Academic Progress

The table below represents the total number of students represented in each cell used for accountability.

Last Year Status	This Year Does Not Meet	This Year Partially Meets	This Year Meets	This Year Exceeds
Exceeds	0	0	1	1
Meets	3	13	11	2
Partially Meets	16	21	5	0
Does Not Meet	140	30	3	0

Reading Academic Progress

The table below represents the total number of students represented in each cell used for accountability.

Last Year Status	This Year Does Not Meet	This Year Partially Meets	This Year Meets	This Year Exceeds
Exceeds	0	0	1	4
Meets	0	9	29	10
Partially Meets	13	42	14	1
Does Not Meet	94	25	5	0

Stage 3 Indicators

Consistent Attendance

This is a measure of students who attend more than 90 percent of the time they are enrolled.

The 2022 identification year calculation combines data from 2018 and 2019, assigning equal weight to both years.

No information is available for the institution and criteria selected.

High School

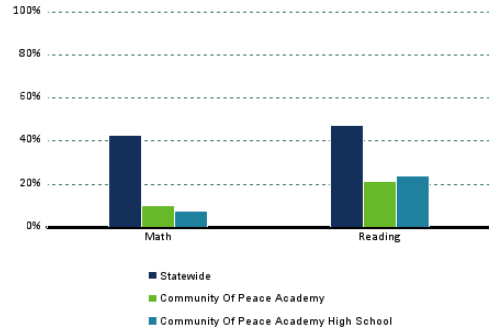
Stage 1 Indicators

Academic Achievement Rate

These are the students who have met or exceeded standards on state tests.

All students who meet enrollment criteria are included, whether or not they have a valid score.

The 2022 identification year calculation combines data from 2019 and 2022, assigning double weight to data from 2019.



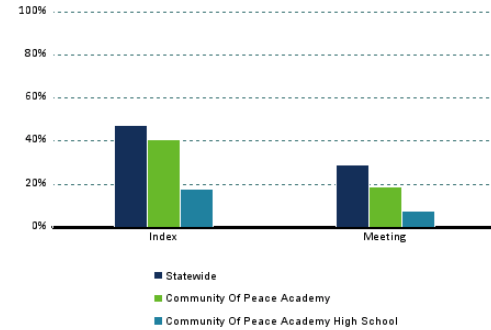
Organization	Math Rate	Math Numerator Count	Math Count	Reading Rate	Reading Numerator Count	Reading Count
Statewide	42.78%	183,398	428,682	47.61%	206,216	433,109
Community Of Peace Academy	9.83%	42	427	21.55%	94	436
Community Of Peace Academy High School	7.31%	3	41	24.00%	12	50

Progress Toward English Language Proficiency

"Index" is the average amount of progress English learners made toward their individual goals on a test of English language proficiency.

"Meeting" is the percentage of English learners who reached or went past their target.

The 2022 identification year calculation combines data from 2019 and 2022, assigning double weight to data from 2019.



Organization	ELP Index	ELP Index Count	EL Meeting Target	EL Meeting Target Count
Statewide	47.29	63,509	28.91%	18,366
Community Of Peace Academy	40.90	216	18.51%	40
Community Of Peace Academy High School	17.50	53	7.54%	4

Stage 2 Indicators

Graduation

Only four- and seven-year rates are included in accountability calculations.

The 2022 identification year calculation combines data from 2021, 2020, and 2019, assigning equal weight to all years.

No information is available for the institution and criteria selected.

Academic Progress

Academic progress measures whether students' achievement levels are improved or maintained. The Average Progress Score in the table uses points generated based on changes in achievement levels and is the number used when identifying schools for support.

The 2022 identification year calculation combines data from 2019 and 2022, assigning double weight to data from 2019.

No information is available for the institution and criteria selected.

Stage 3 Indicators

Consistent Attendance

This is a measure of students who attend more than 90 percent of the time they are enrolled.

The 2022 identification year calculation combines data from 2018 and 2019, assigning equal weight to both years.

No information is available for the institution and criteria selected.

Minnesota Department of Education Graduation Requirements

Recommendation:

Minnesota Department of Education (MDE)	Community of Peace Academy Graduation Requirements (CPA)	CPA Class of 2023 Graduation Requirements
Students must complete a minimum of 21.5 course credits	Students must complete a minimum of 25 course credits	Students must complete a minimum of 24 course credits
4 credits of language arts	4 credits of language arts Mixed Genre, World Lit, American Lit, Public Spk	4 credits of language arts <i>No Change</i>
3 credits of mathematics , including algebra, geometry, statistics and probability sufficient to satisfy the standards. Students in the graduating class of 2015 and beyond must complete an algebra II credit or its equivalent as part of the 3-credit requirement. In addition to the high school credits, students in the graduating class of 2015 and beyond must also complete an algebra credit by the end of eighth grade.	3 credits of mathematics including algebra, geometry, statistics and probability sufficient to satisfy the standards. Students in the graduating class of 2015 and beyond must complete an algebra II credit or its equivalent as part of the 3-credit requirement. In addition to the high school credits, students in the graduating class of 2015 and beyond must also complete an algebra credit by the end of eighth grade	3 credits of mathematics <i>No Change</i>
3 credits of science , including a biology credit. In addition, students in the graduating class of 2015 and beyond must complete a chemistry, physics, or Career and Technical Education (CTE) credit as part of the 3-credit requirement. (The CTE credit must meet the standards underlying the chemistry or physics credit.)	3 credits of science Physical Science, Biology, Chemistry	3 credits of science <i>Same as MDE</i>

3½ credits of social studies , including U.S. history, geography, government and citizenship, world history and economics.	4 credits of social studies US History, World History, Civics, Economics	4 credits of social studies <i>No Change</i>
1 credit in the arts	1 credit in the arts	1 credit in the arts <i>No Change</i>
7 elective credits	4.5 credits of General Electives 1 credit Math Elective 1 credit Science Elective 1 credit Physical Education <u>0.5 credit Health</u> 8 Credits Total	7 credits of General Electives - <i>Eliminating Content specific requirements</i> - <i>Same as MDE</i>
	2 credits in Ethics (0.5 credits/year)	2 credits in Ethics (0.5 credits/year)
Class of 2023 on track to graduate	43/57	TBD/57
Class of 2022 on track to graduate	46/59	50/59
Class of 2021 on track to graduate	43/55	51/55

CPA Strategic Plan: Master Doc

Academic Excellence	Social Emotional Development	Equitable Outcomes	Organizational Health & Sustainability
Goals	Goals	Goals	Goals
CPA PreK students will be ready for Kindergarten.	CPA students will attend school consistently and engage in our school culture.	Academic achievement will be equitable across student groups.	CPA will meet its enrollment targets.
CPA students will read at grade level by 3 rd Grade.	CPA students will acquire and apply the tools to resolve conflict peacefully.	Attendance will be equitable across student groups.	CPA will be fully staffed with qualified teachers.
CPA students will be proficient in Reading and Math.	CPA students will build peace at home, at school and in the community.	Disciplinary referrals will be equitable across student groups.	CPA will maintain a healthy budget.
CPA Graduates will be ready for a College or Career Pathway.	CPA staff and families will engage in an active partnership to develop social-emotional skills.		CPA will maintain the school facility.
Objectives	Objectives	Objectives	Objectives
80% of CPA PreK students will matriculate into CPA kindergarten each year.	90% of students will be in attendance 90% of the time across schools.	The percent of students at each achievement level on the MCA Math and MCA Reading will not vary by more than 10 percentage points across all student groups.	CPA will meet and maintain its target enrollment annually.
95% of PreK will be at grade level in Reading and Math on end-of-year FAST assessments.	The total number of reportable disciplinary incidents will decrease each quarter across schools.	The percent of students at grade level in reading and math on end-of-year FAST assessments will	CPA will retain 90% of its students from October 1 to October 1 the following year for Grades PreK-11. CPA will be fully staffed throughout the school year.

CPA Strategic Plan: Master Doc

Elementary, Middle School and High School students will read at grade level by 2028 based on end-of-year FAST assessments:

Elementary, Middle School and High School students will achieve at grade level in Math by 2028 based on end-of-year FAST assessments.

The percent of students who meet or exceed the standard in reading and math will increase annually by at least 5% per year through 2028.

At least 35% of CPA students in the Does Not or Partially Meets will improve their year-over-year achievement level on the MCA Math and Reading (*Does Not Meet to Partially Meets, Partially Meets to Proficient*).

The percent of ELs who meet or exceed their personal performance target on the ACCESS will match or exceed SPPS and statewide average outcomes.

The average progress of ELs toward their learning target will

The number of students with multiple reportable disciplinary incidents will decrease quarterly across schools.

The number of students with one or zero reportable disciplinary incidents will increase quarterly across schools.

The number of non-reportable behavior incidents will decrease quarterly across schools.

Each homeroom will complete at least one service learning project each year.

not vary by more than 10 percentage points across all student groups.

CPA's 4-year grad rate will not vary by more than 10 percentage points across all student groups.

Each CPA student group will perform as well as or better than statewide average proficiency for that student group on the MCA Math and MCA Reading.

The 4-year graduation rate of each CPA student group will match or exceed the statewide average 4-year graduation rate for that student group.

Each student group will meet the consistent attendance threshold of 90% of students in attendance 90% of the time.

The percent of students with disciplinary incidents will be equitable across all student groups.

CPA teaching staff will hold a Tier 3 or Tier 4 license.

CPA will retain 90% of its instructional staff from year to year.

Revenue will exceed expenses at the end of each fiscal year.

CPA will meet the 60-day cash-on-hand standard established by its bond covenants.

CPA will establish and implement a long-term facility maintenance plan in accordance with its bond covenants.

CPA Strategic Plan: Master Doc

match or exceed SPPS or statewide average outcomes.

CPA's 4-year graduation rate will be at or above 90%.

Each CPA senior will have a viable college and/or career plan.

Strategies	Strategies	Strategies	Strategies
Ensure a high-quality-curriculum aligned to Minnesota State Standards.	Develop and implement a system of quarterly review of attendance data and quality interventions.	Ensure students and families have equitable access to Family Engagement Specialists.	Implement a targeted marketing campaign to recruit mission-affiliated families at under-enrolled grade levels.
Ensure high quality data driven instruction through regular observation and coaching.	Develop and implement a system of quarterly review of discipline data and quality interventions.	Clarify the position description and scope of work of the Family Engagement Specialists.	Expand the PreK program from two to three sections for a total of 54 students.
Ensure systemic, high quality interventions.	Develop and implement a list of service learning opportunities at each grade level with resources and support for teachers in 2023-2024 for implementation in 2024-2025.	Support staff in strengthening their cultural competency.	Implement a targeted marketing campaign to recruit mission-affiliated and qualified staff.
	Develop and implement a schoolwide plan for teacher training, support and curriculum for teaching Peace & Ethics.	Continue efforts to recruit and retain a racially/culturally diverse staff.	Offer competitive staff salaries to the extent possible within budget limitations.
	Establish a format for sharing social-emotional goals and	Ensure systems for regular review of attendance data and intervention.	Continue to explore and implement longevity pay as a retention incentive, to the extent possible within budget limitations.
		Ensure systems of regular review of discipline data and intervention.	

CPA Strategic Plan: Master Doc

progress with families at virtual visits, fall and spring conferences.

Evaluate EL programming and service model to meet the academic and language acquisition needs of CPA's ELs.

Consider alternate salary frameworks when making salary determinations for hard-to-fill positions.

Pilot use of FASTBridge SAEBRs with two special education teachers in school year 2023-2024; evaluate for department-wide use in school years 2024-2025 and beyond.

Continue to make budgetary decisions that lead to a balanced budget that meets cash-on-hand requirements.

Continue to engage in conservative, long-range budget planning and facility maintenance planning.

Establish a quarterly maintenance review system.

Resources Needed	Resources Needed	Resources Needed	Resources Needed
Dedicated PLCs for curriculum and assessment planning.	Dedicated quarterly administrative team meetings and a standardized template to review and respond to attendance and intervention data.	Full Time African American Family Engagement Specialist.	Dedicated space and a teacher to expand PreK to three sections.
Dedicated collaborative time for curriculum and assessment.		Professional development plan for strengthening cultural competency of staff.	Plan to market to mission-affiliated families at under-enrolled grade levels.
Regular observation and coaching on intentional cycles for growth.	Dedicated quarterly administrative team meetings and a standardized template to review and respond to discipline and intervention data.	Recruitment and retention plan for a racially and culturally diverse staff.	Plan to recruit mission affiliated, qualified staff.
FAST testing and data review in Fall, Winter & Spring.	Schoolwide plan for service learning to include a list of	Dedicated quarterly administrative team meetings and a standardized template to	Strong enrollment and state and federal revenue in order to allocate resources toward competitive salaries, longevity

CPA Strategic Plan: Master Doc

opportunities at each grade level, community relationships and in-house community partnerships.

Schoolwide plan for Peace & Ethics to include curriculum and professional development at each school.

An Ethics lead at each grade level in CPA Middle School.

A rubric and script/talking points for teachers to share social-emotional goals with families at virtual visits, fall and spring conferences.

review and respond to attendance and intervention data.

Dedicated quarterly administrative team meetings and a standardized template to review and respond to discipline and intervention data.

English Learner consultant for EL program review.

pay, facility maintenance and budget management.

Dedicated quarterly administrative team maintenance review system.

First Name	Last Name	License #	Role	Grade(s) Taught	Returned in 23-24
Elementary Teachers					
Lia	Ray	500808	PreK Teacher	PreK	no
Maylee	Her	364168	PreK Teacher	PreK	yes
Maggie	Stotts	1020416	Kindergarten Teacher	K	yes
Madeline	Anderson	1010869	Kindergarten Teacher	K	yes
Meaghan	O'Rourke	1002649	Kindergarten Teacher	K	yes
Eva	Mitchell	1017140	Elementary Teacher	1	no
Mary	Clemence	1001072	Elementary Teacher	1	yes
Emily	Dech	509024	Elementary Teacher	2	no
Addy	Beatty	1015145	Elementary Teacher	2	yes
Samantha	Auman	1009921	Elementary Teacher	3	yes
Eva	Klein	1010963	Elementary Teacher	3	yes
Caissa	Estrada	508777	Elementary Teacher	4	yes
AddieKay	Monroe	180100	Elementary Teacher	4	yes
Katie Beth	Carlson	502856	Elementary Teacher	4	yes
Middle School Teachers					
Jennifer	Baker	444764	5th Grade Math Teacher	5	no
Sara	Jensen	1016734	5th Grade Language Arts Teacher	5	yes
Juhi	Upmanyu	496523	6th Grade Language Arts Teacher	6	no
Nkau	Xiong	1009466	6th Grade Math Teacher	6	yes
Jason	Eldridge	440311	5th/6th Grade Science Teacher	5-6	yes
Emily	Murphy	1008934	5th/6th Grade Social Studies Teacher	5-6	yes
Maija	Kittleson Wilker	1000460	7th Grade Math Teacher	7	yes
Sabra	Heimerl	464925	7th Grade Language Arts Teacher	7	yes
Kristin	Leverly	409264	8th Grade Math Teacher	8	yes
Cole	Dennis	514573	8th Grade Language Arts Teacher	8	yes
James	Poliquin	482245	7th/8th Grade Science Teacher	7-8	no
Sher	Thao	1020620	7th/8th Grade Social Studies Teacher	7-8	yes
High School Teachers					
Yer	Xiong	1010984	HS Math Teacher	9	yes
Kirk	Livesay	433518	HS Math Teacher	10	yes
James	Logan	506507	HS Math Teacher	11	yes
Amy	Okan	325868	HS Math Teacher	12	yes
Megan	Cina-Bernard	498766	HS Language Arts Teacher	9	yes
Anna	Almsted	1019045	HS Language Arts Teacher	10	yes
Rachel	Ryberg	495150	HS Language Arts Teacher	11	yes
Tricia	Acers	483552	HS Language Arts Teacher	11	no
Kevin	Keto	482674	HS Language Arts Teacher	12	yes
Emma	Singer	515623	HS Science Teacher	10/12	yes
Manny	Calderon	506422	HS Science Teacher	9/11	no
Tasha	Bokman	1009398	HS Social Studies Teacher	10/12	yes
Sarah	Han	518278	HS Social Studies Teacher	9/11	yes
Specialist Teachers					
Brenda	Rogers	410086	Elementary Science Specialist	K-4	yes

David	Wallner	459451	Physical Education Teacher	K-5	yes
Eric	Schutte	376321	Physical Education Teacher	6-12	yes
Mackenzie	Bishop	1020548	Art Teacher	K-5	yes
Xiong	Lor	438033	Art Teacher	6-12	yes
Kimberly	Michalak	383332	Technology Integrationist/Librarian	K-12	yes
Katrin	Mattson	518728	Music Teacher	K-5	yes
Emily	Najjar-Field	513562	Music Teacher/Academy Choir Director	6-12	no
English Language Development Teachers					
Kristen	Arehart	315177	ELD Teacher	1	yes
Colleen	Straiton	468256	ELD Teacher	2	yes
Claire	Folkert	517620	ELD Teacher	5-6	no
Julie	Landsverk	341506	ELD Teacher	7-8	no
Shaefer	Rupar	1008595	ELD Teacher	9-10	yes
Meta	Nagel	1005392	ELD Teacher	11-12	yes
Special Education Teachers					
David	Lee	1005855	Special Education Teacher	Elementary	yes
Panghoua	Thao	504431	Special Education Teacher	Elementary	yes
Sydni	Fancher	516620	Special Education Teacher	Elementary	yes
Stephanie	Kaltenbrun	494903	Special Education Teacher	Middle School	yes
Thomas	Nilsen	331786	Special Education Teacher	Middle School	yes
Britta	Carroll	478283	Special Education Teacher	Middle School	yes
Caitlin	Ryan-Norton	1002621	Special Education Teacher	Middle School	yes
Alexander	Worobah	477354	Special Education Teacher	High School	yes
Jennifer	Drier	345097	Special Education Teacher	High School	yes
Erica	Repogle	1019722	Special Education Teacher	High School	no
Brittany	Berres	507218	Special Education Teacher	High School	yes
Julie	Dearing	517765	Special Education Teacher	High School	no
Darnisha	Adams	399379	Special Education Teacher	High School	no
Linnea	Manske	459579	Special Education Teacher	High School	no
Student Support Services					
Maggie	Elenz	469557	Academic Intervention Specialist	K-4	yes
Susan	Trimble	426224	Academic Intervention Specialist	5-8	yes
Chelle	York	415686	Social Worker	PreK-4	yes
Jennifer	Littlewolf	372797	Social Worker	5-8	yes
Molly	Heisenfelt Eller	345904	Social Worker	9-12	yes
Julie	Lopez	n/a	School Nurse	PreK-12	yes
Districtwide Support					
Loren	Simonson	1016370	Guest Teacher, Guest Teacher Scheduler & Office Assistant	PreK-12	yes
Sadie	Fischer	417530	Communications and Community Engagement Specialist	PreK-12	yes
Leadership Team					
Tim	McGowan	355383	Executive Director	PreK-4	yes
Molly	Huml	478266	Elementary Principal	PreK-4	yes
Bibishe	Lusambo	n/a	Dean of Students	PreK-4	yes
Erin	Fiege	429604	PreK-4 Instructional Coach	PreK-4	yes
Joseph	Doll	496364	Middle School Director	5-8	yes

Kenan	Moore	n/a	Dean of Students	5-8	yes
Domenico	Zbacnik	404964	PreK-8 Math Coordinator and Coach	PreK-8	yes
Jason	Carver		High School Principal	9-12	yes
Ann	Ericson	300282	High School Instructional Coach	9-12	yes
Richard	Torres	n/a	High School Dean of Students	9-12	no
Megan	Olsen	494721	ELD Coordinator	K-12	yes
Bryan	Farkas	409031	Special Education Coordinator	K-12	yes
Aaron	Tepp	363864	Data Coach and Testing Coordinator	K-12	yes

STUDENT APPLICATION, ENROLLMENT

Policy 5.1.1

Student Intake at Community of Peace Academy is a three step-process involving application, acceptance and placement.

Parents/Guardians must complete a Community of Peace Academy PreK-12 Application Form, which will be kept on file until there is an opening for the child.

Community of Peace Academy will conduct a general lottery on the first business day of March (3/1/19) for each grade level where the number of enrollment applications received exceeds the number of openings for the fall of 2019. Preference for enrollment is given to a sibling of an enrolled student and to a foster child of that pupil's parents. Secondary preference for enrollment is given to enrolling children of the school's staff.

A completed enrollment application must be received by February 3, 2020 to be included in the March lottery for the 2020-2021 school year.

If your child is accepted for the grade level applied for:

- Community of Peace Academy will notify you of the acceptance of your application by mail.
- Following the notification of acceptance you will be asked to complete registration materials. The registration materials will ask about your child's home language, health information, parent/guardian information, counseling services and whether your child receives special education or has a 504 Plan.
- Community of Peace Academy will request copies of current and past records from your child's school.
- Community of Peace Academy staff will use the completed registration information to determine the appropriate placement for the student and to identify resources or support services the student will need to succeed.
- No placement will be finalized until all necessary information has been received and the appropriate services and programming have been arranged.
- Students with IEPs or 504 Plans: If your child receives special education and has an IEP, or if your student has a 504 plan, a staff member will contact you to arrange a meeting to determine the appropriate services and placement for your child.
- High School Transfer Students: Transfer requests by students outside of CPA must be submitted before the first 10 school days of a semester to be accepted. After the first 10 school days of a semester, a student will not be enrolled until the start of the subsequent semester.

If your child is not accepted in the grade level applied for:

- You will be notified by mail of your student's placement on the wait list for selection by lottery, consistent with Minnesota law, for the requested grade level.
- Your student will be placed on a list for selection by lottery, consistent with Minnesota law, sequentially by lottery number.
- As openings become available during the school year, applicants will be accepted in order of their placement from the lottery.
- Consistent with Minnesota charter school law, wait lists for selection by lottery will remain in place for one school year.
- All student enrollment applications will be re-entered in the lottery each year, along with all new applications.
- Sibling applications will be lotteried first and sibling preference will remain as dictated.
- This process will repeat each school year on the first business day of March for the following school year.

Kindergarten

According to Minnesota law, a student must be five years old by September 1st to enroll in Kindergarten.

Early Admission to Kindergarten Policy

At the request of a parent or guardian, a child who turns 5 years old between Sept. 2 and Oct. 1 may be screened and evaluated to determine readiness for placement in Kindergarten. This is a free service.

The purpose of the procedure is to determine whether the child's educational and personal/ social development would be best served by early admission. Only children with superior cognitive abilities who have strong academic readiness and motor skills and are mature in language and social/emotional development will be recommended for early admission. In addition, a child must be toilet trained and able to use the restroom independently.

Rationale for Early Admission to Kindergarten

In general, most children will have the best chance for successful school experiences if they begin their schooling with their own age group at the usual time of entrance into preschool. A child will be considered a good candidate for early admission to Kindergarten if the child can successfully compete, without substantial stress, with the most mature children entering that grade. Those children appropriate for early admission are clearly superior in their level of development.

What Parents Should Do

Parents who would like their child to be considered for early admission to Kindergarten should submit the following documents to CPA by March 15th:

1. CPA Application for Early Admission to Kindergarten.
2. A copy of the child's birth certificate.
3. A copy of the Early Childhood Screening.

What CPA Will Do

Upon receipt and review of the above documents, your child will be included in the lottery for admission to Kindergarten. If your child is awarded a seat in that lottery, he or she will be evaluated for early admission to Kindergarten. A school-based assessment team will:

1. Contact you to schedule a time for an initial assessment of your child, which will include:
 - Academic Readiness Skills
 - Fine and Gross Motor Skills
 - Language Skills
 - Social and Emotional Maturity
2. The school assessment team will inform parents/guardians whether or not the child has passed this initial screening. If the child has passed, the school makes a referral for evaluation the school psychologist.
3. The psychologist will assess intellectual development to help determine the child's academic readiness to successfully compete with Kindergarten children as well as evaluating other areas identified by the screening team. The psychologist will also be looking for evidence that the child can handle all-day every day Kindergarten program without harm to the child's self-concept.

This evaluation will take about an hour. The parents may then meet with the psychologist to discuss the evaluation and have the results shared with them.

Please note the following:

Only children who have been awarded a seat in Kindergarten via the lottery system will be evaluated for early admission.

The child is expected to have superior academic functioning compared to children her/his age, and have similarly advanced social, emotional, language and motor development. If the child demonstrates this above average development, the child will be recommended for early admission.

The school psychologist's evaluation and recommendation is the final step in determining early admission. Children must pass both the individual screening AND the evaluation by the psychologist to be considered for early admission.

status. The decisions of the school screening team and the school psychologist are final and cannot be appealed.

Early Admission is Probationary

In the event that a student is accepted for early admission to Kindergarten, the first 6 weeks of school will be considered a probationary period. During that period, either the Parent(s) or the School may determine that it is in the best interest of the child, or of the program, for the child to be withdrawn.

Accommodation of Special Needs (Policy 5.6.1)

It is the responsibility and the goal of Community of Peace Academy to ensure appropriate placement and services to students eligible for special education and students with 504 Plans.

After your application has been accepted and Community of Peace Academy has notified you of an opening, you will be asked to complete additional registration forms to assist with the appropriate placement of your child.

If your child has special needs, receives special education, or has a 504 Plan, please indicate so on the appropriate form.

Upon reviewing your registration material, Community of Peace Academy staff will request copies of academic and special education records from your child's school and will contact you to arrange an IEP meeting or a 504 Plan meeting to determine the appropriate services and placement for your child.

If the newly enrolled student received special education services at their prior school, Community of Peace Academy will continue to provide services comparable to those described in the student's previous individual education program (IEP), until the student's IEP team has received and reviewed the relevant records from the previous school and developed the new IEP. Until the student's new IEP has been developed, the student's IEP team will not make a final determination as to the appropriate educational placement for the student.

Community of Peace Academy does not limit or restrict enrollment based on a student's physical or mental ability or aptitude, disability or receipt of services pursuant to the Individuals with Disabilities Education Act (IDEA) or Section 504 of the rehabilitation act of 1973 (Section 504).



PreK – 12TH GRADE ENROLLMENT APPLICATION

Application must be filled out completely. One application per child.

APPLYING FOR SCHOOL YEAR: 2020 - 2021 GRADE LEVEL:

Parents/Mentors who choose Community of Peace Academy for their children will be committing themselves to full participation in the education of their child's mind, body and will within an educational community committed to peace and non-violence.

SECTION 1: STUDENT INFORMATION

Student LAST Name (Legal)	Student FIRST Name (Legal)	Student MIDDLE Name (Full)
Student Date of Birth	Student Gender <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE	Has this student EVER attended a MN Public School? <input type="checkbox"/> NO <input type="checkbox"/> YES, Dist #
Home Address (BLDG/House#, Street Name, Street Type (ST, AVE, BLVD, ETC), Street Direction (N, S, SE, NW, ETC), and APT#)		
City	State	Zip Code
		Home Phone () -

Any change in address or phone number should be reported immediately to Community of Peace Academy at (651) 280-4587.

SECTION 2: PARENT/GUARDIAN INFORMATION

PARENT/GUARDIAN #1:		PARENT/GUARDIAN #2:	
Name (First, MI, Last)		Name (First, MI, Last)	
Relationship to Student (mother, stepfather, etc)		Relationship to Student (mother, stepfather, etc)	
Work Phone #		Work Phone #	
Cell Phone #		Cell Phone #	
E-mail address		E-mail address	
Interpreter Needed?	<input type="checkbox"/> No <input type="checkbox"/> Yes, Language	Interpreter Needed?	<input type="checkbox"/> No <input type="checkbox"/> Yes, Language

SECTION 3: SCHOOL(S) PREVIOUSLY ATTENDED (List all, beginning with most recent school first)

Name of School(s)	City and State	Grades Attended	Dates Attended
			to
			to

Minnesota Statutes require the school district to keep accurate and updated personal records for all pupils. This information will become part of the student's permanent cumulative record and will be available to appropriate staff members. Minnesota law also requires that you provide immunization information to your child's school.

SECTION 4: SIBLING PREFERENCE

Does this child currently have a sibling attending Community of Peace Academy? ☐ No ☐ Yes, please write name/grade below
Sibling Name: Grade:

SECTION 5: How did you hear about Community of Peace Academy?

- | | | | |
|---|---|--|--------------------------------|
| <input type="checkbox"/> Family Member/Friend | <input type="checkbox"/> School Website | <input type="checkbox"/> Advertisement | <input type="checkbox"/> Other |
| <input type="checkbox"/> Employee | <input type="checkbox"/> Facebook | <input type="checkbox"/> Yard Sign | |
| <input type="checkbox"/> Direct Mailing | <input type="checkbox"/> Twitter | <input type="checkbox"/> Drove by the School | |

Parent/Guardian Signature and Date

Send, fax, or bring this application to: Community of Peace Academy

For assistance, call (651) 280-4587

Application Deadline 2023-2024 February 1, 2023

471 Magnolia Ave E St. Paul, MN 55130 Fax: (651) 771-4841

Office Use Only:

☐ SIBLING ATTENDS CPA

Date Rec'd _____ Lottery Date _____ Enrl Date _____ TSIS ID# _____ FM Date _____



Board Member Information 2022/2023

Please include information for current and prior year members.

Due to the requirement for ongoing training in the three areas, please include training information for each member each year.

School: Community of Peace Academy – Ongoing Training is listed below chart.

Name	Date Seated	Term End Date	Position	Type	Expertise	Email	Phone	Attendance Rate 2022-2023	Initial Board Training: Date, Topic and Trainer
									Governance, Employment & Financial Management
Megan Cina-Bernard	8/2022	8/2025	Director Secretary	Teacher	Education	Megancb@cpapk12.org	612-269-4492	1	09/26/2022 through James Martin, CPA attorney; Finance Manager Brenda Kes of Bergan KDV.
Maggie Elenz	8/2021 Prior 11/2020	6/2024 6/2021	Director	Teacher	Education	Maggiee.@cpapk12.org	507-254-2605	1	03/15/2021 through James Martin, CPA attorney; Finance Manager Brenda Kes of Bergan KDV.
Orobosa Ero	8/2021 Prior 8/2018	6/2024 6/2021	Director	Parent	Finance	Orobosae.board@cpapk12.org	651-428-8897	1	11/3/2018, through James Martin, CPA attorney; Finance Manager Brenda Kes of Bergan KDV.
Kevin Keto	8/2021 Prior 8/2018	6/2024	Director	Teacher	Education	kevink.@cpapk12.org	651-269-8716	NA	11/3/2018, through James Martin, CPA attorney; Finance Manager Brenda Kes of Bergan KDV.
Ker Zeng Moua	11/2020	6/2023	Director	Community Member	Education	Kerzengm.board@cpapk12.org	651-434-7255	7 of 11 64%	3/15/2021 through James Martin, CPA attorney; Finance Manager Brenda Kes of Bergan KDV.



Shawn Nilsson	11/2020	6/2023	Director Treasurer	Parent	Education, Finance	shawnn.board @cpapk12.org	651-226-2468	10 of 11 91%	3/15/2021 through James Martin, CPA attorney; Finance Manager Brenda Kes of Bergan KDV.
Blanca/ Daysi Rivas	1/2023 9/2022	6/2025 9/2022	Director	Parent	Education Community	Blancar.board @cpapk12.org	651-274-6875	5 of 7 71%	3/07/2023 through James Martin, CPA attorney; Finance Manager Brenda Kes of Bergan KDV.
Anna Schick	8/2022 Prior 8/2019	3/2023 6/2022	Director	Com- munity Member	Education	annas.board @cpapk12.org	651-332-1266	6 of 8 75%	8/11/20 through MACS
Sarah Zosel	8/2022 Prior 8/2019	8/2025 6/2022	Director Chair	Com- munity Member	Education, English Learners	sarahz.board@ cpapk12.org	651-341-1724	11 of 11 100%	12/7/2019, through James Martin, CPA attorney; Finance Manager Brenda Kes of Bergan KDV.

Board Member Ongoing Training: 2022/2023

- Academics: Monthly reports from the Elementary, Middle School, and High School Principals to keep the Board informed about student activities and learning.
- Finance: Monthly reports from Rose Chin, Bergan KDV Financial Reports and Checks and Wires Payments
- Academics: August 8, 2022, CPA's Safe Learning Plan for 2022-23.
- Governance: September 12, 2022, Board Goal Setting



- Governance: September 12, 2022, Board Training/Responsibilities/Voting - *Sarah Zosel*
- Governance: September 12, 2022, Board Committees – clarify membership and scheduling - *Sarah Zosel*
- Authorizer information: October 10, 2022, Next steps to work on the charter renewal application - *Terry Moffatt, UST.*
- Governance: November 14, 2022, Review of Open Meeting Law - *Sarah Zosel*
- Academics, Governance: November 14, 2022, UST Q1 Feedback and UST Site Visit Report
- Finance: Policy 7.13 Fund Balance
- Governance: December 12, 2022, FERPA (*Family and Educational Rights and Privacy Act of 1974*) vs. FOIA (*Freedom of Information Act*) - *Sarah Zosel*
- Academics: January 9, 2023, Special Education Coordinator's Update, new hires, and evaluation progress.
- Governance: February 13, 2023, Review of Board Goals
- Finance: February 13, 2023, Fiscal Year 2022 Audit Report - *Michelle Hoffman, CliftonLarsonAllen LLP*
- Academics: March 13, 2023, District Assessment Coordinator Report - *Aaron Tepp*
- Governance: March 13, 2023, Board Self-Review results and Board Goal Update - *Sarah Zosel*
- Governance: March 13, 2023, Evaluation of the Executive Director
- Governance: April 10, 2023, Board Nominating Process - *Sarah Zosel, Tim McGowan*

Community of Peace Academy							
Long Range Budget Projection Model FY 22-23 revised budget and 23-24 draft as of 5-25-23, 4% salaries							

Fund balance	156,948	63,616	107,300	154,268	138,943	134,550
debt service coverage ratio	144%	133%	128%	131%	130%	130%
percent fund balance	44%	41%	43%	42%	42%	42%
days of cash on hand, required 60	131	122	131	130	129	0
MADS - needs to be 125 in fy 21-22	135%	128%	127%	132%	131%	131%

Budget Projections

<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>	<u>2025-2026</u>	<u>2026-2027</u>	<u>2027-2028</u>
Yr 3 expansion	Yr 4 expansion	Yr 5 expansion	Yr 6 expansion	Yr 7 expansion	Yr 8 expansion

Enrollment Projections

Number Students Grade ECSE	2	2	2	2	2	2
Number Students Grade Voluntary PreK	32	32	32	32	32	32
Number Students Grade HK						
Number Students Grade K	57	59	65	67	70	70
Number Students Grade 1	53	60	59	65	67	70
Number Students Grade 2	50	59	60	59	65	67
Number Students Grade 3	51	55	61	61	59	65
Number Students Grade 4	73	51	57	61	61	59
Number Students Grade 5	55	73	53	59	61	61
Number Students Grade 6	73	68	73	73	61	63
Number Students Grade 7	72	72	73	73	73	65
Number Students Grade 8	77	72	72	72	73	73
Number Students Grade 9	68	77	72	72	72	72
Number Students Grade 10	64	65	74	72	72	72
Number Students Grade 11	57	61	62	68	72	72
Number Students Grade 12	55	50	56	56	60	60
Total Number of Students Grade Voluntary PreK - EC	2	2	2	2	2	2
Total Number of Students Grade Voluntary PreK	32	32	32	32	32	32
Total Number of Students Grade HK	0	0	0	0	0	0
Total Number of Students Grade K	57	59	65	67	70	70
Total Number of Students Grades 1-3	154	174	180	185	191	202
Total Number of Students Grades 4-6	201	192	183	193	183	183
Total Number of Students Grades 7-12	392	396	408	412	422	414
Total Number of Students - V Prek-12	839	856	871	892	900	903
Total Number of Current Year Pupil Units	905	922	940	961	971	973
<i>Original Projections for Bonds</i>						
Total Number of Marginal Cost Pupil Units (declining pu calc 7/1/14)	0.00	n/a	n/a	n/a	n/a	n/a
Growth each year	19	17	15	21	8	3
	102%	102%	102%	102%	101%	100%
Declining pupil units exclude VPK pu's			Total growth for expansion			120

State Revenue Assumptions and Calculations

	6,863	7,138	7,280	7,426	7,574	7,726
General Education Revenue						
<u>State Averages Per Pupil Unit</u>			Formula Allowance actual/est's			
	\$6,863	\$7,138	\$7,280	\$7,426	\$7,574	\$7,726
Inflation Rate Assumption - Basic only	2.0%	4.0%	2.0%	2.0%	2.0%	2.0%
Basic Excluding Transportation	\$6,543.18	\$6,804.91	\$6,941.01	\$7,079.83	\$7,221.43	\$7,365.86
Declining pupil unit revenue = 1698.76 per declining pu calc.	0.00	0.00	0.00	0.00	0.00	0.00
Referendum Aid - Home District	94.23	89.52	85.04	80.79	76.75	72.91
Transportation & Transportation Sparsity	319.82	332.61	339.26	346.05	352.97	360.03
Sparsity	32.53	32.53	32.53	32.53	32.53	32.53
Training & Experience	0.00	0.00	0.00	0.00	0.00	0.00
Operating Capital	226.63	226.63	226.63	226.63	226.63	226.63
Supplemental, gifted & talented	13.00	13.00	13.00	13.00	13.00	13.00
Referendum Offset	0.00	0.00	0.00	0.00	0.00	0.00
Equity	115.27	115.27	115.27	115.27	115.27	115.27
Transition	37.47	37.47	37.47	37.47	37.47	37.47
Per Pupil Unit State Revenue	7,382.13	7,651.94	7,790.21	7,931.57	8,076.04	8,223.69
Less Pension Adjustment	0.00	0.00	0.00	0.00	0.00	0.00
Total Per Pupil Unit State Revenue	\$7,382.13	\$7,651.94	\$7,790.21	\$7,931.57	\$8,076.04	\$8,223.69
Total General Education State Revenue	6,677,757	7,056,985	7,321,180	7,624,631	7,845,069	8,002,395

Community of Peace Academy

Long Range Budget Projection Model FY 22-23 revised budget and 23-24 draft as of 5-25-23, 4% salaries

Fund balance	156,948	63,616	107,300	154,268	138,943	134,550
debt service coverage ratio	144%	133%	128%	131%	130%	130%
percent fund balance	44%	41%	43%	42%	42%	42%
days of cash on hand, required 60	131	122	131	130	129	0
MADS - needs to be 125 in fy 21-22	135%	128%	127%	132%	131%	131%

2022-2023

Yr 3 expansion

2023-2024

Yr 4 expansion

2024-2025

Yr 5 expansion

2025-2026

Yr 6 expansion

2026-2027

Yr 7 expansion

2027-2028

Yr 8 expansion

MDE report 1-

14-22

Actual 1-11-23

67.5%/11.8%

MDE 75%/14%

est'd - 75%/14%

est'd - 75%/14%

est'd - 75%/14%

est'd - 75%/14%

Compensatory Revenue

Number of Students Oct. 1 of prior yr.

Number of Free Lunch Students prior yr.

Number of Reduced Lunch Students prior yr.

Adjusted Counts = 100% Free, 50% Reduced = (A)

Concentration Portion

Concentration Factor (lessor of 1 or Conc. portion/.8)

Revenue/Adjusted Count = (B)

rounding

Calculated Compensatory State Revenue ((A) x (B))

Building Lease Aid : Lesser of Line a or b below:

Lease Aid Expense

a) Lease Aid Rev at \$1,314 per pupil unit beginning 2014-15

b) Lease Aid Rev at 90% of Lease Expense

Lessor of \$1,314/p.u. or 90% of lease payment

Estimated Proration of Lease Aid Revenue

Total Prorated Building Lease Aid Revenue

Lease Aid Revenue per pupil unit (before proration)

Special Education Revenue - Increase in staff salaries only

State Special Education Aid and Tuition Billing

Uniform Billing to other Districts

Budget Projections

Revenue Calculations

State Aids

General Education Revenue

Declining pupil unit revenue = per declining pu calc., \$1802.64 fy 19-20 / pu

EL Aid, old(704 x 170 + 250x170) NEW 23-24 (1228 x 170 + 436 x170)

Transition Revenue

Q-Comp Program Aid / Teacher Development & Evaluation

Land Endowment Aid, calculated using prior yr adm x \$ 38.57

TRA Adjustment @ .0021 x TRA salaries 2 yrs prev

Compensatory Revenue

Subtotal

Building Lease Aid

Prior Year audit (over)/under accruals state aid

Literacy Incentive Aid

Long Term Facilities Revenue (New beginning FY17) \$34, \$85, \$132

Special Education Aid and Tuition Billing

Total State Aids

Other Revenue

Federal Title I - Basic, plus Title IV

Federal Title II

Federal Flow Thru Grant, estimate 10% decrease and no c/o

Federal Flow Thru EIS Early Intervention (15% opt)

Federal Spec Ed Early Childhood Funds F420

Federal Title III Grant (ESL Funding)

Community of Peace Academy

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Budget Projections

	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>	<u>2025-2026</u>	<u>2026-2027</u>	<u>2027-2028</u>
	Yr 3 expansion	Yr 4 expansion	Yr 5 expansion	Yr 6 expansion	Yr 7 expansion	Yr 8 expansion
Federal Cares Funds, GEER & ESSER I = 284,113	0	0	0	0	0	0
ESSER II Fin 155 spend by 9-30-23	344,703	0				
ESSER III Fin 160, spend by 9-30-24	398,932	481,047	0			
ESSER III Fin 161, Learning loss and summer school, spend by 9-30-24	50,000	318,766	0	0	0	0
ESSER Fin 169 Learning Recovery Summer Sch & after sch spend by 9-30-23	50,000	31,113				
ARP Summer F150 Spend by 9-30-24		25,110				
Insurance Recovery	0	0	0	0	0	0
Total Federal Funds	1,484,404	1,450,529	594,493	594,493	594,493	594,493
Other Revenues	72,000	51,440	52,469	53,518	54,589	55,680
Gifts and Bequests	33,379	33,379	33,379	33,379	33,379	33,379
E-Rate Revenue	12,000	50,000	50,000	50,000	50,000	50,000
ECF Federal Funds, ends 22-23	54,531					
E-Rate Revenue - 5 year Major Update - expense below	0	0	0	0	0	0
Prior Year audit (over)/under accruals	n/a	n/a	n/a	n/a	n/a	n/a
Fund 04 Preschool Program Pathways II,	0	15,000	15,000	0	0	0
food service revenue	535,408	591,609	614,102	641,272	660,135	675,799
Interest Revenue	38,000	45,600	46,512	47,442	48,391	49,359
Total Other Revenue	2,229,722	2,237,557	1,405,955	1,420,104	1,440,987	1,458,711

Total Revenue	14,758,424	15,844,590	15,418,858	15,951,940	16,398,798	16,723,939
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per audit

	91,256					
	111%	107%	97%	103%	103%	102%

Expenditure Calculations

Inflation Calculations	See revenue assumption for state aid					
Salaries	2.0%	4.0%	2.0%	2.0%	2.0%	2.0%
Other costs	1.5%	2.0%	2.0%	2.0%	2.0%	2.0%

New Licensed Staff Calculations

Staff increases based on enrollment increases						
Projected enrollment change from prior year			15	21	8	3
Added new teacher FTE's - calculated at 22:1 ratio	0.85	0.77	0.69	0.94	0.37	0.15
Rounding	1	1	1	1	0	0
2 Intervention Staff and 1 EL Teacher, using ESSER II funds						
Total new teachers added	1.0	0.0	0.0	0.0	0.0	0.0
Projected new teacher (1 FTE) salary cost	50,876	52,911	53,969	55,048	56,149	57,272
Added salary cost additional staff for growth	0	0	0	0	56,149	0
Bring back unfilled positions from py	150,000		0			
Retention Pay, only one year	0	125,000	(125,000)	0	0	0

Budget Calculations

	Benefits = 29.40%	Benefits = 29.70%	Benefits = 30.00%	Benefits = 30.30%	Benefits = 30.60%	Benefits = 30.90%
Salaries and wages (includes Q Comp) not including special ed & Title, incl VPK	5,358,066	5,697,389	5,686,337	5,800,064	5,972,214	6,091,658
Benefits not including special ed and Title	1,575,272	1,692,125	1,705,901	1,757,419	1,827,498	1,882,322
Positions not filling for fiscal year, adjustment to salary & ben line above	(307,200)	(192,000)	(192,000)	(115,200)	(115,200)	(115,200)
Esser II Fin 155 Salary & Benefits, current staffing add back 23-24	(337,203)	0				
Esser III F160 Salary & Benefits, current staffing, add back 24-25	(398,932)	(481,047)	0			
savings due to unfilled ELD positions	(200,000)	0	0	0	0	0
Contracted and Purchased Services - Other (not incl. sped & Title)obj 305,394, 315	626,613	652,012	676,802	706,746	727,534	744,798
Advertising	5,000	5,203	5,400	5,639	5,805	5,943
Communications Svc.	71,155	74,039	76,854	80,254	82,615	84,575
Communications Svc. For new site	6,351	6,608	6,859	7,163	7,374	7,549
Postage	27,285	28,391	29,470	30,774	31,680	32,431

Community of Peace Academy							
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	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
	Yr 3 expansion	Yr 4 expansion	Yr 5 expansion	Yr 6 expansion	Yr 7 expansion	Yr 8 expansion
Utilities @ 93,615 sqft	191,732	195,566	199,478	203,467	207,536	211,687
Insurance property/liability	52,598	53,650	54,723	55,817	56,934	58,072
Utilities - Site expansion on current site, @28,300 sqft	36,119	36,842	37,578	38,330	39,097	39,878
Insurance property/liability @ 28,300 sqft	12,625	12,877	13,135	13,398	13,666	13,939
Repairs and Maintenance, 350	89,881	88,524	86,890	90,734	93,403	95,619
Contracted Transportation - Includes Summer School & no special ed	783,882	815,237	886,846	922,320	959,213	997,582
Contracted Transportation - Summer School, etc.	0	0	0	0	0	0
Staff Training and Workshops, 366 & 389	50,493	62,540	64,918	67,790	69,784	71,440
Student Field Trips/entry fees	32,998	34,335	35,641	37,218	38,312	39,222
Building Rent - as amended 9/1/19						
2015 Bond Principal and Interest Payment	892,733	893,500	893,867	893,833	891,854	891,854
2019 Bond Principal and Interest Payment	376,942	412,746	449,496	467,546	469,504	469,504
Additional rent for Annual Issuer & Trustee fees 2019 bonds = expense acct	22,146	21,948	21,652	21,256	20,823	20,823
Additional rent for Capital Improvements Fund	175,000	175,000	175,000	175,000	175,000	175,000
Additional rent for annual building insurance, audit & accounting & rating s&p	47,500	47,500	47,500	47,500	47,500	47,500
Additional rent for annual fees (Issuer = expense acct)	29,138	28,844	28,538	28,219	27,888	27,888
trustee=13,500 (drops after A bonds pd off), issuer=32,500 declining, S&P=4500, plus audit and accting 10k+						
Total Rent Payments	1,543,458	1,579,538	1,616,052	1,633,354	1,632,569	1,632,569
Other Operating Leases	54,048	56,239	58,377	60,960	62,753	64,242
General Supplies 401, 465	160,178	166,671	143,008	149,335	153,728	157,375
Non instructional software, 405	60,723	63,185	65,587	68,489	70,503	72,176
Fuel , 440	670	697	723	755	778	796
Food	25,027	26,041	27,032	28,228	29,058	29,747
Instructional Supplies 430	132,746	138,126	113,378	118,394	121,877	124,769
Classroom Discretionary Instruction	0	0	0	0	0	0
Instructional Software 406	70,719	73,585	76,383	79,762	82,108	84,057
Curriculum Improvements 430, 406	25,000	16,000	16,000	16,000	16,000	16,000
Textbooks and workbooks, standardized texts	17,955	18,683	19,394	20,252	15,847	11,223
Library Books	8,797	8,973	9,153	9,336	9,522	9,713
Technology e-rate project (revenue offset above)	0	0	0	0	0	0
Equipment (non-tech) & leasehold improvements	44,052	44,933	45,831	46,748	47,683	48,637
Pupil Transportation Vehicles	0	0	0	0	0	0
Equipment (non-tech) & Furniture for expansion, see spreadsheet	2,500	2,500	2,500	0	0	0
Technology Prog 606 purch svc, sply & equip 315,405,406,455,456, 465, 466,530 555,556	115,748	128,440	133,323	139,222	143,317	146,718
Technology equipment & Supplies for expansion, see spreadsheet	3,125	3,125	3,125	3,125	3,125	3,125
E-Rate Expense - 5 year Major Update - revenue above	n/a	n/a	n/a	n/a	n/a	n/a
Technology College Readiness Grant	0	0	0	0	0	0
New One-time technology costs to replace devices in the next 5 years	0	25,000	25,000	50,000	100,000	100,000
Safe Schools Revenue - Security Cameras						
Dues and memberships & lic fees & taxes	47,855	49,794	51,687	53,974	55,562	56,880
Scholarships	4,741	4,933	5,121	5,347	5,505	5,635
Interest Expense	0	0	0	0	0	0
Other miscellaneous expenses	0	0	0	0	0	0
Preschool Program (36 children),no Pathways 17-18, included above	(0)	(0)	(0)	(0)	(0)	(0)
Tech Plan Pilot for 2012-13 (\$154,000 total cost, 54,000 Title I AYP)	0	0	0	0	0	0
Pathways II Grant	0	15,000	15,000	0	0	0
CPA's contribution toward McKnight Grant, note reduction from salaries above	0	0	0	0	0	0
Spotlight Incentive Grant 15-16	0	0	0	0	0	0
One time site improvements	300,000	200,000	0	0	0	0
Leasehold Improvements, school contribution, facility improvements	100,000	100,000	0	0	0	0
Federal Cares Funds- GEER & ESSER, spend by 2022 , F151						
ESSER II Fin 155 spend by 9-30-23	344,703	0	0	0	0	0
ESSER III Fin 169 learning loss, after sch & summer sch set asside spend by 9-30-23	50,000	31,113	0	0	0	0
ESSER III Fin 160, spend by 9-30-24	398,932	481,047	0	0	0	0

Community of Peace Academy						
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MADS - needs to be 125 in fy 21-22	135%	128%	127%	132%	131%	131%

	Budget Projections					
	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
	Yr 3 expansion	Yr 4 expansion	Yr 5 expansion	Yr 6 expansion	Yr 7 expansion	Yr 8 expansion
ESSER III Fin 161 Learning Loss, after sch & summer sch set aside spend by 9-30-24	50,000	318,766	0	0	0	0
ARP Fin 150, spend by 9-30-24		25,110	0	0	0	0
Food Service Program Expense (Fund 02)	592,253	616,259	639,690	667,991	687,640	703,958
CRF Funds, Coronavirus Relief Funds, budgeted over savings						
Title I, II & III - Federal Grants (revenue offset above)						
01-000-100's Title Grant Salaries	290,739	302,369	308,416	314,584	320,876	327,293
01-000-200's Title Grant Benefits	61,419	89,803	92,525	95,319	98,188	101,134
01-000-300's Title Grant Contracted Services & 366 Staff Development	6,000	6,120	6,242	6,367	6,495	6,624
01-000-401 Title Grant Instructional Supplies	4,100	4,162	4,224	4,287	4,352	4,417
01-000-555 Title Grant Technology Purchases	0	0	0	0	0	0
01-000-360 Title Grant Transportation	100,500	100,500	100,500	100,500	100,500	100,500
Less inflation increase and adjustment for carryover changes	0	(86,471)	(95,425)	(104,576)	(113,928)	(123,486)
	462,758	416,482	416,482	416,482	416,482	416,482
Special Ed-Federal Grants F419, 420, 425,437 (revenue offset above)						
01-000-100's Special Ed Salaries	61,649	64,115	65,397	66,705	68,039	69,400
01-000-200's Special Ed Benefits	16,112	19,042	19,619	20,212	20,820	21,445
01-000-300's Special Ed Contracted Services	91,623	93,455	95,325	97,231	99,176	101,159
01-000-430 Special Ed Instructional Supplies	8,627	8,627	8,627	8,627	8,627	8,627
01-000-556 & 533 Special Ed technology & equip	0	0	0	0	0	0
01-000-820 Special Ed dues & memberships	0	0	0	0	0	0
Less Federal Special Ed Carryover Reduction	0	0	0	0	0	0
Less Federal EIS Special Ed Carryover Reduction	0	0	0	0	0	0
Less inflation increase and adjustment for carryover changes	0	(7,229)	(10,957)	(14,764)	(18,651)	(22,620)
Total Federal Special Ed Expenditures	178,011	178,011	178,011	178,011	178,011	178,011
Special Education - State						
01-000-100's Special Ed Salaries	880,753	915,983	934,303	952,989	972,049	991,490
01-000-200's Special Ed Benefits	267,415	272,047	280,291	288,756	297,447	306,370
01-000-300's Special Ed Contracted Services	802,575	835,106	866,857	905,210	931,837	953,948
01-000-433's Special Ed Supplies	0	0	0	0	0	0
01-000-360 Special Ed Transportation, F723 & F728	180,000	187,296	194,417	203,019	208,991	213,950
Total State Special Ed Expenditures	2,130,743	2,210,432	2,275,868	2,349,973	2,410,323	2,465,758
Total Expenditures	14,601,476	15,780,974	15,311,558	15,797,672	16,259,855	16,589,388
per audit	0					
Annual Surplus (Deficit)	156,948	63,616	107,300	154,268	138,943	134,550
per prior adopted budget						
Beginning Fund Balance	6,197,100	6,354,048	6,417,665	6,524,965	6,679,233	6,818,176
Ending Fund Balance	6,354,048	6,417,665	6,524,965	6,679,233	6,818,176	6,952,726
Fund Balance Percentage of Annual Total Expenditures (20% required)	43.5%	40.7%	42.6%	42.3%	41.9%	41.9%
Debt Service Coverage Ratio (see separate schedule)	1.44	1.33	1.28	1.31	1.30	1.30
Days of cash on hand (see separate schedule 60 days required)	131	122	131	130	129	0
MADS beginning fy 2021-22	1.35	1.28	1.27	1.32	1.31	1.31