



**Ubah Academy Independent  
School District #4121  
2022-23 District Annual Report**

**Submitted to Ubah Academy School Board of Directors  
November, 2023**

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[www.ubahmedicalacademy.org](http://www.ubahmedicalacademy.org)

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## 1.0 District Information

### 1.1 District Introduction

Ubah Medical Academy, also known as UMA (ISD #4121) is located at 1600 Main Street, Hopkins, MN 55343. UMA is a public charter school Authorized by Pillsbury United Communities. The report submitted below fulfills the required data elements requested by our Authorizer, Pillsbury United Communities, in accordance with MN Statutes, section 124E.16 subd. 2.

Questions about the information provided or any aspects of the district can be addressed to: Mr. Faysal Ali, Director

Ubah Academy 1600 Main Street  
Hopkins, MN 55343  
(952) 540-2942  
[Faysal.ali@umahs.org](mailto:Faysal.ali@umahs.org)

### 1.2 Grades Approved to Serve and Actually Served

UMA is approved to serve and serves students in grades 9 through 12<sup>th</sup> grade.

### 1.3 Years of Operations

UMA first began operations in the 2004-2005 school year. The district successfully completed its nineteenth year of operation at the end of the 2022-23 school year.

### 1.4 Website

The district website is [www.ubahmedicalacademy.org](http://www.ubahmedicalacademy.org).

### 1.5 Background Information

Ubah Academy opened its doors in the Fall of the 2004-2005 school year with approximately 90 students in Minneapolis. The school district now serves about 300 students at its facility in downtown Hopkins. Students reside in Minneapolis, St. Paul, and surrounding suburbs.

Ubah Academy has been able to sustain enrollment by providing students with a rigorous education in a safe environment. The district's graduation rate of 95% last year and our 2023 graduates receiving over 4 million dollars in scholarships is testimony to Ubah Medical Academy's stability.

During the 2022-23 school year the Board considered changes in the school's focus over the years and approved the name change to Ubah Academy, effective July 1, 2023. Over the years the school has operated its emphasis on medical fields has been reduced in practice, and the name created the impression of a specialized school which has deterred prospective staff from applying for positions at the school. Our school's focus will remain more generally college-preparatory. The following is a list of programs that support the mission:

- Every student is enrolled in a minimum of 3 year-long health/science classes
- Genesys Works

## 2.0 Mission, Purpose, and Program

### 2.1 Mission Statement

The mission of Ubah Academy is to provide students with a rigorous education that will prepare them for college and the pursuit of medical or other meaningful careers in our community. As a public charter high school, Ubah Academy is open to all students, but our program is designed to meet the unique needs of diverse students and their families in a culturally sensitive environment.

Vision: In partnership with our community stakeholders, Ubah Academy prepares all students to be college and career focused, and to become lifelong learners and responsible community members ready to meet the challenges of the future. Ubah promotes academic excellence in a safe and professional environment that supports the educational success of all students. Ubah students have an opportunity to earn transferable college credit in high school and be prepared to pursue post-secondary opportunities.

### 2.2 Statutory Purposes

The overall purpose of UMA is to provide an educational program with the primary purpose of improving pupil learning and student achievement.

*(1) improve pupil learning and (2) increase learning opportunities for pupils:* UMA students have shown significant growth in the areas of math and reading and results are competitive with those of their peers. The district makes opportunities that are culturally specific (e.g. multilingual educational assistants and support staff) and which allow students to focus on their rigorous academic studies while retaining their heritage. Students' academic achievements are a result of the district's focus on continuous improvement. UMA's model concentrates on routine evaluation of academic programming to ensure that "best practice" strategies are incorporated in the creation, implementation, and review of student learning opportunities;

*(3) encourage the use of different and innovative teaching methods:* UMA's focus on continuous improvement includes professional development as a critical piece of the framework. The district's commitment to utilizing "best practice" strategies is seen by the framework that UMA utilizes for staff development. The district's program for development is a process that combines collaboration, on and off-site professional development, and professional learning communities. Trainings include improving ELL/LEP instruction and skills, technology integration, PLC development, standard deconstruction and alignment, and effective use of data;

*(4) require the measurement of learning outcomes and create different and innovative forms of measuring outcomes:* In order to monitor student progress, the district utilizes local (NWEA) assessments. The data collected from assessments is reviewed to assist in identifying specific learning needs of the students (remediation or enrichment). Department meetings provide opportunities for teachers to evaluate instructional practice and evaluate measuring tools, as well as student performance towards content mastery;

*(5) establish new forms of accountability for schools; and (6) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site:* Accountability is inherent in UMA's charter contract with our Authorizer, Pillsbury United Communities. The collaborative setting permits staff to share ideas and work effectively to pinpoint areas of growth. Collaboration opportunities have been provided by the district throughout the school year.

### **2.3 Model**

The district's model is based on a high school model. Students in grades 9-12 rotate hourly for their classes throughout the day. Student performance on local and state assessments assist in creating schedules so that students receive instruction that is tailored to their needs. Student academic data, which is continually being progress monitored and analyzed, assists in rotating students through core and elective classes.

### **2.4 Curriculum**

UMA offers specialized instruction to students in grades 9-12 in language arts, mathematics, science, social studies, world languages (Arabic and Somali), business, art and physical education. This public charter was started in 2004 to meet the cultural and learning needs of students who had recently immigrated to the United States. Now, the District serves students from a wide variety of cultural backgrounds.

Due to the district's population of EL students, we have catered programming to meet the needs of these students. We have an EL program that starts with Intermediate and ends in Transitional, with Advanced levels in between. Students are given the W-APT(WIDA Access Placement Test) placement exam to determine their needs and are then placed appropriately. Each year the number of students who need EL services has been trending downward for several years. EL students who attend UMA do not have the needs of being a newcomer to the English language, rather their needs are to be supported in the classroom through direct instruction with the assistance of the EL teacher. As years go by, more and more of our students are raised in the United States. A licensed EL teacher serves the needs of these students that replace their English class.

All other classes for these students are mainstream classes. The district's ELA scope and sequence is annually reviewed to align the program with Minnesota ELP standards. Curriculum is designed using both ELP and MN Language Arts Standards to better prepare students for mainstream classes and eventually post high school education. A handbook of the District's English Language Acquisition Policy and Procedures is available to all parents on the district's website and is also available at the District Office. All parents are also notified that this service is available to their children.

During the 2021-22 school year, all teachers had to complete a curriculum map in an online tool, called Ties/Eclipse, of the courses they teach. This was done to ensure that teaching staff were incorporating the standards and best practices within their disciplines. The teaching staff was given a two-day workshop prior to the school year in creating and developing a curriculum plan by an educational consultant hired by the district. The teachers were then given in-house workshops at staff meetings during the year to give them the support they needed in the process of writing their curriculum maps.

UMA transitioned to the Schoology platform from the Unified Classroom platform. Staff were given training during professional development week to adjust to using the schoology application.

Teachers made the adjustment to make sure that the online content was engaging for students through the medium of the Zoom platform of communication. Online only methods of instruction were added to the curriculum to include the use of the following

online applications: Google Classroom, Kahoot!, Edpuzzle, Peardeck, Nearpod, Canva, IXL, Google Slides, Scratch, Moodle, Socrative, Plickers, Reading A to Z, Quizlet, FlipGrid, and many others.

### SPECIAL COURSE/PROGRAM OFFERINGS

#### *College and Career Readiness Curriculum*

To ensure that every student at UMA is college and career ready, UMA implements a curriculum that focuses on putting students on pathways where they can plan for college and careers. As part of the offered electives, students can take a career class. In a semester, students learn and engage in the following learning units and activities:

- MyMnCareerPlan – students work on curriculum material prepared by Minnesota State Career Wise Education.  
<https://www.careerwise.mnscu.edu/careers/mymncareerplan.html> Students engage in a 2 to 3-week long learning unit in which they are required to demonstrate mastery in exploring career, education, and training options that suits their interests after high school. MymnCareer Plan includes lessons in self-assessment in which they gain awareness in career interests, work values, skills and aptitude, and explore schools and programs of study that might suffice their educational and career aspirations. Students are also given opportunities to set goals and plan ways of expanding skills.
- Simulation Activities – Students engage in various activities where they demonstrate mastery in real-life activities such as resume writing and job interviews. Students first watch demo videos and compare successful and unsuccessful interviews. They are then asked to participate in mock interviews, both in one-to-one and small group interview settings.
- Field trips, guest speakers, and projects – students can visit with their Best Prep mentors, a non-profit organization that seeks to bridge the business and education community. Mentors are in contact with their mentees throughout most of the semester via email. Students will then be taken to a field trip where they gain first-hand experience in corporate environments. In a culminating assessment, students prepare a presentation to share their passions, skills, and goals with a small group or large group of peers and receive feedback from peers

#### *College in the Schools (CIS)*

Qualifying Seniors can earn college credits by taking University of Minnesota Twin Cities courses through the College in the Schools (CIS) program. CIS courses offered during 2022-23 included Microeconomics and Education. Also, Advanced Placement Modern World History is now offered.

Qualifying Juniors can earn college credits by taking Normandale Community College courses at UMA. Normandale courses offered include College Algebra, College Pre-Calculus and College Calculus. UMA had students in two CIS courses in 2022-23. We had CIS Microeconomics (4) and we had CIS Education (14). UMA had students in Normandale courses in 2022-23-College Algebra 5, College Pre-Calculus (16) and College Calculus (2).

The acceptance process begins in the spring of a student's sophomore year. Interested students must complete an application and essay. Those accepted begin the program in the

fall of their junior year and remain in the program for two years at which time they are ready for graduation.

*Credit Recovery Programming:*

UMA offers credit repair for students who either needed to get credits in order to graduate or to stay on track for graduation. This program is offered both during the school year and in the summer. It is offered during the school year 24 hours a day, 7 days a week. A licensed teacher monitors the progress of these students weekly as they complete their online classes in a classroom at UMA or remotely.

The students are assigned an in-house online program that met the requirements of a high school class. The program requires students to complete exercises, projects, tests, and quizzes. Students are required to spend the necessary seat hours in addition to a satisfactory level of mastery to receive credit.

Partnership with MNOHS (Minnesota Online High School)

A select few students who were unable to attend UMA in person last year were enrolled in a program that allowed students to retain their UMA status while taking classes online via MNOHS. These select few students were allowed to attend MNOHS while they were recovering from a medical condition. A few enrolled for the fall 2022 semester; most did not continue after this.

ADDITIONAL PROGRAMS

*Before and After School Program/Homework Help:*

All teachers at UMA committed to spending at least one day after school from 4:15-5:15 or 8:00am to 9:00am to be available for their students if they need help with their homework or understanding the class material. Students were able to stay after to make up work for absences as well. The Educational Assistants also remain at school for at least 2 days a week each week to provide help to any students in the core subjects. The commitment of 2 days a week by the educational assistants permits UMA to offer the Homework Help to students 4 days a week, Monday through Thursday.

*Poetry Out Loud (POL):*

UMA students participate in an annual classroom and then district-wide competition in which they memorize poetry selected by a national POL committee and then are scored on their performance. Students advance from the classroom to the district competition. The district competition is judged by English staff members and distinguished members of the poetry community. The top performers advance to the state competition at the Fitzgerald Theater in Saint Paul. Previously suspended due to COVID-19, the Poetry Out Loud competition took place again during the 2022-23 school year.

*Sports:*

UMA retained its membership into the Minnesota State High School League for sports competition. The UMA boys basketball team played a full schedule again during the 2022-23 school year. They played a total of 20 games, amassing a record of 13 wins and seven losses. This was the first year in a new conference, for all the schools which took part.

Looking ahead, the boys' basketball team will be going into year 5 for 2023-24 (first

season as a program was 2019-20; the 2020-21 season was canceled due to COVID). UMA will be fielding a girls' basketball team for the first time during 2023-24.

Summer School Programming:

During the COVID crisis, UMA held its traditional summer school program online. This consists of two sessions, for three weeks each. The summer school program is designed with the intention of serving students who need to take Geometry as a retake or as an initial offering. Additionally, credit recovery is offered along with additional mathematics and English courses to support student academic growth during the summer months. Summer programming was offered in-person again during the summers of 2022 and 2023. The first summer 2023 session began June 6 the second July 5

We piloted the Yondr Pouch for summer school. It was a big success for having students focus on their work and not on their phones.

**2.5 State Standards**

At the start of the school year, the staff meet in content teams to plan out the year of instruction. Content area specialists connect teaching objectives to state standards and utilize NWEA data to ensure progress along a vertically integrated curriculum model. This is executed through the process of standard deconstruction. Teams work together to break apart state standards, identify essential skills and create learning targets. The targets are the basis for the curriculum in each content area. The curriculum is then vertically aligned across all four grade levels to ensure essential learning standards are instructed. These alignments are reviewed multiple times throughout each quarter and revised in accordance with student needs and goals set forth by the department team. Standards are embodied in lesson plans and used in the classroom. Each lesson begins with the teacher informing the students what learning target they will be focusing on during the lesson and integrated learning targets are illustrated throughout lessons. The educational program is also explained to parents at all district meetings and regularly updated on the district website.

**2.6 Professional Development**

UMA provides ten days of professional development prior to the beginning of the school year. Topics include the history of the district, cultural competency, special education documentation, OSHA, student data warehousing programs, standard deconstruction and alignment, and data analysis.

Throughout the school year UMA faculty participate in a variety of professional development opportunities including, but not limited to:

- Professional Learning Communities (PLCs)
- Student engagement
- Assessment development
- College in the Schools (for UMA teachers who instruct in these courses)
- Data analysis
- Best practice strategies in implementation of content at the high school level

UMA encourages on-going professional development by offering additional opportunities to attend trainings off-site and partake in online trainings that meet individual needs. All professional development offerings align to strengthen academic programming and support student learning.

### 3.0 District Enrollment & Attrition

#### 3.1 Enrollment/ADM (Required Element #1)

At the end of the 2022-2023 academic year, Ubah Academy had an enrollment of 263 students.

#### 3.2 Enrollment by Grade

School Year	9 <sup>th</sup> Gr.	10 <sup>th</sup> Gr.	11 <sup>th</sup> Gr.	12 <sup>th</sup> Gr.	Total	Attrition Rate
2013-2014	126	110	100	75	411	~2%
2014-2015	105	84	90	78	357	~3%
2015-2016	87	107	77	85	356	~10.3%
2016-2017	84	88	87	71	330	~6.3%
2017-2018	79	67	80	89	315	~10.0%
2018-2019	84	81	74	77	316	~15.0%
2019-2020	75	69	79	72	295	12%
2020-2021	87	76	76	90	329	2%
2021-2022	70	79	68	82	300	9%
2022-2023	53	63	71	76	263	

\*Information taken from MARSS District ADM Served Report and PowerSchool [who to pull Powerschool data from '22-23? – this = end-of-yr #, 10/1 snapshot, or what –from PS – are end-of-yr #'s – attrition compares end-of-year to 10/1, % of students who left (didn't look at students who enrolled after 10/1

#### 3.3 Student Demographics (October 1, 2022)

- 99.2% Black & 0.8% White/Other
- 31.9% English as a Second Language (LEP)
- >90.0% Free & Reduced Lunch qualification
- 3.1% Special Services Students  
(Data taken from MDE Data Reports and Analytics)

#### 3.4 Student Geographical Demographics Student geographical data is as follows:

Minneapolis: 65%

Columbia Hts: 6%

Saint Paul: 5%

Other Cities (less than 5%, but more than 1%): Hopkins, Eden Prairie, Brooklyn Park, Bloomington, St. Louis Park, and Brooklyn Center.

Hennepin County: 86%

Ramsey County: 7%

Anoka County: 6%

Dakota County: 1%

#### 3.5 Student Attrition (Required Element #2)

The student attrition rate for the 2022-2023 school year was about 9%.

## 4.0 District Governance (Required Element #3)

### 4.1 School Board Members

#### 2022-2023 SCHOOL BOARD INFORMATION

Name/Position	Date Term Expires	Constituency Represented	Training History	Attendance
Mr. Faisal Deri/ Chair	June 30, 2024	Community	January 27, 2018 School Board Officer Training, Finance Training, Governance Training (The Anton Group)	80%
Mr. Muktar Abe/Director	June 30, 2023	Teacher Folder #488344	January 16, 2019 School Board Officer Training, Finance Training, Governance Training (MSBA)	90%
Mr. Abdihakim Isse/ Treasurer	June 30, 2024	Parent	January 27, 2018 Board Governance, Financial Matters, Employment Matters (The Anton Group)	90%
Mr. Mohamed Ismail/ Director	June 30, 2023	Community	January 16, 2019 Board Governance, Financial Matters, Employment Matters (MSBA)	60%
Mr. Barre Said/ Director	June 30, 2025	Parent	January 27, 2018 Board Governance, Financial Matters, Employment Matters (The Anton Group)	70%

### 4.2 Board Training (Required Element #9)

During the fiscal year board members received training on board governance and employment law. The documents that the board retained in attesting to participation include a sign in form from the training and certificates of completion, which are on file with school administration.

### 4.3 Board Organization

The School Board is the policy making group for UMA. The Board creates and manages district policy, is responsible for district finance and its oversight, and overall oversight of academic performance. The school board delegates to the district Director and administrative team the responsibility of everyday operational procedures. The School Board meeting schedule is posted on the website as are copies of the Board meeting minutes and materials.

School Board elections occur on a rotating cycle, with each member serving a three-year term. Elections for the School Board are held in May/June at the Annual Meeting for available positions during the regular school calendar.

The school board is currently comprised of one teacher, two parents and two community members. A representative from the Authorizer also serves as ex-officio to the Board of Directors along with the district Director. This is consistent with the law.

All board members complete and sign documentation regarding “conflict of interest” on an annual basis. There are no conflicts of interest. Background checks have been completed on all board members who are employees of the district but not on community members or parents.

#### **4.4 Bylaws**

The board of Directors adheres to its bylaws. Additionally, the board reviews its bylaws on a regular basis to ensure compliance and that all components are followed.

#### **4.5 Minnesota Open Meeting Law**

The district website is updated with the schedule of all meetings. See <https://www.ubahmedicalacademy.org/Page/1827>. Signs are posted a minimum of 72 hours prior to scheduled meetings at the meeting site. The agenda and minutes are posted on the website and information is updated regularly. Copies of documents are made available to the public at each meeting. All other aspects of the Open Meeting Law are closely followed.

#### **4.6 Board Processes**

Each meeting is opened by the board chair and called to order. The meeting is then opened for public comment. Next, the agenda is reviewed and changes are made if necessary, followed by a motion to approve and second. The meeting proceeds through the agenda including approval of minutes from the previous meeting. Action items are moved and seconded, and either approved, tabled or declined. Lastly, the meeting is adjourned, with the motion being seconded and approved. The UMA board follows Robert's Rules of Order.

The board policy manual is used as reference for district policy and for policies to be reviewed by the board. The policy committee is appointed by the school board. This committee does not hold board authority. The policy manual is updated by the policy committee on an ongoing basis pending board action on policies. The policy committee uses the Minnesota School Board Association’s model policies as reference when setting UMA district policies, both those required by the state and those determined by the district.

## 5.0 District Management & Operations (Required Element #3)

### 5.1 District Organization & Organizational Chart

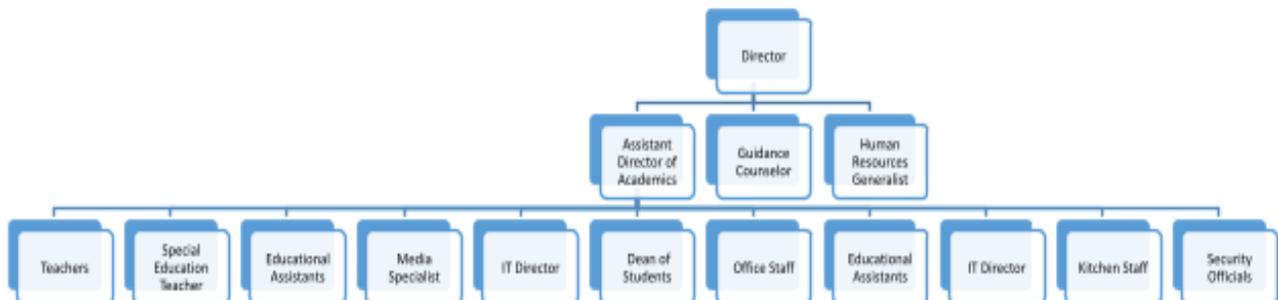
The school board is comprised of one teacher and 4 community members & parents. A representative from the current Authorizer also serves as Ex-Officio to the Board of Directors along with the district Director.

The administrative team consists of the District Director and the Assistant Director. The Director has served the district since 2020. The Assistant Director of Curriculum has served the district since its opening and holds Bachelor’s degrees in geography and social studies education, along with a Master’s degree in curriculum and instruction (emphasis in reading). Both the Director and Assistant Director are licensed administrators in the state of Minnesota.

The district’s business management is contracted out to an accounting company whose primary role is to advise the Finance Committee and School Board on budget and fiduciary matters. Members of the Finance Committee are district administration and school board members. Legal counsel is also contracted with a reputable Law Firm, Kennedy & Graven, and utilized on an as needed basis. Human Resource needs are done by the district’s Human Resource Manager.

The UMA school board creates, sets and manages district policy, is responsible for district finance and its oversight, as well as the overall oversight of academic performance. The school board delegates to the district Director and administrative team the responsibility of everyday operational procedures. HR functions such as employment, employment law (state and federal), background checks, employee files, staff attendance, maintaining employee files, and facilitating benefits are delegated to the Human Resource Manager.

**Ubah Academy Organizational Chart 2022-23**



**5.2 Leadership Team**

**2022-23 Leadership Team**

Name	Position	Time in District	Credentials/Training/Qualifications for this Position
Faysal Ali	Executive Director	3 Years	<p>Mr.Faysal is in his third year as an Executive Director of UMA, a Minnesota state charter high school in Hopkins. He holds an M.A. in Educational Administration from St. Mary’s University and a K-12 principal license. He has more than fifteen years of experience in teaching and administrative experience in inner city schools that serve culturally diverse student populations, including his last position as director at Minnesota International Middle School. Prior to that position, Mr. Ali was principal of Lincoln International High School in Minneapolis. He previously taught Somali Language and Culture at Minneapolis Community Technical College (MCTC).</p> <p>Mr. Ali was a Fellow in the Charter School Partners Fellowship program which was designed to prepare high potential school leaders to find and lead new high-impact charter schools in underserved Minneapolis communities in the broad hope of moving the region toward greater educational equity for all students.</p>
Mr. Eric Brandt	Assistant Director	19 Years (#373213)	<p>Mr. Brandt came to Ubah Academy (UMA) in August 2004 and is our only member from our original staff. Eric had taught Social Studies classes at Ubah for 9 years before becoming Assistant Director in 2013. Eric has worked in many different roles at UMA in addition to teaching: School Board Policy Committee, School Wellness Committee, Child Study Team, After School Sports Program Director, Fabulous Friday Coordinator, and Social Studies Department Chair. Eric has a Bachelor of Arts Degree in Geography from Gustavus Adolphus College, a Secondary Education Degree in Social Studies, a Bachelor of Science Degree from Saint Cloud State University, a Master of Arts in Curriculum and Instruction with a reading endorsement from Concordia University St. Paul, and he obtained his Principal licensure from St. Mary University of Minnesota.</p>

**5.3 Professional Development Plans (Required Element #10)**

Two administrators are working on their professional development plans in order to comply with legislation (Minn. Stat. 124E.12 subd.2 (2016)). The administrators have completed the requirements of their development plans. All information is kept on file for review by the district Director and School Board Chair.

*Mr. Faysal Ali: Title-Director*

Current Education:

M.A.in Educational Administration from St. Mary's University and a K-12 principal license from Saint Mary's

Submissions made to the School Board of Directors; additional certificates and documentation of trainings attended submitted at the request of the Board of Directors. Professional Development activities included:

- Attend all trainings and meetings set forth by the Minnesota Department of Education (MDE), the Minnesota School Board Association (MSBA), and the Minnesota Association of Charter Schools (MACS)
- Attend trainings on board governance, finance, and employment
- Attend monthly Director meetings with Authorizer, Pillsbury United Communities (PUC)
- Collaborate with support staff on daily functions of school, budgets, staff trainings, etc.
- Track and compile data required by the Authorizer (Pillsbury United Communities)
- Submit mandatory reports to the Minnesota Department of Education (MDE) and Authorizer (PUC) as required ensuring district compliance

*Mr. Eric Brandt: Title-Assistant Director*

Current Education:

Principal Licensure, St. Mary's University of Minnesota

Master of Arts in Curriculum and Instruction (with reading endorsement)  
Concordia University, St. Paul

Bachelor of Arts in Geography, Gustavus Adolphus College Bachelor of Arts in Social Studies Education

St. Cloud State University Licensure Held: 7-12 Social Studies

Professional Development and Additional Activities:

- Submissions made to the Director as to the status of the licensure program on regular basis (i.e. transcript information)
- Attend all trainings and meetings set forth by the Minnesota Charter School Association and the Minnesota Department of Education
- Collaborate with the director on daily functions of school, budgets, staff trainings, etc.
- Track and compile data required by the Authorizer (Concordia University, St. Paul)

- Collaborate with administration with sister districts in curriculum, student data, English Language Acquisition programming, staff trainings and community outreach
- Collaborate with the director on coordinating staff trainings along with tracking “Highly Qualified Teacher” Status
- Serving as District Assessment and Title Coordinator

#### **5.4 Facilities & Transportation**

The facility of UMA is located at 1600 Main Street, Hopkins, MN 55343. UMA receives lease-aid and through the application and approval process, meets all requirements set forth by the State. Student transportation is contracted with Pride Transportation for student busing and special education curb-to-curb transportation.

#### **5.5 Data Privacy Practices**

The Board of Directors complies with the Minnesota Data Practices Act. In accordance with article 5 of the bylaws:

“Confidentiality. Absent a court order, a director may not disclose to any third person information that was discussed in closed session or information that relates to the Board’s negotiation strategy or competitive bargaining position with respect to any transaction, sale, purchase, lease, agreement, or contract.”

The district’s policy on Data Practices is reviewed annually by the Board of Directors.

#### **5.6 Employment**

Human Resource Policies:

- 100A Complaint 100B Return to Work
- 102 Equal Educational Employment & Opportunity 400A Children in the Workplace
- 400B Tuition Reimbursement
- 401 Equal Employment Opportunity
- 402 Disability Nondiscrimination 406 Public & Private Personnel Data
- 406B Employee Administrative Record Retention
- 407 Employee Right to Know-Exposure to Hazardous Substances 410 Family & Medical Leave
- 412 Expense Reimbursement
- 413 Harassment & Violence
- 417 Chemical Use & Abuse
- 418 Drug Free Workplace/ Drug Free School

- 419 Tobacco Free Environment
- 420 Students and Employees with AIDS & other Communicable diseases & Infectious Conditions
- 490 Employee Misconduct and Dishonesty
- 492 Religious Practice and Prayer
- 493 Nepotism

Recruiting and employee performance reviews are procedures and not policies. Ubah Academy retains records for the following:

Employee information, Contract information, Payroll and Retirement (PERA, TRA) information, Handbook acknowledgement forms, Application materials, License, Benefits including Leave of Absence, medical and dental, STD/LTD & AD&D, FMLA, Performance reviews, improvement plans, disciplinary actions, Student Cum Files that have transferred out of the district, audits, financial records including Purchase orders, invoices, etc., budgeting information, after school program and summer school program enrollments, attendance, payroll, etc.. Also, staff development sessions, handbook, scheduling, weekly bulletins, ESEA program information including applications and budgets, school board minutes, annual reports, Food Service program CLICS reports, applications for F/R meals, point of service sheets, student disciplinary forms, MDE report copies, contracts for food service, transportation, and special education service providers.

ALL documents are kept for seven years unless a greater length of time is required by state or federal law.

Please visit the following location on the district website to view the district policies on Employment and Record Retention: <https://www.ubahmedicalacademy.org/Page/1859>

### **5.7 Health & Safety Plans**

Names of policies addressing health and safety:

- 100B Return to Work
- 413 Harassment & Violence 506 Discipline
- 514 Bullying Prohibition
- 516 Student Medication
- 526 Hazing Prohibition
- 532 Use of Peace Officers & Crisis Teams
- 533 Wellness
- 709 Student Transportation Safety 806 Crisis Management

Drill Log for the 2022-23 School Year

Fire Marshall - As required by legislation: 5 fire drills, 5 lockdown drills, and 1 tornado frill per year. 8/14/08

1. Fire Drill: September 7, 2022 1:25pm
2. Fire Drill: September 14, 2022 9:45 am
3. Fire Drill: April 11, 2022 12:30pm
4. Fire Drill: May 23, 2023 11:45am
5. Fire Drill: May 24, 2023 7:55 am

1. Soft Lockdown Drill: September 15, 202 09:15am
2. Lockdown Drill: October 12, 2022 1:20pm
3. Lockdown Drill: November 16, 2022 10:50am
4. Lockdown Drill: January 30, 2023 12:35pm
5. Soft Lockdown Drill: March 14, 2023 1:10pm

1. Tornado Drill April 6, 2023 1:45pm.

The health and safety plans are applicable to the district if there is a procedure or policy about it. The district is in compliance by having the up to date policies and implementing the procedures outlined in the emergency procedures packet. UMA also has an emergency plan that defines all the processes and procedures for fire drills, lockdowns, tornados, power outages, outside emergency procedures, bomb threats, and snow days or emergency cancellations.

## 6.0 Staffing (Required Element #4)

### 6.1 Licensed Staff

Name (Last, First)	File Folder Number	Assignment/ Subject	Left During 2022-23	Not Returning, Fall 2023
Abdirashid, Saido	479588	Special Education Director		
Abdullahi, Amina	1019819	Teacher, Special Ed.	X	X
Abe, Muktar	488344	Teacher, Mathematics	X	X
Ahmed, Asha	1012669	Teacher, Special Ed.	X	X
Ali, Faysal	449822	Executive Director		
Ali, Yusuf	479983	Teacher, Foreign Languages	X	X
Ault, Susan	211708	Teacher, English	X	X
Bogdanove, Dr. Arthur	370955	Teacher, Integrated Science		X
Brandt, Eric	373213	Assistant Director		
Brouillette, Austin	516115	Teacher, Physical Ed. / Athletic Director		

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Name (Last, First)	File Folder Number	Assignment/ Subject	Left During 2022-23	Not Returning, Fall 2023
Coleman, Joel	454273	Teacher, Social Studies		X
Daniels, Ashley	503260	Teacher, English	X	X
Ege, Faysal	1013885	Teacher, Business		X
Farah, Jama	1015870	Teacher, Science		
Fenno, Paul	432576	Teacher, Biology/Anatomy		
Haji, Ismail	467721	Dean of Students		
Haji-Aweis, Fadumo	1005925	Teacher, English		X
Hassan, Ahmed	516076	Teacher, Social Studies		X
Hussein, Mohamud	476761	Teacher, Science		X
Irish, Alyssa	1006026	Teacher, Art		
Julius, Jessica	509180	Teacher, Social Studies		
Mohamed, Amal	1013085	Teacher, ELL		
Mohamed. Asia	1024199	Teacher, Special Ed.		
Mohamed, Sufi	471661	Teacher, Mathematics	X	X
Ratter, Melissa	1008289	Teacher, English		
Schaibly, Elisha	444971	Counselor		
Swenson, Olivia	491107	Teacher, Health		
Wendt, Nicole	454404	Teacher, English / Curriculum Coord.		
Wistrom, Matt	1007844	Teacher, Special Ed.		X
Yusuf, Ahmed	515469	Building Sub		X

A) Total Licensed teachers at LEA (October 1, 2022): 25 B) Total Licensed teachers who taught during school year: 25 (this figure does not count administrators, Dean or Counselor)

C) Of total number:

i. Licensed in discipline taught: 19

ii. Received waiver: 0

- iii. Received limited license: 5
- iv. Held temporary license: 2
- v. Received community expert status: 0
- D) Of total number:
  - i. Finished FY2022: 19 Continued teaching FY2023: 18

**6.2 Non-Licensed Staff**

Support Staff	Assignment	Highly Qualified Status	Left During 22/23	Not Returning 23/24
Aden, Mohamed	Accounting	n/a		
Ahmed, Muna	Front Desk / Admin. Assistant	n/a		
Aware, Medina	School Nurse	n/a		
Djama, Fatouma	Special Ed. Assistant	n/a		
Djibril, Madina	Office Manager	n/a		
Do, Katie	Community Service Outreach	n/a		
Isse, Ayan	Educational Assistant	n/a		X
Karshe, Faduma	Educational Assistant	n/a		X
Mohamed, Ali	Media Center Specialist	n/a		X
Mohamed, Fadumo	Security	n/a		
Mohamed, Idris	Security/ Educational Assistant	n/a		X
Mohamed, Khadra	Educational Assistant	n/a		X
Mohamed, Nawal	Educational Assistant	n/a	X	X
Mohamed, Yusuf	Cafeteria Worker	n/a		
Samatar, Abdullahi	Transportation	n/a		

Number of non-licensed staff during school year: 15

## **7.0 Finances** (Required Element #5)

### **7.1 Finance Management**

The District's business management is contracted out to an accounting company whose primary role is to advise the Finance Committee and School Board on budget and fiduciary matters. Business Management Office, Inc., (5701 Shingle Creek Pkwy #650, Brooklyn Center, MN 55430, Phone 763-432-6354), is the recognized and independent professional accounting firm that UMA contracts with for business management services and accounting – and also works with many other charter schools in Minnesota. They contract with a separate company to issue payroll and an independent auditing company, Chuck Rinkey Inc. Accountants and business managers from Business Management Office Inc., attend MDE trainings either in person or through WebEx.

### **7.2 Fund Balance**

At the end of the 2021-2022 school year the fund balance was 30%.

### **7.3 Financial Narrative**

Ubah Academy has an approved budget (approved before June 30<sup>th</sup> or the prior fiscal year) and it is approved at the April or May board meeting. Business Management Office Inc. is the financial management company used.

Following the approval of the budget, prior to the beginning of the fiscal year, the District revises the annual operating budget in mid-year. These budget amendments typically fall into two categories:

- A. Implementing budgets for specially funded projects, which include both federal and state grants, and reinstating unexpended funds being carried over from the prior fiscal year and,
- B. Legislation passes subsequent to budget adoption, changes necessitated by actual enrollment, changes in employment agreements, and increases in appropriations for significant unbudgeted costs.

Budgets are monitored through the review of monthly budget vs. actual reports prepared and presented by the business office to the monthly school board meetings. Invoices are generally paid within 30 days and payroll is current.

Reports to the Minnesota Department of Education appropriately and on time. State/federal taxes, pensions, insurance, etc. are current. The budget includes revenue for anticipated future needs, more specifically, the district's fund balance is set to cover upcoming needs. The patterns of expenditure include an increase in expenditures from July-September in regular instruction (textbooks, school supplies, technology) due to preparation for the upcoming school year.

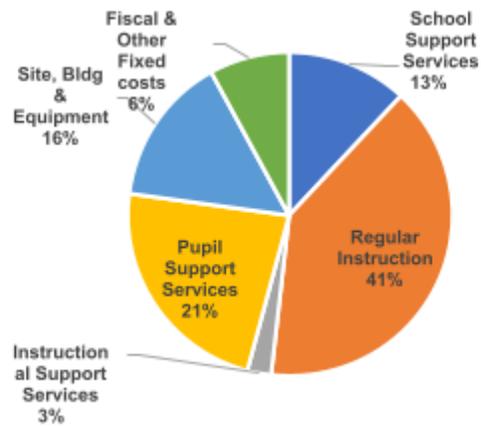
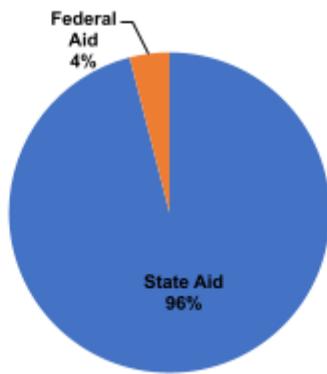
The audit is reviewed annually by the board and the district's finance committee is responsible for the accounting of the district's assets. The district's business service provider brings to the district's attention any issues that need to be addressed. The district is not in statutory operating debt (SOD). The status of the audits from previous years has been that all findings have been corrected and have not been identified in consecutive years'

audits.

The district has a working group that consists of the Director, Assistant Director, Business Office Manager, Human Resource Manager and the Board Treasurer that meet to review the budget. The district has not needed to borrow funds due to conservative budget planning, high enrollment, and the state holdback which has remained at 10% since 2014.

**2021-2022 Budget Breakdown**

Revenue Stream                      Expenditure Stream  
 Budgeted fiscal year 2021-2022      Budgeted Fiscal Year 2021-2022



**7.4 Audit Information**

UMAs’ Financial Audit for fiscal Year 2022-2023 is currently underway and will be completed by Dec. 31, 2023. The Audit will be presented at a school board meeting in the months following completion.

## 8.0 Academic Performance [\(Required Element #6\)](#)

### 8.1 MCA-III Mathematics, Reading, and Science Data

The MN Comprehensive Assessments (MCA-III, MTAS), are tests that measure how well a student has mastered the state’s academic standards in 10<sup>th</sup> and 11<sup>th</sup> grade in reading and math and high school science. Students do not pass or fail the MCAs but are considered “proficient” if they meet or exceed the standards set by the State. The state uses the MCA/MTAS results to identify schools (districts) who are and are not making progress as outlined in legislation.

#### 8.1.1 MCA –III Math Proficiency Data

Category	2017	2018	2019	2020	2021	2022	2023
UMA 11th Grade Math Proficiency - Percent	47.7	38.4	37.5	*	CTSTR	1.7	1.6
UMA 11th Grade Math Proficiency - Count	40	28	24	*	CTSTR	1	1
UMA 11th Grade Math Proficiency -Tested	84	73	64	*	*	53	63
State 11th Grade Math Proficiency - Percent	48.4	47.9	45	*	*	36.6	36.0
State 11th Grade Math Proficiency – Count	27,604	26,602	25,299	*	*	16567	17089
State 11th Grade Math Proficiency -Tested	57,059	55,540	56,1923	*	*	45260	47440
State Comparable 11th Grade Math Proficiency - Percent	14.9	19.0	16.9	*	*	14.1	14.1
State Comparable 11th Grade Math Proficiency - Count	581	956	906	*	*	571	573
State Comparable 11th Grade Math Proficiency -Tested	3,883	5054	5372	*	*	4044	4090
UMA 11th Grade On Track Math -Percent	54.9	41.9	53.5	*	*	*	
State 11th Grade On Track Math-Percent	53.1	54.1	51.5	*	*	*	
State Comparable 11th Grade On Track Math EL only-Percent	29.4	37.8	35.6	*	*	*	

#### 8.1.2 MCA –III Reading Proficiency Data

Category	2017	2018	2019	2020	2021	2022	2023
UMA 10th Grade Reading Proficiency – Percent	51.1	66.1	65.2	*	*	28.4	42.1
UMA 10th Grade Reading Proficiency – Count	55	41	43	*	*	21	24
UMA 10th Grade Reading Proficiency -Tested	88	62	66	*	*	74	57
State 10th Grade Reading Proficiency – Percent	60.3	59.9	60.4	*	58.3	55.2	51.7

Category	2017	2018	2019	2020	2021	2022	2023
State 10th Grade Reading Proficiency – Count	36,584	35,734	37,2660	*	24,001	31,016	28,886
State 10th Grade Reading Proficiency -Tested	60,658	59,685	61,699	*	41,172	56,228	55,824
State Comparable 10th Grade Reading Proficiency - Percent	26.4	27.3	34.1	*	36.9	34.9	34.9
State Comparable 10th Grade Reading Proficiency - Count	1,170	1226	1950	*	1076	1787	1840
State Comparable 10th Grade Reading Proficiency -Tested	4,426	4484	5714	*	4044	5115	5285
UMA 10th Grade On Track Reading -Percent	52.1	82.4	75.4	*	*	*	
State 10th Grade On Track Reading-Percent	57.3	55.8	55.8	*	*	*	
State Comparable 10th Grade On Track Reading EL only-Percent	28.2	32.2	39	*	*	*	

### 8.1.3 MCA-III Science Proficiency Data\*

Category	2017	2018	2019	2020	2021	2022	2023
UMA HS Science Proficiency – Percent	59.5	54.5	48.2	*	*	22.0	18.3
UMA HS Science Proficiency – Count	44	36	41	*	*	15	11
UMA HS Science Proficiency – Tested	74	66	85	*	*	68	60
State Comparable HS Science Proficiency – Percent	23.7	21.7	24.3	*	*	20.2	19.7
State Comparable HS Science Proficiency – Count	3,880	966	1286	*	*	895	935
State Comparable HS Grade Science Proficiency -Tested			5293			4442	4740

*\*Note: COVID-19 restrictions in regards to school attendance undermined the UMA effort to collect assessment data during the 20-21 school year. Data taken from MN School Report Card.*

### 8.1.4 MCA –III Growth Data\*

Category	2017	2018	2019	2020	2021	2022	2023
UMA Mathematics Growth Low	25.4%	35.5%	32.6%	*	*	*	
UMA Mathematics Growth Medium	38%	48.4%	34.9%	*	*	*	
UMA Mathematics Growth High	36.6%	16.1%	32.6%	*	*	*	
UMA Reading Growth Low	23.9%	9.8%	9.8%	*	*	*	
UMA Reading Growth Medium	45.1%	33.3%	34.4%	*	*	*	
UMA Reading Growth High	31%	56.9%	55.7%	*	*	*	

*\*Note: Ubah Academy Growth Data remains un-available as of November 2023 (not reported in MN School Report Card.).*

### 8.2 Graduation Data

Academic Year	2017	2018	2019	2020	2021	2022	2023
Number of Seniors	71	78	77	71	85	77	72
Graduation Percentage	92%	100%	100%	99%	94%	94%	95%

### 8.3 ACCESS English Proficiency Data

ACCESS is the State of MN designated English Language Proficiency Exam. It is given at all grades 9-12 and measures English Language Proficiency in the areas of Listening, Speaking, Reading and Writing. It also uses a formula to calculate scores in the areas of Comprehension and Oral Language. The ACCESS scores were as follows:

Type of Score	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Composite	13.5	21.6	48.6	16.2	—	—
Comprehension	8.1	29.7	13.5	18.9	18.9	10.8
Oral Language	16.6	16.2	43.2	24.3	—	—
Literacy	5.4	32.4	48.6	13.5	—	—

### 8.4 MAP/NWEA Mathematics and Reading Data

Map tests are computerized assessments done in the fall and spring of each year. These assessments show student growth over time. They also provide nationally-normed grade equivalent benchmarks and predictors of performance on the State MCA assessments and assess grade level proficiency. Students set goals for growth at each assessment window and teachers can pinpoint individual learning targets (standards) for their students.

#### 8.4.1 MAP/NWEA Test Performance

Fall 2022-Mathematics Grade 11

<i>Lo</i>	<i>LoAvg</i>	<i>Avg</i>	<i>HiAvg</i>	<i>Hi</i>
38%	15%	27%	12%	8%

Spring 2023-Mathematics-Grade 11

<i>Lo</i>	<i>LoAvg</i>	<i>Avg</i>	<i>HiAvg</i>	<i>Hi</i>

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50%	15%	19%	8%	12%
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Fall 2022 Reading-Grade 11

<i>Lo</i>	<i>LoAvg</i>	<i>Avg</i>	<i>HiAvg</i>	<i>Hi</i>
40%	16%	25%	13%	5%

Spring 2023-Reading-Grade 11

<i>Lo</i>	<i>LoAvg</i>	<i>Avg</i>	<i>HiAvg</i>	<i>Hi</i>
37%	33%	12%	10%	8%

Fall 2022 Mathematics-Grade 10

<i>Lo</i>	<i>LoAvg</i>	<i>Avg</i>	<i>HiAvg</i>	<i>Hi</i>
33%	26%	23%	13%	4%

Spring 2023-Mathematics-Grade 10

<i>Lo</i>	<i>LoAvg</i>	<i>Avg</i>	<i>HiAvg</i>	<i>Hi</i>
46%	25%	24%	3%	2%

Fall 2022 Reading-Grade 10

<i>Lo</i>	<i>LoAvg</i>	<i>Avg</i>	<i>HiAvg</i>	<i>Hi</i>
37%	24%	17%	14%	7%

Spring 2023-Reading-Grade 10

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<i>Lo</i>	<i>LoAvg</i>	<i>Avg</i>	<i>HiAvg</i>	<i>Hi</i>
55%	16%	14%	8%	6%

Fall 2022 Mathematics-Grade 9

<i>Lo</i>	<i>LoAvg</i>	<i>Avg</i>	<i>HiAvg</i>	<i>Hi</i>
27%	14%	17%	31%	12%

Spring 2023-Mathematics-Grade 9

<i>Lo</i>	<i>LoAvg</i>	<i>Avg</i>	<i>HiAvg</i>	<i>Hi</i>
35%	24%	11%	11%	19%

Fall 2022 Reading-Grade 9

<i>Lo</i>	<i>LoAvg</i>	<i>Avg</i>	<i>HiAvg</i>	<i>Hi</i>
32%	34%	12%	12%	10%

Spring 2023-Reading-Grade 9

<i>Lo</i>	<i>LoAvg</i>	<i>Avg</i>	<i>HiAvg</i>	<i>Hi</i>
25%	40%	17%	13%	6%

### 8.4.2 MAP NWEA Growth & Proficiency

2022-Mathematics

<i>Below Growth Not/Proficient</i>	<i>Below Growth /Proficient</i>	<i>Met Growth /Not Proficient</i>	<i>Met Growth /Proficient</i>	<i>No Growth Score</i>
n/a	n/a	n/a	n/a	n/a

2022-Reading

<i>Below Growth Not/Proficient</i>	<i>Below Growth /Proficient</i>	<i>Met Growth /Not Proficient</i>	<i>Met Growth /Proficient</i>	<i>No Growth Score</i>
n/a	n/a	n/a	n/a	n/a

### 8.5 Comparable Schools MCA-III Math & Reading Proficiency and Growth Data

School/Category- STATE MCA Assessments, UMA	2017	2018	2019	2021	2022	2023
UMA MCA Math Proficiency	50.0%	38.4%	41.4%	*	11.7	1.6
UMA Math "On-Track"	54.9%	41.9%	53.5%	*	*	
UMA Math Low Growth	25.4%	35.5%	32.6%	*	*	
UMA Math Medium Growth	38.0%	48.4%	34.9%	*	*	
UMA Math High Growth	36.6%	16.1%	32.6%	*	*	
UMA Math Proficiency Black/ FRP	28.9%	33.3%	41.1%	*	1.7	1.7
UMA MCA Reading Proficiency	53.6%	66.1%	65.2%	*	28.4	42.1
UMA "On Track" Reading	52.1%	82.4%	55.8%	*	*	
UMA Reading Low Growth	23.9%	9.8%	9.8%	*	*	
UMA Reading Medium Growth	45.1%	33.3%	34.4%	*	*	
UMA Reading High Growth	31.0%	56.9%	55.7%	*	*	
UMA Reading Proficiency Black/FRP	33.3%	35%	65.6%	*	32.2	41.8
UMA MCA Science Proficiency	59.5%	54.5%	48.2%	*	22.0	18.3
UMA Science Proficiency Black/EL /FRP	41.0%	25.1%	47.1	*	22.6	17.3

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<b>School/Category- STATE MCA Assessments, Comparable Schools</b>	2017	2018	2019	2020	2021	2022	2023
ROOSEVELT SR HS (MPLS) MCA Math Proficiency	8.2%	24.1%	27.6%	*	14.2%	24.6%	31.5%
ROOSEVELT SR HS (MPLS) Math "On-Track"	20.6%	32.1%	34.0%	*	*	*	
ROOSEVELT SR HS (MPLS) Math Low Growth	61.8%	52.5%	38.4%	*	*	*	
ROOSEVELT SR HS (MPLS) Math Medium Growth	29.4%	33.3%	42.0%	*	*	*	
ROOSEVELT SR HS (MPLS) Math High Growth	8.8%	14.2%	19.6%	*	*	*	
ROOSEVELT SR HS (MPLS) Math Proficiency Black/FRP	CTST R	0.0%	5.8%	*	*	13.4%	14.2%
ROOSEVELT SR HS (MPLS) MCA Reading Proficiency	14.6%	26.7%	29.0%	*	*	34.3%	52.0%
ROOSEVELT SR HS (MPLS) "On Track" Reading	12.9%	13.9%	25.6%	*	*	*	
ROOSEVELT SR HS (MPLS) Reading Low Growth	66.9%	57.9%	52.6%	*	*	*	
ROOSEVELT SR HS (MPLS) Reading Medium Growth	27.7%	29.7%	33.1%	*	*	*	
ROOSEVELT SR HS (MPLS) Reading High Growth	5.4%	12.4%	14.3%	*	*	*	
ROOSEVELT SR HS (MPLS) Reading Proficiency Black/FRP	0.0%	0.0%	17.6%	*	*	21.4%	30.0%
ROOSEVELT SR HS (MPLS) MCA Science Proficiency	10.8%	19.7%	28.0%	*	*	35.9%	36.6%
ROOSEVELT SR HS (MPLS) Science Proficiency Black/FRP	CTST R	0.0%	16.7%	*	*	20.0%	18.2%
			2019	2020	2021	2022	2023
METRO SCHOOLS CHARTER SR HS MCA Math Proficiency	N/A	N/A	2.9%R	*	6.0%	4.8%	41.9%
METRO SCHOOLS CHARTER SR HS Math "On-Track"	N/A	N/A	6.4%	*	*	*	
METRO SCHOOLS CHARTER SR HS Math Low Growth	N/A	N/A	58.1%	*	*	*	
METRO SCHOOLS CHARTER SR HS Math Medium Growth	N/A	N/A	35.5%	*	*	*	
METRO SCHOOLS CHARTER SR HS Math High Growth	N/A	N/A	6.5%	*	*	*	
METRO SCHOOLS CHARTER SR HS Math Proficiency Black/FRP	N/A	N/A	3.8%	*	6.0%	4.9%	41.9%
METRO SCHOOLS CHARTER SR HS MCA Reading Proficiency	N/A	N/A	19.1%	*	15.3%	18.1%	50.0%
METRO SCHOOLS CHARTER SR HS "On Track" Reading	N/A	N/A	38.4%	*	*	*	
METRO SCHOOLS CHARTER SR HS Reading Low Growth	N/A	N/A	28.2%	*	*	*	
METRO SCHOOLS CHARTER SR HS Reading Medium Growth	N/A	N/A	46.2%	*	*	*	
METRO SCHOOLS CHARTER SR HS Reading High Growth	N/A	N/A	25.6%	*	*	*	

<b>School/Category- STATE MCA Assessments, Comparable Schools</b>	2017	2018	2019	2020	2021	2022	2023
ROOSEVELT SR HS (MPLS) MCA Math Proficiency	8.2%	24.1%	27.6%	*	14.2%	24.6%	31.5%
ROOSEVELT SR HS (MPLS) Math "On-Track"	20.6%	32.1%	34.0%	*	*	*	
METRO SCHOOLS CHARTER SR HS Reading Proficiency Black//FRP	N/A	N/A	17.9%	*	15.3%	18.3	50.0%
METRO SCHOOLS CHARTER SR HS MCA Science Proficiency	N/A	N/A	11.1%	*	4.3%	9.7%	13.7%
METRO SCHOOLS CHARTER SR HS Science Proficiency Black/EL /FRP	N/A	0.0%	10.3%	*	4.3%	9.7%	13.9%

### 8.6 Methods of Evaluation

UMA utilizes growth models in assessing staff performance (evaluation process) and in modifying instructional and assessment strategies for students. UMA follows a continuous improvement model where all staff meet regularly to evaluate infrastructure, training, instruction, current practices, and make refinements in order to better serve the students.

Information is reviewed in department teams and specialists to track student progress. The evaluation does not address how students perform after they leave UMA.

#### 8.6.1 Student Academic Achievement

At the beginning of the school year, teachers analyze student data from the previous spring to determine where student strengths and weaknesses fall in terms of literacy. Teachers look at growth data from the previous years as well. This data comes from MAP data and state assessments. Students who are new to the district receive a screening assessment to determine literacy knowledge in English language proficiency. In addition, students are assessed using formative assessments (mathematics and language arts). Staff meet on a regular basis to discuss data along with MAP scores to determine trends and growth data over time for individual students and classes.

Local assessments and how UMA uses the results:

MAP Assessment:

A computerized and adaptive test, MAP, is given to students at least two times a year to measure proficiency based on either the National Placement Scale or the MN Predictor Scale. MAP tests are formative in their usage and based on nationally-normed statistics. They provide information on the instructional level of the student rather than mastery. These assessments are given in the fall, winter and spring, are untimed, and provide growth targets for students as well as proficiency scales.

This assessment provides immediate feedback to the student and the teacher in the form of a RIT (Raasch Unit) score. The scoring data is consistent from season to season and can be used to measure growth and analyze historical data and trends. In addition to the overall score, information is provided to the teacher in each goal performance area or strand. This information is linked to an instructional tool called Descartes: A Continuum of Learning which allows educators to translate a MAP score into skills and

concepts for learning. The reading test also provides a student's Lexile Score, which measures text difficulty created by MetaMetrics, Inc. (*Adopted from NWEA, Basic Overview, 2006*)

UMA uses these results to monitor student progress on grade-level targets and to set goals for improvement with students. These results are analyzed deeper using the Descartes Framework to assist teachers in developing a path of learning for individual students. Scores (proficiency and growth) are shared with parents at conferences twice a year. Data is also used in developing academic support through remedial and enrichment classes that take place weekly (Academic Success).

## 9.0 Innovative Practices & Future Needs (Required Elements #7 & #8)

### 9.1 Innovative Practices

Some of the major innovative practices implemented over the past three years and in place for the 2022-2023 school year are as follows:

- Using data to drive instruction
- Goal setting based on a mind-set of continuous improvement
- Curriculum alignment and standard deconstruction in all academic departments
- Elective course offerings in college and career preparation such as Advanced Placement courses
- Providing opportunities for students to earn college credits (College in the Schools)

These innovative practices have been implemented in accordance with the Ubah Medical Academy's strategic vision for improving student academic achievement. Our primary focus is on learning. Being in accordance with various professional learning community models, UMA emphasizes a collaborative teaming model, holding high expectations for all students, in which continuous improvement and essential learning outcomes are results based.

In addition to supporting students and families throughout the regular school day and school year, UMA offers the following academic extension opportunities:

- After school homework/academic support, 2x week
- Extracurricular programming, Wednesdays-Quarters 2-4
- Summer school and credit recovery

### 9.2 Class Size

Ubah Academy works diligently to meet the needs of all students. Due to the collaboration model that we utilize there is often more than one staff member in the class. As a result, the student to teacher ratio is on average about 16:1.

### 9.3 Future Needs

The district was created to provide students with a rigorous education that will prepare them for college and the pursuit of medical or other meaningful careers in the community. As noted previously, our school's governing board approved the name change to Ubah Academy effective July 1, 2023, in order to accurately reflect the shift in emphasis to college-preparatory. Another challenge is relating to the school facility: UMA's current facility is good but the location is not ideal. Given where most of our students reside, a better location would be further east such as Northeast Minneapolis or St. Anthony Village. In the future, UMA aspires to own its own building. As we move into the future, UMA will continue to support and inspire the educational success of our students.

In addition, UMA wants to continue to strengthen its relations with its stakeholders. As the world becomes a more global society, UMA strives to integrate real-world experiences and examples for students on how to progress in society while maintaining their cultural heritage, which is also changing as students embrace their American culture as well as their home culture.

Enrollment and district competition can be a challenge at times due to an increase in charter schools opening throughout the metropolitan area. An additional challenge includes expanding academic programming to meet the diverse academic needs of the students. Furthermore, there is a strong advocacy from UMA’s community to offer additional intramural and enrichment programming. Clubs were added to the schedule, two days a week, during 2022-23. Due to challenges in offering afternoon transportation, UMA is limited to the number of after school programs. The school is committed, however, to continuing to find ways to offer more after-school activities. In general, UMA will continue to actively monitor its program needs and work diligently to provide exceptional programming for its students.

## 10.0 Contract Performance

### 10.1 Contract Goals & 2022-2023 Results

The academic goals that the school expects to achieve and how achievement of these goals is determined during the term of this contract are:

1. UMA students, meeting the State October 1 enrollment requirement, will increase math proficiency an average of 1% each year as measured by the state MN Comprehensive Assessment series, using 2014 MCA data as the baseline, by the end of this contract term, June 30, 2025. \*

Academic Year	Status	Details
2014-2015	Did not meet	Increased by 0.5%
2015-2016	Did not meet	Decreased by 18.4%
2016-2017	Met	Increased by 23.3%
2017-2018	Did not meet	Decreased by 11.6%
2018-2019	Met	Increased by 3%
2019-2020	COVID	N/A
2020-2021	COVID	N/A
2021-2022	No data prior year	N/A
2022-23	Did not meet	Decreased by .1%

2. UMA students, meeting the State October 1 enrollment requirement, will increase reading proficiency an average of 1% each year as measured by the state MN Comprehensive Assessment series, using 2014 MCA data as the baseline, by the end of this contract term, June 30,2025. \*

Academic Year	Status	Details
2014-2015	Met	Increased by 6.4%
2015-2016	Did not meet	Increased by 0.3%
2016-2017	Met	Increased by 2.6%

Academic Year	Status	Details
2017-2018	Met	Increased by 12.5%
2018-2019	Did not meet	Decreased by 0.9%
2019-2020	COVID	N/A
2020-2021	COVID	N/A
2021-2022	No data prior year	N/A
2022-23	Met	Increased by 13.7%

*\* These goals shall be reviewed annually by the UMA board of directors and the AUTHORIZER to determine if any factors beyond the control of the school may have occurred and impacted students' performance on the Department of Education's standardized tests. Factors may include, but are not limited to, changes during the year in: state standards, assessment companies used by the Department of Education to design and/or administer standardized tests, test formats or assessment tools as well as changes implemented by the Department of Education regarding school accountability such as new calculations of proficiency. Factors to be considered may also include but are not limited to technology failures or acts of nature which are beyond the control of the school's administration. Enactment of new laws or regulations (state or federal), changes in funding or qualification of sub-group status, which in any way may influence standardized testing will also be considered as potential factors impacting students' performance.*

*The occurrence of one or more of the above factors or other factors beyond the control of the school which may affect the testing performance of UMA students differently than other Minnesota students in like sub-groups and/or districts have the potential of making it difficult to understand the impact of these factors on UMA's ability to achieve the stated goals of this section of this agreement. The occurrence of these external factors will necessitate an analysis of the impact of these factors and will result in the Board and Authorizer discussing and re-negotiating one or more of these contract goals.*

- Using the 2014-2015 MAP growth data as a baseline, the percentage of UMA general education students, who have been continuously enrolled (having tested both Seasons), who meet or exceed their NWEA identified Growth Targets for mathematics as measured by the NWEA MAP Assessments utilizing the Spring to Spring RIT Scores and Growth Targets will grow each year by a minimum of 1% with a long-range target of 70% of students meeting their growth targets by the end of the contract term on June 30, 2025.

Academic Year	Status	Details
2015-2016	Did not Meet	Decrease of 2.9% (52.1%)
2016-2017	Met	Increase of 4% (56.0%)
2017-2018	Did not Meet	Decrease of 28.2%
2018-2019	Met	
2019-2020	COVID	
2020-2021	COVID	
2021-2022	Did Not Meet	
2022-2023	Did Not Meet	63.2% Met

- Using the 2014-2015 MAP growth data as a baseline, the percentage of UMA general education students, who have been continuously enrolled (having tested both Seasons), who meet or exceed their NWEA identified Growth Targets for

reading as measured by the NWEA MAP Assessments utilizing the Spring to Spring RIT Scores and Growth Targets will grow each year by a minimum of 1% with a long-range target of 70% of students meeting their growth targets by the end of the contract term on June 30, 2025.

Academic Year	Status	Details
2015-2016	Did not meet	Decrease of 1.8%
2016-2017	Did not meet	Decrease of 16.6% (38.9% did not test both seasons)
2017-2018	Met	Increase of 7.2%
2018-2019	Met	
2019-2020	COVID	
2020-2021	COVID	
2021-2022	Did Not Meet	
2022-23	Did not Meet	60% met

- Students who receive special education services, taking the NWEA Measures of Academic Progress will meet or exceed their expected growth targets as determined by their IEP team and indicated in their IEP academic goals.

Academic Year	Status	Details
2015-2016	Met	Math and Reading
2016-2017	Partially Met	Math only
2017-2018	Met	Math and Reading
2018-2019	Met	Math and Reading
2019-2020	COVID	
2020-2021	COVID	
2021-2022	Did Not Meet	
2022-23	Did Not Meet	

Additional goals that the district expects to achieve and the means by which achievement of each goal is determined are:

- UMA will have a minimum of 80% graduate rate within four years from the beginning of their 9th grade year.

Academic Year	Status	Details
2015-2016	Met	100%
2016-2017	Met	95%
2017-2018	Met	100%
2018-2019	Met	100%
2019-2020	Met	99%

2020-2021	Met	94%
2021-2022	Met	94%
2022-2023	Met	95%

2. For each contract year, UMA will continue to provide college level coursework for credit through the University of Minnesota’s College in the Schools, Normandale Community College courses, College Possible and/or similar programs to provide in depth college readiness (College Possible was not offered in 2022-23 due to this organization’s lack of capacity).

Academic Year	Status
2014-2015	Met
2015-2016	Met
2016-2017	Met
2017-2018	Met
2018-2019	Met
2019-2020	Met
2020-2021	Met
2021-2022	Met
2022-2023	Met

**10.2 District Goals & 2022-2023 Results**

**Goal One: INCREASE PROFICIENCY ON STATE MATH AND READING ASSESSMENTS**

Part 1: Increase # of proficient students in math as measured by the MCA-III Assessment by 1% on the spring 2022 test.

**GOAL NOT MET**

Part 2: Increase # of proficient students in reading as measured by the MCA-III Assessment by 1% on the spring 2022 test.

**GOAL MET**

**Goal Three: INCREASE STUDENTS MEETING EXPECTED GROWTH TARGETS ON LOCAL ASSESSMENT**

Part 1: Increase the #of students meeting or exceeding growth targets in math as measured by the NWEA MAP assessments by 1% (with long range target of 70% of students meeting their growth targets by the end of the contract term on June 30, 2025).

**GOAL NOT MET**

Part 2: Increase the #of students meeting or exceeding growth targets in

reading as measured by the NWEA MAP assessments by 1% (with long range target of 70% of students meeting their growth targets by the end of the contract term on June 30, 2025).

**GOAL NOT MET**

**Goal Four: SPECIAL EDUCATION STUDENTS**

Special Education Students taking the NWEA Measures of Academic Progress will meet or exceed their expected growth targets as determined by their IEP team and indicated in their IEP academic goals.

**GOAL NOT MET**

**Additional Goals:**

**Goal One:**

100% of teaching staff will receive weekly professional development in areas such as LEP/EL techniques, working with special education students, technology, utilizing student goal setting and academic data to inform instruction, programming in collaboration with our Response to Intervention plan and the delivery of instructional strategies.

**GOAL MET**

**Goal Two:**

UMA will involve an average of 75% of families in academic planning and goal setting through the use of parent meetings and conferences specifically reaching out to families of students not showing sufficient progress in their academic learning.

**GOAL MET**

**Goal Three:**

UMA will maintain at least a 95% student attendance (AYP) rate in the 2022-2023 school year.

**GOAL MET**

**Goal Four:**

UMA will maintain an enrollment of at least 325 students in the 2022-2023 school year.

**GOAL NOT MET**

**Goal Five:**

UMA will have a minimum of 80% graduate rate within four years from the beginning of their 9th grade year.

**GOAL MET**

**Goal Six:**

For each academic year, UMA will continue to provide college level coursework for credit through the University of Minnesota's College in the Schools, Normandale Community College courses, College Possible and/or

similar programs to provide in  
depth college readiness.

**GOAL MET**

## 11.0 Authorizer

### 11.1 General Information

Ubah Academy is authorized by Pillsbury United Communities. The Authorizer Representative is Mr. Larry McKenzie. His contact information is listed below.



Contact: Mr. Larry McKenzie Title: Charter  
School Liaison

Address: Pillsbury United Communities  
125 West Broadway Ave., Suite 130

Minneapolis, MN 55411

Email: [mckenziel@puc-mn.org](mailto:mckenziel@puc-mn.org)

Contract Termination Date: 30 June 2024

Authorizer oversight includes attending all board meetings and attending district and community events. The authorizer will attend parent meetings, student events, and award ceremonies. The Authorizer will request regular updates from the administration and the board of directors on a regular basis regarding academic and non-academic goals set forth in the contract between the authorizer and the district.

### 11.2 Reporting Information

In addition to the goals set forth by Ubah Academy and Pillsbury United Communities, UMA reports to the Authorizer and sends reports as requested to ensure transparency of operations. This information includes, but is not limited to:

1. Calendar of Board Policies
2. Board Policies-Current
3. Board Member Training Log
4. Annual Review of Conflict of Interest
5. Board Membership with Notation of Representations
6. All Board Minutes
7. Financial reports

## Ubah Academy Charter High School

Independent School District #4121 1600 Main Street

Hopkins, MN 55343 [www.ubahmedicalacademy.org](http://www.ubahmedicalacademy.org)