



Executive Summary

Ubah Medical Academy
Independent School District 4121

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INTRODUCTION

The following Executive Summary (ES) provides an overview of Ubah Medical Academy (UMA) Charter High School, Independent School District 4121. The purpose of the ES is to explain the district's structure, programming, and achievements during the 2016-2017 academic year. Additionally, the summary outlines the districts governing body, faculty make up, and financial standing. The summary concludes with a description of the district's goals for the next school year. The purpose of the ES is to provide a concise snapshot of the status of the district and provide an overview to all stakeholders. Communication and transparency are of top priority to Ubah Medical Academy. This ES is one of many tools that the district utilizes to inform its community of the state of the school.

DESCRIPTION OF THE SCHOOL

MISSION

It is the mission of Ubah Medical 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 Medical Academy is open to all students, but our program is inclusively designed to meet the unique needs of international students and their families.

OVERVIEW & HISTORY

UMA serves students in grades 9 through 12th Grade and has an enrollment of approximately 320 students. The majority of the students (98%) are of East African or Middle Eastern backgrounds. Approximately 97.5% of the students qualify for Free/Reduced Priced Meals. There are 6 different home languages spoken by our students and families originate from over 20 different countries spanning 4 continents. The school meets the 95% attendance rate benchmark and the school averages 70% participation by families through Parent/Teacher Conference and community meetings. Located in downtown Hopkins students come to our school from 17 cities across the metro located in 3 different counties.

Ubah Medical Academy was formed in 2004 in Minneapolis. The demand for a high school by the community of its sister schools, Twin Cities International Elementary School and Minnesota International Middle School was significant. Ubah Medical Academy moved to Hopkins in 2007 to accommodate the demand from the community in enrollment and programming. The success that Ubah Medical Academy has and continues to experience is only possible with the dedicated support and commitment of the students, faculty, and authorizer (Pillsbury United Communities). The strong parental involvement has also had a tremendous impact on the school's achievements. The past years have illustrated that UMA's focused collaboration and involvement have worked effectively to provide the best possible education for children in the Twin Cities Metropolitan area. Ubah Medical Academy completed its fourteenth year of operation at the end of the 2016-2017 school year.

PURPOSE

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 that of their peers. The school makes opportunities that are culturally specific (i.e. multilingual educational assistants and support staff) that allows students to focus on their rigorous academic studies while retaining their heritage. Ubah Medical

Academy has made significant academic growth in math, reading, and science and achieved “Reward School” status from 2011 to 2015. These achievements are a result of the districts focus on continuous improvement. This 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*; UMAs’ focus on continuous improvement includes professional development as a critical piece of the framework. The school’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, the SIOP Model, 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 mastering (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*; The collaborative setting permits staff to share ideas and work effectively pinpoint areas of growth. Collaboration opportunities have been provided by the district throughout the school year.

PROGRAMMING

The School’s program 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.

The school offers specialized instruction to students in grades 9-12 in language arts, English learning, 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 School serves students from a wide variety of cultural backgrounds.

The following is a listing and brief description of unique course and program offerings.

- **College and Career Readiness:** To ensure that every student at UMA is college and career ready, UMA implements a curriculum that focuses putting on students on pathways where they can plan for college and careers. As part

of the offered electives, students can take a career class. Students engage in career planning, resume writing, mock interview, collaborate with mentors, and participate in field trips to develop community connections and learn about different career fields.

- College in the Schools (CIS): Qualifying Juniors and seniors can earn college credits by taking University of Minnesota Twin Cities and Normandale Community College courses through the College in the Schools (CIS) program. CIS courses offered include Literature, Writing, Physics, Anatomy, Microeconomics, CIS Anatomy, Honors Chemistry, and Honors Biology.
- College Possible: College Possible is a non-profit organization that has selected UMA as a partner. The program is widely known in the Minneapolis and St. Paul public schools. Ubah Medical Academy is fortunate to be one of few charter schools to be chosen as a partner. The premise of College Possible is to work with the same group of low-income students over a two-year period to help with ACT preparation, college scholarships and college applications.
- Credit Recovery: UMA offers credit repair for students who either needed to get credits 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 approximately 4.5 hours a week on the average. A licensed teacher monitors the progress of these students as they complete their online classes in a classroom at UMA.
- Specialized Reading Instruction: UMA implements reading classes for all 9th graders who test below grade level proficiency in reading, according to the Fall NWEA tests. Each of these students are enrolled into these class as an elective and retained their English 9 class. This permits students to receive a double block of reading instruction, which has and continues to result in increase in reading proficiency (as measured in NWEA-MAP data).
- Additional Offerings: After School Programming/Homework Help, Poetry Out Loud, Intermural sports, and summer school programming

FINANCIAL OVERVIEW AND STANDING

OVERVIEW

The School'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

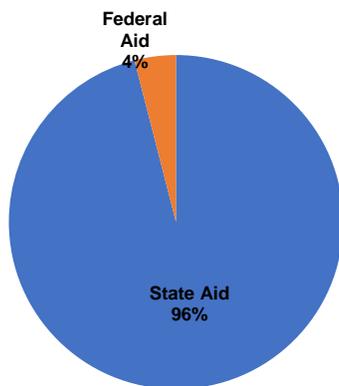
#650, Brooklyn Center, MN 55430, Phone 763-432-6354), is the recognized and independent professional accounting firm that UMA contracts with for business management services and accounting and works with many other charter schools in Minnesota.

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. Additionally, 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. 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 school's fund balance is set to cover upcoming needs. The audit is conducted by the district and reviewed annually by the board and the school's finance committee is responsible for the accounting of the school's assets.

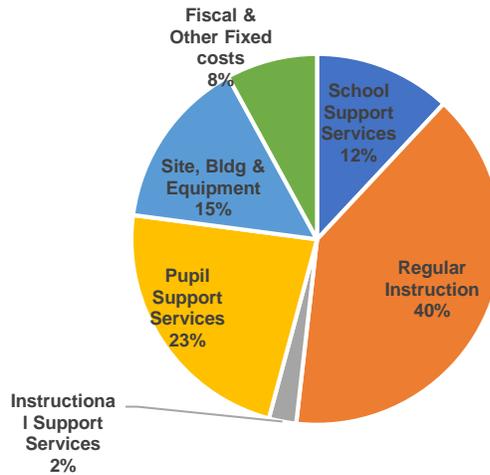
CURRENT STANDING

2016-2017 Budget Breakdown

Revenue Stream
Budgeted fiscal year 2016-2017



Expenditure Stream
Budgeted Fiscal Year 2016-2017



- At the end of the 2016-2017 school year the fund balance was 39%.

- The school is not in statutory operating debt (SOD). The status of the audits from previous years has been that all finding has been corrected and have not been identified in consecutive years' audits.
- 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.
- Summary: The district is in strong financial standing.

STUDENT ACHIEVEMENT

ACADEMICS

- Increased proficiency levels on the Minnesota Comprehensive Reading and Math Assessments
- Increased proficiency on the Minnesota Comprehensive Science Assessment and scored higher than the state average
- Demonstrated growth on local NWEA MAP assessments
- Students enrolled at UMA regularly outperform students with similar demographics who are enrolled in neighboring school districts (i.e. Minneapolis, Columbia Heights)
- 2017 Senior class enrolled in CIS courses earned an average of 18 college credits to apply to post-secondary studies

GRADUATION STATISTICS

- Historically, UMA has averaged a 95% graduation rate since its conception in 2004
- In 2017, 92% of the seniors graduated from Ubah Medical Academy

HIGHLIGHTS

- Achieved Reward School Status from 2011-2015
- Students earning over 4.3 million dollars in college scholarships in 2017
- Over forty seniors and forty juniors' students qualified, enrolled and completed College in the Schools (CIS) courses in 2017

INNOVATIVE PROGRAMMING AND FUTURE GOALS

INNOVATIVE PROGRAMMING

Some of the major innovative practices implemented over the past three years and in place for the 2016-2017 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
- Providing opportunities for students to earn college credits (College in the Schools)
- Educational Technology: 1:1 Chromebooks for students to utilize throughout the instructional day

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 in the school, 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

FUTURE GOALS

Ubah Medical Academy operates with the mindset of continuous improvement. In collaboration with the school community, the Authorizer, and the Board of Directors, UMA will focus on continuing the following goals:

- 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.
- Continue to improve academic programming to support students in meeting and achieving academic standards.
- Continue to offer programming to support college and career readiness

- Actively seek participation of families and community members through parent/teacher conferences, open house, and informational meetings.
- Allocate resources to expanding after school academic and non-academic programming
- Maintain strong financial standing
- Supersede goal of maintaining a minimum of 80% graduate rate within four years from the beginning of their 9th grade year
- Allocate resources for ongoing professional development for faculty

CONCLUDING NOTES

This Executive Summary provides a brief overview of Ubah Medical Academy. Additional information on testing results, goal achievement, school structure, curriculum and programming, staff development, community involvement, and current year goals can be found on the district's website in documents such as the World's Best Workforce Plan, Annual Report, Strategic Plan, and school board meeting minutes.

www.ubahmedicalacademy.org