

NEW MILLENNIUM ACADEMY

Respect. Help. Inspire. Never Give Up. Overcome.

New Millennium Academy

Annual & World's Best Workforce Combination Report

2020-2021

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INTRODUCTION

This report reviews the 2020-2021 school year, which marks the 16th year of operation for New Millennium Academy (NMA).

What a year this has been for NMA! From navigating COVID-19 barriers, supporting scholars and families with virtual learning, and planning for academic recovery initiatives, this past year has brought the NMA community together in so many ways. NMA started the school year with distance/virtual learning and became the first Hmong charter school in the Twin Cities to move to a hybrid model in January 2021. Beyond the 1.5 years of learning loss, NMA's school community members also had to shift cultural practices and their daily routines because of this pandemic. As a result, NMA also shifted our focus beyond academics so that we can provide the basic fundamental needs our families need to survive. As NMA moves forward to the 2021-2022 SY, the 2025 Strategic Plan is the goal. NMA hopes to engage the school community on how to best move forward as the world slowly recovers from this pandemic.

Mission

NMA's mission is to *prepare learners for life, engage them in high academic achievement, and foster cultural pride and identity.*

Vision

NMA's vision is to *develop global leaders who transform the world.*

Overview

In 2005, when the last Hmong refugee camp closed down in Thailand, the Twin Cities saw an increase of about 2,000 Hmong students enrolled in the Twin Cities public schools. As a result, NMA opened its doors to support the needs of Hmong refugees as they navigated education and basic needs support for their children. NMA opened its doors in 2005 with about 150 students and 10 teachers. Today, NMA is home to 750 students in grades K-8 and has over 100 teachers and staff. NMA serves scholars from Minneapolis, Brooklyn Center, Brooklyn Park and surrounding suburbs with an alternative education to the public schools in these areas that largely exhibit limited cultural understanding of students of color attending their schools.

In 2018, NMA established a culture of learning framework that focuses on six core principles. These six core principles are:

- Aiming for High Academic Achievement
- Embracing Cultural Pride and Identity
- Modeling the Way
- Understanding How Data Drives Decisions
- Having High Expectations
- Creating a Social-Emotional Learning Environment

These core principles demonstrated NMA's commitment to building collaborative leadership and effective capacity between and among staff, parents and scholars this past year. This was accomplished this year by staff and teachers changing behaviors and actions to better support scholars and their families in achieving their academic goals. Staff and teachers came to school with the intention of teaching, with a growth-mindset, and with a positive attitude. This culture of learning framework continues to guide NMA's work.



One way in which NMA works with scholars is through the RHINO Way. The Hmong have always respected the rhino, as it symbolizes strength and determination. As refugees resettling in America, it took strength, courage, and determination to start a new life in a different country. As such, the rhino became the mascot for the NMA community. The RHINO Way stands for:

- R – Respect
- H – Help
- I – Inspire
- N – Never Give up
- O – Overcome



Along with the RHINO Way, NMA incorporated the Positive Behavioral Interventions and Supports (PBIS) framework to help NMA's staff and scholars with behavioral intervention strategies. PBIS emphasizes on four integrated elements:

1. Data for decision making
2. Measurable outcomes supported and evaluated by data
3. Practices with evidence that these outcomes are achievable and
4. Systems that efficiently and effectively support implementation of these practices.

The RHINO Way and PBIS are not only student led, they are also incorporated into NMA's morning assemblies and throughout the school building to ground students in building a positive attitude and strong character.

2019-2022 Strategic Plan

NMA understands that having a strong school culture is not enough in increasing the academic excellence at NMA. In order to build strong academic and operational programs to guide the day-to-day work, NMA completed a year-long strategic planning process to develop goals for the next three years. This process included conversations with the entire school community including teachers, staff, parents, students, and administrators. In partnership with Greater Schools of Minnesota (GMS), NMA identified strengths and opportunities, and, most importantly, identified a focused set of strategic priorities to support the school's focus on improving academic performance.



Develop a vision for world-class instruction

1. Create a vertically- and horizontally-aligned and rigorous literacy and mathematics vision and instructional strategies
2. Define, develop, & progress monitor NMA's Multi-Tiered System of Supports (MTSS).
3. Create a robust Hmong Language and Culture curriculum that includes a capstone cultural identity project.

Develop Assessment Criteria to Monitor Teaching and Learning

1. Define and evaluate rigor in curriculum, lessons, and assessments.
2. Create a schoolwide Balanced Assessment System (BAS) including daily, weekly, and monthly benchmark assessments and common summative assessments for each ELT.
3. Develop a PLC model grounded in weekly benchmark assessments and the assess, teach, assess, re-teach cycle of learning.
4. Develop a data management system to enable sharing of student achievement data across the team

Develop Teachers and Leaders

1. Create a scope and sequence (and calendar) of individualized and differentiated professional development for teachers (new teachers & master teachers)
2. Create systems / long-term plan for continuous leader development
3. Create a scope and sequence for 3-year observational cycles that includes peer-observations.



Academic Achievement



Use of data



Academic Achievement



Teacher and leader development

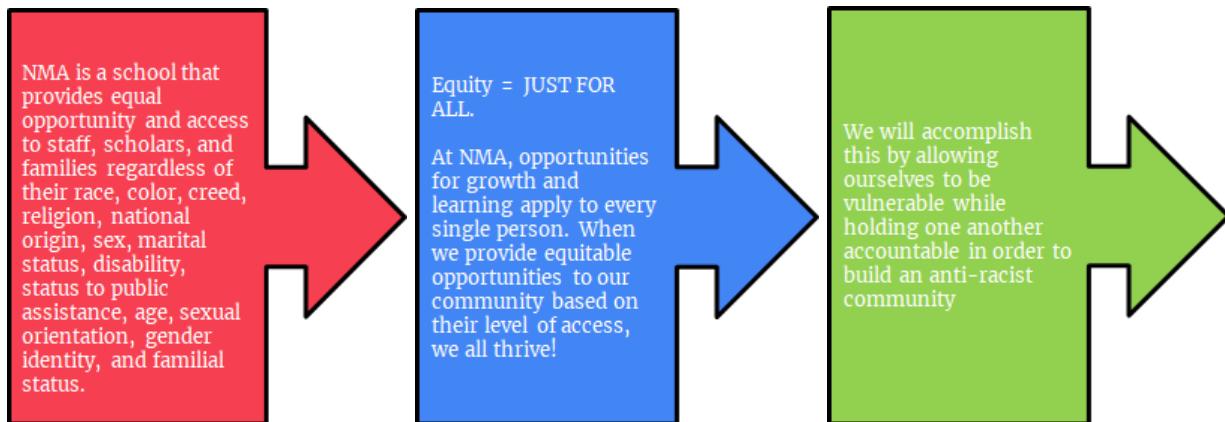


Academic Achievement

NMA's COMMITMENT TO EQUITY

NMA kicked off the 2020–2021 school year with a “Privilege Walk” during workshop week; the event was required for all employees in order to demonstrate the privileges and lack of privileges in our lives which were a natural part of our upbringing. The exercise asked attendees to walk forward or backward according to the statements made about privilege and which direction the privilege or lack of privilege might send an individual. The most significant portion of the event is the reflection, where all participants are asked to reflect on their personal experiences during the walk and reflect on their emotions and what the experience brought up for them.

In the 2020–2021 school year, an Equity Committee was created to provide an equitable lens for administrators as they make decisions impacting the entire school community. At the beginning of the school year, the Equity Committee formed the Noj Mov (Eat Rice) event. This is a monthly required event for all employees to discuss issues of privilege, equity, and diversity in a facilitated environment. Additionally, The Equity committee met multiple times to discuss the purpose of this committee. After a year of planning, discussing and strategizing, NMA’s new equity purpose and mission includes:



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Equity Committee Members	
Name	Position @ NMA
Kevin Xiong	Executive Director
Stephanie Wheelock	Vice Principal
Khous Vang	Director of Hmong Language and Culture
Rasheed Stephens	Impact Coach
Fue Khang	After and Summer School Coordinator
Kyla Berges	Fourth Grade Teacher
Tatyana Tuy	SpEd Teacher & Board Member

ENROLLMENT AND STUDENT INFORMATION

Student Recruitment and Enrollment

NMA has a designated Student Recruitment and Enrollment Coordinator whose primary role is to increase the student enrollment at NMA. With COVID-19 still lingering, we limited our recruiting strategies this year. Despite limited recruitment initiatives, our enrollment remained steady.

The chart below shows the enrollment at NMA since 2005.

Students Enrolled = Average Daily Membership (ADM)

*ADM are based on the October 1 data of that school year.

Year	KG	Grades 1-6	Grades 7-8	Total
2005-2006	40	137	0	177
2006-2007	54	244	0	298
2007-2008	42	278	62	382
2008-2009	44	243	50	337
2009-2010	44	258	65	367
2010-2011	49	258	85	392
2011-2012	56	299	93	448
2012-2013	63	313	93	469
2013-2014	68	297	75	440
2014-2015	57	357	68	482
2015-2016	68	402	84	554
2016-2017	84	470	109	663
2017-2018	91	514	115	722
2018-2019	93	481	129	715
2019-2020	91	551	136	778
2020-2021	85	542	162	789

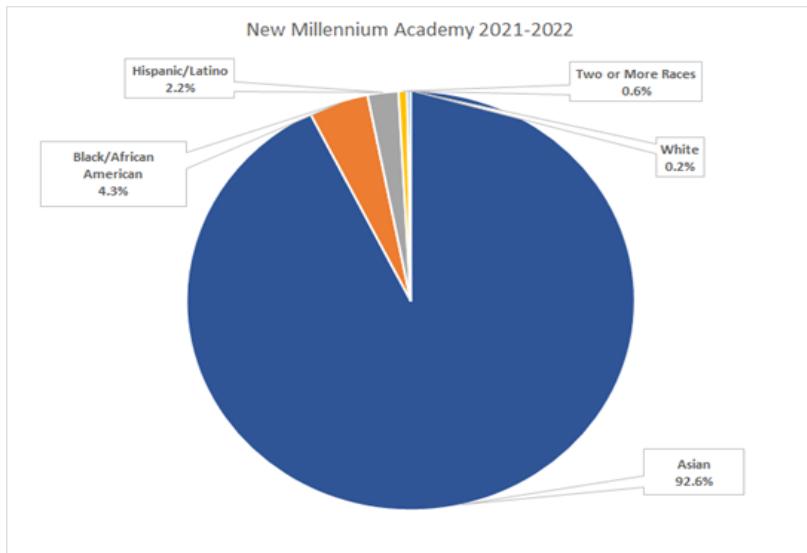
*NMA started hybrid learning in January 2021, where 194 students were enrolled.

Student Retention

Retention rate is calculated by comparing scholars enrolled on the last day of school to the October 1 enrollment.

	2019-2020	2020-2021
Scholar Count	778	789
Retention Rate	94%	95%

Student Demographics



Demographics - Scholars

- 92.6% identified as Asian or Hmong, 4.3% identified as Black or African American and 2.2% identified as Hispanic/Latinx
- 61% identified as English Language Learners (ELL)
- 6% identified as special education scholars
- 2% identified as being homeless

Student Attendance

To qualify for chronic absenteeism in Hennepin County, a student must have missed more than 6 days. Hennepin County's Be@School program created a COVID-19 reporting process during COVID-19 understanding that absences may be a direct result of this pandemic. NMA reported 36 COVID-19 absences to Be@school program.

Attendance	Rate @ NMA
Consistent Attendance	92.07%
Federal Chronic Absenteeism	4%

MANAGEMENT

Professional Development Training

Kevin Xiong

Executive Director

Date	Training
March 8, 2021	Consent Agenda Training - Beth Finch, Charter School
June 14, 2021	Bonding and Bondholder 101 Training - Jenny Abbs, BerganKDV
Fall 2020	Superintendency Series 1 - University of North Dakota
Fall 2020	Introduction to Applied Educational Research - University of North Dakota
Spring 2021	Superintendency Series 2 - University of North Dakota

Spring 2021	Administrative and Organizational Behavior - University of North Dakota
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Executive Director

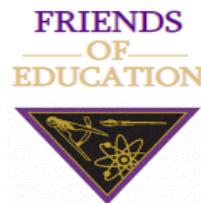
NMA started a national search for their next Executive Director in May 2020 by putting a search committee together consisting of board members and community members. Through a very intense three rounds of interviews with NMA stakeholders, the search committee made an offer to Kevin Xiong in June of 2020. He started his position on July 1, 2020.

Kevin Xiong has over 15 years of experience in the Human Resources and Organizational Leadership fields, primarily in the non-profit space. He spent the last six years in executive positions with multiple Hmong charter schools and a private school including Community School of Excellence, New Millennium Academy and The Blake School. He has a bachelor's degree in Business Administration and Human Resources Management, a master's degree in Professional Development and Human Relations. Kevin is currently pursuing his Ed.D. from the University of North Dakota in Educational Practice and Leadership.

Friends of Education Oversight Program

Friends of Education (Friends) has been the authorizer for New Millennium Academy since the school's inception and the sponsorship charter has been renewed through 2024. The Academy's liaison at Friends and contact information is:

Elizabeth Topoluk, Charter School Liaison
 Friends of Education
 1405 Xenium Lane North
 Plymouth, MN 55441
 Email: beth.e.topoluk@huntington.com



Friends monitors the three critical areas of charter school operations: academic performance, finance, and reporting and legal compliance. The monitoring program is described below.

Academic Performance

Monitoring academic performance occurs in the following three ways: testing, site visits, and review of annual reports.

Friends requires regular testing to measure student performance, and student performance results must meet or exceed the results required by non-chartered public school students. The testing required by Friends is set forth in its charter contract with the Academy. Generally, however, testing data is reviewed regularly to ensure that the goals of the Academy are being met, both in terms of individual student performance and for the school as a whole. Testing data is viewed alongside other schools to help review performance. Friends also engages in site visits and requires the Academy to prepare an annual report.

Finance

Friends' oversight of financial affairs is accomplished primarily through a review of financial statements and the independent audit.

Prior to July 1 each year, the school must submit to Friends an annual budget for the upcoming school year that has been adopted by the school board. The school must also submit monthly financial statements to Friends as well as cash flow projections when requested by Friends. The financial statements must contain budget and actual expenses and include explanations for all items exceeding budget and the manner in which the excess items will be resolved. Friends strongly encourages that its sponsored schools utilize a recognized provider of accounting services for charter schools in the initial years of operation.

By December 15 each year, the Academy must submit to Friends its independent audit report along with any school management response. As a secondary mechanism to monitor financial affairs, site visit interviews with the school business manager and board members are conducted.

Reporting and Legal Compliance

Friends' oversight of reporting and general legal compliance is accomplished primarily through review of documentation, site visits, and communication with the Minnesota Department of Education.

The Academy must submit board meeting minutes to Friends. Friends may attend board meetings. Friends also engages in site visits and requires the Academy to submit an annual report that details the school's evaluation of meeting MN State reporting requirements.

FINANCES

The school contracts with BerganKDV to provide accounting and financial management services for the school. Questions regarding school finances and for complete financials for 2020-2021 and/or organizational budget for 2020-2021 contact:

Jenny Abbs, Outsourced CFO, School Services
Phone: 952-563-6835
Email: jenny.abbs@bergankdv.com

The following is the narrative overview and analysis of the financial activities of the New Millennium Academy's audit for the fiscal year ending June 30, 2020, as written by the auditor.

Financial Highlights

1. The liabilities and deferred inflows of resources of the Academy exceed its assets and deferred outflows of resources at the close of the most recent fiscal year by \$1,105,693 (negative net position). Of this amount, negative \$2,933,880.00 is considered unrestricted.
2. The Academy's total net position increased \$1,615,452 as a result of current year operations.
3. At the close of the current fiscal year, the Academy's governmental funds reported combined ending fund balances of \$7,069,599, an increase of \$562,882 in comparison with the prior year. Approximately 66 percent of this amount, \$4,648,213, is available for spending at the Academy's discretion.

4. At the end of the current fiscal year, unassigned fund balance for the General Fund is \$4,648,213, or 42 percent of total General Fund expenditures.
5. The Academy's total debt decreased by \$1,414,529 in the current fiscal year, excluding the change in the net pension.

	Audited Totals 2019-2020	Original Budget 2020-2021	Revised Budget 2020-2021	Year to Date Totals 2020-2021	Months 12	Percent of Working Budget
Enrollment (Average Daily Membership)	770.01	775.00	780.00	781.31		100.2%
Weighted ADM	797.40	803.00	812.20	813.61		100.2%
General fund - 01						
Revenues						
State revenues						
211 General Education Aid	\$ 7,318,227	\$ 7,502,831	\$ 7,556,641	\$ 7,556,735	99.9%	
335-300 Q Comp Aid	173,468	194,385	200,179	199,534	99.7%	
348 Charter School Lease Aid	1,047,784	1,055,142	1,057,231	1,070,831	100.3%	
317 Long Term Facilities Maintenance Revenue	105,257	105,995	107,210	107,572	100.3%	
201 Endowment Fund Apportionment	32,163	33,013	32,489	32,489	100.0%	
212 Literacy Incentive Aid	29,692	29,692	34,628	34,628	100.0%	
360 Special Education Aid	851,162	1,082,018	978,010	1,015,825	103.9%	
342 Safe Schools	25,025	-	-	-	0.0%	
Prior Year Over/Under Accruals	(75,271)	-	(89,825)	(86,691)	96.5%	
Estimated State Holdback Amount	-	-	-	-	-	
Total State Revenues	9,507,507	10,003,048	9,895,563	9,930,923	100.4%	
Federal Revenues						
400 Federal Title Programs	\$ 336,784	\$ 390,042	\$ 355,795	\$ 320,254	90.0%	
419,425 Special Education Aid	126,529	172,555	100,407	149,257	148.7%	
150 Federal CARES Act	32,911	-	829,661	620,443	74.8%	
Total Federal Revenues	496,223	562,597	1,285,063	1,089,955	84.8%	
Local Revenues						
050 Student Fees	\$ -	\$ 300	\$ -	\$ 363	0.0%	
071 Third Party Billing	22,749	20,000	20,000	11,434	57.2%	
092 Interest Earnings	33,194	35,000	10,000	8,464	84.6%	
093 Facility Rental Fees	-	3,000	-	-	0.0%	
096 Donations and Gifts (Includes GMS grant)	101,387	203,200	203,200	195,069	96.0%	
099 E-Rate Reimbursements	27,328	30,000	44,167	44,167	100.0%	
099 Miscellaneous Revenues	9,942	6,500	11,500	19,843	172.6%	
619/621 Resale of Materials	1,020	2,000	1,020	174	17.1%	
639 Loan Proceeds	1,419,586	-	-	-	0.0%	
Total Local Revenues	1,615,206	300,000	289,887	279,514	95.4%	
Total Revenues	\$ 11,618,936	\$ 10,865,745	\$ 11,472,513	\$ 11,300,392	98.5%	
Expenditures						
100 Salaries and Wages	\$ 3,661,454	\$ 4,063,716	\$ 4,192,200	\$ 4,238,547	101.1%	
200 Employee Benefits	1,210,693	1,304,454	1,363,400	1,231,255	89.0%	
Total Salaries and Benefits	4,872,146	5,368,170	5,575,600	5,469,802	98.1%	
303 Consulting	-	-	-	17,748	0.0%	
305 Contracted Services	224,656	265,418	333,918	390,143	116.8%	
305 Contracted Management Services	664,576	-	-	-	0.0%	
315 Technology Consulting Services	113,079	52,456	115,341	60,822	52.7%	
320 Communications Services	51,337	76,245	52,363	58,877	112.4%	
329 Postage	11,790	8,160	20,000	16,254	81.3%	
330 Utilities	111,039	125,535	113,260	89,359	78.9%	
340 Property and Liability Insurance	49,734	54,254	53,000	88,252	166.5%	
350 Repairs and Maintenance Costs	47,239	68,386	48,183	66,853	138.8%	
360 Contracted Transportation	444,074	586,500	200,000	130,382	65.2%	
366 Travel, Conferences, and Staff Training	62,449	76,500	63,698	45,477	71.4%	
369 Field Trips and Other Student Fees	2,780	13,397	2,835	-	0.0%	
348-370 Building Lease	1,225,625	1,267,375	1,267,375	1,267,375	100.0%	
370 Other Rentals and Operating Leases	8,144	7,149	10,307	18,254	177.1%	
380 Other Rentals and Leases - Technology Hardware	54,354	90,334	95,441	98,048	102.7%	
389 Tuition Reimbursement	-	-	3,000	2,571	85.7%	
394 Payments to Other Agencies	37,073	-	-	8,954	0.0%	
401 Supplies - Non Instructional	103,246	112,590	112,590	112,346	99.6%	
405 Non-Instructional Software and License Fees	53,846	68,340	54,923	44,071	80.2%	
406 Instructional Software License Agreements	52,450	66,046	66,046	65,569	99.3%	

	Audited Totals 2019-2020	Original Budget 2020-2021	Revised Budget 2020-2021	Year to Date Totals 2020-2021	Percent of Working Budget
430 Instructional Supplies	15,625	31,356	41,356	131,117	317.0%
440 Fuel for Vehicle	24,669	35,700	10,162	15,767	155.2%
455 Non-Instructional Technology Supplies	479	2,040	3,000	3,434	114.5%
456 Instructional Technology Supplies	17,298	30,000	20,000	4,623	23.1%
460 Textbooks and Workbooks	58,724	60,000	175,000	82,412	47.1%
461 Standardized Tests	1,502	1,926	1,926	2,226	115.6%
466 Non Capitalized Instructional Equipment	487	1,000	2,000	2,553	127.6%
470 Media Resources	286	5,100	-	-	0.0%
490 Food Purchased	24,914	18,401	15,000	15,486	103.1%
530 Equipment Purchased	32,303	15,000	45,000	39,611	88.0%
548 Pupil Transportation Vehicles	420,000	-	90,000	86,104	95.7%
550 Other Vehicles	22,468	-	-	-	0.0%
555 Technology Equipment	19,331	25,000	50,000	2,120	4.2%
556 Instructional Technology Equipment	4,272	4,594	200,000	172,381	86.2%
730 Loan Principal	63,208	86,000	163,324	179,817	110.1%
740 Loan Interest	14,743	18,000	23,760	13,724	57.8%
820 Dues and Memberships; Other Fees	29,428	29,580	42,016	43,110	102.6%
899 Contingency funds	-	-	10,000	-	0.0%
Subtotal General Program Expenses	8,939,373	8,670,552	9,080,424	8,845,521	97.4%
State Special Education Programs Expenditures					
100 Salaries and Wages	\$ 587,238	\$ 705,922	\$ 685,053	\$ 707,573	103.3%
200 Benefits	174,316	195,704	204,960	204,795	99.9%
307 Contracted Special Educ Substitutes	-	38,511	-	-	0.0%
360 Contracted Transportation	-	45,900	-	5,400	0.0%
394 Special Education Other Fees	142,052	165,047	139,472	151,523	108.6%
433 Individualized Instructional Supplies	168	-	-	-	0.0%
533 Equipment	1,708	-	-	-	0.0%
Subtotal State Special Education Program Expenses	905,491	1,151,084	1,029,485	1,069,293	103.9%
Federal Special Education Programs Expenditures					
200 Benefits	\$ 20,071	\$ 50,000	\$ 21,288	\$ 21,288	100.0%
303 Contracted Services - Federal Programs	79,677	76,755	67,620	104,995	155.3%
366 Travel, Conferences and Staff Training	5,748	5,100	2,000	1,600	80.0%
369 Field Trips and Other Student Fees	1,942	3,060	-	-	0.0%
401 Supplies - Non Instructional	5,368	15,300	1,000	21	2.1%
405 Software - Non Instructional	1,133	2,040	999	999	100.0%
406/433 Individualized Instructional Supplies	12,592	20,400	7,600	4,028	53.7%
Subtotal Federal Special Education Program Expenses	126,529	172,655	100,407	132,930	132.4%
Title Programs Expenditures					
100 Salaries and Wages	\$ 230,586	\$ 252,605	\$ 259,433	\$ 224,462	86.5%
200 Benefits	72,671	80,840	81,762	73,948	90.4%
303 Contracted Services - Federal Programs	1,859	21,124	-	-	0.0%
366 Travel, Conferences and Staff Training	28,360	25,500	1,000	7,037	703.7%
401 Supplies - Non Instructional	170	2,751	2,500	31	1.3%
430 Instructional Supplies	2,837	6,120	10,600	14,757	139.2%
490 Food - Parent Involvement	300	1,101	500	-	0.0%
Subtotal Title Programs Expenses	336,784	390,042	355,795	320,254	90.0%
Federal Coronavirus Relief Fund Expenditures					
Federal CARES Act Expenditures	\$ 32,911	\$ -	\$ 545,998	\$ 336,580	61.6%
Transfer to Food Service Fund	\$ 31,721	\$ 177,373	\$ -	\$ 312,367	0.0%
Total Expenditures	\$ 10,372,808	\$ 10,561,706	\$ 11,395,972	\$ 10,988,025	96.4%
General Fund Net Income	\$ 1,246,128	\$ 304,039	\$ 76,541	\$ 312,367	

	Audited Totals 2019-2020	Original Budget 2020-2021	Revised Budget 2020-2021	Year to Date Totals 2020-2021	Percent of Working Budget
Food Services Fund - 02					
Revenues					
State Revenues	\$ 17,189	\$ 23,776	\$ 41,145	\$ 21,143	51.4%
Federal Revenues	655,071	504,635	1,065,133	1,387,562	130.3%
Federal Revenues - USDA Commodities Received	36,027	50,000	20,000	40,763	203.8%
Sale of Lunches and Other Local Revenues	3,627	6,473	-	61	0.0%
Transfer from General Fund	31,721	177,373	-	-	0.0%
Total Revenues	\$ 743,634	\$ 762,257	\$ 1,126,278	\$ 1,449,529	128.7%
Expenditures					
100 Salaries and Wages	\$ 86,590	\$ 88,322	\$ 88,322	\$ 81,304	92.1%
200 Employee Benefits	33,772	36,134	34,448	31,450	91.3%
350 Contracted Maintenance	-	-	1,500	1,261	84.1%
360 Contracted Transportation	-	-	36,000	-	0.0%
370 Leases	100	-	-	-	0.0%
401 Supplies and Materials	3,419	3,377	3,565	2,238	62.8%
490 Meals and Food Purchased	610,572	540,600	890,000	1,049,512	117.9%
491 Commodities Used	36,027	50,000	20,000	40,743	203.7%
495 Milk Purchased	48,755	42,640	49,731	65,592	131.9%
820 Dues and Memberships; Other Fees	1,003	984	1,023	982	96.0%
Total Expenditures	\$ 820,238	\$ 762,257	\$ 1,124,589	\$ 1,273,083	113.2%
Food Services Fund Net Income	\$ (76,604)	\$ -	\$ 1,689	\$ 176,446	
Total All Funds					
Revenues					
State Revenues	\$ 9,524,696	\$ 10,026,824	\$ 9,937,708	\$ 9,952,066	100.1%
Federal Revenues	1,187,321	1,117,332	2,371,196	2,518,280	106.2%
Local Revenues	1,618,833	306,473	289,687	279,575	96.4%
Fund Transfers	31,721	177,373	-	-	0.0%
Total Revenues	\$ 12,362,570	\$ 11,628,002	\$ 12,598,791	\$ 12,749,921	101.2%
Expenditures					
Salaries and Wages	\$ 4,565,666	\$ 5,110,566	\$ 5,225,008	\$ 5,251,906	100.5%
Employee Benefits	1,511,522	1,667,132	1,725,858	1,562,737	90.6%
Purchased Services	3,367,693	3,072,706	2,626,313	2,613,438	99.5%
Supplies and Materials	1,074,666	1,117,028	1,488,398	1,657,503	111.4%
Facilities and Equipment	500,081	44,594	385,000	300,216	78.0%
Dues and Memberships; Fees; Other Expenses	141,292	134,564	1,059,984	857,561	80.9%
Fund Transfers	31,721	177,373	-	-	0.0%
Total Expenditures	\$ 11,193,047	\$ 11,323,963	\$ 12,520,561	\$ 12,243,360	97.8%
Total Revenues All Funds	\$ 12,362,570	\$ 11,628,002	\$ 12,598,791	\$ 12,749,921	101.2%
Total Expenditures All Funds	\$ 11,193,047	\$ 11,323,963	\$ 12,520,561	\$ 12,243,360	97.8%
Net Income - All Funds	\$ 1,169,524	\$ 304,039	\$ 78,230	\$ 486,813	
Beginning Fund Balance, All Funds, July 1, 2020	\$ 4,456,214	\$ 4,456,214	\$ 4,456,214		
Projected Fund Balance, All Funds, June 30, 2021	\$ 4,760,253	\$ 4,534,444	\$ 4,545,027		
Projected Fund Balance Percentage	42%	36%	40%		
Projected Debt Service Coverage Ratio	1.38	1.48	1.48		

ACADEMIC PROGRAMS AND GOALS

Curriculum and Instruction

Literacy

New Millennium Academy develops confident readers who comprehend and enjoy diverse texts. NMA's teachers begin with grade-level standards and implement research-based educational practices to scaffold instruction, so all learners develop comprehension, speaking, listening, and writing skills. NMA's comprehensive literacy block also includes the study of phonics, vocabulary, grammar, and conventions. Learners are encouraged to choose texts of personal interest and are provided regular opportunities to reflect and receive feedback while learning.

Mathematics

New Millennium Academy develops learners who think like mathematicians and engage in authentic problem solving. NMA's teachers begin with grade-level standards and implement research-based educational practices to scaffold instruction, so all learners develop math fluency. NMA's mathematics curriculum spirals content, so learners have multiple opportunities to practice and develop their skills. Learners are encouraged to engage in math talk with their peers while building content-specific vocabulary.

Science

NMA develops learners who think like scientists and engage in authentic inquiry. NMA's teachers begin with grade-level standards and implement research-based educational practices to scaffold instruction, so all learners develop science skills. NMA's science curriculum introduces scholars to lessons through the lens of a mystery that requires the use of the scientific method to solve. Scholars are encouraged to build science vocabulary while engaging in hands-on laboratory experiments with peers.

Hmong Language and Culture

The goal of New Millennium Academy's Hmong Language and Culture program is to preserve the Hmong language and culture by providing opportunities for teachers, students, and families to foster cultural pride and identity. The two components of the curriculum are culture and literacy, and they are organized thematically.

The Hmong Language and Culture program is inclusive of all students at New Millennium Academy in kindergarten through grade eight. All students receive instruction from a Hmong Culture and Language Specialist during the school year.

Future Plans

To support increased reading proficiency,

1. NMA adopted and continues to train teachers on reading (ELA) curriculums, Wit and Wisdom and REACH, aligned to the common core standards. Teachers use the curriculum to plan and teach, as evidenced by lesson plans and classroom observations. While students are in distance learning, the priority is for students to receive hard copies of texts and to speak and write about complex texts during synchronous instruction.

2. NMA has partnered with Achievement Network (ANet) to implement quarterly interim ELA assessments. Teachers will analyze and use ANet's interim assessment data to improve reteach identified skills and concepts. It is the data from these interim assessments that informs NMA as to whether or not the school is making progress towards goals.
3. NMA is in its fourth year using Danielson rubrics as a framework for formal observations. All teachers will engage in three rounds of observations and feedback throughout the year.

To support increased mathematics proficiency,

1. Because of learning loss, it is more important than ever that students engage in focused and coherent learning that bridges prior knowledge with rigorous grade-level standards. NMA's partnership with ANet will provide teachers embedded professional development that allows them to deeply understand the standards and learn how to connect past learning with new concepts. NMA utilizes Go Math and Math Expressions.
2. NMA is in its third year using Danielson rubrics as a framework for formal observations. All teachers will engage in three rounds of observations and feedback throughout the year.

To support the whole child:

NMA is building a robust MTSS that coordinates and integrates services for English Learners (EL), students with disabilities, Migrant (MEP) students, Neglected or Delinquent students, students who are homeless, students in foster care, and other students. NMA's MTSS is supported by the Impact Team and the Student Assistant Team. NMA continues to add to the support and interventions available to students through its MTSS.

Academic Performance

Minnesota Accountability Tests and Adequate Yearly Progress Spring 2019

Due to COVID-19, state assessments were administered based on those scholars who attended hybrid or in-class learning. Parents of scholars who were in virtual/distance learning were given the option to take the MCAs in the Spring 2021. The tables below are counts of students who took the MCAs.

MCA Test	Total Students
MCA Math	180 Total Students
MCA Reading	179 Total Students
MCA Science	53 Total Students

Reading Growth/Proficiency Report

	2013	2014	2015	2016	2017	2018	2019	2020	2021
Growth Percentage (ON TRACK)	54.9%	37.1%	35.6%	39.3%	28.0%	33.7%	32.4%	NA	29%
Proficiency Reading (Oct. 1)	25.4%	26.9%	30.1%	28.7%	22.6%	23.8%	23.8%	NA	17%

Math Growth/Proficiency Report

	2013	2014	2015	2016	2017	2018	2019	2020	2021
Growth Percentage (On-Track)	58.5%	74.9%	63.3%	66.4%	34.3%	26.6%	52.6%	NA	41%

Proficiency Reading (Oct. 1)	46.7%	60.1%	55.3%	51.2%	37.1%	21.8%	30.6%	NA	3%
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ACCESS for English Language Learners

ACCESS tests measure an English learner's ability to understand and produce English language. Each student receives a language proficiency score from 1 (not proficient) to 6 (proficient). The charts reflect a composite score of all four domains of language production and usage.

ACCESS Test 2020-2021 – Overall Composite Score – All Grade Levels

Measure	Level 6	Level 5	Level 4	Level 3	Level 2	Level 1
NMA	1	1	34	101	52	21

*Note: Only 50% of qualified EL scholars took the ACCESS due to COVID-19.

Innovative Practices and Future Plans

The NMA Board and school leadership has intentionally engaged stakeholders - students, families, and community members - in an effort to develop a strategic plan for NMA. The work product, *School Success Plan* (February 2019), establishes the values and priorities for NMA 2019-2022. Broadly, the *Plan* will bring greater focus and attention to the NMA mission of fostering *cultural pride and identity*. Effectively, teacher preparation and professional development will be shaped through a cultural lens. Teaching and learning will be replete with language and culture reflective of and valued by the community. Students will matriculate as *Critical Thinkers, Academic Achievers, Advocates, and Leaders* who have a deep appreciation and understanding of their history, language, and culture. The *School Success Plan* is bold and aspirational, the result of extensive conversations and stakeholder engagement. And in order to implement the proposals in the *Plan*, the Board and school leadership engaged in commensurately bold work to create the 'How'.

Innovation Research Zone. The New Millennium Academy Board of Directors authorized the submission of an Innovation Research Zone (IRZ) application to the Minnesota Department of Education. Along with Community School of Excellence (CSE) and Prairie Seeds Academy (PSA), NMA determined to launch two mutually related IRZ initiatives. The Commissioner of Education then approved the IRZ application. The NMA/CSE/PSA/HAP IRZ is one of three partnerships in the Twin Cities metro area to be awarded this prestigious status.

Hypotheses and theory of change

Two main hypotheses are proposed for the IRZ Pilot:

Swivl. If Swivl Robotic Technology is installed in 15 classrooms (5 per school) of "beat the odds" teachers, then the instructional practices of each teacher and the achievement examples from students in these classrooms will be digitally captured, archived and imbedded in staff development, then literacy and math proficiency and growth will be significantly increased in comparison to baseline measures and matched classrooms.

As part of the research design for the IRZ, NMA three year continuous enrolled student data will be analyzed by classroom to identify teachers who “beat the odds” i.e., they have the highest reading or math growth over three years while controlling for student demographic factors (Heistad, 2014). Students in each of the 5 classrooms (n=18/classroom) will be matched with propensity score matching procedures from other students through the 3 charter schools using grade, Free/reduced lunch, Special Education, LEP, Gender, homeless status, and Gender. A quasi-experimental design will be utilized to calculate matched sample t-test and ANOVA statistics. Effect sizes and statistical significance will be calculated each year.

Five teachers will be identified across the three schools to be observed throughout the year with a unique camera - Swivl - which captures the instructional activity in the whole classroom (Franklin, 2018). Digital archived assets/video from these five classrooms will be used to capture best practice associated with high growth in reading and math and will be incorporated in professional development.

Franklin, R.K., O'Neill, M, Justin, W, et al. (2018). Using "Swivl" Robotic Technology in teacher education preparation: A pilot study. *Linking Research and Practice to Improve Learning*, v62, n2, pp. 184-189.

Heistad, D.J. (2014) Teachers who “beat the odds” in early literacy instruction: Video tape and survey evidence from classroom teachers with high “value-added.” Hawaii International Conference on Education. Honolulu, HI. January 6.

This aspect of the IRZ is deliberately aligned with the NMA School Success Plan (February 2019). The Plan delineates three (3) priorities, including Priority 3: Developing Teachers and Leaders. This Priority will shape teacher/staff professional development as well as affording ‘Beat the Odds’ teachers the opportunity to share (across the campus/three schools) best practices as well as mentor (including the use of digital tools) other teachers, thereby building capacity.

Minnesota Statute §124E. This aspect of the IRZ fulfills Minnesota Statute §124E.01, Subd 1(5) create new professional opportunities for teachers and is an intentional practice that is aimed to fulfill the primary purpose (same Statute): to improve all pupil learning and all student achievement.

Hmong Language and Culture. NMA develops a partnership with UW Whitewater to certify teachers fluent in Hmong Language and culture and if each HAP school develops Hmong Immersion programs where specific literacy instruction and Hmong Language and Culture are taught every day, then the percentage of students exhibiting Hmong Language and Culture proficiency will increase 10% per year, national norm literacy growth in reading will increase 3% per year, economic proficiency gaps will be decreased and the percent of students making state norm growth on the MCA III assessments in reading and math will increase 2% per year. Measures of Hmong Language and Culture will be piloted in Year 1 of the project. The Hmong Language Assessment from California State University looks promising. Hmong growth will be measured via pre to post assessments, reading norm and MCA growth will be measured by the relevant assessments per school district.

This aspect of the IRZ is deliberately aligned with the NMA School Success Plan (February 2019). The Plan delineates three (3) priorities, including Priority 1: Developing a vision for world-class instruction that includes Hmong Language and Culture. This Priority will shape teacher/staff professional development, all curriculum and learning material adoption decisions and promote student agency. Students will create culturally rich capstone projects that focus on identity and community.

Minnesota Statute §124E. This aspect of the IRZ fulfills Minnesota Statute §124E.01, Subd 1(1-3, and 5): increase learning opportunities for all pupils; encourage the use of different and innovative teaching methods; measure learning outcomes and create different and innovative forms of measuring outcomes; create new professional opportunities for teachers.

Theory of Change for development of Hmong program using various avenues of support from relevant resources.

1. Utilizing UW-Whitewater certification and licensure programs for Language and Culture competence: acquire highly qualified Hmong Language and Culture Program teachers through training with UW-Whitewater Linguistics Teaching program
2. Utilizing HAP's Hmong cultural community program education resources in order to ensure Hmong literacy and Hmong cultural proficiency.

As a school that is programmatically based around Hmong language and culture, New Millennium Academy feels that its best path forward, in terms of improving academic outcomes for its students, is to focus on an experiential learning model through a Hmong cultural lens. Under the IRZ approval, NMA is considering several innovative programs that it would like to try over the next several years. Along with CSE and PSA, NMA leadership believes that: *Knowledge is the residue that is left when the experience wears off.* Therefore, learning experiences must be engaging, culturally relevant and replete with high expectations.

Experiential learning in the frame of culture and language will:

1. Increase student engagement and participation, thereby increasing attendance, retention, and academic performance
2. Increase faculty/staff awareness and cultural competency, thereby increasing engagement and retention
3. Create and maintain a strong sense of community and identity, thereby increasing engagement - all stakeholders and retention - students, families, teachers/staff, and leadership
4. Create a 'campus' (three schools) of shared best practices informed by shared data
5. Identify best teaching practices that 'beat the odds' across the 'campus', thereby improve teaching and student achievement

WORLD'S BEST WORKFORCE

District or Charter Name	4143-07 New Millennium Academy Charter School
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Grades Served	Kindergarten - Eighth Grade
WBWF Contact Information	<p>Kevin Xiong Executive Director 763-235-7977 kevin.xiong@nmaedu.org</p>
Link to WBWF annual report	www.newmillenniumacademy.org
Did you have an MDE approved Achievement and Integration plan implemented in the 2019–2020 school year?	No
Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2019–2020 school year.	May 10, 2020
District Advisory Committee Members	<p>Ger Hang, Parent Denise Johnson, Parent La Her, Parent Staff Member Key Yang, Parent Staff Member Mai Yang Lor, Parent Engagement Specialist Bao Cha, Teacher Mark Campbell, Teacher Dr. Mai Moua, Community Tou Va Cha, Scholar Angel Yang, Scholar Bella Yang, Scholar</p>
Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field and effective teachers.	<p>NMA understands that this past year, virtual learning/hybrid learning was the only possible way of instruction due to COVID-19 restrictions. As such, NMA hired a second IT Coordinator to assist with teaching not only scholars, but families the proper usage of chromebooks and internet at home. We also received over \$80,000 in grants to support families with wireless connection, food, rental support, and basic needs so that families can focus on supporting their children on learning.</p> <p>NMA also established our equity policy, which is defined as JUST FOR ALL. At NMA, opportunities for growth and learning apply to every single person. When we provide equitable opportunities to our community, based on their level of access, we all thrive. We will accomplish this by allowing ourselves to be vulnerable while holding one another accountable in order to build an anti-racist community. Another strategy NMA is using to improve equitable access, specifically to effective teachers, included convening a teacher committee to examine and improve NMA's professional development</p>

	<p>practices. As a result of this committee's work, teachers now receive job-embedded, specific, and individualized professional development that aligns with the school's Charlotte Danielson teacher-evaluation tool and is grounded in the teacher's individually generated SMART goals.</p> <p>NMA will reduce and eventually eliminate equitable access gaps for students of color, American Indian students, and students from low-income families by increasing the percentage of experienced and effective teachers during the 2021–2022 school year by 10% respectively.</p>
Describe your efforts to increase the racial and ethnic diversity of teachers in your district.	<p>The racial and ethnic groups that are present at NMA that are not yet represented in NMA's licensed teaching staff are Black and Hispanic. The lack of access to teachers of color and American Indian teachers can also be traced to NMA's low visibility as a single-school district. Inspired by the Grow Your Own Initiative, NMA started our Pathway to Classroom initiative to inspire current EAs of color to pursue a career in teaching by pursuing a college degree in a field related to education. In 2020–2021 SY, NMA selected four candidates to participate in this program. They will be supported with tuition reimbursement, classroom experience, and reimbursed for their time and effort in attending school.</p>
For this 2020–2021 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.	<ul style="list-style-type: none"> ✓ District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. ✓ District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.
All Students Ready for School.	<p>Does your district/charter enroll students in kindergarten? Yes</p> <p>Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality for the data used to measure progress, please type “N/A” as your answer.</p> <p>NMA understands that the pandemic had a significant impact on instruction and learning this past year. The school started off in with 100% distance learning. With a high ELL population, NMA worked our hardest to support our families with learning how to navigate virtual learning. In January 2021, we moved to hybrid learning where only 194 of 789 students opted for hybrid learning. As such, not all scholars took the optional school and state assessments.</p>

<p>All Students in Third Grade Achieving Grade-Level Literacy</p>	<p>Does your district/charter enroll students in grade 3? Yes</p> <p>Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality for the data used to measure progress, please type “N/A” as your answer.</p> <p>NMA understands that the pandemic had a significant impact on instruction and learning this past year. The school started off in with 100% distance learning. With a high ELL population, NMA worked our hardest to support our families with learning how to navigate virtual learning. In January 2021, we moved to hybrid learning where only 194 of 789 students opted for hybrid learning. As such, not all scholars took the optional school and state assessments.</p>
<p>Close the Achievement Gap(s) Between Student Groups</p>	<p>Goal For Special Education students: At the conclusion of SY2023, the average number of progress points generated by students based on changes in their achievement levels will be at least 1.62 in math and 0.594 in reading.</p> <p>For all other subgroups:</p> <ul style="list-style-type: none"> • At the conclusion of SY 2021–2022, the average number of progress points generated by students based on changes in their achievement levels will average no less than 2.0 for each subgroup in each math and reading. • At the conclusion of SY2022–2023, the average number of progress points generated by students based on changes in their achievement levels will average no less than 2.5 for each subgroup in each math and reading. <p>Results Unable to report.</p> <p>Goal Status Unable to Report</p> <p>Narrative Students did not take the MCAs in 2019–2020 school year due to COVID-19.</p>
<p>All Students–Career and College–Ready by Graduation</p>	<p>Goal In SY 2020–2021, students did not participate in career development (awareness). For SY 2019–20, 25% of students enrolled in health class will participate in career development (awareness).</p> <p>Results Unable to report.</p> <p>Goal Status</p>

	Unable to Report Narrative Unable to report.
Does your district/charter enroll students in grade 12?	No

GOVERNANCE

NMA is governed by its school board. In the 2020–2021 school year, NMA’s board consists of a diverse Board of Directors representing the different stakeholders including two teachers, two parent, and two community members. The Board of Directors meet the second Monday of every month at 5PM at New Millennium Academy. The school board met virtually on Zoom for the entire school year. Both meeting dates and minutes are posted on the NMA’s website at www.newmillenniumacademy.org.

Name	Title	Position
Terence Jones	Board Chair	Community Member
Kinley Vang	Vice Chair	Parent
Chonburi Lee	Treasurer	Community Member
Bridget Mealman	Secretary	Teacher
Janie Yang	Board Member	Teacher
Ker Vang	Board Member	Parent

Board Member	Training and Date
Terence Jones	<ul style="list-style-type: none"> • 12/09/2020 - Board Chat – Understanding Charter School Financials, Charter Source • 03/08/2021 - Consent Agenda Training, Charter Source • 06/14/2021 - Bonding and Bondholder 101, BerganKDV
Kinley Vang	<ul style="list-style-type: none"> • 11/18/2020 - GMS Board Leadership Session 1, GMS • 12/09/2020 - Board Chat: Understanding Charter School Financials, Charter Source • 01/14/2021 - GMS: Board Community of Practice, GMS • 02/16/2021 - Board Chat: MN Authorizer Panel, Charter Source • 03/08/2021 - Consent Agenda Training, Charter Source • 03/11/2021 - GMS: Building and Maintaining a Strong Board Culture, GMS • 03/17/2021 - Board Chat: The Page Amendment & Tiered Teacher Licensure, Charter Source

	<ul style="list-style-type: none"> • 03/30/2021 - Board Work, MSBA • 04/06/2021 - Board Work, MSBA • 04/13/2021 - GMS: Partners Schools: Briefing on K12 Stimulus Funding, EdAllies • 05/19/2021 - Board Chat: Board Engagement • 06/14/2021 - Bonding and Bondholder 101, BerganKDV
Chonburi Lee	<ul style="list-style-type: none"> • 03/08/2021 - Consent Agenda Training, Charter Source • 06/14/2021 - Bonding and Bondholder 101, BerganKDV
Bridget Mealman	<ul style="list-style-type: none"> • 03/08/2021 - Consent Agenda Training, Charter Source • 03/17/2021 - Board Chat: The Page Amendment & Tiered Teacher Licensure, Charter Source • 06/14/2021 - Bonding and Bondholder 101, BerganKDV
Janie Yang	<ul style="list-style-type: none"> • 03/08/2021 - Consent Agenda Training, Charter Source • 06/14/2021 - Bonding and Bondholder 101, BerganKDV
Ker Vang	<ul style="list-style-type: none"> • 01/13/2021 - Charter School Governance, MNACS • 01/26/2021 - Charter School Finances, MNACS • 03/08/2021 - Consent Agenda Training, Charter Source • 06/14/2021 - Bonding and Bondholder 101, BerganKDV

STAFFING

Licensed Staff

Teacher Name	File #	License (Grade/Subject)	2020-2021 Assignment (Gr/Subj)	Expiration Date
Alexandria Rodriguez	1003712	K-6 Elementary Education	2nd Grade	6/30/2023
Amanda Jean Roberg	480162	K-6 Elementary Education	5th Grade	6/30/2025
Andi Twiss	1002677	Tier 1 Science 5-8	Science Teacher	6/30/2021
Andrea Upham	502704	K-6 Elementary Education 5-8 Communication Arts/Literature	1st Grade	6/30/2023
Bao Cha	493430	K-6 Elementary Education	Q-Comp Coach	6/30/2023
Bao Vang	1004387	B-12 Autism Spectrum Disorders	SpEd	6/30/2021
Brian Johnston	518145	5-8 Tier 2 Science	MS Science	06/30/2022
Brianna Dietz	481028	K-6 Elementary Education	KG Teacher	06/30/2025
Bridget Mealman	476519	K-6 Elementary Education B-Grade 3 Early Childhood Education	1st Grade	6/30/2025
Cathy Vang	517851	Short call Substitute	Building Sub/EA	6/20/2023
Ceeiab Samantha Vang	515295	Elementary Education K-6	2nd	6/30/2022

		Short call Substitute		
Christine Clay	347815	1-6 Elementary Education, K-12 Learning Disabilities	SpEd	6/30/2026
Chueyim Vang	510681	5-8 Mathematics	MS Math	6/30/2022
Colleen Klein	466193	K-12 Emotional Behavior Disorders K-12 Learning Disabilities K-12 Autism Spectrum Disorders B-Grade 3 Early Childhood Education	K-8 Special Education Department	6/30/2023
Emily Kay Loose	423492	B-Grade 3 Early Childhood Education	Kindergarten	6/30/2021
Gary W Giel	415817	K-12 Physical Education	K-8 Phy Ed	6/30/2023
George Vang	1001866	5-12 Communication Arts/Literature	ELL Teacher	6/30/2022
Greta Treiber	1005220	Visual Arts	Art	6/30/2023
Hailey Collins-Hill	487616	1-6 Elementary Education	4th Grade	6/30/2022
Heidi Ann Pendroy	390695	Pre K-3 Early Childhood Education	2nd Grade	6/30/2021
Janie Yang	501774	5-12 Communication Arts/Literature	MS English Language Arts	6/30/2023
Jenna M (Bjerke) Flomo	464307	K-6 Elementary Education Age 3 - K Pre Primary	1st Grade	6/30/2023
Jessica Kempkes	1004929	Academic and Behavioral Strategist	SpEd	6/30/2023
Kaethe Eltawetly	447208	Short call Substitute	K-8 Building Substitute	6/30/2022
Katherine Eileen Wagner	492637	K-6 Elementary Education	3rd Grade	6/30/2022
Kayleigh Winslow	510489	K-6 Elementary Education	5th Grade	6/30/2022
Kayoua Yang	518004	Short call Substitute	Building Sub	6/30/2023
KaYoua Her Yang	490545	K- 6 Elementary Ed	1st Grade	6/30/2022
Kevin G. Weber	389785	1-6 Elementary Education K-12 English as a Second Language	Title 1 Reading Interventionist	06/30/2022
Khou Vang	504260	Mathematics	Hmong Director	06/30/2022
Kong Meng Xiong	511715	Short call Substitute	Building Substitute	06/30/2021
Kyla Berges	1002578	K-6 Elementary Education	4th Grade	06/30/2023
Mai Houa Vue	463258	5-12 Family and Consumer Sciences	K - 8 Educational Assistant K-8 Substitute	6/30/2022

Mai Yang Lor	506901	Pre K To Adult Short Call Substitute	Family Support Specialists	6/30/2023
Margaret Fashant Daniewicz	437218	K-12 English as a Second Language	K - 8 ELL Department	6/30/2023
Mark Campbell	453078	5-12 Social Studies -ALL-	MS Social Studies	6/30/2021
Melanie L. Eicher	420460	K-6 Elementary Education K-12 Reading Age 3-PRE- Pre-Primary	Title 1 Reading Interventionist	6/30/2021
Michaela Rae Nettum	1005601		Counselor	Pending
Mikayla Bourbeau	1004659	K-6 Elementary Education	2nd Grade	6/30/2023
Mina Skoglund Ogawa	476268	K-12 English as a Second Language	ELL Teacher	6/30/2024
Ming Lee	1006007	K-12 Hmong	Hmong	6/30/2021
Mong Lou Xiong	517849	Short Call Substitute	Building Substitute	6/30/2023
Pakou Xiong	1006124	Tier 1 K-12 Hmong	Hmong	6/30/2021
Pazong Mua	1002601	K-12 Tier 1 Hmong	Hmong	6/30/2021
Rachel Anne Clapp	1001956	K-6 Elementary Education	5th Grade	6/30/2022
Sai Lor	500085	K-6 Bilingual Education/Elementary Education/English as a Second Language, Age 3-PreK Pre-primary	ELL Teacher	6/30/2022
Samantha Harms	491271	K-6 Elementary Education	3rd Grade	6/30/2022
Samantha Olson	495991	K-6 Elementary Education	MTSS Coordinator	6/30/2023
Sarah Elizabeth Kongslien	502479	K-6 Elementary Education	Kindergarten	6/30/2023
Sidney Miller	449995	K-12 Physical Education 5-12 Health Education	Health/Gym	6/60/2024
Sierra Marie Robinson	434802	K-6 Elementary Education K-12 Reading - Restricted *Note- applied for Reading Teacher K-12- need to check status	Reading Specialist	6/30/2024
Stephanie N Short	481040	K-6 Elementary Education	Kindergarten	6/30/2025
Stephanie Steen	436347	K-12 Reading 5-12 Communication Arts/Literature District Principal K-12	Principal	06/30/2023
Stephanie Wheelock	397593	7-12 English/Language Arts	Assistant Principal	06/30/2022

Sweet Flower Vang	503812	Pre K to Adult Short Call Substitute K-12 Tier 1 Library Media Specialist	Media Center Coordinator	06/30/2023 06/30/2021
Tatyana Tuy	510244	Pre K to Adult Short Call Substitute	SpEd	6/30/2023
Taylor Sterling	1005123	Short Call Substitute	ELA Teacher	6/30/2022
Theresa Mahowald	255536	Pre K K-6 Elementary Education K-12 Learning Disabilities	K-8 Special Education	6/30/2021
Thown Thor	444026	5-12 Social Studies -ALL-	MS Social Studies	6/30/2023
Tou Thao	498402	PRE K-ADUL Short Call Substitute	Building Substitute	6/30/2022
Virginia Mae	513412	PRE K-ADUL Short Call Substitute & Tier 1	Math 6-8	6/30/2022 Tier 1 - 6/30/2020
Yelena Sergeyevna Baskova	377719	K-12 English as a Second Language	ELL Teacher	6/30/2022
Yacoub Aljaffery	1006719	English as a Second Language	ELL Teacher	06/30/2022

Operations and Support Staff

Employee's Name	Position
Pachia Thao	Administrative Assistant - Front Office
Leng Khang	Bus Driver
Amy Ledin	Bus Driver
Christopher Stones	Bus Driver
Avis Vang	Bus Driver
Machela Johnson	Bus Driver
Xao Vang	Cook
Chia Khang	Custodian
Kong Lee	Custodian
Vang Leng Lor	Custodian
Panyia Vang	Custodian
Mai Ka Yang	Director of Operations and Business
Neng Thao	Due Process Coordinator
Chia Lee	EA
Mai Kia Vang	EA
Kaethe Eltawely	EA

Ariana Her	EA
Fue Khang	EA
Barbara Maas	EA
Key Yang	EA
Tou Thao	EA
Mai Houa Vue	EA
Holli Porter	EA
Cathy Vang	EA
Cheenou Vang	EA
Mong Xiong	EA
Timothy Moua	EA
Sandy Xiong	EA
Kayoua Xiong	EA
Shoua Yang	EA
Cheng Vang	EA
Charles Olson	EA
Robert Yang	EA
Destiny Xiong	EA
Lisa Xiong	Enrollment Coordinator
Kaonue Xiong	Executive Assistant
Mai Yang Lor	Family Engagement Specialist
Soua Khang	Food Services Supervisor
Terra Eicher	Health and Wellness Coordinator
Sokunthea Bentley	HR Business Partner
La Her	Impact Coach
Rasheed Stephens	Impact Coach
Jeffrey Eicher	IT Coordinator
Joshua Yang	IT Intern
Jeff Bobson	Maintenance Coordinator
Sweet Vang	Media Center Coordinator
Kalia Lee	Office Manager
Kanong Yang	Operations Assistant
Jonathan Yang	Transportation Coordinator