UNIVERSAL ACADEMY CHARTER SCHOOL

ANNUAL REPORT & WORLD'S BEST WORKFORCE PLAN

Farhiya Einte, *Executive Director*

2919 28th Ave South, Minneapolis, MN 55406
Office (651) 340-5994
Fax (612) 259-8952

www.uacsmn.org

ISD # 4225-07

2019-20

Contents

School Information

Address:
2912 28th Ave South
Minneapolis, MN 55406
(P) 651.340.5994
(F) 651.202.3934
(W) www.uacsmn.org

Grades Served: PreK-8
Year Opened: 2014-15

Mission Statement
Universal Academy will provide success for all students with high quality learning, empowerment and support from a caring and nurturing staff.

Vision Statement
Universal Academy will be recognized as an academically superior public school for accelerating the learning of all students so that they will be fully prepared to thrive and contribute in today's diverse and ever changing communities.

Authorizer Information
NEO Charter School Authorizer
3432 Denmark Ave #130
Eagan, MN 55123
612.889.2103
http://www.neoauthorizer.org

Wendy Swanson-Choi, Executive Director of Charter School Authorizing

Universal Academy's authorizer contract with Novation Education Opportunities (NEO) began on January 24, 2014. The school is authorized until June 30, 2019, by this contract. NEO ensures that Universal Academy is accountable and responsible in 4 key areas: (1) governance, (2) student and school performance, (3) operational performance, and (4) financial management. This is Universal Academy's fourth year as a charter school.

Student Enrollment

Number of Students Enrolled

Below is a table of enrollment covering the first three years of enrollment at Universal Academy Charter School. Our enrollment goal for 2019-20 was 400 students. This was also the building cap for our location during the first three years of operation. For 20/21 are planning on 450 students.

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Pre-K	N/A	N/A	N/A	?	46	30
Kindergarten	50	50	50	93	51	65
1st Grade	44	52	55	71	53	52
2nd Grade	27	51	58	45	41	50
3rd Grade	23	27	49	54	42	50
4th Grade	27	26	32	55	43	42
5th Grade	19	29	32	37	45	40
6th Grade	-	21	35	37	30	41
7th Grade	-	-	29	31	32	27
8th Grade	-	-	-	24	30	26
Total	190	256	340	447	413	423

Characteristics/Demographics

Ethnicity	Percentage	Special Population	Percentage
American Indian/Alaskan Native	0%	English Learner	84%
Asian/Pacific Islander	1.5%	Special Education	3%
Hispanic	0%	Free/Reduced Lunch	88%
Black	98%		
White	0%		
Multi Ethnic	1%		

- o October 1 Enrollment: 384
- o Attendance Rate: 98%

Student Attendance, Attrition, & Mobility

Universal has grown to serve grades K-8 since opening in 2014. During the 2014/15 school year, UA had grades K-5. For SY 2015/16 Universal Academy added 6th grade, adding a grade level with each year. .

STUDENT ATTENDANCE

	2014-15	2015-16	2016-17	2017-18	18-19	19-20
Overall Attendance Rate	95.3%	96.3%	96.75%	98%	98%	98%

Universal Academy enjoyed stable overall attendance during the 2019/20 school year., even with the upset of implementing distance learning abruptly in March due to the COVID-19 Pandemic. This is a reflection of the investment families have made in Universal Academy. Students are consistently attending school and remaining enrolled at UACS.

STUDENT ATTRITION

Percentage of students* who are continuously enrolled between October 1 of 2018-19 school year and October 1 of 2019-20 school year.	88%

Do not include graduating students or those who have completed your school program, i.e., if your school is K-6, do not include students who have completed 6th grade.

117 students have been enrolled consecutively for three years, out of 668 who have been enrolled total. 17% of total enrolled students have been enrolled consecutively for three years

STUDENT MOBILITY

Year	Students Transferring Out After October 1	Total Students Enrolled October 1	Mobility Percent
Baseline 2014-2017	119	716	16.62%
2017-2018	55	346	15.90%
2018-2019	45	413	10.90%
2019-2020	41	415	9.88%

After reviewing the mobility data from the last two years, it is clear that Universal Academy attracts more students than it loses during the school year. There is, however, progress to be made towards decreasing the number of students who transfer out mid-year. Universal Academy would like to cultivate a mobility index closer to 5%.

Successes and Challenges

Successes
- School ran in person until March 2020 when Universal shifted into distance learning. Our curriculum had an online component Pearson Realize which made the transition successful. Universal spent two days teaching students how to log in online. On our first day of online school, March 18, all students logged in to the system successful.
  - A message board was created on the school website and this was used to communicate with remotely with staff. This was a successful tool for assigning and tracking staff duties, as well as being a solid network for staff to rely on while separated.
- The initial two testing periods for NWEA showed growth in student proficiency in learning.
- Overall, the school year went well with no major incidents or issues. Enrollment was high and attendance consistent.
- Weekly data meetings were held and staff stayed current on student successes and challenges and interventions were relevant and rigorous.

- Parent satisfaction remained high, as communicated from parents to staff.

Challenges

- Student retention remains a challenge. UACS continues to work with highly mobile students. Many families who enroll at UACS are moving from city to city due to availability of low-income housing.
- Also, due to insufficient number of devices students transferred schools during the distance learning period.
- UACS has challenges communicating with parents and engaging and involving them in their students' learning.
- Parents have difficulty helping students academically due to language barriers, low educational achievement themselves, and cannot afford tutoring.
- Teachers have culture shock when working in the Somali Culture, UACS will work on emphasizing Somali culture. To work on this, we will be completing the year-long Somali History and Culture project.
- Attracting and recruiting high-quality, experienced teachers is a struggle for UACS.
- Mid-Year staffing changes were challenging.
- The language barrier between parents and teachers is challenging as well. There are only have a few translators available which limits the amount of communication teachers and parents have. Ideally, UACS would like to see a very communicative and collaborative communication between parents and teachers.

Worlds' Best Workforce Components

Educational Approach and Curriculum

Our Instructional Philosophy and Focus

A unique philosophy of Universal Academy Charter School is that multiple curricula and resources must be available along with a learning program responsive to student needs in order to accelerate the learning of the state standards for all students. It is essential to:

- Analyze data to identify each student's strengths and needs in mastering the state standards in addition to each class as a whole
- Engage students in setting individual goals as well as collective class goals
- Monitor individual and collective progress toward meeting the goals
- Adjust instruction and select resources to accelerate learning. For example, if one curriculum or teaching technique in math doesn't work for a few students, then it is necessary to modify the approach in re-teaching and use additional techniques and resources. UACS makes a commitment to each student to identify what works to accelerate his or her learning as monitored through weekly data analysis. UACS implements aligned strategies of Responsive Classroom, Direct and Differentiated Instruction, Sheltered Instruction Observation Protocol (SIOP), and Response to Intervention (RtI) in a results-oriented culture that fosters a growth mindset.

In order to improve the implementation of the strategies, Universal Academy is replicating aspects from Harvest Preparatory and Best Academy, two of the highest-performing schools in Minneapolis. The educational program will enable all students to meet challenging academic achievement standards by implementing the following school wide strategies:

- Data-driven Instruction (DDI) in conjunction with Response to Intervention (RtI),
- Embedding professional development into daily instruction utilizing instructional coaching and instructional techniques from Teach Like a Champion and SIOP.
- Each Friday, in professional learning communities organized by grade level clusters, teachers will use the following resources:
  - 1.0 Driven By Data: A practice to improve Instruction, by Paul Bambrick Santoyo (2010). This book serves as a resource to teachers for selecting strategies that can be implemented based on student needs and goals that the teachers identify.
  - 2.0 Teach Like a Champion- 49 Techniques That Put Students on the Path to College: by Doug Lemov (Jossey Bass, 2010). Lemov carefully observed teachers whose inner-city students perform at dramatically high levels. Then he broke down what they do into carefully described techniques that all teachers can put into practice. This book also serves as a valuable resource to teachers for selecting strategies that can be implemented based on student needs and goals that the teachers identify.
  - 3.0 Using the SIOP Model with Pre-K and Kindergarten English Learners: by Jana Echevarria, Deborah Short, and Carla Peterson, Making Content Comprehensible for Elementary English Learners: The SIOP Model, 2nd Edition by Echevarria, Vogt and Short, and 99 Ideas and Activities for Teaching English Learners with the SIOP Model by Vogt and Echevarria. These books also provide strategies that can be implemented depending on student needs to meet goals that the teachers set.

Universal Academy aims to meet high standards across content areas by setting goals and comparing progress in improving student learning to the highest performing charter schools in the state and nation using the Northwest Evaluation Association Measures of Academy Progress (NWEA MAP) results as a benchmark for success. Universal Academy utilizes a study visit protocol during a visit to these high performing charter schools as a strategy for meeting high standards across content areas.

to the school board.]

WBWF Goals and Results

2a. All Students Ready for School

Goal	Result	Goal Status
At least 70 percent of kindergarten students will reach the ready for first grade RIT target score of 159 for math.	*Full-year testing data not available due to COVID-19. In 2018/19 only 31% of students met the target benchmark.*	*Check one of the following:* ☐ *Goal Met* ☒ The *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in Kindergarten*

2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
The school's MCA proficiency rate is greater than 10 percentage points above the state average.	The school's proficiency rate of 34.50% was 24.96 percentage points lower than the state's proficiency rate of 59.46% in 2018/19. There is no data to report on in 2019/20 due to the COVID-19 pandemic.	*Check one of the following:* ☐ *Goal Met* ☒ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* ☐ *District/charter does not enroll students in grade 3*

2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
The school's MCA Reading proficiency rate is greater than 10 percentage points above the resident district (Minneapolis Public Schools) average.	The school's proficiency rate of 28.86% is 18.58 percentage points higher than the resident district's proficiency rate of 18.58% in 2018/19. There is no data to report on in 2019/20 due to the COVID-19 pandemic.	*Check one of the following:* ☒ *Goal Met* ☐ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)*

2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
The percent of students in grades 4-8 who are below grade level that make high growth exceeds the state average by more than 10 percentage points on the Reading MCA.	The school's combined 2019-2022 growth rate of 27.71% is 5.66 percentage points higher than the state's combined 2019-2022 proficiency rate of 22.05% based on data from 2018/19. There is no data to report on in 2019/20 due to the COVID-19 pandemic.	*Check one of the following:* ☐ *Goal Met* ☒ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)*

2e. All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2016-2017 school year.	*N/A*	*Check one of the following:* ☐ *Goal Met* ☐ *Goal Not Met* ☐ *Goal in Progress (only for multi-year goals)* ☒ *District/charter does not enroll students in grade 12*

Instructional Program and Curriculum

The curriculum and instructional practices used are as follows.

1. Data-driven Instruction includes assessment, analysis, action, and culture.

- Assessment: Creating rigorous interim assessments that provide meaningful data.
- Analysis: Examine results of assessments to identify the causes of both strengths and shortcomings.
- Action: Teach effectively what the students most need to learn.
- Culture: Create an environment in which data-driven instruction can survive and thrive.

2. Response to Intervention (RtI) is designed to provide proactive, student centered reading/math interventions to students in the primary grades, thus creating an opportunity for successful experiences for all children in the area of reading and mathematics. Students are assessed using standards based assessments to identify performance level compared to Minnesota Academic Standards for each grade level. NWEA/MAP may also be used along with teacher records, curriculum tests, and transferred records.

The basic premises of RtI are:

- All primary students begin in Tier One and move to other tiers based on need.
- The RtI team collects and reviews data to measure student progress, assigning all students a Tier based on need in reading and math.
- After students are grouped into tiers based on their identified needs, students will receive interventions designed to better meet their individual learning needs.

3. Universal Academy implements the Sheltered Instruction Observation Protocol (SIOP) with English Learners. The SIOP Model is a research-based and validated instructional model that has been proven effective in addressing the academic needs of English Learners. Content knowledge, vocabulary and specific content-focused skills are the main focus, rather than the English language taught in isolation. All teachers, as well as support staff, are trained in and implement the SIOP techniques in their classrooms and utilize the WIDA (World-Class Instructional Design and Assessment) resources available to Minnesota schools as a consortium member. Since large numbers of Universal Academy's students are newcomers to school in the United States, this model of English language learning is important to support teachers with a specific starting point and method

for differentiation of instruction as they work with the ESL teacher and design lessons that all students can access and learn from regardless of their prior mastery of English.

4. In addition, Universal Academy implements Direct Instruction (DI). DI provides a strong focus in the early elementary grades on the development of cognitive skills including attention, memory, and retrieval. Students are taught rote rehearsal, semantic and phonemic grouping strategies, and chunking or grouping strategies. In addition, students are taught categorization strategies, and how to create a conceptual hierarchy. Direct Instruction is a research-based strategy for accelerating growth in reading originated by: March C. Schug, Sara G. Tarver, & Richard D. Western.

5. In addition, all staff are trained in the Responsive Classroom approach that enhances the overall climate of the school and gives teachers/staff techniques to help students solve behavior problems school-wide. Responsive Classroom is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. This approach consists of practical strategies for helping children build academic and social emotional competencies day in and day out. In addition to reducing discipline problems, using these strategies increases student engagement and academic progress and supports a culture of high expectations. The Responsive Classroom is a research-based strategy for promoting a safe, positive learning environment: American Educational Research Journal in March 2014.

6. Technology is leveraged to allow students time to practice basic skills and allow teachers time to focus on higher order thinking with small groups of students. Universal Academy also addresses the need for students to know how to appropriately and safely use the Internet and their personal devices for retrieving information, determining fact from fiction, manipulating data, and creating new data.

7. As its primary math curriculum, UACS selected Math and Vision 2.0 from Pearson, which stresses students' foundational skills, teaching concepts versus process. Teaching conceptually lays a foundation, thus enabling all students to progress through advanced mathematics. Students as young as second grade begin learning multiplication and division and are performing simple pictorial algebra by fourth grade. Singapore Math incorporates student discussion about solving math problems. The quick mental calculation is stressed.

8. Universal Academy utilizes Pearson Reading Street as its primary curriculum in K-8 to assure the learning styles of all students are being met and that all MN Academic Standards are addressed. In addition, Daily 5, SRA Imagine It, and Words Their Way are supplemental structured reading programs that provide resources for reaching the students' academic goals. These structured reading programs help students develop the daily habits of reading, writing, and working independently, and support the goal of providing differentiated instruction based on student needs.

9. Universal Academy utilizes a teacher-developed, standards-based curriculum based on Glencoe-McGraw Hill, Exploring Our World: People, Places, and Cultures. Middle school focuses on Minnesotan culture for social studies. This series has a strong mix of core content, leveled books, activities and technology that engage students and connect them to their real world. It includes resources that support core social studies content, including games, poems, and songs for lower grades and provides informal assessment opportunities that align with Universal Academy's data-driven culture.

Goals and benchmarks for instruction and student achievement for all student subgroups.
75% continuously enrolled students will demonstrate at least 1 year's progress on NWEA Growth measures.

Process for assessing and evaluating each student's progress toward meeting state and local academic standards.

Students are assessed weekly, monthly, and by NWEA tests three times yearly and MCA tests once yearly. All of this data is analyzed by teaching staff to evaluate student progress.

Process to review and evaluate the effectiveness of instruction and curriculum.

Universal Academy utilizes Q-Comp standards to evaluate teachers. The curriculum will be evaluated based on teacher feedback, student progress, and parent satisfaction.

Remediation and acceleration practices or programming.

As 99% of the student body are English Learners, UA does not have a remediation program. Students are given additional supports to support their learning until they no longer need them. Students with a firmer grasp on the curriculum are given more challenging coursework to complete.

Special Education Program

The charter school complies with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education as follows: Universal Academy welcomes and enrolls students regardless of any disabilities or learning challenges. Universal Academy contracts with Designs for Learning for appropriately licensed Director of Special Education, School Psychologist, and related services personnel. Universal Academy employs or contracts with appropriately licensed special education teachers and specialists.

Universal Academy appropriately serves students with IEPs in the least restrictive environment by scheduling time for the Special Education Teacher to teach alongside the classroom teachers and train the classroom teachers on the methods for providing classroom adaptations, accommodations, and modifications. In addition, the Special Education Teacher takes part in the weekly professional learning community in order to promote collaboration among all teachers in order to ensure student inclusion in classroom instruction.

The Child Find process is implemented as follows. Universal Academy's Child Find Process includes collecting data through assessments as well as indirect means, including assessing a child's academic, gross and fine motor skills, receptive and expressive language skills, vision, and cognitive skills. Universal Academy's Child Find Process is designed to facilitate discussion, collaboration, problem solving, and the sharing related to the delivery of instruction and behavior management. School staff, parents, and /or agency representatives have the right to refer the students to the Child Find Team (RtI team) with appropriate evidence, as determined by our contracted Special Education Director and the team.

The RtI Team ensures that interventions are identified and documented, and progress is monitored. After intensive intervention and evaluation (if necessary), final identification of the student will occur and, if appropriate, an IEP will be developed. In developing IEP's Universal Academy seeks to provide instruction in the least restrictive environment. Special Education teachers teach alongside classroom teachers to model effective strategies for ensuring that all students have instruction on grade level standards and with school wide strategies. In addition, Special Education teachers are part of the weekly, interdisciplinary grade level cluster Professional Learning Communities where they share effective strategies, learn from other teachers and monitor progress with school wide strategies.

English Learner Program

All incoming and returning students take the Home Language Questionnaire upon enrollment or at the beginning of each school year. Students whose families identify as speaking a different language at home either take a WIDA test or their WIDA record is requested from their prior school. During the 2017/18 school year, 99% of the student body was identified as EL.

Pullout support is offered to students who need more intensive instruction in the English language. SIOP is a research-based approach to improving access to content for English learners, as noted above. SIOP strategies are utilized by all general education teachers in their lesson planning and instruction.

Universal Academy contracts with outside experts for ongoing training for teachers in the areas of SIOP and use of WIDA resources and teachers will learn to monitor their progress with implementing the SIOP strategies in the weekly Professional Learning Communities (PLCs) on Fridays. The leadership team and the external expert conduct ongoing teacher observations to provide ongoing feedback and monitor student progress to ensure that the SIOP strategies are implemented effectively.

School Calendar

During the 2017/18 school year, UACS served students in grades K-8. Classes operated for 172 days, each day running 350 instructional minutes, and 390 total in-school minutes.

A snapshot of the school's school year calendar that includes total annual instructional hours is included as **Attachment 1**.

Innovative Practices & Implementation

Teachers clearly communicate to each student his or her areas of strength and needs and identify goals, and strategies for reaching the goals. In addition, students also learn to examine their own work to identify strengths and needs in order to set goals and monitor their progress toward reaching their goals. According to John Hattie's *Visible Learning A Synthesis of over 800 Meta-Analyses Relating to Achievement* (Hattie, 2009), the strategies that have the greatest measurable effect on student learning include 1) student self-assessment/self-grading, 2) data-driven instruction, 3) response to intervention, 4) providing formative assessments, 5) teacher clarity, and 6) feedback. Universal Academy ensures teachers and students get prompt, specific feedback on learning with time focused on analyzing and using the data each week to effectively meet student needs and that teachers receive job- embedded professional development for effectively implementing specific instructional best practices that they implement from "Teach Like a Champion" and Sheltered Instruction Observation Protocol (SIOP). In order to improve the implementation of the strategies, Universal Academy is replicating these aspects from Harvest Preparatory and Best Academy, two of the highest-performing schools in the state. In addition to replicating the aspects of data-driven instruction, Response to Intervention, and job embedded professional development in the use of teaching techniques from Teach Like a Champion and from SIOP, Universal Academy replicates Harvest Preparatory and Best Academy's study visit protocol of conducting study visits to high performing schools in the state and nation to ensure that Universal Academy's benchmark for success is the highest standard.

Study visits are organized in a train-the-trainer model where teacher leaders who participate in the site visit will train the other teachers and paraprofessionals at Universal Academy. The teacher leaders provide

leadership in their grade level teams to monitor the impact of the implementation of the strategy on student learning so that teachers can observe whether or not the adjustments to instruction are accelerating student learning.

In addition, Universal Academy contracts with leadership from the high performing charter school that teachers visited to visit Universal Academy to observe and provide feedback on Universal Academy's use of the particular strategies that were the focus of the site visit. The program is designed to support state academic standards.

Instruction is intentionally designed to begin the first day of school to meet student needs in order to ensure students meet Minnesota academic grade level standards. After a student is enrolled and before school begins, student assessment data is collected and formatted for analysis. The teachers analyze this data and map the curriculum based on student performance relative to the state standards for each grade level during their two-week preparation time prior to the first day of school. Teachers identify and prioritize the student needs and strengths and set goals for the students based on the Minnesota state standards for each grade level for each subject area. According to the student needs, teachers start backward planning from the Minnesota standards. During the two weeks of professional development before school begins, the teachers are trained to use a pacing guide and backward planning to plan instruction to ensure that students remain on track to meet the Minnesota Academic Standards. Then the teachers design specific interventions to meet student needs. These are considered Tier One interventions because teachers design them to be implemented during whole class instruction. Students receive 90 to 120 minutes of daily reading instruction and 60 to 90 minutes of math in the general education setting. Students who are at risk for failure in reading or math as identified by the results of the assessments that students take prior to the first day of school receive additional tiered interventions. Students identified as needing additional intervention in Tier II receive the same instruction as Tier I, but receive an additional 30- minute block in reading or math in small homogeneous groups for 6 to 8 weeks. Students identified as needing additional intervention beyond Tiers I and II, receive the same instruction as Tier I, but receive 2 additional 30- minute instructional blocks with one on one instruction for the duration of the 6 to 8 weeks. Every six weeks student academic performance data is analyzed and progress monitored to ensure that the intervention is accelerating learning for each student to meet the grade level standards.

Use of an Intervention Binder was Implemented during 2016/17. Every classroom has an intervention binder with 4 categories of interventions which are aligned to state benchmarks and use the same language as MCA standards; meets, partially meets, exceeds etc. During small group lessons students work on the applicable intervention lesson for their achievement of that week. If they do not work through the intervention successfully they go to the Success Room to work with the Title I teacher. Title I teacher tracks student and teacher progress on interventions.

Parent Involvement during the 2017/18 school year every month on the second Thursday we had Parent Involvement night. UACS taught parents the system of school at Universal and how they can help their students do well in school. Topics included math assistance, teaching parents how to use Youtube and Google for supporting parent's knowledge of the concepts their students are learning.

Primary & Statutory Purpose of a Charter School

Universal Academy's primary purpose is to *(1) improve pupil learning and student achievement by accelerating student learning* through an aligned framework of Data-Driven Instruction in conjunction with Response to Intervention (RtI), Responsive Classroom, Direct and Differentiated Instruction, and Sheltered Instruction Observation Protocol (SIOP) in a results-oriented culture that fosters a growth mindset. Additional purposes are

to *(2) increase learning opportunities for pupils by ensuring that teachers are receiving professional development for and utilizing research-based effective instructional techniques* as reported in Doug Lemov's Teach Like a Champion and *to (3) encourage the use of different and innovative teaching methods* through weekly data analysis in Professional Learning Communities (PLCs) to ensure teaching techniques are monitored and adjusted to accelerate student learning. Universal Academy will meet high standards across content areas by setting goals and comparing progress in improving student learning to the highest performing charter schools in the state and nation using the Northwest Evaluation Association Measures of Academy Progress (NWEA MAP) results as a benchmark for success. Universal Academy will utilize a study visit protocol during a visit to these high performing charter schools as a strategy for meeting high standards across content areas.

Additional World's Best Workforce Data

Universal Academy has a population of 100% Black or African American students. While this is not ideal from a diversity standpoint, it has allowed the school to understand and cater to the unique needs of the student body. As a large percentage of the school are first generation East African Immigrants, the school has developed relationships with the community to comprehensively support families and enhance student learning.

Universal Academy is implementing a thorough Literacy Plan. In all subject areas, Universal Academy strives to implement best-practices instructional strategies as described above in the section on *Our Instructional Philosophy and Focus,* so that all students are able to reach grade level standards.

By ensuring that students are literate and on track for education success from an early age, Universal Academy contributes to students' lifelong learning success. Collaboration with students in developing their academic goals gives them a sense of ownership over their education and provides them with investment in their learning. This sense of ownership and personal investment will enable students to continue setting and achieving goals throughout their life. Early development of academic responsibility and an understanding of how a High School diploma will impact life-long success with the expectation that students *can* achieve great things with their lives will go a long way in ensuring students graduate from high school and pursue college or employment.

Parent Survey Results

There was no parent survey conducted in 2019/20 due to the COVID-19 pandemic. However, we do have verbal feedback from families to summarize. In brief, parents are very happy with the education and environment of Universal Academy. They feel Universal Academy is a welcoming, positive environment for families and students. School Administration and teachers are perceived as being available and receptive to parents. Parents feel comfortable communicating with School Administration and Teaching Staff.

Academic Performance

MCA-II Data

MCA's were not administered or required in 2019/20 due to the COVID-19 pandemic. UACS has elected to include prior-year data in this report to provide general context.

MATH	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Percent of students "On Track for Success"	28.6%	79.9%	44.1%	40.3%	34.6%	-
Percent of students making High, Medium, and Low Growth						
High	10.7%	66.7%	33.3%	27.3%	22.6%	-
Medium	46.4%	30.0%	33.3%	32.3%	39.5%	-
Low	42.9%	3.3%	33.3%	40.4%	37.9%	-

READING	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Percent of students "On Track for Success"	20%	75.0%	44.6%	59.6%	50.4%	-
Percent of students making High, Medium, and Low Growth						
High	4%	65.0%	28.9%	42.6%	29.4%	-
Medium	60%	28.3%	36.1%	35.1%	45.4%	-
Low	36%	6.7%	34.9%	22.3%	25.2%	-

This growth data is pulled from MDE's School Report card: http://rc.education.state.mn.us/.

The MCA data from the last two years is especially promising and points towards the efficacy of Universal's educational program. The average proficiency for English Learner students in reading and math throughout the state hovers between 15-20%. Universal Academy students are achieving above 40% proficiency as a 98% EL student body. UACS tests well above its comparison schools, and is making significant progress towards closing the achievement gap between EL's and Non-EL students.

Comparison Schools

Comparison schools were chosen based on student demographics and their neighborhoods proximity to Universal Academy. Most of the comparison schools have a very similar student population. Dowling and Seward Elementary schools have the most different student populations. These two were selected as comparison schools for gauging how Universal Academy is doing in closing the Achievement Gap and due to their geographical proximity. Aurora Charter School was chosen as a comparison school due to a similar percentage

of EL students. Aurora charter school has been functioning for many years and is well established. Banaadir Academy South is a three-year-old charter school with a similar percentage of EL and minority students and is in close proximity to UACS.


Comparison School Demographics (Fall 2020)
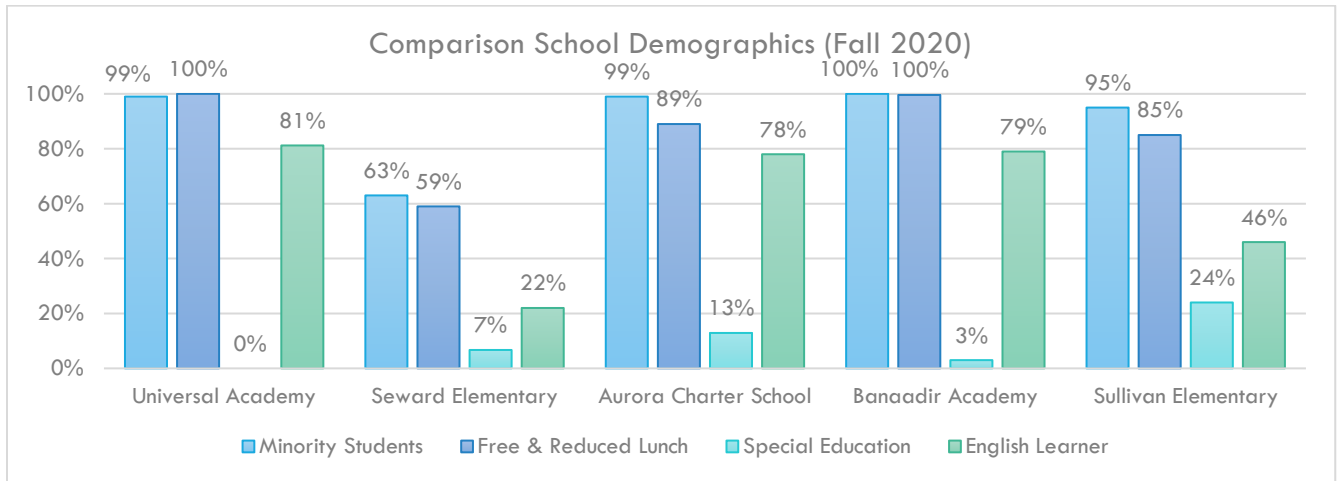
NWEA Data

Grades K-6 were assessed using the NWEA MAP assessment. Percentages established for the RIT growth goal[1] are based on the expectation that schools have students that grow at the same rate, or better than at least 50 percent of the schools tested nationally. For example, if 65 percent of the school's students meet their RIT growth goal, then the school is performing with the top 25 percent of schools, nationally. If 40 percent of the school's students meet their RIT growth goals, then the school is performing with the bottom 25 percent of schools, nationally.

MAP testing was administered twice during the 2019/20 school year, in fall and winter. Usually the MAP test is administered a third time in the spring and the fall-spring growth data is analyzed. Due to the COVID-19 pandemic the fall-winter data will be analyzed here.

Fall-Winter MAP Growth Target Results

---
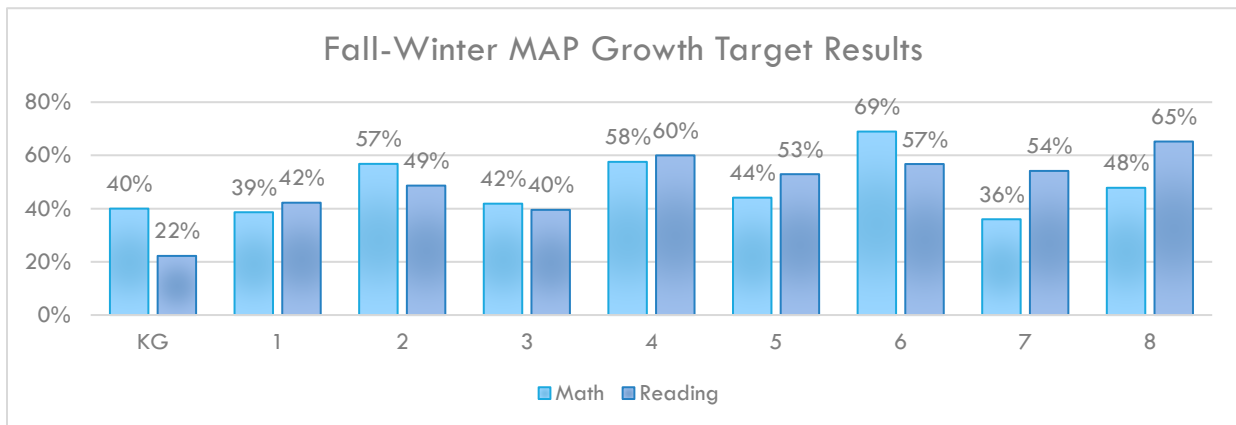
[1] The Northwest Evaluation Association now uses the term "Growth Projection" rather than "Growth Goal," in recognition of the fact that the projected post-test score may or may not be an appropriate goal for any given student. The growth-projection score is based on the initial score and is simply the median post-test score for students with that initial score. MAP norms are constructed such that nationwide, 50% of students are meeting Growth Projections.

Overall, 46% of students met their growth targets in Math, and 47% of students met their growth target in Reading, based on the fall-winter growth data. The lowest growth achievement occurred in grades KG, 1, and 3rd; the highest achievement occurring in grades 4, 6, and 8. The consistency of achievement in grades 4-8 shows that Universal's program is effective and having good results. These results were used to adjust instruction over the winter break and we expect that results would have improved on the Spring test.

ACCESS FOR ELLs

WIDA test results from 2019 indicate that Universal Academy students are making strides towards English language proficiency. 33.2% of UACS students are meeting their target.

UA Staffing

During the 2018/19 school year, the school had 23 licensed teachers, three office staff, one Assistant Director, an executive director, and 21 aides. All teachers hold a valid Minnesota license in the area(s) for which they teach.

On October 1, UA had 23 licensed staff for 447 or 19 students per teacher. This intensive staffing model allowed for students to have extensive individualized attention. A teacher-heavy staff contributes to Universal's overall model of intensive support for students and high levels of instruction.

2019-2020 Universal Academy Staff	
A D M I N I S T R A T I O N	
Director & Principal	Farhiya Einte
Assistant Director	Alana Woods
MARSS Coordinator & Lunch Director	Nawal Abdulle
Building Operations	Ahmed Abas
Dean of Students/ Parent Liaison	Jehnah Benalshaikh
T E A C H E R S	
Preschool Teacher	Felizarte, Brenda
Kindergarten Teacher (A)	Hill, MacKenzie
Kindergarten Teacher (B)	Lura, Sydney K
1st Grade Teacher (A)	Just, Lucy
1st Grade Teacher (B)	Spencer, Abby
2nd Grade Teacher (A)	Lietzau, Olivia

2nd Grade Teacher (B)	Moreno, Maria
3rd Grade Teacher (A)	Abdimajid Irobe
3rd Grade Teacher (B)	Rademacher, Natalie
4th Grade Teacher (B)	Le, Miranda
4th Grade Teacher (A)	Huss, Tim
5th Grade Teacher (B)	Salah, Mohamed
5th Grade Teacher (A)	Pederson, Kammi
6th Grade Teacher (A)	Noel, Dorielle
6th Grade Teacher (B)	Petersen, Renee
7th Grade Homeroom 7/8 Social Studies	Hoekstra,Garrick
8th Homeroom 7/8 Reading	Merril, Kerstin
7/8 Math	Colaad, Bashir
7/8 Science	Yusuf, Abdijalil Sheik
Arabic Teacher	Maghadoui, Fatima
Title 1	Alhuniti, April
SPED Teacher	Roushdy, Randa
SPED Teacher	Mlambe,Marianne
ELL Teacher	Wegner, Martin
Physical Education	Webb, Corey
Academic Coach (K-2)	Crosby, Lucy
Academic Coach (3-5)	Bieszk, Jackie
Computer / Success	Gharib, Rania
Mohamed, Asma	PreK
Hassan,Nasra	K Hill
Mohamed, Iman	K Lura

Ahmed,Farida	1st Spencer
Farah, Ayan	1st 1:1 (mawada) Just
Khalif, Deeqa	2nd: Moreno 1 on 1 Suhayb
Doualeh, Mahdi	2nd: Lietzau
Mohamed, Hindi	2nd Moreno 1:1 (yassir)
	3rd: Natalie
Mohamed,Anisa	3rd Raqiya
Farah, Mirian	4th 1:1 Amir
Adem,Iftu	4th Huss Salman's class
Yusuf, Sumaya	4th: Miranda
Kulmie, Amina	5th Salah
Narsa, Ali	5th Kammi
Yusuf, Aisha	6th Noel
Mushtaq, Muhammad Haris	1:1 6th Muhktar Renee
Ali, Salma	1:1 Anisa 6th Renee
Saada Abdulhay	1:1 8th Grade
Mudashir,Hajarat	1:1 Sumaya 7th Grade **School Sub**
Hussein, Hafsa	1 on 1 EA 8th Ashraf
Awgeydhe, Basra	Nurse
Mohamud,Tirig	Arabic
Irobe, Abdimajid	PE EA / **School Sub**
Omar, Mohamud (Mr. Mohamud)	Hallways
Ahmed, Samir	Cafeteria
Abdullahi, Amina	Cafeteria

Farah, Hawa	Cafeteria Training and Middle School Hallway
	Cafeteria

Professional Development Activities

The professional development activities undertaken by all staff hit on the following topics:

1. Personal and Student Emotional Support and Mental Health (SEL): Participants will be able to define social emotional learning as well as learn strategies they can implement in their classrooms to improve behavior, social interactions, and academic learning. Participants will become familiar with the 5 CASEL Statewide Learning Goals in the area of social emotional learning. They are: Self Awareness, Self Regulation, Social Awareness, Relationship Skills, and Responsible Decision Making. Participants will gain knowledge in neurodevelopment along with strategies they can use to assist students attain competencies in each area.

2. Technology: How effectively use technology while teaching students online: Participants will work with the Customizing Assessment feature on Savvas Realize as well as how to effectively use features on ZOOM for distance learning.

3. Creating a Welcoming Classroom Environment: A pathway to building relationships with your students; how important a good relationship between teacher and students can impact a student's education as well as a student's behavior.

4. Instructional Planning: How to create and utilize lesson plans and weekly quizzes following the Driven by Data instructional model.

5. Building Positive Relationships: How to foster a positive relationship with your students and create a strong classroom community.

6. Teach Like a Champion Chapter 3: How to set high academic expectations for your students using the Teach Like a Champion teaching techniques: No Opt Out, Right is Right, Stretch It, Format Matters, and Without Apology.

7. Building and Analyzing Comprehensive Exams: How to build a Comprehensive Exam based on instruction and curriculum resources. How to analyze the results of the Quarterly Comprehensive exams based on Chapter 1 "Assessment: Set your Landmarks (and Your Mile Markers) and Chapter 3 "Action: Charting a Better Path" from the book Driven by Data.

8. Building and Utilizing Pacing Guides: How to build Quarterly Pacing Guides and planning with the end in mind based on Chapter 4 "Planning for Success" of Teach like a Champion.

9. Working together to support ELL students: How to foster the "Power of Yet" to instill positive motivation in our students as well as reach our ELL population. Based on information provided by WIDA.

10. Building and Analyzing Weekly Quizzes: How to create effective weekly quizzes that will provide meaningful and useful data. Using strategies from Driven By Data chapter 2: "Analysis: Where and Why We Left the Route, and Chapter 3: "Action: Charting a Better Path" we will discover how to use the data collected from the weekly quizzes to create small groups as well as provide meaningful information on the understanding of state standards.

11. Building NWEA Intervention Binder: How to use the data collected from the NWEA growth test to create a binder of resources specific to the needs of each individual student.

12. Test Taking – Showing proof: Participants will learn how to teach the 10 Reading Strategies and use these strategies in their classrooms so students can show proof for each answer they choose on a multiple choice test.

13. Math K.N.O.W Strategy: How to teach the K.N.O.W. strategy for students to show proof when they find an answer to their math questions. K- what do you know N- What do you need to know O- What operation will you use W- Show your work.

14. CPI: Nonviolent crisis intervention training designed to teach best practices for managing difficult situations and disruptive behaviors.

Governance and Management

UA BOARD OF DIRECTORS

Name	Phone Number	Email address	Minnesota Teacher License File Folder & Expiration Dat (if applicable)2	Board Position (Treasurer, Board Chair, Secretary)	Board Seat (Parent, Community Member, Teacher	
Amiin Harun	952-297-5974	Amiin.harun@gmail.com		Board Chair	3 Years	
Abdulkadir Osman	612-221-9728	aksosman@yahoo.com		Asst. Board Chair	3 Years	
Lucy Crosby	651- 328-1247	lcrosby@uacsmn.org	474120	Board Member	2year	
Marianne M. Banda	651-3301664	mbanda@uacs.com	330039	Board member	2 year	
Anisa Hashi	612-7437128	ahashi@fairview.org	parent	Board member (Parent)	2 years	

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract and school bylaws relating to:

4) school board composition and the board demonstrates the capacity to govern an effective charter school;
5) board member training;
6) effectively and transparently conducting board meetings:
   a) A discernible method for conducting meetings (i.e. Robert's Rules)
   b) Complying with MN Open Meeting Law
   c) Timely distribution of board materials prior to meetings to board members and authorizer
   d) Appropriate documentation of board and committee meetings

7) board decision-making and oversight, including but not limited to:
    a. Establishing, reviewing and implementing policy
    b. Establishing performance expectations that are in alignment with charter contract
    c. Regularly reviewing academic, financial and operational data
    d. Overseeing school improvement plans as necessary
    e. Conducting timely review and approval of key organizational documents including the budget, contracts for service, facility lease, annual reports and financial audits

UA MANAGEMENT STRUCTURE

Universal Academy's management structure is as shown in the organization chart below.

Universal Academy does not contract with a Charter Management Organization (CMO). The school contracts with Designs for Learning for special education services including the Special Education Director, and for finance and human resources support.

```
                        School Board
                             |
                          Director
                             |
   ┌──────────┬──────────┬──────────┬──────────┬──────────┐
Assistant   Business   Operations  Licensed   Educational
Director    Manager    Manager     Staff      Assistants
                           |
                      Non-Licensed
                         Staff
```
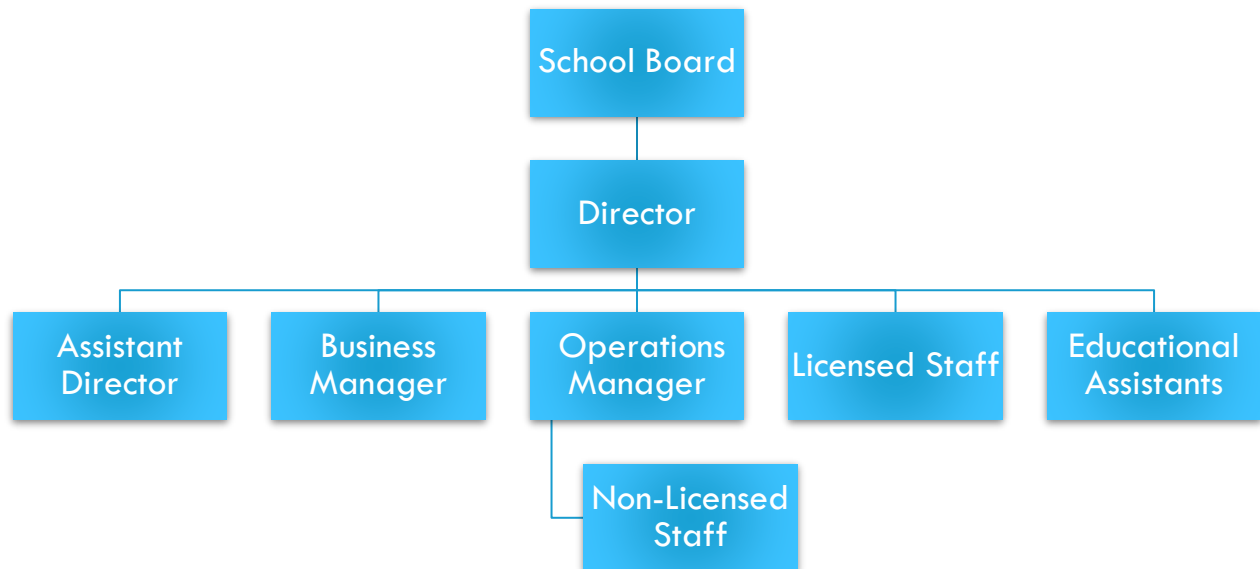
Director's Professional Development Plan

The Director of Universal Academy Charter School is Farhiya Einte. She holds two Bachelor's degrees, a Master's Degree, and a license in Elementary Education. During the year she participated in the same professional development activities as the Universal Academy Teachers.

Operational Performance

Universal Academy affirms that it materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to:

A. relevant compliance and reporting requirements to the authorizer, state education agency, and/or federal authorities, including but not limited to:

State reporting and applications, including but not limited to MARSS, STARS, UFARS, EDRS, Q Comp, DIRS, lease aid;

TRA/PERA;

School website is compliant with statutory and authorizer expectations;

Insurance coverage;

B. the school facilities, grounds and transportation, including but not limited to:
   a) Fire inspections and related records;
   b) Viable certificate of occupancy or other required building use authorization;
   c) Physical space provides a safe, positive learning environment for students;
   d) Appropriate and safe student transportation practices;

C. health and safety, including but not limited to:
   e) Nursing services and dispensing of pharmaceuticals;
   f) Food service;
   g) Emergency management plan;

D. admission and enrollment rights of students, including but not limited to policies and practices related to admissions, lottery, waiting lists, fair and open recruitment;

E. due process and privacy rights of students, including but not limited to:
   c) Due process protections, privacy, civil rights and students liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction;
   d) Conduct of discipline pursuant to the Pupil Fair Dismissal Act;
   e) Maintain the security of and provide access to students records under the Family Educational Rights and Privacy Act and other applicable authorities;
   f) Transfer of student records;

F. employment including transparent hiring, evaluation and dismissal policies and practices;

G. required background checks for all school employees

Finances

The following is one approach to providing financial information for the annual report Full financial statements are not necessary. Even though you may not have final FY19 audited financial information, you must still provide preliminary information.

For questions regarding school finances and for complete financials for 2019-20 and/or an organizational budget for 2020-21, contact:

Name: Ann Yang

Position: Finance Director

Contact info: Designs for Learning

Phone: 651-255-8858

Email   ayang@designlearn.net

Designs for Learning Financial Service Provider provides accounting services for *Universal Charter School*.

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Novation Education Opportunities no later than December 31, 2019.

FY18 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	5,279,851	324,831	N/A
Total Expenditures	4,674,808	297,619	N/A
Net Income	605,043	27,212	N/A
Total Fund Balance	4,319,560	63,482	N/A

Overview

Finances during the 19-20 school year remained stable. The revised budget was developed for 400 ADM and ended the school year with 399.8 ADM.

Revenues

As of June 30, 2020, the school has received in Fund 01 a total of $5,701,839 of current Fiscal Year State, Federal, and Local revenues. The School received additional CARE Act Federal funds that was not anticipated at the time of the revised budget.

Expenses

The largest expenses for Universal Academy are salaries & benefits, followed by purchased services, the building lease, and supplies. There was additional cost for the new facility cost such as classroom/office furniture/equipment, technology server system built in, and moving cost.

Net Income and Fund Balance

Universal Academy Charter School had an overall audited fund balance of $5,361,785 at June 30, 2020.

UA Future Plans
1) Schoolwide project of developing a Somali History Museum at the school. UACS will be utilizing an empty classroom in our building to house the projects. We will be reaching out to local organizations the MN History Museum, the Somali American Partnership, and other non-profits to complete this.
2) Planning to create an additional computer lab for FY20.
3) Applying for grants to support development of a library. Universal received a grant at the end of 2020, so is new for 2020/21. Expanding for 2020/21 to have more Somali culture content.
4) Hiring more translators to work with teachers.
5) Adding a second Dean of Students position and a Parent Liaison position.

Attachments

Attachment 1: School Calendar

2019 – 2020 UNIVERSAL ACADEMY CHARTER SCHOOL CALENDAR

UACS

Success for All

UNIVERSAL ACADEMY

Calendar Legend

- No School for Students
- No School for Students + Staff
- Data Day: Students No School
- SPECIAL SCHOOL EVENT
- DISTRICT/STATE TESTING

JANUARY 2020 events
Jan. 1-3 No School Winter Break
Jan. 6-24 NWEA (Winter)
Jan. 9 Parent Empowerment Night
Jan. 20 No School MLK Day
Jan. 24 No School for Students Data Day
Jan. 27 Quarter II Beings

JANUARY 2020

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26		28	29	30	31	

FEBRUARY 2020 events
Feb. 1-28 WIDA Testing
Feb. 3-7 Book Fair
Feb. 6-7 Conferences (QII) Half day for students
Feb. 13 Parent Empowerment Night
Feb. 17 No School Presidents' Day

FEBRUARY 2020

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

AUGUST 2019

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Aug. 1 Orientation for new Families K-8
Aug. 12-23 Teacher Workshop/Writing
Aug. 23 Open house PreK-8
Aug. 26 First day of school PreK-8

Mar. 2-6 Writing Workshop
Mar. 12 Parent Empowerment Night
Mar. 27 No School for students Data Day
Mar. 31 Quarter IV Begins

MARCH 2020

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29		31				

SEPTEMBER 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Sept. 2 No School Labor Day
Sept. 3-20 NWEA (Fall) K-8
Sept. 9-13 Book Fair
Sept. 12 Parent Empowerment Night

Apr. 9 Parent Empowerment Night
April 16-17 Conferences (QIII) Half Day for students
April 1-April 30 MCA-III Online Testing Math and Reading
April 27-30 No School Spring Break

APRIL 2020

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER 2019

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Oct. 10 Parent Empowerment Night
Oct. 17-18 MEA Conferences No School for Students

May 1 No School- Spring Break
May 4-8 MCA-III Science
May 14 Parent Empowerment Night
May 4-25 NWEA (Spring PreK-8)
May 25 No School Memorial Day
May 26 Kindergarten Graduation
May 27 8th Grade Graduation
May 28 Field Day
May 29 Last Day of School for Students

MAY 2020

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER 2019

S	M	T	W	T	F	S
					1	2
3		5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Nov. 1 No School For Students: Data Day
Nov. 4 Quarter II Begins
Nov. 7 Conferences (QI) Half Day for students
Nov. 8 Conferences all Day no Students
Nov. 14 Picture Day and PEM
Nov. 28-29 No School Thanksgiving Break

June 3 Valley Fair Field Trip and Final Report Cards Due
June 5 Last Day of School for Teachers

JUNE 2020

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				