



UBAH ACADEMY

Ubah Academy Independent School District #4121 2024-25 District Annual Report

**Submitted to Ubah Academy School Board of Directors
November, 2025**

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1.0 District Information

1.1 District Introduction

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

Questions about the information provided or any aspects of the district can be addressed to: Mr. Faysal Ali, Director
Ubah Academy 1600 Main Street
Hopkins, MN 55343
(952) 540-2942
Faysal.ali@umahs.org

1.2 Grades Approved to Serve and Actually Served

Ubah Academy is approved to serve and serves students in grades 9 through 12th grade.

1.3 Years of Operations

Ubah Academy first began operations in the 2004-2005 school year. The district successfully completed its twenty-first year of operation at the end of the 2024-25 school year.

1.4 Website

The district website is www.ubahmedicalacademy.org.

1.5 Background Information

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

Ubah Academy has been able to sustain enrollment by providing students with a rigorous education in a safe environment. The district's graduation rate of 100% for 2024-25 – 100% of seniors enrolled as of October 1, 2023 graduated by year's end is testimony to Ubah Academy's stability, and success in serving its population.

Ubah Academy has a college-preparatory focus. The following is a list of programs that support the mission:

- Every student is enrolled in a minimum of 3 year-long health/science classes
- Virtual Fridays, on which students do academic work online
- Genesys Works

2.0 Mission, Purpose, and Program

2.1 Mission Statement

The Mission of Ubah Academy is to provide students with a rigorous education that prepares them for college and the pursuit of meaningful careers in our community, while maintaining a focus on the needs of each student. We are committed to a strong partnership with our teachers, parents, community, alumni, and stakeholders.

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

2.2 Statutory Purposes

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

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

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

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

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

2.3 Model

The district's model is based on a high school model. Students in grades 9-12 rotate hourly for their classes throughout the day. Student performance on local and state

assessments assist in creating schedules so that students receive instruction that is tailored to their needs. Student academic data, which is continually being monitored and analyzed, assists in rotating students through core and elective classes.

2.4 Curriculum

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

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

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

Ubah Academy continued to use the Schoology platform for online classroom purposes, during 2024-25 . New teaching staff are trained on Schoology during professional development week.

Teachers made the adjustment to make sure that the online content was engaging for students through the medium of the Zoom platform of communication. Online only methods of instruction were added to the curriculum to include the use of the following online applications: Google Classroom, Kahoot!, Edpuzzle, Peardeck, Nearpod, Canva, IXL, Google Slides, Scratch, Moodle, Socrative, Plickers, Reading A to Z, Quizlet, FlipGrid, and many others.

SPECIAL COURSE/PROGRAM OFFERINGS

College and Career Readiness Curriculum

To ensure that every student at the school is college and career ready, Ubah Academy implements a curriculum that focuses on putting students on pathways where they can plan

for college and careers. As part of the offered electives, students can take a career class. In a semester, students learn and engage in the following learning units and activities:

- Minnesota Career Information System (MCIS) – students work with material provided by this comprehensive online career exploration system, which includes career interest, employability skill and learning style self-surveys; information on colleges and programs of study; and training, apprenticeship and employment resources (see <https://portal.mn.cis360.org/>). Students are also given opportunities to set goals and plan ways of expanding skills.
- Simulation Activities – Students engage in various activities where they demonstrate mastery in real-life activities such as resume writing and job interviews. Students first watch demo videos and compare successful and unsuccessful interviews. They are then asked to participate in mock interviews, both in one-to-one and small group interview settings.
- Field trips, guest speakers, and projects.. In a culminating assessment, students prepare a presentation to share their passions, skills, and goals with a small group or large group of peers and receive feedback from peers

Post Secondary Enrollment Options (PSEO)

Qualifying Seniors can earn college credits while still in high school through PSEO, and are encouraged to do so. Approximately 60 students participated in PSEO during 2024-25, approximately doubling the amount of participation compared to the previous year. Ubah Academy students earned PSEO credits at Normandale Community College, Minneapolis College (formerly Minneapolis Community and Technical College or MCTC), St. Paul College, and North Hennepin Community Technical College.

Also, College in the Schools (CIS) delivers regular University of Minnesota full credit courses to high-achieving high school students on site at Ubah Academy.

Credit Recovery Programming:

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

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

A handful of students with medical issues, who are unable to attend Ubah Academy in person, have enrolled in a program that allowed students to retain their Ubah Academy status while taking classes online via the Minnesota Online High School (MNOHS). This partnership continued through 2024-25, allowing a select few students to attend MNOHS while they were recovering from a medical condition.

ADDITIONAL PROGRAMS

Before and After School Program/Homework Help:

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

Poetry Out Loud (POL):

Ubah Academy students participate in an annual classroom and then district-wide competition in which they memorize poetry selected by a national POL committee and then are scored on their performance. Students advance from the classroom to the district competition. The district competition is judged by English staff members and distinguished members of the poetry community. The top performers advance to the state competition at the Fitzgerald Theater in Saint Paul.

Sports:

Ubah Academy retained its membership into the Minnesota State High School League for sports competition. The Ubah Academy boys basketball team played a full schedule again during the 2023-24 school year, playing 20 games and ending the season with a record of twelve wins and eight losses. There were two all-conference players among the Ubah Academy boys' basketball 2023-24 team, one of whom graduated in the spring, the other returning to play again in the 2024-25 season. Ubah Academy fielded a girls' basketball team for the first time during 2023-24. The girls' team played 10 games, concluding the season with three wins and seven losses. Two members of the girls' team were named all-conference players, one of whom returned for the 2024-25 season. Both basketball teams are scheduled to play a full season again in 2024-25, each with 15 games scheduled as of November, not counting the City Conference Tournament at the end of the season.

Summer School Programming:

Ubah Academy offered summer school programming again during the summer of 2025, for three weeks. The summer school program is designed with the intention of serving students who need to take Geometry as a retake or as an initial offering. Additionally, credit recovery is offered along with additional mathematics and English courses to support student academic growth during the summer months.

Clubs:

Student clubs were added to the schedule during 2023-24, and continued during 2024-25. The daily schedule had previously included Student Advisory for the first period of the day (28 minutes), Monday through Thursday. School leadership decided to make a shift to holding advisory only two days a week, Monday and Tuesday, and offering clubs for students to participate in Wednesday and Thursday mornings. The clubs included: Chess, College Prep, Basketball, Board & Card Games, Robotics, Pop Culture, Anime, Taylor Swift, Model Rocketry, Soccer, Math, Adventure Club, Drama, Comic Book Club, Riwaayad Club, Art, History and Current Affairs-Africa, Mudolo Art, Newspaper, Studio Ghibli Movie Watching, Volleyball, Sewing, Dance(Girls Only). There were also academic clubs offered during this time of MCA Science Prep, MCA Reading Prep, MCA Math Prep,

ACT/SAT Prep, and College/Career support for Seniors. Most teachers led a club, and most students participated, though there was an alternative in that students had the option to be in study hall the first period Wednesdays and Thursdays.

2.5 State Standards

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

2.6 Professional Development

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

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

- Professional Learning Communities (PLCs)
- Student engagement
- Classroom Management
- Assessment development
- College in the Schools (for Ubah Academy teachers who instruct in these courses)
- Data analysis
- Best practice strategies in implementation of content at the high school level
- ELL training – added as a major focus of professional development during 2024-25, after disappointing results on the ACCESS tests by Ubah Academy’s substantial population of English Learners. The school contracted with local consulting organization ELL Advocates (see <https://elladv.com/>) for training and support in enhancing programming for English Learners

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

3.0 District Enrollment & Attrition

3.1 Enrollment/ADM (Required Element #1)

At the end of the 2024-25 academic year, Ubah Academy had an enrollment of approx. 335. The 2022-23 school year showed a decline from the previous two years, but enrollment figures recovered over the succeeding two years. Early 2024-25 figures indicate student numbers continuing to increase, as there were 327 students enrolled as of late October 2024.

3.2 Enrollment by Grade

School Year*	9 th Gr.	10 th Gr.	11 th Gr.	12 th Gr.	Total
2020-2021	87	76	86	90	329
2021-2022	70	79	68	82	300
2022-2023	51	64	70	72	257
2023-2024	68	70	74	77	289
2024-2025	82	77	75	87	321

*Information for years prior to 2022-23 taken from MARSS District ADM Served Report and PowerSchool; last three years' numbers are 10.1 enrollment figures from MDE's Public Enrollment figures spreadsheet.

3.3 Student Demographics (October 1, 2024)

- 99% identified as Black or African American
- 42.7% were identified as English Learners
- >90.0% Free & Reduced Lunch qualification
- 3.7% Special Education Students

3.4 Student Geographical Demographics

Ubah serves 16 communities and 4 counties: this summary of where students reside, from a previous year, remains broadly similar:

- Minneapolis: 61%
- Brooklyn Park: 8%
- Saint Paul: 4%
- Burnsville: 4%
- Other Cities (less than 4%, but more than 1%): Columbia Hts, Richfield, Brooklyn Ctr, Bloomington, St. Louis Park, Fridley, New Hope, and Edina.
- Hennepin County: 86%
- Ramsey County: 4%
- Anoka County: 5%
- Dakota County: 4%

3.5 Student Attrition (Required Element #2)

Attrition during the 2023-24 school year was quite low, both in-year and spring-to-fall .

Review of student enrollment data showed:

- Of 12th grade students enrolled October 1, 2024, 100% stayed to the end of the school year.
- Of all students enrolled October 1, 2024, 94.1% stayed to the end of the school year.
- Of grades 9-11 students enrolled at the end of the 2024-25 school year, 81% returned for the 2025-26 year, and were enrolled at Ubah Academy as of October 2025.

4.0 District Governance (Required Element #3)

4.1 School Board Members

2024-2025 SCHOOL BOARD INFORMATION

Name/Position	Date Term Expires	Constituency Represented	Training History	Attendance
Mr. Faisal Deri/ Chair	July 1, 2024 - June 30, 2027	Community	April 2, 2025, by Designs for Learning	10/11 meetings (91%)
Mr. Muktar Abe/Director	July 1, 2023 – June 30, 2026	Teacher (Folder #488344)	April 2, 2025, by Designs for Learning	8/11 meetings (73%)
Mr. Abdihakim Isse/ Treasurer	July 1, 2024 - June 30, 2027	Parent	April 2, 2025, by Designs for Learning	10/11 meetings (91%)
Mr. Mohamed Ismail/ Director	July 1, 2023 – June 30, 2026	Community	April 2, 2025, by Designs for Learning	6/11 meetings (55%)
Mr. Barre Said/ Director	July 1, 2022 – June 30, 2025	Community	April 2, 2025, by Designs for Learning	9/11 meetings (82%)
Mr. Faysal Ali (ex officio)	N/A	Administration	April 2, 2025, by Designs for Learning	10/11 meetings (91%)

*This training covered the three mandatory areas of Finance, Human Resources, and Governance.

Ubah Academy held a election in the spring of 2025, for the Board seat which was to come open with the expiration of Community member Barre Said's term. Mr. Said left the Board at the end of the school year, and was replaced by a new parent member whose term began July 1, 2025.

4.2 Board Training (Required Element #9)

During the fiscal year board members received training on how to be a better board, conduct financial oversight of pupil units, and understanding employment laws in charter schools. The documents that the board retained in attesting to participation include a sign in form from the training and certificates of completion, which are on file with school administration.

4.3 Board Organization

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

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

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

All board members complete and sign documentation regarding “conflict of interest” on

an annual basis. There are no conflicts of interest. Background checks have been completed on all board members who are employees of the district but not on community members or parents.

4.4 Bylaws

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

4.5 Minnesota Open Meeting Law

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

4.6 Board Processes

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

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

5.0 District Management & Operations (Required Element #3)

5.1 District Organization & Organizational Chart

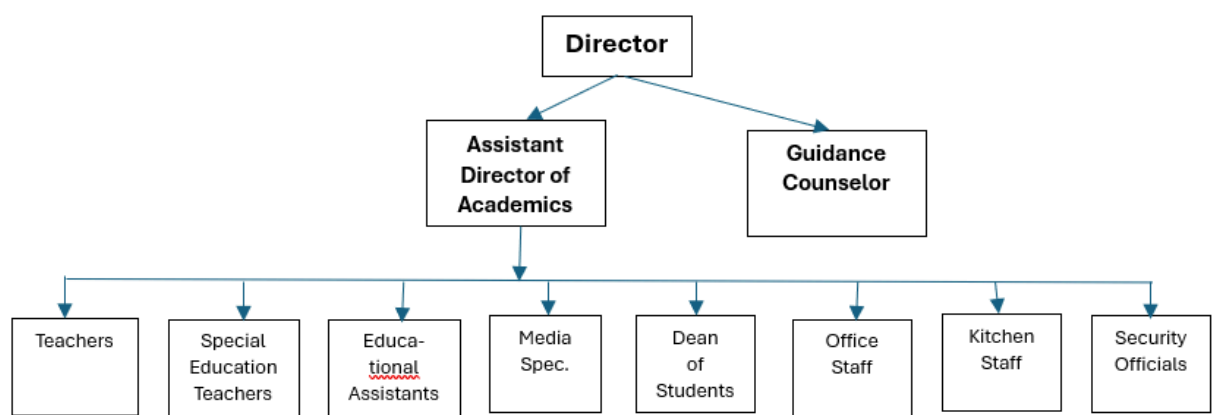
The school board is comprised of one teacher and 4 community members & parents. A representative from the current Authorizer also serves as Ex-Officio to the Board of Directors along with the district Director.

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

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

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

Ubah Academy Organizational Chart 2024-25



5.2 Leadership Team

2024-2025 Leadership Team

ame	osition	Time in District	Credentials/Training/Qualifications for this Position
Faysal Ali	Executive Director	Years #449822)	<p>Mr.Faysal Ali is in his fourth year as an Executive Director of Ubah Academy. He holds an M.A. in Educational Administration from St. Mary's University and a -12 principal license. He has more than fifteen years of experience in teaching and administrative experience in inner city schools that serve culturally diverse student populations, including his last position as director at Minnesota International Middle School. Prior to that position, Mr. Ali was principal of Lincoln International High School in Minneapolis. He previously taught Somali Language and Culture at Minneapolis Community Technical College (MCTC).</p> <p>Mr. Ali was a Fellow in the Charter School Partners Fellowship program which was designed to prepare high potential school leaders to find and lead new high-impact charter schools in underserved Minneapolis communities in the broad hope of moving the region toward greater educational equity for all students.</p>
r. Eric Brandt	Assistant Director	21 Years (#373213)	<p>Mr. Brandt came to Ubah Academy in August 2004 and is our only member from our original staff. Eric had taught Social Studies classes at Ubah for 9 years before becoming Assistant Director in 2013. Eric has worked in many different roles at Ubah Academy in addition to teaching: School Board Policy Committee, School Wellness Committee, Child Study Team, After School Sports Program Director, Fabulous Friday Coordinator, and Social Studies Department Chair. Eric has a Bachelor of Arts Degree in Geography from Gustavus Adolphus College, a Secondary Education Degree in Social Studies, a Bachelor of Science Degree from Saint Cloud State University, a Master of Arts in Curriculum and Instruction with a reading endorsement from Concordia University St. Paul, and he obtained his Principal licensure from St. Mary University of Minnesota.</p>

5.3 Professional Development Plans (Required Element #10)

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

Mr. Faysal Ali: Title-Director

Current Education:

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

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

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

Mr. Eric Brandt: Title-Assistant Director

Current Education:

Principal Licensure, St. Mary's University of Minnesota

Master of Arts in Curriculum and Instruction (with reading endorsement)

Concordia University, St. Paul

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

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

Professional Development and Additional Activities:

- Submissions made to the Director as to the status of the licensure program on regular basis (i.e. transcript information)
- Attend all trainings and meetings set forth by the Minnesota Charter School Association and the Minnesota Department of Education
- Collaborate with the director on daily functions of school, budgets, staff trainings, etc.
- Track and compile data required by the Authorizer (Concordia University, St. Paul)
- Collaborate with administration with sister districts in curriculum, student data, English Language Acquisition programming, staff trainings and community outreach
- Collaborate with the director on coordinating staff trainings along with tracking "Highly Qualified Teacher" Status
- Serving as District Assessment and Title Coordinator

5.4 Facilities & Transportation

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

5.5 Data Privacy Practices

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

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

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

5.6 Employment

Human Resource Policies:

- 100A Complaint 100B Return to Work
- 102 Equal Educational Employment & Opportunity 400A Children in the Workplace
- 400B Tuition Reimbursement
- 401 Equal Employment Opportunity
- 402 Disability Nondiscrimination 406 Public & Private Personnel Data
- 406B Employee Administrative Record Retention
- 407 Employee Right to Know-Exposure to Hazardous Substances 410 Family & Medical Leave
- 412 Expense Reimbursement
- 413 Harassment & Violence
- 417 Chemical Use & Abuse
- 418 Drug Free Workplace/ Drug Free School
- 419 Tobacco Free Environment
- 420 Students and Employees with AIDS & other Communicable diseases & Infectious Conditions
- 490 Employee Misconduct and Dishonesty
- 492 Religious Practice and Prayer
- 493 Nepotism

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

Employee information, Contract information, Payroll and Retirement (PERA, TRA) information, Handbook acknowledgement forms, Application materials, License, Benefits

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

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

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

5.7 Health & Safety Plans

Names of policies addressing health and safety:

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

For the safety of the school community, and to ensure compliance with legislative requirements, Ubah Academy annually carries out the required drills – fire, lockdown, tornado, and hold-in-place drills

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

6.0 Staffing (Required Element #4)

6.1 Licensed Staff

The table below shows all licensed staff employed at Ubah Academy during 2024-25.

Name (Last, First)	File Folder Number	Assignment/ Subject	Left During 2024-25	Not Returning, Fall 2025
bdirashid, Saido	479588	Special Education Director		
be, Muktar	488344	Teacher, Mathematics		
li, Faysal	449822	Executive Director		
li, Yusuf	479983	Teacher, Foreign Languages and Math		
Anderson, Shannon	1021548	English Teacher		X
randt, Eric	373213	Assistant Director		
rouillette, Austin	516115	Teacher, Physical Ed. / Athletic Director		
ge, Faysal	1013885	Teacher, Business		
arah, Jama	1015870	Teacher, Science		
aji, Ismail	467721	Dean of Students		
ongo, Jayson	1029140	Teacher, Math		
ussein, Mohamud	476761	Teacher, Science		
rish, Alyssa	1006026	Teacher, Art		
ulius, Jessica	509180	Teacher, Social Studies		
uma, Silyvanus	484051	Teacher, Math	X	X
ohamed, Amal	1013085	Student Cultural Liaison		X
ohamed. Asia	1024199	Teacher, Special Ed.		
ohamed, Nawal	1029025	Teacher, English		

Name (Last, First)	File Folder Number	Assignment/ Subject	Left During 2024-25	Not Returning, Fall 2025
mar, Barka	515456	Building Sub		X
arra, Paige	332357	Teacher, ELL		
ichotta, Bruce	340693	Teacher, Special Ed		
ineda, Monica	1039290	Teacher, Science		
atter, Melissa	1008289	Teacher, English		
amudio, Melanie	1029141	Teacher, Science, Math		
chaibly, Elisha	444971	Counselor		
wenson, Olivia	491107	Teacher, Health		
endt, Nicole	454404	Curriculum Coord.		
illmore, Holden	1026068	Teacher, Social Studies		
usuf, Ahmed	515469	Building Sub		X

A) Total Licensed teachers at LEA, 2024-25: 24

B) Total Licensed teachers who taught during school year: 22 (this figure does not count administrators, Dean or Counselor)

C) Of total number: [check the below – confirm the above is complete then update #s]

i. Licensed in discipline taught: 20

ii. Received waiver: 0

iii. Received limited license: 4

iv. Held temporary license: 0

v. Received community expert status: 0

D) Of total number:

i. Finished FY2025: 20 Continued teaching FY2026: 18

6.2 Non-Licensed Staff

Support Staff	Assignment	Highly Qualified Status	Left During 2024-25	Not Returning, Fall 2025
---------------	------------	-------------------------	---------------------	--------------------------

hmed, Ahmed	ommunity Parent Liaison	/a		
hmed, Muna	ront Desk / Admin. Assistant	/a		
ware, Medina	chool Nurse	/a		
jama, Fatouma	pecial Ed. Assistant	/a		
jibril, Madina	ffice Manager	/a		
brahim, Zakariye	pecial Ed Assistant	/a		X
ahamud, Ali	edia Center Specialist	/a		
ohamed, Fadumo	ecurity	/a		
ohamed, Yusuf	afeteria Worker	/a		
amatar, Abdullahi	ransportation	/a		

Number of non-licensed staff during school year: 10

7.0 Finances (Required Element #5)

7.1 Finance Management

The District's business management is contracted out to an accounting company whose primary role is to advise the Finance Committee and School Board on budget and fiduciary matters. Ubah Academy switched accounting firms during 2024-25; financial services including business management, accounting and payroll, are now provided by charter school service company Designs for Learning (2355 Highway 36 West, Roseville, MN 55113).

7.2 Fund Balance

At the end of the 2024-25 school year the fund balance was 15%. The table below summarizes Ubah Academy's finances over the past five fiscal years.

Ubah Academy Finances, 2021 – 2025					
Year	Total Revenues	Total Expenditures	Gain / Loss	Ending Fund Balance	Fund Balance %
FY2021	\$4,973,278	\$5,061,960	\$(88,682)	\$1,775,545	35.08%
FY2022	\$5,223,243	\$5,200,170	\$23,073	\$1,775,334	34.14%
FY2023	\$4,897,935	\$5,101,055	\$(203,120)	\$1,572,214	30.82%
FY2024	\$4,896,373	\$5,202,224	\$(305,851)	\$1,253,045	24.09%
FY2025	\$4,764,334	\$5,244,963	\$(480,629)	\$761,116	14.71%

7.3 Financial Narrative

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

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

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

Budgets are monitored through the review of monthly budget vs. actual reports prepared and presented by the business office to the monthly school board meetings.

Invoices are generally paid within 30 days and payroll is current.

Reports to the Minnesota Department of Education appropriately and on time. State/federal taxes, pensions, insurance, etc. are current. The budget includes revenue for

anticipated future needs, more specifically, the district's fund balance is set to cover upcoming needs. The patterns of expenditure include an increase in expenditures from July-September in regular instruction (textbooks, school supplies, technology) due to preparation for the upcoming school year.

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

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

7.4 Audit Information

Ubah Academy's Financial Audit for fiscal Year 2024-25 is currently underway and will be completed by Dec. 31, 2025. The Audit will be presented at a school board meeting in the months following completion.

8.0 Academic Performance (Required Element #6)

8.1 MCA-III Mathematics, Reading, and Science Data

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

8.1.1 MCA –III Math Proficiency Data

Category	2020	2021	2022	2023	2024	2025
UA 11th Grade Math Proficiency - Percent	*	CTSTR	1.7	.6	7.4	11.3
UA 11th Grade Math Proficiency - Count	*	CTSTR	1	1	5	6
UA 11th Grade Math Proficiency -Tested	*	*	53	63	68	67
State 11th Grade Math Proficiency - Percent	*	*	36.6	36.0	35.0	35.0
State 11th Grade Math Proficiency – Count	*	*	16567	17089	17,174	17,603

Category	2020	2021	2022	2023	2024	2025
State 11th Grade Math Proficiency -Tested	*	*	45260	47440	49,076	50,353
State Comparable* 11th Grade Math Proficiency - Percent	*	15.7	14.1	14.0	14.8	15.9
State Comparable 11th Grade Math Proficiency – Count	*	344	571	573	691	808
State Comparable 11th Grade Math Proficiency -Tested	*	2193	4044	4090	4680	5078

*For this table and the succeeding two, the African American student group is considered as comparable.

8.1.2 MCA –III Reading Proficiency Data

Category	2020	2021	2022	2023	2024	2025
UA 10th Grade Reading Proficiency – Percent	*	*	28.4	42.1	37.9	34.3
UA 10th Grade Reading Proficiency – Count	*	*	21	24	25	23
UA 10th Grade Reading Proficiency -Tested	*	*	74	57	66	67
State 10th Grade Reading Proficiency – Percent	*	58.3	55.2	51.7	52.2	51.3
State 10th Grade Reading Proficiency – Count	*	24,001	31,016	28,886	30,029	29,348
State 10th Grade Reading Proficiency -Tested	*	41,172	56,228	55,824	57,500	57,252
State Comparable 10th Grade Reading Proficiency - Percent	*	36.9	34.9	34.8	35.3	33.2
State Comparable 10th Grade Reading Proficiency - Count	*	1076	1787	1840	2021	1981
State Comparable 10th Grade Reading Proficiency -Tested	*	4044	5115	5285	5732	5964

8.1.3 MCA-III Science Proficiency Data*

Category	2020	2021	2022	2023	2024	2025
UA HS Science Proficiency – Percent	*	*	2.0	8.3	8.6	0
UA HS Science Proficiency – Count	*	*	15	11	10	

Category	2020	2021	2022	2023	2024	2025
UA HS Science Proficiency – Tested	*	*	68	60	35	50
State Comparable HS Science Proficiency – Percent	*	21.8	20.1	19.7	20.4	16.2
State Comparable HS Science Proficiency – Count	*	479	995	935	1060	795
State Comparable HS Grade Science Proficiency - Tested		2197	442	740	191	919

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

8.2 Graduation Data

Academic Year	2020	2021	2022	2023	2024	2025
Number of Seniors	81	85	77	72	78	91
Graduation Percentage	99%	94%	94%	95%	100%	100%

8.3 ACCESS English Proficiency Data

ACCESS is the State of MN designated English Language Proficiency Exam. It is given at all grades 9-12 and measures English Language Proficiency in the areas of Listening, Speaking, Reading and Writing. It also uses a formula to calculate scores in the areas of Comprehension and Oral Language. A total of 74 Ubah Academy students took the ACCESS for ELL's during 2024-25; their scores were as follows:

Type of Score	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Composite	10.8%	33.8%	33.8%	20.3%	1.4%	-
Comprehension	12.2%	16.2%	28.4%	14.9%	8.1%	20.3%
Oral Language	18.9%	20.3%	33.8%	23.0%	2.7%	1.4%
Literacy	10.8%	35.1%	35.1%	16.2%	2.7%	

8.4 MAP/NWEA Mathematics and Reading Data

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

8.4.1 MAP/NWEA Test Performance

Fall 2024-Mathematics Grade 11

<i>Lo</i>	<i>LoAvg</i>	<i>Avg</i>	<i>HiAvg</i>	<i>Hi</i>
24%	16%	4%	24%	32%

Spring 2025-Mathematics-Grade 11

<i>Lo</i>	<i>LoAvg</i>	<i>Avg</i>	<i>HiAvg</i>	<i>Hi</i>
13%	13%	9%	13%	52%

Fall 2024 Reading-Grade 11

<i>Lo</i>	<i>LoAvg</i>	<i>Avg</i>	<i>HiAvg</i>	<i>Hi</i>
26%	24%	18%	11%	24%

Spring 2025-Reading-Grade 11

<i>Lo</i>	<i>LoAvg</i>	<i>Avg</i>	<i>HiAvg</i>	<i>Hi</i>
7%	17%	2%	20%	54%

Fall 2024 Mathematics-Grade 10

|--|--|--|--|--|

<i>Lo</i>	<i>LoAvg</i>	<i>Avg</i>	<i>HiAvg</i>	<i>Hi</i>
16%	8%	8%	16%	52%

Spring 2025-Mathematics-Grade 11

<i>Lo</i>	<i>LoAvg</i>	<i>Avg</i>	<i>HiAvg</i>	<i>Hi</i>
9%	23%	14%	9%	46%

Fall 2025-Reading-Grade 10

<i>Lo</i>	<i>LoAvg</i>	<i>Avg</i>	<i>HiAvg</i>	<i>Hi</i>
12%	14%	16%	18%	42%

Spring 2025-Reading-Grade 10

<i>Lo</i>	<i>LoAvg</i>	<i>Avg</i>	<i>HiAvg</i>	<i>Hi</i>
16%	11%	4%	13%	56%

Fall 2024 Mathematics-Grade 9

<i>Lo</i>	<i>LoAvg</i>	<i>Avg</i>	<i>HiAvg</i>	<i>Hi</i>
22%	14%	13%	22%	30%

Spring 2025-Mathematics-Grade 9

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

6%	10%	8%	14%	62%
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Fall 2024 Reading-Grade 9

<i>Lo</i>	<i>LoAvg</i>	<i>Avg</i>	<i>HiAvg</i>	<i>Hi</i>
18%	15%	14%	24%	28%

Spring 2025-Reading-Grade 9

<i>Lo</i>	<i>L oAvg</i>	<i>Avg</i>	<i>HiAvg</i>	<i>Hi</i>
8%	8%	7%	15%	62%

8.4.2 MAP NWEA Growth-All Grades

2025-Mathematics

<i>Low Growth</i>	<i>ow/Avg Growth</i>	<i>Avg</i>	<i>Hi Avg Growth</i>	<i>Hi AVg</i>
6%	15%	11%	12%	56%

2025-Reading

<i>Low Growth</i>	<i>Low/Avg Growth</i>	<i>Avg</i>	<i>Hi Avg Growth</i>	<i>Hi AVg</i>
11%	10%	4%	14%	61%

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

Category- School/Cate	2021	2022	2023	2024	2025
STATE MCA Assessments, Ubah Academy					
UA MCA Math Proficiency	*	11.7	1.6	7.4	11.3
UA MCA Reading Proficiency	*	28.4	42.1	37.9	34.3
UA MCA Science Proficiency	*	22.0	18.3	28.6	10

Academic Performance Measure 8.4 compares proficiency levels based on MN Comprehensive Assessments for two comparable schools. Note, however, that Ubah Academy's participation rate in the Mathematics and Reading MCA's was significantly higher than for the larger of the two comparison schools, North Senior High in the Minneapolis Public Schools, and was also higher than the statewide average.

2025 MCA Participation Rates			
	Math (gr. 11)	Reading (gr. 10)	Science (HS)
Ubah Academy	84.0%	93.2%	62.9%
North Sr. High (MPS)	56.6%	63.6%	43.7%
Lincoln International HS	96.0%	93.2%	76.7%
State of Minn.	74.9%	85.1%	76.7%

Category- School/C	2020	2021	2022	2023	2024	2025
STATE MCA Assessments, Comparable Schools						
NORTH SR HS (MPLS) MCA Math Proficiency	*	14.2%	24.6%	31.5%	0.0%	1.4%
NORTH SR HS (MPLS) MCA Reading Proficiency	*	*	34.3%	52.0%	8.3%	14.5%
NORTH SR HS (MPLS) MCA Science Proficiency	*	*	35.9%	36.6%	2.5%	3.1%
LINCOLN INTERNATIONAL HS MCA Math Proficiency		0.0%	.9%	9.0%	3.3%	5.7%
LINCOLN INTERNATIONAL HS MCA Math Proficiency Black/FRP	*	0.0%	7.7%	18.8%	10.0%	11.1%
LINCOLN INTERNATIONAL HS MCA Reading Proficiency	*	7.7%	20.0%	13.5%	15.2%	4.6%
LINCOLN INTERNATIONAL HS MCA Science Proficiency	*	3.6%	16.7%	27.3%	20.0%	18.8%

8.6 Methods of Evaluation

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

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

8.6.1 Student Academic Achievement

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

Local assessments and how Ubah Academy uses the results:

MAP Assessment:

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

This assessment provides immediate feedback to the student and the teacher in the form of a RIT (Raasch Unit) score. The scoring data is consistent from season to season and can be used to measure growth and analyze historical data and trends. In addition to the overall score, information is provided to the teacher in each goal performance area or strand. This information is linked to an instructional tool called Descartes: A Continuum of Learning which allows educators to translate a MAP score into skills and concepts for learning. The reading test also provides a student's Lexile Score, which measures text difficulty created by MetaMetrics, Inc. (*Adopted from NWEA, Basic Overview, 2006*)

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

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

9.1 Innovative Practices

Ubah Academy instituted Virtual Fridays during 2024-25 – students are responsible for doing academic work online each Friday. Work is done asynchronously, with students required to demonstrate performing academic work during the day or the following weekend in order to be counted as present. An exception is special needs students who have one-on-one services in their IEPs. Teachers do not attend in person, but are available to support students online, and the school has virtual staff meetings and professional development offerings on Fridays.

Virtual Fridays are intended to help prepare students for the digital age, learning skills around online work which will be useful in continuing their education as well as in the world of work: many colleges and universities offers online courses, and PSEO is often online. Other advantages are in providing students an opportunity to handle other responsibilities; many of the students attending Ubah Academy have part time jobs, and may have family responsibilities such as caring for younger siblings. The school is seeking to instill the responsibilities that come with working remotely. There were challenges in obtaining effective participation during the first year with Virtual Fridays, but the practice was sufficiently effective that school leadership has decided to continue it, seeking to make it more effective moving forward.

Other major innovative practices implemented over the past several years and in place for the 2024-25 school year are as follows:

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

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

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

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

9.2 Class Size

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

9.3 Future Needs / Plans

The district was created to provide students with a rigorous education that will prepare them for college and the pursuit of meaningful careers in the community. As we move into the future, Ubah Academy will continue to support and inspire the educational success of our students. Needs of the digital learner are a particular area of focus as the school looks to the future. This is due in part to the increasing prevalence of online courses in postsecondary education. Most Ubah Academy graduates go on to college: per MN Report Card “College Going” data 86% of the class of 2022, most recent year for which information was available as of November 2025, went to college within 16 months of high school graduation. As noted above, Ubah Academy is providing on online-learning day on Fridays; the school continues to seek to maximize effectiveness of this strategy, to prepare students to succeed in digital learning and for digital work environments generally.

Ubah Academy also plans to offer full-time online school: the school has applied to open an online school which would operate as a second site. The application has been approved by Pillsbury United Communities, and is being considered by the Minnesota Department of Education, as of November 2025.

Another challenge is relating to the school facility: Ubah Academy’s current facility is good but the location is not ideal. Given where most Ubah Academy students reside, a better location would be further east, likely in Minneapolis. In the future, Ubah Academy aspires to own its own building, though the search for a building was put on hold during 2024-25 due to a challenging real estate market.

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

Enrollment and district competition can be a challenge at times due to an increase in charter schools opening throughout the metropolitan area. An additional challenge includes expanding academic programming to meet the diverse academic needs of the students. Furthermore, there is a strong advocacy from Ubah Academy’s community to offer additional intramural and enrichment programming. Clubs were added to the schedule, two days a week, beginning in the fall of 2023; this addition was popular with students and has continued since. Due to challenges in offering afternoon transportation, Ubah Academy is limited to the number of after school programs. The school is committed, however, to continuing to find ways to offer more after-school activities. In general, Ubah Academy will continue to actively monitor its program needs and work diligently to provide exceptional programming for its students.

10.0 Contract Performance

10.1 Contract Goals & 2024-2025 Results

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

1. Ubah Academy students, meeting the State October 1 enrollment requirement, will increase math proficiency an average of 1% each year as measured by the state MN Comprehensive Assessment series, using 2014 MCA data as the baseline, by the end of this contract term, June 30, 2027

Academic Year	Status	Details
2014-2015	Did not meet	Increased by 0.5%
2015-2016	Did not meet	Decreased by 18.4%
2016-2017	Met	Increased by 23.3%
2017-2018	Did not meet	Decreased by 11.6%
2018-2019	Met	Increased by 3%
2019-2020	COVID	N/A
2020-2021	COVID	N/A
2021-2022	No data prior year	N/A
2022-2023	Did not meet	Decreased by .1%
2023-2024	Met	Increased by 5.8%
2024-2025	Met	Increased by 3.9%

2. Ubah Academy students, meeting the State October 1 enrollment requirement, will increase reading proficiency an average of 1% each year as measured by the state MN Comprehensive Assessment series, using 2014 MCA data as the baseline, by the end of this contract term, June 30, 2024. *

Academic Year	Status	Details
2014-2015	Met	Increased by 6.4%
2015-2016	Did not meet	Increased by 0.3%
2016-2017	Met	Increased by 2.6%
2017-2018	Met	Increased by 12.5%

Academic Year	Status	Details
2018-2019	Did not meet	Decreased by 0.9%
2019-2020	COVID	N/A
2020-2021	COVID	N/A
2021-2022	No data prior year	N/A
2022-2023	Met	Increased by 13.7%
2023-2024	Did not meet	Decreased by 4.2%
2024-2025	Did not meet	Decreased by 3.6%

** These goals shall be reviewed annually by the Ubah Academy board of directors and the AUTHORIZER to determine if any factors beyond the control of the school may have occurred and impacted students' performance on the Department of Education's standardized tests. Factors may include, but are not limited to, changes during the year in: state standards, assessment companies used by the Department of Education to design and/or administer standardized tests, test formats or assessment tools as well as changes implemented by the Department of Education regarding school accountability such as new calculations of proficiency. Factors to be considered may also include but are not limited to technology failures or acts of nature which are beyond the control of the school's administration.*

Enactment of new laws or regulations (state or federal), changes in funding or qualification of sub-group status, which in any way may influence standardized testing will also be considered as potential factors impacting students' performance.

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

- Using the 2014-2015 MAP growth data as a baseline, the percentage of Ubah Academy general education students, who have been continuously enrolled (having tested both Seasons), who meet or exceed their NWEA identified Growth Targets for mathematics as measured by the NWEA MAP Assessments utilizing the Spring to Spring RIT Scores and Growth Targets will grow each year by a minimum of 1% with a long-range target of 70% of students meeting their growth targets by the end of the contract term on June 30, 2024.

Academic Year	Status	Details
2015-2016	Did not Meet	Decrease of 2.9% (52.1%)

2016-2017	Met	Increase of 4% (56.0%)
2017-2018	Did not Meet	Decrease of 28.2%
2018-2019	Met	
2019-2020	COVID	
2020-2021	COVID	
2021-2022	Did Not Meet	
2022-2023	Did Not Meet	63.2% met
2023-2024	Met	84% met
2024-2025	Did Not Meet	68% Met

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

Academic Year	Status	Details
2015-2016	Did not meet	Decrease of 1.8%
2016-2017	Did not meet	Decrease of 16.6% (38.9% did not test both seasons)
2017-2018	Met	Increase of 7.2%
2018-2019	Met	
2019-2020	COVID	
2020-2021	COVID	
2021-2022	Did Not Meet	
2022-2023	Did not Meet	60% met

2023-2024	Met	71% met
2024-2025	Met	75% Met

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

Academic Year	Status	Details
2015-2016	Met	Math and Reading
2016-2017	Partially Met	Math only
2017-2018	Met	Math and Reading
2018-2019	Met	Math and Reading
2019-2020	COVID	
2020-2021	COVID	
2021-2022	Did Not Meet	
2022-2023	Did Not Meet	
2023-2024	Met	Math and Reading
2024-2025	Met	Math and Reading

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

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

Academic Year	Status	Details
2015-2016	Met	100%
2016-2017	Met	95%

2017-2018	Met	100%
2018-2019	Met	100%
2019-2020	Met	99%
2020-2021	Met	94%
2021-2022	Met	94%
2022-2023	Met	95%
2023-2024	Met	100%
2024-2025	Met	100%

2. For each contract year, Ubah Academy will continue to provide college level coursework for credit through the University of Minnesota's College in the Schools, Normandale Community College courses, and/or similar programs to provide in depth college readiness
<https://www.ubahmedicalacademy.org/Page/1830>].

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

Academic Year	Status
2023-2024	Met some
2024-2025	Met

10.2 District Goals & 2024-2025 Results

Goal One: INCREASE PROFICIENCY ON STATE MATH AND READING ASSESSMENTS

Part 1: Increase # of proficient students in math as measured by the MCA-III Assessment by 1% on the spring 2025 test.

GOAL MET

Part 2: Increase # of proficient students in reading as measured by the MCA-III Assessment by 1% on the spring 2025 test.

GOAL NOT MET

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

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

GOAL NOT MET

Part 2: Increase the #of students meeting or exceeding growth targets in reading as measured by the NWEA MAP assessments by 1% (with long range target of 70% of students meeting their growth targets by the end of the contract term on June 30, 2025).

GOAL MET

Goal Four: SPECIAL EDUCATION STUDENTS

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

GOAL MET

Additional Goals:

Goal One:

UA will dedicate a minimum of 10 days per school calendar year for high-quality professional development sessions..

GOAL MET

Goal Two:

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

GOAL MET

Goal Three:

Ubah Academy will maintain at least a 95% student attendance (AYP) rate in the 2024-2025 school year.

GOAL MET

Goal Four:

Ubah Academy will maintain an enrollment of at least 325 students in the 2024-2025 school year.

GOAL NOT MET

Goal Five:

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

GOAL MET

Goal Six:

For each academic year, Ubah Academy will continue to provide college level coursework for credit through the University of Minnesota's College in the Schools, Normandale Community College courses, College Possible and/or similar programs to provide in depth college readiness.

GOAL MET

Goal Seven:

UA school board will create/update school district strategic plan every year.

GOAL MET

11.0 Authorizer

11.1 General Information

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



Contact: Ms. Sawsan Natsheh
Title: Authorizing Manager of the Office of
Public Charter Schools

Address: Pillsbury United Communities

1701 Oak Park Ave N.
Minneapolis, MN 55411
Email: SawsanN@pillsburyunited.org

Contract Termination Date: 30 June 2027.

NOTE: Ubah Academy's contract with Pillsbury United Communities was renewed in the spring of 2024, for a three-year term, to run July 1, 2024 – June 30, 2027.

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

11.2 Reporting Information

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

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

Ubah Academy Charter High School

Independent School District #4121 1600 Main Street

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