



2015/2016 September Year End Report

Presented to Beaverton School District

September 20, 2016

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Introduction and Reflection

The 2015/2016 school year will always be remembered for us as the year of patience - patience as we waited for permits and construction to be completed so we could move into the new building. We were finally able to do that June 21st, 2016. The following were other highlights from the year:

1. We closed our school year with 169 students. Some students left throughout the year, but we also gained new students even through May.
2. We continue to have a dedicated staff that works tirelessly to nurture the children and help them achieve academic success.
3. Our student's achievement is at commendable measures. Chinese Speaking scores from the SOPA/ELLOPA averaged 86% meeting and exceeding expectations. English reading scores were also an average 86% proficiency as measured by DIBELS. Our Smarter Balanced results showed that 78% and 88% of our third and fourth graders received scores of 3s and 4s (meeting and exceeding expectations) in English. 93% and 96% of our third and fourth graders received 3s and 4s in Math.
4. Our school was recognized by Dr. Lin from the Center of Applied Linguistics that our program is on par with some of the top Chinese Immersion Programs in the country.
5. We had set as a school goal to reduce all behavior referrals to less than .5 a day by average and we succeeded in doing that.
6. We've had inquiries from other schools across the country and an immersion school visitor from Alaska who came to learn more about our school.
7. We continue to work with professionals from Portland State University and are now developing a relationship also with George Fox University who will be sending us a student teacher and teacher intern next year.
8. We had some great help from our teachers through the Confucius Institute and willing host families.
9. We were given a grant for \$90,000 to conduct a Star Talk summer Chinese Immersion program.
10. Our Principal, Julie Rickman, was able to visit China with the China Bridge Delegation of Administrators from the U.S.

Summary of Achievement of Hope Chinese Charter School Students

Achievement results from the 2015/2016 school year are attached in Appendix A.

We assessed our student's Mandarin speaking and listening skills with the Student Oral Proficiency Assessment (SOPA) and the Early Language Listening Oral Proficiency Assessment (ELLOPA). To verify our results, we invited Dr. Chih-Kai Lin from the Center for Applied Linguistics to conduct the assessment of our fourth grade class and a sampling of our third grade class to make sure we were accurately assessing proficiency. Please see scores in Appendix A.

The SOPA and The ELLOPA are the Standardized Oral Proficiency tests, developed by the Center for Applied Linguistics for young language learners in kindergarten through eighth grade. They are designed to help language learners watch their progress in their individual foreign language learning process. The rating scale is based on the ACTFL Proficiency Guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL) (1999).

The goal of both the SOPA and the ELLOPA is to allow students to show what they can do in the target language. The interviews consist of a series of tasks (SOPA) or games (ELLOPA) with varying levels of difficulty that elicit both academic and social language. The assessment activities follow the natural development of language skills, focusing first on listening comprehension and then on speaking. This sequence allows the students to experience immediate success in their responses (receptive skills being less demanding than productive skills), thus building their confidence. The students are encouraged to say as much as they can so that adequate speech samples may be obtained for accurate ratings.

Assessment Tools

HCCS uses a variety of different assessments to track our students' progress on a weekly, trimester and annual basis. Our assessments are outlined in the table below:

Assessment	Purpose	Use	Frequency
Chinese Language Reading Assessments	Assesses Chinese reading fluency and comprehension	Informs teacher of characters mastered and tracks progress throughout the year.	Beginning, middle and end of the year
Early Language Listening and Oral Proficiency Assessment (ELLOPA) Student Oral Proficiency Assessment (SOPA)	Assesses students' level of oral proficiency with Chinese language	Tracks students' progress from year to year	End of the year summative assessment

Chinese Language Writing Assessments	Assesses Chinese character writing ability and understanding	Informs teacher of characters mastered and tracks progress throughout the year.	Beginning, middle and end of the year
HSK - Chinese Language Reading and Writing Assessment	Assesses students' level of proficiency with written Chinese language	Tracks students' progress from year to year. This is a voluntary test that parents have to take their child to PSU's Confucius Institute for the examination.	End of the year summative assessment
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Assesses English reading fluency and comprehension	Tracks students' progress throughout the year and assists teachers in determining students requiring further intervention.	Beginning, middle and end of the year
Development Reading Assessments (DRAs)	Assesses English reading fluency and comprehension.	Informs teacher and student of appropriate reading level for guided reading groups and student's self-selection. It also informs teacher of strategies used, and tracks progress throughout the year.	Beginning, middle and end of the year
English Writing Assessments - On Demand samples through Lucy Calkins Units of Study	Assesses students' writing achievement	Informs teacher of students' achievement with writing skills	Beginning, middle, and end of year
English Language Proficiency Assessment (ELPA)	Assesses ELL students' proficiency levels in English	Informs teacher of students' English proficiency level	End of year

ESL Assessments	Assesses ELL students in a variety of English language objectives	Informs teacher of students' English level and assists in setting learning goals for the student.	Beginning and end of year
Singapore Math Assessments	Assess and tracks ongoing progress of math skills according to the Singapore Math curriculum.	Guides teaching strategies for daily learning at an individual/group level.	Bi-Weekly.
Progress Reports	Shows individual child's overall progress in all subject matters (including PBIS) throughout the year.	Demonstrates to parents the students' individual progress and pattern of growth throughout the year.	Produced each trimester. Parent/teacher conferences occur twice per year.
Smarter Balanced Assessment	Summative Assessment: Assesses student achievement in grades 3 and 4 in English Language Arts and math.	Measures student's continued progress toward college and career readiness.	End of the year

Financial Update for 2015/2016 school year

HCCS' fiscal calendar runs from July 1 to June 30. We have contracted with Pauly Rogers and Co. PC to audit our financial records for the year ended June 30, 2016. As of September 15th, our audit has not yet been completed. Please note that the figures below are preliminary pending completion of the audit.

We have persisted in our fundraising efforts. Our fundraising efforts have raised \$158,000 for the year. Our fee-based programs benefit the community and the school in providing before/after care, preschool, and summer school. The combined programs raised an additional \$263,000.

We applied for and received a grant from Startalk for an 8 week summer program featuring 3 classes of students. The total grant was valued at \$90,000. In addition, our annual grant with the Confucius Institute provided Chinese teachers to the school and \$10,000 per year. We also

applied and won a grant from the Young Audience/Arts for Learning for an artist in residence for 4 weeks.

Through the good works of our volunteers and the HCCS board, we were able to achieve full enrollment of 26 students in each classroom resulting in a total of 171 students enrolled during the first week of school.

We have moved into the new site as of June 20, 2016. The larger space will accommodate the needs of our growing school. The square footage of the building will grow next year as construction is completed. Moving into a dedicated space will cost much more than the smaller shared space that the school had previously occupied. The new lease resulted in a higher fundraising target for 2015/16. Construction delays stalled our move, although we were able to save \$42,000 in rent from the delay in move date.

We continue to be very fiscally conservative and to spend only when necessary. We have a group of committed volunteers, parents and board members and were able to use volunteer services rather than purchasing services (for example, many of the site upgrades, technology installations were done by volunteers). As a result, all expenses were either under budget or in line with budget; total expenses was under budget by \$25,000 which helped us reach our fundraising goal of \$318,000. The year to date surplus as of June 30, 2016 is \$40,000.

Summary of 2015/2016 Classes, Enrollment and Retention

For the 2015/2016 school year, we had 2 kindergarten classes, 1 first grade class, 1 second grade classe, 2 third grade classes, and 1 fourth grade class with total enrollment of 169 students in June, 2016. We started the year with 171 students, 13 left during the school year and 11 new students came in. 37 were out of district and 132 were in district.

Over the summer we had 8 students not return. 5 moved out of state, 3 went to their public out of district school. So we had a 94% retention rate from the 2015/2016 school year.

2015/2016 Enrollment

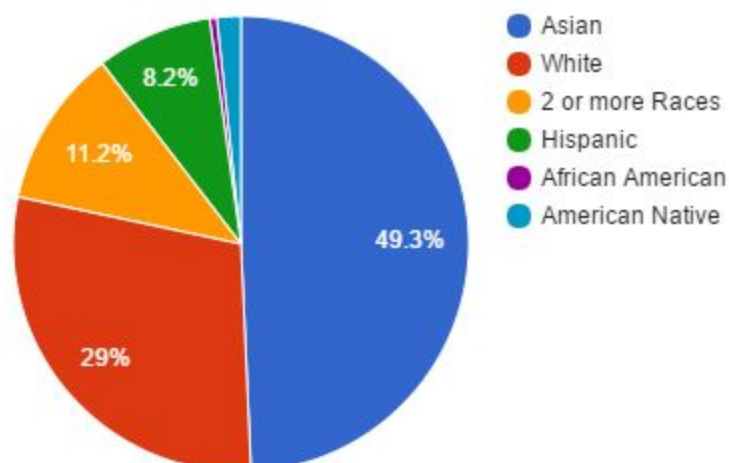
Grade	2015/2016 Enrollment as of 9/16/15	2015/2016 Waitlist as of 9/16/15	2015/2016 Enrollment as of June, 2016	
Kindergarten	50	17	52	

1st grade	26	21	25	
2nd grade	25	1	26	
3rd grade	46	0	42	
4th grade	24	0	24	
Total	171	39	169	

In our graph below, you will see a high percentage of Asian and White students. Since we are a school of choice with a focus on Mandarin Immersion, we attract families who have a strong interest in having their child learn Mandarin usually for one of four reasons:

- Chinese Parents - One or both speak Mandarin or another dialect at home and want to support their child's native language learning in an environment with other native speakers.
- Heritage Parents - American-born Chinese or biracial parents that may not speak Mandarin, but want to pass down their heritage language and culture to their child. American parents with adopted children from China also fall into this category.
- 21st Century Parents - See China as an opportunity for their child's future in a global world. This group includes children from a variety of races and nationalities.
- Academic Parents - Look to our Charter School to provide a rigorous academic program because they see their child as gifted and recognize Mandarin as a challenging language to learn.

2015/2016 HCCS Diversity Demographics



HCCS Demographics Cont.		
	Number of Students	Percentage of Students
ELD Instruction	11	7%
Students on IEP's	10	6%
Free or Reduced Lunch	4	3.55%

Summary of 2015/2016 Curriculum and Programs

Our annual calendar follows the BSD calendar. Our daily schedule is from 8:30-3:30 Monday to Thursdays and 8:30-2:30 on Fridays. The teachers use the hour early release on Friday for staff meetings and to coordinate lesson plans amongst the teachers.

HCCS has grade level classes where students are taught in the self-contained classroom by the Chinese teacher and the English teacher at different times during the day. Teachers coordinate curriculum plans by creating a monthly curriculum map so that themes and vocabulary in areas such as math and science can be introduced in English class and taught during the Chinese lessons. Teachers follow the learning targets for each subject based on state standards and proficiency standards for Chinese Language Arts.

This year we had a K-5 Curriculum Committee that met from January through May to examine our current Health and Social Studies Curriculum goals and materials. This is the link to our [HCCS Health Curriculum Summary](#). The Social Studies learning targets are aligned with BSD learning goals and we purchased information books for each grade level for teachers to integrate social studies content with English Language Arts instruction. This is the link to our Curriculum Web Site: [HCCS Curriculum Website](#)

Core Academic Subjects

- **Chinese Language Arts** - Teachers use Singapore Chinese materials for scope and sequence of instruction for reading and writing. ACTFL proficiency guidelines have been used to develop speaking targets for each grade.
- **English Language Arts** - Our primary learning materials and scope and sequence for instruction comes from CAFE strategies (Comprehension, Accuracy, Fluency, and

Expanding Vocabulary) used with Daily 5. Teachers use direct instruction to teach skills in reading, writing, and phonics. Using the Daily 5 management system, students practice each of these skills in application daily. We are using Zaner-Bloser handwriting materials for K-1st. All grades are using the Lucy Calkin's Units of Study in Opinion, Information, and Narrative Writing which is aligned with Common Core Standards.

- **Math** - Singapore Math Common Core edition is being used in all grades. Singapore Math focuses on building concepts as well as teaching procedures with deep understanding. Students use manipulatives, then pictorial representations, and then numeric symbols to demonstrate math understanding.
- **Science** - FOSS science kits provide teachers with a scope for lessons as well as hands-on materials for experimenting. Students work through the scientific process in each unit.
- **Social Studies** - This year our English teachers have taken the Social Studies standards and learning targets and incorporated them into the English Language Arts content. Our Chinese teachers focus on integrating Chinese culture into their language arts lessons.
- **PE** - Using some of the SPARK lesson ideas, Chinese teachers are leading physical education activities in grades K-1 because it is great practice for students to use the physical response when listening and participating while all instructions are given in Chinese. For grades 2-4, we had a licensed PE instructor.
- **Technology** - English teachers in grades 2-4 are integrating computer skills and keyboarding practice with English Language Arts text editing and research.
- **Art/Music** - Both English and Chinese teachers integrate art and music with lessons related to the cultural and language arts.

Special Programs

- **Assemblies** - We have bi-weekly PBIS assemblies where we honor students who have been Kind, Safe, and Responsible. We also use this opportunity to celebrate other school recognition and teach about the Wisdom Seeker characteristics that we're focusing on.
- **Award Ceremonies** - At the end of each trimester, four students are chosen from each class that best represent the characteristics of a Wisdom Seeker. The four awards are for World Citizen, Leader, Team Member, and Critical Thinker. Families are invited to attend this special assembly. We also added a monthly "Panda Pride" award this year for students who consistently showed progress in areas such as: Classroom Engagement, Best Effort, Improvement, and Helping Others.
- **School Choice Week** - As part of a national celebration for Charter Schools, our school participates in School Choice Week the last week of January. During that time we honored our founders at a special assembly, planned fun school spirit activities for each day, and had some visiting artists.

- **Buddy Program** - Our Kindergarten and 3rd grade students were reading buddies with each other and got together every 2 weeks to read to the younger student. 1st and 2nd grade also buddied up from time to time for special projects.
- **Student Council** - This year our students elected 2 representatives from each of our 3rd and 4th grade classes to represent them on a Student Leadership Team. The Principal met with the students once a month for an hour to discuss topics related to school climate and our Wisdom Seekers program. Students made good suggestions and help lead Wisdom Seeker Assemblies.
- **Homework Club** - Free Homework Club occurred after school 2 days a week where our Mandarin speaking teachers, instructional assistants, and volunteers help students individually with their Mandarin homework.
- **Field Trips** - Each class went on at least one field trip this year as it related to their studies. Students in Kindergarten and 1st grade went to the Oregon Children's Theater and Tillamook Forest. 2nd grade went on a Portland Walking Tour, and Bella Organic Farm. 3rd and 4th went to Bonneville Dam, and 4th went to the Oregon Trail Museum.
- **Performances** - Our students also participate in 3 performances per year. For each of the major Chinese holidays, and toward the end of the year, students learn songs, poems, dances, and skits, often helping to make the sets or decorations and then perform for our parent community.
- **Visiting Artists** - In January, our fourth grade skyped with Author Grace Lin, and the whole school enjoyed a session with musician, Aaron Meyer. He gave the students a teaching demonstration and performance with his violin. In April and May we had a visiting artist, Habiba, lead cultural music and movement sessions with each class, 4 times over a two week period. This was possible with a grant from Northwest Fibers.
- **Sister School** - Hong Yu Chai, of Starbridge, gave a presentation to the 2nd and 3rd grade classes about Portland's Sister City Suzhou and their cultural uniqueness. This is the same city where we have our Sister School, Xinsu Normal School of Jiangsu in Suzhou, China. We continue to exchange post cards with the students and a webpage set up to communicate what is happening in our school and view what they are doing. Our third grade and fourth grade classes also Skyped with them, being able to share things they like to do in their school.

Community Involvement

HCCS families make a commitment to volunteer at least 30 hours per year. For the 2015/2016 school year: 55% of families met or exceeded their commitment, 20% logged 15-29 hours, 26% logged 1-14 hours, and 10% did not volunteer.

We had parents volunteering to help organize community events, fundraising, and classroom projects and celebrations. Some of our events this year have included the all school picnic,

Autumn Festival, Restaurant Nights, Chinese New Year Celebration, Grandparents at Lunch, and the Xi Wang Gala.

Summary of 2015/2016 Staff Training

As provided in the table below, our teachers and staff had the opportunity to attend various training courses and conferences during the 2015-2016 academic year.

Training	Date	Staff Attending	Hours	Purpose
Chinese Immersion Training – Confucius Institute, PSU Yuri Liu, HCCS	June, 2015 Confucius Inst. Aug. 26, 2015 Yuri Liu	3 Chinese Teachers 9 Chinese Teachers	16 hours each 2 hours each	To train teachers in language immersion techniques and teaching strategies
Chinese Language Training CLEF - San Francisco NCLC - Chicago Star Talk - MN	April 16-18, 2016 CLEF Mar. 31 - Apr. 1, 2016 NCLC May 5-6, 2016	Yuri Liu Yuri Liu, Angie Chien-Fu Yuri Liu	27 hours 20 hours each 20 hours	Conference to provide current information on Language teaching strategies, curriculum materials & networking
Mentor Teacher Training First Year Teacher Training BSD	All year	Yannie Wong Joy Zhou	90 hours each	Mentoring first year teachers to provide feedback on teaching techniques and management.
PBIS – Chris Borgmeier, PSU	August 31 & Sept. 1, 2015 + quarterly staff meetings and continuous counseling support for	All teachers & Administration	10 hours + 1 hour quarterly staff meetings. Plus monthly discussions within staff	To train teachers on the school-wide behavioral procedures, guidelines and to support teachers as the school year progresses to

	teachers and administration			ensure consistency in practice
Behavior Skill Training and Active Participation Julie Rickman, Principal HCCS	Jan. 29, 2016 April 29, 2016	All teachers	4 hours each	To provide training in understanding and teaching strategies for working with children
Singapore Math- Cassandra Turner, SM Trainer	August 27-28, 2015	13 teachers	14 hours each	To ensure that teachers are instructed in teaching Singapore Math methods
Math Training - Cathy Bernhard, retired Math Consultant, BSD	Oct. 30, 2015, Feb 12, 2016 + ongoing staff meetings and observations for follow up	13 teachers	2 hours each plus ongoing support	To train teachers in differentiated math instruction, Common Core strategies, and Smarter Balanced Preparation
Daily 5 and CAFE Training Joan Moser and Gail Boushey "The Sisters"	Oct. - Dec., 2015 on-line training weekly sessions	4 English Teachers	12 hours each	To train teachers in the Daily 5 Literacy Management and Reading instruction strategies.
English Reading/Writing Training - Literacy Summit	Jan 22, 23, 2016	Julie Rickman, 3 English Teachers	14 hours Trimester staff Meetings to calibrate writing assessments	To train teachers in writing process and use of Lucy Calkins writing curriculum and assessments.

ESL Training and Testing – BSD	Oct., 2015 - May, 2016 Monthly Training	Mark Johnston, Test Coordinator Sylvie Kuo, ELL Instructor	6 hours each	To train ESL teacher on unpacking ELP standards for ESL students
Kindergarten Assessment - ODE	August, 2015 - on-line	Hanya Lamp	4 hours	To train teacher to give the state-wide assessment
PBIS Leadership Conference National PBIS Organization	Dec. 14, 2015	Mark Johnston	7 hours	To gain information on PBIS program suggestions focusing on interventions.
Technology Training - Google Summit, Portland	Oct. 9, 2015	2 Administrators, 5 Teachers	7 hours each	To assist teachers & administrators in using Google apps
Professional Learning Communities (PLC) HCCS Leadership	Jan 29, 2016 Mar. 28, 2016 Apr. 29, 2016 May 27, 2016	All teachers	8 hours each	To divide into Language Teams, look at achievement data, assessments, and lesson planning.
Administrator Training - China Bridge Delegation, sponsored by HanBan and College Board	Nov. 9-19, 2015	Julie Rickman	40 + hours	Visit Schools and cultural sites in Beijing and Xiamen to learn about the education system and culture in China.
First Aid/CPR – Constance Pugh and Olga	Sep. 4, 2015	13 staff members that needed re-certification	5 hours	To ensure teachers and staff were properly trained on First Aid and CPR

Cherevatenko, RN and PT				
Safety Training – on-line resources	Sep. 3, 2015	All teachers and staff	1.5 hours	To ensure teachers and staff were properly trained in reporting suspected child abuse, non-restraint of children, and blood borne pathogens
Emergency Preparedness Training Mike Mumaw, City of Beaverton	Mar. 28, 2016	All Staff	1.5 hours + Follow up with Principal at new site, August 2016	To inform staff of safety precautions and actions needed in case of a natural disaster or school emergency.

Improvement Goals for 2015/2016 School Year

The goals listed below were established with input from our teachers and Principal. Progress toward these goals were an ongoing focus with the ultimate goal of continuous growth in student achievement. Our School Improvement Plan for the 2015/2016 school year had 4 goals.

SMART Goal # 1 – During the 2015-2016 school year, all students will make measurable progress in Chinese Language Arts speaking skills as measured by the ELLOPA/SOPA (or another standard measure). Maintain the number of students who meet and exceed expectation at an average 92%. Increase the number of students exceeding expectations from the median of 25.5% to 28%.

Results: SOPA/ELLOPA results for 2016 show 86% of total students met or exceeded expectations. The median percent for those who exceeded was 52%. The average of those exceeding is 60%.

SMART Goal #2 – During the 2015-2016 school year, all students will make measurable progress in reading English as measured by Dibels composite score, and increase the number of students who are proficient in reading English from 76% to 85%.

Results: DIBELS screening was completed by Chris Borgmeier and PSU students. This spring's composite scores showed the number of students meeting and exceeding expectations: K = .73, 1st = .87, 2nd = .88, 3rd = .98 (There are no scores for 4th grade because we stop giving this test after 3rd grade since it is only meant to be a screener for early reading development and it is the most efficient use of our

tester's time to focus on the younger groups.) So our school average achievement was 86%. This is 1% above our school goal to reach 85% proficiency.

SMART Goal #3 – During the 2015-2016 school year, all students will make measurable progress in mathematics as measured by Singapore Math Summative Trimester Tests in grades K-2 from 70% to 75% and Smarter Balanced Assessment for 3rd and 4th grade from 89% to 90%.

Results: The Smarter Balanced Assessment scores for 3rd and 4th grade were 93% and 96% of the students receiving a 3 or 4. According to our Singapore Math Summative Tests, 87% of students in K-2 were meeting or exceeding expectations.

SMART Goal #4 - During the 2015-2016 school year, HCCS will make measurable progress in decreasing negative behavior as measured by a lower number of student referrals from 1 per day to .5 per day which is the National average.

Results: Since February, our referral numbers were under .5 per day! We believe that the increased experience and awareness by our TA's has helped. Most of our TA's are from Confucius Institute and we believe it takes a while for them to feel comfortable and able to be effective.

Board Developments

The Board has worked to execute on the strategic plan designed last year with the following highlights:

- The Vision & Mission Task Force completed a full revision and presented recommendations to align our vision as school and the academic pillars used in the educational curriculum.
- Move to a new facility to provide a better and safer environment for our students
- The Middle School Task Force presented the initial framework for Middle School Program in March. The final plan including budget, staff projections and curriculum details will be completed in December 2016.
- Creation of a new Communication Plan to align with Vision & Mission Task Force recommendations
- Policy and Document control - As the school grows, the Board has recognized the need to improve document control guidelines for Board, Task Force and Committee members.
- Board Transitions - Deborah Dang, Treasurer, and Sanjay Reddy, Board Chair, completed their tenure. They were replaced by Nate Look and Victor De Pablos respectively. In addition two new members, Lili Yeo and Todd Watkins, joined the Board.

We would like to once again thank Beaverton School District for their partnership. We're proud to have our charter extended and we look forward to a continued successful partnership as we endeavor to serve the children of Beaverton School District!

Summary of Staff and Qualifications

The following is a list of our teachers, staff members and administrators at Hope Chinese Charter School, including qualifications, description of duties, etc. Note that this does not

include staff in the Tiny Dragons portion of the school as it is considered part of HCCS' fee-based programs.

Staff List and Qualifications for 2015/2016

	Employee Name	Assignment	Degree	Years Experience	License/Endorsements	Initial Background Check
1	Julie Rickman	Principal	M.Ed.	4 Adm, 25 T	IAL, CTL	8/2/2004
2	Crystal Cortez	Admin. Asst.	BA	3	Classified (Terminated in May)	4/1/2015
3	Kent Howard	P.E. & Computer Literacy	BA	25	Restricted Substitute Teaching, Substitute any Specialty, PP-12 (Term to January)	2/27/2015
4	Mark Johnston	ESL, TAG, Test Coordination, Computer Instructor	MA	3	Initial I, Multiple Subjects Self-Contained, ECE, ELE, in process of getting ESL endorsement.	7/8/2014
5	Ann Hsiao-Yen Howard	Kindergarten Chinese	BA	0	Registered	in process w/TSPC
6	Angie Chien-Fu	Kindergarten Chinese	MA	0	Registered	4/19/2012
7	Hanya Lamp	Kindergarten English	MA	7+	Initial II, Multiple Subjects Self-Contained, ECE, ELE	10/1/2014
8	Jeannine Rafferty	Kindergarten Aide & Lunch Coord.	BS	5	Initial I, ELE, ECE, Art Endorsement	10/2/2013
9	Huiqiong Su	1st Grade Chinese	BA	8	Registered	8/9/2012
10	Kelly Matsushima	1st Grade English	MA	7+	Professional Teaching, Multiple Subjects Self-Contained, ECE, ELE	5/31/2015
11	Junhong (Ruth) Wang	2nd Grade Chinese	MA	7	Initial II, ML/HS, ECE/ELE L, Art Endorsement	12/16/2013
12	Tessa Hornbuckle	2nd Grade English	BA	5	Initial I, Multiple Subjects Self-Contained, ECE, ELE	10/10/2014
13	Tieyu Yan (Irene Conry)	3rd Grade Chinese	MA	0	Registered	12/15/2013
14	Zhuoyun (Joy) Zhou	3rd Grade Chinese	BA	0	Registered	in process w/TSPC
15	Yannie Wong	3rd Grade English	MEd	0	Initial I, Elementary - Multiple Subjects, PK-12	8/7/2015
16	Christina Li	3rd Grade Aide	BA	2	Registered - Confucius	8/29/2014

					Institute	
17	Yuri Liu	4th Grade Chinese	MA	2	Registered	7/11/2013
18	Rachel Laing	4th Grade English	MA	4	Initial, Multiple Subjects Self-Contained, ECE	6/2/2014
19	Suzanne Mackzum	Instructional Aide	BA	1	Classified	9/1/2014
20	Sharon Chuang	Lunch Room Assistant	AA	0	Classified	9/1/2015
21	Robyn Stolin	Facilities Mgr.	AS, BS in progress	7+ Managerial	N/A	8/1/15
22	Zexia (Daphne) Mao	Kinder. Asst.	BA	7+ China	Confucius Institute	N/A
23	Fan Li	2nd gr. Asst.	BA	0	Confucius Institute	N/A
24	Jun Han	1st gr. Asst.	BA	0	Confucius Institute	N/A
25	Eric Wolski	PE Teacher	MAT	0	Initial, PE Endorsement Long Term Sub Jan-June	12/17/15
26	Shu-Han (Sylvie) Kuo	ESL Instructor	MA	0	Registered. Long Term Sub Jan-June	4/12/16
27	Eden Samiee	Administrative Asst.	BA	1	Classified (Started in May)	6/3/16

Appendix A

School Achievement Data

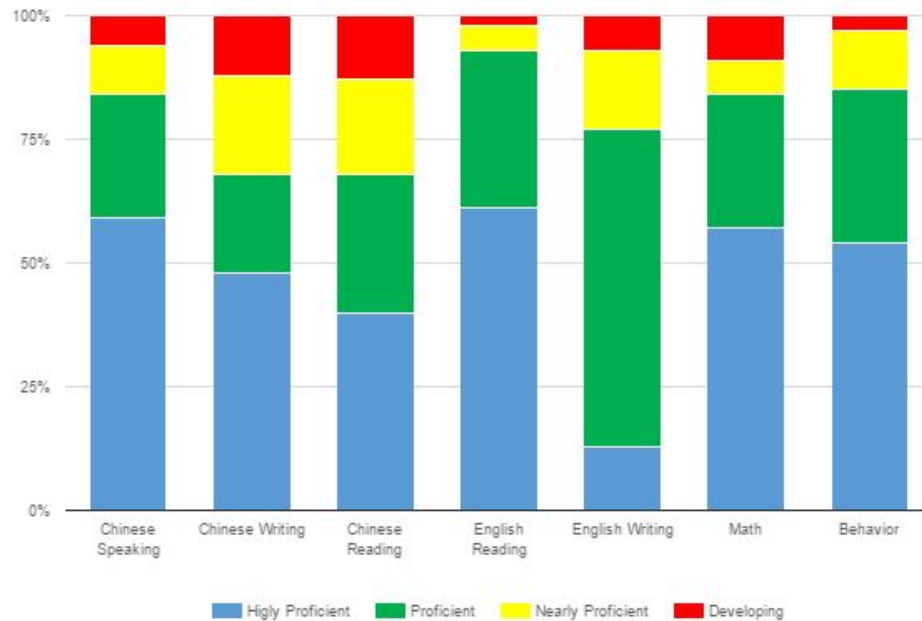
Smarter Balanced Assessment:

2015/2016 Smarter Balanced Test Results		
Percent of Students who achieved Level 3 and 4 (Meeting and Exceeding Expectations)		
Hope Chinese Charter School	English	Math
Grade 3 All Students	78%	93%
Grade 4 All Students	88%	96%
Beaverton School District		
Grade 3 All Students	62%	65%
Grade 4 All Students	65%	60%
State of Oregon		
Grade 3 All Students	47%	48%
Grade 4 All Students	50%	44%

All School Achievement in Major Academic Areas:

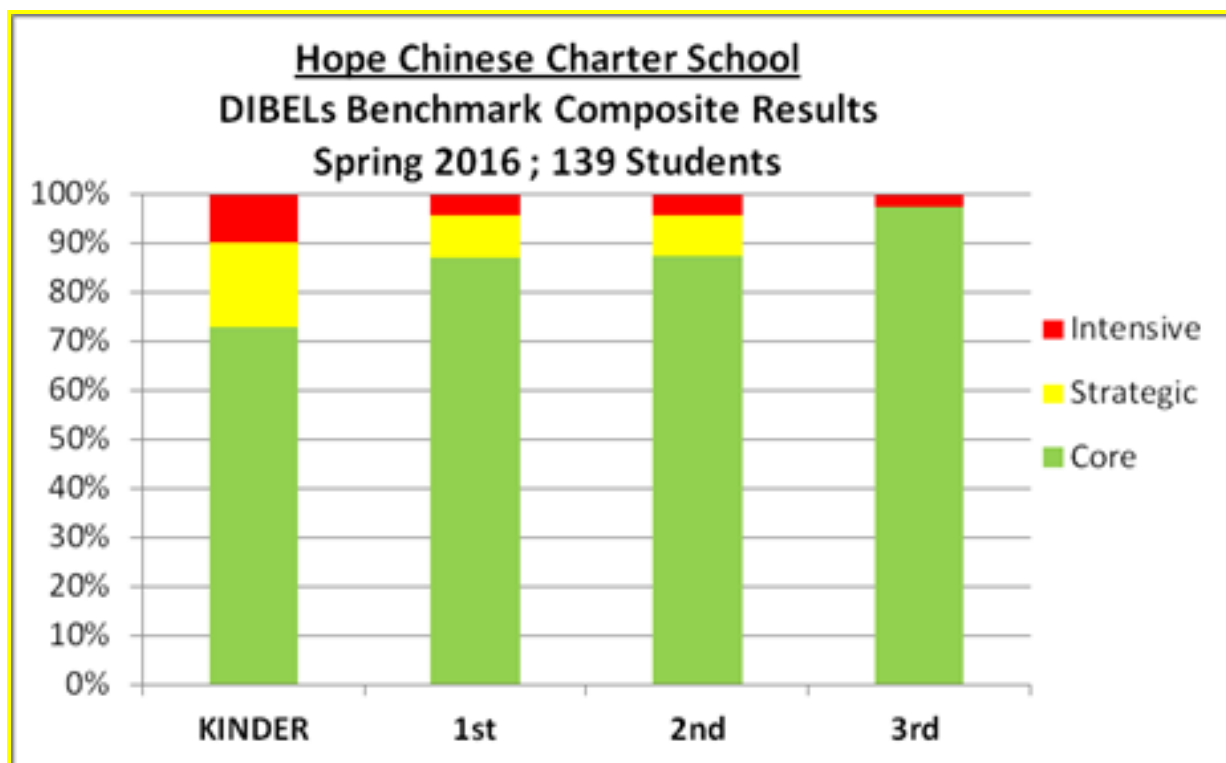
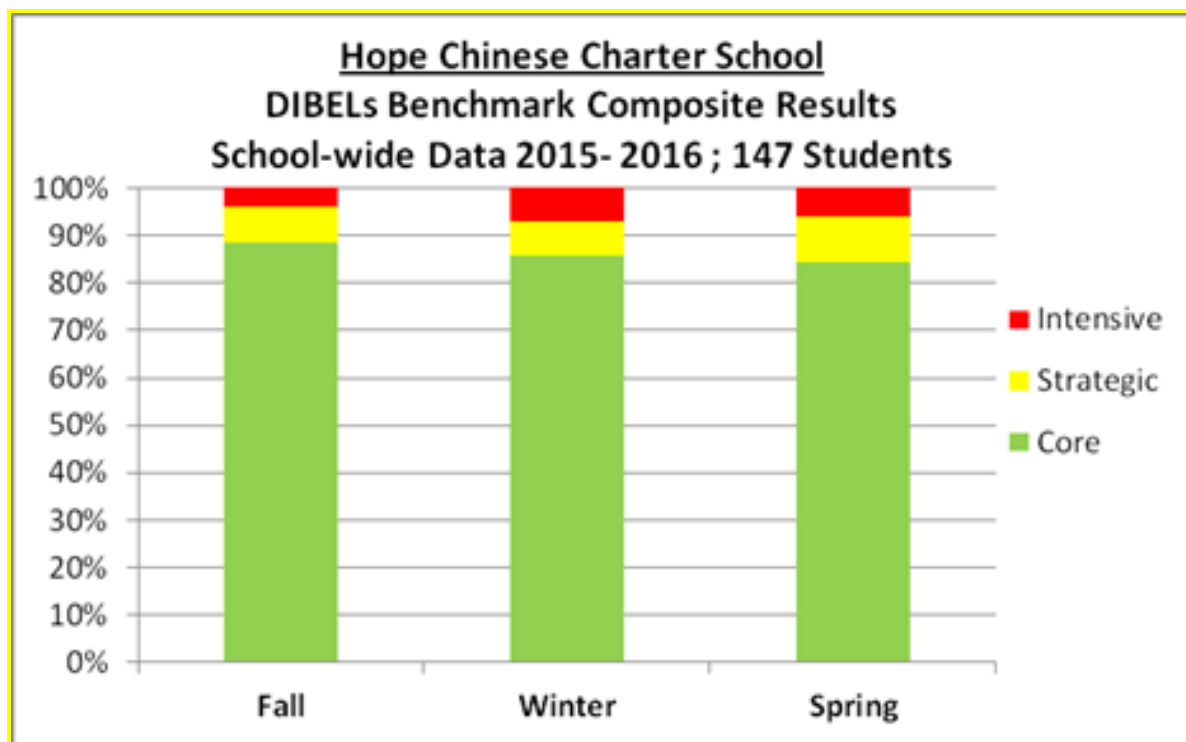
The following graph depicts the overall achievement of students in grades K-4 at the end of the 2015/2016 school year based on teacher assessments and end of unit assessments. The English reading scores are based on DIBELS assessments. The green and blue bars together represent the number of students who met and exceeded expectations. Students in the yellow are monitored more closely and targeted for specific direct instruction. Students in the red receive extra support through the Response to Intervention Team (RTI).

Achievement by Classroom Measurement: All School Graph for June 2016



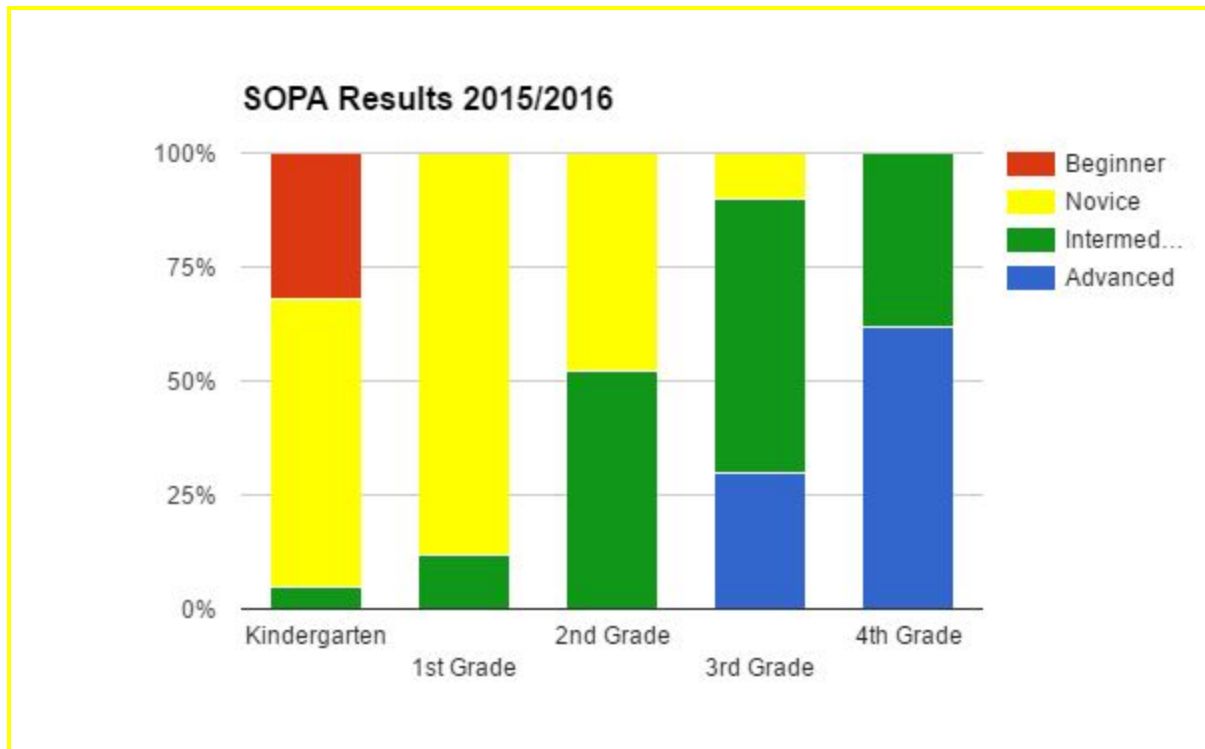
Dynamic Indicators of Early Literacy Skills (DIBELS) Assessment:

The following graph represents a quick measure of English reading accuracy for grades K-3. Students who score in the green are on target and can continue in the Core Instruction. Students who fall in the yellow need to be checked and monitored with more specific and direct instruction. Students in the red need intervention from the RTI team. Overall, we are very pleased with our student's results especially considering they only get half the amount of time for ELA compared to the rest of the public schools.



Student Oral Proficiency Assessment (SOPA) and Early Language Listening and Oral Proficiency Assessment ELLOPA:

The following graph shows where each of our students ranked by Chinese language listening and speaking proficiency level. This year we had a third party evaluator from the Center for Applied Linguistics test our fourth grade class and a sampling of third graders to verify our results. We were extremely pleased with all groups except Kindergarten and will be paying attention to that next year.



Grade Level Goals:

Kindergarten: JNL ~ JNM (ELLOPA)

1st Grade: JNM ~ JNH (SOPA)

2nd Grade: JNH ~ JIL (SOPA)

3rd Grade: JIL ~ JIM (SOPA)

4th Grade: JIM ~ JIH (SOPA)

5th Grade: JIH ~ JAL (SOPA)

J = Junior

N = Novice

I = Intermediate

L = Low

M = Mid

H = High

A = Advanced

Appendix B

Hope Chinese Charter School	
Profit and Loss	
July 2015 - June 2016	
	Total
Income	
1510 Interest and Dividends Income	683.59
1620 Food Services - non reimbursable	64,728.02
1700 Extracurricular Activities Rev.	263,960.08
1920 Contributions Income	158,924.39
3101 SSF - General Support	1,009,894.95
Non Profit Income	3,040.00
Sales of Product Income	30.00
Total Income	\$ 1,501,261.03
Gross Profit	\$ 1,501,261.03
Expenses	
1111000 Primary (K-3)	814,029.34
1113000 Elementary Extracurricular	134,086.15
1200000 Special Programs	688.52
1440000 SummerProgram (K-3)	17,057.75
1440200 Summer Program Payroll Costs	1,402.51
1440400 Summer Program Supplies/Materials	964.65
2240000 Instruct Staff Development	18,079.49
2300000 General Administration	53,788.76
2400000 School Admin	166,987.28
2500000 Support Services	1,242.85
2540000 Bus-Operation/Maint Plant	129,002.25
2660000 Technology Services	15,017.45
3120000 Nutrition Costs	70,975.40
4150389 Remodeling/Moving	37,582.35
PayPal Fees	96.74
Total Expenses	\$ 1,461,001.49
Net Operating Income	\$ 40,259.54
Net Income	\$ 40,259.54

Hope Chinese Charter School	
Balance Sheet	
As of June 30, 2016	
	Total
ASSETS	
Current Assets	
Bank Accounts	
101 USNB- Ck	156,072.99
104 Paypal Account	9,800.99
105 OnPoint Checking	141,643.45
106 OnPoint Savings	5.00
107 OnPoint Preschool Checking	254,088.10
108 Pacific Continental Money Market	223,343.08
110 Preschool petty cash	5.00
Total Bank Accounts	\$ 784,958.61
Accounts Receivable	
158 Accounts Receivable (A/R)	3,944.88
Total Accounts Receivable	\$ 3,944.88
Other current assets	
130 Investments - Scottrade account	1,653.00
1499 Undeposited Funds	1,461.00
181d Prepaid Expenses	12,877.40
Total Other current assets	\$ 15,991.40
Total Current Assets	\$ 804,894.89
Other Assets	
191 Deposits - HCCS	5,325.79
232 Security Deposit	36,716.00
Total Other Assets	\$ 42,041.79
TOTAL ASSETS	\$ 846,936.68
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
421 Accounts Payable and Accrued Ex	13,372.05
Total Accounts Payable	\$ 13,372.05
Credit Cards	
OnPoint Credit Card	14,849.35
Total Credit Cards	\$ 14,849.35

Other Current Liabilities	
430 Accruals	4,341.05
472 PERS Payable	17,381.19
482 Prepaid Preschool	9,114.99
484 Prepaid supply fee	4,279.95
Total Other Current Liabilities	\$ 35,117.18
Total Current Liabilities	\$ 63,338.58
Total Liabilities	\$ 63,338.58
Equity	
3010 Unrestrict (retained earnings)	743,338.56
Net Income	40,259.54
Total Equity	\$ 783,598.10
TOTAL LIABILITIES AND EQUITY	\$ 846,936.68