

# Hope Chinese Public Charter School Charter School Evaluation Report 2017

*Beaverton School District*

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**Charter School**

Hope Chinese  
3500 SW 104th Avenue  
Beaverton, OR 97005  
971.226.7500  
[www.hopeccs.org](http://www.hopeccs.org)

**Charter Contacts**

Julie Rickman, Principal  
971.226.7500  
[julie.rickman@hopeccs.org](mailto:julie.rickman@hopeccs.org)

**Sponsoring School District**

Beaverton School District  
16550 SW Merlo Road  
Beaverton, OR 97003

**School District Contact**

Jon Bridges, Ed.D., Administrator for Accountability  
[jon\\_bridges@beaverton.k12.or.us](mailto:jon_bridges@beaverton.k12.or.us)

**Center for Student Success Evaluator**

Victoria Lukich, Ed.D., Director  
[vlukich@pdx.edu](mailto:vlukich@pdx.edu)

**Center for Student Success Contact Information**

[centerforsuccess@pdx.edu](mailto:centerforsuccess@pdx.edu)  
[www.pdx.edu/education/success](http://www.pdx.edu/education/success)  
503.725.8150

**Evaluation Purpose**

This evaluation is a third-party evaluation of the Hope Chinese Charter School during its fifth year of operation, 2016-17.

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## INTRODUCTION

The Center for Student Success (CSS) was commissioned by the Beaverton School District (BSD) administration to conduct an evaluation of Hope Chinese Charter School (HCCS) for the 2016-17 school year. This report communicates the findings and recommendations of that evaluation. During the evaluation process, the CSS evaluator reviewed multiple documents provided by HCCS staff and interviewed key individuals in person and over the phone, and communicated via email to ensure the school is: 1) fulfilling the provisions of its charter with the BSD; and 2) fully complying with federal and state statutory requirements regarding charter school operations and accountability in Oregon.

During the evaluation process, the CSS evaluator made two visits to HCCS: On 9/29/16, the evaluator met with Principal Julie Rickman to outline the process for the charter school evaluation and to describe the collection of documents the school staff would prepare as evidence that HCCS is meeting the criteria outlined in the evaluation rubric.

The evaluator remained in contact with Principal Rickman via email and telephone throughout the school year. The official, full-day site visit to the HCCS campus occurred on 4/4/17. During the site visit, the evaluator conducted interviews with the principal and her administrative assistant, as well as interviews with key HCCS staff including the human resources/business manager, the curriculum coordinator, the lead Chinese program coordinator, the advancement director, and the private programs coordinator. The evaluator also met with HCCS English and Chinese teachers in two group settings. In addition to conducting interviews, the evaluator visited classes at every grade level (in English and Chinese) to observe teachers and students engaged in teaching and learning.

During the site visit, Principal Rickman provided the evaluator with a binder containing the collection of evidence that she had prepared for the evaluation. The principal also shared several documents electronically before and after the site visit.

Numerous requests for additional information to clarify questions and operational details were made after the site visit and throughout the summer 2017. Hope Chinese leadership and staff members were responsive and thorough in providing the requested information in a timely manner.

On 8/18/17, the CSS evaluator conducted a phone interview with the 2016-17 HCCS board chair to gain perspective on long-term charter school plans as well as board governance and stability, and fiscal sustainability.

Evaluation of HCCS is based on the school's performance relative to: 1) federal and state statutes pertaining to the administration of charter schools; 2) general standards of effective school operation; and 3) additional requirements of the Beaverton School District as a condition of charter authorization. These additional requirements are described in the charter school agreement between HCCS and the BSD.

In order to evaluate the school's performance, the Center for Student Success applied a rubric developed (by CSS) and based on the National Association of Charter School Authorizers' standards. The rubric encompasses three frameworks: Academic Performance, Organizational Performance and Financial Performance.

Within each framework, specific measures are identified to assess how effectively the school is functioning in that area. Using the criteria provided in the rubric, the evaluator assigns a rating to each measure indicating whether the school *exceeds, meets, approaches or does not meet* expectations. The

evaluator determines the rating on the basis of the review of the evidence provided by the charter school as well as from evidence collected during the interviews and the site visits. The rubric was provided to Hope Chinese and to the BSD prior to the commencement of the evaluation process.

NOTE: Per agreement between CSS and the BSD, this evaluation will address only two of the three frameworks on the rubric—Organizational Performance and Financial Performance. BSD staff will conduct an analysis of student achievement at HCCS at the same time they analyze student level achievement data from all schools in the BSD.

Since this report was commissioned by the Beaverton School District administration it remains the property of the school district. A draft copy of the report was provided to the Administrator for Instructional Accountability for the Beaverton School District and the principal of Hope Chinese Charter School prior to final publication giving them the opportunity to correct any factual inaccuracies prior to the report being printed.



## FRAMEWORK 2: Organizational Performance

Indicator 6: Mission and Key Design Elements		
<p>Measure 6a. To what extent is the school executing its mission and implementing the key design elements outlined in the charter agreement?</p> <p><i>Criteria: All stakeholders share a common and consistent understanding of the school's mission and key design elements as outlined in the charter agreement or subsequent amendments. The school has fully implemented its mission and key design elements in the approved charter or subsequent amendments.</i></p>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding mission and key design elements.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaching standard:</i> The school presents a material concern in one of the criteria regarding mission and key design elements.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding mission and key design elements.
<p>Measure 6b. To what extent is the school promoting parental involvement and getting feedback from parents regarding their level of satisfaction with the education program and with their child's academic progress?</p> <p><i>Criteria: The school has systems in place to communicate policies or student performance to parents. Families are able to use the school's communication system to access information about their child's academic progress. The school has a clear process to garner parent input to help drive school improvement efforts. The school surveys parents at least annually with a response rate of at least 50%, and at least two-thirds of the survey respondents indicate they are satisfied with their students' academic progress and with the education program overall.</i></p>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding parental involvement and level of satisfaction.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaching standard:</i> The school presents a material concern in one of the criteria regarding parental involvement and level of satisfaction.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding parental involvement and level of satisfaction.

### Evidence:

- *Charter School Agreement*
- *Interview with the principal*
- *Interviews with teachers and other key school staff*
- *Results from the HCCS Annual Parent Survey 2017*
- *HCCS website*
- *HCCS Family Handbook, 2016-17*
- *HCCS Employee Handbook, 2016-17*
- *Wisdom Seekers Family Handbook, 2016-17*

**Narrative:**

**Measure 6a. To what extent is the school executing its mission and implementing the key design elements outlined in the charter agreement?**

HCCS's mission is posted on the school's website and is also included in the Family Handbook and the Employee Handbook. The principal reported that the wording of the mission was revised in 2015 resulting in the current statement:

*"Educating for Global Fluency by developing Chinese and English dual-language skills, nurturing cultural adaptability, and inspiring excellence in our students for a positive impact in our world."*

A HCCS parent coined the phrase 'global fluency' meaning "to be aware of our world as a larger place—not just one school, one culture." The principal explained that although the focus of the charter school is to help students learn the Chinese language and culture, the goal is more far-reaching; that is, to provide experiences that contribute to each HCCS student acquiring a global awareness.

HCCS donor, John Lien shares his perspective on educating for global fluency (posted on the school's website):

*"Learning Chinese or learning any other language, for that matter, brings new perspective and fresh ideas to our lives. Knowing another language breaks down barriers and brings people closer. To me, the abilities to think differently and to embrace others are the most important qualities for leaders of the next generation."*

The HCCS principal asserts that teaching for global fluency and cultural adaptability includes helping students develop the characteristics that make them critical thinkers, collaborators, leaders, and effective communicators as well as developing traits like empathy and compassion for others.

The HCCS mission identifies three components of global fluency: developing proficiency in and exploring connections between Chinese and English languages, nurturing cultural adaptability, and inspiring excellence. The CSS evaluator observed evidence of all three components of the mission statement throughout the school and within its programs. A few examples include: rigorous, standards-based curriculum taught in English and Chinese, implementation of the Daily 5 Management System, authentic world language practices, a variety of assessments used to monitor student progress, RTI support for students who need more intensive instruction, and implementation of Wisdom Seekers, the charter school's Positive Behavior Intervention and Support (PBIS) program. Wisdom Seekers focuses on teaching and reinforcing positive student behaviors while also emphasizing characteristics that challenge students to think critically and work collaboratively as global citizens. Additional opportunities for HCCS students to develop valuable life long skills that can be applied to successful leadership and teamwork situations are provided to students through leadership opportunities and the buddy program instituted at the school.

A specific example of how the charter school helps students learn cultural adaptability occurred during spring break in 2017. Over the previous four years, HCCS students exchanged postcards with and skyped with students from their sister school in Suzhou, China. Students from the sister school visited HCCS and in March 2017, 17 fifth grade students from HCCS spent 11 days in China, five of the days with their host families in Suzhou. During the trip, students were able to learn about and experience Chinese culture first-hand as they visited Suzhou, Hangzhou, Shanghai and Beijing. The principal noted that although the

exchange was challenging for some students—pushing them to the edge of their comfort zone—it was a rich and valuable learning experience for all. The HCCS Chinese Program Coordinator accompanied students on the trip and helped them document their experience through journaling. Students also participated in a service learning project while they were in China.

Throughout the interviews the CSS evaluator conducted with students, parents and staff it was evident that all stakeholders share a common understanding of the mission of the HCCS and are fervently committed to contributing to the realization that mission. On the 2017 parent survey, 97% of the survey respondents agreed that “the school’s mission is matched by what is actually happening in the program and that the school does what it says it does.”

The principal explained “maintaining a strong focus on the school’s mission keeps [them] from getting side-tracked by every new program or initiative that comes along.” She noted that HCCS has added project-based learning (PBL) to the middle school program and emphasized how important it has been to engage in conversations about what PBL looks like through the lens of the school’s mission. The principal also shared that future plans include adding STEM (Science/Technology/Engineering/Math) to the program of study at HCCS—also with the caveat that any expansion or enhancements must align with and support the mission of the school.

HCCS is to be commended for maintaining a strong commitment to the school’s mission, using the mission statement as a lens from which to make decisions about potential changes at the school, and ensuring the mission is actualized in practice throughout the school community.

**Measure 6b. To what extent is the school promoting parental involvement and getting feedback from parents regarding their level of satisfaction with the education program and with their child’s academic progress?**

HCCS conducts an annual parent survey to collect information about levels of parent satisfaction with the school and to garner feedback through comments on the survey. The 2017 survey had a 51% return rate with 76 parents responding. The vast majority of responses were favorable. A sample of the survey statements appear below with the percentage of respondents who indicated they agree or strongly agree with each statement:

- I receive adequate communication from my child’s teacher about my child’s academic achievement. (82%)
- The methods used to assess my child’s work at school are clear, fair and helpful. (88%)
- Faculty and staff help your child feel comfortable and accepted throughout the school year. (94%)
- The program recognizes and meets your child’s unique, individual characteristics, interests, abilities and needs. (82%)
- I feel that my voice is heard in important decisions at my child’s school. (86%)

More than nine out of ten survey respondents assigned HCCS an A or B: 51% gave the school an A grade, while 41% rated it a B.

The CSS evaluator heard from numerous stakeholders that strong and consistent parental involvement is a critical factor in the success of the school. Expectations for parental involvement at HCCS are explained during parent orientation before the school year begins and are also outlined on the school’s website and



in the Family Handbook. On the 2017 Parent Survey, 33% of respondents reported they are “involved in activities and volunteering at my child’s school” weekly or more, while another 19% reported they are involved and volunteer monthly.

In a video posted on the school’s website, former board chair, Sanjay Reddy described how HCCS depends on parent and community volunteers in order to continue offering an exceptional educational experience for its students. He noted that from September 2014 to February 2015, over 5200 hours were logged by about 127 volunteers at HCCS—approximately 41 hours per volunteer—and suggested that without the volunteers “there would be no school.” In an email to the CSS evaluator, the principal added that HCCS “ended the 2014-15 school year with 7600 hours logged by 141 volunteers.”

The 2016-17 board chair identified “a strong and dedicated volunteer community,” and “supportive and involved parents” as two of HCCS’s greatest strengths. He also shared that the school’s greatest challenge—a budget gap—is the same for current parents as it was for the school’s founders. He believes all HCCS parents should consider themselves founders of the school and should have the same commitment to and investment in HCCS as did the original founders.

Expectations of parental involvement and support are clearly communicated to parents in the Family Handbook including the expectation that each family will support the school with at least 30 volunteer hours per year. The principal explained that in addition to assisting a teacher in a classroom, volunteer hours might also include: serving as a board member or as a classroom representative on the Parent/Teacher Organization; helping with the lunch program; assisting in the parking lot during the drop-off or pick-up times; fundraising or special event planning; or serving on a school task force or committee.

Nearly nine out of ten respondents on the 2017 Spring Survey reported they feel their voice is heard when importance decisions are being made at HCCS. The principal provided examples of how parent voice is solicited and valued at the school. She explained that HCCS recently identified three different task forces (made up of a variety of stakeholders including parents) to help plan enhancements for and expansion of the middle school program. The task forces were charged with exploring: “What do we want the middle years to look like for our students? How do we want to make their experience unique while also making sure we stick to our mission and maintain continuity with the K-5 program?” Another task force was charged with designing, planning and procuring donations for a new playground at the school. Finally, a work group consisting of the principal, teachers, board members and parents, examined the school’s K-5 health and social studies curriculum studying state standards and reviewing materials and resources. HCCS leadership and staff recognize the value of including all stakeholders in the process when important decisions will be made that impact the school and community.

HCCS uses the student information system Synergy, but parents do not have access to ParentVue through which to view their child’s academic records. Students’ academic performance is communicated to parents through report cards three times a year and during conferences twice a year. In addition, parents can contact teachers via email and parents who have concerns or questions are welcome to schedule an appointment with a teacher. The principal also shared that parents are welcome to visit their child’s classroom.

HCCS is to be commended for strong and consistent parental support and high levels of parent satisfaction with the school.

Indicator 7: Educational Program		
<p>Measure 7a. To what extent is the school providing the educational program and implementing the distinctive instructional practices as described in the current charter agreement?</p> <p><i>Criteria: The school implements the instructional practices that are consistent with the educational program described in its charter. Teachers demonstrate understanding and skill in the stated instructional practices. The instructional strategies are consistently implemented or the school has gained approval for a modification to the material terms of the charter agreement with respect to the educational program and/or instructional practices.</i></p>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria related to providing the educational program and implementing the distinctive instructional practices as defined in the charter agreement.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaching standard:</i> The school presents a material concern in one of the criteria related to providing the educational program and implementing the distinctive instructional practices as defined in the charter agreement.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria related to providing the educational program and implementing the distinctive instructional practices as defined in the charter agreement.
<p>Measure 7b. Does the school have an adequate assessment system in place to evaluate instructional effectiveness and student learning?</p> <p><i>Criteria: The school regularly administers valid and reliable assessments that align to the school's curriculum. The school has a valid and reliable process for scoring and analyzing assessments. The school's assessment system includes measures of student performance for the purpose of interim, and summative evaluations of all students in each core content area. Data from the school's assessment system is used to analyze school wide performance and identify areas for improvement.</i></p>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria related to assessment of student learning.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaching standard:</i> The school presents a material concern in one of the criteria related to assessment of student learning.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria related to assessment of student learning.
<p>Measure 7c. Is the school complying with applicable laws, rules, regulations and provisions of the charter contract relating to education requirements?</p> <p><i>Criteria: The school complies with laws, rules, regulations and provisions in the charter agreement regarding: instructional days and/or minutes; graduation requirements; content standards, including Common Core State Standards; and the administration of state assessments.</i></p>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding educational laws, rules, regulations and provisions of the charter agreement.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaching standard:</i> The school presents a material concern in one of the criteria regarding educational laws, rules, regulations and provisions of the charter agreement.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding educational laws, rules, regulations and provisions of the charter agreement.

<p>Measure 7d. Is the school protecting the rights of students with disabilities?</p> <p><i>Criteria: The school complies with laws, rules, regulations and provisions in the charter agreement regarding the rights of students with disabilities specific to: equitable access and opportunity to enroll; identification and referral; appropriate involvement with the development and implementation of IEPs and Section 504 plans; operational compliance, including appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program to students in a lawful manner and consistent with students' IEPs or 504 plans.</i></p>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard: All criteria are met and the school engages in activities and practices that go beyond the criteria.</i>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard: The school presents no material concerns in any of the criteria regarding protecting the rights of students with disabilities.</i>
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaching standard: The school presents a material concern in one of the criteria regarding protecting the rights of students with disabilities.</i>
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard: The school presents a material concern in more than one of the criteria regarding protecting the rights of students with disabilities.</i>
<p>Measure 7e. Is the school protecting the rights of English Learner students?</p> <p><i>Criteria: The school protects the rights of English Learner students by providing: equitable access and opportunity to enroll; development and implementation of required plans related to the service of ELL students; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students.</i></p>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard: All criteria are met and the school engages in activities and practices that go beyond the criteria.</i>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard: The school presents no material concerns in any of the criteria regarding protecting the rights of English Learner students.</i>
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaching standard: The school presents a material concern in one of the criteria regarding protecting the rights of English Learner students.</i>
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard: The school presents a material concern in more than one of the criteria regarding protecting the rights of English Learner students.</i>
<input type="checkbox"/>	<input type="checkbox"/>	<i>Not rated: See narrative for rationale for no rating.</i>

**Evidence:**

- *Charter School Agreement*
- *Interview with the principal*
- *Interviews with teachers and other key staff*
- *HCCS website*
- *Classroom observations*
- *Exhibit A to the Charter School Agreement: HCCS's ELL Program*
- *Email communication with the BSD Learning Specialist from Special Education Department*
- *Email communication with the BSD Administrator for Multilingual Programs*

**Narrative:**

**Measure 7a. To what extent is the school providing the educational program and implementing the distinctive instructional practices as described in the current charter agreement?**

The educational program for HCCS is outlined in section 5 of the charter school agreement. The agreement specifies that in kindergarten, first and second grades, 65% of daily instruction will be in Chinese and 35% will be in English. At third, fourth, and fifth grades, daily instruction will be 50% in Chinese and 50% in English, while at sixth, seventh and eighth grades, 35% will be in Chinese and 65% in English. During 2016-17, the school served students in K-5, adding grade 6 in 2017-18 and with plans to grow to a K-8 school within the next three years.

The principal reported that the school is in compliance with the required Chinese to English teaching ratio as outlined in the agreement; the evaluator also noted adherence to the ratio during classroom observations at the school.

In addition to the Chinese to English ratio for instruction, the charter agreement requires that all English Language Arts classes be taught in English by a person proficient in the English language; the school meets this requirement.

Finally, the charter agreement requires that immersion teaching techniques will be incorporated in classes instructed in Chinese to ensure student success in Chinese learning acquisition. Based on evidence observed during the site visit as well as documentation provided to the evaluator, the school is implementing immersion teaching techniques as outlined in the charter agreement.

**Measure 7b. Does the school have an adequate assessment system in place to evaluate instructional effectiveness and student learning?**

The charter school agreement outlines requirements for assessing student academic performance at HCCS. In addition to the required state assessments (SBAC), HCCS must administer the English Language Proficiency Assessment (ELPA) to each English language learner who qualifies.

The school is also required to administer the Chinese version of the Student Oral Proficiency Assessment (SOPA) and/or the Early Language Listening and Oral Proficiency Assessment (ELLOPA) annually to each student in kindergarten through second grade to test listening and speaking skills. The charter agreement requires that the Chinese version of the National Online Early Language Learning Assessment (NOELLA) is administered to students in grades 3-5. The principal confirmed that HCCS administers the assessments identified above in compliance with the charter agreement. The principal also reported that in 2016 the school hired an expert from the Center for Applied Linguistics to verify HCCS's assessment practices and processes, and she noted that they will work with the Center again in 2017-18. This commitment to taking additional steps to ensure (and confirm) that their assessment system is valid and reliable earns the school a rating of exceeding for this measure.

In addition to the annual summative assessments, HCCS teachers report they use the Developmental Reading Assessment (DRA) a couple times a year to identify each student's reading level, accuracy, fluency and comprehension. Once levels are identified, teachers explain, they can use the information for instructional planning purposes.

A respected professor of education from Portland State University who is trained in administering the Dynamic Indicators of Basic Early Literacy Skills (DIBELS)—and also happens to be a HCCS parent—brings a group of PSU students with him to HCCS and together they administer the DIBELS to students in kindergarten through 3rd grade three times per year. The principal explained, “This gives us an overall snapshot view from an outside assessor. It tells us overall how the school is doing and it also identifies specific students we need to retest or decide on an intervention to support them.”

HCCS’s math curriculum—Singapore Math—contains a collection of assessments from which teachers can select to include in their lessons and units. Similarly, the writing program (Lucy Calkins) and the Full Option Science System (FOSS) units both have rubrics and assessments built into the curriculum. The principal explained that last year they hired a consultant with expertise in the FOSS science curriculum to work with and to train HCCS teachers. She reported that the training was successful; the consultant helped teachers see the big ideas within the curriculum and also helped them identify on which components they should focus.

In addition to formal assessments from the state and the purchased curriculum, the evaluator observed teachers consistently embedding informal, formative assessments in their classroom instruction to monitor students’ levels of understanding during lessons.

**Measure 7c. Is the school complying with applicable laws, rules, regulations and provisions of the charter contract relating to education requirements?**

Per the charter agreement, “The Charter School will annually adopt and implement a school calendar which provides the students in each grade level with instructional hours in accordance with OAR 581-022-1620.” The HCCS charter agreement also states that “The Charter School’s school calendar will fully align with the District’s school calendar.” In addition, HCCS is not permitted to hold school on any day that BSD students are not required to attend school, including without limitation staff development days, snow days and grading days. Like many other schools and districts in Oregon, the adverse weather conditions forcing school closure during the winter months in 2016-17, caused HCCS to revise their yearly calendar mid-year in order to meet—and in fact, exceed, the instructional time requirement.

Based on HCCS’s daily schedule and the yearly calendar provided in the collection of evidence, the school exceeds the instructional time requirements outlined in OAR 581-022-1620. The school follows the BSD yearly calendar, but their school day is longer—from 8:30am to 3:30pm. The principal reported that during the 2016-17 school year, HCCS students were in class for an additional 74 hours beyond the requirement.

The HCCS charter agreement also states that “The Charter School’s school calendar will fully align with the District’s school calendar.” HCCS is not permitted to hold school on any day that BSD students are not required to attend school, including without limitation staff development days, snow days and grading days.

HCCS is in compliance with Oregon Administrative Rule 581-022-0610 which requires that Oregon Statewide Assessments are administered to students by a trained staff member under appropriate testing conditions.

In accordance with section 5 of the charter agreement, HCCS’s curriculum is fully aligned to Oregon curriculum state standards. In addition, the school’s educational program meets the requirements of state and federal law including Oregon content standards described in ORS 329.045.



#### **Measure 7d. Is the school protecting the rights of students with disabilities?**

Per the charter agreement, HCCS may not limit admission or discriminate against any person on the basis of actual or perceived disability. In addition, the school must comply with all BSD policies and regulations and all requirements of federal and state law concerning special education of school-aged children who are eligible under the Individuals with Disabilities Education Act (IDEA).

The BSD learning specialist who is assigned to work with the charter school to help facilitate needs and requests for special education services, reported that HCCS is in compliance with laws, BSD policies and the charter agreement with respect to providing students with disabilities equitable access and opportunity to enroll at HCCS.

The BSD learning specialist also reported that HCCS follows the appropriate process when students with disabilities are enrolled at the school: "The school principal notifies the team in a timely manner to assist with review of data and the current IEP." The learning specialist noted that occasionally the principal refers new students to special education based on input from the student's family or information from the previous school.

The learning specialist explained that when a current HCCS student is referred for special education assessment, the principal or the intervention teacher is responsible for making the referral. The learning specialist and school psychologist review the data and follow the referral process as outlined by the BSD. The learning specialist noted: "As with many schools, the [HCCS] intervention team is on a 'journey' and learning the referral process as they go. They are responsive to suggestions made by the SET [Special Education Team] for a smooth referral process."

HCCS's charter agreement provides extensive details describing the responsibilities of the school with respect to administering IEPs including evaluating the placement of each special education student enrolled at HCCS and working with the IEP team to determine how the goals of the IEP will be met and how to arrange for the special accommodations and services required. If the IEP team determines that delivery of certain special education services is best provided by the charter school, HCCS will ensure that its staff receives any training necessary for the delivery of such services. If the IEP team determines the special education services are best delivered by BSD employees, the HCCS will cooperate with district staff to assist in the effective delivery of the services which might include on-site or pull-out service delivery.

The BSD learning specialist reported that although HCCS staff is informed that a general education teacher must be present at IEP meetings, it is often difficult for the principal to provide teacher coverage during the time that BSD staff schedule the meetings and consequently the principal often fills in (and signs in) as the general education teacher in attendance at the IEP meetings. The district and HCCS are encouraged to work together to find ways for the HCCS general education teachers to attend the IEP meetings for their students.

The HCCS principal described the special education services provided to her students:

"Over the years we have had the most need in the area of speech and language pathology. In general, BSD comes to Hope on Tuesdays as needed. The speech and language pathologist is a regular every week servicing an average of 10 students with pull out sessions. IEP meetings and assessments are conducted on site with the BSD Learning Specialist, Psychologist, and other specialists as needed. Our staff of teachers and myself attend the meetings as well. Depending

on the IEP, students are serviced by the BSD staff. The BSD staff also works with our staff to help give suggestions for classroom accommodations.”

As noted on the school’s website, HCCS employs the Response to Intervention (RTI) process “to support and help ensure the success of all our students.” The principal explained:

“If we have an academic concern for a child, we refer to BSD only after we have provided extensive RTI. I have dedicated staff time that services children who we progress monitor by either pull out or push in models, depending on the child's needs. I have .5 staff member that coordinates and services students for this in English, plus we provide extra Chinese staff time to serve children who need extra support in Chinese or math. In general, these teachers work with students one on one or in small groups of 2 or 3.”

The learning specialist reported no documented discipline issues for HCCS students with disabilities have been reported to the BSD special education team. HCCS students who have had behavioral intervention plans as part of their IEP did not display behaviors that warranted significant accommodations or modifications.

The BSD learning specialist expressed concern about the lack of private work space at HCCS in which to provide special education services to students. She explained: “Children are served in cafeteria spaces with classrooms being taught in the space, or in hallways and main entry ways. This is not ideal for adequate services to occur.” CSS recommends that HCCS identify more appropriate areas for students to receive special education services protecting their rights to privacy and limiting the added distractions.

When asked to describe the working relationship between the charter school and the BSD special education department, the learning specialist replied: “We are respectful and responsive. The school principal is clearly our most effective point of contact. We see that she is very supportive of her teachers and tries to bridge any gaps that may be present. Her opinion is valued.” The learning specialist added that the HCCS principal responds to concerns from the district in a timely manner and noted: “In instances where we may not see eye to eye on particular issues, we are able to return to the table respectfully and keep a positive relationship.”

HCCS is commended for creating and maintaining a strong, positive and collaborative relationship with staff from the BSD special education department to ensure the needs of HCCS students with disabilities are being met.

#### **Measure 7e. Is the school protecting the rights of English Learner students?**

The mission of HCCS’s ESL program is outlined in Exhibit A of the charter agreement: “The Charter School’s ESL program must ensure that all the Charter School ELL Students become proficient in listening, speaking, reading, and writing in English so they can achieve the same high academic standards required of District students.” The vision of the program includes ensuring all HCCS ELL students become actively engaged, well-informed, articulate citizens confident in their abilities to participate in the democratic process.

The charter agreement also requires HCCS to meet the BSD’s goals for ELL students with respect to language skill and proficiency learning outcomes including social language skills and academic language proficiency in the four domains of English: reading, writing, speaking and listening as measured by a variety of formal and informal assessments.

Furthermore, HCCS's ESL plan requires that all eligible ELL students must be identified in accordance with federal and state requirements: prior to admission to HCCS, each student's parent or guardian must complete an admission packet which includes a Home Language Survey. If a language other than, or in addition to, English is listed on the Home Language Survey, HCCS shall administer an English proficiency assessment to each student—the same assessment used by the BSD. Based on the results of the English proficiency assessment, eligible ELL students will be placed in an appropriate English Language Development program and will be provided access to academic content. HCCS must provide each ELL student with access to academic content in all subject matters through sheltered or differentiated instruction, primary language instruction or bilingual instruction. Models of ESL services that may be used to serve HCCS ELL students include: ESL Pull Out, ESL class period, and other ELD-based instructional models.

The BSD Administrator for Multilingual Programs reported that HCCS follows BSD protocols for identifying eligible students for ELL services and they follow proper steps in providing appropriate and equitable services to identified students.

Indicator 8: Governance and Reporting		
<p>Measure 8a. Is the school complying with applicable governance requirements?</p> <p><i>Criteria: The school complies with its board policies, board bylaws, state open meetings law, code of ethics, conflicts of interest, and board composition.</i></p>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding board governance.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaching standard:</i> The school presents a material concern in one of the criteria regarding board governance.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding board governance.
<p>Measure 8b. Is the school holding its administration accountable?</p> <p><i>Criteria: The school complies with applicable laws, rules, regulations, provisions of the charter agreement and its own internal policies and practices relating to oversight of school administration including board oversight of performance expectations for school administrators. The board conducts an annual evaluation of the school administrator's performance.</i></p>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding oversight of school administration.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaching standard:</i> The school presents a material concern in one of the criteria regarding oversight of school administration.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding oversight of school administration.
<p>Measure 8c. Is the school complying with reporting requirements?</p> <p><i>Criteria: The school complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to relevant reporting requirements to the district, and the Oregon Department of Education including: attendance and enrollment reporting, compliance with the charter contract and timely submission of all deliverables.</i></p>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns relating to reporting requirements to the district and ODE.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in one or more of the criteria with regard to reporting requirements to the district and ODE.

**Evidence:**

- Charter School Agreement
- Interview with 2016-17 HCCS board chair
- Email communication with 2017-18 HCCS board chair (served as board member in 2016-17)
- Interview with the principal
- HCCS website
- Email communication with BSD Administrator for Accountability
- HCCS Board Governance Handbook
- HCCS Communication Protocol
- HCCS Grievance Policy and Procedure

**Narrative:**

**Measure 8a. Is the school complying with applicable governance requirements?**

The HCCS charter agreement requires that the board of directors of the school includes at least five individuals who collectively have financial and professional expertise, with a minimum of three board members who are parents of current HCCS students. During the 2016-17 school year, the HCCS board consisted of seven members representing diversity in expertise and background and six of whom had children currently attending the school. Based on information gathered from board members' biographies posted on the school website as well as from interviewing the 2016-17 chair, board members provide expertise in the areas of: operations, management systems, program and policy design, non-profit work, accounting and financial analysis, marketing and cross-cultural communication, and education for children and adults.

Dates of HCCS board meetings are posted on the school's website; agendas and meeting minutes are also posted dating back to 9/18/12. The school is in compliance with open meeting laws. The 2016-17 board chair reported that the HCCS principal attends board meetings regularly. He also reported that parents and teachers are welcome and encouraged to attend meetings and depending on the topic, they occasionally attend—though not regularly. The board chair indicated that there were no conflicts of interest on the board in 2016-17, nor were any meetings cancelled due to the lack of a quorum.

**Measure 8b. Is the school holding its administration accountable?**

The HCCS Board Governance Handbook identifies the many responsibilities of the board—one of which includes recruiting, supporting, evaluating and setting compensation for the principal. The Handbook also designates that the HCCS board chair is responsible for coordinating the principal's annual performance evaluation.

The 2016-17 board chair explained that the entire HCCS board evaluates the charter school principal, but the chair serves as her direct supervisor and guides the evaluation process. The process includes the chair and principal meeting before the school year begins to discuss objectives and identify goals for the year. The chair and principal meet every other week throughout the school year to discuss a variety of operational details about the school and also to review the principal's progress on her goals. There is a mid-year review as well as a formal end-of-year review when the chair and the principal both reflect independently on progress made toward the principal's goals and then meet to discuss their individual reflections. The board chair shares all the information about the principal's evaluation with the other board members and as a group they formalize the performance evaluation.

The 2017-18 board chair (who also served on the board during 2016-17) provided additional details pertaining to the principal's evaluation. She explained that the board uses a rubric that aligns with key performance measures identified in the principal's performance plan. The specific content of the rubric may be adjusted from year to year to align with the personal performance plan and changes in responsibilities which support and align with the school's strategic plan and associated goals, but the overall review structure and process is generally the same.

Similar to the evaluation process used by teachers, the principal conducts a self-reflection identifying the level at which she believes she is performing for each indicator on her performance plan. The board also evaluates the principal's performance against the rubric and provides a rating for each indicator. If there



are disparities in how the principal and the board rate the principal's performance on any indicator, deeper conversations occur to reach agreement on final ratings.

The board also provides feedback on the principal's overall strengths and opportunities for improvement. Board members may reach out to active volunteers and task force members for additional input/feedback on the principal's overall performance.

#### **Measure 8c. Is the school complying with reporting requirements?**

The charter agreement requires that HCCS submit annual reports to the BSD board that include (for each teacher, staff member and administrator) the employee's name, compensation, description of position, date of the criminal background check, license, endorsement, certification, degree and qualifications. A summary of currently enrolled students by grade as well as proof of liability, workers' compensation and property insurance are also required in the annual report to the district board.

In addition to the annual report to the BSD, the charter agreement requires that HCCS provide the BSD with monthly reports to include a list of currently enrolled students identifying each student's grade level, whether the student is identified as an ELL student or a special education student, whether the student is eligible for free or reduced lunch, and other data required in order to calculate ADMw. According to the charter agreement, HCCS must notify the BSD within ten days of a student's enrollment and within five days of a student's withdrawal from the charter school.

ORS 338.095 and the charter school agreement specify that HCCS must submit to the Oregon Department of Education (ODE) and to the BSD a report on the performance of the charter school and its students—no later than September 30 of each year—providing sufficient information to allow the ODE and BSD to make a determination of HCCS's compliance with state and federal requirements.

HCCS is also required to submit to the ODE (or cooperate with the BSD so the District may submit to the ODE), class and staff reports in accordance with state regulations.

The charter agreement requires HCCS to deliver quarterly reports (October, January, April and July) to the BSD. The reports include (but are not limited to): HCCS's balance sheet showing revenues and expenditures for the quarter ended; names and contact information for newly hired employees and for any individuals who resigned from or were terminated as employees of the charter school; documentation of any changes made to HCCS's articles of incorporation or bylaws; any correspondence from the IRS related to the charter school's tax-exempt status or from the Oregon Secretary of State of the Oregon Department of Justice Charitable Activities Section related to HCCS's status as an Oregon nonprofit corporation.

The BSD Administrator for Accountability confirmed with the CSS evaluator that HCCS is in compliance with all reporting requirements to the BSD and to the ODE, reporting is timely and comprehensive.

In addition to reporting to the sponsoring district and to the ODE, HCCS is required to provide an annual report to the charter school board that includes: a summary of student achievement; a financial update; a summary of classes available and to be added; the current enrollment; update on wait lists; a summary of training provided to staff and teachers; and a summary of staff and their qualifications. In addition, the school is required to provide a school improvement plan that includes: an analysis of student performance data and growth in achievement; an analysis of accomplishment of the previous year's goals; the revised

improvement goals; an action plan to achieve those goals; and a procedure to evaluate the progress toward meeting the goals. The principal and the board chair confirm that the charter school is in compliance with the required reporting to the HCCS board.

**Indicator 9: Students and Employees**

Measure 9a. Is the school protecting the rights of all students?

*Criteria: The school complies with applicable laws, rules, regulations and provisions of the charter contract pertaining to the rights of students including policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment; the collection and protection of student information; due process protections, privacy, civil rights and student liberties requirements; conduct of discipline (discipline hearings, and suspensions and expulsion policies and practices).*

School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria pertaining to protecting the rights of all students.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaching standard:</i> The school presents a material concern in one of the criteria pertaining to protecting the rights of all students.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding protecting the rights of all students.

Measure 9b. Is the school meeting teacher and other staff credentialing requirements?

*Criteria: The school complies with applicable laws, rules, regulations and provisions of the charter contract pertaining to state certification requirements, charter school licensure and registry requirements, and background check and fingerprinting requirements for all staff and volunteers.*

School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding teacher and other staff credentialing requirements.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in one or more of the criteria regarding teacher and other staff credentialing requirements.

Measure 9c. Is the school employing generally acceptable employee relations practices?

*Criteria: School employees receive written documentation explaining customary employee benefits such as leave provisions, insurance protections, and the right to form a collective bargaining group. The staff has easy access to school leadership for addressing concerns. Employees are provided with professional development opportunities.*

School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding employee relations practices.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in one or more of the criteria regarding employee relations practices.

Measure 9d. Is the school complying with statutory requirements (ORS 339.372, 339.388, 339.400) for reporting child abuse or sexual conduct and for providing annual training for all stakeholders about reporting requirements (ORS 339.372, 339.388, 339.400) ?

*Criteria: Board policies are in place to address requirements for reporting on child abuse and sexual conduct by school employees and the reporting of child abuse by students. Policy is also in place describing the process for reporting abuse or sexual conduct. Annual training is provided on the prevention and identification of abuse and sexual conduct and on the obligations of school employees to report abuse and sexual conduct under policies adopted by the school board.*

School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding reporting child abuse and sexual conduct and for providing training about reporting to all stakeholders.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in one or more of the criteria regarding reporting child abuse and sexual conduct and for providing training about reporting to all stakeholders.

Measure 9e. Is the school complying with statutory guidance and district policy regarding teacher performance evaluation and professional growth, including the requirements of SB290?

*Criteria: Teachers are evaluated on a regular cycle of continuous improvement which includes self-reflection, goal setting, observations, formative assessment and summative evaluation. The Oregon Matrix is used to combine multiple measures for the summative evaluation to determine an overall performance level and components of a professional growth plan. Relevant professional learning opportunities to improve professional practice and impact on student learning are aligned to the teacher's evaluation and his/her need for professional growth.*

School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria pertaining to teacher evaluation.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaching standard:</i> The school presents a material concern in one of the criteria pertaining to teacher evaluation.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria pertaining to teacher evaluation.

**Evidence:**

- *Charter School Agreement*
- *Family Handbook, 2016-17*
- *Interview with the principal*
- *Interviews with teachers*
- *Interviews with parents*
- *Volunteer Handbook, 2016-17*
- *HCCS website*
- *WISDOM SEEKERS Family Handbook, 2016-17*

**Narrative:**

**Measure 9a. Is the school protecting the rights of all students?**

Based on the evidence provided in the charter agreement and the Family Handbook, the school has policy in place with respect to voluntary and open admission, the use of a random lottery if the number of applicants for any grade is greater than the maximum number of students allowed for that grade, and fair and open recruitment. In addition, based on interviews with parents and staff, no evidence was found to suggest the policies with respect to enrollment and admission are not being followed.

The charter school agreement requires HCCS to employ student discipline policies and procedures, especially with respect to suspension and expulsion, consistent with the BSD's discipline policies and procedures. In addition, HCCS must comply with all applicable federal and state laws and regulations governing discipline of children, including laws regarding discipline of children with disabilities and due process requirements.

The charter agreement requires that HCCS accurately maintain all student records required by law and agree to retain and disclose the records as required by law including the Family Education Rights and Privacy Act (FERPA). The CSS evaluator observed that students' records are carefully managed at HCCS; students' cumulative files are stored in a locked fireproof cabinet in the office.

The HCCS Employee Handbook contains guidelines for staff regarding storing, managing and sharing confidential information about students including student identity, personal and health information, student academic records and behavior notes.

In addition to protecting the rights of students by complying with applicable laws and regulations, HCCS deserves commendations for its exemplary implementation of a school-wide Positive Behavior Intervention and Support (PBIS) system. Through their PBIS system (which they call “Wisdom Seekers”), HCCS staff are committed to providing “a positive, respectful environment that enables all students to reach their highest potential in academic and personal success.” The program is clearly communicated to students and parents during registration and outlined in explicit detail in the Wisdom Seekers Family Handbook. Expectations for staff are provided in a separate, parallel handbook for HCCS employees. The school is commended for the comprehensive and detailed communication about Wisdom Seekers provided to all stakeholders. Success of the program is increased by a common understanding of expectations among students, families and staff. In addition, maintaining a strong, supportive and caring culture and climate at HCCS is addressed in the 2016-17 school improvement plan: Four of the 16 strategies identified in the SIP pertain to supporting and celebrating positive student behavior.

The school’s instruction and technology specialist shared that prior to 2016-17 the school staff had invested significant resources to promote and celebrate positive student behaviors, but had spent little time on teaching students how to manage conflict when it does arise. The instructional specialist reported that “introducing Kelso’s Choice was a natural progression” and also noted “it interfaces well with Wisdom Seekers.” Kelso’s Choice is a conflict-management curriculum for elementary students based on the premise that every child is capable of becoming a peacemaker. The program offers options students can choose from to resolve minor conflicts on their own. Students are taught how to determine the difference between minor problems they can handle and serious problems that require an adult’s help.

During the site visit to the school, the CSS evaluator observed evidence that HCCS staff are promoting positive student behavior and providing students with tools to solve problems on their own.

#### **Measure 9b. Is the school meeting teacher and other staff credentialing requirements?**

Based on conversations with the principal as well as upon review of TSPC records, all HCCS teachers are appropriately certified for the classes they teach. In addition, HCCS is in compliance with ORS 338.135 which requires that at least one-half of the full-time equivalent teaching and administrative staff at the public charter school be licensed by TSPC. In fact, during 2016-17, 65% of the teaching and administrative FTE at HCCS were licensed by TSPC; the remaining 35% was charter school registered.

The principal holds a current initial administrator license and is working toward completion of the continuing administrator license.

The charter agreement requires that in addition to complying with state laws related to fingerprinting and criminal background checks of all employees, the school agrees to conduct fingerprinting and criminal records checks on any volunteer who will have unsupervised contact with students. The Family Handbook also addresses the requirement for all volunteers to have a criminal background check bi-annually. All new volunteers must attend a volunteer orientation session prior to requesting a volunteer assignment to obtain an overview of expectations, safety information and PBIS guidelines.



Information for HCCS volunteers is also provided in the Volunteer Handbook including: roles and responsibilities, examples of volunteer activities, health and safety protocols, volunteer procedures, interactions with students, code of ethics, and tips for working with children.

**Measure 9c. Is the school employing generally acceptable employee relations practices?**

HCCS staff are provided with an Employee Handbook that describes information about the school's mission and philosophy, hiring procedures, insurance benefits and salary, leave policies, workplace expectations, daily work schedule, safety and supervision of students, and procedures for managing grievances and/or complaints.

During interviews with HCCS teachers and support staff, several staff members reported feeling comfortable approaching the school principal with ideas for improvement in school operations or teaching and learning. Staff also noted that they feel appreciated for their contributions at the school.

HCCS teachers reported they are provided with opportunities to attend professional development activities. One teacher explained if a teacher finds an opportunity that is relevant (and close in proximity) a request to attend the professional development is usually approved by the principal. The principal follows up by providing time at the next staff meeting for the teacher to share with colleagues what was learned at the PD experience thus building capacity within the staff.

**Measure 9d. Is the school complying with statutory requirements (ORS 339.372, 339.388, 339.400) for reporting child abuse or sexual conduct and for providing annual training for all stakeholders about reporting requirements (ORS 339.372, 339.388, 339.400)?**

Section 4.1 of the charter school agreement explicitly states that HCCS is required to comply with all applicable federal and state laws, local ordinances, and regulations, including but not limited to, statutes ORS 339.370, 339.372, 339.388 and 339.400 pertaining to reporting of child abuse and training on prevention and identification of child abuse.

The Employee Handbook identifies annual mandatory trainings required of all charter school teachers, the principal, business manager and HR manager. The trainings include the following topics: first aid/CPR, child abuse identification and prevention, blood borne pathogens, and student privacy rights (FERPA). Based on conversations with the principal and teachers, the school is in compliance by conducting the required trainings.

**Measure 9e. Is the school complying with statutory guidance and district policy regarding teacher performance evaluation and professional growth, including the requirements of SB290?**

HCCS uses the 5D+ Teacher Evaluation Rubric as the framework for teacher performance evaluation and professional growth. Teachers meet with the principal within the first weeks of the school year for a goal setting conference. They work collaboratively to set goals for the year. The principal observes teachers informally throughout the year and provides feedback on those observations. At mid-year the principal meets with each teacher to review goals and progress. A final evaluation occurs in the last eight weeks of school. The principal and the teacher discuss the evaluation, comments are noted and the evaluation is signed by both the principal and the teacher.

During interviews with teachers they expressed that they appreciate the 5D format for their evaluations and professional growth. One teacher commented, “[The principal] comes in once a week and provides quick feedback often the very same day. It is very nice because it is hard to know how you are doing while you are busy teaching.” The same teacher reported she appreciates being held accountable and also supported as she works to improve her instructional practice.

Several staff commented about the principal’s desire and willingness to help them improve their practice and also to help them problem-solve challenges they may encounter in the classroom. Teachers also shared that they appreciate the principal’s commitment to making staff meetings not just an avenue for sharing information, but a meaningful way to deliver professional development. One teacher reported, “[The principal] is always well-prepared for our staff time together . . . She designs something that I can learn from. Our meetings are always much more than just business.” Another teacher commented on the high visibility of the principal: “She is in classrooms a lot and if she sees something interesting, then she asks the teacher to share at the next staff meeting.”

Because of the frequent classroom observations and the high quality and prompt feedback provided to teachers from the principal, the school earns an *exceeding* rating on this measure.

Indicator 10: School Environment		
<p>Measure 10a. Is the school complying with facilities and transportation requirements?</p> <p><i>Criteria: The school complies with applicable laws, rules, regulations and provisions in the charter agreement relating to facilities, grounds, and transportation including: American with Disabilities Act; fire inspections and related records; viable certificate of occupancy or other building use authorization; documentation of requisite insurance coverage; and student transportation.</i></p>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school materially complies with applicable laws, rules, regulations and provisions in the charter agreement relating to facilities, grounds, and transportation.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school is materially out of compliance with applicable laws, rules, regulations and provisions in the charter agreement relating to facilities, grounds, and transportation.
<p>Measure 10b. Is the school complying with health and safety requirements?</p> <p><i>Criteria: The school complies with applicable laws, rules, regulations, and provisions of the charter agreement related to safety and the provision of health-related services including: appropriate nursing services, dispensing of pharmaceuticals and food service requirements.</i></p>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school materially complies with applicable laws, rules, regulations and provisions in the charter agreement relating to health and safety.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school is materially out of compliance with applicable laws, rules, regulations and provisions in the charter agreement relating to health and safety.
<p>Measure 10c. Is the school handling information appropriately?</p> <p><i>Criteria: The school complies with applicable laws, rules, regulations and provisions of the charter agreement relating to the handling of information including: maintaining the security of and providing access to student records; accessing documents maintained by the school under the state's Freedom of Information law, transferring of student records; and proper and secure maintenance of testing materials.</i></p>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school materially complies with applicable laws, rules, regulations and provisions in the charter agreement relating to handling information and records appropriately.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school was materially out of compliance with applicable laws, rules, regulations and provisions in the charter agreement relating to handling information and records appropriately.

**Evidence:**

- Charter School Agreement
- Lease agreement with Lindquist Holdings, LLC
- Certificate of Liability Insurance
- Family Handbook
- Interview with the principal
- Logs of fire drills, earthquake and evacuation drills, lock down drills
- Student Threat Assessment and Management System

**Narrative:**

**Measure 10a. Is the school complying with facilities and transportation requirements?**

The charter agreement requires that HCCS provide the BSD with a copy of the lease, purchase agreement, or other binding agreement relating to a school facility for the charter school. HCCS currently leases the facility at 3500 SW 104th, Beaverton, Oregon from Lindquist Holdings, LLC. A copy of the lease was provided to the CSS evaluator.

HCCS also provided a copy of the Certificate of Liability Insurance: Commercial General Liability; Automobile Liability; Workers Compensation and Employers' Liability; and Directors & Officers Employee Dishonesty.

Based on observations from the site visit and conversations with the principal, the school facility is in compliance with ADA regulations.

**Measure 10b. Is the school complying with health and safety requirements?**

HCCS is committed to ensuring the school is a safe and healthy place to work and learn for adults and children. A Healthy and Safe School Plan for the charter school was developed in December 2016 to ensure a healthy and safe environment and to comply with OAR 581-022-2223. The plan is posted on the school's website and is subsequently periodically updated as required.

Section 200 of the HCCS Family Handbook contains information pertaining to the health and safety of students including: descriptions of before and after school care, childcare assistance resources, after school enrichment opportunities, homework club, healthy meal program, illness and injury procedures, protocols for administering medication to students at school, inclement weather protocols, and emergency preparedness.

HCCS's Student Threat Assessment and Management System is another example of assessment protocols and safety planning procedures that help promote a safe school environment.

HCCS provided logs of required monthly fire drills and also logs showing that lock down drills and earthquake drills occurred as required by law. Appropriate notes were made on the logs documenting any special conditions or problems that occurred during each drill.

During the site visit, the CSS evaluator observed that appropriate health and safety precautions were implemented as staff and parent volunteers served lunch to students.

**Measure 10c. Is the school handling information appropriately?**

Section 4.1.2 of the charter agreement requires that HCCS comply with public records laws (ORS 192.410 to 192.505). Business conducted at any regular or special HCCS board meeting is documented through meeting minutes and posted on the school's website dating back to the 2012-13 school year.

Section 9.2 of the charter agreement requires that HCCS "accurately and timely maintain all records, including student academic records, required by law and Section 9.4 [of the agreement], and agrees to retain and disclose those records as required by law." The school is required to comply with the Family

Educational Rights and Privacy Act (FERPA) which protects parents' rights with respect to their children's educational records.

The evaluator found no evidence to suggest the school is not in handling public records appropriately and is not compliance with FERPA. However, there was also no evidence of written communication to parents that describes their right to access their child's education records, their right to seek to have the records amended, and their rights to have control over disclosure of personally identifiable information from their students' records. The evaluator encourages HCCS to consider including information in the next revision of the Family Handbook explaining parents' rights as well as describing the process they should follow to access and/or amend their child's school records.

### Framework 3: Financial Performance

Indicator 11: Fiscal Accountability and Oversight		
<p>Measure 11a: Does the school's board provide appropriate financial oversight?</p> <p><i>Criteria: The board sets and regularly monitors progress around key financial metrics that are both short and long-term, including budget vs. actuals. Board-adopted financial policies are in place and are followed by both the board and school leadership. The board has members with finance expertise, and board members are able to understand budgets, audits, and budget development. The board sets and regularly monitors progress toward financial goals. The budget creation process is based on data, including sound revenue and enrollment projections, includes contingencies and involves multiple stakeholders.</i></p>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding board financial oversight.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaching standard:</i> The school presents a material concern in one of the criteria regarding board financial oversight.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding board financial oversight.
<p>Measure 11b: Does the school maintain appropriate internal controls and procedures?</p> <p><i>Criteria: The school follows a set of comprehensive, written fiscal policies and procedures. The school accurately records and appropriately documents transactions in accordance with school leadership's direction, laws, regulations, grants, and contracts. Duties are appropriately segregated or the school has implemented compensating controls. There is an established system in place to provide the appropriate information needed by leadership and the board to make sound financial decisions and to fulfill compliance requirements. The school takes corrective action in a timely manner to address any internal control or compliance deficiencies identified by its external auditor.</i></p>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding internal controls and procedures.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaching standard:</i> The school presents a material concern in one of the criteria regarding internal controls and procedures.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding internal controls and procedures.

#### Evidence:

- Charter Agreement
- HCCS Board Governance Handbook
- Interview with 2016-17 board chair
- Email communication with 2017-18 board chair (also served on the board in 2016-17)
- Interview with principal
- Financial audit for year ended June 30, 2016

**Narrative:**

**Measure 11a: Does the school's board provide appropriate financial oversight?**

The HCCS board is strong and stable with several members serving multiple years on the board. Board members provide diversity in areas of expertise including legal matters, finance, education, fundraising and leadership in nonprofit organizations.

According to the charter agreement, the board of directors serves as the fiscal agent for the charter school and as such has the authority and responsibility to: contract for goods and services; prepare budgets; select, supervise, evaluate and determine compensation for personnel; promote and terminate personnel; and lease facilities for school purposes (in addition to many other responsibilities).

The Board Governance Handbook states, "The board will oversee the public charter school's financial affairs by authorizing, appropriating, and adopting budgets as allowed by law, to provide for program operation and maintenance of public charter school property." The budget creation process is based on data, including revenue and enrollment projections. The board reviews financial metrics at every board meeting maintaining close watch over the financial health and stability of the charter school.

The 2017-18 board co-chair (who served on the board during 2016-17) reported:

"We have an annual budget that we review progress against monthly. We have also conducted a longer term financial analysis of and planning for our needs, initially approximately three years ago in conjunction with our analysis and planning for the addition of middle school grades and subsequently updated a little more than a year ago, again in conjunction with the work conducted by our middle school task force. Long-term planning was projected out through the 2024/25 school year when we would be projected to meet maximum capacity for the school with two classes per grade K-8 based on projections at the time the plan was developed. This plan will be updated and adjusted as we better understand attrition trends at the school in the transition from 5th to 6th grade and throughout the middle school years. The 2017/18 school year is the first year we will have a middle-school level grade (1 class, grade 6)."

In 2013, the HCCS board adopted a Fiscal Policies and Procedures Handbook and in October 2015 the board adopted a financial reserves policy which together guide all decision-making about fiscal issues.

All evidence suggests that the HCCS board demonstrates prudent decision-making regarding fiscal responsibilities and regularly monitors progress toward key financial metrics.

**Measure 11b: Does the school maintain appropriate internal controls and procedures?**

Section 13.4 of the charter agreement requires that each year HCCS will retain an auditor to conduct an audit of the accounts of the school. For the year ending June 30, 2016, the auditors found nothing that caused them to believe HCCS was not in substantial compliance with certain provisions of laws, regulations, contracts, and grants, including the provisions of Oregon Revised Statutes as specified in Oregon Administrative Rules with one exception as noted on page 22 of the audit: "The School is holding an investment in corporate stock which is not an approved depository for public funds as described in ORS Chapter 295." The HCCS board is encouraged to investigate how this issue might be addressed, but the issue is not significant enough to impact a rating of 'meeting' for this measure.



HCCS board has a balanced scorecard that serves as their strategic plan and guides short and long-term financial decision-making. The 2017-18 board co-chair explained that the strategic plan is due to be updated:

“This plan has been in place for several years and has been updated as part of annual planning, however, we are due for another update. We delayed the update this year because we were in the process of hiring an Executive Director and wanted the person in that new leadership role to participate in the update.”

The co-chair noted that the executive director has been hired and will begin work in mid-September 2017. The board will begin updating the strategic plan within the first quarter of the executive director’s arrival.

Indicator 12: Sustainability Measures		
<p>Measure 12a: Does the school maintain adequate financial resources to ensure stable operations?</p> <p><i>Criteria: The school maintains sufficient cash on hand to pay current bills and those that are due shortly. The school has liquid reserves to fund expenses in the event of income loss. Cash flow projections are prepared and monitored. Financial needs of the school are not dependent on variable income (grants, donations, and fundraising).</i></p>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding maintaining adequate financial resources.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaching standard:</i> The school presents a material concern in one of the criteria regarding maintaining adequate financial resources.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding maintaining adequate financial resources.
<p>Measure 12b: Is the school demonstrating short and long-term fiscal viability?</p> <p><i>Criteria: The school has met enrollment projections. Revenue and funding projections are reasonable and certain. Margins, cash flow, and debt levels are appropriate. The current ratio is greater than or equal to 1.1. The unrestricted days cash is at least 60 days or between 30 and 60 days with a one-year positive trend. The school is not in default of loan covenants and/or is not delinquent with debt service payments.</i></p>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding fiscal viability.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaching standard:</i> The school presents a material concern in one of the criteria regarding fiscal viability.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding fiscal viability.
<p>Measure 12c: Does the school operate pursuant to a financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate?</p> <p><i>Criteria: The school has outlined clear budgetary objectives and budget preparation procedures. Board members, school leadership, and staff contribute to the budget process, as appropriate. The school frequently compares its fiscal plan to actual progress and adjusts the plan to meet changing conditions. The school routinely analyzes budget variances, the board addresses material variances and makes necessary revisions. Actual expenses are equal to or less than actual revenue with no material exceptions.</i></p>		
School's Self Assessment	CSS Evaluator's Assessment	
<input type="checkbox"/>	<input type="checkbox"/>	<i>Exceeds standard:</i> All criteria are met and the school engages in activities and practices that go beyond the criteria.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Meets standard:</i> The school presents no material concerns in any of the criteria regarding creating and monitoring its fiscal plan, and adjusting the plan when appropriate.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Approaching standard:</i> The school presents a material concern in one of the criteria regarding creating and monitoring its fiscal plan, and adjusting the plan when appropriate.
<input type="checkbox"/>	<input type="checkbox"/>	<i>Does not meet standard:</i> The school presents a material concern in more than one of the criteria regarding creating and monitoring its fiscal plan, and adjusting the plan when appropriate.

**Evidence:**

- *Charter Agreement*
- *Board Governance Handbook*
- *Interview with 2016-17 board chair*
- *Email communication with 2017-18 board co-chair*
- *Financial audit for year ending June 30, 2016*

**Narrative:**

**Measure 12a: Does the school maintain adequate financial resources to ensure stable operations?**

The 2016-17 board chair reported (and the financial audit confirms) that over the past several years the board has been extremely conservative in financial matters. The chair reports “they have now built up a healthy reserve and are in a situation where they can afford to make some investments to support the school and its program including adding some staff positions.”

Cash flow projections are prepared and monitored by school leadership and the board. Board meeting minutes confirm that financials are regularly monitored and discussed by the board.

It is worth noting that General Fund revenues during the 2015-16 fiscal year were \$1,501,862 compared to \$1,461,001 of expenditures. The total fund balance of the General Fund ended at \$760,620. Day to day financial needs of HCCS are not dependent on grants, donations or fundraising. The school has liquid reserves to fund expenses in the event of income loss.

**Measure 12b: Is the school demonstrating short and long-term fiscal viability?**

As previously noted, this evaluation is based on the 2015-16 financial audit. In 2015-16, HCCS received more than was budgeted in state funding due to lower than expected student attrition during the fiscal year as well as higher than expected student enrollment.

HCCS has policy in place to guide decisions about financial issues including use of the operating reserve fund; from all evidence provided, the board adheres to the policy.

Revenue and funding projections for HCCS are reasonable: the current ratio is greater than 1.1. The school is not in default of loan covenants and/or is not delinquent with debt service payments.

**Measure 12c: Does the school operate pursuant to a financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate?**

Based on the charter school’s 2015-16 financial audit, actual expenses for the 2015-16 fiscal year were less than actual revenue.

The 2016-17 board chair reported the HCCS finance committee assists the treasurer with the annual budget, however the treasurer is the primary person responsible for preparing the budget. The treasurer frames the budget based on previous history and presents the budget to the board. The board can approve the budget or make modifications. Other stakeholders are notified at which board meeting the HCCS budget will be discussed and they have the opportunity to provide input during that meeting.

As previously noted, in 2013, the HCCS board adopted a Fiscal Policies and Procedures Handbook and in October 2015 the board adopted a financial reserves policy which together guide all decision-making about fiscal issues. The 2017-18 board co-chair reported:

“Discussion about budget and planning is a regular part of monthly Board meetings. Related policies and procedures are also periodically discussed and reviewed. We also have various committees and task forces that play a role in fundraising, grant writing and other strategic and operational planning activities that contribute information and recommendations to the Board in order to ensure we make sound financial decisions based on prioritized needs and the resources available. Our new Executive Director will also have a leadership role in this area of our operations.”

## **COMMENDATIONS**

Many exemplary practices and programs are implemented at HCCS. A sample of the most outstanding practices are highlighted below. HCCS deserves commendation for:

- Maintaining a solid commitment to the school's mission; using the mission statement as a lens from which to make decisions about changes at the school; ensuring the mission is actualized in practice throughout the school community. Stakeholders share a common understanding of the school's mission and are fervently committed to contributing to the realization of that mission. (Measure 6a)
- Consistently maintaining strong parental support and high levels of parent satisfaction with the school and its programs. "A strong and dedicated volunteer community," and "supportive and involved parents," have been identified by the former board chair as two of the school's greatest strengths. 92% of respondents on the annual parent survey rated the school an A or B. (Measure 6b)
- Providing a strong and balanced assessment system; taking additional steps to ensure (and confirm) that the school's assessment system is valid and reliable. When test scores showed that HCCS students were performing at high levels, the school invested resources in an assessment specialist to confirm the validity of their assessments. The school implements a balanced assessment system that includes summative and formative assessment tools. Teachers consistently embed formative assessment into their daily instructional practice. (Measure 7b)
- Creating and maintaining a strong, positive and collaborative relationship with staff from the BSD special education department to ensure the needs of HCCS students with disabilities are being met. BSD and HCCS staff work together to plan and problem-solve to identify and implement the most appropriate ways to support HCCS students with disabilities. (Measure 7d)
- Exemplary implementation of a school-wide PBIS system: Wisdom Seekers. HCCS staff are committed to providing "a positive, respectful environment that enables all students to reach their highest potential in academic and personal success." The school is commended for the comprehensive and detailed communication about Wisdom Seekers provided to all stakeholders. In addition, maintaining a strong, supportive and caring culture and climate at HCCS is addressed in the 2016-17 school improvement plan: Four of the 16 strategies identified in the SIP pertain to supporting, encouraging and celebrating positive student behavior. (Measure 9a)
- Maintaining a strong and stable board with a variety of expertise represented among board members. The board demonstrates visionary leadership especially in the area of fiscal management. (Measure 11a)

## **RECOMMENDATIONS:**

All organizations and institutions—even those already performing at high levels—should be looking for ways to improve. The CSS evaluator encourages HCCS to consider the following suggestions within their continuous improvement cycle:

- Identify areas on campus where HCCS students can receive special education services while also protecting their right to privacy and limiting distractions to their learning. (Measure 7d)
- The evaluator found no evidence of written communication to parents that explicitly describes their right to access their child's education records, their right to seek to have the records amended, and their rights to have control over disclosure of personally identifiable information

from their students' records. The evaluator encourages HCCS to consider including information in the next revision of the Family Handbook explaining parents' rights as well as describing the process they should follow to access and/or amend their child's school records. (Measure 10c)

- In the audit for the year ending June 30, 2016, the auditors noted: "The School is holding an investment in corporate stock which is not an approved depository for public funds as described in ORS Chapter 295." The HCCS board is encouraged to investigate how this issue might be addressed and remedied. (Measure 11b)

## **CONCLUSION**

Based on information collected by the CSS evaluator through a comprehensive document review, numerous communication exchanges (both in person and electronically) with HCCS staff, board members and parents, and observations conducted at the school, it is evident that HCCS is fulfilling the provisions of its charter with the Beaverton School District and fully complying with federal and state statutory requirements regarding charter school operations and accountability in Oregon.

Furthermore, it is evident that Hope Chinese Charter School is performing much beyond levels of compliance with statutes and the charter agreement. Through the efforts of passionate and dedicated school staff, school leadership, board members, parents, and sponsors, HCCS provides a high-quality school experience with the goal of educating all students for global fluency. The three-prong mission of the school is embedded in (and visible throughout) all aspects of the school and its programs: developing students' Chinese and English dual-language skills, nurturing students' cultural adaptability, and inspiring excellence in students for a positive impact in our world.



## APPENDIX A: Summary of Findings

EXCEEDS	
6a	Executes the school's mission and key design elements
6b	Promotes parental involvement and getting feedback from parents
7b	Implements an adequate assessment system
9a	Protects the rights of all students
9e	Complies with statutory guidance and district policy re: teacher performance, evaluation, professional growth (SB 290)
11a	School's Board provides appropriate financial oversight
MEETS	
7a	Implements the distinctive instructional practices as outlined in Charter Agreement
7c	Complies with applicable laws and provisions of charter contract re: educational requirements
7d	Protects rights of students with disabilities
7e	Protects the rights of English learners
8a	Complies with applicable governance requirements: Board policies, open meeting laws, etc.
8b	Holds the charter school's administration accountable
8c	Complies with reporting requirements in a timely manner
9b	Complies with teacher and other staff credentialing requirements
9c	Employs generally acceptable employee relations practices
9d	Complies with state statutes re: sexual conduct and child abuse reporting
10a	Complies with facilities and transportation requirements
10b	Complies with health and safety requirements
10c	Handles records and information appropriately
11b	Maintains appropriate internal controls and procedures
12a	Maintains adequate financial resources to ensure stable operations
12b	Demonstrates short and long-term financial stability
12c	Operates pursuant to a financial plan with realistic budgets that are monitored and adjusted
APPROACHES	
NONE	
DOES NOT MEET	
NONE	

## APPENDIX B: Evaluator's Biography

### **Victoria Lukich, Ed. D.**

Director, Center for Student Success  
Portland State University

Dr. Victoria Lukich has an extensive background in K-12 education spanning 39 years. Her experience has been as a classroom teacher at the middle and high school levels, a school improvement coordinator, assistant principal, and principal. In addition, Victoria served as a district level administrator overseeing and supporting high schools and option schools in a large school district. She has worked for the U.S. Department of Education conducting program evaluations of secondary schools throughout the U.S. Her work in four different districts at the school and district levels, in addition to work with the USDOE, provide her with extensive experience in curriculum development, using data to guide school improvement efforts, program evaluation, and school leadership. Victoria also has expertise in guiding and supporting schools and school leaders through the change process as well as promoting and engaging in practices that promote equity in school.