

Hope Chinese Charter Renewal Update

POLICY ISSUE/SITUATION

The Charter for Hope Chinese Charter School (HCCS) expires on June 30, 2015. The HCCS Board is seeking renewal of the Charter.

As outlined in the approved Charter (section 2.2) Renewal:

If HCCS desires to renew this Charter, it must submit a written renewal request to the District at least 180 days before the then-current Charter term expires. Within 45 days after receiving the renewal request, the District must hold a public hearing about the request for renewal. Within 30 days after the public hearing, the District must approve the renewal or state in writing the reasons for denying the renewal. If the District approves the renewal, the District and HCCS must negotiate a new charter school contract within 90 days after the date on which the District approved the renewal, unless the District and HCCS agree to an extension of the time.

BACKGROUND INFORMATION:

According to ORS 338.065 there are five factors required for consideration in the renewal decision. The sponsor bases the renewal decision on a good faith evaluation of whether the charter school is:

- In compliance with the chapter and all other applicable state and federal laws
- In compliance with the charter of the public charter schools
- Is meeting or working toward meeting the student performance goals and agreement specified in the charter or any other written agreement between the sponsor and other public charter school governing body;
- Is fiscally stable and evidence that a sound financial management system described in the proposal and incorporated into the written charter was used; and
- Is in compliance with any renewal criteria specified in the previous charter, if any.

The sponsor must base the evaluation described above primarily on a review of the public charter school's annual performance reports, annual audit of accounts and annual site visit and review as required by ORS 338.095 and any other information mutually agreed upon by the public charter school governing body and the sponsor. The status of the school with respect to the renewal criteria is attached. Based on the evidence, staff recommend renewal of the charter.

ACTION:

(15-513) The Board approves the renewal of the Charter for Hope Chinese Charter School to June 30, 2018 and directs staff to negotiate a new charter contract.

Hope Chinese Charter School Charter Renewal

	<i>Renewal Criteria</i>	<i>Status</i>	<i>Comments</i>
1	Is the school in compliance with Oregon charter school law and all other applicable state and federal laws?	Yes	Periodic visits to the school and the desk audit and compliance verification visit conducted in January 2015 reveal found no evidence of non-compliance.
2	Is the school in compliance with the charter?	No	Desk audit and a compliance verification visit were conducted in January 2015. The two elements of non-compliance will be addressed during the charter renewal process. (results attached)
3	Is meeting or working toward meeting the student performance goals and agreement specified in the charter?	Yes	Hope Chinese Charter School met the student achievement charter renewal criteria for years 1 and 2. For the most recent results, refer to indicator 2 of the Annual Evaluation presented to the Board on October 27, 2014
4	Is the school fiscally stable and was the sound financial management system outlined in the Charter used?	Yes	For the results of the first two years of operation, refer to indicator 4 of the Annual Evaluation presented to the Board on October 27, 2014. Financial for the first half of the current year are attached.
5	Is in compliance with any renewal criteria specified in the charter, if any?	Yes	The only renewal criteria specified is the renewal timeline outlined below.

Renewal Timeline

<i>Timeline</i>	<i>Event</i>	<i>Date completed</i>
No later than December 30, 2014	Written request for renewal of Charter	December 15, 2014
Within 45 days of receiving request for renewal	Public hearing on renewal request	February 17, 2015
Within 30 days of public hearing	Board decision on renewal request (<i>staff recommendation one week prior</i>)	March 16, 2015
Within 90 days of renewal approval	New charter negotiated	

Hope Chinese Charter School Compliance with Charter Requirements (Renewal Criteria 2)

Assessment Completed: __January 14, 2015_____

		Comments/evidence
1. ESTABLISHMENT OF CHARTER SCHOOL	NA	
2. TERM OF AGREEMENT		
2.1 Initial Term	Y	
2.2 Renewal	Y	Letter received 12/15/2014
3. MISSION; GOALS; PHILOSOPHY		
3.1 Commitment	NA	
3.2 Mission Statement	NA	
3.3 Goals	NA	
3.4 Philosophy	NA	
4. COMPLIANCE WITH LAWS		
4.1 Applicable Laws		
4.2 Elementary and Secondary Education Act	Y	
5. EDUCATIONAL PROGRAM		
5.1 Overview	N	Instructional time at grades 1-2 is 65-35 instead of 75-25
5.2 Curriculum	Y	Copy of curriculum with application, no changes verified
5.3 Grades Served	Y	Student enrolled
5.4 Minimum Instructional Hours	Y	Copy of calendar
5.5 Educational Objectives	NA	
5.6 Student Assessment	Y	Copies of fall testing results
5.7 Student Achievement	Y	Annual evaluations
5.8 Nonsectarian	Y	
6. ENROLLMENT		
6.1 Generally		Verify lottery procedure. Lottery is open to public and scheduled for 3/5/2015
6.2 Priority Admissions	Y	Policy on website
6.3 Nonresident Admission	Y	Policy on website
6.4 Student Registration	Y	Link to enrollment form
6.5 Minimum Enrollment	Y	Enrollment = 112 on 1/2/2015
6.6 Maximum Enrollment	Y	Enrollment = 112 on 1/2/2015
6.7 Active Roll	Y	
6.8 Nondiscrimination Standards	Y	Y – Web N – Parent handbook Non-discrimination statement in handbook does not fully address charter requirements – fixed for 2015-16 Y – Employee handbook

6.9 No Dual Enrollment	Y	Verified using 1/2/15 megafile
7. ENGLISH-LANGUAGE LEARNERS		See Appendix H below
8. STUDENTS WITH DISABILITIES		
8.1 Generally	Y	
8.2 Application and Enrollment	N	N Application link: https://docs.google.com/a/beaverton.k12.or.us/forms/d/1fKX-cwEWtdwfvzUPWjYmWgzZZOZ2hLfc7h-J7Zw_zf8/viewform ODE advises removing the charter requirement that the application ask whether the student on an IEP Y Enrollment form: https://docs.google.com/a/beaverton.k12.or.us/forms/d/17uY9xOgx2fwt7kBIOPGXuW84JblCgy4Av1EF3AIJ2LY/viewform?formkey=dEpJZkZsUS1WeVV6cUdDdDk5Vm9ld0E6MA#gid=0
8.3 Nonresident Students	NA	No longer applicable
8.4 Administering IEPs	Y	
8.5 Child Find; Accepted Students Later Determined to Be Special Education Students	Y	
9. RECORDS		
9.1 Weighted Average Daily Membership	Y	In Synergy
9.2 Academic Records	Y	Letter to parents
9.3 Financial Records	Y	Where are financial records archived?
9.4 Additional Required Records	Y	On-site review
9.5 SIS	Y	
9.6 Report Cards	Y	Student report cards: https://drive.google.com/a/beaverton.k12.or.us/folderview?id=0B8ufxg3XDdu1WY01LQ0M4SVNKcGs&usp=sharing_eid&tid=0B8ufxg3XDdu1WTmE1MV81aIZ0Q3M
9.7 Inspection; Review	Y	Result of review
10. POLICIES AND PROCEDURES		
10.1 Generally	Y	Notification procedure updated
10.2 Student Safety	Y	Safety plan: https://drive.google.com/a/beaverton.k12.or.us/folderview?id=0B8ufxg3XDdu1WbnZkcEkxSkFWNFk&usp=sharing_eid&tid=0B8ufxg3XDdu1WTmE1MV81aIZ0Q3M
10.3 Student Discipline	Y	Procedures: https://drive.google.com/a/beaverton.k12.or.us/folderview?id=0B8ufxg3XDdu1WbnZkcEkxSkFWNFk&usp=sharing_eid&tid=0B8ufxg3XDdu1WTmE1MV81aIZ0Q3M
10.4 Criminal Records Checks	Y	Evidence of checks on site
10.5 Tuition	Y	
10.6 Fund-Raising	Y	
10.7 Free and Reduced-Price Meals	Y	
10.8 Transportation	NA	
10.9 Services and Support Provided by the District	Y	
10.10 Computer Hardware and Software Purchasing and Licensing	Y	

10.11 School Calendar	Y	School calendar
11. SCHOOL LOCATION		
11.1 Generally	Y	Copy of lease received
11.2 Notice to District	Y	
12. REPORTING		
12.1 Annual Reporting	Y	
12.2 Reports to Board	Y	
12.3 Quarterly Reports	Y	
12.4 Ongoing Reports	Y	
12.5 Failure to Timely Provide Reports or Information to the District	Y	
12.6 Survival of Termination	NA	
13. FINANCES		
13.1 Annual Budget	Y	Electronic copy on file
13.2 Fiscal Year	Y	
13.3 Segregated Finances	Y	
13.4 Annual Audit	Y	Audits received and on file
13.5 Borrowing Prohibited	Y	
14. DISTRICT FUNDING		
14.1 Percentage of General-Purpose Grant	NA	
14.2 Percentage of Children in Poverty	NA	
14.3 Payments	NA	
14.4 Limitation on District's Obligations	NA	
14.5 State Law Governs	NA	
14.6 Grant Funds	Y	
14.7 District Right to Review	Y	
14.8 Adjustment to Disbursements	Y	
14.9 Retention for Other Purchased Services	NA	No other purchased services
15. SITE VISITS		
15.1 District Representatives	Y	
15.2 Annual Visit	Y	Annual evaluation reports completed with time for review by the school
16. CORPORATE STATUS		
16.1 Duties and Authority of Applicant's Board	Y	
16.2 Nonprofit Corporation	Y	Copy on file
16.3 Corporate Purpose	Y	Exhibit A question 2 in https://drive.google.com/a/beaverton.k12.or.us/folderview?id=0B8ufxg3XDu1WVfHGVW9Ha8

		tZU0&usp=sharing_eid&tid=0B8ufxg3XDu1WTmE1MV81aIZ0Q3M
16.4 Dissolution	Y	Article XV
16.5 Tax-Exempt Status	Y	Letter on file
16.6 Board Composition	Y	Verified membership
16.7 Corporate Records	Y	
16.8 Litigation	NA	
17. INSURANCE		Copies of policies on file: https://drive.google.com/a/beaverton.k12.or.us/folderview?id=0B8ufxg3XDu1Wl9QTDBwR28tRVU&usp=sharing_eid&tid=0B8ufxg3XDu1WTmE1MV81aIZ0Q3M
17.1 Commercial General Liability Insurance	Y	
17.2 Directors' and Officers' Liability Insurance	Y	
17.3 Automobile Liability Insurance	Y	
17.4 Workers' Compensation Insurance	Y	
17.5 Employee Dishonesty Insurance	Y	Audit management letter no addressed
17.6 Property Insurance	NA	
18. STAFF QUALIFICATIONS		
18.1 English Language Arts	Y	
18.2 Classes Taught in Chinese	Y	
19. RELATIONSHIP BETWEEN THE CHARTER SCHOOL AND THE DISTRICT		
19.1 Independent Contractor	NA	
19.2 No Employment	NA	
19.3 Separate Legal Entity	NA	
19.4 Third-Party Contracts	NA	
19.5 Applicant Responsible for Obligations	NA	
19.6 Fiscal Responsibility	NA	
19.7 Nonendorsement	NA	
19.8 Survival of Terms	NA	
20. INDEMNIFICATION		
20.1 Applicant's Indemnity of the District	NA	
20.2 District's Immunity	NA	
20.3 Risk Management	NA	

20.4 Survival of Terms	NA	
21. TERMINATION		
21.1 Ground for Termination	NA	
21.2 Notice of Termination	NA	
21.3 Immediate Termination	NA	
21.4 Applicant's Appeal Rights	NA	
21.5 Student Education Records	NA	
22. REPRESENTATIONS, WARRANTIES, AND COVENANTS		
22.1 The Parties' Representations, Warranties, and Covenants	NA	
22.2 Applicant's Representations, Warranties, and Covenants	NA	
22.3 The Parties' Representations and Warranties Are Not Misleading	NA	
23. DISSOLUTION		
23.1 Location	Y	
23.2 Tax-Exempt Status	Y	
23.3 Address District Concerns	Y	
24. DISSOLUTION		
24.1 Assets	NA	
24.2 Student Records	NA	
24.3 Winding Up	NA	
24.4 Termination by Applicant	NA	
25. GENERAL		
25.1 Policies and Procedures	NA	
25.2 Construction	NA	
25.3 Application	NA	
25.4 Entire Agreement	NA	
25.5 Amendments	NA	
25.6 Applicable Law	NA	
25.7 Invalidity	NA	
25.8 Governing Law	NA	

25.9 No Waiver	NA	
25.10 No Third-Party Beneficiary	NA	
25.11 Nonassignment	NA	
25.12 Time Is of the Essence	NA	
25.13 Delegation by District	NA	
25.14 Effective Date	NA	
25.15 Survival of Representations	NA	
25.16 Counterparts	NA	
25.17 Notice	NA	
ELL (Appendix H)		
1. MISSION	NA	
2. VISION	NA	
3. OUTCOMES	Y	In 2013-14, 40% of student met ELPA growth target and 22% exited within 5 years.
4. REQUIRED COMPONENTS		
4.1 Identification	Y	3 students admitted this year have Woodcock-Munoz test scores from August entered in Synergy
4.2 Placement	Y	
4.3 English Language Development and Access to Academic Content	Y	
4.4 Reclassification	Y	2 students with 5 on ELPA reclassified end of 2013-14
4.5 Monitoring	Y	Designated staff receive reports and monitor student progress
5. TRANSLATED MATERIALS	Y	
6. COOPERATION	Y	
7. TEACHER REQUIREMENTS	Y	

Hope Chinese Charter School Annual Evaluation Beaverton School District October 27, 2014



Table of Contents

Evaluation Overview.....2

Highlights of Findings.....3

Program Evaluation Key Questions, Findings, and Supporting Evidence.....4

Indicator	Key Question	Pg
1	To what extent has the school delivered its intended instructional program?	4
2	How well are students learning?	6
3	To what extent are staff qualified to deliver the program and ensure student learning?	9
4	To what extent is the school on sound financial footing?	11

School Board Goal: All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

Evaluation Overview

Purpose

15.2 Annual Visit. At least annually, a member of the Board, the District's Superintendent, or the Superintendent's designee must visit the Charter School to evaluate its compliance with the terms of this Charter and the Act, and the success of the academic program. The District or its designee must prepare a written report of the findings of its evaluation, which must include, but is not limited to, the following: (a) a statement summarizing the costs of administration, instruction, facilities, instructional materials, and other categories of expenditures, and revenues; (b) a description of the assessments used to measure student progress; (c) a summary of student assessment results; (d) a description of the staffing of the Charter School, summarizing the qualifications of staff members; and (e) a description of the Charter School's educational program.

The Board may terminate the charter of a district-sponsored charter school for failure to:

1. Meet the terms of the approved charter or any provision of the law;
2. Meet the requirements of student performance in the charter;
3. Correct a violation of federal or state law;
4. Maintain insurance as described in the charter; or
5. Maintain financial stability.

Design

By examining a variety of data, this charter school evaluation is designed to assess five key questions:

- How well has the school delivered its intended instructional program?
- How well are students learning?
- Are staff qualified to deliver the program and ensure student learning?
- Is the school on sound financial footing?

Desired outcomes: A quality charter school has a strong instructional program delivered with fidelity by qualified, skilled staff. Students demonstrate mastery in core content areas and show progress in learning during the year. A quality charter school maintains a sound financial foundation to ensure sustainability.

Highlights of Findings

Indicator	Key Question and Findings
1	<p>To what extent has the school delivered its intended instructional program?</p> <ul style="list-style-type: none"> • Students in grade 1 - 2 receive 65% of their instruction in Chinese and 35% in English. At all grade levels, English language arts instruction is provided by staff members who are proficient in English. • BSD learning targets guide instruction in core content areas and immersion instructional techniques support student learning. • Students engage in a variety of modes of instruction including large group, small group, pairs, and individual learning time.
2	<p>How well are students learning?</p> <ul style="list-style-type: none"> • Teachers use a variety of common assessments to monitor student progress, inform instructional decisions, and document student learning. • More than 85% of HCCS first and second graders met or exceeded end-of-year grade level benchmarks on the DRA. • The school met the student achievement criteria specified in the Charter: On a grade-by-grade basis, the average achievement of the Charter School students exceeded the average academic achievement for students in District two-way immersion programs as measured by the DRA.
3	<p>To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul style="list-style-type: none"> • All Hope Chinese teachers are appropriately licensed or on the charter school registry maintained by TSPC and all students are taught by teacher teams who meet the federal definition of “highly qualified”. • English Language Arts classes are taught by a teacher who is proficient in English and appropriately certified. • Classes taught in Chinese are conducted by bilingual Chinese/English teachers fluent in Chinese. • Teachers participate in a significant number of hours of professional development to improve instruction and the classroom and school environment. • 89% of parents believe the school is doing a good job preparing their child for the next school year.
4	<p>To what extent is the school on sound financial footing?</p> <ul style="list-style-type: none"> • The 2014-15 budget has been provided to the District. • Hope Chinese ended the second year of operation with a net income of \$317,816, 31.4% of total income. • After the second year of operation, Hope Chinese’s ending fund balance is \$539,351 or 50% of the expenditures budgeted for 2014-15. • The retention rate for students during the school year was 97%. The return rate for students enrolled at the end of the year was 91%.

Indicator	Key Question and Findings
1	<p data-bbox="331 247 1292 283">To what extent has the school delivered its intended instructional program?</p> <ul data-bbox="331 325 1430 577" style="list-style-type: none"> <li data-bbox="331 325 1430 436">• Students in grade 1 - 2 receive 65% of their instruction in Chinese and 35% in English. At all grade levels, English language arts instruction is provided by staff members who are proficient in English. <li data-bbox="331 436 1430 510">• BSD learning targets guide instruction in core content areas and immersion instructional techniques support student learning. <li data-bbox="331 510 1430 577">• Students engage in a variety of modes of instruction including large group, small group, pairs, and individual learning time.

Charter Requirements

5.1 Overview. Applicant agrees to design and implement the educational program described to the Board and in the Application, as amended by this Charter. The educational program must include the following:

5.1.1 All English Language Arts classes must be taught in English by a person proficient in the English language;

5.1.2 In kindergarten, first and second grades, 75% of daily instruction will be in Chinese and 25% in English;

5.1.5 Differentiated instruction in all classes;

5.1.6 Immersion teaching techniques will be incorporated in classes instructed in Chinese to ensure student success in Chinese learning acquisition;

5.1.7 The curriculum will be fully aligned with Oregon curriculum state standards, and the District's learning targets will serve as a guide for curriculum unit development and assessment;

5.1.8 The educational program implemented must meet the requirements of state and federal law, including, without limitation, Oregon content standards described in ORS 329.045, and other requirements concerning subjects of instruction and content standards;

5.1.9 Instructional materials will include the Primary Math (also known as Singapore Math), Harcourt *Story Town*, Zaner-Bloser handwriting materials, and other materials that align with the District's Learning Targets, applicable Oregon State Standards, and Charter School's education program set forth in the Application, so long as Hope Chinese notifies the District in writing of its intent to utilize such a curriculum 60 days in advance of its use; and

5.1.10 Alignment with the District's goal for all students to show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and to be prepared for post-secondary education and career success.

School Mission

To provide a comprehensive bilingual and bi-literate education that nurtures students to be highly proficient in all academic subjects, but with a special emphasis on Mandarin Chinese, English and mathematics. By doing so, HCCS will prepare students to become highly skilled, caring world citizens who will lead innovation and collaboration in the global marketplace.

Site Visit

The prescribed site visit was conducted by the District's Administrator for Accountability on February 25, 2014. During the visit, Chinese language arts, English language arts, and math instruction were observed in grades K-2.

Findings

At all grade levels, English language arts instruction is provided by staff members who are proficient in English.

- Students in grades 1 - 2 receive 65% of their instruction in Chinese and 35% in English.
- Students receive differentiated instruction through grouping based on achievement as well as through differentiated materials. *Singapore Math* materials provide students with exercises based on the student's achievement and accuracy. Teachers provide individual help and additional challenging work for those who need it.
- During the site visit, students were observed engaging in a variety of modes of instruction including large group, small group, pairs, and individual learning time. The majority of students observed were engaged in classroom tasks as evidenced by 97% of students appearing to be on task over the course of 13 observations. A variety of methods were used to engage students -- random calling, cold calling, choral reading by tables, full class responses, and turn and talk.
- During the course of the visit, students were asked to recall information, identify cause and effect, develop conceptual understanding of math procedures, acquire and use correct vocabulary and pronunciation, and write and speak accurately.
- Immersion techniques observed during the site visit included frequent use of comprehension checks, use of physical gestures and prompts, and effective teacher talk (clear and accurate use of language, repeating as needed, etc.)
- BSD learning targets and state standards guide instruction in core content areas, as documented by grade-level curriculum maps and correlated by classroom observations. Observed instruction aligned with District learning targets as detailed here:

Math

- Use place value understanding and properties of operations to add and subtract with 100.

ELA

- Learn most one-to-one letter sound correspondences
- Answer simple questions based on materials read and describe information gained from text in own words.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Language Development

- Create clear and coherent grade-appropriate speech and text
- Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
- Accurately communicate in grade-appropriate speech and writing

- Instructional materials employed during the 2013-14 school year included *Singapore Math*, *Story Town* for English Language Arts, *Better Chinese* and *Happy Chinese* for Chinese Language Arts, and *FOSS Science*.

Indicator	Key Question and Findings
2	<p data-bbox="331 216 743 247">How well are students learning?</p> <ul data-bbox="331 258 1468 535" style="list-style-type: none"> <li data-bbox="331 258 1442 321">• Teachers use a variety of common assessments to monitor student progress, inform instructional decisions, and document student learning. <li data-bbox="331 331 1393 394">• More than 85% of HCCS first and second graders met or exceeded end-of-year grade level benchmarks on the DRA. <li data-bbox="331 405 1468 535">• The school met the student achievement criteria specified in the Charter: On a grade-by-grade basis, the average achievement of the Charter School students exceeded the average academic achievement for students in District two-way immersion programs as measured by the DRA.

Charter Requirements

5.6 Student Assessment. The Charter School will assess student performance (a) in the manner described in the Application, (b) as provided in ORS 338.115(1)(L), and (c) in a manner consistent with assessments administered by the District to its elementary students from time to time, including assessments required for any District two-way immersion programs. The assessments will include:

5.6.1 Administering to each student each school year the Oregon Assessment of Knowledge and Skills (“OAKS”) to the extent the District requires its students to take such assessment;

5.6.2 Administering to each ELL Student each school year the English Language Proficiency Assessment.;

5.6.3 Administering to each kindergarten, first-, second-, third-, and fourth-grade student in the spring and spring of each school year, the Chinese version of the Student Oral Proficiency Assessment (SOPA) and/or the Early Language Listening and Oral Proficiency Assessment (ELLOPA);

5.6.4 Administering to each third-, fourth-, fifth- and sixth- grade student in the spring of each school year, the Chinese version of the National Online Early Language Learning Assessment (NOELLA); and

5.6.5 Administering to each seventh- and eighth- grade student in the spring of each school year, the Chinese version of the Standards-based Measurement of Proficiency (STAMP).

5.7 Student Achievement. All of the Charter School students must meet the District's learning targets for each grade level for each subject; and the average academic achievement of Hope Chinese students must meet or exceed the average academic achievement for District students enrolled in District two-way immersion program. The following procedure will be used to measure Charter School’s performance towards meeting the student achievement requirements:

5.7.2 Second Year and Subsequent Years of Operation. During the Charter School’s second year of operation, and each school year thereafter, the Charter School will be deemed to have met the student achievement requirements of this Charter if the average academic achievement of the Charter School students, using assessment methods consistent with the practices in the District’s two-way immersion classrooms, meets or exceeds the average academic achievement for District students enrolled in District two-way immersion programs for the same school year. The comparison of achievement of Charter School students and District two-way immersion students shall be made on a grade-by-grade basis, and shall compare the Charter School students in a particular grade against all District two-way immersion students in that same grade if such student is enrolled in a two-way immersion program at the time of the assessment. If the average achievement of the Charter School students does not meet or exceed the average academic

achievement for students in District two-way immersion programs, the Charter School will be deemed to have not met the student academic achievement requirements of this Charter.

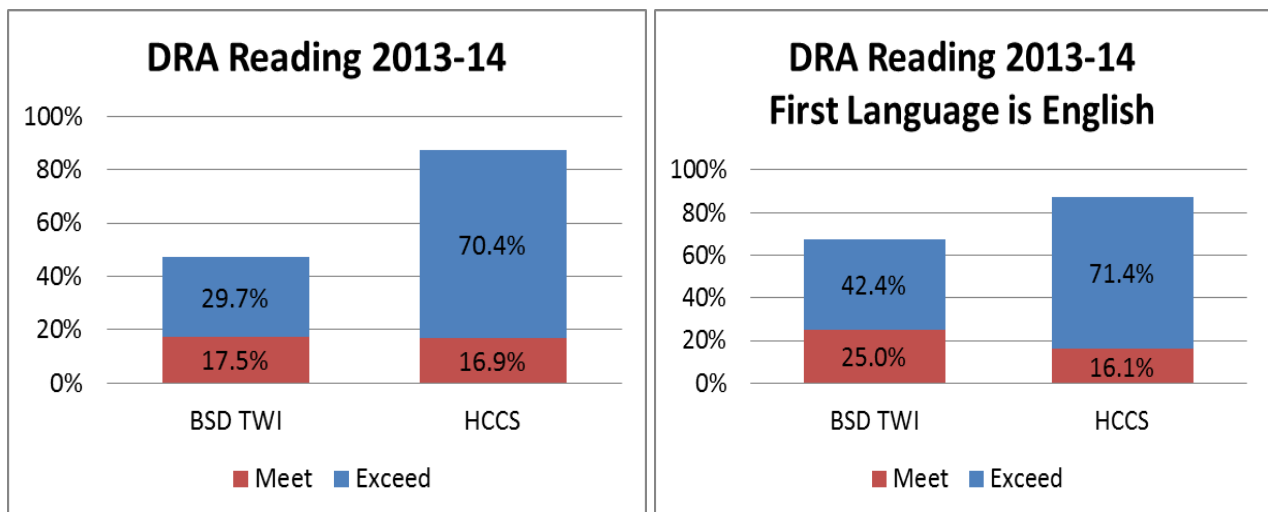
Findings

- The school monitors student progress using a variety of assessments that also inform instructional decisions.

Assessment	Purpose	Use	Frequency
Chinese Language Reading Assessments	Assesses Chinese reading fluency and comprehension	Informs teacher of characters mastered and tracks progress throughout the year.	Beginning, middle and end of the year
Chinese Language Writing Assessments	Assesses Chinese character writing ability and understanding	Informs teacher of characters mastered and tracks progress throughout the year.	Beginning, middle and end of the year
Early Language Listening and Oral Proficiency Assessment (ELLOPA) Student Oral Proficiency Assessment (SOPA)	Assesses students' level of oral proficiency with Chinese language	Tracks students' progress from year to year	End of the year summative assessment
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Assesses English reading fluency and comprehension	Tracks students' progress throughout the year and assists teachers in determining students requiring further intervention.	Beginning, middle and end of the year
Development Reading Assessments (DRAs)	Assesses English reading fluency and comprehension.	Informs teacher and student of appropriate reading level for guided reading groups and student's self-selection. Also informs teacher of strategies used, and tracks progress throughout the year.	Beginning, middle and end of the year
English Language Proficiency Assessment (ELPA)	Assesses ELL students' proficiency levels in English	Informs teacher of students' English proficiency level	End of year
ESL Assessments	Assesses ELL students in a variety of English language objectives	Informs teacher of students' English level and assists in setting learning goals for the student.	Beginning and end of year

Singapore Math Assessments	Assess and tracks ongoing progress of math skills in the Singapore Math curriculum.	Guides teaching strategies for daily learning at an individual/group level.	Bi-Weekly.
-----------------------------------	---	---	------------

- The State’s English Language Proficiency Assessment (ELPA) was administered to all 9 ELL students enrolled in 2013-14. Two students demonstrated proficiency on the ELPA.
- More than 85% of HCCS first and second graders met or exceeded end-of-year grade level benchmarks on the DRA compared to less than 50% of District students enrolled in two-way immersion programs. HCCS students whose first language is English also outperform their District two-way immersion peers.



- On a grade-by-grade basis, the average achievement of the Charter School students exceeds the average academic achievement for students in District two-way immersion programs as measured by the DRA.

DRA Reading	Grade 1	Grade 2
BSD TWI	55%	41%
HCCS	90%	83%
Charter Criteria	Met	Met

- Since Hope Chinese enrolled students only in kindergarten, 1st and 2nd grade in 2013-14, State assessment data is not available.

Indicator	Key Question and Findings
3	<p data-bbox="331 247 1422 283">To what extent are staff qualified to deliver the program and ensure student learning?</p> <ul data-bbox="331 289 1461 688" style="list-style-type: none"> <li data-bbox="331 289 1451 394">• All Hope Chinese teachers are appropriately licensed or on the charter school registry maintained by TSPC and all students are taught by teacher teams who meet the federal definition of “highly qualified”. <li data-bbox="331 401 1393 470">• English Language Arts instruction is delivered by a teacher who is proficient in English and appropriately certified. <li data-bbox="331 476 1383 546">• Classes taught in Chinese are conducted by bilingual Chinese/English teachers fluent in Chinese. <li data-bbox="331 552 1458 621">• Teachers participate in a significant number of hours of professional development to improve instruction and the classroom and school environment. <li data-bbox="331 627 1425 688">• 89% of parents believe the school is doing a good job preparing their child for the next school year.

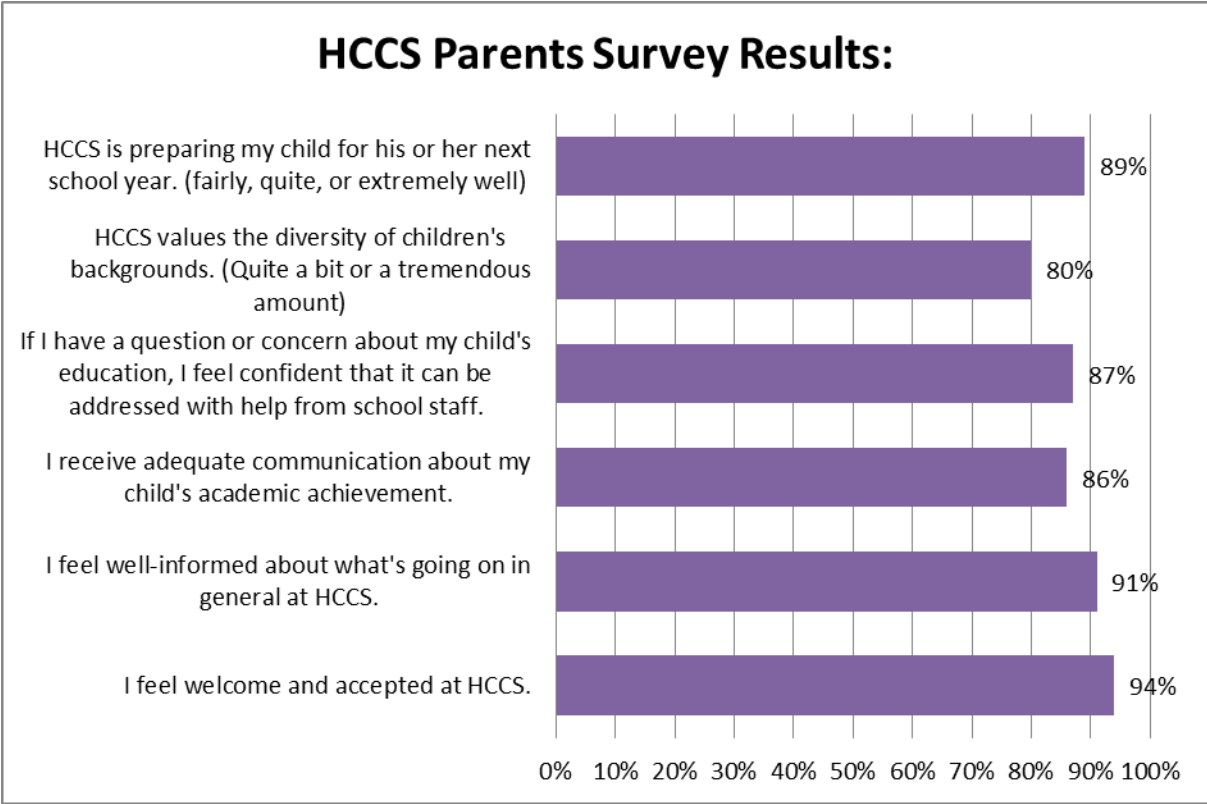
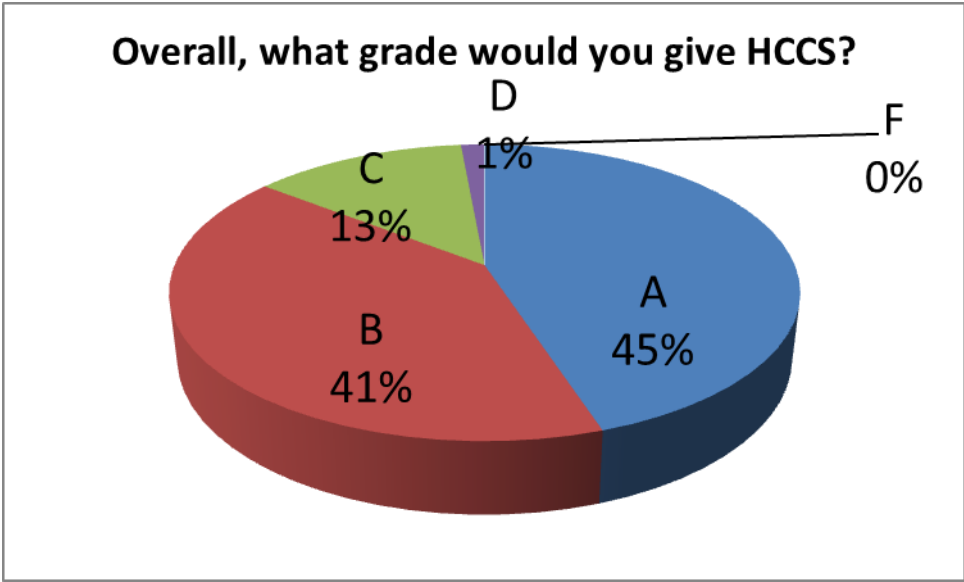
Charter requirements

18.1 English Language Arts. All English Language Arts classes at the Charter School will be taught in English by a teacher proficient in the English language.

18.2 Classes Taught in Chinese. All classes at the Charter School taught in Chinese will be taught by a bilingual Chinese/English teacher fluent in Chinese.

Findings

- English Language Arts instruction is delivered by a teacher who is proficient in English and appropriately certified.
- Classes taught in Chinese are conducted by bilingual Chinese/English teachers fluent in Chinese.
- All Hope Chinese teachers are appropriately licensed or on the charter school registry maintained by TSPC and all students are taught by teacher teams who meet the federal definition of “highly qualified”.
- ELL students were taught by a teacher with an English for Speakers of Other Languages ("ESOL") endorsement.
- In 2013-14, teachers participated in professional development on Chinese immersion instructional practices, Chinese language assessment, Singapore math, Story Town, the English Language Proficiency Standards, and the Oregon Kindergarten Assessment. Teachers also participated in professional development on classroom management techniques, PBIS, the RTI process, TeacherSource, and Synergy.
- A web-based survey of 2013-14 charter school parents was conducted by the school in the spring. A total of 69 parents participated. 86% of parents awarded an A or B grade to HCCS. 89% of parents believe the school is doing a good job preparing their child for the next school year.



Indicator	Key Question and Findings
4	<p>To what extent is the school on sound financial footing?</p> <ul style="list-style-type: none"> The 2014-15 budget has been provided to the District. Hope Chinese ended the second year of operation with a net income of \$317,816, 31.4% of total income. After the second year of operation, Hope Chinese's ending fund balance is \$539,351 or 50% of the expenditures budgeted for 2014-15. The retention rate for students during the school year was 97%. The return rate for students enrolled at the end of the year was 91%.

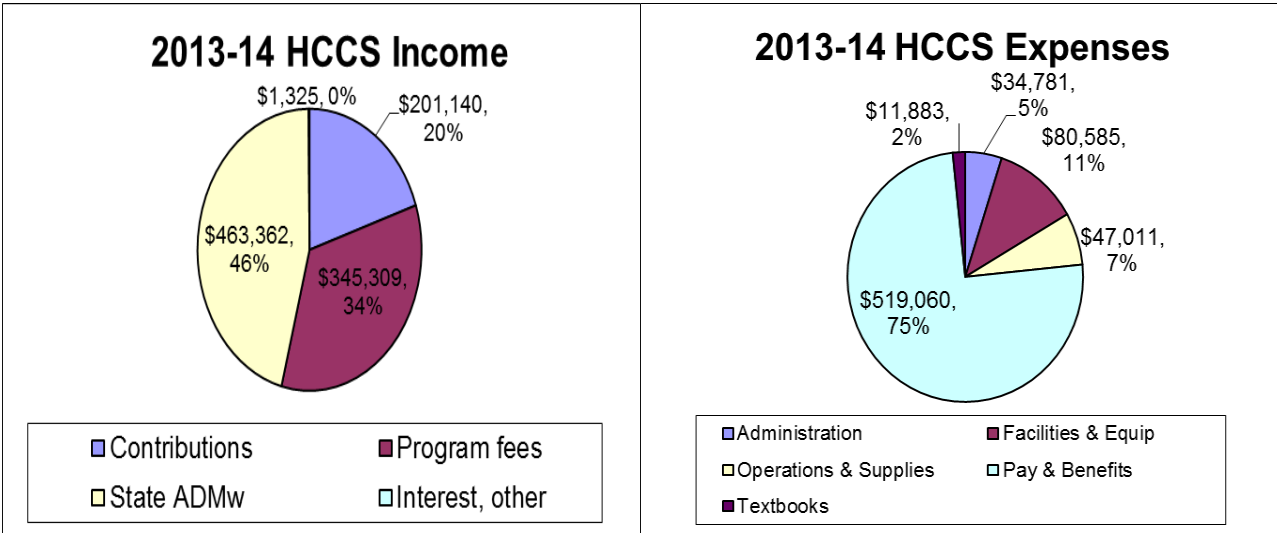
Charter Requirements

13.4 Annual Audit. AISICS will retain an auditor to conduct an audit of the accounts of the Charter School as required by ORS 338.095(2) and in accordance with the Municipal Audit Law. The audit shall be conducted in accordance with the governmental model and conducted by an auditor licensed to perform and experienced with municipal audits. Applicant will deliver a copy of the final audit to the District no later than December 1.

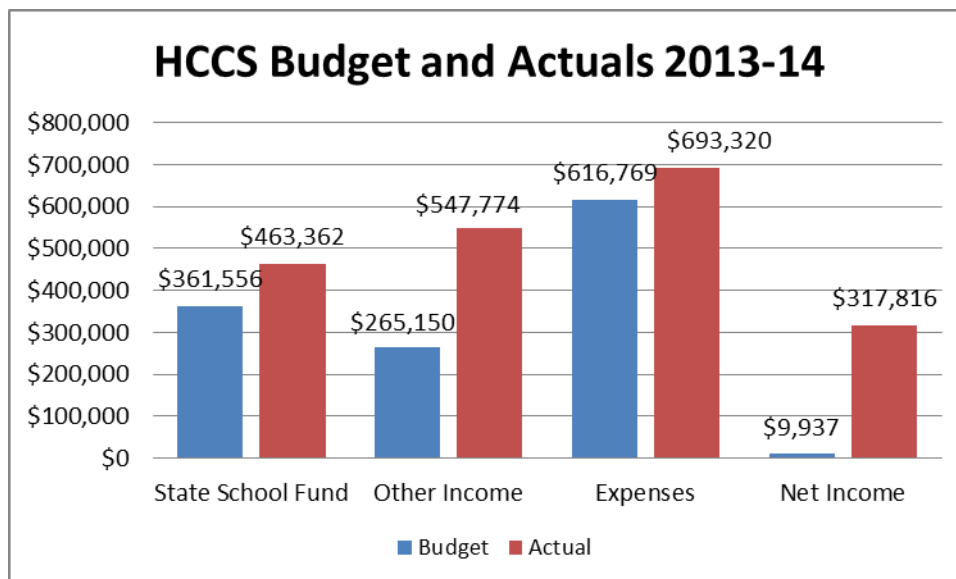
13.1 Annual Budget. On or before April 15 of each year, Applicant will submit to the District the Charter School's proposed budget for the next fiscal year.

Findings

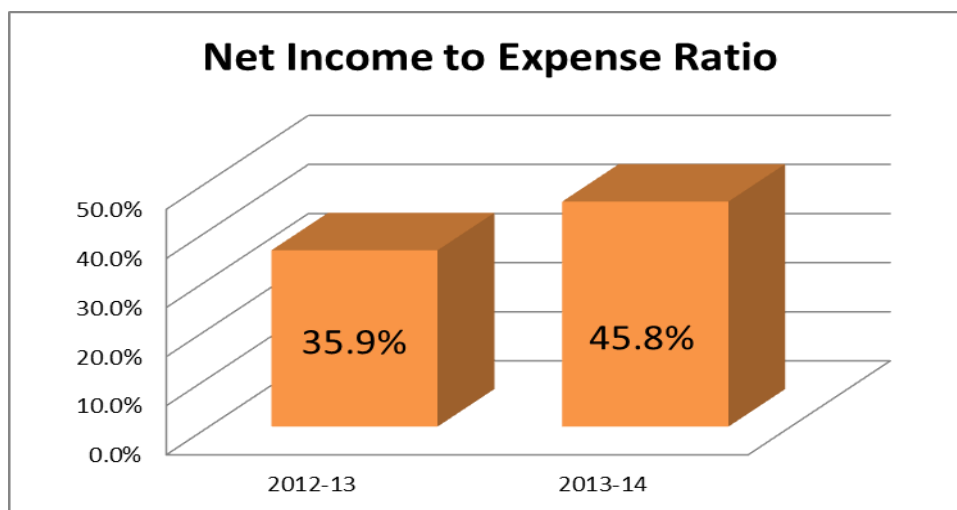
- The annual audit of the first year of operation was received in November 2013. A management letter from the auditing firm identified deficiencies to be addressed and best practice recommendations. The HCCS Board has revised fiscal policies and procedures to address the concerns in the management letter
- The 2014-15 budget has been provided to the District.
- A statement summarizing the costs of administration, instruction, facilities, instructional materials, and other categories of expenditures, and revenues shows that Hope Chinese ended the second year of operation with net income of \$317,816 on total revenues of \$1,011,136 and \$693,320 total expenses. State School fund accounts for 46% of the school's income. Income and expenses are summarized in the charts below:



- Compared to the 2013-14 budget, income was higher than anticipated due to contributions and increased State School Fund. As a result, net income was much higher than expected.



- After the second year of operation, Hope Chinese’s ending fund balance is \$539,351 or 50% of the expenditures budgeted for 2014-15.



- The retention rate for students during the school year was 97%. Of the three students who withdrew during the year, one returned to BSD schools and the other two transferred to schools outside of the District. The return rate of students enrolled at the end of the year was 91%.

2014-15 Return Rate	Total
Active students at end of 2013-14	95
Returned to Hope Chinese	86
Not in BSD	4
In BSD School	5
Return rate	91%



Quarterly Report

October 1, 2014 – December 31, 2014

12.3.1 A list of students expelled

None

12.3.2 Documentation of any changes in any certificate of occupancy, or other health or safety-related permits, applications, or filings.

No changes

12.3.3 Any correspondence, notices, or determinations from the Internal Revenue Service related to maintenance of Hope Chinese Charter School (HCCS)' tax-exempt status.

None

12.3.4 Any correspondence, notices, or determinations from the Oregon Secretary of State or the Oregon Department of Justice Charitable Activities Section related to HCCS' status as an Oregon non profit corporation.

None

12.3.5 A copy of any changes made to HCCS' articles of incorporation or bylaws.

None

12.3.6 A list, including name and contact information, of any individuals leaving or joining HCCS' board.

None

12.3.7 A list of any newly hired employees, including the names of the employees', the position or description of the employees' duties, the date of the initiation of the criminal background investigation required by Oregon law, and the employees' licenses, endorsements, certifications, degrees and qualifications.

No changes from the last report.

12.3.8 HCCS' balance sheet, a statement of revenues and expenditures for the quarter ended, a statement of revenues and expenditures year-to-date, a budget projection summary, all

financial statements must reflect all funds, including grants, and must provide separate reports for each fund and must be in a format provided or approved by the District.

See attached.

Our fiscal year runs from July 1 to June 30.

12.3.9 A list, including name and contact information, of any individuals who resigned from or were terminated as employees of HCCS.

None.

Hope Chinese Charter School
Balance Sheet
As of December 31, 2014

	Total
ASSETS	
Current Assets	
Bank Accounts	
101 USNB- Ck	26,492.79
104 Paypal Account	4,358.77
105 OnPoint Checking	355,056.79
106 OnPoint Savings	5.00
107 OnPoint Preschool Checking	69,427.31
110 Preschool petty cash	0.00
Total Bank Accounts	\$455,340.66
Other current assets	
181d Prepaid Expenses	850.50
Total Other current assets	\$ 850.50
Total Current Assets	\$456,191.16
Other Assets	
191 Deposits - HCCS	5,325.79
390 Payroll Suspense	(370.77)
Total Other Assets	\$ 4,955.02
TOTAL ASSETS	\$461,146.18
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
421 Accounts Payable and Accrued Ex	10,000.00
Total Accounts Payable	\$ 10,000.00
Other Current Liabilities	
430 Accruals	0.00
471 Payroll Liabilities	6,645.40
472 PERS Payable	19,023.52
481 Prepaid Kindergarten	29,915.00
482 Prepaid Preschool	17,149.97
484 Prepaid supply fee	3,180.00
Total Other Current Liabilities	\$ 75,913.89
Total Current Liabilities	\$ 85,913.89
Total Liabilities	\$ 85,913.89
Equity	
3010 Unrestrict (retained earnings)	375,232.29
Net Income	
Total Equity	\$375,232.29
TOTAL LIABILITIES AND EQUITY	\$461,146.18

Hope Chinese Charter School
Profit and Loss
 July - December, 2014

	TOTAL
Income	
1510 Interest and Dividends Income	158.05
1620 Food Services - non reimbursable	18,060.50
1700 Extracurricular Activities Rev.	142,668.92
1920 Contributions Income	24,094.68
3101 SSF - General Support	293,843.00
Non Profit Income	2,900.38
Sales of Product Income	125.00
Uncategorized Income	0.00
Total Income	\$481,850.53
Gross Profit	\$481,850.53
Expenses	
1111000 Primary (K-3)	209,235.82
1113000 Elementary Extracurricular	54,662.32
1440000 SummerProgram (K-3)	13,401.85
1440200 Summer Program Payroll Costs	1,485.36
1440400 Summer Program Supplies/Materials	1,431.96
2240000 Instruct Staff Development	7,491.81
2300000 General Administration	23,279.17
2400000 School Admin	58,102.66
2500000 Support Services	349.27
2540000 Bus-Operation/Maint Plant	45,421.69
2660000 Technology Services	3,579.36
3120000 Nutrition Costs	13,122.55
Uncategorized Expense	0.00
Total Expenses	\$431,563.82
Net Operating Income	\$ 50,286.71
Other Expenses	
Reconciliation Discrepancies	(153.26)
Total Other Expenses	\$ (153.26)
Net Other Income	\$ 153.26
Net Income	\$ 50,439.97