



2014/2015 September Year End Report

Presented to Beaverton School District

September 22, 2015

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Introduction and Reflection

The 2014-2015 school year was successful for our students and brought new awareness in the importance of communication with our families and staff. As we begin our fourth year, we are adapting to the increase in population of students and staff. We have grown from 63 students in the first year to 171 for 2015/2016. Our staff has also grown from 7 to 28 including our HCCS and Tiny Dragons staff. With cooperation from the churches that we share space with and the support of our parent community, we are making things work in the current facility and striving to create a positive learning environment for all under some challenging conditions. Here are a few highlights from 2014/2015 school year:

1. Our children are learning, and it shows by their SOPA scores for Chinese language speaking of 92% meeting and exceeding overall; English reading that shows we've made progress in reducing the number of students needing intensive support; and our 3rd grade Smarter Balanced Scores that were at 89% meeting and exceeding in math and 79% meeting and exceeding in reading.
2. Our board is committed to providing more support staff to relieve teachers and administrative work loads.
3. We look to be in a new facility by the end of 2015 that will have larger classrooms and allow for our expanded growth.
4. 7,625 Volunteer support hours and leadership has provided continued community development and has produced 100 % of our funding for next year.
5. There is growing interest in our school as evidenced by our wait list and more applicants who want to work here.
6. Our charter has been renewed for another 3 years to continue developing students who will be bilingual and bicultural world citizens.

Summary of Achievement of Hope Chinese Charter School Students

This was also the first year for our third grade students to be assessed by the Smarter Balanced Assessment for English reading, writing, and mathematics. The students scored at 79% meeting and exceeding in English reading and 89% meeting and exceeding for math.

Achievement results from the 2014/2015 school year are attached in Appendix A.

In 2014 we assessed our student's Mandarin speaking and listening skills with the Student Oral Proficiency Assessment (SOPA) and the Early Language Listening Oral Proficiency Assessment (ELLOPA) for the first time to establish a base-line of achievement for our school. As of April, 2015 the SOPA and ELLOPA were given again. Please see scores in Appendix A.

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

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

In addition, 10 out of 19 of our third grade students voluntarily took the Hanyu Shuiping Kaoshi (HSK) Chinese Proficiency Test in reading and writing in March and April. HSK is an international standardized exam that tests and rates Chinese language proficiency. HSK assesses non-native Chinese speakers' abilities in using the Chinese language in their daily and academic lives. HSK consists of six levels based on the amount of vocabulary they have mastered to successfully communicate and comprehend written information. A total score of 120 or greater is passing with 200 as the highest possible points. Our 10 third grade students all passed the Level II test with a median score of 184 points. Our minimum score was 160 and maximum was 199.

Here is an explanation of the levels:

Test takers who are able to pass the HSK (Level I - Vocab 150) can understand and use very simple Chinese words and phrases, meet basic needs for communication and possess the ability to further their Chinese language studies.

Test takers who are able to pass the HSK (Level II - Vocab 300) have an excellent grasp of basic Chinese and can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.

Test takers who are able to pass the HSK (Level III - Vocab. 600) can communicate in Chinese at a basic level in their daily, academic and professional lives. They can manage most communication in Chinese when travelling in China.

Test takers who are able to pass the HSK (Level IV - Vocab. 1200) can converse in Chinese on a wide range of topics and are able to communicate fluently with native Chinese speakers.

Test takers who are able to pass the HSK (Level V - Vocab. 2500) can read Chinese newspapers and magazines, enjoy Chinese films and plays, and give a full-length speech in Chinese.

Test takers who are able to pass the HSK (Level VI - Vocab >5000) can easily comprehend written and spoken information in Chinese and can effectively express themselves in Chinese, both orally and on paper.

Assessment Tools

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

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

Reading Assessments (DRAs)	reading fluency and comprehension.	student of appropriate reading level for guided reading groups and student's self-selection. It also informs teacher of strategies used, and tracks progress throughout the year.	and end of the year
English Writing Assessments	Assesses students' writing achievement	Informs teacher of students' achievement with writing skills	Beginning, middle, and end of year
English Language Proficiency Assessment (ELPA)	Assesses ELL students' proficiency levels in English	Informs teacher of students' English proficiency level	End of year
ESL Assessments	Assesses ELL students in a variety of English language objectives	Informs teacher of students' English level and assists in setting learning goals for the student.	Beginning and end of year
Singapore Math Assessments	Assess and tracks ongoing progress of math skills according to the Singapore Math curriculum.	Guides teaching strategies for daily learning at an individual/group level.	Bi-Weekly.
Progress Reports	Shows individual child's overall progress in all subject matters (including PBIS) throughout the year.	Demonstrates to parents the students' individual progress and pattern of growth throughout the year.	Produced each trimester. Parent/teacher conferences occur twice per year.

Financial Update for 2014/2015 school year

HCCS' fiscal calendar runs from July 1 to June 30. We have contracted with Pauly Rogers and Co. PC to audit our financial records for the year ended June 30, 2015.

We have persisted in our fundraising efforts. Our fundraising efforts have raised \$150,700 so far. Our fee-based programs benefit the community and the school in providing before/after care, preschool, morning kindergarten and summer school. The combined programs raised an additional \$336,000.

In addition to our annual grant with the Confucius Institute which provides Chinese teachers to the school to assist in the Chinese portion of the program and \$10,000 per year, we also received a grant from the Teachers of Critical Languages Program sponsored by the US Department of State. This grant provided another Chinese teacher for our school. We also received a small grant from the Oregon Forest Resource Institute to pay for transportation services to visit the Tillamook Forest Center.

Through the good works of our volunteers and the HCCS board, we were able to achieve full enrollment of 24 students in each classroom resulting in a total of 116 students enrolled during the first week of school. 3 students receive free lunches and 4 students receive reduced lunches.

We have signed a new lease to move to a larger space that will accommodate our growing school. The lease allows us to move into the space over 3 years. Nonetheless, moving into a dedicated space will cost much more than the smaller shared space that the school is currently occupying. The new lease resulted in a higher fundraising target for 2014/15. As of September, 2015, due to a delay in permit approvals, we are delayed in moving into the new space until at least the end of December 2015. This also resulted in a savings of \$5,000 per month until we move into the new space.

We fund raise in the current year for the next school year. The Board of Directors also made a decision to increase class sizes by 2 students per class where possible and to add 2 Kindergarten classes for the 2015/16 school year. Those decisions reduced our initial fundraising target of \$335,000 to \$250,000. As of June 30, 2015, we had met the fundraising target through fundraising, money earned from fee based programs and reduced spending.

We continue to be very fiscally conservative and to spend only when necessary. We have a group of committed volunteers, parents and board members and were able to use volunteer services rather than purchasing services (for example, many of the site upgrades, technology installations were done by volunteers). As a result, all expenses were either under budget or in line with budget; total expenses under budget was \$153,000 which helped us reach our fundraising goal of \$250,000. The year to date surplus as of June 30, 2015 is \$204,000.

Summary of 2014/2015 Classes, Enrollment and Retention

For the 2014/2015 school year, we had 1 kindergarten class, 1 first grade class, 2 second grade classes and a third grade class with total enrollment of 116 students. We started the year with 112 students, have had 0 attrition since the beginning of the school year, and were able to accept 3 new students into second grade and 1 new student into kindergarten. 29 were out of district and 87 were in district.

At the end of the 2014/2015 school year and over the summer we had 8 students not return. 3 moved out of state, 3 went to private school, 1 went to public out of district, 1 went to neighborhood BSD school. So we had a 93% retention rate from the 2014/2015 school year.

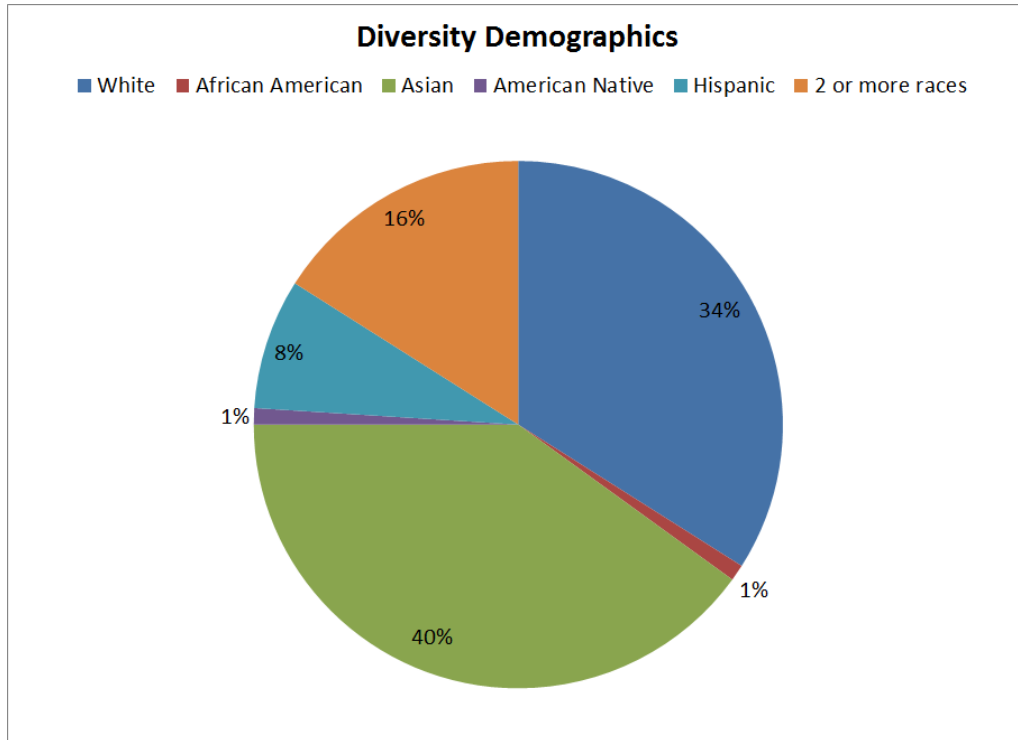
2014/2015 Enrollment and Current Enrollment for 2015/2016

Grade	2014/2015 Enrollment	Waitlist for 2015/2016 School Year	2015/2016 Enrollment as of 9/16/15	2015/2016 Waitlist as of 9/16/15
Kindergarten	25	35	50	17
1st grade	24	17	26	21
2nd grade	48	11	25	1
3rd grade	19	2	46	0
4th grade	Not Avail.	2	24	0
Total	116	67	171	39

In our graph below, you will see a high percentage of Asian and White students. Since we are a school of choice with a focus on Mandarin Immersion, we attract families who have a strong interest in having their child learn Mandarin usually because of 1 of 4 reasons:

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

- Academic Parents - Look to our Charter School to provide a rigorous academic program because they see their child as gifted and recognize Mandarin as a challenging language to learn.



HCCS Demographics Cont.		
	Number of Students	Percentage of Students
ESL Instruction	9	8%
Students on IEP's	11	9%
Free or Reduced Lunch	7	6%
New to Chinese Language this year	12	10%

Summary of 2014/2015 Curriculum and Programs

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

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

Core Academic Subjects

- **Chinese Language Arts** - Teachers use Singapore Chinese materials for scope and sequence of instruction for reading and writing. ACTFL proficiency guidelines have been used to develop speaking targets for each grade.
- **English Language Arts** - Our primary learning materials and scope and sequence for instruction comes from the Harcourt Story Town. Teachers use direct instruction to teach skills in reading, writing, and phonics. Using the Daily 5 management system, students practice each of these skills in application daily. We are using Zaner-Bloser handwriting materials for K-1st. All grades are using the Lucy Calkin's Units of Study in Opinion, Information, and Narrative Writing which is aligned with Common Core Standards.
- **Math** - Singapore Math Common Core edition is being used in all grades. Singapore Math focuses on building concepts as well as teaching procedures with deep understanding. Students use manipulatives, then pictorial representations, and then numeric symbols to demonstrate math understanding.
- **Science** - FOSS science kits provide teachers with a scope for lessons as well as hands-on materials for experimenting. Students work through the scientific process in each unit.
- **Social Studies** - This year our English teachers have taken the Social Studies standards and learning targets and incorporated them into the English Language Arts content. Our Chinese teachers focus on integrating Chinese culture into their language arts lessons.
- **PE** - Using some of the SPARK lesson ideas, Chinese teachers are leading physical education activities because it is great practice for students to use the physical response when listening and participating while all instructions are given in Chinese.
- **Technology** - English teachers in grades 2-3 are integrating computer skills and keyboarding practice with English Language Arts text editing and research.

- **Art/Music** - Both English and Chinese teachers integrate art and music with lessons related to the cultural and language arts.

Special Programs

- **Assemblies** - We have bi-weekly PBIS assemblies where we honor students who have been Kind, Safe, and Responsible. We also use this opportunity to celebrate other school recognition and teach about the Wisdom Seeker characteristics that we're focusing on.
- **Award Ceremonies** - At the end of each trimester, four students are chosen from each class that best represent the characteristics of a Wisdom Seeker. The four awards are for World Citizen, Leader, Team Member, and Critical Thinker. Families are invited to attend this special assembly.
- **Buddy Program** - Our Kindergarten and 2nd grade students were reading buddies with each other and get together to share reading together.
- **Homework Club** - Free Homework Club occurred after school 2 days a week where our Mandarin speaking teachers, instructional assistants, and volunteers help students individually with their Mandarin homework.
- **Field Trips** - Each class went on a field trip this year as it related to their studies. Students in Kindergarten and 1st grade went to the Tillamook Forest, while 2nd and 3rd grade attended the Portland Youth Philharmonic. OMSI came to our school in May for Kindergarten and 1st grades.
- **Cultural Exchange** - This year we sent 2 of our Chinese teachers to Arco Iris to give a presentation about Chinese New Year. In exchange, teachers from Arco Iris came to Hope for a presentation about Cinco de Mayo.
- **Performances** - Our students also participate in 3 performances per year. For each of the major Chinese holidays, and toward the end of the year, students learn songs, poems, dances, and skits, often helping to make the sets or decorations and then perform for our parent community.
- **Visiting Artists** - In April and May we had a special Chinese music teacher visit each class for a lesson using musical instruments. We also had a Chinese author and illustrator, Ann Howard to read her latest bilingual children's book and show children how she created the art work for the book.
- **Sister School** - Hong Yu Chai, of Starbridge, gave a presentation to the 2nd and 3rd grade classes about Portland's Sister City Suzhou and their cultural uniqueness. This is the same city where we have our Sister School, Xinsu Normal School of Jiangsu in Suzhou, China. We continue to exchange post cards with the students and a webpage set up to communicate what is happening in our school and view what they are doing.

Our third grade class also Skyped with them, being able to share things they like to do in their school. http://hopeccs.org/main_pages/sister_school/china_sister_school.htm

Community Involvement

We have an active Parent/Teacher Organization (PTO) that helps organize community events, fundraising, and classroom projects and celebrations. Some of our events this year have included the all school picnic, Autumn Festival, Family Dance, Chinese New Year Celebration, Grandparents day and Grandparents at lunch, and the Xi Wang Gala.

Summary of 2014/2015 Staff Training

As provided in the table below, our teachers and staff had the opportunity to attend various training courses and conferences during the 2014-2015 academic year. We plan on continuing to invest in teacher training for the 2015/2016 academic year.

Training	Date	Staff Attending	Hours	Purpose
Chinese Immersion Training – Confucius Institute, PSU Shen Yin, PPS	June 21-22, 2014 Confucius Inst. Aug. 26, 2014 Shen Yin	8 Chinese Teachers	17 hours each	To train teachers in language immersion techniques and teaching strategies
Chinese Language Training CLC - San Francisco NCLC - Atlanta	April 10-11, 2015 CLC April 16-18, 2015 NCLC	Yuri Liu, Christina Li Jenny Lin, Xiaomei Chen	12 hours each 16 hours each	Conference to provide current information on Language teaching strategies, curriculum materials & networking
Mentor Teacher Training Teachers of Critical Language Program - US State Dept.	Aug. 5-7, 2014 in Wash., D.C. Oct. 23-24, 2014 in Philadelphia	Jenny Lin & Xiaomei Chen	16 hours each	To train teachers on how to counsel guest teacher, understanding contract requirements.
PBIS –	August 25, 2014 + quarterly staff	All teachers &	5 hours + 1 hour quarterly staff	To train teachers on the school-wide

Chris Borgmeier, PSU	meetings and continuous counseling support for teachers and administration	Administration	meetings. Plus monthly discussions within staff	behavioral procedures, guidelines and to support teachers as the school year progresses to ensure consistency in practice
Emotional Intelligence Training - Suzanne & Garth Mackzum	Jan. 26, 2015	All teachers & Administration	2 hours each	To provide training in understanding and teaching strategies for children with emotional sensitivities
Singapore Math- Cassandra Turner, SM Trainer	August 27-28, 2014	11 teachers	14 hours each	To ensure that teachers are instructed in teaching Singapore Math methods
Math Training - Cathy Bernhard, retired Math Consultant, BSD	Nov. 10, 2014 + ongoing staff meetings and observations for follow up	12 teachers	5.5 hours each plus ongoing support	To train teachers in differentiated math instruction, Common Core strategies, and Smarter Balanced Preparation
Daily 5 and CAFE Training Joan Moser and Gail Boushey “The Sisters”	June 26, 27, 2014 - Federal Way, WA	4 English Teachers	11 hours each	To train teachers in the Daily 5 Literacy Management and Reading instruction strategies.
RTI Training – DIBELS, Progress Monitoring,	On going 3 days a week at HCCS Jan. 26, 2015 Staff	Julie Rickman and all English teachers	10 hours + ongoing support and counsel	To train teachers on the RTI process, program development,

Reading Mastery, Read Well Amanda Sanford, PSU	Development April 24, 2015 Staff Development			progress monitoring, and materials instruction
English Writing Training - Writing Project - BSD	Aug 18-19, 2014 +	Mindy Peterson All English Teachers	14 hours + Trimester staff Meetings to calibrate writing assessments	To train teachers in writing process and use of Lucy Calkins writing curriculum and assessments.
ESL Training and Testing – BSD	Aug. 28, 2014 Fall & Spring 2015	Julie Rickman Mindy Peterson (ELL Teacher)	4 hours 8 hours	To train ESL teacher on unpacking ELP standards for ESL students
Kindergarten Assessment - ODE	August, 2014 - on-line	Jeannine Rafferty	4 hours	To train teacher to give the state-wide assessment
Smarter Balanced Assessment - SMBA Symposiums, Univ. of Portland	Aug, 19, 2014 Jan. 15, 2015	Julie Rickman Julie Rickman, Jenny Lin, Mindy Peterson, Elizabeth Gelsinger	2.5 hours 8 hours each	To train teacher s in different aspects of the test and Common Core based instruction
Technology Training - Google Summit, Portland Mail Chimp Training, HCCS Roy Heywood	Oct. 10, 2014 Dec. 12, 16, 2014	All teachers, Administrator, and Admin. Asst.	6 hours each 2 hours each	To assist teachers & administrators in using Google apps and Mail Chimp to streamline communications with parents and effective electronic data use & storage
Administrator Training - BSD Leadership	June 24, 2014 Aug. 13, 2014	Julie Rickman	7 hours 7 hours	Keep Administrator informed of District priorities and teacher evaluation

Training, Elementary School Principals Meetings & CEL trainings COSA Conference Mentoring by Patti Book, Principal Emeritus, BSD	Monthly Meetings Oct. 19-21 Continuous monthly basis		4-7 hours monthly 14 hours apx. 4 hours/month	training To gain information on leadership for Common Core based instruction. To advise and mentor on many administrative issues.
First Aid/CPR – Scott Taube, TVFD	Aug. 19, 2014	10 staff members that needed re- certification	5 hours	To ensure teachers and staff were properly trained on First Aid and CPR
Safety Training– on-line resources	Aug. 18 -19, 2014	All teachers and staff	1.5 hours	To ensure teachers and staff were properly trained in reporting suspected child abuse, non- restraint of children, and blood borne pathogens

Improvement Goals for 2015/2016 School Year

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

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

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

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

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

Board Developments

As we enter our fourth year, we are focused on strengthening our leadership team and continuing to position our school for success. Over the summer, we added two key positions that will be instrumental to our growth. The board hired Robyn Stolin in a full-time dual role as our Advancement Director and Facilities Manager. Robyn is a parent of a 4th grader at HCCS and has been a dedicated school volunteer since our inception. He played a lead role in our new site selection, negotiation, and planning. Robyn's passion for our school prompted him to apply for this position and to leave his former full-time job. As part of his immediate focus, he will partner with us to create and lead the Development Plan for HCCS.

In addition, the board hired Kent Howard to serve in a part-time role as our Private Programs Director. Kent will manage all of our fee-based programs including Tiny Dragons Preschool, before- and after-care, After School Enrichment, and future community-based programs. Kent speaks Mandarin and has experience developing and managing private programs as part of his previous role as Academic Director of Kojen English Centers in Taiwan. We're excited to have Robyn and Kent join our Leadership team! The addition of these roles will also enable Principal Rickman to devote more time to her primary role as Instructional Leader of HCCS.

During the last year, much evolutionary planning work has been completed. We further defined our Middle School strategy and plans, we created a program positioning plan, and we developed marking and branding guidelines. As the board works to create version 2.0 of the HCCS Strategic Plan, we're stepping back and taking a holistic view of our school's mission and goals and ensure it is tightly aligned with all of our planning work. We're forming a Vision & Mission Task Force to help us analyze the work completed to date and make recommendations for changes to our Strategic Plan.

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

Summary of Staff and Qualifications

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

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

For the 2014/2015 school year, we had 3 administrators:

- Julie Rickman, Principal
- Marcella Baldwin, Administrative Assistant (2 days a week since April)
- Crystal Cortez (4 days a week since April)

In 2014/2015 we had 8 teachers, and 3 teacher's assistants:

- Jeannine Rafferty, Kindergarten English Teacher
- Mindy Peterson, 1st grade English Teacher, ESL teacher
- Huiqiong Su, 1st grade Chinese Teacher
- Kent Howard, 2nd grade Long Term Substitute English Teacher (Our regular English teacher had resigned in March)
- Yuan (Yuri) Liu, 2nd grade Chinese Teacher and Chinese Curriculum Coordinator
- Tieyu Yan (Irene Conry), 2nd grade Chinese Teacher
- Elizabeth Gelsinger, 3rd grade English Teacher
- Yuzhen (Jenny) Lin, 3rd grade Chinese Teacher, and Lead Chinese Teacher
- Yuan (Christina) Li, 2nd grade Chinese Teacher's Assistant from Confucius Institute
- Xiaomei Chen, 2nd grade & Kindergarten Teacher's Assistant, Guest Chinese Teacher from Teacher's of Critical Language Program (TCLP)
- Xiemin (Anna) Yang, 1st grade Chinese Teacher's Assistant from Confucius Institute

Staff List and Qualifications for 2015/2016						
	Employee Name	Assignment	Degree	Years Experience	License/Endorsements	Initial Background Ck
1	Julie Rickman	Principal	M.Ed.	3 Adm, 25 T	IAL, CTL	8/2/2004
2	Crystal Cortez	Admin. Asst.	BA	3	Classified	4/1/2015
3	Kent Howard	Private Programs Coordinator P.E. & Computer Literacy	BA	25	Restricted Substitute Teaching, Substitute any Specialty, PP-12	2/27/2015
4	Mark Johnston	ESL, TAG, Test Coordination, Before Care and office help	MA	3	Initial I, Multiple Subjects Self-Contained, ECE, ELE, in process of getting ESL endorsement.	7/8/2014

5	Ann Hsiao-Yen Howard	Kindergarten Chinese	BA		0 Registered	in process w/TSPC
6	Angie Chien-Fu	Kindergarten Chinese	MA		0 Registered	4/19/2012
7	Hanya Lamp	Kindergarten English	MA	7+	Initial II, Multiple Subjects Self-Contained, ECE, ELE	10/1/2014
8	Jeannine Rafferty	Kindergarten Aide	BS		5 Initial I, ELE, ECE, Art Endorsement	10/2/2013
9	Huiqiong Su	1st Grade Chinese	BA		8 Registered	8/9/2012
10	Kelly Matsushima	1st Grade English	MA	7+	Professional Teaching, Multiple Subjects Self-Contained, ECE, ELE	5/31/2015
11	Junhong (Ruth) Wang	2nd Grade Chinese	MA		7 Initial II, ML/HS, ECE/ELE L, Art Endorsement	12/16/2013
12	Tessa Hornbuckle	2nd Grade English	BA		5 Initial I, Multiple Subjects Self-Contained, ECE, ELE	10/10/2014
13	Tieyu Yan (Irene Conry)	3rd Grade Chinese	MA		0 Registered	12/15/2013
14	Zhuoyun (Joy) Zhou	3rd Grade Chinese	BA		0 Registered	in process w/TSPC
15	Yannie Wong	3rd Grade English	MEd		0 Initial I, Elementary - Multiple Subjects, PK-12	8/7/2015
16	Christina Li	3rd Grade Aide	BA		2 Registered - Confucius Institute	8/29/2014
17	Yuri Liu	4th Grade Chinese	MA		2 Registered	7/11/2013
18	Rachel Laing	4th Grade English	MA		4 Initial, Multiple Subjects Self-Contained, ECE	6/2/2014
19	Suzanne Mackzum	Instructional Aide	BA		1 Classified	9/1/2014
20	Sharon Chuang	Lunch Room Assistant	AA		0 Classified	9/1/2015
21	Robyn Stolin	Advancement Dir./Facilities Mgr.	AS, BS in progress	7+ Managerial	N/A	8/1/15
22	Zexia (Daphne) Mao	Kinder. Asst.	BA	7+ China	Confucius Institute	N/A

Appendix A

School Achievement Data

Not shown in our graph, but this was our first year for our third grade students to be assessed by the Smarter Balanced Assessment for English reading, writing, and mathematics. The students scored at 79% at Levels 3 and 4 in English reading and 89% at Levels 3 and 4 for math. For comparison, the average state wide scores for 3rd graders on the Smarter Balanced Assessment was 45.6% in English reading and 45.6% in math.

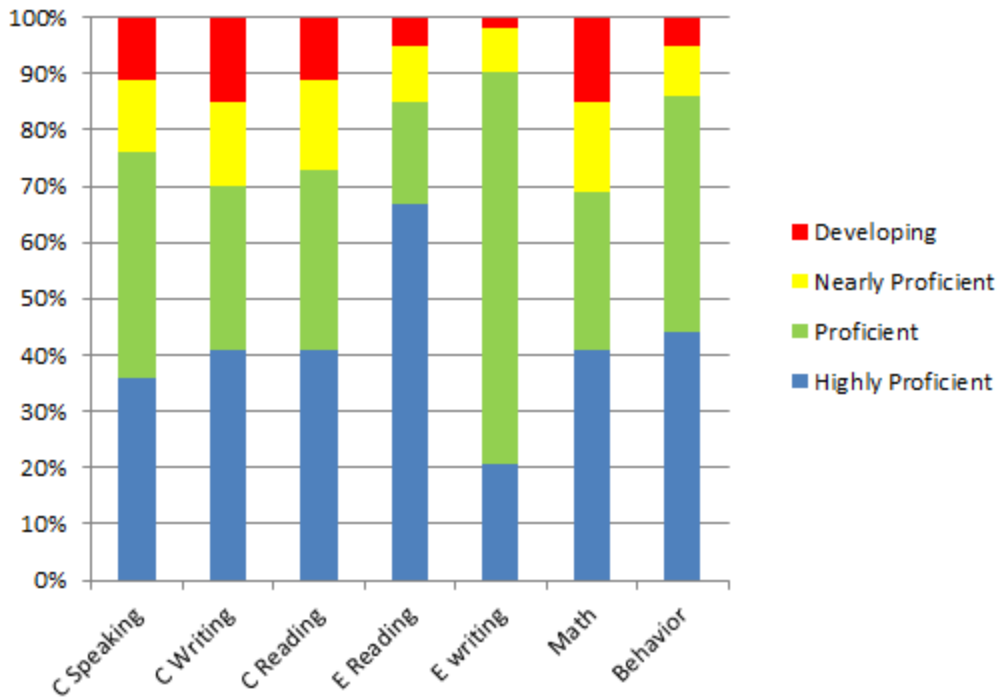
The following graph depicts the overall achievement of students in grades K-3 at the end of the 2014/2015 school year based on teacher assessments and end of unit assessments. The English reading scores are based on DIBELS assessments.

As you look at the green and blue bars together which represents exceeding and meeting expectations, you can see we were at 84% in English reading, 91% for English writing, and 69% in math.

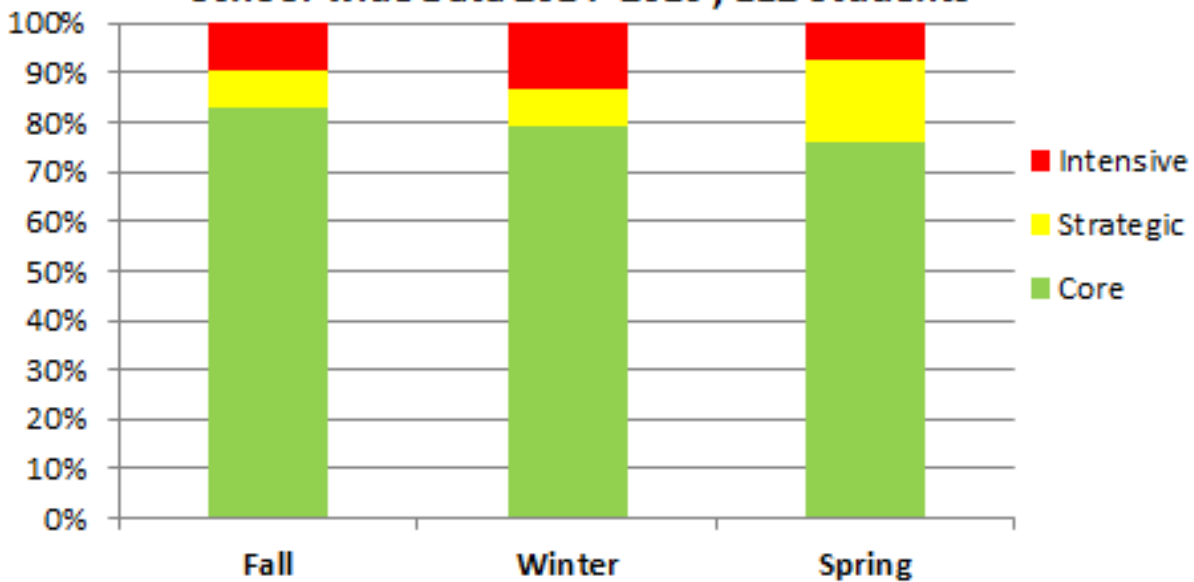
Math is taught in Chinese in grades K-2. In third grade, students receive 30 minutes of their math instruction in English per day and 45 minutes of instruction in Chinese per day. Our state wide achievement scores for 3rd grade were higher at 79% than our own classroom assessments for 3rd grade at 74%. What we have noticed is that with the Singapore Math Curriculum, there is a huge difference between Kindergarten and First Grade, then there is a gradual build in skills, but scores still vary by trimester because of the different units of study. For the coming year, it would probably be best to give an end of trimester assessment, but Singapore Math does not provide mid-year summative assessments. So we would have to create this.

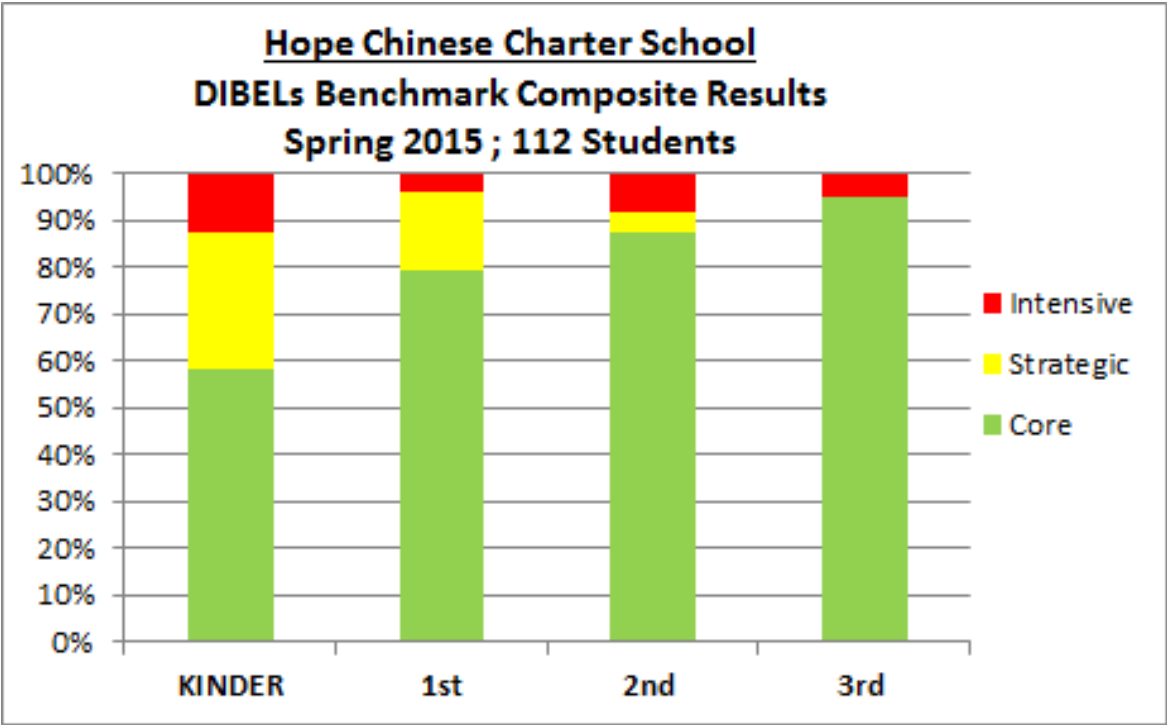
The classroom criteria that we use for Chinese Language speaking also shows lower results, 76%, than the standardized SOPA/ELLOPA test. (See the SOPA/ELLOPA graph) There is no standardized measure for Chinese reading and writing until students are in 3rd grade. So this graph shows just the classroom measures of achievement as measured by teacher-made assessments. Classroom assessments showed slightly higher results in 2013/2014 in Chinese Language reading and writing, but this makes sense as we add more students each year who have no prior language experience. 22% of our student population has a Mandarin speaking parent in the home.

Achievement by Classroom Measures: All School Graph for June 2015



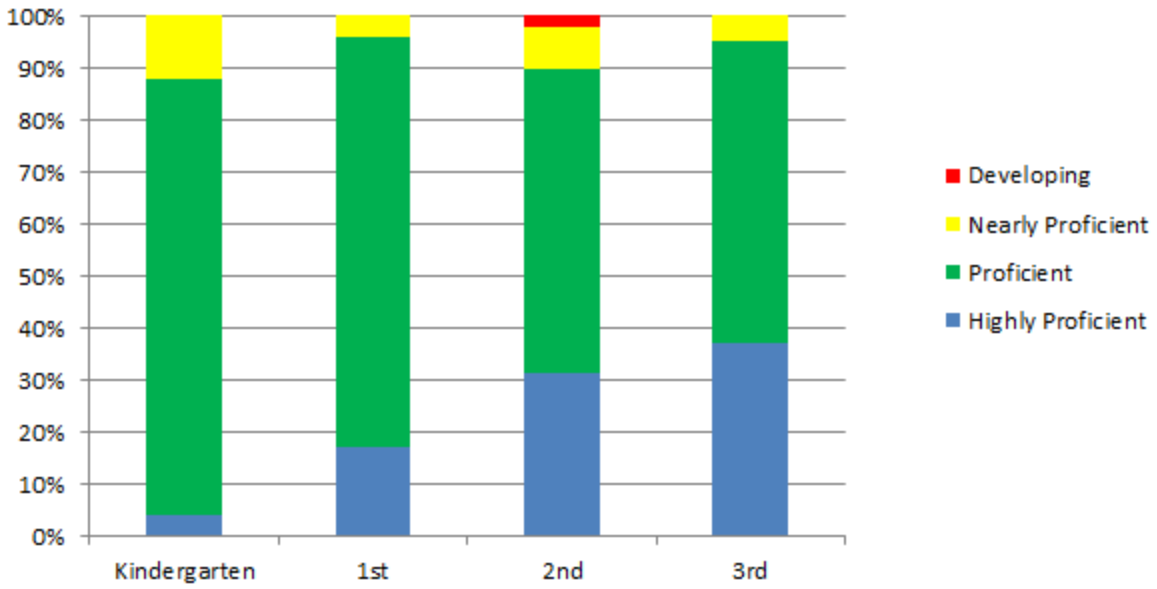
Hope Chinese Charter School DIBELs Benchmark Composite Results School-wide Data 2014- 2015 ; 112 Students





This year's SOPA/ELLOPA scores were slightly higher than last year. In 2013/2014 school year, our K-2nd grade had a average of 89% meeting and exceeding expectations and for the 2014/2015 school year, our classes averaged 92%. We were pleased with these results, but also wanted to confirm the validity of the test. This is an interview style test. In an effort to make students more at ease with the testing environment, we tried having the classroom teacher be the interviewer while one of our trained staff members served as the observer/rater. Changing the way we administered the test could have introduced unintended bias and effected the reliability of the test, so if we can afford and arrange to have a 3rd party tester come to the school next year, we would like to do that.

SOPA/ELLOPA Whole School Proficiency Levels 2015



Appendix B

Hope Chinese Charter School	
Profit and Loss	
July 2014 - June 2015	
	Total
Income	
1510 Interest and Dividends Income	338.06
1620 Food Services - non reimbursable	42,901.05
1700 Extracurricular Activities Rev.	335,899.43
1920 Contributions Income	150,751.80
3101 SSF - General Support	600,485.00
Non Profit Income	2,975.38
Sales of Product Income	0.00
Uncategorized Income	0.00
Total Income	\$ 1,133,350.72
Gross Profit	\$ 1,133,350.72
Expenses	
1111000 Primary (K-3)	437,527.71
1113000 Elementary Extracurricular	131,383.26
1440000 SummerProgram (K-3)	13,391.85
1440200 Summer Program Payroll Costs	1,644.30
1440400 Summer Program Supplies/Materials	1,876.90
2240000 Instruct Staff Development	11,645.09
2300000 General Administration	61,830.92
2400000 School Admin	123,317.82
2500000 Support Services	714.57
2540000 Bus-Operation/Maint Plant	94,588.69
2660000 Technology Services	3,664.91
3120000 Nutrition Costs	41,053.41
4150389 Remodeling/Moving	6,877.32
Uncategorized Expense	0.00
Total Expenses	\$ 929,516.75
Net Operating Income	\$ 203,833.97
Other Expenses	
Reconciliation Discrepancies	(153.26)
Total Other Expenses	\$ (153.26)
Net Other Income	\$ 153.26
Net Income	\$ 203,987.23

Hope Chinese Charter School	
Balance Sheet Summary	
As of June 30, 2015	
	Total
ASSETS	
Current Assets	
Bank Accounts	757,589.48
Accounts Receivable	4,559.00
Other current assets	19,338.26
Total Current Assets	\$ 781,486.74
Fixed Assets	0.00
Other Assets	29,404.79
TOTAL ASSETS	\$ 810,891.53
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	13,921.25
Credit Cards	5,202.25
Other Current Liabilities	48,429.47
Total Current Liabilities	\$ 67,552.97
Total Liabilities	\$ 67,552.97
Equity	743,338.56
TOTAL LIABILITIES AND EQUITY	\$ 810,891.53